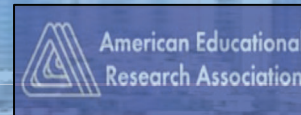


# Reflections from the AERA Annual Meeting in Vancouver, B.C.



## CONNECTIONS

Bryce Walker  
Senior Newsletter Editor  
Laureen Adams  
Junior Newsletter Editor

### Reflection of AERA Vancouver

Brad Walkenhorst

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*Non Satis Scire.* To know is not enough. In so many ways the theme from this year's Conference in Vancouver rings true. We do know what is wrong with education. We do have a good idea how to fix it. But are we strong enough and brave enough to do something about it? As I sat in paper sessions, symposiums and lectures for the three days that I could be there I continued to wonder where it all began. What was this thing that we know and what do we plan on doing with what we know.

It brought to my mind a story of a student. The story is of one single student who struggled daily through the institution that we call education. His is a small story in the scheme of things. It was one story of many stories that year. But, one that I lived with since it began. It was a story of one student. One student who could not find his ways through the forest we call education. One who did not even know that he was lost. It is the story of one student that relied on us to show him the way.

He started out down the well-worn path that so many before had taken. It was a path that was paved with promises and hope of a brighter future. Quickly, the road becomes rough and strewn with obstacles. He saw the others, but they were moving quickly, and he was struggling to keep up. Slowly the others began to pull away leaving him behind.

His parents said, "wait, let us keep him here, he can join the next group to come along."

"No", they were told, "he belongs here with us now, he will catch up"

But the others picked up pace and he couldn't. No one knew why. Interventions were tried, tests were given, but still he lagged behind. He moved forward, but not as fast as the others. New guides were given to him, still he maintained his pace, different trails tried (all with the promise that they led to the same place), but now he was not only behind the others, he was no longer walking the same trail. He could not see the others from where he was. All he could do was wave goodbye and trudge along.

"It's alright. We are experts, we have done research we know what we are doing." His parents were told, "That first road is rough. This path will be easier for him. We will teach him new ways, he will be fine."

Only he wasn't. The supports the others enjoyed were gone for him. The friends he may have had were gone. The experiences and knowledge were gone as well. He continued on, trudging along, not quite sure why he felt things weren't right but still he walked. The path was easier. If he encountered an obstacle, it was quickly removed by the adults who guided him. He was given a bag of tricks and tools, many only useful for one purpose and one purpose alone. Use it once, and then a new tool is given to replace the old one.

Quickly his mind filled up, a logjam of strategies and tools. Which one was he supposed to be used when? He could not remember it all. So he gave in, let the guides do the work. They cut the steps in the snow, ran the lines and he trudged along behind them.

Then one day, the guides said, "I am not sure if he will ever get to where everyone else is. But it is okay. He will be fine here. The path is easier we will cut more steps and run more line. But he will never catch the others. You must understand, that road they are on is tough, and not everyone can handle it."

"Where does this road he is on lead to then?" asked the parents.

"That is not the question to worry about", the guides said, "Just understand that he is safe here and he is making progress. That is what is important."

"Progress towards what?" asked the parents.

"Progress from where he was. Just remember we want to measure his progress by seeing how far he has come, not by where the others are".

"Hmmm." Said the parents, "that kind of makes sense. But..." They were quickly hushed with data and told that it was okay and to come back next year and see his progress.

Time went on. He trudged along, the others were by now long gone. The path seemed familiar to him, like, maybe he was walking the same section over and over again. And he was.

"It is good for him to walk it again and again, he gets faster each time, look here is the data, see how he is progressing." said the guides.

It did not feel right to the parents. They kept looking toward the end of the path we call education and saw at this rate he would walk it for 21 years, and still never be allowed to get any further along. It was time to take some action. So the parents fired the guides and said, "let us try guiding him ourselves. I believe we can do better."

So they did. They started guiding them. They quickly left the path, cutting new paths through the forest. It was hard, it was time consuming, it was frustrating but the path was cut and they progressed. After a while the parents let him lead. Sometimes he struggled, sometimes he stumbled, but always he tried. Always he tried. It felt good. He did not know where he was going but he felt supported in his decisions, he knew if he stumbled or straggled that he would not be left behind. He was pushed harder than he had ever been pushed before. Then one day, he saw ahead, a group of others. They seemed to know where they were going. It was a different path than the first others, but they were definitely on a path.

"Can I join them?" he asked.

"It will be hard work," his parents said, "but if you want it, you can give it all you can to catch them and join them".

There were many times the parents had to move ahead of him and cut paths around obstacles. Obstacles that were laid by guides that came before them. Eventually he joined the group and off he went. Or so they thought. The new guides were hesitant about him. "He hadn't followed the same path to get there." They were told. "He was left behind by other guides for a reason." They said. "This group would move fast. We are not sure he can keep up."

"Does it hurt to try?" asked the parents.

"I guess not," said the guides, not really believing it themselves. "We will see what happens. But do not blame us if he is left behind."

"Just give it your best effort, do not let him straggle, if you push him he may surprise you." So the guides did.

In many ways, he travelled faster than the group. In other ways he was slower. But he had persistence and slowly he realized that these new guides believed in him and wanted him to be somewhere when he got off the path of education. He worked hard; he persevered and kept trudging along. He is still walking along today.

Will he be able to catch others? That remains to be seen. But he knows that every day is a new day and a new portion of the path. The path isn't easy but it is more bearable because he knows that the guides will continue to challenge him, and support him along the way.

While this story is of one, it is truly the story of many. Many times we ask students to continue to run the hamster wheel we call special education and travel down the path of least resistance only because we do not know we know how to guide them.

"We must move as a group. See this, others say we must get here, we cannot hold the whole group up because of a few stragglers," stated the guides.

What they do not understand that it is their job to ensure everyone gets there. They cannot leave any child behind. They struggle with the concept that the path of education is a path for all, that every child matters and it is the charge given to the guides to remove the barriers to education for every child. We attend conferences, conduct research, study, observe and take data to learn, understand and know. However, to know is not enough. Knowledge must also be acted upon to become powerful and an agent of change. Knowledge for knowledge sake can no longer be the beacon at the top of the hill but the fuel to power the engine of the students.

Why is it that the promise of education and hope is so quickly abandoned? We look for magical elixirs, clearly written spell books, and ideal settings to help us conduct this thing we call education in the hope that it will help us to create a single program that fits all students and allows all to progress towards that mythical light at the end of the tunnel of school. Many dare I say, most times we are unsure of what the origin of that light is. We do not know if it is a shiny future or an oncoming train. It is our job as educators, researchers and students to ensure that we experience education as the students experience education. We must be focused on not only the big picture of standards and test scores, but also where we are leading the students in our charge, what path are we joining them on, and is it a path that we ourselves, want to walk. If it is not, then we are serving not them but our own needs and desires. To know is not enough, one must experience, reflect, challenge, and act upon the knowledge to truly create an educational environment that allows each student to grow, expand and develop.

As I write this I continue to reflect upon the knowledge gained at the AERA conference in April and ask myself what am I doing with that knowledge to help those whose education and life I am trusted with. How can I put the knowledge into action, and make a place where questions are celebrated and answers are fleshed out by the student and not the textbook. Where can I take this knowledge and share it so others may also act upon it? What is my next step? As you read this what is your next step?

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## *Message from our Current Chair: Cathy Rosenberg*

Greetings Fellow Graduate Students,

I am so pleased that you are reading our newsletter. If this is our first time, welcome. If you are returning to our newsletter, welcome back. I hope this newsletter will serve as a source of valuable information for you as you continue your graduate student journey.

Our graduate student sessions at the annual meeting in Vancouver, B.C. were a huge success. We started the new “Take a Break” sessions, where graduate students could come, relax, get some free food and enjoy art, dance and storytelling with indigenous artists from the Vancouver area. The fireside chats organized by the Junior and Senior Division Representatives were well attended. My Chair-Elect fireside chat, dealing with doing LGBTQIA work in the academy was amazing. I was very thankful to have so many graduate students and scholars engage in discussion so early in the morning. If you have a great idea for session or a scholar in your field you may want to hear speak next year in San Francisco, contact your Division Representation.

Many of you approached me before, during and after the annual meeting about ways to get involved in the Graduate Student Council. As we mentioned at the GSC orientation session there are many ways to get involved:

- The call for elected offices is out! Consider running for one of the Council’s 1-, 2- or 3- year terms. If you have any questions about the responsibilities of these positions, please don’t hesitate to ask the person currently serving. (See message by Past Chair below)
- If you are interested as serving as a Divisional Representative (a 2-year term), contact your Divisional Vice-President. Many of them are currently looking for future reps.
- Want to serve on the campus level? Contact Community Leader, Angela Hines ([ahines@asu.edu](mailto:ahines@asu.edu)) for more information about how you can help out distributing important GSC information at your institution.
- Send messages to all graduate students via our graduate student listserv (<http://listserv.aera.net>) or find us on Facebook. These are great sources of information! You can ask and get answers to many of the questions you have about graduate student life and scholarship both in and out of AERA.

Although it feels like just yesterday that I was getting on a plane and headed back to Columbus, Ohio (GO BUCKS!) from Vancouver, but before we know it, we will be packing our bags to head out to San Francisco (start saving now). I look forward to getting to know more of you as I serve this year as your Graduate Student Council Chair.

Have a Great Year!

**Cathy A. Rosenberg**





Greetings Graduate Students,

I am so glad you have connected with the GSC (Graduate Student Council). Finding us is the first step to being involved and informed. As Cathy highlighted, you power this space and our job is to help empower you. Over one quarter of AERA's members are graduate students, so don't think just because we do not have certain letters after our names yet means we have to wait to contribute our voice to the larger community. We are vital stakeholders and are a powerful lobby, but we can only represent you to the extent to which you communicate and participate with us.

In contrast to Cathy's vast GSC involvement, I am a newcomer to the GSC and just attended my second AERA annual meeting. Being a newer member from a small department at Johns Hopkins University with little representation at AERA and no prior GSC representatives, I know how overwhelming the [AERA Annual Meeting](#) schedule, [Divisions](#), [SIGs](#), and [submissions](#) can be. Spreading the word about AERA and the GSC at universities like my own and helping new members navigate to maximize their experiences are two reasons I am excited about the opportunity you have afforded me as your Chair-Elect. One way to stay current and help others benefit from our resources is to become a campus liaison.

I mention my new status to urge you to consider becoming formal or informal leaders in the GSC. Like many of you, I became interested in training to be an educational researcher after being frustrated with the lack of research present in school decisions, professional development, and teacher training, as well as the disconnect between research and practice. Given my background as a middle school art teacher in Baltimore City, I plan to work on connecting AERA's wealth of researchers with practitioners to exchange solutions and concerns. Therefore, I would love to invite all of you to share your expertise to help shape how we can foster greater graduate student, researcher, and practitioner collaboration. Please contact me with your suggestions, especially if you are located or have connections in San Francisco and Philadelphia, the sites of our next Annual Meetings.

Our annual community service projects are one area where the GSC has pioneered such crosscutting collaboration. Thanks to the vision of last year's Program Chair, Robyn Carlson, I was able to join GSC members as well as graduate and high school students from Vancouver in a mural project. You can learn more about the initiative by watching a [video](#) our newsletter editor, Bryce Walker, created. Our new Program Chair, Cecilia Henriquez Fernandez, will be carrying on this tradition. Get involved as participants or organizers for our San Francisco and Philadelphia service projects and Take a Break Sessions. There are also [awards, funding, and professional development opportunities](#) for which you can apply as graduate student AERA members. Thank you for your dedication. I congratulate you and wish you continued success with your programs. I look forward to hearing about your research, working with you, and answering any questions you may have.



### Message from our Past Chair: Nicholas Hartlep

Writing this *Call for Nominations* is bittersweet. It is *bitter* because as Past-Chair of the Graduate Student Council (GSC) my tenure as a graduate student leader has come full circle, but it is *sweet* because I get to step aside and watch others in action. I have learned a lot about the governance of AERA, but even more about myself by serving the GSC. I hope that graduate students who are reading this *Call for Nominations* consider becoming candidates in the election. What follows below are important information and deadlines. Please read the *Call for Nominations* carefully when submitting your materials. Importantly, please consider your graduation plans and the time commitments that are involved with each elected-position. I wish you all only the best; the election committee hopes to see your application materials.

### IMPORTANT ELECTION INFORMATION

Beginning June 31, 2012, nominations will be open for the four elected positions on the Graduate Student Council: (1) Chair-Elect, (2) Newsletter Editor, (3) Secretary Historian, and (4) Web Secretary. The terms of service and responsibilities for these positions are detailed below. If you'd like to work with a great group of graduate students from across the continent, to serve the 7,000+ graduate students in AERA, we hope you will consider running.

Self-nominations *will be accepted* through July 31, after which time the GSC nominating committee will select a slate of candidates to submit to the AERA Central Office. This slate will be presented to the graduate student membership, and voting will occur in January 2011 as a part of the association-wide online election process. All applicants will be notified regarding whether they have been included on the slate by the end of August.

If you are interested in running, please send your CV, a statement of interest, and the information listed below to [nicholashartlep@gmail.com](mailto:nicholashartlep@gmail.com). Your statement of interest should be between 250 and 500 words and should address the reasons you would like to run and why you believe you would be a good candidate for the position. **In addition to your CV and statement of interest, please include the following information:**

- your name
- the university where you are pursuing your graduate degree
- the name of the degree you are pursuing
- your anticipated date of graduation
- the position for which you would like to run.

Applications will be accepted until midnight, July 31. Incomplete applications, including those that fail to provide the information listed above, will not be considered. If you have any questions regarding the nomination and election process, please feel free to contact Dr. Nicholas D. Hartlep, GSC nominations committee chair, at the email address above.

### Eligibility for all positions

- Must be a graduate student for Fall and Spring semesters of first two years (through spring, 2013)
- Must be a member of AERA

### 1. Chair-Elect

The chair-elect position has a **three-year term**, taking office in April 2013 and serving through April 2016. In the first year, the chair-elect is primarily responsible for the Graduate Student Resource Center. In the second year, the Chair-Elect becomes Chair, and oversees the activities of the Graduate Student Council. Also during this year, the Chair serves as a member of AERA's Association Council. In the third year, the Chair becomes the Past Chair, who chairs the nominating committee and serves in an advisory capacity to the incoming Chair and to the GSC.

**Additional Eligibility for Chair Position-** *Should have prior experience being a member of the GSC*; if there is no nominee for Chair-Elect with prior GSC experience, nominations will be opened to the full graduate student membership of AERA

#### Responsibilities, Year 1 (as Chair-Elect)

- Plan and coordinate the Graduate Student Resource Center at the Annual Meeting.
- Plan and chair the Chair-Elect's Fireside Chat session at the Annual meeting
- Attend the October Coordinated Committee meeting in Washington, DC. Chair GSC if it is necessary for Chair to be absent for some portion of the GSC meeting.
- Attend the GSC orientation, open, and closed business meetings at the Annual Meeting.
- Attend Association Council meeting at the Annual Meeting in year rising to Chair position
- Prepare article for each issue of the Graduate Student Newsletter.
- Prepare Chair-elect annual report.
- Assist GSC Chair in creation of a budget for GSC.
- Serve on GSC executive committee.
- Assume responsibilities of Chair if Chair is unable to complete his/her term of office

#### Responsibilities, Year 2 (as Chair of the GSC)

- Set agenda for GSC activities for the year.
- Create GSC budget for the upcoming year and submit to Central Office.
- Attend Association Council Meetings at Annual Meeting for year as Chair; attend Council meetings in meetings in June and February.
- Attend Coordinated Committee meeting in Washington, DC in October; chair GSC during this meeting, including agenda setting.
- Attend GSC orientation, open and closed business meeting at Annual Meeting; chair GSC business meetings, including agenda setting.
- Present summary of GSC activities at GSC Open Business Meeting.
- Report the pertinent actions and events occurring at all Association Council, and GSC Executive Committee meetings to the GSC.
- Publicize GSC functions through announcements in Educational Researcher, the AERA graduate students email list, and GSC newsletter; when appropriate, submit announcements to the GSC Web Secretary for inclusion on the web site.
- Prepare article for each issue of the Graduate Student Council Newsletter.
- Prepare GSC Annual Report for year served as Chair.
- Prepare pass -down materials for incoming Chair.
- Send email letter to Division VPs encouraging the appointment of new Division representatives by date of Annual Meeting.
- Participate in Discussion Forum on GSC web site.

#### Responsibilities, Year 3 (as Past Chair):

- Chair the nominating committee, to assemble slate for election of new GSC officers.
- Attend the Coordinated Committee Meeting in Washington, DC, in October.
- Attend GSC orientation and open and closed business meetings at the annual meeting.
- Serve in advisory capacity to incoming GSC Chair.

## GSC Elected Positions:

### 2. Jr. Newsletter Editor

Newsletter editors serve a **two-year term** (April 2013-April 2015). Each year, a junior newsletter editor is elected to collaborate with the senior newsletter editor (who was elected as junior editor the year before). The newsletter editors are responsible for producing three issues of the GSC newsletter, *Connections*.

#### Responsibilities:

- Manage and edit the GSC newsletters. This is a collaborative position between the senior and junior editors.
- Produce fall and spring issues of the GSC newsletter, with the option to produce a summer issue.
- Select a theme for each issue.
- Disseminate call for submissions for each issue.
- Outline due dates for newsletter submissions.
- Design, layout, and edit articles.
- Submit completed issue to GSC Web Secretary for publication on GSC website.
- Submit annual report on newsletter activities.
- Attend GSC orientation and open and closed business meetings at the annual meeting.
- As senior editor (year 2), attend Coordinated Committee Meeting in Washington, DC in October.

### 3. Secretary/Historian

The Secretary/Historian serves a **one-year term** (April 2013-April 2014) and is responsible for record keeping for the GSC.

#### Responsibilities:

- Attend the Coordinated Committee Meeting in Washington, DC in October.
- Attend the GSC orientation and open and closed business meetings at the Annual meeting.
- Record minutes for all GSC meetings and business.
- Disseminate minutes to GSC within thirty days of the meeting date.
- Submit approved minutes to Web Secretary for posting on the GSC Web site.
- Act as GSC historian. Collect photographs of GSC events; make these available to Web Secretary and Newsletter Editors. Maintain updated version of GSC history.
- Maintain contact information for all GSC Members.
- Assist in coordinating the Graduate Student Orientation at the annual meeting.
- Submit annual report on activities for the year.
- Serve on GSC executive committee.

### 4. Web Secretary

The GSC Web Secretary serves a **one-year term** (April 2013-2014) and works with the AERA Central Office to maintain the GSC website.

#### Responsibilities:

- Update and maintain GSC website
- Maintain contact with Division Representatives to ensure that the website contains current information.
- Get trained on latest AERA CMS software.
- Keep in contact with AERA web personnel about changes and other issues related to the GSC website.
- Communicate with AERA web personnel about GSC web priorities
- Keep GSC updated about AERA web issues, concerns, priorities, feedback, etc.
- Assist GSC officers in planning new GSC initiatives and programs for graduate students across AERA. Support and become involved in these new AERA GSC initiatives.
- Prepare annual report for the AERA GSC.
- Moderate GSC discussion list serv.





## 2012 Vancouver Mural Project

For those of you who were not able to attend the mural service project in Vancouver, I hope that this small summary will get you excited for the opportunity to participate in our service project for next year in San Francisco.

This mural project ["Take it to the Wall"](#) started long before the actual event happened on April 12<sup>th</sup>, 2012. In fact, it started when one of our GSC members, Christine Klerian, a graduate student at the University of British Columbia (UBC) approached our program chair Robyn Carlson at AERA in New Orleans. Christine knew that AERA 2012 would be in her host city of Vancouver and wanted to help think of a meaningful mural project. From that time, the planning and details started to emerge. We were able to get Michelle Loughery, a renowned mural artist agreed to pitch in. We were able to connect with many others who helped along the way included grad students from UBC, Simon Fraser University (SFU), and most importantly, a group of amazing high school students from who attend Surrey Public Schools.



Overall, we were able to receive for this project from several funders including AERA, AERA GSC, UBC, SFU, and the City of Surrey, BC. A documentary film will be released which will give a better view of all that took place. However, I created a short clip that you can view now. [Click here to view](#) that clip. I would like to thank everyone who worked so hard on this project and hope we can have some success in our service outreach in San Francisco.

Bryce L. Walker, GSC Senior Newsletter Editor

## Ideas for Service Project in San Francisco

If you are have great ideas for the service opportunities in San Francisco to take place the right before the AERA Annual Meeting, email those ideas to our program chair, Cecil Hernandez at [ceci.henriquez@gmail.com](mailto:ceci.henriquez@gmail.com)



# Graduate Student Council Officers

The Graduate Student Council has five major responsibilities: annual meeting planning, student advocacy, information dissemination, community building, and self-governance.



## **Current Chair**

Cathy Rosenberg is excited to be serving as the Chair of the GSC this year. She is a doctoral candidate at The Ohio State University working on her dissertation on pre-service teachers' sense of self-efficacy in regards to address issues of sexuality and gender in their classrooms. Outside of her academic work, Cathy enjoys reading, walking her dog Frodo, and is actively involved with a non-profit parrot rescue in Columbus.



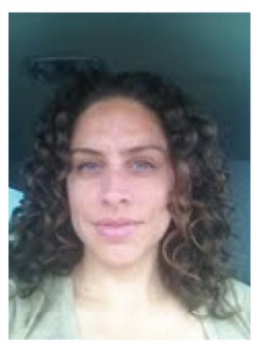
## **Chair Elect**

Jennifer Carinci is an IES Pre-doctoral fellow in Teacher Development and Leadership at Johns Hopkins University and serves as a Co-Editor of New Horizons for Learning. She earned her BFA from the Maryland Institute College of Art in General Fine Arts and an MEd from Johns Hopkins prior to her current studies. In 2007 while teaching in Baltimore City, she was named the New Middle School Art Teacher of the Year by the Maryland Art Education Association. Her research interests include creativity, arts-integration, student motivation, and teacher preparation.



## **Past Chair**

Nicholas D. Hartlep is an Assistant Professor of Education Foundations at Illinois State University. He completed his Ph.D. as an Advanced Opportunity Program (AOP) Fellow at the University of Wisconsin-Milwaukee. His research interests are critical race theory, the model minority stereotype, and segmented assimilation.



## **Secretary/Historian**

Lisa De La Rue is excited to serve as the secretary / historian of the GSC this year. She is a doctoral student in Counseling Psychology at the University of Illinois Urbana-Champaign where she is an active member of Dr. Espelage's lab, working to increase school safety, and exploring ways to encourage marginalized students to feel more included in the school environment. In her spare time, Lisa enjoys running and watching the San Jose Sharks.





### **Senior Newsletter Editor**

Bryce Walker is currently a doctoral candidate in the department of Curriculum & Pedagogy at The George Washington University. Last year, he was the Junior Newsletter Editor. His research interests are on the effects of technology integration on literacy development in early elementary grades. In the past, he has worked as a K-8 Art and Spanish teacher. He is currently working as an assessment coordinator at a non-profit in DC while he writes his dissertation.



### **Junior Newsletter Editor**

Laureen Adams is a doctoral candidate in the School of Educational Studies at Claremont Graduate University. Her emphasis is Teaching, Learning and Culture (K-12). She is also a faculty associate and adjunct professor in the Teacher Education program at CGU. Her research interests include urban schooling, urban teacher preparation and retention, and teacher and student relationships. Laureen has taught English for grades 7-12 in South Bronx, NY and in Oakland and Pomona, CA.



### **Web Secretary**

Chester Tadeja is currently a doctoral candidate in the organizational leadership program at Pepperdine University in Malibu, California. He also serves as AERA webmaster for Division K. He has spent the past 15 years as an educator in southern California specializing in technology and writing. Prior to education, Chester worked in radio and advertising. He enjoys reading and traveling. He lives with his wife in Chino, California.



### **Community Leader**

Angela Hines is currently working on her Ph.D. in Curriculum and Instruction: Curriculum Studies in Theatre Education from Arizona State University. Her research interest at ASU involves looking at how different pedagogies approach education and accessing the value of arts based learning with action research. Prior to this role as Community Leader, Angela served as Web Secretary for the GSC.



### **Program Chair**

Cecilia is in the Social Research Methodology Program at UCLA's Graduate School of Education and Information Studies, and her dissertation is focused on looking at aspects of classroom context and how they relate to student participation in mathematics classrooms. Cecilia is looking forward to serving as Program Chair for the AERA Graduate Student Council in what she hopes to be her final year of graduate school. Prior to this role, Ceci served as Community Leader for GSC.



### **Hospitality Chair**

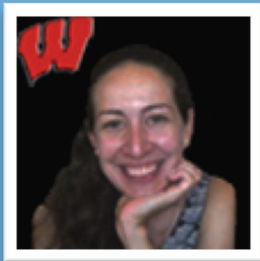
Carleen Carey is a Ph.D. student in Curriculum, Instruction, and Teacher Education at Michigan State University. At MSU, her current research involves discussions on the themes of beauty, self-image, and creative writing. These serve as central concepts through courses in literacy. Prior to this GSC position, Carleen served as the Secretary-Historian for GSC.

# Division A



## Senior Division Rep

Pat Schroeder is a doctoral candidate for a Ph.D. in Educational Administration at Texas A&M University and is a graduate student research assistant to Dr. Roger Goddard. Pat's research interests are professional development for practicing principals and program evaluation of principals' professional development. Before becoming a full-time PhD student, Pat worked as an elementary school teacher, assistant principal, and principal.



## Junior Division Rep

Alexandra Pavlakis is a doctoral candidate at the University of Wisconsin-Madison in the Education Leadership and Policy Analysis program.

## Get Connected to Your Division!

Division A Graduate Student Representatives hosted a new session this year that proved to be very successful. This Graduate Student Research Dialogic Forum was offered as a Roundtable session. The purpose of the session was to offer graduate students an opportunity to present in-progress research at a professional meeting and to interact with scholars and peers about the current and future directions of their work. The response to the call for proposals for this session was tremendous. The proposals presented represented quantitative, qualitative, and mixed methods research. We recognize the following scholars for their participation and support for this session: Dr. Beverly Irby, Dr. Marie Griego-Jones, Dr. Sarah Diem, Dr. Sonya Horsford, and Dr. Serena Salloum.



# Division B



## Senior Division Rep

Yoonjung Choi is a recent graduate of Teachers College, Columbia University and expecting to work as an assistant professor of elementary education at University of Maine at Farmington from Fall 2012. Her research interests include social studies education, teacher education, and multicultural/global education.

Your  
Picture  
Here.

## Junior Division Rep

Open Seat

## Get Connected to Your Division!

Graduate Student Representatives and Advisory Board of Div B Curriculum Studies invited scholars and graduate students to our fireside chat "The Interpersonal Is Political: Navigating LGBTQ Issues and Research In The 21st Century Academy," which was a meaningful forum to converse about issues regarding LGBTQ issues in the academy. Div B Grad Student Open Mic Night was another meaningful event that brought Div B members and grad students together and cultivated organic academic relationships.

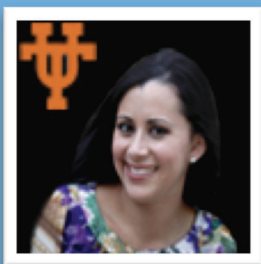
Div B Grad Student Council is now accepting self-nominations to run for a position on the Div B Senior and Junior student representatives. If you have been thinking about it, this is the time for you to act! This will be a great opportunity to work with great scholars, wonderful Div B officers, and prominent graduate students in the curriculum studies field. If you are interested in running, please send a brief bio of yourself and a statement of interest to Yoonjung Choi [chyj1205@gmail.com](mailto:chyj1205@gmail.com). Please include the following information in your bio: Name, Affiliation/Major, Degree, Anticipated date of graduation, and the position for which you would like to run. Applications will be accepted until July 20th.

# Division C



## Co- Division Rep

Benjamin is a third year graduate student in Urban Education Policy at the University of Southern California. With a Bachelor's in Psychology and a Master's in Educational Psychology, Benjamin has a passion for understanding the mind and behavior. In fact, he has taught as an instructor at the University of Northern Colorado and the University of Nevada, Las Vegas and continually seeks new ways to apply psychological constructs to his teaching strategies. His research interests include: transformative experience, conceptual change, STEM education, and academic emotions.



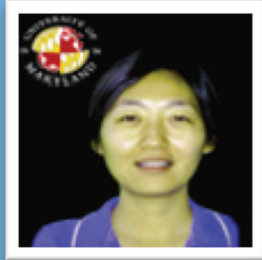
## Junior Division Rep

Ariana Crowther is honored to be serving as the Division C Co-Chair. She is a Ph.D. student at the University of Texas at Austin and is working on her qualifying document which is meta-analyzing parental autonomy support and its impact on motivation and achievement. She is also an active member of Dr. Patall's lab, The Motivation and Education Research Group (MERG). In her spare time, Ariana is an avid runner, baker, and program director for the Graduate Student Assembly at UT.

## Get Connected to Your Division!

AERA sessions within Division C were incredible this year. Dr. Richard Clark from the University of Southern California gave a useful presentation on effective instruction. Further, the Division C GSC put together a great session called New Directions in which a panel of emerging scholars discuss the future of our field. Also, former Division C Vice President Dr. Gale Sinatra from the University of Southern California presented her program of research. It was an amazing conference and we look forward to next year in San Francisco.

# Division D



## Senior Division Rep

Yuan is a doctoral student in the Department of Human Development and Quantitative Methodology at the University of Maryland at College Park, pursuing a degree in Educational Measurement, Statistics, and Evaluation. She is currently interested in value-added modeling, longitudinal studies, and instrumental design. For fun, she enjoys jogging and swimming.



## Junior Division Rep

Emily Dickinson is a second-year doctoral student in the University of Louisville's Educational Psychology, Measurement, and Evaluation program. Her interests lie primarily in research methods and the use of Structural Equation Modeling and Hierarchical Linear Modeling in answering questions about student achievement and other factors associated with student success. Substantive areas in which she is currently working include the relation between academic self-concept and academic achievement, and teachers' perceptions of school goal structures.

## Get Connected to Your Division!

We hope that everyone enjoys a productive but also restful and enjoyable summer. In the past year, the Division D Graduate Student Committee has initiated and organized many activities at the annual conference, such as the In-Progress Research Gala, the Mentoring Luncheon, the Division D Fireside Chat, and the Division D Exemplary Work from Promising Researchers, to facilitate graduate students to present their research products, connect themselves with senior scholars and peers from other universities, and prepare themselves to transit from graduate students to professionals and early scholars. Besides the on-conference activities, the Graduate Student Committee has also created a graduate student webpage and a graduate student listserv to share activities and events at the annual conference and the on-going updates of committee activities, to release information on internship and other professional opportunities, and to collect questions that are of most concern to graduate students and get guidance from senior scholars.

Currently, the Committee consists of a Senior Representative, a Junior Representative, and several Graduate Student Liaisons, which totals about 10 members. The Senior and Junior Representatives also serve as the chair/co-chairs on this committee and on the division's Executive Committee. The Graduate Student Liaisons maintain contact between Graduate Student Committee and grad students on other committees. The current, outgoing, and new Committee members meet at the annual conference to handover the responsibilities and discuss the work schedule for the coming year. All the committee member information is posted on the AERA Division D graduate student webpage.

Next year, we will continue our activities that were initiated last year and improve the quality of those activities by collecting more widely the information from the division graduate students. We welcome your ideas and suggestions on our activities and your concerns so that we can better serve your needs both as a graduate student and an early scholar. Please feel free to reach us at [DivD.gradstudent@gmail.com](mailto:DivD.gradstudent@gmail.com)!

# Division E



## Senior Division Rep

Ann Kim is currently a doctoral student at UC Santa Barbara. Before moving to Santa Barbara I lived in Washington DC, where I completed my MA in community counseling at the George Washington University and worked at a non-public school for children with emotional and behavior disorders.



## Junior Division Rep

Patrick Mullen is currently doing his doctoral work in counselor education at the University of Central Florida.

## Get Connected to Your Division!

Recap from AERA 2012 Annual Meeting from Division E (Counseling and Human Development)! We had a great pre-conference seminar before the annual meeting. Thirteen graduate students from all over the U.S. met and hung out with faculty from a variety of schools. We learned about a variety of topics, from how to think about your teaching to interviewing when on the job market. During the annual meeting we hosted a fireside chat dealing with publishing tips for early career scholars and graduate students. We had a great panel made up of Doctors Vichet Chhuon, Dorothy Espelage, Cynthia Hudley, Paul Poteat, and Brendesha Tynes, who spoke to an audience of over 70 people (made up of Division E members and others- I saw some of your familiar faces. Thanks for coming out! Hope you got some great take-aways). Our poster and paper sessions were successful, and at the business meeting our next division Vice President was announced: Professor Kathryn Nakagawa!



# Division F



## Senior Division Rep

Ben Starsky is a doctoral student in the College of Education at the University of Washington. Studying the Foundations of Education, Ben's research interests include teacher organizing and student activism with special attention to the inclusion of oral histories. Previously, Ben earned a B.A.E (Secondary Education - History) from Arizona State University and an M.Ed. from Temple University. Ben is originally from Pittsburgh, PA and is a huge fan of the Pittsburgh Steelers.



## Junior Division Rep

Andrés Castro Samayoa focuses his research on the history of U.S. higher education. In particular, Andrés's research utilizes oral histories and historical social network analyses to better understand the emergence of institutionally-supported resources for LGBTQ populations, as well as exploring the contemporary impact of these resources on international students within LGBTQ communities in the U.S. Andrés is currently a doctoral student at the University of Pennsylvania's Graduate School of Education.

## Get Connected to Your Division!

The Division F graduate student representatives have begun an initiative to forge new – and strengthen existing networks of graduate students in history of education across national boundaries and among existing professional associations. Below is an example of a draft version of an upcoming News Blast to be sent to Div. F members – what makes this different from existing listserve announcements is the inclusion of conference, publishing and funding opportunities that move beyond the boundaries of the U.S.

Ben will represent AERA—F at the 2011 History of Education Society Meeting in Chicago. He will also drop into the Graduate Student Mentoring Breakfast on the 3<sup>rd</sup> November 2011 to inform students about the AERA annual meeting in San Francisco and on the fireside chat in particular.

Details for our fireside chat have been confirmed – you will note them below.

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## Upcoming Conferences

2012 History of Education Society Annual Meeting 1-4 November Seattle, Washington

<http://www.historyofeducation.org/2012/callforpaper2012.html>

# Division G



## Senior Division Rep

Erika Bullock is a doctoral candidate in mathematics education at Georgia State University. Her research interests include urban mathematics education, teacher professional identity, education policy, and qualitative research methodology. She also holds a graduate certificate in Women's Studies. Erika is an Alonzo A. Crim Center for Urban Education Excellence Research Fellow and serves as the Assistant to the Editor-in-Chief of the Journal of Urban Mathematics Education. This is Erika's third year serving Division G: as a member of the Division G Student Executive Committee, as Junior Representative, and now as Senior Representative.

## Junior Division Rep

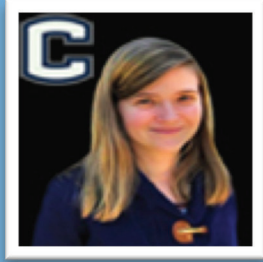
Kristi Donaldson is a doctoral student in the Department of Sociology and a research assistant in the Center for Research on Educational Opportunity at the University of Notre Dame. Her research interests are education, gender, and families, with special interest in social-psychological outcomes for students. For her dissertation, she plans to research students' entry, exit and persistence in the International Baccalaureate Diploma Program. Kristi is excited to serve as Junior Representative for Division G this year and looks forward to working closely with graduate students and scholars from differing subfields across the country.

## Get Connected to Your Division!

The Division G Student Executive Committee hosted a Fireside Chat during AERA 2012 entitled "Public or Private Intellectualism? Perspectives on Scholarly Responsibility and Social Change". The panelists were Dr. Dolores Delgado Bernal, Dr. David Stovall, and Dr. Angela Valenzuela. Approximately 85 students and junior faculty members attended the session. During this provocative conversation, panelists and participants discussed the responsibility of scholars to engage in and with the communities that we serve and the challenges of maintaining connections and commitment to community while navigating the academy.

The goal for the Division G Student Executive Committee for 2012-2013 is to increase interaction among Division G graduate students throughout the year. We plan to conduct webinars throughout the year, to increase our mentoring efforts, and to strengthen our campus liaison program. Please join the AERA Division G Students group on facebook and visit the Division G blog at <http://aeradivg.wordpress.com>

# Division H



## Senior Division Rep

Marisa is a doctoral student in School Psychology at the University of Connecticut and a graduate assistant for the School of Education's Office of Assessment. Her research interests include issues of educational access for culturally and linguistically diverse students. In particular, she is interested in literacy development, assessment, instructional approaches, and service delivery for ELL students.



## Junior Division Rep

Ruhan Circi-Kizil is a candidate for Ph.D. in the Research Methodology and Evaluation Program at the University of Colorado Boulder. Her research areas are educational measurement and testing, including test design and validation, design issues related to large-scale assessments and international assessments.

## Get Connected to Your Division!

After such a successful **research roundtable** in Vancouver, we are in the process of creating opportunities for students to meet with field experts virtually through Skype and AERA software. Students accepted to present their findings at the Division H Graduate Student Poster Session will be invited to chat online with professionals about how to discuss their research through virtual roundtables. Other virtual roundtables are planned for the future.

Division H graduate student representatives are asking evaluators what ten books every graduate student should have in their library. After responses are collected, a categorical list will be created. The list will be available via the Division H AERA Grad student website and Facebook page.

Division H **Google Groups** keeps members informed of all job opportunities and AERA announcements while we work on updating the format of our graduate student website.

Last year's **Division H Fireside Chat** theme was **"Your First School Research Position: Insight and Advice from Veterans in the Field."** We were excited to gain perspectives from experts in a variety of fields including: **Winona Vesey**- University of Houston, **Gary Estes**-West Ed, **Lorrie Shepard**- University of Colorado-Boulder, and **Zollie Stevenson**, Jr-Department of Education. We look forward to the fireside chat theme and assignment for San Francisco 2013.

## Get Connected to Your Division!

Welcome to Division I! As a graduate student you are a vital part of the division. You bring fresh and new ideas and soon you will be leading the division. Your participation and cooperation are valued and you are encouraged to be a part of the division on all levels, from planning for the annual conference to leadership. This handbook is designed to help you learn about AERA; navigate Division I; learn how to get involved in Division I; and understand the responsibilities of being a Division I representative. If you have any further questions please feel free to contact your current Division I representatives or the current Division I vice president!

We have a group account on Facebook. Please come check us out. Sign in and we are located under "applications" "groups." This allows us to have a quicker more efficient means of communication. Log on at: [www.facebook.com](http://www.facebook.com)

Your  
Picture  
Here.

**Senior Division Rep**  
Open Seat

Your  
Picture  
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**Junior Division Rep**  
Open Seat

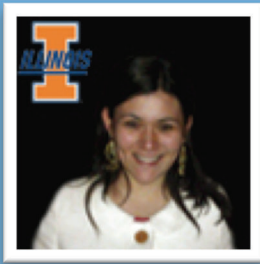


# Division J



## Senior Division Rep

Daisy D. Alfaro is a doctoral candidate in the Educational Leadership and Policy Studies Program, with a specialization in higher education at the University of Washington. Daisy's research reframes the approach of examining the educational outcomes of Latinos, from one that has consistently documented failure to one that highlights success. Her dissertation examines the protective factors that influenced the P-20 trajectories of academically successful, low-income, first generation, urban, Latino students enrolled at top law schools in the country.



## Junior Division Rep

Blanca Rincon is a doctoral student in the Department of Education Policy Studies at the University of Illinois Urbana-Champaign. Her research interests include issues of access and retention for underrepresented students in higher education, specifically within Science, Technology, Engineering, and Mathematics (STEM). Blanca Rincon has been a research assistant for the STEM Trends in Enrollment and Persistence for Underrepresented Populations (Project STEP-UP) for three years. Blanca has also been a recipient of a National Science Foundation Graduate Fellowship.

## Get Connected to Your Division!

We want to begin by thanking all of the Division J graduate students and scholars who helped make AERA 2012 a memorable meeting.

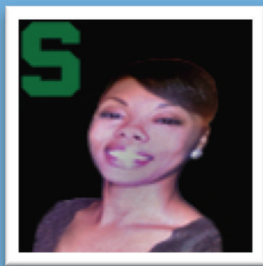
We began the annual meeting with our Division J Graduate Student Reception hosted by Dr. Laura Perna. We also invited editors from higher education journals to the reception and provided our members with a handout with advice from the editors on how to publish in their journals. We thank the following editors for their contributions to this new initiative by Division J: Dr. James C. Hearn, Dr. Jeni Hart, Dr. Roger L. Worthington, Dr. Scott L. Thomas, and Dr. Robert K. Toutkoushian,

Division J also hosted a Fireside Chat entitled, "Research, Teaching, Service, and Life: Achieving Balance as Doctoral Students and Faculty." Dr. Anna Neumann, Dr. Darnell G. Cole, Dr. Paul D. Umbach, Dr. Linda Serra Hagedorn, and Dr. Kelly A. Ward provided insight on how to achieve balance between priorities in research, teaching, and service, in addition to juggling personal responsibilities.

Lastly, we also hosted the Division J Graduate Student Session entitled, "Negotiating the Job Market." Dr. Alexander C. McCormick, Dr. William Perez, and Dr. Ryan Evely Gildersleeve shared their experiences and perspectives on the transition from a doctoral program to postdoctoral programs, academic and non-academic positions in today's job market.

We are now looking forward to a very exciting year and AERA 2013 Annual Meeting!

# Division K



## Senior Division Rep

Dorothy Hines is a fourth year doctoral student at Michigan State University studying Education Policy with a concentration in Urban Education. Her research focus includes high school dropout and re-entry, urban education policy, and Critical Race Theory. Her dissertation will examine high school re-entry policies specifically, how urban youth conceptualize returning to school for a diploma after dropping out and how policy mediates their transition.



## Junior Division Rep

Kathryn S. Struthers is a Provost's Ph.D. Fellow at the University of Southern California's Rossier School of Education. Her research focuses on teacher education, and particularly on issues related to the preparation of teachers who can provide students in low-income, urban communities with the highest quality literacy instruction. Presently, Kathryn is studying how preservice teachers contextualize their practice within the current policy climate.

## Get Connected to Your Division!

The Division K GSC Fireside Chat session focused on bridging theory with practice in teaching in urban settings. Division K and the Graduate Student Council hosted the session.

Dr. Etta Hollins, Division K Vice President, supported this event. The Fireside Chat was entitled "Talking the Talk and Walking the Walk...Taking Research To The Next Level: Using Research to Improve Education and Serve the Public Good". Speakers included Jeff Duncan-Andrade, Jamy Stillman, Thomas Philip, and Bryan Brown. We were pleased to have such esteemed scholars discuss the challenges and successes of teaching and learning in urban schools. Over 40 graduate students attended the fireside chat.

Key themes discussed included: 1) methods to foster rigorous pre-service teacher preparation programs, 2) the role of urban teachers' backgrounds in their teacher pedagogy, 3) what is authentic support and development needed for pre-service and continuing urban educators, and 4) the role of policy in how urban educators conceptualize their positionality in the classroom. We look forward to hosting another panel of scholars for the 2012-2013 AERA conference.

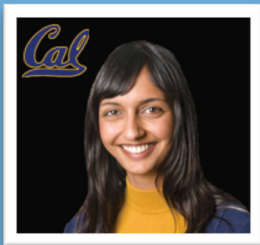
For the 2012-2013 academic year Division K is organizing a fireside chat session within the community so that graduate students can work with teachers in and education advocates in discussing the theme of this year's conference-poverty. We are excited about strengthening the interaction of GSC with Division K graduate students through our newsletter and by use of social media.

# Division L



## Senior Division Rep

Todd Hutner is a doctoral student in the Educational Policy & Planning Program at the University of Texas at Austin. Hutner also serves as a Teaching Assistant for the UTeach Natural Sciences program. His research focuses on the intersection of educational policy and teacher pedagogy, particularly within STEM fields. Prior to returning to graduate school, Hutner taught Physics, Chemistry, Earth Science, and Astronomy at the high school level in both Florida and Texas.



## Junior Division Rep

Huriya Jabbar is a doctoral candidate in the Policy, Organizations, Measurement, and Evaluation program at the University of California, Berkeley. Her research interests include competition and school choice, teacher incentives, and how education policies are influenced by empirical studies. Her dissertation focuses on school reforms in New Orleans. She received her M.A. in Economics from the New School for Social Research and her B.A. in Economics from U.C. Santa Cruz.

## Get Connected to Your Division!

- The Division L graduate student representatives worked closely with Division A in an effort to promote collaboration between the two divisions and to facilitate new opportunities for graduate students.
- Tim and Todd represented AERA and Division L at the **UCEA Convention**, which was held in Pittsburgh, PA November 17-20. Along with the GSC representatives from Division A, they helped facilitate three sessions targeted toward graduate students and their needs. These included a **Graduate Student Breakfast** on Friday exploring life as a new faculty member, a **Networking Café** session Friday afternoon giving students an opportunity to interact closely with leading scholars, and for the first time, **How to Publish as a Graduate Student and Early Scholar**, a session that does exactly what you'd think from the title, on Saturday. A special thanks goes out to Angela and Pat from Division A for their hard work on these great events.
- The Division A and L representatives worked hard to publicize the **David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy**. Last year's Clark Seminar was held at the end of the AERA meeting in Vancouver in April 2012. A future seminar will be available in San Francisco.
- Division L still maintains its **Google Groups**, **Facebook**, and **Google Docs** web pages. Todd and Huriya will use Google docs to keep copies of all documents created for Division L, like this one, and students can access the Google group and Facebook to communicate with Todd, Huriya and other Division L graduate students.

This summer, the GSC decided to make a stronger effort to include the large amount of graduate students that we serve. We submitted a call for submission to *Connections*. We were very excited to get submissions back from several of you. We greatly appreciate all those who submitted and would like to honor that by acknowledging each of you with the list below:

- Cheryl Avila, University of Central Florida
- Michael Bryant, University of Washington
- Carleen Carey, Michigan State University
- Felicity Chapman, Claremont Graduate University
- Vanady Daniels, Barry University
- Antonio Ellis, Howard University
- Jennifer Hoyte, Florida International University
- Loreen Kelly and Jessica Stubblefield, University of Oklahoma
- Heather Ortiz, Tarleton State University
- Sandra Lucia Osorio, University of Illinois at Champaign-Urbana
- Michelle Plaisance, University of North Carolina-Charlotte
- Simon Quattlebaum, Walden University
- Stuart Rhoden, Temple University
- Sherri Sklarwitz, Boston University
- William Smith, Pennsylvania State University
- Jenny Wakefield, University of North Texas
- Bradley Walkenhorst, Saint Louis University
- Yi-Jung Wu, Rutgers University
- Ninger Zhou, Purdue University

Unfortunately, for our Summer and Fall 2012 and our Spring 2013 Newsletters we are limited in space. Therefore, we were only able to select 2-3 articles for each newsletter. We hope you enjoy reading the following two articles and will consider submitting when our call goes out again in the Summer of 2013.

## GSC Summer 2012 Research Corner

### Equity to Adequacy: School Facilities Litigation Heather Ortiz

#### Abstract

For over a century, public school finance issues have been shaped by federal and state precedents to afford equal educational opportunity to all students. After years of federal court dismissal, school finance litigants turned to state courts in search of relief from financial inequity. State-level litigation, such as *Serrano v. Priest* (1971), *Pauley v. Kelly* (1973), and *Roosevelt v. Bishop* (1994), forced an evaluation of state public education funding formulas, including an itemization of school facilities, to affirm an adequate education for all students.

*Keywords:* school finance, school facilities litigation, equity



### Equity to Adequacy: School Facilities Litigation

Public school funding has endured an immense struggle of equalization for over a century as federal, state, and local communities have had to manage the financial burden of public education and a continuous conflict of financial responsibility. The result has equated to a substantial body of federal and state litigation in the name of equal educational opportunity. An analysis of public school facility funding litigation has revealed an interconnectedness of fundamental issues to reduce evident disparities between wealthy and poor school districts.

#### The Federal Claim

Repeated attempts, by plaintiffs, to wrangle the federal courts into state-originated litigation over the conflict for fiscal responsibility of public education staked its claim of social and economic injustices. A common argument, by plaintiffs, identified an enormous presence of federal and state regulations, which had increased education costs; however, most local community tax base were powerless to cope with the increased costs. Regardless of federal and state regulations upon schools, the Tenth Amendment of the United States Constitution had largely excused the federal government from such issues of public education finance disparities, except under extreme circumstances.

Original litigation context likened school facility disparity to the *Plessy v. Ferguson* (1896) "separate but equal" policy that was rejected by the United States Supreme Court in *Brown v. Topeka Board of Education* (1954). The outcome of *Brown v. Topeka Board of Education* (1954) outlined "segregation as a violation of the Equal Protection Clause of the law under the Fourteenth Amendment, including separate educational facilities". Irrespective of the claim for equal educational opportunity under *Brown v. Topeka Board of Education* (1954), including equity of educational resources, the attitude of the federal courts on public school finance was not evident until the late 1960s (Crampton & Thompson, 2008, p. 22). In 1969, *Burruss v. Wilkerson* presented the first major federal litigation involving public school finance. Plaintiffs contended Virginia's state formula for public education was wrought with disparities in educational opportunities afforded to its students; thereby in violation of the Equal Protection Clause of the Fourteenth Amendment. Although the outcome, by the federal court, acknowledged the intent of the plaintiffs as commendable for equal educational opportunity, the court dismissed the action. The federal court held "that the court could not establish an appropriate apportionment of state funds, but could only see to it that outlays to one group were not invidiously greater or less than that of another" (*Burruss v. Wilkerson*, 1969). The standing of *Burruss v. Wilkerson* (1969) foretold the future of federal involvement in public school finance litigation.

An influential public school finance suit was attained, on behalf of plaintiffs, at a faster stride than likely desired by federal and state respondents. In *Serrano v. Priest* (1971), the Supreme Court of California concluded, "that education as a fundamental interest and that the state education finance system, based on local real property taxes, was discriminatory on the basis of wealth in violation of the Equal Protection Clause". The dual attack on both federal and state-level courts was later overturned by a subsequent claim; however, the impact of *Serrano v. Priest* (1971) was a solid legal precedent for future state litigation on equality of public school finance. According to the Crampton & Thompson (2008), the impact of *Serrano v. Priest* (1971) was felt at the state courts "because the lesson was that state courts might not adopt the same posture as federal courts – i.e. states may independently rule on their own constitutional requirements as long as there is no contravention of federal law" (p. 26). The success of *Serrano v. Priest* (1971) provided an effective argument for state-level litigation through its declaration of education as a fundamental right and equal protection claim; whereby other state constitutions were likely to incur similar suits.

The federal claim success of *Serrano v. Priest* (1971), under the Equal Protection Clause of the Fourteenth Amendment, was a brief connection of federal involvement in public education finance responsibility. In 1973, state-level litigation *San Antonio Independent School District v. Rodriguez* was appealed to the United States Supreme Court. Originally, the United States District Court for the Western District of Texas asserted "the Texas school finance system was unconstitutional under the Equal Protection Clause of the Fourteenth Amendment; based on substantial inter-district disparities in school expenditures attributed to the differences in money collected through local property taxation".

The basis for the United States Supreme Court's reversal of the District Court decision stemmed from a rejection of education as a fundamental right, under the federal constitution, and "the federal court could only perceive that fiscal inequalities were a matter of relative difference" (Crampton & Thompson, 2008, p. 23). The federal litigation precedent of *San Antonio Independent School District v. Rodriguez* (1973) established an overtone of sympathy from the federal courts of public school finance disparities, yet denied public education as a fundamental right guaranteed by the United States Constitution. Subsequent public school finance litigation, including reference specifically to educational facilities, reverted to state courts in search of relief from financial inequity.

### The State Claim

In a sweeping revelation of federal court dismissal of education as a fundamental right, public school finance plaintiffs focused on state courts and its interpretation of each state's constitutional provision guaranteeing equal educational opportunity. Additionally, future plaintiffs faced a daunting and complex road toward public school finance disparity due to varying state government funding formulas across the nation. Using the legal precedent of *Serrano v. Priest* (1971), plaintiffs across the nation barraged state courts in an attempted to expose school funding systems as being unconstitutional. Until the 1970s, state-level litigants had not itemized the terminology of public school facility equalization as an educational inequality. In *Pauley v. Kelly* (1979), plaintiffs claimed, "that the state system for financing public schools denied them a "thorough and efficient" education, as required by West Virginia's state constitution, and denied them equal protection of the law". The outcome reiterated public education as a fundamental right under West Virginia's state constitution and ordered a master plan to assure equal opportunity to all students. An analysis of the master plan included extensive school facility improvements, with adequate space, as a vital component toward equity. For example:

The court ordered that each elementary school must have an art room for each 350-500 pupils with at least 50 square feet per child; that every secondary school of 500 students would need at least one art room with a minimum 65 square feet per pupil; and even detailed the requirements for storage area" (Crampton & Thompson, 2008, p. 34).

*Pauley v. Kelly* (1979) extended public school funding disparities to include school facilities as equally substantial, as other education factors, in the state funding formula.

A shift from equity to adequacy in public school facilities litigation, at the state level, was initially evident in the landmark case *Rose v. Council for Better Education* (1989). A claim against the state general assembly of Kentucky alleged a failure of school financing as a "result of an inefficient system of common school education in violation of Kentucky's state constitution" (*Rose v. Council for Better Education*, 1989). The state court affirmed Kentucky's school system as unconstitutional and professed the need for an efficient system of schools. The opinionating judge broadened the definition of an efficient system of school "to provide sufficient physical facilities, teachers, support personnel, and instructional materials to enhance the educational process in "substantial" uniformity" (*Rose v. Council for Better Education*, 1989). The ensuing education reforms of Kentucky, passed in 1990, are likened as the nation's most comprehensive result of school finance litigation (Lefkowitz, 2004, p. 3). Furthermore, *Rose v. Council for Better Education* (1989) evidenced "the basis of school finance litigation shifting from equity and fairness to securing the resources necessary to provide an adequate education to all students" (Lefkowitz, 2004, p. 3).

In 1994, *Roosevelt v. Bishop* was the first suit, which strategized its claim against public school finance disparities, in Arizona, solely on physical facilities deficiencies. Crampton & Thompson (2008) stated plaintiffs had presented an array of evidence in regard to the "quality of school facilities being highly variable across districts and that plaintiffs schools were unsafe, unhealthy, contained serious building and safety code violations" and often lacked key facilities support for an adequate education (p. 36). The outcome of *Roosevelt v. Bishop* (1994) did not rely on Arizona's state constitutional provision of equal protection, but on state constitutional provisions on education to establish "a general and uniform public school system". In addition, the state elaborated on the wording of "general and uniform" as not equated to financial equality but "sufficient funds to educate children on substantially equal terms" (*Roosevelt v. Bishop*, 1994).

Several statewide actions occurred, following the declaration of Arizona's financing methods toward public education as a violation of the state constitution, including:

- The legislature repealed local property taxes that had previously supported capital expenditures and made capital funding a state responsibility;
- Special funds were established for correcting school facility deficiencies, renovating, and repairing buildings and equipment, and for new construction; and
- A new School Facilities Board was established to assess the condition of all school facilities in the state, formulate building adequacy standards, and to manage the three funds (Tennessee Advisory Commission on Intergovernmental Relationship, 2003, p. 22).

*Roosevelt v. Bishop* (1994) associated legal precedent terminology from *Rose v. Council for Better Education* (1989) with a language shift from equity to adequate funding for all students.

In 1997, plaintiffs filed an "adequacy" claim against the State of Alaska's method of funding capital projects for educational facilities; alleging the State of Alaska had violated the state's constitutional provisions on education and Title VI of the Civil Rights Act of 1994 (*Kasayulie v. State of Alaska*, 1999). In response to the state court proclamation of an unconstitutional and discriminatory method of funding capital projects for educational facilities, the legislature allotted funds for new construction and renovation of rural schools for the fiscal year 2000-01. According to National Access Network (n.d.), in February 2010 "rural lawmakers and Governor Parnell renewed their efforts to improve educational facilities represented in the *Kasayulie v. State of Alaska* (1999) case by utilizing Fiscal Year 2010 budget surplus funds". In a similar case, *Giardino v. Colorado State Board of Education* (2000), the state court agreed with the plaintiffs in their claim against the physical deficiencies of the state's educational facilities; whereby students were stripped of adequate financial resources. Alongside the subsequent legislative actions of Alaska, Colorado committed "\$190 million to fund school repair and construction in the poorest school districts over the next decade" (Tennessee Advisory Commission on Intergovernmental Relationship, 2003, p. 23).

Legal development of public school facilities litigation has evolved from a foundational premise of federal involvement in public education to state-level court outcomes of education as a fundamental right to provide adequate resources for all students. States across the nation will continue to be faced with educational adequacy litigation due to an increased emphasis on academic accountability. In recent years, a variety of research has emerged relating educational facilities design and conditions as a viable impact on student's academic achievement (i.e. daylight, indoor air quality, thermal comfort). This emerging research has contributed to angst by school districts, parents, and students over public school funding equalization, including educational facilities, for an adequate educational opportunity. Furthermore, terminology from No Child Left Behind Act of 2001 will influence state-level court suits with its term "adequate", by its own stipulation of adequate yearly progress (AYP) for school districts. Overall, the shift from equity to adequacy for public school finance litigation has provided measureable guidelines for states to amend their funding formula deficiencies and focus on school facilities as a vital element to a student's academic success.\*

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## Globalization and Culture: Varied Educational Outcomes of Migrant Students in the U.S.

Michelle Plaisance

Globalization, by design, brings with it a need to better understand the myriad of complex factors influencing migrant students' varied educational outcomes in the United States. While issues of immigration and multiculturalism are certainly not new to the architecture of our system of education, the rapid decline of this nation's educational achievement when viewed in the context of globalization, brings to the forefront the markedly disparate academic outcomes of various migrant populations. In order to make progress in advancing equitable educational opportunities for *all* migrant students, it is beneficial to examine why some cultural groups are thriving in U.S. schools, while others have continued to struggle. It is misleading to adopt an oversimplified, "one size fits all" approach to educating students from diverse cultures. Numerous factors contribute both directly and indirectly to the contrasting outcomes, including the nature of the students' migration experience, various modes of incorporation (Portes & Zhou, 1993) and any linguistic assimilation that must be undergone.

### Minority Classification

Among the many ways in which migrant students differ from one another is the nature of their migrant experience and subsequent reaction to their newly acquired status as minorities in the U.S. Ogbu (1992) defines three categories of minorities corresponding with the reason for a migration or minority status in the U.S. *Autonomous minorities*, according to Ogbu, are those considered minorities on a purely numerical basis, perhaps based on religious affiliation. The second category, *immigrant* or *voluntary minorities*, are individuals who relocated to the U.S. for personal reasons, perhaps in search of better jobs or educational opportunities. Ogbu's third category, *caste-like* or *involuntary minorities*, is comprised of those who find themselves in the U.S. without intent or desire. Decedents of slavery, Native American populations and those who reside within the borders of the U.S. due to territory acquisition are members of this category.

According to Ogbu (1992), voluntary minorities often arrive in the U.S. with a solid cultural identity that is non-oppositional in nature. These students initially experience difficulties in school due to language barriers and cultural incongruence, but, in general, they overcome these "obstacles" at a relatively fast pace and ultimately begin to succeed in academic settings. Contributing to the eventual progress of many immigrants in this category, according to Ogbu, is the group's collective orientation toward success and pressure from the immigrant community to perform well in school.

This is not to say that all voluntary minorities experience acculturation in a painless manner or without tribulation. Hutchison, Quach and Wiggan (2009) describe the case of voluntary migrant educators who arrive in the U.S. and experience initial shock at the discrimination and prejudice they encounter, as well as difficulty in adapting to the local culture in terms of professional customs and expectations. This group develops a unique identity coined by the authors as *academic cosmopolite* (p.167) resulting from the need to conform to the traditional practices of the educational community in order to advance professionally. Perhaps the most visible form of conformity is the need to redefine his/her linguistic identity through the acquisition of English. This new identity is formed through encounters with the new language, use of it in academic settings, as well as students' reactions to artifacts of their native language, like grammar structures and accents. Hutchison, et al. assert that despite the voluntary nature of their migration, these educators experience a sense of "linguistic homelessness" where they no longer feel like a full participant in either the origin or host communities.

Experiencing life in the U.S. from a very different perspective are those who are classified by Ogbu (1992) as involuntary or caste-like minorities. Students from this population typically experience the greatest amount of difficulty in academic settings, due in part to secondary cultural differences that emerge in reaction to their treatment in school and the subsequent oppositional stance that is adopted. A key difference, according to Ogbu, for this category of minorities is that their position is permanent, they cannot return to a homeland, nor can they assimilate to the majority by "acting white" (p.9). In addition, in contrast to the pressures facing voluntary



minorities, involuntary minorities are often discouraged from achieving success in the mainstream society, as this is seen as a form of abandoning the native culture and the struggle to be accepted without adopting the doctrine of the dominant culture.

In more than one way, it can be argued that the Mexican-American population described by Perez and Wiggan (2009) falls into the category of involuntary minorities. Many Mexican-Americans are descendants of inhabitants of Mexican territory that was acquired through the Treaty of Guadalupe Hidalgo in 1848. They became "Americans" overnight, through no will of their own, and were quickly stripped of their culture, language, land and prosperity. And while the actual students in schools today throughout this region did not directly experience this involuntary incorporation, the stories of their parents and grandparents shape their perspectives and how they view the forces of the dominant culture. Similarly, Mexican migrants find themselves involuntarily becoming permanent residents in the U.S., this time for economic reasons outside of their control. According to Perez and Wiggan, forces of globalization, including the North American Free Trade Agreement of 1994, have created an epidemic of unemployment and poverty that has made emigration a means of survival, rather than a matter of free choice.

In subsequent work, Ogbu and Simons (1998) further delineated the minority populations by adding a category of immigrants that encompasses refugees, migrant workers, undocumented workers and people retaining dual citizenship. Refugees possess characteristics of both voluntary and involuntary minorities. On one side, they did not choose to migrate; they came to escape political persecution or violence. However, like voluntary minorities, their cultural differences are primary in nature and they are aware of the need to "overcome" these differences in order to succeed in their new country. According to McBrien (2009), these students face the challenge of overcoming the traumatic experiences of their homeland while simultaneously coping with the pressures of adapting to the host culture. They may continue to have difficulty throughout their schooling experience, due to the fact that an inadequate number of educators have been trained in this population's unique needs. However, McBrien describes the tendency to adopt a "resistance stance" (p. 201) whereby students from this group obtain high levels of success to disprove prejudiced misconceptions they have encountered, as well as in an effort to compensate their families for their tremendous sacrifices. Like other categories of minorities, according to McBrien, many refugees benefit from the support that they find in a collective sense of community and shared life experiences with others of the same cultural background.

### **Modes of Incorporation**

Another critical factor in the academic achievement among culturally-diverse students is what Portes and Zhou (1993) term the *modes of incorporation*, or the varied responses of the destination country to the migrant population's arrival and status. This complex system of policy, practice and prejudice shapes the migrant student's experience and causes them to be vulnerable on many fronts. First of all, according to Portes and Zhou, discrimination and hostility based on skin color are characteristics of the host culture, as many newly-arrived immigrants have never experienced this type of prejudice in their homelands. In addition, the tendency of immigrants to become isolated in inner-city housing clusters may cause newly arrived migrant students to identify with native-born minorities who are coping with their own oppression by assuming an oppositional stance and creating a counterculture that is unlikely to encourage academic achievement. And finally, Portes and Zhou assert that the absence of a means of economic mobility in the new global economy that has stratified the labor sector into what they describe as an "hourglass" (p. 83) economy makes it increasingly difficult for migrant children to pass through a "narrow bottleneck" (p.84) to obtain decent employment. If these young migrants are not able to utilize the more positive modes of incorporation, such as government assistance for refugees and strong ethnic communities that provide social capital, they are likely to fall into a pattern of failure and poverty that will, inevitably, impact educational and life outcomes.



## Linguistic Hurdles

Language is only one of many factors that influence migrant academic outcomes, but it is, perhaps, the most tangible. The obvious way in which language impacts educational outcomes is that English is the language of instruction in U.S. schools, and very few concessions are made in regards to this policy. Attempts to incorporate native language use into the classroom are often undermined by the pressures of high stakes testing that require mastery of the English language. Lipman (2004) describes a Chicago elementary school with an enlightened principal that embarked on a journey to expose newly-immigrated Latino children to a critical literacy and innovative math program, only to abandon these efforts in the face of the threat of failure on annual standardized tests. According to Lipman, failure on these assessments prevents students from progressing through the grades and eventually graduating, however, the absence of these efforts dooms students to a sub-standard education and ultimately excludes them from opportunities to obtain any semblance of financial security in the future.

There are other ways in which language impacts educational outcomes for migrant students. Gibson (1998) asserts that while Mexican-American students are not always confronted with a clear “English Only” policy, they quickly become aware that Spanish is not a valued language in the classroom. In her study of an urban U.S. high school Gibson found that teachers discouraged the use of Spanish, even for social communication. In addition, teachers saw little value in heritage Spanish classes and could not comprehend why parents insisted that their children speak to them in Spanish. Lipman (2004) describes the same devaluing of students’ native language and a disregard for the benefits of bilingualism. Language is a critical component of culture and when teachers are unable or unwilling to align the students’ cultures with the curriculum, failure is almost inevitable. This “decentering” (p. 123) of the students cultural identity resulting from the pressures of curriculum standards and conflicting ideologies profoundly impacts students’ sense of self-worth and their confidence that they can succeed.

In addition, linguistic segregation, described by Darling-Hammond (2010) as a form of academic tracking, proves harmful and isolating when English learners are relegated to lower-level courses where the classes required for college preparation are simply not offered. Darling-Hammond further argues that the teachers typically assigned to these courses lack the experience and training required to support linguistic development. Perhaps even more harmful, according to Darling-Hammond is the cultural isolation resulting from such tracking practices, allowing stereotypes and prejudice to perpetuate due to a lack of cross-cultural exposure within the student body.

## Conclusion

While many immigrant children are performing well in the school setting, far too many are caught in a cycle of failure that can be attributed to a nearly universal unwillingness to commit to providing the necessary support for their education. Contrary to popular belief, Gibson (1998) argues that students most at risk are those that assimilate too quickly, abandoning their culture and, consequently, community support in an effort to “fit in”. Given this perspective, it seems imperative that those charged with educating migrant children become educated themselves. Clearly there are many factors that impact the acculturation process for migrant students and their families; a comprehensive list is outside of the scope of this paper. However, it is essential that a deeper understanding of the students’ migration experience be achieved so that teachers and administrators can understand student behavior and motivation. In addition, it is imperative that educators support students in maintaining cultural traits and in gaining a sense of pride and self-worth by adopting culturally responsive teaching practices. And finally, students’ linguistic needs must be met through an additive approach, where bilingualism is viewed as a desirable asset that should be cultivated and honed in the interest of promoting a culture of opportunity and success for all migrant students.\*

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