

Friday, 02/22/2013

8:30am - 9:45am	<p>Opening Plenary</p> <p>Self-Discovery and Self-Reaffirmation Journeys: Processes of Indigenous Ethnogenesis among Postgraduate Students in Latin America</p> <p><i>Presenter: Luis Enrique López, Universidad Mayor de San Simón, Cochabamba, Bolivia</i></p> <p><i>Introduction: Nancy H. Hornberger, University of Pennsylvania</i></p>
Irvine Auditorium Amado Recital Hall	
10:15am - 11:30am	<p><i>Developing Critical Worldviews</i></p>
GSE 007	
	<p>Cuban/U.S. Educational Panopticon: A Critique of a Top-Down Power Structure that Mutes, Objectifies, and Impairs Local Agency Samanta Lopez, Bryan Campbell University of Delaware</p> <p>Dialogic Discussions about Literature in High School: Redefining Critical Thinking Practices through Classroom Talk Wendy Keyser, University of Massachusetts Amherst</p> <p>Parents Appraise Schools: A Study of Counter-Narratives Rebecca Rogers, Rosa Brefeld University of Missouri, St. Louis</p>
10:15am - 11:30am	<p><i>Blending Mentoring and Research for Professional Development of Teachers</i></p>
GSE 114	
	<p>Bridge over Troubled Water: Researcher Bridges Gap from Student of Teaching to Teacher of Students Lisa Andries D'Souza, Assumption College</p> <p>Learning How to Mentor while Mentoring in the Teach For America Context Tanya Maloney, University of Pennsylvania</p>
10:15am - 11:30am	<p><i>Young Children in Ethnographic Research</i></p>
GSE 120	
	<p>"You Write What I Saying? Read Me Your Notes": Rethinking Young Children's Roles in Ethnographic Research Ysaaca Axelrod, Clemson University</p> <p>Making Elliott's Story: Young Learners as Ethnographers Judith McVarish, Margot Ely St John's University</p> <p>Are We Listening? Interacting with Young Children's Funds of Knowledge Constructions Expressed in Their Photo Narrations Martha J. Strickland, Raeshell L. Foster The Pennsylvania State University, Harrisburg</p>

10:15am - 11:30am	<i>Counter Narratives in Bilingual Educational Policy in Latin America</i>
GSE 121	
	<p>Teachers' Perceptions of Training Received to Teach in Bilingual and Intercultural Schools in Santiago, Chile Rukmini Dasi Becerra, University of Washington</p> <p>Expertise in Maya Revitalization Pedagogy: Counter Narratives in Yucatec Teacher Education Anne Marie Guerrettaz, Indiana University</p> <p>Countering Narratives of Guarani Speaker Identity in Small Stories of Changing Times Katherine Mortimer, University of Texas at El Paso</p>
10:15am - 11:30am	<i>Out-of-School Programs in Urban Contexts: Affordances and Constraints</i>
GSE 200	
	<p>Supplemental (Re)growth: The Effects of an After-School Program on the Academic Success and Lives of African American Children Ann M. Bennett, University of Tennessee</p> <p>"Not Just a Group of People Playing": An Ethnographic Case Study of Youth Experiences in an Urban Youth Development Program Maryl A. Randel, Susan Florio-Ruane Michigan State University</p>
10:15am - 11:30am	<i>Contemplating the Ethnographic Researcher's Positionality</i>
GSE 203	
	<p>Writing Culture, Inscribing Lives: A Reflective Treatise on the "Burden of Representation" in "Native" Research Ameena Ghaffar-Kucher, University of Pennsylvania</p> <p>The Homecoming of an Intimate Insider: Doing Ethnography at New Urban Arts as Its Founder Tyler Denmead, Brown University</p> <p>The Personal, the Political, and the Pedagogical: My Life in Student Teaching (An Autoethnography) Lauren Volpe, Ohio University</p>
10:15am - 11:30am	<i>Speaking with the "Other": Collaborative Autoethnography as Collective, Participatory, and Emancipatory Educational Research Praxis</i>
GSE 300	
	<p>Kathy-Ann C. Hernandez, Faith Wambura Ngunjiri, Heewon Chang Eastern University</p>
10:15am - 11:30am	<i>Language, Education, and Policy in South Asia and the Pacific</i>
GSE 322	
	<p>The Interplay of Language Policies, Planning, Practices, and Opinions in Palau Yoko Okayama, Ibaraki University, Japan</p> <p>Ethnicity and Education in the "New Nepal": A Multi-Perspectival Cultural Study of Supplementary Mother Tongue Instruction Ingrid Hakala Isin, University of Virginia</p> <p>Playing for the Future, or Playing with the Future? Sāmoan Construction of Sport and Education Christina Ting Kwauk, University of Minnesota</p>

11:45am - 1:00pm	<i>Creating Spaces for Inclusion and Identity Formation of Marginalized Youth</i>
GSE 114	
	<p>“We Need to Go There, Not Here...”: Mapping the Spaces of Identity Formation of Undocumented Youth in a Chicago Urban High School Sophia Rodriguez, Loyola University Chicago</p> <p>Transgender Youth of Color and the Politics of Inclusion Edward Brockenbrough, Tomas Boatwright University of Rochester</p> <p>Something a Little Nearer to the Truth: Ethical Representations of African American and Latino Male Teenagers in Ethnography Randall F. Clemens, St. John's University</p>
11:45am - 1:00pm	<i>Collaborative Research on Professional Development</i>
GSE 120	
	<p>Collaborative Inquiry as a Counter Discourse of Professional Development for Preschool Practitioners Felicia V. Black, Kent State University</p> <p>Gaining “New” Perspectives on Classroom Behaviors through Lesson Study Tamara Sniad, Temple University</p> <p>Research as Collaborative Act: A Latherian Approach to Collaborative Analysis of Race-based Professional Development with K-12 Educators Susan Renee Adams, Butler University</p>
11:45am - 1:00pm	<i>Echo of Minorities’ Voices from Schools and Prisons</i>
GSE 121	
	<p>Bending Rules and Building Value: Students and Teachers Coping with Violence in School and Gender Prejudice in a Rio de Janeiro Public School Carmen Lucia Guimarães de Mattos, Suziane de Santana Vasconcellos Universidade do Estado do Rio de Janeiro, Brazil</p> <p>Students as Researchers: Informing the Political Policies Throughout School Practices Paula Almeida de Castro, Universidade Estadual de Paraíba, Brazil</p> <p>Female Juvenile Offenders’ Institutionalization in Rio de Janeiro: Socioeducational Rights and Duties? Sandra Maciel de Almeida, Adriana Matos de Araújo Universidade do Estado do Rio de Janeiro, Brazil</p> <p>Ways of Knowing: Facing Literacy Learning When You Don’t Fit into The Rules Tatiana Bezerra Fagundes, Universidade do Estado do Rio de Janeiro, Brazil</p> <p>The Utility of Critical Ethnography as a Tool for Empowerment in Early Childhood Research Jane Murray, Cristina Devecchi University of Northampton, United Kingdom</p>
11:45am - 1:00pm	<i>Processes of Teacher Agency Development</i>
GSE 200	
	<p>The Challenge of Learning to Teach Literacy in the Context of Mandated Curriculum, Standardization, and High-Stakes Testing Susan Florio-Ruane, Chad Waldron Michigan State University</p> <p>The First Day of Class: Orienting Discourses for Initiating Pedagogical Relationships Brian Girard, College of New Jersey</p> <p>Contested Terrain: The Negotiation of Knowledge and Practice in the Classroom Katherine Crawford-Garrett, Ithaca College</p>

11:45am - 1:00pm	<i>Case Studies of Ethnographic Perspectives in Educational Contexts</i>
GSE 203	
	<p>A Practice Based View of London Classrooms in Contrast with the Norm-Driven Perspective of UK Policy Constant Leung, Brian Street King's College London, United Kingdom</p> <p>The Underlife of the Literacy Classroom Lucy Henning, King's College London, United Kingdom</p> <p>Against the Current: A Study on International Students' Academic Literacy Development in the UK Higher Education Weronika Górska, King's College London, United Kingdom</p> <p>"One of My Children Must School French in Case a Visitor Comes to Our House": Language-in-Education Policy in Vanuatu Through the Eyes of a Well-Meaning Mother Fiona Willans, King's College London, United Kingdom</p>
11:45am - 1:00pm	<i>Confronting Tensions in Teacher Development and Teacher Evaluation</i>
GSE 300	
	<p>When Formal and Informal Education Meet: Intervention in Illegal Immigrants Daycare Mira Karnieli, Rachel Oron Oranim Academic College of Education, Israel</p> <p>Reimagining Evaluation, Reclaiming Knowledge Production: The Empowering Potential of Participatory Action Research Approaches in Evaluation of Teacher Effectiveness Meagan Call-Cummings, Indiana University, Bloomington</p> <p>Student Teachers Negotiating Policy in Placement Schools Anne Marie Garth, Independent Scholar</p>
11:45am - 1:00pm	<i>Leadership Development Re(ap)proached: Local Engagement as a Counter Narrative in a Top-Down Milieu</i>
GSE 322	
	<p>Sharon M. Ravitch, University of Pennsylvania Tim Sheeran, University of Pennsylvania Graduate School of Education Haiti Team</p>
11:45am - 1:00pm	<i>Virtual Spaces as Venues for Counter Narratives in Education</i>
GSE 400	
	<p>Doing Virtual Ethnography: What Social Media Reveals about Teacher Quality Jessica Shiller, Towson University</p> <p>Ethnographic Inquiry into Early Technology Integration Dynamics: Sideways Moves as Counter Narratives in Educational Technology Research Justin D. Olmanson, University of Illinois at Urbana-Champaign Sandra Schamroth Abrams, St. John's University</p> <p>Reclaiming Local Educational Choices: Learning Mandarin Chinese through a Regional Distance Learning Model Diane E. Lang, Orange-Ulster Board of Cooperative Educational Services Diane W. Gomez, Manhattanville College</p>

1:30pm - 2:30pm	<p style="text-align: center;">Friday Brown Bag Session</p> <p style="text-align: center;">Learning Local Language as Counterhistory: Finding a Place for Indigenous Languages in the University</p> <p style="text-align: center;"><i>Presenters:</i> Shelley Depaul, Lenape Nation of Pennsylvania Ted Fernald, Swarthmore College Miranda Weinberg, University of Pennsylvania Haley De Korne, University of Pennsylvania Yoko Koike, Haverford College</p> <p style="text-align: center;"><i>Introduction:</i> Nancy H. Hornberger, University of Pennsylvania</p>
GSE 203	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Luis Enrique López, Universidad Mayor de San Simón, Cochabamba, Bolivia</p>
GSE 007	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Constant Leung, King's College London, United Kingdom</p>
GSE 008	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Susan Florio-Ruane, Michigan State University</p>
GSE 114	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Frances Vavrus, University of Minnesota</p>
GSE 120	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Lesley Bartlett, Teachers College, Columbia University</p>
GSE 121	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Bryan Brayboy, Arizona State University</p>
GSE 300	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Suresh Canagarajah, The Pennsylvania State University</p>
GSE 322	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Yolanda Sealey-Ruiz, Teachers College, Columbia University</p>
GSE 400	
1:30pm - 2:30 pm	<p style="text-align: center;"><i>*Senior Scholar Roundtables:</i></p> <p style="text-align: center;">Brian Street, King's College London, United Kingdom</p>
GSE 427	
<p><i>*Attendees must sign-up to attend Senior Scholar Roundtables beforehand. Space is limited.</i></p>	
2:45pm - 4:00pm	<p style="text-align: center;"><i>Understanding Children's Academic Performance in and out of South Korea</i></p>
GSE 007	
	<p>Academic Performance and Cultural Adaptation of South Korean Parachute Kids Keunah Lee Han, Temple University</p> <p>Filial Piety and Academic Motivation: A Case Study in South Korea Jonathan Tam, University of Pennsylvania</p>

2:45pm - 4:00pm	<i>Privileging Teacher Knowledge and Beliefs in Challenging Educational Contexts</i>
GSE 114	
	<p>Finding Philosophy: A Comparative Study of Special Education/General Education Teachers' Theories of Education Kelsey Marie Jones, Rita Nicole Harvey University of Pennsylvania</p> <p>Schooled Out: Black Male Teachers and Their Experiences Schooling, Teaching and Leaving Urban Schools Amber Pabon, Long Island University</p>
2:45pm - 4:00pm	<i>Discourses around Race in Education</i>
GSE 120	
	<p>"Acting White" and the Language of Snowflakes Marianne Modica, Rutgers University-Camden</p> <p>Preserving the Leisure Class: A Hermeneutic and Ethnographic Reading of School Tours in an Urban Art Museum Benjamin H. Welsh, Gretchen Rudham Morgan State University</p> <p>"They Lynch You With Their Mouths": An Ethnographic Case Study of Teachers in a Southern School Kimberly Howard, University of South Carolina</p>
2:45pm - 4:00pm	<i>Utilizing Films in Ethnographic Research</i>
GSE 121	
	<p>Narration and Counter-Narration in Nazaré, a Community in the Brazilian Amazon Miguel Nenevé, Simone Norberto University of Rondonia, Brazil</p> <p>Filmmaking as Method: An Instance of Analysis and Interpretation Leya Mathew, University of Pennsylvania</p>
2:45pm - 4:00pm	<i>Data Analysis Consultation</i>
GSE 200	
	<p><i>Consultant: Suresh Canagarajah, The Pennsylvania State University</i> <i>Consultant: Nancy H. Hornberger, University of Pennsylvania</i></p> <p>"Sobreviviendo Los Dos Medios": Codeswitching to Survive and Thrive in the Borderlands Lorena Gutierrez, Michigan State University</p> <p>Teaching Class: TFA and the Making of Social Class Difference in Educational Contexts Rachel Nicole Throop, University Of Pennsylvania</p>
2:45pm - 4:00pm	<i>Building Reflective Practice Together in an Urban Teacher Residency: Mentors, Faculty, and Residents Design Protocols to Examine Video Artifacts of Teaching</i>
GSE 203	
	<p>Emily J. Klein, Monica Taylor, Cyrene Crooms Montclair State University</p> <p>Oksana Hnatzuk, Erin Mooney, Kim Scott Arts High School, Newark Public Schools</p> <p>Anna Karina Monteiro Eastside High School, Newark Public Schools</p>

2:45pm - 4:00pm	<i>Exploring International Experiences and Minority Identity in U.S. Universities</i>
GSE 300	
	<p>“In the Black Box”: Positioning Ourselves as Foreign-Born Black Women within the U.S. Academy Kathy-Ann C. Hernandez, Eastern University Kayon K. Murray-Johnson, Texas State University</p> <p>“Not Afraid of Water”: Diaspora, Linguistic Identities and Puerto Rican Youth Rosalie Rolon Dow, Lei Chen University of Delaware</p> <p>Internationalization as a Neoliberal Policy Agenda: Implications for the Everyday Experiences of Indian Overseas Students Susan Thomas, University of Pennsylvania</p>
2:45pm - 4:00pm	<i>Teachers’ Input in Charter/Alternative Schools</i>
GSE 400	
	<p>Listening to and Learning from Teachers: Charter School Turnarounds Erika M. Kitzmiller, Drexel University</p> <p>Teacher-Driven Curriculum Change: Experiences of Teachers Innovating in Ontario Alternative Schools Rhiannon M. Maton, University of Pennsylvania</p>
4:15pm - 5:30pm	<i>Constructing Identity in Online Communities</i>
GSE 007	
	<p>The Impact of the Social Web on Identity and Community: An Ethnographic Study of a Community of Marathoners William Jeffrey Swain, Susan Land, Nina Jablonski, Priya Sharma, Anne M. Hoag, John Harwood The Pennsylvania State University</p>
4:15pm - 5:30pm	<i>Facilitating Teachers’ Identity Formation</i>
GSE 114	
	<p>Undefined Role Play: Casting the Part of “Teacher” in Service-Learning Ginger Rae McCartney, Temple University</p> <p>Storied Strategies: How Teacher Candidates’ Storied Identities Leveraged Their Teacher Learning Amal Ibourk, Michigan State University</p> <p>Pre-Service Teachers Re-Conceptualize Traditional Writing Through an Ethnodramatic Process of Compiling and Interconnecting Stories Sarah Reed Hobson, The State University of New York, Cortland</p>
4:15pm - 5:30pm	<i>Combining Quantitative and Qualitative Data in Language Education Research</i>
GSE 120	
	<p>Counter Analyzing L2 Writing Development through Corpus-Informed Genre Analysis: An Ethnographic Case Study of Emerging Bilinguals’ Literacy Practices in a U.S. Urban Elementary School Juan Pablo Jiménez-Caicedo, Columbia University</p> <p>Toward a Different Narrative of Language Use in Poor and Working-Class Homes Douglas E. Sperry, University of Illinois, Urbana-Champaign Linda L. Sperry, Indiana State University</p> <p>Investment of Learners of Asian Languages at the University of Pennsylvania: The Cases of South Asia and Korea Geeta A. Aneja, Siwon Lee University of Pennsylvania</p>

4:15pm - 5:30pm	<i>Complicating the Role of Public-Private Partnerships in Education Reform</i>
GSE 121	
	<p>Troubling Public/Private “Partnerships” in Education: A Critical Case Study of Private Corporate Philanthropy in Urban K-8 Schools in the United States Alex Gurn, Boston College</p> <p>Kerala’s Education Reforms: Marking Class in “Zones of Awkward Engagement”? Leya Mathew, University of Pennsylvania</p> <p>Low-Fee Private Schools and High-Quality Education in Rural India: Using Ethnography to Inform the Policy Debate Kevin Crouse, Rutgers University</p>
4:15pm - 5:30pm	<i>Data Analysis Consultation</i>
GSE 200	
	<p><i>Theorizing and Interpreting Narratives of Migrants</i></p> <p><i>Consultant: Bryan Brayboy</i>, Arizona State University <i>Consultant: Ameena Ghaffar-Kucher</i>, University of Pennsylvania <i>Consultant: Jeff Shultz</i>, Arcadia University</p> <p>“Where Are the Promises of America?”: Refugee Family Negotiations of Civic Identity Sally Wesley Bonet, Rutgers University</p> <p>Dangerous to Tell: International Education, Rwandan Government Narratives and Student Counter-Narratives Aryn Baxter, University of Minnesota</p>
4:15pm - 5:30pm	<i>Team Ethnography: The Politics and Practice of Knowledge Production in Plurality</i>
GSE 203	
	<p>Frances Vavrus, Matthew Thomas University of Minnesota</p> <p>Lesley Bartlett, Teachers College, Columbia University</p>
4:15pm - 5:30pm	<i>Learners' Agency as Counter Narrative</i>
GSE 300	
	<p>Social Aspects of L2 Learning Through the PRISM of Classroom Culture Ying Zhang, University of Massachusetts Amherst</p> <p>The Battle of Self-Positioning: Youth Resistance to Traditional Narratives of Academic Success Ann Marie Darrow Baines, San Francisco State University</p> <p>Doing Research in the Global City: Immigrant Youths’ Brokering Acts as Transformational Method Christine B. Malsbary, University of Hawaii at Manoa Daniel Walsh, Graduate Center of The City University of New York</p>
4:15pm - 5:30pm	<i>Parent Perceptions of the Role/Value of Education for Their Children</i>
GSE 322	
	<p>Bangladeshi Immigrant Parents’ Perception of Their Children’s Schooling: A Pilot Ethnographic Study Fatima Tuz Zahra, University of Pennsylvania</p> <p>“My Kids Will Not Live Better”’: The Role of Family in Shaping Adult African Refugees’ Participation in Education in the U.S. Kristen H. Perry, Christine A. Mallozzi University of Kentucky</p> <p>Recuperando la Dignidad Humana/Recovering Human Dignity: Shuar Mothers Speak Out on Intercultural Bilingual Education Susan Roberta Katz, University of San Francisco Cornelia Lupe Chumpi, Universidad Salesiana, Ecuador</p>

4:15pm - 5:30pm	<i>Analyzing Queer Narratives</i>
GSE 400	
	<p>Counter-Narrative and Space: LGBTIQ Counter-Narratives and the Rebuilding of School Spaces Ross Emmerson Collin, Manhattanville College</p> <p>Queer Narratives in Safe(r) Ethnographic Spaces: How Storytelling Reshapes Student and Researcher Identities Mel Freitag, University of Wisconsin, Madison</p> <p>From Lesbian to Queer: Rethinking Deficit Notions of White Middle Class Pre-Service Teachers Through Counter Storytelling Nermine Abd Elkader, University of Delaware</p>
5:45pm - 7:00pm	<i>Ethnography in Higher Education Practices</i>
GSE 114	
	<p>Pedagogies of Ethnography: Possibilities and Tensions of Teaching Research Practices in Education Maria José Botelho, Margaret Felis University of Massachusetts Amherst</p> <p>Cognitive Dissonance and Civic Development of University Service-Learning Students Leslie Cohen Rogers, University of Pennsylvania</p> <p>University Education: What Does it Mean to My Participants? Xiao Rui Zhang, Meisei University, Japan</p>
5:45pm - 7:00pm	<i>Discourse and Interaction in Culturally Responsive Classrooms</i>
GSE 120	
	<p>Where Culture Meets the Turn: An Ethnography of Speaking Approach to Locating Funds of Knowledge in Parent-Teacher Interactions Ariana Mangual Figueroa, Sora Suh, Meredith Byrnes Rutgers University</p> <p>“You Can’t Just Forget Your Background, Who You Are”: A Case Study of Engagement in a Multicultural Literature Classroom Amanda Christine Dillon, Rutgers University</p>
5:45pm - 7:00pm	<i>Narratives of African American Youth in and out of School</i>
GSE 121	
	<p>“That’s Not the Story We’re Trying to Tell:” (Re)imagining Black Youth within Community-Based Educational Spaces Bianca J. Baldrige, University of Wisconsin, Madison</p> <p>Readin’ Sistahs: Race, Gender, and Counter Narratives from the Extracurriculum Carleen Shantel Carey, Michigan State University</p> <p>Stereotypes, Community, and Resistance: The Experiences of Middle School Black Girls at an Elite Predominantly White Independent School Charlotte E. Jacobs, University of Pennsylvania</p>
5:45pm - 7:00pm	<i>Data Analysis Consultation</i>
GSE 200	
	<p><i>Consultant: Luis Enrique López</i>, Universidad Mayor de San Simón, Cochabamba, Bolivia <i>Consultant: Anne Pomerantz</i>, University of Pennsylvania</p> <p>Blurring the Lines between Author and Audience: Curation as Communicative Practice Julie Michelle Warner, Teachers College, Columbia University</p> <p>Influence of Globalization on Literacy Practices of Children in Adams County, Pennsylvania Kaoru Miyazawa, Gettysburg College</p>

5:45pm - 7:00pm	<i>Analyzing Different Voices in Urban Schools</i>
GSE 203	
	<p>Negotiating Agency on Undemocratic Terrain: The Challenges and Possibilities of Democratic Education in Urban Public Schools Maria Hantzopoulos, Vassar College</p> <p>Transformation, Adaptation and Rhizomatic Wanderings: Examining School Reform Narratives Beyond Success or Failure Beth M. Lehman, Eastern Mennonite University</p> <p>Counter Narratives from Gentrifying Urban Elementary Schools? Conflict, Confrontation and Complicity in School Leadership Ayo Mansaray, London Metropolitan University, United Kingdom</p>
5:45pm - 7:00pm	<i>Critical Pedagogies in Language and Literacy Education</i>
GSE 300	
	<p>Critical Arts Practices for Social Change Claire Elizabeth Robson, Dennis Sumara University of Calgary, Canada</p> <p>Reentry and Arrival: Lived Experiences of Families Separated by Incarceration Ginger Marie Walker, William R. Muth Virginia Commonwealth University</p> <p>Cultural Immersion: Using Ethnography, with Criticality, to Study Peacebuilding Dialogue Pedagogies with Diverse Students Christina A. Parker, University of Toronto, Canada</p>
5:45pm - 7:00pm	<i>Language Practices of Latino Immigrant Youth</i>
GSE 322	
	<p>Language Brokering in Practice: Linguistic Power, Biliteracy Events, and Family Life Steven Paul Alvarez, University of Kentucky</p> <p>Mia's Counterstory: Translanguaging During Standardized Testing Lorraine Falchi, La Escuelita/Teachers College, Columbia University</p>
5:45pm - 7:00pm	<i>Speaking Up and Speaking Out: Counter Narratives within Minority-Language Groups in Ontario, Canada</i>
GSE 400	
	<p>Counter Narratives within the Academy: Exploring the Process and Products of an Ethnographic Study of Minority Francophone Students' First-Year Experience at Canada's Largest Bilingual University Sylvie Lamoureux, Université d'Ottawa, Canada</p> <p>"Taking Hold of our Children's Future": An Individual's Initiative to Ensure Minoritized Students' Success within the Franco-Ontarian School System Phyllis Dalley, Karine Turner Université d'Ottawa, Canada</p> <p>What's in a Label?: The Marginalization and Counter Narratives of Students Who are Labeled "Cultural Dropouts" within a Minority-Language Community Megan Cotnam-Kappel, Université d'Ottawa, Canada</p>

7:30pm - 9:00pm	Friday Evening Plenary
Houston Hall Hall of Flags	Layering the Local: A Counter Narrative on Literacy in Township Schools <i>Presenter: Suresh Canagarajah, Pennsylvania State University</i> <i>Introduction: Nelson Flores, University of Pennsylvania</i> <i>Convenor: Nancy H. Hornberger, University of Pennsylvania</i> <i>Light Appetizers Will Be Served Beginning at 7:00 pm.</i>

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Saturday, 02/23/2013

8:30am - 9:45am	<p>Saturday Morning Practitioner Research Plenary</p> <p>Seeing, and Taking the Time to Notice: Looking Beyond Partial Representations in the Classroom</p> <p><i>Presenter: Yolanda Sealey-Ruiz, Teachers College, Columbia University</i></p> <p><i>Introduction: Gerald Campano, University of Pennsylvania</i> <i>Convenor: Nancy H. Hornberger, University of Pennsylvania</i></p>
Houston Hall Hall of Flags	
10:15am - 11:30am	<p><i>What does it Mean to Work in a System that Fails You and Your Kids?: A Beginning Teacher's Journey through the Chicago Public Schools</i></p> <p>Charles F. Vanover University of South Florida, Saint Petersburg</p> <p>Alexandra Miletta Mercy College</p> <p>Andrew Babson University of Pennsylvania</p> <p>Diane Massell University of Michigan</p> <p>Brandi Weekley West Virginia University</p>
GSE 007	
10:15am - 11:30am	<p><i>Reflections on Becoming: Inquiries about the Emerging Identities of New Teachers and Administrators (Practitioner Research)</i></p> <p>Reflecting on the Invisible Rippling Echoes in Initial Teacher Education Programs: Hearing the Voices and Lived Experiences of Teacher Candidates Manu Sharma, Ontario Institute for Studies in Education, University of Toronto, Canada</p> <p>Notions and (mis)Understandings of Inquiry, Knowledge, Representation and Teaching: An Autoethnographic Inquiry Project Sofia Chaparro, University of Pennsylvania</p> <p>Autoethnography of a First-Year Principal in a Small, Rural High School Michael Ray, Dwight Hare Mississippi State University</p>
GSE 114	
10:15am - 11:30am	<p><i>Dimensions of Classroom Practice: Student Voice, Identity, and Engagement Part I (Practitioner Research)</i></p> <p>Michele Walden-Bell, Alison McCartney, Ariel Coff, Sam Reed, Meenoo Rami Philadelphia Writing Project/School District of Philadelphia</p>
GSE 120	
10:15am - 11:30am	<p><i>The Stories We Could Tell: Narrative, Dialogical Practice, and Tension (Practitioner Research)</i></p> <p>Bob Fecho, Allisa Hall, Xiaoli Hong University of Georgia</p>
GSE 121	

10:15am - 11:30am	<i>Cultivating (Our)Selves: Pedagogies of Arts and Media Inquiries with Youth (Practitioner Research)</i>
GSE 200	
	Lalitha Vasudevan, Kristine Rodriguez Kerr, Melanie Hibbert, Ahran Park Teachers College, Columbia University Tiffany DeJaynes New York City Department of Education
10:15am - 11:30am	<i>“One World to Encompass Many Worlds”: Coalitional Literacies and Community Partnering (Practitioner Research)</i>
GSE 203	
	Maria Paula Ghiso Teachers College, Columbia University Gerald Campano, Katrina Jacobs, Mary Yee, Robert LeBlanc, Lan Ngo, Karim Mostafa, David Low, Alicia Pantoja University of Pennsylvania Ted Hall Indiana University, Bloomington
10:15am - 11:30am	<i>Literacy and the Arts: An Outlet for Adolescent Voices (Practitioner Research)</i>
GSE 300	
	IMAGinE: Images as Mediational Tools for Writing and Identity Development Michelle C.S. Greene, Indiana University, Bloomington The Arts of Adolescents’ Lives: “It’s Like New School” at an Arts-Based High School Jessica Whitelaw, University of Pennsylvania The Experience of Performance: Life Around Literature in an Urban After-School Program for Middle School Students Gina Paese, St. John’s University
10:15am - 11:30am	<i>Alternative Approach to Professional Development Through Small Group Reflection and Inquiry</i>
GSE 322	
	Siobhan Amy O’Connor, Lisa Archibald, Andy Danilchick Prep Charter High School, Philadelphia/University of Pennsylvania
10:15am - 11:30am	<i>Influences on K-12 Math Teachers as They Plan for Instruction</i>
GSE 400	
	Novice Teachers’ Perception of How Contextual Variables Influence Their Lesson Plan Jacqueline G. Van Schooneveld, University of Pennsylvania Mathematical Motivations in the Lesson Planning of Middle School Math Teachers Sunita Vatuk, The City College of New York How a Model of Direct Instruction Influences Math Teachers’ Thoughts about Their Instruction Paul R. McCormick, University of Pennsylvania
11:45am - 1:00pm	<i>Problematizing Educators’ Constructions of Immigrant Identity</i>
GSE 007	
	Helping ELL/ESL Graduate Students, and Myself, Find and Express Our Voices in Mutual Support of the Silenced Douglas Ross Campbell, Michigan State University Complicating the Discourse on Immigrant Education: A Case of African Immigrant Girls in Public Schools Betty Okwako, Michigan State University

11:45am - 1:00pm	<i>Explorations of Pedagogy and Learning (Practitioner Research)</i>
GSE 114	
	<p>Encountering Literacy Instruction and Practices in a County Jail GED Classroom Diana Brace, Ted Hall Indiana University, Bloomington</p> <p>Teaching in Different Roles: Dialogic Teacher Orientation in Class Meetings and in Process Drama Ana Marjanovic-Shane, Chestnut Hill College</p> <p>Inviting Parents into My Standards-Based Classroom: What I Learned Deborah Blume, Rosemont College</p>
11:45am - 1:00pm	<i>Dimensions of Classroom Practice: Student Voice, Identity, and Engagement Part II (Practitioner Research)</i>
GSE 120	
	<p>Michele Walden-Bell, Kathleen Melville, Lynette Brown Philadelphia Writing Project/School District of Philadelphia</p> <p>Shannon Stanford Philadelphia Writing Project/Eastern University Charter School</p>
11:45am - 1:00pm	<i>Positioning Black Males to Be Successful in Education (Practitioner Research)</i>
GSE 121	
	<p>The Status of Black Male Education: The Case of a Chicago All-Male School Brandi Nicole Williams, Syracuse University</p> <p>Stress Management at Boys' Latin: Techniques for Identifying and Managing Stress to Better Develop Self-Agency and Confidence Christine Galib, Boys' Latin of Philadelphia Charter School</p> <p>Boys Will Be Boys: A Critical Ethnography of an All Boy's Elementary Classroom Trish Morita-Mullaney, Indiana University-Purdue University Indianapolis</p>
11:45am - 1:00pm	<i>Unveiling Educational Policymaking and Policy Implementation in U.S. Contexts</i>
GSE 200	
	<p>The Discursive Practice of Education Reform Policy: The Cleveland Schools' Transformation Plan Jennifer DePaoli, The Ohio State University</p> <p>Violating Lau: How Sheltered English Programs Submerge English Language Learners David Cassels Johnson, Crissa Stephens Washington State University</p> <p>Teacher Evaluation and the Professional Identity Formation Process: Examining the Effect of Policy Contexts on Teacher Development Laura Gutmann, University of North Carolina, Chapel Hill</p>
11:45am - 1:00pm	<i>Re-Visioning the Possibilities of Ethnographic Research in Multiple Sites of Criticality that Directly Impact the Possibilities for Public Education (Practitioner Research)</i>
GSE 203	
	<p>Ethnographic Research, Inequality, Poverty, Privatization, and Public Education Denny Taylor, Hofstra University</p> <p>Reclaiming Lost Lives of Immigrant Women as Models for Community Building, Sustainability, and Social Activism Josefa Pace, Hofstra University</p> <p>Ethnography, Narrative Pedagogy, and Thinking the Unthinkable: Teaching and Learning about Genocide and Mass Atrocities Stephanie Schneider, The State University of New York, Old Westbury</p> <p>Ecoliteracy as an Ethnographic Counter-Narrative in K-12 Public Education Carol McGill, Hofstra University</p>

11:45am - 1:00pm	<i>Sun-Kissed Acres Community Garden: Capturing Oral Histories to Redefine Beauty in Mill Creek, Philadelphia (Practitioner Research)</i>
GSE 300	
	<p>Samyuktha Natarajan Parkway West High School/Bryn Mawr College</p> <p>Kendall Phillips, Angel Pavrette Parkway West High School</p> <p>Karen Leitner, Lee McClenon Bryn Mawr College</p>
11:45am - 1:00pm	<i>Exploring Praxis: The Coaching/Mentoring/Supervising of New Teachers (Practitioner Research)</i>
GSE 322	
	<p>Looking Within, Speaking Out: The Autoethnography of a University Supervisor Kathleen Anne Lazdowski, University of Massachusetts Amherst</p> <p>Seeking Outside Help: A Distance-Coaching Model to Support a Teacher’s Goal of Supporting All Students While Maintaining Rigor Carolyn Rulli, University of Pennsylvania Heather Haines, Community Charter School of Cambridge</p> <p>Reading the Space Between: A Practitioner Inquiry into First-Year Teacher Mentors’ Navigation of the Support Space Lisa Marie Middendorf, Lori Ann Noll, Nicole Mittenfelner Carl University of Pennsylvania</p>
11:45am - 1:00pm	<i>Investigating Identities and Pedagogy in STEM Education</i>
GSE 400	
	<p>Diverse Students’ Funds of Knowledge in High School Chemistry Lori Margaret Edmonds, University of Maryland, Baltimore County</p> <p>“Working Hard” and “Just Getting It”: Authoring Selves in the Figured World of STEM at Southside High School Carrie Allen Bemis, University of Colorado, Boulder</p> <p>The Mathematics of Inclusion: An Exploration of the York Tensor Scholars Program Lidia Gonzalez, The City University of New York, York College</p>
11:45pm - 1:00pm	<i>Data Analysis Consultation</i>
GSE 427	<i>Teacher Identity Development through the Lens of Practitioner Research (Practitioner Research)</i>
	<p><i>Consultant: Maria Paula Ghiso, Teachers College, Columbia University</i> <i>Consultant: Yolanda Sealey-Ruiz, Teachers College, Columbia University</i></p> <p>Building and Negotiating Identity within a Professional Network Roseanne Rostock, Knowles Science Teaching Foundation</p> <p>Art as Inquiry: Examining Early Pre-Service Teacher Identities Through the Arts Debra Broderick, University of Pennsylvania/Technical College High School, Pickering</p>
1:30pm - 2:30 pm	
GSE 200	
	<p style="text-align: center;">Saturday Brown Bag Session</p> <p style="text-align: center;">CAMRA: A Media Pedagogy Lab</p> <p style="text-align: center;"><i>Presenters: Arjun Shankar, University of Pennsylvania</i> Sofia Chaparro, University of Pennsylvania Matthew Tarditi, University of Pennsylvania Leya Mathew, University of Pennsylvania Hunter Snyder, CAMRA at Penn Mariam Durrani, University of Pennsylvania</p>

1:30pm - 2:30 pm	Saturday Brown Bag Session Communities of Inquiry Symposium Filling Knowledge Gaps: The Use of Teacher Inquiry to Enhance Teacher Practice and Student Learning <i>Chair: Diane Waff, University of Pennsylvania</i> <i>Panelists: Nadia Mykysey, Philadelphia Writing Project</i> Robert Rivera-Amezola, School District of Philadelphia Katina Mitses, Furness High School Gill Maimon, Powell Elementary School <i>Discussants: Susan L. Lytle, Emeritus Professor of Education, University of Pennsylvania</i> Yolanda Sealey-Ruiz, Teachers College, Columbia University
GSE 203	
2:45pm - 4:00pm	<i>Challenging Prescriptivist Notions of “Academic” Literacy (Practitioner Research)</i> Speak, Memory: Oral Storytelling in the High School Classroom Christine Gentry, Teachers College, Columbia University Changing Literacy in Freshman Composition Shakil Sarforaz Rabbi, The Pennsylvania State University “Book in My Hand Revolution in My Heart:” Embracing Creolization in Hip Hop Music and Culture as Grounds for Student Identity Exploration and Scholarship Erin Moira Lemrow, Indiana University, Bloomington
GSE 007	
2:45pm - 4:00pm	<i>Promoting Student Growth and Understanding Within School Communities (Practitioner Research)</i> “What Does it Mean to be a Community?”: Creating Counter Narratives of Teaching and Learning Rebecca Akin, Oakland Unified School District Using Inquiry-Based Science Instruction to Promote Student Social Growth Matthew Joseph Phillips, University of Pennsylvania “I Totally Failed That”: Academic Self-Image at Miss Porter’s School Nicole Mittenfelner Carl, University of Pennsylvania Justine Bernacet, Heng (Amber) Qin, Caitlin Reynolds Miss Porter’s School
GSE 114	

2:45pm - 4:00pm	<i>Cultivating Inclusive Educational Spaces for Emerging English Language Learners (Practitioner Research)</i>
GSE 120	
	<p>Emerging Teachers: A Preliminary Exploration of the Classroom Experiences of English TAs from China Geeta A. Aneja, University of Pennsylvania</p> <p>Twenty Years of Language Policy and Planning in the Mid-South: Counter-Narratives and Change Aixa Garcia Mont, Felicia Lincoln University of Arkansas</p> <p>Pictures as Counter-Narratives: First Grade Emergent Bilinguals Explore Community Resources Through Writing and Technology Maria Paula Ghiso, Patricia Martinez Alvarez, Bessie Demikos Teachers College, Columbia University</p> <p>Chloe Wilder International School of Brooklyn</p> <p>Gerald Campano University of Pennsylvania</p>
2:45pm - 4:00pm	<i>Rescripting Narratives about Educational Failure (Practitioner Research)</i>
GSE 121	
	<p>Teach Us to Teach You: An Alternative Approach to Teaching and Learning with Struggling Inner-City High School Students Limor Pinhasi-Vittorio, Elite Ben-Yosef Lehman College</p> <p>“What about Our Aspirations? Just Graduating Is Not Good Enough”: The College Experiences of Three Students of Color at a Predominantly White Research University Marla De Rosa, Audrey Guerrero, Esther Pacheco, Olivia Sterling Boston College</p> <p>“Where I’m From”: Intergenerational Investigations of Literacy and Identity Through Young Adult Novels Rob Simon, Jason Brennan, Will Edwards Ontario Institute for Studies in Education, University of Toronto, Canada</p> <p>Sara DeAngelis Seneca College, Canada</p> <p>Anna Pisecny Toronto District School Board, Canada</p>
2:45pm - 4:00pm	<i>Data Analysis Consultation</i>
GSE 200	
	<p><i>Consultant: Bob Fecho, University of Georgia</i> <i>Consultant: Diane Waff, University of Pennsylvania</i></p> <p>Positioning You, Me, and We: Considering How an Urban High School Teacher Team Negotiates Their Professional Development Literacy Learning and Leadership Roles Danielle M. Lillge, University of Michigan</p> <p>Interview Analysis of Practitioner Researchers: Intentionality and Serendipity with Data Collection in the “Spaces-in-Between” Andy Danilchick, University of Pennsylvania</p>

2:45pm - 4:00pm	<i>Taking It to the Next Level: Teacher Inquiry in New Times (Practitioner Research)</i>
GSE 203	
	<p>New Contexts and New Politics for Teacher Inquiry Gary Anderson, New York University</p> <p>Preconditions For Deep and Expanded Inquiry Among Teachers Kathryn Herr, Montclair State University</p> <p>Toward Deep and Expanded Inquiry Through Teacher Narratives: Problematizing “Self” and “Experience” Janet Miller, Teachers College, Columbia University</p>
2:45pm - 4:00pm	<i>Engaging in Ethnographic Research with Students in Philadelphia’s Chinatown Neighborhood: Understanding Who We Are and Who Is Around Us (Practitioner Research)</i>
GSE 300	
	<p>Erin Whitney University of Pennsylvania</p> <p>Stephen Coyle, Lucinda Megill, Annie Huynh Folk Arts-Cultural Treasures Charter School</p>
2:45pm - 4:00pm	<i>Beyond the Traditional Field Experience Partnership: Collaborative Writing Curriculum Development in a K-12-University Partnership (Practitioner Research)</i>
GSE 322	
	<p>Kira J. Baker-Doyle, Leif Gustavson, Caroline Blasi, Jeanne Hisey, Josh Hesney, Krista Pelen, Kate Mullen, Michael Fraschilla Arcadia University</p> <p>Deborah Kim, Ron Hillman, Bryna McCall, Jennifer Kaplan, Danielle DiPasquale Upper Dublin School District</p>
2:45pm - 4:00pm	<i>Critical Approaches to Literacy Development</i>
GSE 400	
	<p>Back and Forth: Making Space for Adolescent Identity Through Dialogical Writing Engagement Anne Juele Peel, College of New Jersey</p> <p>Friends and Authors: Collaborative Composition in an Elementary Classroom Elizabeth L. Jaeger, University of Arizona</p>
4:15pm - 5:30pm	<i>Preparing Teachers to Work with Diverse Learners</i>
GSE 114	
	<p>Exploring Reflexivity and Multilingualism in French Language Teacher Education Programs Through a Multi-Site Ethnography Julie Sue Byrd Clark, University of Western Ontario, Canada Fred Dervin, University of Helsinki, Finland</p> <p>Learning by Listening: Improving ESL Instruction by Accounting for Teacher Narratives Michael Suarez, Michael Dominguez University of Colorado</p> <p>“I Was a Little Bit Like Ashamed of Myself!”: Pre-Service Teachers’ Voices on Teaching at Urban Public Elementary Schools Leta Marie Hooper, University of Massachusetts Amherst</p>
4:15pm - 5:30pm	<i>Exploring the Impact of Educational Policy & Mandated Curricula on the Lives of Teachers and Students (Practitioner Research)</i>
GSE 120	
	<p>The Strategic Positioning of Student Reading: Who Is Making the Strategic Decisions When Students Read? David Costello, University of South Australia</p> <p>Reading Back Black: Challenging Canonical Literature in a Standardized Curriculum Sally Maxwell, Springside Chestnut Hill Academy</p> <p>Practitioner Research as a Pedagogical Method and Frame for Developing Agency in the Current Political Context Jennifer L. Lindsay, Brown University</p>

4:15pm - 5:30pm	Digital Authoring: Stories about Multimodal Composition (Practitioner Research)
GSE 121	
	<p>Academic Writing in Online Spaces: Multimodal Practices as Forms of Scholarly Engagement Rob Simon Ontario Institute for Studies in Education, University of Toronto, Canada</p> <p>Alisa Acosta Ontario Institute for Studies in Education, University of Toronto, Canada/Toronto District School Board, Canada</p> <p>“I Was Just Mad!”: The Case of Kyra as She Made a Digital Story and Challenged Available Resources Hilary Hamilton, Diane Anderson Swarthmore College</p> <p>Mediated Composing: Multimodal Writing across Social Networking Sites Tiffany DeJaynes, New York City Department of Education</p>
4:15pm - 5:30pm	Writing Against Tradition: Countering the Deficit View of Non-traditional Writers (Practitioner Research)
GSE 203	
	<p><i>Discussant:</i> Denny Taylor, Hofstra University</p> <p>“Writes” of Passage: The Writing Class as Site of Resistance and Transformation for “Underprepared” College Writers Marilyn Buono, Hofstra University</p> <p>“The Secret of Education Lies in Respecting the Pupil”: Activating Counter Narratives in the “American” Story Josefa Pace, Hofstra University</p> <p>Reclaiming the Local: Notes from a Sixth Grade Inclusion Class Melinda Smith, Hofstra University</p> <p>Co-Constructed Identities and Literacy Practices of Nontraditional Writers: How Identities of One Teacher and Her First Grade Students are Enacted and Co- Constructed Through Writing Sasha Ramlal, Hofstra University</p>
4:15pm - 5:30pm	“Making the Plane While Flying It”: Student, Teacher and Researcher Perspectives on Creating The Sustainability Workshop (Practitioner Research)
GSE 300	
	<p>C. Aiden Downey Emory University</p> <p>Simon Hauger, Michael Clapper, Matt Riggan The Sustainability Workshop</p>
4:15pm - 5:30pm	Teaching as Described Through the Lens of Culture, Location, and Positionality (Practitioner Research)
GSE 322	
	<p>Narratives of Asian American Educators: Resistance, Retention, and Rhetoric Michelle C.S. Greene, Indiana University, Bloomington Trish Morita-Mullaney, Indiana University-Purdue University at Indianapolis</p>
4:15pm - 5:30pm	Teacher Development through Inquiry, Collaboration, and Reflection (Practitioner Research)
GSE 400	
	<p>Rebecca Jean Peacock, Sophie Green, Andy Danilchick, Chade Biney-Amissah, Eric Nuemann, Zach Lax, Michelle Strausman, Dan LaSalle University of Pennsylvania/Teach for America</p>

5:45pm - 7:00pm	<i>YPAR in the Classroom: The Quest for Youth Empowerment Through School-Based Civic Learning</i>
GSE 007	
	<p>Mayida Zaal, John Terry Montclair State University</p> <p>Jennifer Ayala Saint Peters University</p> <p>Brian Ford Montclair High School</p> <p>Milagros Harris Central High School</p> <p>Kevin Crouse Rutgers University</p>
5:45pm - 7:00pm	<i>Pathways to College: Students' Narratives</i>
GSE 114	
	<p>“I Don't Want to be Stuck in a Rut”: Narratives from Nine Students Graduating from a 6- 12 Early College High School MaryBeth Schaefer, St. John's University</p> <p>Alternative Approach to Advanced Placement Classes in Philadelphia Siobhan Amy O'Connor, Adam Gilman, Dan Logue Prep Charter High School, Philadelphia/University of Pennsylvania</p> <p>Studying the College Search Process: How Can AVID Increase Access to Social Capital for all First-Generation College Students? Sarah Jane Ohle, University of Colorado, Boulder</p>
5:45pm - 7:00pm	<i>Professional Development Through Communities of Inquiry (Practitioner Research)</i>
GSE 120	
	<p>“Laying Down a Path While Walking”: The Collaborative, Multi-Voiced Journey of Urban K-12 Teacher Participants in ELL Professional Development Ambria Reed, Kristin M. Larsen University of Pennsylvania</p> <p>Robert Rivera-Amezola, Becky Horner, Denise Belmonte School District of Philadelphia</p> <p>Katina Mitses Furness High School</p> <p>A Collaborative Model for Meaningful Communication among Out-of-School Time Staff Angela M. Jubinville, National Afterschool Matters Practitioner Research Fellowship</p> <p>Learning in the Margins: Case Studies of Unplanned Learning in a Teacher Community Kathleen Riley, Independent Scholar</p>
5:45pm - 7:00pm	<i>Exploring University-K12 Action Research Partnerships (Practitioner Research)</i>
GSE 121	
	<p>Jacqueline Jenkins, Anna Alarid, Maeve Gavagan, Lorraine Liriano, Johnny Arias, Ellen Brody-Kirmss, Katia Belony, Clarissa Ash The New School</p>

5:45pm - 7:00pm	<i>Data Analysis Consultation</i>
GSE 200	<i>Working Data Imaginatively (Practitioner Research)</i>
	<p><i>Consultant: Gerald Campano</i>, University of Pennsylvania <i>Consultant: Betsy Rymes</i>, University of Pennsylvania</p> <p>The Impact of the Teach For America Experience on Emerging Leaders Tanya Maloney, University of Pennsylvania</p> <p>Making Time for Failure Charles F. Vanover, University of South Florida, Saint Petersburg</p>
5:45pm - 7:00pm	<i>Reflective Teacher Network (Practitioner Research)</i>
GSE 322	
	<p>Brian Cohen, Kelsey Johnson</p> <p>School District of Philadelphia</p>
7:15pm - 8:45pm	
Houston Hall Bodek Lounge	<p style="text-align: center;">Saturday Evening Plenary</p> <p style="text-align: center;">Looking into the Heart of Merit: Indigenous Counter Narratives and the Policy of Hope</p> <p style="text-align: center;"><i>Presenter: Bryan Brayboy</i>, Arizona State University</p> <p style="text-align: center;"><i>Introduction: Stanton Wortham</i>, University of Pennsylvania <i>Convenor: Nancy H. Hornberger</i>, University of Pennsylvania</p>
8:45pm - 9:45pm	
Houston Hall Bodek Lounge	Saturday Evening Dinner