AATC
American Association of Teaching and Curriculum
23rd Annual Conference
Grand Rapids, Michigan
October 13-15, 2016

http://www.experiencegr.com/
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WELCOME

President’s Greetings

On behalf of the AATC Executive Council, I extend a warm welcome to all conference attendees. Thank you for coming to Grand Rapids, Michigan, a city that has long been a place where people come together. From its early history when the area was an important gathering place for members of the Hopewell people to the present time, the area has cultivated a rich and vibrant history that speaks to the importance of the past and the promise of the future. It is my fervent hope that as we gather in this wonderful city, we will take time to reflect upon the theme of AATC’s 23rd annual conference and consider how each of us can contribute to a more socially just and peaceful tomorrow.

This year’s conference comes at a time when national discourse on all too many topics has descended not into reasoned and respectful dialog, but rather harshly drawn lines that are animated by hatred, distrust, and frenzied support of entrenched positions. As the Executive Council began planning this year’s conference, we were thoughtful and intentional about the ways in which we, as an organization that supports diversity in its many forms, approached the conference theme and the traditions of AATC. Given the way that we value dialog, we have included AATC CROSS TALK sessions that are scattered throughout the conference program. These informal meetings aim to provide a place where we can discuss the relationships between information and ideas from numerous sessions in a setting that creates bridges between and among ideas and AATC members.

In addition to wonderful breakouts sessions on a range of topics too vast to mention, AATC welcomes Dr. Ken Saltman as our featured keynote speaker. Dr. Saltman is a Professor in the Department of Educational Leadership at the University of Massachusetts, Dartmouth. His research interests are not only prolific, but widely recognized as bringing a distinct and in depth analysis to the pressing challenges related to the economic, cultural, and political dimensions of school privatization. Dr. Saltman’s research has resulted in numerous books, including The Politics of Education: A Critical Introduction, Neoliberalism, Education, Terrorism, and The Failure of Corporate School Reform (the 2011 American Educational Studies Critics Choice Book Award winner). I am sure that we will all learn and benefit from Dr. Saltman’s contributions to the intellectual vitality of AATC’s 2016 annual conference.

It is also my pleasure to acknowledge several recipients of AATC awards. First, I would like to congratulate Jerry Rosiek and Kathy Kinslow, winners of the 2016 O.L. Davis Jr. Book Award. Their book, Resegregation as Curriculum: The Meaning of the New Racial Segregation in US Public Schools, is, as one committee member noted, a work that “takes policy (segregation/desegregation) and moves it to the realm of curriculum” by considering the “content of what children are taught in schools.” The O.L. Davis Award is given in recognition of scholarship that adds substantively to the body of knowledge about practices and theories of curriculum and teaching. Second, it is my distinct pleasure to congratulate the two recipients, Rhonda Webb (Curriculum) and Kari Colley (Teaching), of the John L. Laska Dissertation Awards. And finally, I would recognize Paul Parkison and Elizabeth Dorman as the winners of the Hunkins Distinguished Article Award. The contributions of all of these dedicated educators

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truly move our field forward and give us ample opportunity to reflect upon the state of our profession and the promise it holds.

In my brief message, *Kinship and Hope*, in the current edition of *Curriculum and Teaching Dialogue*, I noted the importance of AATC in my professional and intellectual development. As I enter my second decade as part of the AATC family, I can truly say the annual conference is a place and time where I rejuvenate my spirit, reconnect with lifelong friends, and create new intellectual partnerships that encourage me even in the dark days of what appears to be a long educational winter. It is my deep hope you will benefit from the conference as much as I and 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.

And finally, conference attendees come from a wide-range of backgrounds. Take the time to meet someone, to enjoy the conversations that will lead us into the future, and to make a friend, mentor, or colleague who will sustain you even as national dialog continues to question the power, promise, and purpose of public education.

William White, AATC President 2016

Don’t Forget to Visit the AATC Book Fair on Friday, October 14, 2016 in the Thornapple Room

Don’t forget to follow AATC on social media. Keep up the conversations!
Facebook: AATC 1993 Twitter @AATC1993

Create an account and get connected.

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Chara Haeussler Bohan, Georgia State University

President
William L. White, James Madison University

President Elect
Kevin Cloninger, Anthropedia Foundation

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Ashland University
Bradley Conrad
Capital University
Rubén Garza
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Candace Schlein, University of Missouri-Kansas City
Elaine Chan, University of Nebraska-Lincoln

Curriculum and Teaching Dialogue
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Associate Editor:
Kate Kauper, Cornell College

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

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INCOMING AATC LEADERSHIP

Past President
William L. White, James Madison University

President
Kevin Cloninger, Anthropedia Foundation

President Elect
John Pecore, University of West Florida

Executive Council

Meg Jacobs
Cornell College

Bradley Conrad
Capital University

Paul Parkison
University of North Florida

Andrew Kemp
Georgia Regents University

Delane Ingalls Vanada
University of North Carolina-Charlotte

Shelley Harris
Texas A&M University, San Antonio

Dana Haraway
James Madison University

Megan Kennedy
Westfield State University

Michelle Tenam-Zemach
Nova Southeastern University

Executive Secretary
Todd Hodgkinson, Drake University

2017 Program Chair
Matt Spurlin, University of Denver

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AATC HISTORY

The American Association for Teaching and Curriculum
www.aatchome.org

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), the American Political Science Association (1903) and the American Academy of Religion (1909). The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually 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 5 organizations. Hopefully, attendees will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

2017 AATC Conference, Denver, Colorado
Deadline for Proposals
April 14, 2017
Online Submission System at aatchome.org
AATC PRESIDENTS

2018 John Pecore, University of West Florida
2017 Kevin Cloninger, Anthropedia Foundation
2016 William L. White, James Madison University
2015 Chara Haeussler Bohan, Georgia State
2014 Barbara Slater Stern, James Madison
2013 Amy L. Masko, Grand Valley State
2012 Richard Biffle III, Thomas College
2011 Wesley Null, Baylor University
2010 David M. Callejo Pérez, Saginaw Valley
2009 Robert Boostrom, Southern Indiana
2008 Karen Riley, Auburn-Montgomery
2007 Alan W. Garrett, Eastern New Mexico
2006 William Veal, North Carolina
2005 Cheryl Craig, University of Houston
2004 David Flinders, Indiana University
2003 Gretchen Schwarz, Oklahoma State
2002 Ron Wilhelm, University of North Texas
2001 P. Bruce Uhrmacher, University of Denver
2000 Stephen Fain, Florida International
1999 William Segall, Oklahoma State
1998 Sylvia Hutchinson, University of Georgia
1997 Ann Converse Shelly, Ashland University
1996 Fran Hunkins, University of Washington
1995 O. L. Davis Jr., University of Texas
1994 John Laska, University of Texas

Welcome Reception

6:00-7:00pm
Thursday, October 13 n Salon A/B
Cash Bar and Light Hors d’Oeuvres

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KEYNOTE SPEAKER: KENNETH SALTMAN

Kenneth J. Saltman is a Professor in the Department of Educational Leadership where he teaches courses in the Educational Leadership and Policy Studies PhD program. He received his PhD and MA in Curriculum and Instruction from Pennsylvania State University and his BA Honors in Philosophy from McGill University. He grew up in southern New England and prior to graduate school taught English as a Second Language in Pusan, South Korea. He taught graduate and undergraduate courses at DePaul University in Chicago and St. Joseph’s University in Philadelphia.

Research Interests

His research interests include sociology of education, philosophy of education, educational politics and policy, the cultural politics and political economy of education and mass media, critical pedagogy, cultural studies, critical theory, globalization and education, educational leadership, curriculum theory, the militarization of schools and society, and philosophy of sport and the body. He has been a prolific author and early outspoken critic of what has been termed neoliberal educational restructuring or corporate school reform.

Dr. Saltman’s scholarship has been distinct for bringing together an analysis of the economic, cultural, and political dimensions of public school privatization, situating it in terms of broader social trends and global struggles. He is the author most recently of *The Politics of Education: A Critical Introduction* (Paradigm 2014), *The Failure of Corporate School Reform* (Paradigm Publishers 2012), and *The Gift of Education: Venture Philanthropy and Public Education* (Palgrave Macmillan 2010) which was awarded a 2011 American Educational Studies Critics Choice Book Award. He also recently co-authored *Toward a New Common School Movement* (Paradigm 2014) and *Neoliberalism, Education, Terrorism* (Paradigm 2014). He received a Fulbright Scholarship on Globalization and Culture.

Don’t Forget to Visit the AATC Book Fair on Friday, October 14, 2016 in the Thornapple Room

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AWARD WINNERS

John L. Laska Dissertation Award

Dr. Kari Colley
Student of Dr. Bruce Uhrmacher, University of Denver
*Cultivating Creativity: The Practice of Teaching for Creativity in the Elementary Classroom*

This dissertation will illuminate the practice of teaching for four exemplary elementary school teachers who cultivate creativity in their students.

Dr. Rhonda Webb
Student of Chara Haeussler Bohan, Georgia State University
*Red, White, and Black: The Meaning of Loyalty in Georgia Education*

This historical dissertation describes ways in which the Red Scare and Cold War eras impacted education from the 1930s through the 1960s.

Hunkins Distinguished Article Award

Elizabeth Dorman: *Building Teachers’ Social-Emotional Competence Through Mindfulness Practices*

Abstract: Recent research suggests that building teachers’ social-emotional competence, including via mindfulness training, can improve teacher’s overall effectiveness and well-being, help equip them with the tools needed to respond to the unique stressors of the teaching profession, and potentially reduce burnout and attrition. This article reports on a longitudinal action research study of integrating mindfulness practices into my teacher education courses. I discuss how the process evolved over time and present key themes in student perceptions of the practice. This study has implication for any practitioners interested in mindfulness incorporated into education settings.

Paul Parkison: *Catharsis in Education: Rationalizing and Reconciling*

Abstract: The article discusses research which examined the education policy related to standards, testing and accountability. Topics discussed include the limitation in the democratic curriculum development process, restrictive policies for teachers and students and deconstruction of the rationalization of contemporary education policies with the use of a qualitative discourse analysis.

O.L. Davis Book Award

*Resegregation as Curriculum: The Meaning of the New Racial Segregation in US Public Schools*
by Jerry Rosiek and Kathy Kinslow

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THURSDAY—OCTOBER 13, 2016

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<td>Shelley Harris, Texas A&amp;M San Antonio</td>
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<td><em>This session is designed for first time AATC members, early career faculty, and graduate students interested in mentoring support.</em></td>
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<td>Jennifer Hart, Indiana University</td>
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<td><em>Presentation exploring experiences in international teaching, focusing on developing a personal and professional learning community in that context.</em></td>
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<td><strong>Creating Community: Educating Teachers in the Second Circle</strong></td>
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<td>Matt Spurlin, University of Denver</td>
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<td><em>This study elucidates how one teacher educator utilizes the Second Circle, an acting technique, to create community and also teaches students how.</em></td>
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<td><strong>Creating Safe Spaces</strong></td>
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<td>Sundiata Omowale, Georgia State University</td>
<td>Wolverine A</td>
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<td><em>How do you address the fragile minds and teach sensitive historical topics such as lynching?</em></td>
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Challenging the "Safe," Space of the Classroom  
Paul Parkison, University of North Florida  
*Establishing a safe balance has become the goal and operational objective of education. Abroad view of safety stifles the potential of education.*

**Diversity**  
**Wolverine B**

**Comfort in an Uncomfortable World: Finding Common Ground**  
Sandra Guzman Foster, University of the Incarnate Word  
*Creating comfort in an uncomfortable world among International and American students via transformative dialogue and learning.*

**LGBTQ: Safe Zones: A form of tolerance or prejudice?**  
Shelley Harris, Texas A&M--San Antonio  
*The objective of this Issues and Ideas Session is to discuss the notion of Safe Zones and how it may aid or hinder inclusivity in the higher education.*

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**Mid-morning Snack Main Hall**  
**10:30-10:50**

**Session B**  
**10:50-11:40**

**Learning Environments**  
**Salon C**

**Education, the Environment, and Transformational Experiences: How a Single Experience Can Spark a Movement**  
Brittany Miller, University of Denver  
Wendy Daniel, University of Denver  
*This presentation explores the significant implications of connecting students to ecological education theories through transformational experiences.*

**From Outdoor Campgrounds to Digital-Age Schools: What Can Be Learned from Informal Educational Environments to Enable Greater Academic Success?**  
Ian Clemente, Michigan State University  
*This session discusses what makes an environment "educational", and how emulating informal learning environments might improve traditional classrooms.*

**For Profit Universities**  
**Salon D**

**Repitching the Tent: Rethinking University Programming in an Era of For-Profit Competition**  
Donna Breault, Ashland University  
*This paper connects the work of Richard Giles and his call for churches to rethink their spaces with the spaces we create in higher education.*

**The Lived Experience of Faculty in For-Profit Online Doctoral Programs: A Report from the Trenches**  
Stacey Elsasser, Grand Canyon University  
*This Issues and Ideas Session will explore the lived experience of a faculty member in an online doctoral program at a for-profit institution.*

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Issues in Education
Curriculum to Teach the Whole Child
Dana Haraway, James Madison University
*With the passage of ESSA, teacher education programs are poised to focus on strategies to address the whole child including restorative practices.*

Technocratic Education Reform: Tinkering in Dystopia
Karen Kusiak, Colby College
*The study investigates the consequences of one state’s implementation of a system of proficiency-based education.*

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Session C  1:00-1:50

John C. Laska Dissertation Award  Wolverine A
John C. Laska Dissertation Award
Rhonda Webb (Curriculum)
Kari Colley (Teaching)

Teaching Spaces and Identity  Wolverine B
The Hidden Curriculum and Pre-Service Teachers' Identity
Stephanie Scheider, SUNY at Old Westbury
This paper will examine how pre-service teachers view the social studies curriculum and how it does, and
does not relate to their own identities.

“A rose by any other name”: Naming and identity in virtual and hybrid teaching spaces
Crystal Howell, Indiana University
Via discourse analysis of recent research, this paper problematizes how we name and construct identities
for virtual teachers.

Panel  Salon C
Action research on grammar instruction: Writing poems about images to teach diction, inference,
and grammar
Lindsey Ellis, Grand Valley State University
Corinne Cozzaglio Martinez, Grand Rapids Community College
Mary Ebejer, Grand Valley State University and Grand Rapids College
Offers case studies of teaching grammar by writing poems about images (ekphrasis) with rationale,
context, methods, findings, and analysis.

Urban Students and Urban Schools  Salon D
Intentions in Tension: Competing Expectations in Reforming an Urban Middle School
Amanda Otten, Texas A&M University
Rebecca Neill, Texas A&M
This qualitative study explores the role of the intentional facet of school ecology in the reform of an urban
middle school.

Project Based + Social Justice + Urban Students = ?
Joseph Bolz, University of Denver
Robert Russ, University of Denver
As mathematics educators, we have worked to implement Project Based Learning rooted in Social
Justice. We will share the outcomes for the urban student.

2017 AATC Conference, Denver, Colorado
Deadline for Proposals
April 14, 2017
Online Submission System at aatchome.org

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
Session D          2:00-2:50
Panel           Wolverine B
Learning from the Junior: Explorations of Curriculum and Instruction at the Community College
Joseph Flynn, Northern Illinois University
Robin James, William Rainey Harper College
Tara Mathien, William Rainey Harper College
Pardess Mitchell, William Rainey Harper College
A collection of papers exploring various aspects of curriculum and instruction at the community college level.

Issues in Education: EQ and Charter Schools     Salon C
The Heart of EQ
Kate Bachtel, University of Denver and SoulSpark Learning & SENG
Join us to learn research-based strategies to support student emotional development - cultivate optimism and engage intrinsic motivation!

Are Charter Schools Fulfilling Their Social Justice Role?
Roger Wilson, Grand Valley State University
Are Michigan charter schools addressing their social justice mandate and adequately serving their predominantly at-risk student population?

Mathematics Education        Salon D
A Tale of Two Teachers: A Narrative Analysis of Co-Teaching Challenge in a Secondary Math Classroom
Yoko Kishishnita, Johnson State College—CAGS Program
This study describes the challenges that emerged from my own placement as a Special Educator in a secondary math classroom.

M-Aesthetics
Joseph Bolz, University of Denver
Higher level mathematics tends to be devoid of aesthetic elements. But can the two be infused? And, if so, what are the benefits to the students?

Intercultural Education        Wolverine A
Intercultural Competence in Latino/a Pre-service Teachers
Diana Linn, Texas A&M International University
The Impact of a multicultural education course on the intercultural development of Latino/a pre-service teachers is reported.

Fostering cultural competence in doctoral students through implementing Culturally Sustaining Pedagogy
Jamie Kowalczyk, Concordia College—Chicago
Carolyn Theard-Griggs, Concordia College--Chicago
Scenarios are used to facilitate the teaching of Culturally Sustaining Pedagogy to doctoral students.

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Resegregation as Curriculum offers a compelling look at the formation and implementation of school resegregation as contemporary education policy, as well as its impact on the meaning of schooling for students subject to such policies. Working from a ten-year study of a school district undergoing a process of resegregation, Rosiek and Winslow examine the ways this "new racial segregation" is rationalized and the psychological and sociological effects it has on the children of all races in that community. Drawing on critical race theory, agential realism, and contemporary pragmatist semiotics, the authors expose how these events functioned as a hidden curriculum that has profound repercussions on the students’ identity formation, self-worth, conceptions of citizenship, and social hope. This important account of racial stratification of educational opportunity expands our understanding of the negative consequences of racial segregation in schools and serves as a critical resource for academics, educators, and experts who are concerned about the effects of resegregation nationwide.

Preparation of Mainstream Teachers to Meet the Diverse Needs of English Language Learners: A Professional Development Program

Teachers are ill equipped to meet the learning needs of English learners. This professional development provides tools to become effective teachers.

Opportunities to learn in urban classrooms during efforts of school reform

This presentation provides an overview of a study of teacher beliefs in relation to diverse students in a multicultural school during a reform year.
Is It Worth It?: An Educational Critique of the Project based Learning Method  
Ashley Harvey, Minot State University  
Understanding the implications project based learning (PBL) has on the classroom environment and how intentions of teachers change when using PBL.

Educational Issues  
Salon D

Evaluate the Role of Feedback in Promoting the Evolution of Teacher Candidates' Beliefs and SLA Specialized Knowledge  
Shikun Li, University of Texas at San Antonio  
This research studies the evolution of teacher candidates’ beliefs and SLA specialized knowledge, by using a mixed method design. Due to the inconsistency between results of quantitative and qualitative analysis, the interpretation of the role of video feedback in influencing teacher candidates’ beliefs and SLA specialized knowledge is refined.

Improving student participation and learning in asynchronous online discussions  
Andrew Topper, Grand Valley State University  
Sean Lancaster, Grand Valley State University  
This paper explores instructor persona in online graduate courses in educational technology & examines evidence, from asynchronous online discussions,

Session F  
4:10-5:00

Voices from the Field  
Wolverine A

Politics and the Curriculum: A Presentation of an Edited Text  
Michelle Tenam-Zemach, Nova Southeastern University  
William White, James Madison University  
Presenters provide an overview of contemporary thoughts on the problems of curriculum relating to policy and politics, nationally and internationally.

A Comparative Study of Franklin Bobbitt's curriculum theory and John Dewey  
Xing Liu, Hiroshima University  
Franklin Bobbitt and John Dewey actually share many things in common in their theories of curriculum, instead of standing oppositely as supposed.

Program Chair Session on Community, Peace, and Social Justice  
4:10-5:00

Andrew Kemp, Augusta University  
Joseph Conrad, Capital University  
Shelley Harris, Texas A&M—San Antonio  
Joseph Flynn, Northern Illinois University

AATC CrossTALK  
5:10-5:50

Wolverine B  
William White, James Madison University  
This session offers the opportunities for conference attendees to share and connect ideas from earlier sessions. Everyone is invited to join a lively discussion about how the myriad of conference presentations are connected in a mosaic that serves to illuminate the many intersectionality of conference themes and presenters’ ideas.

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President’s Welcome Reception  
Cash Bar and Light Hors d’Oeuvres  
A/B  

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**FRIDAY—OCTOBER 14, 2016**

<table>
<thead>
<tr>
<th>Registration</th>
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<tr>
<th>Continental Breakfast</th>
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<td>Continental Breakfast</td>
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<tr>
<th>AATC Business Meeting</th>
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<td>Business Meeting</td>
<td>Salon A</td>
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<td>Agenda</td>
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<td>1. Review, Revision, and Approval of the Agenda</td>
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<td>2. President’s Remarks</td>
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<td>3. Introductions</td>
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<td>a. AATC Incoming President – Kevin Cloninger</td>
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<td>b. AATC President Elect – John Pecore</td>
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<td>c. Grand Rapids Program Chair – Drew Kemp</td>
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<td>d. AATC Executive Secretary – Todd Hodgkinson</td>
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<td>4. AATC Budget Update – Todd Hodgkinson</td>
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<td>5. Q&amp;A Session – AATC Committees</td>
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<td>6. AATC 2018 Annual Conference – Discussion</td>
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<td>7. Unfinished Business</td>
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<td>9. Adjournment</td>
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<th>Session A</th>
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<tr>
<td>Graduate Student Orientation</td>
<td>Salon A</td>
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<tr>
<td>Aubrey Southall, Aurora University</td>
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<th>Writer’s Workshop</th>
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<td>Writer’s Workshop</td>
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<tr>
<td>Chara Bohan, Georgia State University</td>
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<td>Bruce Uhrmacher, University of Denver</td>
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<td><em>Advice for writing for publication is explored in this interactive session.</em></td>
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<tr>
<th>Issues in Education</th>
<th>Salon C</th>
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<tr>
<td>Tying Excellence with Accountability Mentorship (TEAM) Program</td>
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<td>Darlene Turner-White, Athens State University</td>
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<td><em>The University and surrounding Alabama School Districts developed a partnership and used mentors to help novice teachers become effective teachers.</em></td>
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A Closer Look at the Role of Social Justice in the Foreign Language Curriculum  
Janel Pettes Guikema, Grand Valley State University  
Lawrence Williams, University of North Texas  
This presentation explores the role of social justice (Bell, 1997; Hackman, 2005) in high school and university foreign language programs in the US.

**Teacher Preparation**  
**Salon D**

Environmental Connectedness in a Secondary Field Science Course  
Matthew Clay, University of Northern Colorado  
This project studied the impacts of a field science course at a rural, public high school. The course was focused on environmental connectedness.

The Tin Woodman: Analogy for Heartless Teacher Preparation  
Paul Parkison, University of North Florida  
The Tin Woodman of Oz helps illustrate the challenges facing teacher preparation in high education today.

**Media Literacy**  
**Wolverine A**

Media Literacy: A Social Reconstruction Curriculum  
Tyler Ellis, Baylor University  
Implicit within media literacy education is a concern for societal issues; I explicitly connect media literacy and social reconstruction curriculum.

Teacher Education Reform: Analyzing through Media Literacy  
Gretchen Schwartz, Baylor University  
Pam Brown, Oklahoma State University  
National teacher education reform is not debated through the professional literature today; it is fought out through the media. What are the messages?

**Graduate Education**  
**Wolverine B**

Lessening Graduate Research Anxiety via Cognitive Coaching Techniques  
Monica Harris, Grand Valley State University  
Chasity Bailey-Fokhoury, Grand Valley State University  
Using a modified CC approach, we work to lessen graduate student research anxiety and promote positive attitudes toward research.

Transformative Education at the Graduate Level  
David McGough, Johnson State University  
Using an analysis of a recently revised graduate program, this paper illuminates a practical and transformative pathway for advanced graduate study.

**Mid-morning Snack Main Hall**  
9:50 – 10:00
Session B          10:00-10:50

Panel                      Salon A

Hybrid and online pre- and in-service teacher technology education
Andrew Topper, Grand Valley State University
Sean Lancaster, Grand Valley State University
Tracy Russo, Grand Valley State University
This panel will focus on the role of technology as a delivery system in support of in pre- and in-service teacher technology education course/programs

Higher Education          Salon B

Liberal Arts and the Failure of the Higher Education Curriculum
David Callejo-Perez, Saginaw Valley State University
This paper examines the long term impact of curricular changes in higher education.

Curriculum Deliberation: A Map for Reflection and Action
Wesley Null, Baylor University
The author will address the concept of curriculum deliberation and how it serves as the most reliable foundation for curriculum and teaching.

Culture and Language       Salon C

A Narrative Inquiry into a Secondary ELA Teacher's Fostering Her "Best-Loved Self-Image"
Jing Li, University of Houston
This is a narrative inquiry into how a secondary ELA teacher fosters her “best-loved self-image” in different stages of her teaching life.

A Narrative Inquiry of One Student-teacher's Learning-to-Teach Experience in One Culturally and Linguistically Diverse Classroom
Gang Zhu, University of Houston
This research narrates one ELA student-teacher's learning-to-teach experience in one culturally and linguistically diverse classroom in America.

Educational Issues         Salon D

Qualitative styles of inquiry: which method is right for you?
Bruce Uhrmacher, University of Denver
Alicia Saxe, University of Denver
Faced with various qualitative research methods how might researchers decide which one is best? This discussion focuses on four continua.

Waiting for super policy: Venture philanthropy and the ecology of the third grade classroom
Joseph Zajdel, Minot State University
Daniel Conn, Minot State University
We employ ed. connoisseurship and criticism (Eisner 1998) to study the effects of venture philanthropy on the ecology of the 3rd grade classroom.

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Social Justice and Cultural Awareness

Promoting Social Justice through Constructivist Approaches in Teacher Education: The essential role of trust
Rebecca Pruitt, Lewis University
A comparison study of constructivist elements within online and f2f classrooms will be discussed in light of the essential role of trust.

Rachel Davis Dubois and Intercultural Education.
Charles Hight, Georgia State University
Rachel Davis Dubois pioneered and implemented a Cultural awareness curriculum in the mid 20th century.

Educational Issues

Leveling the Playing Field: Section 504 in K-12 Education
Paul Thompson, University of Denver
This presentation examines how staff can identify and support students under Section 504.

There's Got to Be a Better Way: Where Poverty, Neuroscience, and Education Connect
Adam LeRoy, Oakland University
Using a multidisciplinary approach, this presentation connects findings within the neuroscience and education fields on the impact of poverty.

Session C 11:00 – 11:50

Educational Ideas

Reflecting on Reflecting: How Urban Teachers Use Reflective Practice in Classrooms
Frederic Jacobs
This paper analyzes definitions of critical reflection created by fifteen teachers in urban schools and describes their own classroom practices using

Reconceptualizing the "standard" list of United States historical figures
Aubrey Southall, Aurora University
This study discusses the use of culturally relevant biographies during ESOL social studies instruction its impact on students and teachers.

Writing for Curriculum and Teaching Dialogue

Christy McConnell, University of Northern Colorado
David Flinders, Indiana University
Kate Kauper, Cornell College

Educational Issues and Social Justice

Teaching for Equity in the Milieu of White Fragility: Can Children’s Literature Build Empathy and Break Down Resistance?
Amy Masko, Grand Valley State University
Patrice Bloem, Grand Valley State University
How might a children’s novel break down resistance and build empathy in teacher education students?
There's Got to Be a Better Way: Where Poverty, Neuroscience, and Education Connect
Adam LeRoy, Oakland University
Using a multidisciplinary approach, this presentation connects findings within the neuroscience and education fields on the impact of poverty.

**Democracy and Education**

**Teaching Core Democratic values with a Purpose**
Abalo Adeyemi, Central Michigan University
Current events in our social, educational, political, economic and justice systems call for teaching the core democratic values with a purpose.

Thoreau as unexpected visitor: Strategies and discourse to encourage mindful, democratic community in elementary social studies teacher education
Lori Meier, East Tennessee State University
This paper shares teacher education pedagogies that encourage mindful, democratic classroom community with a focus on Thoreau as unexpected pedagogue.

**Whiteness Studies**

**Breaking Bad Habit(us): White Fatigue, Habitus, and Reimagining White Resistance**
Joseph Flynn, Northern Illinois University
An exploration of the relationship between White fatigue and Pierre Bourdieu's notion of habitus in teaching White students about race and racism.

Beyond Resistance: White Prospective Teachers' Experiences Learning about Race and Racism
Karen Pezzetti, Grand Valley State University
This paper explores the obstacles that hindered White prospective teachers from learning new race-related content in a teacher education course.

**Education and the Arts**

**What if arts education could facilitate reconciliation?**
Janelize van der Merwe, New York University
In this presentation I will draw on literature, philosophy and anecdotal experience to puzzle apart music education as pathway to reconciliation.

Reimagining American Education: Curriculum Theory Poetry Collection
Elizabeth Yowantas, Chapman University
Curriculum theory poetry collection aimed to analyze, problematize, and authenticate curriculum.

**President’s Lunch and Address**

President’s Lunch and Address
William White, James Madison University
Educational Montage: Constructing and Editing Exploratory Learning
The editing technique of montage enabled film makers and photographers to find new ways of juxtaposing fragments of images to create a single composition. In so doing, these editors were seeking to mine all aspects of a given theme to create an image that represented a larger truth than the easily viewed and understood linear logics common in single frame approaches to editing. In this address, the concept of montage is extended to the curriculum and the ways in which teachers find, edit, and utilize multiple fragments to enhance the learning experiences of students.
Session D  1:50-2:40

Panel—Why Black Crosses and Black Lives Matter  Salon A

Why Black Crosses and Black Lives Matter
William White, James Madison University
Joseph Flynn, Northern Illinois University
Alex Means, Buffalo State College

This panel continues a conversation begun last year about the importance of the Black Lives Matter movement.

ELL  Salon B

The Value of Informal Supports for Immigrant Parents with Deaf or Hard of Hearing Children
Fernando Robles, University of Southern California
This study examined the lived experiences of Mexican immigrant parents with Deaf and Hard of Hearing children living in a large urban county.

Issues of Assessing ELLs in Content Areas
Mingxia Zhi, Central Michigan University
This presentation identifies issues in the assessment of ELLs in content areas in terms of the validity of assessment and accommodation strategies.

Mathematics Education  Salon C

Using Conferencing to Foster Positive Relationships and Provide Meaningful Feedback in the Math Education Courses
Esther Billings, Grand Valley State University
Lisa Kasmer, Grand Valley State University

We describe how conferencing fosters positive faculty-student relationships, cultivates a safe math classroom environment, and extends learning.

Is Mathematics Only for the Elite? Problem Solving for ALL
Ryann Shelton, Baylor University
Teachers must actively support all students in building problem solving.

Improving Instruction  Salon D

Implications for improving instruction for digital learners, especially students from poverty.
Ted Smith, Baylor University
Becky Odajima, Baylor University
Michale Warren, Baylor University and Tarleton State University

Implications for the changes in instructional practices for students in digital era of education with respect to technology and poverty.

Methods of Enhancing a Standard's Based, Technology Rich Environment
Adam Akerson, Stephen F. Austin State University
Vicki Thomas, Steven F. Austin State University

Implementing a technology integration initiative with elementary teacher candidates in a field experience to reach the needs of learners.

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**Education Voices**

**Wolverine B**

**A Picture IS Worth 1000 Words: Using Visual Art as an Entry Point Toward New Understandings**
Janet Navarro, Grand Valley State University

_Provoking pre-service teachers toward the critical examination of "other" as portrayed in children’s literature by looking critically at visual art._

**Moving Beyond Templates, Rubrics, and Slogans in Teacher Education**
Jospeh Zajdel, Minot State University
John Mark Hunter, Tennessee State University

_In this age of assessment and accountability systems, teachers are learning what to do without knowing what it is that they are actually doing._

**International Education**

**Wolverine A**

**Building an International Teaching Community**
Sherrie Williams, Grand Valley State University

_Preparing teachers is a task that impacts future generations. By experiencing teaching in an alternative culture, teachers will foster diversity._

**Research-Based Approaches in Finnish and American Teacher Education Programs**
Ashleigh Franco, University of Houston

_We will address critical aspects of Finland's research-based approaches as well as explore the use of such approaches from an American perspective._

**Session E 2:50-3:40**

**Mindfulness and Education**

**Salon A**

**Development of Media Literacy Education in China: The Integration of Media Literacy into College English Curriculum**
Qingqing Chen, Baylor University
Gretchen Schwartz, Baylor University

_Based on previous research and teaching experiences, suggestions in integrating media literacy in College English curriculum are proposed in the paper._

**Finding balance: What can educators learn about the practice of teaching through the practice of yoga?**
Daniel Conn, Minot State University
Terry Eckman, Minot State University

_This study explores the curricular and pedagogical dimensions of three yoga classes to imagine new ways of improving the practice of teaching._

**Pop Culture and Education**

**Salon B**

**The Epistemologies of Dre and Peter: Using Pop Culture to Challenge Conceptions of Race, Social Justice, Curriculum, and Pedagogy**
Joseph Flynn, Northern Illinois University

_Using challenging television programming, we examine the intersection of race, social justice, equity, curriculum, and pedagogy._

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Seven of Nine? The Borg and the Reality of Teachers in Contemporary Education
Andrew Kemp, Augusta University
*Using the Borg as a metaphor, and examination of the dehumanization of the teaching profession will be addressed...you will be assimilated.*

**Multiage Settings**

**Perceptions and Attitudes about Inclusion: Findings Across Grade Levels and Years of Teaching Experience**
Trudi Gaines, University of West Florida
*This paper examines regular education teachers’ perceptions and attitudes about inclusion in order to better target professional development programs.*

**Broader strokes: The curricular characteristics of multiage educational settings**
Kayla Haugan, Minot State University
Juria Wiechmann, Minot State University
Daniel Conn, Minot State University
Leslie J. Thorpe, Minot State Univeristy
*The purpose of this study is to understand the curricular characteristics of multiage educational settings in order to inform teaching practices.*

**Understanding Education**

**The Force Awakens: Educational Connoisseurship and Criticism, Then and Now**
Christy McConnell, University of Northern Colorado
David Flinders, Indiana University
Bruce Uhrmacher, University of Denver
*We explore the awakening of Educational Connoisseurship and Criticism as a research method with the potential to spark fresh educational inquiry.*

**Between History and Memory: A Phenomenological Inquiry into Teachers Understandings of the Past**
Stephanie Konle, University of North Carolina at Chapel Hill
*This phenomenological study investigates teachers’ connections to the past and how these address their questions and concerns about history education.*

**Social Studies Education**

**Challenging the Neo-Liberal Social Studies Perspective**
Brooke Blevins
*Local History Education and Teachers’ Public Spaces for Promoting Active Citizenship in Social Studies Curriculum*

**Local History Education and Teachers’ Public Spaces for Promoting Active Citizenship in Social Studies Curriculum**
Omsin Jatuporn, Naresuan University
*This paper highlighted how history teachers implemented local history education and their creation of public spaces for promoting active citizenship.*
Issues in Identity

Keeping My Cool: An Autoethnography of Balancing an Eating Disorder as an NCAA Student-Athlete
Rachel Taylor, University of Denver
The purpose of this autoethnography of an NCAA student-athlete is to deeply understand individuals in this population and its impact on college life.

Teaching as a moral endeavor: Problems and possibilities
Caroline Pollard. Baylor University
What is labeled teacher "burnout" may actually be "demoralization," where teaching requirements change and teachers cannot access the moral rewards.

Mid-afternoon Snack Mail Hall

Session F

Panel
Sowing the Seeds of Success: A Community Collaboration for College Readiness
Susan Carson, Grand Valley State University
Gayle Schaub, Grand Valley State University
Lindy Scripps-Hoekstra, Grand Valley State University
Ben Oliver, Grand Rapids Community Foundation
Susan Vanderlende, Grand Rapids Public Schools
Shatawn Brigham, Grand Rapids Public Schools
This panel details a unique collaboration between a university education program, university libraries, a community foundation, and a middle school.

Hunkins Award Winners

Hunkins Award Presentations
Kate Kauper, Cornell College
Paul Parkinson, University of North Florida
Elizabeth Dorman, Fort Lewis College

English Language Learners

Rethinking Equity and Teaching for English Language Learners
Tzu-Ying Ho, Indiana University
Via discourse analysis of recent research, this paper problematizes how we name and construct identities for virtual teachers.

What it means if you can't read and write in your first language: Preparing TESOL trainees to teach learners with limited first language literacy
Laura VanderBroek, Grand Valley State University
Pre-service teachers of ELLs need a curriculum that addresses the specialized needs of learners with limited to no literacy in their first language.
Justice and Education

Assessing Students' Perspectives On Justice-Oriented Citizenship
Comfort Ateh, Providence College
Students' reflection on cultural competence is analyzed to discuss the extent to which they appreciate the essence of a justice-oriented citizen.

The “Long Arm” of Oppression: A Genealogy of the School-to-Prison Pipeline
Clarice Thomas, Georgia State University
This paper will present the genealogy of the school-to-prison pipeline, and guide a discussion of the phenomenon and possibilities for interruption.

Teacher and Student Perceptions

Student Generated Representations in Teaching and Learning: A Nepalese Classroom Perspective
Ganga Gurung, University of Tasmania
This paper presents the significance of student generated representations as a tool for learning based on the empirical classroom experience in Nepal.

Elementary Pre-Service Teachers' Perceptions and Experiences of Mathematics Intervention
Amanda Hurlbut, Texas Women’s University
Jeanne Tunks, University of North Texas
Pre-service teachers tutored elementary students as part of a mathematics methods course assignment. The study evaluated connections to RTI processes.

Poster Sessions

Questioning Practices in a C4L Pre-K Classroom
Laura Dietart, University of Denver
This research illustrates questioning patterns of teachers implementing Connect4Learning, an interdisciplinary curriculum.

Stakeholder Knowledge of Dyslexia, Best Practices, and Resources
Kathleen Abou-Rjaily, Northern Arizona University
This study explores working knowledge of dyslexia identification, best practices, and leveraging of resources in elementary school daily practice.

Utilizing VoiceThread for Research, Collaboration and Critical Reflection: Text Can’t Replace Students!
Sandra Gusman Foster, University of the Incarnate Word
Engaging students, creating community and experiencing transformative learning by utilizing VoiceThread in an online classroom.

Under Construction: Blowing Up a Teacher Education Program and Starting Over
Dr. Shelley B Harris, Texas A&M University San Antonio.
Dr. Michelle Janysek, Texas A&M University San Antonio.
Dr. Janie Munoz, Texas A&M University San Antonio.
Ms. Brezinski, Texas A&M University San Antonio.
As a university grows and becomes a comprehensive 4-year institution, changes are inevitable. One change is creating a faculty-driven educator preparation program. This poster presentation discusses the new changes in place, developing policies and procedures and the obstacles throughout the process.

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MARCELLA KYSILKA LECTURE

Ken Saltman – Keynote Address 5:00 – 6:00 pm

Keynote Presentation—Ken Saltman

Corporate Power and Corporeal Control: Aspirations for Agency and Democracy in the Era of Educational Repression

Kenneth J. Saltman is a Professor in the Department of Educational Leadership where he teaches courses in the Educational Leadership and Policy Studies PhD program. He received his PhD and MA in Curriculum and Instruction from Pennsylvania State University and his BA Honors in Philosophy from McGill University. He grew up in southern New England and prior to graduate school taught English as a Second Language in Pusan, South Korea. He taught graduate and undergraduate courses at DePaul University in Chicago and St. Joseph’s University in Philadelphia.

Research Interests

His research interests include sociology of education, philosophy of education, educational politics and policy, the cultural politics and political economy of education and mass media, critical pedagogy, cultural studies, critical theory, globalization and education, educational leadership, curriculum theory, the militarization of schools and society, and philosophy of sport and the body. He has been a prolific author and early outspoken critic of what has been termed neoliberal educational restructuring or corporate school reform.

Dr. Saltman’s scholarship has been distinct for bringing together an analysis of the economic, cultural, and political dimensions of public school privatization, situating it in terms of broader social trends and global struggles. He is the author most recently of The Politics of Education: A Critical Introduction (Paradigm 2014), The Failure of Corporate School Reform (Paradigm Publishers 2012), and The Gift of Education: Venture Philanthropy and Public Education (Palgrave Macmillan 2010) which was awarded a 2011 American Educational Studies Critics Choice Book Award. He also recently co-authored Toward a New Common School Movement (Paradigm 2014) and Neoliberalism, Education, Terrorism (Paradigm 2014). He received a Fulbright Scholarship on Globalization and Culture.

President’s Reception and Awards Ceremony 6:30 – 7:45

Cash Bar and Hors d’oeuvres Salon A/B

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
SATURDAY—OCTOBER 15, 2016

Registration          8:00-10:00
Registration            Foyer

Continental Breakfast Main Hall       7:30-8:20

Session A          8:30-9:20

Assessment          Salon A
Prepare to Engage: Designing Curriculum, Instruction and Assessments that Support Students', Needs for Autonomy, Competence, and Relatedness
Audrey Schewe, Georgia State University
In this session, teachers will learn how to engage students in academic work by supporting their needs for autonomy, competency, and relatedness.

Defining Literacy in the Science Discipline
Corey Nagle, University of West Florida
John Pecore, University of West Florida
This study explores themes generated in defining literacy based on discipline or place using data gathered from educators in professional development.

Community and Communication       Salon B
Toward an Ecological Approach to Lesson Study
Robert Evans, University of Denver
This paper develops the idea of ecological interaction between curriculum as movement toward standards and curriculum as the construction of place.

The Road to Jaded: You Don't Have To Go That Way
Kristi Preisman, College of Saint Mary
This presentation will address optimism & resilience as a new faculty member to maintain a productive and peaceful role in one's work place community.

Media           Salon C
A Multi-media Teacher Professional Development Experience: How to Help Teachers Develop Pedagogic and Relationship Building Skills using the Sanford Inspire Professional Development Program
Michelle Tenam—Zemach, Nova Southeastern University
Steven Hecht, Nova Southeastern University
Barbara Roca, Nova Southeastern University
The presenters share a PD model that incorporates a multi-media approach to developing teachers' pedagogic and relationship building skills

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Curricular Adaptations
Stealing Stories? The ethics of white researchers using stories of people of color to promote social justice
Tara Meister, University of Denver
Kristina Stamatis, University of Colorado at Boulder
*This session will consider how white researchers and teachers can (and cannot) use stories and storytelling to promote social justice.*

South Korean Teachers, Curriculum Adaptation Patterns And Teacher Characteristics That Influence Them, Under The National Curriculum Reform
Mina Min, Indiana University, Bloomington
*This study examined curriculum adaptation practices among South Korean elementary school teachers, and explored which teacher characteristics influence*

Testing and Standards
The Incompleteness of Standards and the Potential of for Deliberative Discourse
Paul Parkison, University of North Florida
*Engaging teachers in a dialogue that recognizes the axiological yet-to-be between responsive curriculum development and standardized curricula.*

From the Margin: Voices of Career High School Teachers on Their Craft Before and After High-Stakes Testing
Amanda Gardner, Baylor University
*This paper brings teachers voices from the margin to the center by synthesizing the thoughts and strategies of master teachers for new teachers.*

Session B
Perspectives
Framing Mentoring Paradigms Through Mentors’ Lenses
Rubén Garza, Texas State University
Raymond Reynosa, Texas State University
*Our findings suggest the type of support and guidance a teacher candidate in a residency program needed to develop during a year-long field placement.*

Professional Identities in the Practicum: The Chinese Free Teacher Education (FTE) Student-Teachers’ Perspectives
Gang Zhu, University of Houston
*This narrative research examines two Chinese Free Teacher Education (FTE) student-teachers’ professional identities in the practicum.*

Education and Race
Where are They? Analyzing African-American Male Teacher Attrition
Kevin Thompson, University of Houston
*There is little conversation regarding the dearth of Black male teachers in public education. Attendees will participate in discussion on this matter.*

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Incorporating ecologically minded metaphors in anti-racism work
Brianna Mestas, University of Denver
The session explores how metaphors, ecologically minded values, and an indigenous research paradigm intersect when developing anti-racism workshops.

Student Voices  
Salon D  
First-Generation College Students Voicing Values through Curating Teacher Artifact Exhibitions  
Linda Sanders, University of Northern Colorado  
This paper presents the performative journeys of first-generation college students voicing values through curating teacher artifact exhibitions.

Reading and Literacy  
Wolverine A  
Navigating Contested Spaces in Dialogic Read-Alouds of Non-Fiction Science Texts  
Justine Kane, Wayne State University  
Exploring dialogic read-alouds of science texts as a way to negotiate understandings that are inclusive of children’s diverse life-world perspectives.

Who are we reading? And who not?  
Jess Smith, Baylor University  
This paper examines the authors of the books Texas high schoolers are assigned and how author demographics compare to that of the students.

Planning for Denver  
10:30 – 11:00  
Planning for Denver  
Wolverine B  
Kevin Cloninger  
Matt Spurlin  
Join AATC President Kevin Cloninger and Denver Program Chair Matt Spurlin in a discussion of your ideas for the next AATC Annual Conference in Denver, CO.

Executive Council Meeting  
12:00-1:30  
Executive Council Meeting  
Boardroom

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
**CONFERENCE AT A GLANCE**

**THURSDAY—October 13, 2016**

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<tr>
<td>Registration</td>
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<tr>
<td>Welcome Breakfast</td>
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<tr>
<td>Executive Council Meeting</td>
<td>7:30 - 8:50</td>
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<tr>
<td>President’s Welcome and Conference Announcements</td>
<td>9:00 - 9:30</td>
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<td>Session A</td>
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<td>Mid-morning Snack</td>
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<td>Session B</td>
<td>10:50 - 11:40</td>
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<td>Mid-afternoon Snack</td>
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<td>Session C</td>
<td>1:00 - 1:50</td>
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<td>Session D</td>
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<td>Session E</td>
<td>3:10 - 4:00</td>
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<td>Session F</td>
<td>4:10 - 5:00</td>
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<td>Program Chair Session on Community, Peace, and Social Justice</td>
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<td>AATC CrossTALK</td>
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<td>President’s Welcome Reception</td>
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**FRIDAY—October 14, 2016**

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<td>Continental Breakfast</td>
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<td>Session B</td>
<td>10:00 - 10:50</td>
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<td>Session C</td>
<td>11:00 - 11:50</td>
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<td>President’s Lunch and Address</td>
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<td>Session E</td>
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<td>Session F</td>
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Marcella Kysilka Lecture

Keynote Presentation—Ken Saltman

President’s Reception and Awards Ceremony       6:30 – 7:45

**SATURDAY—October 15, 2016**

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<td>Session B</td>
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### INFORMATION ABOUT AATC

#### Keynote Speakers

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<tr>
<th>Year</th>
<th>Speaker</th>
<th>Lecture</th>
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<td>Kenneth Saltman, Marcella Kysilka Lecture</td>
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<td>Nel Noddings, Marcella Kysilka Lecture</td>
<td>Christine Woyschner</td>
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<td>2014</td>
<td>Gloria Ladson-Billings, Marcella Kysilka Lecture</td>
<td>Peter Taubman</td>
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<td>2013</td>
<td>Janet Miller, Marcella Kysilka Lecture</td>
<td>Carol Lee</td>
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<td>2012</td>
<td>Jane Bluestein, Marcella Kysilka Lecture</td>
<td>Mary Alice Sisneros</td>
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<td>Peter Hlebowitsh, Marcella Kysilka Lecture</td>
<td>Dan Liston</td>
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<td>2010</td>
<td>Bill McDiarmid, Marcella Kysilka Lecture</td>
<td>Craig Kridel</td>
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<td>2009</td>
<td>William Schubert, Marcella Kysilka Lecture</td>
<td>William Ayers</td>
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<td>2008</td>
<td>O.L. Davis Jr.</td>
<td>Renee Clift</td>
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<td>2007</td>
<td>Carl Glickman</td>
<td>Suzanne Wilson</td>
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<td>2006</td>
<td>Michael Connelly</td>
<td>David Hansen</td>
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<td>2005</td>
<td>C. A. Bowers</td>
<td>William Pinar</td>
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<td>2004</td>
<td>Geneva Gay</td>
<td>Madeleine Grumet</td>
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<td>2003</td>
<td>Eleanor Duckworth</td>
<td>O. L. Davis Jr.</td>
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<td>2002</td>
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<td>William Ayers</td>
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<td>2001</td>
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<td>D. Jean Clandinin</td>
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<td>2000</td>
<td>Elliot Eisner</td>
<td>Maxine Greene</td>
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<td>1999</td>
<td>Michael Apple</td>
<td>Steve Selden</td>
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<td>1998</td>
<td>Wilma Longstreet</td>
<td>Celebration School Staff</td>
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<td>1997</td>
<td>Robert Donmoyer</td>
<td>Burga Jung</td>
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#### Dissertation Award Winners

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<th>Teaching</th>
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<tr>
<td>2016</td>
<td>Rhonda Webb</td>
<td>Kari Colley</td>
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<tr>
<td>2015</td>
<td>Benjamin Ingman</td>
<td>Jessica Meehan</td>
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<tr>
<td>2014</td>
<td>Limarys Caraballo</td>
<td>Brooke Blevins</td>
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<td>2012</td>
<td>Erica DeCuir</td>
<td>Michele Baum</td>
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<td>2011</td>
<td>Anita Charles</td>
<td>Jill Martin</td>
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<td>2010</td>
<td>Cassandra Trouas</td>
<td>John Pecore</td>
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<td>2009</td>
<td>Avi Mintz</td>
<td>Candace Schlein</td>
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<td>2008</td>
<td>Steven Fleet</td>
<td>Sherri Colby</td>
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<td>2007</td>
<td>Shijing Xu</td>
<td>Mark Seaman</td>
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<tr>
<td>2006</td>
<td>Michelle Sharpswain</td>
<td>Sandra Musanti</td>
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<tr>
<td>2005</td>
<td>Stephanie Soliven</td>
<td>Sarah Ramsey</td>
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<tr>
<td>2004</td>
<td>Donna Spirka</td>
<td>Hsuan Jen Chen</td>
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<tr>
<td>2003</td>
<td>Stacey Elsasser</td>
<td>April Luehmann</td>
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<tr>
<td>2002</td>
<td>Wesley Null</td>
<td>Kevin Kienholz</td>
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Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
AATC Annual Conference
Denver, Colorado
October 5 – 7, 2017

Sheraton Denver Tech Center Hotel
7007 South Clinton Street
Greenwood Village, CO 80112
303-799-6200 (Direct Line)
866-716-8134 (Reservation Line)

2017 AATC Conference, Denver, Colorado
Deadline for Proposals
April 14, 2017
Online Submission System at aatchome.org

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
Curriculum and Teaching Dialogue  
The Journal for the American Association for Teaching and Curriculum  

Editor: Christy McConnell Moroye, University of Northern Colorado  
Associate Editor: Kate Kauper, Cornell College  

Manuscript Categories  

Open Submission Papers  
Papers are welcomed 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 November 15 2016.  

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, 2017.  

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 Kate Kauper at kkauper@cornellcollege.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: Kate Kauper at kkauper@cornellcollege.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.  

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
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: Kate Kauper, Cornell College, 600 First Street SW, Mount Vernon, IA 52314; Email: kkauper@cornellcollege.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):

_____________________________________________________________________________________________
_____________________________________________________________________________________________

___ 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
___ 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
___ Gifted and Talented Education
___ Social Studies/Global Education
___ Health and Safety/Driver Education
___ Higher Education
___ Home Economics Education
___ Industrial Arts and Technology Education
___ International and Comparative Education
___ Junior High/Middle School Education
___ Language Arts Education
___ 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: _________________________

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
Call for Proposals for 2017 Conference Denver, Colorado

AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM
Twenty-fourth Annual Conference
October 5-7, 2017
www.aatchome.org

Sheraton Denver Tech Center Hotel
7007 South Clinton Street
Greenwood Village, CO 80112
303-799-6200 (Direct Line)
866-716-8134 (Reservation Line)

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

1. 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.

2. 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.

3. 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.

4. 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

1. 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.

2. 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.

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

4. All proposals for presentation at the AATC annual conference will be subjected to blind review.

5. Submit electronically as two separate documents to aatcconference@gmail.com
   1. 1 Proposal application
   2. 1 Narrative for the presentation/proposal

General Proposal/Presentation Information

1. Proposals must be received no later than: April 14, 2017.

2. Presenters should pre-register for the conference. If your registration is not received by September 9th, 2017, your name will be removed from the program.

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.
3. Presenters should bring 15 copies of any materials for sharing at the conference.
4. 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: aatcconference@gmail.com.

**Please send all proposals electronically by April 14, 2017.**

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.
Curriculum and Teaching Dialogue
Volume 18, Numbers 1 & 2, 2016

A Volume in Curriculum and Teaching Dialogue, American Association for Teaching and Curriculum (AATC)

Editors: David J. Flinders, Indiana University
Christy McConnell Moroye, University of Northern Colorado
Associate Editor: Kate Kauper, Cornell College

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


More titles in this series can be found at: http://www.infoagepub.com/series/Curriculum-and-Teaching-Discourse
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