



**American Association for Teaching and Curriculum  
26<sup>th</sup> Annual Conference Birmingham,  
Alabama  
October 3-5, 2019**



## **PRESIDENT'S WELCOME**

On behalf of the American Association for Teaching and Curriculum Executive Council, we warmly and enthusiastically welcome each of you to this year's annual meeting, here in Birmingham, Alabama. We on the Executive Council thank you for your willingness to join us in such an historic city. Since the middle 1900s Birmingham has been an enduring symbol of civil rights, activism, and social justice, as it has served as one of the homes of the Civil Rights Movement of the 1950s and 1960s.

Although Birmingham has had dark moments of inhumanity, those dark moments were balanced and superseded by the bright lights of struggle, strategy, progress, and justice. Luminaries of justice -- like the reverends Martin Luther King, Jr. and Fred Shuttlesworth, along with the support of a brave and committed community of champions for justice -- stood in solidarity to push not only the conscience of Birmingham but also Alabama, the South, and the nation. Overcoming lynchings, beatings, public humiliations, and state sanctioned violence, the leaders and foot-soldiers of the Civil Rights Movement reformed Birmingham and the South from a haven of Jim Crow racism to a paragon of activism and justice.

Central to that mission was more than rousing sermons, nonviolent marches, and intense strategizing and negotiations. In fact, educators were also fundamental to the efforts. Teachers were essential to the charge for justice. They too helped strategize. They also protected and educated children and youth, helping the younger generation understand the roots of the Jim Crow problems ravaging communities.

As the president of this organization, I want to dedicate this conference to not only the leaders of the movement but also to those that received much less attention -- the educators and the children of the Civil Rights Movement. Some of them were harassed, beaten. Some of them were jailed. Some of them were murdered. Regardless of their fears, many of them took up the cause much to the chagrin of parents, administrators, and others (often for very different reasons). Those children stood their ground and became central characters in the fight for a better future for us all.

This year's theme, *Teacher Activism in Distressed Times*, was initially inspired by that history. However, today we see ourselves engaged in public discourses about the spirit and morality of our nation. Over the past decade we have witnessed a zenith of progress with the election of the first African American president, the first female nominee for president by a major political party, the extension of key rights to the LGBTQIA community, more proactive attention to a growing environmental crisis, and a popular culture embrace of the true diversity of the nation.

This progress has been clouded by the backlash -- a retrenchment of divisive politics and retreat of civil public discourse that seeks to find progressive (albeit incremental) progress. Despite seeing the beauty of the aforementioned, we are now regularly seeing vestiges of times we hoped had passed: the rise of White nationalism; the deepening of tribal politics; the rejection of environmental protections; continued exploitation of the economically and culturally vulnerable; educational policy, curriculum, and methods that disregard decades of research to the detriment vulnerable communities; and, a growing attack on the rights of women. These developments

prompt us to continue asking an essential question: What is the role of curriculum and instruction in the advance of civil rights, and how can organizations like AATC be part of the historic cadre of educators who stood and stand on the side of justice for all?

This year's conference will engage a wide array of presentations and sessions that examine a broad range of topics while encouraging larger conversations about the complexities of justice and activism discourses and their connections to curriculum and instruction. Each of our keynote speakers will bring interesting and challenging ideas to the membership. Our opening keynote address from Dr. Leslie David Burns will explore the notion of social justice and encourage us to consider the contradictions and challenges of social justice agendas. Our inaugural Stephen Fain Lecture will be given by Dr. David Stovall. Dr. Stovall will help us think about the connection between justice and action, and as the title of his lecture conveys, do we choose justice or just wait for it all to end? Finally, our Marcella Kysilka Lecture will be presented by Dr. Tondra Loder-Jackson. Dr. Jackson will teach us about the role of educators during the Civil Rights Movement and invigorate us to think about our own notions of justice and action.

It is also our pleasure to acknowledge recipients of AATC awards. First, I would like to congratulate Dr. Eve Ewing and her new masterpiece, *Ghosts in the Schoolyard: Racism and School Closings on Chicago's Southside*, as this year's O.L. Davis Book Award winner. Dr. Ewing's text is a searing account of widespread school closures in Chicago and connects the idea of school closures (wrapped in a cloak of sound economic policy) as another brick in the historic wall of institutional racism faced by many southside Chicago families. Additionally, we must recognize our John Laska Dissertation Award recipients. For the Teaching Research award, we honor Dr. Kevin Magill of Baylor University and the work *Understanding the Relationship Between Critical Pedagogy and Social Studies: Dialectics, Agency, and Solidarity*. Similarly, for the Curriculum Research award we honor Dr. Michelle Garcia-Olp of Benoit College for the work *How Colonization Impacts Identity Through the Generations: A Closer Look at Historical Trauma and Education*. Both recipients accomplished amazing work and we are honored to recognize them. We must also congratulate our Francis P. Hunkins Award winners for their brilliant articles in our journal, *Curriculum and Teaching Dialogue*. We celebrate both Dr. Amy Masko for the Hunkins Distinguished Article for Teaching award and Dr. Aaron Zimmerman for the Hunkins Distinguished Article for Curriculum award. Please be sure to take a look at them in the latest edition of *Curriculum and Teaching Dialogue*.

Finally, our Association is in the midst of change as foundational and senior leadership are retiring and leaving association leadership to younger generations. We would be remiss if we did not thank them and show our appreciation for all the great work they have done over the years to make AATC such a wonderful place for dialogue, professional growth, and friendship. Over this past year both the nation and our Association have been forced to grapple with difficult issues that rage at the intersection of politics, curriculum and instruction, and organization mission. This leaves us with foundational questions about the historic and future mission of the Association, the role of politics in dialogues around curriculum and instruction, and our place in encouraging critical thought and action. To that end, the Executive Council has scheduled an Association Town Hall meeting to engage membership in a dialogue about these pressing issues, for it is the intention of the Executive Council to move forward, together. As the great Rev. Dr.

Martin Luther King declared, “If you can’t fly then run; if you can’t run then walk; if you can’t walk then crawl, but whatever you do you have to keep moving forward.”

Again, we thank all of you for taking the time and resources to attend our annual meeting and we are certain the spate of lectures and presentations will be interesting, timely, challenging, and enriching. If any of you have any questions throughout the conference please feel free to reach out to any of the AATC leadership. Thank you again. Now, let’s engage!

A handwritten signature in black ink, appearing to read 'Joseph Flynn', with a long horizontal flourish extending to the right.

Joseph Flynn  
President  
American Association for Teaching and Curriculum

## **CURRENT AATC LEADERSHIP 2018-2019**

### ***Past President***

*John Pecore, University of West Florida*

### ***President***

*Joseph Flynn, Northern Illinois University*

### ***President Elect***

*Andrew Kemp, Augusta University*

### **Executive Council**

#### ***Daniel Conn***

*Minot State University*

#### ***Bradley Conrad***

*Capital University*

#### ***David Flinders***

*Indiana University*

#### ***Meg Jacobs***

*University of Auckland*

#### ***Christy McConnell***

*University of Northern Colorado*

#### ***Paul Parkison***

*University of North Florida*

#### ***Matthew Spurlin***

*University of Denver*

#### ***Aubrey Brammar Southall***

*Aurora University*

#### ***Jodie Wilson***

*University of Denver*

### ***Executive Secretary***

*Caroline Conner, Kennesaw State University*

### ***2019 Program Chair***

*Daniel Castner, Indiana University, Bloomington*

### ***Web Liason***

*Jodie Wilson, University of Denver*

### ***Historians***

*Vicki Ross, Northern Arizona University*

*Candace Schlein, University of Missouri-Kansas City*

*Elaine Chan, University of Nebraska-Lincoln*

### ***Curriculum and Teaching Dialogue***

*Editor: Chara Haussler Boban, Georgia State University*

*Associate Editor: Michelle Tenam-Zemach, Nova Southeastern University*

*Graduate Research Assistant: Susan Cannon, Georgia State University*

### **Editorial Review Board**

Donna Adair Breault, Ph.D.  
Ashland University

Pardess Mitchell, Ed.D.  
William Rainey Harper College

Sandra Guzman Foster, Ph.D.  
University of the Incarnate Word

Kate Kauper, Ph.D.  
Cornell College

David J. Flinders, Ph.D.  
Indiana University, Bloomington

Bruce Uhrmacher, Ph.D.  
University of Denver

David Callejo Pérez, Ph.D.  
Penn State University

Christy McConnell Moroye, Ph.D.  
University of Northern Colorado

Alan W. Garrett, Ph.D.  
Eastern New Mexico University

Amy L. Masko, Ph.D.  
Grand Valley State University

Lyn C. Forester, Ed.D.  
Doane University

Dr. Bill White, Ed.D.  
James Madison University

Robert Donmoyer, Ph.D.  
University of San Diego

Wesley Null, Ph.D.  
Baylor University

Christine Woysner, Ed.D.  
Temple University

## **INCOMING AATC LEADERSHIP 2019-2020**

### ***Past President***

*Joseph Flynn, Northern Illinois University*

### ***President***

*Andrew Kemp, Augusta University*

### ***President Elect***

*Kate Kauper, Cornell College*

### **Executive Council**

#### ***Daniel Conn***

*Minot State University*

#### ***Bradley Conrad***

*Capital University*

#### ***David Flinders***

*Indiana University*

#### ***Jenn Gutierrez***

*University of New Mexico*

#### ***Christy McConnell***

*University of Northern Colorado*

#### ***Paul Parkison***

*University of North Florida*

#### ***Matthew Spurlin***

*University of Denver*

#### ***Aubrey Brammar Southall***

*Aurora University*

#### ***Jodie Wilson***

*University of Denver*

### ***Executive Secretary***

*Caroline Conner, Kennesaw State University*

### ***2020 Program Chair***

*Shelley Harris, Texas A&M University Central Texas*

### ***Web Liason***

*Jodie Wilson, University of Denver*

### ***Historians***

*Vicki Ross, Northern Arizona University*

*Candace Schlein, University of Missouri-Kansas City*

*Elaine Chan, University of Nebraska-Lincoln*

### ***Curriculum and Teaching Dialogue***

*Editor: Chara Haeussler Boban, Georgia State University*

*Associate Editor: John L. Pecore, University of West Florida*

*Assistant Editor: Franklin S. Allaire, University of Houston-Downtown*

*Graduate Research Assistant: Julia Bearden, Georgia State University*

### **Editorial Review Board**

Donna Adair Breault, Ph.D.  
Ashland University

Kate Kauper, Ph.D.  
Cornell College

David Callejo Pérez, Ph.D.  
Penn State University

Amy L. Masko, Ph.D.  
Grand Valley State University

Robert Donmoyer, Ph.D.  
University of San Diego

Pardess Mitchell, Ed.D.  
William Rainey Harper College

David J. Flinders, Ph.D.  
Indiana University, Bloomington

Christy McConnell Moroye, Ph.D.  
University of Northern Colorado

Lyn C. Forester, Ed.D.  
Doane University

Wesley Null, Ph.D.  
Baylor University

Sandra Guzman Foster, Ph.D.  
University of the Incarnate World

Bruce Uhrmacher, Ph.D.  
University of Denver

Alan W. Garrett, Ph.D.  
Eastern New Mexico University

Dr. Bill White, Ed.D.  
James Madison University

Christine Woyshner, Ed.D.  
Temple University

## AATC HISTORY

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

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), the American Political Science Association (1903) and the American Academy of Religion (1909). The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American Scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually including those concerned primarily with the rights and responsibilities of teachers (unions), ones recognizing honor performance (e.g. Kappa Delta Pi) and organizations whose members' interests are primarily K–12 content and methods (e.g. ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or education policy. An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the "what to teach" aspect). In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, or elementary and secondary education. Jack Laska became the first secretary–treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, and the interaction of its members.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution: ***To promote the scholarly study of teaching and curriculum***

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

The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated so many of the professional organizations. Hopefully, attendees will want to stay and engage for the entire conference. Much can be learned! Enjoy the conference.

## **AATC PRESIDENTS**

2020 Andrew Kemp, Augusta University  
2019 Joseph Flynn, Northern Illinois University  
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



**MARCELLA KYSILKA LECTURE: KEYNOTE SPEAKER: TONDRA LODER**

**JACKSON**



Dr. Loder-Jackson is a professor of Educational Foundations and African American Studies at the University of Alabama, Birmingham. Her work focuses on the history of civil rights and education in Birmingham, African American education, and urban education. She has written extensively about these issues and has published a searing exploration of teacher activism during the Civil Rights Movement entitled [Schoolhouse Activists: African American Educators and the Long Birmingham Civil Rights Movement](#), published by State University of New York Press (December 2015).

## STEPHEN FAIN LECTURE: DAVID STOVALL



David Stovall, Ph.D. is Professor of African-American Studies and Criminology, Law & Justice at the University of Illinois at Chicago (UIC). His scholarship investigates three areas 1) Critical Race Theory, 2) the relationship between housing and education, and 3) the intersection of race, place and school. In the attempt to bring theory to action, he works with community organizations and schools to develop curriculum that address issues of equity and justice. His work led him to become a member of the design team for the Greater Lawndale/Little Village School for Social Justice (SOJO), which opened in the Fall of 2005. Furthering his work with communities, students, and teachers, his work manifests itself in his involvement with the Peoples Education Movement, a collection of classroom teachers, community members, students and university professors in Chicago, Los Angeles and the San Francisco Bay Area who engage in collaborative community projects centered in creating relevant curriculum. In addition to his duties and responsibilities as a professor at UIC, he also served as a volunteer social studies teacher at the Greater Lawndale/Little Village School for Social Justice from 2005-2018.

## Opening Plenary Address: Leslie David Burns



Dr. Leslie David Burns is an Associate Professor of Literacy in the Department of Curriculum and Instruction and serves as both Program Chair of Secondary English Education and a member of the Literacy Program Faculty.

Dr. Burns is a winner of the Literacy Research Association's Edward Fry Book Award for the advancement of knowledge in the field of literacy. He is also a recipient of the National Council of Teachers of English's Janet Emig Award and Edwin Hopkins Award for exceptional scholarship in English Education. Dr. Burns is a co-author of NCTE's national "Standards for the Preparation of Teachers of English Language Arts, Grades 7-12," and has served as a member of the College Board's National Advisory Committee for Advanced Placement Literature and Composition.

Dr. Burns edits two book series for Peter Lang Publishing International: "Social Justice Across Contexts in Education," and "Culture, Curriculum, and Education." His areas of expertise include language arts, adolescent literacy, curriculum studies and policy, teacher education, social justice education, and responsive teaching methods for student success in diverse classrooms.

## 2019 AATC ART SHOW

### **“When Teachers Care”**

#### **Featuring Local Students from Birmingham City Schools**

2019 AATC Art Show features Elementary students from the Birmingham City School District. These local student artists have created original art pieces depicting a time when a teacher especially showed they cared. AATC members are encouraged to view the art and vote for their favorites throughout the conference. Students, teachers, and families are invited to a Public Viewing on Saturday morning from 9:00-11:00, and the 2019 AATC Art Show Award Ceremony will be from 11:00 AM to 12:00 PM. A special thanks for Dr. Deborah Mayes, the teachers of Birmingham, and the local artists featured in the show.



AWARD WINNERS

**John L. Laska Dissertation Award**

**Curriculum Award Winner:**

Dr. Michelle Garcia-Olp, Beloit College

*How Colonization Impacts Identity Through the Generations: A Closer Look at Historical Trauma and Education*

**Nominated by:** Dr. Bruce Uhrmacher, University of Denver

**Dissertation Chair:** Dr. Bruce Uhrmacher, University of Denver

**Teaching Award Winner:**

Dr. Kevin Magill, Baylor University

*Understanding the Relationship Between Critical Pedagogy and Social Studies: Dialectics, Agency, and Solidarity*

**Nominated by:** Dr. Karon N LeCompte, Baylor University

**Dissertation Chair:** Dr. Cinthia S Salinas, University of Texas-Austin

### **Hunkins Distinguished Article Award**

**Francis P. Hunkins Distinguished Article Award in the category of Curriculum**

*Helping Early-Career Teachers to See the Aesthetic Dimensions of Mathematics with Standards-Based Curricula*

Aaron Zimmerman

**Francis P. Hunkins Distinguished Article Award in the category of Teaching**

*Keep it Real & Love 'Em Up": Student-Teacher Relationships in an Urban Middle School*

Amy Masko

### **O.L. Davis Book Award**

Winner: *Ghosts in the School Yard*

by Eve Ewing

**Thursday, October 3**

**Thursday 10/3 7:30 AM – 8:55 AM**

<b>Registration</b>	<b>Thursday 7:30 AM – 5:00 PM</b>	<b>Registration Booth</b>
---------------------	-----------------------------------	---------------------------

Registration begins

<b>Executive Board Meeting</b>	<b>Thursday 7:30 AM – 8:30 AM</b>
--------------------------------	-----------------------------------

Executive board meeting

<b>Graduate Student Session</b>	<b>Thursday 8:00 AM – 8:55 AM</b>	<b>Room F</b>
---------------------------------	-----------------------------------	---------------

Graduate Student Welcome Breakfast

Graduate Student Mentoring Session: Aubrey Southall & Crystal Howell

<b>Early Career Mentoring</b>	<b>Thursday 8:00 AM – 8:55 AM</b>	<b>Room J</b>
-------------------------------	-----------------------------------	---------------

Early Career Mentoring  
John Pecore & Dana Haraway

**Thursday 10/3 9:00 AM – 10:20 AM**

<b>Plenary Session 1</b>	<b>Thursday 9:00 AM – 10:20 AM</b>	<b>Room N</b>
--------------------------	------------------------------------	---------------

**The trouble with social justice education: Teacher identity, orthodoxy, and activism in distressed times**

Dr. Leslie David Burns of the University of Kentucky

**Thursday 10/3 10:30 AM – 11:45 AM**

<b>Issues and Ideas Session</b>	<b>Thursday 10:30 AM – 11:45 AM</b>	<b>Room N</b>
---------------------------------	-------------------------------------	---------------

**Exploring the Role of Worldview in University-K-12 Partnerships**

*Drawing on collaborations between an urban university and rural/frontier school districts to understand the role of worldview in partnership.*

Benjamin Ingman, Carla Loecke, & Andrea Johnson

**My Practice, My “Self:” Reflections and Peer Feedback Processes for Examining Ideological Influences on Pedagogical Effectiveness**

*Three teacher educators disclose critical reflections on unique instructional challenges. Through peer feedback, insights shared reshape pedagogy*

Denise McDonald, Caroline Crawford, & Debby Shulsky

**Easing Sisyphus’ Burden: A Curricular Response to Existential Awareness**

*The purpose of this session is to discuss the role school curriculum might play in helping students work through existential topics and issues.*

Todd Hodgkinson

**Using a Community of Practice for Teacher Reflection on Cultural Identity**

*Explores how teachers can use a community of practice to critically reflect on identity and how that relates to practice with diverse students.*

Janet Turner

**Reducing Slippage: Critical Consciousness as a Coupler Between Intent and Practice**

*This session conceptualizes how educators’ critical consciousness might lessen the degree of slippage between their intentions and practices.*

Tara Meister & Brittany Miller

**Exploring Humanizing Teaching: Pryzbylewski's Choices in the "The Wire's" Classrooms**

*What does critical pedagogy that values student agency look like in teaching practice? Exploring a character's choices can reveal humanizing moves.*

Paul Viskanta

**Karuna: Exploring the Om Curriculum**

*This presentation explores the curricular qualities of meditative practices within yoga and considers its implications in other educational settings. Please bring your yoga mats!*

Linda Conn & Daniel Conn

**Alleviating Compassion Fatigue: Tools for Teaching in Tumultuous Times**

*In today’s social and political climate, addressing the issue of compassion fatigue in education is both timely and warranted.*

Sandra L. Guzman-Foster & Doleatha J. Thomas



**Waking Ecological Mindedness in Artifacts and Stories**

*Little Green Museums wake ecological mindedness as students curate objects and stories that represent the worlds they inhabit*

Meg Jacobs, Christine McConnell, & Bruce Uhrmacher

<b>Paper Presentations</b>	<b>Thursday 10:30 AM – 11:45 AM</b>	<b>Room F</b>
----------------------------	-------------------------------------	---------------

**Watch What You Say Teachers!: Educating Secondary Students During the Culture Wars**

*This paper examines controversial cases involving teachers & the First Amendment in social studies courses & strategies to protect teachers.*

James Moore

**Educators as Political Activists: The Oklahoma Teacher Walkout**

*This presentation explores educators' responsibilities to serve as political activists in achieving social change for the sake of their profession.*

Jessica Watts

**Inquiry Lessons from the Incarcerated Social Studies Classroom**

*The use of inquiry based instruction and its impact on teacher-reported student engagement in the incarcerated classroom will be discussed.*

Aubrey Southall & James Pawola

<b>Special Session</b>	<b>Thursday 10:30 AM – 11:45 AM</b>	<b>Room J</b>
------------------------	-------------------------------------	---------------

**Meet the Editors of *Curriculum and Teaching Dialogue***

Chara Bohan, Editor; John Pecore, Associate Editor; Franklin Allaire, Assistant Editor. Graduate Research Assistants: Susan Cannon (outgoing), Julia Bearden (incoming).

<b>Presidential Panel</b>	<b>Thursday 10:30 AM – 11:45 AM</b>	<b>Room D</b>
---------------------------	-------------------------------------	---------------

**The miseducation of America: Considerations on advancing educational justice through curriculum and instruction**

Leslies David Burns, Joseph Flynn, Jennifer Gutierrez, Kate Kauper, and William White, Michelle Tenam-Zemach (moderator)

Paper Sessions	Thursday 10:30 AM – 11:45 AM	Room L
----------------	------------------------------	--------

**Navigating higher education with children: a comparative review of the challenges of mothers enrolled in higher education institutions in Jamaica versus Canada and the United States of America (USA)**

*This paper is to raise awareness of the challenges mothers faced who are enrolled in universities in a developing country versus developed countries.*

Shanique Walker-Carty

**Teaching for Equity and Justice**

*What are the best practices and skills necessary for an anti-bias classroom setting?*

Karen Hall

**"We Were Ready to Take on Hell with a Water Gun" - Disassembling Privilege in the Preservice Teacher Education Classroom**

*This paper details the experiences of a classroom of preservice educators as they confront issues of diversity in a program that is not diverse.*

Shelly Melchior, Allison Morrill, Madison Blank, Emma Cole, Monica Griffin, Maddie Hogan, Kayla Hornak, & Bailey Stidham

Paper Sessions	Thursday 10:30 AM – 11:45 AM	Room E
----------------	------------------------------	--------

**"Twenty-Four White Women and Me": (De)colonizing Teacher Education**

*Drawing on the narratives of three men of color, this study argues that activism in distressed times requires collective action in teacher education.*

Ramon Vasquez

**Public (School) Intellectuals: High School Philosophy Courses as an Avenue for Change**

*Teaching philosophy in high school can help mitigate the neoliberal pedagogies and technocratic impulses of much standardized curriculum.*

Jennifer Broome

Paper Sessions	Thursday 10:30 AM – 11:45 AM	Room K
----------------	------------------------------	--------

**Social Justice Advocacy Amid Community Cultural Disruptions**

*This case study explores a teacher's social justice advocacy amid a community's culturally disrupting events like ICE raids and refugee relocations.*

Deborah Becker

**Online and on the Picket Line: Teacher Organizing in Online Communities and its Effects on Face-to-face Collective Action**

*In this session, we explore the relationship between WV K-12 teachers' participation in online communities and face-to-face collective action.*

Crystal Howell & Caleb Schmitzer

**Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines**

*Fixed beliefs, generational patterns, and sociocultural barriers combined w/mix of social-emotional skills influence family perceptions of success.*

Justine Lopez

**Thursday 10/3 12:00 PM – 1:20 PM**

**Lunch Break**

**Thursday 12:00 PM – 1:20**

**Room N**

**Thursday 10/3 1:30 PM – 2:45 PM**

**Issues and Ideas Session**

**Thursday 1:30 PM – 2:45 PM**

**Room N**

**Importance of Bold Ideas**

*Bold Idea, whether in the form of policy or polemic, seek to generate new spaces for the emergence of understanding.*

Paul Parkison

**Mediated Field Experience in Mathematics Teacher Education**

*Initial issues and experiences in a math content and pedagogy course in an elementary school, with daily teaching experiences for candidates.*

John Gold

**Leadership Lessons Learned: The Liminal Space between Limitations and Victory Laps**

*Teacher educators discuss leadership experiences and share insights learned through challenges and successes.*

Denise McDonald, Caroline Crawford, Debby Shulsky, Sheila Baker, & Sandy Watson, Omaha Williams-Dunca

**The Long Blue Line: Appreciating Ecological Interactions in the United States Air Force Academy**

*The purpose of this study is to examine and critique the effects of the school ecology at the United States Air Force Academy.*

Madison Aiman

**Entry, Inclusion and Participation of Colored High School Girls into Science Subjects: A Sustainable Approach Against STEM Inequality**

*Black girls are more vulnerable to STEM inequity. An evaluation of existing methods to create a more equitable and inclusive classroom is needed.*

Joy Anogwih

**Plan with Purpose: Four Models of Curriculum Design**

*We explore intentions and purposes of four lesson planning approaches--constructivist, behaviorist, perceptual, and ecological.*

Bradley Conrad, Christy McConnell, & P. Bruce Uhrnacher

**Gifted Leaders: Sensitivities and Activism**

*Activism and spiritual formation often occur together. This session intends to use this connection to inform professional development of teachers.*

Paul Michalec & Norma Hafenstein

**Cultural Competency in Doctor of Physical Therapy Education: Application of WOOP to Classroom and Clinical Practices**

*Presenters share a framework for using the WOOP strategy: Wish, Outcome, Obstacle, Plan, to promote cultural competence in Physical Therapy education.*

Kelby Kaplan & Michelle Tenam-Zemach

<b>Presidential Panel</b>	<b>Thursday 1:30 PM – 2:45 PM</b>	<b>Room F</b>
---------------------------	-----------------------------------	---------------

**Coming Down from the Hill and Engaging Beyond the Gates**

*Over 50 years ago, the world watched as Birmingham was embroiled in the struggle over ending legalized racial segregation, disenfranchisement, and the inhumane treatment of marginalized people. This painful but rich history has at times been overlooked and, in others, embraced to propel our city and its residents forward. As such, Birmingham presents itself as a prime location for educators to engage their students outside of the classroom and buttress the contextual knowledge gained within the classroom. Experiential learning is the process through which students develop their skills, knowledge, and values in applied settings outside the traditional classroom. This can be accomplished through collaborative student-faculty research, internships, service-learning, study away, and capstone projects. In this panel session, four faculty from Birmingham-Southern College will discuss their incorporation of experiential learning pedagogy, how they navigate and reconcile representing a historically isolated and affluent White institution in diverse communities, and the manners in which they see their work with students and communities aligning with threads of activism.*

Dr. Stephanie Hansard, Dr. Randy Law, Dr. Alan Litsey, and Dr. Amber Wagner

Dr. Jessica Pincham King (Moderator)

**My Child Has Dyslexia: Parent Perceptions of Their Child's Reading Abilities**

*Parents of dyslexics are hit early with the notion that their child faces learning challenges. How they perceive their child's ability may be affected*

Carol Klages

**Culturally Relevant Pedagogy as an Intervention for Quantitative Student Level Academic Outcomes: A Systematic Review of Literature**

*What is the effect of culturally relevant teaching approaches on student academic outcomes? This systematic review identified quantitative studies.*

Taryn Robertson & Grant Goble

**The Impact of Education Technology on Student Critical Thinking Skills: A Literature Review**

*This literature review reveals that the integration of technology into the classrooms improves student critical thinking skills.*

Mohsen Alzahrani

**Formative Assessment in Math**

*The goal of this paper is to investigate the key characteristics of formative assessment (FA) and its successful practices particularly in math.*

Xiang Jin

**The Effects on Student Outcomes and Student Participation in Theatre Arts: A Research Synthesis**

*Research suggests theatre arts participation benefits student's academic and non-academic outcomes, which impact students beyond the classroom.*

Grant Goble & Taryn Robertson

**From direct banking instruction to student-led learning: A case study on how preservice teachers chose technology for their future classroom instruction**

*The inquiry-based pedagogical practice and active learning fits the students' learning most effectively in the case of an educational technology class*

Toby Zhu

**Giving Voice to Those Silenced by Special Education Policies & Practices**

*This study examines albeist special education practices and policies as the relate the over-representation of minorities in special education.*

Amy Nelson

**The Many Roles of the Teacher Portfolio**

*An overview of how teacher portfolios foster teacher identity, act as a companion to evaluations, and cultivate student and peer relationships.*

Adrian Blumenthal & Dina Malala

Paper Sessions	Thursday 1:30 PM – 2:45 PM	Room D
----------------	----------------------------	--------

**Toward Dynamic Assessment to Reconceptualize Second Language Learners' Developing**

*There has recently been a concern in education about the relationship between instruction and assessment.*

Sami Alsuwat

**Myles Horton and Highlander During the Civil Rights Movement**

*Myles Horton's activism provides an example of organizing that should be remembered and considered while addressing continuing struggles for equality.*

Joseph Zajdel

**Teaching Privilege & Equity When You Have None**

*The experience of a Black female assistant professor teaching a privilege and equity course in a predominantly white library science program.*

Kawanna Bright

Paper Sessions	Thursday 1:30 PM – 2:45 PM	Room L
----------------	----------------------------	--------

**Arts for Social Change: The Reconceptualization Movement**

*Aims to use Reconceptualization theory to address social issues in the art education curriculum.*

Ghadah Albakri

**Impact of Race, Socioeconomic Status, and English Language Proficiency on NAEP Reading Results for the Fourth- and Eighth-Grade Public School Students across the 50 U.S. States, including DC**

*Students' race, socioeconomic status, as well as their level of English proficiency influence the way they perform on NAEP assessment reading tests.*

Honorine Ntoh Yuh

**Preparation for the World: A Black Feminist Approach to American Government**

*This narrative inquiry focuses on a Black woman social studies teacher who frames her American Government course around the topic of racism.*

Kristen Duncan

<b>Paper Sessions</b>	<b>Thursday 1:30 PM – 2:45 PM</b>	<b>Room E</b>
-----------------------	-----------------------------------	---------------

**Youth as Change Makers: Village Leadership Academy Grassroots Campaigns**

*The Grassroots Campaign utilizes a social justice model of youth development, which creates conditions that thrust vulnerable youth towards success.*

K Milam Brooks & M. Ekundayo Harris

**Activism in Practice: Successful School Principals Working in High-Performing High-Poverty Rural Schools**

*Diversification continues to increase in rural contexts (Fusarelli & Militello, 2012) resulting in administrators acting as activists for equality.*

Kristina Hesbol & Jennifer Bartee

**A Youth Activist Project: Promoting Collective Action and Challenging Oppression**

*In building relationships with students/classmates, school administrators, and teachers, my debate students and I contrived a youth activist project.*

Nathaniel Stewart

<b>Paper Sessions</b>	<b>Thursday 1:30 PM – 2:45 PM</b>	<b>Room K</b>
-----------------------	-----------------------------------	---------------

**The Centrality of Educational Language: Reimagining Student Outcomes as Student Expressions**

*This paper rests on the assumption that the language we choose to describe educational matters and their attendant meanings are of consequence.*

Jodie Wilson

**Quality Student-Teacher Relationships & The Impact Student Achievement**

*This paper discusses a mixed-method study in an urban middle school that investigated student-teacher relationships and the impact on achievement.*

Amy Masko

**Thursday 10/3 3:00 PM – 4:15 PM**

<b>Issues and Ideas Session</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room N</b>
---------------------------------	-----------------------------------	---------------

**Dissed-rest: Problematizing Care Complacency within the Teaching Profession**

*The issues and ideas presented highlight the difference between the noun care and the verb care in the context of teaching and learning.*

Diana Wandix-White & Vicki Mokuria

**Lessons from a Teacher Leader in Training: A Freirean view**

*A teacher's experiences of a leadership program are explored using a Freirean lens. Dividing to rule and leadership training are discussed.*

Corey Nagle & John Pecore

**Culturally Relevant Pedagogy in the Title I Setting**

*Curriculum/instruction dictated by majority leaders overlook cultural relevance, while educators comprise pedagogy that is culturally relevant to all.*

McKenna Foley & Daniel Conn

**Arts Education as Student Activism: Contemporary Arts Pedagogy**

*History is replete with examples of artists who employed art for activism. How does a teacher help students activate their voices for personal causes?*

Jennifer Elizabeth Bartee, Jennifer Elizabeth Bartee, & Grant Goble

**Educators, Mystics, and Activism**

*Key to the long term success of educational activists are the inner resources of courage derived from the mystical tradition in education.*

Paul Michalec

<b>Panel Session 3</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room F</b>
------------------------	-----------------------------------	---------------

**Still Dreaming BIG: The Red & Green School**

*This panel builds off prior AATC sessions by sharing updates on the development of an ecologically-minded daycare/preschool/community center.*

Daniel Conn, Nathan Anderson, Ian Clemente, Linda Conn, Blake McCullough, & Juria Wiechmann

<b>John Laska Dissertation Award Session</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room J</b>
--	-----------------------------------	---------------

**For Teaching:** Dr. Kevin Magill, Baylor University

**Title:** *Understanding the Relationship Between Critical Pedagogy and Social Studies: Dialectics, Agency, and Solidarity*

**Nominated by:** Dr. Karon N LeCompte, Baylor University

**Dissertation Chair:** Dr. Cinthia S Salinas, University of Texas-Austin

**For Curriculum:** Dr. Michelle Garcia-Olp, Beloit College

**Title:** *How Colonization Impacts Identity Through the Generations: A Closer Look at Historical Trauma and Education*

**Nominated by:** Dr. Bruce Uhrmacher, University of Denver

**Dissertation Chair:** Dr. Bruce Uhrmacher, University of Denver



<b>Paper Sessions</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room D</b>
-----------------------	-----------------------------------	---------------

### **Teacher Conceptions of "Good" Student Relationships**

*The purpose of this qualitative study is to understand public school teacher's conceptions about what makes a "good" student-teacher relationship.*

Amy Nelson, Tatum Monaghan, Chris DeRemer, & Sara Bill

### **Nurturing Future College Students Through Mentoring**

*This paper illustrates a partnership program between a university and local schools to develop and support first generation college students.*

Dana Haraway & Laura VanDemark

<b>Special Session</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room L</b>
------------------------	-----------------------------------	---------------

### **Francis P. Hunkins Distinguished Article Award in the category of Curriculum**

*Helping Early-Career Teachers to See the Aesthetic Dimensions of Mathematics with Standards-Based Curricula*

Aaron Zimmerman

### **Francis P. Hunkins Distinguished Article Award in the category of Teaching**

*Keep it Real & Love 'Em Up": Student-Teacher Relationships in an Urban Middle School*

Amy Masko

<b>Paper Sessions</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room E</b>
-----------------------	-----------------------------------	---------------

### **Is Teaching Now a Dream Deferred?: An Analysis of New Teacher Perceptions of Preparation and Practicality**

*This presentation will use new teacher perceptions to facilitate discussions surrounding changes in today's teacher preparation landscape.*

Amy Barrios

### **Understanding Your Aptitude Balance**

*Aptitude balance references a cognitive assessment for teachers and administrators to understand the subject of teaching creativity in the classroom.*

Theresa Ferg

### **Pull back the curtain: The well-being of first-year teachers**

*This presentation explores the well-being of first-year teachers through the lens of relatedness and competence.*

Dan Riordan

<b>Paper Sessions</b>	<b>Thursday 3:00 PM – 4:15 PM</b>	<b>Room K</b>
-----------------------	-----------------------------------	---------------

**Pre-Service Teachers' Emotional Response to Digitally Recording and Watching Themselves Teach Science: It's Not As Bad As They Think It Is**

*Results from a comparative study of elementary pre-service teachers' emotional responses related to teaching science and being digitally recorded*

Franklin Allaire

**The Prism Model: Increasing Graduate Teaching Assistants' (GTAs') Self-Perceptions of Pedagogical Content Knowledge (PCK)**

*The presenters share the findings of a study of a professional development model that facilitates GTAs' self-perceptions of their PCK.*

Catharine Mattox & Michelle Tenam-Zemach

**Thursday 10/3 5:00 PM – 6:15 PM**

<b>Stephen Fain Lecture</b>	<b>Thursday 5:00 PM – 6:20 PM</b>	<b>N</b>
---------------------------------	-----------------------------------	----------

**When a Decision is Necessary: Choosing Justice or Waiting for It All to End**

Dr. David Stovall of the University of Illinois at Chicago

**Thursday 10/3 6:30 PM – 7:30 PM**

<b>Reception</b>	<b>Thursday 6:30 PM – 7:30 PM</b>	<b>Ballroom C</b>
------------------	-----------------------------------	-----------------------

7:30- Dinner on your own

**Friday, October 4**

<b>AATC Community Fun Run/ Walk</b>	<b>Friday 6:30 AM – 8:15 AM</b>	<b>Hotel Lobby</b>
-------------------------------------	---------------------------------	--------------------

**Community Fun Walk/Run**

*Join in the Fun Run/Walk with AATC President and fellow conference attendees. Meet in the hotel lobby at 6:30 for a 6:45 start. This event is back by popular demand!*

All interested conference attendees

**Friday 10/4 7:30 AM – 8:50 AM**

<b>Registration</b>	<b>Friday 7:30 AM – 5:00 PM</b>	<b>Registration Booth</b>
---------------------	---------------------------------	-------------------------------

Continental Breakfast

**Friday 10/4 8:00 AM – 8:50 AM**

**Business Meeting**

**Friday 8:00 AM – 8:50 AM**

**N**

**Friday 10/4 9:00 – 10:15 AM**

Marcella Kysilka  
Lecture

**Friday 9:00 AM – 10:20 AM**

**N**

**Schoolhouse Activists: Disrupting Narratives about African American Educators' Involvement in the Alabama Civil Rights Movement**

Dr. Tondra Loder-Jackson of the University of Alabama at Birmingham

**Friday 10/4 10:30 – 11:45 AM**

**Issues and Ideas Session**

**Friday 10:30 PM – 11:45 PM**

**Room N**

**Keepin' the Soul, in the Classroom: Adapting Culturally Responsive Teaching**

*Educate culturally responsiveness and encourage involving students in curriculum planning. Quality and strengths of culturally responsive educators.*

Darius Jackson

**“We are Unknown to Ourselves”: Ignorance and Being Taught**

*This session discusses multiple senses of ignorance and their relevance to curriculum and life.*

Susan Waite

**Contrary to the Mind & Will of God: The Desegregation of Southern Episcopal Schools**

*The Lovett School in Atlanta is a case study for the Episcopal Church's struggle to desegregate.*

Wade Morris

**Teacher Mental Health**

*In this presentation I present Brené Brown's framework of wholehearted living in hope to study teachers' mental health based on Brown's themes.*

Chelsie Hultz

**Understanding & Preparing Preservice Teachers for Mass Shootings in the K-12 Classroom**

*School mass shooting will be defined. Lecture points, discussion questions, and classroom activities will be provided to use with preservice teachers.*

Kathryn Dixon, April Sanders, & Laura Isbell

**Crisis as Game Changer: Curriculum Redesign**

*National and State Standards drive EPP curriculum change. Explore EPP challenges and opportunities in revising teacher preparation programs.*

Peggy Schimmoeller

**Community Organizing as Trauma-Informed Pedagogy**

*A community organizing framework is explored as a culturally responsive and trauma-informed approach to teaching.*

Alicia Saxe

**I Was a Victim and I Chose to Be: Academic Bullying and the Stripping Away of the Soul**

*Academic bullying happens to tenured and non-tenured, junior and senior faculty. This presentation will focus on two stories of academic bullying.*

Andrew Kemp & Shelley Harris

<b>Panel Session</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room F</b>
----------------------	-----------------------------------	---------------

**It's nice to be relevant: Curriculum Development in Contemporary Contexts**

*This panel will discuss the relevance of curriculum development in contemporary theory, research and practice*

Daniel Castner, David Flinders, Peter Hlebowitsh, & Wesley Null

<b>Panel Session</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room J</b>
----------------------	-----------------------------------	---------------

**Understanding Arabic as a Curriculum**

*Challenges in teaching the Arabic language to military students due to cultural differences among the diverse population of teachers and students.*

Ghada Omer Attia, Zhyran Sairany, & Mr Marwan Alahmadieh

<b>Panel</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room D</b>
--------------	-----------------------------------	---------------

**Disentangling the Assessment Industrial Complex: A Counternarrative of Change and Hope**

*In this panel presentation we present the contents of an upcoming book entitled Disentangling the Assessment Industrial Complex.*

Michelle Tenam-Zemach, Daniel Conn, Paul Parkison, & Derek Gottlieb

<b>Paper Sessions</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room L</b>
-----------------------	-----------------------------------	---------------

**Catering to the Minority: The Expectations of the Higher Education Curriculum by Undergraduate Males in Two Higher Educational Institutions in Jamaica**

Not much research is done about how males feel about the curriculum in higher education. Gone are the days when males dominated higher education.

Shanique Walker-Carty

**Youth as Change Makers: Village Leadership Academy Grassroots Campaigns**

The Grassroots Campaign utilizes a social justice model of youth development, which creates conditions that thrust vulnerable youth towards success.

K Milam Brooks & M. Ekundayo Harris

**Lessening the Anxiety of Graduate Students: Exploring the Value of the Planning Conversation**

*How to use Cognitive Coaching techniques to reduce feelings of anxiety in graduate students while increasing the efficacy conducting research.*

Monica Harris & Chasity Bailey-Fakhoury

<b>Paper Sessions</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room E</b>
-----------------------	-----------------------------------	---------------

**Differentiated Instructional Engagement through Makerspaces and Learning Studios**

Grassroots understandings around collaborative learning areas support differentiated instruction, with teacher-created makerspaces and learning studio

Caroline Crawford, Elaine Hendrix, & Janice Newsum

**Beyond Time and Place: Developing Pedagogically Inclusive Educators in Teacher Preparation Programs**

*This session will discuss intentional higher-education practices that facilitate the development of pedagogically inclusive k-12 teachers.*

Cristy Sellers Smith

**Community Context is Vital to Heighten Impact for Lasting Change**

*Through a utilization-focused evaluation, this study examines an internship program where learners intern at community organizations.*

Alan Tinkler

<b>Paper Sessions</b>	<b>Friday 10:30 PM – 11:45 PM</b>	<b>Room K</b>
-----------------------	-----------------------------------	---------------

**Teachers Don't Know the Science of Reading: The 2019 Iteration of the Reading Wars**

*This paper analyzes the current resurgence of the reading wars. It examines the curricular history of the reading wars and its misinformed foundation.*

Amy Masko

**The Benefits of Using Humor in the Secondary Classroom**

*In this session, we explore a study of the usefulness of humor as a means of motivation for participation and engagement and improving achievement.*

Erika Edwards

**Self-Efficacy and Attitudes Toward Inclusive Education: Exploring the Separation**

*Exploration of a negative trend in attitudes toward inclusive education and positive trend of self-efficacy of undergraduate preservice teachers.*

Katherine Gilligan

**Friday 10/4 12:00 PM – 1:20 PM**

<b>Lunch Break</b>	<b>Friday 12:00 PM – 1:20 PM</b>
--------------------	----------------------------------

**Friday 10/4 1:30 PM – 2:45 PM**

<b>Issues and Ideas Session</b>	<b>Friday 1:30 PM – 2:45 PM</b>	<b>Room N</b>
---------------------------------	---------------------------------	---------------

**Topics and Episodes in the History of Science and Mathematics: To Support Culturally Responsive, Inclusive, Multicultural Approaches to Teaching and Learning**

*Intellectual, social, cultural topics and episodes in STEM frame culturally responsive, inclusive, multicultural approaches to teaching and learning*

Yolanda Kirkpatrick

**Implementing Theatre Devising as a Teaching and Learning Strategy Across the Curriculum**

*Theatre devising as a promising teaching and learning strategy, which can be integrated in all classrooms.*

Grant Goble & Jennifer Bartee

**Navigating the Unknown: Curricular Design for Inclusion and Differentiation in Evaluation Education**

*This reflective analysis will prompt problem-solving discussion on the challenges of robust curricular design in a relatively unknown area of study.*

Robyn Thomas Pitts

**Re-Imagining the Lesson Planning Process as Source of Creativity and Robust Learning**

*This presentation examines art lesson plans as frameworks for robust teaching and learning.*

Kristin Baxter

**Process-oriented Curriculum: An Alternative to the Development of Knowledge and Skills**

*An exploration of curricula designed to complete a process as opposed to curricula designed to develop knowledge or skills.*

Benjamin Ingman & Carla Loecke

**Pivoting curricular design in complex community settings to focus on high impact practices**

*We present our research and evaluation findings on the use of high impact practices (Kuh, 2008) in a community-based educational intervention.*

Robyn Thomas Pitts

**Centering Aesthetically within Place: Offerings from a Pragmatism, Arts-based Inquiry**

*This presentation will challenge the disembodiment and displacement of education by focusing on the significance of aesthetics and place.*

Jennifer Schneider

**Empowering Activity Classes at the University Level**

*Graduate Teaching Assistants (GTAs) teach multiple activity classes and as such, it is important for GTAs to consider how best to deliver these.*

Jamie Brunsdon

**F\*ck You: Challenging the System as a Punk Rock Academic**

*We, as academics, have succumbed to what we fight against. We are part of the system. We say, "f\*ck you," to that and propose a new way of thinking.*

Andrew Kemp, Shelley Harris, & John Lupinacci

<b>Panel Session 6</b>	<b>Friday 1:30 PM – 2:45 PM</b>	<b>Room F</b>
------------------------	---------------------------------	---------------

**Meeting Eisner by Proxy**

*The focus is Eisner's influence on session participants who "know" him only through his writings and the guidance of those who actually knew him.*

Joseph Zajdel & Daniel Conn

<b>Special Session</b>	<b>Friday 1:30 PM – 2:45 PM</b>	<b>Room J</b>
------------------------	---------------------------------	---------------

### **Stephen Fain Session**

*This session explores and celebrates the work of Stephen Fain.*

David Callejo & Michelle Tenam Zemach

<b>Paper Sessions</b>	<b>Friday 1:30 PM – 2:45 PM</b>	<b>Room D</b>
-----------------------	---------------------------------	---------------

### **Teacher Education in Texas After World War II: Did We Choose the Wrong Tradition?**

*This paper focuses on teacher education in Texas following World War II. The author will then relate changes in this era with contemporary debates.*

Wesley Null

### **The Application of Eisner's Visions of Arts Education to the Objectives of Teacher Education**

*This presentation presents Eisner's visions of arts education and argues for how and why these visions apply to the objectives of teacher education.*

Aaron Zimmerman

### **Navigating Place-Based Curriculum**

*The idea session will be a discussion of ways to utilize place-based curriculum (Demarest, 2015) to engage students in topics that matter to them.*

Tatiana Potts

<b>Paper Sessions</b>	<b>Friday 1:30 PM – 2:45 PM</b>	<b>Room L</b>
-----------------------	---------------------------------	---------------

### **Multiple Case Study Examining Teacher Application and Perceptions of Incorporating Writing Strategies in Mathematics**

*Demonstrate how writing is implemented in the mathematics classroom at various grade levels and describe teacher perceptions around writing in math.*

Ashlea Campbell, Genevieve Skinner Prater, Meagan Brown, & Julie Devore

### **Eco-educational Criticism: A framework for ecologically focused research**

*We describe and explore the theory, procedures, and implications of the method of inquiry we call eco-educational criticism and connoisseurship.*

Christy McConnell & Bruce Uhrmacher

### **A Multiple Case Study: Disciplinary Literacy Instruction in Middle Level Science Classrooms**

*This case study explored disciplinary literacy instruction in a middle school, including participants' development of science and literacy pedagogy.*

Corey Nagle & John Pecore



Paper Sessions	Friday 1:30 PM – 2:45 PM	Room E
----------------	--------------------------	--------

**Exploring preservice teacher and program provider perceptions of a focused-competency coaching model**

*We explored perceptions of preservice teachers and program providers within the pilot year of a 3-year study of a focused-competency coaching model.*

Robyn Thomas Pitts, Jessica Lerner, & Jacklyn van Ooyik

**Infusing Teacher Education with Soka Educational Philosophy**

*Soka, or "value-creating" education centers on students' lifelong happiness. This Eastern-based philosophy offers fresh ideas in teacher education.*

Vicki Mokuria & Diana Wandix-White

**Dispositional Assessment**

*The process for assessing dispositions will be introduced with the hopes that these dispositions will serve teachers during these distressing times.*

Patty Horn

Paper Sessions	Friday 1:30 PM – 2:45 PM	Room K
----------------	--------------------------	--------

**Getting HIP: A Study on the Implementation of Asynchronous Discussion Boards as a High-impact Practice in Online Undergraduate Survey History Courses**

*The purpose of this study is to examine whether asynchronous discussion boards are high-impact practices in undergraduate online history courses.*

Katherine Perrotta

**Un- Penned Hearts: A Performance Ethnography Transforming Students' Lives Through Theatre Arts**

*This performance ethnographic research explored the lived cultural experiences of fifteen tertiary students in Kingston, Jamaica.*

Vestina Oates

**The Impact of Education Technology on Student Critical Thinking Skills: A Systematic Review**

*This systematic review of literature revealed that the integration of technology into the classrooms improves student critical thinking.*

Mohsen Alzahrani

**Challenges as Opportunities to Develop Dialogue**

*Dialogue demands our attention to the possible. Our orientation towards those we engage needs to be one of accompaniment rather than conflict.*

Paul Parkison

**The Lost Cause Consensus: An Analysis of Late 19th Century Textbooks**

*Despite losing the war, Southern history textbooks prevailed over Northern textbooks in the depiction of the recently concluded conflict.*

Chara Bohan & Wade Morris

**Bringing to Light What's Hidden: Using Photovoice to Transform the Higher Education Classroom**

*The purpose of this study is to examine how photovoice can be used in a higher education classroom and connect to transformative approaches.*

Michelle Garcia-Olp & Tara Meister

**Teacher Communication**

*This session will inform teachers about their own perceptions of the ways in which they communicate in the classroom.*

Samantha Vickery

**Extra-Curricular Activity Policies: Parents' and Teachers' Perspectives**

*Examined Extra-curricular activities (ECAs) effectiveness, achievements, harmful results, and safety policies.*

Ghadah Albakri

**“Teacher supervision? Where do I even start?” – Strengthening trainee teacher supervision**

*This presentation aims to provide useful and realistic strategies for Graduate Teaching Assistants (GTAs) to use when in the role of a student teacher*

Jamie Brunsdon

**Increasing Science Teacher Efficacy with a STEM Principles Inventory Record (SPIR)**

*Most pre-service elementary teachers consider themselves Math and ELAR instructors. Increasing their science-teaching efficacy occurs with help.*

Omah Williams-Duncan

**Art Speaks for Itself: Content Area Literacy**

*We discuss literacy strategies in the language of art and design, mirroring traditional literacy processes through the arts disciplines.*

Donna Goodwin

<b>Panel Session 8</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room F</b>
------------------------	---------------------------------	---------------

**Truth in a Post-Truth World**

*Four college instructors seek to bridge their academic disciplines in their attempt to teach "truth" in a "post-truth" world.*

Daniel Allen, Spencer Wagley, Karla Bryan, & Jennifer Hannigan

<b>Panel Session 9</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room J</b>
------------------------	---------------------------------	---------------

Past Presidents Session

Chara Bohan, David Flinders, Amy Masko, Wesley Null, and John Pecore

<b>Paper Sessions</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room D</b>
-----------------------	---------------------------------	---------------

**Lockdown Drills**

*We examined the relationship of lockdown drills with teacher-reported views of aggression in the classroom and on social media.*

Lucy Barnard-Brak, Tara Stevens, Brook Roberts, Rio Acosta, & Sydney Wilburn

**Unpack This: Tearing Down the Academic Presentation**

This exercise is a (semi)satirical look at the academic presentation by over-exaggerating the style of the typical conference paper.

Andrew Kemp

**Self-Determined Learning Expectations and Social Heutagogy: Curricular Framework Concept Model**

*Developing a curricular model that embeds social heutagogy within distance learning.*

Caroline Crawford

<b>Paper Sessions</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room L</b>
-----------------------	---------------------------------	---------------

**Creating a Culture of Contribution Through K-12 Education**

*This paper explores how capacity, passion, relevance, and presence can provide a lens to understand the purpose of K-12 education in North Dakota.*

Nathan Anderson, Daniel Conn, Michelle Tenam-Zemach, Ian Clemente, Luke Schaefer, & Joel Zemach

**Forging Civic-Mindedness through Internship Design**

*By listening to the voices of community partners and students, this study illuminates attributes of internships designed to forge civic-mindedness.*

Alan Tinkler

**The Perfect Storm: Pairing Dimensions of Relational Interactions with Cultural Intelligence for Conceptual Mathematics Instruction**

*The coupling of relational interactions with cultural intelligence explored through a case study within an urban elementary school.*

Kimberly A. Mahovsky

<b>Paper Sessions</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room E</b>
-----------------------	---------------------------------	---------------

**Remembering & Representation as Pedagogy**

*In what ways are we ethically and politically obligated to remember, and what are the consequences of failing to meet these obligations?*

Ramon Vasquez

**Enhancing Doctoral Student Success**

*Too many doctoral students of color don't complete their programs. This presentation will focus on ways to increase their success rates.*

Byung-In Seo

<b>Paper Sessions</b>	<b>Friday 3:00 PM – 4:15 PM</b>	<b>Room K</b>
-----------------------	---------------------------------	---------------

**AVID Tutor Training: Strengthening Connections between Field Experience and Coursework**

*This paper explores efforts to better prepare preservice teachers for an undergraduate field experience serving as AVID tutors in local schools.*

Laura VanDemark

**Coaching to Teach: Preservice Social Studies Teachers' Perceptions of a Hiring Contingency**

*This study investigates the perceptions of preservice social studies teachers regarding the relationship between coaching and teaching.*

Caroline Conner & Chara Bohan

**Rethinking the Art of Evaluation in Program Accreditation**

*This paper grapples with complex multiplicities of accreditation through a critical examination of the evaluation sciences.*

David Callejo Perez

**Friday 10/4 5:00 PM – 8:00 PM**

<b>Presidential Address</b>	<b>Friday 5:00 PM – 8:00 PM</b>
-----------------------------	---------------------------------

The Birmingham Civil Rights Institute Rotunda

**Curriculum, Community, and Justice: Challenging the Role of Education in the Quest for Social Justice**

Joseph Flynn

Address begins at 5:15 with awards and recognition presentation immediately after

Tour museum 6:30-8:00

Shuttle departs from the lobby of The Westin at 4:30

Dinner on your own

**Saturday, October 5**

**Saturday 10/5 8:00 AM – 8:50 AM**

<b>Breakfast</b>	<b>Saturday 8:00 AM – 8:50 AM</b>	<b>N</b>
------------------	-----------------------------------	----------

**Saturday 10/5 9:00 AM – 10:00 AM**

<b>Town Hall Session</b>	<b>Saturday 9:00 AM – 10:00 AM</b>	<b>N</b>
--------------------------	------------------------------------	----------

9:00-10:20 **Town Hall Session Future Directions of AATC**

**Saturday 10/5 10:15 AM – 11:30 AM**

<b>Issues and Ideas Session</b>	<b>Saturday 10:30 AM – 11:40 AM</b>	<b>Room N</b>
---------------------------------	-------------------------------------	---------------

**Alleviating Compassion Fatigue: Tools for Teaching in Tumultuous Times**

*In today's social and political climate, addressing the issue of compassion fatigue in education is both timely and warranted.*

Sandra L. Guzman-Foster & Doleatha J. Thomas

**Inclusive Social Justice Education**

*Presenters explore the concept of social justice as it relates to special education and foundations of education coursework.*

William White & Tiara Brown

**Care, Equity, and Culturally Responsive Pedagogy**

*A transformational classroom is one that incorporates fairness, inclusivity, excellent, and harmony*

Taryn Robertson, Grant Goble, & Jen Bartee

**Raising Teacher Activists: Suggestions for the Curriculum**

*This session will pose questions and recommendations for a teacher education curriculum that sparks interest in teacher activism and equity literacy.*

Kate Kauper

**Utilizing Critical Race Theory to Advocate for Ethnic Students at Traditionally White Institutions**

*Utilizing Critical Race Theory, this paper explores how Ethnic Studies programs at traditionally white universities can contribute to radical healing*

Lauren Contreras

**Interrogating Equity: Statistical Literacy Curriculum Cycles**

*This curricular cycle was developed by two middle school mathematics teachers for a Mathematics in the News course in which students explored equity.*

Susan Cannon

**Using a Culturally Responsive Pedagogy with Refugee Students in Secondary Settings**

*How could a teacher employ a culturally responsive pedagogy to effectively teach students who are refugees?*

Amy Vo

<b>Panel Session 10</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room F</b>
-------------------------	-------------------------------------	---------------

**Ditch the Book: Alternative Text in the Classroom**

*A call to arms to bring down the hegemony that lies within traditional textbooks and give teachers effective tools to meaningfully engage students.*

Justin Boyington, Benton Cunningham, Kristina Ralston, & Lexi Tanner

<b>SPECIAL SESSION</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room J</b>
----------------------------	-------------------------------------	---------------

**Publishing with Peter Lang**

*In this session the co-editors of a new series for Peter Lang, Culture, Curriculum, and Education, discuss the purpose and scope of the series and offers instructions and tips on how to publish in the series.*

Leslie David Burns and Joseph Flynn

<b>Paper Sessions</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room D</b>
-----------------------	-------------------------------------	---------------

**The Physics of Quest: A Case Study of the Gap Year Transition of an American College Student**

*This case study explores the experience of an American college student transitioning to a gap year in China after two years of college.*

Brian Miller

**Data & Voices: The Meaning of Educational Travel in the Lives of Urban Middle School Students**

*From a mixed methods study about educational travel for students from a low-income neighborhood, I will share findings about youth educational travel.*

Carrie Olson

<b>Paper Sessions</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room L</b>
-----------------------	-------------------------------------	---------------

**Alternative High School Classroom: Hands-On Learning in Science**

*This session investigates the effect of hands-on learning on student performance and attitude toward science in an alternative high school classroom.*

Katherine Phillips

**Through Their Eyes: A Qualitative Study of the Impact of Primary Sources on Student Capacity for Historical Empathy**

*The purpose of this study is to determine how the examination of primary sources about controversial topics enhances students' historical empathy.*

Caroline Conner & Taylor Graham

**How Modeling Instruction can Promote Learning, Understanding and Transfer in Science**

*We show how modeling instruction can be leveraged to bring structure to under-structured content via learning, understanding and transfer.*

Carlson Coogler, Ayca Fackler, Dr. Jon Shemwell, & Dr. Dan Capps

<b>Paper Sessions</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room E</b>
-----------------------	-------------------------------------	---------------

**Bridging STEM to STEAM to STREAM through Project TexasSTREAM Concept**

*The shift from STEM to STEAM and now into STREAM, highlighting the enhancements around art and reading offer the opportunity to introduce TexasSTREAM*

Caroline Crawford, Janice Newsum, & Elaine Hendrix

**Empowering Teacher Knowledge in Computer Science Instruction: Professional Development Experiences of Elementary School Teachers**

*Technology, pedagogy, and content knowledge (TPACK) framework will be used to explore professional development experiences of elementary teachers' task*

Amy Boniface

**Informal STEM Education for Diverse Children: The Effects of a Focused Intervention.**

*This presentation shares the results of a mixed-methods study focused on low socioeconomic students engaged in an informal STEM camp experience.*

Jason Trumbl & Debbie Dailey

<b>Paper Sessions</b>	<b>Saturday 10:15 AM – 11:30 AM</b>	<b>Room K</b>
-----------------------	-------------------------------------	---------------

**Songs of the Earth: Exploring the Lived Experience of Ceremony in Indigenous Communities**

*This paper presentation explores the pedagogical qualities of indigenous ceremony.*

Alex Decoteau, Annie Rappepor, Maxwell Yamane, Daniel R. Conn, & John Around Him

**Community-Based Research as Curriculum**

*Community-based research is demonstrated to function as action-oriented curriculum for professional development, school leadership and beyond.*

Alicia Saxe

**Elementary Educators Teaching for Social Justice**

*This presentation explores the perceptions, enactment, and challenges of elementary teachers who are committed to teaching for social justice (TFSJ).*

Brianna Mestas

<b>Saturday 10/5 12:30 PM</b>
-------------------------------

<b>Executive Board Meeting</b>	<b>Saturday 12:30 PM</b>
--------------------------------	--------------------------

12:30 Executive Board Meeting



## INFORMATION ABOUT AATC

Keynote Speakers	
------------------	--

2019	Tondra Loder Jackson, Marcella Kysilka Lecture	David Stovall, Stephen Fain Lecture
2018	Deron Boyles, Marcella Kysilka Lecture	Mike Mueller, Stephen Fain Lecture
2017	Louise Chawla, Marcella Kysilka Lecture	David Orr
2016	Kenneth Saltman, Marcella Kysilka Lecture	
2015	Nel Noddings, Marcella Kysilka Lecture	Christine Woysner
2014	Gloria Ladson-Billings, Marcella Kysilka Lecture	Peter Taubman
2013	Janet Miller, Marcella Kysilka Lecture	Carol Lee
2012	Jane Bluestein, Marcella Kysilka Lecture	Mary Alice Sisneros
2011	Peter Hlebowitsh, Marcella Kysilka Lecture	Dan Liston
2010	Bill McDiarmid, Marcella Kysilka Lecture	Craig Kridel
2009	William Schubert, Marcella Kysilka Lecture	William Ayers
2008	O.L. Davis Jr.	Renee Clift
2007	Carl Glickman	Suzanne Wilson
2006	Michael Connelly	David Hansen
2005	C. A. Bowers	William Pinar
2004	Geneva Gay	Madeleine Grumet
2003	Eleanor Duckworth	O. L. Davis Jr.
2002	William Schubert	William Ayers
2001	Nel Noddings	D. Jean Clandinin
2000	Elliot Eisner	Maxine Greene
1999	Michael Apple	Steve Selden
1998	Wilma Longstreet	Celebration School Staff
1997	Robert Donmoyer	Burga Jung

Dissertation Award Winners
----------------------------

	<u>Curriculum</u>	<u>Teaching</u>
2019	Michelle Garcia-Olp	Kevin Magill
2018	Norma Hafenstein	Gulistan Gursel-Bilgin
2017	Kristen Mattson	Katherine Perrotta
2016	Rhonda Webb	Kari Colley
2015		Caroline Conner
2014	Benjamin Ingman	Jessica Meehan
2013	Limarys Caraballo	Brooke Blevins
2012	Erica DeCuir	Michele Baum
2011	Anita Charles	Jill Martin
2010	Cassandra Trousas	John Pecore
2009	Avi Mintz	Candace Schlein
2008	Steven Fleet	Sherri Colby
2007	Shijing Xu	Mark Seaman
2006	Michelle Sharpswain	Sandra Musanti
2005	Stephanie Soliven	Sarah Ramsey
2004	Donna Spirka	Hsuan Jen Chen
2003	Stacey Elsasser	April Luehmann
2002	Wesley Null	Kevin Kienholz

AATC Conference Sites	
-----------------------	--

2020	Baltimore
2019	Birmingham
2018	Dallas
2017	Denver
2016	Grand Rapids (MI)
2015	Portland (ME)
2014	Tampa
2013	Chicago
2012	San Antonio
2011	Denver
2010	St. Louis
2009	Arlington (VA)
2008	Austin
2007	Cleveland
2006	Charlotte
2005	Austin
2004	Portland (OR)
2003	Baltimore
2002	Tulsa
2001	Denver
2000	Alexandria
1999	Orlando
1998	Orlando
1997	Indianapolis
1996	San Antonio
1995	Atlanta
1994	Dallas

<b>2019 AATC Conference Roster</b>		
<b>NAME</b>	<b>EMAIL</b>	<b>AFFILIATION</b>
Rio Acosta		Texas Tech University
Abalo Adewui	adewu1af@cmich.edu	Central Michigan University
Madison Aiman	madison.aiman@ndus.edu	Minot State University
Mr Marwan Alahmadieh	marwan.alahmadieh@abc.dlflc.edu	CACI International
Ghadah Albakri	ghadahalbakri@my.unt.edu	University of North Texas
Franklin Allaire	allairef@uhd.edu	University of Houston- Downtown
Daniel Allen	daniel.allen@tvcc.edu	Trinity Valley Community College
Sami Alsuwat	yakfey1@hotmail.com	UNT
Mohsen Alzahrani	mohshraz@gmail.com	University of Denver
Nathan Anderson	nathan@andersoninquiry.com	Anderson Inquiry
Joy Anogwih	jaanogwih@crimson.ua.edu	The University of Alabama, Tuscaloosa
Ghada Omer Attia	gomerattia@augusta.edu	Defense Language Institute
Chasity Bailey-Fakhoury		Grand Valley State Univeristy
Sheila Baker	bakers@uhcl.edu	University of Houston - Clear Lake
Lucy Barnard-Brak	lbarnardbrak@ua.edu	University of Alabama
Amy Barrios	amymw30@yahoo.com	Texas A&M University- San Antonio
Jen Bartee	jen.bartee@du.edu	University of Denver
Jennifer Elizabeth Bartee		
Kristin Baxter	baxterk@moravian.edu	Moravian College
Julia Bearden		
Deborah Becker	deborah.becker@unco.edu	University of Northern Colorado
Sara Bill	myer1894@bears.unco.edu	University of Northern Colorado
Madison Blank		University of Dayton
Adrian Blumenthal	adrian.blumenthal@du.edu	University of Denver
Chara Bohan	cbohan@gsu.edu	Georgia State University
Amy Boniface	amy.boniface@nau.edu	Northern Arizona University
Michael Boucher	mboucher@tamusa.edu	Texas A&M University- San Antonio
Justin Boyington	jboying1@augusta.edu	Augusta University
Lee Anne Brannon	leeanne_brannon@baylor.edu	Baylor University
Kawanna Bright	drkawannab@gmail.com	East Carolina University
K Milam Brooks	kbrook4@uic.edu	University of Illinois at Chicago
Jennifer Broome	jbroome@methodist.edu	Methodist University
Meagan Brown	brow9623@bears.unco.edu	University of Northern Colorado
Tiara Brown	white2wl@jmu.edu	James Madison University
Jamie Brunson	jjbrunson@crimson.ua.edu	University of Alabama
Karla Bryan		Trinity Valley Community College
Karen Burgard	kburgard@tamusa.edu	Texas A&M University - San Antonio
Leslie David Burns		University of Kentucky
Christina C	christina@nau.edu	Lecturer

David Callejo	callejo@svsu.edu	Saginaw Valley State University
Ashlea Campbell	camp1904@bears.unco.edu	University of Northern Colorado
Susan Cannon	sosophelia@gmail.com	Mercer University
Dr. Dan Capps	dacapps@uga.edu	The University of Georgia
Daniel Castner	djcastne@iu.edu	Indiana University Bloomington
Anita Charles	acharles@bates.edu	Bates College
Matthew Clay	mclayscience@gmail.com	University of Northern Colorado
Ian Clemente	ian.clemente.31@gmail.com	Michigan State University
Emma Cole		University of Dayton
Daniel R. Conn	daniel.conn@minotstateu.edu	Minot State University
Linda Conn	linda.conn@minotstateu.edu	Minot State University
Caroline Conner	cconne33@kennesaw.edu	Kennesaw State University
Bradley Conrad	bconrad2@capital.edu	Capital University
Lauren Contreras	lauren.contreras@du.edu	University of Denver
Carlson Coogler	chcoogler@crimson.ua.edu	The University of Alabama
Caroline Crawford	crawford@uhcl.edu	University of Houston - Clear Lake
Benton Cunningham	becunningham@augusta.edu	Augusta University
Simone CunninghamHeirs	simone_cunningham2002@yahoo.com	Caribbean Maritime University
Debbie Dailey	ddailey@uca.edu	University of Central Arkansas
Alex Decoteau	alex.decoteau@k12.nd.us	Minot State University
Chris DeRemer	dere4562@bears.unco.edu	University of Northern Colorado
Julie Devore	devo5993@bears.unco.edu	University of Northern Colorado
Kathryn Dixon	kathryn.dixon@tamuc.edu	Texas A&M Commerce
Kristen Duncan	kedunca@clermson.edu	Clemson University
Omah Williams - Duncan	duncano@uhcl.edu	University of Houston - Clear Lake
Erika Edwards	eedwards@randolphcollege.edu	Randolph College
Barbara Epperson	barbara_epperson@baylor.edu	Baylor University
Dawn Evans	evansda@gvsu.edu	Grand Valley State University
Ayca Fackler	ayca.karasahinoglu@gmail.com	The University of Georgia
Theresa Ferg	theresa.ferg@du.edu	University of Denver
David Flinders	dflinder@indiana.edu	Indiana University, Bloomington
Joseph Flynn	flynnjo1970@gmail.com	
McKenna Foley	mckennafoley@hotmail.com	Minot State University/Minot Public Schools
Michelle Garcia-Olp	mgolp1174@gmail.com	Beloit College
Donna Gee	donna.gee@angelo.edu	Angelo State University
Katherine Gilligan	katherine.gilligan14@gmail.com	Aurora University
Grant Goble	grant.goble@du.edu	University of Denver
John Gold		
John Golden	goldenj@gvsu.edu	Grand Valley State University
Donna Goodwin	donna.goodwin@unco.edu	University of Northern Colorado
Derek Gottlieb	derek.gottlieb@unco.edu	University of Northern Colorado

Taylor Graham	tgraha35@students.kennesaw.edu	Kennesaw State University
Monica Griffin		University of Dayton
Jennifer Gutierrez		
Sandra L. Guzman-Foster	sfoster@uiwtx.edu	University of the Incarnate Word
Norma Hafenstein	norma.hafenstein@du.edu	University of Denver
Karen Hall	karen.hall@mrhschools.net	Maplewood Richmond Heights School District
Jennifer Hannigan		Trinity Valley Community College
Dana Haraway	harawadk@jmu.edu	James Madison University
M. Ekundayo Harris	dharris@vllacademy.org	Village Leadership Academy
Monica Harris	harris.monica44@gmail.com	Grand Valley State University
Shelley Harris	harris.shell@gmail.com	Texas A&M-San Antonio
Elaine Hendrix	hendrix@uhcl.edu	University of Houston-Clear Lake
Kristina Hesbol	kristina.hesbol@du.edu	University of Denver
John Around Him	jaroundhim@gmail.com	Oklahoma University
Peter Hlebowitsh	peter.hleb@ua.edu	University of Alabama
Todd Hodgkinson	todd.hodgkinson@drake.edu	Drake University
Maddie Hogan		University of Dayton
Patty Horn	patty.horn@nau.edu	Northern Arizona University
Kayla Hornak		University of Dayton
Crystal Howell	crystaldawnhowell@gmail.com	Randolph College
Chelsie Hultz	chelsie.hultz@minotstateu.edu	Minot State University
Benjamin Ingman	benjamin.ingman@du.edu	Center for Rural School Health & Education, Morgridge College of Education, University of Denver
Laura Isbell	laura.isbell@tamuc.edu	Texas A&M Commerce
Darius Jackson	djackson15@niu.edu	Northern Illinois University
Meg Jacobs	meg.jacobs@auckland.ac.nz	University of Auckland
Xiang Jin	xiang.jin@du.edu	University of Denver
Andrea Johnson		
Kelby Kaplan	kkaplan76@nova.edu	Nova Southeastern University
Kate Kauper	kkauper@cornellcollege.edu	Cornell College
Andrew Kemp	drew@andrewtkemp.com	Augusta University
Yolanda Kirkpatrick	yfkirkpa@utk.edu	The University of Tennessee, Knoxville
Carol Klages	klagesc@uhv.edu	University of Houston-Victoria
Merrie Koester	merriekoester@comcast.net	University of SC Center for Science Education
Brianne Kramer	briannekramer@suu.edu	Southern Utah University
Magaly Lavadenz	magaly.lavadenz@lmu.edu	Loyola Marymount University
Jessica Lerner	jessica.lerner@du.edu	University of Denver, Morgridge College of Education
Tondra Loder-Jackson		University of Alabama at Birmingham
Carla Loecke	carla.loecke@du.edu	Center for Rural School Health & Education, Morgridge College of Education, University of Denver

Justine Lopez	jlopez@du.edu	University of Denver
John Lupinacci	john.lupinacci@wsu.edu	Washington State University—Pullman
Kimberly A. Mahovsky	kimberly.mahovsky@unco.edu	University of Northern Colorado
Dina Malala	dina.malala@du.edu	University of Denver
Amy Masko	maskoa@gvsu.edu	Grand Valley State University
Catharine Mattox	cassie.hotchkiss@gmail.com	Nova Southeastern University
Christy McConnell	christine.mcconnell@unco.edu	University of Northern Colorado
Carissa McCray	carissa.mccray@gmail.com	The Harley-Jackson Foundation
Blake McCullough		Red and Green School
Denise McDonald	mcdonald@uhcl.edu	University of Houston - Clear Lake
Lori Meier	meier@etsu.edu	East Tennessee State University
Tara Meister	tmeister@pacificu.edu	Pacific University - College of Education
Shelly Melchior	semelchior@crimson.ua.edu	The University of Alabama
Brianna Mestas	brianna.mestas@du.edu	University of Denver
Paul Michalec	paul.michalec@du.edu	University of Denver
Brian Miller	j.brianmiller7@gmail.com	University of Northern Colorado
Brittany Miller	brittany_miller2@dpsk12.org	University of Denver
Vicki Mokuria	vmokuria@tamu.edu	Texas A&M University
Tatum Monaghan	holm4101@bears.unco.edu	University of Northern Colorado
James Moore	j.moore2@csuohio.edu	Cleveland State University
Allison Morrill		The University of Alabama
Wade Morris	morriswh@gmail.com	Georgia State University
Corey Nagle	teachercollaborate@gmail.com	University of West Florida/Bristol (CT) Public Schools
Amy Nelson	amy.nelson00@gmail.com	University of Northern Colorado
Devron Newman		Caribbean Maritime University
Janice Newsum	newsum@uhcl.edu	University of Houston-Clear Lake
Wesley Null	wesley_null@baylor.edu	Baylor University
Vestina Oates	vestinao@hotmail.com	Trench Town Polytechnic College
Carrie Olson	carrieaolson@gmail.com	Denver Public Schools; University of Denver
Jacklyn van Ooyik	jacklyn.vanooyik@du.edu	University of Denver
Paul Parkison	paulparkison@gmail.com	University of North Florida
James Pawola	jpawola@kaneroe.org	Kane County JJC
John Pecore	jpecore@uwf.edu	University of West Florida
David Callejo Perez		
Katherine Perrotta	kassanteperrotta@yahoo.com	Mercer University
Naomi Jeffery Petersen	njpetersen@yahoo.com	Central Washington University
Naomi Petersen	njp@cwu.edu	Central Washington University

Katherine Phillips	phillipskm@lcsedu.net	Empowerment Academy, Lynchburg City Schools
Robyn Thomas Pitts	robyn.pitts@du.edu	University of Denver
Tatiana Potts	tpotts@mymmps.us	Minot State University
Genevieve Skinner Prater	skin5352@bears.unco.edu	University of Northern Colorado
Christene Purkiss	cpurkiss@angelo.edu	Angelo State University
Kristina Ralston	kralston@augusta.edu	Augusta University
Annie Rappapor	arappepo@terpmail.umd.edu	Maryland University
Dan Riordan	dan.riordanjr@du.edu	University of Denver
Brook Roberts		Texas Tech University
Taryn Robertson	taryn.robertson@du.edu	University of Denver
Zhyan Sairany	zsairany@augusta.edu	CACI International
April Sanders	asanders@shc.edu	Spring Hill College
Alicia Saxe	alicia.saxe@du.edu	University of Denver
Luke Schaefer	luke.schaefer@ndmdec.com	Central Regional Education Association
Peggy Schimmoeller	pschimmoeller@randolphcollege.edu	Randolph College
Caleb Schmitzer	cjschmitzer@randolphcollege.edu	Randolph College
Jennifer Schneider	jlschnei@kent.edu	Kent State University
Byung-In Seo	dr.bseo@gmail.com	Chicago State University
Jon Shemwell	jtshemwell@ua.edu	The University of Alabama
Debby Shulsky	shulsky@uhcl.edu	University of Houston - Clear Lake
Cristy Smith	csellerssmith@pacificu.edu	Pacific University
Aubrey Southall	asouthall@aurora.edu	Aurora University
Tara Stevens		Texas Tech University
Nathaniel Stewart	stewart.1690@osu.edu	The Ohio State University
Bailey Stidham		University of Dayton
David Stovall		University of Illinois at Chicago
Lexi Tanner	lxtanner@augusta.edu	Augusta University
Michelle Tenam-Zemach	mt656@nova.edu	Nova Southeastern University
Asia Thomas	athomas95@student.gsu.edu	Georgia State University
Doleatha J. Thomas	djthomas@student.uiwtx.edu	University of the Incarnate Word
Alan Tinkler	alan.tinkler@gmail.com	Missouri State University
Jason Trumbl	jtrumble@uca.edu	University of Central Arkansas
Janet Turner	jbibturner@gmail.com	Mercer University
Bruce Uhrmacher	bruce.uhrmacher@du.edu	University of Denver
Laura VanDemark	vandemlh@dukes.jmu.edu	James Madison University
Sonja Varbelow	sonja.varbelow@angelo.edu	Angelo State University
Ramon Vasquez	rvasquez1@udayton.edu	University of Dayton
Samantha Vickery	samjgoucher@gmail.com	Mercer
Paul Viskanta	paul.viskanta@du.edu	University of Denver, Morgridge College of Education
Amy Vo	amy.vo@du.edu	PhD student at the University of Denver
Spencer Wagley	spencer.wagley@tvcc.edu	Trinity Valley Community College
Susan Waite	sw22@txstate.edu	Texas State University
Shanique Walker-Carty	w_shanique@yahoo.com	CARIBBEAN MARITIME UNIVERSITY



Diana Wandix-White	phdb453@tamu.edu	Texas A&M University
Sandy Watson	watsonsa@uhcl.edu	University of Houston - Clear Lake
Jessica Watts	jachitw@okstate.edu	Oklahoma State University
William White		James Madison University