Critical Questions in Education Conference

Hyatt Regency, Inner Harbor Hotel

Baltimore, Maryland

November 2 – 4, 2015

Conference Schedule (DRAFT)

Monday, November 2nd

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Light breakfast buffet

Conference registration

7:45 – 11:00

Greetings and Announcements

8:10

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**First Concurrent Session**

**8:25 – 9:25**

1. **Saving At-Risk Students**

Paper session

Homeless education in a mi-western community: The perspective of those involved

 Karla Smart-Morstad, Concordia College (Moorhead, MN)

 Sara Triggs, Concordia College (Moorhead, MN)

Homelessness impacts education. We look at a mid-western school district’s work involving homeless students and peers, teachers, administrators, and service staff. Perspectives of multiple parties collaborating to provide services for homeless students are included.

Talking back at school: Using the literacy classroom as a site for resistance to the school-to-prison pipeline and recognition of students labeled “at-risk”

 Jennifer Martin, University of Mount Union

 Jane Beese, Youngstown State University

This paper will address these issues in an urban context, as well as provide insight into literacy teaching that assists students in the acquisition of knowledge, literacy, and expression.

1. **Access to quality education for Black students**

Panel discussion

How do we ensure access to a quality education for Black students?

 Althea J. Pennerman, Salisbury University

 Claudia Burgess, Salisbury University

 Chin-Hsiu Chen, Salisbury University

A recent report released by American College Testing (ACT) and the United Negro College Fund states: “Black students are among the least prepared for college.” How should ACT respond?

1. **International focus: Perspectives from Korea and around the world**

Paper session

Secondary students’ perceptions of academic discipline and pedagogy: A cross-national study

 Gail McEachron, College of William and Mary

This study presents a cross-national comparison of United States, English and Welsh students’ perceptions of secondary classroom environments in six academic disciplines—English, math, science, history, geography, and French.

Around the world and back: How my teaching experience in Korea impacted my university instruction

 Amy M. Williamson, University of the District of Columbia

In this presentation, participants will learn about the presenter’s time in Seoul, discuss what this experience says about the teaching profession, and compare findings with best practices in ESL.

1. **Gaining perspective on what we’re doing: Two approaches**

Paper session

About face: Practical applied semiotics in education

 Elvira K. Katic, Ramapo College of New Jersey

Explicitly examining tacit misconceptions and stereotypes of teachers using semiotics can benefit new teachers as they begin to formulate their teacher identities and proactively change subliminal and potentially negative perceptions.

A K—12 curriculum that fosters development of multiple intelligences: Strengths, leadership and success

 Christine Kunkel, Rhode Island College

A survey investigated how alumni from a progressive urban, public school fared in college and beyond, and how they perceive this school’s curriculum enhanced their successes.

**Second Concurrent Session**

**9:35 – 10:35**

1. **The need for caring and kindness**

Paper session

Teaching and learning centered on caring: A reflection on Albert Schweitzer’s philosophy of reverence for life

 Beverly Ochieng-Sande, Shawnee State University

Schweitzer’s three themes of education for service, environmental awareness, and hospitality/community will be unpacked and linked to cultural responsiveness, individualism, race relations, roles and responsibilities of people in authority, and collaboration and networking.

Relationship, learning, and kindness

 Steve Broidy, Wittenberg University

A teaching-ethic based in kindness provides for teacher-client relationships that promote student engagement in learning; especially in learning that is crucial to individual and democratic decision-making.

1. **Having difficult conversations about race**

Paper session

Talking about race: Having difficult classroom conversations

 Rick Jakeman, George Washington University

 Susan Swayze, George Washington University

Race in schools has been the subject of legal battles, empirical research, and countless commentaries. How do we discuss race in our classrooms to further both learning and cultural competence?

Social justice and student voice: Providing safe spaces to explore complex themes

 Shirley Marie McCarther, University of Missouri, Kansas City

 Donna M. Davis, University of Missouri, Kansas City

A highly interactive presentation that engages participants in exploration of the issue of social justice and youth perceptions of this terms in 21st century urban school settings.

1. **Reclaiming the discipline of education**

Paper session

Reclaiming teacher preparation accreditation

 Karen DeMoss, Wagner College

In a period of dissatisfaction with accreditation directions in teacher education, using human rights as a framework can provide a unifying, politically viable, and inspiring means of reclaiming our profession.

Asking the wrong questions: On the razor’s edge of a moral dilemma

 Jennifer McCloud, Transylvania University

 Angela Brookshire Hurley, Transylvania University

This presentation explores the negative effects of using the wrong question(s) to structure the discipline of education. Alternate questions to move the discipline in a more caring and intellectual direction are examined.

1. **Looking at the teaching of mathematics**

Paper session

Addressing secondary level mathematics teaching obstacles through K—12/University partnerships

 James Martinez, California State University, Channel Islands

This presentation provides engaging details related to the Math Teacher Education Partnership (MTEP), supporting secondary mathematics teachers through a unique collaboration with higher education school of education/mathematics department faculty.

One for the layman, one for the philosopher: Plato and (the not-so) modern dilemmas of mathematics education

 Houman Harouni, Harvard University

The author argues that Plato’s problem of teaching mathematics in a hierarchical society continues to this day. Plato’s failure to overcome his dilemmas mirrors our own and calls for new approaches to curriculum theory.

**Third Concurrent Session**

**10:45 – 12:00**

1. **Thinking in the disciplines: Rigor or rigor mortis?**

Paper session

Creating disciples of life: How learning the disciplines enfranchises learners

 Mark D. Beatham, Plattsburgh State University of New York

Students usually study content without the discipline’s structure, which leads to misconceptions and *mis*-education. Good thinking requires frame and context for thinking. My challenging work teaching disciplinary thinking is described.

American education’s war on intellectualism

 David B. Temple, Lenoir-Rhyne University

This paper explores the urgent need for the restoration of intellectualism, in its original sense, to American life and education, and the costs if we fail to do so.

Toward a pragmatic understanding of academic rigor: Or, how to avoid rigor mortis

 Eric Sheffield, Missouri State University

Rigor is suddenly all the rage in the standards-based, common core, test-crazed schooling milieu. This presentation suggests a pragmatic construction of rigor as the means to both understand its implications and “practice” it reasonably.

1. **Confronting ourselves: Racial (in)justice and me**

Paper session

Preparing white preservice principals for culturally responsive leadership: What do we do with whiteness?

 Mack T. Hines III, Sam Houston State University

This presentation provides perspectives on educating white preservice principals for culturally responsive leadership. The presenter also poses questions for developing white preservice principals’ skills for leading culturally diverse schools.

What does injustice have to do with me?

 David Nurenberg, Lesley University

Engaging privileged, affluent white students in serious critical study of racial justice poses many challenges; first and foremost, a teacher must help such students overcome their own resistance to the idea that such issues are “irrelevant” to them.

Suspending hopelessness: Supporting students as they create theories of change to guide their current and future practice

Heather Curl, Bryn Mawr College

Alice Lesnick, Bryn Mawr College

We explore the orienting concept of “theories of change” as a curricular strategy to challenge the hopelessness that emerges when studying inequality while also recognizing education’s role in systems of oppression.

1. **Supporting teachers**

Paper session

Teacher attrition, mentoring programs, and collaboration between new and experienced teachers

 Mark R. Riney, West Texas A&M University

This paper examines problems of teacher attrition and the efficacy of mentoring programs and extended collaboration between beginning and experienced teachers as ways to increase teacher retention.

Strengthening the lead supporting teachers in teaching the disciplines

 Judith Stegmaier-Nappi, Rider University

In this presentation, participants will gain an understanding as to how teacher leaders can work within their schools and districts to support teachers, programs, and students with the goal of strengthening student understanding.

Instructional rounds: Building reflective practitioners

 Nisreen Daoud, George Mason University

Providing meaningful professional development to in-service teachers is critical. Similar to clinical rotations, the use of instructional rounds provides a systematic, reflexive, and collaborative approach to professional development for teachers.

1. **Issues in elementary education**

Paper session

Science teaching methods: A critical approach that moves beyond standards

 Jean Ann Foley, Northern Arizona University

This session suggests an approach to teaching elementary science methods that preserves the wonder of the subject matter while meeting standards and generating awareness of social and political connections.

Questioning elementary social studies teacher beliefs

 Penelope Fritzer, Florida Atlantic University

 Ernest Andrew Brewer, Florida Atlantic University

Social studies, besides being an oft-neglected subject in elementary schools, is sometimes also handicapped by certain teacher beliefs and attitudes, which are examined in this presentation.

Developing critical agency in an urban kindergarten classroom

 Gerri August, Rhode Island College

A critical discourse analysis concludes that kindergarten is not too early to invite students to see themselves as change agents, to promote the notion that they can transform unjust systems.

1. **Seeing and solving problems: Sensitive teachers needed**

Paper session

Systemic micro-aggressions manifested in high school classrooms: What’s a teacher to do?

 Wendy M. Smith-D’Arezzo, Loyola University Maryland

 Stephanie Flores-Koulish, Loyola University Maryland

Evidence that racism exists abounds in our society; micro-aggressions at schools mirror society. What can individual teachers do about abuse of power within schools? Reflection and context awareness are key.

Feelings: Actions, methods, and strategies to prepare students for learning by creating an environment considerate of affective needs

 Virginia Heslinga, Anna Maria College

There is a renewed urgency to meet student affective learning needs. In spite of the upsetting events in the news and communities, strategies exist to help students succeed in learning.

Actions speak louder than words: Ferguson’s lesson to developmental psychology

 Adam Cusner, Cleveland State University

This presentation will showcase the current research of youth who are an at-risk population. The psychological community needs to endorse appropriate systematic change, including identifying triggers for negative behaviors.

**Lunch**

**12:00 – 1:15**

**On your own**

**Fourth Concurrent Session**

**1:15 – 2:15**

1. **Race, racism, and racial incidents: What to do now**

Paper session

“I know, now what?”: Teaching about Ferguson and Baltimore through racial realism

 J. Roberto Garcia, Weber State University

 Melina Alexander, Weber State University

In this presentation we argue that classroom conversations about police brutality should explicitly and legitimately incorporate studies of race, racism, and antiracism. Teachers should facilitate these discussions by applying a critical race praxis.

Thinking critically and creatively BEFORE the incidents: Reconceptualizing curriculum and instruction for effective problem solving

 Edward J. Caropreso, University of North Carolina, Wilmington

This presentation highlights curriculum limitations related to the development of effective thinking and personal/interpersonal problem solving; an alternative approach including explicit thinking skills and problem solving instruction will be discussed.

1. **Reading serious literature, and mindfulness, in the university**

Paper session

From Walls to Windows® and minding to mindfulness: A consideration of reading, mindfulness, and the university

 Mark D. Beatham, Plattsburgh State University of New York

 Margarita Garcia-Notario, Plattsburgh State University of New York

Reading is an essential means in university education but not its end. Reaffirming the university’s historical commitment to contemplation/mindfulness realigns purposes and practices in the face of rapid, overwhelming change.

Refusing to read, refusing to think: What have we done to our university students?

 Steven P. Jones, Missouri State University

University students have no desire to read serious literature, especially philosophical texts—nor do they even know how to read such texts well. This session explores why this is and what we might be able to do about it.

1. **Philosophical topics: Understanding imagination and absence**

Paper session

Promise or peril?: An inquiry into the post-modern social imagination

 Jessica Heybach, Aurora University

Intellectual history tells us that the imagination is a means to make radical social change. But humanistic educators misuse, over-simplify, and potentially abuse the notion of imagination as a means to enact social change by neglecting the fundamental issue of the image.

Conceptualizing absence and silence as structural components of the organizational life of school

 Chandrasena Liyana Cabraal, Chicago State University

This presentation explores two major areas of the organizational life of school—absence and silence related to individual action. Both “presences” and “absences” count equally and the “intersection of presence and absence” create different patterning of actions of all the members of school.

1. **Theory and practice in education: At odds once again?**

Paper session

International higher education’s scholar-practitioners: Bridging research and practice

 Bernhard Streitwieser, George Washington University

In international education and exchange activity, two starkly distinct groups of professionals exist: practitioners who handle logistics, and scholars who divine meaning and impact. Is this separation necessary and productive?

Is the Problem of Practice (POP) dissertation more effective than the traditional Hypothetico-Deductive dissertation in preparing educational leaders?

 James O. McDowelle, East Carolina University

 Art Rouse, East Carolina University

This presentation will describe the procedures and tools used in developing the Problem of Practice dissertation and contrast these procedures and tools to methodologies and concepts used in the traditional dissertation. The concept of generativity will also be explored.

**Fifth Concurrent Session**

**2:30 – 3:30**

1. **Understanding and responding to the Baltimore uprising**

Panel discussion

The Baltimore Algebra Project and the April Uprising

 Jay Gillen, Teacher—Baltimore Public Schools; Baltimore Algebra Project

 Tre Murphy, Baltimore Algebra Project (college student)

 Alanis Brown, Baltimore Algebra Project (high school student)

Members of the Baltimore Algebra Project and a teacher describe their roles in the Baltimore Uprising and contextualize next steps in terms of the National Student Bill of Rights.

1. **Academic disciplines and foundations of education**

Paper session

Overcompensating: The effects of focusing on fundamental truths within disciplines at the expense of the social foundations of education

 Philip P. Kelly, Boise State University

Rather than focusing on the fundamental truths of the disciplines, this paper argues for a balanced approach that combines focusing on disciplinary truths in combination with foundations of education.

Understanding the truth of education

 Shu Jen Chen-Worley, Touro College

Understanding the concept of “the truth” and its relation to educational purpose helps us think about education. Examples of “truths” will be discussed and a short hands-on activity will be demonstrated.

1. **Getting young people to read good books**

Paper session

Getting students engaged in reading: How can educators select books that interest, engage and encourage students to read?

 Beth Kara Dawkins, Trinity Washington University

Educators must continually strive to find books that interest students, as reading interest connects to reading amount, reading engagement, and reading achievement. What books and book characteristics interest young readers?

The importance of being well-read: Benefits of literature

 Micki Barker, Missouri State University

The classical novels taught in our public schools serve many purposes toward the goal of the well-rounded mind. This presentation examines three classic novels currently taught in public schools.

1. **Technology in education**

Paper session

Promoting globally aware practitioners: Using blogs in online education classrooms to increase teacher reflection

 Amy M. Williamson, University of the District of Columbia

The presenter will share a variety of assignments that can be utilized through blogs to increase reflection on teaching practices, global citizenship, teacher collaboration and resource sharing, and student engagement.

Intercultural communication: Teleconferencing as a pedagogical tool

 Deborah Biss Keller, Indiana University-Purdue University, Indianapolis

This presentation discusses benefits of intercultural teleconferencing, and participants will consider how they can utilize this as a pedagogical tool in their respective disciplines.

**Academy Talk**

**Conference theme**

**3:45 – 5:00**

**Speaker to be announced soon**

**Dinner: On your own**

**Featured session**

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**Telling the truth about**

**racial violence in American society**

**8:00**

**David Ragland, Co-director**

**The Truth Telling Project**

Tuesday, November 3rd

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8:00 – 10:00

Conference Registration

Light breakfast buffet

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**Academy Talk**

**Conference theme**

**8:25 – 9:30**

**Speaker to be announced soon**

**Sixth Concurrent Session**

**9:40 – 10:40**

1. **Using the disciplines of history and political science**

**to talk about race and other social issues**

Paper session

Political science education as an implement for the empowerment of historically underserved populations: Insights for teaching and learning

 Robert C. Chalwell, Jr., Broward College

This presentation explores the utility of teaching and learning in the discipline of political science as an implement of empowerment, specifically for historically underserved populations.

Curriculum Matters: Teaching about race in history classrooms

 Mary Pat Raupach, University of Cincinnati

This presentation examines the effects on students’ understanding of race when students are taught a history curriculum through an African-American history perspective.

1. **Getting students to enjoy serious books**

Panel discussion

Graphic novels, text sets and critical theory: Building students’ background and disciplinary knowledge to engage and enjoy serious books

 William Lewis, University of Delaware

 Sean Krazit, University of Delaware

 Yvonne Rivera, University of Delaware

This session will address how graphic novels and critical theory can provide students both the motivation and disciplinary skills needed to engage serious literary texts.

1. **Dewey and critical theory: A lens for seeing education**

Panel discussion

Beyond niceties: Examining education through a Deweyan philosophical lens and critical theory

 Claudia R. Burgess, Salisbury University

 Althea Pennerman, Salisbury University

 Chin-Hsiu Chen, Salisbury University

This session explores how education can be re-imagined with a critical theory disposition and a Deweyan philosophical lens. Imagine the potential of education to progress beyond social nicety and into a space of social justice/critical action.

1. **Both mother and teacher educator: A discussion**

Panel discussion

Deform, conform, or reform? Educating new teachers while mothering school-age children in this era of high-stakes accountability

 Jennifer L. Cuddapah, Hood College

 Christine D. Clayton, Pace University

Facilitated discussion around building a rationale for how we claim our knowledge as mothers and teacher educators to advocate for a more hopeful and less punitive vision of schools.

**Seventh Concurrent Session**

**10:50 – 12:05**

1. **Evaluating schools and teachers fairly: How do we do it?**

Paper session

Beyond test scores: A longitudinal examination of the transformation of failing schools

 Judy Jackson May, Bowling Green State University

 Jose Salinas, Ohio Migrant Education Center

This study investigates the role of leader effectiveness and climate in a 5-year plan to turnaround 16 failing urban schools. The authors assert that test scores cannot be the single indicator in progress evaluation.

A year among aliens: A narrative of teaching in a low achieving community through the lens of teacher accountability

 Derrick Crow, Hagerman Municipal Schools (Hagerman, New Mexico)

This study is a narrative exploring how and if qualitative measures can express the value of a teacher’s contribution to his or her students in the Fine Arts discipline.

Presentation of the Oklahoma School Performance Review model designed to evaluate and provide commendations/recommendations for school district improvement

 Sherry Labyer, Office of Educational Quality and Accountability (Oklahoma)

 Jim Hawkins, Cameron University

Presentation will detail how the Office of Educational Quality and Accountability staff conduct onsite evaluations of select Oklahoma school districts providing commendations and recommendations for district improvement.

1. **Human rights and education**

Panel discussion

A human rights framework: Preparing teachers and designing schools to guarantee quality education

 Karen DeMoss, Wagner College

 Mimi Roth, Wagner College

 Michael Kirby-McGann, Wagner College

 Lou Brushi, Staten Island Public Schools

 Danielle Arena, State Island Public Schools

Preservice teachers, school leaders, and faculty explore educational possibilities and pitfalls of committing to the human rights principles as set forth in the Convention on the Rights of the Child.

1. **Let’s do what actually works**

Paper session

What works, what doesn’t, and why

 Thomas Deering, University of Phoenix

 Samuel B. Hardy III, University of Phoenix

As teacher educators we all talk about best practice. Research aside, let’s talk about what really works in the K—12 classroom and why.

Up for debate: The open classroom in civics education

 Emily Flores, Virginia Tech University

In several studies, including original research of the *We the People* curriculum, open classroom debate has been shown to increase civic engagement and knowledge. However, the open classroom faces many implementation obstacles.

Are grading practices and policies reasons why some students hate school?

 Billy Mims, Edward Waters College

This session addresses the challenges and deficiencies of grading practices in the classroom. The session identifies some root causes of faulty classroom grading practices and policies, and ways to fix them.

1. **Racial violence and education reform**

Panel discussion

Racial violence and global education reform: On the move to inter-sectionalize and internationalize resistance

 Becky L. Noel Smith, University of Alabama

 Bess Alwerger, Towson University

 Denisha Jones, Howard University

 Ricardo Rosa, University of Massachusetts, Dartmouth

Panelists will argue that national and international education reform (like testing) is often used as a tool for racial oppression, segregation, subjugation, and colonization. A history of this is offered, followed by a dialogue with participants about the ways schools, educators, students, and parents can change this dominant narrative.

1. **Art, artistic representations, and self-realization**

Paper session

Making learning visible

 Kathy Unrath, University of Missouri

 Amy Ruopp, University of Missouri

How do students/learners process and acquire art making knowledge? Art making is a layered, complex process requiring a dynamic form of active reflection. This study uncovers this elusive creative process.

Re-conceptualizing disability: Learning with museum object-based pedagogy

 Karen Kusiak, Colby College

The paper describes museum-based pedagogy designed for undergraduate teacher education students to explore historical, philosophical, and social perspectives on artistic representations of disability.

The Sage Doll Test

 Timothy Bellavia, Touro College

This is an interactive, project-based presentation and case study—a doll-making project that helps students focus on self-perceptions in relation to race, gender, religion, creed, orientations, socio-economic status, etc.

**Lunch**

**12:05 – 1:00**

**On your own**

**Academy Talk**

**Conference theme**

**1:00 – 2:05**

**Speaker to be announced soon**

**Eighth Concurrent Session**

**2:15 – 3:30**

1. **Serious books that challenge the dominant discourse**

Panel discussion

Challenged and banned: Too “serious” for the cultural elite

 Larry C. Bryant, The University of North Texas at Dallas

 Kendra Allen, The University of North Texas at Dallas

 Shonda Boston, The University of North Texas at Dallas

 John Kimble, The University of North Texas at Dallas

 Derica Turner, The University of North Texas at Dallas

Graduate students, using theories of justice, explore the critical examination of “serious” books that challenge the dominant discourse. The panel discusses the function of socio-psychological indoctrination of banned publications.

1. **Disability and racial justice**

Panel discussion

Intersection of disability and racial justice in Baltimore City’s Out of School Time program

 Fernanda T. Orsati, Hussman Institute for Autism

 Ariel Brown, AmeriCorps VISTA

 Pat Halle, Maryland Disability Law Center

 Avis Ransom, Baltimore Racial Justice Action

A discussion of the Out of School Time (OST) and Inclusion Project launched in the 2014-15 school year by the Maryland Disability Law Center to increase opportunities for low-income youth with disabilities to participate safely and effectively in the OST program.

1. **Book study: John Goodlad and Philip W. Jackson**

Paper session

*A Place Called School* in the 21st century: Would John Goodlad recognize today’s schools?

 Edward J. Caropreso, University of North Carolina, Wilmington

The status of today’s schools will be considered in the context of Goodlad’s 6 domains for improving schools from *A Place Called School*, and a review of related literature.

*What is Education?* A response to Philip Jackson’s text

 Gary S. Christie, Baldwin Wallace University

Philip Jackson answers the title of his book by searching for the “truth” through research of philosophers. The presenter views the attempt as futile, believing social creations have no “truth.”

Truth and perfection as ends of education

 Steven P. Jones, Missouri State University

Truth—or “trafficking in truths”—and the ideal of perfection are central to Philip Jackson’s text entitled *What is Education?* These ideas are explored and defended in this presentation.

1. **Getting Black students to and through college**

Paper session

Good intentions are just not enough to bridge the achievement gap: A theory of structural power of minority male learners

 Robert C. Chalwell Jr., Broward College

This paper establishes a theory of structural power of minority male learners and focuses on the structural endowments of individuals as an integral part of the pursuit of academi success.

Black male student athletes and graduation rates

 Angela Maggott, Cleveland State University

How do Black male student-athletes (BMSAs) at NCAA Division I schools successfully navigate academically their collegiate experience and ultimately graduate from college with a Bachelor’s degree within six (6) years?

Science dual enrollment: An examination of African American high school students’ post-secondary aspirations

 Chelsia Berry, Prince George’s County Public Schools

African American students’ plan to pursue a bachelor’s or advanced degree based on: (a) STEM exposure, (b) Algebra 1 achievement, (c) level of science class, and (d) receiving science college credit for dual enrollment courses.

1. **Reaching K—12 students: Some ideas**

Paper session

Preparing preservice teachers to meet the demands of 21st century learners

 Kitty B. Warsame, Prairie View A&M University

This paper evaluates our preservice teacher preparation program to determine to what extent content knowledge, teacher dispositions, and pedagogical skills are mastered to ensure all students are challenged to reach individual levels of academic success.

Teaching for knowledge sake?

 Doris G. Johnson, Wright State University

Highly effective and high quality teachers are able to communicate with and understand their students by creating contexts in which power and knowledge is shared by student and teachers.

Teaching the discipline: How are we doing?

 Yusifu Bangura, Bowling Green State University

The reasoning behind the reexamining of current teaching methods in order to facilitate effective learning to diverse students, and what they need to know in each discipline.

**Ninth Concurrent Session**

**3:40 – 5:00**

1. **Getting students to write and think clearly**

Panel discussion

Embedded writing instruction and the development of critical thinking and analysis: Implications for uncovering the truths across the disciplines

 Gary A. Homana, Towson University

 Vicki McQuitty, Towson University

 Brian W. Miller, Towson University

 Lisa Trattner, Towson University

We explore how embedded writing instruction in educational psychology and urban education courses prepare students to understand the fundamental truths that influence content understanding and the development of critical thinking/analysis.

1. **Unpacking race in *To Kill a Mockingbird* and *Raisin in the Sun***

Panel discussion

Unpacking race in *To Kill a Mockingbird* and *Raisin in the Sun* in response to Ferguson and Baltimore

 Audrey Fisch, New Jersey City University

 Susan Chenelle, University Academy Charter High School

 Michele L. Haiken, Rye Middle School / Manhattanville College

*Mockingbird* and *Raisin* are widely taught in language arts classrooms. This panel will discuss ways to pair them with informational texts and other readings to promote informed conversations about race.

1. **Teacher preparation**

Paper session

The edTPA experience: Student teachers’ perceptions and reflection on the edTPA assessment

 Beth Hobbs, Aurora University

This phenomenological study gathered data from surveys, interviews, site observations, and documents in order to better understand student teachers’ experiences with the edTPA assessment. Implications for teacher preparation programs will be discussed.

Emotional intelligence: Preparing teachers to succeed

1. Matthew Moser, Bowling Green State University

This presentation focuses on how emotional intelligence can be a predictor of success and how high levels of emotional intelligence can be achieved through unconventional preparation programs.

Wednesday, October 15th

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8:30 – 10:30 (approximately)

A Seat at the Table

Coffee will be served

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Those conference participants who want to talk together and explore this year’s theme topics are invited to have “A Seat at the Table” on this third day. Details about how we’ll proceed with this third day will be coming to you soon. Here is what we can tell you now:

* We’ll meet in one of our conference rooms at 9:00 on Wednesday. We’ll decide if we want to break into different groups to talk about the different themes or stay together.
* We’ll review and try to summarize some of what we’ve learned from the presentations over the past two days. We’ll applaud the good ideas we’ve encountered, make some connections between ideas, discuss what hasn’t yet been said, and discuss possible ways to approach the topics.
* We’ll discuss writing opportunities—possibly essays in theme issues of the Academy’s two journals—*Critical Questions in Education* or *Thresholds*; possibly essays for that same journal, but not in a theme issue; possibly essays in a book of collected essays. If we think about a book—a lovely idea, but tough to pull off—we’ll have to think about what audience we would want for the book and what cohesive, sensible, manageable approach such a book of essays might need to take. That might mean agreeing to a particular structure or approach in creating chapters for the book.
* Please bear in mind that there is another “A Seat at the Table” day coming up after the Critical Questions in Education conference held March 2016 in San Antonio (to which you are also invited). So, more input will be derived there—and maybe expanded opportunities for everyone. We can create an email list so that we can continue “talking” about these opportunities with one another.
* Please also remember that we’re not guaranteeing a publication for you. We are, however, guaranteeing a productive, collegial, and genuine discussion that might help you as you think about how you might write about your scholarly interests.