

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

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Teaching Learning Advisory Council Conference Grant Application *Application for Grant: Winter Semester 2019*

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Conference: Presentation at the 40th Annual Ethnography in Education Research Forum, Philadelphia, Pennsylvania; February 22-23, 2019
<https://www.gse.upenn.edu/cue/forum>

*I attended and presented at this peer-reviewed conference this semester.

Conference Theme: The Future of Ethnography and Education: Methodologies, Equity, and Ethics

Title of Accepted Presentation: *The Mis-Educative Experience of Assessment: You, Me, and the DRA*

Professional Information

I am a full-time Assistant Professor of Education who was hired to teach the undergraduate instructional reading methods sequence at NMU in the fall of 2018. In these field-based courses, I prepare teacher candidates to teach reading across grades K-8 in a local public elementary school in Marquette. These courses provide a practice-based teaching experience that allow teacher candidates to learn how to teach reading in authentic settings alongside local classroom teachers.

As the sole instructor of the reading methods sequence, I develop course syllabi, strategies for reading instruction, and assessment. Central to the work of teaching reading are the ways in which teacher candidates view K-8 children's diversities (e.g., race, ethnicity, social class, language, religion, sexual orientation). Instructing teacher candidates to consider the influences of diversity, which includes diverse language and literacy practices, is challenging in a predominately White institution and community. A sizeable body of research has documented the effect of teacher expectations on student achievement (e.g., Brophy, 1983; Gay, 2010). Therefore, I seek continuous improvement of my teaching effectiveness to prepare the teacher candidates with whom I work for equitable reading instruction in diverse classrooms. This national conference is innovative in its commitment to social justice education which aligns with my personal teaching commitments to equity and inclusion.

Statement of Needs and Goals

My rationale for attending this conference on teaching based on best practices is to figure out ways I can *leverage the methods courses I teach to best serve the community of learners involved while simultaneously preparing teacher candidates to teach reading instruction equitably*. This interest is timely, particularly with the current educational landscape plagued by increased standardization, high-stakes testing, and imposed policy mandates. Funds to support my attendance and accepted peer-reviewed presentation at the Penn Ethnography Forum as a junior scholar bridges my teaching goals with my new role and teaching responsibilities at NMU.

At this conference I shared my presentation on Practitioner Inquiry Day, which focuses entirely on the teaching of reading (Cochran-Smith & Lytle, 2009). I purposefully applied to share my work at this venue because it allowed me to consider how, with a focus on providing high-quality teaching practices in local elementary classrooms, I can expand on my teaching and teaching reading research to prepare teacher candidates to enact reading instruction in more

equitable and socially just ways. While attending this conference, I learned about methodologies for equity and ethics for the teaching of reading. A commitment on the part of the conference is its tradition of bringing together and giving voice to a wide span of participants that includes activists, researchers, teacher educators, and teachers who are all committed to improve the teaching of reading for *all* students. I am excited about sharing and implementing new reading practices focused on inequality, poverty, and education, which are particularly relevant to teachers today. I look forward to sharing teaching strategies and important work being done at the intersections of teaching and learning.

Post-Conference Action Plan

Now that I have returned from this teaching conference, I will share information about best practice in teaching reading with the following groups: School of Education faculty, teachers at Graveraet Elementary School, teacher candidates in the reading methods courses I teach, and the Marquette Alger Reading Council (MARC) where I serve as the university representative. Also, I am looking forward to sharing what I learned about the assessment of reading comprehension, possibly to inform Student Learning Outcomes with NMU's university-wide Assessment of Learning Committee, of which I am a member. In addition, I have been invited to speak about reading instruction at two upcoming local events in the Upper Peninsula, an early childhood workshop in May and the 30th Annual Marquette Area Public Schools Summer Institute in June. Therefore, access to other scholars, teachers, and teaching research about reading instruction will enhance these presentations focused on equitable reading instruction. Last, I am currently participating in a collaborative self-study (Dinkleman, 2000) of my own teaching of reading methods. This study with nine teacher educators from a total of nine public and private universities representing seven U.S. states is focused on improving the teaching of critical literacy. Thus, I will share ideas and information about improving the teaching of critical literacy gleaned from the conference with this group.

Estimated Expenses

I am requesting \$1,500 from TLAC to support my attendance and presentation at the Penn Ethnography Forum. Estimated expenses included costs for airfare, lodging, ground transportation, meals, and conference fee. Thank you for considering this request that increases access to a conference that supports my teaching. I believe the opportunity to share and further develop my work has far-reaching pedagogical implications, but also my scholarship and service.

Budget	
Airfare	325
Lodging (3 nights)	815
Ground Transportation	100
Meals (4 days)	128
Conference Fee	200
Total	\$1,568

*I have presented at three peer-reviewed teaching conferences this year; therefore, I have exceeded my travel budget. Also, I applied for but did not receive the TLAC Fall 2018 Travel Grant. However, I found the feedback helpful.

Abbreviated Curriculum Vitae
KRISTEN L. WHITE

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Marquette, MI 49855

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EDUCATION

Ph.D., Curriculum, Instruction, & Teacher Education	2018
Michigan State University, College of Education Specialization in Language and Literacy Dissertation: <i>The Intersection of Reading Instruction, Assessment, and Bodies in a First-Grade Classroom</i>	
M.A., Educational Technology	2011
Madonna University, College of Education	
B.A., Elementary Education, Minors in Spanish and Bilingual Education	1995
Michigan State University, College of Education	

K-12 TEACHING EXPERIENCE

Teacher Certification	2015-present
Michigan Professional Education Certificate-Elementary K-5 all subjects, (K-8 All Subjects Self Contained Classroom), Spanish K-8, Bilingual Spanish K-12	
Jefferson Elementary School, South Redford Schools, MI	
K-5 Technology Teacher	2007-2009
6-8 Grade Spanish Teacher	2007-2009
K-5 Media Specialist	2001-2004
Fourth Grade Teacher	1999-2001
First Grade Teacher	1996-1999

PUBLICATIONS

Refereed Journal Articles:

- Edwards, P.A., & **White, K.** Working with racially, culturally, and linguistically diverse learners, families, and communities: Strategies for preparing preservice teachers. *Journal of Family Diversity in Education*, (3)1, 1-22.
- Stanulis, R., Wexler, L. J., Pylman, S., Guenther, A., Farver, S., Ward, A., Croel-Perrien, A., & **White, K.** (2018) Mentoring as more than “cheerleading”: Looking at educative mentoring practices through mentor’s eyes. *Journal of Teacher Education*. Advance online publication. doi: 10.1177/0022487118773996
- White, K.L.** (2017). What’s right with Gavin? Recognizing literacy practices of a neurodiverse youth from an ethics of care perspective. *Michigan Reading Journal*, (49) 3, 8-19.
- Hopkins, L. J., **White, K. L.**, Wright, T. S., & Edwards, P. A. (2015). What’s hot and what’s not in Michigan: Improving literacy across the state. *Michigan Reading Journal*, (48)1, 8-11.

Book Chapters:

- Edwards, P., A., Domke, L., & **White, K.** (2017). Closing the parent gap in changing school districts. In Wepner, S., & Gomez, D. (Eds.), *Challenges facing suburban schools: Promising responses to changing student populations*, 109-121. New York: Rowman & Littlefield.

Manuscripts in Process:

- White, K. L.** (under review). The entanglement of materiality, literate identity, and the reading (dis)ability construct in a first-grade classroom. (submitted to *Literacy Research: Theory, Method, and Practice*).
- Edwards, P., Spiro, R., Domke, L., Castle, **White, K.**, Peltier, M., & Donohue, T. (in press). *Preparing teachers to re-envision family needs and interactions: Teacher problem solving with parents—13 scenarios*. New York: Teachers College Press.

PRESENTATIONS

- White, K.** (November, 2018). *The Entanglement of Materiality, Literate Identity, and the Reading (Dis)Ability Construct in a First-Grade Classroom*. Presentation at the annual conference of the Literacy Research Association. Indian Wells, CA.

- White, K. (February, 2018). *Jayda's Aesthetization of Reading (Dis)Ability: A Case Study of First-Grade Retention*. Presentation at the annual Conference on Academic Research in Education, Las Vegas, NV.
- Apol, L., Nguyen, H., **White, K.**, McCarthy, M., & Weippert, T. (November, 2017). *Identifying and interrogating ideology in literature: Cultivating critical/resistant reading*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.
- Wargo, J.M., **White, K.**, & Wittingham, C. (October, 2017). *Reconfiguring the social world in early childhood literacy: Materiality, movement, and modality as mediation*. Presentation at the annual conference of the Reconceptualizing Early Childhood Education. Toronto, Ontario, Canada.
- White, K.** & Edwards, P. (March, 2017). *Ten tips for literacy instruction in a diverse classroom*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.
- White, K.**, & Edwards, P. (February, 2017). *Deconstructing reading curricula: A critical analysis of "kinds of readers."* Presentation at the annual conference of the Ethnography in Education Research Forum. Philadelphia, PA.
- Castle, A., & **White, K.** (November, 2016). *Scaffolding early field experiences for preservice teachers learning to assess literacy development*. Presentation at the annual conference of the National Council of Teachers of English. Atlanta, GA.
- White, K.** (November, 2016). *Collective advocacy: The research and practice of English education doctoral students*. Presentation at the annual conference of the National Council of Teachers of English. Atlanta, GA.
- White, K.** (November, 2016). *Basal reading curricula and the medicalized discourse of pathology and cure*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.** (November, 2016). *What's right with Gavin? Recognizing literacies in a neurodiverse emergent adolescent*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.**, Castle, A., & Rosaen, C. (November, 2016). *Understanding varied field arrangements: Putting action into a real-world setting*. Presentation at the annual conference of the Literacy Research Association. Nashville, TN.
- White, K.** & Castle, A. (March, 2016). *Working alongside children in caring ways: An asset-based perspective*. Presentation at the annual conference of the Michigan Reading Association. Detroit, MI.
- Brownell, C. J. & **White, K.** (April, 2016). *Turning around the preparation of prospective teachers: Reframing literacy practices for diverse students*. Paper presented at the annual meeting of the American Educational Research Association. Washington, D.C.
- Stanulis, R., & **White, K.** (March, 2015). *Let's discuss! Discussions to improve reading comprehension and critical thinking*. Presentation at the annual conference of the Michigan Reading Association. Grand Rapids, MI.
- White, K.**, & Hopkins, L., J. (March, 2015). *Getting to know the Michigan reading journal*. Poster presented at the annual conference of the Michigan Reading Association. Grand Rapids, MI.

Invited Presentations

- White, K.**, & Castle, A. (October, 2016). *A strength-based approach to teaching and learning*. Presentation at the annual conference of the Cooperating Teachers' Conference, Grand Valley State University, Grand Rapids, MI.
- White, K.** (April, 2015, March, 2014). *An overview of the Orton-Gillingham methodology*. Online guest lecturer for Responding to Literacy Learning Difficulties II, Michigan State University, East Lansing, MI.

GRANT-FUNDED RESEARCH

Principal Investigator Project title: Equitable Access to Learning in Michigan's Upper Peninsula (EqualUP) Funded by: College of Health Sciences and Professional Studies Grant Northern Michigan University [\$4,714]	2018-2019
Principal Investigator Project title: The Intersection of Reading Instruction, Assessment, and Bodies in a First-Grade Classroom Funded in part by: MSU Graduate School & MSU College of Education [\$7,000]	2017-2018
Principal Investigator Project title: Increasing Student Achievement and Caregiver Involvement in an Urban First-Grade Classroom: Providing Mobile Access and Scaffolding to Print-Based and Digital Literacy Funded by: Michigan Association for Computer Users in Learning (MACUL) Grant [\$1,280.94]	2017-2018
Principal Investigator Project title: Basal Reading Curricula and the Medicalized Discourse of Pathology and Cure Funded in part by: MSU Graduate School & MSU College of Education [\$12,000]	2016-2017

References

- Brophy, J. E. (1983). Research on the self-fulfilling prophecy and teacher expectations. *Journal of educational psychology*, 75(5), 631.
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- Dinkleman, T. (2003). Self-study in teacher education: A means and end tool for promoting reflective teaching. *Journal of Teacher Education*, 54(1), 6-18.
- Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative Studies in Education*, 15(6), 613-629.