



# Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

## **2018 Conversation Themes:**

1. What book has changed the way you understand human life, teaching, learning, and the task of education?
2. How should we assess (and grade) students—from elementary school to graduate school?
3. What is the best, deepest, and richest kind of professional development we can offer teachers?

Benson Hotel

Portland, Oregon

March 5—7, 2018

The Academy for Educational Studies is an independent, non-profit corporation registered in the state of Missouri. Please see our website for more information about the Academy:  
<https://academyforeducationalstudies.org/>

### **Co-chairs of the conference:**

Christopher Clark, Michigan State University

Steven P. Jones, Missouri State University

### **Cover design:**

Carsen Miller, MAT student, Missouri State University

# Critical Questions in Education Conference

Monday, March 5th

## Conference Registration

### Light breakfast buffet

Cambridge / Oxford

7:30—9:30

## Greetings and Announcements

Cambridge / Oxford

8:00

Steven P. Jones and Christopher Clark

Co-chairs of the conference

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## First Concurrent Session

8:20 – 9:20

### 1. Building cultural competence

Paper/presentation — Windsor

#### **Building cultural competence: Helping teachers close the achievement gap**

Linda E. Denault, Becker College

Nadine M. Bonda, American International College

Judith L. Klimkiewicz, American International College

Building cultural capital may provide a way for educators to support all students in closing the achievement gap among diverse groups of students. This presentation explores that potential impact.

#### **The involvement of teachers in global education:**

#### **Promoting the development of cultural awareness and understanding**

Melinda R. Pierson, California State University, Fullerton

Practical ideas will be presented for how teachers currently enrolled in a teacher induction program or master's degree can become involved in international contexts around the world to improve understanding of cultural diversity.

### 2. edTPA: Does it improve the performance of teachers?

Paper/presentation — Oxford

#### **Practicing educators' view on the edTPA: Does the edTPA experience benefit teaching performance?**

Karee Nasser, McKendree University

Practicing teachers' views of the edTPA are investigated and benefits and disadvantages are discussed regarding this high-stakes assessment which is distributed and scored by Pearson.

### **3. A most powerful book: bell hooks**

Panel discussion — Parliament 1 & 2

#### **Practicing freedom: Inquiring and connecting with bell hooks' *Teaching to Transgress***

Connor K. Warner, University of Missouri - Kansas City

Nora Peterman, University of Missouri - Kansas City

Clare V. Bell, University of Missouri - Kansas City

This panel will share the insights derived from a teacher education faculty inquiry group centered on discussion of bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

### **4. Affective aspects of teaching: Relationships and dispositions**

Paper/presentation — Parliament 3

#### **Disposition assessment: Revising an assessment instrument for the university classroom and field**

Rachel Star, Indiana University Southeast

This presentation will include initiatives the School of Education at Indiana University Southeast has embarked upon to address and create the unit's disposition assessment.

#### **Relationship as a catalyst of change in the classroom**

Ashley E. Poklar, Cleveland State University

What stands out most about your favorite teachers? It's likely based in their interactions with you. Relationships matter in education. This session will explore how and why this is so.

### **5. Assessment in hybrid and online courses**

Panel discussion — Parliament 4

#### **Purposeful assessment for hybrid and fully online undergraduate courses**

Samantha Uribe, Florida Atlantic University

Kathryn A. Wolfe, Florida Atlantic University

Rachayita Shah, Florida Atlantic University

This panel addresses purposeful assessment approaches for the online environment. We will share techniques that we have found effective while inviting dialogue on strategies that encourage active student learning.

## **Second Concurrent Session**

**9:30 – 10:45**

### **6. Other ways to attract and retain teachers**

Paper/presentation — Windsor

#### **TFA days: Lessons learner from facilitating alternative certification in Chicago**

William Gregory Harman, Lewis-Clark State College

Susan McDonough, Dominican University

Two professors who taught Chicago *Teach for America* (TFA) and designed their alternative certification program share conclusions about teaching candidates who learn entirely "on the fly" in an environment of mixed messages and problematic priorities.

#### **Portraits of career switchers: "I want to be a teacher!"**

Ronda J. Mitchell, University of Illinois at Springfield

Find out what motivated nontraditional students to go into teaching after having another career and why they were sure, by their second year of experience, they would stay.

## **Teacher retention: Strategies to retain the best and the brightest**

Renee Sedlack, Saint Leo University

Fern Aefsky, Saint Leo University

Approximately 50% of new teachers leave the profession within the first five years. School districts can align their retention efforts with best practices in other fields with proven success.

## **7. Preparing teachers to work with ELL students**

Paper/presentation — Oxford

### **Professional development for teachers working with English Learners who are “on the back burner”**

Amanda Sugimoto, Portland State University

Kathy Carter, University of Arizona

This presentation focuses on dilemmas that teachers navigate when teaching English Learners (ELs) in schools with few ELs in order to explore how professional development can be better designed.

### **Implementing effective dual language programs with bilingual/ESL student interns: The development of a successful university and school district partnership**

Roxane Cuellar Allsup, Texas State University

This session will highlight the successful 14-year partnership between a school district which has implemented a dual language program and a university bilingual/ESL program. Effective practices will be discussed.

## **8. Most powerful books: Freire and Harvey**

Paper/presentation — Parliament 1 & 2

### **Paulo Freire’s *Pedagogy of the Oppressed*: A poignant voice in our divisive time**

Doreen Keller, Whitworth University

Paulo Freire’s *Pedagogy of the Oppressed* gives many hope. To others it gives a wake-up call—and to still others, tools. We will explore these tools.

### **Power underlies all interactions: Paulo Freire’s *Pedagogy of the Oppressed* as vital to building critical communities for and through education**

Catherine Lalonde, D’Youville College

Freire’s (1970) seminal work, *Pedagogy of the Oppressed*, lays the groundwork for building relationships for and through education. Educators and learners can create critical communities to empower the educational process.

### **A brief history of neoliberalism: An ideological framework for understanding the state of education**

Angela Kraemer-Holland, DePaul University

This book response will illustrate the importance of David Harvey’s *A Brief History of Neoliberalism* as a pervasive ideological framework within the contemporary education landscape.

## **9. The need for data (and people who know what to do with it)**

Paper/presentation — Parliament 3

### **Answering the call for data literate educators**

Kelly Gomez Johnson, University of Nebraska at Omaha

In education, data is readily available and complex. This presentation shares how, with P-12 input, one university is responding to data literacy concerns through a graduate course offering.

**Too much data, so little time: School district-university partnerships for preparing researchers**

Tammy V. Abernathy, University of Nevada

This unique school district/university partnership solves a district-wide problem and develops novice researchers. This presentation describes the process used to obtain secondary data for use by doctoral students.

**10. Helping and retaining first year college and first year teacher education students**

Paper/presentation — Parliament 4

**How effective is the ETS *SuccessNavigator* at predicting student success? First-term GPA and first-year retention evidence from a private liberal arts college**

Daniel Teodorescu, Clark Atlanta University

Mark Roberts, Reinhardt University

This session examines how well *SuccessNavigator* predicts student success at a small, private liberal arts college. *SuccessNavigator* is a non-cognitive assessment aimed at identifying students with low retention probabilities.

**Implementing a first-year seminar course: Process and progress**

Lendi Bland, Emporia State University

First-year seminars are required at many universities with the goal of increasing student retention. Do these seminars increase persistence from the first to second year of college?

**Academy Conversation**

10:55 — 12:20

Cambridge / Oxford

**What is the best and richest professional development and graduate study we can offer teachers?**

**Betsy Burrows**, Brevard College

**Kathy Carter**, University of Arizona

**Midge Madden**, Rowan University

**Jeff McLaughlin**, West Chester University of Pennsylvania

**Eric Sheffield**, Western Illinois University

**Christopher Clark**, Moderator

## Third Concurrent Session

12:30 – 1:30

### 11. Trump and DeVos: Perspectives

Paper/presentation — Windsor

#### **K-12 teachers' perspectives of changes in education eleven months post-Trump election**

Nicole A. Graves, South Dakota State University

Qualitative analysis of responses from a focus group of K-12 teachers revealed views of the impact of a contentious political cycle on students, educators, parents, and the educational system.

#### **Champions for public schools? A critical discourse analysis of the Senate floor speeches made by Democratic senators in response to the appointment of Betsy DeVos**

Tom Hairston, University of Missouri

In speeches opposing the appointment of Betsy DeVos, Democratic senators reified the neoliberal approach to public education while also providing new pathways to a further narrowing of how teachers teach and students learn in public schools.

### 12. Most powerful books: Ellul and Toffler

Paper/presentation — Oxford

#### **Encountering *The Technological Society***

Karen Ferneding, Southern Arkansas University

In his book, *The Technological Society*, Jacques Ellul (1964) explains how *technique* characterizes modern technological society. Can knowledge of *technique* help us understand challenges faced by Millennial and iGen students?

#### **Alvin Toffler's days of future past**

Alvin C. Proffit, Appalachian State University

Alvin Toffler's *Future Shock* (1970) will be examined in two ways: first, as to its relevance to formalized education; second, a general examination of the future Toffler described.

### 13. Most powerful books: Dweck and Duckworth

Paper/presentation — Parliament 1 & 2

#### **Carol Dweck's *Mindset*: Building a foundation for our teacher candidates and their students to prevail in this dynamic and ever-changing world**

Betsy Denton Burrows, Brevard College

Carol Dweck's *Mindset* not only changed the way I teach but is also the inspiration for a service learning project that partners first generation teacher candidates with at-risk K-12 students.

#### **Using Angela Duckworth's *Grit* to positively impact education**

Kathryn A. Wolfe, Florida Atlantic University

By exploring Angela Duckworth's insight into people's "passion and perseverance," educators will be able to funnel their own grittiness while also tapping into their students' grit and overall potential.

## **14. Life-long learning**

Panel discussion — Parliament 3

### **Life-long learning**

David H. Pyle, Jr., Lone Star College - Montgomery  
Deborah Ellington, Lone Star College - Montgomery  
Daphne Jones, Lone Star College - Montgomery

LSC-Montgomery will present a model of professional development for faculty. We will offer teaching strategies/learning experiences which will empower faculty to maximize performance and achieve full teaching potential.

## **15. Creativity and creative thinking**

Paper/presentation — Parliament 4

### **Assessing creative processes in education?**

Priscilla A. Lund, Montana State University

Creativity. Do we know how to identify it when we see it or when we hear it? Explore, inquire and challenge strategies for assessing creative processes in education.

### **Making as knowing: The art and science of affordances**

Linda Louis, Brooklyn College, City University of New York  
Ben Susswein, Clinical Psychologist

Drawing upon recent developments in cognitive science and art education, this presentation argues that critical and creative thinking are promoted by educational experiences that involve making as a way of knowing.

## **Fourth Concurrent Session**

### **1:40 – 3:10**

## **16. Dealing with trauma**

Paper/presentation — Windsor

### **“But I’m just the teacher”: Preparing novice teachers to address the academic and social-emotional needs of students affected by trauma**

Annessa Steele, Slippery Rock University  
Whitney Wesley, Edinboro University

Teacher preparation programs need to develop and promote trauma informed teaching and training to support the education and development of the whole child.

### **Reaching all learners: A dream or reality?**

Tanya Martin, Nebraska Wesleyan University

This presentation examines how Kristin Sowers’ and Pete Hall’s book *Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom* (2016) can profoundly change classroom teachers’ perspectives on how they view themselves as instructors and individuals.

### **Trauma theory and student learning**

Aaron Muttillo, Cleveland State University

This presentation will provide attendees with recommendations for building trauma-informed schools that include infusing therapeutic practices into the school day that are neurodevelopmentally sensitive to the needs of our most vulnerable children.

**Social-emotional learning in elementary education:  
The importance of holistic and responsive teaching**

Lauren Konicki, Boston College

This presentation aims to educate individuals involved with elementary education to the benefits of holistic learning for students and to provide resources and tools for social-emotional curriculum and responsive elementary education.

**17. The experiences of women in education**

Paper/presentation — Oxford

**“I found my voice”: Perspectives on participation  
in the Paths 2 the Future curriculum**

Angela Ingram, University of Oregon

Marisa Kofke, University of Delaware

P2F addresses gender inequities in vocational outcomes through a comprehensive career development curriculum. Qualitative findings, developed from four focus groups, provided in-depth understandings of the participants’ perspectives about the curriculum.

**Balancing action: Gendered reflections on how one female education faculty  
member navigates positions of muted power in the age of accreditation mandates**

Catherine Lalonde, D’Youville College

Accreditation mandates impact programs, faculty and staff, teacher candidates and P-12 students in large and small ways. Power imbalances consistently result, as experienced by one female education faculty member.

**Provoking dangerous possibilities: Reconsidering Donna Haraway’s *Cyborg Manifesto***

Jessica Heybach, Aurora University

Becky L. Noel Smith, University of Alabama

Haraway’s cyborg myth desires to construct communities based on affinity. This paper considers new forms of gendered identities built without discrete boundaries as a means to disrupt discourses of domination.

**18. Professional development—when collaboration happens**

Paper/presentation — Parliament 1 & 2

**Pathway to success: A comprehensive partnership to improve school quality**

Shelley B. Harris, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

This presentation details a partnership between a university and struggling campus to increase teacher quality and campus climate to positively impact student academic performance and faculty lifelong learning.

### **A situated approach to university-school PD partnerships**

Ashana Hurd, Boston College  
Nicholl Montgomery, Boston College  
Meredith Moore, Boston College

This presentation demonstrates how a situated, inquiry-based approach to professional development can lead to transformative learning experiences for teachers and schools. We describe several features of successful PD partnerships.

### **Developing professional development for NGSS and CCSS: Stories of interdisciplinary collaboration and transformation**

José M. Rios, University of Washington Tacoma  
Riki Thompson, University of Washington Tacoma  
Mei Zhu, Pacific Lutheran University

Faculty members discuss professional development experiences in NGSS and CCSS and how they improved K-12 professional development and their teaching practices through interdisciplinary collaboration and self-study.

### **Teachers' social networks and collaborative sense-making in a school reform effort**

Kimberly Reed, University of California, San Diego

Original research using Social Network Analysis examines formal and informal collaborative networks in a school reform effort to describe the context for deep change within an organization.

## **19. On-line education: Best practices**

Paper/presentation — Parliament 3

### **Seeing is believing: Use of immersive technologies to facilitate deep engagement in experiential curricula**

Alison Schmidt, The College of Wooster  
Megan Wereley, The College of Wooster

This presentation considers emerging roles of immersive technology that enhance experiential learning by providing access to global sites, settings, and resources previously unattainable by students in their limited, physical classrooms.

### **Using neuroeducation theory to inform the design, architecture, and implementation of online university courses**

Chris Merideth, University of Portland  
Ellyn Lucas Arwood, University of Portland

Online university courses maximize student engagement and learning outcomes when they draw from the theories contained in neuroeducation, or the triangulation of literature among neuroscience, cognitive psychology, and language function.

## **20. Reconsidering clinical field placements**

Paper/presentation — Parliament 4

### **Connecting theory to practice: Early field experiences in the afterschool setting**

James (Joe) Hicks, Montana State University  
Donna Bulatowicz, Montana State University Billings

This mixed method longitudinal research study explores the impact of an after school early field experience on the development of pre-service teachers enrolled in literacy and technology integration courses.

### **Rethinking the student-teaching residency**

Brian Eberhard, Black Hills State University

This presentation shares research on sociological factors impacting two student-teachers' practices during their residency semesters and the implications for data-driven assessment decisions of university educator preparation providers.

### **Perspectives on the effectiveness of education programs in teaching**

Ann H. Burns, Eastern Kentucky University

This presentation communicates data related to the extent teachers apply professional knowledge and skills the education preparation program was designed to achieve.

### **Reframing clinical supervision: Nurturing enthusiasm for cyclical, collaborative inquiry**

Keith A. Walters, California Baptist University

This presentation examines a reframed view of new teacher supervision. A qualitative study from northern China will be used to share the relationship between facilitating inquiry and teacher professional development.

## **Fifth Concurrent Session**

**3:20 – 4:20**

### **21. Toward a better, richer discussion about our public schools**

Paper/presentation — Parliament 1 & 2

#### ***The Heart of Man: Erich Fromm's theory of good vs. evil, and a discussion of how his theory manifests in schooling practice***

Tom Hairston, University of Missouri

*The Heart of Man* by Erich Fromm builds a framework that leads a person towards good or evil. This discussion will use the framework to illustrate how school practices and policies march students towards evil.

#### **Busting out of the iron cage of capitalism**

Randy Hewitt, University of Central Florida

Drawing upon John Dewey's ideas of the self, growth, power, and the educative experience, this paper argues that a robust, thriving democracy demands the capacities for philosophic reflection and poetic wisdom, capacities that may be cultivated through a democratic education conceptualized as living art.

### **22. School performance in context: Considering poverty and residency**

Paper/presentation — Oxford

#### **Why a child is left behind: The effect of residency based enrollment on involuntary transience and academic achievements**

Galit Eizman, Harvard University

This paper examines the robust correlation between residency and school quality—particularly the consequences of residency based enrollment in public school systems on students' stability, life opportunities and academic achievements.

## **Putting school performance in context: Taking into consideration the poverty rates of public schools**

Bart Anderson, Cleveland State University

This paper presents the idea of assessing school performance for accountability purposes through the lens of poverty. The pilot data is based on schools in Northeast Ohio.

## **23. Most powerful books: Weisental and Frankl**

Paper/presentation — Windsor

### ***The Sunflower*: A most powerful book for exploring forgiveness, ethical decision-making, and the need for active citizenship**

Sara Fry, Boise State University

How would you respond if a dying Nazi requested forgiveness? Simon Weisental's *The Sunflower* invites readers to wrestle with this haunting dilemma. We will explore the book's abundant educational possibilities.

### **Can't take it anymore? Professional disposition as a survival technique**

Naomi Jeffery Petersen, Central Washington University

Teachers can find practical inspiration in Viktor Frankl's chronicle of coping with Nazi incarceration that leads to his model of meaningfulness as the essence of life.

## **24. Most powerful books: Huebner**

Paper/presentation — Brighton

### **Answering Huebner's Call: Thoughts on love, truth, and justice in education**

Kevin M. Talbert, The College of Idaho

This paper both explores the "call to teach" as a foundational metaphor for teacher preparation and responds to the book *The Lure of the Transcendent: Collected Essays by Dwayne Huebner*.

## **25. Grading and assessment**

Paper/presentation — Parliament 3

### **High school grades and outside assessment: A mixed method study**

Greg Warsen, Grand Valley State University

This presentation examines correlations between grades given to high school students and their subsequent performance on the ACT. Teacher perceptions of these results are also captured.

### **Grading and assessment: The constitutive elements of learning**

Linh Dang, University of Rochester

This paper offers philosophical perspectives to examine the legitimacy of grading and an understanding of how assessments function. It advocates for virtuous teaching and learning for both students and teachers.

## **26. Effects of field-based university partnerships**

Panel discussion — Parliament 4

### **Do we need to consider the long-term effects of field-based university partnerships?**

Brian Stone, Northern Arizona University

Greg Prater, Northern Arizona University

Emilie Rodger, Northern Arizona University

This presentation shares information regarding the impact of school/university partnerships on teachers, their students, and their families over a period of two decades.

## Sixth Concurrent Session

4:30 – 5:45

### 27. LGBTQ issues

Paper/presentation — Windsor

#### **Preservice teachers and resistance towards incorporating LGBTQ issues into the curriculum**

Michele Kahn, University of Houston - Clear Lake

Preservice teacher LGBTQ resistance is examined in this online discussion study.

#### **Writing a new narrative for teacher education: Can we prepare teachers to teach out and proud?**

Kathy Carter, University of Arizona

Amanda Sugimoto, Portland State University

James Smith, University of Arizona

This presentation provides an analysis of preservice teachers' narratives of experience in the field related to social (in)justice regarding LGBTQ students, inviting questions about how we might re-frame both teacher education and professional development toward goals of social justice, equity, and care.

#### ***The Gender Book* by Mell Reiff Hill and Jay Mays**

Thiago Veronez, Florida Atlantic University

*The Gender Book* (2013) sheds light on the discussion of gender using a friendly and objective language to help teachers and students engage in the conversation about the different gender identities.

### 28. Most powerful (science fiction) books: Heinlein, Holmes, and Huxley

Paper/presentation — Oxford

#### **Science fiction informing current ethical practice: Heinlein & Holmes**

John D. Long, Lindenwood University

This presentation discusses two science fiction books, *Starship Troopers* and *Anvil of the Heart*, and their utility in teaching ethics in the polarized world educators face today.

#### **A window on our world: Using Huxley's *Brave New World* in a foundations class**

Steven P. Jones, Missouri State University

Aldous Huxley's *Brave New World* raises many issues affecting our world—and our schools—today. This presentation reviews those issues and discusses how students respond to the book as their initial reading assignment in a foundations of education class.

#### **Education and the Visionary Legacy of Aldous Huxley's final novel, *Island***

Ronald Lee Zigler, Pennsylvania State University Abington

Aldous Huxley's novel *Island* is a "thinly fictionalized collection of essays on education, psychology and metaphysics." It offers insights into contemporary social and educational problems as well as their solutions.

## 29. Improving the teaching of writing

Paper/presentation — Parliament 1 & 2

### Developing teachers of writing

Patricia Whitney, Eastern New Mexico University

This presentation focuses on the professional development of teachers regarding writing. What are the reasons to develop as a writer? How can teachers support the writer?

### Why aren't we there yet? Higher-order thinking, writing, and learning in high school classrooms

Lisa Bendixen, University of Nevada, Las Vegas

Milly Joyner, Adelson Educational Campus

This presentation summarizes new and established research on high school teaching that supports higher-order thinking, writing, and learning, including: how they occur in classrooms, barriers to teaching, and reminders for teachers during professional development.

## 30. Using Pecha Kucha presentations

Discussion and demonstration — Parliament 3

### A celebration of learning: Using the Pecha Kucha as a summative assessment for working teachers in a licensure program

Eileen Cyr, Springfield College

Katy Reed, Springfield College

Carly Atkinson, Springfield College

Erica Begley, Springfield College

Dilyara Celik, Springfield College

Kelly Gilhooly, Springfield College

Brianna Rivers, Springfield College

Angela Sorensen, Springfield College

Teachers share Pecha Kuchas which represent a summative assessment synthesizing the learning from three courses. Presenters are enrolled in a licensure program for under credentialed urban educators.

### Pecha Kucha presentations in an undergraduate course in education

James Trier, University of North Carolina-Chapel Hill

This presentation discusses the pedagogical reasons why Pecha Kucha presentations were assigned as culminating assessment projects in an undergraduate course, the academic results, and the students' opinions about the assignment.

## 31. Most powerful books: Gathercoal and Sizer

Paper/presentation — Parliament 4

### Using our minds: *Horace's Compromise* and American school reform

John P. Spencer, Ursinus College

*Horace's Compromise* by Theodore Sizer inspired a movement to transform high school education. Sizer's 1984 classic may be falling into obscurity, but its message is as relevant as ever.

### Books all teachers should be reading: *Judicious Discipline* and *The Judicious Parent*

Paul Gathercoal, University of Idaho

Educators who, 1) embrace a cognitive, child-centered philosophy for parenting and education; and 2) learn, teach, and use the "language of civility" will empower knowledgeable, wise, principled and responsible citizens.

Dinner

On your own

**Conference Reception**

Complimentary beer and wine

7:30 — 9:00

Cambridge / Oxford

**Featured Presentation**

**The Public Square**

8:00 — 9:15

Cambridge / Oxford

**Books, readings, and profound ideas:  
What should educators be thinking about?**

**Christopher Clark**, Michigan State University

**Karen Ferneding**, Southern Arkansas University

**Sara Fry**, Boise State University

**Paul Gathercoal**, University of Idaho

**Doreen Keller**, Whitworth University

**Kevin Talbert**, College of Idaho

Followed by open discussion

Moderated by Steven P. Jones

Missouri State University

Executive Director, Academy for Educational Studies

Tuesday, March 6th

**Light breakfast buffet**

Cambridge / Oxford

7:45—9:30

**Greetings**

8:00 — Oxford

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**Seventh Concurrent Session**

**8:15 – 9:30**

**32. Professional development: Reflecting carefully about ourselves**

Paper/presentation — Windsor

**The value of not reading: Aging, conservation of personal resources,  
and the value of thinking and self-talk**

Edward J. Caropreso, University of North Carolina Wilmington

Knowing when we are thinking, and speaking, for ourselves—truly finding ourselves in the thoughts and words of others, and not merely recasting past knowledge and declarations—is perhaps the most significant goal in academic life.

**Enabling false expertise: An assault on academic freedom  
and removable roadblock to preparing educators**

Brett J. Holt, University of Vermont

This presentation identifies “expertise” in educators and how they can appropriately develop expertise. False expertise will be demonstrated through examples, and advice will be offered on how professional educators and teacher educators can combat assaults on expertise.

**33. Strategies for improving literacy**

Paper/presentation — Oxford

**Reading with community: A case study of a literacy program in low-income housing**

Kari Dahle-Huff, Montana State University Billings

Donna Bulatowicz, Montana State University Billings

Erin Boettcher, Montana State University Billings

How can community tutors help kids find joy in reading? This paper presents research exploring reading tutoring at a summer literacy program in a Section 8 housing program.

**Literacy lock-in initiative**

Marisa Barrera, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

Shelley Blackburn-Harris, Texas A&M University San Antonio

Implementing literacy initiatives is essential in creating a climate and culture that promotes literacy. Educators need to find creative ways to promote reading and writing, and this is one such way.

**Teaching literacy through family diversity**

Laura Szech, University of Iowa

An interactive presentation on how to improve literacy methods instruction for teachers by putting family diversity and family specific literacies in the center of our literacy instruction.

### **34. Teacher authority / Structures of control**

Paper/presentation — Parliament 1 & 2

#### **Structures of control and reproduction in teacher education practicum experiences: How to break the cycle with professional development and innovation**

Brian Stone, Northern Arizona University

Practicum experiences have a powerful influence on future teachers' practice, but often reproduce structures of control. This presentation examines how to break free through professional development opportunities and innovation.

#### **Schooling as dependency training: Reform as inevitable consolidation of the rationalized, functional order**

William Gregory Harman, Lewis-Clark State College

Twenty-five years of school reform have delivered: Students are trained to be dependent as worker/subjects to fulfill labor/consumer roles, not educated for independent thinking and citizenship—a Marcusean desublimation of education.

#### **Origin and actualization of teacher insight, teacher authority, and teacher power**

Jeff McLaughlin, West Chester University of Pennsylvania

What legitimate authority do teachers exercise in their classrooms? This presentation will explore various perspectives on this question, including suggestions for research related to issues of professional authority in classrooms.

### **35. Helping English Language Learners**

Paper/presentation — Parliament 3

#### **Emerging perspectives for assessing dual language learners**

Ann Anderberg, Eastern Connecticut State University

Brandon Monroe, Eastern Oregon University (Gresham)

Presentation on the implications of assessing dual language learners through a dynamic approach that looks beyond measuring each language separately by conceptualizing dual language development as a unique phenomenon.

#### **Professional development in conferencing during Writer's Workshop**

#### **to promote self-identity and cultural appreciation among second language learners**

Jayne A. Sherman, George Mason University

Angela Naggles, Kerrydale Elementary School, Woodbridge, VA

This presentation will address professional development in the implementation of the specific component of conferencing during writing workshops with primary aged second language learners in fostering identity and cultural appreciation.

#### **Social constructivism and educational identity beyond assimilation vestiges: A teacher's Latina identity in a middle school English as a Second Language classroom**

Edwin Ubeda, St. Ambrose University

This case study focuses on a Latina teacher, her identity, and the dialogic process through her lived experiences in an ESL classroom. The principal participant takes a Vygotskian approach to teaching at the same time applying a cultural sustaining approach.

### **36. Master of Arts (MAT) programs: Development and reorganization**

Paper/presentation — Parliament 4

#### **Teacher preparation: Where dreams go to die**

Grinell Smith, San Jose State University

Colette Rabin, San Jose State University

We share our experiences with a major program reorganization that sought to maintain an unwavering commitment to social justice in the face of market forces that threatened our program's viability.

#### **Integrating theory and practice: The development of a synchronous online teacher education program**

Frederick W. Freking, University of Southern California

John Pascarella, University of Southern California

This presentation shares the development of a teacher education program that prepares candidates to teach in high-needs contexts. The collaborative process for this work will also be discussed.

## **Academy Conversation**

9:40 — 11:00

Cambridge / Oxford

**How should we assess students—from elementary school to graduate school? Are we remembering the legitimate and helpful reasons for assessing students?**

**Frank Bernt**, St. Joseph's University

**Kelly Gomez-Johnson**, University of Nebraska, Omaha

**Brandon Monroe**, Eastern Oregon University

**Jay C. Percell**, Illinois State University

**DeAndre Shepard**, University of Michigan—Flint

**Steven P. Jones**, Moderator

## **Eighth Concurrent Session**

### **11:15 – 12:30**

#### **37. Service, doing, and thinking**

Paper/presentation — Windsor

##### **Revisiting the community service ethic in search of love**

Eric C. Sheffield, Western Illinois University

This paper takes up an analysis of Howard Radest's conception of community service arguing that it lacks an essential component: love.

##### **School gardening projects as potential sites for partial deschooling**

Andrew N. McKnight, University of Alabama at Birmingham

This paper explores the potential for school garden projects to provide a space for nurturing alternative narratives with students that operate counter to our present culture of consumerism and dominant capitalist production and consumption systems.

##### **An old idea, revisited: Understanding teaching the difference between “knowing that” and “knowing how”**

Frederic Jacobs, American University

This paper examines Gilbert Ryle's formulation of the distinction between *knowledge-that* and *knowledge-how*, and explores how these ideas can be used to teach critical thinking, decision-making and reflection on practice.

#### **38. Teacher evaluation**

Panel discussion — Oxford

##### **Accountability theater or meaningful reform: A critical analysis of teacher evaluation reform in Illinois in three acts**

Allison Reeves, Southern Illinois University Edwardsville

Phillip Buckley, Florida Atlantic University

Dustin Foutch, Pinckneyville Community High School (IL)

In this session, the Illinois Teacher Evaluation Reform Act (PERA) will be critically analyzed through three separate lenses: teacher perspectives, an administrator perspective, and a legal and policy framework.

#### **39. Teacher recruitment, induction, and retention**

Paper/presentation — Parliament 1 & 2

##### **Addressing teacher shortage areas: Indiana University Southeast initiatives**

Carol Bartlett, Indiana University Southeast

Rachel Star, Indiana University Southeast

This presentation will include initiatives Indiana University Southeast, School of Education, has embarked upon to address the most critical areas of teacher shortage within Indiana and surrounding states.

##### **Reacting to the changing face of secondary teacher education with secondary student involvement and program renewal**

Paul D. Bland, Emporia State University

The presentation describes the creation of a community of secondary education students to help with recruitment of secondary education majors and the development of a model for increased pre-service school experiences.

### **A design study to improve a multi-year teacher induction program in a south Texas school**

Lynn Hemmer, Texas A&M University - Corpus Christi

This study uses a development research design, utilizing improvement research techniques and learning design cycles within a south Texas public school district aimed at improving a teacher induction and mentoring program.

### **40. Supporting African-American students and recruiting diverse faculty**

Paper/presentation — Parliament 3

#### **STEM education: The experiences and attitudes of African American students who pursue a degree in STEM at a PWI**

Autumn Brown, Oklahoma State University

Charmaine Curtis, Walden University

Our presentation captures the experiences of student members of the African American community who pursue a degree in STEM on campus at Oklahoma State University, a predominantly white institution.

#### **Why is progress on diversifying the teacher workforce so elusive?**

Ronald S. Byrnes, Pacific Lutheran University

I propose progress on diversifying the teacher workforce will remain limited until whites join advocates for more diverse faculty. What action might we take to begin diversifying the teacher workforce?

### **41. Teacher education: The cohort model**

Paper/presentation — Parliament 4

#### **Positive effects of a cohort model: As reflected by student cohort members**

Paul R. Haxton, University of Central Oklahoma

Elizabeth Barber-Bean, University of Central Oklahoma

Kimberly Fletcher, University of Central Oklahoma

Audrey (Abbie) Lunsford, University of Central Oklahoma

J. Kirk Webster, University of Central Oklahoma

Educational Leadership graduate students examine the influence of a cohort model on their study program and how the graduates stay in touch with the university and their classmates after graduation.

#### **Influence of the cohort system on the development of self-efficacy of pre-service teachers**

Jeni Sizemore, University of Iowa

The purpose of this study is to understand the influences of educating pre-service teachers as cohorts in a secondary science teacher education program (TEP) on the development of teacher self-efficacy.

## **Ninth Concurrent Session**

### **12:40 – 1:40**

#### **42. Examining particular grading practices**

Paper/presentation — Windsor

##### **Converting rubric scores to grades: Dangers and pitfalls**

Brandon Monroe, Eastern Oregon University

Ann Anderberg, Eastern Connecticut State University

A non-technical discussion appropriate for all teachers on the danger of converting rubric scores to grades by converting them to percentages, adding scores together, or averaging rubric scores.

##### **Boldly grading like no one has ever done before:**

##### **Grading practices for the 21<sup>st</sup> century and beyond**

Jay C. Percell, Illinois State University

Traditional points-based instruction has proven to be a woeful indicator of what students know and can do. I examine three alternative grading approaches: standards-based grading, minimum grading, and my own self-designed grading system—no-points grading.

#### **43. Personalized professional development, using technology**

Paper/presentation — Parliament 1 & 2

##### **On-demand professional development**

Ed Howerton, Aurora University

This session describes a professional development model based on teacher autonomy—the right of a teacher to determine what to learn, when to learn, and how to learn—supported by assumptions about andragogy and prerequisites for professional development.

##### **Personalized learning based on global educational resources:**

##### **Powerful, professional learning communities fueled by blended, personalized content collections**

Richard N. Vineyard, Public Consulting Group, Inc.

In the 21<sup>st</sup> century, education is global in its reach and personal in its impact. Educational systems must use technology to provide access to content that is relevant and useful.

#### **44. Social studies: Topics of study**

Paper/presentation — Oxford

##### **Reframing with rigor: Native American studies in social studies curricula**

Browning Neddeau, California State University, Monterey Bay

The presentation explores one state's efforts to re-examine professional development for teachers in regard to Native American culturally-appropriate representation in school curricula in light of a new law.

##### **Preparing teachers to implement Holocaust and genocide education in elementary and secondary schools**

Rachayita Shah, Florida Atlantic University

A Genocide Studies Unit was designed to prepare preservice teachers to implement Holocaust education and to contribute to the broader mission of inspiring educators to be human rights advocates.

## 45. Most powerful books: Buber and Pieper

Paper/presentation — Brighton

### Finding philosophical footing in Martin Buber's dialogue

Genie Albina, DePaul University

Martin Buber's speech "Education" from *Between Man and Man* (1965) provides educators with a philosophical grounding from which they can build a dialogic classroom grounded in everyone's shared humanity.

### Divine madness: The lost center of education

Steven P. Jones, Missouri State University

The works of 20<sup>th</sup> century German philosopher Josef Pieper remind us of what we have most tragically lost in education—care for the transcendent, the "festive companionship with the gods" that comes with the best and deepest study.

## 46. Having courageous conversations in schools

Panel discussion — Parliament 3

### Engaging the promise of public school: Committing to courageous conversations

Gerald Wood, Northern Arizona University

Grace Okoli, Northern Arizona University

Whitney Tapia, Northern Arizona University

Kevin Alvarez, Northern Arizona University

Kyra Bennett, Northern Arizona University

Cierra Brown, Northern Arizona University

Christine Lemley, Northern Arizona University

Aeryn McIvor, Northern Arizona University

Audrey McPherron, Northern Arizona University

This panel shares how we model courageous conversations around bias, privilege, and identity.

## 47. Sidebar room

Paper/presentation — Parliament 4

12:40 – 1:10

### Using area models to visualize the difference of squares

Enes Akbuga, Texas State University

Zach Hurdle, Southern Arkansas University

We discuss area modeling activities that help students visualize fundamental ideas behind some important algebraic formulas. A geometry area, classic foiling, and the difference of squares are illustrated. We also explore the reasons why such an approach may benefit students.

## Tenth Concurrent Session

1:50 – 3:20

### 48. The value of action research

Paper/presentation — Windsor

### Changing from within: Action research as a form of professional development

Edith Ries, Caldwell University

Joanne Jasmine, Caldwell University

Ellina Chernobilsky, Caldwell University

The presentation will investigate improvement of teaching and learning through action research. Presenters will demonstrate, through specific examples, how action research can become a form of successful professional development.

## **Practitioner research as professional development:**

### **Transforming teachers and teaching**

Joel B. Judd, Southern Utah University

This presentation posits that practitioner research is the best kind of professional development. Teachers who conduct their own research become autonomous leaders of change and advocates for equitable schooling.

## **Re-imagining professional development in secondary schools:**

### **Shaping literacy instruction through Lesson Study**

Midge Madden, Rowen University

Valarie G. Lee, Rowan University

The study proposes the lesson study framework as school-embedded professional development. Goals address content knowledge and teaching skills of English and history regular and special education teachers in grades 6—12.

## **The collective instructional leadership system**

Michael Kotar, California State University, Chico

Julie Monet, California State University, Chico

A collaborative teacher-selected professional learning project led to a system for continuous improvement. We introduce the system, describe development research, and show how teacher-selected PL increases human capital.

## **49. Challenging one another to confront deeply held beliefs**

Paper/presentation — Oxford

## **Dilemmas and vignettes: Helping teachers find a way home from school**

Colette Rabin, San Jose State University

Grinell Smith, San Jose State University

We describe the use of detailed vignettes to help prepare teacher candidates to interrupt deficit thinking and develop caring relationships with students and families across ethnic, cultural, and socioeconomic divides.

## **Emerging teachers' multicultural identities vs. a single story**

Glenda Moss, University of North Texas, Dallas

The presentation is based on multicultural autobiographies of emerging teachers in a multicultural/multilingual course. Following a critical experiential learning activity and a video—*The Danger of a Single Story*—emerging teachers wrote their stories.

## **Power, privilege, and self-identity**

Rose Borunda, California State University, Sacramento

When teachers are allowed to examine their own power, privilege and self-identity, they are better positioned to understand their students and to successfully bridge racial and cultural divides in the classroom setting.

## **Whites-only anti-racist groups: Perils and promises**

Laurel Puchner, Southern Illinois University Edwardsville

Donyell Roseboro, University of North Carolina Wilmington

Whites-only anti-racist groups may have good intentions and possibly some positive outcomes, but they are fraught. This paper outlines and analyzes some of the tensions inherent in such efforts.

## **50. Technology in the classroom**

Paper/presentation — Parliament 1 & 2

### **Supporting generation Y and generation Z: First career novice teachers' use of technology in the elementary classroom**

Karla Ontiveros-Karr, Indiana Wesleyan University

This presentation uncovers factors that influence the first-career novice teachers' quality of practice for use of technology in the classroom. The presentation will include practical suggestions for supporting novice teachers.

### **Technology integration in the K-12 classroom and teacher professional development**

Jacque Ewing-Taylor, University of Nevada, Reno

Professional development in technology integration is a significant need for teachers nationwide, yet according to this longitudinal study, teachers now feel less prepared to integrate technology than previously reported.

### **The professional development of K-12 teachers:**

#### **Knowledge and the perceived value of the Digital Literacy Storytelling Project**

Tasha Vice, Texas A&M University San Antonio

This presentation of Digital Literacy Storytelling Projects includes reviewed study findings, addresses critical questions, and makes recommendations for supporting the development of K-12 teachers in the digital age.

### **Teachers around the globe combatting the digital divide: Case studies of impact**

Savilla I. Banister, Bowling Green State University

This paper delineates strategies of mobile technology integration in local schools around the world faced with limited resources. The pool of teacher participants consists of 72 teachers from 39 countries.

## **51. Teaching special education students**

Paper/presentation — Parliament 3

### **Examining the professional development needs**

#### **of general and special education inclusion teachers**

De'Andre L. Shepard, University of Michigan - Flint

Based on a focus group study of K-12 general and special educators and administrators, we present the professional development needs of practicing K-12 and special educators who teach in inclusive classrooms.

### **Systems thinking and design of curriculum for inclusion in teacher preparation**

Rebecca Lynn, Pacific University

Corissa Mazurkiewicz, Pacific University

This paper explores how systems thinking can support the design and integration of curriculum on special education and inclusion in teacher preparation for both general and special education teacher candidates.

### **Communicating through brain waves: Locked in no more**

Carol M. Shepherd, National University

Using their minds to control responses, severely challenged learners can participate in courses and other learning activities. Knowledge in this area is of vital importance to educators.

**“Is it his language?” A neuroeducation approach to exploring the connection between levels of language function and prosocial concepts with elementary students identified with EBD**

Emily Jaskowiak, University of Portland

Ellyn Lucas Arwood, University of Portland

Using language function sampling and analysis to explore the connection between language function and the acquisition of prosocial behaviors with elementary students identified with emotional and behavioral disorders.

**52. Ways to grow by sharing experiences**

Paper/presentation — Parliament 4

**Models of mentoring undergraduates: The potentials and pitfalls of graduate student mentors at a large state university**

Christina Cappy, Central Oregon Community College

This presentation will provide a critical evaluation of a student-led mentoring program developed at a research university that matches undergraduate students with graduate student mentors.

**Inter-professional education: A precursor to professional collaboration**

Valerie E. Boyer, Southern Illinois University Carbondale

Inter-professional education provides opportunities for future professionals to begin learning about inter-disciplinary collaboration and consultation. The question becomes how to facilitate inter-disciplinary relationships by structuring meaningful opportunities for inter-professional education.

**Co-teaching as a positive method of collaboration**

Summer Garrison, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

Shelley Blackburn-Harris, Texas A&M University San Antonio

Co-teaching and collaboration positively benefit teachers. This presentation exhibits the positive benefits and relationships between co-teaching teachers and collaboration with teachers and students.

**Eleventh Concurrent Session**

**3:30 – 4:45**

**53. Most powerful books: Clavell and Shalaby**

Paper/presentation — Windsor

**Clavell’s *The Children’s Story* – A book about power**

Gail Saunders-Smith, Youngstown State University

In fewer than 100 pages, *The Children’s Story* speaks of the unbelievable power teachers wield. Is this a book about mind control or excellent teaching? You decide.

**Troublemakers: *Lessons in Freedom for Young Children at School***

Karen Kusiak, Colby College

This book fits with those educators who write critically about their experiences in schools. Shalaby’s (2017) book provides insight for students of education today—particularly about the ways in which educators need to understand inclusive education.

## 54. Building an on-line leadership practicum

Panel discussion — Oxford

### eLearning for future edLeaders

John R. Morton, Emporia State University

Tim Marshall, Emporia State University

The two semester building leadership practicum at Emporia State University has evolved from face-to-face to a totally online experience, affording students greater flexibility. Professors will share insights regarding this transition.

## 55. Children and freedom—and then school

Paper/presentation — Parliament 1 & 2

### ***Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-reliant, and Better Students for Life***

Brian A. Stone, Northern Arizona University

Sandra J. Stone, Northern Arizona University

*Free to Learn* by Peter Gray (2013, Basic Books) forces us to rethink how we educate our children today. Gray proposes throwing out our current system so children are free to learn.

### **Opening the creative vent: Inspirations from Sylvia Ashton-Warner's *Teacher***

Scott B. Waltz, California State University Monterey Bay

Sylvia Ashton-Warner's *Teacher* inspires with its stories of teaching Maori children in New Zealand and insights into *organic teaching*, where the lives of the children become the stuff of learning.

### **Aspects that arise in the transition from the Montessori method**

#### **to a traditional method: A fourth grade mathematics view**

Zach Hurdle, Southern Arkansas University

This presentation examines what happens when students transition from a school's Montessori program (3<sup>rd</sup> grade) to its subsequent "traditional" format (4<sup>th</sup> grade). Learning pace, methods of discovery, solution making from handwriting, and teacher and student roles—all are affected.

## 56. White racism

Panel discussion — Parliament 3

### **What is white racism? What are its effects within education?**

#### **And what should we do about it?**

Jim Scheurich, Indiana University, Indianapolis (IUPUI)

Marvin Lynn, Portland State University

Jada Phelps-Moultrie, Portland State University

This panel addresses three questions: What is white racism? What are its effects within education? And what should we do about it? A multiracial panel of scholars address these questions.

## 57. Most powerful books: Dewey, Alinsky, and Freire

Paper/presentation — Parliament 4

### ***My Pedagogic Creed* by John Dewey: Timeless ideas for all educators**

Linda Nowell, California State University-Sacramento

Although Dewey's ideas on education are as applicable today as when published, it is *My Pedagogic Creed* that allows educators to examine their ideas about the meaning of education.

### **Fighting for democratic education: Saul Alinsky's *Reveille for Radicals***

Aaron Schutz, University of Wisconsin, Milwaukee

Saul Alinsky's 1946 *Reveille for Radicals* teaches lessons about community power and approaches to democratic education through social struggle. Today, *Reveille* still informs teachers and youth fighting oppression across the nation.

### **Freire in a time of U.S. Fascism**

Eugene Fujimoto, California State University, Fullerton

*Pedagogy of the Oppressed* provides analysis of education and liberation, particularly relevant in today's political climate. Engage in dialogue on the development of critical consciousness toward effective resistance.

## **Twelfth Concurrent Session**

**4:55 – 5:45**

### **58. Liberal arts and the Great Books**

Paper/presentation — Windsor

#### **Liberal arts education: Mostly dead is slightly alive**

Elvira K. Katić, Ramapo College of New Jersey

A collegiate liberal arts education seems to have developed a reputation as an unfocused and meandering preparatory path with no employment guarantee—but is this reputation warranted?

#### **Great books in teacher education**

Matthew Schertz, University of Montana

Education evolves when paradigm-shifting authors help us re-envision the field. We should strive to redefine general education in teacher education programs using an inclusive “Great Books” model.

### **59. Christian privilege**

Paper/presentation — Oxford

#### **Structural ignorance of Christian privilege**

Laurel Puchner, Southern Illinois University Edwardsville

This study shows how the celebration of Christmas by teachers and administrators is a demonstration of Christian ignorance—a structural ignorance rooted in normative cognitive schemas that maintains Christian privilege.

### **60. Professional development strategy: Teacher Panel**

Panel discussion — Parliament 1 & 2

#### **Teacher panel as an alternative professional development model**

John Brown, University of Massachusetts Lowell

Nick Massaro, Dracut Public Schools

Scarlett Thom, University of Massachusetts Lowell

Ours is a simple and honest method that provides education students and practicing teachers the opportunity to participate in a *dialogue about teaching* that is unlike any course or professional development workshop.

## **61. Issues in assessment**

Paper/presentation — Parliament 3

### **Helping teachers with assessment: Six important keys**

Mary C. Clement, Berry College

Assessment is much more than the dreaded standardized tests. Principals, mentor teachers, and teacher educators can help teachers to understand and use best practices in assessment with these six keys.

### **Are we being rigorous or lazy? Renegotiating assessment in higher education**

Wesley Adam Stroud, University of Oklahoma

Sarah Elizabeth Johnson, Oklahoma State University

This presentation offers insight into the renegotiation of assessment strategies being utilized in higher education. Strategies discussed seek to position students in collaborative learning environments created to improve student performance and self-efficacy.

## **62. Issues for educational leaders**

Panel discussion — Parliament 4

### **Leading mathematically: A district-university partnership to increase the instructional leadership of principals during curriculum change**

Kelly Gomez Johnson, University of Nebraska, Omaha

Matthew Scott, Millard Public Schools (NE)

Colleen Ballard, Millard Public Schools (NE)

Tara Fabian, Millard Public Schools (NE)

Districts seek sustainable and reliable protocols for implementing new curricula. University and district representatives will share a collaborative administrator-focused professional development model during K-5 mathematics curriculum reform.

## **Dinner – on your own**

Informal gathering

Hotel Bar

8:30

Wednesday, March 7th

**Doughnuts, Coffee and Greetings**

Windsor Room

8:00

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**Thirteenth Concurrent Session**

**8:30 – 9:45**

**63. Keeping a watchful eye on the rights  
of special education students and ELL**

Paper/presentation — Windsor

**Special education teacher as civil rights warrior**

Bryan E. Cichy-Parker, Pacific University

Larry C. Bryant, University of North Texas University, Dallas

Special education practice is ruled by monitoring and compliance, and the connection between special education and civil rights is increasingly seen as secondary instead of as fundamental to our field. What do civil rights have to do with special education, and are they still fundamental to our practice?

**A most powerful book: *DisCrit Disability Studies  
and Critical Race Theory in Education***

Marisa Kofke, University of Delaware

This presentation will summarize why teachers and teacher educators should know and engage with the intersections described in the book *DisCrit Disability Studies and Critical Race Theory in Education*.

**Innovations in preparing teachers to meet the needs of dual language learners  
with disabilities: Responding to policy changes**

Kate Esposito, California State University, Dominguez Hills

Lilia E. Sarmiento, California State University, Dominguez Hills

Presentation describes faculty collaboration to develop a Bilingual Authorization designed to prepare teachers for inclusive settings. Includes overview of course content, instructional practices for educating students with disabilities, and lessons learned.

**64. Cultivating the courage of teachers**

Paper/presentation — Oxford

**Daring to Teach ↔ Cultivating Change**

Deanna Chappell Belcher, University of Oregon

If we “dare to teach,” as Paulo Freire challenged us a half-century ago, we must re-conceptualize and re-energize teacher education and professional development as sites to cultivate courage.

**Preparing and supporting professional teachers of teaching to a mandate:**

**The crisis faced by urban teacher education programs**

John Wesley White, University of North Florida

Many teachers in urban settings must be “guerilla teachers”: they risk the consequences of defying fidelity to a mandated curriculum in order to meet students’ needs and be true professionals.

## **Organizational practices of a Texas social justice school leader**

Maria de Lourdes Vilorio, Texas A&M International University

This paper is a narrative of nodal moments central to teaching and learning to teach. Three practices used by teachers and stakeholders to transcend Texas accountability will be presented.

### **65. Approaches to ensuring active learning in the classroom**

Paper/presentation — Parliament 1 & 2

#### **Active learning: What is it? How does it work? Does it increase learning?**

Michael McCambridge, California Lutheran University

Victoria Lahney, California Lutheran University

Mackenzie Walker, California Lutheran University

In answering the questions asked, participants explore the definition, rationale, and theory behind active learning. Participants will build community, experience activities, and learn to plan lessons and assess for learning.

#### **Breakout of the old and into the new utilizing technology based engagement strategies**

Gina L. Shelley, Weber State University

This presentation uses Breakout EDU boxes to teach engagement strategies that promote collaboration and community. Participants divide into teams to solve clues while learning methods for teaching and learning.

#### **An interdisciplinary approach to teaching and learning: From dinosaurs to depth**

Angela Leffler, Indiana Wesleyan University

Anita Manwell, Indiana Wesleyan University

Presenters will inspire and equip participants to apply interdisciplinary changes within their unique educational setting. Participants will gain practical ideas, research-supported methods, and careful evidence of K-6 learning.

### **66. Formative assessments**

Paper/presentation — Parliament 3

#### **Measuring what we treasure: A case for formative assessment of affective learning outcomes**

Frank Bernt, Saint Joseph's University

Obstacles to assessing individual *affective* learning outcomes, though significant, can be overcome. This paper outlines a formative assessment approach that would enhance the quality of affective education.

### **67. Educating now and in the future: What we might expect**

Paper/presentation — Parliament 4

#### **Educator preparation and professional practice in the 21<sup>st</sup> century: What would we prepare for? How could we know? Is it even possible?**

Edward J. Caropreso, University of North Carolina Wilmington

Have the constructs of learning and teaching fundamentally changed in the 21<sup>st</sup> century? If so, how—and are such changes being addressed in professional practice and professional development in basic and higher education?

## **Reaching for universal success: New approaches to teaching and assessment for a new educational era**

Aaron J. Green-Mitchell, University of Portland

Recent federal mandates suggest that educational institutions should ensure every student's success. Thus this presentation reviews past practice and potential future means of assessment and instruction for meeting this goal.

## **Preparing for the future: A look at emerging educational trends in a rapidly changing world**

Tracy Gross, Missouri State University

This presentation reviews emerging educational trends and ponders solutions to problems facing schools in the next few years. We will imagine possibilities of future learning and identify implementation opportunities.

# **Fourteenth Concurrent Session**

## **9:55 – 11:25**

### **68. Teacher beliefs**

Paper/presentation — Windsor

#### **What do teachers believe? An investigation of the teacher self-construct**

Jeff McLaughlin, West Chester University of Pennsylvania

Results from a 2017 study using the *Teacher Self Inventory* will be summarized. Future research directions about teacher beliefs and self-perceptions will also be discussed.

#### **Emotional turbulence and belief change:**

##### **A case study of urban educators' early-career experiences**

Kate Rollert French, Wayne State University

Drawing on literature about the first-year experiences of new teachers—including their unique vulnerability to emotional turbulence—this paper examines the changing beliefs of urban educators as they progress throughout their first-year teaching in an urban school.

##### **A teacher's self-efficacy and perceptions on giftedness**

Ariana A. Martinez, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

Shelley Blackburn-Harris, Texas A&M University San Antonio

Research studies suggest that gifted and talented students do not receive an education which meets their needs in terms of differentiated curriculum and instruction. The solution to this may lie within a teacher's efficacy.

### **69. Race, segregation, family life:**

#### **Supporting students and preparing teachers**

Paper/presentation — Oxford

##### **Considerations of college to career success of students**

Phyllis K. Adcock, University of Nebraska, Omaha

School to college to career readiness involves more than GPA. We must address deeper challenges for low income/minority students by using programs such as dual enrollment and early start college.

***Unequal Childhoods: Class, Race and Family Life: On the educational importance of understanding the background of students in public education***

Carol Bartlett, Indiana University Southeast

Through *Unequal Childhoods: Class, Race and Family Life* by Annette Lareau, participants will discuss the influence poverty has on the education of students in the public education settings.

**The paradox of our best intentions as educators:  
From school integration to classroom segregation**

Linh Dang, University of Rochester

This presentation offers a critical review of *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* authored by Amanda E. Lewis and John B. Diamond.

**Rethinking teacher education: A culturally relevant approach**

Tecora Rogers Harper, DePaul University

This presentation will address why many teacher-training programs do not sufficiently prepare pre-service teacher candidates for teaching minority students and how these candidates and practicing teachers can be better prepared.

**70. Professional development: Learning on one's own**

Paper/presentation — Parliament 1 & 2

**Professional development for teachers 21<sup>st</sup> century style:**

**Revisiting a professional conundrum**

Neill F. Armstrong, Stephen F. Austin State University

Finding the time and the mechanism for meaningful professional development is something of an enigma for many school districts. Perhaps it is time for an alternative path to enhanced professional growth, one already prescribed for students: learning to learn on one's own.

**The effects of professional development on teachers' knowledge and self-efficacy**

Angel Prado, Texas A&M University San Antonio

Erica Guerra, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

Research guides teachers to improve their learning and teaching practices. This presentation presents how professional development in reading impacts teachers' knowledge and self-efficacy.

**Autonomous evaluation system: Professional development  
for increased teaching effectiveness**

Larry C. Bryant, University of North Texas, Dallas

Researchers developed a cycle of interventions that promotes the testing, measurement and monitoring of teachers' academic interventions. Teachers can use outcomes of the cycle to chronicle their effectiveness and use outcomes to determine future changes.

## 71. Literacy: Collaboration, improvement, and growth

Paper/presentation — Parliament 3

### **Where are all the reading teachers?: Collaborating with schools to redesign a reading master's degree**

Kari Dahle-Huff, Montana State University Billings

Rory Jetmore, Montana State University Billings

This paper explores the redesign of a reading master's degree to reflect current research about best practices in the field while simultaneously meeting the needs of schools in the region.

### **Owning our worlds: The power of teacher sharing and knowledge building**

Midge Madden, Rowan University

Valarie G. Lee, Rowan University

We argue for a re-imagined professional development model of sustained teacher-centered learning networks. Presenters provide insights for new professional development practices which validate teacher knowledge and invite collaboration.

### **Using a shared text to inform, discuss, and reflect on pre-service teachers' literacy beliefs**

Rochelle Berndt, Baldwin Wallace University

This presentation will share the findings of a study conducted with preservice teachers in an adolescent literacy methods course in which the reading and discussion of a shared professional text was used to explore their literacy beliefs and developing professional identities.

### **Using neuroeducation theory to increase literacy, eliminate dyslexia, and improve critical thinking**

Ellyn Lucas Arwood, University of Portland

Bonnie Robb, University of Portland

Utilizing reductionist literacy models results in low literacy levels. Triangulated neuroscience, cognitive psychology and language literature form a neuroeducation model that fosters better literacy, eliminates dyslexia, and increases critical thinking.

## 72. Issues for educational leaders

Paper/presentation — Parliament 4

### **Sustainable models for school leadership: Lessons learned from *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo**

Gabriela Gui, Grand Valley State University

Given equal preparation and leadership dispositions, what makes a school leader successful and another one not? Beyond research, what does instructional leadership look like day-to-day? Is it replicable?

### **If I'd only known then what I know now: Guidance for academic leaders**

Cynthia L. Wilson, University of Illinois Springfield

What information and skills do academic leaders need? A proposed framework provides guidance for new and experienced leaders in order to help them feel organized, efficient, and effective.

### **An overlooked opportunity for professional development: Policies and laws that frame our teaching**

Roger Munger, Boise State University

Policies and laws. It's not just for administrators. It's an overlooked component of your professional development. Learn the impact on your teaching, students, and career. Leave with a self-study checklist.

## **Fifteenth Concurrent Session**

**11:35 – 12:35**

### **73. Cultural awareness and academic achievement**

Panel discussion — Windsor

#### **Cultural awareness and academic achievement**

Roslyn Billy, Grand View University

Simone Alekno, Grand View University

Pablo Ortega, Des Moines Public Schools

An open dialogue about whether or not there is a correlation between cultural awareness and the academic achievement of CLD (Cultural Linguistically Diverse) students, especially in educational environments

### **74. Physical education and wellness**

Paper/presentation — Oxford

#### **Consistency across disciplines: The importance of grading in Physical Education**

Steven Frierman, Hofstra University

It is imperative that grading in school be consistent across disciplines and include physical education so students can receive feedback about their physical fitness, health, and athletic prowess.

#### **Pre-service teachers' wellness as project-based learning**

Clover Simms Wright, California University of Pennsylvania

In a course on Health and Physical Education methods for early childhood, teacher candidates underwent a self-study that caused them to reflect on their own wellness and set goals for improvement. The results were extraordinary.

### **75. Sidebar room**

Paper/presentation — Parliament 1 & 2

**11:35 – 12:00**

#### **A review of unjust teacher layoffs and proposed alternatives**

Linh Dang, University of Rochester

This presentation reflects on teacher layoff structures and illuminates the injustices imposed on students in US public schools. It offers an attempt at sound alternatives that yield the least harm.

**12:05 – 12:35**

#### **A book I really hated and how it influenced me professionally and personally—or another stupid book I refused to review**

Edward J. Caropreso, University of North Carolina Wilmington

Discussion of two books, actually—Robin Fogerty's *Invite! Excite! Ignite!* (a book that had exactly the opposite effect on me) and Donald Hall's *Essays After 80* (which I loved). The one book suggests professional service, the other professional scholarship—differences worth thinking about.

## 76. Collective learning

Panel discussion — Parliament 3

### **What we would prefer: First thoughts toward a philosophy of collective learning**

David Gabbard, Boise State University

Kim Bowen, Boise State University

Carrie Harder, Boise City Schools

Panelists invite conversation on the notion of collective learning and how it helps us *un*-think education in support of a “positive universal project” proposed by Slavoj Žižek—the “Transnational Leitkultur Project.”

## 77. Sidebar room

Paper/presentation — Parliament 4

**11:35 – 12:15**

### **A quality afterschool program for underprivileged elementary students:**

#### **What we did and how we did it**

Cynthia J. Schairer-Kessler, Peoria First United Methodist Church

This presentation describes the creation and implementation of an afterschool program located at our church but working cooperatively with the afterschool program at the Dream Center, located a block away.

## Sixteenth Concurrent Session

**12:45 – 2:00**

### **78. Responsive, mindful teaching and learning**

Paper/presentation — Windsor

#### **Are we smart enough to know how smart our students are?**

Laura Rychly, Augusta University

This presentation introduces the book *Are We Smart Enough to Know How Smart Animals Are?* to the education community and explores how it gives practitioners a new way to think about responsive instruction.

#### **Mindfulness as a bridge—from “banking” to inquiry**

Miriam Ojaghi, Aurora University

This presentation proposes incorporating the tenets of social emotional learning (SEL) and mindfulness as a bridge to a model of education that develops the critical thinking imperative to a healthy democracy.

## **79. Literacy: The importance of the visual**

Paper/presentation — Oxford

### **Integrating visual literacy skills in PK—12 education**

Teresa A. Farrell, Eastern Oregon University

This presentation, based on primary research, focuses on visual literacy and its relevancy to PK—12 education in light of culturally responsive teaching, critical thinking, civic literacy, and the CCSS.

### **Reading instruction that works for all learners**

Matt Thul, University of Portland

Reading is a predictor of success. Phonics-based, whole word, and whole language reading instruction limits this success. Knowledge of respectful learning, neurobiological learning systems, and visual learning methods redeems students' learning.

## **80. Issues in science education**

Paper/presentation — Parliament 1 & 2

### **New dimensions of science teaching**

Hui-Ju Huang, California State University Sacramento

The study examines pre-service teachers' perceptions on the Next Generation Science Standards (NGSS) by analyzing their lesson plans and reflections.

### **Navigating spaces of ambiguity: Elementary science teacher preparation programs**

Wesley Adam Stroud, University of Oklahoma

Continued insight into ways pre-service educators are envisioning and redefining their classrooms as spaces to support students investigating solutions to today's scientific problems.

## **81. Sidebar room**

Paper/presentations — Parliament 3

**12:45 – 1:20**

### **World Café: Supporting undocumented students on campus**

Anne D'Antonio Stinson, University of Wisconsin - Whitewater

Undocumented students on campuses throughout the United States experience varying levels of support. This session will explore participants' campus climates, identify ideal actions for supporting undocumented students, and make concrete action plans.

**1:25 – 2:00**

### **Cultural baggage—How much does yours weigh?**

Melinda Ratchford, Belmont Abbey College

We all have cultural baggage. This session is an attitude check on race, ethnicity, class, gender, language, religion and age. We must first recognize our own pre-judgments in a risk-free environment in order to help students learn to be respectfully intrigued by differences.

## **82. Sidebar room**

Paper/presentation — Parliament 4

**12:45 – 1:20**

### **The proper role of philosophy of education**

Abraham A. Abadi, Lesley University

Is there a need to move teacher education in the direction of an integrated Praxis? Drawing on the work of Freire, Freinet, Dewey and others, this paper attempts to answer affirmatively.

**1:25 – 2:00**

### **Dignity for all: Centering ethics while problematizing practice in educational online spaces**

Hasna Abu Khalid, Seattle University

Using a policy analysis approach, this session aims to question the “Dignity for All Students Act” with a focus on how this act deals with online spaces in education.

## **Sixteenth Concurrent Session**

**2:10 – 3:25**

### **83. Neuroeducation**

Panel discussion — Windsor

#### **Using neuroeducation theory as a translational model to provide effective practices for K-12 teacher education programs**

Carol Xiang Lam, Marylhurst University

Ellyn Lucas Arwood, University of Portland

Chris Merideth, University of Portland

Bonnie Robb, Portland Public Schools

Aaron Green-Mitchell, University of Portland

Emily Jaskowiak, University of Portland

Michelle Poulson, Apricot, Inc.

Multiple educators who come from K-12 classrooms of different subjects and grade levels will gather to discuss a neuroeducation model and the effectiveness of applying the model in their classrooms.

### **84. Educational psychology in the classroom**

Panel discussion — Oxford

#### **Does it matter?: Teachers’ perceptions and use of educational psychology theory in the classroom**

Kane Mach, Oklahoma State University

Kyle Clayton, Oklahoma State University

The aim of this study is to understand the gap between teaching practices and educational theory by examining teachers’ perceptions and application of theoretical constructs (i.e., learning, scaffolding, zone of proximal development).

## 85. Literacy issues

Paper/presentation — Parliament 1 & 2

### Identification of reading disabilities: A paradigm shift

Karen Pearse Apgar, University of Portland

Using a neuroeducation lens to re-frame the conceptualization of reading disabilities may lead to a reduction in the number of reading disabled students and improvements in instruction and reading success.

### Reading interventions linked to teacher knowledge and self-efficacy

Ariana Moreno, Texas A&M University San Antonio

Angel Prado, Texas A&M University San Antonio

Jenny C. Wilson, Texas A&M University San Antonio

Research supports reading interventions and student growth. Research also links teacher knowledge and self-efficacy with effective teaching. Our research combines the results and effects of teacher knowledge and intervention.

### Does the amount of technology usage in the classroom affect the literacy learning in eighth grade students?

Debra Martin, Texas A&M University San Antonio

A middle school is researched to see if the use of technology has significance in student literacy. Does it vary according to a teacher's content area, age, years of experience, or amount of usage?

## 86. International issues

Paper/presentation — Parliament 4

### Understanding international students' unique difficulties and mental health needs

Sojeong Nam, University of Iowa

This presentation considers the unique difficulties international students experience while studying as a foreigner in the United States and brings the attention of educators to the mental health needs that accompany their difficulties.

### Move marginalized migrant children to the center in China

Xiaofei Zhang, California State University East Bay

Rural-urban family migration has become a main characteristic of Chinese society, and it inspires this research that asks two questions: What are the educational experiences of Chinese migrant children in a small county? How do these experiences affect their educational aspirations?

## Conference Summation

3:30 — 4:00

Windsor Room

We'll take a few minutes to:

- Review what we've learned during our time together
- Talk about publication opportunities with the Academy for Educational Studies
- Remind ourselves of the upcoming CQIE Symposium in Kansas City, MO (October 29—30, 2018)

## **Acknowledgements**

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### **For more information:**

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**Academy Book Series in Education**  
in conjunction with Myers Education Press

This new book series—targeting preservice and practicing teachers as well as instructors of teacher preparation courses (both preservice and graduate)—intends to produce select books that connect scholarship in educational foundations to important questions about schools, teaching and learning. The first book in the series, *Why Kids Love (and Hate) School: Reflections on Difference*, will be ready in April with a second volume, *Why Kids Love (and Hate) School: Reflections on Practice*, soon to follow.

We'll be ready to solicit book proposals in the near future.

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