



College of Education  
& Human Services



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# CURRICULUM & FOUNDATIONS

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NEWSLETTER VOL. 1 | SUMMER 2019

# A Real World Education

Future teachers are finding out early in their academic careers what it is like to actually work with students in a classroom while at the same time developing cultural competence. The students are taking EDB 241, 242, and 243 as part of Rotation and Seminar One, which includes opportunities in the field in an urban school. The purpose of Rotation One is to guide teacher candidates in developing sophisticated understanding of the social context of urban education. Supporting teacher candidates' development as equity-focused practitioners, EDB 241 engages them in self-reflection on their social locations, and assists teacher candidates in developing a structural analysis of the broad and local social contexts. In EDB 242, teacher candidates develop a teaching philosophy, examining why they want to be teachers, what will be expected of them in that role, and what being a professional teacher means. Teacher candidates also learn to create and sustain culturally responsive and inclusive educational settings designed to serve the needs of all learners as the ethical underpinnings in the profession. In EDB 243, teacher candidates use educational technologies appropriate for classroom teaching and learner engagement.

The field experience gives students the chance to see if teaching is the right career for them. Teacher candidates often find that field experience draws them into meaningful relationships with the children in our partnering schools. For example, students from Dr. Glenda Toneff-Cotner's class volunteered for Literacy Night in Maple Heights, providing dramatized scenes from books and engaging with the children.

Five students give their impressions of Rotation and Seminar One.



## KEVIN RODEHORST

### *Learning About Oneself and Witnessing Student Progress*

Kevin Rodehorst attended Newbury High School in Geauga County. Kevin is a sophomore, and his area of specialization is special education with children and youth requiring mild or moderate educational accommodations. Kevin's fieldwork site was Alfred A. Benesch School in Cleveland. Kevin noted that his influences were his mother, who was an early childhood intervention specialist, and his father, who taught earth science in junior high school. He added, "I don't have some grandiose plan to change the world, but I do want to do something that makes a difference."

New learning in Rotation One involved exposure to the special education classroom. Kevin stated, "I knew nothing about Behavior Intervention Plans. The mentor teachers did a pretty decent job for the time they had instructing us on how those work." Kevin also spoke about new understanding of the challenging neighborhood conditions affecting the economic, health, and safety of Benesch students. In addition, he said, "Dr. Carmine [Stewart] has us writing reflections, writing about your own race and social class."

Most rewarding to Kevin was the progress he observed in his students: "I was working with a student and I was told she was very reliant on counters. I was teaching her how to do addition problems and lining them (numbers) up. I taught her that if you just line this up on the right side and then on the left side you can get the answer. That was awesome seeing her do it by herself. Building a relationship with the kids is great."



## HAILIE JESTER

### *Studying Intersectionality Theory and Learning Relational Practice*

Hailie Jester, who attended Trinity High School in Garfield Heights, is in her junior year at CSU. Her area of teaching is Middle Childhood, specifically fourth to ninth grade, with a focus on Social Studies and English. In Hailie's Rotation One experience, she participated in fieldwork at Marion-Sterling School in Cleveland. Hailie worked with a sixth grade class Mondays and Wednesdays for three hours a week.

When asked why she wanted to be a teacher, Hailie replied "My three aunts are teachers. They love the profession, and they have such a passion for what they're doing. I always loved school, and I always loved my teachers. Teachers can really have a big impact on students."

In Rotation One Hailie learned about intersectionality theory, addressing "different struggles or privileges that one faces based on various components such as gender, race, socioeconomic status and so on." She also learned about appreciating and fostering the individuality of each student to best serve their needs and recognize their strengths. She worked one-on-one with a Marion-Sterling student and she noted through this experience that she learned about the importance of personal relationships between the teacher and student to build foundations for a more effective learning environment. Hailie noted, "I am grateful for my Rotation One experience and look forward to the remainder of my program here at CSU."

Hailie also noted that Rotation One's emphasis on the social context of urban education afforded her the opportunity to learn about what the children were facing in their community and school. Interacting with students, teachers, and community partners underscored issues related to housing and food insecurity in the community and frequent standardized testing in the school, which Hailie noted create stress for the students. Hailie reported that "the personal, individual relationship with the student I was working with" was meaningful, noting, "The most rewarding part was to see her growth. She knew the information, but she wasn't confident at the beginning. Just to know I made a small impact in the growth of her confidence was very rewarding."

## ALEXA MERRITT

### *Sharing Connections and Valuing Relationships*

Alexa Merritt attended John Hay Campus/Cleveland High School of Science and Medicine and is in her sophomore year at CSU. Her area of specialization is Early Childhood Education. Alexa's field work site was Marion-Sterling School in Cleveland. Alexa spoke of her connections as an African American student to the students at Marion Sterling. She saw her desire to become a teacher as tied to wanting to contribute to her community, noting "The best way to progress and further my people is through basic education."

New learning in Rotation One involved what Alexa referred to as the "backpack analogy," noting that students come to school with different levels of access to resources to fill their backpacks. She also learned about co-teaching. "We learned there are different styles of co-teaching. It is more of a collaboration and a communication rather than just having two teachers presenting the same material in different ways. It's about working together to present material to your students and not cause confusion," she said.

Alexa also noted that Rotation One's emphasis on the social context of urban education afforded her the opportunity to observe interpersonal relationships between teachers and students, reinforcing the importance of "really knowing your students." She added, "That would include knowing each student's likes and dislikes, learning style and reading choices, strengths and weaknesses and most importantly is the knowing the student's home life."

Alexa stressed the value of the field experience in a Cleveland school, increasing the likelihood teacher candidates would desire a career in an urban school. She noted, "It is a great experience to see first-hand, learn about yourself and where you want to teach and to learn about CMSD [Cleveland Metropolitan School District] and urban education." Most rewarding for Alexa was the classroom experience where children choose their book and their teacher candidate. The children "thanked us at the end" and asked "When are you coming back to Marion-Sterling? Do you want to teach here? Am I going to see you again? Are you coming back to our classroom?" For Alexa, these questions meant a lot.



## IRENE LOPEZ

### *Being a Part of a Child's Journey*

Irene Lopez attended Cibola High School in Yuma, Arizona, and she is a sophomore in Early Childhood Education and living in Mentor with her husband and two kids. Irene's fieldwork site was Marion Sterling School. Irene said she always wanted to teach, but initially took business courses. "After having children and seeing them in day care, and my daughter learning how to read in kindergarten, it was such a wonderful feeling. I wanted to be a part of other children's journey." In addition, both her parents are school bus drivers, and Irene shares their appreciation for the children in their care.

Rotation One reinforced for Irene the importance of teacher understanding, compassion, and strategizing to help children individually. The focus on the social context of urban education "teaches us a lot about the history that involves urban school settings and all the challenges they face. It challenges the way we think. My school was different. It is really eye opening" said Irene, who grew up in a small town close to the Mexican border.

Irene worked for an hour with second graders and 30-45 minutes with kindergarteners, twice a week for five weeks. "The rewarding part was when I was helping the second graders with math and I tried to help them in different ways to understand what they were working on," Lopez said. She recalled one student in particular, "I think I helped a student understand it better. He seemed excited and a little light bulb went off in his head. He gave me a high five. I felt I made a little difference in his world."



## ALEJANDRO VALDEZ

### *The Complexity of Culture and Language in Cleveland*

Alejandro Valdez, attended North High in Phoenix. He is now in his junior year and studies Middle Childhood Education with a focus on social studies and language arts. Alejandro's fieldwork location was Thomas Jefferson International Newcomers Academy in Cleveland. He worked with sixth graders currently receiving intensive support to increase their English proficiency.

Alejandro spoke about the influence of his mother as a teacher of English in Early Childhood Education for 35 years. For 25 of those years, she taught ESL (English as a Second Language). "I remember going to her class after school or even during school when I was off. I remember seeing how important that role was," he said. Alejandro supported his family of five kids and his wife's law schooling by working in banking and finance. Now that his wife is an attorney, Valdez has returned to school to become a teacher. In the past, he also has coached baseball and basketball.

In Rotation One Alejandro gained knowledge about assessment of learners. Alejandro said that at Thomas Jefferson International Newcomers Academy there are 16 languages spoken among the students in the school. He noted that "the children help each other to get caught up, especially the ones who speak the same language."

Alejandro said that the field experience has given him the "sense of a routine" in the classroom and strategies for working with students learning English for the first time: "A lot of kids who don't speak English don't have the confidence to ask questions in front of the class. I can go to the side and ask them do you understand that question? We'll do our best to help you out."

The experience at Newcomers Academy reinforced for Alejandro the cultural diversity of the city. Most rewarding to Alejandro is the genuine desire of the children to learn, noting that "their brains are like sponges at this young age." He spoke of the fulfillment of witnessing students' progress as he assisted them with an academic task "and the next day you go over the same thing and they are grasping it."

## Curriculum & Foundation Briefs

### Teach, Earn and Learn!

Cleveland State University is partnering with urban school districts in the Cleveland area to offer *Teach, Earn and Learn*, an exciting new option within the Master of Urban Secondary Teaching (MUST) program. Students will have the opportunity to work as long-term substitute teachers earning a salary of approximately \$26,000- \$30,000 or daily substitute teachers, earning approximately \$100/day during their year-long teaching residency in MUST. These passionate candidates will work as substitute teachers while completing MUST program requirements and courses at CSU. MUST interns are prepared to fill the needs of urban school students and districts through this exciting new program. For more information on Teach, Earn and Learn and the MUST program, please contact Rashida Mustafa, the MUST Recruitment Coordinator, at [r.a.mustafa@csuohio.edu](mailto:r.a.mustafa@csuohio.edu).

### John Q. Easton

#### From Last to Leader: How Building Partnerships between Education Researchers and Educators Helped Chicago Schools

The Center for Urban Education will host Dr. John Q. Easton, Senior Fellow at the UChicago Consortium, on April 25, 4-5 p.m., in the first floor atrium of Mather Mansion on CSU's campus. Dr. Easton will describe his experiences working in and with research-practice partnerships as both a researcher and as a funder. His talk, *From Last to Leader: How Building Partnerships between Education Researchers and Educators Helped Chicago Schools*, will discuss the history and development of the "on-track to graduate" indicator at the Consortium and how it came to influence practice and policy in Chicago Public Schools. He will compare this use of evidence and research to other approaches. Please join us and learn more about this exciting history and development of researcher-practitioner partnerships as part of CUE's Colloquium Series Please RSVP to [s.m.sanders@vikes.csuohio.edu](mailto:s.m.sanders@vikes.csuohio.edu).

### Vanessa Jones is Recipient of Kyla Aesha Foster Arts and Justice Award

On March 18, Dr. Vanessa Jones, an alumna of the Urban Education Ph.D. program, was awarded the Kyla Aesha Foster Arts and Justice Award by Dr. Kenneth Foster in honor of his daughter. The award recognizes the spirit of creativity and the commitment for social justice reflected in the life of Kyla Aesha Foster, whose life as an artist and activist was cut short by leukemia in 2016 at the age of 29. The award was given at a ceremony by Dr. Foster and Dr. Michelle Fine of the Public Science Project at the City University of New York Graduate Center. Dr. Jones was recognized for her scholarly focus on *art as method*—processing experiences and constructing knowledge through artistic reflection, analysis, and production. The award will support Dr. Jones in producing visual arts projects in order to continue, as she notes, "bearing witness to the beautiful struggle of life as well as the complex ugliness of injustice." The award was also given to Tyneisha Williams, Community Researcher and Organizer for the Red Hook Initiative in Brooklyn, New York.



## Dr. Jeremy Genovese to retire after spring semester 2019

About 10 years ago, Dr. Brian Harper received a call from his wife that their five-year-old son had been diagnosed with Autism Spectrum Disorder. “Even though I was fairly knowledgeable about developmental psychology and the options available to me, this news hit me very hard,” said Harper, an associated professor who teaches Educational Psychology in the Department of Curriculum and Foundations.

His first stop was to the office of Dr. Jeremy Genovese who also teaches Education Psychology. “I vented about my son and my concerns for his treatment and future. He patiently listened to me and offered counsel as a colleague and as a friend. I will never forget what he did for me that day,” Harper said.

After nearly two decades training future teachers and mentoring faculty, Genovese will retire. This next stage of his life will be an exciting time for the 65-year-old. He’ll trade in his school “uniform” – a navy blue shirt and dark slacks – for yoga pants and a T-shirt, and exchange his syllabi for a passport. He plans to travel, write books and practice his beloved yoga even more than he does now. He doesn’t intend to give up teaching completely. Genovese also will be tutoring high school students.

Teaching is in Genovese’s DNA. His father taught economics at Antioch College in Yellow Springs, Ohio, where Genovese was born. He is the middle child of a brother and sister set of siblings older and younger than he is. The family moved to the Boston suburb of Wellesley when he was two years old. There, his father taught at Babson College and his mother was a homemaker.

Genovese earned his bachelor’s degree from CSU and a master’s degree from Kent State University, both in anthropology. He also earned



his doctorate from CSU in Urban Education, specializing in learning and development.

Before becoming a full-time instructor in 2002 at Cleveland State University, Genovese could be found in a classroom either at CSU, Kent State University or one of three Cuyahoga Community College campuses teaching either anatomy, physiology or biology. The study of nature versus nurture as it relates to human behavior is what attracted him to teaching Educational Psychology. “That has always been my biggest interest,” he explained. He has been teaching it most of his career at CSU. One of the breakthroughs that has been discovered since he has taught

Educational Psychology is in the area of infant competency. Babies at one time were considered a blank slate, he said. “Infants come into the world with a lot more competencies than given credit for,” he explained. He also teaches in the Doctoral Studies Urban Education program. The last course he taught for the doctoral students was in the fall 2018 semester -- The Life Cycle: Development and Learning.

“This is a great place to work. I have lots of gratitude toward my colleagues,” he said. Currently there are 13 faculty, two staff members and three student workers in the department not to mention dozens of faculty in the College of Education and Human Services whom he interacts with regularly.

“Dr. Genovese was and is an excellent professor and asset to the department of C&F, but to me, his greatest contribution will always be his willingness to extend for others,” Harper said.

Dr. Xiongyi Liu, another associate professor who teaches Educational Psychology, agrees. “He’s always available to help junior faculty.” She added, “His integrity and honesty is appreciated.”

And Genovese appreciates how important their jobs are in sending qualified teachers into classrooms. “You’re engaged in a practice that makes a difference in the real world,” he said. What he won’t miss: “You get tired of attending meetings,” he said. However, Liu pointed out his advocacy for faculty governance, noting, “He has an exceptional memory of meeting activities.” This academic year Genovese represented the department on the university’s Faculty Senate and served as the president of CSU’s AAUP – the American Association of University Professors. He also served on the university’s Academic Dishonesty Committee.

Genovese has been married to Dr. Teresa Kammerman, a pediatrician, since Dec. 18, 1981. They have two adult children. In addition to his long-time devotion to his family and education, Genovese also is committed to being a vegan. He eliminated meat from his diet 28 years ago and stopped using animal products such as eggs, cheese and leather about 13 years ago, as evident by his rubber-bottom shoes with canvas tops. Whenever it was his turn to provide lunch for department meetings, he brought delicious vegan dishes such as tofu “chicken” and lentil soup. Genovese became a vegan for ethical reasons.

“When we eat meat we’re essentially making the statement that I’m condoning the violence against animals for some small pleasure it provides me,” he said. He does not miss eating hamburgers or sugary snacks from the vending machine. “It’s possible to have an interesting plant-based diet,” he explained.

During the course of 20-plus years of teaching, Genovese developed a philosophy for what it takes to be a good teacher. “The ability to convey your curiosity and enthusiasm about your subject to your students,” he said with confidence. It has been said that a teacher has to be part parent, part nurse, part social worker, but who knew that being part salesperson was involved. “A big component of teaching is persuasion,” according to Genovese. “You’re trying to persuade your students that what you’re doing is the most fascinating thing in the world.” Students have a responsibility in the education process, too. “Your job as a student is to figure out what makes this fascinating to the professor.”

# Charlise Lyles's Timeless Memoir Still Dares to Disturb the Universe



Who would have known that a simple 8.5-by-7 inch Blue Book could make the difference in preparing high school students for college? Author Charlise Lyles found out after she graduated from Hawken, an elite prep school in the affluent Cleveland suburb of Gates Mills.

Prior to receiving a scholarship to attend Hawken, Lyles attended Cleveland Public Schools that served children who lived in the public housing projects as she and her siblings did. She reveals the advantages and disadvantages of attending both in her coming-of-age memoir titled *Do I Dare Disturb the Universe? From the Projects to Prep School*.

"I would never exchange my experiences at Lafayette, Kennard and Dike," she said, referring to Cleveland Schools she attended in the late 1960s and early 1970s. "I had deeply caring teachers who really wanted us to learn." Lyles recalled her eighth-grade teacher Miss Nelson. "You could not leave her class if you didn't know the eight parts of speech." Dike is now Dike School of the Arts, located at East 61st Street. The other two schools are closed.

Lyles's groundbreaking memoir will reach two milestone anniversaries this year. This year will be the 25th anniversary that *Do I Dare Disturb the Universe?* was published. It also will be the tenth anniversary that the memoir has been used at Cleveland State University to train future teachers about the issues poor students face at inner-city schools and what the inequities are in comparison to students in wealthy suburban schools.

In a melodious voice suited for broadcast news, she explained in a telephone interview from her home near Dallas that she knew the eight parts

of speech better than her privileged classmates at Hawken. It also benefited her eventual writing career. Still, she said her education did not prepare her for Hawken or a future in college.

"I saw how I was behind" she said. "I had some serious catching up to do."

This is where the Blue Book came into play.

In her Cleveland Schools, the tests consisted of multiple-choice questions. At Hawken the students wrote detailed essays in Blue Books.

"They were more used to being asked [essay] questions for an exam," she added. While she had great teachers in Cleveland Public Schools, she thinks they were stifled by a curriculum that did not challenge students. Lyles said the teachers were very caring at Hawken, too. They were advantaged by teaching a rigorous curriculum. She recalls being tested about Peter the Great and being asked about the politics of his reign. Preparing for such exams required deeper reading, she explained.

Lyles admits she lost out on the "social currency" most high school students earn. She didn't go to a prom or do other things teens do. Once she asked a white boy she thought she connected with if they could go out—only to have him laugh at her—an incident she chronicled in her memoir.

In addition to having a good educational foundation, the white Hawken students did not have to deal with issues that go with poverty. While her Hawken classmates more than likely had their share of personal problems, abundance wasn't one of them. Most had two parents in the home and there was "never want for basics."

Meanwhile, in the Lyles's home, the family had transportation issues. Lyles's mother divorced her father after experiencing domestic violence.

The mother of five didn't have a car, so she took the bus to her three jobs. The people in her neighborhood were traumatized by two homicides, and there was a rodent problem. Lyles made her television debut as part of a juvenile rat patrol that tried to rid the apartment's garbage room of the germy animals. The experience proved to be embarrassing for the children's parents, as she recalled in her memoir.

Even today, poor children come to school without their foundational needs being met. "They need food, clothing, a good night sleep" Lyles said. "The school has to support them," she added. Some of the characteristics that she developed from her background such as grit and determination, helped her succeed at Hawken and later as a journalist, she explained.

A child of today needs that same grit and determination when going to school under difficult circumstances.

"If the child gets there that says a lot about the child," Lyles explained.

Lyles also wrote a lot about her siblings in her memoir. She and her two sisters found success through education. Their two brothers struggled. One had developmental issues. The other was mechanically inclined and had a mind like Alexa when it came to remembering football statistics.

"We didn't know how to support him," Lyles explained. Neither did the school system. Lyles blames some of his challenges on the desegregation order. Her brother John was bused to West Tech High School instead of going to East High in his neighborhood. Her brother was an outstanding basketball player, but, sadly, his mother never had the transportation to see his games. Her father, who struggled with alcoholism and was away from the family, also never saw his games. Fortunately for Lyles, a kindly couple of married teachers allowed her to stay with them during the work-week and took her to the bus line that went to Hawken.

"He really needed mentors," Lyles said of her brother. "Our schools have not served young

African-American men well." There needs to be a curriculum designed to meet their needs and a teacher corps prepared to serve young African-American men, according to Lyles. This she finds is true for urban and suburban school districts.

Lyles, who is out of the education business per se, after leaving her position as editor of *Catalyst for Cleveland Schools*, continues to have deep concern for students Kindergarten to the 12th grade being skilled enough to gain employment after graduation. She is still writing, now for a tech company in a sprawling suburb of Dallas. She said the job market is in need of workers who know software coding, technical writing, and other information technology (IT) skills, particularly in the healthcare industry. She also added that the 11th- and 12th-grade curriculums should be standardized to allow all students to attend a community college and receive associate degrees upon high school graduation.

"Every student should graduate knowing a skill that will lead to immediate employment at or above a living wage that places them on a career track."

Lyles's book has not only been used as part of the curriculum for future teachers at CSU, Baldwin Wallace University in Berea and Tufts University in Boston. It is part of a history course on Black Power at the University of Texas at Austin. It also has been used at Cleveland Schools. While it narrates Lyles's journey, the book also traces the structural negligence in education and housing as policies failed to serve the most vulnerable children and youth in Cleveland.

"I love using the book because it's local history," explained Dr. Glenda Toneff-Cotner, who uses the book for EDB 241—Rotation and Seminar I. The course gives first-year students their first taste of being in a classroom. Through their readings and Toneff-Cotner's lectures they develop cultural competency.

"This course goes back to Plessy v. Ferguson and Brown v. Board of Education of Topeka, Kansas. It fits beautifully into the course we're teaching. It just shows just how race relations have evolved from Plessy to the present."

## Xuan “Franklin” Song: First doctoral candidate for CSU’s new Teach Chinese as a Foreign Language Program

While studying English in his native China, Xuan “Franklin” Song developed a love for the works of Shakespeare. Song, however, credits another source in helping him develop the English proficiency needed to become the first student in a new doctoral program designed to teach educators how to teach Chinese. He improved his understanding of English by reading the heart-warming, inspirational Chicken Soup for the Soul series. “The language is beautiful and the stories are very touching,” Song explains.

Now fluent in both languages, Song successfully completed the first semester last fall of the *Teaching Chinese as a Foreign Language* doctoral studies program here at Cleveland State University. The program was created by Dr. Lih-Ching Chen Wang, a professor in the Department of Curriculum and Foundations.

According to Wang, “The target candidates are educators and scholars who are native Chinese speakers. They have been devoted to or interested in teaching or researching the teaching of Chinese as a foreign language,” she said. All of which make Song a perfect fit for the type of student she envisioned for the program.

Candidates also must have a master’s degree to be accepted. There are several career paths that Song or future students can take with such a degree. They include teaching at a college, language training program or language development center. They also can conduct research. Song said his goal is to become an expert in teaching Chinese speakers English and English speakers Chinese. The main reason he joined CSU’s program is to learn theories and practices that will enable him to develop



curriculums and conduct related research, Song said. “I am looking forward to training qualified teachers in the area of TCSOL – Teaching Chinese Speakers Other Languages.”

Like other Chinese students, he was given an English-sounding name to be called on campus. His CSU name is Franklin. Song, a friendly, polite man, who helped arrange the chairs for his interview, prefers to be called Franklin because some people have difficulty pronouncing his name.

The 37-year-old grew up in the province of Henan, which he describes as the “Cradle of Chinese Civilization.” Located in the middle of China, it is the home of the compass, paper

making, printing and gun powder, he said. The province has existed for more than a thousand years, he added. In modern times, Henan serves as an agricultural community where wheat, corn, soy beans and peanuts grow. Song is the youngest of two sisters and a brother. Their father worked for a state-run tobacco company and mother taught Chinese language arts in elementary school. Both parents are retired.

Song earned a bachelor’s degree in English literature from Zhengzhou University in Henan. He learned English more from textbooks than from speaking, he said. “Reading and writing are easy for me. Speaking is more challenging,” he explained. After earning a master’s degree in business administration in Taiwan, Song enrolled in the University of Akron in 2014 to become immersed in the English language and American culture. He received a master’s degree in English Literacy there.

Wang added that Song was very determined to come to our doctoral program. “Once he was admitted and the assistantship was in place, he and his family moved to town,” she said. Song’s wife Maggie and their 10-year-old son Paul moved to the United States two years ago. Paul is in the fifth grade at Hilltop Elementary School in Beachwood.

Between his pursuit of degrees, Song has taught college-level English in China and high school Chinese in the Plain Local District in North Canton, Ohio. At the latter, he said he faced challenges regarding classroom management, cultural differences and school regulations. Overall, he said, “I benefitted a lot from that experience.”

He said his time here at CSU also has been positive. “Professors are very professional and knowledgeable,” said. Song explained the difference between being in a doctoral program and learning main concepts in his undergrad and master’s program. “As a doctoral student, you’re emphasizing research,” he explained.

Apart from completing fall courses such as Advanced Research Design and Measurement, The Life Cycle: Development and Learning, Song conducted research on teaching English as a second language. His being the only student in his cohort was a bit of an issue. He admits he would have enjoyed having other students in his cohort to study together and share ideas, but being the first does not intimidate him. “I have been characterized as brave and courageous,” Song said. “I like a challenge.”

# C&F Faculty to Present at Research Conference

Faculty from the Department of Curriculum and Foundation will present at the 2019 Annual Meeting of the American Educational Research Association – AERA – in Toronto, Canada – April 5-9. An estimated 14,000 scholars from around the world are expected to attend. The theme of the meeting is “Leveraging Educational Research in a “Post-Truth” Era: Multimodal Narratives to Democratize the Evidence.”

The following is a list of presentations to be made by faculty of Curriculum and Foundations:

## Opportunities for Youth Participatory Action Research to Inform Local Educational Policy Making

Youth participatory action research (YPAR) is an equity-focused approach intended to generate local knowledge and democratize the production of research evidence. We explore the promise and challenges of YPAR to inform education policy decision-making. In particular, we focus on California’s LCAP (Local Control and Accountability Plan) initiative, in which districts are mandated to engage with diverse stakeholders to make decisions. We argue that YPAR can offer additional insights and evidence that are otherwise unlikely to be considered in the policy process. We provide a case example of a district currently using YPAR to inform their LCAP work and offer recommendations for how YPAR can support educational equity and education policy change, identifying barriers to implementation and lessons learned.

COAUTHORS: ALISON COHEN, UNIVERSITY OF SAN FRANCISCO; EMILY OZER, UNIVERSITY OF CALIFORNIA BERKELEY; **ADAM VOIGHT, CLEVELAND STATE UNIVERSITY**; MICHELLE ABRACZINSKAS, ARIZONA STATE UNIVERSITY; BEN KIRSHNER, UNIVERSITY OF COLORADO, BOULDER; MOLLY DEVINNEY, UNIVERSITY OF CALIFORNIA, BERKELEY

## Safe Rebellious Places: The Value of Informal Spaces in Schools to Counter the Emotional Silencing of Youth of Color

Drawing on qualitative research with adolescent youth of color, this paper imagines the power and potential of informal youth-driven spaces in schools as sites of safety and of rebellion. Specifically, we examine the racialized and gendered feeling rules that govern the social worlds of schools. We theorize how the presence of informal youth-driven spaces provide a place where students of color can safely express their emotions, experience emotional understanding from their peers, and freely critique the institutional and systemic injustices they experience. Our findings detail the presence of restrictive feeling rules in schools, and the benefits of informal spaces for the emotional lives of youth of color.

COAUTHORS: **KATIE CLONAN-ROY, CLEVELAND STATE UNIVERSITY**; NORA GROSS AND CHARLOTTE JACOBS, BOTH OF THE UNIVERSITY OF PENNSYLVANIA GRADUATE SCHOOL OF MEDICINE

## Using the Number Line and Educreations in a Second Grade Math Classroom

This action research study investigated to what extent using the number line as an instructional strategy improves three-digit addition and subtraction problem-solving skills of second graders in an urban classroom setting. To support the students’ conceptual understanding of place value and the number line, the Educreations app was integrated into class after the introduction of the number line and related skills. Creating the Educreations videos supported this instructional strategy which was demonstrated in the students’ verbal and visual explanation of their conceptual understanding of the number line, place value and their process of solving the given problems.

COAUTHORS: **SELMA KOÇ, CLEVELAND STATE UNIVERSITY** AND MARISSA CHAMBERS, CAMPUS INTERNATIONAL SCHOOL.

## Structural and Relational Entanglements in Teacher Education and Participatory Inquiry and Action Involving Youth

Our case study examined efforts in participatory inquiry and action within teacher education coursework with early adolescents, high school students, and undergraduate teacher candidates in an urban Midwestern district. Our theoretical framework drew on Critical Race Theory and Culturally Sustaining and Revitalizing Pedagogies. Findings reveal how creative arts through storytelling, poetry, and film were used as methods of data collection, analysis, and representing results. Co-generative ways of knowing and being in relation were evident among the teacher candidates and youth. Tensions in unsettling White privilege were also evident, as were efforts to undo hierarchical school relationships within the setting. We note that structural and relational transformation is entangled in replicative realities as we consider implications for this work.

COAUTHORS: **ANNE GALLETTA, VANESSA JONES, AUBURN SHEAFFER, & CARMINE STEWART, CLEVELAND STATE UNIVERSITY**

# Conflict Resolution Education Tips and Resources

BY JEN BATTON, INSTRUCTOR, EDB 523 - CONFLICT RESOLUTION IN TEACHER EDUCATION

Faced with a difficult behavior from a colleague or student? Consider which of Dr. William Glasser’s Five Basic Needs (Freedom, Fun, Power, Security, Belonging) are not being met for that person and incorporate ways to structure either your interactions or your classroom management to help get that need met in an appropriate way. For instance, if you are in charge of a meeting, you can help structure it in a way that helps people get needs met appropriately by including them in the agenda (Power, Belonging), asking participants in advance what additional agenda items need to be on the list (Freedom, Belonging), developing and enforcing group guidelines when having discussions and making decisions (Freedom, Security, Belonging), and celebrating special events or successes of your colleagues and peers (Fun, Power, Belonging). While considering the five basic needs when structuring our engagements and classroom management strategies won’t prevent all challenging behaviors from occurring, it will certainly reduce them!

**FOR MORE INFORMATION AND ADDITIONAL RESOURCES, CHECK OUT:**

**FREE ON-LINE LEARNING MODULE FROM THE UNITED STATES DEPARTMENT OF EDUCATION, MANAGING AND RESOLVING CONFLICT EFFECTIVELY IN SCHOOLS AND CLASSROOMS**

**[HTTP://WWW.CREDUCATION.NET/RESOURCES/RESOLVING\\_CONFLICTS/FILES/DAY1.HTML](http://www.creducation.net/resources/resolving_conflicts/files/day1.html)**

*Many thanks to Sharon Jefferson for  
conducting the interviews and authoring  
the lead articles in this newsletter.*

*We also acknowledge Lori D. Johnson,  
Angelica S. Houston and Mikale Thomas for  
their proofreading and assistance.*



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