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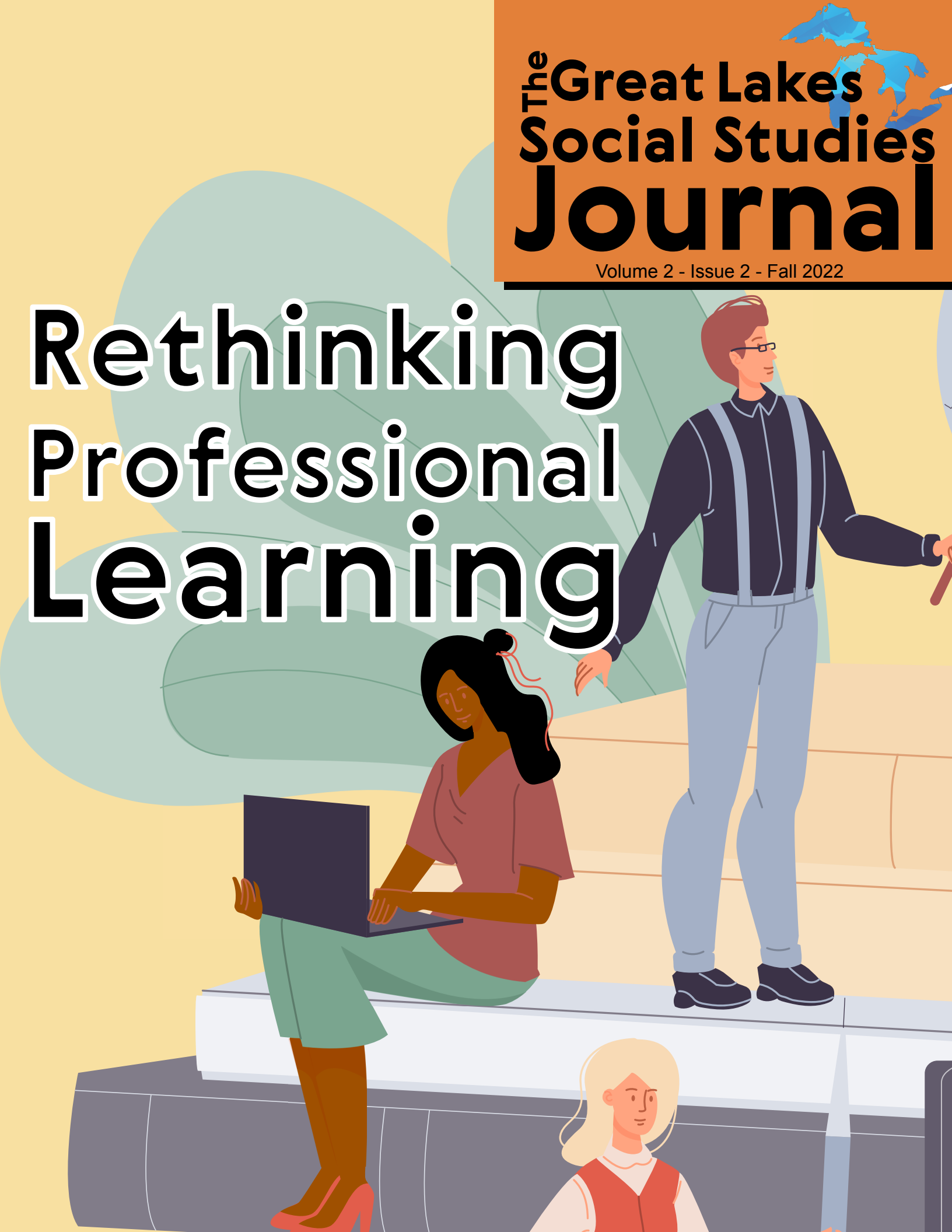
Rethinking Professional Learning



The Great Lakes Social Studies Journal

Volume 2 Issue 2 - Fall 2022

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Tomorrow's Leaders Learn Today

From the Editor...

Dr. Annie McMahon Whitlock
Grand Valley State University

As educators, we are life-long learners–we're always looking for ways to improve our teaching. This issue revolves around the idea that educators learn from a variety of experiences, and three articles are narratives from educators who share their learning. Travon Jefferson writes about his experience adjusting his curriculum after learning about a social justice approach to social studies, Stacy Radecki shares her transformative trip to Poland to learn about the Holocaust, and Patti Strukel wrote about her journey to learn about assessment in her social studies methods courses. We also have an article from Kristy A. Brugar about research on educators' preferences in formal professional development. Finally, we have a transcript from a town hall on education from the Michigan Asian Pacific American Affairs Commission about teaching Asian American history in Michigan's schools. This article is full of informational links so make sure you click on them to continue your own learning while you read about what these leaders in education have to share.

Creating an Empowering Social Studies Curriculum Centering Social Justice

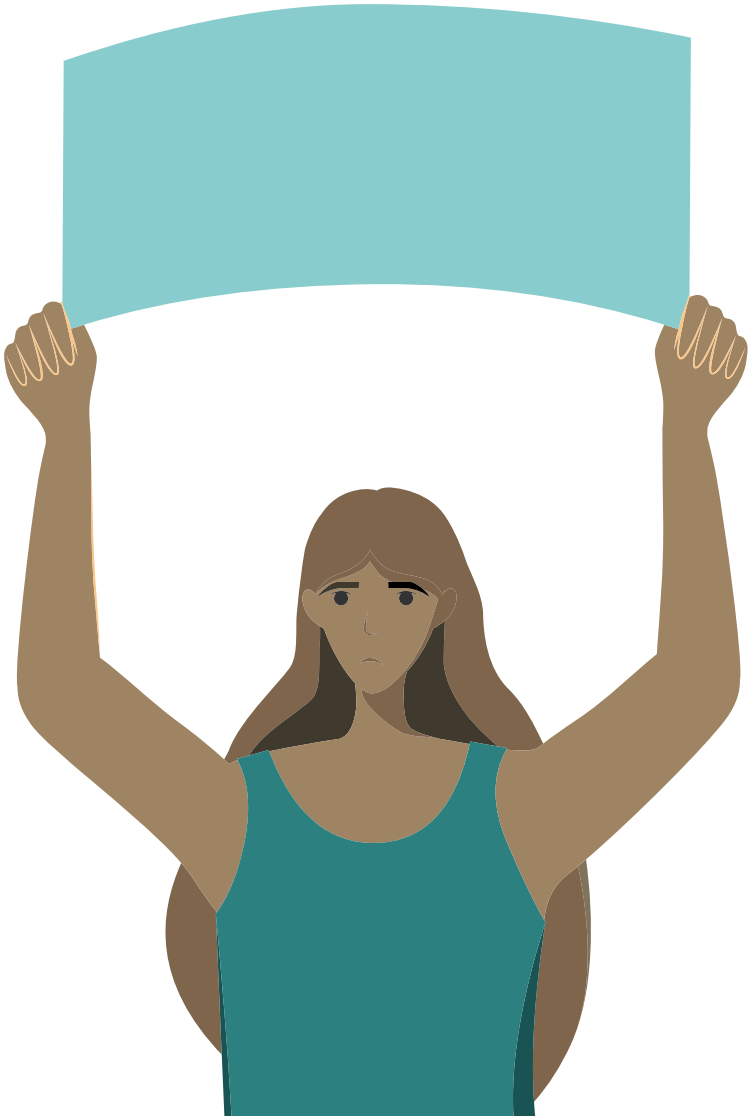
Travon Jefferson

Dr. Shontoria Walker, Executive Director of Education PowerED, describes social justice as "the selected curriculum materials and resources in classroom instruction that creates a space for students to discuss the histories of oppression and inequalities while analyzing current injustices in our society" (McDonald et al., 2022, p.112). In fact, I've seen firsthand my own sixth - and seventh - grade social studies students lead innovative classroom discussions and become civically engaged when I centered my lessons on Dr. Walker's idea of social justice. If social studies educators want students to lead innovative discourse and engage in diverse communities, teachers must prioritize curriculum materials that enables students to think deeply about histories of oppression and structural inequality. Moreover, educators must provide students with tools to engage in productive discourse about past and present realities. Unfortunately, legislatures across the United States are banning books and certain histories as "a total of 16 states so far have signed into law bills restricting education on race in classrooms or state agencies" (Alfonseca, 2022, para. 5). A ban on the education of race fundamentally bans the teachings of social justice which adds to the opportunity gap between students. Furthermore, a state – sanctioned ban of conversations on race, certain histories, and social justice "would censor teachers and students, as well as place restrictions on discussions on racial oppression" (Alfonseca, 2022, para. 12). As a result, educators must redefine their curriculum with social justice at its core.

Regrettably, teachers cannot rely solely on mainstream curriculum or history textbooks because such texts "are often muddled by the conflicting desires to promote inquiry and to indoctrinate blind patriotism" (Loewen, 1996, p.14). A lack of social justice in our social studies curriculum can foster blind patriotism which becomes immensely damaging to Black and Latino children because it is miseducating them. This miseducation teaches Black and Latino children "that he has no worthwhile past, that his race has done nothing significant since the beginning of time, and that there is no evidence that he will ever achieve anything great." (Woodson, 2010, p. 99). Additionally, when social studies teachers inadequately teach or leave out social justice altogether in

their lessons, this could harm all students and contribute to “the miseducation of the mind and hidden history” (Smith, 2021, p. 80). On top of that, the absence of social justice in curriculum could possibly produce the idea that success (or lack thereof) is based solely on the individual rather than understanding the systemic barriers that play a part in history and our daily lives. Lastly, the exclusion of social justice tends to destroy a Black or Latino students’ self - awareness as they find it difficult to connect history to their own cultures. Clint Smith further explained this idea is

> part of the insidiousness of white supremacy; it illuminates the expectational in order to implicitly blame those who cannot, in the most brutal circumstances, attain superhuman heights. It does this instead of blaming the system, the people who built it, the people who maintained it. (Smith, 2021, p. 64)



All students need the opportunity to successfully engage in a curriculum centered in social justice to develop cultural competence and self - awareness. Moreover, when social justice is at the heart of the history lessons, students have the potential to “gain an authentic knowledge of different ethnic groups and an appreciation for diversity” (McDonald et al., 2022, p.132). When teachers engage students in essential questions such as: *How do the people of Mexico speak Spanish if the language originated in Spain?* educators become culturally responsive as they address the historical, social, and political needs of students.

In this autoethnography, I interrogate my own teaching practices through a social justice lens as my social studies students reflect on this very question. Furthermore, I explore the ways in which I incorporated Teaching Tolerance’s social justice standards and Dr. Walker’s idea of social justice into my curriculum. In doing so, I established a space for students to analyze and discuss obscure histories while interconnecting it to their own realities. It is my hope educators will be able to use this autoethnography to justify incorporating social justice standards into their social studies curriculum. More importantly, I hope educators use the knowledge and teaching recommendations at the end of this article to facilitate powerful classroom discussions and civil engagement with social justice at its core.

Understanding Equity: How Do the People of Mexico Speak Spanish if the Language Originated Across the Atlantic Ocean in Spain?

This lesson can primarily (but not exclusively) be used or adapted for a sixth-grade social studies classroom focusing on the sixth-grade culture standards and the teaching of cultural diffusion. The lesson can also be vertically aligned to introduce

students to the seventh-grade early civilization standards. Although I taught this lesson in Texas, the social studies standards are nearly similar to other states in terms of the knowledge and skills students walk away with. Prior to introducing cultural diffusion to the class, I always introduce culture traits and have students focus on the historical context of a specific trait. For example, most students in my sixth-grade social studies class native language were Spanish, so we chose the Spanish language as our trait and explored its historical roots. The essential question that students needed to answer was: How do the people of Mexico speak Spanish if the language originated across the Atlantic Ocean in Spain?

Posing this question to a class of Latino students in Houston, Texas as a Black man from Detroit, Michigan who doesn't even speak elementary Spanish was indeed a peculiar situation to be in. However, I welcomed students to question my knowledge of their home language and its historical roots. The students mainly identified as Mexican, Honduras or Guatemala Americans, so they rightfully questioned how their native language traveled through history from Spain to their homes?

In those questions and ensuing discussions, I discovered many students had an innocent version of history and that the historical context of the Spanish language was a magical, family language that was passed down generations through their maternal lineage. One student even proposed one of his ancestors possibly traveled to Spain to learn the Spanish language and brought it back to Mexico to teach everyone! Students enjoyed making inferences about their native language, but never considered the brutal reality of white supremacy and settler colonialism. In this class discussion, there was an instructional decision to be made; to teach the lesson from a social justice lens to help students understand how the Spanish language was historically impacted by settler colonialism or let them hold onto the Disney World perception. With a solid awareness of how settler colonialism stripped my ancestor's native language generations ago, I chose to teach from a social justice lens because "students deserve better than Disney World history, especially since their textbooks are by no means as much fun as the amusement park" (Loewen, 1996, p. 253). To teach effectively I leaned on the social justice domain of Understanding Equity from *Culture to the Max: Culturally Responsive Teaching and Practice* to help guide the classroom discussion.

> Understanding Equity: The culturally responsive educator equips students with the knowledge and understanding of the history of inequality and oppression. The teacher helps students recognize inequity due to human - created social and economic relations that can be challenged. (McDonald, et al. 2022, p.130)

To help my students identify the why of the Spanish language spreading across continents, I front-loaded the lesson with vocabulary terms such as colonization, immigration, trading, and globalization. I used a chart (see The Causes of Cultural Diffusion) with definitions already on them, but the terms are not. Students were instructed to listen to the class lecture and complete the chart with the correct term and draw a picture.

The Causes of Cultural Diffusion

Word	Definition/Way	Draw image that could represent word
Colonization	to take control of an area by force	
Immigration	when a person moves into a country that is not their own	
Trade	exchanging goods and services	
Globalization	inventions that made it easier for people to communicate and trade	

However, even with working knowledge of these terms, students still were not able to fully understand how the Spanish language spread across the world. Some students did infer Spaniards immigrated to South America and happily spread the Spanish language to their ancestors. Yet, no student concluded the spread of the Spanish language was due to colonization. Students could not make the connection because at that point, they lacked historical knowledge. I chose to bring in additional primary and secondary sources that were approved by the administration team at my school. The source's main purpose was to aid my students in drawing accurate conclusions about the spread of the Spanish language and the hidden history behind it.

The source (see Causes of Cultural Diffusion? The Spanish Language) is an excerpt that introduced students to Spanish conquistadors, but it also gave them an insight on the Spanish language. After reading the excerpt students were now ready to answer the essential question! Following my classroom timer signaling work time was over, students' hands rose sharply as the entire class wanted to answer the first problem; Identify the cause of cultural diffusion. "COLONIZATION!" One student yelled after being called on; he continued that "Hernan Cortes came to Mexico and took over the land from the Aztecs which spread the Spanish language." All students in the class showed their agreement with the statement with thumbs up and approving hand gestures. One student even added on "So let me get this straight Mr. J, white people came over from Spain and brought their language with them?" My students all concluded their home language was a product of colonization. However, this fact of colonization did not make students angry, sad, or shy away from history, contrary to what legislatures might believe as some feel "educators are indoctrinating students with certain lessons on race that make people feel "discomfort" or "shame" (Alfonseca, 2022, para.9).

Cause of Cultural Diffusion? The Spanish Language

In 1519, Spanish explorer Hernán Cortés arrived in Mexico in search of gold. Cortés took the Aztec emperor prisoner and with the help of European weapons, Cortés defeated the Aztecs and claimed the land for Spain. Furthermore, the Spanish explorer Francisco Pizarro heard of the gold and silver in the Inca empire in South America and led a small army to conquer the Inca in 1531. They defeated the Inca and colonized land for Spain as well. For this reason, Mexico, and Peru (the land of the Inca) now primarily speak Spanish as their main language. The Spanish also spread their religion and customs to the local people.

Identify the cause of cultural diffusion: _____

Explain how you know this is the cause of cultural diffusion:_____

_____

_____

_____

Instead, students used this newfound knowledge as a vehicle that drove their inquisitiveness even further.

The excerpt not only worked as a method to help process the term cultural diffusion, but it also gave students the knowledge about the Spanish language. After reading and discussing how the Spanish language came to be the main language in Central and South America, students were curious to learn more about the conquistadors and cultural diffusion. Additionally, students had a strong desire to learn more about the early civilizations prior to European colonization particularly the Aztecs. Students quickly questioned the existence and lives of the Aztecs with questions such as "Where are the Aztecs now?" "Were the Aztecs considered Mexican?" "Are my ancestors Aztecs?" "What was the Aztec culture like?" As a social studies educator, I could not answer questions about genealogy or ancestral DNA, but I did gravitate towards Learning for Justice Identify 2 standard "I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups" (Learning for Justice, 2021). By continuing to center social justice at the heart of my instruction, students were able to connect their culture to history and the world!

Identity and Belonging: Are My Ancestors Aztecs?

Students continued to ask questions about the Aztecs and colonization, however, I did not give the class a firm answer. Instead, they were able to come up with their own answers based on their knowledge of history and the diverse perspectives of settler colonialism. I never present "the right" answer to students, but instead "present several interpretations along with an overview of the historical support for each and invite students to come to their own conclusions" (Loewen, 1996, p. 249). When students came into class the following day with more questions about the Aztecs and their culture, I realized this was the ideal opportunity to support students in drawing connections with their identity, culture, and history. I could have ignored my students' desire to learn about the Aztecs and continued to talk about Hernan Cortes and other conquistadors, but since the Learning for Justice standards (Learning for Justice, 2021) are at the core of my instruction, it was easy to pivot and teach a topic that was more culturally responsive.

As the educator you make the decision to stay the curriculum course and risk engaging in what Dr. Christopher Emdin calls "classroom colonialism" or you could choose to unabashedly teach students with a social justice lens. *Classroom colonialism* can be defined as "students can only be smart when they are not who they are" (Emdin, 2017, p.14). The idea of classroom colonialism could've easily been produced through my instruction if I did not pivot to discussing the Aztecs. I wanted students to feel seen and their heritage valued in my class, and I knew talking about the Aztecs would allow students to show up as their authentic selves. Assisting students in connecting their identity with history will help them become self - aware of how their culture transcends through time. But not only that, allowing them to draw these connections will help them study their own lived experiences and enable them to become civically engaged with societal issues they may face today and in the future. To that end, I curated approved sources to help students learn more about the Aztecs and in turn learn more about their own ancestral culture. The first source was instantly recognizable by every student in my class (see the Mexican flag)

"That's my flag Mr.! Mr. That's the Mexican flag!" One student emphatically called out as her eyes lit up seeing such a familiar identity marker in her social studies class. Other students joined in harmoniously telling me about their experiences with the Mexican flag and personal experiences about their Mexican heritage. However, when asked, no student could tell me the meaning of the bird symbol on the Mexican flag. Surprisingly, students were unaware of the hidden history behind the flag and the Aztec culture that lie within it. Relying on my own background knowledge I explained the history of the Mexican flag and how it derived from the Aztec culture. I passed out readings and we watched several history documentaries that explained the Indigenous civilization in great detail. Students were amazed to hear about the great capital city of Tenochtitlan, home of the Aztec warriors. Furthermore, they felt a strong connection to the Aztecs when they discovered the bird on the Mexican flag represents a symbol in Aztec culture. We ended the Aztec lesson with a formative assessment (see The Aztecs Exit Ticket) that focused on Aztec culture and spiraled in culture and geography standards to ensure students have the required knowledge and skills for future summative assessments.

The Aztecs Exit Ticket

Avocado, tomato, and chocolate. You are likely familiar with at least some of these food items. Did you know that they all originally come from Mexico, and are all based on the Nahuatl language words, (*ahuacatl*, *tomatl*, and *chocolatl*) that were eventually adopted by the English language?

Nahuatl is the language spoken by the Nahua ethnic group that is found today in Mexico, but with deep historical roots. You might know one Nahua group: The Aztecs, more accurately called the Mexica. The Mexica were one of many Mesoamerican cultural groups that flourished in Mexico prior to the arrival of Europeans in the sixteenth century.

The Aztec empire

Many Gods existed within each Mesoamerican culture. Many groups shared similar Gods, although there was a great deal of differences. Gods that had important roles across Mesoamerica included a storm/rain god and a feathered serpent god. Among the Mexica, this storm/rain god was known as Tlaloc, and the feathered serpent god was known as Quetzalcoatl.

Peoples across Mesoamerica, beginning with the Olmecs, played a ritual sport known as the ballgame. Ball courts were often located in a city's sacred center, emphasizing the importance of the game. Solid rubber balls were passed between players (no hands allowed!), with the goal of hitting them through markers.

1. Identify the following cultural traits based on the passage:

Cultural Trait Categories	Examples
Language	
Food	
Customs	
Religion	

2. Based on the passage, identify the climate zone The Aztecs lived in.

3. Based on the picture titled "The Aztec Empire" explain how did the climate impact the type of clothes the Aztecs wore?

The following day, students entered my classroom with additional commentary about the Aztecs such as "my parents said my family is descended from the Aztecs warriors" and "I'm going to try and learn the Nahuatl so I can have my ancestral language." It was clear that decentering whiteness, bringing in the realities of my students, and uplifting the hidden perspectives of the Aztecs empowered students to learn more about their ancestral history and take pride in what was once forgotten. I did not want students to be confronted "by a curriculum that is blind to their realities and school rules that seek to erase their culture" (Emdin, 2017, p.12). Students wanted to grasp why the Aztecs were not around today and did not want to accept colonization and disease as an answer. One student simply asked, "What's stopping us from learning about our ancestors, now?" Students were able to clearly see their culture in social studies which encouraged them to do more research on their own to learn more about their lost culture.

In Conclusion: Teacher Recommendations

Throughout my teaching career, it was clear centering social justice in the social studies curriculum is imperative if we want our students to fully engage with historical content and utilize cultural competence in and outside the classroom. Similarly, teaching with social justice at the heart of your instruction will compel students to discuss hidden histories and difficult topics with a respectful sense of inquisitiveness as they develop and express their own distinct perspectives (Emdin, 2017). Finally, a social justice curriculum will advance self - aware students' agency "to analyze the circumstances of their lived experiences and develop practical tools to persevere through challenges stemming from social justice" (McDonald et al., 2022, p. 148). Although having a social justice curriculum has many positive benefits for students, it takes an especially skilled and culturally competent educator to effectively teach it. Therefore, the list of teacher recommendations below can guide teachers in the right direction. Conversely, this list is not all - inclusive and more self - work must be done before an educator is able to effectively teach an entire curriculum with a social justice focus. However, these recommendations can be used as a starting point to become more culturally responsive and effective in teaching with a social justice lens.

Recommendation 1: Understand your positionality and position students as the expert of their own cultural histories and lived realities

Recommendation 2: Be aware and knowledgeable of historical oppression, settler colonialism, and indoctrination

Recommendation 3: Include diverse perspectives in your lessons to help students come to their own opinions and justifications.

Recommendation 4: Be culturally responsive to students to avoid classroom colonialism.

Engaging in this type of instructional practice will require teachers to learn and unlearn their own hidden bias and "unpack the indoctrination that we have all been subject to" (Emdin, 2017, p. 40). Nevertheless, when teachers effectively do the self - work required to teach from a social justice lens, their instruction becomes culturally responsive as they address the historical, social, and political needs of their students. More importantly, students engaged in a culturally responsive curriculum will take the opportunity to become civically engaged, critical thinkers.

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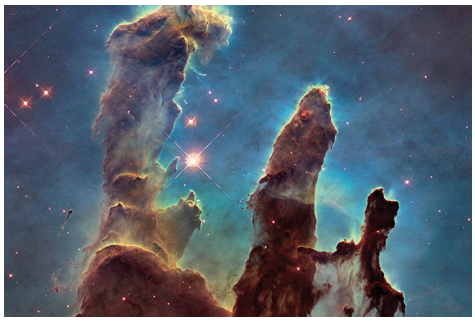

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My Summer Vacation: An Exploration Into Teachers Professional Development Choices

Kristy A. Brugar

During my twenty-five-year career as a social studies teacher and teacher educator, I have had many professional development opportunities that took me away from my school/university to local and, not so local, places. These experiences allowed me to engage with teachers from across the country and provided experiences to learn content that was both directly and indirectly related to the content I taught. In other words, these experiences allowed me to be a student, again. Further, they were invaluable to my growth and tenure as a middle school teacher. I started teaching in the mid-1990s, arguably a different time for educators in terms of school safety and accountability (to name a couple differences). Although there are differences in the educational landscape, on-going teacher learning and the need for varied experiences across a teacher's career have remained timeless (Feiman-Nemser, 2008; 2012).

During a teacher's career, they have the potential to teach hundreds, if not thousands of students. More than likely, they will teach more than one grade level and/or content area. They will be asked to document students' performances, mentor new faculty members, and integrate an ever-changing technological landscape. In other words, teaching is a dynamic endeavor that demands teachers have an on-going commitment to learning. Beyond their initial teacher preparation, the majority of teacher learning occurs during professional development (PD) experiences sponsored by school districts, cultural institutions, and professional organizations. With this is mind, the purpose of this study is to explore why teachers, who participated in social studies-oriented professional development, select particular PD and what the important aspects of those experiences are.

Conceptual Framework

This study draws on two conceptual constructs: job embeddedness (Mitchell, et al., 2001) and Desimone's (2009) critical features of professional development. Mitchell and colleagues (2001) write about employee retention based on their embeddedness noting three "critical aspects" (p. 1104) - link, fit, and sacrifice. The researchers describe links as

"formal and informal connections between a person and institutions or other people" (p. 1104). They explain that the greater number of links or connections equates to being more strongly bound to a job or organization. For this study, the links are colleagues and professional development experiences. Fit is described as an individual's "perceived compatibility or comfort with an organization and with his or her environment" (p. 1104). Sacrifice is described as "the perceived cost of material or psychological benefits that may be forfeited by leaving a job" (p. 1105). Germane to this study are the costs and benefits of participating in PD.

Desimone (2009) situates PD as "teacher learning experiences come in a multitude of formal and informal, embedded and discrete activities" (p. 183). Desimone identified five features of PD to foster and improve teaching practice: "(a) content focus, (b) active learning, (c) coherence, (d) duration, and (e) collective participation" (p. 183). Desimone (2009) describes "content focus which is "subject matter content and how students learn that content" (p. 184). Active learning is exemplified by experiences like leading discussions, observing expert teachers, and reviewing students' work. Coherence is the extent to which the PD experiences and learning align with the teachers' knowledge and beliefs. Duration refers to the time needed to experience and understand the PD learnings. Generally, effective PD experiences are 20 or more contact hours. Finally, collective participation involves multiple teachers from the same school, department, etc. participate together in PD.

Table 1.

Alignment of Concepts

Mitchell et. al (2001)	Desimone (2009)
Fit: comfort with an organization and environment	active learning coherence
Link: connections between people and institutions	content focus collective participation
Sacrifice: cost and benefits of leaving	duration

Literature Review

Professional development (PD) should also be ongoing—both across the school year and across teachers' careers (e.g., Ball & Cohen, 1999; Feiman-Nemser, 2001). There is wide agreement noting the characteristics of effective PD. It must reflect student and teacher needs, involve teachers in planning and development, be part of a larger plan for change, promote school-wide collaboration, and be evaluated for its influence on teacher practices and student learning (Hawley & Valli, 2001). Embedding PD in everyday practice also contributes to classroom effectiveness (Brugar & Roberts, 2017; Garet et al., 2001). Further, Walpole and McKenna (2015) suggest design and implementation of PD should be an iterative process that is responsive to participant feedback. Without such opportunities, teachers are less likely to adapt and evolve their teaching to meet ever-changing learning needs of their students and standards of practice. Hochberg and Desimone's (2010) framework for PD in accountability contexts, they identify three contextual factors that influence PD outcomes. These factors include teacher, student, and curricular characteristics. Most notable to this study, the teachers' characteristics involve their prior experiences with PD and policy change as well as their openness or resistance to the experiences; perceived collegiality and trust; and effective leadership. In addition, the curricular characteristics take into account the alignment of local programs and state policy.

Noonan (2019) interviewed teachers about their perceptions about PD, particularly powerful professional learning. He found teachers' perceptions to fall into three categories or with in a learning affinity framework. These categories included content, facilitation, and community. In reference to the content, teachers noted content connections to their classroom, which were explored in the PD. Others noted the important of the facilitation or who presented the PD (e.g., school, district, professional organizations). Lastly, teachers were interested in the PD community, in other

words others who would be participating in the experiences with them.

Social Studies Professional Development

Opportunities/experiences that "count" as professional learning vary greatly from state to state, district to district, and often, teacher to teacher. According to van Hover (2008), as well as Crocco and Livingston (2017), there is a limited amount of research on social studies teacher education and professional development which is important to this study. van Hover (2008) summarized research on social studies PD noting connections to teachers' prior knowledge and understanding of school contexts. Most often, these studies focus on secondary (middle and/or high school) teachers.

Meuwissen (2017) explored two teachers' experiences as they participated in a formal professional development program about historical thinking contextualized in a high-stakes culture. Similarly, Howell and Saye (2016, 2018) describe a multi-year professional development experience around lesson study in which some teachers were in schools which emphasized standardized testing. Six fourth grade teachers collaborated with and were supported by historians, researchers, and one another to develop lesson plans. Howell and Saye found this process/these experiences beneficial to participants in reference to mentorship, dialogue, and reflection (2016). Further, they concluded lesson study can be helpful to develop of professional teaching knowledge when participants were open to the public nature of lesson study (2018). In a study of elementary teachers participating in professional development, Halvorsen and Kesler-Lund (2013) found fifth-grade teachers felt they improved instructional practice to further student learning through the lesson study experience.

Thacker (2017) examined PD experiences, formal and informal, of high school social studies teachers. The informal experiences were more impactful to classroom practice. Thomas-Brown, Shaffer, and Werner (2016), documented the work of secondary teachers, with a focus on geography, who participated in intensive, sustained, and content-specific professional development. This PD experience led to improved content knowledge as well as the development of social studies skills and strategies. In addition, the development and importance of professional communities and support was noted.

With this research in mind, I have explored two research questions in this study:

Why do teachers select to participate in particular professional development?

When they do participate, what are important aspects of those professional development experiences?

Method

This mixed-methods study explored why (mainly rural) teachers select to participate in a professional development program (Johnson & Onwuegbuzie, 2004). The qualitative data is used to further explore and corroborate quantitative data.

Context and Participants

Participants for this study were drawn from three, year-long PD experiences for which they self-selected to participate. Both the qualitative and quantitative, were gathered via an online survey shared with participants on the final day of a week-long, face-to-face PD experience in the summer (mid-day on Friday/Day 5). On the day the survey was shared, there were 32 teachers present at the CHANGE PD, 48 at the AIM PD, and 53 at the HOPE PD (total participants 138) (each program name is a pseudonym), 117 completed the majority of the survey (response rate is 84.78%) (see Table 2). In addition, teachers selected to participate in this PD in which they are asked and participate in a series of experiences throughout the year. The teachers come from across this Southern state. Among these participants, 76% report belonging to professional organizations

including the state teacher's union, the National Council for History Education, the state's association of professional educators, the state council for the social studies, and the National Council for the Social Studies. In other words, the participants are involved in various professional communities in, and beyond their school districts.

Table 2.

Participant Demographics By Program

PD Program	Number of Participants (N= 117)	Years of Service	Teaching Context		
			Rural	Suburban	Urban
AIM	34	1-35 years (mean = 12.53 years)	26	6	2
CHANGE	30	1-25 years (mean= 10.56 years)	30	0	0
HOPE	53	1-34 years (mean = 14.51 years)	38	14	1

Data Sources and Analysis

The survey consists of both dichotomous questions (e.g., Do you participate in professional development? Yes/No) and contingency questions (e.g., For you, is providing enough time to be introduced to new content an important factor in professional development experience? If participant answers "yes" they are promoted respond to: How important is providing enough time to be introduced to new content?). Additionally, participants were asked general professional information (e.g., how long have you been teaching?). After the data were collected, SPSS was used to analyze the quantitative data. To begin, descriptive statistics were run of teacher demographics. With the qualitative data, I started with a process of open coding. I examined each teacher's responses, identifying descriptive phrases that I organized into eight categories: content development; pedagogical development; a balance of content and pedagogy; space for learning, in general; professionalism; growth, networking, and students. These were collapsed into three broad themes: building content knowledge, building pedagogical knowledge, and promoting professionalism. After reading the responses in each category, I collapsed the responses into three larger themes which are described in the Findings section of this paper: building content knowledge, building pedagogical knowledge, and promoting professionalism.

Findings

Why Do Teachers Select to Participate in Particular Professional Development?

In the most simplified definition professional development (PD) is learning which serves to maintain professional credentials. Teachers in this study identified their participation in professional development (PD) as a requirement of employment and certification – professional expectations associated with PD. Of the 117 participants, PD is a requirement of their school or district for all but one teacher. Further, the majority of respondents identified a 24-hour PD requirement per academic year; five teachers self-reported a 30 or more hours per year requirement. Two teachers identified 18 and 21 hours of required PD annually. The specifics associated with hours and expectations differed. For example, several participants identified freedom to select what they engaged in for the 24 hours of PD while others were able to personally-select six hours of their 24-hour requirement. Two teachers further qualified that they had the freedom in PD selection, if it did not cost the school/district. Among the teachers surveyed, 104 identified that they would participate in PD, even if it was not required.

Overall, the participants enjoyed their PD experiences. This is best captured by a participant, "I have learned so much with CHANGE! I am thankful for the collaboration with others, instructional

resources, and inspiration to challenge myself to learn as much as I can to continuously improve as a social studies teacher!" In this statement, the teacher addresses Desimone's characteristics of PD as well as their disposition toward PD.

The theme of learning is inclusive of responses in which the teacher participants noted their interests in participating in PD based on their opportunities to learn, generally speaking in addition to learning content and/or pedagogy. Participants shared a love for and desire to learn. Several teachers communicated this interest/desire with comments like, "I love to learn;" "I want to further my knowledge;" and "I think it is important to keep learning." Both fit and links (Mitchell et al., 2001) are evident in these statements.

Building Content Knowledge

Many of the participants described their motivation for participating in PD to be the content/content knowledge. One participant went so far as to say, "I would do professional development in my content area but not so much in other educational arenas" and another stated he would participate in PD, "as long as it was content driven." More generally, respondents explained their choice of PD in terms of enjoyment and need. For examples, "I enjoy continuously learning in my subject area" and "I enjoy updating my knowledge." Others simply stated, "I love learning more about my subject" or "I love to learn about history." These statements represent both elementary and secondary teachers.

In addition to a love for content, participants mentioned the need for PD to further their content knowledge. Most often teachers identified needing to know more. For example, "I feel it is important to learn as much as possible about our content" and "I want to increase my content area knowledge." Beyond simply "knowing more," teachers expressed a need to know about "history content bias" and "expanding my thoughts on what I teach."

Building Pedagogical Knowledge

The teacher participants in this study participated in PD not only to learn content but also to learn or explore pedagogy. Most often, participants referenced PD as a place where they were able to learn new or fresh instructional strategies. "I am always on the search for new strategies" and "I want to learn new strategies." Participants noted the need for pedagogical learning to engage with educational trends, make personal improvement, and connect student learning. "I love PD's [sic] and always want to be informed and know the latest research and strategies." Another participant reflected, PD "provided improvement in use of technology and teaching strategies" and "It helps me learn better ways to help my students." An early career teacher shared that she wanted to develop her, "repertoire of skills my students can use across content areas to better understand the world."

Promoting Professionalism

Promoting professionalism is inclusive of responses in which participants identified aspects of growth, networking, and students. One teacher framed PD as a responsibility, "If I am not growing as a teacher, I have no business teaching. I need to always be willing to learn something new, I believe." Although, many responded with comments like, "Teachers should always be learning." This goes beyond simply being a learner rather, one teacher stated, "I prefer to be up to date on my knowledge and skills as a matter of professionalism." Notions of professionalism were entangled with teachers' opportunities to network with one another and to grow ("I love learning and growing as a professional.") For example, "I enjoy learning new things from others. I feel it helps me be a better teacher." This link between professionalism and networking exemplifies the value of PD experiences in which teachers, as professionals, are engaging with and learning from one another.

Table 3.
Participant Ranking for PD Choices (N= 101)

Categories	Most Important *N* (%)	2nd	3rd	4th	5th	6th
Active Learning Experiences	24 (23.76%)	22 (21.78%)	23 (22.77%)	17 (16.83%)	15 (14.85%)	0 (0.00%)
Ability to Participate	16 (15.84%)	11 (10.89%)	18 (17.82%)	**33 (32.67%)**	21 (20.79%)	2 (1.98%)
Presentation of Content and Skills	26 (25.74%)	**27 (26.73%)**	**27 (26.73%)**	16 (15.84%)	5 (4.95%)	0 (0.00%)
Time Commitment	5 (4.95%)	13 (12.87%)	10 (9.90%)	20 (19.80%)	**48 (47.52%)**	5 (4.95%)
Understanding the Needs of My Classroom	**28 (27.72%)**	26 (25.74%)	22 (21.78%)	14 (13.86%)	11 (10.89%)	0 (0.00%)
Other	2 (1.98%)	2 (1.98%)	1 (0.99%)	1 (0.99%)	1 (0.99%)	94 (93.07%)

When teachers discuss teaching, students are at the forefront of those responses. And that may have been the case of these respondents. However, there were seven responses in which the teacher explicitly mentioned "students" as a motivation for participation in PD. Notably, all of these teachers work with elementary-aged students. Their responses included, "I want to personally grow to better meet the needs of my students."

When They Do Participate, What Are Important Aspects of Those Professional Development Experiences?

Participants were asked to rank in order of importance, several core principles of professional development including, active learning experiences, ability to participate, presentation of content and skills, time commitment, understanding/meeting the needs of my classroom, and other (see Table 3).

These teachers identified "an understanding of the participant's classroom needs" as an important consideration when selecting a particular professional development experience was. In fact, more than half of the respondents (28, most important and 26, second most important; 53.47%) noted this as a significant factor (van Hover, 2008). If the goal for PD is to improve student learning, PD providers whether they are school, district, or national presenters/ providers should understand the classroom needs of their participants. This could be as simple as knowing the district is "one-to-one" and presenting opportunities to use technology as an aspect of the PD. Or, being aware of that the school has a large English learner population and providing strategies within the PD to support those learners.

Equally important, are the least significant elements of PD. For these participants, almost half (47.52%) noted the time commitment. This may be connected to the state/district requirements for annual PD. In other words, teachers are already expected to devote time to professional development, so it does not serve a significant barrier to participation.

While 94 responses report "other factors" were least important, there were eleven written responses associated with these "other factors" that influenced a teacher's selection of PD. Seven were explicitly related to cost – several of these responses were simply "COST!" This is a common sacrifice (Mitchell et al., 2001) associated with PD. Along similar lines, another participant noted, "Affordability (By the school or myself - if no stipend/not free)" as well as, "[I participate] If I am being paid." The three remaining written responses included topics of

importance including, strategies, assessment, and accommodations.

Limitations

There is one notable limitation to the study. These participants represent a particular sub-set of teachers. While all teachers in this state are required to participate in PD to maintain their teaching credentials, this is a self-selected group who choose to participate, during the summer break, in social studies-centered PD.

Discussion, Implications, and Recommendations

This research provides a description of a particular professional development (PD) experience which reflects the critical characteristics for professional development (Desimone, 2009) as well as notions of job-embeddedness (Mitchell et. al, 2001). The participants reported their involvement in PD experiences to have impacted their content and pedagogical knowledge as well as their professionalism. The content presented and the experiences linked to and fit within the context of their jobs as elementary or secondary classroom teachers. These experiences link the teachers with other teachers from across their state and the sacrifice (e.g., time) is minimal (Mitchell, et. al, 2001). Professional development providers may consider the ways in which these various individuals are linked (Mitchell et. al, 2001) with one another in order to develop curricular support and opportunities for teacher growth. As PD providers create and promote PD experiences for and with teachers, I recommend considering these ideas: (1) Think Universally, (2) Design and Present Locally, and (3) Act Locally.

Think Universally

Professional development experiences are often situated in broader initiatives. To think universally, educational leaders and PD providers should consider the fundamental question: "what should teachers know or be able to do?" Being able to answer this question is foundational but often overlooked – as in all classrooms, center the learner which in this case are teachers. Thinking universally about PD experiences situates the learning in real-time with new initiatives and new responsibilities that teachers may be taking on (e.g., teaching a new grade level or content area). It is important to be aware of the larger educational landscape and disciplinary trends, as well as individual interests and experiences.

Present Locally

PD providers should present locally. This does not mean conducting PD in only a particular school or within our closest communities but rather gathering groups of educators invested in the universal initiatives or similar needs. In other words, create communities of practice (Lave & Wenger, 1991) in which a group meets regularly to address shared issues or interests. For example, one of the significant findings from this study is the voice of elementary school teachers in PD conversations. So, germane to this study, how might professional organizations design social studies PD with elementary teacher in mind? Attending to the content and pedagogical approaches distinct to elementary classrooms as opposed to middle school and high school for whom social studies PD it is more often designed. The elementary teachers who participated in this study expressed a wide variety of needs from the development of content knowledge (e.g., the chronology of the American Revolution) to furthering literacy objectives and deepening local connections. These differing professional learning needs are equally important and cannot necessarily be met simultaneously.

Act Individually

PD providers should act individually. Consider how professional development is unpacked, implemented, understood, and supported in individual classrooms to further the work of teachers and the learning of their students. While working to support teacher

development, it is important to remember that teachers are experts of their own needs and learning - so how can those organizing and providing PD better engage these experts and their expertise?

Virtual learning before the global pandemic made it possible to create these more specific PD experiences. As we navigate pandemic learning (during and post), individualized teacher learning experiences are not only possible, but probable. With a strong understanding of individual teachers' needs and the professional autonomy to select experiences, teachers are better served by individualized experiences.

Conclusion

It is clear that teachers participate in PD for a variety of reasons from state or district requirements to personal interests and opportunities. Better understanding teachers' participation in PD is essential to the growth and development of professionals in the field. Too often, others decide what teachers need and the findings from this study push to more strongly center teachers as professionals and decision-makers. As a field, we need research about the requirements, interests, and opportunities afforded to teachers *throughout* their professional careers. These professional needs vary for teachers depending on context and professional experiences as well as motivation. However, there are potential benefits of professional development for all teachers and, in turn, their students and school communities as we consider the fit, links, and sacrifice (Mitchell et. al, 2001) associated with professional learning.

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Decisions made throughout history matter. Choices, made collectively or individually, deliberately or spontaneously impact and change the world in significant ways. Some choices solidify a person's legacy in history, while others go unrecognized or uncredited. The context of time, place, and situation matters in examining and understanding past choices.

This year's 2023 Michigan Social Studies Olympiad theme, "Choices that Changed Our World," will allow students to examine significant turning points in history. Through inquiry, students will investigate the context, location, period, and people involved in these turning points. As they encounter the good, the bad, and the ugly stories of the past, they will be more able to analyze these decisions' lasting impacts and consequences.

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A Journey Into the Past

Stacy Radecki

One cannot talk about World War II without including the atrocities of the events of the Holocaust. From July 10th through the 17th, 34 teachers, 14 from Michigan, were given the opportunity to tour Warsaw, Krakow, and Auschwitz-Birkenau in an effort to bring back experiences of what we saw to share with our students. The educational experience was created by Dr. Maria Zalewska and Gosia Szymanska Weiss of the Auschwitz-Birkenau Memorial Foundation. Their purpose in bringing teachers together was to help keep the memory of what happened to the Jewish community alive. Maria and Gosia felt the best way to preserve the memory of the Holocaust was by inviting teachers to Poland to see first-hand the remnants of what happened during the Nazi rule of Poland. Educators from the trip now have a better understanding of what happened in Warsaw, Krakow, and Auschwitz-Birkenau and can bring their experiences to their classrooms.

Educators from Michigan, Kansas, Utah, and Colorado flew into Warsaw to start our journey into the past. We educators from Michigan arrived first Sunday morning and were greeted at the airport by our amazing and funny tour guide, Zbyszek Pelczyk, who we affectionally called Ziggy. We learned some of the history of Warsaw and were treated to a concert in the park featuring music composed by Frédéric Chopin. After the concert we went back to the hotel where we met our fellow educators of the trip. Later we took a walking tour from our hotel to Old Town Warsaw where we spent time laying the groundwork for what became, and continues to be, a unique bonding experience for us all.

On Monday we started our tour of what is left of the Warsaw Ghetto. The Ghetto was mostly destroyed in the spring of 1943. There are a few remnants left, a couple of places where the wall still stands. We then walked to the Jewish cemetery and learned about the history of the Jewish people who were buried there, including a mass grave of unknown Warsaw residents. I was awestruck by the size of the mass grave. There were huge boulders covering those who will never be named in an area that was at least the size of a football field. On the edge of the mass grave, by the walkway we saw smaller stones on top of the big boulders. Laying small rocks on gravestones is a Jewish custom showing honor and respect for the deceased. It was humbling to see other pay their respects to those who we will never be identified by name.

We then walked to the POLIN Museum of the History of Polish Jews where we had lunch. After a lunch of falafel (a first for me), everyone in our group took a self-guided tour of the museum. Learning about Polish history opened our eyes to the long intricate history of the Polish people. Many of us commented on how adding what we learned at the museum to our curriculum will help our students better understand why this group of people were targeted during Hitler's reign.

Our next step after the museum was the Ringelblum Archive, where we viewed original handwritten documents from the Jewish people of

Warsaw and read the translations of what the Jewish people left behind. I was struck with how many in the Jewish community had the foresight to purposefully write down what was happening in order to preserve what horrible things they were experiencing. Many of the documents stated how they felt compelled to write down their story for others to learn what was happening because they were not going to survive much longer. The Ringelblum Archive is one building that was not destroyed during the war, and thankfully many documents were preserved for us to read today.

Our dinner that night was with Wojciech Soczewica, the director of the Auschwitz-Birkenau Foundation. It was facinating to learn how the foundation came to be and where they are looking to go with their works. Many had questions on how we can keep their legacy moving forward. We also learned more about how Maria and Gosia became involved in the project.

On Tuesday, we traveled to Krakow where we toured Kazimierz, Krakow's Jewish Quarter with another amazing tour guide, Gosia Fus. The Krakow Ghetto is still mostly intact with Jewish synagogues and a marketplace. The ghetto was not destroyed is, in large part, due to Krakow considered a possible city for Germans to reside during and after the war and was therefore saved from destruction. One unique aspect of the cemetery in Jewish Krakow was the wall of broken tombstones. During German rule, the tombstones were moved, taken, or broken by the occupying German soldiers. After the tombstones were recovered, they were set in neat rows and columns, not with the proper remains. With the many tombstones that were broken and no way to set them in the ground, it was decided to create a mosaic wall memorial to those people as a touching way to remember those who perished.

Another aspect that struck me during the Krakow ghetto tour were our frequent stops in town to learn about the local history. We walked by the Ukraine consulate, where we saw the line of refuges looking for basic essentials and word of their loved ones. We took a moment to take in the fact that here we were, in a country taking in refuges in a current day invasion of their neighboring country.

The next day we traveled to our main destination – Auschwitz-Birkenau. After we checked in and went through security I stepped outside the building and experienced my – moment. All of us had something that struck us harder than we expected, and was our "moment" of oh my! This is the place where it happened for me. I stepped outside and the first thing I saw was the cement pillar and the barbed wire fences. I froze. The world stopped. This is where it all happened. I could not take my eyes off the cement and barbed wire post. My hand went to my mouth. The others with me were stepping out behind me. I heard someone talk and pulled me back to the present. I followed everyone and the guide through the camp, the buildings. We spent the next two hours being guided through Auschwitz Camp I. It was ironic to be in Auschwitz on such a beautiful day and knowing it was not a beautiful day for the people who perished there.

We started our tour through the existing buildings, going in and out of preserved barracks. The mission of the Auschwitz-Birkenau Memorial is to preserve what they are able to in order to share what happened in hopes that something like the Holocaust will never happen again. Some of the barracks are preserved as they were left, with dilapidated worn floors, stairs, and walls. Other barracks were turned into areas to house the preserved artifacts, and yet other areas are dedicated to be more museum-type areas to share information. Several times throughout the tour of Auschwitz-I I was so overwhelmed with emotions all I was able to mutter were the words "oh my!" The exhibits that hit me the hardest were the collections of kids' shoes, and the Book of Names. I expected to see items such as pots and dishes, suitcases and baskets, hair and shoes. For some reason, the kid's shoes hit me hard. Toward the end of our tour of Auschwitz-I, we went down a set of stairs and turned the corner where I saw the Book of Names. The book is quite large and has a room of its own. The darkened edges of the pages from the visitors who have spent time going through the book looking for their loved one's names was powerful to witness. I was taken aback by the size of the book. Even more touching was the empty pages for those who will never be named.

I encourage you to reach out to my fellow educators who went on the trip as to what their moment was. I assure you, you will be blown away by each personal story of what they saw. At the end of our tour of Auschwitz-I we all sat down for a light meal. It was not lost on any of us as we ate lunch at Camp I how we are eating a good meal where so many others starved and perished.

After lunch we were transported to Auschwitz-Birkenau Camp II, where the trains first brought Jewish people who were sorted for either work or the gas chamber. Again, we were struck by the beauty of the day: the bright blue sky, the vibrant green grass, even the neat and orderly wooden buildings as the wind gently blew through the camp. It was ever present in our minds the complete contrast of what we were seeing that day compared to the horrors that were carried out in both camps on a daily basis during the war. Knowing over a million people died in both camps was always overshadowing our thoughts this day. We walked through the barracks, down the track that came into the camp. It is impossible to fathom the length of the tracks that come into the camp when your point of reference is only pictures from WWII. The walk from one end of the tracks inside the camp to the other side is around half a mile in length, which we walked to see the first set of crematoriums. After viewing both of the larger crematoriums we moved on to take a break in a quiet grove of trees on our way to the area called Kanada, and then onto two sets of crematoriums in the back of the camp. After exploring these areas, we walked back to the train arrival area of the camp to investigate the other barracks closer to the entrance of the camp. According to my smart watch, I walked almost seven miles that day. Our tour guides were informative and answered all our questions and gave many stories they experienced guiding others through both camps.

For dinner we went to Café Rossa where we were enthralled by Stanislawa Konarsjuego who talked about relations between the Jewish community and the rest of the world. After the dinner, many of us chose to spend the evening in Oswiecim, Poland. It was nice to relax, dance in the rain in the plaza, and spend time getting to know my travel companions better as we took the time to release the intensity of our day. I was relieved to see Maria and Gosia finally breathe and I could almost see the stress of what they

were feeling in putting the trip together melt away. They looked relieved in how things unfolded as we traveled around to learn the important lessons they wanted us to bring back to the States.

Thursday, we walked to Auschwitz I to learn more about what the foundation and museum wanted us to understand, the stories of the Jewish people and what they endured during the Holocaust and how to bring back to our colleagues and students to teach them about what happened. We were privileged to have a special tour of the preservation building of the Auschwitz-Birkenau Museum. We saw how items such as suitcases, pottery, letters and other artifacts were preserved for generations to come. The main purpose of Auschwitz-Birkenau preservation is not to replicate or fix-up what was left, but preserve what was left, to the best of their ability, to show the what the Jewish community truly lost during the Holocaust. We were honored to have this rare opportunity to see what was happening behind the scenes of the memorial center.

We finished our classroom work at Auschwitz and left later that day for Krakow. Some of our group chose to tour Old Town Krakow while others toured Schindler's factory. I chose to tour Old Town and was glad to have Gosia Fus back as our tour guide. We learned more of the history of Krakow and walked around Old Town. It was nice to spend the evening with others in my group getting to know them better. My room partner on the trip, Kymberli Wregglesworth, toured the Schindler Factory, and I am sure if you ask her and others that were on that tour what they saw, they will be more than happy to share what they learned.

Our last day together was spent wrapping up what we learned and spending some time exploring Krakow on our own before one final dinner together. The entire trip was an experience and amazing in many ways. Seeing firsthand what happened to the Jewish community, meeting other educators and building relationships, learning how to bring what knowledge I gained to my students is only a small part of the educational experience gained in Poland. My fellow travelers and I will be more than happy to talk to you about what we experienced and how to bring what we learned to your Holocaust unit. You can also reach out to Rick Schaffner, Manager of Education Outreach, at the Zekelman Holocaust Memorial Center in Farmington Hills.

It is my goal to teach my students to be more alert to what is going on around them and to learn about empathy and how to stand up for themselves and others. I will accomplish this by carrying on the goals of the Auschwitz-Birkenau Memorial Foundation and relaying what I saw and felt and the individual stories of those who suffered the effects of the Holocaust to bring what I learned to life to my students to improve and grow their understanding of the world around them.

The experiences I had in Poland, touring the cities, museums and camps has forever changed how I will teach the events of the Holocaust in my history classes. I will not only include what happened at Auschwitz-Birkenau, but also more about the Polish history so my students have a more well-rounded understanding of what lead to the events of the Holocaust. Students only see what happened during the war. I need to convey to my students there is more involved in what happened during WWII and what is happening today to the Jewish community. I now have the experience of seeing what happened, and the scars that are still present, and memorials dedicated to the preservation of their lives today. I plan to walk my students through my trip to show them how essential it is to know about this event. I also have a bulletin board set up in my room to display the pictures taken on my trip. I believe real life experience enhances our knowledge to transfer to the students. Two of my favorite quotes from the trip are, "Auschwitz-Birkenau didn't suddenly fall from the sky," by Marian Turski, and "The Holocaust did not end when the war did." These are things I need to express to ensure my students will learn from our mistakes of the past, in order to prevent these things from happening again.

Resources are available at the Zekelman Holocaust Memorial Center in Farmington Hills, Michigan, https://www.holocaustcenter.org/, or at the US Holocaust Memorial Center in Washington D.C., https://www.ushmm.org/. Auschwitz-Birkenau Memorial Foundation in Poland, https://www.preserveauschwitz.org/, Echoes and Reflections, https://echoesandreflections.org/, and the Shoah Foundation in California, https://sfi.usc.edu/ also help educators in their quest of informing our students about the events of the Holocaust.

While there are video virtual tours available of Auschwitz, in the spring of 2023 Auschwitz-Birkenau Memorial Center will start to offer guided, live, virtual tours for high school students. More information will come as things progress.

We want to thank Ronald S. Lauder for his generosity in helping to make the educational experience of our trip possible, without him and those mentioned earlier, Gosia, Maria, and Ziggy, our experiences would not have been as impactful as they were.

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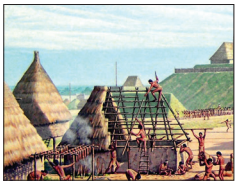


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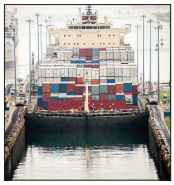


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Beyond Model Minority:
Asian American History In Michigan's K-12 Schools

Roland Sintos Coloma, Stephanie Chang, Michael F. Rice, Richard Mui, Kathryn Ocomen, Neha Rao, Suchiraphon McKeithen-Polish, Manan Desai, and Kumar Palepu

This article is an edited transcription of a virtual Education Town Hall that discussed the significance of integrating Asian American history in Michigan schools in response to the surging anti-Asian hate and violence during the ongoing COVID-19 global pandemic. The Town Hall featured perspectives from important stakeholders: an elected legislator, the state superintendent, a school teacher, an aspiring teacher, a high school student, a parent, and a university faculty member in Asian American studies. Convened on April 13, 2022, by the Michigan Asian Pacific American Affairs Commission, it drew over 100 participants, mostly from the state, but also others from across the country and even internationally. Social studies educators will gain better understanding of the curricular and instructional salience of teaching Asian American history in schools, the broader social and political contexts of its development, and practical strategies for advocacy and pedagogical implementation.

Stephanie Chang (elected State Senator):

We have seen so much anti-Asian hate, especially since COVID-19 has entered the United States. After the Atlanta shootings in March 2021, I checked in with Asian American female friends, and many felt afraid and concerned. Unfortunately anti-Asian violence is not new.

In my conversations with Asian American parents and community leaders, they repeatedly ask, "Why are my children not learning about Asian American history in schools?" I am the daughter of Taiwanese American immigrants. I grew up in Canton and now live in Detroit. In high school, the advisor of our Asian Pacific American Club encouraged me to read Helen Zia's *Asian American Dreams* book, and I began learning about Asian American history. As an undergraduate at University of Michigan, I obtained a Minor in Asian/Pacific Islander American Studies. Perhaps if we actually taught the histories of all communities of color, if we had more inclusive curriculum, we would have better community relations and less hate crimes.

In January 2022, Senators Erika Geiss, Adam Hollier, Paul Wojno, and I introduced Senate Bills 797, 798, 799, and 800 that would require education about Asian American history as well as Latino, Indigenous, Arab and Chaldean American histories in our school curriculum. These bills joined Senate Bill 414, introduced by Senator Betty Alexander in May 2021, that would require the teaching of African American history in schools. These bills would allow the boards of school districts, intermediate school districts, and public school academies to determine the minimum instructional time. We try not to be too prescriptive, but we want students to learn about the contributions of Asian Americans, their role in civil rights and other movements in our country, and discriminatory

policies such as the Page Act of 1875, the Chinese Exclusion Act, and the Japanese American internment.

Knowing these histories is beneficial for Asian American students and for all students because our future leaders need to understand our rich, complicated, and sometimes painful histories. For communities of color, we need to continue working together because our past, present, and futures are intertwined. As a mom of two young kids, I believe it is important that our children are learning about their own and other communities. By the time my daughters are in high school, my hope is that we would have a better understanding of what led us to where we are today, we don't repeat horrible mistakes from the past, and we can build on the contributions and successes of various communities.

Dr. Michael F. Rice (State Superintendent, Michigan Department of Education):

In Michigan, we need to prepare all children with knowledge, skills, and experiences to be successful in our diverse world. Yet we find ourselves at the current moment when some people are trying to expand the curriculum, while others are actively pushing to narrow it. For example, state legislators have introduced bills that, if passed, would limit what teachers could teach and what students would learn in schools, including about race, racism, and xenophobia. Let's be clear: the curriculum in most school districts is already limited. It needs to be broadened.

Within the Asian Pacific American community, there are shared and distinct experiences. Exclusion is a shared experience for Asian Americans and other minority groups. Events range from the violent murder of Vincent Chin and the recent assaults of Asian Americans during the pandemic, to laws that prohibited migration from Asia to the United States, for example, the Johnson-Reed Act of 1924, also known as the National Origins Act of 1924. There are distinct experiences, as well. When I met with Asian Pacific American community members a year ago, they explained their professional and personal backgrounds, so that I would understand where they were coming from. They weren't all immigrants, or native speakers of languages other than English, or good at math. They shared stereotypes and microaggressions that they dealt with on a regular basis. “How long have you been in this country?” “My whole life.” “How did you learn to speak English well?” “It's my native language.” “Where did you grow up? But were you born in Michigan?” Asian Americans have been made to feel they are not real Americans.

Teaching broad history includes not only the struggles of different groups of people, but also their contributions. Asian Americans have made countless contributions to the development of our nation that most often do not make it into textbooks. All our children deserve to know of Asian American contributions including those to medical science, labor rights, architecture, and technology.

The Michigan Department of Education does not write curriculum, but we are responsible for standards. In June 2019, the State Board of Education approved new K-12 Standards for Social Studies that recognize and affirm comprehensive history instruction. In January 2022, in response to bills introduced to restrict history instruction, the State Board of Education passed a resolution supporting the comprehensive teaching of U.S. history, including about race and racism and the consequences thereof. We need to teach history not simply chronologically, but also thematically. In April 2022, the Michigan Department of Education began hosting a new webinar series to assist educators with teaching history, in collaboration with professional organizations and higher education institutions. Our series began with “Remembering the Holocaust,” and continued with Indigenous Peoples history. In fall 2022, we hosted additional webinars, including one on Asian American history, led by Dr. Naoko Wake and Dr. Andrea Louie of Michigan State University. Our children deserve to learn about the full breadth of U.S. and world histories, including difficult topics. And as educators, we have the responsibility to teach them.

Richard Mui (Social Studies teacher):

Asian American history is American history. But a major shortcoming in teaching Asian American history in schools is we start with Chinese railroad workers, skip to Japanese American internment, and then never to be heard of again. Excluding Asian American history creates a disservice to all students because we are only getting part of the story of how we have become a nation. For instance, if we look at

the Immigration and Nationality Act of 1965, which opened immigration and reversed prohibitions from the National Origins Act of 1924, it created a demographic and cultural tidal wave that altered this nation. Without knowing that, we don't really know who we are in totality.

Omitting parts of our history creates problems for our country, including giving rise to stereotypes. The model minority stereotype, the perpetual foreigner myth, and a lot of anti-Asian hate are due to people lacking understanding of how long Asian Americans have been in the United States and how we have been part of this country's development. When people say, "Go back to where you came from," this is where we came from if you've been in the US for generations. This is not the first time that such anti-Asian incidents occur, and it won't be the last. As Mark Twain said, "History doesn't repeat itself but it often rhymes." When economic, political, and social tensions rise up in society, Asian Americans end up becoming scapegoats. Perhaps anti-Asian hate could be tempered if we knew more about Asian American history. Many people are not familiar with the differences within Asian American communities. Asian Americans should not be generalized into a monolith. If some say, "Those people are okay," then there's not a lot to learn for people both within and outside of the Asian American communities. Everybody can benefit from more nuanced understanding.

Finally, where do we start? You start where you are. For aspiring and current teachers, it starts in the classroom. It might be rocky in the beginning. We'll have to help fill in the cracks, develop lesson plans, but with collective effort, we can and will improve on that. As a result, the next generation will have a fuller understanding of American history, and we'll be better off for it.

Kathryn Ocomen (aspiring teacher):

When I was invited to be a panelist for this event, I was asked, "What do you want to know about Asian American history?" With a chuckle, I responded, "Where do I begin?" Since freshman year of high school, looking at the mirror was part of my daily routine. Almond-shaped eyes and yellow skin: two features that distinguished me from my white peers. Growing up dealing with stereotypes led me to focus on what I lacked, instead of what I could do. The stereotype that Asians are good at math made me feel like I was given an image to uphold. In class, I denied any help from teachers. I studied late at night so my peers didn't doubt my so-called expertise. Some might view me as a hard worker, but I define it as shamefulness. I allowed a stereotype disguised as a compliment to be the compass of my work ethic.

How does the Asian American community benefit from having Asian American history in schools? Maybe we would catch a break from ongoing battles against ignorance and institutional racism. Having no representation in school curriculum feels like we repeatedly lose to the same opponents. The founders of this country are composed of white men in power who have developed systems so they stay segregated.

I now speak and assert myself, a change from what I was accustomed to. English as a second language (ESL) courses were not available when I started school as a five-year old immigrant. In a recent conversation, my father shared with me that a school administrator called him and demanded that he and my mother teach English in our household. My parents were my first teachers, but they were not proficient in English and neither were my siblings. Instead of receiving individualized curriculum, I was gifted with neglect. In middle school, I was grouped with students repeating the same grade. By ninth grade, I held a self-fulfilling prophecy. I took to heart the words "speak English" from peers and strangers. My paradigm fixated on being less than, and I had a distorted perception of myself.

Now in college, I realize that I sacrificed myself to American assimilation so that I would no longer be labeled a foreigner. I have witnessed how trauma alters a person's behavior and mindset. I have embraced my skin, and I am more than a checked box to fulfill diversity quotas. I am no one's model minority, but my parents' American dream. I have retaliated with words to combat ignorance. But that is not enough. We need teachers to initiate conversations about Asian American history, and we need to support them in this process. Nothing will compensate for how poorly our Asian American community has been and continues to be treated, but this country can be held accountable by giving us the education we deserve.

Neha Rao (high school senior):

As a high school student, I know firsthand how much we don't know about minority history in the United States. Before taking Advanced Placement US History or being part of Rising Voices, I was unaware of how many important pieces of history are left out. The history of race relations in this country – for example, the Supreme Court case of Bhagat Singh Thind in 1923 or the murder of Vincent Chin in 1982 – is much deeper than what is taught. Continuing to ignore Asian American history in schools perpetuates the idea that we are not important and we weren't impactful to history. It perpetuates biases we might hold, instill insensitivity, and create gaps in our knowledge of how society works.

I was part of Rising Voices in summer 2021. As Youth Fellows, my peers and I talked about how discussing Asian American history might be difficult because it is not taught in schools. Learning about new historical events could also contradict what we've been taught. Learning that Asian Americans have been in this country for a long time can be shocking for some people, and having discussions about it is a crucial step in moving forward. I have been fortunate to be exposed to Asian American issues at a young age, but many students in Michigan and across the country do not have the same opportunities.

Integrating Asian American history in the school curriculum can combat many stereotypes. We often hear how Asian Americans are complacent or timid. In fact, many moments in history indicate they are not. The campaign for Ethnic Studies in the 1960s, for example, demonstrates immense willpower and coalition building with other minority groups. The community organizing that emerged after the killing of Vincent Chin is another example of Asian American advocacy. Another stereotype is the model minority myth, which assumes that if Asian Americans work hard and succeed, then other minorities should be able to, as well. What is not talked about is that Asian migration to this country was banned for a long time, and when these laws were reversed, immigration was very selective, and only skilled professionals were allowed to come. So this set-up ended up pitting minority groups against each other.

I see many benefits in teaching Asian American history, especially in my school with a sizable Asian American student population. It will allow us to connect with our own history and personal identity. It will show peers who are not Asian American other parts of history that we don't know about. Leaving out critical historical details can create animosity between minority communities. Learning Asian American history can improve cultural awareness and build positive relations.

Dr. Suchiraphon McKeithen-Polish (parent and education consultant):

Many Asian American parents do not feel connected to teachers and schools in Michigan. One reason is tied to how they perceive the education system. In education, there's a concept about curriculum and books as mirrors, windows, or sliding glass doors. When you look at a mirror, you see your reflection. Asian American parents do not see their histories and experiences reflected in what is taught in schools, so they cannot relate or even help their children. At the elementary level, when they read supplementary materials about Asians, they are depicted in problematic and stereotypical ways. For example, for families originally from Cambodia, Laos, or Burma, they feel disconnected because there are no school materials reflecting who they are. There are many multicultural resources for diverse Asian American communities, but they are not in our schools.

Asian American parents have a lot to offer, but are not seen as assets by teachers and administrators. They can be guest speakers for topics on cultural history, race, immigration, and Asian Americans. But they are not invited or encouraged to be involved. At the decision-making level, I also do not see Asian American parents present in many board rooms, so their voices are not heard.

As an education leader, I would love to help parents feel empowered, so schools can be more reflective of diverse communities and histories. Asian American history needs to be in the curriculum and not as supplementary material. Parents have shared with me that they want their voices to be heard, they want to be part of decision-making, and they are definitely ready. Moving forward, I suggest providing them with resources (like mentorship about school and community

political systems), create support groups for Asian American parents and families, and engage them in culturally and linguistically appropriate ways.

Dr. Manan Desai (Associate Professor, University of Michigan):

As a lifelong Michigan resident, I attended the public school system in this state. I first learned about Asian American history as an undergraduate at University of Michigan. It was the first time I heard of "Asian American" as a political concept, and allowed me to recognize myself and my family as part of this broader community. Fast forward to a quarter century later, I now teach courses that engage Asian American history. Many of my students – and not just Asian American students – are dismayed and angry that they had never known the history of Asian Americans. Perhaps they had heard references to the Chinese Exclusion Act and Japanese American internment during World War II, but they were presented as mere footnotes within a larger history.

The impact of teaching and learning Asian American history at the K-12 education level would be empowering. It would give students important tools to apprehend our changing society. The story of Vincent Chin's murder 40 years ago, the history of Japanese American incarceration, and how citizenship laws throughout the 19th and 20th centuries discriminated against people of Asian origin are moments in our country's history when Asian bodies became scapegoats. When examining post-9/11 violence against South Asians, Muslims, Arabs, and Sikhs, many will realize that the surge of anti-Asian violence is not new, and will be given tools to combat it. Asian American history is rich with stories of struggle and complexities of racial identity in this country. Just think about Yuri Kochiyama and Malcolm X, or about Larry Itliong and Cesar Chavez. Their stories tell us about people of Asian descent who fought for a more just world.

I am thrilled about this possible addition to the K-12 curriculum. Any parent or community member who is apprehensive about these changes needs to understand that it will enhance all students' education as they enter a more diverse workplace. Students have so much to gain from learning the histories of Asian Americans, of other communities of color, and of race in America. Learning these histories will help ensure that they don't come to these issues for the first time when they're already adults.

Kumar Palepu (Moderator):

Senator Chang–How can students who can't vote help in supporting Asian American studies curriculum in schools?

Stephanie Chang:

First of all, you are on here, listening and participating. The next step is to reach out to lawmakers. Look up who your state representatives and senators are by going to house.mi.gov and senate.michigan.gov websites, putting your address, and contacting them. Let them know that you support these bills and ask what their position is. Anyone can reach out to their lawmakers.

Kumar Palepu:

The other question is: How will you combat opposition to divisive concepts bills? For instance, there are House Bill 5097 and Senate Bill 460 that prohibit the teaching of so-called controversial topics, such as critical race theory (CRT), as well as the "Don't Say Gay" bill in Florida.

Stephanie Chang:

There have been efforts to whitewash our history and to not talk about things that might make some people uncomfortable. There are also parents attending this session who support inclusive education, who want students to gain critical thinking skills by learning the full history of our country. It is important that lawmakers hear from parents, students, and community members like you to remind them that people wanting to ban CRT or "don't say gay" are the extreme. They are not the majority, and they don't reflect the kind of future that we want in Michigan.

Kumar Palepu:

Dr. Rice, if the proposed legislation on Asian American history were to pass, how would this history be incorporated into the curriculum? What would that look like?

Dr. Michael F. Rice:

Michigan is a local control state. There are 835 local education agencies across the state: 535 traditional school districts and 300 public school academies or charter schools. Each one has a

separate board that controls local curriculum. So the integration of Asian American history will look different for each district or academy. There will be no one answer.

Kumar Palepu:
How do we support teachers in integrating Asian American history in their classrooms?

Richard Mui:
Teachers are apprehensive when you don't fully know what you're teaching. They have professional development (PD) requirements to maintain their certificate. So teacher education programs and regional education service agencies can provide PD sessions focused on integrating Asian American history in K-12 curriculum. What does it look like in the classroom? There are always trade-offs made in a history class. When you teach early US history, you might cover 50 years in a page or two. For more recent history, it might be harder to discern what is important and what is not. We have to make thoughtful decisions about what we include and cut out because the practical reality of teaching only has so many days and hours. The big question is: what frameworks can we provide to help teachers and students gain better understanding of history?

Kumar Palepu:
In closing, what can participants and listeners do as next steps?

Kathryn Ocomen:
Keep an open mind because you never know what somebody has been keeping inside until they are asked. Continue to listen and keep the conversation going. And look for opportunities to stay engaged in your community.

Neha Rao:
Since the curriculum is not in schools yet, it is our responsibility to search for resources, like documentaries, books, and other educational materials. Also make space for student voices through Asian Pacific American Club in schools or Rising Voices in the community to get their perspectives.

Dr. Manan Desai:
Connect with others who share this view that Asian American history ought to be taught. There's a lot of reason for hope, and we need keep up this momentum.

Note

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Influential Assessments in Methods Courses

Patti Strukel

The linchpin distinguishing my best teaching from when I am merely mediocre tends to be assessment quality. Although the rush of an energized class session produces a teacher's high from endorphins, the staying power of such events pales in comparison with meaty assessments. The act of preparing learners to succeed on such assessments as well as the corresponding feedback loop offer the equivalent of a series of balanced meals, whereas the individual class session is like aiming to offset three fast food meals with a single colorful salad. Rather than using assessment merely as a sorting mechanism, fortifying the initial teaching and learning process through a learner providing evidence of their understanding and then using teacher feedback to advance that understanding embodies the essence of assessment for learning (Stiggins, 2005). The formative assessments inform teachers about what their learners need to improve the performance levels of summative assessments. Furthermore, summative assessments connected to contexts in which field practitioner's work invite opportunities to attach a classroom experience to an authentic environment.

Currently, my primary role is serving as a college professor at an undergraduate university working with teacher candidates. I integrate what I learned while teaching high school students for more than 20 years, research that influenced me during that time, and current resources in the field to guide future teachers in acquiring sound assessment practices so they can offer buffets of learning opportunities in their future environments.

When my teaching journey began in the late 1990s, my social studies and English students took traditional pencil-paper tests to demonstrate their mastery of skills and facts. A World History lesson that replaced Luther's 95 Theses with my Five Gripes (common student missteps that frustrated me) and an English activity with homonyms featuring popular song lyrics engaged the high school learners while also giving me the confidence that I could merge fun and learning. In my later years teaching high school social studies, I still crafted some daily activities that elicited joy, but I became more invested in making both formative and summative assessments true learning experiences. It is worth noting that part of my growth in this area embraced formative assessment as more of a process that improves instruction rather than as an event that simply measures learning (Wiliam, 2011). Additionally, gathering evidence of learning became my priority, even when the assessment asked learners to use a combination of words and pictures to speculate what the desks of dictators of the 1920s and 1930s would have looked like. In my present role as a teacher educator, I facilitate learning that progresses our teacher candidates both in their understanding of

assessment practices and their ability to design meaningful coursework for their future learners by integrating key principles associated with assessment design.

Influence of Standards and Designing Authentic Assessments

In an effort to model quality teaching and learning practices and develop our candidates' skills, I aspire to design assessments that gather evidence of learning while also sharing ways that this process can be extraordinary and motivating. Being an accredited institution that awards teacher endorsements requires an articulation of how the knowledge, skills, and dispositions developed through instruction and assessment practices in our coursework represent core practices, or standards, in the field. With that, just as a K-12 setting hitches learning to state standards, our candidates' experiences are tethered to the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. High-quality assessments in this setting integrate the content of InTASC Standards and the course itself while also modeling the value of authentic assessments. Unlike traditional assessments which are more likely to follow a pattern or lean on memory for a single right answer, authentic tasks are messier and multiple solutions arise from a range of pathways (Dimich Vagle, 2015). Additionally, authentic assessments require teacher candidates to think like a practicing teacher rather than like a researcher because the tasks resemble those that practicing teachers do. While research has its place as a means of informing educators and helping them evaluate their practice, it is not what teachers do. Instead of engaging in acts that are decontextualized (Eyler, 2018), the authentic assessments are intended to enact the knowledge, skills, and dispositions necessary for teachers in their learning environments. Modeling a variety of assessments is consistent with effective teaching and learning (Council of Chief State School Officers, 2013) while also promoting motivation and engagement by asking candidates to exercise skills they will use in their future roles.

In order to maximize the quality of the authentic assessments, when designing a course, I need to, if a course is new, determine which InTASC Standards are most appropriate for it or, if it is an existing course, evaluate the ones embedded in it by a predecessor. Then, since both program and course learning outcomes are defined and aligned with InTASC Standards, it is helpful to analyze those standards. When I taught American History, I would need to determine what a standard meant and what a successful learner was able to know, understand, or do based on that standard. In this setting, then, one of the deliberate actions I take when planning for a course is unpacking, or deconstructing, the InTASC Standards associated with it, circling verbs and underlining key concepts, vocabulary words, and contextual information (Dimich Vagle, 2015). Then, the consideration turns to exercising these in authentic contexts. Determining how these are evident in the daily life of a teacher follows this task and leads to better assessments in courses these candidates experience.

Authentic Assessments in a General Secondary Methods Course

It might be helpful to consider an illustration of how the assessment practices are applied in a particular course. In our program, we have a general methods course for all secondary candidates that precedes the content-specific methods course. The process of planning for assessments in both courses follows the notion of beginning with the end in mind, as described by Wiggins and McTighe (2005) in *Understanding by Design*. Using the structure of Understanding by Design (UbD) a teacher – and in this course, a teacher candidate – plans a course so that the curriculum (content, or what is taught), instruction (pedagogy, or how it is taught), and assessment (measurements used to determine the degree to which learners know or can do what is being taught) are in alignment with course outcomes. Furthermore, those outcomes are associated with standards as well

as essential questions, or big ideas related to the subject area when it is experienced in authentic contexts. The candidate uses the UbD framework to articulate the plan, thus showing their understanding of the relationships among each of these elements. On a practical level, this task also assures candidates that they can construct a course, even if a teaching assignment is offered to them without an existing plan for curriculum, instruction, and assessment. Furthermore, the candidates exercise skills associated with evaluating a course plan they are given if their teaching assignment provides them with one. Using the UbD framework makes this process less overwhelming than starting from scratch but also more engaging than being locked into the thinking that textbook, curriculum, and course are all interchangeable with one another. Candidates use the UbD framework when they craft a unit plan, which is a summative assessment in the general secondary methods course. This task challenges their experiences since, up to this point, generally about three years in the program, their planning has been hitched to a singular lesson plan, although they have done this task in a variety of courses. Thus, identifying essential questions and funneling down to the daily lessons and assessments that invite learners to explore those key concepts and align with overarching takeaways for a course unit challenges, deepens, and broadens their planning skills and knowledge.

Support for Challenging Tasks

The faculty in our program encourage our candidates to craft their work for authentic assessments using principles we have taught, but also using a range of resources. Certainly, teachers can create their own lessons from unique inspiration, but digital and print resources are among the other means that practicing teachers use to inform their assessments, lesson plans, and unit plans. Our institution's library houses curricular materials, both purchased by the institution and donated by area schools, for various subjects. Upper-level coursework encourages candidates to use the textbooks, teacher's editions, and supplementary materials to inform their lessons. An advantage of this over raw Internet searches for lessons is that the candidate is not looking at an extracted activity, removed from any context. The range of suggestions included in the margins of a teacher's edition provide a menu for the candidates, which is helpful scaffolding for those with limited teaching experience. In order to help candidates construct a sturdier lesson, the use of these resources is encouraged, and almost immediately, candidates working with them recognize that these suggestions are open for revision. Pre-made lessons culled from lesson plan stockyards, especially those that have not been vetted in any way, are not as helpful in developing candidates' skills or recognition of how their unique perspectives and gifts can enhance others' ideas.

Furthermore, candidates who are clutching teacher's editions and supplementary materials for the first-time delight in realizing that they do not have to build everything from scratch, which some have inferred from their experiences. They also recognize that, although some activities are ready to be copied or scanned, most activities will be better if a thoughtful teacher chisels away unnecessary components and adds other ones that improve learning.

As a professor, I expect to be another resource for the candidates in this process. In addition to providing instruction that is responsive to their needs, gauged in part by formative assessments that invite them to show their progress on smaller elements of more elaborate products, I direct my learners to content-specific resources that inform their next steps. Organizations and publications associated with content areas then become repositories of ideas as the candidates progress toward student teaching. The intention is for them to become more independent not only at completing tasks but also at locating the best resources to inspire their thinking.

Sample Exercise – Evaluating Textbook Curriculum in a Social Studies Methods Course

An assessment prescribed for Social Studies Methods, a course that immediately precedes student teaching, requires candidates to evaluate textbook curriculum. The task seeks attributes associated with historical thinking, making sure that candidates can identify perspectives represented and muted. It includes looking at event narratives for appropriate complexity and inclusion of primary sources. Additionally, candidates consider aesthetic features connected with learner experiences and accessibility of materials. Are images thought-provoking? How is relevance of the content conveyed? This assessment equips candidates with a means of determining which resources they encounter are worth their time and extends to online settings as well. It further exposes them to ways of organizing a course and pondering the role that each of the building blocks in a learner's academic career plays in developing them within that content area. Yet another application of this exercise is that it can provide the groundwork for class activities in which learners consider decisions that publishers have made about what has been included and excluded in a textbook. These actions also prepare candidates to contribute to their professional learning communities, or teams, seeking to ensure academic experiences that integrate curriculum, instruction, and assessment as well as vertical alignment of curriculum.

Conclusion

Experiences in teacher education programs will naturally have some superficiality to them, but it is possible to develop skills and gain knowledge that will guide an individual's actions once they take the reins of their learning environment. Providing assessments that replicate the demands of a teacher and offering feedback that binds the concrete world of standards with the abstract world of a learning environment that is not yet under a candidate's guidance are elements of a program that produces teachers who are ready to inspire meaningful learning. Furthermore, it is necessary to provide faculty support to scaffold learning activities for candidates as they shift from theory to practice and explore influences that generate effective teaching, especially pertaining to curriculum, instruction, and assessment.

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Patti Strukel, Ed.D. taught high school social studies for more than 20 years prior to starting at Waldorf University in Forest City, Iowa, in the fall of 2019. Most of the courses she teaches as an Assistant Professor in the Education Department are associated with candidates seeking a Secondary Education endorsement, but she is also the instructor in Educational Media, Assessment and Goal Setting, and Introduction to Teaching. Additional higher education experiences include working with graduate students through Saint Mary's University of Minnesota. She graduated with her Ed.D. in May of 2018, and her dissertation explored instructional practices that support student comprehension of informational text.