

# Critical Questions in Education Symposium

Presented by the

Academy for Educational Studies

## **2022 Conversation Themes**

Changing the narrative about teaching and learning  
Censorship of books, ideas and curriculum topics

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Monday, October 24<sup>th</sup>

**Conference Registration**

**Light breakfast buffet**

7:30—9:30

**Greetings and Announcements**

8:00

Steven P. Jones

Executive Director, Academy for Educational Studies

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**First Concurrent Session**

**8:30 – 9:30**

**1. Supporting beginning teachers in tough times**

Paper/presentation

**Being a novice teacher while the ship is sinking**

Tammi R. Davis, Missouri State University

Sharon Daley, Indiana University

Jackie Sydnor, Ball State University

Researchers share the narratives of nine early career teachers providing insights about the formal and informal support received during their first and second years of teaching during a global pandemic.

**Encouraging and uplifting beginning teachers by fostering resilience and growth mindset**

Amanda Steiner, University of Nebraska at Omaha

Christ Wilcoxon, University of Nebraska at Omaha

Julie Bell, University of Nebraska at Omaha

As many teachers leave the profession, induction is one approach to develop resilience in beginning teachers. Mentoring and coaching create positive environments to support and retain teachers.

## **2. Valuing multilingualism: Progress and problems**

Paper/presentation

### **Dual language learning for all: Effective teacher preparation for inclusive multilingual educational settings**

Kai Greene, California State University, Dominguez Hills

Kate Esposito, California State University, Dominguez Hills

This presentation reflects upon how previous *English-only* educational policy has significantly shifted towards practices that value multilingualism along with a positive move toward embracing inclusivity in the classroom.

### **An educator's excess of language: Creating visibility or invisibility**

Sarah L. Hairston, Westminster College

Using Derridean concepts, we question a principal's language regarding the school's Latinx community. The excessive normative signifiers made Latinx person visible while also rendering them invisible through monolithic categories.

## **3. Teacher shortage: Recruiting teacher candidates**

Paper/presentation

### **They didn't catch the spark! African-American NOYCE summer interns at Xavier University of Louisiana discuss their experiences engaging K-12 learners in STEM activities and why the will not teach**

Rachel Davis, Xavier University of Louisiana

This paper presents the experiences of African-American NOYCE interns engaging K-12 learners in STEM experiences during a pre-collegiate summer program. It presents their reasons for not selecting teaching

### **Teacher candidates: Recruitment and level of satisfaction**

Kim L. Creasy, University of Northern Colorado

This presentation provides strategies and discussion with attendees regarding recruitment and satisfaction of teacher candidates. The Concerns-based Adoption Model will be shared as one measure of involvement and satisfaction.

## **4. Preparing students to be more effective writers**

Paper/presentation

### **Turning the corner, part deux: From student writer to writing teacher**

Janet Tipton Hindman, West Texas A&M University

Betty Coneway, West Texas A&M University

How can teacher education programs better prepare students to become more effective writers who care about their own writing, and who will ultimately become effective writing teachers for young writers?

### **5. Sidebar Room**

Paper/presentation

8:30 -- 9:00

#### **Advice, tips and secrets for new teachers, from new teachers**

Donna Metlicka, University of St. Francis

As OGs in the profession, we think we know exactly what new teachers need, but who better to give guidance to new teachers than other new teachers? This presentation will reveal what new teachers REALLY need to know!

9:00 – 9:30

#### **Love &/in Education**

Shelby Morris, University of Alabama

Is love necessary for education? Or, is it unnecessarily embedded—due to the often-gendered field? This literature review explores how love serves, or distracts, in education.

### **Second Concurrent Session**

**9:40 – 11:00**

### **6. Universities as navigators when policy is public whim**

Panel discussion

#### **Navigating the currents and tides of policy and public opinion**

Virginia P. Foley, East Tennessee State University

Ginger Christian, East Tennessee State University

Brian Cinnamon, Kingsport City Schools

This is a discussion addressing the need for universities to serve as navigators for school leaders, teachers, and students as they operate in this period of policy on a whim.

### **7. When positive practices turn toxic**

Paper/presentation

#### **Are positivity and cooperative group work unintentionally undermining joyful learning?**

Keith A. Walters, California Baptist University

This presentation examines the distinction between cooperative and collaborative pedagogy. The results of a personal action research project provide insights into the need for teaching productive disagreement.

### **When does positivity become toxic?**

Katie Lee Mullins, University of Mississippi

This discussion seeks to recount teachers' experiences and opinions regarding "toxic positivity" in the school culture. What can be done to help prevent the negative effects?

## **8. Stepping out to see ourselves better**

Paper/presentation

### **Learning from our nation and from each other while on the road: Study Away with SFA**

Sarah M. Straub, Stephen F. Austin State University

In this session, attendees will learn about a cost-inclusive and accessible alternative to study abroad. It involves this nation, a 12-passenger van, 3,000 miles, and eight incredible college students.

### **How educators can learn from two Tribal college presidents' leadership through indigenous culturally revitalizing and sustaining instruction and leadership**

Jessica King, University of Northern Colorado

This study explored the lives and impact of two Tribal college presidents and how they led their institutions through culturally revitalizing and sustaining leadership.

## **9. Cultivating creative genius and clear thinking**

Paper/presentation

### **Let's get creative: Odyssey of the Mind**

Adam Stroud, Oklahoma State University

John Andrews, Oklahoma State University

Kathy Essmiller, Oklahoma State University

This presentation highlights a collaborate effort to create an Honors course inspired by Odyssey of the Mind. "Let's get creative" centers on creativity, encouragement, and positive student narratives and experiences.

### **Re-designing schools: The cultivation of cultures of thinking**

Rodney Rock

Join this interactive book response on creating more satisfying visions of what it means to be a teacher by re-designing *Schools that Learn* and cultivating *Cultures of Thinking*.

## **10. Affirming culturally and linguistically diverse students' lives and backgrounds**

Paper/presentations

**Affirming culturally and linguistically diverse students' lives and backgrounds: How can we better prepare preservice teachers to access AND integrate historically marginalized students' funds of knowledge?**

Heather Macias, California State University, Long Beach

How can preservice teachers learn to respect and affirm diverse students' backgrounds? Findings indicate preservice teachers can recognize students' funds of knowledge but struggle to meaningfully integrate them into classroom learning.

**Community cultural wealth: Reigniting a love of learning by incorporating students' diverse knowledge and lived experiences in the classroom**

Marlene Aviles-Solivan, Montclair State University

How can we reignite a love of learning among students? This presentation examines how using students' Community Cultural Wealth is essential to critical and transformative teaching and learning.

**Threads in the patchwork of life—Education's cultural dis-ease: Autoethnographic expressions of a Black, small-town Alabama ex-school teacher**

Shelton K. Johnson, University of Alabama

An autoethnographic and experience-based analysis on the lived experiences of an ex-schoolteacher that provides insight into the role of oppression and implications it has on the attraction and retention of Black male teachers.

**Third Concurrent Session**

**11:10 – 12:10**

**11. Help and support for teachers and students**

Paper/presentation

**Stress management and professional balance in the workplace**

Katina January-Vance, Howard University

This presentation will emphasize the importance of stress management and professional balance in the workplace. It will focus on warning signs of stress and diseases, sources of stress and ways to manage stress to become more productive in the workplace.

**Building resilient schools: A district systems approach**

Virginia P. Foley, East Tennessee State University

Ginger Christian, East Tennessee State University

Brian Cinnamon, Kingsport City Schools

A rural school district/university partnership designed support for schools to recapture the hearts and minds of students using trauma informed training, building systems of support, and creating engaging work.

**12. Science and engineering in the classroom**

Paper/presentation

### **Parent involvement in young children's engineering learning**

Tingting Xu, Stephen F. Austin State University

Lexa Jack

This exploratory study examined parents' involvement in their children's engineering learning activities. Thirteen parents shared their challenges and joy while interacting with their children in the engineering design process.

### **Building self-efficacy in first- and second-year college students**

Derrick A. Nero, University of Nebraska at Omaha

Science and engineering active learning allows first- and second-year college students opportunities to conceive, design, build, and conduct near-space experiments based on their own perspectives about our world.

## **13. Struggling to collaborate in a School of Education**

Panel discussion

### **Naming the problem: Unexamined and unnamed power dynamics within and across groups result in moments and patterns of disrespect, poor communication, deteriorated relationships, and microaggressions**

Barbara E. Fricks-Romero, Metropolitan State College Denver

Lisa Altemueller, Metropolitan State College Denver

Bryan L. Bohanan, Metropolitan State College Denver

Corey R. Sell, Metropolitan State College Denver

Amie Kaufenberg, Metropolitan State College Denver

Kathryn F. Whitmore, Metropolitan State College Denver

Given leadership strategies from a recent workshop, a team of staff and faculty grappled with creating more equitable spaces for collaboration across our SOE. Come learn our story.

## **14. Finding books that inspire**

Paper/presentation

### **The book *Forever Free* gives me freedom to dream**

Jennifer Kagan, Oswego State University

*Forever Free* is one of the most influential books I've read. About a literacy tutoring program, I resonated and related to this book because I run a similar program.

### **International literature for children and young adults: Finding the positive, optimistic, and encouraging stories we need to share**

Isaac Willis Larison, Marshall University

Let's explore positive, optimistic and encouraging international books for children and young adults on various topics to motivate preK-12 readers. What general attributes and areas of challenge do we find?

## **15. Health and athletics**

Paper/presentation

### **Identifying and overcoming barriers that stop us from living a healthy lifestyle**

Steven Frierman, Hofstra University

The purpose of this presentation is to introduce the barriers that stop individuals from youth to adults from living a healthy lifestyle and discuss solutions for increasing physical activity and exercise in both school and non-school populations.

### **Lunch**

**12:10 – 1:30**

(on your own)

### **Academy Lunchtime Conversation**

12:20 – 1:20

#### **Graduate student forum**

This session is an opportunity for graduate students to meet and discuss the apprehensions, challenges, expectations, and joys that are part of completing ones' graduate studies. Professors are invited to join, too, to offer support, advice, and expertise.

Byung-In Seo, Chicago State University  
E'Toyare Williams, Chicago State University

Open discussion

### **Fourth Concurrent Session**

**1:30 – 2:50**

## **16. Teacher self-examination: Caring and compassion**

Paper/presentation

### **Teaching compassion in teacher preparation: Beyond due dates**

Amy Srsic, University of Pittsburgh

Students in teacher preparation program are encouraged to become caring and compassionate professionals. Attentiveness to how this is modeled in coursework lends itself to teaching compassion through experience.

### **Nuances of teaching: The teacher's need to overcome him or herself**

Laura Staal, North Carolina University Pembroke  
Steven P. Jones, Missouri State University

Description forthcoming. . . .

## **17. Learning to think**

Paper/presentation

### **Why have we lost critical thinking in our schools? A tale of the search for justice in learning to think!**

Ellyn Lucas Arwood, University of Portland

Bonnie Robb, University of Portland / Portland Public Schools

Carole Kaulitz, Portland Public Schools

Educators are often puzzled by students' behavior, their social-emotional well-being, as well as their academic performance. Presenters provide an alternative research-based paradigm to support academic conceptual learning and pro-social thinking.

### **Teaching to learn—Discovery and dialectics: Replace textbooks and academic standards**

John D. Harris, Southwest Metro Independent District 288 (MN)

Drop the textbooks. Strike the standards. Teach by discovery and dialectics. Discovery and questioning begin understanding. Dialectics originates knowledge. These are the essential methods of learning and self-awareness.

### **Promoting criticality in teaching professionalism for preK to 9<sup>th</sup> grade preservice teachers**

Young Ah Lee, Ohio State University, Lima

This presentation describes action research the presenter conducted to examine various pedagogical approaches for promoting criticality in preparing teacher candidates for professionalism.

## **18. Equity, opportunity, and outcome**

Paper/presentation

### **Equity analysis of the redistribution of parent fundraising**

Bethany Cavanaugh, University of Portland

Nationally, fundraising disproportionately benefits schools serving predominantly white, affluent populations. This presentation models the potential impact of fundraising redistribution, using one urban school district policy as a case study.

### **Equity in name only: How educational institutions co-opt change efforts**

Eugene Fujimoto, California State University Fullerton

This session provides theory to examine educational equity efforts, offering examples from both administrative and grass roots perspectives and exploring ways to challenge efforts that inadequately address the redistribution of power.

**One view of the elephant: A right to an education**

Carolyn Davidson Abel, Stephen F. Austin State University

Charles Frederick Abel, Stephen F. Austin State University

What does “a right to an education” entail? We invite critical discussion about what “a right to an education” means and whether assuring it is an achievable goal for educators.

**19. Opening spaces for digital literacy: Helping our students**

Paper/presentation

**The importance of opening spaces for critical literacies in higher education courses**

Olivia G. Stewart, St. John’s University

This session addresses how opening spaces for critical digital literacies in higher education courses can benefit teachers and students through an analysis of an online digital literacies MA/Doctoral-level course.

**Making a conscious effort to connect, motivate, and engage**

Joanne Hayes, Chadron State College

Eric Rapp, Chadron State College

Catherine Rust, Chadron State College

As we prepare educators, we intentionally model the making of connections with students. We prepare engaging lessons relevant to students’ needs, present instructions to foster interactions, and provide opportunities for students to interact with new information through a hybrid model.

**Drones as a teaching instrument in the social studies classroom**

Sarah M. Straub, Stephen F. Austin State University

Michele Morgan, Stephen F. Austin State University

This past summer, the researcher engaged in trial and error drone integration into her social studies methods course. Attendees will explore the challenges and successes of this process.

**20. Mathematics, science, and STEM**

Paper/presentation

**Changing the narrative: Cultural scripts of preservice secondary mathematics teachers involved in lesson study**

Donna Gee, Angelo State University

This paper presents an examination of the influence lesson study had on cultural scripts held by secondary preservice mathematics teachers regarding the teaching and learning of mathematics.

**Opportunity and challenge in Next Generation Science Standards**

Hui-Ju Huang, California State University Sacramento

The study examines how teacher candidates transfer NGSS into lesson plans: Which areas do teacher candidates make progress? What are the challenges and concerns of implementing the standards?

**The role of laboratory schools in supporting the preparation of STEM preservice teachers in the time of COVID**

Michael Odell, University of Texas at Tyler

Teresa Kennedy, University of Texas at Tyler

Laboratory schools are a key component of teacher preparation at many universities. This session describes how a university laboratory school supports preservice teachers in response to COVID-19 and the impact on the STEM teacher preparation program.

**Fifth Concurrent Session**

**3:00 – 4:20**

**21. Black teachers then; Black teachers now**

Paper/presentation

**Time to conceptualize a new narrative surrounding the effectiveness of *Jim Crow Teachers***

Denise P. Reid, Biola University

Time to conceptualize a new narrative. Sufficient research reveals that Jim Crow teachers utilized effective pedagogical practices that predated what we know as culturally relevant pedagogy.

**On radical hope for education: Because the future is Black**

Alan Green, University of Southern California

Zoë B. Corwin, University of Southern California

Mariama Nagbe, University of Southern California

Centering the book *The Future is Black: Afropessimism, Fugitivity, and Radical Hope in Education (2020)*, we expand discourses about learning and education beyond schooling and enclosures of modern western society.

**22. What new teachers really need to know about the profession**

Paper/presentation

**Through the looking glass: An intergenerational examination of the teaching profession**

Jeff Hamilton, Gardner-Webb University

Lilly Hamilton, Gardner-Webb University

A father/daughter pair examines the teaching profession from opposing career positions. The father is a thirty-seven-year veteran, while the daughter is beginning her career.

### **What I wish I would have known**

Sandra L. Shillingstad, University of Nebraska at Omaha

William Austin, University of Nebraska at Omaha

A preservice teacher hopes to be ready for the start of student teaching—however, sometimes that doesn't happen. We asked a group of clinical practice teachers to tell us what they wished they'd known before they began their final semester in P-12 clinical placements.

## **23. University partnerships—School districts and state departments**

Paper/presentation

### **A narrative that works for us**

Paul Wangemann, Brigham Young University

Barry Graff, Brigham Young University

During 38 years of continuous operation, The Brigham Young University-Public School Partnership has held fast to its original narrative for a university-public school partnership, and it continues to provide a solid foundation for its success.

### **Nebraska Education Policy Research Lab (NEPRL)**

Tami Williams, University of Nebraska at Omaha

Brian Stevens, University of Nebraska at Omaha

Jennifer Coltvet, University of Nebraska at Omaha

Courtney Matulka, University of Nebraska at Omaha

NEPRL is a replicable collaboration between a university and state department of education. This presentation will share lessons learned from this collaboration and report out on current research results.

## **24. Preserving freedom and democracy in an age of cognitive warfare**

Paper/presentation

### **Censoring dissent in the age of cognitive warfare: Information and media literacies as strategies to promote intellectual freedom**

Kimberly Black, Chicago State University

This presentation will address the importance of educating for information and media literacy as a strategy to protect intellectual freedom from the censorship of artistic expressions of social dissent.

### **Teaching and learning to educate for democracy**

Sonja Varbelow, Angelo State University

Education has been reduced to a political tool and has become estranged from students and teachers. This presentation explores how teaching and learning can be made meaningful through difficult conversations.

### **25. Inspiring teachers to integrate coding, STEM, and writing in classrooms**

Panel discussion

### **Sharing experiences within the CODERS project: Inspiring teachers to integrate coding, STEM, and writing in their classrooms**

Diana Piccolo, Missouri State University

Tammi Davis, Missouri State University

Andrew Homburg, Missouri State University

Judith Martinez, Missouri State University

CODERS project leaders will share different viewpoints of their experiences supporting and empowering teachers to integrate coding, STEM, and writing in their classrooms. Participating teachers' insights will also be shared.

### **Sixth Concurrent Session**

**4:30 – 5:30**

### **26. Ideas about bringing more people into teaching, and keeping them there**

Paper/presentation

### **Stories of place: Consciousness and connection to increase the teacher pipeline**

Christine Kyser, University of Northern Colorado

Suzette Youngs, University of Northern Colorado

High school students' participation in a teacher education concurrent enrollment program impacted college experiences, perceptions of teaching, and understanding of the need for quality teachers in their own communities.

### **Teaching as a calling: Remembering why we chose this profession**

Barry Graff, Brigham Young University

Paul Wangemann, Brigham Young University

In this climate of burnout, frustration, and conflict, we should remind teachers of the reasons why they chose to teach and allow them to pursue the path they felt called to follow.

### **27. Some tools for educational leaders**

Paper/presentation

### **The role of spirituality in leadership**

Janet Tipton Hindman, West Texas A&M University

Justin Richardson, Lead4ward, Inc.

Educators have considered spiritual leadership unworthy of conversation. Exacerbated by a global pandemic everchanging education, educators should now explore the critical question: Does spirituality play a role in leadership practices?

### **Leading through challenging times: Engaging stakeholders in sustaining a positive culture through humor and play**

Fern Aefsky, Saint Leo University

Mark Majeski, Diocese of Saint Petersburg

This presentation will focus on engaging strategies that will assist leaders in schools to develop and sustain cultures of respect and support for all stakeholders through modeled activities.

## **28. Teacher education programs: How are we doing?**

Paper/presentation

### **Program completers and student learning: What's the connection?**

Rachel Star, Indiana University Southeast

Cathy Johnson, Indiana University Southeast

This presentation includes a study with early career teachers to discover the influence of the teacher education program on teachers' perceptions of their efficacy and agency in the classroom.

### **Teacher education preparation courses: What can we do to help candidates focus?**

Donna Block, Alliant International University

Adult learners have many responsibilities. We can help teacher candidates navigate their programs. This presentation will give you tips on how to help these adult learners maximize their learning time.

## **29. The emotions and mental health of students during COVID**

Paper/presentation

### **Examining undergraduates' learning-related emotions at an urban university at the start of the COVID-19 pandemic**

Ronald S. Beebe, University of Houston—Downtown

Franklin S. Allaire, University of Houston—Downtown

Heather G. Goltz, University of Houston—Downtown

Beth Gilmore, University of Houston—Downtown

The Achievement Emotions Questionnaire was used to measure undergraduates' learning-related emotions related to the reorientation to online learning due to the pandemic. Data revealed respondents experienced lower negative and higher positive emotions than pre-COVID peers.

**Evolving school societal landscape as impacted by COVID-19: A school counseling perspective—evidence based best practices**

Lily Tsuda, National University

The COVID pandemic has widened the divides of our school age children. It has increased student mental health needs, affected a majority of students from lower socio-economic levels, and widened gaps in school services.

**30. Preparing pre-service teachers**

Paper/presentation

**Influential experiences: Four practices of teaching and learning successes to increase pre-service teachers' self-efficacy**

Amanda Steiner, University of Nebraska, Omaha

Jennifer Lemke, University of Nebraska, Omaha

The goal of teacher preparation programs is to provide authentic experiences that link theory to practice. This presentation highlights four practices to increase pre-service teachers' self-efficacy.

**Being a teacher: Inspiring conversations with experienced teachers**

Tingting Xu, Stephen F. Austin State University

Tracey Covington Hasbun, Stephen F. Austin State University

Carol Davidson Abel, Stephen F. Austin State University

This study explored forty-six in-service, experienced teachers' perspectives on being a teacher. The findings are insightful in terms of preparing pre-service teachers for their future teaching careers.

**Dinner**

On your own

**Conference Reception**

Complimentary beer and wine

7:45 – 9:15

Featured Presentation

**The Public Square**

8:15 – 9:30

**Challenges and dilemmas facing teachers:  
How teachers see themselves and their tasks—and how they are  
perceived by others**

Kimberly Conyers, Baylor University  
Jared Stallones, University of Northern Colorado  
Michelle Boyd Waters, University of Oklahoma

Tuesday, October 25<sup>th</sup>

**Conference Registration**

**Light breakfast buffet**

7:30—9:30

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**Seventh Concurrent Session**

**8:15 – 9:35**

**31. Some toxic educational phrases we need to trash**

Paper/presentation

**The history and impossibility of telling teachers to “Meet students where they are”**

Laura Rychly, Augusta University

Toni Bailey, August University

This paper takes up the question of a possible cause of teachers’ exhaustion by examining the everyday phrase “Teachers have to meet students where they are” through a discourse-historical lens.

### **Do it for the kids: A phenomenological examination of martyrdom philosophy in teaching**

Sadie A. Gray, Baylor University

This doctoral Problem of Practice presentation describes the teaching philosophy of “doing it for the kids” and this mantra’s connection to teachers’ failed advocacy efforts, burnout, and turnover.

## **32. Fixing what’s wrong: Changing the narrative of schooling**

Paper/presentation

### **Changing the narrative: Life comes to school**

Jared R. Stallones, University of Northern Colorado

Community desperation and rediscovered pedagogies combine in creative storms of work-based learning, curriculum integration, community collaborations, and authentic assessment transforming schools. Impressive results inform current labor shortages and pandemic impacts.

### **Horace and Ishmael: A conversation on what ails schools**

Daryl Dugas, Northern Illinois University

*My Ishmael* and *Horace’s Compromise* are quite different texts reaching similar conclusions about the problems of schooling. This session brings these books into conversation around curriculum, relationships with students, and the purposes of schools.

## **33. Health, wellness and mindfulness**

Paper/presentation

### **Developing classroom relationship and inclusion using health and wellness statements and practices**

Betsy Crawford, Fort Hays State University

Elodie Jones, Fort Hays State University

What happens when we focus on wellness and grace in the classroom? Students build better relationships with teachers and peers admitting when they are overwhelmed and need support.

### **Staying connected: Wellbeing in the classroom**

Emily Finney-Miller, Cameron University

Holly Rice, Cameron University

Schools play an important role in promoting well-being. With more classrooms going remote, how can we transfer wellbeing and social emotional learning strategies into the remote classroom?

### **Qualitative study of at-risk Hispanic adolescents engaged in social emotional learning and mindfulness practices**

Bernice Y. Sanchez, Texas A&M International University

Hayley Kazen, Texas A&M International University

Linda Villarreal, Texas A&M International University

This presentation highlights the importance of social emotional learning (SEL) in the school curriculum through a qualitative study that was conducted on at-risk Hispanic adolescents in high school who engaged in a mindfulness program at the school.

### **34. Looking into problem-based learning**

Panel discussion

#### **Strategies for (Re)engaging students with sustainable research: A narrative inquiry into problem-based learning**

Daniel Casebeer, Seton Hall University

Melissa Tamburrino, Seton Hall University

Kayleen Pontoriero, Seton Hall University

Kasey Storkel, Seton Hall University

This panel, which is comprised of teacher educators and their students, offers a narrative inquiry into problem-based learning. More specifically, it shares the results of sustainable research projects on trauma and mindfulness.

### **35. Schools as battlegrounds for culture wars**

Paper/presentation

#### **The creation of crisis: Divisive rhetoric, policy attacks, and defunding student supports in the Northern Rockies**

Matthew Schertz, University of Montana

Schools have become the renewed battleground in our culture wars—from debates about scientific method, multicultural education, academic freedom, and more. This presentation uncovers elements of this systematic attack on public education and proposes solutions to the crisis.

#### **Don't say gay . . . Racism does not exist: Alabama legislations' paradoxical protections, nuanced harms, and synchronic ethical encroachment**

Shelton K. Johnson, University of Alabama

An analysis of Alabama's House Bill 312 and 322, their contradictions with the Alabama Educator Code of Ethics, their adverse harms for vulnerable student populations and implications for teachers.

### **Eighth Concurrent Session**

**9:45 – 11:05**

### **36. Finding meaning and awe in teaching and learning**

Paper/presentation

#### **Practices to support the why of teaching: Finding meaning and awe in the everyday**

Elizabeth G. Holtzman, Rhode Island College

Practices that redirect attention to the why of teaching can bring back joy and re-engage a tired and stressed profession by finding meaning and moments of awe in the everyday.

**Nuances of teaching: Finding meaning and awe in teaching and learning**

Laura Staal, North Carolina University Pembroke

Steven P. Jones, Missouri State University

Description forthcoming. . . .

**37. Diversifying the teacher pipeline and supporting students**

Paper/presentation

**Diversifying the educator pipeline by creating systems of support for Black educators**

Shaylyn Marks, California State University, Bakersfield

This presentation explores how one residency program has worked to advance the recruitment, preparation, and retention of Black educators as a means to diversify the educator pipeline.

**Black Student Union student experiences: Perseverance through the pandemic**

Patricia Lane, California State University, Bakersfield

This multi-site, embedded case study drew on qualitative data to explore Black Student Union (BSU) experiences with particular attention to how they persevered through a pandemic.

**38. Challenging current practices in the name of freedom and democracy**

Paper/presentation

**Since the 1800's, there has been a better way: Free School theory in practice**

Paul D. Mencke, Texas State University

Learn how to decrease teacher burnout through Free School Theory which was practiced in a camp setting where students enforced the rules, planned daily activities, and what has learned throughout.

**The mentor's gift: Qualitative differences between heroic and antiheroic teacher stories**

Greg Seals, College of State Island/City University of New York

Brenda Seals, The College of New Jersey

Discussion of democratic educational theory as universal/explanatory not generic/descriptive; scientific not moral in orientation; and consummatory of educationally energetic experiences rather than promissory of preparation for democratic ways of life.

**39. Remembering to focus on mental health and self-care**

Paper/presentation

**Practicing self-care and nurturing relationality: The key to translating your passion for teaching into your students' love of learning**

Jioanna Carjuzaa, Montana State University

Discover how teachers can translate their passion for teaching into their students' love of learning by practicing/modeling self-care and establishing/nurturing positive connections with students by focusing on Maslow before Bloom.

**A few choice words: The role of conceptual semantics in sharing our teaching experiences with others**

Kristin Javorsky, Mississippi State University

Peggy F. Hopper, Mississippi State University

Mary Ann Parker, University of Mississippi

Do just a few words make much of a difference? This presentation examines the connotations and connections present in mixed method data from a recent largescale survey of K-12 teachers.

**Supporting the mental health and well-being of teachers in remote education settings**

Amy McConnell, Baylor University

This presentation will discuss current scholarship regarding the influence of the remote teaching environment on teachers' mental health and well-being and how school systems can better support teachers.

**40. Children and trauma**

Panel discussion

**Unpacking ideas from *Children and Trauma: Critical perspectives for meeting the needs of diverse educational communities***

Brianne Kramer, Southern Utah University

Jennifer McKenzie, Southern Utah University

Sarah Allen, Southern Utah University

Authors from *Children and Trauma: Critical perspectives for meeting the needs of diverse educational communities* focus on trauma-informed practices in indigenous communities, special education, and frameworks focusing on diversity.

**Ninth Concurrent Session**

**11:15 – 12:15**

**41. Cleaning out the “closet of educational ideas”:  
What to throw away and what to keep**

**Motivation as a dichotomy and other myths which persist among educators**

Arthur E. Hernandez, University of the Incarnate Word

Alternate notions of motivation based on research which does not begin with the premise that the intrinsic-extrinsic dichotomy exists, and other education “myths” will be described and discussed.

### **Education through the decades: The good, the bad, and the ugly**

Rosemary Oliphant Ingham, University of Mississippi

Bailey Poole, University of Mississippi

Elizabeth Sweeney, University of Mississippi

Three educators will share stories of education through the years: the good we need to keep, the bad that can be retooled, and the ugly that needs to go away.

### **42. Getting published in the field of education: Some help and guidance**

Discussion

### **Worried about getting published? Let's talk**

Chris Myers, Myers Education Press

Yes, there is a need to get published if you want to stay in the field of teacher education. But don't panic: there are people who can help you. Let's talk about when and how to get that first major work published.

### **43. Classroom management and educational equity**

Paper/presentation

### **Los diez primeros: Positive behavior tips for teachers to change classroom management**

Alice Cahill, University of Nebraska Kearney

Christine Fisher, University of Nebraska Kearney

This presentation turns classroom management upside-down on its head and looks at it through a new perspective, reflecting on teachers' beliefs, evidence-based interventions, and how they impact behavior.

### **Changing attitudes to change the narrative about teaching and learning**

Hyun Uk Kim, Eastern Oregon University

Amy Ballin, Antioch University

This presentation describes aspiring and practicing teachers' commitment to educational equity after learning about presuming competence in *all* students (aspiring teachers) and implementing calming corners into their classrooms (practicing teachers).

### **44. Labeling students with disabilities**

Panel discussion

### **Dignifying, labelling, insulting, and honoring: How characters with disabilities are labeled in middle grade and young adult literature**

Christine Scholma, Trinity Christian College

William Boerman-Cornell, Trinity Christian College

Zain Fakhoury, Trinity Christian College

This content analysis of young adult literature examines how characters with disabilities self-identify and are referred to—to determine whether naming reflects language preferences used in the education world.

#### **45. Centering on relationships and social-emotional learning**

Paper/presentation

##### **Relationships that motivate the indifferent: A continual improvement process that inspires at-risk students**

Brian Coppess, Western Colorado University

A session that presents an innovative continual improvement process to enrich the missing relationships among at-risk students and the adults they mistrust at home and at school.

##### **Social emotional learning: “Centering” on success**

Kelly Kingsley, Peru State College

Gina Bittner, Peru State College

Participants will experience learning stations connected to the five competencies of social emotional learning, literature, and activities that they will be able to implement and share.

#### **Lunch**

**12:15 – 1:35**

(on your own)

#### **Academy Lunchtime Conversation**

12:25 – 1:25

##### **Teaching in an age of racial and ethnic diversity**

How do we equip teachers to function appropriately in ethnically and racially diverse classrooms with knowledge, skills, and dispositions to talk, teach, and think across racial and cultural differences?

Denise P. Reid, Biola University

Gary A. Homan, Towson University

Open discussion

#### **Tenth Concurrent Session**

**1:35 – 2:55**

**46. Confronting tough social issues: Being engaged, and being kind**

Paper/presentation

**Changing the way we teach: Engaged and holistic scholarship**

Sandra L. Guzman-Foster, University of the Incarnate Word

Teaching is not a neutral act. Our lives, and the social/civil unrest that occurs outside the classroom does not stop when entering a face to face or Zoom classroom.

**Battleground schools: A “kind” of solution**

Stefan Broidy, Wittenberg University

The battleground that public schooling has recently become has, in its origins, much to do with the question of public school purpose. This paper argues for the role that an educational ethic based in what I identify as “kindness” can play in resolving recent disputes.

**47. “Turn ‘em loose!!”: What happens when teachers write the curriculum**

Panel discussion

**They can’t . . . They won’t . . . They did: The legacies and lessons from the largest teacher-driven curriculum project in modern U.S. educational history**

Brian Sevier, California State University Channel Islands

Joanna Bruno, Colorado Department of Education

Karol Gates, School District II, Colorado Springs

This presentation will discuss a statewide teacher-driven curriculum writing project, the possibilities it reveals for engaging teachers as leaders, and the potential outcomes it embodies for teachers, communities, and students.

**48. When institutions work toward achieving social justice and diversity**

Paper/presentation

**Making new standards for 21<sup>st</sup>-century stewardship meaningful**

Ali Sakkal, Wake Forest University

Wake Forest University is developing new curricular requirements addressing social justice issues within a global context. This session focuses on the importance and challenges of such processes.

**Effective curriculum audits for diversity, equity, and inclusion**

Stacy Hill, Whitworth University

Choosing what to keep vs. retire is daunting in curriculum revision. I will share my process for a curriculum audit for one teacher education program using a DEI lens.

**49. On social justice: Pragmatism and indignation**

Paper/presentation

### **Cultural ecological educational leadership for social justice: A Deweyan pragmatist reconstruction**

Ali H. Hachem, Stephen F. Austin State University

This presentation will start by introducing major tenets of the dominant literature of Cultural Ecological Educational Leadership for Social Justice. It will then involve John Dewey's pragmatism to introduce selected reconstructions.

### **Paulo Freire and the pedagogy of indignation**

Ramin Farahmandpur, Portland State University

Laurie Wimmer, Oregon Policy Analytics

This paper details the lasting influence of Paulo Freire's educational philosophy against the backdrop of the rising rightwing populist and authoritarian movements in the U.S. and abroad.

## **50. The lived experiences of BIPOC teacher candidates**

Panel discussion

### **Examining the lived experiences of BIPOC initial teacher certification candidates in rural and urban Nebraska**

Rebecca Nelson, University of Nebraska at Omaha

Chandra Diaz, University of Nebraska at Omaha

Ferial Pearson, University of Nebraska at Omaha

Sandra Rodriguez-Arroyo, University of Nebraska at Omaha

Amanda Morales, University of Nebraska at Omaha

Amanda Witte, University of Nebraska at Omaha

This presentation explores knowledge, resources, and expertise gaps in relation to teacher diversification and will identify areas in which teacher education programs can bridge those gaps. Presenters examined the lived experiences of BIPOC candidates from three University of Nebraska campuses.

## **Eleventh Concurrent Session**

**3:05 – 4:05**

### **51. Fighting for teachers' safety and dignity**

Panel discussion

### **"Open and safe are two different things": Fighting for teachers' safety and dignity during the pandemic**

Brianne Kramer, Southern Utah University

Denisha Jones, Sarah Lawrence College

Clink Broadbent, Southern Utah University

Returning to school in Fall 2021, many teachers experienced ADA accommodations being denied which resulted in resignations, reassignments, and forced leaves. Teachers felt they had no choice in these decisions.

## **52. Reclaiming the joy of teaching and learning**

Paper/presentation

### **Reclaiming the JOY of teaching**

Doreen Keller, Whitworth University

Reclaiming the joy that first brought us to the teaching profession is critical in 2022. This presentation will share one such journey and invite participants to reflect and share theirs.

### **Facilitating student interactions to experience joy in teaching and learning**

Heidi Hollingsworth, Elon University

Portia Wade, Elon University

Mary Knight-McKenna, Elon University

This presentation focuses on strategies that facilitate student interactions and the joy of teaching and learning. We will highlight strategies and engage audience members in discussion about their successful practices.

## **53. Engaging students by digital integration**

Panel discussion

### **Reigniting engagement: Inspiring examples of digital integration**

George Zhao, Western Washington University

Tracy Coskie, Western Washington University

Steph Strachan, Western Washington University

Paula Dagnon, Western Washington University

In this session, panelists share authentic projects that utilized digital tools and invite conversation about how these projects created conditions for creative and engaged learning.

## **54. How students learned during the pandemic—the good and the bad**

Paper/presentation

### **Early career teachers navigating and disassociating from “Back to basics” pandemic instruction in English Language Arts classrooms**

Kelli A. Rushek, Miami University

This presentation explores four early career ELA teachers’ experiences during the pandemic, being spurred by the notion of “back to basics,” recentering Eurocentric literature, rote learning, and un-innovative instruction just to “get by.”

### **What “counts” for literacy learning? Valuing the ways children learned during the pandemic and what it could mean moving forward**

Laura Szech, University of North Carolina Wilmington

This presentation considers what children learned during COVID-19 school closures, directly countering the commonly discussed “learning loss.” Implications consider the lack of intrinsic motivation and the joy of learning.

## **55. Early childhood education**

Paper/presentation

### **A rewarding experience of teachers in writing children's books for their students:**

#### **Preparing early childhood teachers**

Smita Guha, St. John's University

Teachers enrolled in a course in early childhood education were assigned to write a children's book. Then they had to record their voice with background music to make audio books.

### **Working with ALL families to increase student success in early childhood education**

Kenya Wolff, University of Mississippi

Katie Lee Mullins, University of Mississippi

This presentation offers information about changing families in today's world and how early childhood teachers can best support children and families from diverse backgrounds and provide high-quality, inclusive instruction.

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Featured Presentation

### **Academy Conversation**

**4:15 – 5:45**

#### **Challenges and dilemmas facing teachers:**

**Social, political, and educational pressures**

Jayson Evaniuck, Eastern New Mexico University

Alan Green, University of Southern California

Matthew Schertz, University of Montana

Wednesday, October 26<sup>th</sup>

**Coffee and pastries**

8:00—9:30

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**Twelfth Concurrent Session**

**8:15 – 9:35**

**56. “Unsettling” ideas about education from Wendell Berry**

Paper/presentation

**Lessons for teacher education from Wendell Berry’s “The Loss of the University”**

Jayson Evaniuck, Eastern New Mexico University

Wendell Berry’s “The Loss of the University” challenges us to reclaim the university vision of developing fully formed humans. The essay will be applied and discussed with a teacher education context.

**57. Life at the top: Looking at school administrators**

Paper/presentation

**It’s lonely at the top: Who’s supporting the well-being of principals?**

Mercedes Tichenor, Stetson University

Kathy Piechura, Stetson University

Bette Heins, Stetson University

Principals are responsible for nurturing teachers and students in schools, but who provides this kind of care for them? This presentation examines how one university/school partnership addressed this important question.

**How the perceptions of aspiring principals disrupt and inform narratives of performance evaluation and disciplinary practices**

Vicki Van Tuyle, Southern Illinois University Edwardsville

This presentation shares perceptions of aspiring principals regarding performance evaluations and disciplinary practices in their schools. Preparing aspiring principals requires asking them to consider their professional development associated

with these practices.

## **58. Empowering school communities**

Panel discussion

### **We are the authors of our own change: Empowering school communities to co-create bright spots**

Laura Easley, Challenge Success

Kathy Felch, Morris County School of Technology

Janey Smith, Morris County School of Technology

Participants will learn strategies for using student, parent, and educator voices to create change in schools, including a case study of a specific high school, and discuss applying those strategies in their own communities.

## **59. Yes, technology. . . but what else is needed?**

Paper/presentation

### **Are we retelling the same stories instead of reinterpreting the educational narrative?**

Danny Canfield, Cleveland State University

Anne Galletta, Cleveland State University

In our paper we examine how human interactions play a powerful role in the stories we tell and how those stories develop into transformative learning experiences and positive life experiences.

### **Incorporating educational technology and social emotional learning in education preparation programs to promote student learning**

Addie Sherman, Kansas State University

Emily George, Kansas State University

We suggest teacher educators, teacher candidates, and current teachers combine SEL, ed-tech, and holistic curriculum ideology to develop diverse student populations that routinely display self-efficacy, sustained engagement, and creativity.

### **Beyond the pandemic, forward to the metaverse education**

Yaareem Lee, Miami University

The pandemic closed all opportunities for educational equality, but through Metaverse platforms, we will celebrate a new virtual education that will provide every student with equal access.

**Thirteenth Concurrent Session**

**9:45 – 11:05**

## **60. Why educators must *partner* with students**

Panel discussion

### **Seeing student strength: Why sociopolitical development matters in the classroom**

Dane Stickney, University of Colorado—Denver

Elizabeth Milligan Cordova, Colorado Council for the Social Studies

Milahd Makooi, Jefferson County Public Schools

Cadear Dunkley, Colorado State University—Pueblo

Educators should not only reject damage-centered narratives about youth, but partner *with* students to support sociopolitical development (SPD). In this panel, three educators and a student discuss engaging in SPD.

## **61. The long road to a doctoral degree: Some ideas**

Paper/presentation

### **Successful supports for the doctoral candidate**

Jodi Lamb, Saint Leo University

Lin Carver, Saint Leo University

In a small research project, alumni from three doctoral programs (EdD, DCJ, and DBA) were asked for their insights regarding the helpfulness of the supports provided—and recommendations for other supports that should be provided. Findings are shared.

### **A self-study on doctoral instruction**

Byung-In Seo, Chicago State University

This presentation explains the relationship between student success and one instructor's comportment towards these students. Findings identify that doctoral candidates are, first and foremost, students—and, as students, they need effective teachers.

### **Mountain as a metaphor: An open letter to our candidates**

Janet Tipton Hindman, West Texas A&M University

An open letter with a mountain as metaphor is presented in students' steep climb to the summit. *Lessons learned* are applicable to educators everywhere—no matter how arduous the journey.

## **62. Teaching during the pandemic**

Paper/presentation

### **Learning to teach during a pandemic**

Jillian Harpster, University of Nebraska—Lincoln

A teacher educator interviews her former teacher candidates (now in-service secondary English teachers) about what their experience was like learning to teach during the COVID-19 pandemic.

**Let teachers admire: Stories about teachers and students**

Nelofar Khamisani, Kansas State University

This presentation highlights the teachers' countless efforts for students in the last two years when they were in remote learning and resumed face-to-face learning after a traumatic situation.

**Teaching in the era of COVID-19: A phenomenology exploring the lived experiences of elementary school educators**

Sonya Romero, Baylor University

Karon LeCompte, Baylor University

In light of the impact the COVID-19 pandemic had on educators, this presentation will inform the successes and challenges that educators experienced in an urban setting based on current research.

**63. Distance learning experiences: Students with special challenges**

Paper/presentation

**Distance learning experiences of culturally, linguistically diverse parents of children with disabilities during the COVID-19 pandemic**

Adrian Jung, California State University, Fullerton

Korean American are one of the largest growing culturally and linguistically diverse groups, and this study examined their experiences of supporting at-home distance learning for their children with disabilities.

**Teaching during the COVID-19 pandemic: Special educators' strategies for success**

Kristin Wiseley, Western Illinois University

The COVID-19 pandemic impacted the delivery of specially designed instruction for students with disabilities, challenging the law and educators' expertise. Learn strategies implemented and discuss how to support teachers.

**Virtual learning or virtual disaster? Learning experiences of students with autism during COVID-19**

Tamara L. Jacobson, Baylor University

Drawing upon the theory of andragogy, this presentation analyzes how the shift to virtual education during the COVID-19 pandemic impacted secondary education special needs learners with severe autism.

### **Fourteenth Concurrent Session**

**11:15 – 12:15**

#### **64. Opening up: Honest conversations about teaching**

Panel discussion

##### **Changing the narrative: Pre-service teachers to professional development**

Michelle Waters, University of Oklahoma

Crag Hill, University of Oklahoma

Danielle Nagel-O'Rourke, Moore High School

Jennifer Williams, University of Oklahoma

Teachers from different K-20 contexts share research-based strategies and processes to change the narratives of the teaching profession from pre-service teachers to professional development.

#### **65. Teaching during COVID: Problems and solutions**

##### **The digital divide: Technology and teacher candidates at a minority serving institution**

Nancy C. Grim Hunter, Chicago State University

It's not just those living in rural communities or second or third world countries who struggle with digital accessibility—the problem is prevalent in urban environments, too. This study examines this issue by focusing on teacher education students at a minority serving institution.

##### **Transitioning to the post-COVID school life in 101 Spanish courses in higher education**

Ana Maria Diaz Collazos, Fort Lewis College

This paper describes two Spanish 101 courses along the post-pandemic period to show the instructional and assessment strategies that helped improve retention from Fall 2021 to Spring 2022.

#### **66. Sharing teaching ideas**

Panel discussion

##### **Empowering excellence in education: Encouraging educators and providing hope**

Kimberly Conyers, Baylor University

Kimberly Irwin, Gruver High School

Jennifer Harper, Gruver High School

Mattie Williams, Gruver High School  
Inspirational discussion provides educators with practical tools involving ideas on discipline, critical thinking, social media/cell phone, and finding your “why” for those searching for hope in a tumultuous system.

**67. Sidebar room**  
Paper/presentation

11:15 – 11:45

**Dyslexia microbadge: A creative response to legislation**

Gail Cahill, Lesley University

Barbara Govendo, Lesley University

Recent Congressional legislation brought Dyslexia to national attention; states mandated reading screenings. This session presents a creative response to the legislation and shares the initial impact on educators and districts.

11:45 – 12:15

**Opportunities and challenges facing elementary civic teachers in public schools in Saudi Arabia**

Sarah Almaghshy, University of Denver

This presentation highlights the difficulties civics teachers face when delivering the subject, and to highlight the need for professional development and support from policymakers and stakeholders.

Conference Summation

12:20 – 12:50

