Critical Questions in Education Conference

Presented by the Academy for Educational Studies

2017 Theme Questions:

1. Why do so few people want to teach anymore?
2. Educational purposes, teaching practices, and organizational structures: Are we stuck with stale ideas? What are some fresh approaches?
3. Taking on controversial issues in the classroom: What issues should (or shouldn’t) educators confront in public schools?

Four Points by Sheraton, French Quarter
New Orleans, Louisiana
March 6—8, 2017

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Cover design by Carsen Miller
MAT student, Missouri State University

Critical Questions in Education Conference

Monday, March 6th

Conference Registration
Light breakfast buffet
Salon de Gallier I
7:45—10:00

Greetings and Announcements
Salon de Gallier I & II
8:05
Steven P. Jones
Executive Director, Academy for Educational Studies

First Concurrent Session
8:25 — 9:25

1. Helping teachers embrace creativity
Paper/presentation — Salon de Gallier I

Nurturing creative inquiry: A problem based approach to teacher development
Keith A Walters, California Baptist University
This presentation examines a teacher development framework that embraces creativity and inquiry as a means of challenging the status quo. A key implementation component involves process oriented mentoring.

Every Student Succeeds Act: Teacher preparation for mini-c in schools
Browning Neddeau, California State University, Monterey Bay
The presentation examines K-12 teacher preparation with mini-c creativity in schools in light of policy shifts from the No Child Left Behind Act to the Every Student Succeeds Act.

2. Helping struggling students
Paper/presentation — Salon de Gallier II

Is the Response to Intervention process an effective tool for ensuring K-12 public school students receive the skills they need for success?
Carol Bartlett, Indiana University Southeast
Reviewing the history, purpose and delivery of the Response to Intervention model in public education, including a discussion of the controversies surrounding this approach and effectiveness related to student success.
3. Pre-service teachers: Community-based experiences / edTPA
   Paper/presentation — Carmen

Innovation in the after school setting: Early field experiences in book and tech clubs
   James (Joe) Hicks, Montana State University, Bozeman
This mixed method research study investigates the impact of a community-based after school early field experience in literacy and technology integration on the development of pre-service teachers.

Exploring student perspectives of the edTPA: The study continues
   Teri Langlie, Concordia College (Moorhead)
This study, conducted in 2014 and 2016, explored the impact of the edTPA’s timing and perception of personal benefit on the level of effort teacher candidates were willing to invest.

4. Educating Indigenous students
   Paper/presentation — Otello

Struggles for educational self-determination in non-dominant communities
   Brian R. Beabout, University of New Orleans
   Hollie Mackey, University of Oklahoma
Resistance to charter schools has made headlines across the USA. This paper draws from Indigenous education to argue that this resistance is not based on poor student outcomes, but rather from a loss of self-determination.

Engaging culturally responsive pedagogy of relations: Equitable achievement for Indigenous students
   Christine Lemley, Northern Arizona University
   Gerald Wood, Northern Arizona University
This paper outlines a context for learning in which an education team engaged a critical cycle of learning through conscientization, resistance and praxis to improve the educational outcomes for Indigenous students.

5. Sidebar Room
   Paper/presentation — Salome

8:25 – 8:50
Controversial or just a reality check: Discussing cultural taboos in the classroom
   Albertaeve Abington-Pitre, University of Louisiana, Lafayette
How do we teach the whole child if we refuse to accept who they are culturally, sexually, spiritually, and physically? Discussing what we’ve learned living and teaching in the United States and overseas.

8:55 – 9:20
Building a relationship between athletics and instructional engagement
   De’André L. Shepard, University of Michigan-Flint
Student-athletes are often admired and misunderstood, and like many school-aged students, they are often academically disengaged. This presentation will examine how identity theories can improve instructional engagement, self-esteem, and belongingness by student-athletes.

Second Concurrent Session
9:35 – 10:50

6. Invigorating educational ideas: Maxine Greene, Dewey, Sizer
   Paper/presentation — Salome

   Karen Kusiak, Colby College

(Re)Thinking Dewey, democracy, and educational purposes for the 21st century
   Serina A. Cinnamon, University of North Carolina, Pembroke
We (re)consider Dewey’s ideas about the role of education in developing democratic ideas and principles. His ideas are explored in the context of eroding civil discourse and delimited educational purposes.

Experience and dialogue: Dewey, Sizer, and a revised future
   William Gregory Harman, Dominican University
Reconstructivism lost to behaviorism. Later, a democratically designed local school model lost to standards. These wrong choices preserve quasi-educational schooling. We could start making right choices.

7. Empowering students and teachers: Policies and practices
   Paper/presentation — Salon de Gallier II

Students’ race and students’ sense of school belonging: Can school leaders make a difference?
   Laurie W. Haynie, Towson University
   Ted Haynie, Towson University
This presentation seeks to assist school leaders in understanding the nuances between students’ race and their sense of school belonging and raises awareness of school practices, past and present, that may help or hinder this relationship.

Culturally-relevant policy: Excavating teachers’ hidden policy-making during a time of reform
   Paige Auerbach, Vassar College
   Mika Khaytin, Vassar College
   Alexia Garcia, Vassar College
What is policy? In this presentation, policy is a hands-on course of action—guided by philosophy—implemented by teachers to serve multilingual immigrant youth, as opposed to government mandated law.
8. Why so few people want to be teachers
   Paper/presentation — Otello
Disconnected: How teacher education contributes
to fewer teachers entering the profession
   Barbara Rose, Miami University, Ohio
This presentation identifies and explores factors and strategies related to reductions in people
entering teacher preparation programs, using “disconnections” in teacher education policies and
curricula.

A different American informs this teacher shortage
   Martin L. Kokol, Touro College
Unlike previous teacher shortages, this one must draw from recent American social history as we
find a different landscape, far beyond the shortages of money or the excesses of time.

Consistent inconsistencies: Paradoxical professional practice
   Brenda Burrell, University of New Orleans
   Paul Bole, University of New Orleans
This presentation discusses three reasons why few people want to be teachers. Inconsistencies
related to recognizing teaching as a profession will be a major focus.

9. Helping students: Social skills and moral thinking
   Paper/presentation — Carmen
Social/emotional skills in classrooms: Teachers as supporters
   of student self-regulation
   Micheline Malow, Manhattanville College
   Vance Austin, Manhattanville College
   Nikki Josephs, Manhattanville College
Infusing social-emotional learning goals into classrooms in order to promote resilience in children
is critical. Two successful programs, PBIS and Mindfulness, implemented in two schools in New
York will frame the presentation discussion.

The development of moral thinking in the age of
   Positive Behavior Interventions and Supports (PBIS)
   Aaron J. Green-Mitchell, George Middle School (Portland Public Schools)
Many schools adopt PBIS programs, but these may leave room for improvement. The presenter
will review related literature, share his findings regarding PBIS and social cognition, and offer
language-based PBIS alternatives.

10. Surviving the first years of teaching:
The need for constructivist practices
   Panel discussion — Salon de Gallier I
Inoculating teacher candidates to survive the first years of teaching
while staying true to a constructivist, student-centered pedagogy
   Betsy Denton Burrows, Brevard College
   Megan Keiser, Brevard College
   Kortney Conner, Evergreen Community Charter School
How do we educate teachers in constructivist pedagogy while giving them the knowledge/skills/
dispositions to not only survive the political, economic and demographic realities of 21st century
classrooms, but thrive?

11:00 — 12:20
Featured Presentation
Salon de Gallier I & II
Voices of Baltimore
Oral histories of African-Americans who attended schools in Baltimore
during legal segregation/desegregation
   Gary Homana
   Towson State University
   with
   Morna McDermott McNulty & Franklin Campbell Jones
   Towson State University

Third Concurrent Session
12:30 – 1:30

11. Elementary and high school level math:
   Social justice contexts and issues of race
   Paper/presentation — Salon de Gallier II
Racial profiling, poverty, and pollution: Actual contexts to teach
   elementary math? Yes!
   Joanie Kwako, University of Minnesota, Duluth
   James Clayton, St. Peter’s University
Pre-service elementary teachers (PSTs) used contexts such as racial profiling, poverty, pollution,
and hormones in food as contexts for teaching mathematics. Although initially hesitant, PSTs
succeeded with enthusiastic responses from students.

Advanced math course choice in secondary schools
   Marian Jackson-Scott, University of New Orleans
The challenge of math inequity among students from African-American backgrounds is the prima-
ry barrier of student success. Students often do not take advanced math due to avoidance and
racial bias.
12. Encouraging excellent teaching amidst the pressures of standardized testing
Paper/presentation — Salon de Gallier I

“Now that testing is over, I can teach what I want”: An arts-based presentation of talks with teachers
Patricia Austin, University of New Orleans
Can teachers embrace sound practice at the same time they prepare students for standardized testing? Sharing the findings of interviews with teachers, presenters will engage the audience in exploring how best practices can survive—even thrive—in high-stakes testing environments.

13. Getting students to like and care about writing
Paper/presentation — Carmen

Disarming anxiety, cultivating bold voices, and creating habits of writing through short papers in Freshman Composition
Elise Barker, Idaho State University
Inspired by expressivist pedagogy, I assign weekly and daily low-stakes writing tasks, helping my students create habits of writing, feel less fear of failure, and take more creative leaps.

“At first, I didn’t know what the story was about, really . . . ”
Reimagining writing in the elementary English Language Arts classroom
Cassie J. Brownell, Michigan State University
This presentation highlights how developing a compositional fluency is one avenue for new pathways for fostering an elementary English Language Arts classroom inclusive of multiple technologies and human diversities.

14. Engaging students: Socratic seminars and controversial topics
Paper/presentation — Otello

From ancient Greece to the high-tech high school: Socratic seminars, readings, and student reflections from a modern perspective
Kelly (Simon) Matney, Missouri State University / Nixa High School
This session seeks to understand how and why teachers and students look toward the Socratic seminar to gain greater understanding of curriculum, themselves, and others.

The awkward silence: Engaging high school students by tackling “tough” issues and uncomfortable topics
Amanda Wood, Missouri State University / Pleasant Hope High School
Samantha Ravens, Missouri State University / Pleasant Hope High School
This session will focus on improving student engagement in a high school setting. Presenters will discuss the implementation of controversial subject matter, creating productive classroom environment, and having fun while doing it.

15. Sidebar Room
Paper/presentation — Salome

12:30 – 12:55
A way back to then: Reflections by octogenarians on early experiences in education
Kaia Christofferson, Oklahoma State University
Emily Finney, Oklahoma State University
Elizabeth Albright, Oklahoma State University
A study that examines perceptions of past educational practices according to the reflections of octogenarians (age 80-89) and suggests implications for current educational practices.

1:00 – 1:25
Today’s Dreamkeepers: Exploring the personal and professional beliefs of teachers who successfully provide literacy and instruction to African American males in grades 3—5
LaTeshia Warren, Georgia Gwinnett College
This study examined the literacy practices of teachers and their beliefs about African American males. It investigated their use of culturally relevant teaching practices.

Fourth Concurrent Session
1:40 – 2:55

16. Helping teacher education students see teaching as a desirable profession
Paper/presentation — Salon de Gallier II

Invoking glamour in teaching: A rhetoric for understanding the unattractiveness of teaching
Terry J. Burant, University of Wyoming
We employ theoretical perspectives on glamour to examine its lack in the lives of teachers, and we suggest how teaching might become a glamorous and desirable profession.

Teacher images: Symbols, stereotypes, and solutions
Elvira K. Katic, Ramapo College of New Jersey
Explicitly examining tacit misconceptions and stereotypes of teachers using semiotics can benefit new teachers as they begin to formulate their teacher identities and proactively change subliminal and potentially negative perceptions.

17. Teachers and LGBTQ issues
Paper/presentation — Otello

Elementary school teacher perceptions regarding the inclusion of LGBTQ-themed literature
Dominic Grasso, Florida Atlantic University
The presentation focuses on perceived barriers and benefits elementary school teachers perceive relating to the inclusion of LGBTQ themed literature in their classrooms.

The evolution of an empathetic teacher: The effects of teacher bias on student engagement and learning
Sarah S. Keeth, Missouri State University / Willard High School
To what extent does the bias of a teacher affect the engagement and learning of students? This paper/presentation questions the appropriateness of teachers conveying personal convictions in a Midwest, public, secondary classroom.
18. Listening to students – Using their experiences
Paper/presentation — Salon de Gallier I

Locally relevant pedagogy: Teaching centered in place
Kari Dahle-Huff, Montana State University, Billings
Locally relevant pedagogy reflects the political climate, culture, language, history, and/or community in which schooling is located and strengthens bonds between schools and community members, making learning engaging and responsive.

Helping students to find relevance in their studies: Relating learning to students’ lives through the fifth curriculum
Carl William Cobb Farinelli, Northeastern State University
This presentation describes how to help students find relevance in their studies through the fifth curriculum—the utilized and lifelong learning of students. Character education, learning across the curriculum, problem solving, using student autobiography, and other topics will be explored.

Best teaching practices . . . The student speaks: “Why doesn’t anyone ever ask me?”
Janna Chevon Thompson, St. Mary’s College of Maryland
This interactive session explores the findings of a study that examined students’ experiences of best teaching practices. The literature and research related to best teaching practices often leaves out the voices and experiences of students.

19. Gaining a critical perspective in educational studies
Paper/presentation — Carmen

There are no ideologues in the foxhole: The pragmatism of critical pedagogy
Eric J. Weiner, Montclair State University
This presentation discusses what I call the pragmatism of critical pedagogy—a model of critical pedagogy that breaks away from theoretical orthodoxy—an important move if we are to understand the kinds of positions teachers take in actual classrooms when they take on controversial issues.

Teaching as hermeneutic activism: A call for ontological positionalities in educational studies
Matthew J. Kruger-Ross, West Chester University of Pennsylvania
This essay presentation describes the unspoken and often unquestioned ontological and metaphysical assumptions that underpin educational studies by providing examples from the everyday lived experience of teachers and students.

20. Democratic classrooms / Ethics of teaching
Paper/presentation — Salome

Democratic education reinterpreted
P. Elizabeth Pate, University of Texas at San Antonio
This presentation focuses on how democratic education can be reinterpreted within the contemporary university curriculum. The rationale for, process of, and student testimony about reinterpreting democratic education will be provided.

Sense and Sensibility in the ethics of teaching
Steve Brody, Wittenberg University
No, this paper is not (for the most part) about Jane Austen’s novel. But Austen presented, in this work, a useful critique of contemporary moral theory that resonates for us in the classroom today.

Fifth Concurrent Session
3:05 – 4:05

21. 1:1 educational technologies: Blessing or curse?
Paper/presentation — Salon de Gallier I

Preparing teacher candidates to implement instructional technology: A three-tiered model
Elizabeth Truesdell, Dominican University of California
Rebecca Birch, Dominican University of California
This session describes our three-tiered model of instructional technology integration with preservice teachers. Specifically, we will describe lessons learned in a 1:1 iPad initiative with our student teachers.

False prophets: The flawed promise of student engagement via integration of technology in the classroom
Allison Armstrong, Missouri State University / Kickapoo High School
This session will discuss how 1:1 technology decreases student engagement and critical thinking. It also perpetuates a culture of diminishing intelligence while reinforcing inaccurate myths and stereotypes.

22. International perspective: Iceland and China
Paper/presentation — Salon de Gallier II

Icelandic education at Hateigsskoli: Giving students wings
Karla Smart-Morstad, Concordia College
Sara Triggs, Concordia College
We examine school culture and curriculum in an Icelandic school where students’ creativity, a strong sense of community, and teacher/student trust are valued. What does education like this yield? Could these practices protect democracy, as Martha Nussbaum suggests?

Why Chinese students have higher test scores
Liang Zhao, Saint Xavier University (Chicago)
Three reasons are identified: competition for survival, social-efficiency oriented educational policy, and test-driven school practices (long school days, daily mock tests, a despising of low-performing students, and memorization).

23. Preparing elementary teachers
Paper/presentation — Carmen

Impossible imperatives: Considering the impact of increased academic standards on learning from mistakes in Kindergarten
Maleka Donaldson Gramling, Harvard University
Kindergarten teachers often face tensions between academic standards and developmentally appropriate teaching. Trusting their professional experience, teachers should continue to resist these achievement pressures and prioritize their students’ learning and development.

21st century social change educator
Lupe Martinez, Metropolitan State University of Denver
We are, as a nation, facing challenging economic, political, and environmental problems. Therefore, it is imperative that we prepare elementary school teachers who can help elementary school children become critical 21st century citizens and leaders.
24. Why so few people want to be teachers
Paper/presentation session — Otello

Why do so few people want to teach anymore?
Jayne A. Sherman, George Mason University
Angela A. Naggles, Kerrydale Elementary School (Woodbridge, VA)
This presentation addresses how elementary teachers feel about their profession, along with concerns about measuring teacher effectiveness, teacher accountability, student learning, and problems with our educational system and possible solutions.

Why don’t people want to teach anymore?: An analysis of Indiana’s teacher shortage
Brittany Vancil, Indiana State University
This presentation will summarize the findings in recent literature as well as the results of surveys completed by school administrators who are experiencing frustrations with hiring highly qualified teachers.

25. Sidebar Room
Paper/presentation — Salome

3:05 – 3:30
Does “grit” have a place in education: Helpful, hurtful, or hype?
Kerri Erin Zappala-Piemme, SUNY Plattsburgh, Queensbury Branch Campus
This presentation explores best practice to help guide professionals in schools to promote grit to increase performance, with a critical lens that takes into account potential controversy.

3:35 – 4:00
Pull your head out of your assumptions: What teachers know about teaching and why educators and educational preparatory programs should propose provocative questions to beginning and veteran educators
Matthew J. Macaluso, Springfield College Cooperating Practitioner/ Somers High School
This presentation synthesizes two years of interviews with veteran educators about the realities of modern teaching and their thoughts about teaching as a desirable profession.

Sixth Concurrent Session
4:15 – 5:15

26. Invigorating educational ideas: Illich, Rorty (and more)
Paper/presentation — Carmen

Necrophilous schooling and the revivification of critical pedagogy by Illich
John E. Petrovic, University of Alabama
This paper engages a materialist analysis revealing the necrophilous nature of schooling, wherein even critical pedagogy has become moribund through rationalist dialectics. Unschooling is proposed towards its revivification.

Toward a critical social ecology: A pragmatic pedagogical response to the problems of liberalism
Andrew N. McKnight, University of Alabama, Birmingham
This paper looks at the social and ecological problems posed by liberal political economy and suggests a pedagogy that places emphasis on ecological and social sustainability as an alternative to the dominant narratives of consumerist capitalism.

27. Making urban schools successful
Paper/presentation — Otello

A commonsense approach to a successful professional development school
Mary J. Cormier, Rowan University
This presentation provides a commonsense approach to make a K-8 urban school successful. We share secrets of working with a local university to provide a safe, academically proactive, family-like atmosphere.

Removing the bar
Anna F. Lyon, Wright State University
Gregory Powell, Dayton Boys Preparatory Academy (Dayton, OH)
Social and academic prowess is necessary for success in the world market. This presentation examines the removal of academic and social barriers in poor urban school through engaging student-led activities.

28. Perspectives on Donald Trump
Panel discussion — Salon de Gallier I

The resonance of Donald Trump
Jessica Heybach, Aurora University
Eric Sheffield, Missouri State University
Steven Jones, Missouri State University
Just like a music instrument resonates through a performance hall or a loud automobile resonates through a quiet neighborhood, so Donald Trump resonates throughout the nation and world.
Three panelists examine this resonance through different lenses: feminism, the thinking of Neil Postman, and the dialogical approach of Socrates.

29. Women in community colleges
Panel discussion — Salome

Women in the community college: Leadership soft skills
Marilyn L. Grady, University of Nebraska, Lincoln
Jill Timmons, Lincoln Public Schools
Alisha Bollinger, Norris Public Schools
Tina Oelke, Neosho County Community College
Women comprise 57% of the enrollment at community colleges in the U.S. This session includes the findings of a research initiative designed to enhance the soft skills of leadership of women community college students and to identify the students’ leadership skills.

30. Challenges to teacher satisfaction and teacher burnout
Paper/presentation — Salon de Gallier II

“A leaky bucket”: Teachers’ perspectives on the current crisis
Christine Michael, American International College
Virginia Wilkins, Windham Northeast Supervisory
This session highlights an original qualitative study of K-12 teachers, reporting their thoughts about challenges to satisfaction within the profession, reasons so few enter it, and solutions to the crisis.
Conference Reception
Complimentary beer and wine
5:20 — 6:45
Salon de Gallier I & II

Featured Presentation:
The Public Square
An open, frank discussion about the state of education, the lives of teachers, and the future of our profession
5:30 — 6:45
Salon de Gallier I & II

Nel Noddings, Stanford University
Christopher Clark, Michigan State University
John Petrovic, University of Alabama

Followed by open discussion
Moderated by Steven P. Jones
Director, Academy for Educational Studies

Informal gathering
Hotel Bar
8:30

Tuesday, March 7th
Light breakfast buffet
Salon de Gallier I
8:00—10:00

Seventh Concurrent Session
8:25 — 9:40

31. Why young people aren’t wanting to become teachers
Paper/presentation — Salon de Gallier I
Looking at beginning teachers for insights into the challenges and stresses that make students think twice about becoming a teacher
Gerald Wood, Northern Arizona University
Laura Michael-Blocher, Northern Arizona University
Karely Rodriguez, Northern Arizona University
Chelsea Schoech, Northern Arizona University
Kami Sharpe, Northern Arizona University

Fourteen beginning teachers were interviewed about the challenges and stresses they face with their jobs. The interviews give insight into why college students may not be choosing education as a career.

Why have all the teachers gone: What factors cause declared majors in education to switch majors
Melissa Nail, Indiana State University
This paper will present the results of a study that seeks to explain why some declared education majors switch to another major.

The perfection trap: The influence of “perfectionism” upon pre-service and early career teachers
Ai Kamei, Lyndon State College
Eden Haywood-Bird, Lyndon State College
This paper explores how influenced preservice and early career teachers are by feelings of perfection, their main student stressors, their persistence through the degree program, and how this relates to their understanding of perfectionism in teaching.

32. Issues involving race: Incidents, discrimination and integration
Paper/presentation — Salon de Gallier II

Will you stand by me or be a bystander?: A tool for responding to racial incidents in our schools
Pamela Juniel, Central Washington University
We propose a tool that teachers can use to defuse racial incidents in the classroom, suggesting how they can be part of the solution by asking questions and working collectively.
Home schooling: Balm or bane of discriminatory behavior patterns
Larry C. Bryant, University of North Texas, Dallas

Presenters discuss if traditional educational practices, or home schooling, play a role in the development of racism, discrimination and injustices. Perceptions of former students are shared.

“Who really cares? Who is willin’ to try?": The demise of integration in public education
Dave Iasevoli, SUNY Plattsburgh

A presentation of findings from interviews with teachers and administrators about their perceptions of integration vs. diversity in public institutions of education. It closes with pragmatic suggestions for the classroom curriculum.

33. Critical literacy, liberatory praxis, and cultural dialogue
Paper/presentation — Carmen

Teaching about controversial issues: Telling the truth to students
Anne Fairbrother, SUNY Oswego

Critical literacy and teaching for social justice easily raise controversial issues in the classroom; a teacher must make authentic connections to students’ lives, and worlds, and tell truth about America.

Rewriting the textbook: Dismantling Eurocentric education
Karla Artega, Northern Arizona University
Vera Fonteneaux, Northern Arizona University

This presentation focuses on the principles of enacting cultural dialogue through the collective efforts of “de-colonizing” the educational approach in the curriculum through integration of global perspectives in classroom instruction.

34. Instructional strategies that engage students
Paper/presentation — Otello

From surviving to thriving: Teaching children with a curriculum of thriveology
HeeKap Lee, Azusa Pacific University

Our students are struggling with many social problems and challenges in schools contaminated by toxic social environments. In order for them to thrive, instructional strategies with thriveology are introduced.

Reinvigorating classroom teaching through differentiated instruction:
Reflections from in-service teachers
Echo H. Wu, Murray State University

This presentation will discuss the results and implications of a comprehensive content analysis study of over a hundred in-service teachers’ reflections over their learning and implementation of differentiated instruction.

Innovative teaching: Using sheltered instruction techniques to engage and motivate
Beth Garcia, West Texas A&M University
Janet Hindman, West Texas A&M University

This interactive presentation uses art, music, and visuals in conjunction with sheltered instruction techniques to make content comprehensible to all learners, with an emphasis on ELLs.

35. Sidebar Room
Paper/presentation — Salome

8:25 – 8:50
Narratives from the field: A case study examining the mentoring and induction experiences of first-year special education teachers
Bernardo Pohl, University of Houston, Downtown

This session shares the experiences of first-year special education teachers—especially the kind of mentoring help they received and the roadblocks they faced.

8:55 – 9:20
Graduation is not the finish line: How to promote reflective and collaborative practices for pre-service and new teachers
Toya Abrams, Arizona State University

Creating career-long teachers who are dedicated to the profession is possible. Participants will develop a successful action plan for increasing pre-service teacher and new teacher self-reflective practices, collaboration and efficacy.

Academy Talk
9:50 — 11:10
Salon de Gallier I & II

Nel Noddings
Laurie Brooks

Taking on controversial issues in the classroom
Moderated by
Eric Sheffield
Missouri State University

Co-editor, Critical Questions in Education Journal
36. Encouraging and supporting African-American students and teachers
Paper/presentation — Otello

Teachers matter: What influenced African American candidates to persist or leave teacher education?
Elizabeth G. Dinkins, Bellarmine University
We share findings of a study that examined the perspectives and experiences of 10 African American students at a predominantly white institution to understand why they persisted or discontinued the program.

37. Literacy and linguistic diversity
Paper/presentation — Carmen

When early literacy assessment differs from instruction, thinking, and culture:
The teacher’s quagmire
Ramona Jean-Perkins, Xavier University of Louisiana
From “gotcha to gifted”: Participants will analyze the results of PK-2 responses on literacy assessments and will “respond” to sample items. Protocols and recommendations will be shared.

On teaching about language in K-12 education
Jean Ann, SUNY Oswego
Long Peng, SUNY Oswego
Linguistically complex classrooms necessitate sophisticated understandings about language. We reject drilling grammar. Instead, we advocate students take a scientific approach to language with linguistic diversity as part of the class.

38. Ways to make teaching more attractive
Panel discussion — Salon de Gallier I

But they do WANT to teach!
Rosemary Oliphant-Ingham, University of Mississippi
Peggy Hopper, Mississippi State University
Mary Ann Parker, Indiana University, Southeast
Across the nation institutes of higher learning are making the teaching profession more attractive to high achieving high school students by offering outstanding programs along with significant monetary incentives.

39. The value of play in early childhood and elementary level classrooms
Paper/presentation — Salon de Gallier II

Play, projects and preschool science: Using student interests to guide instruction
Clover Simms Wright, California University of Pennsylvania
This session explores the idea of project-based curriculum, including student interests and play, to engage students and educators in meaningful science learning. Hands-on examples and discussion included.

Reimagining play in classrooms and schools: Questioning our assumptions about play and its role in education
S. Lynmeth Solis, Harvard University
An interactive conversation where we will consider the assumptions we hold about play and how questioning these assumptions can provide new ideas to incorporate play into teaching and learning.

40. Women as college presidents and school superintendents
Panel discussion — Salome

Success and satisfaction: Women in the college presidency and PK-12 superintendency
Marilyn Grady, University of Nebraska
Alisha Bollinger, Norris Public Schools
Tina Oelke, Neosho County Community College
Women are underrepresented in the highest levels of educational leadership. However, the women who attain the superintendency or presidency express high levels of success and satisfaction in their positions.

Ninth Concurrent Session
12:45 – 1:45

41. Gaining new perspectives through travel
Paper/presentation — Salon de Gallier I

Experiencing the "Other": Emerging teachers and social workers as global citizens
David M. Tack, University of North Dakota
Jeremy Carney, Minnesota State University, Moorhead
A qualitative research study examining how Peace and Reconciliation efforts in Northern Ireland affect undergraduate students’ developing professional identities and their commitment to their chosen profession.

Traveling together: Making schools a place students and teachers want to be by hitting the road
Ali Sakkal, Wake Forest University
School-facilitated group travel offers contexts that emphasize authentic interactions and promote processes of socialization. This presentation focuses on how we bring these critical elements from the road back into schools.
42. Pedagogical practices: No need to reinvent the wheel
Paper/presentation — Salon de Gallier II

Repurposing pedagogical practices: “We have long know what to do”
Neill F. Armstrong, Stephen F. Austin State University
One impact of a standardized education model has been to fog educators’ memories and inject a wedge of distrust in their own sense of efficacy. Professional educators have long known what teaching practices are both meaningful and truly effective.

Why re-invent the wheel? Bringing the founding fathers of educational theory into the 21st century classroom
Lori Dassa, Florida Atlantic University
Angela Rhone, Florida Atlantic University
There needs to be a renewed conversation about how educational psychology speaks to issues in diverse 21st century classrooms. Educational psychology needs to have a central place in teacher preparation programs.

43. Teachers collaborating
Paper/presentation — Otello

“Nowhere to go”: What teachers have to say about the nature of teacher leadership opportunities
Chiara Cannella, Fort Lewis College
Lorien Chambers Schuldt, Fort Lewis College
This paper discusses the degree to which teacher leadership policies offer teachers opportunities to exercise agency and create collaborative school cultures, thereby increasing teachers’ effectiveness and job satisfaction.

Teacher educators collaborating to support teacher learning
Jennifer L. Cuddapah, Hood College
Marisel Torres-Crespo, Hood College
Facilitated discussion around co-teaching in higher education to support intern learning in a seminar which brought together early childhood, elementary/special education, and secondary/content teacher candidates.

44. Reform agendas and narrowed curricula
Paper/presentation — Carmen

Consequences of a narrowing curriculum
Joshua Lane Miller, University of Wisconsin, La Crosse
Whether in response to social, political, or economic forces, the U.S. curriculum has experienced a significant narrowing since the 1970’s resulting in a diminutive view of teachers and education.

Morality and reform: A discursive look at how reform agendas affect practitioners
Jane McIntosh Cooper, University of Houston
Critical discourse analysis can be applied to education reform texts. Analysis of function and consequences on practitioners (micro) and educational landscapes (macro) will be elucidated, including opportunities for resistance.

45. Sidebar Room
Paper/presentation — Salome

12:45 – 1:10
Burning at both ends: Why music teachers burnout
Derrick Alan Crow, Danville School District 118 (Danville, IL)
Frank Perez, Baker University
This presentation explores the variable that influence current and potential music educators. Through mixed methodology, we interweave narrative stories from music teachers, historical, and survey data.

Tenth Concurrent Session
1:55 – 3:10

46. Attracting and retaining teachers:
A look at Massachusetts, New Mexico and Kentucky
Paper/presentation — Salon de Gallier I

Raising the bar: Impact of accountability
Linda E. Denault, Becker College
Nadine M. Bonda, American International College
Massachusetts has implemented a rigorous, multi-faceted educator evaluation system. This session will discuss the key components of this system and its potential impact on both attracting and retaining teachers.

Why do so few people want to teach in New Mexico anymore?
Geni Hehr Flores, Eastern New Mexico University
New Mexico schools consistently rate poorly on a national scale. Current policies aimed at improving the schools have resulted in a serious teacher shortage. The effects of change and ideas for improvement will be presented.

Factors influencing administrator and teacher turnover in Kentucky public schools
Crystal Fultz, Morehead State University
Brandon Richards, Morehead State University
The presentation explores the factors that may lead to teacher and principal turnover in Kentucky’s public schools. Survey data examines leadership, support, and work environment.

47. Finding time for enriched learning experiences
Panel discussion — Carmen

The power of voice: Teaching and learning from the heart
Elizabeth Cain, Endicott College
Lynne Stasiak, Endicott College
Kathleen McLaughlin, Endicott College
This panel discussion explores the power of voice to “open a public space” within classrooms to address diversity, build community, inspire conversation, and foster the development of interdisciplinary academics.
48. Immigration, integration, and international perspectives
Paper/presentation — Otello

Immigration in U.S. history: An exploration of attitudes
in a content area literacy strategies classroom
Anne D’Antonio Stinson, University of Wisconsin, Whitewater
Addressing immigration attitudes is difficult and dangerous. This presentation outlines my attempts to address this topic through the teaching of content area literacy strategies in a secondary teacher education course.

Maintaining cultural identity in a new land: The role of schools in the integration experiences of Ethiopian immigrant youth in Washington, D.C.
Marakhi Shmeli Kebede, Pennsylvania State University
This study investigates the integration experiences of Ethiopian-born immigrant youth in Washington, D.C. It explores how they navigate their transnational identities and the role school plays in shaping their experiences.

Learning English in the periphery: Views of Slovak parents
Judith McEnany, Montana State University, Billings
This research study examines the expressed motivations of Slovak parents to enroll their children in a Slovak/English language private school. Data was collected from a larger critical ethnographic study of English language use and instruction.

49. Clinical placements in teacher education programs
Paper/presentation — Salon de Gallier II

The importance of clinical experiences to teacher preparation:
Underlying conceptions and reflection
Erasmus Chirume, Central State University
Partnerships among Educator Preparation Programs and P-12 communities are vital for preservice teachers, but how these partnerships should work is not always clear. This study explores the attributes of collaboration that produce effective results.

Is clinically rich student teaching placement critical to teacher preparation?
Long Peng, SUNY Oswego
Jean Ann, SUNY Oswego
We address whether extending student teaching, called “clinically rich,” is critical. We argue that unless extended residency is coupled with carefully designed education courses and professional development, it is not sufficient.

50. Attracting diverse teaching candidates
Panel discussion — Salome

Reimagining recruitment efforts: A panel discussion of creative programs designed to attract diverse teaching candidates
Mary Ann Parker, Indiana University, Southeast
Rachel Star, Indiana University, Southeast
Carol Bartlett, Indiana University, Southeast
Three faculty members will discuss new innovative programs at their university designed to recruit diverse candidates while complying with CAEP standards.

Eleventh Concurrent Session
3:20 – 4:20

51. Impact of high-stakes standardized tests
Paper/presentation — Salon de Gallier I

Why do so few people want to teach anymore?
Linda Mabry, Washington State University
High-stakes accountability testing has transferred curricular and pedagogical decision-making from teachers to test developers, undermining educational quality and the professional standing of educators.

New tools, old paradigms: The promise and peril of educational assessment systems
Grant R. Miller, Southern Illinois University
Current standardized exams may be assessing critical literacy; however, their reporting systems offer little guidance for teachers to inform instruction. Learn ways educators are addressing this challenge in their classrooms.

52. LGBT issues
Paper/presentation — Salon de Gallier II

Still Silent: Talking with students about LGBT issues
Howard Miller, Mercy College
Jordan Jay, Lincoln University
Despite progress in some quarters, LGBT issues remain under a veil of silence in many classrooms. This presentation will focus on opening the conversation and weighing its potential impact along a continuum that moves from silence to openness.

The perils and promise of sexual ignorance: A taxonomy for teachers
Jennifer Logue, Southern Illinois University
I take public debate over sex education and transgender policies as an entry point to suggest that ignorance can become a pedagogical resource and method toward inclusive educational policy and practice.

53. Attracting students to teaching
Paper/presentation — Otello

Looking for teachers in all the wrong places
Sally Blake, Flagler College
Candice Burkett, University of Illinois, Chicago
Admissions criteria for teacher education programs may be eliminating our best teachers from the profession. Who and on what criteria we accept candidates need to change.

Urban school district partner with local college to enroll math, science, and special education teachers in initial licensure program
Eileen Cyr, Springfield College (Springfield, MA)
Jessica O’Brien, Springfield College
Dilyara Celik, Springfield College
Springfield College S-cubed program is a partnership with Springfield Public Schools in support of the development of effective educators in the critical need areas of mathematics, science, and moderate disabilities.
54. Teaching in tough places
Paper/presentation — Carmen

Values driven schools: A teacher attrition case study in a high poverty school
Thomas J. Pharis, Murray State University
Talented teachers often enter the profession ready for success only to struggle and leave. Values driven educators can create school cultures which support teachers and reduce teacher attrition.

Retaining positive, purposeful, and passionate teachers: How intrinsic and extrinsic motivators impact teacher retention in challenging urban schools
LaSonya Moore, University of South Florida, St. Petersburg
What school districts, administrators, and teachers need to know and how they can provide the supports that are critical for educators who teach in challenging schools in urban areas.

Twelfth Concurrent Session
4:30 – 5:45

55. Seeing race and social justice clearly
Paper/presentation — Salon de Gallier I

Borders, belonging and citizenship: Offering teacher candidates a lens on the world
Donna Vukelich-Selva, Edgewood College
This presentation discusses a strategic examination of issues of race and immigration in teacher education, including modeling a lens for students that offers a way to analyze critically issues of citizenship, race and belonging.

Social justice and student voice: An online literary, visual, and performing arts magazine for urban students
S. Marie McCarther, University of Missouri, Kansas City
Donna M. Davis, University of Missouri, Kansas City
This study asked students in grades 5—12 to think about the concept of social justice and create an artistic expression exemplifying their beliefs. Several themes emerged for educators to consider.

56. Teacher preparation: Some ideas
Paper/presentation — Salon de Gallier II

Show and not just tell: How to ensure teacher prep programs are modeling best practices for teacher candidates
Toya Abrams, Arizona State University
Modeling best practices for teacher candidates is a good thing; modeling how to receive and process feedback can also lead to increased teacher readiness, efficacy and retention.

What does sustainability have to do with education?
Pamela J. Bork, University of Wisconsin, Stevens Point
Sally Jones, University of Wisconsin, Stevens Point
We explore the topic of educational sustainability and provide examples of methodologies to support transformational education using sustainable practices within a teacher preparation program.

57. Doctoral programs in education
Paper/presentation — Otello

Responding to the needs of doctoral students: Two program reviews
John D. Long, Lindenwood University
Ticia Garbarini, Lindenwood University
The presentation discusses the results of two different studies of the Doctoral Program at Lindenwood University and includes recommendations for making the quest for a doctorate more attainable.

New ideas for examining the states of doctoral study
Tammy V. Abernathy, University of Nevada
Shanon Taylor, University of Nevada
The purpose of this presentation is to disseminate data and new ideas to support the construct validity of Adler and Adler’s (2005) model describing the stages of doctoral study.

58. Controversial issues in the classroom
Paper/presentation — Carmen

Using a book club model to tackle controversial issues facing today’s teachers
Kelly H. Ahuna, Medaille College
Crystal Elias, Medaille College
Claudia Conway, Medaille College
This presentation will discuss how one college formed a Fieldwork Advisory Team using a book club model to raise and debate how best to tackle controversial issues in today’s classrooms.

The necessity of controversy in the classroom
David D. Timony, Delaware Valley University
Craig Stutman, Delaware Valley University
An educational theorist and a historian sat down to discuss the important of using controversial topics in the classroom. Come engage and explore the outcomes of this rich discussion.

59. Preparing teachers to succeed: One program’s approach
Panel discussion — Salome

Reversing the educational exodus: Empowering the next generation of teachers with data that informs decision-making
Heather Schilling, Manchester University
Stacy Stetzel, Manchester University
Mike Martynowicz, Manchester University
Kurt Kurtzhals, Manchester University
Presenters will share data supporting proactive, innovative, and effective practices which have increased enrollment in teaching at a thriving teacher preparation program. Dialogue and feedback will be solicited and encouraged.
Wednesday, March 8th

Coffee
Salon de Gallier I
8:00—10:00

Thirteenth Concurrent Session
8:20 – 9:35

60. Helping African American males and others needing support
Paper/presentation — Salon de Gallier I

Supporting first-generation and/or diversity teacher candidates in teacher education programs
Ronda J. Mitchell, University of Illinois, Springfield
First-generation and diversity candidates, interested in teacher education and accepted into a program their freshman year of college, receive financial and mentoring support until graduation. See how it works!

Dual credit programs and college readiness: Perceptions of students enrolled in one early college program of their college readiness skills
Lina Houry Jawad, University of Michigan, Dearborn
This qualitative phenomenological research provides results of interviews with students graduating from one early college program to understand how this program contributes to student perceptions of college readiness.

61. Research in classrooms: Action Research / the IRB
Paper/presentation — Otello

Teachers and truth telling through action research and care of the self
Alex Jean-Charles, Missouri State University
This paper examines the crossroad between action research methodology that places major emphasis on reflective practice in teacher education programs and Foucault’s ethical practice of Care of the Self.

Action research: An important tool for novice teachers
Cole Kervin, Florida Atlantic University
Introducing pre-service teachers to action research will guide their decision-making, especially in the area of instruction and assessment once they become practicing teachers. It will raise their levels of confidence and self-efficacy, leading to longer teaching careers.

Beyond the IRB: Raising critical questions about research ethics in schools
Jennifer McCord, Transylvania University
This paper critically reflects on and raises ethical questions about conducting research in schools. I share events from my ethnographic research in an English as a Second Language classroom to seek a humane and caring research approach.

62. Coping with high stakes teacher evaluations
Paper/presentation — Salon de Gallier II

Lessons from teacher evaluation reform in Louisiana
Brian R. Beabout, University of New Orleans
Jennalynn Gaijour Chiasson, St. John the Baptist Parish Public Schools
Teacher evaluation has become much more regulated, visible, and high-stakes under the Obama administration. This panel examines COMPASS implementation in Louisiana and the benefits and pitfalls of this approach.

63. Preserving the health and well-being of students
Paper/presentation — Carmen

Principals’ perspectives on the roles and skills of school psychologists
Jill Timmons, University of Nebraska
Marilyn Grady, University of Nebraska
This presentation will provide results of a recent study on principals’ perspectives of school psychologists. We will suggest implications for school psychologists, principals, and school psychologist and principal training programs.

Therapy that barks: The role of therapy dogs in developing compassionate classrooms
Donna M. Dombek, University of Pittsburgh, Bradford
Research is proving that therapy dogs in the classroom can not only increase levels of academic engagement, but also increase a child’s level of empathy.

You can’t say “No” to Narcan
Stormy Stark, Independent educational consultant
Educators genuinely care about kids. This requires acknowledging that overdoses from narcotics have skyrocketed over the last decade. We MUST stock Narcan in every school to prevent overdose deaths.

Fourteenth Concurrent Session
9:45 – 11:00

64. Racism in schools
Paper/presentation — Salon de Gallier I

Stories from the margin
Jason K. Johnson, Oklahoma State University
Jeremy Lane, Langston University
African American professionals and students experience various obstacles that stem from implicit racism while navigating majority White spaces and institutions. Institutional rules have dictated the distribution of access to schools, neighborhoods and even employment.

Racial disparities in suspensions and expulsions in public schools
Kimberly R. James, Louisiana State University
Jovan Thomas, Louisiana State University
A discussion about the disproportionate number of Black children being suspended or expelled with suggestions of alternate strategies to lower the suspension/expulsion rate of this population of students.
65. Affirmative action / African-American males who want to teach
   Paper/presentation — Salon de Gallier II

Affirmative action in the classroom: Locating justice in “race talk”
   Hoang Vu Tran, Bates College
   After Fisher v. University of Texas, race positive holistic admissions lives on. Affirmative action discussions should be afforded the same comforts inside our classrooms.

Call me MISTER: Planting seeds for education in Georgia
   C. Emmanuel Little, Georgia College and State University
   This presentation will detail the development of the first-ever Call Me MISTER program in the state of Georgia as it recruits Black males to enter the teaching profession.

66. Using educational technology
   Paper/presentation — Otello

Pop culture as pedagogy
   Cynthia A. Behunin, Utah State University, Eastern
   Clinton K. Behunin, Utah State University, Eastern
   Search for new ways to reach increasingly tech savvy and technology focused students? Discover how to incorporate pop culture and current events into your lesson plans.

Online and blended learning as tools to increase literacy in science for all students
   Richard N. Vineyard, Public Consulting Group, Inc.
   Use of new and innovative online learning tools to include all students in science instruction will increase their abilities to use language and their content knowledge and literacy in science.

67. Teacher autonomy
   Paper/presentation — Carmen

Through the grid-group cultural theory lens: Examining the state political culture’s impact on teacher autonomy
   Da Li, Ohio State University
   This study examines the impact of the political culture on teacher autonomy (TA) and what type of political culture best supports TA. The research provides a brand new perspective on studying factors that shape TA.

The emerging teaching professional as a site of struggle for the democratic subject
   Sheron Fraser-Burgess, Ball State University
   McHale Kassidee, Ball State University
   Marissa Young, Ball State University
   Matia Rujiraviriyapinyo, Ball State University
   This presentation frames the dilemma that recent policy reforms pose for education that conforms to democratic principles. The panel identifies neoliberal initiatives that threaten the teacher/teacher candidate as democratic subject.

Perceptions are everything: Autonomy as a vehicle for empowerment within charter schools
   Brandon Vandibber, Northern Arizona University
   This presentation explores how school conditions shape perceptions of teacher autonomy in charter schools. Additionally, this presentation investigates the extent to which teachers view autonomy as a vehicle of empowerment.

Conference Summation
11:00 — 11:30, Salon de Gallier I

We’ll take a few minutes to:
   — Talk about what we’ve learned about the theme questions
   — Talk about publication opportunities with the Academy for Educational Studies
   — Remind ourselves of the theme questions for the 2017 Critical Questions in Education Symposium to be held October 30-31 at the Hotel Monaco in Pittsburgh, Pennsylvania

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For more information:

About the Academy: Contact Steven P. Jones, Executive Director of the Academy, at 417-836-5982, or email him at spjones@missouristate.edu
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