

ordan var skolen i dag?

cómo estuvo
la escuela hoy?

wie war die
Schule heute?

πώς ήταν το σχολείο σήμερα?

Kuidas koolis täna?

how was
school today?

のように学校は今日でしたか?

comment était
l'école aujourd'hui?

Are we taking care of our most vulnerable students?

What can we learn from other countries,
and what can they learn from us?

October 13th-15th

2014 CQIE Conference | Brown Hotel | Louisville, Kentucky



10th annual

Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

2014 Theme Questions:

1. Why have civil rights era educational legislation and policy in the United States failed our most vulnerable students?
2. How is schooling conducted in other countries? What can America learn from other countries, and what can other countries learn from us?

The Brown Hotel
Louisville, Kentucky
October 13—15, 2014

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Cover design by Hillary Kummer
MAT student, Missouri State University

Critical Questions in Education

Conference Program

Monday, October 13th

Registration

Continental breakfast

7:45—11:00

South Alcove, 3rd floor

Greetings and Announcements

8:10

Steven P. Jones

Director, Academy for Educational Studies

Crystal Ballroom

First Concurrent Session

8:25 – 9:25

1. International focus: Denmark and Iceland

Paper session — Broadway A

Small is beautiful: An examination of the educational practices at Anna Trolles Skole in Brenderup, Denmark

Eugenia Damron, Marshall University

Isaac Willis Larison, Marshall University

Lone Bodekaer, Anna Trolles Skole (Brenderup, Denmark)

This presentation examines the educational practices at Anna Trolles Skole established in 1712 for children in the farming community of Brenderup, Denmark. The school focus is on music and creativity.

Happy to be here: Climate and curriculum in an Icelandic K-10 public school

Karla Smart-Morstad, Concordia College

David Morstad, University of North Dakota

From one case study of a successful school, in Reykjavik, Iceland, come questions and insights about school climate and curriculum in a K-10 setting.

2. Social justice

Workshop symposium — Broadway B

The bravest girl in the world: A qualitative exploration of social justice through the lens of the adolescent

Shirley Marie McCarther, University of Missouri—Kansas City

Donna M. Davis, University of Missouri—Kansas City

A highly interactive workshop symposium engages participants in exploration on the issue of social justice and youth perceptions of the term in 21st century urban school settings using student voices.

3. NCLB: A failure

Presentation / discussion — Broadway C

No Child Left Behind: Postmortem of a failed reform

William Gregory Harman, Dominican University

Camille Boden, Dominican University

Jeremy Karpenski, Dominican University

Nicole Muchowicz, Dominican University

By 2014, NCLB was supposed to have ended public education inequality. Data “left behind” by our first national standardized regime for public schooling is used to evaluate the reform.

4. Science education

Paper session — Citation A

Engineering rainbows and unicorns: A critique of the next generation science standards

Alberto J. Rodriguez, Purdue University

This presentation offers an in-depth critique of the new National Science Education Standards and urges us to reflect on the implications of jumping on another shortsighted education reform—a fast moving train.

The Geosciences: Core subjects in other nations, but not in the U. S.

Jill (Alice) Black, Missouri State University

Geosciences are an integral part of secondary curricula in other developed countries, but at best, are taught to U.S. non-college-bound students. Why? And does this change perceptions of the geosciences?

Second Concurrent Session

9:35 — 10:50

5. Finding social justice

Panel discussion — Citation A

Challenging the injustices in the justice: Using social justice action as a revision of lessons in education

Larry C. Bryant, The University of North Texas at Dallas
Gina Stevenson, The University of North Texas at Dallas
Sheila Williams, The University of North Texas at Dallas
Burgundie Smith, The University of North Texas at Dallas
Trenell Scott, The University of North Texas at Dallas

Educational law during the civil rights period sometimes resulted in unintended consequences. Graduate students engaging in a social justice course explored the impact of the injustice in the justice laws.

6. Special education

Paper session — Citation B

Passion, activism, and burnout: War torn hero

Michael Fitzpatrick, Morningside College

Despite a deplorable history, SPED was grounded in Civic Professionalism and aligned with the Civil Rights movement. This presentation addresses these precepts while simultaneously emphasizing the importance of teacher preparation.

Special education in the United Kingdom

Christine Salameh, Bellarmine University
Kayla Steltenkamp, Bellarmine University

This presentation addresses the structure of the special education system in the United Kingdom (UK) with a focus on how poverty affects access to services.

7. International focus: China

Paper session — Broadway A

Achievement gap in China: What do we need to know?

Gaoming Zhang, University of Indianapolis

The achievement gap in China takes entirely different forms than it does in the United States. The gap is not primarily an ethnic one, but rather geographical, economic, and political. This presentation will review these factors and discuss what China has done to address the inequalities in education.

Lessons from China and around the world

Debra L. Lawrence, Drexel University
Ruth Ann Ball, University of Oklahoma

Lessons from China and around the world provide insight into how the U.S. early childhood system compares with that of other nations regarding oversight, staff qualifications, and other critical system elements. 4

District and school supports for ambitious math instruction: A descriptive comparison between the United States and China

Emily C. Kern, Vanderbilt University
Erin Henrick, Vanderbilt University

A descriptive analysis of the U.S. and China examining how districts and schools are organized in both countries to support teachers to develop high quality mathematics instructional practices.

8. International focus: Africa (and Eastern Europe)

Paper session — Broadway B

The anti-educational consequences of efforts to universalize education: Lessons from sub-Saharan Africa and Eastern Europe

Philip P. Kelly, Boise State University
Petya Stoyanova-Johnson, Boise State University

While universal education is widely hailed as an inherent good, examination of the manner in which education is “universalized” reveals that educational quality can actually diminish, leaving children worse off.

An American Master’s degree in Educational Leadership in Africa: A catalyst for change

Marietta Daulton, Walsh University
Mugagga Muwagga Anthony, Kisubi Brothers University College,
Makerere University (Kampala, Uganda)

A look at what has happened through the introduction of a first graduate degree program (2007) in Uganda to focus on preparing teachers to become head teachers/principals of schools.

Play is educational: Using World Cup 2014 to teach the world about Africa

Amy Ansong, George Mason University

Learn how the World Cup 2014 can be used to teach others about the significance of the 5 represented African countries: Algeria, Ghana, Ivory Coast, Cameroon and Nigeria.

9. Educational technology: How are we doing?

Paper session — Broadway C

Using K–12 online learning to address the needs of at-risk students: Are we closing or widening the achievement gap?

Judy Jackson May, Bowling Green State University
Martha Sears, Bowling Green State University

This quantitative study investigates the use of online learning to meet the needs of at-risk students. Findings suggest that the performance gaps of some demographic groups are growing wider as online learning expands.

Traditional teacher education programs and 21st century learners: Are we making the connection?

Karen S. DiBella, University of Tennessee at Martin

Kimberly G. Williams, University of Tennessee at Martin

Standards-based reforms require the use of technology in public education classrooms, creating a new vision for quality instruction. Are traditional teacher education programs preparing pre-service teachers to meet this challenge?

A 21st century education for a 21st century future: Rethinking pedagogy for technology as transformative

Serina A. Cinnamon, Southern Illinois University, Carbondale

Grant R. Miller, Southern Illinois University, Carbondale

Using a Deweyian lens, this presentation explores the extent to which technology is being used to transform learning to prepare *all* students for the increasingly global world in which they live.

Third Concurrent Session

11:00 – 12:00

10. Desegregation efforts

Paper session — Citation A

Chicago desegregation efforts and the Civil Rights Act

Dionne Danna, Indiana University

The Chicago school desegregation experience provides a history of implementing a federal civil rights law as enforcers faced shifting federal agenda, local political power, stakeholder opposition, and demographic transitions.

Public schools: Segregation yesterday, segregation today, and segregation forever

Charles C. Jackson, Georgia Regents University

Examination of the impact that public school desegregation has had on the academic performance of African American youth. The evidence suggests that the impact has been significantly positive.

11. International focus: English as a second language

Panel discussion — Citation B

A comparative study of English language instruction in Eastern Virginia and Southwestern England

Gail McEachron, The College of William and Mary

Lexi Hartley, The College of William and Mary

Aaron Nawrot, The College of William and Mary

This study conducted in the UK and US compares ESL instruction at the elementary and secondary levels in relation to the use of heritage language, cultural responsiveness, and community involvement.

12. Tenure and teacher evaluation: The Ohio experience

Paper session — Broadway A

The problematic history of teacher tenure in Ohio

Ann Hassenpflug, University of Akron

This presentation will review the history of the struggle over teacher tenure in Ohio as well as an analysis of the reasons for that struggle.

Teacher evaluation plans: We're getting it wrong!

Steve Broidy, Wittenberg University

Current teacher evaluation approaches, such as Ohio's recently instituted plan, ignore the importance of a range of teacher "inputs" into the teaching-learning process, and too narrowly construe the important "outputs" of teaching.

13. International focus: Preschools in Hungary and the U.S.

Presentation / discussion — Broadway B

Preschools and school readiness in Hungary and the U.S.: Issues related to the motivational aspects of readiness

George A. Morgan, Colorado State University

Krisztian Jozsa, University of Szeged (Szeged, Hungary)

In Hungary all children attend free all-day kindergarten for three years. We will discuss whether this universal preschool might lead to better school readiness motivation in Hungary than the U.S.

14. Tracking student achievement: Follow the money

Paper session — Broadway C

An investigation of local school district investments and human capital theory

Scott Sweetland, The Ohio State University

This research links an empirical study of school district expenditures with human capital theory. The juxtaposition is that economically vulnerable students suffer low levels of schooling and commensurate economic participation.

It's now the golden anniversary of the Elementary and Secondary Education Act, and now it's time to reflect and ask: Can government funds predict high school students' advanced and proficient state assessment scores?

James P. Concannon, Westminster College

Linda Aulgur, Westminster College

Susan Serota, Westminster College

Bob Cowles, Westminster College

A summary of a quantitative study to see which of a number of variables determine how well students perform on the ACT, state assessments, and other measures. Surprising results about which factors most influenced student success.

Lunch

12:00 – 1:15

On your own

Featured session

12:45 – 2:25

(You are welcome to bring your lunch to this session)

15. Civic engagement: The voices of youth

Presentation / Interactive Workshop — Citation A

Learning to listen: Youth perspectives on community engagement, flourishing, and education

Maria McKenna, University of Notre Dame

Kevin Burke, University of Notre Dame

Stuart Greene, University of Notre Dame

Youth, from the "Engaging Youth, Engaging Neighborhoods Project"

Learn first-hand from youth involved in a community based research/learning program about the format, techniques, and outcomes of a civic engagement program based on youth voices, art, and activist learning.

Fourth Concurrent Session

1:15 – 2:15

16. Trying to help, but getting it wrong

Presentation / discussion — Broadway A

Good intentions gone wrong. Money not well spent

Tom Deering, Georgia Regents University

Samuel B. Hardy III, Georgia Regents University

No other nation has spent as much money to help its minority population as the United States. This investment has produced little return for society or those who received society's investment.

17. International focus: Saudi Arabia and the Caribbean

Paper session — Broadway B

Do Saudi society and school community help to improve critical thinking skills in Saudi Arabian elementary schools?

Mesfer Alwada'i, King Khalid University (Abha, Saudi Arabia)

Summary of an explanatory sequential mixed-method study to examine Islamic teachers' thought on improving critical thinking skills in elementary schools in the Southwestern province of Saudi Arabia.

Cultural identification and academic motivation among Caribbean students

Marco A. Columbus, Cameron University

Summary of a research study that investigates how group identity for Caribbean college students influences academic achievement.

18. International focus: Ireland (and Bosnia and Herzegovina)

Paper session — Broadway C

Educational policies, practices and programs: A view from abroad

Pauline Nugent, Missouri State University

While comparisons are often considered odious, they may also be helpful, affording a critical view of our own educational practices and offering insights into new ways of meeting the instructional challenges of the 21st century.

How political, social, and school environments affect the teaching of culturally inclusive curricula in Northern Ireland and Bosnia and Herzegovina

Sunanna Chand, Vanderbilt University

This presentation explores culturally inclusive curricula in Northern Ireland and Bosnia and Herzegovina, and the political, social, and school-level barriers to its successful implementation.

Fifth Concurrent Session

2:30 – 3:30

19. The Brown decision and the construction of race

Paper session / Discussion — Citation A

Brown vs. the Board of Education—For better or worse? That is the question

Roberta J. Wilburn, Whitworth University

This presentation will examine the impact of *Brown vs. the Board of Education* on the education of African American children from a historical, cultural and psychosocial perspective.

The persistence of racialized privilege in a multicultural society

Johnny Lake, Northwest Christian University

Understand why, despite tremendous legal and social efforts to end racial inequity in education and society, race remains a strong predictor of achievement and success. Challenging, interactive and experiential learning.

20. The problem with philanthropists and neoliberals

Paper session — Citation B

The war on children and the role of teacher education: Claims of “Care” amidst pedagogies of humiliation

Joseph C. Wegwert, Northern Arizona University

This paper examines the discursively framed and deployed cultural artifact of “childhood” in the neoliberal context, then extends this analysis through the lens of schools and the education of teacher candidates.

Launching Sputnik in the 21st century: Symbiosis amid the newest STEM “crisis”

Becky L. Noel Smith, University of Alabama

This paper examines the motives of venture philanthropists—Bill Gates and Eli Broad—and academic Shirley Jackson, as they emerged post-2000 (Y2K), and how these moves have fueled the current STEM “crisis.”

21. International focus: Childhood education in South Korea, Italy, and the U.S.

Paper session — Broadway A

The Reggio approach to learning and the right of education for all young children

Jeanetta G. Riley, Murray State University

Jo Robertson, Murray State University

This presentation will examine a unique approach to early childhood education originating in Reggio Emilia, Italy. Participants will compare the principles of the approach to education in the United States.

How Mr. Froebel’s kindergarten system has influenced the kindergarten classroom routine both in South Korea and the U.S.

Yong Joon Park, Indiana State University

Youjin Yang, Chicago State University

This presentation offers a review of Froebel’s ideas about kindergarten and shows how his ideas have influenced kindergarten classroom routines in South Korea and the U. S.

22. Serving vulnerable populations with charter schools

Paper session — Broadway C

Indigenous-serving charter schools: New hope in Indigenous education or another broken promise?

Alison Reeves, Southern Illinois University Edwardsville

This presentation evaluates the potential of charter schools to promote social justice in Indigenous communities through analysis of a case study of the educational experience at an Indigenous-serving charter school.

Improving learning in vulnerable populations through university and charter school partnership

John Long, Lindenwood University

Cynthia Bice, Lindenwood University

Amanda Aldridge, Lindenwood University

Lindenwood University is in the 5th year of a partnership with an academically successful charter school serving urban students. The school has grown to a K—11 three-site program.

Featured Presentation:

Civil rights and our most vulnerable students

3:45 — 5:00

Crystal Ballroom

An Academy Talk by

Laurene Heybach

Senior Counsel

Chicago Coalition for the Homeless

Financial support for this Academy Talk is provided by
the College of Education at Missouri State University
David Hough, Dean of the College

Informal gathering

Hotel Bar

8:00

Tuesday, October 14th

Registration
Continental breakfast
8:00—10:00
South Alcove, 3rd floor

Sixth Concurrent Session
8:25 – 9:25

23. Homelessness

Presentation / Discussion — Citation A

Critical Questions in Education: A theme issue on homeless youth

Rene Heybach, Chicago Coalition for the Homeless
Jessica A. Heybach, Aurora University
Eric C. Sheffield, Missouri State University

This panel presentation outlines and summarizes an upcoming theme issue of the journal, *Critical Questions in Education*. The reasons for publishing such a theme issue as well as its content will be discussed.

24. Improving teacher education

Paper session — Citation B

Co-teaching in student teaching: Redesigning teacher education

Nancy Melser, Ball State University

At Ball State University, student teachers complete student teaching in co-teaching classrooms. They co-plan, and co-teach, with their classroom teachers to better teach children and feel more prepared for their future classrooms.

How teacher educators view the curriculum of teacher education

Amy Biggs, Mount Vernon Nazarene University

Better prepared teachers mean better schools. Teacher educators represent the place where theory meets practice. Responsibility falls on teacher educators to implement and deliver the instruction to future teachers.

25. International focus: South Korea

Paper session / Book response — Broadway A

Korean education: The light, shadow, and innovation aspects

Kim Young Ki, Gyeonggi Provincial Office of Education (South Korea) and
Indiana State University

The presenter will discuss the secrets of successful Korean Education. The presenter will also discuss some current educational problems the Koreans are facing and innovative education initiatives to recover from the problems.

Exploring dynamics of South Korea's educational system

Jaymi Thomas, College of William & Mary

This presentation is a look at the book *No Alternative? Experiments in South Korean Education* with special focus on the chapters that discuss South Korean higher education.

26. Professional development for faculty

in higher education

Paper session — Broadway C

Needs assessment of higher education teaching faculty's current multicultural education practices and interest in further multicultural education development

Ann M. Herd, University of Louisville

Summary of a study that reports on the process and results of a multicultural education needs assessment among education faculty at a metropolitan university.

Self-study: Melding research and practice in teacher education

Kathryn Prater, Southwestern University

This presentation chronicles my attempts to align my actions with my beliefs as a teacher educator through self-study methods.

Featured Presentation:
**School and education policies in the
United States and around the world**

9:35 — 10:50
Crystal Ballroom

An Academy Talk by
Stephen Heyneman

Professor of International Education Policy
Vanderbilt University

Financial support for this Academy Talk is provided by
the College of Education at Missouri State University
David Hough, Dean of the College

Seventh Concurrent Session

11:00 — 12:00

27. Different ways to engage vulnerable students

Paper session — Citation A

Service-learning as a tool for civic empowerment and social change

Steven M. Hart, California State University, Fresno

A qualitative investigation of the ways service-learning experiences can promote the civic identity and participatory efficacy of underserved youth.

Fostering democratic engagement in a community photovoice project

Maria McKenna, University of Notre Dame

Kevin Burke, University of Notre Dame

Stuart Greene, University of Notre Dame

This presentation focuses on the potential of embracing multi-faceted education opportunity zones and techniques in education, specifically literacy education, especially for youth traditionally marginalized by the educational system.

**28. Then and now: Creating schooling opportunities
for those left behind**

Paper session — Citation B

Tuskegee airmen, integration, Section 6 schools, and CHAP

Joan Fitzpatrick, Morningside College

Michael Fitzpatrick, Morningside College

The presenters will provide information about the Tuskegee Airmen and the civil rights movement, Section 6 schools, and CHAP assignments for military members who had children with disabilities before IDEA.

Early college high schools: The experience examined

Lisa P. Kirkham, Discovery Learning Research Center, and Purdue University

This presentation reviews the history and empirical evidence surrounding the Early College High School intervention program for disadvantaged high school students. Potential research agendas are also explored.

29. Bringing help to struggling students and families

Paper session — Broadway A

**The economics of conditional cash transfer programs
to increase parental involvement**

Grant Smith, Bellarmine University

This presentation suggests a policy for increasing parental involvement among U.S. families below the poverty line. Conditional cash transfer programs have worked successfully in 16 Latin American countries.

**Conflict resolution and peer mediation programs
within the U.S. juvenile justice system**

Catherine Kelly, Vanderbilt University

Sunanna Chand, Vanderbilt University

Conflict resolution and peer mediation programs have been proven effective in secondary institutions across the U.S. and the world. This presentation explores the possibility of transferring these programs to the U.S. juvenile justice system

30. Testing and profiling our college and university students

Paper session — Broadway B

Student perceptions of teacher testing: How they feel and how colleges can help

Nancy Melser, Ball State University

As pre-service teachers are required to take tests for teacher licensing, they are often scared and worried. This presentation will share the results of a survey of pre-service teachers and the ways colleges can help.

The carrot and/or the lash: Lumina's Degree Qualifications Profile and its effects on higher education students and faculty

Paul Myers, University of Illinois at Urbana-Champaign

T. Jameson Brewer, University of Illinois at Urbana-Champaign

In this session, the authors analyze Lumina's Degree Qualifications Profile (DQP) using critical discourse analysis and corpus linguistics methods. Implications for higher education include issues of standardization and teacher practice.

31. Mentoring teachers

Paper session — Broadway C

Preservice teachers' perceptions of the potential of mentoring programs to support new teachers in learning to teach

Mark R. Riney, West Texas A&M University

This qualitative study examines preservice teachers' perceptions of the potential of mentoring programs to assist them to learn to teach and to understand cultures present in their future school settings.

Lunch

12:00 – 1:15

On your own

Eighth Concurrent Session

1:15 – 2:30

32. Seeing, reporting, and responding to problems of race and poverty

Paper session — Citation A

Death in the valley: Looking at media and the school-to-prison pipeline and its effects on students of color

J. Roberto Garcia, Weber State University

Melina Alexander, Weber State University

Using the tenets of critical race theory, presenters look at recent media surrounding deaths of black youth and examine the history of a system of punishment that criminalizes black boys.

Mentoring: A success story with follow-up

R. Larry Bohannon, Southeast Missouri State University

Collaborative Action Research in Equity (CARE) was a pilot mentoring program developed to foster supportive relationships between a minority child and adult that provided schools with another supportive community program.

33. International focus: International field experiences

Paper session — Citation B

Creating culturally relevant teachers: Influences from a Mayan primary school in Belize

Sharon Hundley, Campbellsville University

Lisa Allen, Campbellsville University

Pre-service teachers taught in Mayan primary school classrooms in Belize. Findings reveal how the international field experience contributed to their development as culturally relevant and globally competent educators.

The development of a procedural program (E.L.I.S.A.) establishing interna- tional preservice teacher field placements with reflections of cross cultural observations in Gaming, Austria

Tiffany T. Boury, Franciscan University

Given the attention to 21st century skills within American curriculum, this study focuses on examples of gains made in cultural competency by preservice teacher participating in an international field experience.

Creating an immersion experience in a foreign land: What can future educa- tors learn about themselves and their teaching of diverse populations?

Sarah Ann Westerdale Murray, Centre College

Anna Collins, Centre College

Rebecca Kelly, Centre College

This session examines what we can learn from individual schools around the world and the process by which undergraduate students reflect on their experiences abroad.

34. Teacher education in top-performing countries: Lessons for Kentucky

Paper session / Discussion — Broadway A

How do teacher preparation programs in the world's most successful education systems differ from Kentucky's teacher preparation programs?

Ann Burns, Eastern Kentucky University

Teresa Wallace, Eastern Kentucky University

This session will compare the teacher education programs in countries with the most effective education systems with teacher education programs in Kentucky.

Reconfiguring teacher education for the modern world: Lessons from top-performing countries

Nancy Hulan, Western Kentucky University

Gail Kirby, Western Kentucky University

Sylvia Dietrich, Western Kentucky University

Joe Tinius, Bowling Green Independent School District (Superintendent)

Sam Evans, Western Kentucky University (Dean)

Plans to prepare and retain teachers using lessons learned from top-performing countries will be discussed. Panelists will represent various stakeholders from school districts, schools of teacher education, and area schools.

35. Supporting English language learners

Paper session — Broadway B

Educating English language learners in Australia and the United States:

How do the school systems compare?

Vanessa K. van der Graaf, Lindenwood University

Mary Baker, Lindenwood University

This presentation focuses on teacher support, curriculum design and assessment for English language learners in the United States and Australian K–12 school systems. The effects on teacher candidates will also be discussed.

Meeting the needs of English learners: The case for policy changes and training programs for leadership development

Donna Albrecht, Anderson University

English learners are a growing population that has largely been failed by legislation and policy. This presentation will provide suggestions towards policymaking and ways to support ESL leaders.

The Montessori method: Treatment of ESL students in a sociocultural environment

Amanda Dascomb, University of Tennessee—Knoxville

Christie Patti, University of Tennessee—Knoxville

Deepa Deshpande, University of Tennessee—Knoxville

Natalia Ward, University of Tennessee—Knoxville

This paper reviews how current policy further excludes ESL and vulnerable populations from a public Montessori education and offers an alternative model for Montessori education in ESL classrooms.

36. The differences between equality and equity

Interactive workshop — Broadway C

Equity vs. equality: What can you do to level the playing field?

Sue Burdett Robinson, Hardin-Simmons University

This interactive workshop will discuss the differences between an equal and fair education and equitable access to resources and opportunities. An activity using full audience participation will demonstrate that not everyone starts out on a level playing field.

Ninth Concurrent Session

2:40 – 3:40

37. Different ways of helping teachers and administrators

Paper session — Citation A

Critical Friends Group protocols in administrator preparation: Addressing student needs, developing new practices

Vicki VanTuyle, Southern Illinois University, Edwardsville

This presentation reflects on the potential of having aspiring administrators use Critical Friends Group protocols, learning from experiences of self and others through sharing and reflection.

Mindfulness practice for teachers: An overview of three international studies

Deborah Biss Keller, Indiana University-Purdue University, Indianapolis

Drawing upon three international studies, this presentation will emphasize the importance of mindfulness practice for teachers. A description of mindfulness practice and its uses will be included, as well as a brief experiential component.

38. Needed: Critical consciousness

Paper session — Citation B

Practical consciousness-based knowledge construction and building organizational logic of action in schools

Chandrasena Liyana Cabraal, Chicago State University

Practical consciousness and the related lived experience of the organizational members can be conceptualized as a focal arena where knowledge is constructed and as a major source of constructing the main logic of action in school organizations.

Positionality, theoretical frameworks, and feminist epistemologies: Embracing and understanding radical potential of scholar identity

Tiffany Kyser, Indiana University, Indianapolis

We must envision the university as a central site for revolutionary struggle, critical consciousness, and a pedagogy of liberation. Yet how can we transform others if our habits of being reinforce and perpetuate domination in all its forms?

39. A bleak future for some students: What can we do?

Paper session — Broadway A

Zip code equity

Mary F. Handley, Cleveland State University

Mary K. Grove, Cleveland State University

The growing number of urban high school students who are functionally illiterate is alarming. The lack of this basic skill bleeds forth into a bleak future for these students.

Educational rights fail to provide equal opportunities, nor close the gap

Kimberly G. Williams, University of Tennessee at Martin

Karen S. DiBella, University of Tennessee at Martin

The United States has long been dubbed the "Land of Opportunity," but is there equality within those opportunities? Opportunities in education are rarely equal and fair in public schools today.

40. Special education

Paper presentation / Discussion — Broadway B

Learning from past mistakes: Making the most of current legislation

Katelyn M. Fishley, Ohio Dominican University

Susan Keesey, Western Kentucky University

This presentation highlights legislation regarding students with disabilities and stresses how special educators can work within current legislation (CCSS, IEP development) to maximize learning for students with disabilities.

41. The same education for all?

Paper / Discussion — Broadway C

"What the best and wisest parent wants for his own child, that must the community want for all of its children": Could Dewey possibly be right?

Steven P. Jones, Missouri State University

This presentation discusses Dewey's famous quote from *The School and Society* in light of the theme question about vulnerable children.

Wednesday, October 15th

A Seat at the Table

9:00—12:00 (approximately)

Broadway A / B

Coffee will be available

Those conference participants who want to talk together and explore the two theme topics this year—both the international theme and the civil rights / vulnerable students theme—are invited to have "A Seat at the Table" on this third day.

We'll meet in Broadway A at 9:00 on Wednesday. We'll break into two groups—one with people who want to meet and talk about the international theme; one with people who want to meet and talk about the civil rights / vulnerable students theme. Each will have a moderator—a member of the Board of Directors of the Academy for Educational Studies.

We'll review and try to summarize some of what we've learned from the presentations over the past two days. We'll applaud the good ideas we've encountered, make some connections between ideas, discuss what hasn't yet been said, and discuss possible ways to approach the topics.

We'll discuss writing opportunities—possibly essays in a theme issue of the *Critical Questions in Education* journal; possibly essays for that same journal, but not in a theme issue; possibly essays in a book of collected essays. If we think about a book, we'll have to think about what audience we would want for the book and what cohesive, sensible, manageable approach such a book of essays might need to take. That might mean agreeing to a particular structure or approach in creating chapters for the book.

Acknowledgements

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Dean, College of Education
Missouri State University

The Staff at The Brown Hotel

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The Academy for Educational Studies

The mission of the Academy for Educational Studies is to foster a community of inquirers and provide a public space for debate and dialogue about important questions in education. AES encourages those interested in education, teaching, and learning to engage in thoughtful reflection, discussion, and critique of educational theory and practice. AES sponsors conferences, publishes important articles and books, and conducts other events and activities.

For more information about the Academy for Educational Studies, please contact Steven P. Jones, Director of the Academy, at 417-836-5982, or email spjones@missouristate.edu

Please visit the Academy website:

<http://education.missouristate.edu/acaded/>

For information about the Critical Questions in Education peer-reviewed electronic journal, please contact Eric Sheffield, Editor of the journal, at 417-836-6062, or email him at Ericsheffield@missouristate.edu

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namuhla?

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Como foi a
escola hoje?