

## **AATC**

**American Association for Teaching and Curriculum  
22nd Annual Conference  
Portland, Maine  
October 8-10, 2015**

## Welcome

### PRESIDENT'S GREETINGS

October 2015

On behalf of the AATC Executive Council, I extend a warm welcome to all conference attendees. Thank you for coming to Portland, Maine. The American Association for Teaching and Curriculum is in its 22<sup>nd</sup> year, at a time when teaching, curriculum standards, and colleges of education are under increased scrutiny. In the past year, the national dialogue about race also has come to the forefront of our attention, and public schools are on the front line. According to the National Center for Education Statistics, student demographics at public schools in the nation are shifting dramatically. The white student population in public schools was 59% in 2002 but is predicted to fall to 46% by 2024. The black student population is also declining slightly whereas a modest increase is expected for Asian students and students of two or more races. The largest increase, representing 11% over the same 22 year period, is anticipated to be in the Hispanic student population. Thus, the public schools reflect an increase in diversity, with an increase in the percentage of English language learners. Se habla español?

This year's Conference features two renowned keynote speakers who have addressed issues with respect to teaching, curriculum, and student diversity in different ways. Christine Woysner, Chair of the Department of Teaching and Learning at Temple University, has authored and edited several books on issues of race and gender in education. Nel Noddings, Emeritus Professor at Stanford University, reminds us of the importance of caring, happiness, and democracy in 21st century education arenas. We are also featuring special sessions to allow our graduate students and early career faculty to interact with our keynote speakers and member mentors. We will continue our tradition of the graduate student breakfast, the writer's workshop, and a special session devoted to those interested in writing and reviewing for our journal, *Curriculum and Teaching Dialogue*.

Congratulations to the two O.L. Davis, Jr. Book Award recipients: Amy Demarest's book *Place-based Curriculum Design: Exceeding Standards through Local Investigations* and former AATC President, David Callejo-Perez, Executive Council Member Donna Breault, and President-Elect William White who co-authored *Curriculum as Spaces: Aesthetics, Community, and the Politics of Place*. This represents the first instance where long-time AATC members have earned the distinguished award. Look for these two award winning books at our book fair. The AATC John Laska Distinguished Dissertation Award in Teaching is awarded to Caroline Jernigan Conner for her research, acknowledging the "Elephant in the Room: A Multiple Case Study Exploring the Experiences of Social Studies Teacher-Coaches."

It is my deep hope that the sessions, conversations, and interactions during the conference will inspire you to make the world of teaching and curriculum a better place for all America's diverse students. During his recent visit to the United States, Pope Francis reminded Americans to cherish our heritage as a land that welcomed immigrants who sought a new and better life. Of course, as educators, we know that the key to improving the educational experience is at the heart of teaching and curriculum – critical components of excellent educational opportunities.

Enjoy the conference.

Chara Haeussler Bohan  
AATC President 2015

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## CURRENT AATC LEADERSHIP 2014-2015

### **Past President**

*Barbara Slater Stern, Professor Emeritus, James Madison University*

### **President**

*Chara Haeussler Bohan, Georgia State University*

### **President Elect**

*William L. White, Buffalo State College*

### **Executive Council**

#### **Donna Breault**

*Missouri State University*

#### **Brad Conrad**

*Capital University*

#### **Joseph Flynn**

*Northern Illinois University*

#### **Rubén Garza**

*Texas State University*

#### **Shelley B. Harris**

*Texas A&M Univ. – San Antonio*

#### **Andrew Kemp**

*Georgia Regents University  
(Soon to be Augusta University)*

#### **John Pecore**

*University Of West Florida*

#### **Michelle Tenam-Zemach**

*Nova Southeastern University*

#### **Amy Williamson**

*Angelo State University*

### **Executive Secretary**

*Lynne Bailey, Pinellas County Public Schools*

### **2015 Program Chair**

*Dana Haraway, James Madison University*

### **2015 On Site Program Coordinator**

*Pamela Thompson, Thomas College*

### **Web Liason**

*John Pecore, University of West Florida*

### **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 Christine M. Moroye, University of Northern Colorado*

*Associate Editor:*

*Kate Kauper, Cornell College*

### **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, Professor Emeritus**

*University of Nevada, Reno*

#### **William Veal**

*College of Charleston*

### **Editorial Advisory Board**

#### **Michael Apple**

*University of Wisconsin-Madison*

#### **Thomas Barone, Professor Emeritus**

*Arizona State University*

#### **D. Jean Clandinin**

*University of Alberta*

#### **William Pinar**

*University of British Columbia*

**Steve Selden, Professor Emeritus**  
University of Maryland, College Park

### **IN-COMING AATC LEADERSHIP 2015-2016**

\* \* Leadership Changes at the Saturday Executive Council Meeting at the close of the conference

#### **Past President**

*Chara Haeussler Bohan, Georgia State University*

#### **President**

*William L. White, Buffalo State College*

#### **President Elect**

*Kevin Cloninger, Anthropedia Foundation*

#### **Executive Council**

##### **Donna Breault**

*Missouri State University*

##### **Bradley Conrad**

*Capital University*

##### **Ruben Garza**

*Texas State University*

##### **Andrew Kemp**

*Georgia Regents University*

##### **John Pecore**

*University of West Florida*

##### **Shelley Harris**

*Texas A&M University, San Antonio*

##### **Dana Haraway**

*James Madison University*

##### **Megan Kennedy**

*Westfield State University*

##### **Joseph Flynn**

*Northern Illinois University*

#### **Executive Secretary**

*Lynne Bailey, Pinellas County Public Schools*

#### **2016 Program Chair**

*Andrew Kemp, Georgia Regents University*

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##### **William Veal**

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*Arizona State University*



**D. Jean Clandinin**  
University of Alberta

**William Pinar**

University of British Columbia  
**Steve Selden, Professor Emeritus**  
University of Maryland, College Park

## **AATC History**

### **The American Association for Teaching and Curriculum**

[www.aatchome.org](http://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-second Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

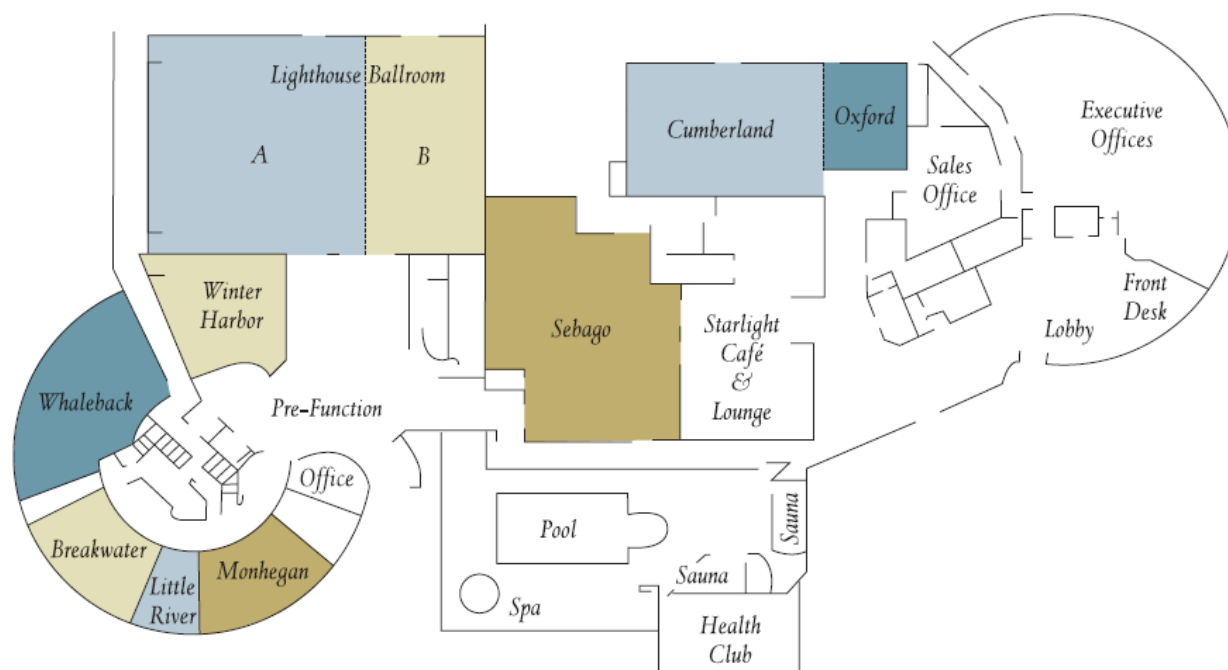
The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated so many of the professional

organizations. Hopefully, attendees will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

### AATC Presidents

2017	Kevin Cloninger, Anthropedia Foundation	2004	David Flinders, Indiana University
2016	William L. White, Buffalo State College	2003	Gretchen Schwarz, Oklahoma State
2015	Chara Haeussler Bohan, Georgia State	2002	Ron Wilhelm, University of North Texas
2014	Barbara Slater Stern, James Madison	2001	P. Bruce Uhrmacher, University of Denver
2013	Amy L. Masko, Grand Valley State	2000	Stephen Fain, Florida International
2012	Richard Biffle III, Thomas College	1999	William Segall, Oklahoma State
2011	Wesley Null, Baylor University	1998	Sylvia Hutchinson, University of Georgia
2010	David M. Callejo Pérez, Saginaw Valley	1997	Ann Converse Shelly, Ashland University
2009	Robert Boostrom, Southern Indiana	1996	Fran Hunkins, University of Washington
2008	Karen Riley, Auburn-Montgomery	1995	O. L. Davis Jr., University of Texas
2007	Alan W. Garrett, Eastern New Mexico	1994	John Laska, University of Texas
2006	William Veal, North Carolina		
2005	Cheryl Craig, University of Houston		

### Portland Hilton Doubletree 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.

Photos used Courtesy of the Greater Portland Convention + Visitors Bureau.



Cover photo compliments of Pamela Thompson

## 22<sup>nd</sup> Annual Conference at a Glance

### Wednesday, October 7, 2015

**4:45** Ferry Boat Ride to Peaks Island for Dinner  
 If interested, email Pamela at [thompsonp@thomas.edu](mailto:thompsonp@thomas.edu)  
 Meet in the Hilton Lobby at 4:45

### Thursday, October 8, 2015

**7:30-5:00** Registration - **West Foyer**  
**8:00-9:30** Graduate Student Breakfast - **Lighthouse B**  
**8:00-9:30** Executive Council Meeting - **Whaleback**  
**10:00-10:50** Welcome and Presidential Address - **Lighthouse A**  
*Chara Bohan, AATC President*  
**11:00-12:20** Breakout Session (A)  
**11:00-5:00** Book Fair Viewing- **Little River**  
**12:30-2:00** Luncheon Keynote Speaker - **Lighthouse B**  
*Keynote Speaker - Christine Woyshner*  
**2:05-5:30** Breakout Sessions (B-D)  
**6:00-7:00** AATC Welcome Reception (open to all) - **Lighthouse B**  
**\*\* Shuttle available to Old Port from 7:00 - 11:00 pm**

### Friday, October 9, 2015

**7:30-5:00** Registration - **West Foyer**  
**7:30** Continental Breakfast - **West Foyer**  
**8:00-8:50** Business Meeting (open to all) - **Lighthouse A**  
**9:00-10:05** Future of AATC Session (open to all) - **Lighthouse A**  
**10:10-12:20** Breakout Sessions (E-F)  
**11:00-5:00** Bookfair Viewing - **Little River**  
**12:20-1:35** Lunch on your Own  
**1:40-6:00** Breakout Sessions (G-I)  
**2:45-3:30** Poster Session- **West Foyer**  
**3:00-3:30** Afternoon Drinks/Snacks - **West Foyer**  
**6:30** AATC Awards Banquet & Marcella Kysilka Lecture - **Lighthouse A**  
*Keynote Speaker - Nel Noddings*  
**\*\* Book Fair immediately following Dinner Banquet - West Foyer**



<b>Saturday, October 10, 2015</b>
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<b>8:00-10:00</b>	Registration – <b>West Foyer</b>
<b>8:00-9:00</b>	Professors of Curriculum Meeting (open to all) – <b>Lighthouse A</b>
<b>9:05-11:15</b>	Breakout Sessions (J-K)
<b>10:00-10:30</b>	Mid-Morning Drinks and Snacks – <b>West Foyer</b>
<b>12:30-2:30</b>	AATC Executive Council Meeting – <b>Sebago</b>

<b>Thursday 10/8 • Graduate Student Breakfast • 8:00 – 9:30</b>
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**Graduate Student Breakfast – Lighthouse B**

Sarah Ramsey, Southwestern Oklahoma 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.*

<b>Thursday 10/8 • Opening Session: Presidential Address • 10:00 – 10:50</b>
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**Please join us for the Welcoming and  
Presidential Address**

-

Thursday, October 8, 2015  
10:00 a.m.

Lighthouse A

Speaker: **AATC President**  
***Chara Bohan***

**Georgia State University**

## “The Past, Present, and Future of Teaching and Teacher Education Curriculum”

### Thursday 10/8 • Session A • 11:00 – 12:20

<b>Orientation Mentoring</b>	<b>Thursday 11:00 – 12:20</b>	<b>Lighthouse B</b>
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**New member orientation**

Rubén Garza, Texas State University; Shelley Harris, Texas A&M, San Antonio; John Pecore, University of West Florida

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

<b>Panel/Symposium Session</b>	<b>Thursday 11:00 – 12:20</b>	<b>Whaleback</b>
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**Touchstones for STEM Professional Learning: Promoting project-based, place-based and proficiency-based education**

Regina Toolin, University of Vermont; Amy Demarest, University of Vermont; Alan Tinkler, University of Vermont

*This session centers on the successes and challenges of a STEM professional development program that promotes project-based, proficiency-based and place-based education.*

<b>Paper Session</b>	<b>Thursday 11:00 – 12:20</b>	<b>Winter Harbor</b>
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**Invasion of the Body Snatchers: Pedagogicide and Teacher Evaluation in the Age of Accountability**

Michael Bailey, University of South Florida

*This CDA discusses how New Taylorism manifests in the widely used Marzano Teacher Evaluation Model and explores the impact of evaluations system*

**Understanding Heroes and Villains in Education Policy Discussion**

Paul Parkinson, University of Evansville

*Who or what gets framed as the source of redemption or destruction within schooling says a great deal about the disposition of the person relating the story of the struggle.*

**Empowering Women in the Classroom: The Subtle Power of Intentions**

Daniel Conn, Minot State University

*This study examines how teacher intentions to promote women as leaders plays out in the classroom environment.*



<b>Paper Session</b>	<b>Thursday 11:00 - 12:20</b>	<b>Breakwater</b>
<b>Visualizing the Past: The Pedagogical Experiences of 8th Grade Teachers Utilizing Historical Visual Texts</b> Jearl Nix, Georgia State University <i>This presentation will provide insight into the pedagogical experiences of three middle level history teachers utilizing historical visual texts.</i>		
<b>Historical Thinking and Civic Engagement with Adolescents</b> Sherri Colby, Texas A&M University-Commerce; Shannon Carmody, Rockwall ISD <i>This study investigates the use of historical thinking as a facilitator civic engagement in the adolescent learner.</i>		
<b>Roma as Classroom: Integrating a Social Studies Curriculum and Methods into Study Abroad</b> Cheryl Beverly, James Madison University <i>Integrating a Community Scan into a Rome Study Abroad strengthened participants' awareness interrelationships between culture, context, practices and outcomes.</i>		
<b>Paper Session</b>	<b>Thursday 11:00 - 12:20</b>	<b>Monhegan</b>
<b>What novice teachers share about support systems during their first two years of experience</b> Bernardo Pohl, University of Houston <i>This paper presents initial findings of what novice teachers shared regarding informal and formal mentoring and support systems during their transitional years of experience.</i>		
<b>Cultivating a Learning Environment: Using Video Benchmarks to Develop and Assess Teaching Performance</b> Fern Tavalin, Maine College of Art; Kelly McConnell, Maine College of Art <i>Faculty will present their system for video benchmarking, showing what new standards for teacher preparation look like in action.</i>		
<b>Battling Bullying: How Teacher Preparation Programs Set Teachers Up for Success</b> Megan Kennedy, Westfield State University; Frank Giuliano, Westfield State University <i>This session will discuss an assessment tool designed and implemented for the systematic evaluation of bullying prevention at the programmatic level.</i>		



**Thursday 10/8 • Luncheon • 12:30 – 2:00 p.m.**

## **AATC Luncheon**

Please join us in  
**Lighthouse B**

Keynote Speaker: **Christine Woyshner**

### **“Toward a Curriculum of Meaning in a Time of Fear”**

Christine Woyshner is Professor of Education at Temple University, where she is Chair of the Teaching and Learning Department. Her research focuses on the role of civic voluntary organizations in public education; she also conducts research on race and gender in the K-12 school curriculum. Woyshner earned her doctorate at Harvard University’s Graduate School of Education in 1999. In addition to publishing numerous articles and book chapters, she is author or co-editor of *Minding Women: Reshaping the Educational Realm* (Harvard Educational Publishing Group, 1998), *Social Education in the Twentieth Century: Curriculum and Context for Citizenship* (Peter Lang Publishers, 2004), *The Educational Work of Women’s Organizations, 1890-1960* (Palgrave Macmillan, 2008); *The National PTA, Race, and Civic Engagement, 1897-1970* (Ohio State University Press, 2009); *Histories of Social Studies and Race, 1865-2000*

(Palgrave Macmillan, 2012); and *Leaders in Social Education: Intellectual Self-Portraits* (Sense Publishers, 2014). Woyshner developed the Cultural Fieldwork Initiative in 2011 for pre-service social studies teachers in collaboration with Andrea Reidell of the National Archives in Philadelphia. The CFI places approximately fifty social studies pre-service teachers a year at Philadelphia-area museums, archives, and historic sites. She is currently beginning to work on a new book, the role of black civic voluntary organizations in shaping public education in the South before *Brown*.

**Thursday 10/8• Session B• 2:05 – 3:05**

<b>Panel/Symposium Session</b>	<b>Thursday 2:05 – 3:05</b>	<b>Lighthouse B</b>
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**Race, Oppression, Violence, and Security**

William White, SUNY-Buffalo State University; Joseph Flynn, Northern Illinois University  
*Voices explore the contemporary social landscape in the United States and its impact on curriculum and teaching.*

<b>Paper Session</b>	<b>Thursday 2:05 – 3:05</b>	<b>Whaleback</b>
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**Overcoming the Rhetoric of Vulnerability: Using Primary Sources to Promote Critical Literacy about Controversial Topics with Young Learners**

Ilene Berson, University of South Florida; Michael Berson, University of South Florida  
*This research examines the promotion of critical literacy and historical inquiry with young learners by exploring images that problematize everyday events.*

**An Ethos in the Making: Perceptions of NCLB in a Postmodern World**

Tim Price, University of Denver  
*In this study, 12 interviews were performed in an effort to better understand how NCLB has been perceived, and the implication of this on current and future reform efforts.*

<b>Paper Session</b>	<b>Thursday 2:05 – 3:05</b>	<b>Monhegan</b>
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**The potential for project-based learning to develop students into self-regulated learners**

Corey Nagle, University of West Florida; John Pecore, University of West Florida  
*This presentation discusses the teaching of self-regulation skills through project-based learning as a strategy for easing the transition from middle to high school .*

**Who Speaks and Who Listens? Exploring the Implications of Personalized Learning for Student Voice**

Steve Netcoh, University of Vermont  
*This paper presents research from a qualitative case study on the implications of personalized learning for student voice in the classroom.*

<b>Issues &amp; Ideas Session</b>	<b>Thursday 2:05 – 3:05</b>	<b>Breakwater</b>
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**Aesthetic memories: Using perceptual experiences to elicit prior knowledge**

Camilla Keller, Minot State University; Daniel Conn, Minot State University  
*The main purpose of this presentation is to explore: How can aesthetic learning experiences be used to later activate prior knowledge?*

**Reading well: Exploring aesthetic approaches in literacy**

Malia Salyards, Minot State University; Daniel Conn, Minot State University  
*This presentation explores the possibilities of Eisner's (2002) system of educational connoisseurship and criticism as a way to support literacy development in the classroom.*



<b>Issues &amp; Ideas Session</b>	<b>Thursday 2:05 – 3:05</b>	<b>Winter Harbor</b>
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**“So you are going to work within the system:” An analysis of an educator and policy maker**

Karen Kusiak, Colby College

The author uses auto-ethnographic method to analyze culture in educational policy development as collected from education insider experiences and outsider identity.

**Can Lectures Engage College Freshmen? Student Perceptions in a First Year Core Humanities Course**

Cortney Holles, University of Northern Colorado

*In this qualitative study of college freshmen, I find students seek more engagement and interaction with content and lecturers, but they don't recommend eliminating lectures.*

**Thursday 10/8• Session C• 3:15 – 4:15 p.m.**

<b>Special Session</b>	<b>Thursday 3:15 -4:15</b>	<b>Lighthouse B</b>
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**Writer's Workshop**

Chara Haeussler Bohan, Georgia State University; P. Bruce Uhrmacher, University of Denver

*Advise for writing for publication is explored in this interactive session.*

<b>Conversation Session</b>	<b>Thursday 3:15 – 4:15</b>	<b>Winter Harbor</b>
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**Conversation with Christine Woyshner**

John Pecore, (Facilitator)

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

<b>Paper Session</b>	<b>Thursday 3:15 – 4:15</b>	<b>Breakwater</b>
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**Hide and Seek: Searching for what is Hidden in a Demographically Distributed Curriculum**

Carrie Gentner, University of South Florida

*Examination of the hidden/null curriculum and demographics of students within one district subjected to state mandated Extended Reading Time program.*

**An examination of college readers' ideologies and dialogic learning through course-related book club participation**

Kimberly Slusser, Syracuse University; Jane Spohn, Mansfield University

*Discussion will focus on reading practices shaped by existing ideologies and attitudes toward reading as revealed through dialogic learning in college reading book clubs.*

<b>Issues and Ideas Session</b>	<b>Thursday 3:15 – 4:15</b>	<b>Whaleback</b>
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**Humane Acts: Deconstructing and Ameliorating White Fatigue in American Education**

Joseph Flynn, Northern Illinois University

*This presentation explores the notion of White Fatigue, its impact on anti-racist education, and most importantly recommendations for teacher education.*

**The Knowledge Is Power Program: Culturally Responsive or Strictly Academic?**

Brittany Miller, University of Denver

*This session will guide participants to grapple with the extent to which KIPP charter schools engage in Culturally Responsive Teaching practices.*

<b>Issues and Ideas Session</b>	<b>Thursday 3:15 – 4:15</b>	<b>Monhegan</b>
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**Educational Criticism as a Mode for Reflection on the Student Teaching Experience**

Kate Kauper, Cornell College

*This presentation describes the experiences of undergraduate students at a small liberal arts college with qualitative inquiry following their student teaching experiences.*

**Developing and Assessing 21st Century Skills Across Teacher Education Programs**

Shadi Roshandel, Dominican University of California; Elizabeth Truesdell, Dominican University of California; Rosemarie Michaels, Dominican University of California; Jacquelyn Urbani, Dominican University of California

*This session will discuss the 4C's (Collaboration, Communication, Creativity, Critical Thinking), Instructional Technology, and the Common Core: The what, why, and how for teacher education.*

**Thursday 10/8 • Session D • 4:30 – 5:30 p.m.**

<b>Special Session</b>	<b>Thursday 4:30 – 5:30</b>	<b>Lighthouse B</b>
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**Curriculum and Teaching Dialogue Editors Session**

Christine M. Moroye, University of Northern Colorado; David Flinders, Indiana University; Kate Kauper, Cornell College

<b>Panel/Symposium Session</b>	<b>Thursday 4:30 – 5:30</b>	<b>Whaleback</b>
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**Educational Landscape in Vermont**

Barri Tinkler, University of Vermont; Alan Tinkler, University of Vermont; Claudine Bedell, St. Michael's College; James Nagel, St. Michael's College; David McGough, Johnson State College

*This panel provides a view into educational efforts in Vermont that seek to push against pressures to standardize the work of educators and move toward innovative practices.*

<b>Paper Session</b>	<b>Thursday 4:30 – 5:30</b>	<b>Monhegan</b>
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**Bullying in the shadows: the Yik Yak dilemma**

Dustin Bailey, Hanover College

*This session takes a closer look at perceptions and understanding of LGBTQ identity issues around Yik Yak, an anonymous social media application.*

**Uncommon Children through the Lens of the Commonplaces: How Multiple Views of Gender Non-Conforming Children Confound and Inform**

Joey Dan'elle Persinger, Northern Arizona University

*This paper explores the ways subject matter, milieu, learners, and teachers experience, define, and respond to gender non-conformity in elementary settings.*

<b>Paper Session</b>	<b>Thursday 4:30 - 5:30</b>	<b>Winter Harbor</b>
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**Behind the Urban Curtain**

Joseph Bolz, University of Denver; Robert Russ, University of Denver

*As both PhD candidates and Urban educators, we will compare the current research in urban mathematics education and the realities we face in the classroom.*

**Organizational Habitus: Restricting Youths' Views of Possible School Reform**

Dawn Evans, Grand Valley State University; Alice Harnischfeger, Keuka College

*Using an organizational habitus lens, we report the results of a study exploring youths' engagement in a reform-oriented curriculum.*

<b>Issues and Ideas</b>	<b>Thursday 4:30 - 5:30</b>	<b>Breakwater</b>
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**With their Voice: Constructing Meaning with Digital Testimony**

Brandon Haas, Plymouth State University; Michael Berson, University of South Florida; Ilene Berson, University of South Florida

*Testimony-based education, and IWitness, allows students to construct meaning using digital narratives of Holocaust survivors and witnesses through student-centered activities*

**Aim For Success: Student Engagement, Differentiation, and Learning Targets**

Lindsey Reinert, University of Denver; Jessica Howard, University of Denver; Mark Mishou, University of Denver

*Intentional planning for rigorous instruction combined with depth of knowledge and learning trajectories makes a partnership in the learning process.*

**Welcome Reception 6:00 - 7:00 p.m.**

# **AATC Welcome Reception**

**All are invited to attend from:**

**6:00 - 7:00 p.m.**

**\* Hors d'œuvres and Cash Bar \***

## **Lighthouse B**

**\* \* Shuttle available to Old Port from 7:00 - 11:00 pm**



**Friday 10/9 • Continental Breakfast - West Foyer • 7:30 a.m.**

## **Continental Breakfast**

Served in **West Foyer**

Enjoy Complimentary Breakfast with AATC Attendees

**Friday 10/9 • Business Meeting • 8:00 – 8:50 a.m.**

## **Business Meeting Agenda**

**Location: Lighthouse A**

**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

Chara Haeussler Bohan

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 Elections
- Dissertation Award
- Social Media Community Outreach
- Grad Students Session/Breakfast
- Membership Committee

William White  
William White  
Bradley Conrad/Joseph Flynn  
Rubén Garza  
Shelley Harris

- |                                  |  |
|----------------------------------|--|
| ○ Webmaster                      | John Pecore                            |
| ○ Book Fair                      | Michelle Tenam-Zemach                  |
| ○ Report on Fall 2015 Conference | Dana Haraway/Pamela Thompson           |
| ○ CTD Update                     | David Flinders/Christine Moroye        |
| ○ Historians Report              | Elaine Chan/Vicki Ross/Candace Schlein |
| ○ O.L. Davis Book Award          | Megan Kennedy                          |
| ○ Wiki space                     | Donna Breault                          |
| ○ Executive Secretary Report     | Lynne Bailey                           |

#### New Business

2016 Conference Chair for Grand Rapids, MI - Andrew Kemp

8:50 Adjourn

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

#### The Future of AATCTALK

Marcella Kysilka, moderator

*A discussion about the future direction of AATC by former presidents, current leaders, and the first Executive Secretary. **All are invited to attend.***

### Friday 10/9• Session E• 10:10 – 11:10 a.m.

Panel/Symposium Session	Friday 10:10 – 11:10	Lighthouse B
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#### What Does it Mean to be a Person in the Role of Teacher Today?

David Hansen, Teachers College

*This presentation centers around a 3-year-long inquiry, involving 16 highly regarded public school teachers, into what it means to be a person in the role of teacher today.*

Paper Session	Friday 10:10 – 11:10	Whaleback
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#### Are Elite Students Prepared to Succeed at College? Five Stories and Perceptions

Cortney Holles, University of Northern Colorado

*Profiles of 5 students from an elite tech school suggest college preparedness is complex and individual, calling for an ecological framework to connect trends with reforms.*

#### Pre-service Teachers' Comprehension of Standards-Based Mathematics Curriculum

Todd Hodgkinson, Drake University

The purpose of this paper presentation is to detail our case study of pre-service teachers' and how they worked to comprehend standards-based, mathematics curriculum.

Paper Session	Friday 10:10 – 11:10	Breakwater
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#### How will the use of culturally relevant pictures and stories increase engagement in the United States History classroom in Latino ESOL students in Georgia?

Aubrey Southall, Georgia State University

*ESOL students struggle in learning U.S. history. Education courses on how to make the class culturally relevant is necessary to create a transformative learning environment*

#### Parents Using Funds of Knowledge to Support Mathematics Learning: A Case Study

Julie Williams, Utah Valley University

*This case study explored how one Hispanic family supported their children's mathematics learning through funds of knowledge.*

<b>Paper Session</b>	<b>Friday 10:10 - 11:10</b>	<b>Winter Harbor</b>
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### **Cross-cultural and Place-based Science Curriculum for Indigenous Students**

William Veal, College of Charleston

*The purpose of this paper is to debate the use of cross cultural and multicultural teaching and curriculum for indigenous students learning in a Western school setting.*

### **Science Pedagogy: Instructional Practice and Inquiry Learning**

Peggy Schimmoeller, Randolph College

*Reflection on and assessment of professional development that models best instructional practices in science and mathematics.*

<b>Issues &amp; Ideas Session</b>	<b>Friday 10:10 - 11:10</b>	<b>Monhegan</b>
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### **Refugee Youth and Discourse of Belongingness**

Ozlem Erden, Indiana University

This paper argues how Syrian refugee students experience sense of belongingness in schools when they are perceived as detractors.

### **Culturally Relevant Pedagogy in Preschool: Instruction and Social Emotional Development**

Tara Meister, University of Denver

This session will consider what culturally relevant pedagogy and social emotional development look like in preschool to generate dialogue around equitable teaching practices.

## **Friday 10/9 • Session F • 11:20 - 12:20**

<b>Panel/Symposium Session</b>	<b>Friday 11:20 - 12:20</b>	<b>Lighthouse B</b>
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### **Getting to the Next Level - Associate to Full Professor. Where's My Support?**

Rubén Garza, Texas State University; Patrice Werner, Texas State University; Paul Parkinson, University of Evansville

*This session explores the challenges that come with attaining promotion and tenure and how to navigate the tributaries leading to the next level.*

<b>Paper Session</b>	<b>Friday 11:20 - 12:20 p.m.</b>	<b>Whaleback</b>
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### **Adolescent Reflections on Urban Schooling**

Amy Masko, Grand Valley State University

*This paper is a qualitative analysis of a reflective journal kept by a suburban adolescent who transferred to an urban high school.*

### **The Exploration of Elements of School Culture in an Alternative School**

Natalie Brody, Georgia Regents University

*This presentation focuses on elements of school culture that alternative school students and their legal guardians perceived as valuable contributions to their educations.*



<b>Paper Session</b>	<b>Friday 11:20 - 12:20 p.m.</b>	<b>Monhegan</b>
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**Preservice Teachers: Writing Matters**

Trudi Gaines, University of West Florida

*This paper reviews the current literature and provides a recommendation for addressing the issue of proficiency, or lack thereof, of writing skills among pre-service teachers.*

**Education and the American Dream: Beliefs About Education and Defining the Dream**

Steve Page, Georgia Regents University

*The American Dream is a constant in the dialogue of this country. This research will address the American Dream through the lens of curriculum theory.*

<b>Issues &amp; Ideas Session</b>	<b>Friday 11:20 - 12:20</b>	<b>Breakwater</b>
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**Educational Folktales: How do our issues look within an alternative genre?**

Paul Parkison, University of Evansville

*Blogger narratives will be shared with participants. Working with partners, participants will construct fairy tales that follow narrative themes presented in the exemplar.*

**The Elephant in the Classroom**

William White, SUNY-Buffalo State College

*This presentation examines the competing forces that classroom teachers face as they navigate the treacherous waters of neo-colonial advances.*

<b>Issues &amp; Ideas Session</b>	<b>Friday 11:20 - 12:20</b>	<b>Winter Harbor</b>
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**Encouraging Community Service for Today's Learners: It's not what you've got; it's what you give.**

Keith Kerschen, Baylor University; Jodie Makie, Baylor University; Hunter Taylor, Baylor University

*Community service has received less attention than service learning, but it has the potential to change both students and communities.*

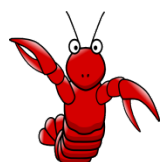
**Reframing Teen Pregnancy: From Public Health Problem to Decision-Making Process**

Darla Linville, Georgia Regents University

*Assumptions frame teen pregnancy as irresponsibility, recklessness, and disastrous for the teen(s) involved. This session asks for ideas about reframing the conversation.*

**Friday 10/9 • Lunch • 12:20 - 1:35 p.m.**

LUNCH ON YOUR OWN



**Friday 10/9 • Session G • 1:40 – 2:40 p.m.**

<b>Panel/Symposium</b>	<b>Friday 1:40 – 2:40</b>	<b>Lighthouse B</b>
<b>Discussion of Peter Wood's book, <i>A Bee in the Mouth: Anger in America Now</i></b> Richard Biffle, Thomas College; Marcella Kysilka, University of Central Florida; Karen Riley, Auburn University-Montgomery; Barbara Stern, James Madison University (facilitator) <i>In his book, "A Bee in the Mouth: Anger in America Now," Peter Wood traces the roots of anger's triumph in our social and political world.</i>		
<b>Conversation Session</b>	<b>Friday 1:40 – 2:40</b>	<b>Winter Harbor</b>
<b>Conversation with Nel Noddings</b> Dana Haraway (Facilitator) <i>Graduate students and early career professionals are invited to an informal chat with Dr. Noddings.</i>		
<b>Paper Session</b>	<b>Friday 1:40 – 2:40</b>	<b>Monhegan</b>
<b>What Just Happened? An Exploration of how Teachers Utilize Reflective Thinking</b> Fred Jacobs, American University <i>This paper reviews and analyzes the extensive literature on teachers' reflective practices and uses a case study to illustrate how reflection can enhance teaching performance.</i>		
<b>Writing-to-Reflect in a College Course: Boosting Thinking and Expertise</b> Timothy Thomas, James Madison University; Amy Thelk, James Madison University <i>This pilot study sought to analyze the depth of thinking achieved by college students who composed short written reflections periodically during a teacher education course.</i>		
<b>Paper Session</b>	<b>Friday 1:40 – 2:40</b>	<b>Breakwater</b>
<b>Transformative Learning and Pre-Service Teacher Preparation Through Arts-Based Curricula</b> Kelly Hrenko, University of Southern Maine; Jane Dalton, University of North Carolina-Charlotte <i>This paper illustrates how pre-service teachers designed curriculum that placed the arts at the center of learning.</i>		
<b>Enlightened Teaching: Instructional Practices that Engage, Challenge and Energize</b> Molly Smith, University of Denver <i>Explore how graduate level adjunct faculty challenge, engage and energize students in the pursuit of enlightened teaching and meaningful, intentional instructional practice.</i>		
<b>Issues and Ideas Session</b>	<b>Friday 1:40 – 2:40</b>	<b>Whaleback</b>
<b>Pre-service and Novice Teachers Reflections on the First Years: Entropy or Enhancement.</b> Peggy Schimmoeller, Randolph College <i>This research examined what pre-service teachers learn in their preparation programs and what they experience in field placements and early teaching experiences.</i>		
<b>Awareness of Deficit Theory in an Undergraduate Education Course</b> Kristi Preisman; College of St. Mary <i>The session will address how one professor addresses deficit theory and ways to counteract</i>		

*deficit perspective and deficit thinking in an undergraduate education course.*



**Friday 10/9 • Poster Session • 2:45 – 3:30**

**West Foyer**

### **Visualizing Mathematics Through an Elementary Field Experience**

Adam Akerson, Stephen F. Austin State University

*This presentation presents teacher candidate's perceptions of mathematics, through drawings, over the course of a field experience in a constructivist learning environment.*

### **Comparing Secondary Teacher Preparation Programs**

Mae Cox, Sam Houston State University

*In this session, we will discuss the results of our study examining secondary teacher preparation programs regarded as the best in the nation.*

### **Closing the opportunity gap for parents to promote school readiness for children: A collaborative intervention**

Mary Logue, University of Maine; Bonnie Blagojevic, University of Maine

*An ecological model guided a collaborative intervention using ipads to support parents of preschool children from a Migrant Education program to increase school readiness.*

### **Nonverbal Communication and Teacher Effectiveness**

Barbara Moody, Husson University

*If specific non-verbal skills are identified as highly correlated with teacher effectiveness, these skills could be taught to teacher candidates and practicing teachers.*

### **The E5: Teacher Led Professional Development**

Brandi Ray, Baylor University

*This poster presentation will highlight my current dissertation research pertaining to a group of teaches and their professional development program.*

### **Fostering Culturally Responsive Orientation**

Flynn Ross, University of Southern Maine

*Curricular activities for teacher education to develop culturally responsive teaching orientation including mapping community resources, school visitations, and 'walk-about'.*

### **Hegemonic language conflict: Attacks on language diversity**

Elena Venegas, Baylor University

*The success of linguistically diverse students is impeded via culturally irrelevant curriculum and pedagogy, which perpetuate the hegemony of Standard American English.*

## **Friday 10/19 • Session H • 3:35 – 4:35 p.m.**

<b>Special Session</b>	<b>Friday 3:35 – 4:35</b>	<b>Lighthouse B</b>
<b>O.L. Davis, Jr. Book Award</b> Committee members: Trudi Gaines, University of West Florida; 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 <b>Amy B. Demarest, “Place-based Curriculum Design: Exceeding Standards through Local Investigations”</b> (Routledge, 2015) and <b>David Callejo-Perez, Donna Breault, and William White, “Curriculum as Spaces: Aesthetics, Community, and the Politics of Place”</b> (Peter Lang International Academic Publishers, 2014)		

<b>Paper Session</b>	<b>Friday 3:35 – 4:35</b>	<b>Whaleback</b>
<b>Building a Better Teacher?: Is there a Formula?</b> Sunny Wells, Baylor University; Jason Trumble, Baylor University; Brandi Ray, Baylor University; Gretchen Schwarz, Baylor University <i>We question the prevailing conventional agenda in teacher education reform that "better" teachers can be "built" through standardization efforts.</i>  <b>The End of the Century of Curriculum?</b> Robert Boostrom, University of Southern Indiana <i>This paper asks if the study and practice of curriculum can survive in the age of accountability through assessment.</i>		

<b>Paper Session</b>	<b>Friday 3:35 - 4:35</b>	<b>Breakwater</b>
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**“Isn’t That for Grad Students?” Exploring Curriculum Studies with Elementary Undergraduates at a Regional University**

Lori Meier, East Tennessee State University

*This discussion explores the opportunities, challenges, and tensions of integrating curriculum studies scholarship into methods courses at the elementary pre-service level.*

**What I Did on My Summer Vacation: An Investigative Reflection on Curriculum Development and Implementation by Non-experts in Summer Camp Settings**

Crystal Howell, Indiana University

*I explore how curriculum experts can assist non-experts in the creation of stimulating curricula in informal settings using a funds of knowledge approach.*

<b>Issues and Ideas Session</b>	<b>Friday 3:35 - 4:35</b>	<b>Monhegan</b>
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**Breaking the Mold: Rethinking Labels through Lesson Sketches**

Cheryl Mortazee, Minot State University; Daniel Conn, Minot State University

*The aim of this presentation is to explore the following question: How does the lesson sketch design affect the practice of labeling students?*

**Society, Purpose and Mathematics Education: A Reframing of Mathematics Teacher Education**

Houman Harouni, Harvard University

*The author describes a new framework and a set of experiments for working with mathematics teachers to raise and address questions regarding the purpose of math education.*

<b>Issues and Ideas Session</b>	<b>Friday 3:35 - 4:35</b>	<b>Winter Harbor</b>
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**Getting in Touch: Pharmacy Students’ Examination of Self**

Sarah Ramsey, Southwestern Oklahoma State University

*Class activities for developing cultural self-awareness and description of students’ responses will be presented. Come and engage in the discussion.*

**Grounding in the College Classroom**

Dana Haraway, James Madison University

*We will discuss the pros and cons of incorporating community building activities in college classrooms with pre-service teachers.*

**Friday 10/9 • Session I • 4:45 - 6:00 p.m.**

<b>Panel/Symposium</b>	<b>Friday 4:45 - 6:00</b>	<b>Lighthouse B</b>
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**CAEP, Techne, and the Decline of Graduate Education in Curriculum and Teaching: “I Have Seen the Enemy and He is Us”**

Gretchen Schwarz, Baylor University; P. Bruce Uhrmacher, University of Denver; Robert Boostrom, University of Southern Indiana

*Graduate teacher education programs in Curriculum and Teaching must beware as CAEP Advanced Standards threaten quality work and academic freedom in an era of techne.*

**Paper Session**

**Friday 4:45 - 6:00**

**Whaleback**

**Writing on the move: Presenting a Mobile Assisted Narrative Writing Practice for Younger English Learners from the Perspective of Funds of Knowledge**

Yan Chen, Northern Illinois University; Chris Carger, Northern Illinois University

*The study explores learning effects of scaffolding younger ELs' narrative writing skills and cultural awareness by using iPads from the perspective of funds of knowledge.*

**Lesson Study with Preservice Teachers: Collaboratively Linking Theory to Practice in Teaching English Language Learners**

Rosemarie Michaels, Dominican University of California

*This presentation will highlight strategies for successfully preparing preservice teachers for the realities of teaching English Language learners in elementary classrooms.*

**The Art of Practice: Incorporating Service-Learning Experiences with English Language Learners to Improve Future Teachers' Practice**

Alan Tinkler, University of Vermont; Barri Tinkler, University of Vermont

*This study examines pre-service teachers' perceptions of a service-learning experience where they worked in community settings to support English language learners.*

**Paper Session**

**Friday 4:45 - 6:00**

**Monhegan**

**Risky Business**

Joseph Bolz, University of Denver

*In this session, we will examine how the current educational paradigm expects students to be academic risk-takers without consideration of how this trait is developed.*

**Mindfulness in Practice: Introducing the Concept to Teacher Candidates**

Carol Klages, University of Houston-Victoria; Jane Devick-Fry, University of Houston-Victoria

*Mindfulness as a means to promoting learning, teaching, and positivity in today's classrooms. This paper discusses how teacher educators brought mindfulness to their teacher candidates.*

**Ideas and Issues Session**

**Friday 4:45 - 6:00**

**Breakwater**

**Are College of Education's Educating Allies for Public Education?**

Cheryl Beverly, James Madison University

*Are we educating allies to best serve decision making regarding the who, what, when, where, why and how of public education?*

**The Absence of Academics in Educational Policy and How They Might Become a Part of the Process in Improving Schools**

Bradley Conrad, Capital University



*This session will examine what influences policymakers in contemporary America and how academic researchers might have more influence in school improvement. **International***

**Standardized Assessments: Why Should We Care?**

*Ashleigh Franco, University of Houston*

*We will discuss the advantages and disadvantages of international standardized assessments and seek to answer: Why should we care about such assessments?*

<b>Issues and Ideas Session</b>	<b>Friday 4:45 - 6:00</b>	<b>Winter Harbor</b>
<b>Early Head Start for Multiply-Vulnerable Families: Program Innovation in Action</b>		
<i>Anita Charles, Bates College</i>		
<i>This study explores a Head Start program for multiply-vulnerable families. We discuss experiences of teachers, parents, administrators; and programmatic implications.</i>		
<b>Mothers as Curriculum Makers</b>		
<i>Michelle Tenam-Zemach, Nova Southeastern University; Charlene Desir; Nova Southeastern University</i>		
<i>This session explores ideas around curriculum decisions mothers make regarding their children's social and academic development and the role of privilege in those choices</i>		
<b>Talking Back to Payne: Narratives on Racial Inequality, School, and the Promise of Education from Families at a Homeless Shelter</b>		
<i>Meg Jacobs, Cornell College</i>		
<i>Counterportraits of families experiencing homelessness will be presented as an interrogation of cultural deprivation discourses privileged in schools.</i>		

## **Awards Banquet and Marcella Kysilka Lecture 6:30 p.m. Lighthouse A**

### **Events**

Dinner and Welcome	<b>Chara Haeussler Bohan</b>
Acknowledgments	<b>Chara Haeussler Bohan</b>
Thanking Departing Board Members	
Welcoming New Board Members	
Dissertation Awards	<b>William White and Dissertation Chair</b>



***schools***

Kim Barker, Georgia State University

*This presentation reports on ways in which practices of effective teachers in urban high-need schools has been strengthened and sustained by their teacher preparation program.*

***The Affect and Effect of Curricular Dis(Engagement) of Highly Effective Teachers at Low Performing Schools***

Andrew Bratspis, University of South Florida

*Explicating the impacts scripted curriculum and increased supervision have on highly-effective teachers and their decision to stay or leave low performing schools.*

<b>Paper Session</b>	<b>Saturday 9:05 - 10:05</b>	<b>Winter Harbor</b>
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**DREAMers Deferred: Caught between Politica and Persistence**

Chris Carger, Northern Illinois University

*This study of undocumented college students' immigration and educational challenges is presented with reference to concepts of grit and mindset as narrative research.*

**Conceptualizing Research in Education: Guiding Students toward Making Connections for Focused Research Topics**

Andrew Kemp, Georgia Regents University

*The purpose of this paper is to suggest a new method of addressing educational research topics by focusing on the interaction of four realms of educational research.*

<b>Paper Session</b>	<b>Saturday 9:05 - 10:05</b>	<b>Breakwater</b>
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**A Three-Tiered Approach to Integrating Instructional Technology in the Classroom**

Elizabeth Truesdell, Dominican University of California; Rebecca Birch, Dominican University of California

*This paper examines how a teacher education program integrates instructional technology through a three-tiered approach of literacy, augmentation and transformation.*

**If you give the class tablets will the teaching change?**

Jason Trumble, Baylor University

*Discuss the results of a case study focused on teacher in teacher pedagogy, constructivism, and a 1:1 iPad program.*

<b>Issues and Ideas Session</b>	<b>Saturday 9:05 - 10:05</b>	<b>Monhegan</b>
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**Teaching Tomorrowland: Elementary Teachers and the Outside Curriculum of Disney**

Lori Meier, East Tennessee State University;

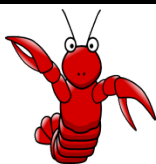
*This research explores pre-service teachers' social studies learning, views of theme parks as pedagogy and other relevant experiences in relationship to the Disney curriculum.*

**Reimagining Education: Science Fiction as Possibility**

Kristen Hengtgen, Indiana University; Caitlin Howlett, Indiana University

*This presentation explores the value of using science fiction in history and teacher education curricula in order to challenge dominant modes of knowledge production.*

**Saturday 10/10 • Snack• 10:00 – 10:30 a.m. – West Foyer**



**Saturday 10/10 • Session K• 10:15 – 11:15 a.m.**

<b>Combination Session *</b>	<b>Saturday 10:15 – 11:15</b>	<b>Winter Harbor</b>
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**Heeding Arendt's Call: Supporting Thinking in Schools of Education (paper)**

Cara Furman, University of Maine, Farmington

*Heavy regulations in teacher education programs do a disservice to the field of education. Drawing on Hannah Arendt, I argue that a teacher's education supports deep thinking.*

**Fracking the Foundations of Teacher Education (Issues and Ideas)**

Naomi Petersen, Central Washington University

*How does teacher education withstand the restriction of curriculum inherent to current reforms? Is there a voice for academic expertise among practitioners and policy makers?*

**New Avenues of Scholarship: From Conception to Going Live, the Genesis of an Education Journal (Issues and Ideas)**

Andrew Kemp, Georgia Regents University

*This paper presentation will focus on the creation of an Open Access eJournal, which was created as the first of its kind at a new Research Intensive university.*

*\*These sessions were combined to promote more cohesive discussion*

<b>Combination Session *</b>	<b>Saturday 10:15 – 11:15</b>	<b>Monhegan</b>
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**Curriculum Studios (Issues and Ideas)**

Christine M. Moroye, University of Northern Colorado; P. Bruce Uhrmacher, University of Denver; Brittany Miller, University of Denver; Elise Wright, University of Northern Colorado

*We explore historical and contemporary contours of collaborative curriculum planning and suggest curriculum studios as a way to answer the national call for student collaboration.*

**Preparing Novice Teachers to be Instructional Engineers (paper)**

Jennifer Cartier, Unity College; Aaron Kessler, University of Pittsburgh

*Carefully designed iterative approximations of curriculum planning practices enable pre-service teachers to develop skills and agency as engineers of learning experiences.*

*\*These sessions were combined to promote more cohesive discussion*

<b>Paper Session</b>	<b>Saturday 10:15 – 11:15</b>	<b>Whaleback</b>
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**Backward by design: The instructional and environmental politics of the K-12 STEM education movement**

Simon Jorgenson, University of Vermont

*This paper offers a critical analysis of the politics of the K-12 STEM education movement, with an emphasis on the movement's instructional and environmental politics.*

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

Richard Biffle, III, Thomas College

*This session will engage in a dialogue related to the design, planning, and organization of an undergraduate STEAM course designed for first-year students.*

**Issues and Ideas Session**

**Saturday 10:15 - 11:15**

**Breakwater**

**Strategies for Resisting Demoralization: Alternatives to Teacher Resilience**

Doris Santoro, Bowdoin College; Jennifer Lunt, Portland Public Schools

*We will engage the audience in a discussion of teacher demoralization and the possibilities of remoralization in an age of corporate reform.*

**Students & Teachers Becoming Critical Researchers in a Figured World of YPAR**

Limarys Caraballo, Queens College of the City University of New York

*Along with teacher participants, we will discuss curriculum, pedagogy, and teacher education as collaborative/democratic endeavors with-rather than for-youth.*

**Saturday 10/10 • Executive Council Meeting • 12:30 - 2:30 p.m.**

**Thank you for joining us in Portland, ME**



**Save the Date!!**

Please mark your calendars to attend the  
**23<sup>rd</sup> Annual Conference and Celebration of AATC in  
 2016**

**“Education for a Better Tomorrow: Social Justice,  
 Community, and Peace”**

**Grand Rapids,  
 Michigan**

## Key Note Speaker: Mark Naison



See Call for Proposals in the back of Program and online at [www.aatchome.org](http://www.aatchome.org)

**Stay tuned for updates and get your AATC news from [www.aatchome.org](http://www.aatchome.org)**

### **2016 AATC Program Chair:**

Andrew Kemp, Georgia Regents University

### **Information about AATC**

#### **Keynote Speakers**

2015 Nel Noddings, Marcella Kysilka Lecture  
 2014 Gloria Ladson-Billings, Marcella Kysilka Lecture  
 2013 Janet Miller, Marcella Kysilka Lecture  
 2012 Jane Bluestein, Marcella Kysilka Lecture  
 2011 Peter Hlebowitsh, Marcella Kysilka Lecture  
 2010 Bill McDiarmid, Marcella Kysilka Lecture  
 2009 William Schubert, Marcella Kysilka Lecture  
 2008 O.L. Davis Jr.

Christine Woyshner  
 Peter Taubman  
 Carol Lee  
 Mary Alice Sisneros  
 Dan Liston  
 Craig Kridel  
 William Ayers  
 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

	<i>Curriculum</i>	<i>Teaching</i>
2015		Caroline Conner
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
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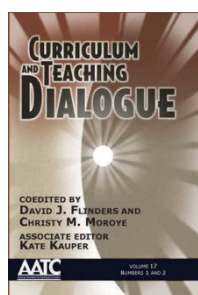
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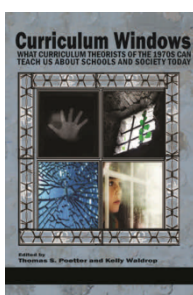
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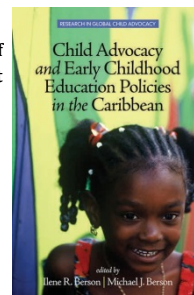
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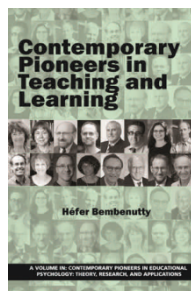
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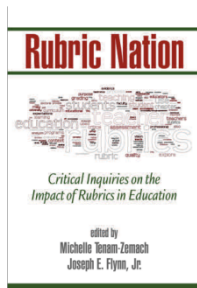
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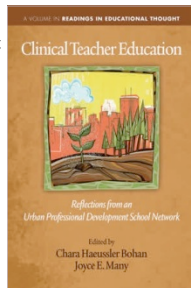
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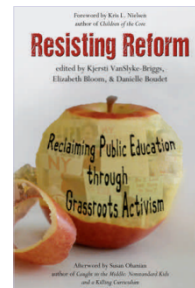
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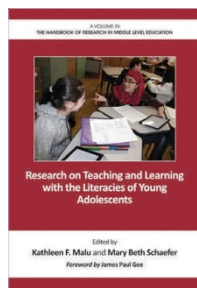
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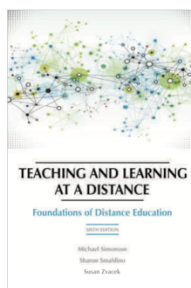
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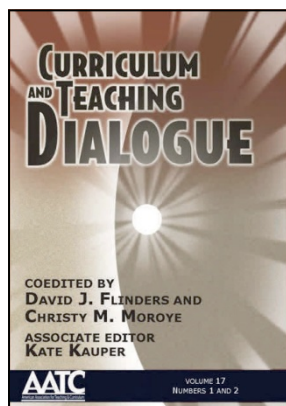
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Name: \_\_\_\_\_ Institution and Title: \_\_\_\_\_

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 two recent publications (date and journal title):

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\_\_\_ Administration/Supervision (Specify)

\_\_\_ Adult Learning

\_\_\_ Alternative Schooling

\_\_\_ Assessment, Evaluation, Measurement,  
Testing

\_\_\_ Authentic Assessment

\_\_\_ Art Education

\_\_\_ Aesthetics

\_\_\_ Bilingual Education

\_\_\_ Business Education

\_\_\_ Character Education

\_\_\_ Cross-Cultural Education

\_\_\_ Cultural Studies

\_\_\_ Curriculum Theory

\_\_\_ Curriculum Development/implementation

\_\_\_ Early Childhood Education

\_\_\_ Educational Media

\_\_\_ English as a Second Language Education

\_\_\_ Elementary Education

\_\_\_ Environmental/Ecological Education

\_\_\_ Foreign Language Education (Specify)

\_\_\_ Foundations of Education

\_\_\_ Gender Studies

\_\_\_ Gifted and Talented Education

\_\_\_ Social Studies/Global Education

\_\_\_ Health and Safety/ Driver Education

\_\_\_ Higher Education

\_\_\_ Home Economics Education

\_\_\_ Industrial Arts

\_\_\_ International and Comparative Education

\_\_\_ Junior High/Middle School Education

\_\_\_ Language Arts Education

\_\_\_ Literacy

\_\_\_ Mathematics Education

\_\_\_ Multicultural Education/ Diversity

\_\_\_ Music Education

\_\_\_ Parochial/Religious Education

\_\_\_ Performing Arts Education

\_\_\_ Educational Philosophy

\_\_\_ Physical Education

\_\_\_ Political Aspects/Governmental Influences  
on Education

\_\_\_ Reading, Literacy

\_\_\_ Qualitative Research

\_\_\_ Quantitative Research and Statistics (Specify)

\_\_\_ School Psychology/ Student Counseling

\_\_\_ School Reform

\_\_\_ Science Education

\_\_\_ Social Studies Education

\_\_\_ Special Education (Specify Area)

\_\_\_ Speech and Audiology

\_\_\_ Teacher Preparation

\_\_\_ Technology in Education

\_\_\_ Vocational Education

\_\_\_ Other Specialties: \_\_\_\_\_

## Call for Proposals for 2016 Conference Grand Rapids, MI

### *AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM*

Twenty-third Annual Conference

**“Education for a Better Tomorrow: Social Justice, Community, and Peace”**

October 13-15

[www.aatchome.org](http://www.aatchome.org)

**DoubleTree by Hilton Grand Rapids Airport**

4747 28<sup>th</sup> St. SE

**Grand Rapids, MI 49512**

**(616) 957-0100**

The American Association for Teaching and Curriculum (AATC) invites proposals for the Twenty-third Annual Conference in Grand Rapids, MI. 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](mailto: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, 2016.**
- Presenters should pre-register for the conference. **If your registration is not received by September 9<sup>th</sup>, 2016, 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.

Please remember that AATC is a different kind of conference. Participants are strongly encouraged to come for the entire conference and engage in discussion about issues and ideas raised.

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](mailto:aatconference@gmail.com).

Proposal Application for the Twenty-third 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, <i>email</i> , 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](mailto: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](mailto: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, 2016**.

If you have questions, please send an email message to [aatconference@gmail.com](mailto:aatconference@gmail.com). For updates and information about the conference, also see [www.aatchome.org](http://www.aatchome.org).