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2021

## Inspiring and Aspiring Educators: An Intersection of Historic and Current Education Landscapes

A. Brooke Boulton  
*Winona State University*

Steven M. Baule  
*Winona State University*

Mark Johnson  
*Winona State University*

Danielle E. Tamke  
*Winona State University, dtamke@winona.edu*

Lisa J. Bronk  
*Winona State University*

*See next page for additional authors*

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### Recommended Citation

Boulton, A. Brooke; Baule, Steven M.; Johnson, Mark; Tamke, Danielle E.; Bronk, Lisa J.; Wolfe, Shelley M.; Swanson, Alicia R.; Bailey, Donavan; Blanchard, Davidson L.; Levenson, Katey R.; Kent, Brennan J.; and Mustafa, Regina, "Inspiring and Aspiring Educators: An Intersection of Historic and Current Education Landscapes" (2021). *Education Doctorate Books. 2.*  
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**Authors**

A. Brooke Boulton, Steven M. Baule, Mark Johnson, Danielle E. Tamke, Lisa J. Bronk, Shelley M. Wolfe, Alicia R. Swanson, Donovan Bailey, Davidson L. Blanchard, Katey R. Levenson, Brennan J. Kent, and Regina Mustafa

# **INSPIRING AND ASPIRING EDUCATORS**

**AN INTERSECTION OF HISTORIC  
AND CURRENT EDUCATION LANDSCAPES**



**INTRODUCTION BY  
A. BROOKE BOULTON  
& STEVEN M. BAULE**

**Inspiring and Aspiring Educators:  
An Intersection of Historic and Current Education  
Landscapes**

A student project from the 2021 Winona State University's  
Doctoral Residency Program



Edited by  
A. Brooke Boulton & Steven M. Baule

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2022



**WINONA**  
STATE UNIVERSITY  
COLLEGE OF EDUCATION

The essays in this book are selected from doctoral students as part of the 2021 Doctoral Residency course. The residency course is a core portion of the WSU education doctorate program.

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Donavan Bailey, Steven. M. Baule, Davidson L. Blanchard, A. Brooke Boulton, Lisa J. Bronk, Yanmei Jiang, Brennan J. Kent, Katey R. Leverson, Regina Mustafa, Alicia R. Swanson, Danielle E. Tamke, and Shelley M. Wolfe

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## Introduction

A. Brooke Boulton & Steven M. Baule

The field of education is unique among academic disciplines in that students commence their academic pursuit at various levels and represent diverse disciplinary backgrounds. Generally, disciplines build from a bachelor's degree and culminate to a specialized terminal degree. Doctoral education students, however, are often multidisciplinary and may enter doctoral study without previous coursework in education. One explanation for this phenomenon is that education encompasses professional and academic disciplines. A doctoral program in education attracts practitioners and aspiring scholars eager to investigate, explore, and debate the interdisciplinary successes and challenges that characterize education's broad spectrum. While learning from pioneers in education, students also assess and critique initiatives and decisions that characterize education's past and present so they may inform and shape the future.

In 2020, an unexpected pandemic disrupted education, globally. As teaching and learning shifted abruptly to distant, online environments, the disruption called into question many aspects of current education practices. Pamela Cantor (2021), a scholar in the Harvard Graduate School of Education, responded to the pandemic with hope, stating "we now have a chance to design something different and better" (p. 14). Thus, the pandemic testifies to the intersection of the past and present and how they will inform the future of education. Such a disruption has inspired reflection and a desire for change—silver linings illuminating otherwise dark times.

While addressing persistent conflicts in education, the doctoral students in this collection also approach their research

with new questions to ask, fresh problems to resolve, and unique challenges to overcome. In this collection, students reflect upon philosophers, educators, and researchers who have shaped the landscapes of teaching and learning in the United States. As they navigate past and current literature, contemplate research questions, and debate the past, present, and future of education, many draw inspiration from landmark events in U.S. history. Critical historical moments, such as desegregation, Title IX, the Space Race, and the closing of Native boarding schools remind educators and policymakers that equity and inclusion are ongoing issues and efforts in progress. Students in this collection celebrate and derive inspiration from educators and philosophers whose work and research advocated for access and inclusive education.

During the pandemic, access issues intensified, and equity gaps widened, yet new dialogue questioned the future of learning and the needs of students, educators, and institutions. Though everyone is struggling through the present, disruptions to life and learning inspired new ideas. Educators had to rethink traditional practices as the dominant paradigm crumbled. Students became aware of when, where, and how they learn. Collectively, education became a conversation of what *is* and what *could be*. To design for the future, stakeholders must turn to the past and remember the great historical moments in education that shape the present. And from the present, conflict, awareness, and innovation spur reform and change.

Conflict is essential to progress. Throughout the pandemic, public discourse has become rife with opinions about standards and expectations within K-12 and university curricula. Politicized mask policies detract focus from students and education, while uninformed, hate-driven propaganda attempts to ban conversations of history, ethnicity, and culture. Historically, difficult conversations about race, gender, culture, and equality

have led to powerful decisions that altered opportunities for future generations and their access to education.

Education critics are common. John Dewey (1915) criticized schools at the turn of the previous century for not being fully attuned to the society they served. Dewey perceived the shift from children learning with their parents to being enrolled in formal schooling as a major force that needed to be seized and used to progress society. Dewey articulated the need for schools to reflect the larger society and argued for schools to prepare children to enter membership of that society. Charles Van Hise, Dewey's contemporary and president of the University of Wisconsin (1903-1918) pronounced the Wisconsin Idea, which stated education was to serve and illuminate citizens of the state. Since then, the Wisconsin Idea has been used to frame and foster the contributions from the University of Wisconsin system to the State of Wisconsin's populace, to the government in the forms of serving in office, offering advice about public policy, providing information and exercising technical skill, and to the citizens in the forms of doing research directed at solving problems that are important to the state and conducting outreach activities (Stark, 1995, 2-3).

The hope for education is that current conflicts and debates will create positive change. While student success is the primary goal, educators and institutions must also meet the evolving needs and expectations of society. Therefore, the right kind of change is critical, as the needs of the public and of students, and the desires of educators, conflict on moral and philosophical levels. All parties must exercise patient resilience, however, as change often moves at the pace of policy.

In 2015, Wisconsin Governor Scott Walker attempted to change the university's mission by removing words that commanded the university to "search for truth" and "improve the human condition" and to replace them with "meet the state's workforce needs" (Strauss, 2015). However, that belief was not

limited to the Republican Party as President Barack Obama stated the following in his 2012 State of the Union Address:

*Tonight, I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy. We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today's employers are looking for to fill jobs right now and in the future.*

Many of our nation's most prominent politicians have weighed in on the purpose of education. When speaking to the Harvard Class of 1956, John F. Kennedy said the goal of education is “the advancement of knowledge and the dissemination of truth.” In 1956, the focus on STEM education to advance the national economy was not yet in the mainstream. Kennedy argued that the world would be a better place if more politicians studied poetry. Then, in 1957, the launch of the Soviet satellite Sputnik focused American education policy more on science than it had previously.

The purpose of education beats in the heart of debate. Conflicting perceptions of educator and institutional roles have infiltrated curricula in K-12 and higher education, and in some debates, argue for what and how an instructor should teach. Evolving 21<sup>st</sup> century skills and essential learning outcomes expand expectations for students and institutions beyond the traditional purpose of education. Advanced communication skills, heightened intercultural knowledge and awareness, and information literacy are among the Essential Learning Outcomes defined by the American Association of Colleges and Universities. To fulfill the needs of employers, local and global societies, and students, while successfully teaching core

competencies and curriculum, is a growing challenge among educators.

Who educators teach, what they teach, and how they teach is historically woven and must continue to evolve. Doctoral education students, who often represent practitioners from K-12 and higher education sectors, find themselves at a complicated and inspiring intersection of identity, where the self—autobiographical, cultural, and discursal—and experience meet to approach a new dawn of challenge and change. To initiate the doctoral learning process, aspiring scholars explore another intersection: historical and current perspectives of the education landscape. Students' identities, their languages, cultures, experiences, and disciplines, inform their critique of what is important from the past and for the future of education.

In this collection of essays, doctoral education students from two cohorts at Winona State University honor philosophers, educators, scholars, and moments in history that influence the American education landscape. Some students have drawn inspiration from the doors of the US Supreme Court Building to design schoolhouse doors, each with six panels that detail people, events, subjects, and symbols that narrate historical and contemporary relevance in education. Others celebrate important education figures and their contributions. This collection of writing from emerging practitioner-scholars maps a landscape of past, present, and future with insightful analysis, informed critique, and hopeful prospects.

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## **The Art of the Schoolhouse Door: The Importance of Communication Media on Education**

Mark Johnson

The Education Village at Winona State University would be incomplete without representing how cultural communication media shape education and discourse. A schoolhouse door representing the history of education would rightfully depict John Dewey, the Little Rock Nine, the monastic schools of the Middle Ages, *The New England Primer* textbook, or a one-room schoolhouse. However, a door that illustrates dominant communication media illuminates how humans educated themselves and understood the world around them.

In Marshall McLuhan's (1964) influential text *Understanding Media: The Extensions of Man*, he articulates: "The medium is the message" (p. 1), which states that dominant communication technologies in a culture shape and control social and intellectual conversations and important ideas—and these conversations are arguably the business of education. A culture's media are powerful metaphors that "classify the world for us, sequence it, frame it, enlarge it, reduce it, color it, and argue a case for what the world is like" (Postman, 1985, p.10). A schoolhouse door communicates one historical lens of education by focusing on which specific communication media humans have chosen over others to converse among themselves. This door would include representations of visual, oral, typographic, telegraphic, televisual, and digital media.

### **Scene #1: Visual**

The first image on the schoolhouse door would depict an early human painting on a cave wall—the precursor to the chalkboard. Representing themselves in the violent and unpredictable world they inhabited, early humans recorded and delivered lessons to each other. Cave paintings regularly



presented scenes of humans in battle with animals, humans in physical motion, and humans in communities—depictions essential of survival. These paintings told stories, presented warnings, and revealed hopes. Long before the invention of vowels, painted images were the first attempt at what Miyagawa et al. (2018) call “cross-modality information transfer,” which means the cave painters were communicating symbolically with images. Caves, essentially, became the first classroom. “So the cave was not merely a museum. It was an art school,” said Ehrenreich (2019), in which the act of painting was much like the act of teaching and learning. In essence, cave paintings were a curriculum, an intentional way for early humans to tell themselves what the world is like, or how it should be, and to intentionally pass on this information to future generations.

### **Scene#2: Oral**

While static pictures allowed the eye to gather essential information, the ear proved to be a more vital organ for learning. Speech and its required complexities—transmitter, encoding, message, channel, receiver, and context (Stiegelbauer et al., 2013)—helped humans communicate more complex information. The second scene on this schoolhouse door includes a scene from Homer’s *Odyssey*, as Homer and other oral poets throughout Ancient Greece represent the primacy of the oral tradition in education. While Plato may have disagreed with the influence of oral poetry as means to educate, he acknowledges how important Homer and the oral tradition of poetry had been to education (Plato, 2000). As a media metaphor, oral information was most trustworthy. Speech was the Ancient Greeks’ ideal to represent and learn about the most important elements of their culture: education, law, and politics, thus speech was how truth should be communicated (Ong, 2002).

**Scene #3: Typographic**

If Homer represents the zenith of oral culture, Johannes Guttenberg and his invention of the printing press represent the shift to the primacy of typographical culture. The next image on the schoolhouse door includes Guttenberg and his machine that radically changed the world, including the world of education. The printing press mass produced speech into printed words, so the ideas of authors could be portable, reviewable, and analyzed without the author being present. Unlike the oral world, the typographic world meant the rise of static exposition, where both reader and writer engaged in the “sophisticated ability to think conceptually, deductively, and sequentially” (Postman, 1985, p. 63). Typographic cultures, as in early America, would see its public discourse—politics, religion, and education—resemble the exposition they read. For nearly two centuries, “America declared its intentions, expressed its ideology, designed its laws, sold its products, created literature, and addressed its deities with black squiggles on white paper” (Postman, 1985, p. 63).

**Scene #4: Telegraphic**

The challenge with the typographic world is that it allowed information to move only as fast as humans could carry it and was limited by physics and geography. During the Industrial Revolution, Samuel Morse, the inventor of the telegraph, used his machine to move information even more quickly without these restrictions of space. A new media metaphor was created, as information would no longer need to follow the linear, contextualized format of typography.

To reflect this new media metaphor, the fourth scene on schoolhouse door depicts the effect of the telegraph on gathering information. The image would be bifurcated, revealing two different locations. At one location is the sender of information, using a telegraph. At the other location is the receiver of the information, watching the message with awe and wonder. The

telegraph meant information, regardless of its importance, was portable, like any other product, and electricity allowed this commodity to move across distances lighting fast (Postman, 1985). For education, the “line by line, sequential continuous form of the printed page slowly lost its resonance as a metaphor of how knowledge was to be acquired” (Postman, 1985, p. 70). Moving information with electricity allowed educators to rethink not only how curriculum was designed and delivered, but also what information could and should be sent.

### **Scene #5: Televisual**

The telegraph was the precursor to the television, which is so surprise. Television became one of the most influential communication media the world has ever seen, as it married visual, oral, and telegraphic modes into one new medium. Because television is most effective when it is visual, fast-paced, and entertaining, as a media metaphor, “it [makes] entertainment itself the natural format for representation of all experience” (Postman, 1985, p. 87). Because of this, the schoolhouse door shows of one of television’s most successful classrooms: Sesame Street. This televisual programming of puppets, music, bright colors, and funny situations represented a new media metaphor, as this program effectively framed a new way to transmit learning—a “television style of learning” (Postman, 1985, p.144).

Modern education institutions adapted to meet the expectations of their television-savvy students. Postman (1985) identified the obvious effect of television on teaching across America: “teaching and entertaining are inseparable” (p. 146). Consequently, the content and delivery of education had to adapt to meet the demands of the televisual medium: it must be visual, it must be entertaining, and it must be fun.

**Scene #6: Digital**

If television shaped public discourse to be like television, the rise of the internet required discourse to be more like the digital world. More than any other period in human history, the digital age of the internet has democratized information production and consumption, allowing anyone with access to the internet to publish and acquire information at high speeds and stream it. The final scene on the schoolhouse door includes an image of a laptop computer screen and students from around the world, in a grid-like synchronous classroom setting, interacting among themselves and with their teacher. As a media metaphor, the internet and its digital world has been described as “the world wide web” (McFadden, 2001), which suggests that the inter-connectedness of humans and information is highly valued and possible. The inter-connectedness of the internet also demands that all information must be easily accessible, instantaneous, and non-linear—the audience must be able to choose-their-own-adventure, wherever that may take them. In education, the expectations of both teacher and learner resemble this. Education is expected to be available, on demand, and freely accessible. The internet suggests that school buildings, curriculum, student services, and teachers are all expected to be like the digital world they inhabit.

**Conclusion**

Communication media throughout human history plot the evolution of engagement and discourse that define education. Each medium's unique demands shape the content of their messages, which influence humans as "extensions of man" (McLuhan, 1964, p. 3). A schoolhouse door that focuses on the history of these important communication media will provide one useful lens for understanding the history of education.

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## **Jo Boaler: Dispelling Myths, Building Mindsets, and Confronting Barriers in Mathematics**

Danielle E. Tamke

Student achievement within science, technology, engineering, and mathematics (STEM) fields is a common topic in current educational concerns, discussions, and initiatives. As demand for experts in these fields constantly increases, educators develop methods to support students, especially underrepresented populations such as females, minorities, and economically disadvantaged students (National Science Foundation, 2021). Dr. Jo Boaler, Professor of Mathematics Education in the Graduate School of Education at Stanford University (Boaler, 2016; Student Experience Research Network, n.d.), is at the forefront of this work, paving the way for educators across the globe.

Boaler, current professor and former president of the International Organization for Women and Mathematics Education (Boaler, 2016; Student Experience Research Network, n.d.), is addressing the problem of underrepresentation of women, minorities, and other disadvantaged populations in STEM fields through collaborative research with educators, neuroscientists, and psychologists. Together, these experts are providing professional development, resources, and new approaches to math education. Deemed an educator who is “changing the face of education” (BBC, as stated in Student Experience Research Network, n.d.), Boaler is influencing how educators teach and how students engage with mathematics. Boaler states, “I design engaging, visual ways to teach math so that every student can follow their dreams” (Stanford, 2018). This approach is at the forefront of Boaler’s work to transform math education.

### **Education, Career, and Professional Involvement**

Boaler's educational journey began with a Bachelor of Science degree in Psychology at Liverpool University in 1985. She completed her Master of Arts and PhD in Mathematics Education at King's College, London University by 1996 (Stanford University, n.d.), earning the national award from the British Educational Research Association for best PhD in England (Boaler, 2016; Student Experience Research Network, n.d.). Boaler initially joined Stanford University in 1998, now serving as Nomellini and Olivier Professor for the Graduate School of Education (Boaler, 2016), teaching courses in curriculum and instruction and mathematics research.

Boaler serves on numerous boards and other professional capacities apart from her teaching and ongoing research. As a testing analyst for the Program for International Student Assessment (PISA) and advisor for multiple companies in Silicon Valley, Boaler maintains a firm understanding of the current state of student math achievement and the future of STEM careers. Boaler's broad experience and passion for helping young mathematicians earned her an invitation to be a White House presenter, to share her vast knowledge regarding the importance of girls participating in STEM fields (Boaler, 2016; Student Experience Research Network, n.d.).

Recently, Boaler co-founded Youcubed, an organization working to provide research-based teaching methods, tasks, videos, and ideas to educators to reduce math inequality, specifically for girls and students of color in the US (Youcubed, n.d.). Together, Boaler and co-founder Williams, a former educator and current expert in K-12 mathematics curriculum and instruction (Youcubed, n.d.), hope to grow excitement in students and to dispell myths and fixed mindsets about math (Boaler, 2016). Through the Youcubed (n.d.) K-12 Data Science Initiative, Boaler and Williams are working collaboratively with



experts around the globe to build a shared definition of data science and how it should be used and taught in K-12 education settings.

Boaler's passion for supporting mathematics classrooms, students, and educators has led to recognition by numerous foundations and councils. Receiving honors and awards from the California Mathematics Council, National Council of Supervisors of Mathematics, and various others, Boaler's career began successfully with the acceptance of the Early Career Award from the National Science Foundation in 1999, and later the Presidential Award. While her research and publications have earned her recognition, her teaching has not gone unnoticed; currently, she serves as a Marie Curie Professor at the University of Sussex (Boaler, 2016; Stanford, n.d.).

### **Research Interests and Publications**

Best known for her work with visual mathematics and mathematics mindsets, Boaler collaborates with experts in the fields of education, neuroscience, and psychology to advance the study of effective mathematics strategies. Author of nine books and numerous articles, Boaler strives to provide new insights and methods for math instruction that are not only effective but also build a level of math curiosity in children. In her most recent article, Boaler (2020) presents a math activity suitable for mathematicians of various ability levels with the intent of building curiosity and enjoyment. Boaler et al. (2016) share the importance of utilizing visuals within mathematics instruction, as uncovered through neuroscience and brain research.

Through collaboration, Boaler and Dweck, founding researcher of growth mindset theory, provide connections between mathematics learning and mindset. Coining the term "mathematical mindset," Boaler (2013) shows teachers how to present and teach mathematics in a way that supports the development of growth mindsets in students (Boaler, 2016;

Boaler et al., 2018). Dweck (as cited in Boaler, 2016) states “Boaler is one of those rare remarkable educators who not only know the secret of great teaching but also know how to give that gift to others” (p. vii).

Not only does Boaler strive to build mathematical mindsets in students, but also works to provide educators with teaching strategies conducive to student understanding and enjoyment, specifically for students underrepresented in STEM fields. Boaler (2019) tackles equity barriers specific to mathematics classrooms and instruction. Boaler examines the impact of bias and beliefs in education, paving the way for young women and underrepresented youth to pursue success in mathematics related paths.

### **Conclusion**

Boaler has made her mark on the world of mathematics education, having been published in numerous journals, as well as the Times, The Telegraph, and The Financial Times (Student Experience Research Network, n.d.). However, through all the hard work and well-deserved recognition, she continues to recognize all the educators who have welcomed her into their classrooms (Boaler, 2016). Dedicating her book (2016) to her two teenage daughters, Jaime and Ariane, it is clear that Boaler is not only a researcher, but also a mother working towards equity in mathematics fields. Using her passion and mathematical mind, Boaler serves as a hero without a cape, dispelling myths and improving mindsets for the advancement of mathematics education.

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## **A Walk Through the Doors of Educational History**

Lisa J. Bronk

Throughout U.S. history, many events have transpired to influence and produce the current system of American education. To commemorate milestones in education's history, six signifying scenes, including women as teachers, *Brown v. Board of Education*, National Defense Education Act, Title IX, Standards Movement, and No Child Left Behind Act, would be etched onto schoolhouse doors. These detailed scenes represent historical changes, movements, and legislation that continue to shape modern education in America.

### **Door Number 1: The History of Women as Teachers**

Significant social changes in the nineteenth century altered the education system and shaped the feminization of teaching (LeQuire, 2016). Prior to 1850, men dominated the teaching profession in the United States. Women of the late 1800s were economically vulnerable due to limited choices of work, and teaching provided some independence. At the turn of the twentieth century, industrialization lured men from educator roles, as occupations in business were more lucrative, and more educator jobs became available to women (Boyle, n.d.).

The first scene on the schoolhouse door would show a one room schoolhouse featuring a female schoolteacher robed in a long cotton dress with buttons up to her neck and sleeves to her wrists. She would be holding a textbook. Her wooden desk at the front of the room would be framed by wooden benches seating students of various ages. Boys in nickers and girls in dresses would hold small slates or reading primers in their hands. The school room is well lit by surrounding windows, and the only adornment on the walls would be the square slate for instruction.

**Door Number 2: Brown v. Board of Education**

Just as female educators were a minority among their male counterparts, black educators represented another population of Americans who sought equal opportunities in the teaching profession. In 1909, the National Association for the Advancement of Colored People (NAACP) was founded. Thurgood Marshall and Charles Hamilton Houston were key players in this organization. They fought in court to have the Fourteenth Amendment upheld. In the 1952 case of *Brown v. Board of Education*, Marshall worked to fight for the five cases that made up *Brown v. Board of Education*. They were heard by the supreme court, which addressed segregation in public schools. Marshall argued that the segregation in public schools violated the “equal protection clause” of the Fourteenth Amendment to the U.S. Constitution. In 1953, a unanimous decision was reached declaring segregation in public schools to be unconstitutional. In 1955, the Supreme Court Justices instructed on how the plan was to proceed. (History – *Brown v. Board of Education Re-enactment*, n.d.).

The second scene on the schoolhouse door shows a young black girl seeking to be educated. She holds the hand of a secure U.S. Marshal as they walk through a crowd of angry white protesters. She is only six years old and does not understand why so many people are shouting such hateful words. Determined to go to school and learn, the little girl would be life size on this door. The U.S. Marshal’s hand would extend from the edge of the door, insignia on the cuff of his sleeve, and hold her hand. On the sides of the door would be the posters the angry protesters held, while the school and the opportunity to be educated lie ahead.

**Door Number 3: National Defense Education Act**

In 1958, the National Defense Education Act funding began. When the Soviet Union launched the first earth orbiting

satellite, Sputnik, Americans worried their educational system was not producing enough scientists and engineers. To pass legislation that supported funding education, Senator S. McClure issued the National Defense Education Act, presented as a strategy to advance the U.S. in the Space Race. The act supported education to increase the number of scientists and engineers, passing as a grant opportunity for funding higher education. Using the idea of being behind in Space Race to get this Act passed granted students low-cost loans, which boosted public and private colleges and universities (U.S. Senate, 2019).

Envision this historical moment: the third scene on the schoolhouse door would be a laboratory filled with scientists at work, looking through telescopes to plan travel for an astronaut and sharing a microscope to analyze the material of a space suit. Other scientists would be studying text and writing mathematic equations across a large board to process and analyze data for a potential launch.

#### **Door Number 4: Title IX and Sex Discrimination**

After striving to achieve funding for education, the U.S. also needed to promote equality and equity. In 1972, the Title IX Education Amendment was issued to protect individuals from discrimination based on sex in education programs or activities that receive federal financial assistance (Office for Civil Rights, 2021). Title IX was created because funding for women's athletics did not include scholarships or championship games, and in 1972, the ratio of men to women involved in athletics was 170,000 to 30,000. Equality of facilities was nonexistent. Areas of concern for Title IX obligations include recruitment, financial assistance, athletics, and treatment of pregnant and parenting students. Further, Title IX ensures education programs operate in a nondiscriminatory manner by prohibiting discrimination in any institution funding elementary to university education. As a

result, Title IX has been acknowledged as a reason for lower dropout rates of high school females. (Title IX Enacted, 1972).

The fourth schoolhouse door scene details three separate balance scale images to symbolize the progress of equality in education. One unequally balanced scale would favor men, represented by the universal symbol for male on one side of the balance scale with the female symbol on the other. Opposite, the second nearly balanced scale would show the progress education has made toward representing and the equality that Title IX strives to achieve. The third balance scale imagines the future of equality with the aid of Title IX representing a work in progress. It would have equal balance and would have all gender symbols evenly balanced and symmetrical surrounding the scale.

#### **Door Number 5: The Rise of the Standards Movement**

With equality came the need for a rigorous set of standards in education. In the late 1970s and early 1980s, Americans began sending low literacy jobs offshore, which created a need for educating Americans who could perform skilled labor. Through the 1980s and 1990s, business owners realized they needed educated employees to ensure the progress of their companies, which inspired the Standards Movement. To begin to align education and compete globally with high-performing nations, the American education system required clear standards and a curriculum framework. This initiative caused the US government to create a set of educational goals for the nation called the Standards Movement (Tucker, 2021).

The fifth scene of the schoolhouse door includes an etched image in a four-block style. The first block shows businesspeople sitting around a big table looking at charts and graphs, analyzing test data. The second block would compare an international classroom through windows of school in session. Educators administering assessments to students would comprise



the third block. While the fourth would show an administrator and an educator assessing data together.

### **Door Number 6: No Child Left Behind**

While standards are being implemented, all schools need to be accountable. The Elementary and Secondary Education Act (ESEA) passed in 1965 was the predecessor of the No Child Left Behind Act (NCLB) of 2002. NCLB was created to help cover the cost of educating disadvantaged children and held schools accountable for student outcomes. Though the U.S. had pursued standards and a curriculum framework, American schools began to falter in internationally competitive ranks. With NCLB, schools were required to assess students in reading and math in grades three through eight, and once in high school to show evidence of increased achievement. Schools whose students did not meet the criteria lost federal funding, were shut down, or became charter schools (Klein, 2015).

Although NCLB was well intended, follow through was lacking. A 2013-2014 deadline expected students to meet grade-level proficiency goals. By 2010, evidence suggested that many schools would not meet the deadline. NCLB received criticism from lack of congressional updates and support for struggling schools to varying emphasis on subjects. Many adjustments were made following its inception, but little was done to help schools that did not make gains (Klein, 2015).

The scene for this door would show children of diverse ethnic and social backgrounds and with differing abilities. Students on this door would symbolize the challenges education faces, such as to provide quality, inclusive education, equitable access, and curriculum that meets every student's needs. While challenges and struggles in education are ongoing, these children would also symbolize the hope they inspire to continue to improve the education systems within the United States.

Looking back on the history of education—the setbacks, the progress, and the events that have transpired—the future of education must be hopeful. With children as the symbols of the future and hope for the United States, education should continue to evolve to see more diverse representation among educators, leaders, and stakeholders. As technology will surely continue to advance, may the education system remain hopeful that innovative practices will improve access and learning for all students. Education has come a long way and still has a long way to go before it fully recognizes the needs and pathways of all learners.

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## Lystra Gretter: Reformer of Nursing Education

Shelley M. Wolfe

Over 130 years ago, Lystra Gretter entered the nursing profession and instituted educational reforms, which led to the transformation of nursing education's framework. With the release of the latest version of *The Essentials: Core Competencies for Professional Nursing Education* (American Association of Colleges of Nursing, 2021), a reflection on Gretter's nursing education reforms is timely. The foundation of *The Essentials* values a liberal education, principles of competency-based education, and nursing as a discipline (AACN, 2021)—concepts championed by Gretter over a century ago. While Gretter's name is not among those honored in the introduction of *The Essentials*, her advocacy for advancing nursing education helped pave the path for today's nursing education standards.

### Background

Gretter was born in 1858 in Ontario, Canada, and as a child moved to North Carolina (Michigan Women Forward, n.d.). Widowed at age 26 with a daughter to support, Gretter enrolled in the Buffalo General Hospital Training School for Nurses (Michigan Women Forward, n.d.). Immediately upon her graduation, she was appointed principal of The Farrand Training School for Nurses at Harper Hospital in Detroit, Michigan (Munson, 1949). Before Gretter's principalship, the education of nurses occurred solely in the hospital. Nursing students, overseen by senior nursing students, worked 12- to 15-hour shifts and graduated after eighteen months (Munson, 1949).

### **Competency-based Education**

Currently, nursing graduates must demonstrate observable skills and knowledge when entering the workforce, a focus on educational outcomes that defines competency-based education (AACN, 2021). Gretter's formalization of curriculum and evaluation at The Farrand Training School for Nurses instilled consistency for student outcomes and pushed the profession of nursing beyond an apprenticeship (Munson, 1949). By 1891, the training program had moved from eighteen months to two years (eventually to three years in 1897), and an eight-hour working day had been established (Munson, 1949). Through the compilation of her own writings (Munson, 1949), Gretter introduced students to the first nursing textbook (American Sentinel College of Nursing and Health Sciences, 2020). In addition, admitted candidates were required to complete a probationary period in basic nursing theory and skills before formal acceptance into the program. Evidence-based practice is a hallmark of today's nursing profession (AACN, 2021), and Gretter demonstrated innovation in her curriculum by including hands-on training supplemented by scientific theoretical underpinnings (Munson, 1949). Like today's nursing school requirements, satisfactory progression through the curriculum and successful completion of a final examination earned graduates a diploma (Farrand Training School for Nurses, n.d.).

### **Liberal Education**

Nursing education has the responsibility of providing a student with a liberal education that develops a "personal value-system that includes the ability to act ethically regardless of the situation" and promotes "a call to action" against healthcare inequities (AACN, 2021, p. 5). A curriculum dedicated to exposing students to various populations aids in student development of a global perspective. In an 1899 report, Gretter

discussed the importance of student nurses experiencing different departments within the hospital and the community (Munson, 1949). Additionally, through the penning of the Nightingale Pledge, an oath first recited by the Farrand Training School graduates, Gretter and the Farrand Training School Committee espoused the values of confidentiality, beneficence, and service to others (Munson, 1949). Today, within the nursing community, the Nightingale Pledge represents the core values the nursing profession.

### **Nursing as a Discipline**

Nursing education, guided by the history and values of the nursing discipline, allows students to begin to “think, act, and feel like a nurse” (AACN, 2021, p. 55). The formation of this professional nursing identity leads to advocacy for the profession (AACN, 2021). Gretter’s internalization of nursing as a discipline helped her advance the authority of the nursing profession. In her initial years as principal of The Farrand Training School, Gretter began employing graduate nurses to oversee student nurses in the hospital rather than rely on senior nursing students to train novice students (Munson, 1949). The hiring of a graduate nurse for overseeing training provided a beginning step in legitimizing the need for formal nursing education. Further, in 1909 and with Gretter’s help, Michigan began requiring the licensure of nurses, which ensured nurses were given proper education before entering the profession (American Sentinel College of Nursing and Health Sciences, 2020; Department of Licensing and Regulatory Affairs, n.d.)

### **Conclusion**

Reflecting on the achievements of past nursing leaders develops an appreciation of the history that shapes modern nursing education and the framework provided by *The Essentials* (AACN, 2021). Gretter envisioned the growth of the nursing

profession and understood the importance of continually improving nursing education in formalizing the role of the nurse (Munson, 1949). While the evolution of the discipline of nursing is ongoing (AACN, 2021), Gretter's organization of curriculum, advocacy of core values, and persistence in elevating the standards of nursing have made a lasting impact.

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## **Educator Biography: Dr. Mary Jo Kreitzer**

Alicia R. Swanson

Examination of a variety of theoretical and conceptual frameworks is a vital part of the research topic exploration process (Polit & Beck, 2021). Educator Dr. Mary Jo Kreitzer contributes to the development of frameworks and the body of knowledge related to integrative wellbeing and nursing. Dr. Kreitzer's wellbeing model is the strongest contender to serve as a guide in the research process related to the dissertation topic of interest. An overview of both Dr. Kreitzer and the wellbeing model will be discussed along with why current and future nurse educators should be aware of her work and contributions.

### **Overview of the Educator**

Dr. Mary Jo Kreitzer, Ph.D., RN, FAAN is a top global wellbeing expert, speaker, and researcher (The Big Know, n.d.). Dr. Kreitzer is the creator and director of the University of Minnesota's Center for Spirituality & Healing, where she also serves as a tenured professor in the school of nursing (SON) (University of Minnesota, 2021a). As an enthusiastic researcher, Dr. Kreitzer has assumed the roles of principal and co-principal investigator on many research endeavors. Her integrative focused research considers topics of optimal healing environments and mindfulness meditation among patients facing chronic illness.

Recently, Dr. Kreitzer has been investigating methods to enhance the human brain-computer interface and the role of mindfulness, technology's positive influence on healing and wellbeing, integrative health and healing nursing leadership, and mindful movement in older adults (University of Minnesota, 2021a). As a result, her scholarly work and knowledge have been shared throughout myriad publications, where she has served as

an editor and author or co-author. She has written more than 150 scholarly papers and several chapters of books (including two editions of the Integrative Nursing book). She has spoken at professional conferences and has served as a consultant both nationally and globally (University of Minnesota, 2021a). Her online lessons in The Big Know (n.d) on wellbeing and mindfulness contribute further to the topic of self-care for resilience.

### **Overview of the Wellbeing Model**

The comprehensive model developed by Kreitzer, the wellbeing model, is a conceptual framework that can be used in personal and professional realms to enhance the wellbeing of the self, students, faculty, and patients. This model guides the dissertation research topic of interest because of the holistic and integrative concentration and application components. Wellbeing is a concept that extends beyond health because health is just one facet of overall wellbeing (Kreitzer & Koithan, 2019). Wellbeing implies experiencing harmony and balance in body, mind, and spirit and feeling aligned and connected with purpose, people, and community. “Wellbeing is a state of general contentment toward life and the way things are” (Kreitzer & Koithan, 2019, p. 67). When in a state of wellbeing, people report a sense of peace, feeling energized, content, confident, in control, resilient, and safe (Kreitzer & Koithan, 2019). Self-care is a key component in elevating wellbeing.

Dr. Kreitzer's extensive research in integrative health and healing reveals that six dimensions comprise the wellbeing model: health, relationships, security, purpose, community, and environment (Kreitzer & Koithan, 2019; University of Minnesota, 2021b). The dimensions support overall wellbeing in a holistic fashion and consider both interconnectedness and interdependence with a variety of determinants (e.g. friends, families, and communities from the personal and global

environment). The model's dimensions also address the grave importance of security and purpose in everyday life (Kreitzer & Koithan, 2019; University of Minnesota, 2021b). Kreitzer's model supports the need to shift the focus of healthcare from health and the absence of disease to a "broader notion of wellbeing and human flourishing" (Kreitzer & Koithan, 2019, p. 68). The beauty of this model is that it has been utilized at many levels of care to include the individual, family, organization/system, and the larger community, and has expanded to a global level. The model serves as a great framework for health promotion, prevention, self-care, and overall wellbeing.

The wellbeing model includes an accompanying assessment survey, which explores all six dimensions of the wellbeing model and reveals participants' areas of strength and areas of suggested change to enhance wellbeing. The survey consists of 13 easy-to-read Likert-style questions. After taking the wellbeing assessment, the participants receive results and an action plan template. The template offers information related to the six dimensions where participants need improvement: goals, specific outcomes, level of readiness for change, time frames, progress check-ins, anticipated challenges, a challenge plan, a related affirmation, and a person to hold the participant accountable. The assessment survey is a great tool for exploring areas of needed enhancement and for setting up an action plan for self-care to enhance overall wellbeing.

### **Awareness of Contribution**

The versatility of the wellbeing model is one of many reasons why current and future nurse educators should be aware of Dr. Mary Jo Kreitzer and her contributions. For example, the model can be utilized in patient care situations and to support many levels of care, from the individual, family, organization/system, the larger community, to the global level.

In nursing education, the wellbeing model has the potential to influence and enhance partnerships and relationship-based care and interactions through wellbeing of faculty, students, the overall program, department, college, and university, the larger community, industry partners, and all those cared for in nursing faculty interactions. Nursing faculty, practitioners, and healthcare institutions that implement the wellbeing model and use it as a tool to augment the wellbeing and care of the whole person may foster growth toward optimal living, learning, and working environments.

### **Conclusion**

Dr. Mary Jo Kreitzer's contributions are vast and encompass the holistic and integrative care realms of the person and beyond. Her extensive work developing the wellbeing model has provided a framework that focuses on wholeness aligned with advancing wellbeing at several interconnected levels. Further research into the wellbeing model will help nursing educators understand its potentially positive impact on nursing education

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## **Corrections Education: A Link toward “Change” of the Change Movement**

Donavan Bailey

Police violence and social unrest of the 2010s, culminating to the murder of George Floyd, are significant issues that should drive the mantra of this period: *change*. One anchor of social change in America is correctional systems, the position they hold in dealing with policing, and the disparities that develop in jails and prisons as a result. Alexander (2010) questions the role (if any) higher education should play in changing a contemporary caste system. Educational philosophy applies to ongoing societal conversations and speaks to the change movement's desire to better conditions around what the Floyd murder awoke nationally and internationally.

Educational philosophies of Paulo Freire and bell hooks are apropos for inquiry and research related to higher education and vocational education in prison. In a focus on prison education pedagogy, Scott (2017) interwove views of these educators in support of a dissertation focused on higher education and its place in correctional facilities. His views provide an exemplary introductory expose of both the idea of prison education and a sound educational philosophy for this unique area of education. Scott's (2017) theoretical foundation argues that the radical philosophy of Freire and hooks offer educators a distinct learning directive for marginalized and oppressed population, especially the prison population, whose voices are among the most disenfranchised (Scott, 2017).

Paulo Freire was a Brazilian philosopher of education born in the early 1920s, and throughout his life, he developed a passion for the oppressed (Scott, 2017). Freire's philosophy of education was radical, tending towards social and political

change (Fedotoa & Nikolaeva, 2014), thus he was labeled one of the world's leading "radical" educators (Alfred, 2006).

According to Freire, current education systems are oppressive, constrain holistic freedom, and trap students in political dynamics and societal challenges meant to create an indirect or direct caste system (Torre, et al., 2017).

Freire also believed that education was a consequent solution to the realities of this social caste system both internally and externally. To counteract societal discriminatory dilemmas, Freire grounded his educational theory in the concept that students are "empty vessels" who were to engage as social agents through continuous self-critique. Thus, through the dynamic of education students should become agents of positive social change (Scott, 2017).

The American-born bell hooks had similar ideas in her educational philosophy. hooks was a daughter of the southern United States where discrimination reigned (Scott, 2017). Her views were towards the idea of a similar "radical" philosophy and were akin to the dynamics and consequences of a racialized America, classism, and misogyny (Olson, 2001). She was influenced strongly by Paulo Freire and with her understanding education had to interchange with race, gender, culture, and class (Specia & Osman, 2015).

hooks has three main components to her educational philosophy: incorporate education as resistance (it should build one's voice for critical awareness), Engaged Pedagogy (education that is dynamic and encompasses students holistically), and Joy and Ecstatic Transformation in the learning environment (Olson, 2001). Like Freire, hook's work recognizes the ills of the world and pushed and platformed education as a vehicle to bring about social change (Specia & Osman, 2015).

The American Psychological Association (2021) predicts that the last decade has been a historic era for America's collective mental health. Social unrest in many forms, highlighted by the death of George Floyd, captivated humanity in a way that every country had to stop, recognize, and triage. Weine et al. (2020) write:

People are not only calling for an end to injustice, police brutality, race-based violence, and institutional racism, they are also calling for a broader understanding that locates the root cause of these problems in socio-economic and political systems that entrench structural power and privilege in the hands of a few and then blame the victim for their own oppression. The call for change has been felt in all corners of life, including homes, business, factories, government, sports, entertainment, medicine, and higher education (p. 1).

Important to a broader understanding (Weine, et al., 2020) is how America's correctional systems perpetuate the caste system Freire and Alexander (2010) speak to. Prisons and jails house huge disparities (many "George Floyds"): thirty-three percent of the African American population and twenty-three percent of the Hispanic population are imprisoned (Gramlich, 2019). Understanding these statistics and asking *how* can drive questions of social change through competent prison education, in the spirit of Freire and hooks' philosophies.

The works of Paulo Freire and bell hooks speak to the current era of social and civil unrest in America, as they purport that education should be a source of social transformation for the better. Given the role that American correctional systems play in social change, exploring questions of the influence of education could inspire new insights to educational purpose and structures. Further research into the purpose of education for oppressed populations of this magnitude is part of the "change" the past decade is calling for.



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## **Schoolhouse Doors: Reminders to Society**

Davidson L. Blanchard

A school is an establishment that houses formal education and serves as a community hub to spark change. The doors to such an educational institution should signify and honor the history of education in the United States. Further, the doors should immortalize the movements, individuals, and events that have impacted education. As they walk through the schoolhouse doors, students, educators, and visitors will be reminded to build a better foundation for tomorrow.

Daunte Wright, George Floyd, Breonna Taylor, Atatiana Jefferson, Damian Daniels, and Philando Castile, are among countless Black Americans who have died at the hands of law enforcement. Their images would comprise the first door to represent society's perpetual and systemic issues with race and social justice. While many of these individuals did not play an active role in the progression of education, their deaths empowered, inspired, and mobilized the government and citizens to reevaluate racist societal systems and structures. These tragic deaths triggered movements fighting for social justice reform. Policymakers, stakeholders, and educators must reflect upon these deaths while considering the future of equity, culture, and race in education.

Fabionar (2020) argues that educators must engage the youth in the community based responsive pedagogy and within social reform. The first scene on the schoolhouse door would represent physical, political, spiritual, and societal reminders for PreK-12 schools and teacher preparation programs. The scene would suggest that society must work to improve social justice within local and national organizations and condemn the

processes and practices steeped in systemic racism and oppression. Williams (2020) states, “Education is a political act. If you are a teacher who is not rethinking your practice as an educator, you are missing the point of what it means to work for equity for Black Americans” (para. 7). While many may argue that a school is no place for politics, this door—a tribute to the undue deaths and ongoing need for social reforms—remembers that equity and social justice are not tied to any political party.

Columbine, Sandy Hook, and Parkland are among the long list of active school shootings in the United States since the 1970s. Fatal violence has been the catalyst in many school security updates and mental health programs, yet the issues of school shootings and gun laws continue. The second scene on the schoolhouse door would geographically represent the locations and life-impacts of the over 1,300 recorded instances of gunfire in PreK-12 schools in the United States since 1970 (Cai & Patel, 2019). While much is known about the average demographic of a suspect in a school shooting, the work that has been done to address the core issues and accessibility of firearms has been relatively isolated looking at individual pieces of the issue (Cai & Patel, 2019).

School shootings have influenced school policies and procedures, renovations, and the architecture of new buildings. Current preservice teachers have only experienced a time where active-shooter drills are scheduled alongside severe weather drills for schools. The severity of such impactful events has made on education is personal, yet the impact they have made on the profession is universal. This door represents the innocent youth and colleagues that have suffered through a country struggling to identify its priorities.

Transitioning from societal impact to learning design, the next door would incorporate the major contributions Steve Jobs made on the field of education, technologies that have

become core to modern learning, an Apple II, iMac, iPhone, and iPad. Such devices continue to influence professional practices in all levels and aspects of education. Through the introduction of these devices, schools have integrated technology into learning experiences to foster richer experiences. From Apple's success, competing companies and service providers have developed additional tools and options for school to outfit their organizations. While not every district has adopted Apple technologies, Apple spurs creativity and innovation for what "could be" in education.

Utson (1983) detailed an Apple initiative coined "Kids Can't Wait", which pursued the goal to supply a computer in every school. This initiative placed the new value of technology's potential power in the hands of learners. Such technology required collaboration, lobbying, and the creation of new IRS practices to allow corporations to make tax-deductible donations of computers to educational organizations, which resulted in Apple donating a computer to over 9,000 schools in California (Utson, 1983). The strategic introduction of these devices into education disrupted and guided the ways educators connect, collaborate, and teach.

Another scene on the schoolhouse door would blend images representing major healthcare crises that have impacted education: the pandemic of 1918, the polio epidemic of 1937, and the COVID-19 pandemic of 2020. While each of these events impacted education differently, the variations and similarities of distance learning are the focus of this door. Through printed correspondence, radio-school, or synchronous and asynchronous learning, educators, families, and learners worked differently to engage in learning that allowed for academic engagement through difficult times (Foss, 2020). Such events allow professionals to examine past practices while developing plans for immediate need. These events also are

points where education can reshape practice and policy for interim access and develop new ways to connect with learners outside of traditional modes (Foss, 2020). The bottom of this door would be intentionally left blank serving as a reminder that such instances of a global health crisis will likely happen again and if the educators and stakeholders are not mindful and reflective in the planning and execution of learning plans, an opportunity to create a better experience for learners would be wasted.

The next schoolhouse door scene would show John Dewey, an American philosopher and educator who influenced the progressive movement in education. Dewey's work within progressive education supported educators to create authentic, hands-on experiences for learners, to develop inquiry and critical thinking skills, and to engage in democracy as an active way of life (Gouinlock, 2021). The current movements of constructivism and connectivism built upon the foundations of Dewey's work. Uniting learning content with rich and engaging experiences allows educators to act as facilitators and empowers learners to explore questions, content, and challenges, which guide them through learning and demonstration of knowledge. Dewey's work is significant to how modern learning experiences are designed and implemented; therefore, this inset allows the educators to reflect upon their own philosophies as they enter the building and make a difference in the lives of students.

The final scene would honor of Dr. Rita Pierson, educator, anti-poverty advocate, author, and professional development consultant. Dr. Pierson's bold and passionate TED Talk, *Every Kid Needs a Champion*, demonstrates the power that every educator may choose to use when working with students: the power to fully understand their students, never give up on them, and insist that they become the best they possibly can be (PBS, 2013). While many educators share similar messages, it is

Dr. Pierson who, as a black woman, overcame personal and professional obstacles not only to enter, but to thrive in her career. Focusing continued efforts on anti-poverty work, student achievement, research-based pedagogy, under-supported learners, and dropout students, Dr. Pierson inspired those around her and continues impact change through the work she authored. Dr. Pierson is memorialized on this bronze inset because the spark she lit within students and educators, and the spark she lit within the world through her TED Talk, are the spirit lives through the action of her work.

While doors on cathedrals and monuments are set back and roped off to preserve their story, these doors should be adorned with the patina that time and touch bring to the bronze. These doors, while works of art and craftsmanship, should be touched and honored to aid in society's remembrance of such events as it continues to develop the next iteration of what education is and who education impacts. For when these doors, just as history, are kept clean and pristine of humanity's harsh reality, society forgets and continues to repeat itself rather than improve upon itself.

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## **The Mahogany Door to Education**

Katey R. Levenson

Deep in the heart of rural Minnesota, there is a simple school with a simple mission: to educate those who cross the threshold. Though no impressive, ivory towers shadow the building, and no ornate marble tiles the halls, this school and its mission transcend prestige and ornamentation. Constructed of mahogany wood, the building's doors are lightweight for easy access to the education within, yet also strong and resilient. Carved within each of the door's six panels is an intricate scene. Individually, each scene depicts important moments in the history of education. Collectively, they unite to define what constitutes great education. To be effective, education demands inclusive access to environments that promote curiosity and critical thinking, challenge social inequities, and emphasize the importance of progress and preservation of knowledge. Shaped by history and broken ceilings, great education has the potential to change the world.

### **Socratic Education**

The ancient philosopher Socrates forever changed the educational conversation. Known for his approach to teaching that stressed the power of constructing knowledge and facilitating critical thought, Socrates states, "I cannot teach anybody anything. I can only make them think" (Adelung & Fitzsimons, 2015, p. 238). Rather than focusing on rote memorization of specific content, the Socratic method emphasizes giving students questions rather than answers and encourages asking for clarification, explanations, and hypothetical reasoning. George (2015) supports this use of dialogue, which allows students to engage in discussion by promoting insight and understanding, constructing meaning, and

nurturing deep connections. “Socratic pedagogy encourages the love of learning and the desire to know” (George, 2015, p. 3971) and is worthy of the upper most left panel of the schoolhouse door. The scene depicts Socrates engaged in conversations with students, empowering and enlightening through the art of questioning and critical thinking. Great education promotes curiosity, emphasizes relevancy and meaning, which provides the foundational block for the simple school.

### **Literary Education**

Libraries serve a critical purpose for the success of great education. Access to education, and all the transformational opportunities it offers, must be equitable, and serves as the foundation for libraries across the country. The American Library Association Code of Ethics serves all learners, promoting a place of education regardless of age, religion, or income levels (Hensley, 2019). The equity lens is important, considering how libraries are critical to creating and promoting a literate society (UNESCO Institute for Lifelong Learning, 2016). A library’s main obligation is to cultivate curiosity in learners and equip them with the sources and materials needed to establish mastery of information (Hensley, 2019). As Krolak (2005) describes, “Libraries are also custodians of the local and national culture by storing popular and academic knowledge and material for current and future generations” (p. 7). Engraved into the upper right panel of the schoolhouse door is a detailed carving of a rectangular, red bricked, town library

In the 1830s, the State of New Hampshire collected tax money allocated for the creation of a state college, a project that was ultimately unsuccessful (American Library Association, 2013). The failure would come to have a monumental impact on education across the country. In 1833, utilizing the tax money returned to the township earmarked for generalized educational purposes, the small town of Peterborough, New Hampshire

established the first free, modern library open to all classes of the community (American Library Association, 2013). A library is an indispensable establishment to education. Embracing the social responsibility to offer free and open access to educational materials of a high quality earns the public library a prominent position on the schoolhouse door.

### **Higher Education**

One of the most powerful forms of great education is the college and university. As institutions with a purpose of academic advancement, universities are “agents for the growth of knowledge that have the power to change the world” (Alemu, 2018, p. 211). Carved into the third panel on the schoolhouse’s door is a scene within the School of Bologna, often referred to as The Students’ University. Here, students governed much of their educational experience and earned incomparable reputations within the social and political realms of society (University of Bologna, n.d.) Many of the earliest universities, including the School of Bologna, were born of independence from royal and religious authority and emphasized the potential for scholarly, political activism (Cardozier, 1968).

The university “stands for humanism, for tolerance, for progress, for the adventure of ideas and the search for truth. It stands for the onward march of humans towards ever-higher objectives” (Tilak, 2015, p. 56). Educators within colleges and universities serve the role of teaching each new generation, preserving historical and cultural knowledge, and discovering new ideas, as well as challenging society (Alemu, 2018). Higher education not only works to develop the critical thinking skills and judgement of its students—it contributes educated and trained scholars to the community. This continual cycle of preservation, discovery, and activism is a key component to what defines great education.

## **Equal Education**

Throughout history, landmark legislation and constitutional amendments have been necessary to shape the landscape of what is great education. Three of great importance include: *Brown v. Board of Education* (1954), *Sweezy v. New Hampshire* (1957), and the 1972 Educational Amendments that included Title IX. These rulings stress that there is a right to equal access to education for all and a right of protected free speech for educators. A symbol of fair and equal administration of the law, Lady Justice graces the schoolhouse door panel with three years engraved below her, each representing one of these foundational cases.

### **Brown v. Board of Education**

In 1954, the Supreme Court unanimously made a decision that shifted educational policies, became a symbol of American justice, and ultimately paved the way for desegregation (Straus & Lemieux, 2016). In spite of this iconic moment in history, progress toward the intent and meaning behind the decision has not been as promising as the decision itself. As Straus and Lemieux (2016) describe, the Supreme Court decision generated ambiguity in regards to the application and implementation of new policies, and many schools today promote segregation policy. For example, it is permissible for states to fund schools unequally through local property taxes, and open enrollment plans allow schools to remain segregated.

### **Sweezy v. New Hampshire**

As Miller (2016) states, “There is no greater need for the protections afforded by the First Amendment than at colleges and universities across our nation” (para. 1). The notion and crucial need of academic freedom was recognized and established in constitutional law in 1957 (Miller, 2016). Suspected of Communist Party affiliations, a professor at the University of New Hampshire, Paul M. Sweezy, was

interrogated by the state Attorney General. Upon his refusal to answer questions, the court found Sweezy in contempt. Ultimately, the U.S. Supreme Court reversed the decision stating that the professor had constitutionally protected academic and political freedoms. The court went on to describe the essential need for academic freedom as “self-evident” and “To impose any strait jacket upon the intellectual leaders in our colleges and universities would imperil the future of our Nation” (Menzie, 2006, p. 75). Teachers are citizens first and deserve the full freedom of citizens.

### **Title IX**

In 1972, President Richard Nixon signed into law several federal civil rights policies, referred to as the Title IX of the Educational Amendments to the Civil Rights Acts. This legislation ensured that federally funded institutions were prohibited from discriminating based on sex. Key areas of compliance with Title IX include financial aid, equality in student athletics, harassment, rape, sexual assault, treatment of pregnant and parenting students, and employment (Meissner & Lyles, 2019). Following the implementation of these key equity policies, education improved for all women, especially teen mothers (Guldi, 2016).

### **Feminist Education**

Historically, higher education institutions were closed to women (Kahn, 2020) and when allowed access, women were primarily educated to pursue only a limited set of occupations and roles in society, such as nursing and teaching (Madigan, 2009). However, through historical changes allowing access to education, trailblazing female graduates have spurred a revolution in gender roles and expectations, fostering social change that benefited generations that followed (Kahn, 2020). A tireless champion and advocate for equal access to educational opportunities, Patsy Mink, co-authored the Title IX amendments

(The Library of Congress, 2010). Following the rejection from numerous medical schools based on her sex, Mink went on to earn a law degree though many firms refused to hire her based on her parenting status (Stringer, 2018). This experience led her to politics, where she became the first Asian American woman to serve congress. She helped passed the Women's Educational Equity Act in 1974 and supported legislation for childcare and support for students with disabilities. Largely due to Mink's leadership in women's rights and knocking down barriers, 11.5 million women now attend college, compared with 8.9 million men, and her image is preserved in the fifth panel on the door to education (Stringer, 2018).

### **Community Education**

Community colleges are well-equipped to play a vital role in addressing a variety of needs in education, such as cost, equity, acquisition of essential skills, and community engagement. A number of social, political, and economic forces contributed to the development and growth of two-year colleges in America. The Morrill Act of 1862 (the Land Grant Act) and decades of classist attitudes among university administrators spurred social and cultural mobility for low income and minority individuals and inspired community education (Drury, 2003). Community colleges have always been at the forefront of innovation and evolve to meet the needs of surrounding regions (Trainor, 2015). Examples of these evolutions include vocational training during the years of the Great Depression, the flood of veteran students following the end of World War II seeking to use their G.I. Bill benefits, and the continually changing, diverse student body.

Kolbe and Baker (2019) state that community colleges are essential to economic well-being and provide a point of entry for underrepresented groups who, historically, would not have attained a college degree. Further, community colleges serve

nearly 10 million Americans. Nearly half of all two-year college students are from racially or ethnically diverse backgrounds, and one third are first generational students (Ginder et al., 2017). From diversity to practical applications, open and affordable access to flexible educational offerings, community colleges “may prove the saving grace of college-level learning in America” (Trainor, 2015, para. 17) and are deserving of the final panel of the schoolhouse door. Carved into the panel is an image that depicts a diverse group of students at one of the nation’s first community colleges, Juliet Junior College.

### **Great Education**

In contrast to the school’s accessible, lightweight doors, each individual scene carries a weight of importance. Education is not great when it focuses only on rote memorization skills of an elite few. Education must be freely accessible to the masses, regardless of status. Education must encourage questioning, empower humanity, and promote deep curiosity. Furthermore, education must continue to promote economic growth, alleviate poverty, lower crime, improve public health, and enable and encourage social and civic engagement (Mitra, 2011). With immense social and economic benefits, a great education can have ripple effects through families, communities, and nations.

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## **Educator Biography: Influential Leadership for Inclusivity in Schools**

Brennan J. Kent

Inclusivity may be the most crucial element affecting special education in schools today (Stenman & Petterson, 2020). UF Center for Teaching Excellence (2021) describes inclusivity as creating and fostering an environment where all students have opportunities to be successful, regardless of gender, ethnicity, or ability. Inclusiveness in schools has been a topic of interest for several decades, and although great progress has been made, there is significant work to be done. While many influential educators push for inclusivity in schools, none may be more influential than Lloyd Dunn and Madeleine Will. Dunn and Will are two leaders in the field of education who dedicated their careers to ensuring all students receive learning opportunities and meaningful educational experiences.

### **Educator Biographies**

#### **Lloyd Dunn**

Lloyd Dunn is prominent figure in special education, known for developing and formalizing the idea of inclusiveness in schools in the 1960s (Dunn, 1968), which stemmed from his concern with the educational system and its unjust response to students with disabilities. Dunn's contributions to the constructs of inclusiveness advocated for students with mild and moderate disabilities to be involved within the general education classroom (Paul, 2019). He believed that general education teachers did not understand the true purpose of special education and perceived specialized programming as a way to remove undesirable students from their classrooms.

In addition to inclusiveness, Dunn focused his efforts throughout his career on similar areas that directly relate to students with disabilities. These focus areas include: access to the general education curriculum, over-identification of students who are labeled with a disability, and matters relating to equity within educational programs (Paul, 2019). Paul (2019) describes his development of the Peabody Picture Vocabulary Test and the lasting influence it has had on special education evaluation, paving the way for the development of evaluations to be implemented to better understand how to best serve students with disabilities. In addition, Dunn was a key researcher and leader in analyzing the inequitable number of students being served from minorities, again signaling his commitment to equity for all learners (Trueba, 1988).

### **Madeleine Will**

Madeleine Will shared a similar focus to Dunn, advocating for students with disabilities throughout her career and furthering Dunn's efforts for inclusivity in schools, community, and the workplace (Paul, 2019). Will led instrumental efforts to create strong programs and processes related to transition programs in schools, which ensured students with disabilities were provided opportunities for success and growth during and after their school careers (Paul, 2019). Will served as Assistant Secretary of Special Education for a duration of her career, often highlighting the importance of inclusion and providing leadership in this area (1986). Will (1986) explained the importance of actively involving all stakeholders in the special education process, including parents and professionals in general education.

### **Notes for Aspiring Educators**

Dunn and Will's contributions to special education and inclusivity in schools are important for aspiring educators. Inclusivity provides critical guidance to practitioners who have

dedicated their education and careers to serving students with disabilities. Effective inclusion practices require all educators to understand what inclusion is, why it is valuable, and how it benefits stakeholders—most importantly students. Effectiveness of the inclusion model depends on both general and special education parties working together, with administration leading the charge on all fronts to ensure the systems in-place are functioning well and meeting the needs of all learners.

Aspiring educators familiar with Dunn and Will's work may influence and advance inclusivity and special education fields (Paul, 2019). Although these fields have progressed since the pinnacle of Dunn and Will's careers, challenges still exist as many of the themes in their writings represent present challenges in education. An aspiring educator may be alarmed to study the recent history of the mistreatment of students with disabilities within schools. However, education practices that build upon the legacy of influencers, such as Dunn and Will who worked tirelessly throughout the duration of their careers to ensure better opportunities for all learners, will help promote the value of all students and inspire change (Paul, 2019).

## **Conclusion**

Although there have been many significant contributors to the field of special education, Madeline Will and Lloyd Dunn have profoundly impacted the field, especially as it relates to inclusion in schools (Paul, 2019). Both Will and Dunn dedicated their careers to serving students with disabilities and their families, leaving a legacy of positive impact (Paul, 2019). Those currently working in the field or those that will be entering the field can learn from the selfless dedication and tenacious work that benefits students with disabilities. Although there are improvements to be made, individuals like Dunn and Will have established a solid foundation for inclusive education, which current and future educators may build upon.

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## **Designing the Schoolhouse Doors: Celebrating the Struggle for Educational Equity**

Regina Mustafa

Members of dominant culture in the United States still determine societal and education norms (Narvarro, 2021). According to the National Center for Education Statistics, during the 2017 – 2018 school year, 79% of public-school teachers were white. Likewise, people who identify as White and cisgender males remain primarily responsible for writing Western history. As a result, minorities and marginalized groups view events in educational history differently.

Systems throughout the United States, including education, are grappling with how best to diversify their environments and facilities. Designing a schoolhouse door should reflect the pivotal moments when minorities attained a measure of educational accessibility. Schools should measure successful educational outcomes by their ability to reach underserved populations; therefore, the schoolhouse should depict six key moments or developments in recent history that have increased access to learning and life opportunities. These events widely expanded access to education to underserved communities and directly confronted racism in learning facilities.

### **The Development of Braille**

The development of Braille dramatically improved access to education and communication for people who are blind and visually impaired. In the 1820s, a Frenchman named Louis Braille developed the concept of a raised-dot reading system into an integral form of learning (Tikkanen, 2021). As a result, print materials were transcribed into Braille, providing access to educational resources for millions of learners.

Two hundred years later, Braille is widespread but still inaccessible to many (Rosenblum & Herzberg, 2015). In the United States, books, signage, and public facilities feature Braille as mandated under the Americans with Disabilities Act (ADA) of 1990. In addition, the training of educators of blind students has significantly advanced (Krueemmling et al., 2017). Yet, despite these successes, students who are blind still struggle to perform at the same level as their peers (Rosenblum & Herzberg, 2015). For example, according to Rosenblum and Herzberg (2015), math and science books in Braille are not available at the same rate as standard print material. Additionally, visually impaired students are underrepresented in higher educational institutions (Rosenblum & Herzberg, 2015). As a result, students experiencing blindness and low vision encounter systemic obstacles to their education.

### **The Development of American Sign Language (ASL)**

American Sign Language (ASL) is essentially a language enabling those with hearing impairments to communicate freely. Edward Miner Gallaudet established the first school for the deaf in Hartford, Connecticut, in 1817 (Christle, 2014). He later helped establish the first university for the deaf in 1864 and was a significant supporter of the use of sign language in education (Christle, 2014). Like the development of Braille, ASL increased access to education for those underserved and underrepresented in educational settings.

Since the time of Gallaudet, the availability of academic accommodations for students with hearing impairments has grown and transformed. Sign language developed into an academic discipline in the 1960s (Regan et al., 2020). Today, technology and the internet translate speech to readable text. According to DeLana et al. (2007), universities are increasingly offering ASL as a language option. As with educators of the visually impaired, teaching qualifications have increased for



educators of the deaf (Marschark et al., 2005; Regan et al., 2020). Despite the increased availability of ASL instruction, a need remains for qualified sign language interpreters (Marschark et al., 2005).

### **The Rehabilitation Act of 1973**

The passing of the Rehabilitation Act of 1973 was another crucial milestone in educational access for marginalized groups. The Rehabilitation Act mandates accommodations for people with disabilities in facilities receiving federal financial assistance. This law was an integral precursor to later academic inclusion efforts (Cole et al., 1995; Ehlinger & Ropers, 2020; Phillippe et al., 2021). For example, legislation in 1994 and 1997 required academic assessments to include students with disabilities (Lazarus et al., 2009). The opinions and experiences of students with disabilities would now be available to administrators and faculty. As a result, this Act laid the foundation for educational equality.

### **The Americans with Disabilities Act (ADA) of 1990**

The passage of the Americans with Disabilities Act (ADA) of 1990 was a landmark piece of legislation that mandated accommodations throughout public spaces. ADA laws were “an end to educational discrimination” (Marschark et al., 2005, p. 38). Additionally, the ADA prohibits educators from making admissions decisions based on a qualifying student’s potential job performance (Marschark et al., 2005). As with the development of Braille and ASL, the ADA of 1990 connected underserved communities to education.

### **ADA Amendments Act of 2008**

The requirements of the ADA needed further clarification, however. As a result, Congress passed the ADA Amendments Act of 2008. The amendment expanded the definition of disability and further addressed discrimination against people with physical and neurological impairments and

addressed universal design, electronic accessibility, and academic accommodations (Phillippe et al., 2021).

Despite inclusion measures mandated by the ADA and the Amendment Act of 2008, students with disabilities continue to experience academic challenges (Peacock et al., 2015). Ehlinger and Ropers (2020) indicate common challenges for such students, including the messaging of the instructor and the positivity of the learning environment. School administrators and faculty must strive to implement the accommodation requirements of the ADA and its 2008 Amendment at the classroom level.

### **Brown vs. the Board of Education**

The pinnacle moment of educational history is the Supreme Court decision in *Brown vs. the Board of Education* (1954), which ruled to desegregate schools. This landmark case sought to bring an end to the educational discrimination of African Americans. *Brown vs. Board of Education* preceded the Civil Rights Movement of the 1960s, as Blacks continued to stand against other forms of racism that have dominated U. S. history.

Although 40% of today's undergraduate students identify as non-white, they still face discrimination throughout educational levels and settings (Stevens et al., 2018). Despite the desegregation of schools, separation along racial lines and achievement gaps still occur (Verbruggen, 2020). In addition, the results of the 2015 National College Health Assessment indicate continued disinclination in higher education, resulting in lower academic outcomes (Stevens et al., 2018).

Discrimination affects not only Black students but also faculty members. A study of Black postsecondary science educators conducted by Parsons et al. (2018) indicates the prevalence of anti-Black bias among college faculty. Black

faculty navigate stressors related to race in addition to the shared work/life balance challenges of similar faculty (Parsons et al., 2018). Fifty years later, the U.S. struggles to fully realize the principles of *Brown vs. the Board of Education*. ‘

### **Conclusion**

Many voices contribute to the question of who an educated person is and who determines educational standards (Navarro, 2021). Throughout American history, the voices dominating this conversation and determining societal norms of education are people in positions of power. Minority and marginalized groups continue to encounter obstacles in educational settings. Struggling to read or hear educational material and standing up against oppression due to racial differences truly defines an educated person. The development of Braille, American Sign Language (ASL), and laws protecting the educational rights of people with disabilities are crucial moments of equity and justice. The Supreme Court decision in *Brown vs. the Board of Education* (1954) to desegregate schools along racial lines remains one of the most defining moments in United States history. These milestones should appear on schoolhouse doors throughout the United States, along with an engraved message urging readers to continue the struggle for education.

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## **A Schoolhouse Built on Two Cultures in Post-Pandemic America**

Yanmei Jiang

On the shores of White Bear Lake, the ancient hunting and harvesting grounds of the Dakota and the Ojibwe people, stands a one-room schoolhouse designed by a middle-aged teacher from China. A red thread brought her from a little village at the foot of Mount Tai to a cosmopolitan city by the East China Sea for school, carried her across the Pacific Ocean for graduate studies in the U.S., and finally landed her in the northeast side of the Twin Cities to teach the literate arts to students with ancestry from around the world. Leading to the schoolhouse are six doors portraying the events or people that have played a defining role in her journey in education. As students trail through the doors, they will learn her background and the values she upholds as an educator.

Standing in the middle of the room, the teacher welcomes her students to the schoolhouse, guiding them to sit in a circle for collaborative learning and open discussion. As the students warm up to one another, their faces light up with discoveries about the world, their peers, and themselves through reading and writing. The teacher quietly withdraws to the peripheral of the classroom to answer questions and address the needs of the less engaged students, only stepping back into the center to assign a new topic, pose questions, or reorient the discussion. By the time the students depart her schoolhouse, they will have acquired the critical literacy skills needed for their future success in education, transforming the schoolhouse into a safe, collaborative learning space where divergent ideas are shared, discussed, and analyzed.

### **Confucius and Confucianism**

The first door of the schoolhouse features Confucius and some of his well-known teachings. Sitting cross-legged under a willow tree, Confucius leads an intense conversation with scores of disciples. Some of his teachings are engraved on the upper right corner of the door in Chinese and English: when three people are walking, one must be a teacher; learning without reflection leads to bewilderment, and reflection without learning leads to laziness; only through learning can one know his inadequacies, and only through teaching can one know his befuddlement. Confucius' teachings and philosophy, taught in the Socratic method, were recorded by his disciples in *The Analects*, which is considered the foundational text in Confucianism (Tu, 2019). This teaching style is referred to as "Qifashi teaching" in China (Meng & Uhrmacher, 2017).

According to Confucius, teachers and students should grow together as human beings who should do good to people around them and the world (Pastreich, 2015). Meng and Uhrmacher (2017) identified three main points in Confucius' approach to learning and teaching: "high levels of motivation, intensive thinking, and flexible interpretation of knowledge" (p. 26). These principles constitute the core values of the teacher's Confucian upbringing in education.

### **The People's Republic of China's Gender Equality Policy**

The second door highlights the impact of China's gender equality policy on the proletariat class in mid-20<sup>th</sup> century. On the top of the three-panel door, a group of female textile workers stand by a large machine as they recite in unison the characters on a small blackboard. On the second panel, a few peasant women sit at the end of a semi-harvested corn field, some with children attached to their bosoms and toddlers tugging at their shirts. They look intently at a young girl holding a book in her hand. On the lower panel, a group of boys and girls walk joyfully



on a rugged country road towards a small thatch-roofed schoolhouse. These images would not have possible had it not been for the implementation of the gender equality policy in the early 1950s.

Immediately after The People's Republic of China was founded in 1949, the government granted women equal rights in politics, education, economic activities, and social & cultural engagement (Li, 2000). The All-Chinese Women's Federation, an organization in charge of women's affairs, was responsible for making sure that all boys and girls would get a minimum of five years of education (Liu & Carpenter, 2005).

### **Gaokao**

The third door features Gaokao, with the image of a bespectacled student hidden behind piles of books on a small desk and a gigantic carp jumping over a golden dragon gate. Gaokao is a gruesome three-day, multi-subject exam originated from the imperial exam, which was a meritocratic test based on Confucian classics for selection of government officials (SupChina, 2019). The carp flying over the dragon gate became a well-known cultural symbol representing the transformation of a man from a humble upbringing into the ranks of the elite after passing the competitive imperial exam. In contemporary China, the metaphor of a carp jumping over the dragon gate is evoked when students from lower social standings or remote areas achieve success in Gaokao.

Regardless of its many flaws (Fu, 2013), Gaokao remains a popular mechanism in the nation's education system because of its transparency in admitting students to different levels of college based on their scores. The exam commenced in 1952, halted during the Cultural Revolution (1966-1976), and resumed in 1977 (SupChina, 2019). Since the reinstatement of Gaokao, many curricular changes have been made (Preus, 2017), but the gruesome three-day format remains the same. Gaokao's

academic rigor is increasingly recognized internationally, and many colleges and universities around the world are using Gaokao scores to admit students from China into their programs (Gu & Magaziner, 2016; May, 2018).

The reason to feature Gaokao on the schoolhouse door is twofold. As a beneficiary of Gaokao, the teacher grew up knowing the precarious nature of one's educational journey. She was born at the height of the Cultural Revolution, a decade-long political campaign that resulted in attacks on teachers, the abolishment of Gaokao, and the Down to the Countryside Movement (sending middle school and high school students for re-education by peasants) (Wang, 2001; Spence, 1990). If the Cultural Revolution had not been stopped and if Gaokao had not been reinstated, she might have ended up in the corn field of a remote village rather than a college classroom.

As a community college instructor working with students from diverse backgrounds, the teacher has become increasingly aware of the detriments of meritocracy: its polarizing effects on the society (Sandel, 2020); the pathologization of low academic performance of people with marginalized experiences and backgrounds (Rose, 1989); and her conflicted identities as a Chinese immigrant from a meritocratic tradition and a teacher trying to dismantle the myths of meritocracy in her teaching. Through critically analyzing her journey in education, the teacher expects to engage students in relentlessly honest conversations on the multifaceted factors that impact their educational outcomes—so they can collectively strategize for optimal results by rallying all available resources.

### **The Elementary and Second Education Act (ESEA) of 1965 and its Reauthorizations**

The next door highlights the impact of ESEA and its reauthorizations on American society. On the upper panel is a diverse group of elementary school children looking expectantly

at a storybook the teacher is holding. ESEA embodied President Lyndon B. Johnson's efforts to battle poverty and equalize access to quality education by providing detailed and wide-ranging stipulations of funding for k-12 education in "professional development, instructional materials, resources to support educational programs, and the promotion of parental involvement" to ensure "high standards and accountability" (Paul, 2016). On the lower panel is a list of ESEA's reauthorizations.

Since its enactment in 1965, ESEA has been reauthorized every five years with revisions and amendments to its subdivisions or titles (Paul, 2016). During Nixon's presidency, funding was provided for refugee students, students in subsidized housing, and people with disabilities. Under the Reagan administration, amendments emphasizing programs of bilingual education were added. The Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988 shifted the focus of Title I to improving school performance and building excellence programs. The Improving America's Schools Act of 1994 (IASA) coordinated efforts and resources from the federal level to the state and local levels to improve instructional quality for all students. ESEA was transformed into the No Child Left Behind Act of 2001, which emphasized students' and teachers' accountability through standardized testing based on Title standards. The Every Student Success Act of 2015 (ESSA) offered states more flexibility in receiving federal resources if measures were implemented to ensure college and career-readiness, improve low-performing schools, and establish evaluation and support systems of teachers and principals (U.S. Department of Education, n.d., as cited in Paul, 2016).

For the teacher, the implementation and reauthorization of ESEA represents her adopted country's efforts to strive for inclusivity, equality, and quality in K-12 education over the past

six decades. Her children started public school when she and her husband were both graduate students with F-1 visas, but they had access to the educational resources available to the children of American citizens in the same neighborhood. Had it not been for the opportunities from ESEA and its reauthorizations, her children's educational attainment would have been significantly compromised. This realization has been a driving force in the teacher's dedication to her work. She feels obligated to meet her students where they are with compassion so that she can invent creative ways of including them in collaborative learning endeavors. How could she ever forget that "a drop of water shall be returned with a gush of spring," a proverb her father had told her to remember at a young age?

### **The Lau V. Nichols Ruling**

The image of a group of Chinese-looking school children learning English on the fifth door represents Lau V. Nichols, a lawsuit approximately 1,800 students of Chinese descent brought against the San Francisco School District. Based on the Civil Rights Act of 1964. The Court ruled, of public education. (*Lau V. Nichols*, p. 566). Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery

This unanimous Supreme Court decision ruled that schools receiving federal funding must provide English language learner (ELL) instruction to students needing English language skills so that they could have equal and full access to public education (Bon, 2021; *Lau V. Nichols*, 1974; Mock, 2015).

Although Lau V. Nichols effectively added English Language Learners to the list of people benefiting from the protection of the Civil Rights Act of 1964, it has not been effectively implemented to protect the rights of students in need

of English language instruction (Mock, 2015; Moran, 2005). Moran (2005) examined how *Lau V. Nichols* has been repeatedly challenged in federal courts, which weakened its legal grounding and made its future precarious. Not adequately addressing the needs of ELLs could lead to their low academic performance, behavioral problems, and high dropout rate, which correlated to increased likelihood of incarceration, especially among Spanish-speaking youths (Mock, 2015).

### **The Impact of Covid-19 on Education**

The Covid-19 pandemic created the worst crisis in education over a century, with 94% of students worldwide out of school in April 2020 and 700 million still studying at home in January 2021 (World Bank, 2021). The last door, therefore, represents how the pandemic impacts children from different socioeconomic backgrounds: a group of masked kids in school uniforms sitting six feet apart and listening to a story told by a masked teacher; a forlorn-looking school student staring vacuously at the computer screen; a student using a phone to attend a Zoom class; and a kid wandering aimlessly in a run-down neighborhood. With 99% of students in poor and lower-income countries impacted by the pandemic, the pre-pandemic educational gaps will continue to widen because of the reduced economic opportunities for the most vulnerable groups of people and the huge learning losses of students, which are projected to go beyond this generation (United Nations, 2020).

The pandemic has disproportionately impacted the marginalized communities, and public school teachers across the U.S. have reported significant academic learning loss (Dickler, 2021). A detailed report by The Department of Education published in June 2021 confirmed the projected educational losses among students, especially those from underprivileged backgrounds (more specifically students of color, English learners, students with disabilities, and LGBTQ+ students).

Increased needs for mental health assistance have been reported also (McKnight-Eily et al., 2021).

During the pandemic, anti-Asian crimes surged, resulting in mental, physical, and financial damage to Asian American families nationwide (Le, et al., 2021). Minnesota is among the states with the worst achievement gaps among racial groups and social classes, a problem that has persisted for decades (Grunewald & Nath, 2019) and which the pandemic will exacerbate. Educators must be mentally and pedagogically prepared to address students' diverse and expanding needs in education.

### **Conclusion**

In a post-pandemic schoolhouse, educators will face unprecedented challenges as they welcome diverse groups of students with widening academic skills. These challenges, however, if tackled with strategic planning, pedagogical dexterity, and empathic connections, can transform into opportunities of growth. The schoolhouse, built on bicultural grounds and strengthened by multicultural connections, should be the center of change for educators, students, and communities.

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The impressive part of Winona State's EdD program, and specifically the doctoral residency, is the exemplary team of scholars who not only lead terrific presentations but extended friendly, collegial partnerships and guidance to students. This is also an enjoyable characteristic of cohort members. The confidence these relationships inspire is positively evident.

- Donovan Bailey, Ed.D. Student

The doctoral students at Winona State University represent a wide variety of professionals committed to excelling in their current profession or using the advanced degree to springboard their careers. As a doctoral faculty member, I have been impressed by the passion Ed.D. students bring to their classes and peers after the workday is through. The Ed.D. students who seek community with their peers, the doctoral faculty, and Winona State University reflect a positive experience and embrace the opportunity that lies before them. I have had great conversations with many students, and I am convinced that we have wonderful students who have chosen the best path to meet their needs and those whom they will serve with their earned Ed.D.

- Ray Martinez, Professor, WSU College of Education

Our doctoral students and doctorate graduate faculty are community members sharing experiences, asking questions, exploring our world, celebrating successes, and learning from missteps. We build and reconstruct our community as we learn, but never forgetting the end goal. We are together on this journey. This is the exciting part of learning.

- Rhea Walker, Professor, WSU College of Education

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