Welcome

October 2013

PRESIDENT’S GREETINGS

Welcome to Chicago and to AATC’s Annual Conference. Chicago is the perfect place to celebrate AATC’s 20th year as a professional organization. Here we are, 66 years, almost to the day, after the first Conference on Curriculum Theory was held at the University of Chicago in 1947. For curricularists, we are on sacred ground. My hope is that while we are here for the next three days, we reflect on our field of education. As we enjoy the keynotes, breakout sessions, and our hallway chats, let’s be cognizant of where we are historically, where our field is right now, and our roles in both the field and our organization.

Our 20th Conference has a retrospective theme. You will notice pictures from past conferences, as well as a new video honoring our anniversary, put together by our association’s historians: Vicki Ross, Elaine Chan, and Candace Schlein. We have included a panel focusing on the organization’s Past Presidents, hosted by Wes Null and David Callejo Perez, and a special session on John Dewey’s ideas of Progressive Education as applied to The Children’s School, hosted by Bill Schubert and Brian Schultz.

We will host special sessions on the various awards given by AATC, and honor Andrew Delbanco’s new book, *College: What it Was, Is and Should Be* with the O.L. Davis, Jr. Book Award. We will also be awarding the John Laska Distinguished Dissertation Award to Brook Blevins (Teaching) and Limarys Caraballo (Curriculum), and the Fran Hunkins Distinguished Article Award to Derek Gottlieb (Curriculum) and Amy Masko and Lawrence Bosiwh (Teaching).

This year’s conference affords us the opportunity to be mindful of how our organization is moving toward that continued balance of theory and practice. Our keynote speakers, Dr. Carol Lee and Dr. Janet Miller, will both address enduring questions related to the application of theory to practice. The Outreach Committee is hosting a session on Friday afternoon, inviting the membership to consider how AATC can more intentionally engage in the action of curriculum and teaching by supporting educators working in schools and communities. Let us come together and consider how AATC might best support educators.

I am grateful to all of you for your support this year. I have been honored to serve you and this fine organization as President. I couldn’t have done it without help, so I want to extend my sincerest thanks to all of the people who make AATC function so well. I look forward to continuing to work with you for the next 20 years.

Amy L. Masko
AATC President 2013
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AATC LEADERSHIP • 2013-2014

President
Barbara Slater Stern, James Madison University

Past President
Amy L. Masko, Grand Valley State University

President Elect
Chara Bohan, Georgia State University

Executive Committee

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Buffalo State University

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

Michelle Tenam-Zemach
Nova Southeastern University

Peggy Moch
Valdosta State University

Donna Adair Breault
Missouri State University

Ruben Garza
Texas State University

Blake Bickham
Colorado Mesa University

John Pecore
West Florida University

Joseph Flynn
Northern Illinois University

Executive Secretary
Lynne Bailey, Education Consultant

Program Chair
Bradley Conrad, Capital University

Historians
Vicki Ross, Northern Arizona University
Candace Schlein, University of Missouri-Kansas City
Elaine Chan, University of Nebraska-Lincoln

Curriculum and Teaching Dialogue
Co-Editors: David Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver
Associate Editor: Christy M. Moroye, University of Northern Colorado

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Robert Boostrom
University of Southern Indiana

Robert Donmoyer
University of San Diego

Lyn Forester

Doane College

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Eastern New Mexico University

J. Randall Koetting
Marian College

Jeanne L. Tunks
University of North Texas

William Veal
College of Charleston

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The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually, those concerned primarily with the rights and responsibilities of teachers (unions), ones recognizing honor performance (e.g. Kappa Delta Pi) and organizations whose members' interests are primarily K–12 content and methods (e.g. ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or education policy.

An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, or elementary and secondary education. Jack Laska became the first secretary–treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, and the interaction of its members.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

To promote the scholarly study of teaching and curriculum

The Twentieth Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

AATC Presidents

<table>
<thead>
<tr>
<th>Year</th>
<th>Name and Institution</th>
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<tbody>
<tr>
<td>2014</td>
<td>Barbara Slater Stern, James Madison University</td>
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<tr>
<td>2013</td>
<td>Amy L. Masko, Grand Valley State</td>
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<tr>
<td>2012</td>
<td>Richard Biffle III, Thomas College</td>
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<td>2011</td>
<td>Wesley Null, Baylor University</td>
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<td>2010</td>
<td>David M. Callejo Perez, Saginaw Valley</td>
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<td>2009</td>
<td>Robert Boostrom, Southern Indiana</td>
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<td>2008</td>
<td>Karen Riley, Auburn-Montgomery</td>
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<td>2007</td>
<td>Alan W. Garrett, Eastern New Mexico</td>
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<td>2006</td>
<td>William Veal, North Carolina</td>
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<td>2005</td>
<td>Cheryl Craig, University of Houston</td>
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<td>2004</td>
<td>David Flinders, Indiana University</td>
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<td>2003</td>
<td>Gretchen Schwarz, Oklahoma State</td>
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<td>2002</td>
<td>Ron Wilhelm, University of North Texas</td>
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<td>2001</td>
<td>P. Bruce Uhrmacher, Denver</td>
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<td>2000</td>
<td>Stephen Fain, Florida International</td>
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<td>1999</td>
<td>William Segall, Oklahoma State</td>
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<td>1998</td>
<td>Sylvia Hutchinson, University of Georgia</td>
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<td>1997</td>
<td>Ann Converse Shelly, Ashland</td>
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<td>1996</td>
<td>Fran Hunkins, University of Washington</td>
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<td>1995</td>
<td>O. L. Davis Jr., University of Texas</td>
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<td>John Laska, University of Texas</td>
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<td>8:00-5:00</td>
<td>Registration - <strong>Signature Foyer</strong> – Mezzanine</td>
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<td>8:00-9:45</td>
<td>Executive Council Meeting - <strong>Duet</strong></td>
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<td>10:00-10:50</td>
<td>Welcome and Presidential Address – <strong>Signature II</strong></td>
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<td><em>Dr. Amy L. Masko, AATC President</em></td>
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<td>11:00-12:25</td>
<td>Breakout Session (A)</td>
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<td>12:30-1:50</td>
<td>Luncheon Keynote Speaker – <strong>Signature Ballroom</strong></td>
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<td><em>Keynote Speaker - Dr. Carol Lee</em></td>
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<td>2:15-5:05</td>
<td>Breakout Sessions (B-D)</td>
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<td>3:00</td>
<td>Afternoon Coffee/Tea and Snacks</td>
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<td>6:00-7:30</td>
<td>AATC Welcome Reception (open to all) – <strong>Mezzanine Foyer</strong></td>
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**Friday, October 11, 2013**

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<td>8:00-5:00</td>
<td>Registration – <strong>Signature Foyer</strong> – Mezzanine</td>
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<td>7:30-9:00</td>
<td>Continental Breakfast – <strong>Signature Foyer</strong></td>
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<td>8:00-8:50</td>
<td>Business Meeting (open to all) - <strong>Othello</strong></td>
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<tr>
<td>9:00-12:20</td>
<td>Breakout Sessions (E-G)</td>
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<td>12:20-1:20</td>
<td>Lunch on Our Own</td>
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<td>1:30-5:45</td>
<td>Breakout Sessions (H-K)</td>
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<td>3:00</td>
<td>Afternoon Coffee/Tea and Snacks</td>
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<td>7:00</td>
<td>AATC Awards Banquet &amp; Marcella Kysilka Lecture - <strong>Signature Ballroom</strong>,</td>
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<td><em>Keynote Speaker – Dr. Janet Miller</em></td>
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<td>*Book Fair immediately following Dinner Banquet – <strong>Signature III</strong></td>
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**Saturday, October 12, 2013**

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<td>Registration – <strong>Signature Foyer</strong> - Mezzanine</td>
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<td>8:00-8:55</td>
<td>Professors of Curriculum Meeting (open to all) - <strong>Othello</strong></td>
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<td>9:00-12:20</td>
<td>Breakout Sessions (L-N)</td>
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<td>10:00</td>
<td>Mid-Morning Coffee/Tea and Snacks</td>
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<td>12:30-1:30</td>
<td>Graduate Student Luncheon – <strong>Dublin</strong></td>
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<td>1:30-2:30</td>
<td>Breakout Sessions (O)</td>
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<td>2:30-4:00</td>
<td>AATC Board Meeting – <strong>Artistry</strong></td>
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Opening Session: Presidential Address

Please join us for the Welcoming and Presidential Address

Thursday, October 10, 2013
10:00 a.m. Signature Ballroom

Speaker: AATC President
Amy L. Masko
Grand Valley State University

"The Divorce of Theory and Practice in Public Education: How AATC Can Save The Marriage."

Thursday 10/10 • Session A • 11:00 – 12:25 p.m.

Special Panel Session: Duet

A Special Invited Conversationalist Session:
The Teacher and the Curriculum: Who Knows Best What’s Worth Knowing?
Isabel Nuñez, Concordia University Chicago
William Schubert, University of Illinois at Chicago
D. Joe Ohlinger, University of Illinois at Chicago

Paper Session: Othello

Religious Controversies in Social Studies: The First Amendment, Hate Speech, and Blasphemy Laws
James Moore, Cleveland State University
Math Mediated Language: The Role of Language in Early Childhood Mathematics  
Raquel Munarriz Diaz, University of Florida

Critical Curriculum, Critical Character  
Jason Grinnell, SUNY Buffalo State  
William White, SUNY Buffalo State

Paper Session: Winchester

Reformed Teacher Observation Protocol: Effect of Professional Development Science Institute on Teacher Preparedness  
Peggy Schimmoeller, Randolph College

Talking to Pre-service Teachers about Whiteness: Implications for Teacher Education Programs  
Peggy Shannon-Baker, University of Cincinnati

Connecting Curriculum, People, and Justice: Forging an Institutional Diversity Strategic Plan for Social Justice  
Joe Flynn, Northern Illinois University  
Connie Fox, Northern Illinois University  
Scott Wickman, Northern Illinois University  
James Cohen, Northern Illinois University

Ideas & Issues Session: Chicago Peace

Transcending the Culture of Privilege: How Enculturalization Inhibits Culturally Responsive Leaders  
Jennifer L. Martin, University of Mount Union  
Mandy L. Capel, University of Mount Union

Toward a Taxonomy of “Ah ha!”  
Robert Boostrom, University of Southern Indiana

Thursday 10/10 • Luncheon • 12:30 – 2:00 p.m.

AATC Luncheon

Please join us in  
Signature Ballroom

Keynote Speaker: Dr. Carol Lee

Carol D. Lee has developed a theory of cultural modeling that provides a framework for the design and enactment of curriculum that draws on forms of prior knowledge that traditionally underserved students bring to classrooms. She is the author of Signifying as a Scaffold for
Lee is co-editor, with Peter Smagorinsky, of Neo-Vygotskian Perspectives on Literacy Research, published by Cambridge University Press. She has published in numerous journals, including Reading Research Quarterly, Research in the Teaching of English, The Journal of Black Psychology, and the Journal of Negro Education, among others. Lee has recently completed a research project in a Chicago inner city high school that involves restructuring the English Language Arts curriculum, including assessment, in ways that build on social and cultural strengths that students bring from their home and community experiences. Her research projects are or have been funded by the McDonnell Foundation’s Cognitive Studies in Educational Practice, by the Spencer Foundation, and by the National Center for the Study of At-Risk Children, co-sponsored by Howard University and Johns Hopkins University, and by the National Council of Teachers of English. Lee is active in the school reform movement in Chicago Public Schools and has taught in both public and private schools before assuming a university career. She is a founder and former director of an African centered independent school in Chicago that is 28 years old, New Concept School. She is also a founder of a newly established African centered charter school, the Betty Shabazz International Charter School. She engages in professional development activity for teachers both locally and nationally. Lee is past president of the National Conference on Research in Language and Literacy and the chair of the standing committee on research of the National Council of Teachers of English. She is a former trustee of the Research Foundation of the National Council of Teachers of English and former co-chair of the NCTE Assembly on Research. She has been an active member of AERA, serving as a program chair for one of the sections of Division G and as a member of the AERA book award committee, among others. She serves as co-coordinator of the Spencer Research Training program within the School of Education and Social Policy at Northwestern University (http://www.aeispeakers.com).

Thursday 10/10 • Session B • 2:15-3:15 p.m.

Special Panel Session: Othello

*CTD Editors Session and Writer’s Workshop – This session carries over to session C
Chara Bohan, Georgia State University
Cheryl Craig, University of Houston
David Flinders, Indiana University
Christy Moroye, University of Northern Colorado
P. Bruce Uhrmacher, University of Denver

Ideas & Issues Session: Duet

When Homeless Is Where the Heart Is: Curriculum as Catalyst for Well-Being
Kevin Cloninger, Anthropedia Foundation

Paper Session: Winchester

The Essential(ist) John Dewey
Brian White, Grand Valley State University

A Deweyan Response to Common Core Standards: Applying Philosophical and Organizational Analysis to Current Policies and Practices
Donna Adair Breault, Missouri State University
Whassup with the Common Core? A Media Literacy Analysis
Pamela Brown, Oklahoma State University
Gretchen Schwarz, Baylor University

Thursday 10/10 • Session C • 3:25-4:25 p.m.

Paper Session: Duet

Once Upon a Math Story
Amy K. Corp, Baylor University

Head, Heart, and Hands: Integrating Mathematics with Physical Fitness
Peggy L. Moch, Valdosta State University

Special Panel Session: Othello

*CTD Editors Session and Writer's Workshop – This session began during session B
Chara Bohan, Georgia State University
Cheryl Craig, University of Houston
David Flinders, Indiana University
Christy Moroye, University of Northern Colorado
P. Bruce Uhrmacher, University of Denver

Panel Session: Winchester

Curriculum Windows to Tomorrow: What Curriculum Theorists of the 1970s Can Teach Us about Schools and Society Today
Tom Poetter, Miami University
William Schubert, University of Illinois at Chicago
Kelly Waldrop, Miami University

Issues & Ideas Session: Chicago Peace

“Sorry, Kid, We Don’t Teach That”: Identifying And Addressing the Hole in the Creative Curriculum
Mark Seaman, Stephen F. Austin State University

Thursday 10/10 • Session D • 4:35-5:05 p.m.

Paper Session: Duet

Exploring Elementary Teachers’ Mathematics “Curriculum Looping” Experience
Denise McDonald, University of Houston – Clear Lake
Winona Vesey, University of Houston – Clear Lake
Laurie Weaver, University of Houston – Clear Lake
Sue Chapman, Clear Creek ISD, McWhirter Elementary

**Paper Session: Othello**

**The Impact of Cultural Immersion Experiences on Pre-Service Teachers**  
Naime Elcan, Indiana University  
Adem Bayar, University of Missouri

**Poster Session: Winchester**

**From Green to Gold: Growing a University and Public School Partnership**  
Jeff Gasaway, Midway High School  
Madelon McCall, Baylor University  
Lisa Osborne, Midway High School

**Technology in the Classroom: Why the ‘Mis’ in Misuse can lead to Miseducative Experiences for Students**  
Kirstie K. Smith, Grand Valley State University

**Using Technology in Teaching English Language Learners (ELLs): The Case of Three Teachers**  
Elena Andrei, Costal Carolina University

**Nursing Curriculum Innovation and Native-American Competency**  
Gisele Kuhn, Andrews University

**Examining In-service Teachers’ Motivations for Teaching and Beliefs about the Profession within Private Schools in North**  
Margeaux Levy, Andrews University  
Olivia Spence, Andrews University  
Tammy Overstreet, Andrews University

**Ideas & Issues Session: Chicago Peace**

**Imagining the Road Ahead: Elliot Eisner in the New Educational Era**  
Christy Moroye, University of Northern Colorado  
Bradley Conrad, Capital University  
Ben Ingman, University of Denver  
Derek Gottlieb, University of Iowa  
P. Bruce Uhrmacher, University of Denver
AATC Welcome Reception

All are invited to attend from:
6:00 – 7:30 p.m.

Mezzanine Foyer
*Hors d’œuvres and Cash Bar*

Friday 10/11 • Continental Breakfast • 7:30 - 9:00 a.m.

Continental Breakfast
Served in Signature Foyer
Enjoy Breakfast with AATC Attendees

Friday 10/11 • Business Meeting in Othello • 8:00 – 8:55 a.m.

Business Meeting Agenda
(Open to all AATC Conference Participants)

Welcome and Thanks
Amy L. Masko
Financial Report and Conferences Sites  Lynne Bailey

Dissertation and Elections  Barbara Slater Stern

CTD Report  David Flinders & Bruce Uhrmacher

Hunkins Distinguished Article Award  Christy M. Moroye

Committee Reports  Blake Bickham
Website  Pamela Thompson
Newsletter  Bradley Conrad
Program  Chara Bohan
O.L. Davis, Jr. Award

AATC Archives  Elaine Chan, Vicki Ross, Candace Schlein

Other Business

Discussion

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**Friday 10/11 • Session E • 9:00-10:00 a.m.**

**Paper Session: Duet**

**Capturing Pre-service Teachers’ Reflective Practice Through Blogging: Transitioning from Student to Professional**
Rubén Garza, Texas State University – San Marcos
Shaunna F. Smith, Texas State University – San Marcos

**Shaping Pre-service Teacher Expertise: A Design to Converge Feedback, Technology, and Social Relationships**
Eric Hougan, Central Washington University

**Paper Session: Othello**

**Blended Outcomes: Effective Design for Teaching and Learning?**
Peggy Lisenbee, Northeastern State University
Calisa Hopkins, Northeastern State University

**Building Common Ground for Preparing Pre-service Teachers with Shared Research Lens on Science Inquiry**
Eun Kyung Ko, National Louis University
Alan Rossman, National Louis University
Diane Salmon, National Louis University
Ofra Peled, National Louis University

**Ideas & Issues Session: Leander**
Playing Around with Role Play for Building Experiential Knowledge
Denise McDonald, University of Houston – Clear Lake
Debora Ortloff, University of Houston – Clear Lake
Jeremy Ortloff, Hobart and William Smith Colleges

Panel Session: Winchester

Curriculum as Spaces: Aesthetics, Community, and the Politics of Place
Donna Adair Breault, Missouri State University
David M. Callejo Pérez, Saginaw Valley State University
William L. White, SUNY Buffalo State

Issues & Ideas Session: Chicago Peace

Balanced Literacy Centers in the Middle School Language Arts Classroom
BethAnne Shurtz, Baylor University

Friday 10/11• Session F• 10:10-11:10 a.m.

Special Panel Session: Duet

Broadening Notions of Accountability: The Paired Imperatives of Responsibility and Complexity - Francis P. Hunkins AATC Distinguished Article Awards in Teaching and Curriculum
Session Chair: Christy M. Moroye
Invited Participants:
  Award for Curriculum: Derek Gottlieb
  Award for Teaching: Amy L. Masko & Lawrence Bosiwh

Paper Session: Othello

This Happened Here?: A Critical Look at the Peace Case
Gulistan Gursel Bilgin, Indiana University

Teacher Candidates’ Perceptions of Instructional Strategies Using Audio/Visual Media
Carol Klages, University of Houston-Victoria
Jane Devick-Fry, University of Houston-Victoria

Panel Session: Leander

The Production of Knowledge(s) and Seduction of “Success:” Negotiating Identities among Discourses of Achievement, Class, Gender, and Race
Stephanie D. McCall, Columbia University
Limarys Caraballo, Queens College of the City University of New York
Vaughn Watson, Columbia University

Paper Session: Winchester
E-Portfolio as a Measure of Professional Readiness in Teacher Education
Tamara Korenman, Saint Xavier University
Ellen Lilly, Saint Xavier University

Teachers’ Stories: An Examination of the Role of Teacher Memoirs in a Curriculum Course
Sarah J. Ramsey, Southwestern Oklahoma State University
Jacqueline Bach, Louisiana State University

Issues & Ideas Session: Chicago Peace

Teachers Who Become Professors: Running to or Running from Teaching?
Eron Reed, University of Denver

Friday 10/11 • Session G • 11:20-12:20 p.m.

Special Panel Session: Duet

O.L. Davis, Jr. AATC Book Award Winner Discussion
Facilitator: Chara Haeussler Bohan
Committee members: Sherri Colby; Megan S. Kennedy, John Pecore; Cassie Trousas.; Amy M. Williamson

Honorable Mention: Yong Zhao - World Class Learners (Corwin Press)

Paper Session: Othello

Supporting Latino Students’ Mathematics Learning: The Parent Perspective
Jeanne Tunks, University of North Texas
Julie Williams, University of North Texas

Unlocking the Secrets of a Creative Collaboration: A Phenomenological Study of a Science Faculty Collaboration Curriculum Project
Andrea S. Foster, Sam Houston State University
Bill Jasper, Sam Houston State University

Paper Session: Leander

What Are You Doing About the Common Core?
Vicki Ross, Northern Arizona University
Elissa Fenton, Northern Arizona University
Jennifer Prior, Northern Arizona University
Pamela Powell, Northern Arizona University

Addressing Ableism in the Common Core State Standards
William Blackwell, Lewis University
Jennifer Buss, Lewis University
Mary Fisher, Lewis University
Elizabeth Pearce, Lewis University
Panel Session: *Winchester*

**Bringing 21st Century Skills to Teacher Education Programs: A Collaborative Approach**  
Shadi Roshandel, Dominican University of California  
Rebecca Birch, Dominican University of California  
Billye Brown, Dominican University of California  
Rosemarie Michaels, Dominican University of California  
Elizabeth Truesdell, Dominican University of California

Issues & Ideas Session: *Chicago Peace*

**Now More Than Ever: The Imperatives for Transformative Graduate Education**  
Randall Koetting, University of Nevada, Reno  
Martha W. Combs, University of Nevada, Reno

**Friday 10/11• Session H• 1:30-2:30 p.m.**

Special Panel Session: *Duet*

**Past President’s Panel: Journeys and Contexts of an Organization**  
Moderators: Wesley Null, Baylor University  
David M. Callejo-Perez, Saginaw Valley State University

Paper Session: *Othello*

**The Disappearance of Play from the Curriculum**  
Kathryn Castle, Oklahoma State University  
Kristi Dickey, Oklahoma State University

Paper Session: *Winchester*

**Creating Authentic Experiences: Merging Theory and Practice in Teacher Education Courses**  
Bailey Herrmann, Grand Valley State University

**Faculty Research Residencies: A Model for Reforming Teacher Education Curriculum**  
Diane Salmon, National Louis University  
Wendy Gardiner, National Louis University

Special Panel Session: *Leander*

**Special Invited Conversation – Progressive Education in Action: A View from The Children’s School**  
Brian Schultz, Northeastern Illinois University  
Christina Martin, The Children’s School  
Cathy Schroeder, The Children’s School  
Gerardo Moreno, Northeastern Illinois University
William Schubert, University of Illinois at Chicago

**Issues & Ideas Session: Chicago Peace**

**Spinning Plates: Navigating a Tenure Track and Seeking Professional Balance at a Teaching-Focused Institution**
Blake R. Bickham, Colorado Mesa University

**Friday 10/11 • Session I • 2:40 – 3:40 p.m.**

**Paper Session: Duet**

**Teacher Education: An International Perspective**
Cheryl J. Craig, University of Houston

**Colorado Teacher Preparation Programs: Graduates Give Their Feedback**
Sarah Anderson, University of Denver
Matt Spurlin, University of Denver
Courtney Tobiassen, University of Denver
Kent Seidel, University of Denver

**Paper Session: Othello**

**Developing Understanding and Empathy: Role Playing, Simulations and Teaching Social Issues**
Barbara Slater Stern, James Madison University
Steve Purcell, James Madison University

**The Benefits of RAP on the Content Area Teacher: A Survey of Student Empathy**
Amy M. Williamson, Angelo State University

**Paper Session: Leander**

**Schooled in War and Peace**
David J. Flinders, Indiana University
Gulistan Gursel Bilgin, Indiana University

**Juxtaposition: The Coexistence of Traditional Navajo and Standards Based Curricula**
Daniel R. Conn, University of Northern Colorado

**Issues & Ideas Session: Winchester**

**Analyzing a School Reform Initiative Using the Ecological Frameworks of Eisner and Uhrmacher**
Alan Tinkler, University of Vermont
Barri Tinkler, University of Vermont
Ideas & Issues Session: *Chicago Peace*

**A Rubric Nation: Critical Explorations of the Impact of Rubrics in Teacher Education**
Joseph Flynn, Northern Illinois University
Michelle Tenam Zemach, Nova Southeastern University
David Flinders, Indiana University
David M. Callejo Perez, Saginaw Valley State University
Donna A. Breault, Missouri State University

**Friday 10/11 • Session J • 3:50 – 4:50 p.m.**

Special Panel Session: *Duet*

**Dissertation Award Winners Presentation:**
Brooke Blevins in the Teaching Category (Advisor: Dr. Michelle Knight)
*Enacting Critical Historical Thinking: Decision Making Among Novice Secondary Social Studies Teachers*

Limarys Caraballo in the Curriculum Category (Advisor: Dr. Karen LeCompte)
*Constructing and negotiating identities-in-practice: Multiple identities, the enacted curriculum, and the figured world*

Paper Session: *Othello*

**A Tale of Two Programs: Influences of Previous Field Experiences on Student Teaching**
Sue Christian Parsons, Oklahoma State University
Juliana Utley, Oklahoma State University
Toni Ivey, Oklahoma State University
Brit'ny Stein, Oklahoma State University

¡Oh, That’s what Data Driven Decisions Look Like!: Latino Teachers Candidates Demystify Data Analysis As They Cultivate Reflective Practice
Angela López Pedrana, University of Houston-Downtown

Paper Session: *Leander*

**Addressing the Common Core with Graphic Narratives**
Mark Geary, Dakota State University

**English Language Learners Navigating A Landscape Of Testing And Standardization**
Candace Schlein, University of Missouri–Kansas City
Elaine Chan, University of Nebraska-Lincoln

Issues & Ideas Session: *Winchester*

**Making the Teacher Work Sample Work for You**
Dana Lewis Haraway, James Madison University
Issues & Ideas Session: Chicago Peace

Public Curriculum: Embracing Banality
Paul Parkison, University of Southern Indiana
Thuy Dao Jensen, University of Southern Indiana

Friday 10/11 • Session K • 4:55 – 5:45 p.m.

Special Panel Session: Duet

AATC Outreach Committee – Position Statement
Amy L. Masko, Grand Valley State University

Paper Session: Othello

Research: A Foundation for Life Long Learning?
Dawn M. Evans, Grand Valley State University

Conceptualizing Research in Education: Guiding Students Toward Making Connections For Focused Research Topics
Andrew Kemp, Georgia Regents University

Paper Session: Leander

Evaluations of New Teacher Effectiveness by the Principals Who Hired Them: Implications for Urban, Rural, and Suburban Schools
Jim Freemyer, Indiana Wesleyan University
Dan Shepherd, Indiana Wesleyan University

Teacher Fellows: An Inquiry Professional Learning Community
Raquel Munarriz Diaz, University of Florida
Valerie Mendez-Farinas, University of Florida

Panel Session: Winchester

Perspectives on Contemporary Intersections of Love, Justice, and Education
Rachel Harper, The Art Institute of Chicago
Ada Grey, Independent Scholar
Avi Lessing, Oak Park and River Forest High School
William H. Schubert, University of Illinois at Chicago
William Watkins, University of Illinois at Chicago

Issues & Ideas Session: Chicago Peace

Are Pre-service Teachers Ready to Bully Proof their Future Classrooms?
Megan S Kennedy, Westfield State University
Awards Banquet and Marcella Kysilka Lecture 7:00 p.m.
Signature Ballroom

Events

Dinner and Welcome
Amy L. Masko

Acknowledgments
Thanking Departing Board Members
Welcoming New Board Members
Amy L. Masko

Dissertation Awards
Barbara Stern and Dissertation Chairs

Special Awards
Chara Bohan
Christy Moroye
Lynne Bailey

Keynote Speaker
Janet Miller

"Curriculum Theorizing with/in the Throes of the Audit Culture"

Janet Miller is Professor of English Education and Program Coordinator of Programs in English Education/The Teaching of English in the Department of Arts and Humanities at Teachers College, Columbia University.

Miller earned her M.A. in English Education from the University of Rochester, New York, and her Ph.D. in Humanities Education and Curriculum Theory from The Ohio State University. She taught high school English for seven years and has been teaching at the university level since 1979. She is a Co-Chair of the Teacher Education Policy Committee. She was elected President of the American Association for the Advancement of Curriculum Studies for the 2001-2004 term, and re-elected President for a second term. Her research and teaching interests focus on intersections of curriculum and feminist theories, constructions of teacher subjectivities in collaborative school reform and research efforts, and biography and autobiography as postmodern forms of qualitative inquiry. Her work has been published in a number of international refereed journals, including Curriculum Inquiry, Educational Theory, Journal of Curriculum and Supervision, Educational Foundations, English Journal, Journal of Curriculum Studies, English Education, and JCT, among others. She has authored over twenty-five book chapters. She recently received one of two Teachers College Tenured Faculty Research Awards for the 2003-2004 academic year for her current research, tentatively entitled Convergences: A Collaborative Biography of Maxine Greene (http://www.tc.columbia.edu).

**Please join us for the Book Fair immediately following in Signature Foyer
**Saturday 10/12 • Special Session • 8:00 – 8:55 a.m.**

Professors of Curriculum Meeting
All are invited to attend - Othello

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**Saturday 10/12 • Session L • 9:00 – 10:00 a.m.**

**Poster Session: Duet**

Challenges and Obstacles of Implementing *Next Generation Science Standards*: The Experience of an Elementary Summer Science School
Nahid Nariman, University of California, San Diego

Science Youth Action Research: Fusing Scientific Inquiry and Reflective Practice
Elizabeth Coleman, Loyola University Chicago

Visual Representations Bridge the Gap Between Concrete Manipulatives and Abstract Symbolic Representations in Teaching Mathematics
Sharon Pratt, Indiana Wesleyan University

Jaguar Camp: Reaching Students Through Innovative Instruction
Shelley B. Harris, Texas A&M University San Antonio
Mishaleen Allen, Texas A&M University San Antonio
Juanita Sepulveda, Texas A&M University San Antonio

Pre-Service Teachers’ Perceptions of Classroom Roles and Technology Use
Jason Trumble, Baylor University

**Issues & Ideas Session: Othello**

Using iPads to Enhance Preservice Teachers’ Literacy Teaching Skills
Mingyuan Zhang, Central Michigan University
Xiaoping Li, Central Michigan University

**Paper Session: Winchester**

Socializing Intelligence: Using a Model for Giftedness to Raise Expectations for Children in Poverty
Sean C. Mackey, Grand Rapids Public Schools
Amy L. Masko, Grand Valley State University
Kevin Cloninger, Anthropedia Foundation

A Roadmap to Ensure Successful Education for Culturally and Linguistically Diverse Students
Jolanta Jonak, Northeastern Illinois University

**Paper Session: Chicago Peace**
Online Program Success: Impacting Retention and Academic Achievement  
Beatriz Potter, Valdosta State University

Preparing Teacher Candidates to Teach Online: A Pilot Study  
Patricia Calahan, Saginaw Valley State University

Panel Session: Leander

Reading the Common Core in Secondary English Language Arts: Implications for Curriculum, Instruction, and Theory in Urban Education  
Rebecca L. Stanko, Boston Public Schools 
Oneida Fox Roye, Boston Public Schools 
Michele Carpinteri, Boston Public Schools 
Francine Locker, Boston Public Schools

Saturday 10/12 • Session M • 10:10-11:10 a.m.

Paper Session: Duet

Practicing Mindfulness with Teachers for Resiliency  
Karen F Tardrew, National Louis University

Paper Session: Othello

Rethinking Aesthetics and Education  
William White, SUNY Buffalo State 
Jason Grinnell, SUNY Buffalo State

Paper Session: Winchester

Teacher Survey Analysis: Perspectives and Experiences with Project-Based Learning  
Sarah Ferguson, University of North Texas 
Katrina Hovey, University of North Texas

Issues & Ideas Session: Chicago Peace

Preparing the K–12 Teacher! A Novel, Research-based Approach for Inducting and Educating Pre-service Teachers  
Keith Drew, Judson University 
A. Gillian Stewart-Wells, Judson University

Issues & Ideas Session: Leander

“See Yourself in Every Person”: Exploring a Critical, Reflexive Pedagogical Ideology for Pre-Service Teachers in Urban Contexts  
Jeanine M. Staples, The Pennsylvania State University
### Saturday 10/12 • Session N • 11:20 – 12:20 p.m.

**Poster Session:** *Duet*

- **Digital Simulations as a Teaching Tool for Pre-Service Teachers: A Case Study**  
  Jennifer E. Killham, University of Cincinnati

- **Quest to the West: Theory, Ideology and History in Case Studies of the Chinese International students in the U.S.**  
  MiLa Zhu, Texas Christian University

- **The Kateri Curriculum: A Community and University Collaboration to Recognize the Needs of Native American Students**  
  Anna Lees, Loyola University Chicago

**Paper Session:** *Othello*

- **GPS for the Classroom: Traditional Arts in Culturally Responsive Learning**  
  Faye Stanley, University of Canterbury, Christchurch, New Zealand  
  Billy O’Steen, University of Canterbury, Christchurch, New Zealand

**Paper Session:** *Winchester*

- **Contextualizing Culturally Responsive Teaching (CRT) in the University Classroom**  
  Elizabeth Anne Self, Vanderbilt University

- **Creating Visual Consciousness: Museums as Sites for Culturally Responsive Learning Environments**  
  Karla Manning, University of Wisconsin-Madison

**Issues & Ideas Session:** *Chicago Peace*

- **Involving Students in Curriculum Development**  
  Jeroen Gerard Bron, Netherlands Institute for Curriculum Development, SLO

**Panel Session:** *Leander*

- **The Spark That Makes Your Idea Bright: Using Primetime Animation to Explore Social Justice and Place-Based Education for Social Studies Education**  
  Joseph Flynn, Northern Illinois University  
  Andrew Kemp, Georgia Regents University  
  Juan Walker, Valdosta University

### Saturday 10/12 • Graduate Student Luncheon • 12:30 p.m. – 1:30 p.m.

**Graduate Student Luncheon – Dublin**  
Jason Trumble, Baylor University  
Lynne Bailey, Educational Consultant
A special session for graduate students to network and discuss issues of interest or concern – this event limited to graduate student participation only.

**Saturday 10/12 • Session O • 1:30 p.m. – 2:30 p.m.**

**Special Session: Winchester**

**Graduate Student Job Search**
Jason Trumble, Baylor University
Lynne Bailey, Educational Consultant

**Paper Session: Leander**

**Echoes From the Past: A Retrospective Inquiry into Teacher Knowledge on their School Landscape**
Vicki Ross, Northern Arizona University
Elaine Chan, University of Nebraska-Lincoln

**Paper Session: Othello**

**Present or Not Present, That is the Question: To What Extent Do Florida’s K-12 Science Standards Represent an Ecological Paradigm?**
Michelle Tenam-Zemach, Nova Southeastern University
John Pecore, West Florida University

**Transformative Teaching and Learning: A Narrative Analysis of Secondary Pre-Service Teachers’ Reflections on Alternative School Field Experiences**
Jennifer LeBlanc, Texas A&M University
Amanda S. Otten, Texas A&M University

**Paper Session: Duet**

**Learning to (Teach) Write: Developing Partnerships Between Universities and Public Schools to Create Effective Professional Development Programs**
Meghan Whitfield, University of Hawai‘i at Mānoa
Sara Podlewski, University of Hawai‘i at Mānoa
Heather DeWoody, University of Hawai‘i at Mānoa
Norma Jean Stodden, University of Hawai‘i at Mānoa

**Language-Based Content Instruction and Academic Literacy Development of English Language Learners**
Dong-shin Shin, SUNY Brockport

**Issues & Ideas Session: Chicago Peace**

**In the Mood: Dealing with Dispositions in Teacher Education**
Pam Brown, Oklahoma State University
Thank you for joining us in

Chicago, IL

Please mark your calendars to attend the 21st Annual Conference and Celebration of AATC in 2014

Tampa, Florida
October 9-11, 2014

Hilton Tampa Airport - Westshore
2225 North Lois Avenue
Tampa, Florida, 33607
813-877-6688

Speakers:

Dr. Gloria Ladson-Billings
Dr. Ladson-Billings’ research examines the pedagogical practices of teachers who are successful with African American students.

Dr. Peter Taubman
Dr. Taubman’s scholarly work focuses on how psycho/social identities affect teaching and learning and the pressing issues of social justice in urban education.

Conversation with:

Drs. Ilene and Michael Berson
Drs. Berson and Berson will conduct a session on digital citizenship and cyber security related to children in schools.
See Call for Proposals in the back of Program and online at www.aatchome.org

Stay tuned for updates and get your AATC news from www.aatchome.org

2013 AATC Program Chair:  Dr. Bradley Conrad

2014 AATC Program Chair:  Dr. John Pecore

Information about AATC

Keynote Speakers

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<th>Carol Lee</th>
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<td>Peter Hlebowitsh, Marcella Kysilka Lecture</td>
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<td>O.L. Davis Jr.</td>
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<td>Michael Connelly</td>
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Dissertation Award Winners

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<td>Erica DeCuir</td>
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<td>Stacey Elsasser</td>
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<td>Wesley Null</td>
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AATC Conference Sites

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2010  St. Louis  2004  Portland  1998  Orlando
2009  Arlington (VA)  2003  Baltimore  1997  Indianapolis
2008  Austin  2002  Tulsa  1996  San Antonio
2007  Cleveland  2001  Denver  1995  Atlanta
2006  Charlotte  2000  Alexandria  1994  Dallas
2005  Austin  1999  Orlando

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Volume 15 numbers 1 & 2

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- A Paper presentation is a formal paper reporting ongoing or completed research and invites questions and discussion. Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 10-15 minutes for the presentation plus an additional 15-20 minutes for discussion.

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- Institutions or School Districts should not be identified in the proposal.
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