

AATC
American Association of Teaching and Curriculum
27th Annual Conference
Albuquerque, New Mexico
October 7-9, 2021



Creativity and the Muse

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PRESIDENT'S GREETING

Welcome, AATC Community! I am thrilled that we can all be together here in the “land of enchantment,” (albeit under trying circumstances). It was heartbreaking to have to cancel last year’s conference. Drew Kemp and Shelley Harris put together a powerful program of speakers and presentation sessions for the 2020 conference, which was to be held in Baltimore, Maryland. All of us on the Executive Council, past and current, felt a great loss when we opted to take a pause on our annual meeting. This year, as we continue to navigate the complexities of pandemic life, I take note that our (masked) gathering as a community of scholars, teachers, and colleagues represents a deep commitment to and care for our vocation as teachers and curriculum-makers. During our few days together, I hope we can make some time to recognize the work we have accomplished and the inventiveness we’ve employed over the past couple of years. We’ve endured a trying period, and it’s not over yet. But here we are, with great ideas to share and an eagerness to learn from each other. The muses are among us.

This year’s conference has a few special features that I’m excited to share with each of you. Amidst a backdrop of the kaleidoscopic balloons floating over the desert, we will hear from two esteemed teacher-scholars. Delivering the Stephen Fain Lecture is Dr. Sam Intrator, Professor of Education and Child Study at Smith College in Northampton, Massachusetts. And on Friday, Dr. Gregory Cajete, Professor of Native American Studies and Language, Literacy and Sociocultural Studies at the University of New Mexico offers us the Marcella Kysilka Lecture. The presidential address and poster session will take place at the Indian Pueblo Cultural Center. We’ll have an opportunity to tour the museum, enjoy indigenous cuisine from the Pueblo Kitchen, and observe a dance performance.

We have quite a number of awardees to honor this year and we’ll take a moment to congratulate each of them during the Award Ceremony following Dr. Cajete’s lecture. During that time we will also recognize VIPs in the AATC and *Curriculum and Teaching Dialogue* leadership. I thank all of you for the opportunity to serve as AATC President this past year. I could not have done justice to this role had it not been for all the folks supporting me along the way (shout out to Dan Conn, the entire Executive Council, and many others) and I look forward to a rewarding conference with each of you.

Warmly,

Kate Kauper, PhD
Cornell College

Covid-19 Safety Protocols

Dear AATC Friends,

We want our event to be as safe as possible. Please adhere to the following protocols to ensure that you and your colleagues are well-protected and to be caring guests in our host community.

- Masking is required in common, indoor spaces - except when eating or drinking.
- Only keynote speakers in the main ballroom will be able to speak without a mask if they choose to do so (at a distance). We will have a separate microphone available for masked audience members to pose questions and comments.
- Please wear your mask properly so that it covers both your nose and mouth.
- During our dining events, please wear a mask when you are getting up from your table. You may remove your mask to eat and drink but do put your mask back on when you are finished.
- Do a self-check of symptoms every day. If you feel ill or have a temperature, *please stay in your hotel room and avoid common activities*. Contact the front desk for information about testing options. Use the Whova app to reach out to event coordinators and co-presenters if you need assistance or to make alternate plans for your presentation.
- Sanitation stations are located outside each of the event rooms. Please make use of the hand sanitizer before and after leaving the rooms.

Thank you!



2021 GRADUATE STUDENT DONORS

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

Chara Haeussler Bohan
Dan and Linda Conn
Bradley Conrad
Jane McIntosh Cooper
Cheryl Craig
Jennifer Deets
Jennifer Gutiérrez
Crystal Howell
Kate Kauper
Christine McConnell
Paul Michalec
James Moore
Cheryl Lindeman
Paul Parkison T.
John Pecore
Aubrey Southall
Matt Spurlin
Tenam-Zemach, Michelle, Nova Southeastern University
Emily Guthrie Strong
Abdybroto Taminsjah
Jodie L Wilson



Don't forget to follow AATC on social media. Keep up the conversations!
Facebook: AATC 1993 Twitter @AATC19

2021 Book Store

Check out our Book Store Friday 2:30 PM- 5:30 PM in the Amethyst Room. Proceeds are used to further fund Graduate Student Scholarships.

AATC recognizes the following publishers for donating books for our Book Store:



Beacon Press



Guilford Press

CURRENT AATC LEADERSHIP 2020-2021

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Jenn Gutiérrez

The University of New Mexico

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Curriculum and Teaching Dialogue Volume 23

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

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Graduate Research Assistant: Julia Stikeleather, Georgia State University

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Christine Woysner, Ed.D.
Temple University

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

INCOMING AATC LEADERSHIP 2021-2022

Past President

Kate Kauper, Cornell College

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Crystal Howell, Randolph College

President Elect

Christy McConnell, University of Northern Colorado

Daniel R. Conn
Minot State University

Caroline Conner
Kennesaw State University

Jenn Gutiérrez
The University of New Mexico

Todd Hodgkinson
Drake University

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Nova Southeastern University

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Taryn Robertson, San Diego University

Historians

Dana K. Haraway, James Madison University

Curriculum and Teaching Dialogue Volume 24

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Temple University

AATC HISTORY

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-Seventh Annual Conference is dedicated to advancing the ideals of the Association and its purpose.

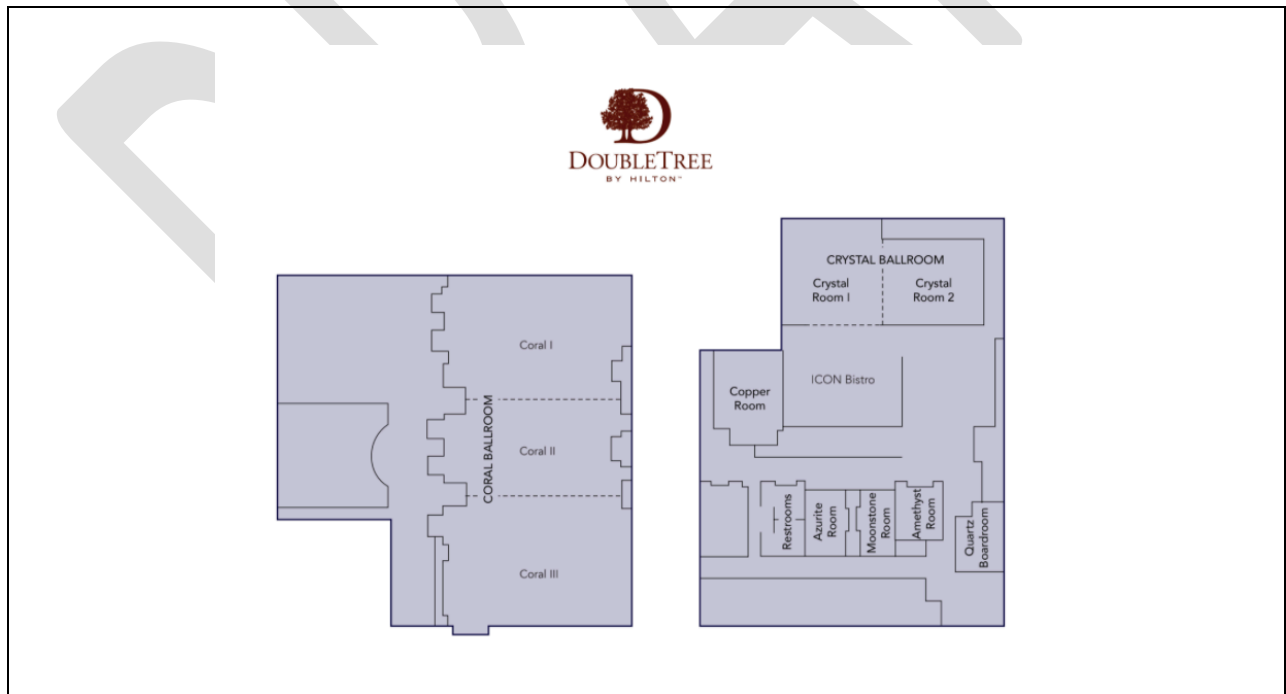
The intent of AATC sessions is to engage conversation and explore new ideas and share information. The founders of AATC wanted conversations to begin and continue long after the conference is over. The arrangement is a deliberate intent to avoid the common practice of "Speak and Run" which has permeated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

2021 Kate Kauper, Cornell College
2020 Andrew Kemp, Augusta University
2019 Joseph E. Flynn Jr., 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

DoubleTree Albuquerque Downtown Hotel Map



27th Annual Conference at a Glance

Wednesday

5:00-6:00pm Executive Board Meeting (off-site)

6:30-8:00pm Welcome Reception

Thursday

7:30-8:50am Welcome Breakfast

8:00-8:50am Graduate Student Introductory Meeting

9:00-9:50am Session I

10:00-10:50am Session II

11:00-11:50p Session III

12:00-1:20pm Lunch Break

1:30-2:20pm Session IV

2:30-3:50pm Stephen Fain Lecture: Dr. Sam Intrator

4:30pm Bus Transport to Indian Pueblo Cultural Center

4:30-5:30pm Indian Pueblo Cultural Center Museum Tour

5:30-6:50pm President's Reception and Poster Sessions

Friday

7:00-8:00am President's Run/Walk 5K

7:30-8:50am Coffee and Continental Breakfast

8:00-8:50am CTD Editorial Board Meeting

9:00-9:50am Business Meeting

10:00-10:50am Session V

11:00-11:50am Session VI

12:00-1:20pm Marcella Kysilka Lecture: Dr. Gregory Cajete (Lunch Buffet)

1:30-2:20pm Award Ceremony

2:30-5:30pm Book Sales

2:30-3:20pm Session VII

3:30-4:00pm Break (light refreshments)

4:00-4:50pm Session VIII

5:00-5:50pm Session IX

6:00-8:30pm University Dinners

Saturday

7:30-8:50am Coffee and Continental Breakfast

9:00- 9:50am Session X

10:00-10:50am Session XI

11:00-11:50am Session XI

12:00-12:50pm Executive Council Meeting

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.

STEPHEN FAIN LECTURE: DR. SAM INTRATOR



Dr. Sam M. Intrator is professor and chair of the Education and Child Study Program and a member of the Urban Studies Program at Smith College. He is the founding director of the [Smith College Urban Educational Initiative](#) and the co-founder of [Project Coach](#), an innovative program that serves children and teenagers in Springfield, Massachusetts. Intrator teaches courses in urban educational policy and youth development, and he prepares graduate and undergraduate students to teach adolescents through both in- and out-of-school placements.

Intrator believes that carefully designed programs (both in and out of school) led by engaged and committed adults working alongside youth can provide powerful opportunities for young people to acquire and develop personal, educational and social assets. To this end, his research and practice explore the question: Under what conditions do educational programs—both in the classroom and during out-of-school programs—genuinely matter to youth? Since youth most often cite the importance of a caring, committed and devoted adult as an essential variable in meaningful learning, Intrator also investigates ways to recruit, prepare and sustain high-quality teachers and out-of-school staff in education.

Project Coach serves as a “lab” for much of Intrator’s teaching and research. In this program, Intrator works with students interested in urban education, youth development and teaching, using sports to engage, connect and empower adolescents and youth living in Springfield, Massachusetts. Teenagers are trained and employed as coaches for elementary-aged children living in their communities. The major objective of the program is youth development and helping college students learn to teach and run these types of programs.

Intrator was awarded a W. K. Kellogg National Leadership Fellowship and, while teaching high school English, was named a Distinguished Teacher by the White Commission on Presidential Scholars. He has written and edited six books, including *Tuned in and Fired Up: How Teaching Can Inspire Real Learning in the Classroom* (Yale University Press), which was a finalist for the prestigious Grawemeyer Award in education, and *Leading From Within: Poetry That Sustains the Courage to Lead* (Jossey-Bass), which received the 2009 Nautilus Book Award Gold Medal for Poetry.

MARCELLA KYSILKA LECTURE: DR. GREGORY CAJETE



Native American educator whose work is dedicated to honoring the foundations of Indigenous knowledge in education. Dr. Cajete is a Tewa Indian from Santa Clara Pueblo, New Mexico. He has served as a New Mexico Humanities scholar in ethno botany of Northern New Mexico and as a member of the New Mexico Arts Commission. In addition, he has lectured at colleges and universities in the U.S., Canada, Mexico, New Zealand, England, Italy, Japan, and Russia.

He worked at the Institute of American Indian Arts in Santa Fe, New Mexico for 21 years. While at the Institute, he served as Dean of the Center for Research and Cultural Exchange, Chair of Native American Studies and Professor of ethno science. He organized and directed the First and Second Annual National Native American Very Special Arts Festival held in respectively in Santa Fe, NM in 1991 and Albuquerque, NM in 1992. In 1995, he was offered a position in American Indian education in the University of New Mexico, College of Education.

Currently, he is a Professor of Native American Studies and Language, Literacy and Sociocultural Studies at the University of New Mexico. Dr. Cajete earned his Bachelor of Arts degree from New Mexico Highlands University with majors in both Biology and Sociology and a minor in Secondary Education. He received his Masters of Arts degree from the University of New Mexico in Adult and Secondary Education. He received his Ph.D. from International College – Los Angeles New Philosophy Program in Social Science Education with an emphasis in Native American Studies.

Dr. Cajete also designs culturally-responsive curricula geared to the special needs and learning styles of Native American students. These curricula are based upon Native American understanding of the “nature of nature” and utilizes this foundation to develop an understanding of the science and artistic thought process as expressed in Indigenous perspectives of the natural world.

Dr. Cajete has authored five books: *Look to the Mountain: An Ecology of Indigenous Education* (1994); *Ignite the Sparkle: An Indigenous Science Education Curriculum Model* (1999); *Spirit of the Game: Indigenous Wellsprings* (2004); *A People’s Ecology: Explorations in Sustainable Living* (1999); and *Native Science: Natural Laws of Interdependence* (2000).

AWARD WINNERS

O.L. Davis Jr. Outstanding Book Award

2020

Scripted Bodies

Corporate Power, Smart Technologies, and the Undoing of Public Education (Routledge)

Kenneth J. Saltman, University of Illinois Chicago

2021

Lesson Planning with Purpose: Five Approaches to Curriculum Design (Teachers College Pres)

Christy McConnell, University of Northern Colorado

Bradley Conrad, Capital University

P. Bruce Uhrmacher, University of Denver

2021

Liberating Learning Educational Change as Social Movement (Routledge)

Santiago Rincón-Gallardo, Michael Fullen Enterprises

John L. Laska Dissertation Award

2020

Teaching

(Re)Imagining Possibilities for Youth in Schools: a Rhizomatic Exploration of Youth's Affective Engagements With Literacy

Kelley Johnston

Student of María Paula Ghiso

Baylor University

2020

Curriculum

Centering Aesthetically within Place: A Geostory Composed from an Arts-Based Pragmatist Inquiry

Jennifer L. Schneider

Student of James G. Henderson

Kent State University

2021

Teaching and Curriculum

Alliances and Accomplices Rise: A Critical Look at a Partnership with a School Serving an Indigenous Community

Alicia Brianna Saxe

Student of Maria Salazar

University of Denver

Hunkins Distinguished Article Award

2020 Award in the Teaching Category

Momina Khan

University of Saskatchewan

When Does Free Speech Become Offensive Speech? Teaching Controversial Issues in the Classrooms

Grade 12 students in my son's psychology class had been asked to share their deepest reactions and thoughts toward the victims of the Charlie Hebdo incident in Paris. Charlie Hebdo is a satirical magazine that had published controversial cartoons of the Prophet Muhammad. Students felt sympathetic toward the victims and solely held Islamic extremism responsible for it. During the heated conversations, a female Muslim student stood up and voiced her perspective. Given the teacher's discomfort with the potential reaction to the counter story, he shut down a crucial conversation that could have created a space for critically assessing polarizing debates.

2020 Award in the Curriculum Category

Steven Camicia

Utah State University

Juanjaun Zhu

Denver Public Schools

LGBTQ Inclusion and Exclusion in State Social Studies Standards

We examined LGBTQ inclusion in state social studies standards. Our content analysis revealed widespread exclusion as shown in the frequencies of the words lesbian, gay, bisexual, and transgender. We discussed the implications of this exclusion for LGBTQ students, as well as all students. We interpreted our findings through the lens of critical democratic education, which connects power relations with the degree of inclusion and, as a result, the legitimacy and health of democratic communities.

2021 Award in the Teaching Category

Crystal D. Howell

Randolph College

“A Rose by Any Other Name”: The Significance of Naming in Face-to-Face, Online, and Hybrid Teaching

Naming is both a descriptive and conceptual act. The names researchers use when describing kinds of teachers, students, and classrooms have the power to shape how they see and understand actors within various educational contexts. In this article, I analyze naming practices related to teachers who move among and between virtual and face-to-face teaching spaces, and finding no clear name for this sort of teaching practice, I propose the term sojourner teacher.

2021 Award in the Curriculum Category

Jennifer Broome

Methodist University

The Dialogic Dilemma: Pacing Guides as Objects of Analysis

One of the most ubiquitous objects in American classrooms is the pacing guide. Whether created by the school district, a for-profit company, or the teacher, pacing guides have evolved as a unique document type. Pacing guides are substantively different from other educational documents in that they produce a hidden discourse. The literary theory of Mikhail Bakhtin provides the basis for this textual analysis, which examines the unwritten dialogue pacing guides construct and facilitate. These dialogues include issues of scope, knowledge, and teaching/learning. Pacing guides play a large role in restricting what is taught and the manner in which curriculum is taught; however, several response strategies, including resistance, are possible.

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.

WEDNESDAY, OCTOBER 6TH

Wednesday 10/6 • 5:00 PM – 8:00 PM

Executive Council Meeting	Wednesday 5:00 PM- 6:00 PM	Off Site
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Welcome Reception	Wednesday 6:30 PM- 8:00 PM	201 Lounge
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Cash bar and light appetizers
 Hosted by AATC Past-President (2013)—Amy Masko, Grand Valley State University

Questions?

Program Chair: Daniel R. Conn, Minot State University, 970-520-9084,
daniel.conn@ndus.edu

Dan would like to thank the following members for the help, dedication, wisdom and leadership in developing the program:

- Linda Conn, Minot State University
- Caroline Conner, Kennesaw State University
- Jenn Gutiérrez, The University of New Mexico
- Dana Haraway, James Madison University
- Crystal Howell, Randolph College
- Kate Kauper, Cornell College
- Amy Masko, Grand Valley State University
- Christy McConnell, University of Northern Colorado
- Cheryl Mortezaee, Minot State University
- Aubrey Southall, Aurora University
- Matt Spurlin, University of Denver
- Julia Suchan,, Minot State University
- Michelle Tenam-Zemach, Nova Southeastern University
- Jodie L Wilson, University of Denver

Photographer: Taryn Robertson

Graduate Student Scholarships: Dana Haraway, James Madison University

Book Store: Crystal Howell, Randolph College

THURSDAY, OCTOBER 7TH

Thursday 10/7 • 8:00 AM- 8:50 AM

Registration	Thursday 7:30 AM- 9:00 AM	ICON Bistro
Welcome Breakfast	Thursday 7:30 AM- 8:50 AM	Coral Ballroom
Graduate Mentoring	Thursday 8:00 AM- 8:50 AM	Crystal II

Graduate Student Introductory Meeting

All graduate students are invited to attend. This meeting will serve as an introduction to AATC and highlight sessions for graduate students.

- Christy McConnell, University of Northern Colorado
- Benjamin Ingman, University of Denver
- Paul T. Parkison, University of North Florida

Session I — Thursday 10/7 9:00 AM- 9:50 AM

Paper	Thursday 9:00 AM- 9:50 AM	Coral I
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Crossing Disciplines and Institutions: Proliferating and Pro-liberating Possibilities in Learning to Lead through Collaboration

This paper session presents stories of how members' participation in a professional community (i.e., the Faculty Academy, 2002-present) comprised of teacher educators supported emergent leadership competencies in their respective institutional assignments, roles, and responsibilities.

- Denise McDonald, University of Houston- Clear Lake
- Cheryl Craig, Texas A&M University
- Bernardo Pohl, University of Houston- Downtown
- Jacqueline Sack, University of Houston- Downtown
- Sandy Watson, University of Louisiana at Monroe
- Leslie Gauna, University of Houston- Clear Lake
- Jane Cooper, University of Houston
- Christine Beaudry, Nevada State College
- Kent Divoll, Houston- Clear Lake

Peace or Panic in a Pandemic: Narratives of Educators Across the World

The study will reveal the narratives of educators across the globe who experienced peace or panic during the novel CoronaVirus pandemic.

- Shanique Walker-Carty, Council of Community Colleges of Jamaica
- Vestina Oates, Edna Manley College of the Visual and Performing Arts

Ideas & Issues	Thursday 9:00 AM- 9:50 AM	Coral II
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Texts that Define Me

What texts have helped to shape your identity? This is the question I would like to explore in our session together. Participants should come with the name of a text (broadly defined: novel, short story, poem, artwork, song, movie, graphic novel, etc.) to share and explain why that text helped contribute to their identity development.
 Todd Hodgkinson, Drake University

(Re)-Modeling an English Education Program through (De)-Liberation-(s) to Advance Voice, Diversity, Inclusion, and Justice

Through a dialogic process with stakeholders, this paper showcases a program (re)-model to adjust curriculum within an English Education Program to advance social justice.
 Alan Tinkler, Missouri State University

Workshop	Thursday 9:00 AM- 9:50 AM	Coral III
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Incorporating Yoga and Meditation into Classes and Classrooms – how and why to infuse these valuable practices from ancient traditions into contemporary daily routines

As a part-time instructor for four iterations of my local university’s “Welcome to College” class, the first-year seminar, I included daily meditation, breathing, or short movement practices in each class meeting.
 Jennifer Deets, Warriors at Ease

Paper	Thursday 9:00 AM- 9:50 AM	Crystal I
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Enhancing Faculty-Student Interaction and Well-Being

This educational criticism and action research study was conducted in the spring of 2020 to better understand the impact that faculty-student interaction has on the well-being of faculty and students.
 Cortney Holles, Colorado School of Mines & University of Northern Colorado

The Impact of a College Reading Course on College Student Reading

This paper examines the impact on reading scores of first year college students enrolled in a college reading course, designed to teach students both reading across the curriculum and disciplinary literacy, and how to manage vast amounts of reading that is typically assigned in universities.
 Amy Masko, Grand Valley State University
 Dawn Evans, Grand Valley State University

Ideas & Issues	Thursday 9:00 AM- 9:50 AM	Crystal II
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Pedagogy of Contributive Justice: The Soul of Teaching and Learning

What would it mean to approach educational justice from a perspective of contribution rather than from a perspective of distribution or redistribution?

Paul T. Parkison, University of North Florida

(Re)-Claiming Dewey to Advance the Common Good: Pedagogy and Social Progress

In developing my own research, I've realized that my own Muse can take me so far in developing the idea of a Community-based Teacher Evaluation (CbTE).

Adrian-Michael Blumenthal, University of Denver

Ideas & Issues	Thursday 9:00 AM- 9:50 AM	Azurite
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Personal learning focus: Applying coaching principles to PST supervision

This session will introduce these support functions in the context of pre-service teacher supervision and explore how asking PSTs to set a personal learning focus during pre-observation planning can lead to more productive debriefing conversations in any of those four support functions.

Jon Hasenbank, Grand Valley State University

Session II — Thursday 10/7 10:00 AM- 10:50 AM

Paper	Thursday 10:00 AM- 10:50 AM	Coral I
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Reinforcing White Privilege: The Marginalization of Latinxs across State Standards for U.S. History

This paper investigates the representation of Latinxs, immigrants, and Latin American countries across state standards for U.S. History. The researcher conducted a mixed method content analysis of middle and secondary American History standards in states that administer end-of-course tests.

Caroline Conner, Kennesaw State University

From Blithely Ignorant Racist to Antiracist Ally: A Personal Transformation

In this paper I offer a window into my journey as I unearth the lies that I once believed, learn the truth of the harm I have inflicted, and discover what it feels like to live outside the dominant culture.

Deborah Becker, University of Northern Colorado

Ideas & Issues	Thursday 10:00 AM- 10:50 AM	Coral II
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Belonging to a Place: Deep Ecology as a Lens for Rural Teacher Education

In seeking to move beyond a deficit approach to addressing this challenge, this session invites a discussion around the potential of applying the ideas from deep ecology to better prepare teachers to develop a sense of belonging in rural communities.

Matthew Clay, Fort Hays State University

Creating and Delivering Professional Learning for Rural Colorado Educators to Support Underrepresented Gifted Students

In this session, learn about I-REECCH, a U.S. Dept. of Education Jacob K. Javits funded project, and how the I-REECCH team is creating curriculum and delivering virtual professional learning to school administrators and teachers to improve equitable gifted identification and services to rural Colorado students.

Norma Hafenstein, University of Denver

Joi Lin, University of Denver

Ideas & Issues	Thursday 10:00 AM- 10:50 AM	Coral III
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Bilingual Children’s Literature as a Vehicle for Supporting Pre-Service Teachers Science and Social Studies Engagement

The talk focuses on the integration of a multidisciplinary project across science & social studies methods courses for bilingual preservice teachers.

Franklin S. Allaire, University of Houston-Downtown

Bernardo Pohl, University of Houston-Downtown

COVID and Education: A Perfect Storm Waiting to Happen

This ideas session is based on qualitative observations and interviews with K-12 teachers from around the world and how they cared for students during the COVID-19 pandemic.

Laura Zucca-Scott, Minot State University

Daniel R. Conn, Minot State University

Paper	Thursday 10:00 AM- 10:50 AM	Crystal I
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Lessons from a developing teacher-leader: A self-reflective case study

A self-reflective case study explores teacher perceptions of three teacher-leader development programs.

Corey Nagle, University of West Florida

John Pecore, University of West Florida

First-generation college students who became professors: Bucking barriers to attain educational liberation

This paper describes three professors’ experiences to attain college degrees (Bachelor’s, Master’s, and Doctoral) as first-generation college students.

Denise McDonald, University of Houston-Clear Lake

Sheila Baker, University of Houston-Clear Lake

Debby Shulsky, University of Houston-Clear Lake

Ideas & Issues	Thursday 10:00 AM- 10:50 AM	Azurite
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Embracing the New Normal: Preparing Candidates for Enhanced Diversity in Tomorrow's Classrooms

This presentation highlights strategies that would help teachers find common ground among students and develop a sense of classroom community while also better informing teachers of their students' identities, which ultimately would provide them with ways they can respond culturally to student needs.

Amy Barrios, Texas A&M University-San Antonio

Literacy, Self-Expression and Critical Thought: A Montessori Perspective on Early Literacy

Learning to read is a key developmental milestone as it is recognized as the key for all future learning.

Sharra Weasler, University of Northern Colorado

Workshop	Thursday 10:00 AM- 10:50 AM	Copper
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Pedagogies of Purpose

In this workshop, participants will be invited to explore pedagogical practices that awaken critical consciousness, work to de-center the classroom from white perspectives, and finally discuss the rationale for an unapologetic insistence on socially consciousness education.

William L. White, James Madison University

Joseph E. Flynn, Jr., Northern Illinois University

Session III — Thursday 10/7 11:00 AM- 11:50 AM

Paper	Thursday 11:00 AM- 11:50 AM	Coral I
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Is Freedom of Speech Dying in American Education?

This session will examine the assault on freedom of expression and offer educators suggestions on protecting speech in social studies classrooms.

James Moore, Cleveland University

Possibility as a Muse: Education Amidst an Epistemological Crisis

This paper presentation explores the epistemological crisis that gave rise to large swathes of the U.S. population refusing to accept the outcome of an election, thereby distrusting the peaceful transition of power, which is the hallmark of a democracy.

Sonja Varbelow, Angelo State University

Panel	Thursday 11:00 AM- 11:50 AM	Coral II
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Muses that Amuse: Inspirational Stories of Teachers’ Best-loved Selves

This panel session presents stories of teachers’ best-loved selves by teacher educators that they have either experienced or observed in their practice.

- Denise McDonald, University of Houston- Clear Lake
- Cheryl Craig, Texas A&M University
- Bernardo Pohl, University of Houston- Downtown
- Jacqueline Sack, University of Houston- Downtown
- Sandy Watson, University of Louisiana at Monroe
- Jane Cooper, University of Houston
- Omah Williams-Duncan, University of Houston- Clear Lake
- Leslie Gauna, University of Houston- Clear Lake
- Christine Beaudry, Nevada State College
- Kent Divoll, University of Houston- Clear Lake

Paper	Thursday 11:00 AM- 11:50 AM	Coral III
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Reflecting on Professional Work and Educational Biography through a Curriculum Studies Lens

This presentation will share the autobiographical reflections of six practicing educators. These educators used theories from within the field of curriculum studies to interpret their formative experiences of teaching, learning, and schooling.

- Aaron Zimmerman, Texas Tech University
- Chrissy Eubank, Texas Tech University
- Emily Lahr, Texas Tech University
- Nick Kasperek, Texas Tech University
- Jessica Webb, Texas Tech University
- Stephanie Welch, Texas Tech University

Finding the Educator's Heart

The concepts and methods of phenomenology and Foucauldian discourse analysis will be used to interrogate the politics of teacher preparation as programs impact the head and the heart of teacher candidates.

- Paul T. Parkison, University of North Florida

Ideas & Issues	Thursday 11:00 AM- 11:50 AM	Crystal I
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Teaching strategies that support creative work in high school computer science

This study examines different strategies teachers use to structure creative work in high school computer science classrooms.

- Jane Kang, Harvard University

Integrating Transformational Experiential Learning in a Language and Culture Course

This presentation aims to share the curriculum development process and the pedagogical strategies implemented in a Japanese language and culture course.

- Miho Hamamoto, University of Denver

Ideas & Issues	Thursday 11:00 AM- 11:50 AM	Crystal II
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Texts and the Meaning of Life

Participants should come with the name of a text (broadly defined: novel, short story, poem, artwork, song, movie, graphic novel, etc.) to share and explain why that text helped them make sense of the world.

Todd Hodgkinson, Drake University

Children’s Voices: A Story Waiting to Be Told

Through a series of interviews and class observations, this study discusses the experiences of a group of elementary school children from diverse backgrounds and ethnicities.

Laura Zucca-Scott, Minot State University

Panel	Thursday 11:00 AM- 11:50 AM	Copper
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“Are land acknowledgements ultimately a form of virtue signaling? And other questions about honoring—not exploiting—Native Americans

This panel session explores ways in we can honor—rather than exploit—Native American ways and traditions.

Annette Mennem, Minot State University

Migizi Gwiiwizens (Alex DeCoteau), Minot State University & Turtle Mountain Community High School

Ian Clemente Michigan State University

Alicia Brianna Saxe, University of Nebraska Kearney

Daniel R. Conn, Minot State University

Paper	Thursday 11:00 AM- 11:50 AM	Azurite
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A Pedagogy of Imagination: Riffing on Reality and the Politics of Disimagination

This paper explores the role of imagination in educational transformation. The study of imagination in educational research is timely as teachers and students re-imagine education within the context a global pandemic, social inequities, political theatrics, and the revolving door of educational policy and reform.

Barth Quenzer, Denver Public Schools

DoD Linguists’ Perceptions of the Use of Virtual Learning Environments on the Motivation to Speak a Foreign Language

This study applies a theoretical qualitative design to explore the central phenomenon of DoD linguist motivation to speak in the target language using immersive and non-immersive VLEs

Zhyan Sairany, Defense Language Institute

Ghada Omer Attia, Defense Language Institute

Jefferson Treacy, Defense Language Institute

Thursday 10/7 12:00 PM- 1:20 PM

Lunch Break	Thursday 12:00 PM- 1:20 PM
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This meal is not provided by the conference. See registration table or Whova app for suggestions.

Session IV — Thursday 10/7 1:30 PM- 2:20 PM

Paper	Thursday 1:30 PM- 2:20 PM	Coral I
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Women in labor: An examination of the experiences of women working as teachers, mothers, and union organizers during the COVID-19 pandemic

In this study, I explore the experiences of women juggling the unprecedented demands of teaching, managing a household, and caring for their own children while also working as labor organizers in their local or state unions during the COVID-19 pandemic.

Crystal Howell, Randolph College

Karuna as Curricular Muse

This presentation explores the curricular qualities of meditative practices within yoga and considers its implications in other educational settings.

Linda Conn

Ideas & Issues	Thursday 1:30 PM- 2:20 PM	Coral II
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Using Autophotography to Develop Teacher Identity

This issues and ideas session will explore how to use autophotography in various teacher professional development settings.

Ashlea Campbell, University of Northern Colorado

Educator Mental Health: Status of the Literature and Discussion of New Directions

This presentation outlines the previous literature related to educators' mental health and discusses pathways for rural school districts to support the mental health of educators.

Andrea Johnson, University of Denver

Benjamin Ingman, University of Denver

Workshop	Thursday 1:30 PM- 2:20 PM	Coral III
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Providing Equitable and Meaningful Access to General Education Curriculum for Students with Significant Cognitive Disabilities

In this session we will describe and demonstrate use of a scaffolded planning process and template grounded in Universal Design for Learning principles to support collaborative planning by general and special educators as they determine general education curriculum targets, teaching and learning activities, and class participation strategies for students with significant cognitive disabilities included in general education classes.

Patricia McDaid, TIES National Technical Assistance Center on Inclusive Practices and Policies

Deborah Taub, TIES National Technical Assistance Center on Inclusive Practices and Policies

Workshop	Thursday 1:30 PM- 2:20 PM	Crystal II
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Addressing the Gaps: Reflection and Growth in the Equity Literacy Project

This session will introduce the Equity Literacy Project, an online professional development resource, and guide participants through reflective activities to examine their knowledge about diversity, equity, and inclusion issues including intersectionality, facilitating culturally responsive instruction, and creating empowering context for learning and growth.

Joseph E. Flynn Jr., Northern Illinois University
Stephanie Whalen, William Rainey Harper Community College

Ideas & Issues	Thursday 1:30 PM- 2:20 PM	Copper
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Moving in Place: Ecological Curriculum Design

Participants will explore ecological approaches to curriculum design and will create a lesson of their own for an audience relevant to them.

Christy McConnell, University of Northern Colorado
Bradley Conrad, Capital University
P. Bruce Uhrmacher, University of Denver

Learning place: Finding educational inspiration and empowerment in our local ecologies

Perhaps these challenging times, when we are spending more time teaching and living “in place” than ever, are the perfect times for finding personal inspiration and professional empowerment through curiosity and inquiry into our local places and ecologies

Emily Bretl, Marram Collaborative & University of Northern Colorado

Ideas & Issues	Thursday 1:30 PM- 2:20 PM	Azurite
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Creativity in an Indigenous School

This issues and ideas session is based on reflections and insights about an Indigenous School, in as much as, it has Indigenous students. It is not an Indigenous school as per say that it is administered in an Indigenous way, under an Indigenous ideology or pedagogy. Actually, the exact opposite is the case.

Migizi Gwiiwizens (Alex DeCoteau), Minot State University & Turtle Mountain Community High School

Poetry and wisdom stories in scholarship and teaching

What would educational and scholarly spaces look like where poetry and wisdom stories were more centrally present? What would a conversation among educators sound like who took Emily Dickinson's affirmation to heart; "Tell all the truth but tell it slant?" What resources and rationales would they bring to the discussion? How can educators and scholars tell the truth of their discipline at a slant with integrity and fidelity?

Paul Michalec, University of Denver

Thursday 10/7 2:30 PM- 3:20 PM

Stephen Fain Lecture and Refreshments **Thursday 2:30 PM- 3:20 PM** **Coral Ballroom**

Dr. Sam Intrator, Smith College
Intrator was awarded a W. K. Kellogg National Leadership Fellowship and, while teaching high school English, was named a Distinguished Teacher by the White Commission on Presidential Scholars. He has written and edited six books, including Tuned in and Fired Up: How Teaching Can Inspire Real Learning in the Classroom (Yale University Press), which was a finalist for the prestigious Grawemeyer Award in education, and Leading From Within: Poetry That Sustains the Courage to Lead (Jossey-Bass), which received the 2009 Nautilus Book Award Gold Medal for Poetry.

Thursday 10/7 4:30 PM- 7:30 PM

Presidential Address **Thursday 4:30 PM- 7:30 PM** **Indian Pueblo Cultural Center**

Note: Due to space limitations, reservations and tickets are required for this event. See the registration desk for details.

- 4:30 Bus transport from Doubletree to the Indian Pueblo Cultural Center
- 4:45 Tour of the museum and Poster Sessions
- 5:30 Presidential Address in the Silver and Turquoise Ballroom

The Politics of Creativity: We Have Met the Muses and They are Us
 Kate Kauper, Cornell College

- 6:00 Dinner – Indian Pueblo Kitchen
- 7:00 Dance Program - Courtyard
- 7:30 Bus transport back to Doubletree Hotel

Poster **Thursday 5:00 PM- 6:50 PM** **Silver and Turquoise Ballroom Foyer**

Learning Subject Content Through Student-Created Media
The current research uses a case study approach to examine various types of student-created media in science classes, how media design skills can be scaffolded through preliminary projects, and their overall effectiveness at teaching science concepts.
 David Black, University of Northern Colorado

From the Golden Rule to the Platinum Rule: Strategies for Advancing Toward Cultural Proficiency for Educators
Educators must make cultural proficiency a lifelong journey of personal awareness, cultivation of empathy, and behavioral adjustments to create inclusive environments for students who come from or identify with culturally diverse backgrounds. We discuss strategies for increasing cultural proficiency at the micro (individual), mezzzo (group), and macro (whole schools) levels of practice.
 Rebecca Daigneault, Minot State University
 Evan Borisinkoff, Minot State University

How International Students Overcome the Challenges They Face: Strategies and Their Perceptions of Racial and Cultural Identity in the Class

This study will use the phenomenology method to investigate how international students, particularly students of color, perceive their racial and cultural identities when studying with American students in the classroom and what lived experiences international students have overcome challenges in their academic and social life.

Yating Zhu, University of Denver

Culturally Relevant Inquiry in Science: A Systematic Review of Literature

Inquiry is a key element that is largely emphasized in the NGSS standards, yet science educators do not give much instructional time to this scientific process (Luft & Hewson, 2012). Often this means educators do not feel confident in enacting inquiry in the classroom or do not feel it is worth the extended class time to implement.

Amy Vo, University of Denver

Collaborative Evaluation and School Improvement: Harnessing the Power of Teacher Professional Networks

Teachers who are identified as teacher leaders by their peers and engage in collaborative practices potentially provide a unique perspective about the operation and implementation of processes and practices in the school environment.

Cynthia Bauman, Florida Atlantic University

Liliana Rodriguez-Campos, University of South Florida

Keeping Good Teachers: Induction Programs for Novice Teachers

This study follows the induction program at a school in Northern Colorado. Does the induction program at this school encourage retention amongst its new teachers?

Catherine Linhardt, University of Northern Colorado

Sarah VanRensselaer, University of Northern Colorado

RepresentationIsAThing: Taking Notes from Social Media

Technology, specifically Twitter and Instagram, are powerful tools that stretch my teaching and professional growth far beyond my face-to-face interactions and institution, and model how other Black educators are navigating racial, class, and gender discrimination, oppression, racism, and poverty and engaged in seeking and celebrating joy.

Yolanda Kirkpatrick, University of Tennessee

FRIDAY, OCTOBER 8TH

Friday 10/8 7:00 AM- 8:00 AM

President’s Run/Walk 5K	Friday 7:00 AM- 8:00 AM	Meet in Hotel Lobby
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Friday 10/8 7:30 AM- 8:30 AM

Registration	Friday 7:30 AM- 9:00 AM	Coral Ballroom
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Friday 10/8 7:30 AM- 8:30 AM

Coffee and Continental Breakfast	Friday 7:30 AM- 9:00 AM	Coral Ballroom
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Friday 10/8 8:00 AM- 8:50 AM

CTD Editorial Board Meeting	Friday 8:00 AM- 8:50 AM	Crystal I
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- Chara Haeussler Bohan, Georgia State University
- Donna Adair Breault, New Jersey City University
- Kimo Alexander Cashman, University of Hawai’i at Manoa
- David Callejo Pérez, Penn State University
- Robert Donmoyer, University of San Diego
- David J. Flinders, Indiana University,
- Sandra Guzman Foster, University of the Incarnate World
- Alan W. Garrett, Eastern New Mexico University
- Kate Kauper, Cornell College
- Amy L. Masko, Grand Valley State University
- Christy McConnell, University of Northern Colorado
- Wesley Null, Baylor University
- Chyllis E. Scott, University of Nevada-Las Vegas
- P. Bruce Uhrmacher, University of Denver
- William L. White, James Madison University
- Christine Woysner, Temple University

Friday 10/5 9:00 AM- 9:50 AM

Business Meeting	Friday 9:00 AM- 9:50 AM	Coral Ballroom
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Business Meeting
All are invited to attend.

Session V — Friday 10/8 10:00 AM- 10:50 AM

Paper	Friday 10:00 AM- 10:50 AM	Coral I
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A meaningful path toward the thriving of undergraduate students
This presentation shares some of the findings from a larger study that looked at exemplars of good college instructors through the aesthetic lens of CRISPA.
 Paula Adamo, University of Denver

Enhancing Teacher Preparation Coursework for Diverse Populations and Exceptional Learners: The Journey Out of the Silos
This paper characterizes the kinds of collaboration among the stakeholders using a Collaborative Teacher Education Framework espoused by Pugach and Blanton (2009) and identifies additional dimensions to enrich the existing framework.
 Linnie Greenlees, Texas Tech University
 Delia Carrizales, Texas Tech University

Ideas & Issues	Friday 10:00 AM- 10:50 AM	Coral II
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Redesigning pre-service practicums during COVID-19: Are we in space or on Broadway?
The purpose of this session will be to present three virtual platforms implemented for math and science pedagogy course.
 Cheryl Lindeman, Randolph College

Creative Interaction and Pedagogy: Pandemic Teaching as Muse
We will work together to discuss how our pedagogy shifted as we taught through a pandemic and brainstorm on the ways in which we can integrate the best parts of this experience into our future teaching. We'll get creative about imagining our students and ourselves in more holistic ways to enhance our practices going forward.
 Cortney Holles, Colorado School of Mines & University of Northern Colorado

Paper	Friday 10:00 AM- 10:50 AM	Coral III
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Learning to Support and Sustain Cultural (and Linguistic) Diversity

This paper describes a collaborative project and study implemented by two teacher educators in an elementary education program that strives to emphasize linguistically informed and culturally responsive pedagogy and practices through coursework to prepare teacher candidates for their field experiences and pre-and student teaching practicum in a bilingual partnership school.

Ann Martinelli, Penn State University
 Roxanna Senyshyn, Penn State University

Integrating Students' Perspectives to Inform the Effectiveness of a Culturally Relevant Intervention

A mixed methods experimental design (QUAN + qual) will be used in which qualitative data is embedded within the intervention trial. A single case design will be used in the quantitative strand and semi-structured interviews.

Adrian Blumenthal, University of Denver

Workshop	Friday 10:00 AM- 10:50 AM	Crystal I
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Laugh Move Create to Engage

This presentation will shed light on how to incorporate laughter, purposeful movement, and creative fun tasks in teachers' lesson plans to help engage the students. The presenter will share tested activities that have ensured student engagement in the classroom.

Dina Geumei, University of Houston-Clear Lake

Ideas & Issues	Friday 10:00 AM- 10:50 AM	Crystal II
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Methodological Creativity: Using GIS as a Tool for Analysis of Curriculum

In this presentation, I hope to inspire others to take methodological risks and contribute to a more robust academic knowledge base.

Carrie Gentner, University of South Florida

A Muse Mashup: Dabrowski's Theory of Positive Disintegration and an Eisner-esque Approach to Gifted Education

Drawing from Kazimierz Dabrowski's Theory of Positive Disintegration (TPD), particularly notions pertaining to the five Overexcitabilities and Developmental Potential, as well as Elliot Eisner's ideas concerning knowledge acquisition through diverse forms of representation and ways of knowing, specific ideas and implications for the field of Gifted Education are posed for discussion.

Vicki Boley, University of Denver

Panel	Friday 10:00 AM- 10:50 AM	Copper
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Unraveling the Assessment Industrial Complex: Book Talk

This panel discussion focuses on a recently published book—Unraveling the Assessment Industrial Complex: Understanding How Testing Perpetuates Inequity and Injustice in America.

Michelle Tenam-Zemach, Nova Southeastern University
 Daniel R. Conn, Minot State University
 Paul T. Parkison, University of North Florida

Social Education Voices: Pedagogy of Change

This session is a collection of personal stories. Academics, teachers, students, activists, and artists share their personal stories of triumph, tribulations, and courage in their daily fight for social justice and equality.

Bernardo Pohl, University of Houston-Downtown
 Matthew Campbell, University of Houston-Downtown, Cypress-Fairbanks ISD
 Gayle Curtis, University of Houston
 Denise McDonald, University of Houston-Clear Lake
 Leslie Gauna, University of Houston-Clear Lake
 Jane Cooper, University of Houston
 Jacqueline Sack, University of Houston
 Christine Beaudry, University of Houston

Workshop	Friday 10:00 AM- 10:50 AM	Azurite
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I am Turquoise: An Arts-Based Autoethnographic Portrait of a Multiracial Online Teacher

Through arts-based autoethnographic portraiture, participants will explore their journeys of racial consciousness. Artist-educators will engage in healing dialogue and leave with a two-voice poem and multimedia self-portrait that bridges past and present while illuminating possibilities for future culturally responsive pedagogy and practice.

Amanda Bucher, University of Northern Colorado

Session VI — Friday 10/8 11:00 AM- 11:50 AM

Paper	Friday 11:00 AM- 11:50 AM	Coral I
<p>Uncovering Pathways for Scientist Advisors: An Overview of Research about the Exploration of the Moon and Asteroids by Secondary Students (ExMASS) Program <i>The Exploration of the Moon and Asteroids by Secondary Students (ExMASS) Program has three phases. Researchers will present an overview of all three phases of ExMASS research and highlight results and findings from phases one and three.</i> Omah Williams-Duncan, University of Houston-Clear Lake Sandy Watson, University of Louisiana at Monroe Ashley E. Smith, University of Houston - Clear Lake</p>		
<p>Antiquity of efficiency: The continued influence of outdated theories on 21st century education policy <i>As a result of the incessant need to manage schools efficiently, and the compounding factor of neoliberalism, there has been a lack of progressive education reform. Instead, education reform comes in the form of new policies that continue to repackage outdated theories.</i> Erin Scussel, Georgia State University</p>		

Paper	Friday 11:00 AM- 11:50 AM	Coral II
<p>Spaces Re-Sourcing the Curriculum: Experiencing Equity through Teacher Empowerment <i>In this paper we examine the elements of a fluid curriculum, consider what a fluid curriculum looks like when manifested, and contemplate how it is developed and by whom.</i> Bradley Conrad, Capital University Christy McConnell, University of Northern Colorado P. Bruce Uhrmacher, University of Denver</p>		
<p>Modalities and Muses: Interdisciplinary Online Graduate Writing Workshops as Sites for Collaborative Curricular Invention <i>The purpose of this paper is to explore insights and implications of utilizing online courses to facilitate reflective, writing workshops for graduate students.</i> Samuel Stinson, Minot State University Daniel R. Conn, Minot State University Madison Aiman, Minot State University Linda Conn, Minot State University Laura Zucca-Scott, Minot State University</p>		

Ideas & Issues	Friday 11:00 AM- 11:50 AM	Coral III
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Teaching and Learning as a Negotiated Space

In order to explore relationships in teaching and learning, this work draws parallels between that relationship and negotiation which also involves complex combinations of tasks, outcomes, and cooperation. This particular work looks at the concept of fixed-pie perception within negotiation, and in particular, whether or not it also exists in the teacher-learning dynamic. Further, the authors propose directions for future research in identifying fixed-pie perceptions and how they manifest in classrooms, as well as the ways in which these perceptions can be leveraged for more effective instruction.

Sara Myers, University of Northern Colorado
 Brian Rose, University of Northern Colorado

A Spirituality of Inclusion and Six Dispositions of Significance: Bringing Eternal Meanings to Our Pedagogical Practice

Infused by a certain spirituality of inclusion and characterized as dispositions of significance, these foundational dispositions, love, faith, hope, humility, compassion, and persistence, will be featured in this presentation, underscoring healing, wholeness, and indeed, eternal meanings to our pedagogical practice.

James Kirylo, University of South Carolina

Ideas & Issues	Friday 11:00 AM- 11:50 AM	Crystal I
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Creating Student Community via Origami and Spatial Thinking in a Virtual Summer Program

Project VisMO, a National Science Foundation study, piloted a series of virtual origami sessions coined “Think-Tinker classes” with a diverse group of southern California students during summer 2020.

Taryn Robertson, University of San Diego

Workshop	Friday 11:00 AM- 11:50 AM	Crystal II
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MonsoonSIM is a cloud-based ERP simulation and experiential learning software platform covering thirteen business departments all wrapped into one platform.

This paper explores the possibility of implementing dedicated ereaders for the purpose of improving the literacy rates of struggling D/ deaf readers

Abdy Taminsyah, MonsoonSIM

Paper	Friday 11:00 AM- 11:50 AM	Copper
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Science, Inquiry, Collaboration & Creativity: Developing Elementary Preservice Teachers’ Pedagogical & 21st Century Skills

In 2016, the California Department of Education adopted the Next Generation Science Standards (NGSS), which include the eight science and engineering practices required of K-12 students. As classroom teachers struggle to implement the NGSS standards, teacher preparation programs are called upon to prepare teachers to understand and teach the NGSS Science & Engineering Practices (SEPs).

Rosemarie Michaels, Dominican University of California

Panel	Friday 11:00 AM- 11:50 AM	Azurite
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A Conversation with the Curriculum and Teaching Dialogue Editors

This is an informational session for those interested in publishing in Curriculum and Teaching Dialogue and an opportunity meet with the editorial team.

- Chara Haeussler Bohan, Georgia State University
- John Pecore, University of West Florida
- Franklin S. Allaire, University of Houston-Downtown
- Julia Stikeleather, Georgia State University

Friday 10/8 12:00 PM- 1:20 PM

<u>Kysilka Lecture (Lunch Buffet)</u>	Friday 12:00 PM- 1:20 PM	Coral Ballroom
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Dr. Gregory Cajete, University of New Mexico

Dr. Cajete designs culturally-responsive curricula geared to the special needs and learning styles of Native American students. These curricula are based upon Native American understanding of the “nature of nature” and utilizes this foundation to develop an understanding of the science and artistic thought process as expressed in Indigenous perspectives of the natural world.

Friday 10/8 1:30 AM- 2:20 AM

Awards Ceremony	Friday 1:30 PM- 2:20 PM	Coral Ballroom
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- Alicia Saxe, University of Nebraska Kearney
- Jennifer Broome, Methodist University
- Crystal Howell, Randolph College
- Christy McConnell, University of Northern Colorado
- Bradley Conrad, Capital University
- P, Bruce Uhrmacher, University of Denver
- Santiago Rincón-Gallardo, Michael Fullan Enterprises
- Steven Camicia, Utah State University
- Juanjaun Zhu, Denver Public Schools
- Momina Khan, University of Saskatchewan
- Kenneth J. Saltman, University of Illinois Chicago

Friday 10/8 2:30 PM- 5:30 PM

Book Store	Friday 2:30 PM- 5:30 PM	Amethyst Room
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Browse our bookstore for discounted titles, many of which are authored by our AATC colleagues. Proceeds support graduate student scholarships.

Session VII — Friday 10/8 2:30 PM- 3:20 PM

Ideas & Issues	Friday 2:30 PM- 3:20 PM	Coral I
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The Shadow Muses: An Educational Iconography for Trauma-Informed Teaching

This presentation uses the concept of educational iconography to explore the implications of childhood trauma as muse to develop a curriculum for trauma-informed teaching.

Matt Spurlin, University of Denver

Cultivating meaning in pandemic times: A process of creativity and becoming

Navigating pandemic crises advanced a vision of education as self-creation and of teaching/ curriculum as vehicles for assisted meaning making

Robyn Thomas Pitts, University of Denver

Paper	Friday 2:30 PM- 3:20 PM	Coral II
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State Mandated Testing’s Influence on Teacher Self-Reported Well Being: A Case Study

The portraiture nature of narratives included in this study tells the stories of teachers who are impacted by high stakes testing environments they have no choice but to participate in. The teachers of focus in this case study teach in a high poverty school with 4 special education programs.

Tatum Monaghan, University of Northern Colorado

Turning of the Wheel: A Perennialist’s Answer to 1970s Curricular Debates

This paper presentation examines the curriculum theory contributions of Harry Broudy preceding heated 1970s curricular debates.

Jayson Evaniuck, Eastern New Mexico University

Ideas & Issues	Friday 2:30 PM- 3:20 PM	Coral III
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Exploring Muses (or lack thereof) in Higher Education: “Why Do We All Get Pushed to Getting Degrees When it Doesn’t Fucking Matter?”

This ideas and issues session will feature a discussion of factors that contribute to student graduation or drop out—which are based on a series of from semi-structured interviews with former college students.

l.a. cowden, Minot State University

Abigail Graves, Minot State University

Beyond Scores: Examining the Impact of Chronic Within-Year Teacher Attrition on Students

The aim of this discussion is to encourage dialogue that presents information about teacher turnover in general, teacher-student relationships specifically, and how future research might investigate how students are impacted by chronic within-year teacher turnover from a mental and emotional standpoint.

Sara Myers, University of Northern Colorado

Paper	Friday 2:30 PM- 3:20 PM	Crystal I
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Understanding What We Know about No-Excuses Schooling and Racial Justice

This paper reviews the literature around no-excuses schooling to detail the contours of this dynamic. While the basic story of this reform is well known, it is not equally well understood, even by its critics.

Amy Nelson, University of Northern Colorado
 Derek Gottlieb, University of Northern Colorado

The ground level: Considering the influence of teacher candidates’ conceptualization of self and system

This session discusses findings of a Critical Discourse Analysis (CDA) of MAT teacher candidates’ positionality statements in their teacher action research projects.

Tara Meister, Pacific University
 Cristy Sellers Smith, Pacific University
 Dan Riordan, Pacific University

Ideas & Issues	Friday 2:30 PM- 3:20 PM	Crystal II
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Perceptions of emergent bilingual students in rural schools

This presentation aims to identify opportunities and challenges rural school districts encounter.

Andrea Johnson, University of Denver

Education pods go viral to avoid the virus

This session will be a discussion centered on reviewing media reports on ‘educational podding’ that have formed during the recent pandemic.

Mark Felts, East Central University
 Jerry Mihelic, East Central University

Paper	Friday 2:30 PM- 3:20 PM	Copper
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How Teachers’ Perceptions Transformed Towards PBL During A Project-Based-Learning Training Program

This study addresses how teachers transformed their perceptions towards project-based learning (PBL) teaching during a ten-week training program.

Ni Clark, Texas Tech University

“That’s so MHA Nation to give blankets”: The Ongoing, Progressive and Cumulative Nature of Lesson-Learning through Institutional Critiques of the Red and Green School

This paper presentation aims to share the lessons learned as a nonprofit while developing our first site for community-oriented ecological education (Red and Green School), in a manner centrally aimed at centering the voices of local Indigenous communities acting as collaborative partners (MHA Nation, Turtle Mountain Band of Chippewa).

Juria Wiechmann, Minot State University
 Ian Clemente, Michigan State University
 Blake McCullough, U.S. Army
 Daniel R. Conn, Minot State University

Ideas & Issues	Friday 2:30 PM- 3:20 PM	Azurite
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S.O.S. Texts

Participants should come with the name of a text (broadly defined: novel, short story, poem, artwork, song, movie, graphic novel, etc.) to share and explain why that text helped them through a difficult time in their life. Additionally, participants will be asked for text recommendations to be used with middle and high school students (in the exploration of existential topics (e.g., hope, loss, death, isolation, identity, and belonging).

Todd Hodgkinson, Drake University

Calling all Muses! Broadening the Scope of Literacy Across Middle Level and Secondary Curricula

This Issues and Ideas presentation will introduce the historical pathways that the teaching of literacy has taken from the 1970s to 2021, and will provide evidence that the scope, definition, and purpose of literacy education needs to be updated and implemented across all middle level and secondary curricula.

Rebecca Nelson, University of Nebraska-Kearney

Friday 10/8 3:30 PM – 4:00 PM

Break (light refreshments)	Friday 3:30 PM- 4:00 PM	Coral Ballroom
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Session VIII — Friday 10/8 4:00 PM – 4:50 PM

Paper	Friday 4:00 PM- 4:50 PM	Coral I
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Teacher Residencies: Who? What? How Do We Pay For Them?

The Albuquerque Teacher Residency Partnership (ATRP) is in its fourth year of preparing graduate licensure teachers for the classroom. We will share our history, our program, what we’ve learned, and how we finance a teacher residency.

Marjori Krebs, University of New Mexico

Cheryl Torrez, University of New Mexico

The Results Are In: Warm Demanders Make Better Teachers

This paper discusses the results of a mixed-method research study of the qualities and practices of three urban middle school teachers, identified by students as “warm demanders,” defined as teachers who hold high expectations for their students and support them in reaching those expectations through warm interpersonal relationships.

Amy Masko, Grand Valley State University

Workshop	Friday 4:00 PM- 4:50 PM	Coral II
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EDHeads: Creating education-based podcasts with a purpose

Ever thought about making an education-based podcast? This workshop is based on insights and lessons learned after four seasons of producing the podcast EDHeads.

Chelsie Terez Hultz, Minot State University

Daniel R. Conn, Minot State University

Paper	Friday 4:00 PM- 4:50 PM	Coral III
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The Denigration of Social Studies in K-12 Schools: How Educators Can Save Civic Education

This paper presentation will present empirical data demonstrating that social studies education has been denigrated in K-12 public schools and the devastating impact this marginalization has had on civic knowledge and participation.

James Moore, Cleveland State University

Teacher Transformations through Participation in Research

Certain qualitative methods can foster a mutually-beneficial research endeavor where all parties involved gain something from the research design.

Alicia Saxe, University of Nebraska Kearney

Dan Riordan, Pacific University

Workshop	Friday 4:00 PM- 4:50 PM	Crystal I
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Access for All: Providing Class-based Structured Literacy to Secondary Students with Literacy Skills Far Below Grade Level

Come prepared to participate in this fast-paced session and learn practical, easy to implement pedagogy that can be used in full-class, small-group, and individualized instructional settings.

Judy Fuhrman, Riverside Unified School District

Paper	Friday 4:00 PM- 4:50 PM	Crystal II
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Mystagogues not pedagogues: Reclaiming mystery in education

This paper argues that many educators are experiencing a form of intellectual, spiritual, and pedagogical imprisonment; a narrowing of human potential for themselves and their students.

Paul Michalec, University of Denver

Centering Aesthetically within Place: Offerings from an Inquiry Inspired by Arts-based by Pragmatism

This paper presentation will challenge the disembodiment and displacement present in curriculum and teaching by highlighting the significance of aesthetics and place in our everyday lives.

Jennifer Schneider, Oklahoma State University

Workshop	Friday 4:00 PM- 4:50 PM	Crystal II
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Growing Math: Engaging Students through integrating Indigenous culture, agriculture and mathematics"

This hands-on workshop introduces Growing Math, a USDA-funded project developing no-cost interactive learning resources optimized for rural communities that teach math while integrating agricultural science and Indigenous culture/history.

Maria Burns Ortiz, 7 Generation Games

Juliana Taken Alive, 7 Generation Games

Christy Hanson, 7 Generation Games

AnnMaria De Mars, 7 Generation Games

Paper	Friday 4:00 PM- 4:50 PM	Azurite
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Cultivating culturally responsive STEM educators

This paper will identify methods used to connect students at a midwestern liberal arts (HSI) Hispanic Serving Institution to careers in STEM secondary education and establish the foundation for a strong pipeline of STEM secondary teacher candidates from area LEAs (Local Education Agency) and community colleges (CCs).

Aubrey Southall, Aurora University

Cultivating Student Engagement in STEM: Phase 3 Research Exploring Scientist Advisor and Student Team Relationships in the 2020-2021 Exploration of the Moon and Asteroids by Secondary Students (ExMASS) Program

Research about the Exploration of the Moon and Asteroids by Secondary Students (ExMASS) Program has three phases. This presentation focuses on phase three research, where researchers report the determined benefits and limitations of the 2020-2021 ExMASS program secondary students' relationships with their scientist advisor.

Omah Williams-Duncan, University of Houston-Clear Lake

Sandy Watson, University of Louisiana at Monroe

Ashley E. Smith, University of Houston-Clear Lake

Session IX — Friday 10/5 2:30 PM – 3:20 PM

Workshop	Friday 5:00 PM- 5:50 PM	Coral I
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And Then There Was One: Struggle and Progress in Moving from Racial Ally to Accomplice (Part 1)

This two-session workshop will take a deeper dive into the struggles and challenges in moving beyond allyship to accompliceship for racial justice. The first session will explore the history of Whiteness and White Supremacy and White accompliceship, framing the challenges of moving from resistance, to ally, to accomplice.

Joseph E. Flynn Jr., Northern Illinois University

Leslie David Burns, University of Kentucky

Ideas & Issues	Friday 5:00 PM- 5:50 PM	Coral II
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Giftedness and the Hindered Muse

I will share findings from an ethnographic study conducted with 22 elementary age males identified as gifted and talented to illuminate their perspectives about schooling and its influence on their self-perceptions. I will conclude by reminding educators all that our creativity and inspiration in teaching can come from the hindered students whose academic gifts and talents can serve to enlighten us all, especially in these unprecedented times in education.

Jessica Watts, Oklahoma State University

Problems of Practice: A Collaborative Consultation Approach for Preservice Teachers

The students enrolled in the EC/ECSE program are confronted with many challenges and issues during their practical placement in schools, in areas mainly centered on child learning and participation. Through this presentation, we will share the step by step process of Problems of Practice coaching strategy implemented in EC/ECSE preservice program to examine the nature of challenges the preservice teachers experience during their practicum placement. Data were collected over 2 years and analyzed for collaborative problem solving following the DEC recommended practices.

Ekta Ghosh, University of Denver

Paper	Friday 5:00 PM- 5:50 PM	Coral III
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Bringing Shuri to Life: Finding Our Muse Through Female Middle School Students and Coding

This paper presentation explores findings from a study on adolescent girls' interest, expectations, outcome goals, and spatial reasoning and orientation skills as a result of participation in a coding robotics workshop.

Donna Gee, Angelo State University

Stories of Teachers as Curriculum Makers: Creativity and Collaboration

We quickly identified creativity and collaboration as characteristics in our stories as curriculum makers. The authors are veteran educators with almost 80 combined years in public schools and educational service.

Michaelann Kelley, Mount St. Joseph University

Gayle Curtis, University of Houston

Cheryl Craig, Texas A&M University

Ideas & Issues	Friday 5:00 PM- 5:50 PM	Crystal I
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Antislavery to Antiracism: A journey to being unapologetically antiracist inspired by the legacy of John Brown.

I am a white male who has been teaching elementary and middle school children in predominantly African American schools for 8 years. My journey to position myself as an antiracist teacher began with my awareness of white privilege and heightened racial consciousness during my undergraduate studies.

Ryan Warren, Georgia State University

Disrupting the system: Applying antiracism to academia in real and authentic ways

This ideas and issues presentation will explore the construct of antiracism and both the possibilities and limitations of applying antiracism in academic settings.

I.a. cowden, Minot State University

Paper	Friday 5:00 PM- 5:50 PM	Crystal II
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Straight to the Point or Learning in the Round? Summerhill or the State Pen? What the Movie 'News of the World' Suggests About Education and Human Understanding

In this paper I will outline the vision in "News of the World" and suggest its pedagogical importance to the contemporary creative classroom.

Robert Kibler, Minot State University

Writing Organizations as Inspiration for English Teachers

Using questions focused around aspects of critical literacy, the purpose of this paper presentation is to better understand pedagogical practices of teachers that collaborate with a professional organization that can benefit expanding research-based writing instruction.

Paul Viskanta, University of Denver

Paper	Friday 5:00 PM- 5:50 PM	Azurite
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Rural Students' High School and Post-Secondary Educational Experiences and Outcomes: A Mixed Methods Study

This mixed methods study compares the educational experiences and outcomes of recent rural high school graduates with the College and Career Ready Performance Index (CCRPI) score data from their rural high school.

Julia Stikeleather, Georgia State University

Rethinking the Long-Blue Line: Ecology and Curriculum at the United States Air Force Academy

This paper examined the research question how does the implicit curriculum interact with other factors of the school ecology? Using a framework based on Eisner's school ecology, graduates from the United States Air Force Academy participated in focus groups and an online survey.

Madison Aiman, Minot State University

Hunkins Article Awards	Saturday 5:00 PM- 5:50 PM	Copper
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“A Rose by Any Other Name”: The Significance of Naming in Face-to-Face, Online, and Hybrid Teaching

Crystal Howell, Randolph College

The Dialogic Dilemma: Pacing Guides as Objects of Analysis

Jennifer Broome, Methodist University

LGBTQ Inclusion and Exclusion in State Social Studies Standards

Steven Camicia, Utah State University

Juanjaun Zhu, Denver Public Schools

CTD Editors

Chara Haeussler Bohan

John L. Pecore, University of West Florida

Franklin S. Allaire, University of Houston-Downtown

University Dinners Around Town	Friday 10/8 6:00 PM – 8:30 PM	TBA
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This meal is not provided by the conference. See registration table or Whova app for suggestions.

SATURDAY, OCTOBER 9

Saturday 10/9 7:30 AM- 9:30 AM

Coffee and Continental Breakfast	Saturday 7:30 AM – 9:00 AM	Coral Ballroom
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Session X — Saturday 10/9 9:00 AM – 9:50 AM

Panel	Saturday 9:00 AM – 8:50 AM	Coral I
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Making meme-ories: Antique pictures as mnemonic muses
This session describes how one educator utilizes memeing as an instructional strategy for promoting student engagement and supporting learner retention of content presented in class instruction.
 Denise McDonald, University of Houston-Clear Lake

Panel	Saturday 9:00 AM – 8:50 AM	Coral II
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Evaluating Teacher-Created Curricula: The Development of The Golden Apples Instrument
This panel presentation will share the story of the project and the development of the primary instrument used for curriculum analysis.
 Jason Trumble, University of Central Arkansas
 Taryn Robertson, University of San Diego
 Bradley Conrad, Capital University
 Courtney Berry, Metro State University Denver
 Daniel R. Conn, Minot State University
 Jennifer Bartee, John Hopkins University
 Jodie L. Wilson, University of Denver

Workshop	Saturday 9:00 AM- 9:50 AM	Coral III
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Creatively Teaching Creativity
Learn how a graduate course for educators, "Creativity: Theory and Practice" at the University of Denver, uses creative strategies to develop creativity. In this interactive workshop, participants will practice creativity exercises and discuss strategies for developing creativity with students of all ages.
 Norma Hafenstein, University of Denver
 Joi Lin, University of Denver

Workshop	Saturday 9:00 AM- 9:50 AM	Crystal I
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Teacher Self-Care & Advocacy: I Am My Muse!

Teacher self-care is not an indulgence, it's a discipline! Being able to be kind and have compassion for ourselves is vital to our own well-being, as well as the health and learning outcomes of our students.

Monica Harris, Grand Valley State University

Workshop	Saturday 9:00 AM- 9:50 AM	Crystal II
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Music in Every Classroom: Using Music to Support & Empower Social Emotional Learning (SEL) and Diversity, Equity, and Inclusion (DEI) Frameworks

In this session, attendees will borrow simple strategies from the Music Educators toolbox to understand and implement all five social emotional learning competencies within their classrooms to perform and deliver DEI best practices.

Ashley Perry, QuaverEd

Outstanding Book Award	Saturday 9:00 AM- 9:50 AM	Copper
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Lesson Planning with Purpose: Five Approaches to Curriculum Design

Christy McConnell, University of Northern Colorado

Bradley Conrad, Capital University

P. Bruce Uhrmacher, University of Denver

Liberating Learning Educational Change as Social Movement

Santiago Rincón-Gallardo, Micheal Fullen Enterprises

O.L. Davis Jr. Outstanding Book Committee

Michelle Tenam-Zemach, Nova Southeastern University

Daniel R. Conn, Minot State University

Kimberly Mahovsky, University of Northern Colorado

Paul T. Parkison, University of North Florida

Workshop	Saturday 9:00 AM- 9:50 AM	Azurite
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Breathing New Life into Literacy: How to Turn “Non-Readers/Writers” into Skilled, Stamina-Driven Students While Nourishing Everyone in the Room (Including Ourselves)!

This session will provide educators with practical, user-friendly ways to motivate reluctant readers and writers without exhausting ourselves in the process. Our session will breathe new life into why we became teachers, reacquainting ourselves with the joy of authentic reading and writing, and how to help students do the same.

Berit Gordon, Heinemann

Session XI — Saturday 10/9 10:00 AM – 10:50 AM

John Laska Dissertation Award	Saturday 10:00 AM- 10:50 AM	Coral I
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Alliances and accomplices rise: A critical look at a partnership with a school serving an indigenous community

Alicia Saxe, University of Denver
 P. Bruce Uhrmacher, University of Denver

Paper	Saturday 10:00 AM- 10:50 AM	Coral II
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Elementary School Library Collections: A Content Analysis of Science Trade Books

In this study, the overall quality of randomly selected science trade books (n=111) from the libraries of ten elementary schools across the United States whose library selections were accessible online via the Follett Destiny Library Management System (DLMS) were evaluated.

Sandy Watson, University of Louisiana at Monroe
 Sheila Baker, University of Houston-Clear Lake

Resisting Standardization: Leaning into Feedback as a Strategy to Improve Rigor

This research delves into the purposes, findings and results of practicing and improving feedback as a strategy to improve cognitive rigor in preservice teacher coursework in three diverse undergraduate college settings.

Jane Cooper, University of Houston
 Christine Beaudry, Nevada State College
 Leslie Gauna, University of Houston-Clear Lake

Panel	Saturday 10:00 AM- 10:50 AM	Coral III
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Test scores and GPA requirements as a signaling devices: Symbolic capital in education

This panel discussion explores what GPA and SAT/ATC requirements, as a signaling device, mean for diversity in teacher education; scholarships based on GPAs and SAT/ATC scores; issues of racism/classism; and a general look at symbolic capital and education.

William L. White, James Madison University
 Jenn Gutiérrez, University of New Mexico
 Daniel R. Conn, Minot State University
 Michelle Tenam-Zemach, Nova Southeastern University
 Joseph E. Flynn, Jr., Northern Illinois University

Issues and Ideas	Saturday 10:00 AM- 10:50 AM	Crystal I
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Signs of the renaissance in the curriculum field

This presentation seeks to revisit and discuss the state of the curriculum field in 2021 through this lens, noting evidence of both persistent crises and growth toward the practical. This discussion is supported through contemporary practices of educational practitioners and researchers.

Benjamin Ingman, University of Denver
 Christy McConnell, University of Northern Colorado
 Bradley Conrad, Capital University

How Can We Help? Addressing the Needs of a School District During the Covid-19 School Closures

This presentation will discuss how partner members made adaptations to their existing programs to best assist the needs of the district.

Melissa Pierczynski, Grand Valley State University

Issues and Ideas/ Paper	Saturday 10:00 AM- 10:50 AM	Crystal II
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Diversity Minded Decision Making: A Framework for Cultivating Resiliency

Promoting ecological and social diversity is paramount to building resiliency into their respective systems. Diversity builds capacity to adapt to climate change; diversity also creates an education system that cultivates thriving for students.

Mandi Leigh, University of Northern Colorado

Daughters of Cooper: The ancestral legacy of Anna Julia Cooper in modern Black women teachers

As the field continues to explore ways to increase the recruitment and retention of Black women teachers, it is important to understand the legacy that informs the enormous contributions of modern Black women teachers to education.

Asia Thomas, Georgia State University

Paper	Saturday 10:00 AM- 10:50 AM	Copper
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Objective Measurement of MBA Learning in Different Classroom Modalities

The University of Lynchburg MBA program began to offer classes both on-line and on-campus in 2018. The program was designed with the same degree for either format. The curriculum and course objectives were identical.

Leon Schimmoeller, University of Lynchburg

Reflecting on the Role of Character Strengths in the Development of Graduate Student Organizations

This presentation will draw upon the reflections of two faculty advisors and two student presidents to explore how virtues and character strengths played a critical role in the initial and sustained success of a student organization within a college of education.

Aaron Zimmerman, Texas Tech University
 Sungwon Shin, Texas Tech University
 Stacey Sneed, Texas Tech University
 Chrissy Eubank, Texas Tech University

Workshop	Friday 9:00 AM- 9:50 AM	Azurite
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Opening the Door: A Creative Curriculum Integrating Therapeutic Art Into School-Based Mental Health & Education

This curriculum also provides school-based mental health professionals and other educators with a framework and sample lessons to utilize in order to successfully and confidently incorporate therapeutic art into their practice through evidence-based concepts and approaches.

Alexandra Manion, University of Denver

Session XII — Saturday 10/6 11:00 AM – 11:50 AM

Workshop	Saturday 11:00 AM- 11:50 AM	Coral I
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Not All Kids Come to School Ready to Learn: We Can Change That Today!

Come learn how to help your kids or students have a positive experience interacting with others. You will learn that when you treat every kid or student as if they do not know how to behave or interact with others, you can teach them the expected behaviors, address misbehaviors early and consistently, without giving multiple requests or repeated warnings, your classroom will run smoother than ever thought possible.

Annette R. Lind, Washington State Educator

Workshop	Saturday 11:00 AM- 11:50 AM	Coral II
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The Creative Academic: A Workshop for Writers

Academia demands that we write. Our creative self demands we write with inspiration. In this interactive workshop, we will explore what it means to be at the confluence of the academic and creative self. .

Christy McConnell, University of Northern Colorado

Paper	Saturday 11:00 AM- 11:50 AM	Coral III
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Influence of Public Perception of Dyslexia on Achievement: Young Adults Reflect

The aim of this study was to delve into the experiences and perceptions of young adults with a language based disability (LBLD). I employed a critical ethnographic research protocol to examine the experiences of young adults with language based disabilities, especially dyslexia, in high school, higher education and work, their challenges, how they self advocate, and how others in positions of power responded to them.

Peggy Schimmoeller, Randolph College

Increasing Self-Efficacy for Teaching in Inclusive Classrooms

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

Katherine Gilligan, Sumner County Schools

Paper/ Issues and Ideas	Saturday 11:00 AM- 11:50 AM	Crystal I
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Making the Strange Familiar and the Familiar Strange: Why Criticism and Connoisseurship has a Place in School-Based Mental Health Practice and Psychology

As a research method, criticism and connoisseurship aims to capture subtleties, to convey rich descriptions, and to utilize the perceptions and beliefs of the researcher to deepen the commotion and understanding of the information presented. While it is often utilized in educational settings, there are limited examples of criticism and connoisseurship being applied to studies specific to school-based mental health and psychology—yet, this is an area that would expressly benefit from this method’s thoughtful exploration of complex human relationships and interactions.

Alexandra Manion, University of Denver
P. Bruce Uhrmacher, University of Denver

Visual Stories of the Exceptional

Using artwork created by pre-service art educators as a means to prompt conversation, we will discuss the challenges exceptional students may experience and how educators can help eliminate inequalities in the classroom across content areas.

Donna Goodwin, University of Northern Colorado

Workshop	Saturday 11:00 AM- 11:50 AM	Crystal II
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And Then There Was One: Struggle and Progress in Moving from Racial Ally to Accomplice (Part 2)

This two-session workshop will take a deeper dive into the struggles and challenges in moving beyond allyship to accompliceship for racial justice. This second session will define, compare, and contrast allies and accomplices and further consider the challenges in transitioning.

Joseph E. Flynn Jr., Northern Illinois University
Leslie David Burns, University of Kentucky

Ideas & Issues	Saturday 11:00 AM- 11:50 AM	Copper
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Inclusion Ally

The Inclusion Ally Framework is an attempt to create awareness through conversation and decision-making to break the cycle of ablistm.

Neve Siegfried, Jefferson County Public Schools & University of Northern Colorado

Workshop	Saturday 11:00 AM- 11:50 AM	Azurite
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Let’s Get Real: Increase Engagement with Project-Based Learning

Discover how to implement project-based learning with cross-curricular content, collaboration opportunities, and authentic real-world connections. Explore specific units that engage students in making the world a better place (without skimping on academic rigor!).

Terra Tarango, Van Andel Institute for Education

Saturday 10/9 12: 30 PM– 2:30 PM

Post-Conference	Saturday 12:00 PM- 1:00	Quartz Boardroom
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Executive Board Meeting

All members of the 2021-2021 AATC Executive Board are expected to attend.

Conference Lunch Debrief

Interested in debriefing your conference experience with other? Add your name to this session on the Whova app. Meet in the lobby at 12:30 and select one of the walkable restaurants. This meal is not provided by the conference. See registration table or Whova app for suggestions.

Information about AATC

Keynote Speakers		
2021	Gregory Cajete, Marcella Kysilka Lecture	Sam Intrator, Stephen Fain Lecture
2019	Tondra Loder Jackson Marcella Kysilka Lecture	David O. Stovall, Stephen Fain Lecture
2018	Deron Boyles, Marcella Kysilka Lecture	Mike Mueller, Stephen Fain Lecture
2017	Louise Chawla	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		
	<i>Curriculum</i>	<i>Teaching</i>
2021	Alicia Saxe	
2020	Jennifer Schneider	Kelley Johnston
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 Kienhol

Program is not official until the end of the conference. Final program will be found at AATChome.org following the conference.

AATC Conference Sites					
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2022	Chicago	2012	San Antonio	2002	Tulsa
2021	Albuquerque	2011	Denver	2001	Denver
2020	Cancelled	2010	St. Louis	2000	Alexandria
2019	Birmingham	2009	Arlington (VA)	1999	Orlando
2018	Dallas	2008	Austin	1998	Orlando
2017	Denver	2007	Cleveland	1997	Indianapolis
2016	Grand Rapids (MI)	2006	Charlotte	1996	San Antonio
2015	Portland (ME)	2005	Austin	1995	Atlanta
2014	Tampa	2004	Portland (OR)	1994	Dallas
2013	Chicago	2003	Baltimore		



Curriculum and Teaching Dialogue

The Annual Journal for the American Association for Teaching and Curriculum

Editor: Chara Haeussler Bohan, Associate Editor: John L. Pecore, Assistant Editor: Franklin S. Allaire

Manuscript Categories

Research Paper/ Conceptual Essay

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 December 1st and are submitted for peer review.**

Research Outtake

Outtakes provide researchers with an opportunity to share unusual situations, surprises, and unexpected challenges that they have encountered in conducting research but which may be out of place in a standard research report. Submissions should be a max of 1500 words and must be submitted by **January 15th for editorial review.**

Book Review

Reviews of books related to the teaching or curriculum fields are also welcomed. The length must not exceed 4 pages or 1000 words. Manuscripts in this category must be submitted by **January 15th for editorial review.**

Guidelines for Submitting a Manuscript for Peer Review

All Submissions must be electronic. Send to CTDeditors@AATChome.org.

For research papers/conceptual essays, submit two separate MSWord files (NO PDF files) via email:

- **Document One:** Cover page that includes the title of the manuscript, submission category, all authors' names and emails 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).** Name this document- Name your file LastName_ManuscriptShortTitle_CoverPage (ex. Smith_TeachingMathematics_CoverPage).
- **Document Two:** Manuscript with the title (no authors), abstract (75 words max), references, and prepared for blind review including the [removal of any and all personal data](#). Name your file ManuscriptShortTitle_Manuscript (ex. TeachingMathematics_Manuscript).

For book reviews and outtakes, please submit one document with all required information. These will not be sent out for peer review.

Specifications for all manuscripts:

- 12 point font, Times New Roman, double-spaced, one-inch margins, page limit according to category.
- Manuscript, references, tables, and figures must follow **APA style (7th edition)**.
- Tables, figures, and graphs attached at end of manuscript and with place in manuscript indicated by [insert Table X here].

For further information about AATC, visit <http://aatchome.org/>. *Curriculum and Teaching Dialogue's* submission requirements are available at <http://aatchome.org/about-ctd-journal/>. The journal is published annually each October.

CURRICULUM AND TEACHING DIALOGUE REVIEWER EXPERTISE FORM

Please complete electronic form. The form can be found at <http://bit.ly/CTDReviewers>

Reviewer Background and Fields of Interest

What is your email?
 What is your full name:?
 What is your title?
 What is the name of the institution with which you are affiliated?
 Please provide your institutional mailing address.
 Please provide your Institution/Office Phone Number.
 How do you prefer to be contacted? Email or Phone
 If you have a preferred contact number other than your office number, please provide it below. This information will only be accessible to the editorial board.
 Please select the highest degree awarded: PhD, EdD, MBA, MED, EDS
 Do you review articles for other journals or conferences? If so, please specify.
 Are you willing to provide meaningful feedback that will lead to improved manuscripts? Yes/No
 Please list one or two recent publications (date and journal title):

To ensure we assign articles that align with your areas of expertise, please select all options below in which you have academic or experiential expertise:

- | | |
|--|--|
| Administration/Supervision | Junior High/Middle School Education |
| Adult Learning | Language Arts Education |
| Aesthetics | Literacy |
| Alternative Education/Schooling | Mathematics Education |
| Art Education | Multicultural Education/ Diversity |
| Assessment, Evaluation, Measurement, Testing | Music Education |
| Authentic Assessment | Parochial/Religious Education |
| Bilingual Education | Performing Arts Education |
| Business Education | Physical Education |
| Character Education | Political Aspects/Governmental Influences on Education |
| Cross-Cultural Education | Qualitative Research |
| Curriculum Development/implementation | Quantitative Research and Statistics |
| Curriculum Theory | Race and Ethnicity in Education |
| Early Childhood Education | Reading Education |
| Educational Leadership | School Psychology/ Student Counseling |
| Educational Media | School Reform |
| Educational Philosophy | Science Education |
| Elementary Education | Social Justice Education |
| English as a Second Language Education | Social Studies Education |
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