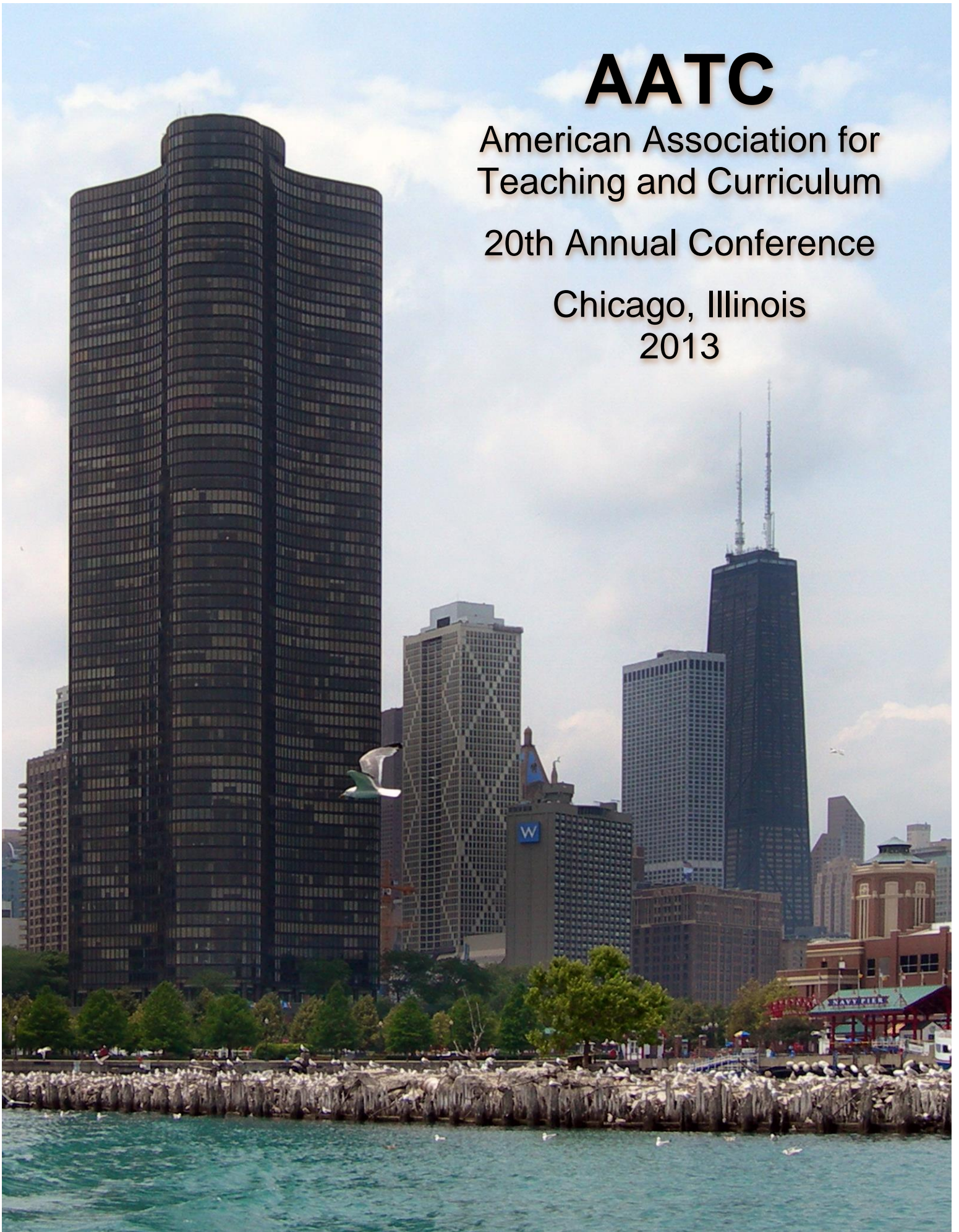


AATC

American Association for
Teaching and Curriculum

20th Annual Conference

Chicago, Illinois
2013



Welcome

PRESIDENT'S GREETINGS

October 2013

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 Bosiwah (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

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Past President

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Vicki Ross, Northern Arizona University

Candace Schlein, University of Missouri-Kansas City

Elaine Chan, University of Nebraska-Lincoln

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Co-Editors: David Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver

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AATC History

The American Association for Teaching and Curriculum

www.aatchome.org

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), the American Political Science Association (1903) and the American Academy of Religion (1909).

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

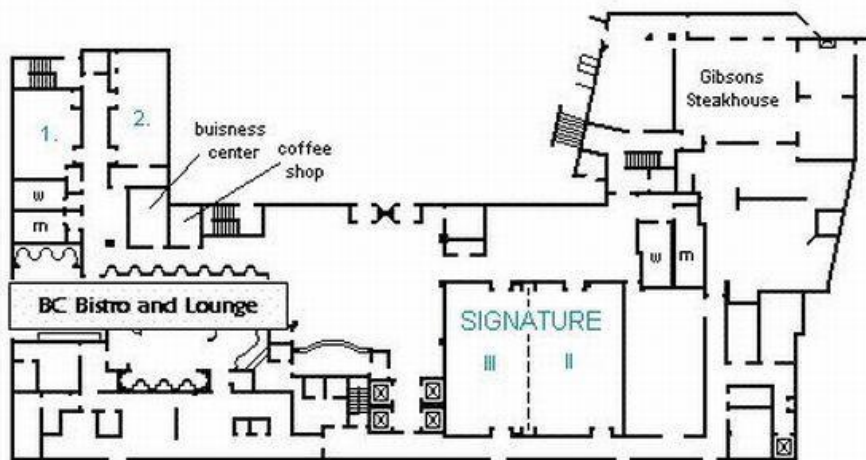
The Twentieth Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

AATC Presidents

2014	Barbara Slater Stern, James Madison University	2000	Stephen Fain, Florida International University
2013	Amy L. Masko, Grand Valley State	1999	William Segall, Oklahoma State
2012	Richard Biffle III, Thomas College	1998	Sylvia Hutchinson, University of Georgia
2011	Wesley Null, Baylor University	1997	Ann Converse Shelly, Ashland
2010	David M. Callejo Perez, Saginaw Valley	1996	Fran Hunkins, University of Washington
2009	Robert Boostrom, Southern Indiana	1995	O. L. Davis Jr., University of Texas
2008	Karen Riley, Auburn-Montgomery	1994	John Laska, University of Texas
2007	Alan W. Garrett, Eastern New Mexico		
2006	William Veal, North Carolina		
2005	Cheryl Craig, University of Houston		
2004	David Flinders, Indiana University		
2003	Gretchen Schwarz, Oklahoma State		
2002	Ron Wilhelm, University of North Texas		
2001	P. Bruce Uhrmacher, Denver		

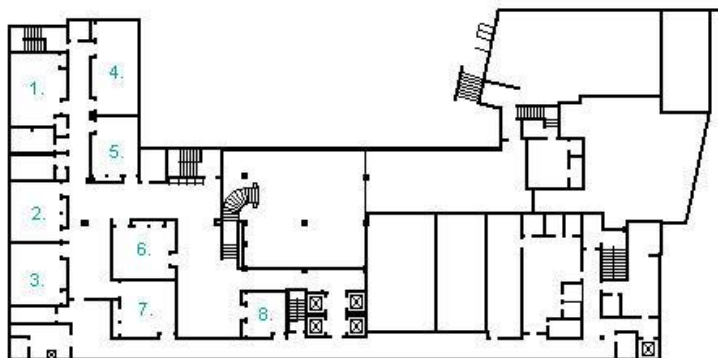
Doubletree by Hilton Chicago O'Hare-Rosemont Hotel Map

DOUBLETREE HOTEL CHICAGO O'HARE AIRPORT-ROSEMONT - MAIN LEVEL



- 1. MEDALLION
- 2. MISTER LINCOLN

DOUBLETREE HOTEL CHICAGO O'HARE AIRPORT-ROSEMONT MEZZANINE LEVEL



- | | | |
|---------------|------------------|-------------|
| 1. WINCHESTER | 4. OHELLO | 7. DUBLIN |
| 2. ARTISTRY | 5. CHICAGO PEACE | 8. ELECTRON |
| 3. LEANDER | 6. DUET | |

20th Annual Conference at a Glance

Thursday, October 10, 2013

8:00-5:00	Registration - Signature Foyer – Mezzanine
8:00-9:45	Executive Council Meeting - Duet
10:00-10:50	Welcome and Presidential Address – Signature II <i>Dr. Amy L. Masko, AATC President</i>
11:00-12:25	Breakout Session (A)
12:30-1:50	Luncheon Keynote Speaker – Signature Ballroom <i>Keynote Speaker - Dr. Carol Lee</i>
2:15-5:05	Breakout Sessions (B-D)
3:00	Afternoon Coffee/Tea and Snacks
6:00-7:30	AATC Welcome Reception (open to all) – Mezzanine Foyer

Friday, October 11, 2013

8:00-5:00	Registration – Signature Foyer – Mezzanine
7:30-9:00	Continental Breakfast – Signature Foyer
8:00-8:50	Business Meeting (open to all) - Othello
9:00-12:20	Breakout Sessions (E-G)
12:20-1:20	Lunch on Our Own
1:30-5:45	Breakout Sessions (H-K)
3:00	Afternoon Coffee/Tea and Snacks
7:00	AATC Awards Banquet & Marcella Kysilka Lecture - Signature Ballroom, <i>Keynote Speaker – Dr. Janet Miller</i>

**Book Fair immediately following Dinner Banquet – Signature III*

Saturday, October 12, 2013

8:00-11:00	Registration – Signature Foyer - Mezzanine
8:00-8:55	Professors of Curriculum Meeting (open to all) - Othello
9:00-12:20	Breakout Sessions (L-N)
10:00	Mid-Morning Coffee/Tea and Snacks
12:30-1:30	Graduate Student Luncheon – Dublin
1:30-2:30	Breakout Sessions (O)
2:30-4:00	AATC Board Meeting – Artistry

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 Enculturation 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

Literary Interpretation: The Pedagogical Implications of an African American Discourse Genre. She 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

Ideas & Issues Session: *Chicago Peace*

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, Coastal 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

Welcome Reception 6:00 – 7:30 p.m.

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	
Website	Blake Bickham
Newsletter	Pamela Thompson
Program	Bradley Conrad
O.L. Davis, Jr. Award	Chara Bohan
AATC Archives	Elaine Chan, Vicki Ross, Candace Schlein
Other Business	
Discussion	

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

Debra 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 Bosiwah

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

Winner: Andrew Delbanco's - *College: What it Was, Is and Should Be* (Princeton University Press)

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**

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 Royce, 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
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Tampa, Florida
October 9-11, 2014



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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

2013	Janet Miller, Marcella Kysilka Lecture	Carol Lee
2012	Jane Bluestein, Marcella Kysilka Lecture	Mary Alice Sisneros
2011	Peter Hlebowitsh, Marcella Kysilka Lecture	Dan Liston
2010	Bill McDiarmid, Marcella Kysilka Lecture	Craig Kridel
2009	William Schubert, Marcella Kysilka Lecture	William Ayers
2008	O.L. Davis Jr.	Renee Clift
2007	Carl Glickman	Suzanne Wilson
2006	Michael Connelly	David Hansen
2005	C. A. Bowers	William Pinar
2004	Geneva Gay	Madeleine Grumet
2003	Eleanor Duckworth	O. L. Davis Jr.
2002	William Schubert	William Ayers
2001	Nel Noddings	D. Jean Clandinin
2000	Elliot Eisner	Maxine Greene
1999	Michael Apple	Steve Selden
1998	Wilma Longstreet	Celebration School Staff
1997	Robert Donmoyer	Burga Jung

Dissertation Award Winners

	<u>Curriculum</u>	<u>Teaching</u>
2013	Limarys Caraballo	Brooke Blevins
2012	Erica DeCuir	Michele Baum
2011	Anita Charles	Jill Martin
2010	Cassandra Trousas	John Pecore
2009	Avi Mintz	Candace Schlein
2008	Steven Fleet	Sherri Colby
2007	Shijing Xu	Mark Seaman
2006	Michelle Sharpswain	Sandra Musanti
2005	Stephanie Soliven	Sarah Ramsey
2004	Donna Spirka	
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	Kevin Kienholz

AATC Conference Sites

2016	Grand Rapids (MI)	2014	Tampa	2012	San Antonio
2015	Portland (ME)	2013	Chicago	2011	Denver

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		

2013 Participants' Index

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Fundamentals of Gifted Education
 Considering Multiple Perspectives

Edited by
Carolyn M. Callahan and Holly L. Hertberg-Davis

Published July 2012
 504 pages
 Hb: 978-0-415-88131-7

The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs, providing appropriate counseling services, and evaluating programs for the gifted. Most sections are organized around fundamental issues.

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 Illuminating Lives

Edited by
Ann Robinson and Jennifer Jolly

Forthcoming October 2013
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A Century of Contributions to Gifted Education traces the conceptual history of the field of gifted education. Bookended by Sir Francis Galton's Hereditary Genius published in 1869, and Sidney Marland's report to the United States Congress in 1972, each chapter represents the life and work of a key figure in the development of the field.

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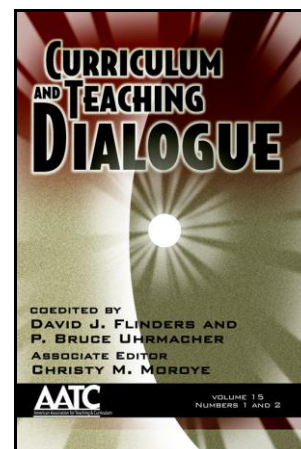
Curriculum and Teaching Dialogue Volume 15 numbers 1 & 2

Edited by **David J. Flinders**, *Indiana University, Bloomington*
P. Bruce Uhrmacher, *University of Denver*
 and **Christy M. Moroye**, *University of Northern Colorado*

A volume in *Curriculum and Teaching Dialogue*

Series Editors: David J. Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



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Co-Editors: David Flinders, Indiana University & P. Bruce Uhrmacher, University of Denver

Associate Editor: Christy Moroye, University of Northern Colorado

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These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. **Manuscripts in this category must be received by October 31** of that year.

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