

NWATE Annual Conference

*Remaking Ourselves:
Critical Hope and Healing in Education*

June 5-6, 2015



Washington State University
Pullman, WA



**Northwest Association of Teacher Educators
Conference 2015**

Remaking Ourselves: Critical Hope and Healing in Education

June 5 – 6, 2015

Washington State University

Cleveland Hall and Education Addition (Ed Ad) Buildings
Pullman, Washington



**Northwest Association of Teacher Educators
Conference 2015**

PARTNERSHIPS

Washington State University
College of Education

Northwest Association of Teacher Educators

CONFERENCE COMMITTEE

Holly Eckles, Western Oregon University
Francene Watson, Washington State University
Krenny Hammer, Washington State University
Kathleen Cowin, Washington State University, Tri-Cities

With THANKS to our
PROPOSAL REVIEW COMMITTEE

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Pam Bettis, Washington State University
Holly Eckles, Western Oregon University
John Lupinacci, Washington State University
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Past President – Jim Parsons, University of Alberta
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Northwest Journal of Teacher Education
Co-Editors – Jim Parsons, University of Alberta
Nancy Wolf, Lesley University

Northwest Association of Teacher Educators
Conference 2015

PROGRAM

Friday, June 5, 2015

Cleveland Hall/Education Addition (Ed/Ad)

8:00 a.m. – 4:00 p.m.	Registration
8:00 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 9:15 a.m.	Conference Welcome & Nez Perce Opening
9:15 a.m. – 10:45 a.m.	Concurrent Sessions
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:30 p.m.	Concurrent Sessions

Compton Union Building (CUB)

12:30 p.m. – 2:30 p.m.	Lunch / Native American Student Advocacy Institute (NASAI)
2:30 p.m. – 4:00 p.m.	NASAI Joint Plenary Session
4:30 p.m. – 5:30 p.m.	Reception / Hearty Hors d'oeuvres
5:30 p.m. – 7:00 p.m.	Keynote Workshop – Part I

Saturday, June 6, 2015

Education Addition (Ed Ad)

8:00 a.m. – 12:00 p.m.	Registration
8:00 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 10:00 a.m.	Keynote Workshop – Part II
10:00 a.m. – 10:15 a.m.	Break
10:15 a.m. – 11:45 a.m.	Concurrent Sessions
11:45 a.m. – 12:45 p.m.	Lunch (on your own) / NWATE Executive Meeting (open)
12:45 p.m. – 2:15 p.m.	Concurrent Session
2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 4:00 p.m.	Special Session: Environmental & Sustainability Education
4:00 p.m. –	Closing Session: Critical Questions & Actions

Feature Presentations

Friday, June 5 – 2:30 p.m.

Joint NASAI Special Session

Native American Student Advocacy Institute
Washington State Tribal Education Compact Journey

Moderator

Denny Hurtado, Former Chair, Skokomish Tribe & Retired Director, Office of Native Education
for the Washington State Office of the Superintendent of Public Instructions, WA

Speakers

Joe Davalos, Superintendent of Tribal Education, Suquamish Tribe, WA

Senator John McCoy, Senator, Washington State

Gil Mendoza, Deputy Superintendent, Office of Superintendent of Public Instruction, WA

Bernie Thomas, Educational Director, Lummi Tribe, WA

Kay Turner, State Tribal Education Compact Compliance Officer, Muckleshoot Tribal School, WA

Friday, June 5 – 5:30 p.m.

Keynote Workshop – Part I

*Peacemaking and Healing:
Leadership Practices for Healthy, Just, Inclusive Communities*

Hla Yin Yin Waing (Waing Waing), Executive Director
Center for Ethical Leadership

Kathleen Cowin, Holly Eckles, and Francene Watson,
NWATE Executive Board

Saturday, June 6 – 8:30 a.m.

Keynote Workshop – Part II

*Peacemaking and Healing:
Leadership Practices for Healthy, Just, Inclusive Communities*

Hla Yin Yin Waing (Waing Waing), Executive Director
Center for Ethical Leadership

About our Special Joint Plenary Session

The College Board's
Native American Student Advocacy Institute (NASAII)

Washington State Tribal Education Compact Journey

Washington State Tribal Compact School experts will speak about the history, creation, and operation to-date of the compact schools.

About our Keynote Workshop

Peacemaking and Healing: Leadership Practices for Healthy, Just, Inclusive Communities

Effective leadership in the 21st century requires a collective, shared effort for the common good. In today's environment, leaders must be capable of crossing many boundaries: those between individuals and groups, those among organizations, and those fostered by issues that divide the populations. To this end, as communities and systems become increasingly diverse, globally connected, and complex, we need leaders who can create space for peacemaking and healing, and transform mistrust and pain into positive openings for collaboration.

In a two-part session, Waing Waing will present the Center for Ethical Leadership's integrated approach to developing leadership and building capacity for change that address these needs. She will share the frameworks and principles of the Center's unique bodies of work that cultivate Collective Leadership, create Gracious Space, and foster peacemaking and healing as leadership practices for advancing healthy, just inclusive communities. At the core of the methodologies, is the creation of empathetic spaces where people develop and practice inclusive leadership skills – in particular of deep listening and storytelling – to build understanding, trust and relationship across boundaries. Participants will also be introduced to the process, key elements, and application of the Peacemaking Circles as a way to build healthier relationships between, and within, the community and the institutions serving them.

FRIDAY, June 5, 2015

8:00 a.m. - 4:00 p.m. Cleveland Hall, Foyer	Registration Continental Breakfast
8:30 a.m. – 9:15 a.m. Cleveland Hall 30E	Welcome: Mike Trevisan, Dean Opening: Joyce McFarland, Nez Perce Education Manager T. Francene Watson, Conference Co-Chair Opening Remarks: renée holt (Diné/Nez Perce)
9:15 a.m. – 10:45 a.m.	Concurrent Sessions

Individual Paper Presentations
Ed Ad 110

Taking Care of Yourself as a Teacher
Gary W. Ballou, Central Washington University

Participants in this presentation will learn to set professional boundaries, to keep up with the literature, to infuse a sense of play into life, and to get connected in order to avoid teacher burnout, compassion fatigue, and impairment.

Holistic Assessment: One Teacher's Journey from a Grading Mindset to a 'Feedbacking' Mindset
Terah R. Moore, The College of Idaho

One teacher shares the process of moving away from standard practices of grading as a means of assessment to a rich, authentic, and meaningful practice of “feedbacking”. This individual story shares a single process of remaking one’s self through critical examination. This journey includes a timeline backed by classroom data and introspective reflection of practice.

Mental Health Literacy: Preserve Teachers as Agents of Change and Empowerment
Wendy Carr, University of British Columbia
Stan Kutcher, Dalhousie University
Yifeng Wei, Dalhousie University

Pre-service teachers can be empowered to support themselves, their students and others in developing mental health literacy (MHL) as a means of maximizing possibilities for full human potential. MHL is a key focus in teacher education: development of online resources, collaboration with other institutions, research on the effect of MHL education of knowledge, attitudes and behaviors.

Toward a Critical Pedagogy of Science: An Ecological Approach to Understanding How Preservice Teacher Experience of STEM Classes Impacts Elementary School Student Learning of STEM

Brianna Bertoglio, University of Oregon

What does a 23 year old geology PhD student have to do with an eight year old third grader learning about volcanoes? A close examination of how pre-service teachers experience learning content knowledge and their self-efficacy in subsequently teaching science reveals a stronger relationship than previously imagined.

Increasing Capacity for Elementary STEM Expansion In-School and After School

Sarah Halsted, Lakeland Joint School District
Jim Ekins, University of Idaho Extension

Build elementary teacher STEM capacity while increasing student excitement and engagement in hands-on guided inquiry investigations, utilizing the informal after-school environment. Presentation and discussion of successful strategies to empower teachers in building content confidence, STEM pedagogies, honing science processing skills, and overcoming barriers, with job-embedded, sustained and supported yearlong development.

The Forgotten Theory: Why Educational Reform Continues to Fail

Jonas Cox, Gonzaga University
Charles Salina, Gonzaga University

Educational reform has lost sight of the importance of Humanist learning theory for a healthy learning organization. Sunnyside High schools took a high poverty school from a graduation rate of 49% in 2009 to nearly 85% in 2014 by supporting teachers and building levels of relational trust for peak performance.

Roundtable Sessions

Roundtable presentations are a flexible format and often look different from conference to conference. What they have in common is that they allow for extended discussion among a small group and are excellent for giving more nuanced and specific feedback, engaging in-depth discussions, and meeting colleagues with similar interests.

What to expect: When you walk into the room, you'll find tables with space for 6-8 chairs. Presenters will have 45 minutes to choreograph as needed to include presentation and discussion. With this 90 minute time slot, each presenter will have two rounds, where attendees at another roundtable may switch to another group. For visual aids, presenters can bring handouts, or a small laptop for table group to see.

Roundtable Sessions

Ed Ad 308

Analyzing 'Reasonable Accommodations', Exploring the Benefits of Implementing Universal Access in Play-based Learning

Darci M. Graves, Lewis-Clark State College

This roundtable will foster discussion regarding the impact of the Americans with Disabilities Act on children, specifically examining how "Reasonable Accommodations" influence children's ability to engage in play-based learning. Discussion will focus on understanding Universal Access, and education as a tool for activism.

Role of Teachers in Shaping a New Dimension of Holistic Learning for International Students

Lekshmi Nair, University of Idaho

Ibtesam Hussein, University of Idaho

The purpose of this presentation is to address the challenges that international students experience in the United States and the role of teachers in shaping a new dimension of learning for an international student by sharing their own experiences as international teachers teaching English in America.

Native Culture and Language Indicators

Alicia Wheeler, Nez Perce STEP Project

The Nez Perce STEP Project has two school districts they introduced the Native Culture & Language Indicators to the administration. The Kamiah and Lapwai school districts agreed to work with STEP to form mid/high school teams and elementary school teams. The teams are making changes in their school according to the indicators.

10:45 a.m. – 11:00 a.m.

Break

Individual Paper and Alternative Presentations

Ed Ad 110

***Equity Pedagogy in Washington State Educator Preparation:
Expectations and Evidence***

Linda Buff, Whitworth University

Washington State standards for preservice teachers require culturally relevant instruction, and standards for educator preparation programs require faculty to model equity pedagogy. This presentation will examine the specific requirements. More importantly, it will look at ways preservice teachers and faculty can demonstrate they meet these expectations.

Integrated Ecological Inquiry: A Framework for Supporting Social Justice and Sustainability In(Out)side of the classroom

John Lupinacci, Washington State University

This paper presents a model for teacher learning situated at the center of an integrated ecological inquiry supportive of equity in both human relationships and nature. This paper presents a model for engaging teachers in the development and teaching of lessons supportive of social justice and sustainability.

KIZUNA: Bond to Heal

Yoriko Gillard, University of British Columbia

Japan was hit by the earthquake and tsunami in March 11, 2011. The presenter was in Canada teaching and studying and was lost when she heard the news. This creative act healed the grief and pain and represents hope for the future. Kizuna (Bond) in both home countries.

Individual Paper Presentations

Ed Ad 112

Stories That Won't Go Away

Peter Hill, University of British Columbia

This presentation is about stories that won't go away. These are the stories that keep teachers up at night. This discussion is about how to access these stories and hopefully how teachers can move away from unhealthy expectations toward healthier more honest lives.

Fostering Voice and Choice in a National Online Classroom: The Canadian Caregivers of Pediatric Brain Tumor Survivors Project
Susan Lymbery, University of British Columbia

Over 4,000 Canadian mothers care for a pediatric brain tumour survivor; without choice, we are socially silenced, economically oppressed, and over-burdened by care. Can a web-blog foster community to explore lived experiences? As a caregiver, this doctoral research project examines *compulsory altruism* as an unrecognized social injustice for advocacy purposes.

Why Is Free Education So Expensive? An Exploration of Social Justice in Elementary Classrooms

Amy Lynn Dee, George Fox University
Brenda Morton, George Fox University

Despite the growing percentage of families living in poverty, unfunded mandates and initiatives left schools with depleted coffers, resulting in the creation of fees for participation in activities and academics. In order to address issues of equity and access, teacher candidates must be exposed and encouraged to become social activists

Individual Paper Presentations

Ed Ad 116

Improving Learning: Collaboration and Inclusion by Using Professional Learning Community Methodology in a Teacher Preparation Program

Dennis W. Sterner, Whitworth University

Professional Learning Communities (PLCs) are frequently used to improve learning and collaboration in K-12 settings. This session examines outcomes of integrating PLC methodology in the secondary education methods sequence in a teacher preparation program. A description of the process, survey research results and firsthand accounts by candidates will be provided.

Higher Education: Changing Roles in Reform

Jonas Cox, Gonzaga University
Kathy Nitta, Gonzaga University
Charles Salina, Gonzaga University
Kale Colyar, Spokane Public Schools

Cooperation is required for change to occur. Cooperation requires trust. Trust requires mutually valued participation. Situated learning requires participants to interpret the context of teaching and learning. To be effective, higher education must work within new parameters that value teacher's perspectives and help candidates interpret the culture of schools.

Indigenous Content in School Curricula: It's All about Values

John Friesen, University of Calgary

Richard Fiordo, University of North Dakota

The authors contend that although Aboriginal content is ample in Western Canadian school curricula at all levels, teachers are not necessarily sufficiently trained to handle the subject. This paper outlines a series of fundamental Western Canadian Plains Aboriginal values, contrasts them with those of dominant society, and examines the challenges that Aboriginal students face when these value systems collide.

12:30 p.m. – 2:30 p.m.

Compton Union Building
Senior Ballroom

Lunch with Native American Student Advocacy Institute

2:30 p.m. – 4:00 p.m.

Compton Union Building

Washington State Tribal Education Compact Journey

Joint Session - Native American Student Advocacy Institute

4:30 p.m. – 5:30 p.m.

Compton Union Building

Reception

Hearty Hor d'oeuvres

5:30 p.m. – 7:30 pm

Compton Union Building

Keynote Workshop – Part I

Peacemaking and Healing: Leadership Practices for Healthy, Just, Inclusive Communities

Hla Yin Yin Waing (Waing Waing)
Center for Ethical Leadership

SATURDAY, June 6, 2015

8:00 a.m. – 12:00 p.m. Ed Ad 1 st floor	Registration
8:00 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 10:00 a.m. EdAd 308	Keynote Workshop – Part II <i>Peacemaking and Healing: Leadership Practices for Healthy, Just, Inclusive Communities</i> Hla Yin Yin Waing (Waing Waing) Center for Ethical Leadership
10:00 a.m. – 10:15 a.m.	Break

Poster

EdAd 1st floor

Active Learning: Differentiation for Diverse Learners in Teacher Preparation

Ann Ellsworth, Montana State University

Elementary education majors enter teacher preparation with varied levels of readiness. This poster presentation will present research and outcomes that describe how a single course can meet the needs of learners with uneven academic literacy experiences by customizing in-class active learning experiences supported with online learning modules.

10:15 a.m. -11:45 a.m.	Concurrent Sessions
<i>Workshop</i> EdAd 110	<i>Hope and Healing in Trauma-Informed Classrooms</i> Leslie Hall , Washington State University-Spokane Jana Dietrich , Consultant

Workshop
EdAd 112

Border Crossings: Using Immigration Stories to Help Pre-service Teachers Challenge Assumptions about Immigration

Barbara A. Ward, Washington State University
Mari Stair, Washington State University

Although immigration is not a new phenomenon, knowledge of this topic is often based on misinformation. This interactive workshop offers a critical examination of the depiction of immigrants in recently-published books for children and teens, challenges assumptions, dispels misconceptions, and offers ways to use immigration stories in the classroom.

Fracking the Foundations of Teacher Education: The False Hope of Short Term Test Results That Erodes the Hidden Healing of Theoretical Frameworks

Naomi Jeffery Petersen, Central Washington University

Fracking is used metaphorically conceptualize the infrastructure of teacher education experiencing wholesale extraction of pedagogy courses by content area endorsement programs. The unintended consequences include a constriction of curriculum, an isolation of candidate perspective, and the deterioration of foundations as an academic discipline.

Workshop
EdAd 116

Looking Inward: Cultivating and Nurturing Critical Hope in Effective School, Home and Community Connections

Kathleen Cowin, WSU Tri-Cities
Nancy Roe, WSU Tri-Cities
Maren Benedict, WSU Tri-Cities; Richland SD
Shana Borms, WSU Tri-Cities; Richland SD
Kimber Lybbert, WSU Tri-Cities; Moses Lake SD
Don Rumsey, WSU Tri-Cities; Richland SD
Angela Vargas, WSU Tri-Cities; Kennewick SD

In this alternative presentation graduate students will read from and discuss their written self-portraits, and engage participants in discussion, seeking feedback on their work. Over-arching themes from the students' work will be presented by the instructor as considerations in moving toward a leadership stance that embraces critical hope.

11:45 a.m. – 12:45 p.m.
Ed Ad 308

Lunch (on your own)
Open NWATE Executive Meeting

Individual Paper Sessions

Ed Ad 110

EcoJustice Mathematics Education: Teaching Math towards Social Justice and Sustainability**John Lupinacci**, Washington State University

This paper presents a model for teacher learning situated at the center of an integrated ecological inquiry supportive of equity in both human relationships and nature. This paper presents a model for engaging teachers in the development and teaching of lessons supportive of social justice and sustainability.

Transforming Learning: The Intersection of Critical Literacy and Social Justice**Ann Ellsworth**, Montana State University

This session shares how a re-design of a reading-intensive seminar engaged and motivated teacher candidates to address race and socioeconomic class through reading, discussion, and critical reflection exercises. Emerging racial and social justice issues that are critical to learning communities on higher education campuses will be discussed.

Material Hope: Dewey, School Shootings and Aesthetic Reclamation**Patricia Maarhuis**, Washington State University**AG Rud**, Washington State University

Since the December 2012 shooting in Newtown, CT, there have been at least 110 school shootings in America. In light of these ongoing events, this paper presentation focuses on how John Dewey would have addressed school shootings and the aesthetic responses to these violent acts.

Individual Paper Presentations

EdAd 112

Perceptions of Accountability in a Local Education System**Alyssa Whitt**, College of Idaho

The purpose of this paper is to examine current perceptions of accountability in education, from the point of view of several stakeholders such as parents, students, teachers, administrators, legislators, and taxpayers. The second purpose is to investigate how these same stakeholders envision accountability allocation and policy in an ideal system

The Enhanced Planning Model: Responses to an Alternative Structure for Student Teaching

Fred L. Hamel, University of Puget Sound

Molly Pugh, University of Puget Sound

Mary Boer, University of Puget Sound

This presentation offers preliminary results from a study of an alternative model for student teaching. The Enhanced Planning Model limits the amount of teaching candidates complete during a student teaching term in order to support greater attention to planning, reflection, and sustainability in teachers' daily practice.

Engaging Teachers in Applied Assessment Training

Chad Gotch, Washington State University

Cristen McLean, Oregon Department of Education

Brian Putnam, Oregon Department of Education

Sarah Martin, Oregon Department of Education

Derek Brown, Oregon Department of Education

Teachers in the United States are being called upon to apply assessment skills like no time in the past. This presentation will illustrate two recent efforts undertaken in Oregon to address the growing need for teacher competencies in assessment. Success and challenges serve as lessons for future professional development.

Individual Paper Presentations

EdAd 116

Using Game-based learning to Provide Differentiation for Pre-Service Teachers

Chris Haskell, Boise State University

Addressing "remaking ourselves", this presentation outlines a fully game-based approach that allows *choice within* a class to allow students to utilize schema, personal preference, and culturally relevant experience to select and customize the educational experience. This session will present research and outcomes that describe how a single course can meet the needs of specific pre-service teachers regardless of content focus.

Common Core College-and-Career Language and Writing Standards as Implemented at the 5-8 Level

Virginia L. Mohr, Montana State University

Common Core CCR Standards for Language and Writing introduce new rigor to a K-12 system still struggling to support writing proficiency. Sandwiched between phonics and research papers, six middle school teachers uniquely implement these new standards. Here we examine their methods in light of the CCR and 21st century research.

2:15 p.m. – 2:30 p.m.	Break
2:30 p.m. – 4:00 p.m. Ed Ad 308	Special Session <i>Environmental & Sustainability Education in our Region</i> Dennis Sterner, Whitworth University John Lupinacci, Washington State University Francene Watson, Washington State University
4:00 p.m. EdAd Patio	Closing Session Francene Watson, Conference Chair Holly Eckles, First Vice-President NWATE

Please hand in your evaluation before departing.

SAFE TRAVELS

THANK YOU!



Thank you COUGS!

College of Education
Washington State University
PO Box 642114
Pullman, WA 99164-2114
509-335-1738

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