



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

# 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*



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

# Thirty-second Introduction



Feb 2020



# 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!



# UNIVERSITY OF NORTH CAROLINA AT PEMBROKE





# Claudia

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



UNIVERSITY  
AT PEMBROKE



Feb 2020





# 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



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE



Feb 2020



# Reagan

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



Feb 2020



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

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

EVERYTHING YOU SAY AND DO CREATES AN IMPACT

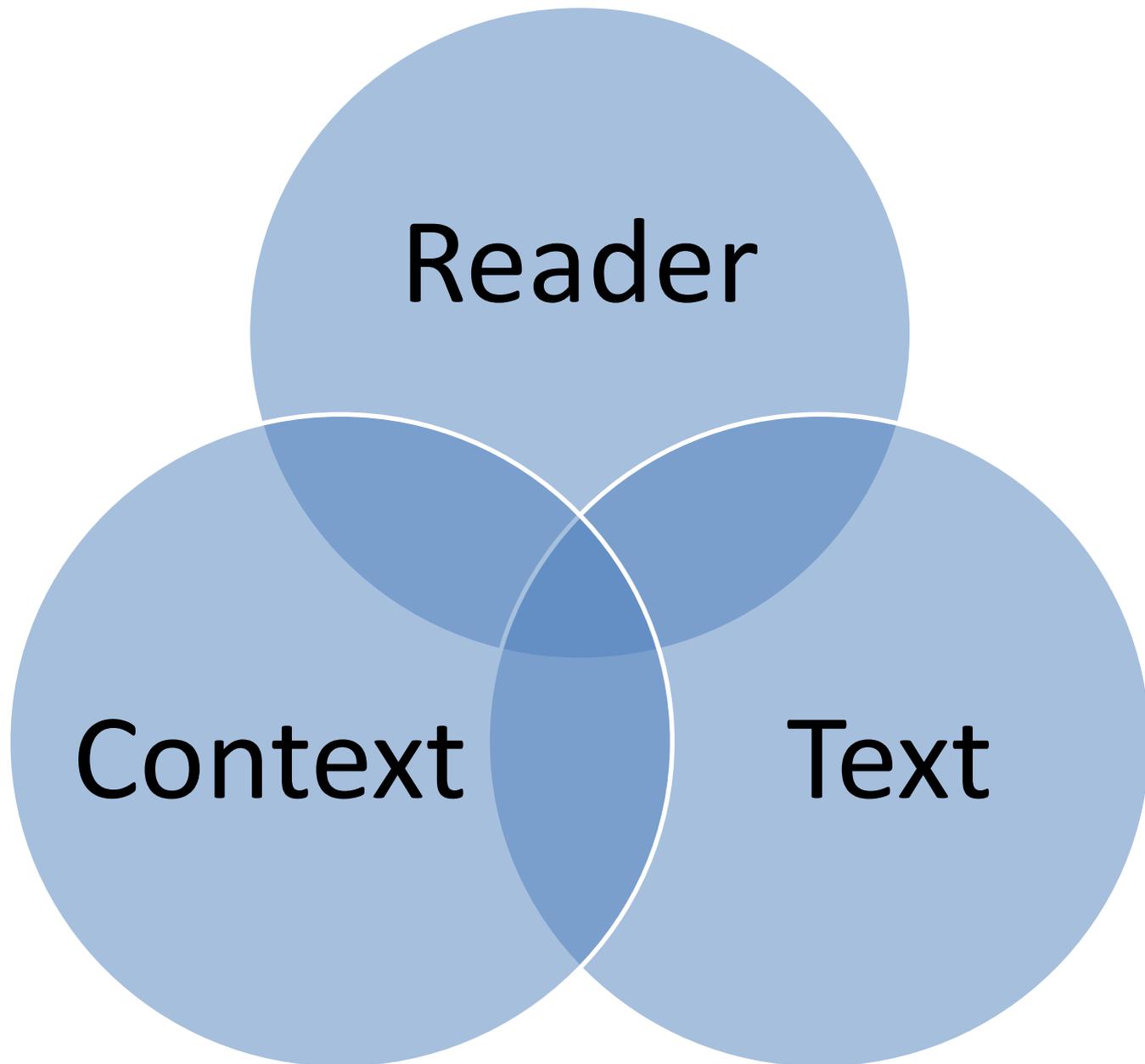




# **We are connected by...this definition of reading...**

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

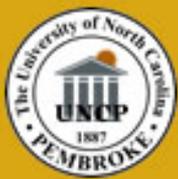
- Teach novel units to 4<sup>th</sup> graders
- Purchase TWO high quality title for every 4<sup>th</sup> grade student through \$1 Scholastic books every Fall and Spring (125-150 copies)
- FOUR books each year (TOTAL: 500-600 books)
- This semester Old Yeller by Fred Gipson
- IDEA: Picture book to end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



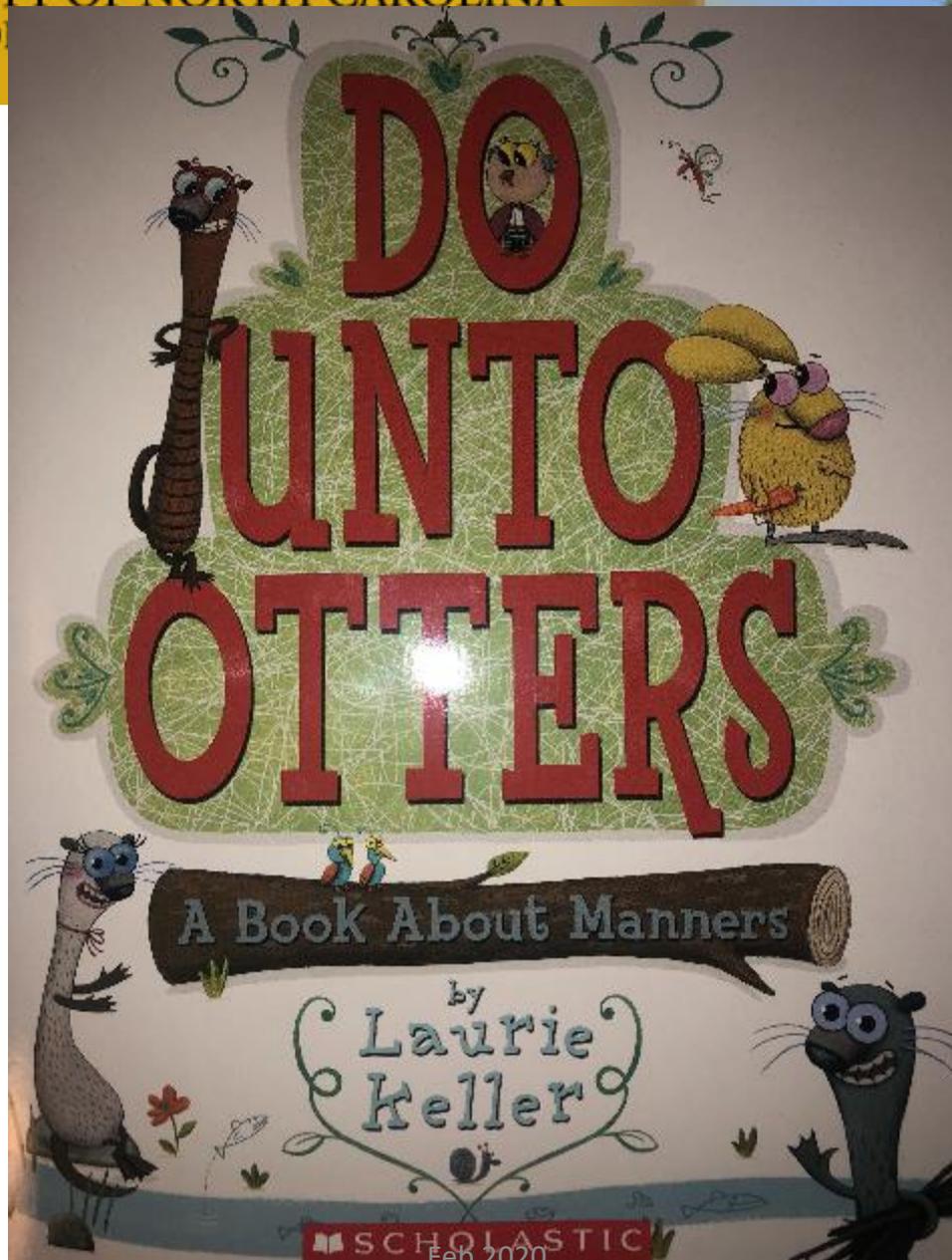
BEFORE READING: In 5 seconds, choose #1 or #2:

**#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



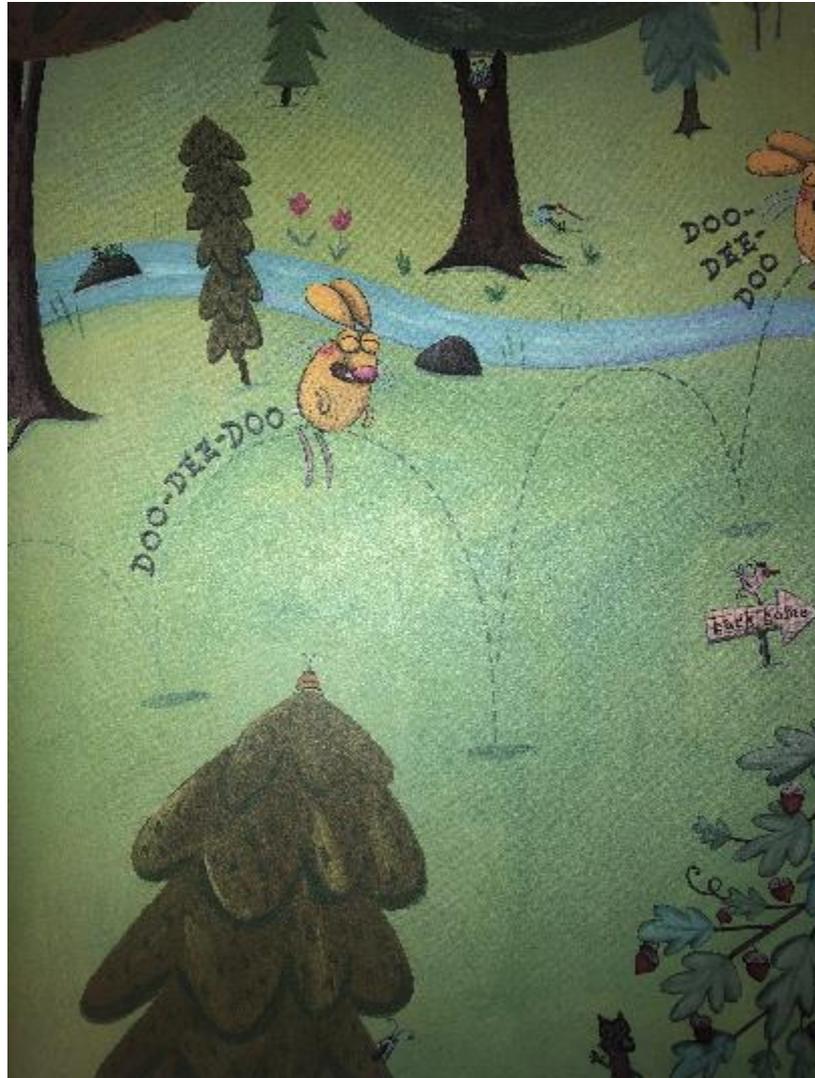
UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE



Feb 2020



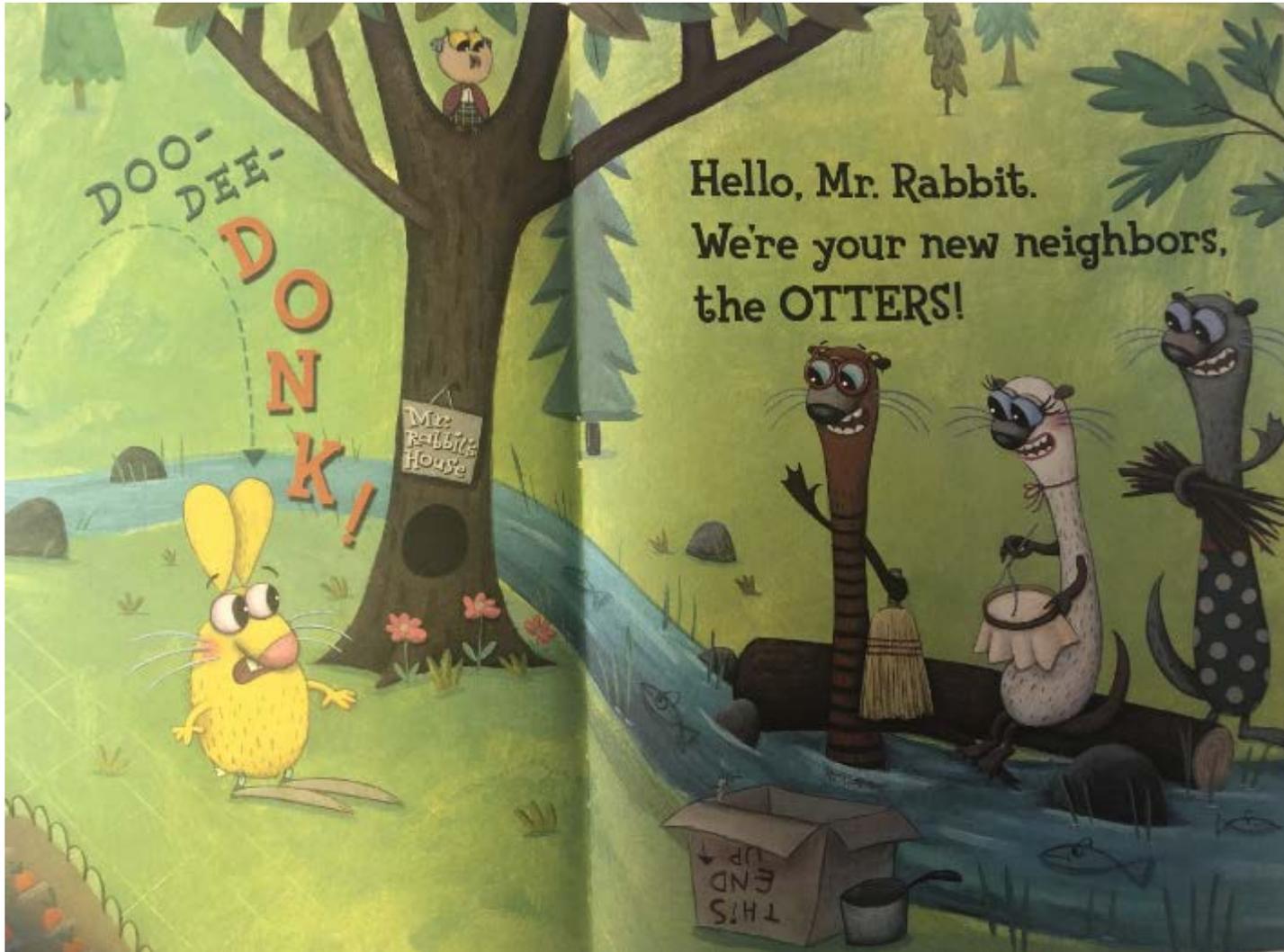
UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE



Feb 2020

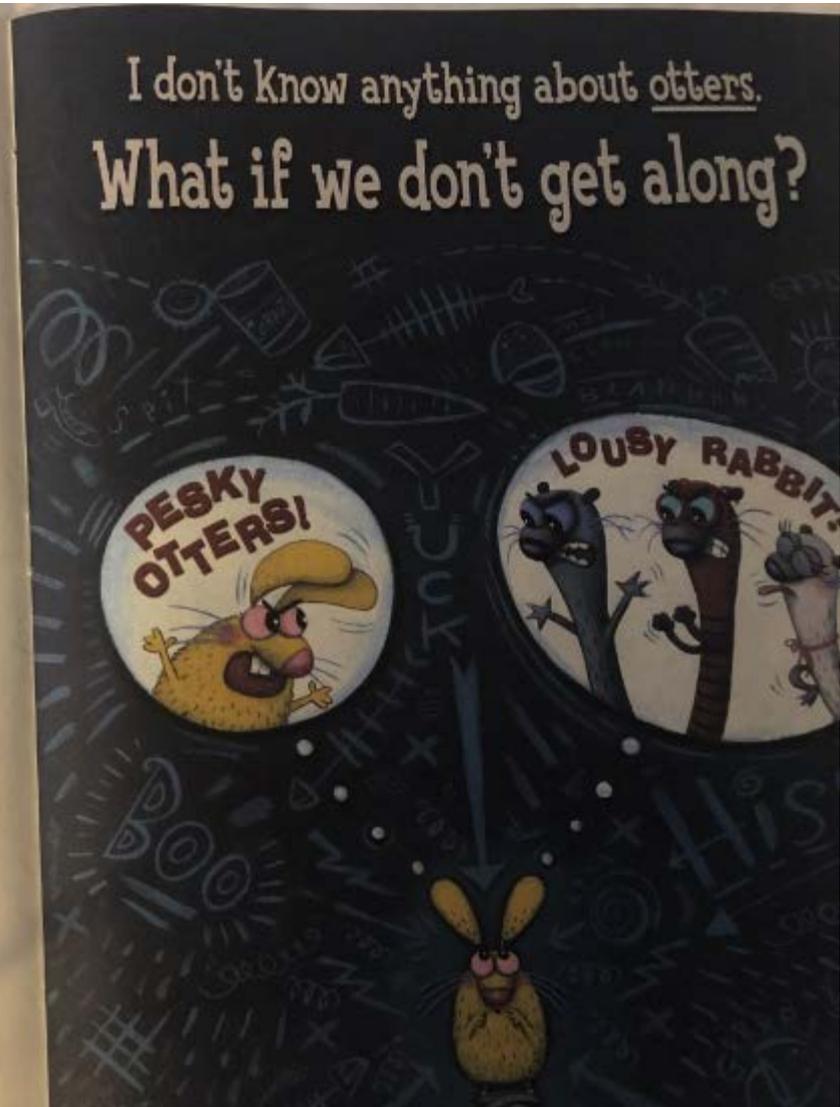
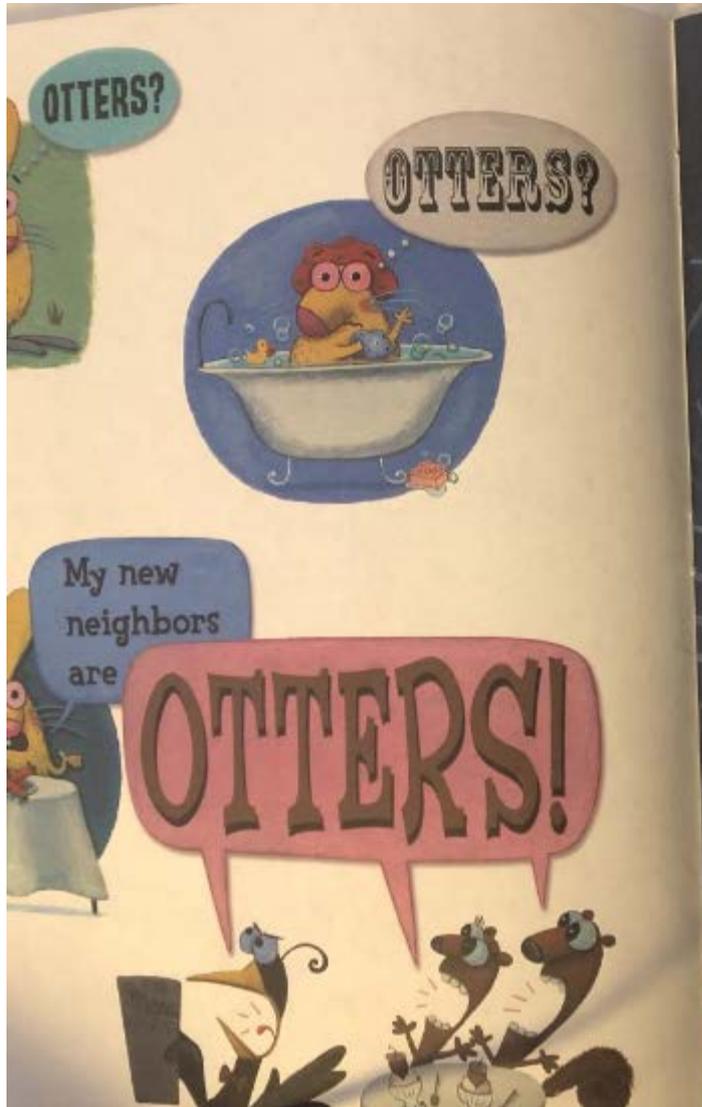


UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

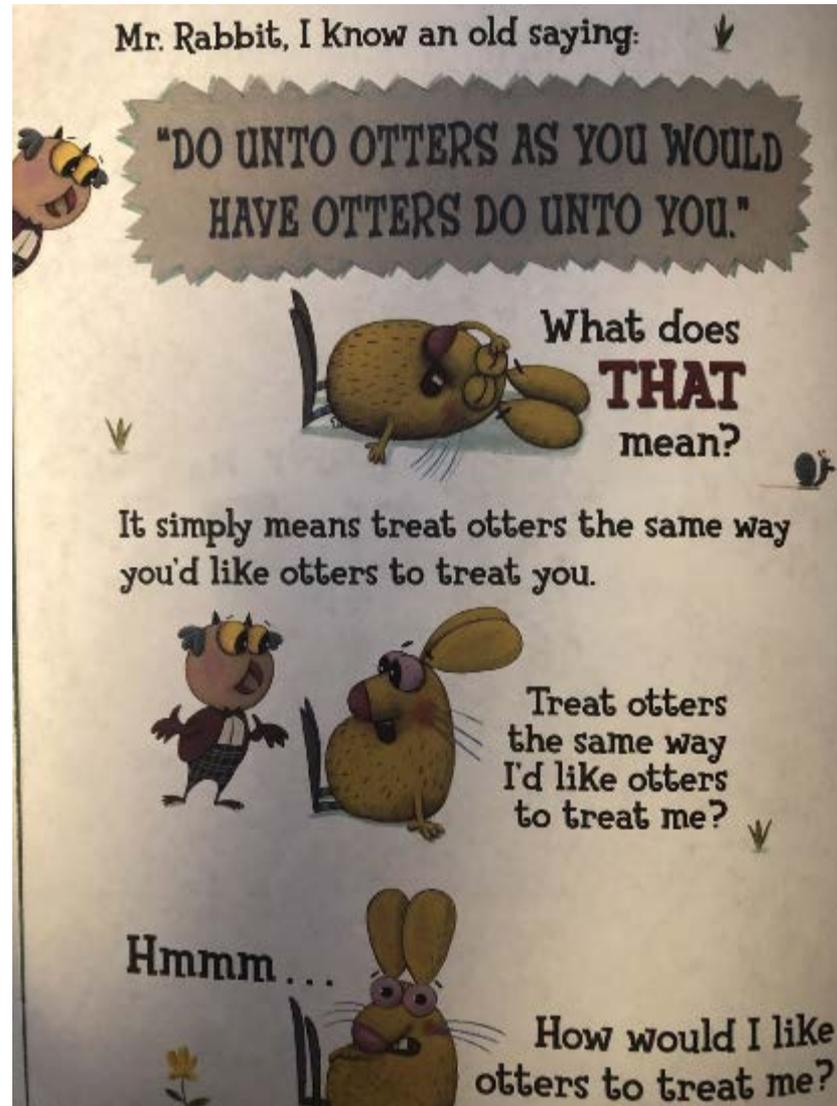


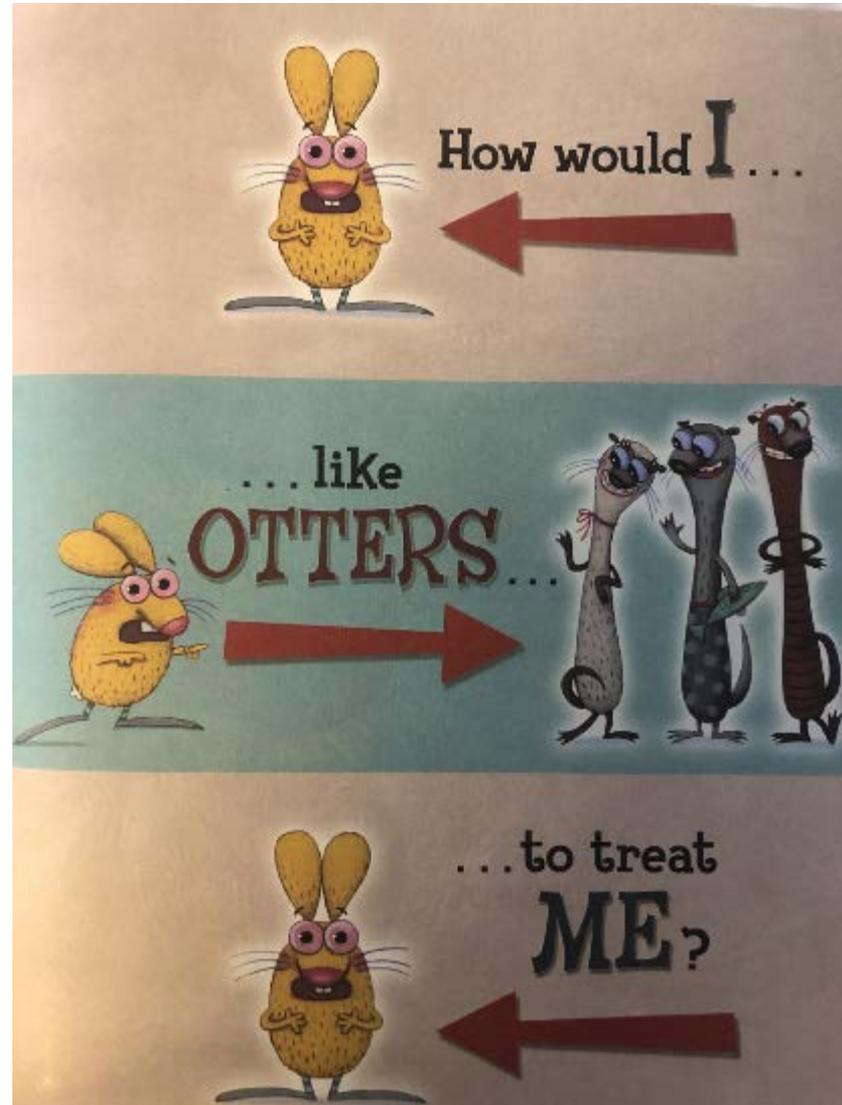


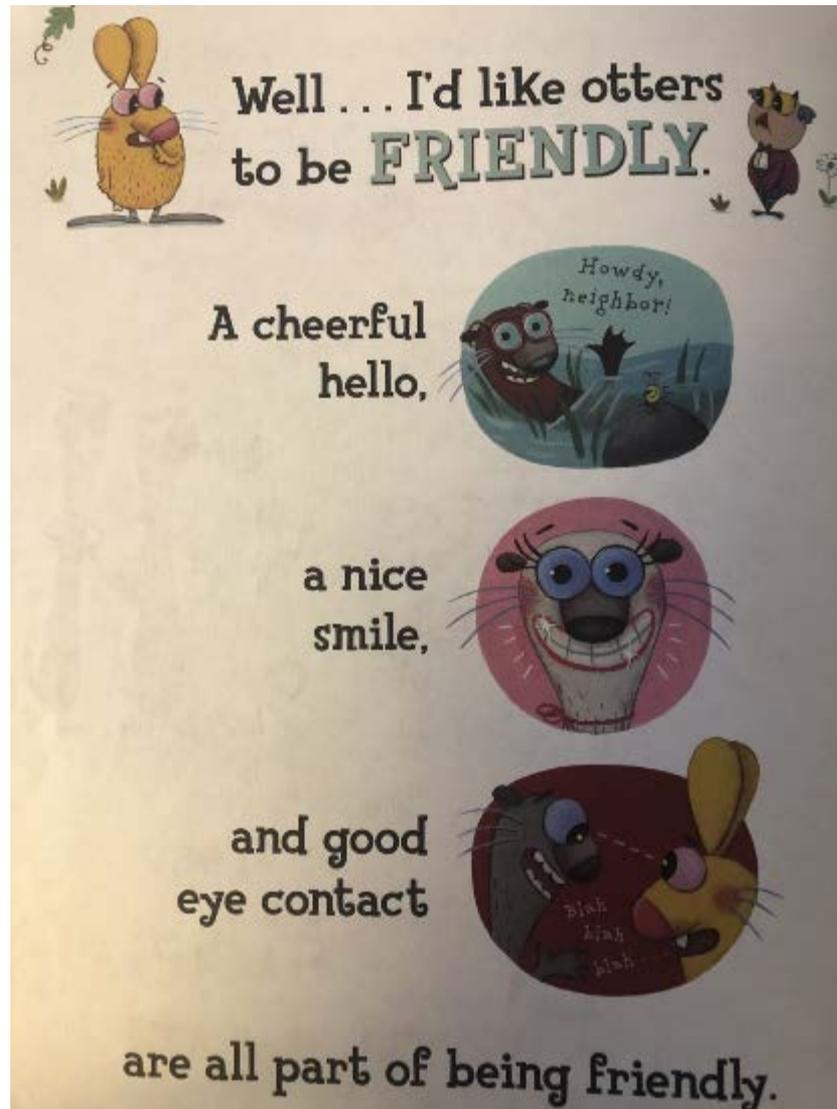
UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

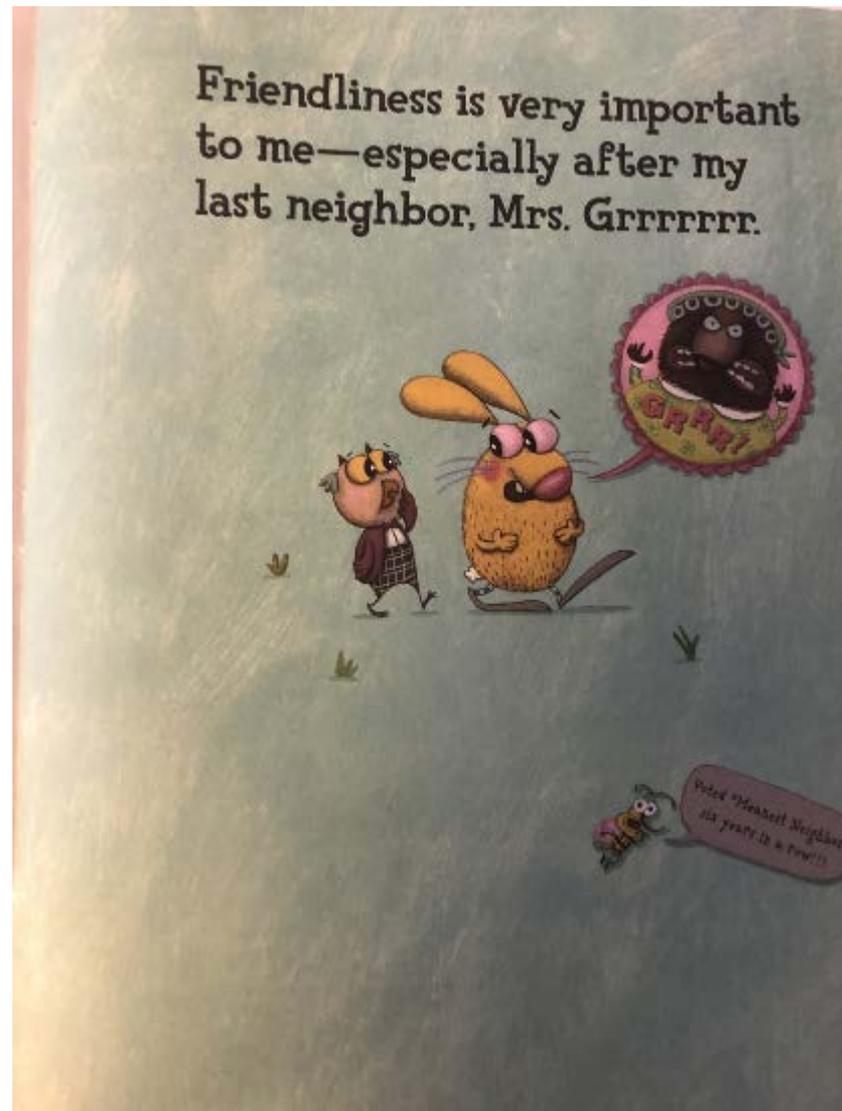


Feb 2020











UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

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



They should know when to say

**"PLEASE"**

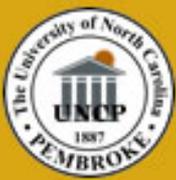
PLEASE LOOK 

Feb 2020

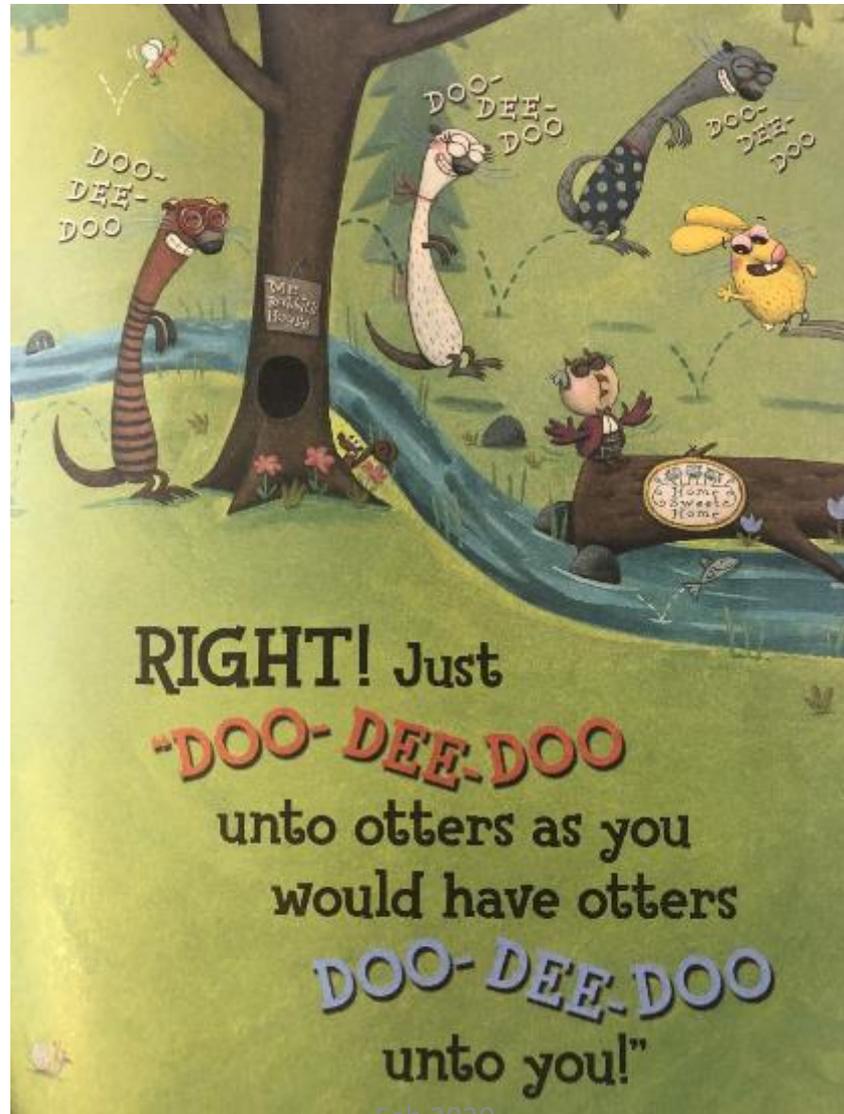


UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

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



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE



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

Feb 2020



## 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**

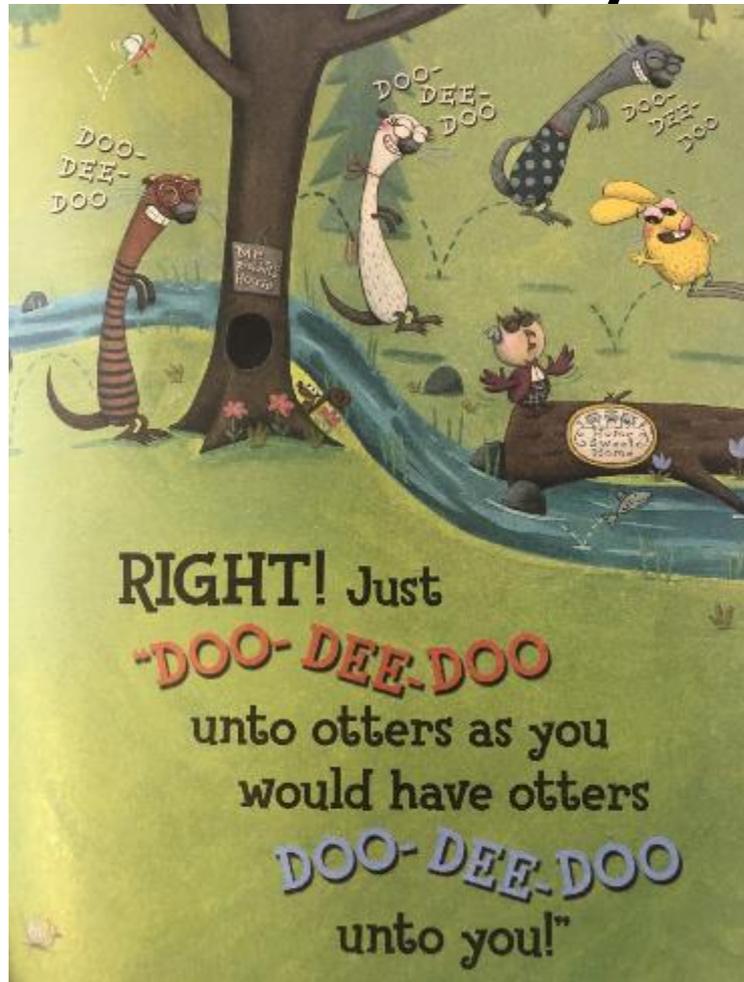


*The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. -John Dewey*

*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!"



UNIVERSITY OF NORTH CAROLINA  
AT PEMBROKE

# And remember...

EVERYTHING YOU SAY AND DO CREATES AN IMPACT





# References:

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

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs* (3rd ed.). Boston: Allyn and Bacon.

Cambourne, B. (2001). Conditions for literacy learning. *The Reading Teacher*, 54(8), 784-786.

Gorski, P. C. (2013). *Reaching and Teaching Students in Poverty*. New York: Teachers College Press.

Holmes, K. & Thompson, J. (2014). Service learning: Flooding students with vocabulary read alouds. *The Clearing House*, 87, 39-43.

Trelease, J. (2006). *The read-aloud handbook*. New York, NY: Penguin Books.