

Note of Distinction

A year ago, Sandra Gonzalez's *Abuelita Epistemologies: Counteracting Subtractive Schools in American Education*, published in the *Journal of Latino Education*, was abstracted in Vol. 3, No. 2 of this newsletter and has been reprinted below.

This work is now listed by Taylor & Francis as one of the most-read pieces in the area of sociology of education. Congratulations, Sandra!

Abuelita Epistemologies: Counteracting Subtractive Schools in American Education

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This autoethnographic inquiry examines the intersection of elder epistemology and subtractive education, exploring how one abuelita countered her granddaughter's divestment of Mexican-ness. I demonstrate how the grandmother used abuelita epistemologies to navigate this tension and resist the assimilative pressures felt by her granddaughter from school by consistently modeling, at home, a love for Mexican language and culture. I argue that grandmothers play a vital role in rooting young people to their linguistic and cultural assets, a sacred function that many Mexican elders have preserved and brought forward from the precontact era in the Americas to the contemporary era.

*Journal of Latinos and Education,
DOI:10.1080/15348431.2014.944703.*

Publications

Arts-Inspired Design in the Development of Human Service Interventions

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The arts are becoming essential helping strategies of social work whether those involve direct provision of support of people who experience serious social issues, community action and organizational development, or policy change. What is not well understood is how the arts can facilitate the design and development of helping interventions in social work to meld diverse forms of knowledge building with multiple methods of representation. For us authors, one educated as an art therapist and the other trained as a social worker, the arts contribute a different way of thinking about the human experience than what traditional social service, social science, or evaluative methods embody. Based on our collaboration in blending the arts in the design and development of helping interventions in social work, we consider the distinctive contributions the arts can make to accomplish such an aim, and we offer specific examples highlighting the ways the arts can inspire and advance intervention design and action in social work. Threaded throughout the paper are theory and questions that when answered will further advance social workers' understanding of the arts at all levels of intervention.

British Journal of Social Work,
published online November 11, 2015
doi:10.1093/bjsw/bcv087



Art Therapy, Homelessness, and Poverty

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Responding to poverty and homelessness is becoming integral to the practice of art therapy. Inspired by students' internship and service-learning experiences, I have found the need to assist students as they encounter people who have been affected by these two key societal problems. The scope of this chapter encompasses: (1) current issues on poverty and homelessness; (2) a discussion of service-learning (Howard, 2001) and self-determination theory (SDT) (Ryan & Deci, 2000) as frameworks for understanding and addressing these problems; (3) art therapy interventions for people living in poverty or experiencing homelessness; and (4) examples of art therapy at a soup kitchen. Finally, a conversation is presented about compassion and self-care as significant components of professional practice for professionals whose work addresses poverty and homelessness.

In Gussak & Rosal, Art Therapy, a Comprehensive Resource, 2015,
W. Sussex, England: Wiley-Blackwell.



Uncertainty, Reflection, and Designer Identity Development

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Uncertainty is a defining quality of the design space and it stands to reason that designers' personal attitudes toward uncertainty may influence design processes and outcomes via cognitive, affective, and/or behavioral channels. Individual attitudes and behavior patterns related to uncertainty may constitute a critical element of designer identity, which represents the

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synthesis of knowledge, action, and being. This qualitative study examined how graduate students in an instructional design course reflected on their experiences and beliefs regarding uncertainty. Participants were more reflective when discussing a general experience with uncertainty than their current attitudes toward uncertainty in design. Findings support the use of narrated reflection in design education related to uncertainty and identity. Implications for design education interventions and design are discussed.

Design Studies, 42(C), 86-109.



Teach For/Future China and the Politics of Alternative Teacher Certification Programs in China

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Teacher Quality and Sorting across Traditional Public and Charter Schools in the Detroit Metropolitan Region

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Using state administrative data, we examine the professional characteristics and qualifications of more than 26,000 teachers across nearly 800 elementary and middle schools in the tri-county Detroit metropolitan region to determine if teachers in traditional public schools differ from their charter school counterparts in measures of teacher quality. We also assess the variability in these measures within each school sector and explore the extent of teacher sorting (i.e., the nonrandom distribution of highly qualified teachers across schools of varying levels of resources and student achievement). We find, on average, that charter schools have much higher percentages of inexperienced teachers and teachers with permits rather than teaching certificates as compared with traditional schools. We also find charter school teachers are more likely to teach in subject areas where they hold an undergraduate major or minor and to have graduated from a competitive college. Evidence of teacher sorting was limited. Among traditional school districts, highly qualified teachers are more prevalent in high property wealth communities.

Educational Considerations, 42(2), 20-33.



Fast-track teacher training programs have received increasing support over the past twenty years. This reform movement rallies behind the belief that placing short-term teachers in under-served schools will be a catalyst for longer term educational change. Such programs are often recognized as part of a larger movement seeking to weaken state and institutional authority over the licensing/certification (and education) of teachers. However, in the Chinese context this approach to educational reform is reinterpellated by means through which to maintain existing forms of hegemonic state control over teacher education. This chapter examines the politics and power of networks surrounding these new movements noting how they need to be recognized as existing relationally—further arguing that while on the surface this reform agenda may seem to challenge longstanding models of teacher preparation and state authority in China, in practice it largely works to support existing state-driven approaches to educational reform.

In Lim & Apple, The Strong State and Curricular Reform: Assessing the Politics and Possibilities of Educational Change in Asia, 2016, New York: Routledge.



Social Movements and Educational Change in China

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This chapter examines how the state has attempted to transform rural migrants and their children into new types of subjects and how the attempts influence the status of China's migrant children schools. By documenting these communities' efforts towards redefining the education they provide

for their children, the author argues that Western understandings of social movements fail to illuminate the complexity of social changes in China and the richness of the developing agendas at the grassroots level. Such an analysis offers insights into the nature of collective action in Chinese society and the reconstruction of social dynamics across its cities.

In Lim & Apple, The Strong State and Curriculum Reform, 2016, New York: Routledge.



Pedagogy of Creative Drama in Biology

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Creative drama grants students not only an opportunity to display their thoughts physically, orally and written but also enables them to interpret the expressions of peers. Characteristic of learning through creative drama is the development of shared meaning through the social construction of knowledge. The primary purpose of this study is to develop seventh-grade students' conceptual understanding of some genetic concepts, attitudes toward biology learning and awareness of forensic science. The pedagogy of creative drama consisted of determining blood types and differences in human fingerprints. Twenty students took part in this study. Data sources consisted of student journaling, classroom observations, students' responses to attitude survey and subject evaluation forms. Students learned that within the scope of creative drama activities, how the blood group determination and the cause of people's fingerprints were separate from each other. In everyday life, they realized how important biology is, especially in criminal work. Changes in students' attitudes toward biology indicated a positive direction because of the extraordinary teaching method. All of the participants contribute the creative drama activity keenly. Students' attitudes toward the pedagogy of creative drama suggest that students should be approached with this sort of learning at an early age.

Open Journal of Social Sciences, 4, 187-198.

Middle School Science Teachers' Perspectives and Practices Related to Science as Inquiry: A Case Study

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Teaching science as inquiry has been at the forefront of many educational reforms related to teaching science in K-12 settings. However, educators' understandings of the term and practices related to science as inquiry vary. This study examined a group of middle school science teachers' perspectives and practices related to teaching science as inquiry. A survey and interviews were used to collect data on the teachers' perspectives about teaching science as inquiry, whereas classroom observations and lesson debriefings were used to examine more in-depth one of the teacher's classroom practices as she attempted to teach science as inquiry. Duschl and Grandy's (2008) framework was used to analyze the data and determine the extent to which the teachers' practices included opportunities for their students to engage in: (a) scientific reasoning, (b) experimentation, (c) theory development, and (d) model building. Results indicated a strong level of agreement among the teachers with survey items related to teaching science as inquiry. However, data from classroom observations showed that although students experienced some aspects within the scientific inquiry domains proposed by Duschl and Grandy (2008), their engagement in each one of them lacked the complexity and depth needed for the development of new knowledge.

Journal of Ethnographic & Qualitative Research, 10, 13-28.



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Friend and Family Support for Weight Loss in Adolescent Females

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Overweight and obesity rates in children and adolescents are concerning, particularly among girls. Social support from friends has been associated with healthier eating and higher levels of physical activity, yet little is known about the relationship between social support and weight loss among adolescents. This aim of this study was to prospectively examine the relationship between baseline social support from friends and family, changes in social support, and weight loss. Sixty-five adolescent girls completed a one-year weight loss intervention trial. Data were collected at baseline, 6 months, and 12 months. At baseline, family support was higher compared to friend support; however, lower friend support at baseline and increases in friend support from baseline to 6 months and 12 months were associated with weight loss. When controlling for other predictors of weight loss, change in friend support for healthy eating was predictive of weight loss at 12 months. These findings suggest that weight loss interventions for adolescent females might consider including strategies to elicit or to create and promote social support for healthy eating from peers. Future studies are needed to test this relationship.

Childhood Obesity. 12(1), 44-51.

Source and Type of Support for In-School Physical Activity: Differential Patterns for Demographic Subgroups

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Results of prior research on social support (SS) for physical activity (PA) have been inconsistent. The study aim was to expand the SS and PA literature by focusing on children, examining associated variables such as weight, race/ethnicity, and sex, and use objectively measured PA and inclusive targets of SS. Participants were 347 children (girls = 199; mean age = 9.4 years) enrolled in 6 schools across a large Midwestern area. Primary racial/ethnic backgrounds were African American and Caucasian. Data collection included questionnaires and accelerometry. Parents provided greatest overall amount of support; however, the principal was the source most associated with in-school PA, and talking with the child about PA was the most important type of support associated with in-school PA. Though level of perceived support was similar across subgroups, SS was associated with PA for children of a higher weight status only. SS for in-school PA may differentially benefit children. Various types and sources of support should be targeted in schools to ensure that all children benefit from efforts to increase PA during the school day, specifically emphasizing the importance of regularly talking with children about PA and school leaders' roles in encouraging PA.

American Journal of Health Education, 46(5), 301-309.



Disability and Diversity on CSU Websites: A Critical Discourse Study

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“CEOs DON’T CRY.” “BUT, THIS ONE DOES:” GENDER, IDENTITY, LANGUAGE AND CULTURE AT THE PERIPHERY OF SCHOOL LEADERSHIP IN LATINA/O DETROIT

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With more than 325,000 students, the California State University (CSU) system is 1 of the largest in the United States, making it a useful unit of analysis for studying disability and diversity. Using a critical discourse theoretical framework and borrowing strategies from Astroff (2001) and Pauwells (2012), we found disability information on CSU websites to have surface visibility—66% of the sites had minimal information on the home page. However, digging deeper into the sites we found frustrating navigation structures, hidden content, and the disengagement of disability from diversity. The sites constitute disability as the deficits of individual students that call for regulatory institutional responses and ignore disability as a feature of diversity.

*Journal of Diversity in Higher Education, May 2015,
doi.org/10.1037/a0039256.*



In 2011, two Latinas began a leadership journey together. They co-founded a small bilingual charter school in the predominantly Latina/o neighborhood of Detroit. They endeavored to bring an indigenous model of school leadership to the front and center of their work. The application of these indigenous pedagogies and leadership practices were used to provide an alternative educational experience for Latina/o families, where traditional public schools lacked the cultural and linguistic competencies and institutional commitment necessary to provide school children and their families the necessary support for their academic and personal success. Though the fruits of their labor were cut short by a system radically unprepared for and insensitive to an indigenous Latina cultural praxis, the authors seek, through the use of testimonios, to share their vision and outcomes with the hope that it will inspire the integration of Latina/o-based school leadership models that go back to the roots of their indigenous identities.

*National Forum of Educational Administration
and Supervision Journal, 33(2 & 3), 1-13*



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University Research Grants

Recently, four of our tenure-track faculty were successful in a University-wide competition for research grants of \$10,000 each. The successful grantees, with abstracts of their projects, are:

Christina DeNicolo

Testimonio as Mentor Text: Connecting Latina/o Students' Voices, Knowledge, and Lived Experiences with Language Arts Curriculum is designed to examine the language practices and schooling experiences of former and current K-12 students of Latina/o descent through testimonios, personal narratives on bilingualism and biculturalism. Additionally, the study explores the ways that testimonios by former students function as effective mentor texts for third grade students' creation of oral, written and digital narratives in bilingual and general education classrooms.

Noel Kulik

The aim of this study is to examine perceptions of health among. How people evaluate their health is a complex process that is not fully understood, especially among children, yet these evaluations of health have far-reaching effects among children. Self-rated health has been used among adolescents and adults with very high predictive power related to morbidity and mortality. We do not know what happens when children rate their health poorly. Understanding this can assist researchers, medical professionals, and health promotion intervention planners to disrupt unhealthy behaviors, attitudes and perceptions before they track into adulthood.

Sarah Lenhoff

This project studies how large charter school networks replicate their instructional models in diverse schools across the country. Building from a framework Lenhoff developed with her colleagues, Phase I of the project includes a survey of the leaders of 50 large national charter school networks to identify the processes used to ensure consistency in instructional approach. Phase II of the study will include in-depth interviews and observations with network teachers, trainers, and executives, to more fully understand the organizational characteristics involved in instructional replication.

Jasmine Ulmer

Through emerging crowdsourcing methodologies such as citizen archiving, everyday people are interacting with archival materials in new ways. In response, this study maps the recent contributions of citizen archivists to a key collection of educational images. Alongside the social justice photography of Lewis Hine, this study offers timely insights into the methodological landscape of digital curation.



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