



AATC
American Association for Teaching & Curriculum

21st Annual Conference

Tampa, Florida

October 9-11, 2014

**American Association for
Teaching and Curriculum**

Welcome

PRESIDENT'S GREETINGS

October 2014

On behalf of the AATC Executive Committee and myself, welcome to Tampa and AATC's 21st year—We have matured and come of age as an organization at a time when teaching and curriculum are hot political topics. Here in Tampa we want to tone down the rhetoric of the election cycle and focus on scholarly discussions of curriculum, teaching and learning in an atmosphere of collegiality. AATC conferences are known for thoughtful, deep discussions including all the participants across the three days. I hope you will arrive early and stay late adding your expertise to the conversations and presentations.

This year's conference features two renowned keynote speakers; our luncheon speaker, Peter Taubman and our dinner speaker, Gloria Ladson-Billings. In addition we have Michael and Ilene Berson joining us for a conversation on cybersecurity and education. Additional special sessions we can look forward to include retrospective panels honoring the long careers and contributions of the late Elliot Eisner and Maxine Greene, both former AATC keynote speakers. Their strong voices in support of quality, meaningful education are already missed by the academy. We are also featuring informal chat special sessions to provide an opportunity for early career and graduate students to interact more deeply with our guest speakers. The graduate student luncheon has been replaced, as requested, with a breakfast in an earlier time slot on the program. We will continue our combined Writer's Workshop/Writing for Curriculum and Teaching Dialogue session.

We congratulate our O.L. Davis Book Award recipient, William Reese for *Testing Wars in the Public Schools: A Forgotten History*. The Francis Hunkins Distinguished Article award winners in the category of Curriculum to Elliot Eisner (posthumous) and Susan Freeman for *Notes on Composing and Composition* and in the category of Teaching to Houman Harouni for *The Risking of Observations in the Classroom: Teacher as Cultural Critic*. Our John Laska Distinguished Dissertation Award in Curriculum to Benjamin Ingman, University of Colorado-Denver for *Rethinking the adventure education experience: An inquiry of meanings, culture, and educational virtue* and in Teaching to Jessica Meehan, Tarleton State University for *Castañeda v. Pickard: The struggle for an equitable education - one family's experience with resistance*.

It is my fervent hope that the sessions and conversations during this conference in Tampa, coupled with our wonderful journal, *Curriculum and Teaching Dialogue*, which you will take home with you for continued exploration into the world of teaching and curriculum, help to refresh your knowledge base for the coming year.

Enjoy the conference.

Barbara Slater Stern
AATC President 2014

Table of Contents

Welcome.....	1
Table of Contents.....	2
AATC Leadership.....	3
AATC History and Presidents.....	4
Hilton Tampa Airport Westshore Hotel Map.....	5
Conference at a Glance.....	6

Special Events and Meetings

Graduate Student Breakfast: Thursday 8:00-10:00 pm.....	7
Welcome Ceremony & Presidential Address: Thursday 10:00-10:50 am.....	7
New Members Orientation: Thursday 11:00-12:15 pm.....	7
AATC Luncheon: Thursday 12:30-2:00 pm	
• Keynote Speaker: Peter Taubman.....	9
Welcome Reception: Thursday 6:00-7:30pm.....	13
Business Meeting: Friday 7:30-9:00am.....	14
AATC Awards Banquet and Marcella Kysilka Lecture: Friday 6:30 pm	
• Keynote Speaker: Gloria Ladson-Billings.....	24
Book Fair follows in the Gulf Board Room	
Professors of Curriculum Meeting: Saturday 7:30-9:00am.....	25

Special Sessions

Late Maxine Greene Tribute.....	10
Invited Conversation with Peter Taubman.....	11
CTD Editors Session and Writer's Workshop.....	11, 12
Invited Conversation with Michael and Ilene Berson	15
AATC Outreach Committee.....	16, 17
Invited Conversation with Gloria Ladson-Billings	21
O.L. Davis, Jr. Book Award	21
Dissertation Award Winners.....	22
Late Elliot Eisner Tribute.....	25

General Conference

Session A: Thursday 11:00 - 12:15 pm.....	7
Session B: Thursday 2:00 - 3:05 pm.....	10
Session C: Thursday 3:15 - 4:20 pm.....	11
Session D: Thursday 4:30 - 5:30 pm.....	12
Session E: Friday 9:00 - 10:05 am.....	15
Session F: Friday 10:15 - 11:20 am.....	16
Session G: Friday 11:30 - 12:30 pm.....	17
Session H: Friday 2:00 - 3:00 pm.....	19
Poster Session: Friday 2:00 - 3:30 pm.....	20
Session I: Friday 3:30 - 4:35 pm.....	21
Session J: Friday 4:45 - 5:45 pm.....	22
Session K: Saturday 8:30 - 9:35 am.....	25
Session L: Saturday 9:45 - 11:00 am.....	26
Session M: Saturday 11:30 - 12:20 pm.....	28
Session N: Saturday 12:30 - 1:20 pm.....	29

AATC Information and Calls

Information about AATC.....	32
Participants' Index.....	33
CTD Information.....	39
CTD Call for Manuscripts.....	41
AATC 2015 (Portland, Maine) Call for Proposal.....	43

AATC LEADERSHIP • 2014-2015

Past President

Barbara Slater Stern, James Madison University

President

Chara Haeussler Bohan, Georgia State University

President Elect

William L. White, Buffalo State College

Executive Committee

Donna Breault

Missouri State University

Brad Conrad

Capitol University

Joseph Flynn

Northern Illinois University

Rubén Garza

Texas State University

Shelley B. Harris

Texas A&M Univ. - San Antonio

Kate Kauper

Cornell College

John Pecore

University Of West Florida

Michelle Tenam-Zemach

Nova Southeastern Univ.

Amy Williamson

Angelo State University

Executive Secretary and Web Liason

Lynne Bailey, Learning Communities Consulting

2014 Program Chair

John Pecore, University Of West Florida

2015 Program Chair (2014 Program Assistant)

Dana Haraway, James Madison 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

Editorial Review Board

Robert Boostrom

University of Southern Indiana

Robert Donmoyer

University of San Diego

Lyn Forester

Doane College

Alan Garrett

Eastern New Mexico University

J. Randall Koetting

University of Nevada, Reno

William Veal

College of Charleston

Editorial Advisory Board

Michael Apple

University of Wisconsin-Madison

Thomas Barone

Arizona State University

D. Jean Clandinin

University of Alberta

William Pinar

University of British Columbia

Steve Selden

University of Maryland, College Park

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 including 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 Twenty-first Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

AATC Presidents

2015	Chara Haeussler Bohan, Georgia State	2004	David Flinders, Indiana University
2014	Barbara Slater Stern, James Madison	2003	Gretchen Schwarz, Oklahoma State
2013	Amy L. Masko, Grand Valley State	2002	Ron Wilhelm, University of North Texas
2012	Richard Biffle III, Thomas College	2001	P. Bruce Uhrmacher, University of Denver
2011	Wesley Null, Baylor University	2000	Stephen Fain, Florida International
2010	David M. Callejo Pérez, Saginaw Valley	1999	William Segall, Oklahoma State
2009	Robert Boostrom, Southern Indiana	1998	Sylvia Hutchinson, University of Georgia
2008	Karen Riley, Auburn-Montgomery	1997	Ann Converse Shelly, Ashland University
2007	Alan W. Garrett, Eastern New Mexico	1996	Fran Hunkins, University of Washington
2006	William Veal, North Carolina	1995	O. L. Davis Jr., University of Texas
2005	Cheryl Craig, University of Houston	1994	John Laska, University of Texas

Hilton Tampa Airport Westshore Hotel Map

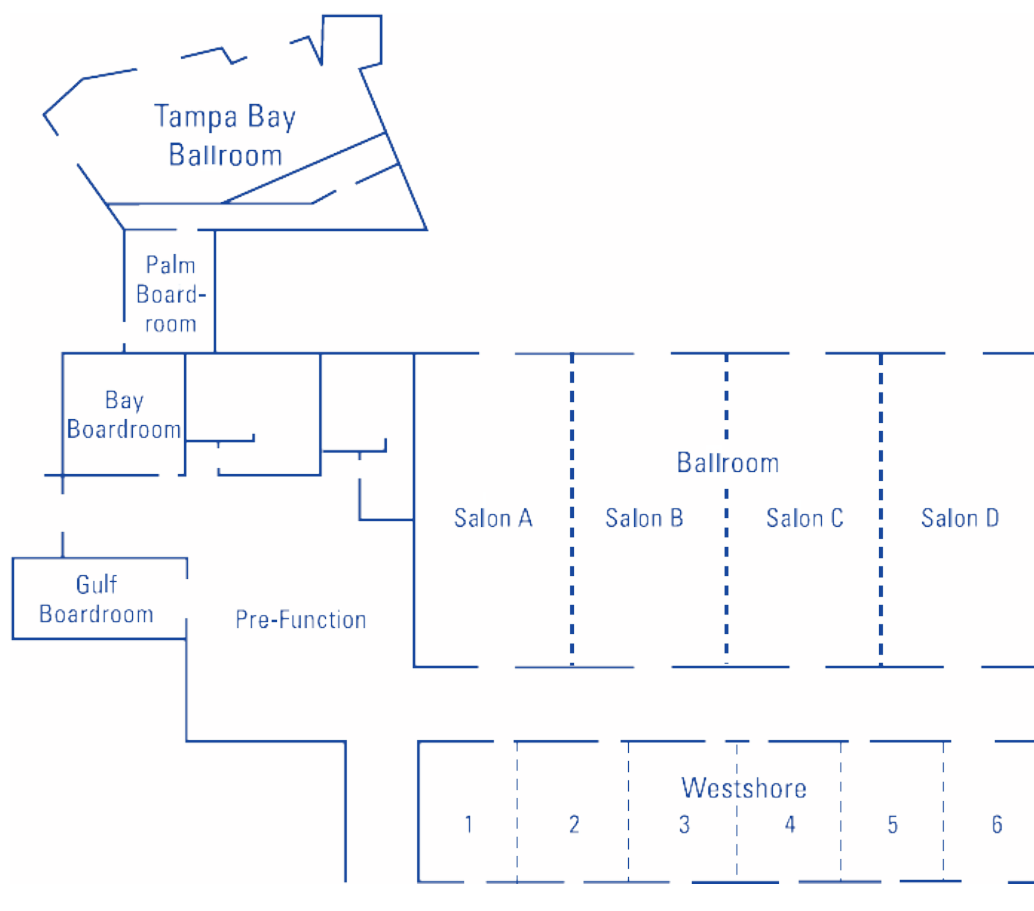


Photo / Image Release

By attending this conference, you consent to your image being captured by official AATC photographers and videographers. The resulting materials, including still photographs, video and audio recordings may be used by AATC, without restriction, in news materials, promotional materials, on the AATC website and other properties.

Special thanks to Joseph Vandella for the cover artwork, used with permission.

21st Annual Conference at a Glance

Thursday, October 9, 2014

8:00-5:00	Registration - Prefunction Room
8:00-9:45	Graduate Student Breakfast - Salon A
7:30-9:45	Executive Council Meeting - Salon D
10:00-10:50	Welcome and Presidential Address - Westshore 1/2 <i>Barbara Slater Stern, AATC President</i>
11:00-12:15	Breakout Session (A)
12:30-2:00	Luncheon Keynote Speaker - Salon AB <i>Keynote Speaker - Peter Taubman</i>
2:00-5:30	Breakout Sessions (B-D)
6:00-7:30	AATC Welcome Reception (open to all) - Pool side (In case of inclement weather - CoCoNuts Restaurant)

Friday, October 10, 2014

7:00-5:00	Registration - Prefunction Room
7:30-9:00	Continental Breakfast - Prefunction Room
7:30-8:50	Business Meeting (open to all) - Westshore 1/2
9:00-12:30	Breakout Sessions (E-G)
12:30-2:00	Lunch on Our Own
2:00-5:45	Breakout Sessions (H-J)
2:00-3:30	Poster Session with Snacks - Prefunction Room
3:00-3:30	Afternoon Drinks/Snacks - Prefunction Room
6:30	AATC Awards Banquet & Marcella Kysilka Lecture - Salon CD <i>Keynote Speaker - Gloria Ladson-Billings</i>

Book Fair immediately following Dinner Banquet - **Gulf Board Room*

Saturday, October 11, 2014

7:30-10:00	Registration - Prefunction Room
7:30-8:25	Professors of Curriculum Meeting (open to all) - Westshore 1/2
8:30-11:00	Breakout Sessions (K-L)
11:00-11:30	Mid-Morning Drinks and Snacks - Prefunction Room
11:30-1:20	Breakout Sessions (M-N)
1:30-3:30	AATC Board Meeting - Suite Parlor 112

Thursday 10/9 • Graduate Student Breakfast • 8:00 – 9:45 a.m.

Graduate Student Breakfast – Salon A

Sarah Ramsey, Southwestern Oklahoma State University; Rubén Garza, Texas State University
A special session for graduate students to network and discuss issues of interest or concern – this event limited to graduate student participation only.

Thursday 10/9 • Opening Session: Presidential Address • 10:00 – 10:50 a.m.

**PLEASE JOIN US FOR THE WELCOMING
AND PRESIDENTIAL ADDRESS**

Thursday, October 9, 2014
 10:00 a.m. Salon C

Speaker: **AATC President**
Barbara Slater Stern
 James Madison University

"Education and Experience"

Thursday 10/9 • Session A • 11:00 – 12:15 p.m.

Orientation Mentoring

Thursday 11:00 – 12:15 p.m.

Salon D

New member orientation

Rubén Garza, Texas State University

First time AATC members, new faculty, and graduate students are invited to attend the mentoring orientation session.

Paper Session	Thursday 11:00 – 12:15 p.m.	Westshore 1/2
----------------------	------------------------------------	----------------------

The Problem of John Dewey's Democracy and Education

Robert Boostrom, University of Southern Indiana

This paper explores the question: what, if anything, does Dewey's century-old educational work have to offer educators today?

Curriculum Mindedness in Teacher Education

Kate Kauper, Cornell College; Meg Jacobs, Cornell College

This paper examines the possibilities and limitations for curriculum-mindedness in teacher education.

When Teachers Grapple With Doubt: The Transformative Effect of "Now What?" Moments in the Classroom

Katherine Newburgh, University of Denver

This paper uses the inner core of teaching as a lens to examine teacher growth in moments of pedagogical doubt.

Paper Session	Thursday 11:00 – 12:15 p.m.	Westshore 3/4
----------------------	------------------------------------	----------------------

The Association between School Environmental Factors and Middle and Junior High School Social Studies Teachers' Authority in an Age of Standardized testing

Hyeri Hong, University of Iowa

Using the national survey data, this study examines the association between school environmental factors and middle school social studies teachers' classroom authority.

Inventrepreneurs: Partnerships for Powerful Integrated Learning

Karon LeCompte, Baylor University; Barbara Purdum-Cassidy, Baylor University; Leanne Howell, Baylor University; Mary Witte, Baylor University

This paper explores the impact of an integrated social studies ELAR project with a community issues focus for preservice teachers working in diverse classroom settings.

Looking to the Past: How 8th Grade History Teachers Utilize Visual Texts

Jearl Nix, Georgia State University

This paper presentation describes the research methods used to explore how 8th grade history teachers use visual texts.

Paper Session	Thursday 11:00 – 12:15 p.m.	Westshore 5/6
----------------------	------------------------------------	----------------------

Appalachian Immigrant Students: Emotional Experience With School

Wendy Whitmore, Indiana University

Explore emotions & feelings of Appalachian immigrant students in relationship to school. Findings will be compared to the literature on immigrant student experience in the US.

DREAMers Deferred: Reaching for the Stars, Standing in the Dark

Chris Liska Carger, Northern Illinois University

This qualitative study explores the challenges faced by undocumented college students since the 2012 DACA initiative. It explores issues faced by students and college instructors.

Thursday 10/9 • Luncheon • 12:30 – 2:00 p.m.

AATC LUNCHEON

Please join us in

Salon AB

Keynote Speaker: Peter Taubman

"So What's the Alternative? How We Allowed Education Reform to Happen and What We Can Do about It"

Peter Taubman is professor of education in the School of Education at Brooklyn College. He is a co-founder of the Bushwick School for Social Justice, in Brooklyn, New York. His book, *Teaching by Numbers: Deconstructing the Discourse of Standards and Accountability in Education*, published by Routledge Press, received the 2010 Outstanding Book Award from AERA's Division B, the 2010 Critics Choice Book Award from the American Educational Studies Association, and the O.L. Davis, Jr. Outstanding Book Award from AATC. His most recent book, *Disavowed Knowledge: Psychoanalysis, Teaching and Education*, was published by Routledge Press in 2012. He is a founder of Reclaiming the Conversation on Education and works actively to resist corporate reforms. Most recently he has written resolutions passed by New York State United Teachers (NYSUT) and the American Federation of Teachers (AFT) in opposition to Teacher Performance Assessment (edTPA). He is currently working on a new book entitled *Archeology of an Educational Future*.

Thursday 10/9 • Session B • 2:00 – 3:05 p.m.

Tribute Session	Thursday 2:00 – 3:05 p.m.	Salon D
<p>Late Maxine Greene Tribute</p> <p>Barbara Slater Stern (Facilitator), James Madison University; William Schubert, University of Illinois-Chicago; Julie Teel, LeTourneau University; Marcy Kysilka, University of Central Florida; David Flinders, Indiana University</p> <p><i>This symposium honors the work of Maxine Greene, renowned educational philosopher, curriculum scholar, vigorous advocate for the arts in education, and former AERA President. Greene used existential aesthetics and continental philosophy to promote the arts as a means for personal and social meaning making.</i></p>		
Issues & Ideas Session	Thursday 2:00 – 3:05 p.m.	Westshore 1/2
<p>White Fatigue, Post-racialism, and the American Curriculum: Popular and Curricular Considerations for Advancing Critical Dialogues</p> <p>Joseph Flynn, Northern Illinois University</p> <p><i>This presentation will explore the idea of White Fatigue, or the willingness to disengage from learning about racism and social justice issues</i></p> <p>The Generation Gap – Understanding and Connecting the Generations</p> <p>Richard Biffle III, Thomas College</p> <p><i>Understanding others helps us know ourselves as well as manage & teach students. The session will explore problems, solutions, & strategies to address issues of generation gap.</i></p>		
Issues & Ideas Session	Thursday 2:00 – 3:05 p.m.	Westshore 3/4
<p>Embracing Curriculum as Aesthetic Text: The Embodiment of Mathematics</p> <p>Lester A. C. Archer, Louisiana State University</p> <p><i>The Common Core privileges the disembodied approach to mathematics. However, the mind-body split with respect to mathematics in the curriculum needs to be re-examined.</i></p> <p>What is Mathematical Reasoning?</p> <p>Joe Bolz, University of Denver</p> <p><i>As our nation looks for teachers to ready students to be able to reason mathematically, we are left with a question – what is mathematical reasoning?</i></p>		
Paper Session	Thursday 2:00 – 3:05 p.m.	Westshore 5/6
<p>Social Media Best Practices Learned From an Exchange Between US Pre-Service Teachers and Gaza Students</p> <p>Kenneth Carano, Western Oregon University</p> <p><i>The author demonstrates how a Skype activity between US pre-service teachers and Gaza students can inform best practices and teach necessary 21st century skills.</i></p> <p>Collaborating and Connecting in the Secondary Classroom: A Survey of Teacher Perceptions of a Mandated Technology Initiative</p> <p>Erin E. Margarella, University of South Florida; Matthew U. Blankenship, University of South Florida</p> <p><i>This study presents results from a mixed-methods survey about the effects of a mandated Kindle initiative on teachers at a large suburban high school in West Central FL.</i></p>		

Thursday 10/9• Session C• 3:15 – 4:20 p.m.

Conversation Session	Thursday 3:15 – 4:20 p.m.	Salon D
-----------------------------	----------------------------------	----------------

Conversations with Peter Taubman

Michelle Tenam-Zemach (Facilitator)

Graduate students and early career professionals are invited to an informal chat with Dr. Taubman.

Special Session	Thursday 3:15 – 4:20 p.m.	Westshore 1/2
------------------------	----------------------------------	----------------------

CTD Editors Session and Writer's Workshop – This session carries over to session D

Chara Haeussler Bohan, Georgia State University; Christy M. Moroye, University of Northern Colorado; David Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver

Paper Session	Thursday 3:15 – 4:20 p.m.	Westshore 3/4
----------------------	----------------------------------	----------------------

Why They Do What They Do: Teachers Explain Their Current Teaching of Writing

Rebecca Harper, Georgia Regents University

This paper addresses the instructional practices, beliefs, and justifications of four middle grades English Language Arts teachers.

Curriculum de L'Ecole Fondamentale. The core curriculum of Haiti: An emerging standards based model

Mary Clisbee, Nova Southeastern University

This qualitative study describes and analyzes the Haitian national curriculum in the context of the post-earthquake educational state.

Paper Session	Thursday 3:15 – 4:20 p.m.	Westshore 5/6
----------------------	----------------------------------	----------------------

Preparing Students for an Uncertain Future: Knowing How to Live Well in the 21st Century

Kevin Cloninger, Anthropedia Foundation

Preparing students for an uncertain future will require more than incorporating technology or job training; we need to prepare them to know how to live well.

Mentoring: Building a Curriculum to Support Black Males

Sean L. Dickerson, University of South Florida; Vonzell Agosto, University of South Florida

Using frameworks from critical curriculum theorists, this analysis focuses on the mentoring curriculum of a national non-profit organization serving Black males.

Thursday 10/9 • Session D • 4:30 – 5:30 p.m.

Panel/Symposium	Thursday 4:30 – 5:30 p.m.	Salon D
Dignity of the Calling: Educators Share the Beginnings of their Journeys Andrew Kemp, Georgia Regents University; Nancy Arrington, Georgia Southern; Cassandra Trousas, University of Denver; Veena Paliwal, University of West Georgia; Christine Greenhow, Michigan State University; Comfort Ateh, Providence College; Shelley Harris, Texas A&M-San Antonio; Chris Carger, Northern Illinois University; William White, Buffalo State College; Joseph Flynn, Northern Illinois University; Dana Haraway, James Madison University; David Flinders, Indiana University; Marcy Kysilka, University of Central Florida; William Schubert, University of Illinois-Chicago; David Callejo Pérez, Saginaw Valley State University <i>This panel discussion will focus on early career experiences by bringing together some of the authors from “Dignity of the Calling” a book slated to be published spring 2015.</i>		
Special Session	Thursday 4:30 – 5:30 p.m.	Westshore 1/2
CTD Editors Session and Writer’s Workshop – This session began during session C Chara Haeussler Bohan, Georgia State University; Christy M. Moroye, University of Northern Colorado; David Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver		
Issues & Ideas Session	Thursday 4:30 – 5:30 p.m.	Westshore 3/4
The Art and Science of Habermas’s Emancipatory Knowledge and American Public Schools Kristin Hall, Texas A&M University <i>Teachers must learn the art of teaching. Habermas’s theory of knowledge provides the framework upon which emancipatory knowledge can rescue American democracy.</i> Resisting Scripted Curriculum Leadership Ann Broomes, University of South Florida; Vonzell Agosto, University of South Florida <i>This discussion involves a principal’s inquiry into scripted curriculum and whether it or a standard-based curriculum holds promise for meeting student needs.</i>		
Paper Session	Thursday 4:30 – 5:30 p.m.	Westshore 5/6
Questioning if our Balance is Smarter Mark Geary, Dakota State University <i>Presentation will share insights gained as volunteer item reviewer for the Smarter Balance assessments designed to test Common Core efficiency/competency.</i> In the Quest for Excellence, Does Efficiency Matter? Frederic Jacobs, American University; Erik Alda, American University <i>Describes the concept of efficiency analysis in education and how it can identify pedagogic, content, and professional factors contributing to educational excellence.</i>		

Welcome Reception 6:00 – 7:30 p.m.

AATC WELCOME RECEPTION

All are invited to attend from:

6:00 – 7:30 p.m.

Hors d'œuvres and Cash Bar

Poolside

(In case of inclement weather – CoCoNuts Restaurant)



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

CONTINENTAL BREAKFAST

Served in **Prefunction Room**

Enjoy Complimentary Breakfast with AATC Attendees

Friday 10/10 • Business Meeting in • 7:30 - 8:50 a.m.

BUSINESS MEETING AGENDA

LOCATION: WESTSHORE 1 / 2

All conference participants are invited to attend. We need a quorum of the members so please adjust your schedule so that the organization can move forward. Thank you.

AGENDA

Welcome, Introductions, & Announcements

Barbara Slater Stern

Report from the Executive Secretary

Lynne Bailey

- Financial Report
- Conference Site Updates
- Website

Committee Reports: (NOTE: **most committee reports will be submitted electronically, any questions about reports will be taken from the floor at the business meeting.**)

- | | |
|---|-----------------------|
| ○ Report on Fall 2014 Conference | John Pecore |
| ○ Report on Elections | Chara Haeussler Bohan |
| ○ Report on John Laska Dissertation Awards | Chara Haeussler Bohan |
| ○ Report on Francis Hunkins Distinguished Article | Christy Moroye |
| ○ Newsletter | Bradley Conrad |
| ○ Grad Students Session/Breakfast | Sarah Ramsey |
| ○ Writer's Workshop | Chara Haeussler Bohan |
| ○ O.L. Davis Book Award | Megan Kennedy |
| ○ Membership Committee | Shelley Harris |
| ○ Historians Report | Elaine Chan/Vicki |
| | Ross/Candace Schlein |
| ○ CTD Update | David Flinders |
| ○ Outreach Committee Report | Amy Masko |

Old Business

Constitutional Changes

Barbara Slater Stern

New Business

2015 Conference Chair for Portland, ME

Dana Haraway

8:50 Adjourn

Friday 10/10• Session E• 9:00 – 10:05 a.m.

Conversation Session	Friday 9:00 – 10:05 a.m.	Salon A
A Critical Conversation about Cybersecurity, Cybercitizenship and Cybersafety in the Schools Michael Berson and Ilene Berson, University of South Florida <i>As educators and educational leaders are increasingly implementing technologies into their classrooms, schools and districts, they need to engage in critical conversations about opportunities and challenges associated with technology use and policies. This session will provide an overview of cybersecurity issues in the schools and engage participants in a discussion of digital citizenship strategies that empower children and youth to optimize the benefits of digital resources.</i>		
Paper Session	Friday 9:00 – 10:05 a.m.	Salon B
Blacks' Mathematics Education before Brown: An Examination of Mathematics Curriculum in Industrial Schools in the Segregated South, 1866 – 1954 Nicole M. Russell, University of Denver <i>Ongoing findings of a study examining mathematics curriculum of Blacks in the segregated south. The presentation will focus on Tuskegee.</i>		
African American Stories to Teach Math: How Do Students Respond? Amy K. Corp, Texas A&M University-Commerce <i>Findings and implications of research on using African American stories to teach math are presented with a focus on students' perspective by ethnicity.</i>		
Paper Session	Friday 9:00 – 10:05 a.m.	Salon D
Games Without Frontiers: Understanding Student Engagement During Simulations Charles Gleek, North Broward Preparatory School <i>This paper addresses the degree to which simulations can provide durable connections to both prescribed learning objectives while also enhancing student engagement.</i>		
Efficacy in Using Technology in the Classroom James Coyne, Sam Houston State University <i>The present study examines the following: a) pre-service teachers' attitude toward using technology in the classroom; and b) pre-service teachers' self-efficacy in using technology in the classroom before and after participating in a hands-on inquiry project with technology.</i>		
Paper Session	Friday 9:00 – 10:05 a.m.	Westshore 3/4
Latino/a Pre-Service Teachers' Study Abroad Experiences: Voces desde Madrid (Voices from Madrid) Diana Linn, Texas A&M International University <i>This paper explores the impact of a short-term study abroad program in Spain on Latino/a pre-service teachers' construction of knowledge about diversity issues.</i>		
Making Sense of Teaching: A Narrative Inquiry into Developing Knowledge Community among Student Teachers in India Bobbie Abrol, University of Houston <i>This narrative inquiry investigates the knowledge communities developed among prospective teachers in India on an online forum.</i>		

Paper Session	Friday 9:00 – 10:05 a.m.	Westshore 5/6
----------------------	---------------------------------	----------------------

Lesson Study in Teacher Education: Impacting Preservice and Inservice Teachers

Rosemarie Michaels, Dominican University of California

A professor will describe a Lesson Study program and its impact on the professional growth of both preservice teachers and elementary classroom teachers.

Two Pre-Service Teachers' Orientation Process into the Same Teacher Education Program

Naime Elcan, Indiana University

The purpose of this study is to explore two pre-service teachers' orientation process into the same teacher education program with emphasis on their identity construction

Friday 10/10• Session F• 10:15 – 11:20 a.m.

Outreach Committee Session	Friday 10:15 – 11:20 a.m.	Salon A
-----------------------------------	----------------------------------	----------------

Building Bridges between the Academy and the Community: A Working Session for Members on Applied Scholarship - This session carries over to session G

Kevin Cloninger, Anthropedia Foundation; Amy Masko, Grand Valley State University

Building on the ideas of Schubert, Ayers, Schwab, and Dewey, participants will be asked to consider in what ways their professional life contributes to making concrete changes in communities and effecting stakeholders. We will do some brainstorming work, and assist participants by providing resources (articles, etc.) and tools (community based research approaches, etc.) so that we can more effectively take action in our scholarly life. Participants are encouraged to come with ideas or projects in mind so that we can move from concept (theory) to action (practice) over the course of the workshop.

Issues & Ideas Session	Friday 10:15 – 11:20 a.m.	Salon B
-----------------------------------	----------------------------------	----------------

The Teacher as Facilitator

Michael Carrigan, Montclair State University/Center for Supportive Schools

The presentation lays out a framework for rethinking teaching as facilitation of student-centered learning as opposed to traditional notions of teacher-directed pedagogy.

Content-Focused Coaching: Taking Beginning Teacher Support to the Next Level

John Pecore, University of West Florida; Julie Gray, University of West Florida

The purpose of this presentation is to discuss the contributing factors to teacher attrition and the benefits of content-focused coaching as a means of addressing this issue.

Issues & Ideas Session	Friday 10:15 – 11:20 a.m.	Salon D
-----------------------------------	----------------------------------	----------------

Wanted: Education Reformers (Only Billionaires Need Apply)

Steven Page, Georgia Regents University

This paper examines which organizations receive grants from non-profit foundations. The mission of the grantees and locations are also analyzed.

Transactional Aesthetics and Curriculum

William L. White, Buffalo State College

This presentation helps to reframe curriculum from interactional to transactional within an aesthetic space that privileges space and place as organizing frames.

Issues & Ideas Session	Friday 10:15 - 11:20 a.m.	Westshore 3/4
Policy, Privatization, Professionalization, and Performance Assessment: Affordances and Constraints for Teacher Education Programs Limarys Caraballo, Queens College of the City University of New York; Leslee Grey, Queens College of the City University of New York <i>We will discuss the intersection of policy, privatization, professionalization, and performance assessment in teacher education and its impact on curriculum and pedagogy.</i>		
From Policy to Implementation: A Conversation About Arts Evaluation and Teacher Effectiveness in Colorado Laura Tuthill, University of Colorado at Colorado Springs; Caitlin Lindquist, Think 360 Arts <i>This Issues and Ideas session asks how creative expression can be evaluated and what the larger implications of evaluation in the arts may be.</i>		
Paper Session	Friday 10:15 - 11:20 a.m.	Westshore 5/6
Poiesis and Public Culture: Creating Curriculum Spaces Donna Adair Breault, Missouri State University <i>This discussion draws on the work of the Poiesis Fellowship's work on Public Culture to explore new images of constructivism as it relates to curriculum work.</i>		
Aptitudes, Beliefs, and Content: A Qualitative Inquiry in Mathematical Self-efficacy of Pre-service Elementary Teachers and Upper level Mathematics Students Pamela Thompson, Thomas College; Andres Morales, Thomas College; Deepika Papneja, Lady Shri Ram College <i>This paper highlights a collaborative qualitative inquiry into student mathematical self-efficacy and performance in two college mathematics courses.</i>		
Friday 10/10• Session G• 11:30 - 12:30 p.m.		
Outreach Committee Session	Friday 11:30 - 12:30 p.m.	Salon A
Building Bridges between the Academy and the Community: A Working Session for Members on Applied Scholarship Kevin Cloninger, Anthropedia Foundation; Amy Masko, Grand Valley State University <i>This session began during session F. universities, and find out the major causes that affect their active participation.</i>		
Panel/Symposium	Friday 11:30 - 12:30 p.m.	Salon B
Critical Exploration of Implementing Service Learning into a Teacher Education Curriculum: The Experiences of a Multidisciplinary Professional Learning Community of Scholars Janet Zaleski Burns, Georgia State University; Vera L. Stenhouse, Georgia State University; Joseph R. Feinberg, Georgia State University <i>Address theory & critical ideas within service learning such as community relevance, applicability within related fields, tensions & longitudinal influences of participation.</i>		

Paper Session	Friday 11:30 - 12:30 p.m.	Salon D
----------------------	----------------------------------	----------------

Using the Linguistic Landscape of ESL Students to Enrich the Curriculum

Vanessa Z. Mari, University of Texas San Antonio

Through an examination of ESL standardized curriculum for students in Puerto Rico, I argue that the inclusion of the linguistic landscape in a key component for education.

Understanding Chinese Graduate Students' Participation in Classroom Discussions in American Universities

Arongna Bao, University of Denver

This paper aims to investigate Chinese graduate students' participation in class discussions in American universities, and find out the major causes that affect their active participation.

Paper Session	Friday 11:30 - 12:30 p.m.	Westshore 3/4
----------------------	----------------------------------	----------------------

Collaborative Research and Shared Data: Issues, Implications, and Methods of Success

Andrew Kemp, Georgia Regents University; Steven Page, Georgia Regents University

The purpose of this paper is to outline the issues and implications of sharing data for collaborative research projects.

Humanizing the Retention Paradigm: Seeing and Understanding our Students as More than Data

David Callejo Pérez, Saginaw Valley State University; Nicholas Wagner, Saginaw Valley State University

The purpose of the work revolved around making sense of the relationship between student identity and factors in college success.

Paper Session	Friday 11:30 - 12:30 p.m.	Westshore 5/6
----------------------	----------------------------------	----------------------

iEngage: Exploring the Impact of Action Civics

Brook Blevins, Baylor University; Karon LeCompte, Baylor University; Sunny Wells, Baylor University; Neil Shanks, Baylor University

This paper explores the impact an action civics summer program had on 5th-8th grade students' citizenship attitudes, dispositions, and willingness to engage in civic action.

What Does It Mean To Be an American? A Document Analysis of Citizenship Standards in the Era of High-Stakes Testing

Erica DeCuir, Albany State University

Through document analysis of Florida's citizenship standards, this research paper evaluates citizenship curriculum standards within an intensive high stakes testing context.

Friday 10/10 • Lunch • 12:30 - 2:00 p.m.

LUNCH ON YOUR OWN

Friday 10/10• Session H• 2:00 – 3:00 p.m.

Reminisce Session	Friday 2:00 – 3:00 p.m.	Salon A
Sharing Stories: Curriculum Leaders Reminisce Marcy Kysilka (Facilitator), William Schubert, Edmund Short, and Francis Hunkins <i>Retired, experienced curriculum specialists share stories about their educational experiences and adventures in schools, universities, and professional organizations.</i>		
Panel/Symposium	Friday 2:00 – 3:00 p.m.	Salon B
Three Perspectives on Educational Ecologies: Ethics, Security, and Foundations William White, Buffalo State College; Alexander Means, Buffalo State College; Jason Grinnell, Buffalo State College <i>The crucial paradigm for an analysis of educational practices represents a holistic view of schooling that goes beyond narrowly conceived notions of classroom performances.</i>		
Issues & Ideas Session	Friday 2:00 – 3:00 p.m.	Salon D
The End of Education: Re-Visiting Postman's Call to Redefine the Value of Schooling Todd Hodgkinson, Drake University <i>What is public education for? The purpose of this session is to revisit Postman's (1996) call to redefine the value of schooling.</i>		
Ethics in Teacher Education: A Moral Vacuum? What to do? Jason Trumble, Baylor University; Gretchen Schwarz, Baylor University; <i>As teacher education is reduced to checklists and numerical data, the meaning of teaching as an ethical/moral calling vanishes—to ill effect.</i>		
Paper Session	Friday 2:00 – 3:00 p.m.	Westshore 3/4
From Curriculum Control to Progressivism: An Examination of Teaching Philosophies from Pre-Service Teachers Observing at Alternative Schools Jennifer LeBlanc, Texas A&M University; Amanda S. Otten, Texas A&M University; Abiola A. Farinde, University of Pittsburgh <i>This research examines pre-service teachers' development and reflection of their philosophy on education while placed in an alternative school for field observations.</i>		
Pre Service Teachers' Understandings and Misunderstandings of Funds of Knowledge Sandra L. Guzman Foster, Rice University <i>The focus of this paper presentation is to share with audience members, data from student fieldwork on their understandings and misunderstandings of funds of knowledge</i>		

Friday 10/10 • Poster Session and Snack • 2:00 – 3:30 p.m.

Curriculum Integration and Teacher Collaboration: Initiating a Process for Unpacking Schoolhouse Boxes

Keri Gelenian, Rivendell Interstate School District

This presentation presents an emerging framework to support curriculum integration and teacher collaboration at a rural 7-12 secondary school in Vermont.

The Inclusive Elementary Classroom: Are We Including High Expectations for All?

BethAnne Shurtz, Baylor University

Proposing an inclusion framework for elementary schools in order to provide focus for educators and academic rigor for all students, including those with disabilities.

Changing the "White Way" to Teach United States History

Aubrey Southall, Fulton County Schools/Georgia State University

This poster presentation will focus on incorporating language and race minority perspectives into the United States history classroom.

Critical Thinking and Early Childhood Education: Preparing Students for the Common Core Standards?

Carrie Gentner, University of South Florida

This paper identifies differences between the Florida Voluntary Pre-Kindergarten standards and those defined for Kindergarten students in the Common Core State Standards.

Where is the Gap Again?: Exploring the Relationship of Theory and Practice within an Alternative Teacher Education Program

Gulistan Gursel-Bilgin, Indiana University

This presentation reports a qualitative study focusing on the theory-practice relationship within CoT - an alternative teacher education program - in a Mid-Western university.

A Multiple Case Study of Two African American Female Administrators in High Achieving Elementary Schools

LaBotta Taylor, University of North Texas

To determine how transformational leadership factors of African American female principals influenced academic achievement at urban, elementary schools

Supporting Development of Cultural Competence through Study Abroad: Structures for Pre-Departure, During, and Re-Entry

Cheryl L. Beverly, James Madison University

Strategically supporting development of cultural competence involves pre-departure, immersion, and re-entry engagement

Media Literacy in Teacher Education: Examining the Portrayal of Teachers in the Media

Elena M. Lopez, Baylor University

Media literacy is needed to equip pre-service teachers for teaching in an increasingly media-saturated society

When the Monkey King Meets the Spider Man: Narrative Inquiry of Three Chinese Pre-service Teachers' Cross-cultural Learning Experiences

Gang Zhu, University of Houston

Friday 10/10• Session I• 3:30 – 4:35 p.m.

Conversation Session	Friday 3:30 – 4:35 p.m.	Salon A
-----------------------------	--------------------------------	----------------

Conversations with Gloria Ladson-Billings

Joseph Flynn (Facilitator), Northern Illinois University

Graduate students and early career professionals are invited to an informal chat with Dr. Ladson-Billings.

Special Session	Friday 3:30 – 4:35 p.m.	Salon B
------------------------	--------------------------------	----------------

O.L. Davis, Jr. Book Award

Committee members: Megan Kennedy, Westfield State University; Daniel Conn, Minot State University; Amy L. Masko, Grand Valley State University; Paul Parkison, University of Evansville; Cassie Trousas, University of Denver

Session Presider: Megan Kennedy, Westfield State University

Winner: William J. Reese, "Testing Wars in the Public Schools: A Forgotten History" (Harvard University Press, 2013)

Honorable Mention: Diane Ravitch, "Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools" (Random House, 2013)

Paper Session	Friday 3:30 – 4:35 p.m.	Salon D
----------------------	--------------------------------	----------------

Decoding Race in Schools: Exploring Teacher Racial Literacy as Professional Development

Tanetha J. Grosland, Morgan State University; Sonya Douglass Horsford, George Mason University
Pedagogical framework that integrates racial literacy, Critical Race Theory, and antiracist pedagogy for teacher racial literacy in professional development.

Professional Development for Teachers of English Language Learners

Tzu-Ying Ho, University of Houston

This presentation will highlight ESL teachers' experiences in serving English language learners and ESL teachers' practical knowledge in educational practices.

Paper Session	Friday 3:30 – 4:35 p.m.	Westshore 3/4
----------------------	--------------------------------	----------------------

Teachers' Attitudes and Perceptions of Inclusion in Relation to Grade Level and Years of Experience

Trudi Gaines, University of West Florida; Marsha Barnes, University of West Florida

Teachers' Attitudes and Perceptions of Inclusion in Relation to Grade Level and Years of Experience

Preservice Teachers' Perceptions of Caring: Assessing Dispositions

Rubén Garza, Texas State University; Jim Van Overschelde, Texas State University

This session will discuss the results from the development of an instrument to assess preservice teachers' perceptions of caring and its implications for teacher preparation.

Paper Session	Friday 3:30 - 4:35 p.m.	Westshore 5/6
----------------------	--------------------------------	----------------------

Weekly Lessons: How to Develop and Structure Your Online Course

Michelle Tenam-Zemach, Nova Southeastern University; David Lewis, University of West Florida

This presentation offers participants suggestions for developing and structuring their online courses utilizing a student-centered approach to curriculum design.

Synchronous Learning Tools and the Impact on Graduate Student Learning, Buy-in and Satisfaction

Christopher Amos, The University of West Florida

This presentation will show the impact of online synchronous learning has on graduate student learning, student buy-in and their overall satisfaction.

Friday 10/10• Session J• 4:45 - 5:45 p.m.

Special Session	Friday 4:45 - 5:45 p.m.	Salon A
------------------------	--------------------------------	----------------

Dissertation Award

Committee members: Chara Haeussler Bohan, Georgia State University; Jaqueline Bach, Louisiana State University; Bradley Conrad, Capital University; Jennifer Deets, University of North Carolina Wilmington; ; Dawn Evans, Grand Valley State University; David Callejo Pérez, Saginaw Valley State
Session Presider: Chara Haeussler Bohan

Benjamin Ingman, University of Colorado-Denver

Award for Curriculum - Dissertation title: Rethinking the adventure education experience: An inquiry of meanings, culture, and educational virtue.

Jesica Meehan, Tarleton State University

Award for Teaching - Dissertation title: Castañeda v. Pickard: The struggle for an equitable education - one family's experience with resistance.

Ideas and Issues Session	Friday 4:45 - 5:45 p.m.	Salon B
---------------------------------	--------------------------------	----------------

Diverse Teachers, Classroom Practices: Promoting Emotional Self-Regulation in Young Children

Anna Paula Peixoto da Silva, University of South Florida

Challenges that teachers from diverse backgrounds face supporting young children's emotional self-regulation and the classroom strategies used to overcome those challenges.

Problem Solved! Using Literacy Strategies to Teach Mathematics

Zandra Stino, Nova Southeastern University

This demonstration will explore reading and mathematics strategies that help students reduce learning anxieties.

Ideas and Issues Session	Friday 4:45 – 5:45 p.m.	Salon D
Motivating the Masses: Engaging Students in a MOOC		
Peggy L. Moch, Valdosta State University		
<i>We made the highest student drop, fail, and withdraw (DFW) rate course into a quasi-MOOC using a quasi-emporium model. Discuss how we motivated students to stay and helped them pass.</i>		
Academic Disciplines at Work in the World: The Practicum Perspective		
Tim Thomas, James Madison University		
<i>One teacher education institution seeks to produce graduates who incite learners to social action, not merely test scores. What disciplines might inform this transformation?</i>		
Paper Session	Friday 4:45 – 5:45 p.m.	Westshore 3/4
Why Teacher Churn: Policy Motivations for Systems of Teacher Turn-over		
Paul Parkison, University of Evansville		
<i>Legislatures and education agencies get involved in preparation of teachers and teacher candidates, long-term consequences of these policies will be considered.</i>		
Contemplative Education: What is it? Where is it? How can it help?		
Matthew Spurlin, University of Denver		
<i>Overview of literature, educational institutions, and programs in the U.S. associated with contemplative education to characterize it, provide examples, and explore benefits for students and educators.</i>		
Paper Session	Friday 4:45 – 5:45 p.m.	Westshore 5/6
College Preparedness through Learning to Learn and Learning to Lead		
Sarah M. Bonner, Hunter College, The City University of New York; Leslie S. Keiler, York College, The City University of New York		
<i>We describe the design and outcomes of a course that assists urban, minority, low-income students bridge the gap between high school graduation and college readiness.</i>		
Public Perception vs. Educator Views: How Has Standardized Testing Become So Popular?		
Andrew Kemp, Georgia Regents University; Steven Page, Georgia Regents University		
<i>Recently, it was revealed that 62% of parents have a positive view of standardized testing. Educators think otherwise. Why the discrepancy?</i>		

AWARDS BANQUET AND MARCELLA KYSILKA LECTURE 6:30 P.M. SALON CD

Events

Dinner and Welcome

Barbara Slater Stern

Acknowledgments

Barbara Slater Stern

Thanking Departing Board Members
Welcoming New Board Members

Dissertation Awards

**Chara Haeussler Bohan and
Dissertation Chairs**

Special Awards

**Megan Kennedy
Christy Moroye
Lynne Bailey**

Service Recognition

Curriculum and Teaching Dialogue

David Flinders
P. Bruce Uhrmacher
Christine Moroye
Jennifer Gutiérrez

Writer's Workshop

Cheryl Craig
P. Bruce Uhrmacher
Char Bohan
David Flinders
Christine Moroye

Community Outreach

Amy Masko
Kevin Cloninger
Richard Biffle, III
Pamela Thompson

Webmaster/Liaison

John Rhea
Lynne Bailey

Graduate Student Outreach

Jason Trumble
Sarah Ramsey
Rubén Garza

Book Fair Coordinators

Michelle Tenam-Zemach
Matthew Spurlin

Scholarship Assistants

Gang Zhu
James Merryweather
Gursel Gulistan
Labotta Taylor

Newsletter

Bradley Conrad

Conference Coordinators

John Pecore
Dana Haraway

Take a Teacher to Dinner Sponsors

Gretchen Schwarz
Bob Boostrom (3)
John Pecore
Della Leavitt
Pamela Brown
Peggy Moch (2)
Jeanne Tunks
Beatriz Potter
Amy Masko
Lisa Black
Rubén Garza
Carrie Gentner
Kevin Cloninger

Keynote Speaker

Gloria Ladson-Billings

"Hip Hop/Hip Hope: The (R) Evolution of Culturally Relevant Pedagogy"

Gloria Ladson-Billings is the Kellner Family Chair in Urban Education in the Department of Curriculum & Instruction and Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership and Policy Analysis, and Afro American Studies at the University of Wisconsin-Madison. Ladson-Billings was the 2005-2006 president of the American Educational Research Association (AERA). Author and editor of 8 books and over 100 journal articles and book chapters, Ladson-Billings is winner of numerous scholarly awards and honorary degrees.

* * Please join us for the Book Fair immediately following in the **Gulf Board Room**

Saturday 10/11 • Professors of Curriculum • 7:30 – 8:25 a.m.

Open Session: Professors of Curriculum Saturday 7:30 – 8:25 a.m. Westshore 1/2

Late Elliot Eisner Tribute

David Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy Moroye, University of Northern Colorado; Stephen Thornton, University of South Florida; Peter S. Hlebowitsh, University of Alabama

The purpose of this symposium is to recognize and remember the work of Elliot Eisner as well as to envisage the future of the arts and humanities for education. Eisner, a former AERA President, has helped us recognize the qualitative dimensions of research, the value of an arts-critical approach to educational evaluation, and the humanistic and idiosyncratic nature of teaching, teacher education, and curriculum. In addition, Eisner has shaped current discussion on standards, creativity, and literacy, among other important issues.

Saturday 10/11 • Session K • 8:30 – 9:35 a.m.

Panel/Symposium Saturday 8:30 – 9:35 a.m. Salon A

Pre-service Teachers' Literacy Experiences with Reflective Narratives and Reflexive Instructional Approaches: A Phenomenological Investigation

Elsie L. Olan, University of Central Florida; Jeffrey Kaplan, University of Central Florida; Paula Bello, University of Central Florida

This study explores how, if at all, engagement in reflective narratives and reflexive instructional approaches can foster innovative and transformative teaching practices.

Issues & Ideas Session Saturday 8:30 – 9:35 a.m. Salon B

Diving Deeper into Comprehension Instruction

Connie Hebert, Nova Southeastern University

If students are not comprehending AS they read, what are they doing? Comprehension instruction is essential to creating independent readers and writers.

Why We Need Social Skills: The Case for Building Noncognitive Skills in Texas Youth

Anthony Luevanos, Baylor University

Purposeful and focused implementation of social skills curriculum curb students' negative behaviors and increase positive affective factors leading to transformative change.

Ideas and Issues Session Saturday 8:30 – 9:35 a.m. Salon C

Examining the Applicability of the Education Ph.D./Ed.D. beyond the Traditional Tenure Track

Lynne Bailey, Learning Communities Consulting; Shelley Harris, Texas A&M University San Antonio; David Callejo Pérez, Saginaw Valley State University; Kevin Cloninger, Anthropedia Foundation

Ph.D./Ed.D. practitioners discuss the variety of ways in which formal training in education can be applied outside the scope of traditional academia.

Teaching Versus Publishing in the Professoriate: Issues, Conflicts and Solutions

Shelley Harris, Texas A&M University San Antonio; Lynne Bailey, Learning Communities Consulting

This discussion details the multifaceted roles of the professoriate and the responsibilities to the field of education.

Paper Session	Saturday 8:30 – 9:35 a.m.	Westshore 3/4
---------------	---------------------------	---------------

From Aristotle to Dilbert: Wise Words from Well-known Sages

Jason Grinnell, Buffalo State College; William White, Buffalo State College

This presentation questions the role of best practices in education while providing content and context that challenge current conceptualizations of “good teaching.”

Teaching for the Future: The Courage to Fail

Delane Ingalls Vanada, University of North Carolina at Charlotte

21st century teaching requires a shift—from teacher-driven processes to becoming a designer of learning experiences that advance students’ balanced creative, critical, and practical skills and self-directed dispositions.

Paper Session	Saturday 8:30 – 9:35 a.m.	Westshore 5/6
---------------	---------------------------	---------------

A STEM Resident Teacher Professional Preparation Program (RTP3)

Rose Taylor, University of Central Florida; Janet Andreasen, University of Central Florida; Erhan Haciomeroglu, University of Central Florida; Selma Powell, University of Central Florida

RTP3 represents a partnership of cross disciplinary faculty and partner school districts to co-create a system for STEM graduates’ preparation to be effective teachers.

A Learner's Perspective on Learning: My 2009 Moon Study

Yan Yang, Harvard Graduate School of Education

Through self-study, this presentation narrates a learner’s experience of understanding the nature of learning in a critical exploration classroom.

Saturday 10/11 • Session L • 9:45 – 11:00 a.m.

Issues & Ideas Session	Saturday 9:45 – 11:00 a.m.	Salon A
------------------------	----------------------------	---------

A Process Approach for Collaborative Simulation Development for Teacher Preparation

Michelle Tenam-Zemach, Nova Southeastern University; Janet Herminia Rivera, Nova Southeastern University

This presentation offers several ideas for the development of a simulation course that evaluates teacher performance based on the Florida Education Accomplished Practices standards.

Academic Disciplines at Work in the World: The Practicum Perspective

Tim Thomas, James Madison University

Graduate Curriculum students designed lessons to connect students to community and content. How can such coursework raise understanding of curriculum and community?

Paper Session	Saturday 9:45 – 11:00 a.m.	Salon B
---------------	----------------------------	---------

Remembering the Alamo: Young Adolescents' Experiences with Historical Thinking and Memory

Sherri Colby, Texas A&M University-Commerce

Considering the acculturating power of historical memory, this article explores how seventh-grade students think historically through their interpretations of primary sources.

The Impact of a Teaching American History Grant on Urban White Teachers

Lauren Bradshaw, Georgia State University ; Joseph Feinberg, Georgia State University; Chara Haeussler Bohan, Georgia State University

Our presentation explores the impact that the Teaching American History grant had on white teachers working in urban school districts.

Curriculum Talk: Adaptation of Ecomindedness for K-12 Curriculum

Christy M. Moroye, University of Northern Colorado; P. Bruce Uhrmacher, University of Denver

We present research on teachers' curriculum planning with and for ecological mindedness. We explore the use of teacher tableaus for data analysis and representation.

Paper Session	Saturday 9:45 - 11:00 a.m.	Salon C
An Assets-Based Model for Addressing Poverty in Schooling		
Amy Masko, Grand Valley State University		
<i>This paper will refute the deficit-based models popular in schools, and present an asset-informed model to address the systemic issues related to poverty and schooling.</i>		
An Examination Of How 4-8 Pre-service Teachers Understand And Implement Multicultural Concepts		
Julie Schellen, University of North Texas; Kelley King, University of North Texas		
<i>A look at Grant and Sleeter's five approaches to multicultural education and how preservice teachers may be growing more accustomed to diversity.</i>		
Red, White, and Black: The Meaning of Loyalty in Georgia Education		
Rhonda Webb, Georgia State University		
<i>The meaning of loyalty in Georgia schools during the Red Scare included, not only loyalty to American democracy, but also to the tradition of segregation.</i>		
Paper Session	Saturday 9:45 - 11:00 a.m.	Westshore 3/4

Building a Blended Professional Family: Curricular, Technological, and Instructional Collaboration in Pre-Service Teacher Education

Gayle Curtis, University of Houston; Velvette Laurence, University of Houston; Heidi Powell, University of Houston; Donna Reid, University of Houston

This narrative self-study explores the familial nature of collaboration that creates dynamic, reflective practice, while developing a blended format teacher education course.

Opportunities in Intended Curriculum of Elementary Mathematics Pedagogy Textbooks Addressing Culturally Responsive Teaching

Jessica Wilson, University of South Florida

The result of an analysis of elementary mathematics pedagogy textbooks to address the extent opportunities for culturally responsive teaching is provided.

Paper Session	Saturday 9:45 – 11:00 a.m.	Westshore 5/6
----------------------	-----------------------------------	----------------------

Educational Policy for Human Security

Alexander Means, Buffalo State College

This paper develops a critical human security perspective in educational policy.

Reconceptualization of Effective Teacher Dispositions from a Culturally Responsive and an Educational Psychology Perspective

Paige Shalter Bruening, Capital University; Bradley Conrad, Capital University

This paper synthesizes research on teacher dispositions from two seemingly disparate fields of research and argues for examining dispositions with a shared language.

Saturday 10/11 • Snack • 11:00 – 11:30 a.m.

Saturday 10/11 • Session M • 11:30 – 12:20 p.m.

Panel/Symposium	Saturday 11:30 – 12:20 a.m.	Salon A
------------------------	------------------------------------	----------------

“How People Live Together”: Civic Life in Early Social Studies Materials

Chara Haeussler Bohan, Georgia State University; Stephen Thornton, University of South Florida; Linda Levstik, University of Kentucky

This symposium will deal with the substance of the social studies curricula, in historical context from 1920-1950. Three researchers will discuss the broad purposes with specific examination of home schooling materials and mint julep textbooks.

Issues & Ideas Session	Saturday 11:30 – 12:20 p.m.	Salon B
-----------------------------------	------------------------------------	----------------

On the Topic of Teacher Evaluation

Dana Haraway, James Madison University

This session explores CAEP accrediting requirements and the impact on teacher evaluation systems including issues such as purpose, uniformity, and autonomy.

Promotion, Tenure, and the New Media

Andrew Kemp, Georgia Regents University; William White, Buffalo State College

This issues and ideas section will focus on uses of new media for the purposes of promotion and tenure. This session will outline the concept of the video literature review.

Issues & Ideas Session	Saturday 11:30 – 12:20 p.m.	Salon C
-----------------------------------	------------------------------------	----------------

Teaching for Social Justice: Developing Frameworks to Teach Equity Education for Pre-service and In-service Teachers

Jason Trumble, Baylor University; Brooke Blevins, Baylor University; Tyler Ellis, Baylor University

Engage in critically analyzing the ideas and processes of transforming students into teachers who enact culturally responsive pedagogies and advocate for all children.

Successful Online Instructional Practices of an Undergraduate Social Equity Course

Shetay Ashford, University of South Florida; Maniphone Dickerson, University of South Florida; Lu Bai, University of South Florida; Johanna Lasonen, University of South Florida

This panel offers graduate teaching assistants, instructors, and supervising faculty experiences, convergent with research, related to online instructional practices in undergrad course.

Issues & Ideas Session	Saturday 11:30 – 12:20 p.m.	Westshore 3/4
-----------------------------------	------------------------------------	----------------------

Correlating the Project Learning Tree Curriculum with Next Generation Science Standards for Use in Science Methods Courses and P-12 Classrooms

Shirley Andrews, Valdosta State University; Nancy Sartin, Valdosta State University
Integration of Project Learning Tree curriculum, along with two other conservation education programs, into science curriculum will be shared.

Mindfulness- A Teacher Candidate Reflective Disposition

Jane Devick-Fry, University of Houston-Victoria; Carol Klages, University of Houston-Victoria
This presentation will explore the impact of Mindfulness as a teacher candidate disposition to promote authentic classroom experiences.

Paper Session	Saturday 11:30 – 12:20 p.m.	Westshore 5/6
----------------------	------------------------------------	----------------------

School Change: A Tale of Two Teachers in a Turn-Around Year

Vicki Ross, Northern Arizona University; Michelle Lagas, Northern Arizona University; Elissa Fenton, Northern Arizona University
In this study, two teachers describe the experience of working in a school undergoing dramatic, district-mandated, change.

Crossing Cultures, Building Bridges: Teachers' Experiences of Building Connections with Students of Diverse Cultural Backgrounds

Elaine Chan, University of Nebraska-Lincoln; Andrea Flanagan, University of Nebraska-Lincoln; Rita Hermann, University of Nebraska-Lincoln; Nicole Barnes, University of Nebraska-Lincoln
We examine nuances of learning about differences in culture, language, and personal and professional identity to inform curriculum development and implementation.

Saturday 10/11 • Session N • 12:30 – 1:20 p.m.

Issues and Ideas Session	Saturday 12:30 – 1:20 p.m.	Salon A
---------------------------------	-----------------------------------	----------------

An Adaptive Challenge for Teacher Education: Developing a Common Practice-Focused Curriculum for Learning to Teach

Susan Breck, Southern Illinois University-Edwardsville; Martha Combs, Bellarmine University
As mandated reforms require re-design of teacher preparation programs, this might be the time to develop a common practice-focused curriculum for learning to teach.

Should School Curriculum be Cathartic? Interplay between extra/co-curricular and institutional curriculum opens a dialogue

Paul Parkison, University of Evansville
An important challenge is interpretation of extra-curricular experience within schooling.

Paper Session	Saturday 12:30 – 1:20 p.m.	Salon B
----------------------	-----------------------------------	----------------

The Three R's Reading, Respect, Responsibility: Teaching Character through Literacy in the Primary Grades

Gina M. Almerico, The University of Tampa
Character development through literacy and children's literature will be examined. Fairness, honesty, courage, trustworthiness, citizenship, responsibility, and self-respect

The Day the Blocks Refuse to Stack: A Secret Every Early Childhood Educator Keeps to Herself

Jennifer Gutiérrez, University of Denver

Research with fourteen early childcare educators, the presentation showcases difficulties that arise out of intentions of equality & the ways classroom teachers learn to cope.

Paper Session	Saturday 12:30 – 1:20 p.m.	Salon C
----------------------	-----------------------------------	----------------

What it Means to Have a Revolution: Rebel Music, Curriculum and the Art of Education

David Kennedy, University of The West Indies

This paper explores the use of Jamaican Reggae music and culture within the American curriculum as a tool towards diversity and inclusiveness within education.

Narrative and Contextual Considerations of Urban Curriculum-Making

Candace Schlein, University of Missouri-Kansas City; Dianne Smith, University of Missouri-Kansas City

In this paper presentation, we shed light on urban educational settings as rich sites of contextual and cultural curriculum negotiation.

Paper Session	Saturday 12:30 – 1:20 p.m.	Westshore 3/4
----------------------	-----------------------------------	----------------------

An Exploratory Study of a “Fun” Activity in a Science Lesson

Comfort Ateh, Providence College

This paper is on the extent to which a “fun” activity embedded in a lesson motivated and engaged students in learning science.

Introduction to S.T.E.A.M (Science, Technology, Engineering, Arts, and Mathematics) – Course Design and Implementation

Richard L. Biffle III, Thomas College

Introduction to S.T.E.A.M (Science, Technology, Engineering, Arts, and Mathematics) – Course Design and Implementation.

Paper Session	Saturday 12:30 – 1:20 p.m.	Westshore 5/6
----------------------	-----------------------------------	----------------------

Identifying the Characteristics of the Ideal Reading Intervention Program for Teen Mothers

Kevin Joffre, Grand Valley State University ; Amy Masko, Grand Valley State University

This research presentation will discuss the results of a qualitative study examining reading intervention models for teen mothers.

A Review of Literacy Websites and Apps

Peggy Lisenbee, Northeastern State University

Literacy websites and apps promoting phonemic awareness and phonics instruction are widespread. Yet, do they provide effective reading practices for struggling readers?

Saturday 10/11 • Executive Council Meeting • 1:30 – 3:30 p.m.

Thank you for joining us in Tampa, FL

Save the Date!!

Please mark your calendars to attend the
*22nd Annual Conference and Celebration of AATC in
2015*



Image by Fraser Hall/Alamy {link to <http://news.travel.aol.com>}

Hilton Doubletree

63 Maine Mall Road,
Portland, Maine 04106,
USATEL: +1-207-775 6161 FAX: 1-207-756 6623

Speakers:

Deborah Meier & Nel Noddings

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

2015 AATC Program Chair:

Dana Haraway, James Madison University
harawadk@jmu.edu

Information about AATC

Keynote Speakers

2014	Gloria Ladson-Billings, Marcella Kysilka Lecture	Peter Taubman
2013	Janet Miller, Marcella Kysilka Lecture	Carol Lee
2012	Jane Bluestein, Marcella Kysilka Lecture	Mary Alice Cisneros
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>
2014	Benjamin Ingman	Jessica Meehan
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)	2008	Austin	2000	Alexandria
2015	Portland (ME)	2007	Cleveland	1999	Orlando
2014	Tampa	2006	Charlotte	1998	Orlando
2013	Chicago	2005	Austin	1997	Indianapolis
2012	San Antonio	2004	Portland	1996	San Antonio
2011	Denver	2003	Baltimore	1995	Atlanta
2010	St. Louis	2002	Tulsa	1994	Dallas
2009	Arlington (VA)	2001	Denver		

2014 Participants' Index

A

Abrol , Bobbie	University of Houston	bobbyabrol7@gmail.com	15
Agosto , Vonzell	University of South Florida	vagosto@usf.edu	11, 12
Alda , Erik	American University	ea3466a@american.edu	12
Amos , Christopher	University of West Florida	camos1@uwf.edu	22
Almerico , Gina M.	The University of Tampa	galmerico@ut.edu	29
Andreasen , Janet	University of Central Florida	janet.andreasen@uwf.edu	26
Andrews , Shirley	Valdosta State University	spandrew@valdosta.edu	29
Archer , Lester A.C.	Louisiana State University	larche2@lsu.edu	10
Arrington , Nancy	Georgia Southern University	narrington@georgiasouthern.edu	12
Ashford , Shetay	University of South Florida	shetaya@usf.edu	28
Ateh , Comfort	Providence College	cateh@providence.edu	12, 30

B

Bach , Jaqueline	Louisiana State University	jbach@lsu.edu	22
Bai , Lu	University of South Florida	lubai@mail.usf.edu	28
Bailey , Lynne	Learning Communities Consulting	lmbailey22@yahoo.com	25
Bao , Arongna	University of Denver	baoarongna2000@hotmail.com	18
Barnes , Marsha	University of West Florida	mcb50@students.uwf.edu	21
Barnes , Nicole	University of Nebraska-Lincoln	niki.barnes@ymail.com	29
Bello , Paula	University of Central Florida	bellpaula@knights.ucf.edu	25
Berson , Ilene	University of South Florida	iberson@usf.edu	15
Berson , Michael	University of South Florida	bereson@usf.edu	15
Beverly , Cheryl L.	James Madison University	beverlcl@jmu.edu	20
Biffle, III , Richard L.	Thomas College	biffler@thomas.edu	10, 30
Blankenship , Matthew	University of South Florida	mublanke@mail.usf.edu	10
Blevins , Brooke	Baylor University	Brooke_blevins@baylor.edu	18, 28
Bohan , Chara Haeussler	Georgia State University	cbohan@gsu.edu	11, 12, 22, 27, 28
Bolz , Joe	University of Denver	joebolz@gmail.com	10
Bonner , Sarah M.	Hunter College (CUNY)	sbonner@hunter.cuny.edu	23
Boostrom , Robert	U of Southern Indiana	rbosstro@usi.edu	8
Bradshaw , Lauren	Georgia State University	laurenyarnellbradshaw@gmail.com	27
Breault , Donna Adair	Missouri State University	dbreault@missouristate.edu	17
Breck , Susan	SIUE	sbreck@siue.edu	29
Broomes , Ann	University of South Florida	broomesa@me.com	12
Burns , Janet Zaleski	Georgia State University	jburns@gsu.edu	17

C

Callejo Pérez, David	Saginaw Valley State University	callejo@svsu.edu	12, 18, 22, 25
Caraballo , Limarys	Queens College (CUNY)	caraballo.qc.cuny@gmail.com	17
Carano , Kenneth	Western Oregon University	caranok@wou.edu	10
Carger , Chris Liska	Northern Illinois University	ccarger@niu.edu	8, 12
Carrigan , Michael	Montclair State University	mcarrigan@supportiveschools.org	16
Chan , Elaine	University of Nebraska-Lincoln	echan2@unl.edu	29
Clisbee , Mary	Nova Southeastern University	clisbee@nova.edu	11
Cloninger , Kevin	Anthropedia Foundation	kcloniger@anthropedia.org	11, 16, 17, 25
Colby , Sherri	Texas A&M University-Commerce	Sherri.Colby@tamuc.edu	26
Combs , Martha	Bellarmino University	mcombs@bellarmine.edu	29
Conn , Daniel	Minot State University	daniel.conn@minotstateu.edu	21

C (continued)

Conrad , Bradley	Capital University	bconrad634@capital.edu	22, 28
Corp , Amy K.	Texas A&M University-Commerce	amy.corp@tamuc.edu	15
Coyne , James	Sam Houston State University	jaimе.berry@shsu.edu	15
Curtis , Gayle	University of Houston	gcurtis2@uh.edu	27

D

DeCuir , Erica	Albany State University	Erica.decur@asurams.edu	18
Deets , Jennifer	University of North Carolina Wilmington	deetsj@uncw.edu	22
Devick-Fry , Jane	University of Houston-Victoria	fryj@uhv.edu	29
Dickerson , Maniphone	University of South Florida	dickerso@usf.edu	28
Dickerson , Sean L.	University of South Florida	sdickerson@usf.edu	11

E

Ede , Anita	Northeastern State University	edear@nsuok.edu	19
Elcan , Naime	Indiana University	nelcan@umail.iu.edu	16
Ellis , Tyler	Baylor University	tyler_ellis1@baylor.ed	28
Evans , Dawn	Grand Valley State University	evansda@gvsu.edu	21

F

Farinde , Abiola A.	University of Pittsburgh	afarinde@pitt.edu	19
Feinberg , Joseph	Georgia State University	jfeinberg@gsu.edu	17, 27
Fenton , Ellisa	Pendergast School District	efenton@pesd92.org	29
Flanagan , Andrea	University of Nebraska-Lincoln	aflanaganb@hotmail.com	29
Flinders , David	Indiana University	dflinder@indiana.edu	10, 11, 12, 25
Flynn , Joseph	Northern Illinois University	flynnjol1970@gmail.com	10, 12, 21

G

Gaines , Trudi,	University of West Florida	tgaines@uwf.edu	21
Garza , Rubén	Texas State University	ruben.garza2001@gmail.com	7, 21
Geary , Mark	Dakota State University	Mark.Geary@dsu.edu	12
Gelenian , Keri	Rivendell Interstate School	gelenian@gmail.com	20
Gentner , Carrie	University of South Florida	cshick@mail.usf.edu	20
Gleek , Charles	North Broward Preparatory School	cgleek@mac.com	15
Gray , Julie	University of West Florida	jgray2@uwf.edu	16
Greenhow , Christine	Michigan State University	greenhow@msu.edu	12
Grey , Leslee	Queens College (CUNY)	leslee.grey@qc.cuny.edu	17
Grinnell , Jason	Buffalo State College	grinnejb@buffalostate.edu	19, 25
Grosland , Tanetha J.	Morgan State University	tjaygros@gmail.com	21
Gursel-Bilgin , Gulistan	Indiana University	ggursel@indiana.edu	20
Gutiérrez , Jenn	University of Denver	jenn.gutierr@gmail.com	30
Guzman Foster , Sandra L.	Rice University	profesorafoster@austin.rr.com	19

H

Haciomeroglu , Erhan	University of Central Florida	Erhan.Haciomeroglu@ucf.edu	26
Hall , Kristin	Texas A&M University	kristinhall@tamu.edu	12
Harper , Rebecca	Georgia Regents University	rharper7@gru.edu	11
Haraway , Dana	James Madison University	harawadk@jmu.edu	12, 28
Harris , Shelley B.	Texas A&M-San Antonio	sharris@tamusa.tamus.edu	12, 25
Hebert , Connie	Nova Southeastern University	ch336@nova.edu	25
Hermann , Rita	University of Nebraska-Lincoln	rita.hermann@huskers.unl.edu	29
Hlebowitsh , Peter S.	University of Alabama	peter.hleb@ua.edu	25
Ho , Tzu-Ying	University of Houston	tho@uh.edu	21
Hodgkinson , Todd	Drake University	todd.hodgkinson@drake.edu	19

H (continued)

Hong , Hyeri	University of Iowa	hyeri-hong@uiowa.edu	8
Horsford , Sonya	George Mason University	shorsfor@gmu.edu	21
Howell , Leanne	Baylor University	leanne_howell	8
Hunkins , Francis	University of Washington		19

I

Ingman , Benjamin	University of Colorado	benjamin.ingman@ucdenver.edu	22
--------------------------	------------------------	------------------------------	----

J

Jacobs , Frederic	American University	fredj@american.edu	12
Jacobs , Meg	Cornell College	mjacobs@cornellcollege.edu	8
Joffre , Kevin	Grand Valley State University	joffrekr@gmail.com	30

K

Kaplan , Jeffrey	University of Central Florida	Jeffrey.kaplan@ucf.edu	25
Kauper , Kate	Cornell College	kkauper@cornellcollege.edu	8
Keiler , Leslie S.	York College (CUNY)	lkeiler@york.cuny.edu	23
Kemp , Andrew	Georgia Regents University	Akemp4@gru.edu	12, 18, 23, 28
Kennedy , David	University of The West Indies	david.kennedy36@gmail.com	30
Kenedy , Megan	Westfield State University	mkennedy@westfield.ma.edu	21
King , Kelley	University of North Texas	kelley.king@unt.edu	27
Klages , Carol	University of Houston-Victoria	klagesc@uhv.edu	29
Kysilka , Marcy	University of Central Florida	kysilka@bellsouth.net	10, 12, 19

L

Lagas , Michelle	Northern Arizona University	magas@pesd92.org	29
Lasonen , Johanna	University of South Florida	lasonen@usf.edu	28
Laurence , Velvette	University of Houston	vlaurence@uh.edu	27
LeBlanc , Jennifer	Texas A&M University	Leblanc16@tamu.edu	19
LeCompte , Karon,	Baylor University	karon_lecompte@baylor.edu	8, 18
Ladson-Billings , Gloria	University of Wisconsin	gjladson@wisc.edu	21, 24
Levstik , Linda	University of Kentucky	linda.levstik@uky.edu	28
Lewis , David	University of West Florida	rlewis2@uwf.edu	22
Lindquist , Caitlin	Think 360 Arts	Caitlin@think360arts.org	17
Linn , Diana	Texas A&M International	dlinn@tamiu.edu	15
Lisenbee , Peggy	Northeastern State University	lisenbep@nsuok.edu	30
Lopez , Elena M.	Baylor University	Elena_Lopez@Baylor.edu	20
Luevanos , Anthony,	Baylor University	Joseph_Luevanos@baylor.edu	25

M

Margarella , Erin E.	University of South Florida	ErinMargarel@usf.edu	10
Mari , Vanessa Z.	University of Texas-San Antonio	vanessa.mari22@gmail.com	18
Masko , Amy L.,	Grand Valley State University	maskoa@gvsu.edu	16, 17, 21, 27, 30
Means , Alexander,	Buffalo State College	meansaj@buffalostate.edu	19, 28
Meehan , Jessica	Tarleton State University	meehan@tarleton.edu	22
Michaels , Rosemarie	Dominican University of California	rosemarie.michaels@dominican.edu	16
Moch , Peggy L.	Valdosta State University	plmoch@valdosta.edu	23
Morales , Andres	Thomas College	moralesa@thmoas.edu	16
Moroye , Christy	University of Northern Colorado	Christine.moroye@unco.edu	11, 12, 25, 27

N

Newburgh , Katherine	University of Denver	k.newburgh@gmail.com	8
Nix , Jearl	Georgia State University	jearlnix@gmail.com	8

O

Olan , Elsie L.	University of Central Florida	Elsie.Olan@ucf.edu	25
Otten , Amanda S.	Texas A&M University	amandaotten@tamu.edu	19

P

Page , Steven	Georgia State University	cpagel@gru.edu	16, 18, 23
Paliwal , Veena	University of West Georgia	vpaliwal@westga.edu	12
Papneja , Deepika	Lady Shri Ram College	1985.deepika@gmail.com	17
Parkison , Paul	University of Evansville	paulparkinson@gmail.com	21, 23, 29
Pecore , John,	University of West Florida	jpecore@uwf.edu	16
Peixoto da Silva , Anna Paula	University of South Florida	dasilva@usf.edu	22
Powell , Heidi	University of Houston,	hmullins@uh.edu	27
Powell , Selma	Washington State University	Selma.powell@ucf.edu	26
Purdum-Cassidy , Barbara	Baylor University	Barbara_Purdum-Cassidy@baylor.edu	8

R

Ramsey , Sarah	Oklahoma State University	ramsey@swosu.edu	7
Reese , William	University of Wisconsin	wjreese@facstaff.wisc.edu	21
Reid , Donna	University of Houtson	donna@robreid.com	27
Rivera , Janet Herminia	Nova Southeastern University	hr176@nova.edu	26
Ross , Vicki,	Northern Arizona University	Vicki.ross@nau.edu	29
Russell , Nicole M.	University of Denver	Nicole.m.russell@du.edu	15

S

Sartin , Nancy	Valdosta State University	nasartin@valdosta.edu	29
Schellen , Julie	Tarrant County C & U of North Texas	julieschellen@verizon.net	27
Schubert , William	University of Illinois-Chicago	schubert@uic.edu	10, 12, 16, 19
Schwarz , Gretchen	Baylor University	Gretchen_Schwarz@baylor.edu	19
Schlein , Candace,	University of Missouri-Kansas City	schleinc@umkc.edu	30
Shalter Bruening , Paige	Capital University	pshalter@capital.edu	28
Shanks , Neil	Baylor University	neil_shanks@baylor.edu	18
Short , Edmond	University of Central Florida	edmond.short@ucf.edu	19
Shurtz , BethAnne	Baylor University	Bethanne_Shurtz@baylor.edu	20
Slater Stern , Barbara	James Madison University	sternbs@jmu.edu	7, 10
Southall , Aubrey	Georgia State University	Aubrey.southall@gmail.com	20
Smith , Dianne	University of Missouri-Kansas City	smithdia@umkc.edu	30
Spurlin , Matthew	University of Denver	Matt.Spurlin@du.edu	23
Stenhouse , Vera L.	Georgia State University	vstenhouse@gsu.edu	17
Stino , Zandra	Nova Southeastern University	stino@nova.edu	22

T

Taubman , Peter	Brooklyn College	ptaubman@brooklyn.cuny.edu	9, 11
Taylor , LaBotta	University of North Texas	labotta_s_taylor@yahoo.com	20
Taylor , Rose	The University of Central Florida	Rosemarye.Taylor@ucf.edu	26
Teel , Julie	LeTourneau University	julieteel-borders@letu.edu	10
Tenam Zemach , Michelle	Nova Southeastern University	mt656@nova.edu	11, 22, 26
Thomas , Tim	James Madison University	thomastg@jmu.edu	23, 26
Thompson , Pamela	Thomas College	thompsonp@thomas.edu	17
Thornton , Stephen J.	University of South Florida	thornton@uwf.edu	25, 28
Trousas , Cassandra	University of Denver	ktrousas@gmail.com	12, 21
Trumble , Jason	Baylor University	jason_trumble@baylor.edu	19, 28
Tuthill , Laura	University of Colorado	ltuthill@uccs.edu	17

U

Uhrmacher , Bruce	University of Denver	bruce.urhmacher@du.edu	11, 12, 25, 27
--------------------------	----------------------	------------------------	----------------

V

Vanada , Delane Ingalls	University of NC-Charlotte	delane.vanada@uncc.edu	26
Van Overschelde , Jim	Texas State University	jv23@txstate.edu	21

W

Wagner , Nicholas	Saginaw Valley State University	njwagner@svsu.edu	18
Webb , Rhonda	Georgia State University	rwebb7@student.gsu.edu	27
Wells , Sunny	Baylor University	sunny_wells@baylor.edu	18
White , William L.	Buffalo State College	whitewl@buffalostate.edu	12, 16, 19, 26, 28
Whitmore , Wendy	Indiana University	whitmorewendy@icloud.com	8
Wilson , Jessica	University of South Florida,	Msjwil08@aim.com	27
Witte , Mary	Baylor University	mary_witte@baylor.edu	8

Y

Yang , Yan	Harvard	yay964@mail.harvard.edu	26
-------------------	---------	-------------------------	----

Z

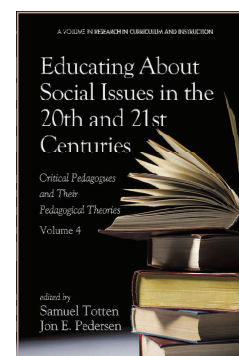
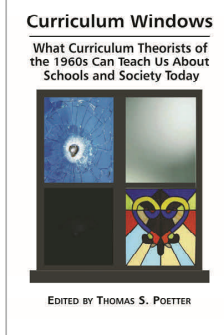
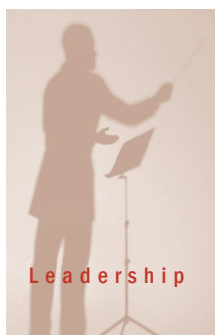
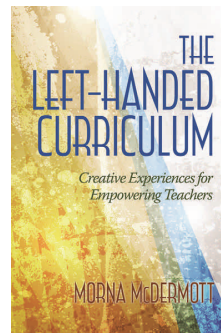
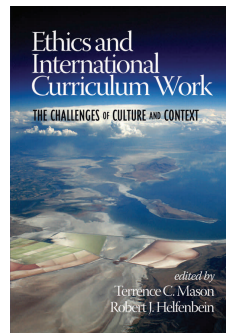
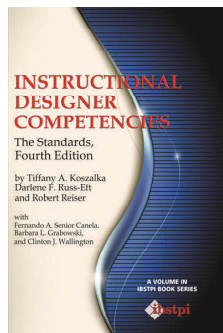
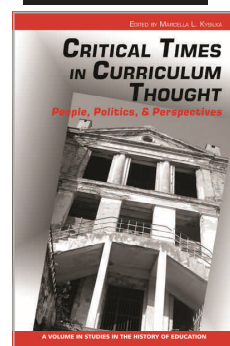
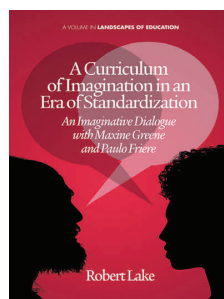
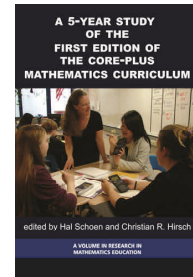
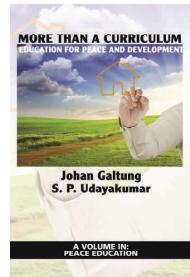
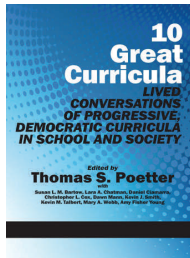
Zhu , Gang	University of Houston	bnujxyzg@gmail.com	20
-------------------	-----------------------	--------------------	----



- Information Age Publishing, Inc.

www.infoagepub.com

Congratulations to all 2014 AATC Members



**AATC Special Sale Price of \$25.00 for any IAP paperback book within the US (\$29.50 internationally)
Free Shipping if you call or fax in your order before December 30th 1-866-754-9125**

Visit our website at www.infoagepub.com

**IAP - Information Age Publishing, Inc. PO Box 79049, Charlotte, NC 28271
Phone: 704-752-9125 Fax: 704-752-9113 email: orders@infoagepub.com**

Curriculum and Teaching Dialogue Volume 16 numbers 1 & 2

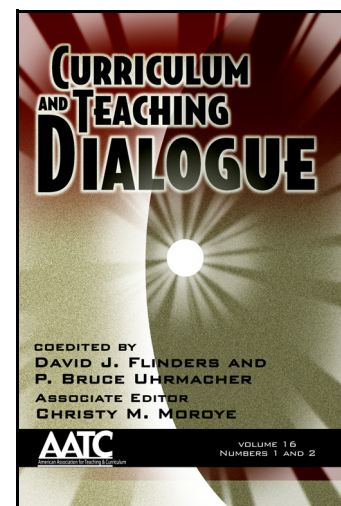
Edited by **David J. Flinders**, *Indiana University, Bloomington*
P. Bruce Uhrmacher, *University of Denver*
and **Christy M. Moroye**, *University of Northern Colorado*

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 fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University 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.



CONTENTS: Acknowledgments. President's Message, *Barbara Slater Stern*. Editor's Notes: Zombie Ideas Refuse to Die, *David J. Flinders*. **VOLUME 16, NUMBER 1.** Presidential Address: The Divorce of Theory and Practice in Public Education: How AATC Can Save the Marriage, *Amy L. Masko*. Curriculum Theorizing in the Throes of the Audit Culture, *Janet L. Miller*. The Louisiana Educational Assessment Program: Implications for Students and Schools, *Erica DeCuir*. Recasting Writing Pedagogy as an Inclusive Practice: Putting Universal Design to Work With 21st Century Composition, *Michelle Zoss, Teri Holbrook, and Christi D. Moore*. Analyzing the Coherence of Science Curriculum Materials, *April L. Gardner, Rodger W. Bybee, Liu Enshan, and Joseph A. Taylor*. The Double Edged Sword of Curriculum: How Curriculum in Majority White Suburban High Schools Supports and Hinders the Growth of Students of Color, *Thandeka K. Chapman, Tatiana Joseph, Nicholas Hartlep, May Vang, and Talonda Lipsey*. The Student as Assemblage of Success: Constructing Multiple Identities amidst Classed, Gendered, and Raced Discourses of Achievement, *Limarys Caraballo*. Why We Need to Involve our Students in Curriculum Design: Five Arguments for Student Voice, *Jeroen Bron and Wiel Veugelers*. Digital Progressive Learning Environments for Elementary Children, *Kathryn L. Shively*. **VOLUME 16, NUMBER 2.** Editor's Notes: Zombies in the Midst: Education, Identity, or the Lack Thereof, *P. Bruce Uhrmacher*. The Intersection of Indigenous Cultures, Visual Arts, and Creative Writing, *Kelly A. Hrenko*. Preservice Teachers in the Middle Grades: The Benefits of Multiple Multicultural Learning Opportunities in One Teacher Preparation Program, *Julie K. Schellen and Kelley M. King*. Worthwhile Challenges in the Implementation of Teacher Work Sample, *Dana Haraway and Jennifer S. Pease*. Liberally Educated Professionals: Searching for Wisdom and Utility in University Curriculum, *J. Wesley Null*. iCivics Curriculum and The C3 Framework: Seeking Best Practices in Civics Education, *Brooke Blevins, Karon LeCompte, Sunny Wells, and Neil Shanks*. Teacher Perspectives and Experiences: Using Project-Based Learning with Exceptional and Diverse Students, *Katrina A Hovey and Sarah L. Ferguson*. A Cross-National Comparative Study of First and Fourth-Grade Math Textbooks Between Korea and the United States, *Hyun Kang*. The Politics of "21st Century Skills" Pedagogy:

Understanding the Dynamics of a New Trend in Adult ESL and its Implications for Practice, *Maliheh Vafai*. **OUTTAKES:** Surviving our Livelihoods, *Christy M. Moroye*. Studying Online Curriculum, *Mary Rice*. Dissertation as a Challenge Worth Celebrating, *Benjamin C. Ingman*. Aliens, Zombies and a Volcano, *Alison E. Leonard*. **IN MEMORIAL:** Among Elliot W. Eisner's Contributions to Teaching and Curriculum, *Christy M. Moroye, David J. Flinders, and P. Bruce Uhrmacher*. About the Authors.

Publication Date: 2014

ISBNs:

Paperback: 9781623968069

Hardcover: 9781623968076

E-Book: 9781623968083

Paperback: \$45.99

Hardcover: \$73.99

Trim Size: 6.125 X 9.25

Page Count: 338

Subject: Education, Curriculum, Teacher Education

BISAC Codes:

EDU000000

EDU032000

EDU029000

IAP - Information Age Publishing Inc.

40

List Price: \$45.99 paperbacks plus s/h and \$85.99 hardcover plus s/h
Special Price: \$39.99 paperbacks plus s/h and \$69.99 hardcover plus s/h

Title	Paperback	Hardcover
Curriculum and Teaching Dialogue Volume 16, 2014	_____	_____
Curriculum and Teaching Dialogue Volume 15, 2013	_____	_____
Curriculum and Teaching Dialogue Volume 14, 2012	_____	_____
Curriculum and Teaching Dialogue Volume 13, 2011	_____	_____
Curriculum and Teaching Dialogue Volume 12, 2010	_____	_____
Curriculum and Teaching Dialogue Volume 11, 2009	_____	_____
Curriculum and Teaching Dialogue Volume 10, 2008	_____	_____
Curriculum and Teaching Dialogue Volume 9, 2007	_____	_____
Curriculum and Teaching Dialogue Volume 8, 2006	_____	_____
Curriculum and Teaching Dialogue Volume 7, 2005	_____	_____
Curriculum and Teaching Dialogue Volume 6 (Paperback only)	_____	_____
Curriculum and Teaching Dialogue Volume 5 (Paperback only)	_____	_____
Curriculum and Teaching Dialogue Volume 4 (Paperback only)	_____	_____

All orders will pay a \$7.50 domestic handling fee or \$9.50 foreign handling fee.
Each book will cost \$3.00 for shipping

Total

Please place a check on the appropriate line:

___ Visa ___ Mastercard ___ American Express ___ Check Enclosed

Charge Card Number _____ Exp. Date _____ Sec Code _____

Name _____

Your Signature _____

Address _____

City _____ State _____ Zip _____

(Country if outside U.S.A.)

Phone _____ Fax _____

Email _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com

Call for Manuscripts

Curriculum and Teaching Dialogue

The Journal for the American Association for Teaching and Curriculum

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

Associate Editor: Christy Moroye, University of Northern Colorado

Manuscript Categories

Selected Conference Papers

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.

Open Submission Papers

These papers do not have to be presented at the annual conference, but must be on topics related to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. **Manuscripts in this category must be received by October 31st.**

Research Outtakes

Outtakes provides researchers with an opportunity to share unusual situations, surprises, and unexpected challenges that they have encountered in conducting research but which may be out of place in a standard research report. Submissions should range between 500 to 1000 words and must be submitted by **February 1, 2014**.

Book Reviews

Reviews of books related to the teaching or curriculum fields will also be welcomed. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Dialogue Column

This column is open to anyone who wishes to respond to previously published *CTD* manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Letters to the Editor

These will be selected at the discretion of the Editors and may be submitted at any time.

Guidelines for Submitting a Manuscript

All Submissions must be electronic. Send to Christy Moroye at christine.moroye@unco.edu

Submit two separate files via email:

- **Document One:** Cover page that includes title of manuscript, submission category, all authors' names in publication order, corresponding author's full mailing address, telephone number, fax, and email contact information. **Also include abstract (75 words max) and biography for each author (20 words max).**
- **Document Two:** Manuscript with title (no authors), abstract (75 words max), references, and prepared for **blind** review

Specifications:

- 12 point font, double-spaced, one-inch margins, page limit according to category
- References in APA style
- Word format. **DO NOT** send pdf files.
- Include page numbers
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].

Questions may be sent to: Christy Moroye at Christine.moroye@unco.edu

For further information on *Curriculum & Teaching Dialogue* or AATC, visit www.aatchome.org.

All manuscripts will be reviewed by the Editorial Board. Accepted manuscripts will be published annually.

Curriculum and Teaching Dialogue Manuscript Reviewer Expertise

Please check the fields for which you are confident and competent to evaluate manuscripts. Write in other specialties in current educational issues and trends. Please include all of your contact information as well.

Return to: Christy Moroye, University of Northern Colorado, McKee Hall 285, Greeley, CO 80639; **Email:** Christine.moroye@unco.edu

Reviewer Background and Fields of Interest

Name: _____ Institution and Title: _____

Email _____ Telephone: _____

Do you review manuscripts for other journals or conferences? Please specify _____

Are you willing to provide meaningful feedback that will lead to improved manuscripts? YES NO

Please list one or two recent publications (date and journal title): _____

- | | |
|---|---|
| <p>___ Administration/Supervision (Specify) _____</p> <p>___ Adult Learning</p> <p>___ Alternative Schooling</p> <p>___ Assessment, Evaluation, Measurement, Testing</p> <p>___ Authentic Assessment</p> <p>___ Art Education</p> <p>___ Aesthetics</p> <p>___ Bilingual Education</p> <p>___ Business Education</p> <p>___ Character Education</p> <p>___ Cross-Cultural Education</p> <p>___ Curriculum Theory</p> <p>___ Curriculum Development/implementation</p> <p>___ Early Childhood Education</p> <p>___ Educational Media</p> <p>___ English as a Second Language Education</p> <p>___ Elementary Education</p> <p>___ Environmental/Ecological Education</p> <p>___ Foreign Language Education (Specify) _____</p> <p>___ Foundations of Education</p> <p>___ Gifted and Talented Education</p> <p>___ Social Studies/Global Education</p> <p>___ Health and Safety/ Driver Education</p> <p>___ Higher Education</p> <p>___ Home Economics Education</p> <p>___ Industrial Arts and Technology Education</p> <p>___ International and Comparative Education</p> | <p>___ Junior High/Middle School Education</p> <p>___ Language Arts Education</p> <p>___ Mathematics Education</p> <p>___ Multicultural Education/ Diversity</p> <p>___ Music Education</p> <p>___ Parochial/Religious Education</p> <p>___ Performing Arts Education</p> <p>___ Educational Philosophy</p> <p>___ Physical Education</p> <p>___ Political Aspects/Governmental Influences on Education</p> <p>___ Reading, Literacy</p> <p>___ Qualitative Research</p> <p>___ Quantitative Research and Statistics (Specify) _____</p> <p>___ School Psychology/ Student Counseling</p> <p>___ School Reform</p> <p>___ Science Education</p> <p>___ Social Studies Education</p> <p>___ Special Education (Specify Area) _____</p> <p>___ Speech and Audiology</p> <p>___ Teacher Preparation</p> <p>___ Technology in Education</p> <p>___ Vocational Education</p> <p>___ Other Specialties: _____</p> <p>___ Speech and Audiology</p> |
|---|---|

Call for Proposals for 2015 Conference Portland, ME

AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM

Twenty-second Annual Conference

October 8-10, 2015

www.aatchome.org

Hilton Doubletree

63 Maine Mall Road,

Portland, Maine, 04106,

USATEL: +1-207-775 6161 FAX: 1-207-756 6623

The American Association for Teaching and Curriculum (AATC) invites proposals for the Twenty-second Annual Conference in Portland, ME. The types of presentations being solicited include Papers, Ideas and Issues, Panels/Symposia, and Poster Sessions.

- 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.
- An Ideas and Issues session is a presentation of questions for inquiry and/or concepts or theories to engage the audience in discussion. Ideas and Issues sessions are allotted at least 30 minutes, with more time as the program schedule permits.
- A Panel/Symposium involves several speakers discussing varied points of view on a specified issue of interest to the AATC membership. Panels/Symposia are allotted 60 minutes for presentations and audience participation.
- A Poster Session incorporates a graphic representation and an oral presentation on a current educational issue. Graduate students will present their poster in a roundtable format. Participants will move from poster to poster for a short presentation by the presenter with a chance to ask questions.

Proposal Guidelines

- Proposals are to be prepared according to the outline specified on the Proposal Application Below. Proposals that do not follow this format will not be reviewed.
- Proposals need to be submitted through the AATC online website portal or as MS Word documents or as Rich Text Format if MS Word is not available.
- Institutions or School Districts should not be identified in the proposal.
- All proposals for presentation at the AATC annual conference will be subjected to blind review.
- Submit electronically as two separate documents to aatconference@gmail.com
 - 1 Proposal application
 - 1 Narrative for the presentation/proposal

General Proposal/Presentation Information

- Proposals must be received no later than: **March 1, 2015.**
- Presenters should pre-register for the conference. If your registration is not received by September 16th, 2015, your name will be removed from the program.
- Presenters should bring 15 copies of any materials for sharing at the conference.
- No A-V equipment is supplied; if necessary, please secure projectors/screens through the hotel service or on your own.

If you have any questions and/or are willing to serve as a reviewer of proposals or as a session moderator, your help would be greatly appreciated. For any inquiries or information, please send an email message to: aatconference@gmail.com.

Proposal Application for the Twenty-first Annual AATC Conference		
Name		
Affiliation		
Title/Status		
Address Line 1		
Address Line 2		
City, State, Zip		
Telephone		
E-mail		
Type of Presentation	<input type="checkbox"/> Paper <input type="checkbox"/> Issues and Ideas <input type="checkbox"/> Panel/Symposium <input type="checkbox"/> Poster	
Willing to Serve as Reviewer:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Names, email, and affiliation of co-presenters, if applicable:		
Title of Presentation		
Abstract (15-25 word description of presentation)		

Proposal: Please complete through the AATC online website portal the proposal application and upload a two-page, typed double spaced proposal narrative (MS Word or RTF) or send **electronically** a proposal application and a two-page, typed, double-spaced narrative (MS Word or RTF) to aatconference@gmail.com.

Make sure that the following is included in the proposal narrative: (1) Title of Presentation; (2) Objectives or purposes of the Proposal; (2) The philosophical, theoretical, or practical argument; (3) Literature, sources, or evidence to support the argument/analysis; and (4) Conclusions, implications, and significance of proposal. **Please omit any references to the authors, presenters, and affiliations.**

Submit electronically **two (2) separate documents**: (A) Proposal Application and (B) Proposal Narrative for the presentation/proposal through the online portal at <http://aatchome.org/conference/> or to aatconference@gmail.com.

Audio-Visual Equipment: In the spirit of AATC's mission to promote dialogue, we encourage session formats that provide ample time for interaction and conversation. All AV equipment, if used, will be the responsibility of the presenters.

All communication will be conducted electronically. Each presentation proposal will be notified of receipt of proposal; receive letter of acceptance or rejection; registration materials, and draft of 2015 program.

Please send all proposals electronically by **March 1, 2015**.

If you have questions, please send an email message to aatconference@gmail.com. For updates and information about the conference, also see www.aatchome.org.