



# Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

## **2023 Conversation themes:**

Cleaning out the closet  
of educational ideas

Letters to teachers (and others)

Experiential education

Changing the narrative of teaching

The Westgate Hotel

San Diego, California

February 27 — March 1, 2023

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<https://academyforeducationalstudies.org/>

Cover design:

Jacqueline M. Jones

# Critical Questions in Education Conference

Monday, February 27th

## Conference Registration

### Light breakfast buffet

Versailles Ballroom

7:30—9:30

## Greetings and Announcements

Versailles Ballroom

8:00

Steven P. Jones

Executive Director, Academy for Educational Studies

**Versailles Ballroom:** 2nd floor

**Ambassador:** 3rd floor

**Embassy:** 3rd floor

**Riviera:** 3rd floor

**Envoy:** 3rd floor

**Coronet:** 3rd floor

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## First Concurrent Session

8:30 – 9:30

### 1. Teaching as more than “Just teach ‘em this”

Paper/presentation — Embassy

#### **Part 1: Integrating the “art of teaching” into the higher education classroom**

William Austin, University of Nebraska at Omaha

Saundra L. Shillingstad, University of Nebraska at Omaha

This presentation shares instructional practices that can serve to create authentic relationships between the professor/student and student/student through modeling and discussing the art of teaching.

#### **Beyond pedagogy: Teaching in contemporary classrooms**

Wesley Sims, University of California, Riverside

Sofia Hernandez, University of California, Riverside

Danielle Zahn, University of California, Riverside

Mikaela Pulse, University of California, Riverside

This presentation discusses the need to shift away from the historic overemphasis on pedagogy in order to support teachers in contemporary classrooms through improved, holistic pre- and in-service training activities.

## **2. Women in school leadership roles**

Paper/presentation — Envoy

### **Take the leap, Sis! Strategies for how women can navigate the transitions from the classroom to school leadership roles**

Christina L. Richardson, University of North Carolina, Greensboro

This session focuses on recent research specific to professional transitions. Participants will leave with actionable strategies to help them prepare for long-term success as school leaders.

### **Resiliency of rural female principals: Intention to leave, burnout, and the inextricable link to school level**

Sam Butler, University of Nebraska, Lincoln

Across fourteen (14) years, female rural principals showed resiliency by indicating higher levels of burnout while also expressing lower levels of intent to leave than male principals.

## **3. Putting the “steam” in STEM education**

Paper/presentation — Coronet

### **Engineers in young children’s minds: An exploratory case study of young children’s drawings and narratives**

Tingting Xu, Stephen F. Austin State University

Lexa Jack, Stephen F. Austin State University

This study explored young children’s perceptions of engineers and engineering through their drawings and narratives. This study calls for age-appropriate, play-based engineering learning experiences for young children.

### **Examining the production of university-based STEM teachers: Leaky pipeline or low water pressure?**

Patrick McGuire, University of Colorado, Colorado Springs

Kristi McCann, University of Colorado, Colorado Springs

This session explores the ongoing recruitment and retention challenges in secondary STEM teacher preparation. We share national and program-level data collected over the last decade and brainstorm paths forward.

## **4. Responding to the mis-education of emergent bilingual children**

Paper/presentation — Ambassador

### **“Your children are having too much fun and we want them to learn”:**

#### **Teaching literacy with radical hope**

Luz A. Murillo, Texas State University

This presentation describes harmful monoglossic ideologies underlying mainstream literacy instruction for Latinx children and shows how bilingual teachers remain subject to forms of linguistic discrimination. Even so, there is room for Lear’s (2006) concept of “radical hope.”

### **Developing a general framework for (im)migration in English language teacher education**

Tonda Liggett, Linfield University

This presentation examines social movement theories, such as popular cosmopolitanism and superdiversity, to formulate a general framework for (im)migration in English language teacher education.

## **5. Educational leadership—and the need for cultural intelligence and sensitivity**

Paper/presentation — Riviera

### **Beyond festivals, flags and food: Developing culturally intelligent leaders**

Ann Marie Luce, Allendale Columbia School  
Catherine Zeisner, Gonzaga University

This presentation provides insight from international school leaders and their journey to develop cultural intelligence. Leaders share contextual factors, strategies, skills, and behaviors that impact the development of cultural intelligence.

### **Critical educational change: Research trajectories in the field of educational leadership**

Kristin Kew, New Mexico State University

This interactive session focuses on the field of critical educational leadership and reform and the trajectory of research and practice that center culturally reflective theoretical frameworks and modes of inquiry.

## **Second Concurrent Session**

**9:40 – 10:40**

## **6. College teaching now: The need for fresh ideas**

Paper/presentation — Envoy

### ***The New College Classroom: What the latest science of learning tells us about inspiring, effective, and inclusive teaching at the college level***

Shelley B. Harris, Texas A&M University, Central Texas

This book response elicits conversation surrounding instructional approaches that are relevant in today's post COVID university classroom. Online learning, improved student engagement and student success will be explored.

### **Radical playfulness in higher education: Seeking human freedom and transformational experiences**

Lisa K. Forbes, University of Colorado, Denver  
David Thomas, University of Denver

Is higher education outdated and losing significance in society? Play, an unlikely ally, can serve as an alternative philosophy to fundamentally transform the climate of academia and truly innovate learning.

## **7. The college experience for Black students**

Paper/presentation — Riviera

### **The Black Male Initiative: A true story**

Fred D. Hammond, III, University of Central Oklahoma

This discussion/presentation addresses recruitment, retention, mentoring and subsequent graduation for underrepresented African American males in a middle western region PWI.

### **Cultural mistrust: Building better relationships with Black students**

Chad J. Sloss, University of Dayton

This study utilizes a qualitative phenomenological approach that pulls from the individualized and collective experiences of faculty, administrators, and Black students at HBCUs and HWCUs, and examines their cultural and social experiences.

## **8. Growing and improving: Collaboration and co-teaching**

Paper/presentation — Coronet

### **Working and wondering together: Collaborations in a clinical partnership**

Holly Dolan, Clark University

Jen Conlon, Worcester Public Schools

Kimberly Feldman, Worcester Public Schools

What do we want to keep in education? Collaborative reflection! We share how we used video of modeled literacy development lessons to think about and grow our teaching/mentoring.

### **First-year teacher preparation: Evaluating the impact of co-teaching**

Adam Akerson, Stephen F. Austin State University

Mark S. Montgomery, Stephen F. Austin State University

Ronda S. McClain, Stephen F. Austin State University

Co-teaching is an important tool in supporting pre-service teachers. We examine and discuss the role of co-teaching in educator preparation and first-year teachers' perceived level of preparedness.

## **9. Inclusivity: Sounds right, but are there problems?**

Paper/presentation — Ambassador

### **Expanding the circle of inclusivity: Countering normative models in early childhood education**

Leanne M. Evans, University of Wisconsin, Milwaukee

This presentation explores inclusivity in early childhood teacher education. The conversation will examine how normative models privilege some children and pathologize others based on social identity, learning, and life circumstances.

### **Cleaning out the closet of educational ideas—What to keep, and what to throw away: Inclusion for all? Or individualization for all? Future considerations**

Kristin Wiseley, Western Illinois University

Inclusion for all? Or what's best for individuals? Hear the pros and cons of inclusive education, along with experiences and desires of parents for their disabled children's educational programming.

## **10. Letters to our music teachers**

Paper/presentation — Versailles

### **For my mentor, Greg, who taught me what education was in my second week of music school**

Ali Sakkal, Wake Forest University

This musical tale is for anyone interested in inspirational mentorship, the serendipitous ways many enter education, and how experiential learning principles can lead us to life paths unknown.

### **For my music teachers (and Mom and Dad): The gifts of music**

Steven P. Jones, Missouri State University

It started in the kitchen, as a six-year old, with my clarinet tied to my thumb—because I was too little to hold my clarinet without some support. What a journey after that!!—and what my amazing music teachers helped me see, hear, and understand.

### **11. Needed: Political activism**

Presentation / discussion — Embassy

#### **Engaging in political activism to change the narrative about teaching**

Allison Smith, University of Massachusetts Global

Keith Walters, California Baptist University

It is time to change the narrative. Reactionary responses to legislation need to be systematically supplemented with proactive, problem-solving political activism. Presenters will discuss experiences in leveraging multi-institution collaboration.

### **Third Concurrent Session**

**10:50 – 12:05**

### **12. Experiential learning: School gardens**

Paper/presentation — Riviera

#### **School gardens: Experiential learning for middle grades students**

Gary Padgett, University of North Alabama

This presentation will examine the implementation of school gardens in a variety of schools serving middle grades (4<sup>th</sup>-8<sup>th</sup> grade) students with a focus on experiential learning and content literacy.

#### **Increasing rigor, motivation and generalizing the Language Arts components through a student-led gardening and outdoor classroom experience**

Michael McManus, University of Central Florida

Students used the Language Arts to enhance the schoolyard through communication and research skills to attain support in completing an outdoor classroom, garden area, and walking paths.

### **13. ChatGPT: What changes to teaching will it—or should it—bring?**

Paper/presentation — Envoy

#### **ChatGPT and academic integrity: Changing the narrative of “disruptive” technology in education**

G. Blue Brazelton, Northern Arizona University

Dayne Pratt, Northland Preparatory Academy

ChatGPT has a lot of educators wondering how their teaching will change. This presentation will show and discuss ChatGPT and host a discussion of this powerful but limited tool.

#### **Rethinking standardized examinations in the age of evolving technology**

Mark Malisa, University of West Florida

Wisdom Mensah, University of West Florida

This presentation examines how innovations in technology and the unpredictable nature of artificial intelligence challenges the relevance of standardized examinations—and even conventional writing.

## **14. Opening the doors in education: Entrance requirements and leveraging staff expertise**

Paper/presentation — Coronet

### **Dismantling GPA requirements in teacher preparation programs**

Dale P. Blesz, St. Ambrose University

Edwin Ubeda, St. Ambrose University

Michael Kiss, St. Ambrose University

The predictive validity of increasing GPA requirements for admission to pre-service teacher preparation programs and later effectiveness as an in-service teacher is questioned, dismantled, and deconstructed in this paper presentation.

### **Do basic skills tests for teacher candidates improve the next generation of teachers or limit its diversity?**

Iam Loverro, Central Washington University

Keith Reyes, Yakima Valley College

An examination of the usefulness of basic skills tests in determining teacher candidate quality and the unintended consequences of creating barriers to diversifying the teaching force.

### **Conflict or community—Examining the relationship between community school teachers and staff**

Kate Bentley, University of Tennessee, Knoxville

How can community schools leverage staff expertise? This study sought to demystify the everyday challenges of relationships between teachers and staff, centering on crucial takeaways for programs seeking to begin similar programs.

## **15. Energizing classrooms—Strategies and tasks**

Paper/presentation — Ambassador

### **Beyond “Wing it”: Preparing students to lead through experiential learning**

Roger Munger, Boise State University

Experiential learning provides students with the opportunity to practice how to effectively lead. Learn strategies for incorporating leadership and project management practices in your in-person and virtual community-based projects.

### **The purpose of social infrastructure: Designing culturally responsive bridges in secondary classrooms**

Andy Mines, Kutztown University of Pennsylvania

Abigail Sommer, Kutztown University of Pennsylvania

Our paper explores teachers as bridgebuilders—social engineers tasked with cultivating links with learners and communities. Framing teachers metaphorically as bridgebuilders could enhance teacher efficacy and shift narrative around schooling.

## **16. Literacy practices: How can we better help ELL students?**

Paper/presentation — Embassy

### **Long-term English language learners’ school challenges:**

#### **What is known and what needs to be done**

Won G. Kim, Texas A&M International University

This presentation offers a systematic analysis of data-based research studies about low-achieving long-term English language learners in secondary schools to inform how to address their school challenges and educational needs.

**The power of words: Effective vocabulary strategies for all**

Jessica C. Salazar, Texas Wesleyan University

Patsy J. Robles-Goodwin, Texas Wesleyan University

School districts across the nation are faced with the challenge of making critical instructional decisions that affect diverse students. This presentation will assist district leaders and teachers with innovative vocabulary strategies for diverse learners.

**Rethinking ways of teaching literacy as a social practice across the content areas**

Reyna Albertina Guevara, Lockhart Public Schools (TX)

This presentation provides critical literacy practices implemented across content areas in a kinder/first grade bilingual classroom that invites teachers and researchers to challenge and question reductive literacy programs while practicing epistemic disobedience.

**Fourth Concurrent Session**

**12:15 – 1:15**

**17. A letter to exhausted Black women teachers**

Paper/presentation — Riviera

**We got this: A love letter to exhausted Black women teachers**

Shanique J. Lee, Rutgers University, New Brunswick

This presentation is a love letter to Black women teachers in response to the disheartening experiences and isolation many of them endure. The goal is to offer consolation and recommendations that support their professional sustainability.

**18. New teachers: How are they doing?**

Paper/presentation — Envoy

**New teachers transforming our understanding of teaching and learning**

Edward Podsiadlik, University of Illinois at Chicago

Now is a time to reimagine our work in ways relevant to our individual and collective lived experiences. This study examines the kinds of knowledge and practices that can help transform our profession post-COVID.

**A new day—Novice teachers' experience their first semester of teaching**

Kate Bentley, University of Tennessee Knoxville

Teachers are leaving the classroom at alarming rates. This study on the experiences of novice teachers offers insight into how they see themselves and what may be driving teachers away.

**19. Sidebar room**

Paper/presentation — Coronet

12:15 — 12:45

**Broadening understandings of home and school literacies**

Jennifer Bryson, Boston University

This study investigated a family literacy project (FLP) built on reciprocal learning for both parents/caregivers and teachers, to develop a deeper understanding of how FLPs support parents in their understanding of classrooms and teachers in their understanding of homes.

12:45 — 1:15

**Real or fake news? Teaching adolescents to recognize the difference**

Carol J. Delaney, Texas State University

Educators across the U.S. are grappling with teaching controversial topics and texts in a time of social and political polarization. This paper reports on a teacher's journey to teach students to recognize fake news today and throughout history.



## **20. Letters to Special Education teachers**

Paper/presentation — Ambassador

### **Letter to myself as a beginning teacher**

Charmion B. Rush, Western Carolina University

The intended audience for this presentation is pre-service teachers (special education/inclusive education) who are just beginning their careers. The presentation will offer advice and counsel to the novice teacher.

### **Dear colleague: We need to take into consideration . . . .**

Heather Savory, University of Denver

This presentation will review a “Dear Colleague” writing assignment about special education and gifted law—as a call for both states and national education policy to take cognitive abilities of gifted students into consideration when creating Individualized Education Plans.

## **21. Working together: Professional growth and educational problem-solving**

Paper/presentation — Embassy

### **The teacher becoming the student: Reflective practice**

Ronda S. McClain, Stephen F. Austin State University

Mark S. Montgomery, Stephen F. Austin State University

Adam Akerson, Stephen F. Austin State University

Reflective practice is a critical component of professional growth for educators. This session explores how the presenters engaged teacher candidates in reflective practice by connecting it to a lesson cycle.

### **PST 1-2-3: Efficient, effective school-based problem-solving teams**

Sarah Panameño, University of California, Riverside

Wesley Sims, University of California, Riverside

Christina Jeffredo, University of California, Riverside

Sofia Hernandez, University of California, Riverside

This presentation introduces PST 1-2-3, an efficient, effective approach to conduct SB PSTs (student support teams, student assistance teams) in schools.

## **Fifth Concurrent Session**

**1:25 – 2:25**

## **22. Knowing religions, and hearing the wisdom of the past**

Paper/presentation — Envoy

### **Appreciating differences: Equipping pre-service teachers to teach in a culturally diverse classroom**

Amy W. Thornburg, Queens University of Charlotte

Recognizing and appreciating differences in cultures, worldviews, ethnicities, or other social markers is important for education. Religious pluralism needs to be part of education curriculum, instruction and dialogue.

### **Teaching advice from the Great Ones: Mystics, saints, and storytellers**

Jeff McLaughlin, West Chester University of Pennsylvania

How can the works of great mystics and saints inform our pedagogy? This presentation will include applications to teaching from individuals representing (primarily) Buddhist and Christian pedagogical traditions.

### **23. A letter to future teacher educators**

Paper/presentation — Coronet

#### **Teacher educators 2030**

Robert Kleinsasser, Arizona State University

This is a letter to teacher educators in 2030. The themes addressed include contexts, voices, and negotiations of meanings—attempting sense-making during a post-pandemic period.

### **24. The art of teaching—and the passion to make it happen**

Paper/presentation — Riviera

#### **Part II: Strategies for integrating the “art of teaching” into the higher education classroom**

Saundra L. Shillingstad, University of Nebraska at Omaha

William Austin, University of Nebraska at Omaha

The primary objective of this presentation is to share the instructional strategies (the “tools”) that assist us in building a student’s knowledge base of the art of teaching.

#### **Have you lost that “loving feeling?”**

Laura Staal, University of North Carolina, Pembroke

Amy Van Buren, University of North Carolina, Pembroke

Are you feeling bogged down by pressures and obstacles causing you to “lose that loving feeling?” Whether you are a classroom teacher, teacher educator or teacher leader, there is HOPE! We explore ideas for reigniting passion and a courage to teach and lead in education.

### **25. Using poems to think about teaching and social emotional learning**

Paper/presentation — Ambassador

#### **Listening skills: A two-voice spoken word poem**

Jennifer Putnam, Gardner-Webb University

Larry Putnam, Gardner-Webb University

The thoughts of public school educators and administrators are told through a two-voiced poem where each speaker takes an opposing viewpoint on the current demands of education.

#### **Haikus to teachers: Social emotional learning interpreted through poetry**

Lori Doyle, Concordia University, Irvine

Jill Swisher, Concordia University, Irvine

This presentation is based on a series of original haiku poems written to educate, elucidate, and encourage the audience regarding subtopics and terminology associated with social emotional learning.

### **26. Elementary teachers as intellectual risk-takers**

Paper/discussion — Embassy

#### **Disruptive teaching: Elementary school teachers as intellectual risk-takers**

Jessica Clifton, California State University, Northridge

Kimberly Garcia, California State University, Northridge

Joyce Burstein, California State University, Northridge

Gregory Knotts, California State University, Northridge

We advocate that teachers can accomplish the goals of a predominantly standards-driven environment, all while becoming intellectual risk-takers with creative confidence, culturally responsive practices, and content beyond ELA and mathematics.

**How does an exemplary first-grade teacher make intentional decisions to include a writing conference in supporting her young writers in their developing craft, build relationships, and leverage students' funds of knowledge?**

Jayne A. Sherman, Occoquan Elementary School

Angela Barbero, Loudon County Schools

This presentation details the decision of a first-grade teacher to use a writing conference as a central activity to help her students develop their craft, build relationships, and leverage their funds of knowledge.

## **Sixth Concurrent Session**

**2:35 – 4:05**

### **27. Challenging and rebuilding our narrative of teaching**

Paper/presentation — Riviera

#### **Letting go of transactional education: Pedagogy of contributive justice**

Paul Parkison, University of North Florida

What would it mean to approach education from a perspective of contribution rather than distribution or redistribution? Focus on our contribution to learning and wonder of the classroom is transformative.

#### **A war of words: How Aristotle's *Rhetoric* can help us understand the assault on public education**

Matthew Schertz, University of Montana

Our profession is being rhetorically attacked. Using Aristotle's *Rhetoric*, I will explore how specific words are used to elicit desired responses and perpetuate sustained emotional states. Likewise, educators also have the power of rhetoric. How can we use it to our advantage in the ubiquitous war of words?

#### **Fear, resistance, and conscientization**

Vicki Dagostino-Kalniz, University of Toledo

This presentation explores the motivated reasoning behind resistance and rejection of counter-narratives in multicultural teacher education courses and the need to address the psychological fear that interferes with conscientization.

### **28. Not everything is equal: What we've gotten wrong and why it has happened**

Paper/presentation — Envoy

#### **Ain't no achievement gap:**

#### **The impact of antiliteracy laws on contemporary education**

David Sandles, CalState TEACH

This work is premised on the notion that so-called achievement gaps began centuries ago with malevolent legislation and have continued to plague students in the ensuing years.

#### **Employing linguisticism in schools:**

#### **The construction of the urban elite cohort, an autoethnography**

Minerva S. Chávez, California State University, Fullerton

Employing Critical Race Theory to identify inequitable schooling practices that fracture Latinx identities and produce the formation of the "urban elite cohort," a group classified as gifted while gatekeeping "undesirables."

**29. “Let’s get physical!!”: Seeing physical activity from early childhood to adulthood**

Paper/presentation — Ambassador

**Body image-related messages in children’s picture books**

Tingting Xu, Stephen F. Austin State University

Yuan He, Stephen F. Austin State University

This study explored 50 children’s picture books regarding body-image related messages. Four major strategies were discovered to be presented in these books to promote positive body images among young children.

**Let’s get physical! Incorporating social emotional learning instruction into school-based physical activity**

Danielle Zahn, University of California, Riverside

Wesley Sims, University of California, Riverside

This presentation introduces the application of social emotional learning to school-based physical activity contexts—an innovative, experiential-learning approach—for promoting the development of students’ social-emotional competence within education settings.

**Solutions to improving youth and adult fitness: Let’s talk about it!**

Steven Frierman, Hofstra University

This presentation discusses the possible solutions we can create to improve physical activity and fitness throughout America by starting with this question: Should physical education be required, K—12?

**Seventh Concurrent Session  
4:15 – 5:30**

**30. Examining what we’re doing in pre-service teacher education classes**

Paper/presentation — Riviera

**Teacher as professional: A pre-service teacher education course on teaching as a call, or a lion’s den**

Mindy Kalchman, DePaul University

I describe the teacher education course I teach—a course that informs pre-service teachers for what to expect on the job, and how they might manage the inevitable judgements they will hear or receive from media, families, friends, and communities.

**Teaching is demanding but rewarding: Are pre-service teachers prepared?**

Tingting Xu, Stephen F. Austin State University

Tracey Covington Hasbun, Stephen F. Austin State University

Carolyn Davidson Abel, Stephen F. Austin State University

Teaching is a challenging but rewarding career. To better prepare pre-service teachers for a future in education, we explore the perspectives of 85 in-service teachers about the challenges and rewards of teaching.

**So many colors in the rainbow:**

**Increasing the creativity in pre-service teachers in a bi-color world**

Timothy Hinchman, MSU—Texas

The study used a quasi-experimental method to investigate the influence of designed constraints on the creativity of pre-service teachers. Implications for academics, administrators, and educational stakeholders interested in using constraint-based techniques to foster creativity.

### **31. Innovative pathways to a teaching career**

Panel discussion — Envoy

#### **Innovative pathways to a teaching career**

Connie Hodge, Eastern Kentucky University  
Peggy C. Petrilli, Eastern Kentucky University  
Ann Burns, Eastern Kentucky University  
Kevin Hub, Eastern Kentucky University  
Kaylee Lundy, Eastern Kentucky University

Innovative pathways to a teaching career is a response to the pervasive teacher shortages in Kentucky. This regional university is responding to the need to work with rural school districts to recruit and prepare new teachers in an expedited three-year program.

### **32. Examining education, during and after the pandemic**

Paper/presentation — Coronet

#### **Deliberate conversations: Best practices after the pandemic**

Patsy J. Robles-Goodwin, Texas Wesleyan University  
Jessica C. Salazar, Texas Wesleyan University

Deliberate conversations are vital for educators to learn from one another. Throughout this presentation, we will explore effective best practices proven to improve instruction in a dual language classroom.

#### **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, then resumed face-to-face learning after a traumatic situation.

### **33. On-line education programs and online learning platforms**

Paper/presentations — Ambassador

#### **People skills and online learning: Do graduates of online degree programs possess the necessary people skills for success as school administrators?**

C. Todd Williams, Southeastern Oklahoma State University

This is a mixed methods research study that focuses on whether or not people skills can be conveyed or taught in an online format for aspiring school administrators.

#### **A higher education institutions transition to CardinalFlex: Challenges and opportunities**

Joan Labay-Marquez, University of the Incarnate Word  
Ashley Love, University of the Incarnate Word  
Arthur Hernández, University of the Incarnate Word

We discuss the process of developing and implementing "CardinalFlex," (HyFlex instruction). Included are concerns with ethics, intellectual property rights, motivating adult student learners and impact on student evaluation of instruction and instructors, among other things.

### **34. Books and curriculum in three countries: The importance of culture**

Paper/presentations — Embassy

#### **Some books need to stay in the closet:**

#### **Using contemporary books so readers see themselves and others**

H. Brian Thompson, Oklahoma State University

Shelley Martin-Young, Oklahoma State University

This presentation interrogates the most used books in elementary classrooms and how they related to public perceptions of indoctrination, while interrogating how the utilized books align with current social issues.

#### **Cross-cultural research on early childhood teacher education curriculum design**

Yuan He, Stephen F. Austin State University

This study explored Early Childhood Teacher Education (ECTE) curriculum design at two universities, one in China, and one in the U.S. The similarities and differences were discussed within culture and society.

#### **Teachers' questions connecting culture and literacy: What sociocultural knowledge is communicated through the question? A content analysis of teachers' questions in Japanese reading teachers' guides**

Midori Hasegawa, University of Pittsburgh

Based on sociocultural theory, this study aims to demonstrate the sociocultural functions of teacher questions in reading lessons developed for reading instruction for Japan's elementary school children.

**Dinner**

On your own

**Conference Reception**

Complimentary beer and wine

7:45 — 9:15

Versailles Ballroom

Featured Presentation

**The Public Square**

8:15 — 9:30

Versailles Ballroom

**Worksheets or school gardens?  
A careful look at experiential learning**

Mona Choucair, Baylor University

Gary Padgett, University of North Alabama

Elizabeth Pope, University of Arizona

Michael Szolowicz, California State University, Bakersfield

Moses Thompson, University of Arizona

**Followed by open discussion**

Moderated by Steven P. Jones, Missouri State University

Tuesday, February 28th

**Conference registration**

**Light breakfast buffet**

Versailles Ballroom

7:30—9:30

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**Eighth Concurrent Session**

**8:30 – 9:30**

**35. Teachers working in middle schools**

Paper/presentation — Riviera

**Understanding middle school teachers' levels of efficacy  
to meet the needs of young adolescents**

Erika Daniels, California State University, San Marcos

This presentation discusses how middle school teachers feel about their skills and knowledge in terms of supporting students' cognitive, social, and emotional needs.

**Turning the tide: Embracing holistic education**

Mandy Dhahan, University of Arizona

This presentation examines ideas that can support teachers—especially learner centered teaching that factors in the balance of power, compassion through love and logic principles, and active mindfulness.

**36. How we might minimize harmful, painful,  
and aggressive behaviors in schools**

Paper/presentation — Envoy

**What a difference a partner in “the work” makes: A joint statement  
on the lessons learned establishing foundations for equity and sustainable change,  
and responding to incidents of social harm**

Robert Chalwell Jr., Webster Central School District (NY)

Greg Ahlquist, Webster Central School District (NY)

Reflections from colleagues—one black, new to the school community, and charged with leading DEI work; one white, a lifelong member of the school community, and a celebrated educator

**Microaggression in schools: Prevalence, impact, and action**

Randolph Muñoz, University of California, Riverside

Wesley Sims, University of California, Riverside

Danielle Zahn, University of California, Riverside

Sarah Panameño, University of California, Riverside

This presentation reviews research depicting emotional and psychological turmoil that arises when students experience microaggressions. Suggestions around future educational practices and research to minimize the occurrence of microaggressions are discussed from literature.



### **37. Getting equity, identity and power right in our schools and teaching**

Paper/presentation — Coronet

#### **Designing equitable curriculum**

Anne René Elsbree, California State University, San Marcos

How educators identify the strengths and weaknesses of the equity dimensions of access, achievement, identity, and power in their curriculum, and how they design curriculum supplements to address the weaknesses.

### **38. Social-emotional learning—while still maintaining standards**

Paper/presentation — Ambassador

#### **Teacher education course development that targets executive functioning and social-emotional awareness**

Madeline S. Sherman, Kansas State University

Nicole Barlow, Kansas State University

This session shares various suggestions for coaching teacher candidates toward increased executive functioning that will prepare them to work with young learners who struggle behaviorally or emotionally at school—and who will inevitably need assistance regulating their emotions.

#### **Suck it up, Buttercup!!**

Tanya Martin, Nebraska Wesleyan University

Is anxiety the tsunami of a generation? This presentation will focus on strategies for teachers to work with students who experience anxiety using empathy—but maintaining standards for academics and behavior in the classroom.

### **39. The debate over remote proctoring services in online learning**

Panel discussion — Embassy

#### **The debate over remote proctoring services in online learning**

Joan Labay-Marquez, University of the Incarnate Word

Ashley Love, University of the Incarnate Word

Arthur Hernández, University of the Incarnate Word

We will discuss the ethical and legal challenges arising from the adoption of online proctoring technology in education. Also included are concerns with privacy, artificial intelligence (AI) bias, and the impact on student mental health.

## **Ninth Concurrent Session**

**9:40 – 10:40**

### **40. Getting inspired and finding meaning: Some “outside” sources**

Paper/presentation — Envoy

#### **Hello to here! A response to *In the Shelter* by Pádraig Ó Tuama**

Jeff McLaughlin, West Chester University of Pennsylvania

Pádraig Ó Tuama is an Irish teacher, poet, and storyteller whose insights can provide a rich source of wisdom and reassurance for teachers at all levels.

#### **A conference presentation with no title**

Laura Staal, University of North Carolina, Pembroke

Inspired by a children’s book, a movie, a memoir, and a high school JROTC instructor, the phenomenon of “teaching intangibles” as an educational idea and instructional approach is something to hold on to, deeply, and will be explored and celebrated.

#### **41. Schools and the violence of our world**

Paper/presentation — Coronet

##### **Critical conversations on the nature of violence:**

##### **Are there safe spaces in and outside school settings?**

Antonina Lukenchuk, National Louis University

This paper addresses the issues of violence and their implications for educating American school students to live, study, and sustain their sense of safety without the promise for safe spaces.

#### **42. Banned books and “parents’ rights”**

Paper/presentation — Riviera

##### **Censorship and the right to read: Listening to teachers’ voices on teaching banned books in turbulent times**

Elizabeth Bifuh-Ambe, University of Massachusetts, Lowell

As the list of banned books grows, teachers must decide between doing their jobs or caving to a variety of stakeholders. Challenges and solutions to teaching banned books are discussed.

##### **“Respect for parents’ rights”: A voguish slogan in need of qualification**

Josh Corngold, University of Tulsa

This presentation critiques recent “divisive concepts” bills emerging in several state legislatures, as well as the parents’ rights rhetoric used to justify these bills.

#### **43. Incorporating social justice perspectives in science and math classes**

Paper/presentation — Ambassador

##### **That’s not my job: Unpacking teacher candidates’ perceptions of their roles as educators**

Marrielle Myers, Kennesaw State University

I present a study conducted in a math methods course to understand how teachers see justice and liberation as connected to their roles. I share findings, discuss challenges and opportunities.

#### **44. Curriculum frameworks in social studies: Problems and possibilities**

Paper/presentation — Embassy

##### **Is it time to move beyond *The History-Social Science Framework for California Public Schools*? A consideration of chronological, conceptual, and critical approaches to history education**

Brad Fogo, San Francisco State University

This paper considers and questions the content, historiography, and pedagogy of *The California History-Social Science Framework* (2016) within the context of renewed criticality in social studies education today.

##### **Experiential, integrated learning in social studies: Redesigning the fourth grade Utah social studies core for relevance, engagement, and inclusion**

Emma Mecham, Utah State University

Eric Newell, Edith Bowen Laboratory School

Lisa Saunderson, Edith Bowen Laboratory School

Presenters identify barriers that educators face as they work toward twin goals of inclusivity in curriculum and experiential learning. We discuss ways we’ve overcome barriers, and what a day of experiential learning looks like in a unit of the Utah fourth-grade social studies curriculum.

## **Tenth Concurrent Session 10:50 – 12:05**

### **45. Educating for equity / Educating for understanding: How to do these better Paper/presentation — Envoy**

#### **From Aristotle to Hebb: Re-enlivening understanding in a culture of rationalism**

Randall Dana Ulveland, Western Oregon University

From Aristotle's four causes to Hebb's neuronal webs, this presentation compares knowledge to understanding and looks at what we might do to re-enliven understanding in a culture of rationalism.

#### **Educating for equity: Recruiting, equipping, and empowering allies for equity in suburban school districts**

Robert Chalwell Jr., Webster Central School District (NY)

Greg Ahlquist, Webster Central School District (NY)

This interactive paper-presentation centers strategies employed, lessons learned, and the importance of collaboration in growing allyship for DEI work in an affluent, majority white suburb.

### **46. Future teachers of color: A Summit Panel discussion — Coronet**

#### **Future teachers of color: A Summit**

Ferial Pearson, University of Nebraska at Omaha

Gabriel Gutiérrez, University of Nebraska at Omaha

William Austin, University of Nebraska at Omaha

Derrick Nero, University of Nebraska at Omaha

Three faculty of color from a midwestern state university share why they created an innovative summit for future teachers of color, how they structured the summit, what the outcomes were (given an examination from participants at the initial summit), and their plans for future summits.

### **47. School and university writing assignments: Dead or alive? Paper/presentation — Riviera**

#### **(The) paper is dead**

Roger Munger, Boise State University

Changes in how people engage with and create content as well as advances in accessible technology means the usefulness of the traditional "write a 10-page paper" assignment has ended.

#### **Rediscovering writing instruction: Writing authentically, not formulaically**

Heather Caswell, Emporia State University

Roger Caswell, Flint Hills/National Writing Project

We question how educators address writing in elementary and secondary classrooms by revisiting practices that hold a long-standing research foundation in creating authentic and impactful writing practices.

#### **48. Exploring experiential learning**

Paper/presentation — Ambassador

##### **Inquiry-based learning vs. worksheets: Where are we on this educational journey?**

Kathy Perez, Saint Mary's College of California

Students need to be engaged in their learning. The traditional classroom approach leaves many students bored and unmotivated, and inquiry-based learning is needed. This presentation shows how to put students "in the driver's seat" to empowers them in the classroom with "Hands-on, minds on" learning.

##### **Let them get their hands dirty: A case for experiential, engaged learning**

Mona M. Choucair, Baylor University

As a professor and Director of Civic Engagement, and Faculty-in-Residence, I will share how I have gotten students and faculty alike excited about experiential learning at the collegiate and secondary levels.

##### **Experiential learning . . . Accelerated?**

Rebecca Pruitt, Lewis University

This presentation will share data from a grant-funded project (\$2.3M) in which 100+ members of the ECE workforce completed an accelerated, online licensure program focused on experiential learning classroom practices.

#### **49. Students speak: What is going well, and what isn't**

Panel discussion — Embassy

##### **"What is going well?" and "What is missing?": The voice of K-12 students**

Ashely E. Poklar, A Poklar Ponders

Join the voices of K-12 youth as they identify what is right, what is broken, and what can be fixed in today's educational landscape. These are the voices of the kids that live it!!

### **Eleventh Concurrent Session**

**12:15 – 1:15**

#### **50. Shaping your research / Shaping your career: Two unique stories**

Paper presentation — Envoy

##### **Reflections on positionality as a researcher**

Mark V. Alabanza, Mechoopda Indian Tribe of Chico Rancheria

Drawing on my work as a non-Native American working with Native Americans, this presentation will provide attendees with insights and reflections about positionality in research and career trajectories.

##### **My academic journey as migrant faculty in the United States**

Hyun Uk Kim, Eastern Oregon University

One teacher educator will share her lived experience as migrant faculty in academia, which has implications on teacher shortages, disrespect for/difficulty of the profession, and the importance of teaching for *all*.

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

Discussion — Coronet

### **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.

## **52. Let's kill the worksheet:**

### **An argument for experiential, engaged learning**

Paper/presentation — Ambassador

### **Reimagining schools: It's time to kill the worksheet**

Brian Stone, Northern Arizona University

This presentation will examine a possible future for school as places for meaningful, relevant, experiential learning. In this reimagining, worksheets will be presented as antithetical to active, child-centered approaches.

### **"Kids deserve the right to think that they can change the world": Cross-curricular approaches to teaching civic engagement in the middle school classroom**

Gaylee Morgan, Horizon Science Academy (Chicago, IL)

Madeline Manzella, Horizon Science Academy (Chicago, IL)

Teaching students to be involved citizens cannot solely be the domain of social studies teachers. How can educators inspire students to become civically engaged and support research-based approaches for engagement?

## **53. Eyes on higher education: Helping and supporting students**

Paper/presentation — Embassy

### **Connecting with students for success: An instructional approach for persistence**

Jeanne Qvarnstrom, Sul Ross State University

Nationwide, student persistence rates in higher education have been declining since 2009. Hear about a small, public university pilot to promote positive faculty and student relationships yielding increased student persistence.

## **54. School administrators: Helping students, families, and communities**

Paper/presentations — Riviera

### **Breaking down barriers one day at a time: The principal's role in implementing culturally responsive parent, family, and community engagement**

Catina Chestnut, University of North Carolina, Greensboro

Empower school principals with information and strategies to support their efforts with implementing culturally responsive parent, family, and community engagement in their school communities.

### **Supporting LGBTQ+ K-12 students with compassionate leadership**

Catherine Zeisner, Gonzaga University

This presentation shares the experiences of a school and principal supporting a transitioning LGBTQ+ student using compassionate leadership to respond to community fears, adherence to district policies and procedures, and ensure human rights.

## Twelfth Concurrent Session

1:25 – 2:40

### 55. Helping teachers think about their craft

Paper/presentation — Ambassador

#### **Re-framing clinical practice supervision to find space for Deweyan creativity and innovation**

Keith A. Walters, California Baptist University

Stacy Meyer, California Baptist University

We recently piloted a wholistic coaching framework that focused on proactive, inquiry-oriented clinical supervision protocols. We share the successes, struggles, and hopes generated during this initial implementation phase.

#### **How can teacher thinking be (re)conceptualized?**

Kelly E. Demers, Saint Anselm College

The purpose of this paper is to offer a re-conceptualization of teacher thinking that moves beyond approaches of thinking designed to meet pre-existing criteria towards a process that encourages experimentation.

#### **Joining the circle: Changing the narrative of teaching as a teacher educator**

Aprille Phillips, University of Nebraska, Kearney

Tricia Gray, University of Nebraska, Lincoln

This presentation describes a teacher educator's efforts to transform his role and pedagogical approaches in order to inspire students to redefine their roles as students and future teachers.

### 56. Teaching history and social studies: Issues, concerns, possibilities

Paper/presentation — Embassy

#### **Rinse and repeat: Rethinking Holocaust education in the 21<sup>st</sup> century**

Martine Jago, Pepperdine University

This paper explores the professional values and concepts which underpin choices made on behalf of students (pre-kindergarten through graduate) for a spiral curriculum in Holocaust education.

#### **Cosmic civics: (Re)Learning to read what hegemony ignores**

Jillian Ford, Kennesaw State University

I am concerned with how young people are being educated to engage civically in the United States, given the neoliberal forces that shape so much of contemporary schooling and wider societal systems. As a solution to this problem, I examine the role of fugitivity, and fugitive pedagogy, in civic curriculum.

#### **A day at the museum: Urban teachers using field trips to enhance content**

Kevin Bestor, Dominican University

How can teachers from urban environments leverage museums and field trips to enhance content? This presentation shares how a teacher incorporated a museum exhibit on Ancient Egypt in their curriculum.

## **57. Experiential learning: School gardens**

Paper/presentation — Riviera

### **Creating room for experiential education: Exploring the why and how of edible schoolyard and culinary kitchen experiences**

Michael Szolowicz, California State University, Bakersfield

Raj Cheshire, Grimm Family Educational Foundation

Dylan Wilson, Edible Schoolyard, Kern County

Does today's educational environment permit experiential learning? We present research and current practitioners involved in implementing school gardens and culinary kitchens to address experiential learning's why and how.

### **School gardens as transformative spaces: From theory into practice**

Elizabeth Pope, University of Arizona

Moses Thompson, University of Arizona School Garden Workshop

Participants will examine school gardens through the lens of Self-determination Theory, receive a framework for culturally responsive pedagogy, and participate in a hands-on activity bringing theory into practice.

## **58. Grow your own: Pathways to teacher licensure**

Panel discussion — Envoy

### **Growing your own strategies: Supporting and creating alternative pathways to teacher licensure**

Lisa N. Mitchell, University of North Carolina, Pembroke

Karen C. Granger, University of North Carolina, Pembroke

Kelly Ficklin, University of North Carolina, Pembroke

Jennifer A. Whittington, University of North Carolina, Pembroke

The panel will share alternative pathways and lessons learned for recruitment and retention to diversify the teacher pipeline in Southeastern North Carolina and provide support for preservice and beginning teachers.

## **59. The effects of educational guidelines and policies**

Paper/presentation — Coronet

### **Elected officials, teacher unions, and the discourse of accountability**

Ronald Chennault, DePaul University

This presentation analyzes the discourse of accountability—as seen in criticisms of teacher unions by local and state elected officials—that assigns blame for ineffective teaching to union protections.

### **Clearing out assumptions on annual accountability tests: Evidence from three states**

Norman P. Gibbs, Mesa Unified School District, (Mesa, AZ)

We present evidence of high year-to-year correlations of school-level test scores for thousands of schools in three states, questioning the assumption that yearly test mandates provide valuable new information.

### **Educational policy formulation and curriculum development: The teacher's place for successful implementation**

Ernestina Wiafe, Kansas State University

This presentation shares perspectives about the ongoing academy conversation aimed at changing the narrative about teaching. The presentation delves into three important questions: How are teachers being viewed? How do teachers see themselves and the task of learning and teaching? Does anything need to change?

## Thirteenth Concurrent Session 2:50 – 4:05

### 60. Culture wars, controversy—and the sources of it all

Paper/presentation — Riviera

#### **CRT, SEL, DEI . . . OMG!! Culture wars, controversy, and the social curriculum**

Joseph C. Wegwert, Northern Arizona University

This paper examines the cultural and ideological contexts and consequences of the controversies around Critical Race Theory, Social and Emotional Learning, and Diversity, Equity, and Inclusion for the social curriculum in American schools.

#### **Reconsidering Carnegie and the influence of the Missouri Report on Education Preparation**

Kimberly Black, Chicago State University

This presentation explores the concerning historical role of the Carnegie Foundation and its continued influence on contemporary educator preparation as a result of the 1920 “Missouri Report.”

### 61. Early childhood education: Rethinking some basic ideas

Paper/presentation — Envoy

#### **Play is children’s work: A critical question in early childhood teacher education program, when “play” and “work” are oxymoron words used together**

Smita Guha, St. John’s University

While children like to play for enjoyment, teachers are educated about play being children’s “work,” and are taught to utilize “play” as a teaching strategy.

#### **Primary teacher educator challenge: Creativity in commercial curricula**

Amy L. Kelly, Governors State University

This presentation considers how primary teacher educators can support their students in best practices and creative methods when met with the reality of increasingly narrow and scripted programming in the early grades.

#### **Are we *really* “friends?”: Examining early childhood (mis)use of the term**

Charlene Montañó Nolan, Western Washington University

Carolyn Brennan, Western Washington University

We examine the word “friend” as it is used in early childhood education. Informed by verbal mapping, power analyses and lived experiences, we question how overuse of this word misleads children and erodes democratic foundations of ECE.

### 62. Exploring experiential learning

Panel discussion — Coronet

#### **Strategies for cultivating environments of shared inquiry:**

##### **A narrative exploration of experiential learning**

Daniel Casebeer, Seton Hill University

Melissa Tamburrino, Seton Hill University

Cayla Cosner, Seton Hill University

Kasey Storkel, Seton Hill University

Jordan Vertacnik, Seton Hill University

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



### **63. Technologies in education: New ways forward**

Paper/presentation — Ambassador

#### **Time on-task and final grades in three online courses: A simple measure**

Ying Wang, Mississippi Valley State University

In this study, we examine whether there was a correlation between students' actual time spent on their academic work through Learning Management Systems and their final grades.

#### **The new way forward in learning through “DIGILOG Education”**

Yaereem Lee, Miami University

This presentation explores “DIGILOG (digital + analog) Education” as a new paradigm for true interaction between teachers and students in the educational field, post-pandemic.

#### **Implement video games in blended learning to achieve better learning outcomes**

Tianshi Hao, Pepperdine University

This presentation shares insights on the benefits and challenges of video games in learning and provides pedagogical considerations on embedding video games in blended learning environments to improve learning outcomes.

### **64. “Managing” behavior, “monitoring” activity, or “controlling students”**

Paper/presentation — Embassy

#### **Controlling our children: Deconstructing the MTSS and Positive Behavioral Intervention System approach to intervening on behaviors**

Thomas David Knestrict, Xavier University

This presentation is based on the book *Controlling our Students: A Deconstruction of the Positive Behavioral Intervention Supports*—uncovering inequities, racial bias, and ineffective techniques. New ideas and changes are presented to ensure an effective and socially just system of supports.

#### **Using technology to reduce teacher misperceptions of student behavior incidents**

Patricia Reich-Kannberg, Deer Park Elementary School (WA)

Catherine Zeisner, Gonzaga University

This presentation shares the experiences of a school and principal in reducing teacher misperception of student behavior incidents through the use of an innovative tool, the Classroom Support App (CSA).

#### **Group contingency for classroom management: A game where everyone wins!**

Mikaela Pulse, University of California, Riverside

Wesley Sims, University of California, Riverside

This presentation describes different group contingencies (GCs) and explains how they can be used for classroom management. We discuss examples of game-based GCs that can be implemented in classrooms.

Featured Presentation

**Academy Conversation**

4:15 — 5:45

Versailles Ballroom

Complimentary beer, wine / Hors d'oeuvres

**Teaching by Heart: Poetic Inspiration,  
Insight, and Interaction**

Shamini Dias, Claremont Graduate University  
Christopher Clark, Arizona State University  
Laura Staal, University of North Carolina Pembroke

Wednesday, March 1st

**Coffee and pastries**

Versailles Ballroom

7:45—9:30

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**Fourteenth Concurrent Session**

**8:30 – 9:30**

**65. Replenishing workplace faith**

Paper/presentation — Envoy

**Replenishing workplace faith: Taking action to boost morale**

Teresa Day Walker, Central Washington University

Using a semantic approach, synonym analysis, the relational nature of words offers poetic insight defining actions intended to improve morale by building faith, one experience at a time.

**66. Education: Becoming the human beings we aspire to be**

Paper/presentation — Embassy

**Chasing Xanadu: Reconceptualizing curriculum post-COVID-19**

Edward Podsiadlik, University of Illinois, Chicago

This session examines post-pandemic opportunities to revisit, reexamine, and reimagine curricula as a dynamic and evolving process critical to being and becoming the human beings we aspire to be.

***Keeping is not enough!* The demand for a humanistic approach to what we do in schools**

Jessica L. Swan, Eastern Michigan University

Imagine a fully humanistic education, critically examining topics such as purpose, space, learning, management, resources, and relationships to envision what a school that prioritizes humans might look like in practice.

**67. Special education: We're not getting it right**

Paper/presentation — Coronet

**The emotionally disturbed IDEA label, social justice implication, and the Special Education Industrial Complex**

Thomas Knestrict, Xavier University

This paper uncovers inequities present in the special education practice of labeling children with disabilities—specifically the Emotional Disturbance label within the context of the hegemonic Special Education Industrial Complex.

**Process and considerations for integrating Justice, Equity, Diversity, and Inclusion (JEDI) initiatives in Transition Service Systems**

RaQuaam Smith, National Technical Assistance Center on Transitions:  
The Collaborative (NTACT:C)

Focused on internal capacity-building, this presentation offers strategies for transition service providers to integrate diversity, equity, and inclusion concepts into their support for youth with disabilities.

**68. Rethinking how we teach STEAM classes**

Paper/presentation — Ambassador

**The importance of STEAM education and the whole child:**

**A political analysis and common barriers**

Rachael Pearson, Kyrene Monte Vista Elementary School

STEAM education is trending, but to what extent is the program implemented with the whole child in mind? This presentation analyzes the whole child approach to STEAM through a policy lens.

**Helping teachers “make it stick” with problem-based learning:**

**An international collaboration**

James Alberto, Kansas State University

Tracey Conway, Kansas State University

It’s time to replace familiar teaching methods—lecture, notes, worksheets, and memorization for the test—with problem-based learning which offers lessons that engage, challenge, and lead to learning that sticks!

**Fifteenth Concurrent Session**

**9:40 – 10:40**

**69. Literacy practices that work with young students**

Paper/presentation — Envoy

**Explain your thinking: Using think-alouds to develop first-grade students’ reading comprehension skills**

Madeleine Mejia, California State University, Fullerton

Teaching students “think-alouds” to explain their thinking when they use reading strategies to read texts supports their overall literacy development, self-efficacy, and self-regulatory skills.

**70. Taking care of teachers and redefining their task**

Paper/presentation — Coronet

**The Do-Do bird effect in teaching**

Ashley E. Poklar, A Poklar Ponders

Carol Rogers redefined the role of psychologist, and outcomes improved. Perhaps it’s time to revisit Rogers and redefine the role of teacher as well.

**Educator self-care**

Karis Clarke, Clark Atlanta University

Educators can greatly benefit from learning about and practicing self-care. Self-care is not being selfish. Participants will be asked to complete a self-care assessment and provided with self-care strategies.

### **71. Black boys: Are we doing all we can, and should, for them?**

Paper/presentation — Ambassador

#### **Black boys with disabilities: A data driven approach to technical assistance**

RaQuaam Smith, National Technical Assistance Center on Transitions:  
The Collaborative (NTACT:C)

A contextualized method of supporting Black boys with disabilities, specifically Black boys with emotional behavioral disability (EBD) in transition services to improve postsecondary outcomes.

### **72. Helping teachers and administrators confront bias and work toward social justice**

Paper/presentation — Embassy

#### **The implementation of restorative justice practices:**

##### **An exploration into administrators' experiences**

Sacha Helling-Christy, Seattle Pacific University

As schools work to implement restorative justice practices, how do principals create the necessary buy-in by staff? Using the framework of transformative learning theory, this qualitative study explores this phenomenon.

#### **Anti-bias and equity framework for teachers and leadership**

Andrea D. Guice, Guice Consulting Firm

This presentation provides information on utilizing self-assessments to intentionally seek cultural self and cultural other awareness for anti-bias practices to improve intercultural competency and address issues of belonging and school success.

## **Sixteenth Concurrent Session**

**10:50 – 11:50**

### **73. Rethinking our teaching practices**

Paper/presentation — Envoy

#### **What is “student buy-in” anyway? Increasing student motivation by creating value**

Ruben F. Cortez, Pacific Oaks College

Students often ask why they need to know what they are learning. Answering this question involves more than just what teachers say. Teachers must create value for students.

#### **What constitutes shared *professional* knowledge, practices, and procedures in teaching and learning?**

Etta R. Hollins, University of Missouri, Kansas City

This session addresses ameliorating the highly consequential flaws in the shared professional knowledge, practices, and procedures for teaching and learning contributing to students' under-performance in literacy, mathematics, and other academic subjects.

## **74. Recruiting and retaining Black teachers**

Paper/presentation — Coronet

### **How is never as important as why: Contextualizing the issue of Black teacher underrepresentation**

Shanique J. Lee, Rutgers University, New Brunswick  
RaQuaam Smith, National Technical Assistance Center on Transitions: The Collaborative (NTACT:C)

This presentation will contextualize the enduring issue of Black teacher underrepresentation and offer alternative data collection and analysis approaches that allow reformers to establish more effective recruitment and retention initiatives.

### ***Pláticas* as methodology in studying the retention of teachers of color**

Gabriel Gutiérrez, University of Nebraska, Omaha

What is causing BIPOC teachers to leave the teaching profession at a higher rate than their white counterparts? Discuss the application of *pláticas* as methodology in understanding the retention of Teachers of Color.

## **75. Clarifying efforts for culturally relevant teaching and encouraging the adoption of DEI concepts**

Paper/presentation — Ambassador

### **Having sifted through tall grass: The construction of a research-based model of culturally relevant and responsive education (CRRE) using meta-ethnography**

Jessica L. Swan, Eastern Michigan University

This presentation examines and discusses an emerging conceptual model of CRRE, considering a new way of thinking about and understanding effective educational practice with students belonging to cultural minority groups.

### **Responding to *Who Moved My Cheese?* With ED&I curricular decisions**

Browning Neddeau, California State University, Chico

This presentation builds connections between the concepts in Spencer Johnson's bestselling book *Who Moved My Cheese?* And faculty development work centering equity, diversity, and inclusion in curriculum and instruction decisions.

## **76. Emotional intelligence and growth mindset for school administrators**

Paper/presentation — Embassy

### **EQ & OC: The impact of K-12 administrators' emotional intelligence on sustainable organizational change**

Amanda Bell, Concordia University, Irvine

How does emotional intelligence affect the organizational change efforts of educational leaders? Empirical data reveals how each stage of organizational change is best served by a specific combination of EQ skills.

### **The cultivation and nurturing of a growth mindset among administrative credential programs**

Esther Martinez, California Baptist University

The growth mindset theory provides a framework that will assist administrators in synthesizing a wide range of inclinations into a disposition of hope and possibilities for those they serve.

## Seventeenth Concurrent Session

12:00 – 1:00

### 77. A letter to one's future self / A letter to failing students

Paper/presentation — Envoy

#### Letters to myself

Aimee Leukert, La Sierra University

Starting with L. M. Montgomery's *Emily* series, this presentation will examine the benefits of self-reflection and visioning through writing letters to one's future self.

#### Recognizing the value imperfect learning

Teresa Day Walker, Central Washington University

Lived experience fuels a letter to teacher candidates who expressed concerns about failing a class—and provides an opportunity to model problem solving while challenging a couple of our long-held educational practices.

### 78. Rethinking what we do in the mathematics classroom

Paper/presentation — Coronet

#### Educational reforms in mathematics classrooms:

##### The case of "number talks" strategies

Aina Appova, Ohio State University

This presentation is about specific research-based teaching strategies that have been effective in improving students' mathematical learning. I discuss recommendations for teachers and administrators related to the implementation of these strategies.

##### Mathematics courses: Tracked, detracked, or is there a better option?

Sam Butler, University of Nebraska, Lincoln

For decades mathematics course-tracking has been lauded for its opportunities and demonized for its inequitable shortcomings. Based on NCTM recommendations and new research, we will discuss better options.

### 79. Using robots in rural areas

Paper/presentation — Ambassador

#### Teacher instructional approaches towards telepresence robots in rural education

Nooshin Darvishinia, Kansas State University

This study examines student teachers' instructional strategies and experiences while utilizing Telepresence Robots in rural Kansas schools as a means to analyze the effective use of technology for teachers' professional development.

**Conference Summation**

12:20 — 12:50

Versailles Ballroom

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 upcoming CQiE gatherings:

The CQiE Symposium in Chicago (November 6—8, 2023)

The CQiE Conference in New Orleans (March 4—6, 2024)



## **Acknowledgements**

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Steven P. Jones, Missouri State University

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### **For more information:**

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

**About the Journals:** Contact Eric Sheffield, Editor of the journals, at [ec-sheffield@wiu.edu](mailto:ec-sheffield@wiu.edu)

Please visit the Academy website:

<https://academyforeducationalstudies.org/>

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## **Academy Book Series in Education**

in conjunction with Myers Education Press

This book series—targeting preservice and practicing teachers as well as teacher educators—publishes select books that connect scholarship in educational foundations to important questions about schools, teaching and learning. :

*Why Kids Love (and Hate) School—Reflections on Difference*

*Why Kids Love (and Hate) School—Reflections on Practice*

*A Case for Kindness: A New Look at the Teaching Ethic*

*Making Sense of Race in Education: Practices for Change in Difficult Times*

*John Dewey’s Imaginative Vision of Teaching: Combining Theory and Practice*

**Books coming soon:**

*Literary Imagination and Professional Knowledge: Using Literature in Teacher Education* (2023)

*What Do We Mean by That?: Interrogating Familiar Expressions in Education* (2024)

We are soliciting book proposals. Have anything you’d like to share?

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Please check out our on-line journals

**Critical Questions in Education**

and

**Thresholds**

Find theme issues on the following topics:

Special Education: Inclusive Pedagogy & Online Learning in the Era of the New Normal

Teaching in a Pandemic: Reaching Multilingual & Marginalized Students

Teaching in the Age of Racial and Ethnic Diversity

Critical Health Education in Critical Times

Teaching about Islam in U.S. Schools

What can American Educators Learn from International Education?

<https://academyforeducationalstudies.org/journals/>

## Notes

