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**Teaching Learning Advisory Council (TLAC)
Conference Grant Program - Fall 2020**

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**Teaching Learning Advisory Council (TLAC) Conference Grant Application
Fall 2020**

Dr. Laura M. Kennedy, Assistant Professor and Director of Field Experiences
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Conference Information

Conference	2021 American Association of Colleges for Teacher Education (AACTE) Annual Meeting
Conference Theme	Engaging in Courageous Action
Date	February 24-26, 2021
Format	Virtual Conference
Title of Accepted Presentation	Reframing Emergent Multilingualism as an Asset in the Mathematics Classroom

Application Essay

I am a first-year Assistant Professor of Education and the Director of Field Experiences for the School of Education, Leadership, and Public Service here at Northern Michigan University (NMU). While my primary responsibility is the coordination of the student teaching experience, I also teach multiple sections of an elementary math methods course for NMU teacher candidates one semester before they begin student teaching.

One of my goals as a teacher educator is to help our teacher candidates recognize their future students' linguistic and language diversity as assets to their learning rather than an issue that has to be overcome. I have found that this focus on the role of language and literacy learning across content areas is often met with resistance in my math methods classrooms—both here at Northern and at my previous institution—because teacher candidates, at least initially, often argue that mathematics is either language free or a universe language (Arnold & Davis-Wiley, 2015), believing that math learning can somehow be separated from language learning (Moschkovich, 2016). Knowing that the majority of our teacher candidates here at Northern identify as white, monolingual, middle- and working-class young women, I am looking for opportunities for teacher candidates who are enrolled in the elementary math methods course to confront these assumptions as well as commonly-held deficit perspectives about multilingualism and the role these perspectives play in the teaching and learning of mathematics. I am applying for the Fall 2020 Teaching Learning Advisory Council (TLAC) conference grant in order to support this search.

In February, I plan to attend and present at the 2021 AACTE Annual Meeting, an event that provides space for teacher educators of all content areas to engage in meaningful discussions, share research and practices, and become better equipped to drive change in the field of teacher education. Dr. Sandra Crespo, a colleague of mine from Michigan State University (MSU), and I will be facilitating a 45-minute workshop entitled *Reframing Emergent*

Multilingualism as an Asset in the Mathematics Classroom at the conference. What follows is a brief overview of my goals as both an AACTE conference presenter and attendee, my plans for reporting back to the NMU community, and an estimated budget.

Conference Goals: Presentation & Attendance

The workshop that Dr. Crespo and I will be facilitating at AACTE is inspired by the collaborative action research that we are doing in our elementary math methods classrooms at NMU (Laura) and the secondary math methods classroom at MSU (Sandra). We will be sharing a lesson that has helped our teacher candidates (1) identify their own linguistic resources when experiencing mathematics in multiple languages, (2) notice emergent multilingual students' linguistic resources and (3) identify and use strategies for supporting emergent multilinguals within a mathematics classroom. This lesson addresses three of the most critical questions for math educators today.

- First, how to build awareness of emergent multilinguals' experiences in the mathematics classroom, drawing attention to the language demands of mathematics teaching and learning (Celedón-Pattichis, & Ramirez, 2012; de Oliveira, 2011).
- Second, how math educators can better understand and assess the language demands within their classroom (Abedi & Lord, 2001; Banks, Jeddeeni, & Walker, 2016).
- And third, what strategies math educators can use to support emergent multilingual students (Chval & Pinnow, 2016; Kalinec-Craig, 2016; Roberts & Truxaw, 2013).

While I am thrilled to be able to share a lesson born out of our action research project at AACTE's annual meeting next February, I am even more excited to be able to *attend* the conference. Our work in math methods classrooms has revealed that no one lesson is enough; our teacher candidates need many more opportunities to engage in conversation, build further awareness of how language matters in students' content learning, and connect the methods classroom content to the realities of the K-12 classroom during their student teaching experience. While the lesson that Dr. Crespo and I will be presenting is a good way of starting the conversation about multilingualism in the K-12 mathematics classroom, de Jong and Harper (2011) note it is a conversation that needs to become more common in teacher preparation and teacher professional development work more broadly.

As an attendee at the conference, my goal is to identify additional strategies, curriculum, and/or resources to further this important conversation with our NMU teacher candidates. I hope to return to NMU ready to expand this conversation-starting lesson into a larger unit spanning three or four class sessions by drawing on the ideas and materials presented at the conference.

Post-Conference Action Plan

When I return from the AACTE annual meeting, I will share information and resources about best practices in the teaching of mathematics with an awareness and appreciation of its linguistic demand with the following groups: School of Education faculty and NMU teacher candidates enrolled in the elementary math methods course. Additionally, I will share resources with the teachers at Lakeview Elementary School in Negaunee, MI, where our elementary math methods students work alongside K-4 educators in a field-based placement as a part of the methods course.

Estimated Expenses

I am applying for a TLAC conference grant in the amount of \$849 this fall. These funds will cover the registration fee for the 2021 AACTE Annual Meeting and support my development of a larger unit exploring the language and literacy demands inherent in the teaching of mathematics and how K-12 teachers can best support their multilingual learners.

Budget	
AACTE Conference Fee <i>(Early bird rate for faculty)</i>	\$349
Curriculum Development Stipend <i>(Expansion from single lesson to unit)</i>	\$500
Total	\$849

Abbreviated Curriculum Vitae
LAURA M. KENNEDY, Ph.D.

EDUCATION

Michigan State University	East Lansing, MI
Ph.D. in Curriculum, Instruction, and Teacher Education	2015-2020
Certificate of Specialization in Qualitative Research Methods	
Certificate of Specialization in English Language Learner Education	
Grand Valley State University	Allendale, MI
M.Ed. in General Education	2006-2008
Advanced Content Specialization in Mathematics	
Kalamazoo College	Kalamazoo, MI
Bachelor of Arts in Mathematics	2002-2006
State of Michigan Secondary Teaching Certificate in Mathematics and English	
Honors in Education and Senior Individualized Project	

TEACHING & EDUCATIONAL LEADERSHIP EXPERIENCE

Northern Michigan University; School of Education, Leadership, & Public Service	2020-Present
Assistant Professor; Director of Field Experiences; Student Teacher Supervisor	
Michigan State University; College of Education	2015-2020
Assistant Program Coordinator (2016-2020); Student Teacher Supervisor (2017-2018)	
Undergraduate and Graduate Teacher Education Course Instructor (2015-2020)	
Korea University; Institute of Foreign Language Studies	2012-2015
Assistant Professor (non-tenure track); Head Teacher for Engineering English Program (2013-2015)	
Ocheon High School; Pohang, South Korea	2008-2011
Fulbright Korea Scholar; High School English Language Teacher	

PUBLICATIONS

Peer-Reviewed Journal Articles

- Kennedy, L. M. (2020). Confessions of a novice researcher: An autoethnography of inherent vulnerabilities. *The Qualitative Report*, 25(6), 1526-1539.
- Kennedy, L. M., & Crespo, S. (2020). Experiencing Multilingualism in the Math Classroom: A Conversation Starter with Teacher Candidates. *Teaching for Equity and Excellence in Mathematics*, 11, 22-31.
- Kennedy, L. M., Oviatt, R. L., & De Costa, P. I., (2019). "I am also an American": Refugee youth negotiating intersections of identity in third space. *Journal of Research in Childhood Education*, 33(1), 56-70.

Book Chapters & Book Reviews

- Ponzio, C., Robinson, E., **Kennedy, L. M.**, Ceballos, A., Tian, Z., Crief, E., & Lins Prado, M. (in press). Unpacking identities and envisioning TESOL practices through translanguaging: A collective self-study. In R. Jain, S. Canagarajah, & B. Yazan (Eds.) *Transnational Practitioners and Participants in TESOL: Critical Identities and Practices*.
- Kennedy, L. M. (2020). At the Dinner Table: Pre-Service EFL Teachers' Identity Negotiations and Resources. In K. Lindahl & B. Yazan (Eds.) *An Identity-Oriented Lens to TESOL Teachers' Lives* (pp. 46-61). Routledge.
- Kennedy, L. M. (2020). About becoming a teacher, by William Ayers. *Pedagogies: An International Journal*, 15(1), 80-82.

PRESENTATIONS (denotes international)

- Wolgemuth, J. R., Eaton, P. W., Marn, T., Stich, A. E., **Kennedy, L. M.**, Moses II, M. W., Michalovich, A. & Alicea, J. A. (2020, April). *Methodological Stuckness in Research Participants and Ethics* [Paper Session]. AERA Annual Meeting; San Francisco, CA <http://tinyurl.com/uga6ls7> [Conference canceled].
- Ponzio, C., Robinson, E., **Kennedy, L. M.**, Ceballos, A., Tian, Z., Crief, E., & Lins Prado, M. (2020, April). *Unpacking Identities and Envisioning TESOL Practices Through Translanguaging: A Collective Self-Study* [Symposium]. AERA Annual Meeting; San Francisco, CA <http://tinyurl.com/rljqe38> [Conference canceled].
- Ceballos, A., Crief, E., **Kennedy, L. M.**, Lins Prado, M., Ponzio, C., Robinson, E., & Tian, Z. (2019, September). *Blurring the “Linguistics of Community”: A Collective Self Study of Translanguaging in TESOL Education* [Paper Session]. Second Language Research Forum (SLRF); East Lansing, MI.
- Kennedy, L. M. (2019, May). *In Search of a Researcher-Self: Experiences and Insecurities of a Novice Qualitative Researcher*. [Paper Session]. International Congress of Qualitative Inquiry (ICQI); Urbana, IL.
- Kennedy, L. M. (2019, April). *“I teach, but I’m no teacher”: Storying and troubling EFL teacher identity in South Korea*. [Roundtable Session]. Comparative & International Education Society (CIES) conference; San Francisco, CA.
- Kennedy, L. M. (2019, April). *Writing with: Exploring Teacher Identity Negotiations through Collaborative Autoethnography*. [Poster Session]. American Educational Research Association (AERA) conference; Toronto, Canada.
- Reichmuth, H. L., & **Kennedy, L. M.** (2019, March). *“But They Said It Best”: Paraphrasing in University EAP Classes*. [Paper Session]. Teachers of English to Speakers of Other Languages (TESOL) International Convention; Atlanta, GA.
- Kennedy, L. M., & Crespo, S. (2019, March). *TESOL Preparation for Mathematics Teachers: Fostering Cultural Awareness and Empathy*. [Poster Session]. Teachers of English to Speakers of Other Languages (TESOL) International Convention; Atlanta, GA.
- Kennedy, L. M. (2018, June). *Pre-Service EFL Teachers’ Formation of a Community of Practice: A Case Study*. [Roundtable Session]. Asia TEFL International Conference; Macau, China.
- Kennedy, L. M. (2018, March). *Facilitating an Engineer’s Language: EAP Instructors’ Disciplinary Literacy Teaching Strategies*. [Poster Session]. Teachers of English to Speakers of Other Languages (TESOL) International Convention; Chicago, IL.
- Kennedy, L. M., & Oviatt, R. L. (2017, November). *Developing and Complicating Multilingual Refugee Youths’ Notions of Identity in a Post-Melting Pot American Classroom*. [Paper Session]. National Council of Teachers of English (NCTE) Annual Convention; St. Louis, MO.

FELLOWSHIPS & GRANTS

The International Research Foundation (TIRF) for English Language Education - \$2,500	2019
Office of Graduate Studies Writing Fellow in the Disciplines - \$2000	2019
Teacher Education Research Enhancement Fellowship - \$7,824	2017-2019
Office of Graduate Studies Research Enhancement Fellowship - \$1,000	2017

PROFESSIONAL SERVICE & OUTREACH

Advisory Board Member, TESOL International’s Doctoral and Masters Research Forum	2019-Present
Webmaster, Self-Study of Teacher Education Practices SIG Leadership Team, AERA	2019-Present
Reviewer, <i>Teaching for Excellence and Equity in Mathematics (TEEM) Journal</i>	2019-Present
Reviewer, <i>Journal of Literacy Research</i>	2019-Present
Reviewer, <i>TESOL Quarterly</i>	2018-Present

References

- Abedi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education, 14*(3), 219-234.
- Arnold, L., & Davis-Wiley, P. (2015). Preparing teacher candidates to work with English language learners. *TODOS: Mathematics for All, 6*(1), 17-24.
- Banks, K., Jeddeeni, A., & Walker, C. M. (2016). Assessing the effect of language demand in bundles of math word problems. *International Journal of Testing, 16*(4), 269-287.
- Celedón-Pattichis, S., & Ramirez, N. G. (2012). Thoughts, stories, and consejos (advice) from ELLs and their educators. In S. Celedón-Pattichis, & N. G. Ramirez (Eds.) *Beyond good teaching: Advancing mathematics education for ELLs* (pp. 5-17). Reston, VA: National Council of Teachers of Mathematics.
- Chval, K. B., & Pinnow, R. J. (2016). Teaching Pre-service Teachers to Successfully Position English Learners: A Commentary on Moschkovich's Case. In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for mathematics teacher educators: Facilitating conversations about inequities in mathematics classrooms* (pp.171-175). Information Age Publishing.
- de Oliveira, L. C. (2011). In their shoes: Teachers experience the needs of English language learners through a math simulation. *Multicultural Education; San Francisco, 19*(1), 59–62.
- 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.
- Kalinec-Craig, C. (2016). Preparing Our New Teachers (and Ourselves) to “Hear Mathematical Competence”. In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms* (pp. 177-182), Information Age Publishing.
- Moschkovich, J. (2016). Hearing mathematical competence expressed in emergent language. In D. Y. White, S. Crespo, & M. Civil (Eds.), *Cases for mathematics teacher educators: Facilitating conversations about inequities in mathematics classrooms* (pp. 161-170). Information Age Publishing.
- National Council of Supervisors of Mathematics and TODOS-Mathematics for All (2016). *Joint position statement - Mathematics education through the lens of social justice: Acknowledgments, actions, and accountability*. Retrieved from: <http://www.todos-math.org>
- Roberts, N. S., & Truxaw, M. P. (2013). For ELLs: Vocabulary beyond definitions. *The Mathematics Teacher, 107*(1), 28-34.