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# Abandoning the Artificial and Inauthentic in Teacher Education and Attending to “What Really Matters”

Dr. Laura Staal & Dr. Claudia Nickolson  
Reagan Lowry & Hannah Middleton

*Tuesday, February 18, 2020*

*Twelfth Concurrent Session 4:30 – 5:45PM*



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# Thirty-second Introduction



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# Laura

- Mother (a handful of daughters & two sons)
- Military wife (now a wife of a USAF veteran)
- Educator for over 30 years
- Animal lover (2 dogs, 3 cats, and several rescued box turtles)
- Passion – Literacy!



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# Claudia

- Mother of two
- Soon to be grandmother!
- Teacher
- Researcher, for past 25 years
- Committed to social justice teaching



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# Hannah

- Undergraduate student, graduating in May
- Exact middle child in a family of five children
- Aunt to an amazing nephew
- Canadian turned American
- Considering graduate school vs. teaching
- Skippy Jon Jones by Judith Schachner



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# Reagan

- Undergraduate student, graduating in December.
- Member of the Lumbee Tribe of North Carolina.
- Third child of six children.



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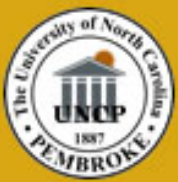


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**We are connected by this billboard..**

EVERYTHING YOU SAY AND DO CREATES AN IMPACT

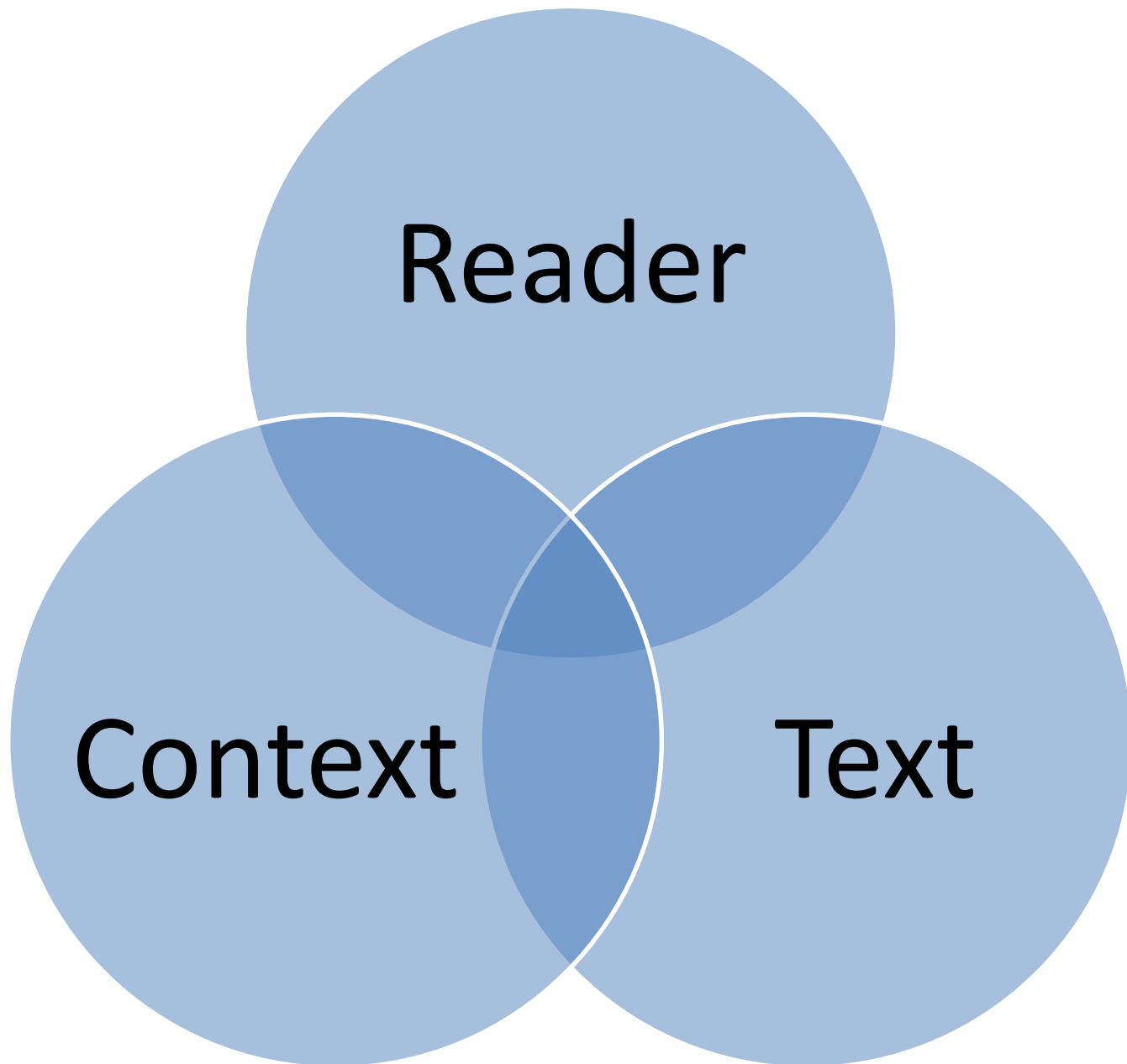


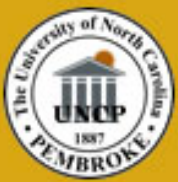


# **We are connected by...this definition of reading...**

Reading is the process of constructing meaning through the dynamic interaction among the:

1. reader's existing knowledge
2. the information suggested by the written language and the
3. context of the reading situation





# We are connected to the belief that every child, every day will...

1-Listen to a fluent adult **READ** aloud.

2-**READ** something they understand.

3-**READ** something they like.

4-**READ** something accurately.

5-**WRITE** about something that is meaningful to them.

6-**TALK** to peers or adults about their reading and writing.

Allington, R.L. & Gabriel, R. E. (2012). Every child, every day. *Educational Leadership*, 69(6), 10-15.



# We are connected and believe in these **EIGHT** learning conditions...

1. Immersion
2. Demonstration
3. Engagement
4. Expectation
5. Responsibility
6. Approximation
7. Use
8. Feedback



**...and we are all connected by how we got  
to this conference...**

*We only think when we are confronted  
with problems.*     **-John Dewey**



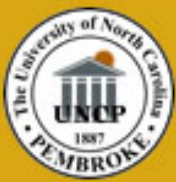


# So, what *really* matters?

Brainstorm for 60 seconds

What doesn't matter

What matters



# So, what *really* matters?

Fill in “top picks” together

## What doesn't matter

- Class ranking
- Honors
- Throw-away assignments
- edTPA
- Busy work
- Tradition
- Teaching to the Pearson reading test
- Corrupt assessment systems

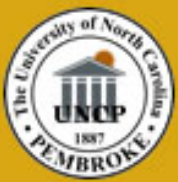
## What matters

- Love & Caring Matters: If one adult cares suicide can be reduced by 40%
- Dispositions/interactions: building rapport and creating worthiness/value
- Knowledge & Skills
- Read, Inquire, & Self Reflection



# So, what *really* matters?

- Nurturing meaningful **relationships**
- Creating authentic **experiences**
- Modeling effective **practices**



# Service Learning

- Teach novel units to 4<sup>th</sup> graders
- Purchase TWO high quality title for every 4<sup>th</sup> grade student through \$1 Scholastic books every Fall and Spring (125-150 copies)
- FOUR books each year (TOTAL: 500-600 books)
- This semester Old Yeller by Fred Gipson
- IDEA: Picture book to end the semester



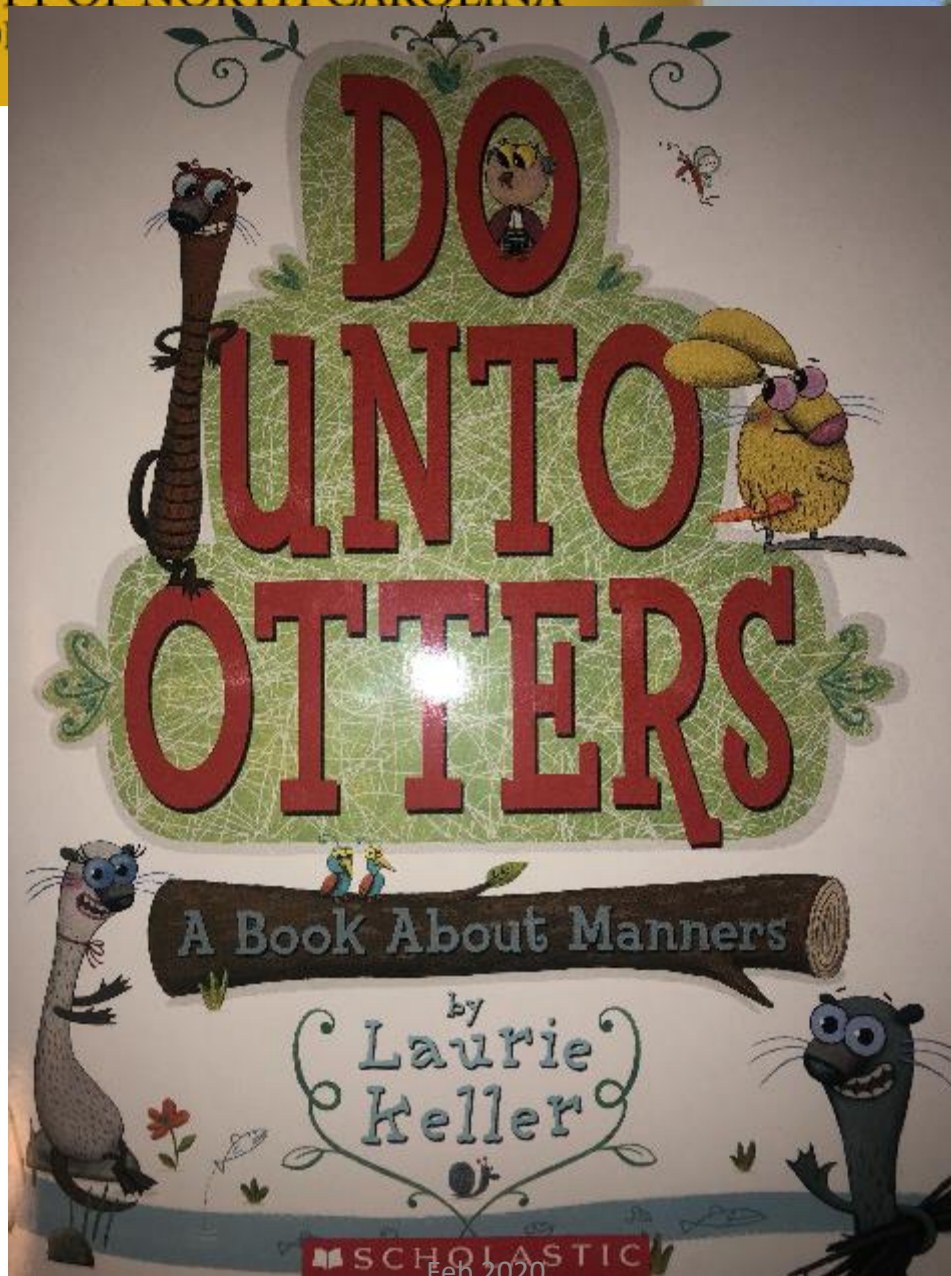
BEFORE READING: In 5 seconds, choose #1 or #2:

**#1: Do not** do unto others as you would that they should do unto you. Their tastes may not be the same. -George Bernard Shaw

**#2: Do** unto others what you would have them do unto you. -The Golden Rule



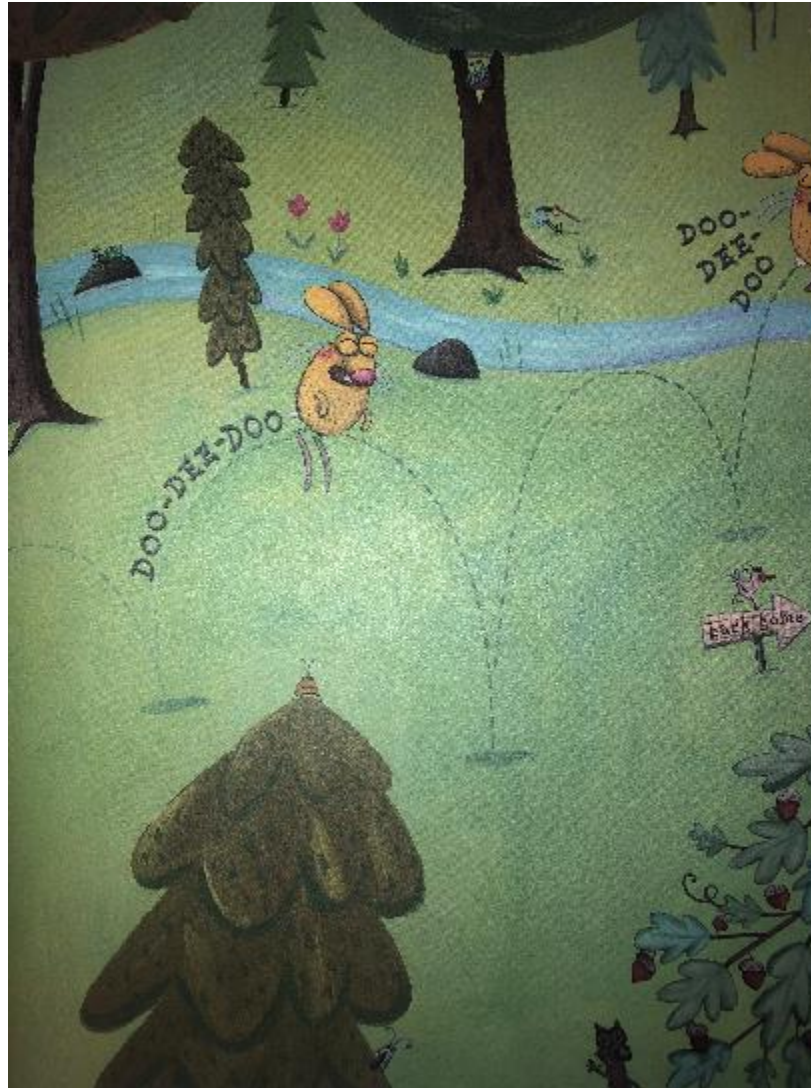
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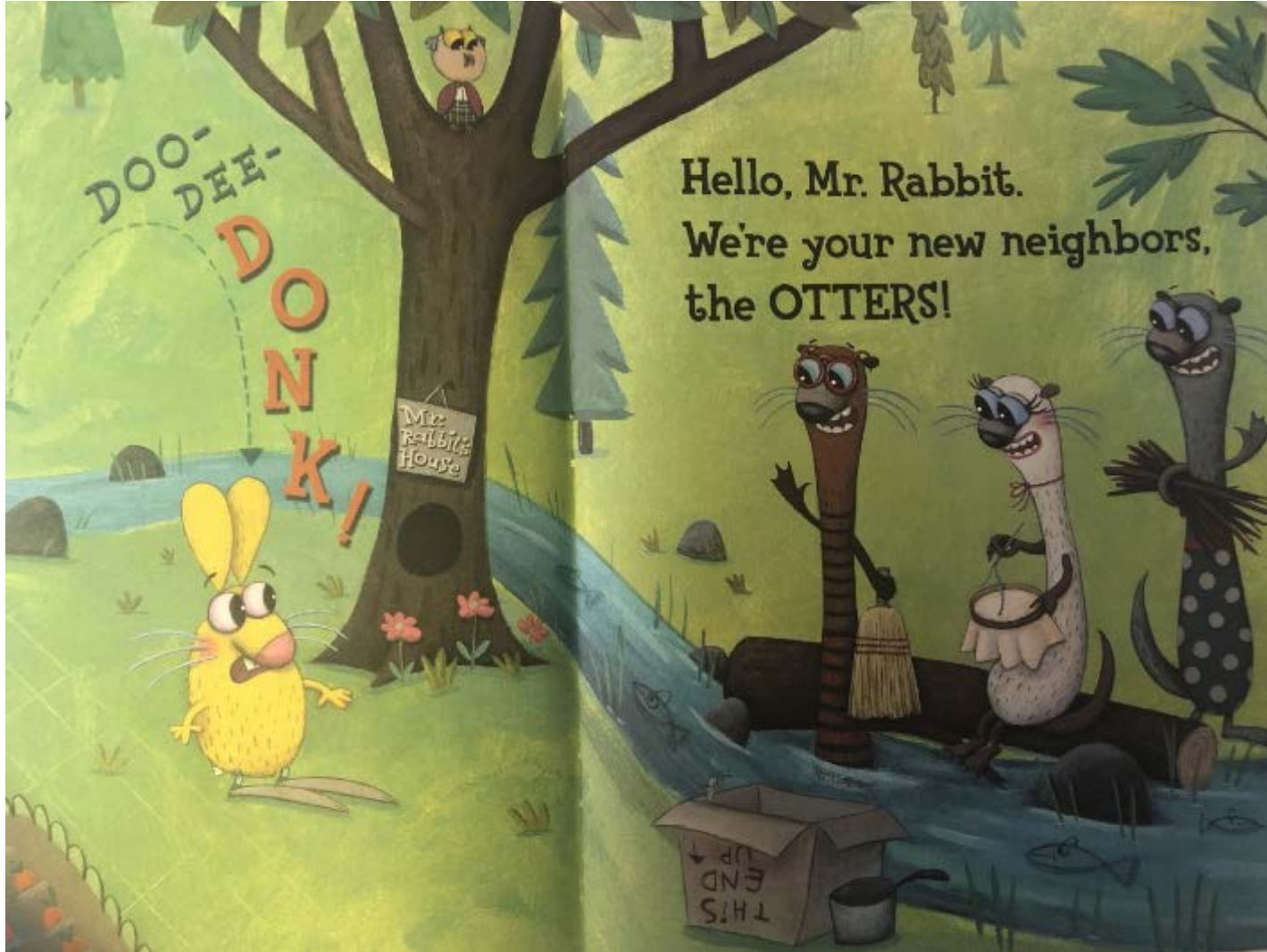
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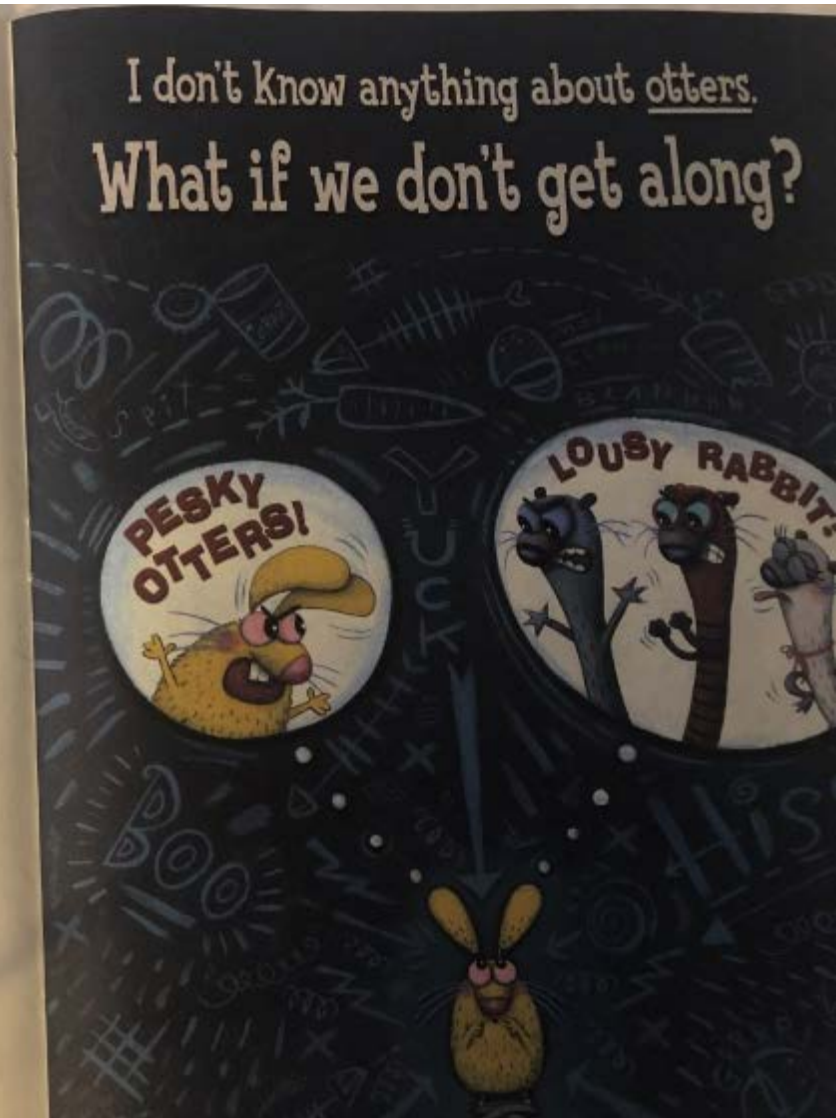
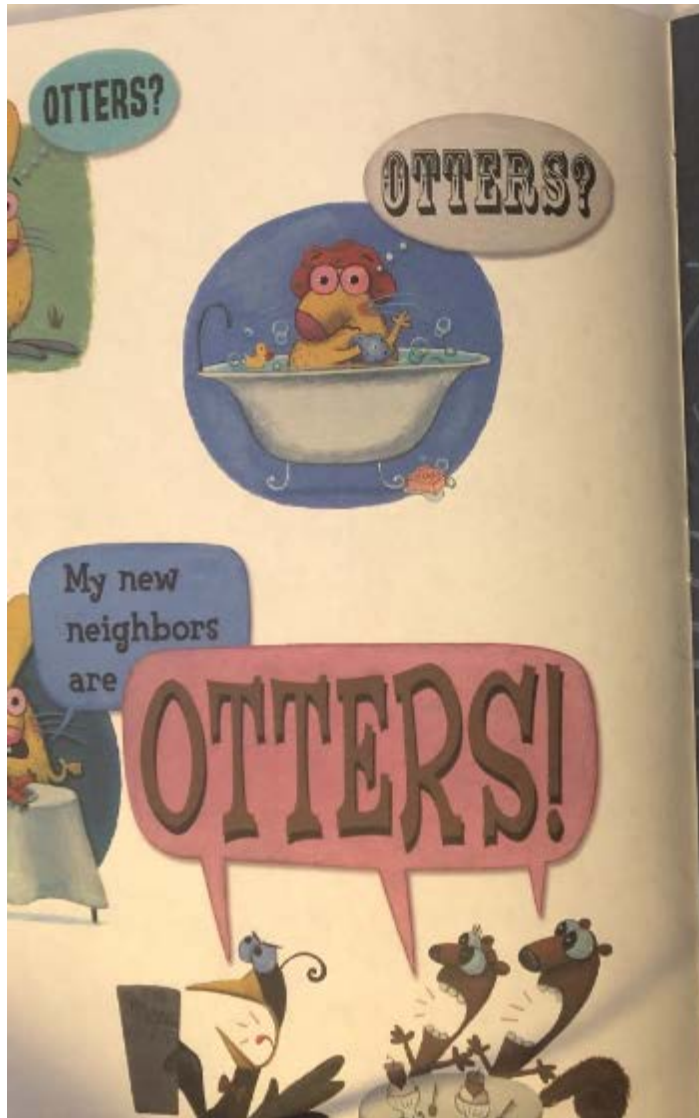


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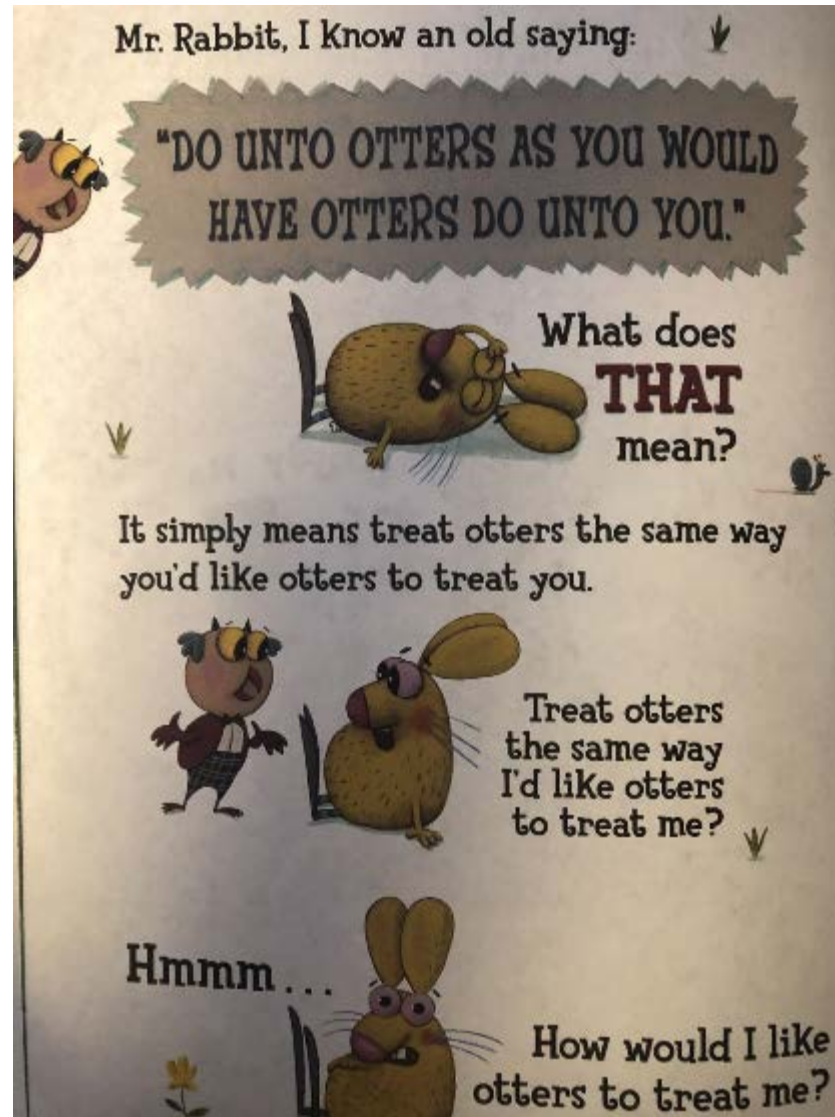
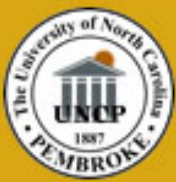


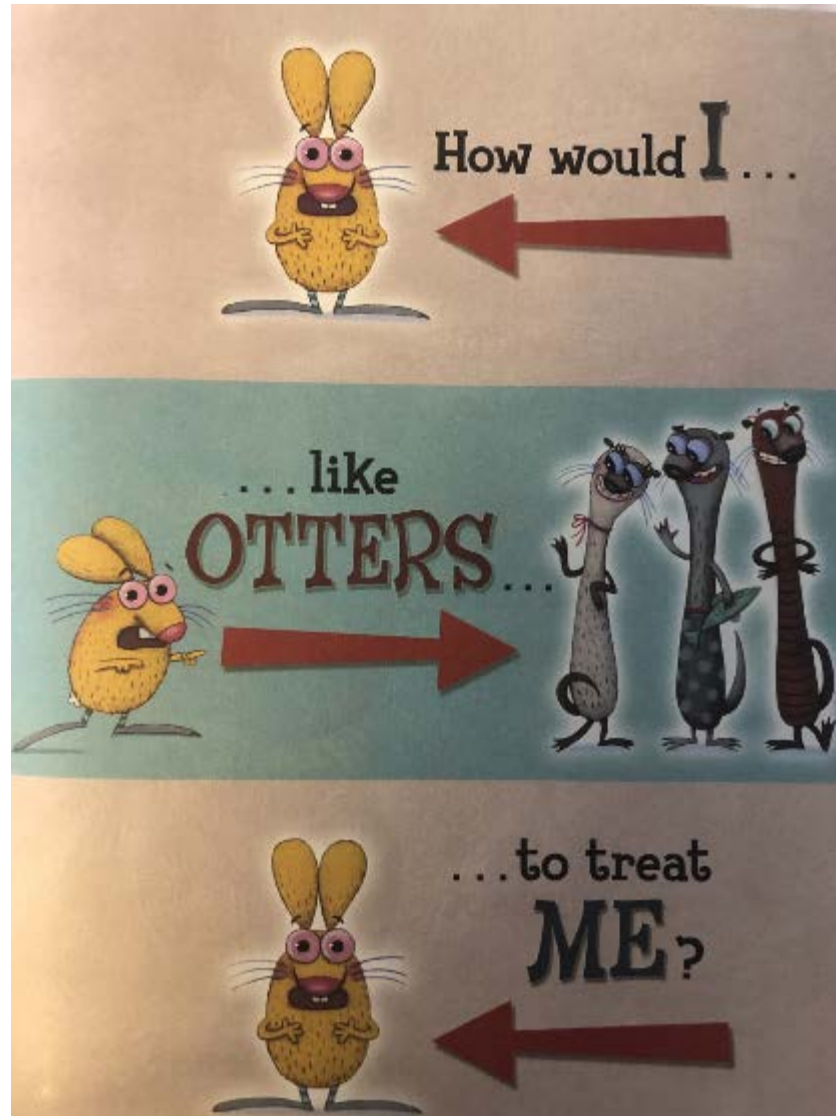


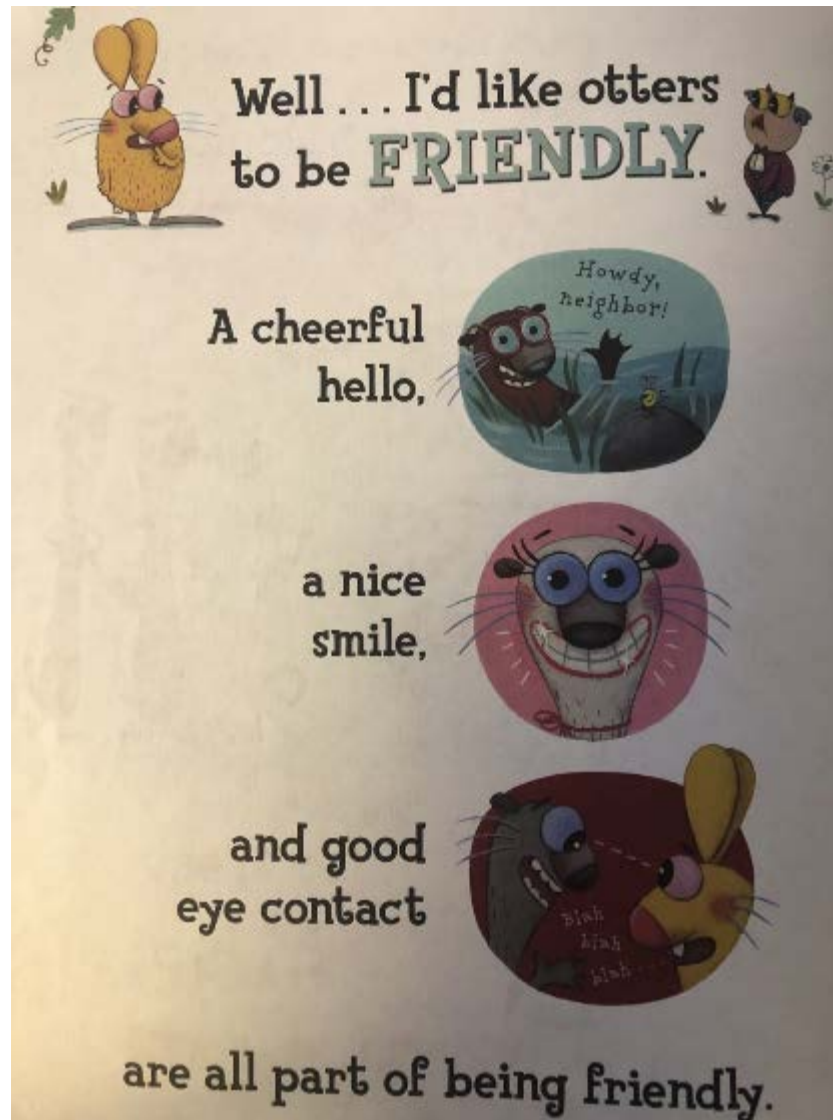
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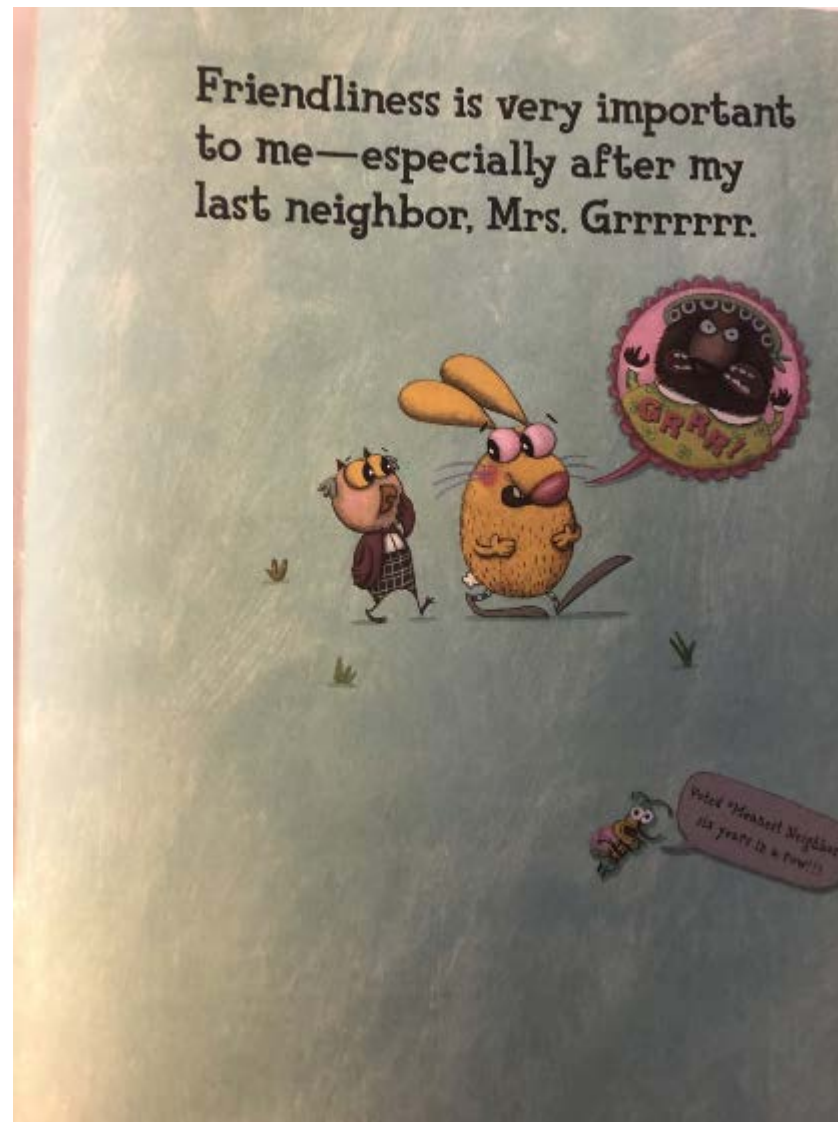


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I'd like otters to be **POLITE.**



They should know when to say

**"PLEASE"**

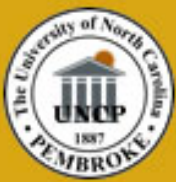
PLEASE LOOK 

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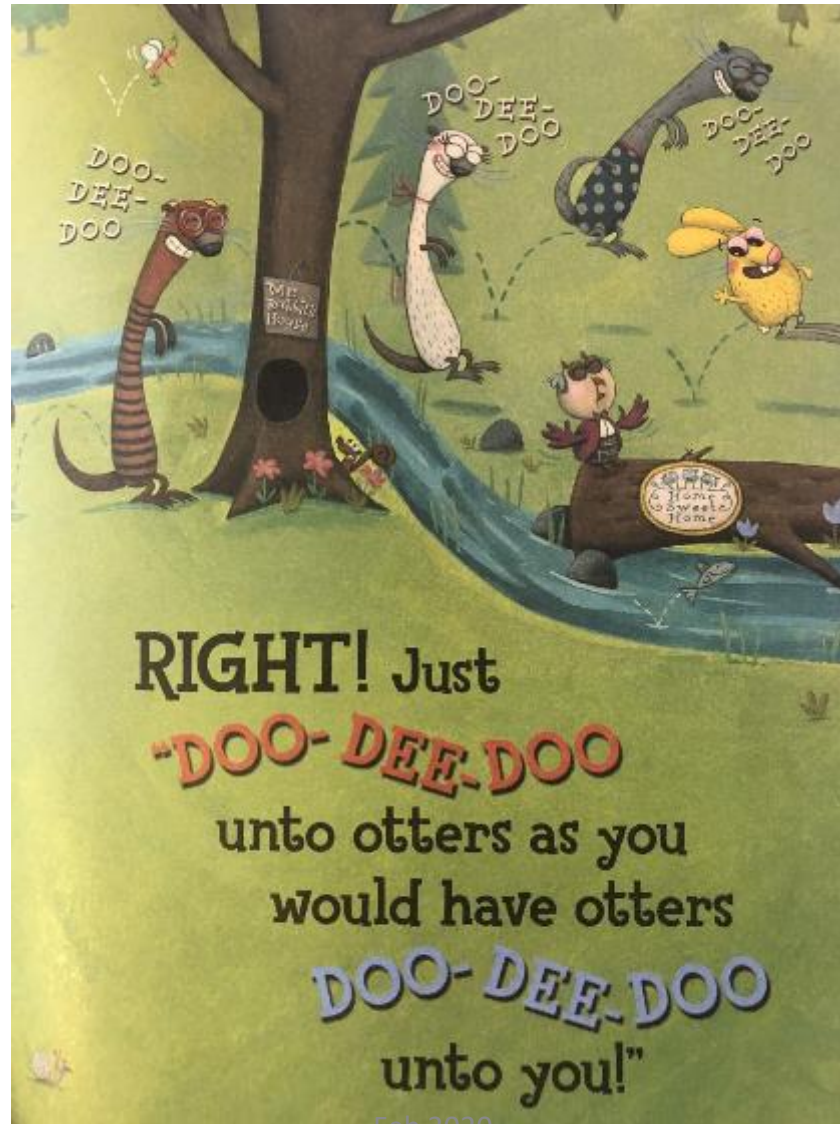


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**Wait to advance to last slide..**



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## In Summary

*The main goal of education should be to produce competent, caring, loving, and lovable people.*

**-Nel Noddings**

*The source of my obligation is the value I place on relatedness of caring.*

**-Nel Noddings**

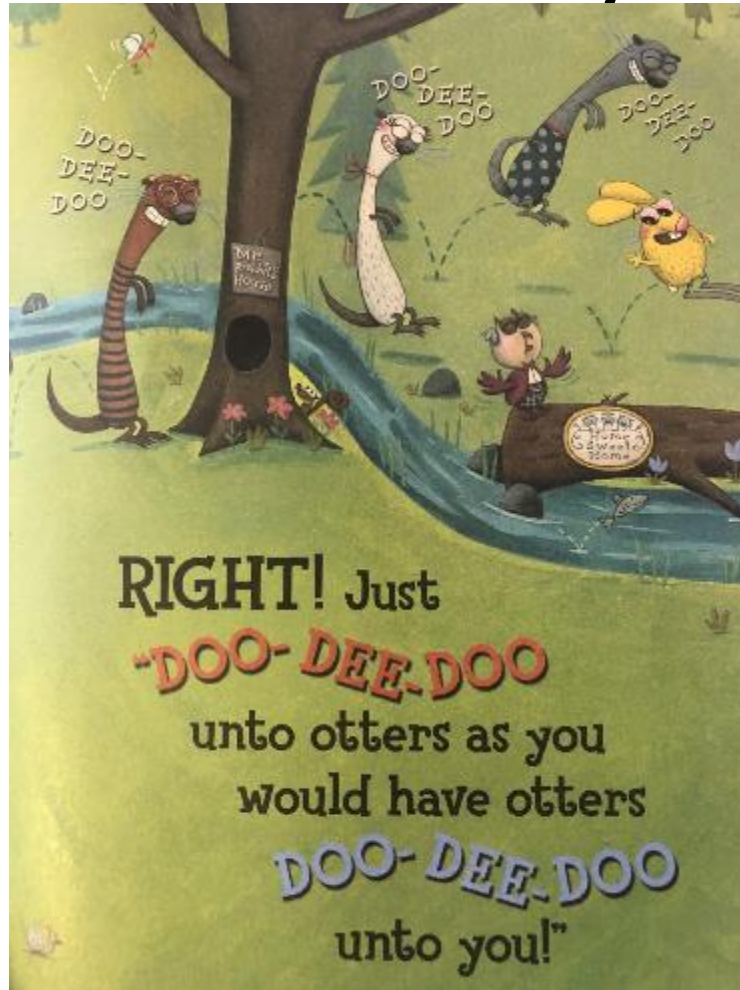


*The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. -John Dewey*

*Education is not preparation for life; education is life itself. -John Dewey*



# In Summary...



**RIGHT!** Just  
**-DOO-DEE-DOO**  
unto otters as you  
would have otters  
**DOO-DEE-DOO**  
unto you!"

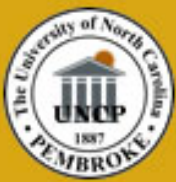


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# And remember...

EVERYTHING YOU SAY AND DO CREATES AN IMPACT





# References:

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