



AATC

DENVER 2017



ECOLOGY, SUSTAINABILITY, CREATIVITY &
WELL-BEING

The 24th Annual Conference of the American Association for Teaching and Curriculum

October 5-7, 2017

Sheraton Denver Tech Center Hotel

Greenwood Village, CO

AATC Denver 2017 logo design by Chaim Bellinsky, Student,
Arapahoe Community College, Denver, Colorado

Cover Artist's Statement: I intended for the subject's gender to be ambiguous to better express how creativity and sustainability depend on people in general, rather than a specific group of people. To show ecology, I added trailing pea plants from the subject's hair and the background of succulents (which are very hardy plants that adapt easily to changing environments). My color palette is warm browns and greens, which I hope will lend the piece an overall peaceful tone for the theme of well-being.

—Kelsey VanZandt, Student, Mullen High School, Denver, Colorado

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PRESIDENT'S WELCOME

October 2017

Welcome to Denver and AATC's Annual Conference. Colorado's mountains are a haven for people around the world who are seeking proximity with nature. It seems, therefore, appropriate that our theme at this year's conference is Ecology, Sustainability, Creativity, and Well-Being. We will consider what it means to live in harmony with a planet in crisis and explore the interrelationship between social and ecological justice, and personal, social, and ecological well-being.

As we come together for the 24th annual conference, let us step back and consider our roles in these tumultuous times. As I sit writing this greeting, our country has been roiled by two massive hurricanes in short succession. The tragic flooding in Florida and Texas is a potent reminder of the new dangers posed by climate change. Now more than ever, we need to reinforce ourselves and consider how to be creative and well in challenging times. This, in turn, will help to ensure we are better educators and models for our children and future generations.

This year's conference features two renowned keynote speakers who have addressed issues of teaching, curriculum, well-being, creativity, and ecology in different ways. Both have been prolific authors and scholars, and both have taken concrete action to enact their ideas around the world. I am very pleased to welcome, as our keynote speakers, Dr. Louise Chawla, Associate Director of the Children, Youth and Environments Center for Community Engagement (CYE Center) and Professor in the Environmental Design Program at CU Boulder, and Dr. David Orr, "Counselor to the President" Oberlin College and Paul Sears Distinguished Professor of Environmental Studies & Politics at Oberlin, Emeritus. Both are excellent examples of scholars who embody their ideas in thought and action, and we are honored to have them participate in the conference. In the spirit of opening our dialogue with the communities around us, we have, for the first time, opened up the Kysilka Keynote Address to the general public. If you are a graduate student or an early career faculty member, we also have many opportunities for you in the program, including our Invited Breakfast and our Writer's Workshop.

Congratulations are due to all those who won awards from the association this year. The **O.L. Davis, Jr. Book Award** recipient is Dr. Sara Childers for her book *Urban Educational Identity: Seeing Students on Their Own Terms*. The

John Laska Dissertation Award winners this year are *Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula*, by Dr. Kristen Mattson (Curriculum) and *More than a feeling: A study on conditions that promote historical empathy about an underrepresented historical figure in middle and secondary social studies class with "The Elizabeth Jennings Project,"* by Dr. Katherine Perrotta (Teaching). Finally, the **Hunkins Distinguished Article** Awardees are Kristina Valtierra "Beyond Survival to Thrival: An Urban Teacher's Promising Career Story" in *Teaching*, and in *Curriculum*, Sarah Barron, Jason C. Immekus, Juan Carlos Gonzalez, and Cathy K. Yun "License to Let Go in Transitional Kindergarten Programs: Supports and Barriers of Play-Based Strategies."

We intend for the ideas at the conference and the conversations you have in sessions, in the halls, and all around the community to challenge you to think differently about the role of teaching and curriculum in the 21st century. Hopefully, you can take with you the enthusiasm, ideas, and approaches you learn at the conference and share them with your students, colleagues, and loved ones.

Kevin Cloninger, PhD

AATC President 2017

2017 GRADUATE STUDENT DONORS

The American Association for Teaching & Curriculum gratefully recognizes the following members for their contributions in support of graduate students:

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Leadership changes at the concluding Executive Council meeting of the conference.

2017 AATC AWARDS

O.L. DAVIS, JR. OUTSTANDING BOOK AWARD

Urban Educational Identity: Seeing Students On Their Own Terms

by Sara M. Childers

HUNKINS DISTINGUISHED ARTICLE AWARD

TEACHING

"Beyond Survival to Thrival: An Urban Teacher's Promising Career Story"

by Kristina M. Valtierra

HUNKINS DISTINGUISHED ARTICLE AWARD

CURRICULUM

"License to Let Go in Transitional Kindergarten Programs: Supports and Barriers of Play-Based Strategies"

by Sarah Barron, Jason C. Immekus, Juan Carlos González, and Cathy K. Yun

JOHN LASKA DISTINGUISHED DISSERTATION AWARD

TEACHING

More Than a Feeling: A Study on Conditions That Promote Historical Empathy About an Underrepresented Historical Figure in Middle and Secondary Social Studies Class With "The Elizabeth Jennings Project", by Dr. Katherine Perrotta

JOHN LASKA DISTINGUISHED DISSERTATION AWARD

CURRICULUM

Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula, by Dr. Kristen Mattson

AATC DENVER 2017 PROGRAM



Thu, Oct 05, 2017

7:00am

Registration

🕒 7:00am - 4:30pm, Oct 5

📍 Foyer

Executive Council Meeting

🕒 7:00am - 8:00am, Oct 5

📍 Elbert

For current AATC Executive Council Members.

Speaker:



Kevin Cloninger

AATC President, Anthropedia Foundation



John Pecore

AATC President-Elect; Associate Professor, University of West Florida



Todd Hodgkinson

Associate Professor of Secondary Education, Drake University



Bradley Conrad

Associate Professor, Capital University



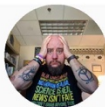
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James Madison University



Michelle Tenam-Zemach

AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University



Drew Kemp

AATC Executive Council Member; Associate Professor, Augusta University



Meg Jacobs

AATC Executive Council Member; Assistant Professor, University of Auckland



Daniel Conn

Associate Professor, Minot State University



Paul Parkison

AATC Executive Council Member; Associate Professor, University of North Florida



Dana Haraway

AATC Executive Council Member; Associate Professor, James Madison University



Megan Kennedy

Associate Professor, Westfield State University



Delane Ingalls Vanada

AATC Executive Council Member; Professor of Art and Design Education, UNC Charlotte



Vicki Ross

AATC Historian; Associate Professor, Northern Arizona University



Christy McConnell Moroye

Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado



Kate Kauper

Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College



Candace Schlein

AATC Historian; Associate Professor, University of Missouri - Kansas City



Elaine Chan

AATC Historian; Associate Professor, University of Nebraska - Lincoln



Joseph Flynn

Associate Professor, Northern Illinois University

8:00am

Graduate Student & First-Time Attendee Invited Breakfast

🕒 8:00am - 9:00pm, Oct 5

📍 Snowmass

All graduate students and first-time conference attendees are invited to share in a welcome breakfast with current and incoming AATC Executive Council members and leadership.

Speaker:



Kevin Cloninger

AATC President, Anthropedia Foundation



John Pecore

AATC President-Elect; Associate Professor, University of West Florida



Todd Hodgkinson

Associate Professor of Secondary Education, Drake University



Aubrey Southall

Assistant Professor, Aurora University



Joseph Flynn

Associate Professor, Northern Illinois University



Daniel Conn

Associate Professor, Minot State University



Bradley Conrad

Associate Professor, Capital University



William L. White

James Madison University



Megan Kennedy

Associate Professor, Westfield State University



Michelle Tenam-Zemach

AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University



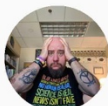
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Professor, Indiana University



Trudi Gaines

University of West Florida



Drew Kemp

AATC Executive Council Member; Associate Professor, Augusta University



Meg Jacobs

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AATC Executive Council Member; Associate Professor, University of North Florida



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Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado



Kate Kauper

Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College



Matt Spurlin
University of Denver



Trudi Gaines
University of West Florida

Continental Breakfast

🕒 8:00am - 9:00am, Oct 5

📍 Foyer/Harvard/Princeton

For all other conference attendees.

● 9:00am

President's Welcome Address

🕒 9:00am - 9:30am, Oct 5

📍 Harvard/Princeton

All conference attendees are invited.

Speaker:



Kevin Cloninger
AATC President, Anthropedia Foundation

● 10:00am

Paper Session A

🕒 10:00am - 11:30am, Oct 5

📍 Oxford/Yale

21 Subsessions

- **Learning and Literacy Disabilities in Higher Education: One University's Journey to Establishing Reading Interventions for Freshmen Students: Carol Klages, Jane Devick-Fry**
🕒 10:00am - 10:30am, Oct 5
- **An Investigation of Disciplinary Literacy as Included in Instruction of an Environmental Education Summer Camp Program: Corey Nagle, John Pecore**
🕒 10:00am - 10:30am, Oct 5

- **Unity and Sustainability through Arts Education:** Annie Rappeport
⌚ 10:00am - 10:30am, Oct 5
- **What Does it Mean to Be Gifted?:** Amanda Rudolph ⌚ 10:00am - 10:30am, Oct 5
- **The Assessment Industrial Complex: The Right's Subversive Attempt at Privatization (Or AKA: Lies, Lies and More Lies):** Daniel Conn, Michelle Tenam-Zemach
⌚ 10:00am - 10:30am, Oct 5
- **Cultural Competence of Preservice Elementary Teachers:** Steven Locke
⌚ 10:00am - 10:30am, Oct 5
- **Impact of Campus-Based Field Courses in a Distance Science Education Graduate Program:** Matthew Clay
⌚ 10:00am - 10:30am, Oct 5
- **Ph.D. Student Wellness--Manageable or a Mirage?: Understanding Wellness through Students' Lived Experiences:** Christina Cavallaro, Jameson Stell ⌚ 10:30am - 11:00am, Oct 5
- **Following Trails: How Interactive Technologies Transform Aesthetic Ecological Experiences to Impact Positive Change in Science Education:** Emily Bretl ⌚ 10:30am - 11:00am, Oct 5
- **Care and Growth: Applying the Philosophies of Heidegger and Dewey Towards Interpreting the Lived Experience of Teachers:** Aaron Zimmerman ⌚ 10:30am - 11:00am, Oct 5
- **Exploring the Dual Realities of School Leaders in High-Performing Urban Charter Schools:** Brittany Miller
⌚ 10:30am - 11:00am, Oct 5
- **Exploring Asset Pedagogies and the Culturally Sustaining Turn Through Ecosocial Dynamics Theory:** Kelli Woodrow
⌚ 10:30am - 11:00am, Oct 5
- **Are We More Alike Than We Think?: Educational Philosophies of American and International Graduate Students:** Sandra L. Guzman Foster ⌚ 10:30am - 11:00am, Oct 5
- **Have Teachers Lost Their Voice?:** Steven Page
⌚ 10:30am - 11:00am, Oct 5
- **Guns and Higher Education:** Christopher Miller
⌚ 11:00am - 11:30am, Oct 5
- **Hope as a Strategy for Retention & Well-Being in Graduate Programs:** David McGough
⌚ 11:00am - 11:30am, Oct 5
- **The "Task" and Decision of Creativity:** Susan Field Waite
⌚ 11:00am - 11:30am, Oct 5
- **Mobbing Phenomenon:** Chackras Smith, Trudi Gaines
⌚ 11:00am - 11:30am, Oct 5

- **Secondary Emergent Bilinguals' Educational Needs:** Won Gyoung Kim

🕒 11:00am - 11:30am, Oct 5

- **Michigan's 21st Century Education Report: Great Aspirations Without A Benefactor:** Roger Wilson

🕒 11:00am - 11:30am, Oct 5

- **Whiteness Uncovered in K-12 Education:** Erin Holland

🕒 11:00am - 11:30am, Oct 5

Issues and Ideas Session A

🕒 10:00am - 11:30am, Oct 5

📍 Elbert

3 Subsessions

- **Caring Teaching and Holistic Leadership in Higher Education:** Paula Adamo, Melanie Witt

🕒 10:00am - 10:30am, Oct 5

- **International Dialogue in the Foreign Language Classroom:** Anna Shur

🕒 10:30am - 11:00am, Oct 5

- **If We Bring It, Will They Read?:** Amy Bamhill, Janelle Bouknight 🕒 11:00am -

11:30am, Oct 5

Issues and Ideas Session B

🕒 10:00am - 11:30am, Oct 5

📍 Columbia

3 Subsessions

- **Students Accessibility to the Academic Curriculum with Support[s] from Offices of Disability Services in Higher Education:** Juliana Velasco, Meaghan McKenna

🕒 10:00am - 10:30am, Oct 5

- **Identifying and Educating Homeless Students:** Kathy Wigtil

🕒 10:30am - 11:00am, Oct 5

- **Assessment as Dialogue:** Paul Parkison

🕒 11:00am - 11:30am, Oct 5

Issues and Ideas Session C

🕒 10:00am - 11:30am, Oct 5

📍 Lincoln

2 Subsessions

- **Tlacahuapahualiztli Neixtlamachiliztli: Cyclical Processes of Indigenous Knowledge Systems and Indigenous Educational Models in transforming education: Michelle Garcia-Olp, LeRoy Saiz, Christine Nelson** 🕒 10:00am - 10:30am, Oct 5
- **Asking the Questions: Inquiry-driven Learning and the Creative Process: Delane Ingalls Vanada** 🕒 10:30am - 11:00am, Oct 5

Panel Session B: Cultural Strengths in Teaching and Learning

🕒 10:30am - 11:30am, Oct 5

📍 Evans

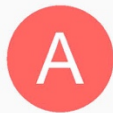
This interactive workshop offers a review and application of the empirically derived Cultural Frameworks in Teaching and Learning model.

Speaker:



Susan Longerbeam

Associate Professor, University of Louisville



Alicia Fedelina Chavez

Associate Professor, Educational Leadership, University of New Mexico

11:00am

President's Luncheon Featuring Invited Speaker Louise Chawla

🕒 11:45am - 1:30pm, Oct 5

📍 Harvard/ Princeton

"Nature-based Learning for Student Achievement and Ecological Citizenship," by Invited Speaker Louise Chawla. Louise Chawla is a Professor in the Environmental Design Program at the University of Colorado Boulder. She is Associate Director of the Children, Youth, and Environments Center for Community Engagement (CYE Center) and Co-editor of the journal Children, Youth and Environments.

Speaker:



Louise Chawla

Professor Emeritus, University of Colorado Boulder

Paper Session B

🕒 2:00pm - 3:30pm, Oct 5

📍 Oxford/Yale

19 Subsessions

- **Aquatic Project WILD: Learning Through Teaching:** Lucinda Sohn
🕒 2:00pm - 2:30pm, Oct 5
- **If Teaching is a Moral Act, Where Does Testing Fit In?: Teachers' perspectives on the tension between moral purpose and testing policy:** Caroline Pollard 🕒 2:00pm - 2:30pm, Oct 5
- **Factors that Increase Value-added Achievement of Gifted and Talented Students in Advanced Mathematics and Science Classes:** Angela Molen 🕒 2:00pm - 2:30pm, Oct 5
- **Substitute Teaching Experiences Influence on Novice Teaching:** Ashleigh Franco, Lauren Sneed
🕒 2:00pm - 2:30pm, Oct 5
- **Deficit Discourse in Elementary Mathematics Classrooms:** Richard Kitchen, Michelle Garcia-Olp, Jacklyn Van Ooyik
🕒 2:00pm - 2:30pm, Oct 5
- **The Ghosts of Race and Place: A Deep South White, Male Curriculum Theorist's Complicated Conversation With Ghost and Bonesast:** Douglas McKnight 🕒 2:00pm - 2:30pm, Oct 5
- **Preservice Teacher Early Beliefs as Indicators of Learning:** Melanie Fields, Julie Williams, Laura Isbell 🕒 2:00pm - 2:30pm, Oct 5
- **Challenges in Effective Mentoring and Retention of Novice Middle School and Secondary Teachers:** Denise McDonald
🕒 2:00pm - 2:30pm, Oct 5
- **A Dedicated Community: An Analysis of Culturally Responsive Pedagogy at Sierra High School:** Aaron Griffen
🕒 2:30pm - 3:00pm, Oct 5
- **Banking With Professional Development Performance Artists:** Joseph Zajdel, Daniel Conn
🕒 2:30pm - 3:00pm, Oct 5
- **Taking Risks in the Classroom: Creating Space for Student Teachers to be Vulnerable:** Dan Riordan 🕒 2:30pm - 3:00pm, Oct 5
- **A Study of an Innovative Teacher Professional Development Model: What Did We Find?:** Michelle Tenam-Zemach, Barbara Roca 🕒 2:30pm - 3:00pm, Oct 5
- **Teaching Mathematics Masterfully: Reflective Self-Regulation Strategy Use in Two PAEMST Finalists:** Melissa Peterson Schneider 2:30pm - 3:00pm, Oct 5

- **Bad for Education: Alternatively Certified Teachers: Marquita Foster**
🕒 2:30pm - 3:00pm, Oct 5
- **Transforming the Practice of Teachers: Patty Horn**
🕒 2:30pm - 3:00pm, Oct 5
- **A Critical Analysis of the Relationship Between Theory and Practice in Curriculum Implementation: Abalo Adewui**
🕒 2:30pm - 3:00pm, Oct 5
- **Historical retrospect and future prospect of research on effective teaching in China — Based on the analysis of knowledge domains map of the research over the past three decades: Xiaoduan Chen**
🕒 3:00pm - 3:30pm, Oct 5
- **The Enlightened Educator: Exploring the Influence of Mindful Self-Awareness on Practicing Cultural Responsiveness: Rana Razzaque** 🕒 3:00pm - 3:30pm, Oct 5
- **The Impact of Information Resources on Math Achievement for American Students at Fourth Grade in TIMSS 2011: Hanan AlGhamdi** 🕒 3:00pm - 3:30pm, Oct 5

Issues and Ideas Session E

🕒 2:00pm - 3:30pm, Oct 5

📍 Columbia

2 Subsessions

- **Seeing the Unseen: The Art of Empowerment: Kate Bachtel**
🕒 2:00pm - 2:30pm, Oct 5
- **The Resilience Age: Multimedia Curriculum Design: Jacqueline Simmons**
🕒 2:30pm - 3:00pm, Oct 5

Issues and Ideas Session F

🕒 2:00pm - 3:30pm, Oct 5

📍 Lincoln

3 Subsessions

- **Rain Garden Curriculum and Installation: Teaching Youth the Importance of Sustainability and Water Quality: Kevin Curry**
🕒 2:00pm - 2:30pm, Oct 5
- **Broadening the Concept of Creativity: Paula Adamo** 2:30pm - 3:00pm, Oct 5

● **Perceptual Mode of Teaching: CRIPSA Goes to High School: Alicia Saxe, Jodie Wilson**

🕒 3:00pm - 3:30pm, Oct 5

Panel Session C: Building Communities of Practice for the Art of Teaching for Equity

🕒 2:00pm - 3:00pm, Oct 5

📍 Bierstadt

This panel presentation focuses on the development of a Community of Practice that brings faculty together in the spirit of collaboration and synthesis for development of curriculum and pedagogy that supports equity. The panel's work emphasizes trusting relationships, transparency in teaching, and touchpoints for engagement. The purpose of this Community of Practice is to carve out time for application of theory to practice and reflection on teaching strategies to support best practice for classroom facilitation. This presentation will address the successes and challenges of this Community of Practice.

Speaker:



Stephanie Whalen

William Rainey Harper College



Pardess Mitchell

William Rainey Harper College



Robin James

William Rainey Harper College



Tara Mathien

University of Florida

Panel Session D: The Fundamentals of Curriculum Leadership: Educating for Holistic Understanding

🕒 2:00pm - 3:00pm, Oct 5

📍 Evans

This symposium will theorize and illustrate a teaching-curriculum-leadership gestalt as an alternative approach to curriculum development.

Speaker:



Dan Castner

Assistant Professor of Education, Bellarmine University



James Henderson

Professor, Kent State University



Jennifer Schneider

Kent State University

4:00pm

Issues and Ideas Session G

🕒 4:00pm - 5:30pm, Oct 5

📍 Evans

3 Subsessions

- **Listen to a new academic voice: People with disabilities require more accessible environments and information in order to participate fully:** Naomi Petersen 🕒 4:00pm - 4:30pm, Oct 5
- **Innovative ideas to support students' physical and psychological well-being in and beyond the classroom:** Megan Mistler, Amy Plog 🕒 4:30pm - 5:00pm, Oct 5
- **Improving Student Well-Being with Hip Hop Based Education (HHBE):** Victoria Bielomaz, Grant Goble 🕒 5:00pm - 5:30pm, Oct 5

Issues and Ideas Session H

🕒 4:00pm - 5:30pm, Oct 5

📍 Lincoln

3 Subsessions

- **"We are not trying to save the language. The language is trying to save us":** Daniel Conn, Alex Decoteau 🕒 4:00pm - 4:30pm, Oct 5
- **Accessibility and User Experience: Just how functional is the university for maximum participation by all students?:** Naomi Petersen 🕒 4:30pm - 5:00pm, Oct 5
- **The Identification Gap: Why educators must evaluate students with disabilities under Section 504:** Paul Thompson 🕒 5:00pm - 5:30pm, Oct 5

Issues and Ideas Session I

🕒 4:00pm - 5:30pm, Oct 5

📍 Elbert

3 Subsessions

- **Ecofeminist Children's Literature and Social Activist Teaching: Jeana Hrepich**

🕒 4:00pm - 4:30pm, Oct 5

- **Embracing the Otherness of Others: An Approach to Assuage Social and Political Tribalism: Sonja Varbelow**

🕒 4:30pm - 5:00pm, Oct 5

- **Navigating Healthy and Informed Smartphone Use in the 21st Century K-12 Classroom: Toby Zhu, Barbara Epperson, Evan Ditmore, Lee Anne Brannon**

🕒 5:00pm - 5:30pm, Oct 5

● 6:00pm

Program Chair's Reception

🕒 6:00pm - 7:00pm, Oct 5

📍 Bierstadt/Patio

All attendees are invited to an opening night welcome reception on the patio! Featuring free light hors-d'oeuvres. A cash bar will be available. Dinner tonight will be on your own.

Speaker:



Jodie Wilson

University of Denver



Kevin Cloninger

AATC President, Anthropeia Foundation

Fri, Oct 06, 2017

● 7:00am

Registration

🕒 7:30am - 4:30pm, Oct 6

📍 Foyer

Buffet Breakfast

🕒 7:30am - 8:45am, Oct 6

📍 Harvard/ Princeton

For all conference attendees.

9:00am

AATC Business Meeting

🕒 9:30am - 10:30am, Oct 6

📍 Harvard/ Princeton

All conference attendees are invited to attend the AATC Business Meeting, including first-time members and graduate students.

Speaker:



Kevin Cloninger

AATC President, Anthropedia Foundation



John Pecore

AATC President-Elect; Associate Professor, University of West Florida



William L. White

James Madison University



Todd Hodgkinson

Associate Professor of Secondary Education, Drake University

10:00am

Poster Session

🕒 10:30am - 12:00pm, Oct 6

📍 Bierstadt/Columbia

9 Subsessions

- **Investigating the Flipped Classroom Model with Pre-Service Teachers:** Jaime Coyne, Mae Lane, Tori Hollas, Jalene Potter, Lautrice Nickson

🕒 10:30am - 12:00pm, Oct 6

- **Using InTASC Standards To Measure Teacher Candidates' Content-Related Knowledge and Pedagogical Confidence:** Michael Floren, Valerie Sherman, Chelsie Hess ⌚
10:30am - 12:00pm, Oct 6
- **First-Year Teacher Experiences with Diverse Learners:** Jessica Buckless ⌚
10:30am - 12:00pm, Oct 6
- **Teachers and Creativity in the Classroom:** Krystal Flanders ⌚
10:30am - 12:00pm, Oct 6
- **A. B.A.L.A.N.C.E:** Reggie Gwinn ⌚
10:30am - 12:00pm, Oct 6
- **Arts Integration Within the Gifted Curriculum:** Jennifer Bartee ⌚
10:30am - 12:00pm, Oct 6
- **Genius Hour:** Courtney Collins ⌚
10:30am - 12:00pm, Oct 6
- **The Anatomy of Learning:** Barth Quenzer ⌚
10:30am - 12:00pm, Oct 6
- **History in My Own Backyard:** Tanya Crawford ⌚
10:30am - 12:00pm, Oct 6

Paper Session C

⌚ 10:30am - 12:00pm, Oct 6

📍 Oxford/Yale

24 Subsessions

- **Preserving Curriculum Studies: Thomas Wolfe, Frantz Fanon and the Ephemeral Discipline:** David M. Callejo-Perez, Donna Adair Breault ⌚
10:30am - 11:00am, Oct 6
- **Standardizing Racism: An Application of Critical Race Theory to the Texas Eighth Grade History TEKS:** Reagan Mason ⌚
10:30am - 11:00am, Oct 6
- **Where 'A' is Ordinary: A 15-Year Study of Graduate Program Grades in One Larger Midwest College of Education:** Roger Wilson ⌚ 10:30am - 11:00am, Oct 6
- **Beyond Platitudes: What Do Teacher Educators Really Think About Professional Dispositions?** Pamela Brown, Robin Fuxa ⌚
10:30am - 11:00am, Oct 6
- **A Call for Interdisciplinary Frameworks in the Assessment and Treatment of Children with Reading Disabilities:** Barbara Barcelo-Roca ⌚
10:30am - 11:00am, Oct 6

- **Side x Side: Community Based Art Education: Kelly Hrenko**
🕒 10:30am - 11:00am, Oct 6
- **The Treacherous Triad: Politics, Religion, and Education--How Belief Systems Are Crippling the Conversation: Drew Kemp, Steven Page** 🕒 10:30am - 11:00am, Oct 6
- **Parental Involvement Strategies in Charter Schools: Lorna Beckett**
🕒 10:30am - 11:00am, Oct 6
- **Education/Democracy: Derek Gottlieb**
🕒 11:00am - 11:30am, Oct 6
- **What do Student Evaluations Reveal about my Practice? Investigating Intentionality, Mindfulness, and Liminal Moments: Denise McDonald** 🕒 11:00am - 11:30am, Oct 6
- **Teacher Retention in Rural Arizona: Vicki Ross, Pamela Powell, Jennifer Prior, Robert Horn** 🕒 11:00am - 11:30am, Oct 6
- **Using Your Local Community as a Classroom: Aubrey Southall**
🕒 11:00am - 11:30am, Oct 6
- **Authentic Professional Development in Museum Curriculum: Toward a Community of Practice: Karen Kusiak** 🕒 11:00am - 11:30am, Oct 6
- **Ecopedagogy, Ecofeminism, and Learning in Classrooms: C. Lynne Hannah**
🕒 11:00am - 11:30am, Oct 6
- **Analyzing Racialized Stories with Ecologically-Minded Metaphors: Brianna Mestas, Tara Meister**
🕒 11:00am - 11:30am, Oct 6
- **Since When Did I Become Asian From Japanese?: An Autoethnography: Yoko Kishishita**
🕒 11:00am - 11:30am, Oct 6
- **Centering Race in Political Science Evaluation Reflections: Janiece Mackey**
🕒 11:30am - 12:00pm, Oct 6
- **Cultivating Intellectual Curiosity in Teacher Education: Lori Meier**
🕒 11:30am - 12:00pm, Oct 6
- **The Dispositional Enactment Process: Bradley Conrad**
🕒 11:30am - 12:00pm, Oct 6
- **"Keeping it Real": Student-Teacher Relationships in Urban Schools: Amy Masko**
🕒 11:30am - 12:00pm, Oct 6
- **"Person-in-Community": A Framework for Ethical Decision Making and Implications for Environmental Education: Christy McConnell Moroye, P. Bruce Uhrmacher** 🕒 11:30am - 12:00pm, Oct 6
- **Re-envisioning a Classic English Classroom: Theatrical Blocking as a Pedagogical Tool: Rachel Maxfield** 🕒 11:30am - 12:00pm, Oct 6

- **The Interest Convergence of Education in Georgia 1930 – 1970: Sundiata Omowale**
🕒 11:30am - 12:00pm, Oct 6
- **Pedagogies of Resistance: When Teachers Refuse to Obey: Daniel conn, Juria Wiechmann**
🕒 11:30am - 12:00pm, Oct 6

Issues and Ideas Session J

🕒 10:30am - 12:00pm, Oct 6
📍 Elbert

3 Subsessions

- **Firing the Canon: A Case for Reflection: Jess Smith**
🕒 10:30am - 11:00am, Oct 6
- **“At First I Was Intimidated:” Preparing Pre-Service Teachers Through a Course-Based Field Experience in a Majority-Minority School: Elena Venegas** 🕒 11:00am - 11:30am, Oct 6
- **Novice Teachers' Lived Experiences and Perspectives of Standardized Testing: Taryn Robertson, Jacklyn Van Ooyik** 🕒 11:30am - 12:00pm, Oct 6

Issues and Ideas Session K

🕒 10:30am - 12:00pm, Oct 6
📍 Lincoln

2 Subsessions

- **Art-based Education for Diverse Learners: Grant Goble, Victoria Bielomaz**
🕒 10:30am - 11:00am, Oct 6
- **"They Look at our Students, and They See Dollar Signs": The Effects of For-profit Virtual Charters on Teachers and Teaching: Crystal Howell** 🕒 11:00am - 11:30am, Oct 6

Issues and Ideas Session L

🕒 10:30am - 12:00pm, Oct 6
📍 Evans

2 Subsessions

- **Entering the Competition's Locker Room: Paul Parkison**
🕒 10:30am - 11:00am, Oct 6
- **Critical Consciousness and Online Information Seeking Strategies: Ian Clemente** 11:00am - 11:30am, Oct 6

John Laska Dissertation Award Winners

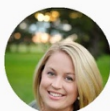
🕒 10:30am - 12:00pm, Oct 6

📍 Lincoln

Featuring presentations by the winners of the John Laska Distinguished Dissertation Award: *Moving Beyond Personal Responsibility: A Critical Discourse Analysis of Digital Citizenship Curricula*, by Dr. Kristen Mattson (curriculum). This dissertation analyzes how the concept of “digital citizenship” is conceptualized and furthered through three freely available curricula intended for use with high school students: NetSmartz, Digital Citizenship in Schools, and Common Sense Media. By employing a critical discourse analysis and examining the influence of sentence structure, collocational patterns, connotation, structural opposition, images and other tools used to craft and forward messages, I determined that the discoursed concept of “digital citizenship” aligns with traditional frameworks of citizenship education in schools, namely that of the personally responsible citizen. Much of the curricular documents are designed through a deficit perspective, making assumptions that teenagers are inherently approaching technology with ill intent, and that the lessons within will correct wrongdoing. Additionally, the curricula utilize a variety of ‘technologies of governmentality’, intended to mold and shape adolescent online behavior until it mirrors the societal norms for acceptable offline behavior. The curricula’s narrow focus on shaping behavior and reinforcing traditional power structures between teens and adults is likely hindering the curricular opportunities students are being given to engage as citizens of global communities.

More than a feeling: A study on conditions that promote historical empathy about an underrepresented historical figure in middle and secondary social studies class with “The Elizabeth Jennings Project”, by Dr. Katherine Perrotta (teaching). Historical empathy refers to deep inquiry in which intellectual and affective responses to content are shaped through source analysis of the actions, motives, perspectives, and beliefs of people in the past. Although there are several studies that address pedagogies that promote HE through analysis of famous historical figures, there is limited research concerning whether students display HE through examination of underrepresented historical figures in middle and secondary social studies classes. Therefore, the purpose of this study is to evaluate whether an instructional unit about antebellum civil rights Elizabeth Jennings titled “The Elizabeth Jennings Project” (EJP) promotes conditions conducive for student demonstration of HE. Instructional methods that best promoted HE in middle and secondary social studies classes included in-class discussion and debate. Major findings also indicate the presence of a “historical empathy gap” with regard to demonstration of HE among minority, English language learners, and special needs students.

Speaker:



Kristen Mattson

School Library Media Director, Indian Prairie School District 204



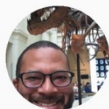
Katherine Perrotta

Georgia State University



Chara Bohan

Professor, Georgia State University



Joseph Flynn

Associate Professor, Northern Illinois University



John Pecore

AATC President-Elect; Associate Professor, University of West Florida

12:00pm

Lunch: On Your Own

🕒 12:00pm - 1:30pm, Oct 6

Lunch will be on your own. Conference sessions will resume promptly at 1:30 PM.

1:00pm

Panel Session E: Culturally Responsive Pedagogy: A Framework for Identifying Traditionally Marginalized Students as Gifted Learners

🕒 1:30pm - 2:30pm, Oct 6

📍 Evans

This project builds on the capacity of developing leadership—identifying traditionally marginalized students in rural areas as gifted learners.

Speaker:



Justine Lopez

University of Denver



Fayaz Amiri

University of Denver



Rachel E. Taylor

University of Denver



Norma Hafenstein
Professor, University of Denver



Kristina A. Hesbol
Professor, University of Denver

Panel Session F: Sustainable Teacher Education

🕒 1:30pm - 2:30pm, Oct 6

📍 Oxford/Yale

In a neoliberal atmosphere of competition, efficiency, and market-based rationales, teacher education programs in the nation's college and universities sit in tenuous positions. While attacks on teacher-education programs are not new, the on-going use of education as a pawn in a political chess match has called into question the long-term viability of public teacher education programs. The purpose of this panel presentation is to discuss the sustainability of teacher-education programs from multiple perspectives, including faculty, administrative and ontological realities.

Speaker:



William L. White
James Madison University



David M. Callejo-Pérez
Professor; Associate Provost, Saginaw Valley State University



Donna Adair Breault
Professor; Dean, Schar College of Education, Ashland University

Issues and Ideas Session M

🕒 1:30pm - 3:00pm, Oct 6

📍 Columbia

3 Subsessions

- **Curriculum Ain't Got No Soul: Victoria Bielomaz, Grant Goble**

🕒 1:30pm - 2:00pm, Oct 6

- **Mapping the Decline of Public Education: How the States are Pushing Legislation to Dismantle the Public Education System: Drew Kemp, Bradley Conrad, Steven Page**

2:00pm - 2:30pm, Oct 6



● **Theology and Pedagogy: Applications for Higher Education: Paul Michalec**

🕒 2:30pm - 3:00pm, Oct 6

● 3:00pm

Panel Session H: Identifying Contextual Barriers of Historically Marginalized Gifted Students in Rural Colorado

🕒 3:00pm - 4:00pm, Oct 6

📍 Evans

This research addresses cross-cultural disparities to create strategies to improve gifted identification processes in remote regions of Colorado.

Speaker:



Rachel E. Taylor

University of Denver



Justine Lopez

University of Denver



Fayaz Amiri

University of Denver



Kristina A. Hesbol

Professor, University of Denver



Norma Hafenstein

Professor, University of Denver

Panel Session I: Faculty Connectedness among Doctoral Online Full-Time Faculty in Their Daily Instructional Activities Using An Open, Onsite Office Environment

🕒 3:00pm - 4:00pm, Oct 6

📍 Oxford/Yale

This panel presentation will describe the "connectedness" of a team of online full-time doctoral faculty working in an open, onsite office environment.

Speaker:



Stacey Elsasser

Online Full-time Faculty, Grand Canyon University



Chuck Banaszewski

Grand Canyon University



Seanan Kelly

Grand Canyon University



Maureen Oates

Professor, Grand Canyon University

Writer's Workshop

🕒 3:00pm - 4:00pm, Oct 6

📍 Princeton

All are welcome to attend the Writer's Workshop, including graduate students and first-time attendees.

Speaker:



Cheryl J. Craig

Professor, Texas A&M University College Station



P. Bruce Uhrmacher

Professor, University of Denver



David J. Flinders

Professor, Indiana University

O.L. Davis, Jr. Award Winner & Book Talk Featuring Sara M. Childers

🕒 3:00pm - 4:00pm, Oct 6

📍 Lincoln

Featuring a presentation by this year's recipient of the O.L. Davis, Jr. Outstanding Book in Education Award: Sara M. Childers, author of *Urban Educational Identity: Seeing Students On Their Own Terms*

Speaker:



Sara M. Childers

Associated Faculty for the Department of Education Studies in The School of Educational Policy and Leadership, The Ohio State University



Paul Parkison

AATC Executive Council Member; Associate Professor, University of North Florida



Megan Kennedy

Associate Professor, Westfield State University



Daniel Conn

Associate Professor, Minot State University

● 4:00pm

Meet the Editors of Curriculum and Teaching Dialogue

🕒 4:00pm - 4:45pm, Oct 6

📍 Elbert

Interested in learning more about CTD and the manuscript submission process? All attendees are invited to meet the Editorial Review Board of Curriculum & Teaching Dialogue, AATC's peer-refereed journal.

Speaker:



Chara Bohan

Professor, Georgia State University



Michelle Tenam-Zemach

AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University



Cristy Sellers Smith

Executive Director, Services for Exceptional Children, Fulton County Schools; Graduate Research Assistant for Curriculum and Teaching Dialogue (Incoming), Georgia State University



Christy McConnell Moroye

Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado



Kate Kauper

Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College



Tara Meister
University of Denver

Book Talk Featuring Joseph Flynn

🕒 4:00pm - 4:45pm, Oct 6

📍 Columbia

Featuring a presentation by Joseph Flynn on his forthcoming book, *White Fatigue: Rethinking Resistance for Social Justice*.

Speaker:



Joseph Flynn
Associate Professor, Northern Illinois University

● 5:00pm

Kysilka Keynote Address Featuring Invited Speaker David W. Orr

🕒 5:00pm - 6:00pm, Oct 6

📍 Harvard/Princeton/Oxford/Yale

David W. Orr is Counselor the President, Oberlin College, and Paul Sears Distinguished Professor of Environmental Studies and Politics, Emeritus. He is the author of eight books and co-editor of three others. His eighth book, *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward* was published by Yale University Press in 2016.

Speaker:



David W. Orr
Professor Emeritus, Oberlin College; University of Vermont



Kevin Cloninger
AATC President, Anthropedia Foundation

● 6:00pm

Meet and Mingle

🕒 6:00pm - 7:30pm, Oct 6

📍 Foyer

Featuring light appetizers and a cash bar.

7:00pm

President's Reception & Awards Dinner

🕒 7:30pm - 8:45pm, Oct 6

📍 Harvard/Princeton/Oxford/Yale

All conference attendees are invited!

Speaker:



Kevin Cloninger

AATC President, Anthropedia Foundation

Sat, Oct 07, 2017

7:00am

Continental Breakfast

🕒 7:30am - 8:30am, Oct 7

📍 Foyer/Harvard/Princeton

For all conference attendees.

9:00am

Panel Session J: A Conversation on Culturally Responsive Instructional Leadership: Our Methods/Our Successes

🕒 9:00am - 10:00am, Oct 7

📍 Evans

Culturally Responsive Instructional Leaders (CRILs) share methods and successes for audience members seeking equity and diversity in K-12 settings.

Speaker:



Aaron Griffen

Principal, Sierra High School Harrison School District 2



Matthew Willis

Principal, Aurora Hinkley High School; University of Colorado - Denver.



Floyd Cobb

Adjunct Professor, University of Denver



Louis Fletcher

Director of Culture and Services, Falcon District 49; Northcentral University.



Carlos Perez

Principal, Mitchell High School, Colorado Springs



Sharon Bailey

Program Manager of Diversity Equity and Inclusion - Cultural Equity and Leadership Team, Denver Public Schools

Issues and Ideas Session N

🕒 9:00am - 10:30am, Oct 7

📍 Elbert

3 Subsessions

- **Challenges in Creating a Social-Justice Oriented Mathematics Curriculum for Others: Tara Meister, Nicolas Boileau**

🕒 9:00am - 9:30am, Oct 7

- **Exploration as an Aesthetic Medium: Matthew Clay, Emily Bretl**

🕒 9:30am - 10:00am, Oct 7

- **Vehicle-Model Metaphor of Creativity Theories: Zhengqing Li**

🕒 10:00am - 10:30am, Oct 7

Issues and Ideas Session P

🕒 9:00am - 10:30am, Oct 7

📍 Harvard

21 Subsessions

- **The Myth of Sisyphus: Education of the Absurd: William L. White, Michelle Tenam-Zemach**

🕒 9:00am - 9:30am, Oct 7

- **Parental Involvement for English Language Learners: Taryn Robertson, Victoria Bielomaz**

9:00am - 9:30am, Oct 7

- **Arts-Based Research (ABR) and Indigenous Knowledge:** Michelle Garcia-Olp
⌚ 9:00am - 9:30am, Oct 7
- **Teacher Prep Field Experience: Sustainability & Creativity:** Jenn Gutierrez, Azul Cortes
⌚ 9:00am - 9:30am, Oct 7
- **New Visions for Educating Refugee Students:** Ozlem Erden
⌚ 9:00am - 9:30am, Oct 7
- **Amazing Grace: Children's Literature as Entry Points for Developing Critical Understandings:** Janet Navarro
⌚ 9:00am - 9:30am, Oct 7
- **Teachers Pay Teachers: Experiences with Alternative Curricular Markets:** Leah Mack, Daniel Conn
⌚ 9:00am - 9:30am, Oct 7
- **Reaching Students at the Margins: Curricular and Instructional Considerations for Refugee Students in Africa:** Carole Hruskocy, Karen Smaldone Cordova ⌚ 9:30am - 10:00am, Oct 7
- **Restorative Justice in Education:** Dana Haraway
⌚ 9:30am - 10:00am, Oct 7
- **The Benefits and Importance of the Native Knowledge 360 Initiative:** Joshua Heath, Edwin Schupman, Christopher Thomas ⌚ 9:30am - 10:00am, Oct 7
- **Leading Changes in the Next Decade: Adaptive Learning:** Hoda Harati
⌚ 9:30am - 10:00am, Oct 7
- **The Effectiveness of Projective Technology in Formative Assessment: A Pilot Study for College Students Majored in Geography:** Bingxin Qi ⌚ 9:30am - 10:00am, Oct 7
- **Opportunities for Empowerment through Online Course Interactions:** Denise McDonald, Caroline Crawford, Pamela Christol
⌚ 9:30am - 10:00am, Oct 7
- **A Posthuman Approach to Technology in the Classroom:** Sabin Densmore
⌚ 9:30am - 10:00am, Oct 7
- **Learning in Ecological Perspectives:** David J. Flinders
⌚ 10:00am - 10:30am, Oct 7
- **Operational and Received Curriculum in an Informal Learning Environment:** Brittany Miller, Wendy Daniel, McKenzie Davis, Rayna McClintock ⌚ 10:00am - 10:30am, Oct 7
- **My Story of Flooding and Sea Level Rise:** Merrie Koester
⌚ 10:00am - 10:30am, Oct 7
- **The "I" Curriculum: Reflections on the Identity, Ideology, and Ignorance of Preservice Secondary Teacher Education Students:** Pamela Ross McClain ⌚ 10:00am - 10:30am, Oct 7
- **Why is it Okay to be Bad at Math?:** Laura Morris ⌚ 10:00am - 10:30am, Oct 7

● **Visual Arts Assessment in the Age of Educational Accountability: Donna Goodwin**

🕒 10:00am - 10:30am, Oct 7

● **Mindfulness and Compassion: Culturally Responsive Approaches to Partnering with Schools and Communities: Michelle Shedro** 🕒 10:00am - 10:30am, Oct 7

Hunkins Distinguished Article Award Winners Featuring Kristina Valtierra & Sarah Barron

🕒 9:00am - 10:00am, Oct 7

📍 Lincoln

Featuring the Hunkins Distinguished Article Award winners: *Teaching* - Kristina M. Valtierra: "*Beyond Survival to Thrival: An Urban Teacher's Promising Career Story*" Abstract: This narrative study examines one thriving urban teacher. Three salient themes influenced the teacher's career thrival. Hope springs eternal is the idea that sustaining hope supported her thrival. The extended education family is the notion that familial-like relationships at school nourished her longevity. Finally, creative autonomy ascertains that autonomous curriculum development sustained her passion. Implications for fostering teacher career longevity for the sake of marginalized youth, urban educators, and school systems are discussed. *Curriculum* - Sarah Barron, Jason C. Immekus, Juan Carlos González, and Cathy K. Yun: "*License to let go in transitional kindergarten programs: Supports and Barriers of Play-Based Strategies*" Abstract: The pendulum is shifting from teacher-directed approaches in childhood education towards child-directed learning where developmentally appropriate practices (DAP) inform curriculum and instruction. This study explored the perspectives of teachers and administrators towards the supports and barriers of DAP and play in Transitional Kindergarten (TK) programs. Results show the divergence in teachers' and administrators' perspectives on DAP and play-based strategies. Recommendations to promote DAP and play-based strategies into curriculum and instruction are presented.

Speaker:



Kate Kauper

Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College



Kristina Valtierra

Assistant Professor, Colorado College

Paper Session D

🕒 9:00am - 10:30am, Oct 7

📍 Columbia

2 Subsessions

● **Examining America's Teacher Shortage: Greg Chalfin** 9:00am - 9:30am, Oct 7

● **Walking the Walk: Activism and Action in Education: Drew Kemp**

🕒 9:30am - 10:00am, Oct 7

CTD Editors' Meeting

🕒 9:00am - 10:00am, Oct 7

📍 Bierstadt

For the Curriculum & Teaching Dialogue Editorial Review Board.

Speaker:



Chara Bohan

Professor, Georgia State University



Michelle Tenam-Zemach

AATC Executive Council Member; Associate Editor of Curriculum and Teaching Dialogue (Incoming); Associate Professor, Nova Southeastern University



Christy McConnell Moroye

Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, University of Northern Colorado



Kate Kauper

Associate Editor of Curriculum and Teaching Dialogue (Retiring); Associate Professor, Cornell College

● 11:00am

Executive Council Meeting

🕒 11:00am - 1:00pm, Oct 7

📍 Oxford/Yale

For all current and incoming Executive Council members and leadership. A working lunch will be provided.

Speaker:



John Pecore

AATC President-Elect; Associate Professor, University of West Florida



Kevin Cloninger
AATC President, Anthropedia Foundation



Todd Hodgkinson
Associate Professor of Secondary Education, Drake University



Joseph Flynn
Associate Professor, Northern Illinois University



Dana Haraway
AATC Executive Council Member; Associate Professor, James Madison University



Meg Jacobs
AATC Executive Council Member; Assistant Professor, University of Auckland



Megan Kennedy
Associate Professor, Westfield State University



Bradley Conrad
Associate Professor, Capital University



Paul Parkison
AATC Executive Council Member; Associate Professor, University of North Florida



Daniel Conn
Associate Professor, Minot State University



Trudi Gaines
University of West Florida



David J. Flinders
Professor, Indiana University



Matt Spurlin
University of Denver



INVITED KEYNOTE SPEAKER

LOUISE CHAWLA

10/5 @ 12 PM

HARVARD BALLROOM

Louise Chawla is a Professor in the Environmental Design Program at the University of Colorado Boulder. She is Associate Director of the Children, Youth, and Environments Center for Community Engagement (CYE Center) and Co-editor of the journal *Children, Youth and Environments*.



INVITED KEYNOTE SPEAKER

DAVID W. ORR

10/6 5 PM

HARVARD BALLROOM

David W. Orr is Counselor the President, Oberlin College, and Paul Sears Distinguished Professor of Environmental Studies and Politics, Emeritus. He is the author of eight books and co-editor of three others. His eighth book, *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward* was published by Yale University Press in 2016.

HISTORY OF AATC

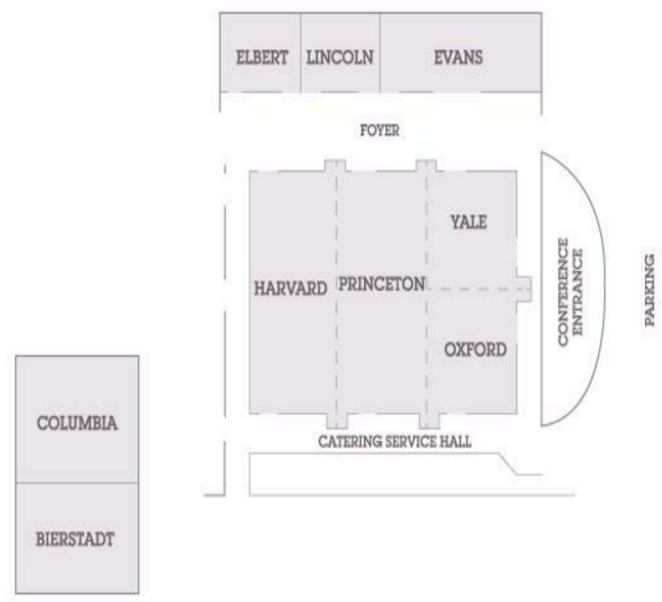
www.aatchome.org

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 24th Annual Conference is dedicated to advancing the ideals of the Association and its purpose. The intent of AATC sessions is to spark dialogue, share new ideas, and sustain enthusiasm. 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. It is our hope that you will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

Meeting and Event Floor Plans at Sheraton Denver Tech Center



Curriculum and Teaching Dialogue

The Annual Journal for the American Association for Teaching and Curriculum

Editor: Chara Haeussler Bohan
Associate Editor: Michelle Tenam-Zemach

Manuscript Categories

Open Submission Papers

Papers are welcomed on all 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, 2017 and are submitted for peer review.**

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 range between 500 to 1000 words and must be submitted by **February 1, 2018 for editorial review.**

Book Reviews

Reviews of books related to the teaching or curriculum fields are also welcomed. Length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category to be submitted by **February 1, 2018.**

Dialogue Column

This column is open to anyone who wishes to respond to previously published *CTD* manuscripts or presentations at AATC conferences. Length must not exceed 1000 words. Manuscripts in this category to be submitted by **February 1, 2018.**

Letters to the Editor

These will be selected at the discretion of the Editors should be submitted by **February 1, 2018.**

Guidelines for Submitting a Manuscript for Peer Review

All Submissions must be electronic. Send to Michelle Tenam-Zemach at micheletz@gmail.com

Submit two separate word files (NO PDF 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, and email. **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.

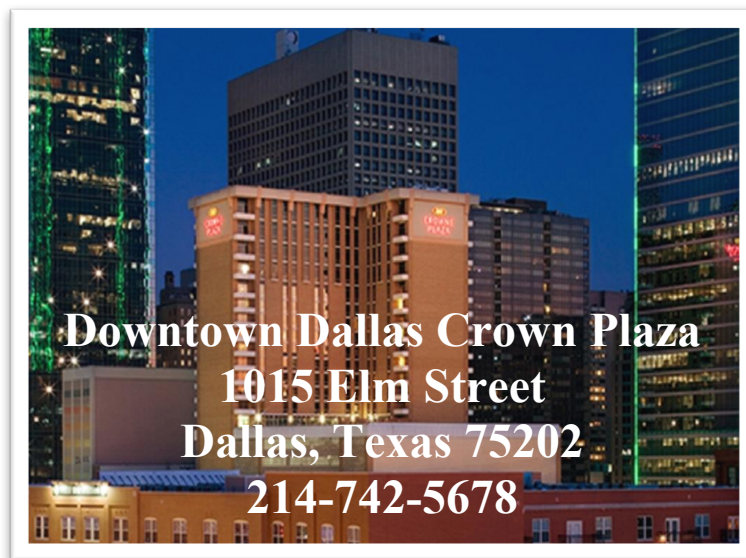
Specifications:

- 12 point font, double-spaced, one-inch margins, page limit according to category
- References in APA style with 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].

**For further information on *Curriculum and Teaching Dialogue* or AATC, visit www.aatchome.org.
The journal is published annually each October.**

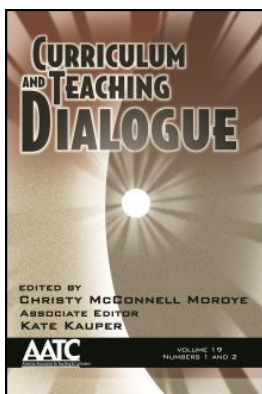


AATC will celebrate 25 years in the city of the first conference, Dallas, Texas.



Stay tuned for updates and get your AATC news from www.aatchome.org.
Members can sign up for the listserv at www.aatchome.org/membership/sign-up-for-listserv/

2018 AATC Program Chair:
Aubrey Brammar Southall, Aurora University
asouthall@aurora.edu



Curriculum and Teaching Dialogue Volume 19, Numbers 1 & 2, 2017

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

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Publication Date: 2017

ISBNs:

Paperback: 9781641130318

Hardcover: 9781641130325

E-Book: 9781641130332

Paperback: \$45.99

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Trim Size: 6.125 x 9.25

Page Count: 354

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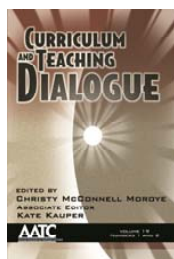
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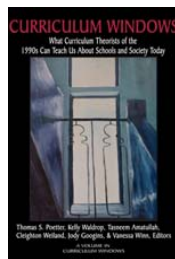
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PB: 978-1-64113-031-8

Curriculum and Teaching Dialogue Vol. 19 # 1 & 2, 2017

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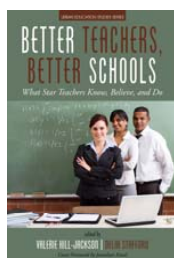
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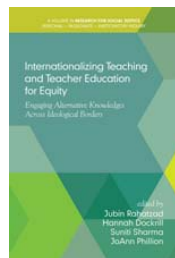
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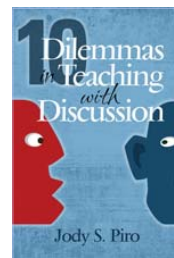
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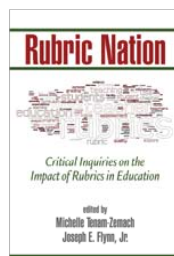
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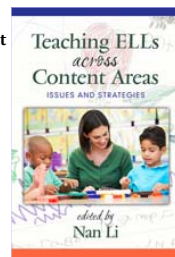
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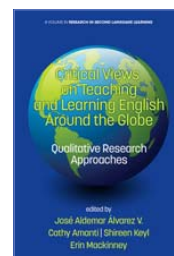
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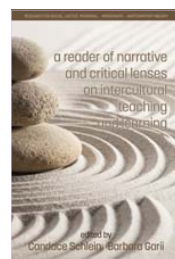
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