

Newsletter for Educational Psychologists (NEP)

SPRING 2023 EDITION

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DESIGN BY WADE GEORGE

Rightful Presence

An Idea and an Invitation, by President Beverly Faircloth

Greeting to all members, friends, and family of Division 15!

It was enjoyable to see many of you at this year's AERA conference in Chicago. It gave us a moment to enjoy one another's presence and celebrate the work of our Division 15 family. We are also mindful of the great work being done by members who could not join us. I would like to take this moment to recognize all as the thought leaders and transformative influencers that you are. Small bridges built and intimate lessons learned are every bit as worthy as those that make the front-page news; we all have a home in this work.

But where are we and what tasks need the Division's attention at this moment?



Dr. Beverly Faircloth

Those who know me will not be surprised that I turn to Belonging when considering questions such as these. I do not do so just because I study belonging (although I do) or because I think it holds all of the answers (although it does – Haha!) Rather, it seems to me that we may still have work to do regarding Belonging. I therefore pose the following questions:

- 1) Why – when we see DIV15 being showcased, do we often see the same faces year after year?
- 2) Whose voices are we missing? Do we know?
- 3) What causes this chronic situation?
- 4) Are there assumptions hidden in our lenses/actions that shape this issue?

Note that I am posing questions that I do not know the answers to. If Vygotsky has taught me anything, it is that we are safe even somewhat out of our depth, especially because of the great company we keep in this Division. If you entertain the thought of joining me in pondering these points of possibility for belonging, I would like to offer an Idea and an Invitation.

An Idea: More than Hospitality

We do not have to go far to recognize the exemplary thinking and effort emerging around belonging. Beyond traditional views, the awareness that contexts, communities, cultures, heritage, are legacies relevant to belonging allows us to consider a bricolage that explores the contours of belonging with greater nuance and from many perspectives. To help us continue to push our understanding, I would like to offer a phrase that has come to inhabit my own thinking about belonging. The phrase is not new; it is not better than other phrases or insights, but it has been fruitful in my own wonderings and work.

Rightful Presence is a framework that emerged from critical justice studies around borderland and refugee communities in welcoming host countries. It urges a critical framing that problematizes the lens of “hospitality” that inhabits many of our notions of belonging (Barnett, 2005; Edkins, 2011). Derrida

(2000) highlighted the contradiction in the very word hospitality, which he points out is a generosity rather than a right. “Through a lens of hospitality, individuals do not necessarily have total freedom to choose who they want to be in every instance (p. 3).” Such lack of a true right to belong, possibly exacerbated by the lack of opportunity to demand it, easily erodes opportunities for belonging.

As an alternative, Squire and Darling (2013) proposed a politics of “rightful presence” that questions the division between insiders and outsiders, legitimate and tolerated, and extends “the right to have rights” to all (Arendt 1951). This highlights a critical component of rightful presence: it is not necessarily about pursuing inclusion into an already established order; rather, it seeks to assert a new measure of justice “even if that means undoing the order we currently exist in and benefit from” (Vrasti & Dayal, 2016, p. 999). The scholar bell hooks referred to such acts as negotiating cracks in the world which can serve as essential new spaces of empowerment (2003). Wenger suggests such negotiations “forge new potential modes of belonging” (1998, p. 151).

It is likely that adopting this variation on belonging will require reflecting deeply, to notice the barriers to belonging that we (un)intentionally contribute, even simply by not being aware of the impact of the privilege we enjoy. In my own work with rightful presence, I suggest a model that includes Noticing, Naming, and Interrupting such barriers (Faircloth, 2021). However, how do we guard against allowing a hospitality model to infiltrate this work. How can we understand belonging as something that people have the right to claim and shape? And how would this help us enlarge the flaps of our tent?

It is important to thank the many people in Division 15 who generously “bestow” connections, support, encouragement, welcome and warmth every day; we would be bereft without you. However, if there are still voices missing, what do we do? Even the most generous sociocultural and critical framings of belonging can inadvertently depict belonging as an experience that is bestowed by those at the top of cultural/critical hierarchies, generously and insightfully conferred, rather than a self-evident, self-authored right. What would this look like in Division 15?

Invitation: How do we do this? – Some starting points?

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How do we do this in Division 15? I DON'T KNOW!! But I invite you to consider a few things as starting points:

- 1) I invite us to reflect on a sample of the tremendous work taking place in Division 15.
 - a. Open calls for committee and leadership positions.
 - b. Awards committees modifying processes/norms/tools to affirm and amplify more diverse voices.
 - c. The Race and Diversity Committee's [4 Panel Discussions on Calling in Educational Psychology Researchers: A Workshop Series on Multicultural and Critical Approaches in Pursuit of Responsible Scholarship](#)
 - d. Upcoming [Caucuses: Building an Anti-colonial Educational Psychology](#). You are invited!
- 2) I invite the Division to start noticing who is absent or excluded, where the gatekeeping is happening, AND to participate in “calling in,” which involves “making meaning together, finding a mutual sense of understanding across differences” (Haslam, 2018, pp. 1-2).

- 3) I invite us to unpack evidence of hospitality models in our notions of belonging, even while we extend essential offers of hospitality. What could rightful presence look like in Division 15?
- 4) I invite everyone to join us at the APA convention in August 2023 – where the exiting program designed by our hard working and visionary Program Chairs (Sharon Zumbrunn and Gwen Marchand) promises to open many spaces to consider and contribute to this moment in Division 15's history.

This work is complex and hard, but worthy of our attention, and I believe that we are up to the task. I think we will all agree that belonging should be a right; let's dedicate ourselves to making it so across Division 15.

Calling All Students for Our “Student Corner” of NEP!

Now Accepting Proposals for Short, Original Pieces



The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

We invite current student members of Division 15 to submit a 50-word proposal by August 1, 2023 through [this link](#).

Proposals chosen for future NEP publication will be contacted for a 600 to 800 word length feature article in the upcoming year.

Executive Committee Meeting Minutes

Executive Committee Fall Retreat | November 2022

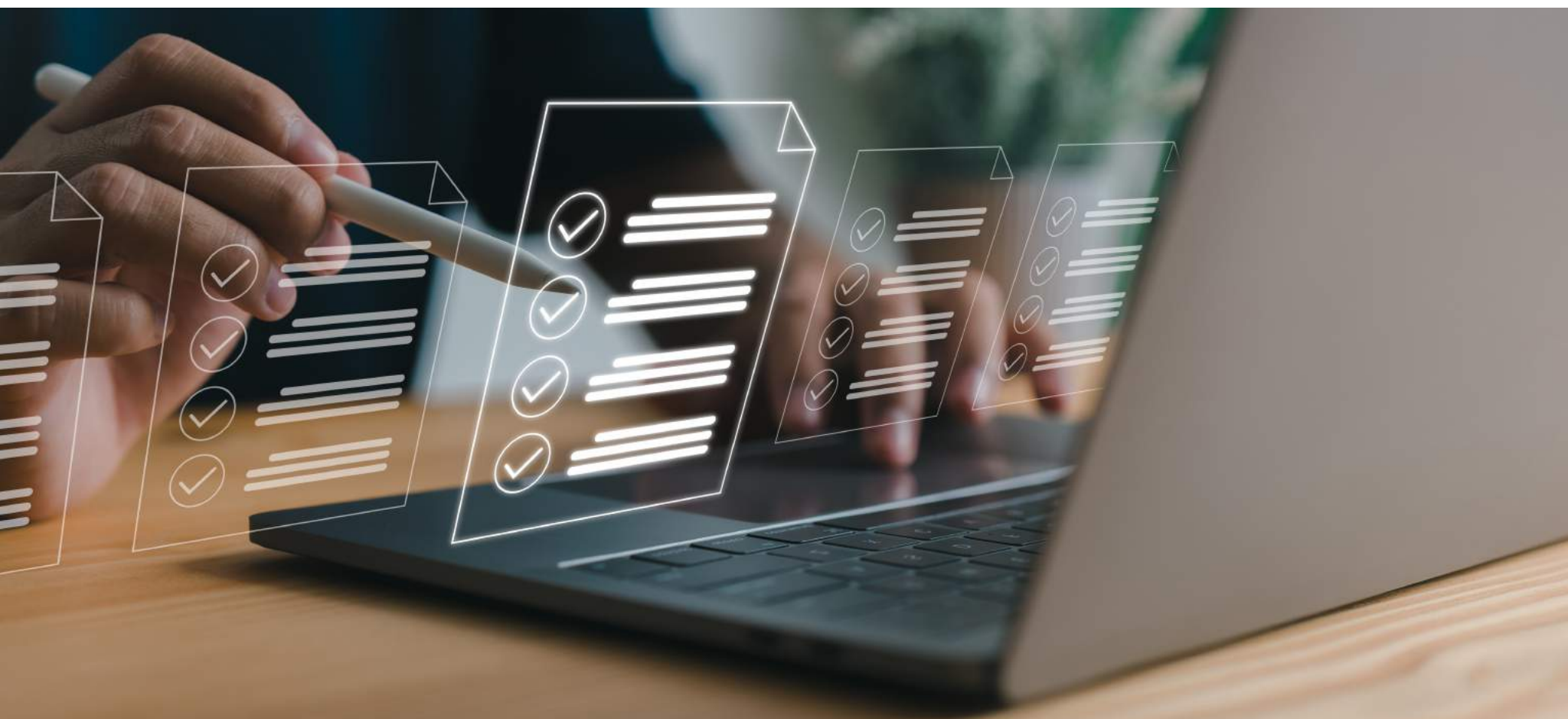
Find full minutes [here](#).

- Presidential Theme: Educational Psychology in the Room Where it Happens
- Committees shared updates (e.g., revise grant and awards calls to reflect the division's value on EDI, challenges experienced by the program committee)
- Several new initiatives were proposed and discussed: Communicating the value of Educational Psychology, communicating Division 15 initiatives with membership, providing PR support, "Taking the Next Step" session at convention.
- Stephen Tonks and Alex List, treasurers, reported on the budget.
- Standing committees will solicit new members via open calls, rather than referrals, for this year.



Division 15 Bylaws Vote Outcome | Spring 2023

Division 15 is pleased to announce that Division 15's recent Bylaws Vote (sent to all eligible voting members of our organization) has passed with an overwhelming majority on all items. A summary of these changes may be found [here](#). We appreciate all who provided their feedback!



Rethinking Broader Impact

By Matt Graham & Matt Kim

Co-Chairs, Division 15 Early Career Educational Psychologist Committee

How do we ensure that the work we, as educational psychologists, engage in has a positive impact on the communities we serve? And how do we communicate that impact? Those of us engaged in grant writing may be all too familiar with composing broader impact statements that promise sweeping improvements in educational policy and practice. Scholars writing for academic journals also need to articulate how their basic science research can translate into tangible, real world outcomes. But how do we ensure that our aspirations for positive impact come to fruition? And for those who are engaged in educational psychology work outside of the academy, how do we measure the impact of our work and communicate it to stakeholders?

This year, the APA Division 15 Early Career Educational Psychologists committee is committed to thinking more broadly about the impact of our work as educational psychologists, both inside and outside of the academy. The aim of this effort is to think beyond narrowly focused impact statements in grants and manuscripts, and instead focus on what impact our work has on the world around us. How does educational psychology impact the students we teach, the participants in our studies, and the broader communities we serve? Working with communities and foregrounding their interests, needs, issues, and concerns requires rethinking what educational psychology has to offer and where we can, and do, make a difference in people's lives. Rethinking broader impacts isn't just about selling what we as educational psychologists do, but considering carefully the impact of our work.

Towards that end, our session at the 2023 APA convention in Washington D.C. will focus on considering and communicating the broader impacts of the community-engaged partnerships and research that early career folks are conducting and developing. Working synergistically with Dr. Beverly Faircloth's Division 15 Presidential Session, this conversation will support attendees in reflecting on and communicating the who-what-where-when-why of broader impacts from a psychological, critical, and sociological lens. The session will be conducted in a panel format with an extended audience reflection and participation segment. The session will feature educational psychologists from various backgrounds, including applied and translational scholars, in addition to participants from research-focused institutions. Panelists will share their positionality and address how they conceptualize broader impact in the context of their work, particularly as it relates to critically informed research practice and community-engaged partnerships.

Additionally, we recognize that only a portion of our large and growing community of early career educational psychologists may be able to attend APA in D.C. and that often the conversations at such conferences can perpetuate a focus on the interests and experiences of those in academic positions. Therefore, to broaden participation in this conversation, we are also planning an additional virtual session in the spring of 2023. This virtual session will provide a different venue to engage a broader audience of educational psychologists as we continue to consider the impact we have on the world around us.

The Scholar Journey

by Savanna Rains

Student Corner

In my first semester of the education doctorate at the University of South Florida, I was introduced to the idea of the scholar-practitioner and the importance of using academic knowledge in daily practice. Jarvis (1999) described scholar-practitioners as active and reflective learners who perform the scholar and professional roles simultaneously. An example of this is a graduate student who is conducting research in the field of their professional work. This individual continues to learn and be engaged within their practice as problems and questions arise to develop, enhance, and identify areas of growth or change, while “reflecting in-action” learning through academic work (Schöen, 1983). My personal and professional experiences consist of non-traditional roles in education. I recognize a major proponent of the successes I have had come from being reflexive and being able to assess my work from the perspective of being both a scholar and a practitioner.

Prior to my work with the military and veteran community, I worked within the field of sales, behavioral health, and fitness, but my professional experiences from the last few years have shaped and guided me to the role I am in today. In 2017, I worked at a before and after-school program on a military installation where I created lesson plans and activities for elementary-aged children; however, as I took time to think about my days, I realized that this job was far more than just providing fun learning -based activities. This opportunity allowed me to strengthen my communication skills, as well as develop an understanding from the child’s perspective about what it was like to grow up with a parent or guardian in the military. I heard and listened to the voices of the children and their parents as they prepared for an upcoming event, such as a deployment or move to a new military installation. These discussions and emotions from the whole family allowed me to gain a better understanding of the student’s lives and through reflection, encouraged me to think about new and diverse ways to support them and their learning and development. I transitioned from the above position and began working in an education center where I had the opportunity to collaborate with military members and their pursuit of higher education and career advancement. Through regularly scheduled group briefings and individual counseling, I was able to gain a better understanding of the military culture from a professional and educational context.

I have worked extensively with elementary children as a group leader, mentor, counselor, and teacher and I have spent hours counseling and providing resource training for soldiers transitioning back to their civilian life. All these positions have positively impacted my work in higher education and as a doctoral student through the transferable skills and experiences I have encountered. My current role in higher education allows me to engage with the school’s military-connected students in support of their academic and career journeys, but because of my prior work within the community, I have been able to incorporate and instill my knowledge and experiences as a scholar and build connections in the higher education sphere.

My doctoral studies are intertwined with my professional work, therefore, I have been able to dedicate time to reading academic articles and participating in higher education events, such as educational conferences and presentations that have expanded and deepened my knowledge of why and how the work I do is impactful. I am responsible for supporting students on an individual and group basis, implementing programming, and establishing connections with partners in and outside of the university.

Through all these interactions, I have incorporated the reflexive component and can draw on my prior experiences to problem-solve and think critically.

I am currently in my last semester of coursework for the education doctorate, but know that my journey of becoming a scholar is not done and does not have an endpoint. This degree, along with working in a highly collaborative and innovative higher education community, has supported the development of my academic work and research interests. Working with my community and engaging in reflection has been crucial to my work as it has strengthened my resolve to continue this passion to support students and colleagues. I will continue to learn not only about practical and positive educational practices but also about myself. For me, I find that writing my thoughts in a journal and brainstorming ideas or questions is an effective reflection activity, but this process will be different for each person. Such reflection is important, and I encourage everyone to take a moment to reflect and think about connections between your scholarship and practice. Then, direct your thoughts to those skills, experiences, or ideas to your practice and think about how they can be applied to support change, growth, and success within your practice or for professional development. The journey of becoming a scholar is personal but worthwhile. Knowledge learned from my doctoral program and practice has provided me with multiple opportunities to initiate and encourage change throughout my various roles.

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Promoting Anti-Colonial Perspectives in Educational Psychology

by The Division 15 Race and Diversity Committee

The APA Division 15 Race and Diversity Committee was established to address issues of race and diversity within educational psychology. The committee's goals are to promote the importance of researching race and diversity, provide programming that focuses on integration of race and diversity in teaching, and foster a sense of community among educational psychologists from diverse backgrounds.

The committee was founded by Jessica DeCuir-Gunby, DeLeon Gray, Christy Byrd, Ananya Matewos, Revathy Kumar, and Krystal Lira. These educational psychologists who study race and diversity in educational psychology established the committee to acknowledge the need for educational psychology to study how power structures marginalize some ethnic and racial groups in schools and society. Each of us experienced moments where we wondered about our places in Division 15 and the larger field of educational psychology. Topics of racism in schools or cultural differences in motivation felt foreign to many of our colleagues, leading us to think that we might feel more at home in other divisions with a greater focus on race and social issues. Nevertheless, we persisted in identifying as educational psychologists and in demonstrating the relevance of our work.

The committee is now a vital part of the Division, providing programming and networking opportunities that focus on integrating power, race, and diversity in educational psychology research, teaching, and practice. We are proud of the work that has been done so far, and are excited to continue advancing this important mission through discussions on taking an anti-colonial approach to educational psychology programs.

The Past

The committee was founded in 2019, with initial plans for programming at APA 2020 canceled by the pandemic. At APA 2021, we were proud to host two sessions. The first was a panel discussion titled "[Race and Diversity in Educational Psychology: Charting the Way Forward](#)" which illuminated the challenges and opportunities for educational psychologists who want to focus on issues of race and diversity. A second session extended the panel discussion with working groups producing action-oriented suggestions for Division members to consider in their research and teaching. The Summer 2022 issue of the [Newsletter for Educational Psychologists](#) summarized the action items that came from these sessions.

At APA 2022, the committee held two sessions on the backlash against Critical Race Theory. First, a panel discussed how we as researchers and educators can challenge anti-CRT policies in schools and communities as well as better prepare educators to teach in the new political climate. In the second session, attendees gathered in small groups to discuss specific strategies for supporting educators and marginalized communities.

Finally, in late 2022 and early 2023, we collaborated with the AERA Motivation SIG to offer the four-part workshop series [Calling in Educational Psychology Researchers](#) for those interested in learning more about how to conduct and support multicultural and critical research practices.

The Future

Looking ahead, the committee seeks to continue engaging educational psychologists in addressing important issues regarding race and diversity. For example, we are revamping the standards used to give out awards in the Division by expanding definitions of valuable scholarship. We are also looking at ways in which our committee can advise the process to scaffold and prominently feature the diversity and race work done by Division 15 scholars. This will help to ensure that the important research and programming related to race and diversity is given the attention it deserves and it is integrated into the Division's broader work.

Colonialism is not a historical event, but an ongoing violent process where natural resources and people are exploited to “ensure the ascendancy of a nation and its wealthy elite” (Tuck & Yang, 2012).

This spring and summer, we turn our focus to the curriculum in educational psychology programs. Our field has an enormous influence over educational practice, policy, and reform due to our concepts being taught in teacher education programs and professional development around the world (e.g., Council for the Accreditation of Educator Preparation, 2022). As recently noted (Strunk & Andrzejewski, 2023), what we believe and what we teach as educational psychologists matters for the structure of schools, classrooms, and pedagogy. Division 15 has led the way in promoting the importance of educational psychology within teacher education (Patrick et al., 2011). Now it is our chance to help educational psychologists understand the importance of an anti-colonial perspective.

The United States is one of several countries built through settler colonialism, in which European settlers settled a landmass stewarded by indigenous peoples. Settlers insist on sovereignty over their new domain. Colonialism is not a historical event but an ongoing violent process (Tuck & Yang, 2012) where natural resources and people are exploited to “ensure the ascendancy of a nation and its wealthy elite” (Tuck & Yang, 2012, pp. 4-5). This management results in patterns of power that shape our culture and relationships to each other, from our books and other media, to what is considered “academic achievement”, to our national self-image, and many other aspects of our lives (Maldonado-Torres, 2007). Schooling is one of colonialism's modes of control, as seen in Eurocentric curricula that ignores the perspectives of marginalized youth (Grant et al., 2022) and visible even in our own field's lack of attention to race (Kumar & DeCuir-Gunby, 2023).

Through a series of small group discussions, the Race and Diversity Committee will take an anti-colonial approach to examining educational psychology programs, where the task is identifying how colonialism relates to learning, knowledge, and knowledge production (Patel, 2014).

Work With Us

The Division 15 Race and Diversity Committee is committed to promoting the integration of race and diversity in educational psychology research, teaching, and practice. We believe that by working together, we can make a real difference in the field and advance a society where all people have access to an education that celebrates their humanity.

Race & Diversity Committee Members

Christy Byrd (Chair)
Alison Koenka
Andy Pinedo
Meca Williams-Johnson

Kori Nicolai
Revathy Kumar
Stella Jackman-Ryan
Edward Scott



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We Look Forward to Seeing You All at APA 2023!

To Be Held In-Person August 3-5 | Washington D.C.

[Registration is now open](#) for the 2023 APA Convention in Washington, D.C.! Division 15's incredible Program Chairs, Sharon Zumbrunn and Gwen Marchand, have led the creation of a fantastic slate of sessions spanning symposia, posters, critical conversations, and skill building events. Plan on exploring:

- cultural competence and critical consciousness
- how understanding our own positionality can empower our equity work
- how to choose and broaden our impact
- how to focus on and write for practitioners and practitioner audiences
- hot topics such as violence in schools and the science of reading
- four diverse poster sessions.

We anticipate that our program will be made public within the month!

We are also excited to announce that our Christy Byrd will be presenting on APA's Center Stage this convention! This exciting session, Building Cultural Competence and Critical Consciousness in Teachers: Emergent Strategies, is scheduled for 3:00 PM on Saturday, April 5.

In addition to these intellectually stimulating events, we will also be hosting two social hours designed to help you connect with others in the field (opening social, 6:00-8:00 PM on Thursday, April 3; closing social, 6:00-8:00 PM on Saturday, April 5). And, of course, the APA Convention will be the site of our annual Business Meeting (4:00-6:00 PM on Saturday, April 5), during which we will provide a robust set of updates on the state of our organization and the great strides we have made in the past year, as well as welcome Avi Kaplan's Presidential Address: Educational Psychology's Identity: What Do We Do? Who Are We? Who Can We Be?

In short, we expect this to be a convention for the record books—and we would love to see you there!

Those with questions should contact Division 15 Program Co-Chairs, [Sharon Zumbrunn](#) and [Gwen Marchand](#).



