



# ***Society of Professors of Education*** ***2021 Virtual Conference*** (April 10)

## **Inaugural Conference Proceedings**

### **Reimagining Democracy in the Biden-Harris Administration and Beyond: A Tribute to **Bernardo P. Gallegos** and his Legacy**

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## SPE's Websites, History, and Tribute

**SPE's website:** <https://societyofprofessorsofeducation.com>

**Facebook:** <https://www.facebook.com/Society-of-Professors-of-Education-106990980648750>

Founded in 1902, the SPE is a professional and academic association open to all persons engaged in teacher preparation, curriculum studies, educational leadership, educational foundations, and related activities. The Society's primary goal is to provide a forum for consideration of major issues, tasks, problems, and challenges confronting professional educators. SPE is an interdisciplinary organization, and its members are scholars and practitioners in education.

This year, professors of education, students, and practitioners gathered to reimagine democracy in the Biden–Harris Administration and beyond. We were keen to think, write, teach, and lead educationally in social movements, civil organizations, and educational institutions. For the 2021 conference, we convened online as a force for justice against the national swell of anti-Blackness, insurrection, and conspiracy theory. Advocating for a critical, socially, and racially just democracy, we paid tribute, in memoriam, to our good friend, mentor, and esteemed colleague Professor Bernardo Gallegos and his legacy. A president of SPE, he was a scholar of Indigenous narratives and identities, history, and colonial legacies. As engaged scholars, we honored his larger-than-life presence. *(2021-2022 SPE President Carol A. Mullen, Professor of Educational Leadership, Virginia Tech)*

### A TRIBUTE TO OUR DEAR FRIEND

## Bernardo P. Gallegos

was Professor of Educational Foundations, Teacher Education, and Indigenous Educational History at National University, Los Angeles Campus, in the Teacher Education Department, Sanford College of Education.

He held a distinguished professorship at Washington State University. His PhD, awarded in 1988, was from the University of New Mexico. He served as President of SPE, AERA, and OEH, and mentored and befriended many of us. He founded the book series "Education, Culture, and Society" with Brill (Sense). SPE members have books in it!



## K-12 CLASSROOM AND INFLUENCES

### **Perspectives of Educators, Parents and Learners Regarding Covid-19 and Vaccine Communications in South Africa**

King Costa, Global Centre for Academic Research

Failure to coordinate communications adequately in the event of a major epidemic outbreak creates fear with a more significant negative effect on livelihoods, the social structure of societies, the economic environment and political stability. With respect to the outbreak of COVID-19, notable high levels of hysteria have arisen in South Africa and the world. The current lack of awareness and inadequate messaging coordination has been attributed as a precursor to the skyrocketing global panic. The situation is further fueled by mistrust emanating from conspiracy theories about both COVID-19 and vaccine development projects associated with this disease.

A non-intrusive study was conducted using both secondary data and social media content. To evaluate posts, media clips and social network responses to the outbreak of COVID-19 in South Africa, a content analysis methodology framework was employed. The focus of the investigation was to understand the in-depth lived experiences of educators, parents and learners and their preferences regarding vaccines as an intervention. The analysis was hinged upon constant comparative analysis using the COSTA QDA technique and webQDA software.

The results show that, owing to a lack of coordination, the public does not have confidence in political authorities and vaccines manufacturers. The loss of coordination is considered representative of a lack of preparedness. Scientific results suggest that there is no need to worry because of the outbreak of COVID-19, contrary to the apparent panic in South Africa. In addition, a survey on the preparedness of African countries to cope with COVID-19 by the French Center for Health and Medical Science in 2020 showed that South Africa is one of the best-equipped countries in Africa to diagnose and treat any outbreak of COVID-19. This report further recommends that policymakers and policy-makers use messaging even faster at the start of influenza outbreaks to warn the population, regardless of where air travel links global nations, resulting in the capacity for importation of diseases.

## **A Snapshot of the Successes and Challenges of Teaching and Learning in Multi-age Classrooms Across Global Communities**

Barbara Cozza, St. John's University

The purpose of this qualitative study was to investigate the multi-age teaching and learning processes and the successes and challenges of this approach in global communities. To explore multi-age education as a phenomenon, a systematic quantitative literature review (SQLR) methodology was applied in this study. This structured SQLR process is a quantitative summary of the review of research in the field that shows a comprehensive analysis of studies focusing on the multiage platform. Today in global communities, Multi-age is applied in school systems based on declining enrollment, funding issues, or most importantly, for effective pedagogical agendas to educate all learners. Directed Content Analysis was applied as a methodology in this study, to explore the multi-age teaching and learning phenomenon that was found in a variety of developing and developed global school communities. The literature reveals a variety of terms and definitions to describe multi-age schooling. Definitions for 'multi-age', 'multi-grade', and 'nongraded' are terms that are generally defined as the following: combining two or more age groups that are taught together by one teacher in one classroom.

The presentation will present case study data of a variety of global communities that apply this schooling program and generate discussion on the successes and challenges of such programs.

## Teacher Resistance Within and Beyond the Classroom

Mehtap Kirmaci & Martha Alleksaht-Snider, University of Georgia

With the rapid growth of the Latinx student population in the nation, which has doubled in the last two decades (U. S. Department of Education, 2017), diversification of the teaching force has become the goal of many teacher education programs and school districts, in order to meet the demands of teaching diverse student populations in today's urban schools. Despite those attempts, Latinx teachers continue to be underrepresented in the profession (McFarland et al., 2019) and experience multiple challenges to persisting in teaching (Amos, 2016; Griffin, 2018). Although the marginalization of Latinx teachers has received increasing attention in the research literature, there is a paucity of research documenting the experiences of Latinx teachers who have resisted these barriers. There is a need to better understand the ways in which teachers' experiences frame and fuel their resistance so as to improve the ways in which teachers of diverse backgrounds are prepared, supported, and retained in the profession. Informed by Solorzano and Delgado-Bernal's (2001) conception of resistance within CRT (critical race theory) and LatCrit (Latina/o critical race theory) frameworks, this life history study shed light on the experiences of a Latina secondary in-service science teacher, Teresa, who practiced multiple forms of resistance against the persistent and systematic challenges that she has faced during her educational and professional life.

Analysis of interviews and written documents revealed that Teresa's resistant identity was not constructed merely because of her background, but instead evolved across multiple contexts over time. The findings of this and previous studies (Caldas & Palmer, 2017; Morales, 2018) suggest that considering teachers of color's own narratives of their personal and educational experiences seems to be crucial for the development of their coping strategies in their quest for social justice. Preservice and in-service teacher professional development programs are critical sites where teachers of all racial, cultural, and social groups should be provided opportunities to inquire into their own biographies in relation to broader social systems and oppression to construct a more dynamic sense of their personal and professional identities. Evidence from this study also echoes existing studies (Kohli, 2018) that advocate for preservice and in-service teacher educators and educational policymakers to make localized and widespread attempts to develop support networks and leadership training for those teachers of color who are committed to social justice. These networks need to foster teachers' collaboration in supporting their activism in and outside of the classroom.

This study challenges researchers to shift away from examining the experiences of teachers of color solely in terms of the hindrances caused by obstacles they encounter in their teaching and in their schools. Researchers should equally focus on the multiple methods of resistance, such as conformist resistance and transformative resistance, that these teachers practice by drawing from their experiences and identities to push back on behalf of their students, justice, and hope. Through these examples, researchers can extend the body of resistance research literature by contributing to the understanding that margins can be also sites for empowerment (Solorzano & Delgado-Bernal, 2001).

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## **Strategies to Support a Marginalized Group: Students with Disabilities and the Teachers Who Strive to Bring Equity to the Classroom**

Cindy C. Klimaitis, Roanoke County Public Schools  
Jennifer Fleming, Wise County Public Schools

The conference title, *Reimagining Democracy in the Biden-Harris Administration and Beyond: A Tribute to Bernardo P. Gallegos and his Legacy*, as it relates to public schools, could mean an improvement in the gap that currently exists for specific subgroups of students in public schools. The new administration has an opportunity to provide balance and equity for all students. One subgroup in need is students with disabilities (SWD). SWD continue to experience barriers in the classroom which results in career limitations. Sukhai and Mohler (2016) reported this as an “occupational injustice” and continued marginalization of SWD (p. 28). Liasidou (2012) states the inclusion movement is about rights of students with disabilities—all children—to be educated in regular education settings alongside their peers. Although most educators agree inclusion is the right thing to do, they would also agree that problems and challenges still exist for SWD and for the teachers who provide their instruction (Bondie et al, 2019). In this session, we seek to provide educators with practices to overcome barriers to inclusive education for SWD.

### **Barriers Remain in Inclusive Education**

Koh and Shin (2017) pointed out, educators need to investigate how inclusive education in the United States has changed, as well as, ask the question, “are the changes and efforts to improve inclusive education over the past three decades effective?” (p. 2). Although this area has improved, teachers have expressed that they continue to need more training to meet the needs of SWD. Often, regular education teachers lack training in the characteristics of SWD and strategies needed to be successful in an inclusive classroom (Klimaitis & Mullen, 2020). In addition, low expectations for SWD, lack of mentors, limited collaboration, and mediocre administrative support in some school divisions contribute to less inclusivity of SWD.

### **Practices for Promotion of Inclusive Education**

A school-wide pro-inclusion philosophy is a great starting point to remedy barriers. This aides in teachers not feeling as though they are, “alone against many when seeking inclusive learning environments for their students” (Orr, 2009, p. 235). Positive and welcoming attitudes of general education teachers to both special education teachers as well as students foster a conducive learning environment. General and special educators need to have a shared partnership which includes shared classroom management, mutual planning times, and daily feedback between co-teachers. Having another teacher’s expertise and viewpoint is beneficial. Teachers also recognize the value of remedial strategies and review for all students, not just those with disabilities, to gain some understanding of the learning difficulties they may face (Austin, 2001).

In summary, SWD are required by law to be educated in the least restrictive environment. Barriers for equity of education for SWD exist. We are hopeful that a new presidential administration will yield additional support to improve inclusive education by providing needed professional development for general education and special education teachers.

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## POLICY AND PUBLIC EDUCATION

### The Role of Education Amidst an Epistemological Crisis

Sonja Varbelow, Angelo State University

This research focuses on reimagining democracy by exploring the epistemological crisis that gave rise to conspiracy theories which culminated in large swathes of the U.S. population refusing to accept the outcome of a democratic election. The epistemological crisis consists in a blurring of facts and falsehoods resulting in truth decay. The questions for educators are how we got to a point where subjective statements are more influential for people's thinking than objective facts, and what our role is in making sure that this country has the educated citizenry that is a fundamental prerequisite for a functioning democracy.

With regard to the first question, social media play a pervasive role. Bruni (2014) noted that the Internet is one of the greatest ironies of our time: While it offers the opportunity to crystallize our understanding of social phenomena by actively seeking out different viewpoints, we use it to withdraw into our feel-good echo chambers by "following" or "like"-ing only those views that align with ours. As such, the Internet has served as a tool for propaganda that exacerbates confirmation bias, which is defined as just that – searching for confirmation of existing beliefs. As social media replace previous dominant filters for information, e.g. journalism, that which was envisioned as a coming together of human knowledge has turned into just noise, and whoever screams loudest is perceived right. While it is necessary to explore whether the means to counteract misinformation by social media must be done through an editorial process, this presentation will focus on what educators can do to prepare students to actively challenge the status quo that gave rise to the resulting epistemological crisis.

Colleges and universities must serve as crucibles where students learn how to navigate their social relationships within their communities to further a democracy. However, in times of corrosive polarization, a silencing of so-called controversial topics has contributed to students' inability to go beyond debating and persuading. A culture of "safetyism" insulates students from "offensive" views, which are just those that differ from their own worldviews (Crutcher, 2021). At the crux of it is a misunderstanding of what knowledge is. Instead of using knowledge to undergird our current understanding of the world, we must think of it as unstable and ever-changing. If this is the basis for how we think about knowledge, we can use it with humility, which means to temper it with doubt (Huebner, 1962). Only then can we contribute to its evolution.

Hence, one fundamental goal for educators must be to enable students to challenge axiomatic assumptions, habitually. The prerequisite for this is conversation. To converse with an Other means to be open to be influenced as a result of listening to an Other's realities. President Obama (Goldberg, 2020) noted, "America is the first real experiment in building a large, multiethnic, multicultural democracy." This year's conference theme acknowledges that the role of educators is to lay the foundation for a citizenry that can conduct this experiment successfully.

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## **Equity, Effectiveness and Control: The Every Student Succeeds Act and State Approaches to School Turnaround**

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In 2015, the Every Student Succeeds Act (ESSA) ushered in a new wave of reform efforts intended to guide state efforts to improve low performing schools. Given the disproportionately high number of low-income students and students of color attending schools targeted for varying levels of turnaround school intervention, it can be argued that the approaches presented in the approved state plans represent an important de facto, if limited, state policy lever for social justice intervention. In alignment with the convention theme, it is imperative to analyze ways in which state plans for turnaround schools are constructed and how those plans are governed in federal, state, and local educational institutions. Our analysis seeks to further a critical understanding of governing relationships around low performing and turnaround schools in ways that can inform advocacy for more socially and racially just democratic education. To provide background the contemporary policy climate of turnaround, we discuss the implications of the evident tensions and contradictions inherent in state-level educational governance approaches that have long endured in the United States.

We document the policy history leading to ESSA (2015) and then use content analysis to detail various state approaches to turnaround, through an analysis of the 52 ESSA approved (all 50 states plus Puerto Rico and Washington D.C) plans, focusing on the categorizations and requirements related to school turnaround status, as well as the various intervention approaches documented by the states. Through utilizing the work of secondary sources with our own, targeted analysis of language patterns within the 52 approved plans, we detail and categorize the varied approaches to state-level turnaround currently employed in the United States.

Our findings suggest that states' intervention approaches to entrance and exit determinations including monitoring, support, and state and district corrective actions varied considerably, yet contain noticeable patterns. Many states included broad language about TSI, CSI, and MRI, including entrance and exit requirements. Others were very specific about criteria, including ramifications of failure to improve in various lengths of time. In our presentation we highlight areas of variation and categorize state approaches in three groupings which we term: Regulatory, Mixed and Local Control. Regulatory states take an activist and relatively assertive approach to turnaround. Local control states are more committed to district and local governance over school improvement strategies than Mixed, the latter of which's approaches can vary greatly in a sanction/support dichotomy.

Our presentation concludes by detailing avenues for future policy research related to turnaround. This analysis can help the both the general reader and the student of educational policy implementation make meaning of their state's policy landscape and inform future leadership practice. The framework presented at the convention relates to long arc of social justice history and debates over who should intervene for social justice outcomes for children and their communities. It is still not clear in what ways the hand that directs from afar is dependent on local agency in implementation. What is clear is that there is much more work to be done.

## **School District Pandemic Policies and Procedures: The Conversations School Districts Must Have in the Post-COVID-19 World**

Jerry R. Burkett, University of North Texas at Dallas

The COVID-19 pandemic presented a unique set of challenges for school districts across America. As many districts already struggled with funding and limited resources, school districts scrambled to develop procedures and policies in real-time to manage a highly contagious virus from spreading throughout their schools. While ubiquitous mask mandates and other precautions have largely slowed the spread of the virus in our schools, the impact the pandemic has had on the school community, particularly in the areas of student achievement, is still immeasurable.

School districts worked overtime to develop plans for reopening schools with limited, changing, and sometimes conflicting information from federal, state, and local authorities. Teachers were asked to teach their face-to-face curriculum in an online format while school leaders struggled to accommodate special education students, English language learners, and other vulnerable student populations.

School districts were able to piece together these procedures and policies while the virus was spreading throughout their communities. However, as a vaccine rollout is imminent and federal policies are changing to slow the spread of COVID-19 in our communities, school leaders, including campus principals, superintendents, and elected school officials, should take an opportunity to review the policies and procedures that worked and failed during the global pandemic.

This paper will explore the most significant policy and procedural concerns reported by school leaders and teachers during the COVID-19 pandemic. The impact of the virus created a burden for schools in areas such as finance, curriculum resources, technology access, teacher training, and employee wellness. A result of these burdens created a security issue for students for their academic, physical, and emotional safety. Community members were often starved for information that changed quickly based largely on local, state, or federal mandates. And some of our school's most vulnerable populations, including students in low economic areas, were left with limited school support systems that these students rely on for their academic success.

The focus for this policy discussion will be in four areas: School Resource Deficits, Addressing Student and Employee Security, Community Support and Communication, and Support Systems for Vulnerable Students. The presentation will provide ideas and guidance for school districts to pursue and implement for their school communities in the post-COVID-19 world. The result of this discussion should provide a blueprint for appropriate and efficient school districts policies to manage future pandemics in a seamless manner.

## **Unity from Difference: Discord, Neoliberal Education Policy, and Bernardo Gallegos**

Deron Boyles, Georgia State University

Twenty years ago, Bernardo Gallegos and I got into a fight. We were in a meeting of the Executive Council of the American Educational Studies Association (AESA) and the debate involved the direction of the organization. Bernardo wanted, on my view, a relativism that undermined quality. I wanted, on his view, disciplinary boundaries that walled people off from one another and reinforced a lack of diversity. Tempers flared, words flew, and an awkward silence lingered. In short, we fumed.

A few years later we found ourselves, not uncharacteristically, at a conference hotel bar. We shook hands. He apologized. I brushed off his apology as unnecessary. He insisted. I demurred but also apologized and thus ended our rift. As sometimes (often?) happens in scholarly organizations, principled stances can atrophy into grievances that cover common purposes and shared goals.

So it is with academics who have competing visions for what is best for the field and for education more generally. There were two points we agreed upon, however: the takeover of technology in higher education and the role of neoliberalism in national education policy. Characteristically, Bernardo accepted the technology. I did not. When it came to Arne Duncan and Betsy DeVos, however, we were of one mind. It did not matter—and it may not matter still—that Duncan was purportedly a democrat and DeVos a republican. Both were neoliberals using the U.S. Department of Education to advance privatization, expand charter schools, and undermine public education.

This paper is a brief explication of how neoliberal policy has overtaken educational thinking. It emphasizes one of the points Bernardo held exceptionally dear: neoliberal education policy marginalizes diversity. Since U.S. classrooms will only grow more diverse, hardening imposed curriculum expectations and national standards will not meet the needs of teachers and students. More corporate influence will only increase the technology and wealth gaps that have been increasing in the past fifty years—and have been made even more painfully obvious in the era of Covid-19. I know Bernardo would be delighted with the elevation of Miguel Cardona to be the new Secretary of Education in the Biden-Harris administration. As was shown by Arne Duncan in the Obama-Biden administration, however, there is no guarantee that the “D” next to Secretary Cardona’s name will inoculate him against the nefarious effects of neoliberalism in education policy.

This paper explores some of the major effects of neoliberalism and what might be done to challenge its assumptions in teaching and learning, education policy, and democracy writ large.

## BLACKNESS AND EDUCATION

### **Cultivating New Narratives by Centering Black Women's Ecostories in Education for Sustainable Development**

Christina Hylton, University of Georgia

Environmental Justice is a necessary and critical component of the United Nations' Education for Sustainable Development (ESD) framework. While Education for Sustainable Development has the potential to provide students with the knowledge, skills, and experiences essential to become healthy and inclusive members of society, it is essential to honor the environmental perspectives of people of color in the United States. For social equity to prevail in democracy, it is important to acknowledge and be attuned to how Black people's environmental perspectives are embedded in a socio-historical context. In situating access to healthy land as an environmental justice concern, it is obligatory to recognize how systematic acts of land loss, relocation and displacement have been racialized and gendered. At the root of land and health policies and actions, are misogynistic notions and logics of domination that render women a particular place in the world and where Black women are left to marginal social and economic positions of American society.

Ecowomanist principles, guided by intergenerational responses to racial and gender inequalities, are woven into Black women's ways of knowing and being in relationship to land. In its deconstructive elements, ecowomanism acknowledges the parallels between the historical and persistent unjust treatment Black women's bodies and the degradation of the earth. Ecowomanism draws on the praxis of eco-storytelling, centering the lived experiences of Black women who work in the field of land use management to construct new contributions to education for sustainable development. Educators must go beyond textbooks, computers, social media and classrooms, into the communities to enter the lived experiences of Black women and Black landowners to both engage in the learning and teaching of education for sustainable development, and to construct new environmental narratives.

In this paper, I argue an ecowomanist framework is uniquely situated to disrupt dominant narratives that work to stereotype and alienate Black communities from environmental discourses that are privileged to inform and inspire education for sustainable development. Through its acknowledgment of parallel between the unjust treatment Black women's bodies and the degradation of the earth, ecowomanism invites a critical analysis of dominant environmental discourse. Addressing racial equity in the politics of constructing environmental discourse is a key component to realizing our democracy as equitable, inclusive, and united. African American educators, community leaders, and civil rights activists have historically helped shape a praxis-oriented ethic that guided African American communities into liberation and wellness. Ecowomanism provides an inclusive and equitable discourse for educators, scholars, and policymakers that weaves together environmental justice and education for sustainable development.

## **Desegregation and the Student Perspective: Oral Histories of Desegregation from an All-Black Rural Virginian School 1963 to 1970**

Star Norton, Franklin County Public Schools

The desegregation of America's public schools serves as monumental time in history. Generationally, African American people advocated for equitable educational opportunities for students of color through local churches, teacher organizations, and the National Association for the Advancement of Colored People (NAACP). In a qualitative oral historical case study, twelve former students and two former staff members shared their perspectives as stakeholders of Lee M. Waid during the years 1963 to 1970, an all-Black rural Virginian school located in Franklin County, Virginia.

In this study, the primary research question was, What were the experiences of students and staff who were at Lee M. Waid School during the years 1963 to 1970? Sub questions were:

- (a) What support did students at this school receive at the time for enhancing their academic success?
- (b) How and why did the school change from the years before the desegregation of schools in Franklin County in 1963 to its final year of operation as a high school in 1970?

Through an analysis of the transcriptions, the study yielded seven findings that align other research outcomes on the desegregation of schools, integration of schools, and values held within all-Black segregated schools. The findings of the study detail the similarities and differences in student perspectives during the Freedom of Choice era and desegregation. A review of the literature on Black education included the exploration of student experiences during desegregation, support of the African American community for all-Black schools, and an overview of the history of Black education prior to the Civil War up the integration of schools.

This study adds to the literature on desegregation through the lens of students by shedding light on America's pathway toward an equitable education system for all students, especially students of color. Documentation was of the oral histories of students and teachers focused on the social, emotional, familial, and educational experiences that took place in the local community and within the formerly all-Black, rural Virginian school. The formal documentation of oral histories provide the opportunities for lived experiences to be shared and opportunities for one's voice and story to be told.

Today, the public school system is faced with remnants of racial segregation that must be combatted at the local, state, and national levels in order to fulfill the promise of Brown and achieve an equitable education system for all students.

## Outcomes of First-Generation African American Postsecondary Students with Completion of Early College Access

Angelica W. Witcher, Virginia Tech Carilion School of Medicine  
Carol A. Mullen, Virginia Tech

This study offers insight for “reimagining democracy in the Biden–Harris administration and beyond,” which is the SPE conference theme. Through specialized high school programming, vulnerable students were successfully prepared for college. Influenced by critical race theory (CRT), the research examined not how race and racism is perpetuated in society per se (Delgado & Stefancic, 2000) but rather how to diminish the negative effects experienced by first-generation African American students. The route studied was a school dedicated to supporting postsecondary academic and psychosocial outcomes.

For years educators have attempted to bridge the achievement gap so that all children will have equal access to postsecondary education. Yet, many children continue to lack access to higher education, despite substantial progress in the United States since the 1954 Supreme Court ruling outlawing discrimination in schools (Walpole, 2008). Due to socioeconomic challenges in society, there has been a colossal increase in the need for diversity and inclusion within postsecondary institutions. Racial inequality in higher education remains a pressing problem today even though many American universities endeavor to increase student diversity. Students from various ethnicities and backgrounds bring different experiences to education—the capital they bring and education gained are valuable.

Nonetheless, underrepresented minorities (URM) and first-generation students (FGS) typically experience challenges when applying to postsecondary institutions (Swail, 2000). This population continues to lag White and Asian Americans in college enrollment, academic achievement, and degree attainment (NCES, n.d.; Walpole, 2008). Adjustments need to be made at the high school level to improve college access and outcomes. Secondary education and the college readiness experience can be improved for many students, particularly URM and FGS for whom systemic obstacles are common.

Benefits and challenges faced by first-generation African Americans who completed early college access programming (ECAP) were explored. Interviewing occurred with 10 alumni of Achievable Dream High School in Newport News, Virginia, who, at the time, were university students. Achievable Dream built ECAP into the curriculum to guide this population’s familiarity with college application processes and higher education. Achievable Dream alumni shared instructive experiences about early college access and programming. Students’ perceptions of their participation in ECAP and whether it supported their academic achievement in college were analyzed.

Research questions were:

1. What are the academic (grade point average, hours earned, and academic standing) outcomes of first-generation African American students after graduation from Achievable Dream?
2. What are the psychosocial (academic determination, discipline, and commitment) outcomes of first-generation African American students after graduation from Achievable Dream?
3. How do first-generation African American students perceive their postsecondary academic and psychosocial outcomes?

Findings identified variables (determination, academic discipline, and academic commitment) that affect academic achievement. Addressing early college access, the study contributes to the underexplored literature on this topic. First-generation minorities commonly face surmounting barriers to academic success. However, participation in ECAP established an educational foundation for the first-generation African American students interviewed resulting in positive outcomes in college. Benefits and challenges faced by the ECAP alumni will also be covered in the process of reimagining democracy.

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## FEATURED TALK ~ 2021 DEGARMO LECTURE

### Coyote Lessons: Bernardo Gallegos and the Trickster as Teacher

Isabel Nuñez, Purdue University Fort Wayne



Beyond his books and articles, Professor Bernardo Gallegos's legacy is inscribed on the hearts of his students and those they teach and influence. A gentle approach to radical ideas sparked the cognitive dissonance that was his usual learning objective. His most lasting lesson is the joy of "being a part of someone's transformation."

Isabel Nuñez is professor of educational studies and director of the School of Education at Purdue University Fort Wayne. She holds a PhD in curriculum studies (University of Illinois, Chicago); an M.Phil. in cultural studies (Birmingham University); and a J.D. (UCLA Law). She has published three books with Teachers College Press and authored book chapters with Peter Lang, Routledge, SAGE, and the Oxford University Press. Her work has appeared in *Educational Studies*, the *Journal of Curriculum Theorizing*, and *Teachers College Record*. She is currently vice president of AERA Division B: Curriculum Studies.

## FEATURED TALK ~ Remembering Bernardo Gallegos

### Larger than life:

### The legacy of Bernardo Gallegos and the Ideas and People He Nurtured

Glenda Aleman, School Nutrition Partners  
 Elizabeth Alvarez, Chief of Schools, Network 8, Chicago Public Schools  
 Gary Anderson, New York University  
 Susan J. Berger, National University; Chicago Public Schools  
 Mario Gallegos, Son of Bernardo Gallegos  
 Enrique Murillo, Cal State San Bernardino  
 Peter McLaren, Chapman University  
 Isabel Nuñez, Purdue University Fort Wayne  
 William Schubert, University of Illinois at Chicago  
 Luis Urrieta, University of Texas at Austin  
 Sophia Villenas, Cornell University

*Discussants*—Mónica G. García & Jason Lukasik

Bernardo Gallegos, as a scholar, colleague, and mentor, pushed for a better understanding of complex ways that we both embody and contest dominant cultures, power structures, and colonial legacies. This session invites colleagues, former students, friends, and family to engage in a conversation to honor the legacy of Dr. Gallegos. The participants come from a variety of backgrounds and with distinct experiences and connections to Bernardo—colleagues, students, friends, and relatives.

Each participant will share thoughts on Bernardo's legacy by highlighting personal stories and revelations, with follow up conversation among the participants as a way to celebrate and highlight the unique ways in which Bernardo has made an impact on our lives and our work. The subsequent multilogue will mirror a salient idea that permeates Bernardo's scholarship – that we are descendants of both people and ideas. Our conversation will explore the intersection of ideas and people that embody Bernardo's work: his students, colleagues, friends, and family. In so doing, we continue to keep his memory and ideas alive, through our stories, conversations, and laughter—recalling how Bernardo was larger than life, and that his ideas continue to inspire, give hope, and transform.

## TEACHER AND HIGHER EDUCATION

### **The Use of Case Study Method to Develop Equity-Driven Decision Making in Educator Preparation Programs**

Stacy Leggett & Kandy Smith, Western Kentucky University

Clinical experiences allow students to apply theory to practice, but there is a further need for problem-solving work that addresses specific knowledge and skills (Schrittesser, 2014). This presentation will describe the use of case study method to address equity issues in both graduate and undergraduate educator preparation programs. Adopting the use of case studies provided instructors the opportunity to engage students in specific knowledge and skills that might not be afforded students in typical internship experiences (Shulman, 1992). Instructors were novice writers and users of case studies when the pandemic accelerated their use. As instructors shifted from face-to-face and clinical learning, case studies emerged as providing an andragogical approach that encouraged collaborative learning, developed students' critical thinking around complex problems of practice, and allowed students to engage in reflective practice.

For students in the graduate program, full-time yearlong or even semester-long internship experiences were not a possibility. Faculty developed a model of required, elected, and personalized field experiences and reflections that was an improvement over the previous model but were still unable to provide experiences of sufficient scope to bridge the gap between theory and practice. For example, classroom teachers participating in school administration programs might be unable to fully experience evaluating and providing feedback to a teacher characterized by deficit thinking. Additionally, undergraduate teacher candidates asked to develop a framework for including literacy in their future instruction might be unable to observe literacy support in the classrooms in which they observe.

Teacher candidates' reporting back that they were not seeing in their field observations the literacy practices they were being taught in their disciplinary literacy course had been an ongoing reality. When observations in middle and high school classrooms were discontinued because of the pandemic, case study method provided the opportunity to create a controlled experience that allowed teacher candidates to examine the importance and complexity of incorporating literacy developmental support. Through an instructor-written case study, teacher candidates vicariously visited a high school classroom, closely examining and responding to the teacher's instructional choices involving literacy.

This project used self-study as the primary method. Self-study is a research approach emerging from action research which allows educators to focus on one's own practice (Vanassche & Kelchtermans, 2015). As the goal of self-study is to understand one's own practice and make these practices visible to others, the method permits the collection and use of any relevant data. This work will include data collected as part of the teaching-learning process. The faculty members collaboratively developed narratives on the use of case study method within each program. In doing so, they reviewed course artifacts, student responses, and other available data for evidence of equity-driven thinking and powerful learning experiences. Using characteristics of powerful learning experiences (Cunningham et al., 2019), the researchers sought to understand how principal aspirants and preservice teachers found and made sense of problems of practice; linked theory and practice; explored, critiqued, and deconstructed from equity perspective; shifted their perspective from student to practitioner; and reflected on lessons learned from the case.

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## Collaborative Learning in Teacher Education: Possibilities for Teacher Educators

Tugba Boz & Martha Allexaht-Snider, University of Georgia

A majority of the studies on teacher education approach learning as social and emphasize that collaborative discourses can support teachers to “make their tacit knowledge explicit, coordinate diverse perspectives, develop shared goals and understandings” (Lefstein et al., 2020, p.4) Many scholars (e.g., Darling-Hammond & Richardson, 2009) advocate that for effective teacher learning, teacher education programs should include collaborative learning environments, as such environments help teachers build on each other’s ideas and increase the change process beyond their individual efforts. However, a nurturing and inclusive collaboration is not guaranteed in every instance of collaborative or group work.

The literature to date has capitalized on a number of components as enabling meaningful and effective collaboration, such as ensuring a safe place to nurture trust and critical dialogue in teacher education (e.g., Borko, 2004). However, there is a need to critically investigate cases of teacher learning communities and strive to understand what kinds of collaborative acts facilitate or hinder teacher learning on individual and micro levels (Levine & Marcus, 2010). Such an effort can help us understand how to enable each individual teacher to fully participate in democratic and equitable interactions with their peers during their journeys of learning as teachers.

In this paper, we discuss challenges and possibilities for facilitators of teacher professional learning in their efforts to offer learning opportunities in a way that will include teachers on equitable and democratic collaboration grounds. We draw on the findings from our study looking into teacher collaboration in a semester-long blended professional learning course and consider the implications for teacher educators working with both experienced and beginning teachers. The professional learning course was developed and delivered for a rural school district as a part of a federally funded project. Using cultural historical activity theory (CHAT), 19 K5 teachers’ learning trajectories regarding coding and robotics were described and examined. Data sources included videos of face-to-face course meetings, semi-structured interviews, and teacher artifacts. Drawing on the findings of this study, in this paper we discuss the role of tasks for groupwork, their design features, and their enactment as they yield consequences for teacher learning.

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## **Disabling Injustice in the Higher Education Classroom**

Danielle M. Eadens & Daniel W. Eadens, University of Central Florida  
Christopher S. Lanterman, Northern Arizona University

Within the shift of reimagining democracy to its truest form as critical, socially, and racially just, it is integral that our higher education classrooms become places that conversations around and actions toward social justice take place. This presentation explores perspectives in higher education classrooms, specifically the need for social justice in education through inclusive and universal design/universal design for learning (UD/UDL). The presenters contacted colleagues regarding what worked to change paradigms and perspectives around issues of social justice and advocacy in classrooms. Three themes emerged, mirroring those of the literature reviewed: scholarly strategies, structured activities, and amplifying marginalized voices.

Higher education faculty should magnify and amplify voices from the disabled experience as they should voices from other marginalized groups. The presenters will also discuss how accessible and inclusive approaches disable injustice and ableism in higher education classrooms by recognizing disability as an element of diversity and the need for inclusive approaches on college campuses and beyond. Accessible and universally designed courses are not the end-all-be-all in inclusive higher education pedagogy. An implication is that faculty should discuss ableism and predominant ableist societal structures as people with disabilities are too often marginalized within schools, workplaces, and society.

Social justice in education is incomplete when disability is viewed only as a medical condition within educational contexts and not as identity or a legitimate identity in the diversity discourse. Inclusive and universally designed approaches within the learning environment may afford opportunities to elaborate socially just methods of teaching and learning. The potential for inclusion and UD/UDL to frame and reframe perspectives and beliefs about equity and difference in educational is powerful rather than reactionary approaches. Higher education faculty can guide students to create new paradigms to lead to an inclusive society where diversity of all kinds is celebrated and embraced.

During this session, the presenters will offer a summary of the research described above, discuss practical approaches for these conversations in classrooms, and as appropriate based on format, provide structured opportunities for participants to share strategies and stories from their own experiences in university classrooms.

## DEMOCRACY BEYOND POLARIZATION

### John Dewey on the University-Based Study of Education

Leonard J. Waks, Temple University

John Dewey was a founder of SPE in 1902 and its second chair (1903-1905). As one of the few professors of pedagogy in the country at that time, he had organized university-based educational studies and teacher education programs at Chicago, and explicitly saw these as a national model to be advanced by this new Society of Professors. His largely neglected works (1896, 1902, 1904a, 1904b, 1907) express his vision for university-based study of education and the role of professors of education.

This paper explains and critiques Dewey's approach to educational studies and teacher education that undergirded his vision for SPE.

Section 1 explains Dewey's distinction between apprenticeship and laboratory approaches to teacher education. He initially (1896) acknowledges a place for both. Normal schools could offer apprenticeships for typical candidates, but universities should offer training laboratories for true "students of education." Later (1904a) he rejects apprenticeship, insisting on university training for all teaches. Practice teaching under supervision, he says, reinforces the "old education" habits candidates acquire as school students. Teaching under supervision, moreover, with its lesson plans and learning objectives, is so removed from actual teaching as to render it worthless even as apprenticeship (1904a: 253). Conventional classrooms, he argues (1899: 22-24), provide no opportunities for thinking -- selecting and organizing facts and drawing and testing inferences. In *How We Think* (1909) he declared that fostering child thinking is the main office of the entire education enterprise.

Section 2 provides a detailed account of Dewey's laboratory approach. In place of practice teaching, he (1904a) prescribes study of foundational disciplines (history, philosophy, sociology, and psychology) along with observation and research in "laboratory" schools, studying conditions facilitating or hindering child thinking (250-251). He asks candidates to reflect back on their own thinking and problem-solving experiences outside of schools, insisting that the psychology of thinking is the same regardless of setting (259). He urges candidates to assist teachers -- especially in their work with slower students -- not to learn how to teach, but to observe conditions affecting how children think (270). And because teacher behavior is one of the most important conditions affecting learner thinking, Dewey prescribes candidates to study their own behavior with students and its impact on their thinking (271). He concludes that candidates trained through this approach need no additional training in "methods" of instruction. They are ready to begin teaching without supervision.

The final section critiques Dewey's Laboratory approach of 1904 as a universal prescription for teacher preparation. If schools of his day -- and ours -- make little place for thinking, what occupation is his program preparing its graduates to enter? His initial view (1896) was perhaps more cogent: an apprenticeship approach fortified by foundational study and reflection for typical candidates and a laboratory approach for candidates who already grasp the inadequacies of conventional schooling and seek to become "true students of education" and agents of educational change.

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## Ritual, Con-sensus, and Democracy

Adam Martinez, The University of Texas at Austin

Critical theorists such as Jurgen Habermas (Habermas, 2015) and Enrique Dussel (Dussel, 2016) have articulated democracy as a normative principal—not solely a formal one of participation—that demands that we operate politically in ways such that decisions are reached by way of a consensus in which those affected are able to participate, nonviolently and with the greatest degree of symmetry possible, in rational dialogue. Agreements reached in such a manner—democratically—are imposed upon every member as a political duty (Dussel, 2019, p. 78). Consensus is thus a cornerstone of democratic practice, a constitutive element of a legitimate mode of governance.

However, our current moment—characterized by a resurgent white-supremacist, fascist politics—paints the limits of rational consensus starkly, and it would seem that rational dialogue and reasons are not sufficient for democracy to endure. A certain crack—which was certainly always there—in the American consensus has become glaringly obvious; some are wondering if it can be repaired, and others observe that the current developments might be the fruition of tensions present at the birth of this nation. Additionally, the ascent of the Black Lives Matters movement, Indigenous movements that affirm their sacred sites and relationality with the land in opposition to the extractivist forces that have always sought to seize their resources, and movements to abolish child detention and family separation appear too different from the counter movements intent on reestablishing and shoring up white privilege to be reconciled, and are thus, perhaps, incapable of entering into dialogical relations. What are we to make of consensus in such a situation, and furthermore, what are we then to make of democracy?

In this paper, I approach the topic from the vantage of interaction ritual theory—as articulated by sociologist Randall Collins, who synthesizes and builds on the work of Emile Durkheim and Hirsing Goffman. A central thesis of interaction ritual theory is that standards of morality, symbols of social relationship (known as sacred symbols in the field), and group solidarity are outcomes that emerge from a process (ritual) that is constituted by group assembly (bodily co-presence), a barrier to outsiders, mutual focus of attention, and a shared mood (Collins, 2004). IR theory implies that consensus is less a rational, thinking together(con), and more of a feeling(sensus) together(con). The purpose of this paper is thus to explore and articulate the implications of this creative and conservative force in human interaction for a theory of consensus.

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## **From Post-truth to Post-Trump: How Public Education Could Address Polarization and Fake News**

Rouhollah Aghasaleh, Humboldt State University

There is a significant concern that intellectuals shared in the history of thought. Plato (in *Theaetetus*) believed that theater would corrupt the youth as it exposes them to what we call now alternative reality. The fight over legitimization of news/fact sources has never ended. The rise of Right populism has foregrounded “post-truth” as a sociopolitical phenomenon, which impacts public education in various ways. Indeed, one aspect of post-truth conditions that educators should worry about is the creation of alternate realities. In the second presidential debate of 2016, Clinton said Trump lives “in an alternate reality.” Although many critical educators may agree with her, we should also realize that he is not alone. In fact, more than 70 million American adults live that reality, and the problem is that our reality does not intersect with their reality. That is a painful learning experience as we learn about the polarization and tribalism that is a post-truth feature.

In this paper, I show how polarization is more dangerous than alternative facts and fake news. Polarization leads to dismissal, dehumanization, and violence. On another level, fake news cannot be defeated or criticized unless we read them and understand why those are appealing to certain people. Some Communication expert use the diet metaphor for choosing sources of news; i.e., there’s a spectrum of junk-to- healthy food and people choose which one to take. This diet choice is not, of course, independent from socio-cultural and economic status. Which sources are more affordable? Which sources are more accessible (time, language, relevance, etc.)? I argue that we should not give our students a list of healthy food, instead we should educate them how to critically read, choose, and make decisions.

Finally, I present a few teaching strategies to address ideologic supremacy and digital tribalism as the post-truth features.

## **Sanitized Apartheid: Confronting the Post-Racial Hoax During the Biden-Harris Administration**

Arnold Dodge, Long Island University

Academic achievement and the social/emotional well-being of students are inextricably bound to the larger contexts of their lives – family, school, neighborhood – which offer opportunities, or lack thereof, for success in the wider world. A deeply disturbing influence on these relationships is the pervasiveness of racial divisions. The embedded levers of racism keep these divisions in place, despite laws and regulations forbidding them. Like silent ordnance, these forces attack initiatives for change. While de jure segregation is outlawed, de facto segregation remains intact and will do so until the public summons the courage to confront powerful currents in the social ecosystem. The presentation will expose the canard that racism is behind us by examining samples of these currents.

### **The continuing wreckage left by the effects of implicit bias**

Schema theory and heuristics -- paradigms that shed light on the question of why and how we simplify complex issues -- will be examined for their impacts on racial questions. The IAT (Implicit Association Test) will be discussed as a potent instrument to uncover implicit bias. Examples of the weaponization of biology, e.g., micro-aggressions, will be shared.

### **The “bootstraps” scold**

Examples of how the cards are stacked against black and brown children will be enumerated. The “no excuses” demand -- which denies/ignores the profound disparities in cultural and literacy inheritances between the privileged and the forgotten -- will be uncovered. Examples of the scholastic “achievement gap cudgel,” which publicly and regularly humiliates students of color, will be offered.

### **The sanctimony of noblesse oblige**

How those with status engage in self-delusion, a “double consciousness”, about their contributions to improving the lives of the disenfranchised, all the while keeping a safe distance from the “undesirables” in everyday affairs. In thrall with their largesse, they claim immunity and innocence with regard to racial injustice.

### **The normalization of depredation**

Hannah Arendt’s “banality of evil” undergirds the points made in this section. A framework for the discussion will be the “baked in” influences of critical race theory, including racism is ordinary and normal; domination can exist without coercion; legal perspectives are aligned with white privilege; racism persists despite its nearly universal condemnation by state policy and the norms of “polite” society.

A variety of scholars, social scientists, activists, and philosophers will be cited for their contributions to moving the needle on the racial imbalance. Their combined and continuing influence, which provides sustenance for those in the trenches who will not be silenced by those who enjoy the fruits of division--will be woven into the discussion. The surge of interest in Ibram X. Kendi’s *How to Be An Anti-Racist* is a promising development in this regard. The presentation will end on a note of hope as we enter the Biden-Harris administration and reimagine a community where honest reckonings of social dysfunctions become the new norm.

## 2021 SPE Outstanding Book Award Recipients

Aydarova, E. (2019). *Teacher Education Reform as Political Theater. Russian Policy Dramas*. SUNY Press.

Banks, J. A. (2020). *Diversity, Transformative Knowledge, and Civic Education. Selected Essays*. Routledge.

Blair, E., Roofe, C., & Timmins, S. (Eds.) (2020). *A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency, and School Culture*. Myers Education Press.

Charest, B. & Sjostrom, K. Eds. (2019). *Unsettling Education. Searching for Ethical Footing in a Time of Reform*. Peter Lang.

deMarrais, K., Herron, B. A., & Copple, J. (Eds.) (2020). *Conservative Philanthropies and Organizations Shaping US Educational Policy and Practice*. Myers Education Press.

Dyches, J., Sams, B., & Boyd, A. S. (2020). *Acts of Resistance: Subversive Teaching in the English Language Arts Classroom*. Myers Education Press.

Hartlep, N. D., & Ball, D. (Eds.). (2020). *Racial battle fatigue in faculty. Perspectives and lessons from higher education*. Routledge.

Heybach, J. & Fraser-Burgess, S. (Eds.) (2020). *Making Sense of Race in Education. Practices for Change in Difficult Times*. Myers Education Press.

Llewellyn, K. & Ng-A-Fook, N. (Eds.) (2020). *Oral History, Education, and Justice. Possibilities and Limitations for Redress and Reconciliation*. Routledge.

Lund, D. E. (Ed.). (2018). *The Wiley International Handbook of Service-Learning for Social Justice*. Wiley-Blackwell.

Mullen, C. A. (2020). *Canadian Indigenous literature and art: Decolonizing education, culture, and society*. Brill.

Pawlewicz, D. (2020). *Blaming Teachers. Professionalization Policies and the Failure of Reform in American History*. Rutgers University Press.

Quinn, T. (2020). *about Museums, Culture, and Justice to Explore in Your Classroom*. Teachers College Press.

Ravitch, D. (2020). *Slaying Goliath, The Passionate Resistance to Privatization and the Fight to Save America's Public Schools*. Knopf.

Shockley, K. G. & Lomotey, K. (2020). *African-Centered Education. Theory and Practice*. Myers Education Press.

## Honorable Mention

- Aghasaleh, R. (2019). *Children and Mother Nature, Storytelling for a Glocalized Environmental Pedagogy*. Brill.
- Belmonte, D. (2020). *The Age of Accountability. The Assault on Public Education since the Time of A Nation at Risk*. Myers Education Press.
- Cann, C. N. & DeMeulenaere, E. J. (2020). *The Activist Academic. Engaged Scholarship for Resistance, Hope and Social Change*. Myers Education Press.
- Evans-Santaigo, B. (Ed.) (2020). *Mistakes We Have Made. Implications for Social Justice Educators*. Myers Education Press.
- Matias, C. (2019). (Ed.). *Surviving Becky(s). Pedagogies for Deconstructing Whiteness and Gender*. Lexington Books.
- Rankin, J. G. (2020). *Increasing the Impact of Your Research. A Practical Guide to Sharing Your Findings and Widening Your Reach*. Routledge.
- Trinder, V. (2020). *Teaching Toward a Decolonizing Pedagogy. Critical Reflections Inside and Outside the Classroom*. Routledge.
- Tsyrlina-Spady, T. & Renn, P., Eds. (2020). *Nurture, Care, Respect, and Trust. Transformative Pedagogy Inspired by Janusz Korczak*. Myers Education Press.

### 2021 WILLIAM H. WATKINS AWARD

Dr. Theodorea Regina Berry, Professor, University of Central Florida



Vice Provost, Student Learning and Academic Success; Dean, College of Undergraduate Studies; Professor of Curriculum Studies, Department of Learning Sciences and Educational Research, College of Community Innovation and Education

*Committee Chair:* Carol A. Mullen, Virginia Tech  
*Members:* William Schubert, University of Illinois at Chicago; Angelica Witcher, VTC School of Medicine



### 2021 MARTHA ALLESAHT-SNIDER AWARD

Amita Jyoti Hanagud Kaneria, Georgia State University



A PhD candidate specializing in language education, focusing on identity and culturally and linguistically relevant education for multilingual language learners (MLLs). She is also the Project Coordinator for the ESCUELA Project, a USDOE National Professional Development Project. She has 23 years of experience working with MLLs and transnational communities as an ESOL teacher in the Atlanta area, NC universities, and community colleges, and as a human rights immigration paralegal.

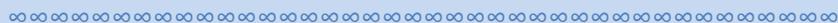
*Committee Chair:* Rouhollah Aghasaleh, Humboldt State University  
*Members:* Cory Buxton, Oregon State University      Lourdes Cardozo-Gaibisso, Mississippi State University  
Elif Karsli-Calamak, University of South Carolina      Amanda Latimer, Barrow County School District  
Max Vazquez Dominguez, University of North Georgia      Christina Patricia Hylton, Clark County School District  
Cristina Valencia Mazzanti, University of Georgia



### 2021 WISNIEWSKI AWARD FOR TEACHER EDUCATION

(No award was given in 2021 due to the COVID pandemic.)

*Committee Co-chairs:* Candace Schlein, University of Missouri-Kansas City & Vicki Trinder, University of Illinois at Chicago



### MARY ANN RAYWID AWARD

Dr. Denise Taliaferro Baszile, Professor, Miami University (2020 recipient)



Associate Dean for Student Services and Diversity for the College of Education, Health, and Society, and faculty member in the Department of Educational Leadership, Miami University. Her research focuses on understanding curriculum as racial/gendered text, with an emphasis on disrupting traditional modes of knowledge production, validation, and representation. Her scholarship draws on curriculum theory, critical race theory, and Black feminist theory. Her PhD is from Louisiana State University.

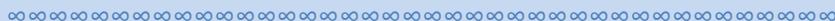
*Committee Chair:* Ming Fang He, Georgia Southern University

Members: Isabel Nuñez, Purdue University Fort Wayne

M. Francyne Huckaby, Texas Christian University

William Schubert, University of Illinois at Chicago

(No award was given in 2021 due to the COVID pandemic.)



### 2020 DEGARMO AWARD

Dr. Isabel Nuñez

(No award was given in 2021 due to the pandemic.)

