



CALL FOR PROPOSALS
Teaching Learning Advisory Council (TLAC)
Conference Grant Program
Fall 2019

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Applicant Information

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Associate Professor
Director of the Masters of Arts in Education in Learning Disabilities Program
School of Education, Leadership and Public Service
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Conference Information

Conference: Presentation at the 13th Annual International Conference on Self-Study of Teacher Education Practices, East Sussex, England; July 12-17, 2020

Conference Theme: Textiles and Tapestries: Self-Study for Envisioning New Ways of Knowing

Title of Presentation Proposal: *Threads of Care in the Online Classroom: A Transdisciplinary Self-Study of Online Teaching Practices Across Campus*

Additional Information / Resources for the Committee

<http://www.aera.net/SIG109/Self-StudyofTeacherEducationPractices/tabid/15029/Default.aspx>
<http://www.castleconference.com/>

Introduction and Essay

Through the use of self-study methodology, a collaborative inquiry group sought to support and challenge those teaching or preparing to teach online courses through self-study of teaching practices. The group's purpose was to create a community of scholar practitioners who systematically study their online teaching in a supportive community while sharing ideas, developing professionally, and producing scholarship of teaching. This research project reflects on two academic years of collaborative inquiry to describe how care became a common thread woven through the group's transdisciplinary collaboration, a textile for examining instructor-learner interactions in asynchronous online courses, a tapestry of transformation, and a potential "pattern" for extended inquiry within the larger university context. The focus of this study addresses the scholarship of teaching by identifying and committing to a protocol that transformed and continues to improve my online teaching practices (SoE By-Laws 5.4.2). I am now seeking assistance to facilitate the dissemination of this research to an international audience through (1) a peer-reviewed presentation, (2) a chapter submitted for publication, and (3) collaboration with international colleagues.

Self-study of teacher education practices can be defined as a methodology characterized by the examination of the personal role in the research project and "the space between self and the practice engaged in" (Bullough & Pinnegar, 2001, p. 15). Self-study is similar to action research, often used in

education, in that it requires the researcher to identify an issue, collect baseline data, implement a plan, document and reflect on current practice in order to revise instruction for the future.

A cornerstone of self-study is the individual focus on educational practices within the structure and framework of a collaborative group. I participated in this study as both a researcher looking at my own teaching and as a critical friend within the group as each member brought data to the group for discussion, critique, and expansion. This self-study research involved bi-weekly meetings during the 2017-2018 and 2018-2019 academic semesters and monthly meetings through the summer of 2018 and 2019. For this research, narrative inquiry methods and subsequent independent and collective data collection (Connelly & Clandinin, 2000), such as written reflections, the examination of online and in person instructional experiences, and the notation of our conversations with each other, guided us in our reflections on our roles as teacher educators.

In collaboration with my colleagues who were part of this research project, I will have the opportunity to present the research methodology used, the way the study had an impact on me as an educator, and the implication for my personal teaching practices at the Queen's University International Study Centre at Herstmonceux Castle in England. This is the location for the biannual "Castle" conference of the Self-Study of Teacher Education Practices, one of the largest special interest groups of the American Educational Research Association (AERA). Acceptance at this prestigious conference is limited to 75 presentations, and if accepted, it will be an honor to share our research with this exclusive group.

TLAC Selection Criteria Alignment

I have indicated how this proposal addresses each of the criteria in the TLAC Grant Requirements in the bulleted list below.

- *Demonstrated interest in teaching and pedagogical issues, including scholarship of teaching.*
 - As outlined above, the accepted presentation addresses the scholarship of teaching by identifying and studying procedures that improved my online teaching practices.
- *Consideration will be given to new faculty members seeking ideas for immediate improvement of their teaching or to senior faculty members seeking ideas for updating or remodeling some aspect of their pedagogy.*
 - Although I will be starting my 8th year as a faculty member this winter, I continue to seek opportunities to grow and develop my teaching repertoire. Attendance at this conference will offer opportunities for me to integrate recent research related to improving the courses that I teach in the Masters of Arts in Learning Disabilities program.
- *Consideration will be given to faculty members who will share conference information with the university community about what constitutes excellent in teaching and learning.*
 - I would be happy to share this research with interested university colleagues through informal presentation opportunities. Additionally, this research group presented iterations of this longitudinal research project at the past two Upper Peninsula Teaching and Learning Conferences (please see my abbreviated vita).
- *An essay describing your request and why you would like to attend this particular conference at this time. The essay should clearly denote the conference/workshop to be attended including dates and location, the focus of the conference, and a breakdown of anticipated expenses (i.e. estimated budget).*
 - Please see the above section titled: Introduction and Essay

- Estimated budget information is provided in the following section.
- *Also include whether you plan to present and if your presentation has been accepted by the conference.*
 - Awaiting acceptance notification later this fall.

Estimated Expenses

I am requesting \$1500 from TLAC to facilitate the dissemination of my research to an international audience through a peer-reviewed presentation and publication. Estimated expenses include conference fees, air and ground travel, lodging, and incidental expenses, including meals. If awarded this grant, the funds will be used toward the costs of attending and presenting at the AERA 13th Annual International Conference on Self-Study of Teacher Education Practices, in East Sussex, England. Thank you for your consideration of this grant proposal.

Description	Expense
Conference Fees (Registration, Meals, Lodging)	\$760
Airline Ticket	\$2000
Lodging (To and from the conference)	\$500 (shared accommodations)
Ground Travel (To and from the conference)	\$160
Meals (To and from the conference)	\$128
Total (estimated)	\$3108

Abbreviated Curriculum Vita

Abby R. Cameron-Standerford
School of Education, Leadership and Public Service
Northern Michigan University

Education

Doctor of Education, 2012, Central Michigan University, Educational Administration, Educational Leadership.
Master of Arts, 2006, Northern Michigan University, Learning Disabilities, Reading Emphasis.
Bachelor of Science, 1999, Northern Michigan University, Elementary Education major, Special Education major, Emotional Impairment endorsement.

Professional Work History

Associate Professor / Director of the Graduate Learning Disabilities Program, August 2017 – present,
School of Education, Leadership & Public Services, Northern Michigan University.
Assistant Professor / Director of the Graduate Learning Disabilities Program, January 2014 – July 2017,
School of Education, Leadership & Public Services, Northern Michigan University
Assistant Professor / Director of Field Experiences, August 2013 – December 2013, School of Education,
Northern Michigan University
Instructor / Interim Director of Field Experiences, January 2012 – May 2013, School of Education,
Northern Michigan University

Competitive Grants

2019 Colleges of Health Sciences and Professional Studies Grant; Writer; Award \$5000
2018 Colleges of Health Sciences and Professional Studies Grant; Writer; Award \$2500
2018 School of Education, Leadership & Public Service Internal Grant; Writer; Award \$2500
2017 Teaching Learning Advisory Council (TLAC) Conference Grant; Writer; Award \$1500

Scholarship and Professional Development

Peer-Reviewed Chapter in a Book

Edge, C., **Cameron-Standerford, A.**, & Bergh, B. (2019). Creating access, opportunity, and ownership through cross-cultural meaning-making in academically diverse online courses. In *Handbook of Research on Cross-Cultural Online Learning in Higher Education*.

Bergh, B., Edge, C., & **Cameron-Standerford, A.** (2018). Reframing our use of visual literacy through academic diversity: A cross-disciplinary collaborative self-study. In J. Sharkey & M. M. Peercy (Eds.), *Self-Study of Language and Literacy Teacher Education Practices across Culturally and Linguistically Diverse Contexts*. Advances in Research on Teaching, Vol. 30 (pp. 115-142). Bingley, UK: Emerald Group Publishing.

Bohjanen, Sharon, **Cameron-Standerford, A.** & Meidl, Tynisha (2017). Capacity building pedagogy for diverse learners. In *Handbook of Research on Pedagogical Models for Next-Generation Teaching and Learning*.

Peer Reviewed Publications

Anderson, D., **Cameron-Standerford, A.**, Bergh, B., & Bohjanen, S. (2019). Teacher evaluation and its impact on teacher wellbeing: Perceptions of Michigan teachers and administrators. *Education*, 139(3), 139-150.

Cameron-Standerford, A., Anderson, D., Bergh, B., Selling, J., Bohjanen, S., & Barnes, A. (2017). *Michigan teachers' and administrators' perceptions of the teacher evaluation process*. Report prepared for the Michigan Department of Education, Lansing, MI. Retrieved from:

http://www.michigan.gov/documents/mde/NMUMichiganTeacherEvaluationProcess_121117FINAL-adaready_611410_7.pdf

Cameron-Standerford, A. (2017, September 20). [Review of the book *Enacting change from within: Disabilities studies meets teaching and teacher education*]. Teachers College Record. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=22106>

Peer Reviewed Professional Presentations

- Menard, K., VandenAvond, L., Edge, C., **Cameron-Standerford, A.**, Bergh, B., & Johnson, K. (2019, May). *Care vs Rigor: Exploring Faculty and Student Perspectives in Online Courses*. Peer reviewed presentation at the Upper Peninsula Teaching and Learning Conference at Michigan Tech University, Houghton, Michigan.
- Cameron-Standerford, A.**, Bergh, B., & Anderson, D. (2019, April). *Michigan Teachers' and Administrators' Perceptions of the Teacher Evaluation Process as Related to Student Learning*. Peer reviewed presentation at the American Educational Research Association, Toronto, Ontario.
- Anderson, D., **Cameron-Standerford, A.**, & Bergh, B. (2019, April). *Teacher Evaluation and its Impact on Wellbeing: Perceptions of Michigan Teachers and Administrators*. Peer reviewed presentation at the American Educational Research Association, Toronto, Ontario.
- Bergh, B., **Cameron-Standerford, A.**, & Anderson, D. (2019, April). *Professional Development and Teacher Evaluation: The Perceptions of Michigan Teachers and Administrators*. Peer reviewed presentation at the American Educational Research Association, Toronto, Ontario.
- Edge, C., **Cameron-Standerford, A.**, Bergh, B. (2018, November). *Reclaiming Opportunity, Access, and Ownership through Multimodal Literacy Practices in Online Classes: Re-Seeing Teaching Practices and Empowering Learners*. Peer reviewed presentation at the Literacy Research Association, Indian Wells, California.
- Cameron-Standerford, A.**, (2018, November). *Early Career Rural Teachers' Understanding of Universal Design for Learning and High-Leverage Practices: Evidence of Di-biasing Education*. Peer reviewed presentation at the Council for Exceptional Children – Teacher Education Division, Las Vegas, Nevada.
- Edge, C., **Cameron-Standerford, A.**, VandenAvond, L., Menard, K., Johnson, K., & Bergh, B. (2018, May). *Cross-disciplinary self-study of online teaching practices*. Peer-reviewed presentation at the Upper Peninsula Teaching and Learning Conference at Northern Michigan University, Marquette, Michigan.
- Bohjanen, Sharon, **Cameron-Standerford, A.** & Meidl, Tynisha. (2018, April). *Bias Blind Spots: Pre-service Teachers' Descriptions of Students with Exceptionalities*. Peer reviewed presentation at the American Educational Research Association, New York City, New York.
- Cameron-Standerford, A.** (2018, January). *Universal design for learning in an online environment*. Peer reviewed research presented at The Hawaii International Conference on Education, Honolulu, Hawaii.
- Cameron-Standerford, A.** & Bergh, B. (2018, January). *Fairness for teachers and protection for districts: A statewide analysis of teacher and administrator perspectives on the teacher evaluation process in Michigan*. Peer reviewed research presented at The Hawaii International Conference on Education, Honolulu, Hawaii.
- Cameron-Standerford, A.** & Bohjanen, Sharon. (2017, April). *Exceptionalities in the Classroom: A Phenomenological Study of Pre-service Experiences during Student Teaching*. Peer reviewed presentation at the American Educational Research Association, San Antonio, Texas.
- Edge, C., Bergh, B., & **Cameron-Standerford, A.** (2017, April). *Exploring Use of Multimodal Literacies in Academically Diverse Online Classrooms: Creating Opportunity, Access, and Ownership*. Peer reviewed presentation at the American Educational Research Association, San Antonio, Texas.

Respectfully submitted,

Abby Cameron-Standerford, Ed.D.

Associate Professor of Education
Director of the Graduate Learning Disabilities Program
School of Education, Leadership & Public Service

References

- Bullough, R., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13–21.
- Connelly, F. & Clandinin, J. (2000). Narrative understandings of teacher knowledge. *Journal of Curriculum and Supervision*, 15(4), 315-331.

*Copy of the Final Report (Submitted in March 2019)
for the TLAC Grant Awarded Fall 2017*

March 12, 2019

Dear TLAC Committee Members,

Thank you once again for the \$1500 grant award in the fall of 2017 to support my research on teaching. Using these funds, I attended and presented my research at the Council for Exceptional Children - Teacher Educator Division Conference, November 6-9, 2018. It was an incredible conference!

The research project I shared examined early career, rural teachers' understandings of universal design for learning and high-leverage practices as tools for meeting the needs of all students. This study identified the need for ongoing professional learning to support the implementation of pedagogical strategies beyond de-biasing education.

My presentation, "Early Career Rural Teachers' Understanding of Universal Design for Learning and High-Leverage Practices: Evidence of Di-biasing Education," was well-received. The conference presented a variety of research on the use of pedagogy for cultivating an inclusive and responsive teaching force. Each presentation provided an extensive reading list for me to pursue and some new questions and areas to consider as I revise and refine my own courses in the graduate learning disabilities program. I had the opportunity to make stronger connections and networks with other educators and researchers in the area of special education from around the world.

The support of this grant was very helpful in funding my travel to the conference. Thank you for this award; I truly appreciate the committee's recognition of and support for my research.

Sincerely,

Abby Standerford
School of Education, Leadership and Public Service