

CALL FOR PROPOSALS
Teaching Learning Advisory Council (TLAC)
Conference Grant Program (2020) White, Kristen L.

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Teaching Learning Advisory Council Conference Grant Application
Application for Grant: Fall Semester 2020, White, Kristen L.

Dr. Kristen L. White, Assistant Professor
School of Education, 215 Whitman Hall
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Conference: Presentation at the 70th Literacy Research Association, Virtual; November 30-December 5, 2020 <https://lira.memberclicks.net/registration-information>

Conference Theme: All of Us Are Smarter than Each of Us: Collaborate for IMPACT

Titles of Accepted Presentation: *Our Words Matter* and Alternative Session for a Collaborative Self-Study

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. I am an early career scholar. During the last two and half years, I have taught in both the undergraduate and graduate programs face-to-face and online. In all of the courses I teach, whether reading methods or graduate courses, I foreground anti-racist education. Doing so is imperative, particularly during a time when a global pandemic has illuminated inequities caused by systemic racism. The teacher candidates I work with, like me, are predominantly White, middle-class, and female. This disproportionality is troublesome because the U.S. student population is increasingly diverse racially, culturally, and linguistically. Therefore, it is paramount that as a White teacher educator who prepares teacher candidates to teach in all contexts, I continuously seek to improve my pedagogy and examine my dispositions.

Thus, drawing on Loughran (2004), I continuously seek to improve my teaching by asking myself the following question: "How do I live my values more fully in my practice?" (p. 240). I interrogate this question across my teaching, research, and service to find ways to be better at living my commitments to anti-racist education. This commitment is important because NMU is located in a mostly White and rural community. The theme for the national conference that I am requesting funding for, where I have two accepted peer-reviewed presentations, challenges literacy education scholars to intentionally seek out colleagues with similar interests, who teach and conduct research from diverse paradigmatic, theoretical, and/or methodological perspectives. The conference aligns with my personal teaching, research, and service commitments to anti-racist education as well as the university's Diversity Mission Statement that asserts NMU "strives to be an inclusive community where differences are recognized as assets of the institution, respected attributes of the person and a valuable part of the university experience." By attending this conference I will be a better teacher educator because I will receive feedback from peers during my presentations; I will attend presentations and participate in discussions about teaching; and, I will have access to new teaching strategies that I can implement right away.

Statement of Needs and Goals

At this virtual conference, I will co-present results from two self-study research projects in which I examined how I implemented anti-racist education in my reading methods courses to improve

my teaching. My rationale for attending this conference on teaching is to enhance my teaching so that, in turn, I can better prepare teacher candidates to hone their dispositions and skills for anti-racist education. This interest is timely, particularly because on March 16, 2020 the U.S. teaching force was thrust into a global pandemic that has illuminated the systemic inequities in schooling that largely affect poor and minoritized children and youth. Funds to support my attendance and accepted peer-reviewed presentations at the Literacy Research Association conference as a newer scholar bridges my teaching goals with my teaching responsibilities at NMU; my current and future funded research projects; and my service at the university, the local community, and globally. Additionally, it will provide me with opportunities to collaborate with other teacher educators committed to anti-racist education who also are working to improve their teaching. The conference will have several guest speakers who I will listen to speak specifically about how educators can advocate for justice education. By listening to guest speakers and participating in virtual discussion during and after these sessions, I will learn about new ideas and resources that I can use in my teaching. In turn, I will implement new texts in my course syllabi, improve my delivery of instruction, and use new resources in my courses.

Post-Conference Action Plan

After attending sessions and presenting at this teaching, I will share information about best practices in anti-racist teaching with the following groups: School of Education faculty, teachers in the Marquette Area Public Schools, teacher candidates in the reading methods courses I teach, and the Marquette Alger Reading Council (MARC) where I serve as president. Also, I am looking forward to sharing what I learn about culturally relevant teaching online with the elementary classroom teacher in the area with whom I begin a research project with in January 2021. Therefore, access to other teacher educators, researchers, and scholars who teach and conduct research about culturally relevant literacy instruction will enhance my teaching so that I can continue to implement an anti-racist education approach in my courses, my current and future research projects, and my service to the local area the profession. I have also included a \$500 stipend for the amount of time I will spend reading new material; purchasing texts and other resources that I will use to improve my teaching; and to improve delivery of my instruction both in-person and online. For example, this \$500 will allow me to purchase books about anti-racist education that I will read and use to improve my teaching. In addition, I will be purchase items that my students can use to improve their teaching such as culturally relevant children's literature written by diverse authors. I will be able to use these books in future course iterations.

Estimated Expenses

I am requesting \$975 from TLAC to support my virtual attendance and two accepted presentations at the LRA Conference. While this grant proposal slightly is less than the two years indicated on the Call for Proposal, it was not clear if that would disqualify the application. Dr. Barnsley, Chair of TLAC encouraged me to apply. Thank you for considering this request that supports my presentations and participation in a virtual conference that supports my teaching.

Budget	
Virtual Conference Fee	274
Annual Membership	150
Stipend to Implement New Ideas and Purchase Materials	500
Total	\$975

Abbreviated Curriculum Vitae
KRISTEN L. WHITE

EDUCATION

- Ph.D., Curriculum, Instruction, & Teacher Education** 2018
Michigan State University, College of Education
Specialization in Language and Literacy
Dissertation: *The Intersection of Reading Instruction, Assessment, and Bodies in a First-Grade Classroom*
- 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:

- White, K.** (revise and resubmit). The social construction of "at risk" status: A 30,000 foot view of policy and practice. *Perspectives and Provocations*.
- Tondreau, A., Gardiner, W., **White, K.**, Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. W., & Degener, S. (under review). (Be)coming critical teacher educators: Collaborative self-study across contexts. *Studying Teacher Education*.
- Tondreau, A., **White, K.**, Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. B., Gardiner, W., Degener, S., & Cullen, K. (2020). Strength in Numbers: A Collaborative Self-Study of Critical Literacy Across Teacher Education Contexts. In C. Edge, A. Cameron-Standerford, & B. Bergh (Eds.), *Textiles and Tapestries*. EdTech Books. Retrieved from https://edtechbooks.org/textiles_tapestries_self_study/chapter_36
- Edwards, P.A., **White, K.** & Bruner, L. (2020). Literacy lessons learned. *Michigan Reading Journal*, (53)3, 73-78.
- Edwards, P.A., **White, K.** & Bruner, L. (2019). Adopting and adapting michigan's tenth literacy practice: Collaboration with families. *Michigan Reading Journal*, (51)3, 37-46.
- Edwards, P.A., & **White, K.** (2019). 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.** (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.

Referred Book Chapters:

White, K., Tondreau, A., Stevens, E. R., Dussling, T. M., Wilson, N. S., Hinman, T. B., Gardiner, W., Degener, S. (accepted). Nice girls like us: Confronting white liberalism in teacher education and ourselves. In Matias, C.E., Jackson, T., & Gorski, P. (Eds.), *The other elephant: How white liberalism perpetuates racism in education*.

White, K., & Puncocar, J. (in press, 2020). A sustained program of community engagement in after-school literacy activities. In Stahl, N., & Henry, L. (Eds.), *Literacy across the community: A handbook of research and praxis*. New York: Routledge.

Edwards, P.A., & **White, K.** (in press, 2020). Partnering with families for social, emotional, and academic student success: An American perspective. In Li, G., Anderson, J., Hare, J., & McTavish, M. (Eds.), *Superdiversity and teacher learning: Supporting teachers to work with culturally, linguistically, and racially diverse students, families, and communities*. New York: Routledge.

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.

Books:

Edwards, P.A., **White, K. L.** Hopkins, L.J, Castle, A.M. (revise and resubmit). *Teaching with Basal Readers: Navigating Curricular Programs for More Equitable Instruction*. Boston: Harvard Education Press.

Edwards, P., Spiro, R., Domke, L., Castle, A., **White, K.**, Peltier, M., & Donohue, T. (2019). *Partnering with Families for Student Success: 24 Scenarios for Problem Solving with Parents*. New York: Teachers College Press.

PRESENTATIONS

Tondreau, A. L., Wilson, N. S., Dussling, T., Gardiner, W. L., Degener, S., **White, K.**, Cullen, K., Stevens, E. & Hinman, T. (2020, Apr 17-21) *Balancing Critical Literacy and Literacy Practice: A Self-Study of Literacy Teacher Educators Across Contexts* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tkhdgl2> (Conference Canceled)

White, K. (December, 2019). *A Multimodal Representation and Analysis of the Corporeal Presence of the "At-Risk" Reader Status*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.

Tondreau, A., **White, K.**, Wilson, N., Degener, S., Gardiner, W., Stevens, E., Dussing, T., Foley, T., & Cullen, K. (December, 2019) *Critical Literacy in Community: A Self-Study of Teacher Educators Across Contexts*. Presentation at the annual conference of the Literacy Research Association. Tampa, FL.

White, K. (February, 2019). *The Mis-Educative Experience of Assessment: You, Me, and the DRA*. Presentation at the annual conference of the Ethnography in Education Research Forum. Philadelphia, PA.

White, K., & Arkansas, K. (March, 2019). *Inclusive Literacy Instruction Practices in the Early Childhood Classroom*. Presentation at the annual conference of the Michigan Reading Association, Grand Rapids, MI.

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 Aestheticization 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.

References

Loughran, J. (2005). Researching teaching about teaching: Self-study of teacher education practices. *Studying Teacher Education*, 1(1), 5-16.