Research Session 8:00-9:00 a.m.

276 Presidio B
Censorship: Perspectives of Educators and Parents Concerning Banned and Challenged Books
This session focuses on research concerning censorship with respect to intellectual freedom, authority to challenge and ban books, and the role of a library in a free and open society.
James William Hynes, William D. Edgington and Jamie Warnock, Sam Houston State University

277
Understanding Multiple Stakeholders’ Perspectives on Quality Pre-K
This session presents the results of a study that examined multiple stakeholders’ perspectives of quality Pre-K highlighting similarities and differences in groups and providing a more holistic understanding of quality.
Marla H Mallette, Stacy Thompson, Asma Khan, Whitney Stewart and Lindsay DuBois, Southern Illinois University Carbondale
Discussant: Kami Patrizio, Virginia Tech University

Research Session 8:00-9:30 a.m.

278 Bonham A
“Obviously, I’m going to teach to the test”: A Sociocultural Perspective on Developing Professional identity about Assessment
NCLB (2001) transformed U.S. public education system through assessment. Despite an increasing demand on teachers to use assessment data, little is known about how teachers’ views influence their classroom practice.
Doug Hamman, Reagan Mason, Allison Griest and Jim Burke, Texas Tech University

279
Perspectives on Play: Findings from the Field
As teacher preparation programs attempt to expand awareness of the importance of play, germane research supports the effort. In this study, findings from the field reveal current perspectives of play.
Vivien Geneser, Debbie Vera, Texas A&M University-San Antonio

280
Preservice Teacher Hopefulness: Investigating Change in Agency and Pathways Thinking over Time
A discussion of preservice teacher hopefulness as it relates to goal directed agency and pathways thinking. This presentation examines change in preservice teacher agency and hopefulness over time.
Janette Boazman, University of Dallas; Elizabeth K. Ward, Texas Wesleyan University; Jennifer A. Roberts, Willamette University
Discussant: Christie McIntyre, Southern Illinois University Carbondale

Multiple Paper Session 8:00-8:40 a.m.

281 Crockett D
Face it! Using Social Media Tools to Enhance Online or Hybrid Teacher Education Courses
It is important to embrace social media to enhance online or hybrid teacher education courses. This session will explore types and use of social media and university policies for appropriate use of these networking tools.
Michael H Murphy, Lander University; Edna M Meisel, Marshall University Graduate College

282
Validating Websites – Teaching a Critical Skill within the Global Community
K-12 and preservice students rarely evaluate online resources effectively: if it’s on the web, it must be true! These student-friendly Ida B. AWARE materials support developing this critical skill.
Jonathan Brinckhoff, University of New Mexico

283 Crockett A
Creating Shared Visions for Educators through a Cohort Approach to Teacher Preparation
Research indicates beneficial and negative aspects to the cohort approach within teacher preparation. Recent studies have begun to concentrate on the influence of the cohort approach and how it may benefit teacher preparation through creating a shared vision of education.
Elizabeth Whitten and Sarah Summy, Western Michigan University

284
Teacher Education and Teach for America: Strange Bedfellows or Quality Classroom Teacher Preparation?
Participants will learn about a unique partnership between Teach for America and the University of New Mexico. Learn about the modifications made for ease of application and graduate degree completion.
Marjori Krebs, Diane Torres-Velasquez, Thomas Paul Keyes, Sonya Burton, University of New Mexico; Lindsey Cross and Katie Line, Teach for America

285 Bowie C
21st Century Partnership Schools: A Clinically-Based, Collaborative Approach to Teacher Education
Participants will learn how a university collaborated with one of the nation’s largest urban districts to transform its teacher education program from one emphasizing university-based experiences to one grounded in clinical practice.
Liz Spalding, Emily Lin, Linda Quinn and Jane Kier, University of Nevada Las Vegas

286
Utilizing Technology to Preserve A University-School Partnership in Mexico
A collaborative partnership was developed to improve teaching strategies of teachers in Mexico. However with the drug violence in Mexico, a new delivery system utilizing technology had to be developed.
Denise Staudt, University of the Incarnate Word; Celina Aceves Hinojosa, Instituto Miguel de Occidente

**Single Paper Sessions 8:00-8:40 a.m.**

287 Mission A  
Policy Matters for Learners  
Policy briefs about issues that have implications for learners can inform policy makers about research and practice. We will share content and processes for influencing local, state, and national policy.
Mary Harris, Jeff Cranmore, April Sanders and Standra Johnson, LaBotta Taylor, and Kelly Feild, University of North Texas

288 Travis A  
The Persistent Academic Achievement Gap Between Students With and Without Disabilities  
The focus of the presentation is to share the results of a study on the academic achievement of students with and without disabilities. The session will concluded with recommendations.
Clarissa Rosas, College of Mount Saint Joseph

289 Travis C  
The Affect Team Learning has on the Development of Creativity in the Classroom  
This study looked at the triadic relationship between creativity, design processes and team learning. Findings indicated collaborative learning expanded the student’s creative thinking process and enhanced their cooperative mentality.
Mary Simpson, Baylor University

290 Lone Star F  
Training Coaching Teachers for Reflective Supervision and Co-Teaching with Student Interns During Immersion Semester  
Faculty at award-winning Midwest education program demonstrate strategies for training coaching teachers to use reflective practices for supervision of pre-service student interns during immersion semester.
Pat J Wheeler, Beth Whitaker, Marylin Leinenbach, Kathryn L Bauserman and Diana Quatroche, Indiana State University; Melanie Beaver, West Vigo Middle School

291 Travis B  
Urban Is  
This study examined the beliefs of pre-service teaching interns and practicing classroom teachers with respect to the urban classroom.
Sashelle Thomas Alexander and Brian E Harper, Cleveland State University

292 Crockett C  
Using Teacher Questions as an indicator of Change
An investigation of how participation in a Master’s degree program influences teachers’ instructional practice. More specifically, we are focusing on teacher’s questions as an indicator of change over time.
Marilyn Morey, Josh Hertel, Elif Safak and Cynthia Langrall, Illinois State University

293 Crockett B
Utilizing the Texas Principal Survey to examine Self-Perceptions of First year Teachers
Accountability for teacher preparation in Texas includes a principal survey assessing first-year teachers. The purpose of this study was to examine teacher perceptions of their preparation in the assessed areas.
Christie Bledsoe, Jodi Louise Pilgrim, Rebecca Searfoss, University of Mary Hardin Baylor

294 Bowie B
Voices from Prison: Advice to New Teachers from Female inmates at TDCJ (Texas Department of Criminal Justice)
This presentation will focus on advice that female inmates can share with new teachers in creating strategies to address at-risk female students in public schools.
Lynn Freeman, University of Houston – Victoria

295 Presidio A
Rethinking Teacher Education Program Models: Towards integrating Quality Distance Learning Events
Quality teacher education programs focus upon the integration of distance learning best practices, at the instructor-focused and learner-focused levels. This presentation suggests one model through which to frame the discussion.
Caroline M Crawford, University of Houston-Clear Lake

296 Bonham D
Way Beyond the ivory Tower: A Community- and School-based Residency” Model for Pre-service Urban Teacher Preparation
The Chicago Teacher Education Pipeline at Illinois State University is preparing urban teachers by offering a pre-student teaching program that immerses candidates in a partner community. By living in traditional home stays with partner community residents, students co-teach in urban schools, serve as interns with community-based organizations, and take part in specialized coursework and social justice seminars. The program has a strong focus on the role community plays in education.
Robert Lee, Illinois State University

Roundtable Sessions 8:00-8:40 a.m.

Lone Star D
297 Table 1
Developing a preschool program in a Kansas City Charter School
The session will describe the benefits and hurdles of mentoring a teacher and facilitating the development of a new developmentally appropriate preschool in an urban charter school.
Jennifer E. Aldrich, University of Central Missouri
How to Teach Methods and Material Courses Appropriately
This session will be comprised of a variety of ways to present content level activities to preservice teachers.
Tonja Marie Fillippino, Jo Jones, Ron Towery and Zelda McMurtry, Arkansas State University

Paving a Pathway: Supporting Novice Clinical/Cooperating Teachers
Novice clinical/cooperating teachers benefit from special guidance as they develop supervisory skills and an understanding of the clinical experience. Explore strategies to initiate successful supervisory pathways for new clinical/cooperating teachers.
Ann Weber, Illinois State University

Rural Recognition: Meeting the Rural Teacher’s Need for Professional Development in ESL
Rural teachers face a growing need to provide ESL services to increasing numbers of English language learners. This presentation showcases a teacher education program addressing that need through online professional development.
Jane Carol Manner and Diane Rodriguez, East Carolina University

Using Teacher Work Samples to Mentor Novice Teachers and Shape School Culture
A doctoral student in education and a teacher from a Title I high school collaborate to use a virtual learning environment and teacher work sample methodology to mentor novice teachers.
Matthew R. Lavery, University of Central Florida; Amanda M. Lavery, Polk County Public Schools

What Current Research Has to Say About the Effectiveness of on line Teacher Education Programs
This roundtable discussion will address the status of current research related to on-line teacher education programs and courses. Student outcomes based on conceptual frameworks will be outlined.
Sue Anselm, Arkansas State University

Interrelationship between Goal-orientation and Engagement Preference on Student Achievement
This session examines the link between a student’s goal-orientation and engagement preference influences their student achievement.
Norma Guerra and Felicia Castro-Villarreal, University of Texas at San Antonio

Special Technology Session 8:00-8:40 a.m.
The panel will discuss the implications for teacher education from the recommendations for policy, practice and research developed by 120 global leaders in educational technology at the EduSummit 2011 meeting.

Dina Rosen, Kean University; Paul Resta, University of Texas at Austin

**Special Technology Session 8:00-8:40 a.m.**

304 Bonham B
Whiteboards, Mobile Technologies and Google Apps - A Recipe for Teacher Education Transformation
Session will demonstrate how google applications can transform the delivery and content of teacher education courses to support modeling TPACK instruction for future teachers.
Kathryn Smith, Minnesota State University - Bemidji; Jean Mickelson, Account Executive, Agosto; Maria Vasquez, Senior Manager, Strategic Initiatives and National Funding, Promethean, Inc.

**Special Session 8:00-9:30 a.m.**

305 Lone Star A
ATE yearbook XX Session: Cultural Competence in P-12 Classrooms, Schools and Higher Education
Native Women Teacher Candidates’ “With Strength”: Rejecting Deficits and Restructuring Institutions
Jeanette Haynes Writer, Heather Oesterreich, New Mexico State University
Social Justice in Preservice and Graduate Education: A Reflective Narrative Analysis
Margaret R. Olsen, St. Francis Xavier University; Cheryl J. Craig, University of Houston

**Special Session 8:00-9:30 a.m.**

306 Independence
Quality Leadership for Novice Teachers: Guiding the Future of Education
Join national pundits on Quality Leaders for Novice Teachers (e.g. student teachers) to discuss current issues related to teacher reflectivity, data collection, assessment, and supervision practices that shape novice teachers into high quality teachers and leaders. Come learn what was investigated and share your experiences.
Ed G. Pultorak, Southern Illinois University Carbondale; Kathleen Pietrasanta, Newport News School District; Maxine Cooper, Griffith Univ, Queensland, AU; Maureen Killeavy, University College, Dublin, Ireland; Martha Young, University of Nevada, Las Vegas; Joan Stewart, LaTrobe University, Melbourne, Australia; Lisa Riegel, Belinda Gimbert, The Ohio State University; Wanda Lastrapes, University of North Florida; Michelle M. Abrego, University of Texas at Brownsville; Cynthia L Carver, Oakland University

Session 9
Multiple Paper Session 8:50-9:30 a.m.

305 Crockett D
Addressing the Affective Domain in Middle School Teacher Education: Preparing Math Educators of young Adolescents
This presentation addresses a need for future middle level educators: bridge the gap between theory and practice by making it “real” through meeting the affective needs of the young adolescent.
Vicky Tusken, Northern Illinois University

306
Teacher Dispositions: Virtues, Personalities, or Behaviors
This proposal explores the understanding of teacher dispositions, the definitions, construct, measurement and assessment.
Qingmin Shi, Shaoan Zhang, University of Nevada, Las Vegas

307 Mission A
Affecting Change: Promoting Cultural Competence in Pre-Service Teachers through Digital Storytelling and Critical Reflection
This session will summarize results from action-research investigating perceptual changes of cultural competence following intentional research-based activities conducted with pre-service teachers. Intervention included key readings, digital storytelling, and critical reflection.
Cathy A. Thorsen, University of Wisconsin-Eau Claire

308
Cultural-, Professional-, and Character-Development in Prospective Teachers: Emerging Patterns in Five International Student Teaching Contexts
The proposed paper will focus on the cultural, professional and character development influences on participating student teachers and overall development patterns associated with five international contexts.
Binbin Jiang and Robert A DeVillar, Kennesaw State University

309 Crockett C
Engaging Preservice Teachers in Cultural Competence — Evaluating Different Mediums for Authentic Ethnic Content
This research application, focused on eight social studies content mediums and preservice teachers, integrates modeling and cultural competence in a methods class where students evaluate mediums for authentic ethnic content.
Dan Hechenberger, Governors State University

310
Retaining Culturally Efficacious Novice Teachers through an eCommunity of Practice
Overview of Teacher Academy Induction Learning eCommunity, an innovative, research-based model. Discussion of retention issues confronted by novices during first three years of teaching. Presentation of retention strategies and outcomes.
Belinda Bustos Flores, Lorena Claeys Norma Guerra, and Lucretia Fraga, University of Texas at San Antonio

314 Crockett A
Growing CLD Teachers for Today’s Classroom of CLD Children
Lessons learned from implementing and assessing a collaborative, distance-delivered, 2+2 teacher education model are shared. Recruitment and retention initiatives for place-bound, culturally and linguistically diverse (CLD) teacher candidates are presented.
Gayla Lohfink, Wichita State University; Amanda Morales, Sally yahnke and Gail Shroyer, Kansas State University

315
The Intersection, and impact of Universal Design for Learning (UDL) and Technological, Pedagogical, Content Knowledge (TPACK) on 21st Century Teachers’ Sense of Efficacy to Teach Every Student
The researcher presents the fusion of two transformational frameworks that increase teacher efficacy to integrate technology in teaching: universal design for learning (UDL) and technological, pedagogical, content knowledge (TPACK).
Beatrice Hope Benton-Borghi, Ohio Dominican University

316 Bowie B
Maximizing the Qualities of the Traditional Classroom in online Teaching: ideas from First-Hand Experiences
Drawing upon the presenters’ experiences, this presentation demonstrates how online courses can maximize qualities of face-to-face classrooms such as human connection, the impact of the teacher, and individual accountability and responsibility.
Rose Gong and Dawn Paulson, Eastern Illinois University

317
What We Teacher Educators and Community Leaders Learned about Technology implementation: Digital Readers in the Hands of Reluctant Middle School Readers
Presentation will describe the implementation and community collaborative research study of a three year grant from Rotary International, which funded e-readers for students in reading improvement classes at a large urban middle school.
Twyla Miranda, Texas Wesleyan University; Dara Williams-Rossi, Southern Methodist University; Kary A. Johnson, The Reading Connection; Nancy McKenzie, Tarrant County College

318 Crockett B
Using Fan Fiction to Prepare Pre-Service Teachers to Support K-12 Students with 21st Century Literacies
Presenters describe how fan fiction can be used to help pre-service teachers understand how to integrate technologies into their future k-12 classrooms in ways that support 21st century literacies.
Jennifer M. Conner-Zachocki, Danielle Dias, Indiana University, Columbus; Mary Beth Hines and Jenna McWilliams, Indiana University
Vocabulary Collections: Building a Deeper Understanding of the Vocabulary of Literacy
Learn about a strategy used across four core courses to increase preservice candidates’ understanding and use of key professional vocabulary. Results, word lists, materials and products will be shared.
Margaret Shepard Thomson and Barbara Purdum-Cassidy, Baylor University

**Single Paper Sessions 8:50-9:30 a.m.**

320 Mission B
A Protocol for Modeling Multiple Discussion Strategies in Teacher Education Coursework
The concept of valued-added teaching resulted in revision of a course to model nine discussion strategies while delivering critical teacher education content. Materials helpful in implementing instructional modeling in courses at other institutions will be provided.
Donna M. Post, Southern Illinois University Carbondale

321 Travis D
Creating a Global Community of Learners: Teachers—alone—are not enough
Teachers—alone—are not responsible for student success, but teachers cannot work alone: they need to seek partnerships that lead to the formation of a global community of learners.
Jeff Frank, Sweet Briar College

322 Travis C
Culturally Responsive Standards-Based Teaching
Participants will learn key elements of culturally responsive standards-based teaching through practical examples, including videos and photos, across grades K-12. Strategies and resources for professional development will be provided.
Steffen Saifer, Education Northwest

323 Travis B
Examining Year-Long Teaching Internships: Working Collaboratively to Ensure Greater Success
As expectations for candidates increase, one university examines the advantages of year-long internships that strengthen collaboration, enhance efficacy, and ensure greater success during candidates’ programs and throughout teachers’ careers.
Tammy Rachelle Benson, Chris Hogan, Jamie Alea and Nancy P. Gallavan, University of Central Arkansas

324 Seguin A
Learn and Lead: A Model for Meaningful K-12 Collaboration Through a Structured Teacher Candidate Leadership Program
This session discusses the design, growth, and evaluation of a teacher candidate leadership program that provides opportunities for college volunteers from all majors to meet the needs of K-12 schools.
Lenna Ojure and Haley Sigler, Washington and Lee University
325 Travis A
Preparing the Teachers of Tomorrow Through Blended Learning
Presenters share experiences of preparing the teachers of tomorrow through large blended classes utilizing student engagement activities, online/experiential learning, discussions and assignments resulting in high student achievement and satisfaction.
George Morrison and Amanda Gail Bower, University of North Texas

326 Seguin B
Professional Teaching Portfolios: Where Are We Now?
Examination of student teachers’ perceived learning through completion of a teaching portfolio and identification of school administrators’ usage and value of teaching portfolios for teacher hiring and continued professional development.
Sherrie Pardieck, Bradley University

327 Presidio A
Technology, Teaching and Access: How Accessible is Your Online or Hybrid Class?
Technology is quickly becoming an integral tool for instructing pre-service teachers many teacher preparation programs. How do you determine whether your course is accessible to your students and how do you know?
Allison Dickey, Ashland University; Valerie Owen, National Louis University

328 Presidio C
The “Pad-agogy” of Critical Thinking
Reports results from a project funded by the Library of Congress where teacher candidates in a social studies methods course used iPad applications to develop curricula to model critical thinking.
Grant Miller, Southern Illinois University Carbondale

329 Bonham E
Understanding and Implementing the Common Core Standards as a Foundation for Curriculum Development
This session will introduce the rationale and development of the national College and Career Readiness and Kindergarten-12 Common Core State Standards. The presenter will review the design and substance of the new standards.
Nancy L. King, Cedar Crest College

330 Lone Star E
Utilizing Instructional Practices Inventory (IPI) to Investigate Student Engagement in Higher Education: Understanding How and Why Students Engage in Learning
This presentation depicts findings of a study which explored teaching and learning in two professors’ university classrooms who wanted to better understand student engagement in higher education.
Twila Robena Lukowiak and Jana Hunzicker, Bradley University

331 Bowie A
What It’s Like: Challenging Middle Class Teacher Candidates to Understand Poverty, Race, and Privilege
Presenters will invite participants to consider methods used in a capstone course to challenge teacher candidates to ‘live’ factors associated with poverty and race in K-12 students.
Mike Schroeder and Pat Shea, Augustana College; Sohyun An, Kennesaw State University

**Roundtable Sessions 8:50-9:30 a.m.**

Lone Star D

332 Table 1
Designing an Education Program for Enhancing Elementary Inservice Teachers’ Pedagogical Power for Initiating Math Concept Information
We report a 3 year-long research project aim to investigate the developing process and learning cycle of elementary school inservice teachers and propose three issues for discussion.
Ying-Hao Cheng, Department of Mathematics. Taipei Municipal University of Education

333 Table 2
Effects of a Service-Learning Environment on Middle-Level Educators’ Social Responsibility and Professional Success
Research involving a rural middle school and middle level preservice interns uncovers how personal beliefs are challenged to consider the effects of a service-learning environment blended with social justice.
Terri Hebert, University of Central Arkansas

334 Table 3
Improving Field Experiences Through Collaboration
Taking collaboration to the next level: Due to increased importance of field experiences and working with the same local schools, we created common assessments, professional development and jointly implemented co-teaching.
Lynn Mahlum, Lisa Staiger, Minnesota State University Moorhead; Kim Overton, North Dakota State University; Kim Knodle, Valley City State University

335 Table 4
Non-traditional Trends in Educator Preparation: An Examination of Student-Centeredness
The Student-Centered approach is sought by all educators. Knowledge of how today’s candidates and K-12 students are changing impacts our look at current and coming teacher preparation needs. As the student changes so should our approach to student-centeredness.
Linda N. Lucksinger and James Summerlin, Angelo State University

336 Table 5
Policy and Practice: The Influence of Participation in the Vote Smart Challenge on Teacher Credential Candidates
This Roundtable Session allows participants to explore how teacher credential candidates may increase their knowledge of policy as it affects their profession, specifically through participation in the Vote Smart Challenge.
Table 6
Preparing Teachers to Teach Integrated Curriculum in the Digital Age
This discussion will assist teacher educators to develop integrated courses using concept mapping, backward design, and web applications. Further, we will show our students’ projects and discuss year-long internships.
Cheryl Gwen McAlpine and Cherry Steffen, Kennesaw State University

Table 7
Response to Intervention in Teacher Education: How Are We Preparing Pre-Service Teachers?
Designed for special education and general education faculty, this guided discussion will focus on strategies for integrating RTI into various education courses and creative methods for addressing RTI across the curriculum.
Kelli Esteves, Butler University; Elizabeth Whitten, Western Michigan University

Table 8
Study Abroad in Florence, Italy: Developing Cross Cultural Competence
This session will detail the creation of a faculty-led study abroad experience for pre-service teachers and share the impact of the experience on students’ attitudes about cultural differences.
Julie A Chadd and Dawn M VanGunten, Eastern Illinois University

Table 9
The Effects of Global Education Policies on Local Teacher Preparation Programs
A discussion of the driving forces and processes in which schooling has been globalized and how these forces of a knowledge economy impact teacher education at the local level.
Sally Sentner, Clarion University of Pennsylvania

Table 10
The Role of Context in Connecting Theory to Practice in an ESL Methods Course
Two teacher educators integrated a service learning project into a masters ESL methods course. The setting provided a unique context for students develop new understandings related to their students’ cultures.
Kathryn Prater, Ye He, The University of North Carolina at Greensboro

Special Session 8:50-9:30 a.m.

Table 11
A Primer on Submitting for the Distinguished Program in Teacher Education Award
The Selection Committee for the Distinguished Program in Teacher Education Award will host a workshop to discuss the requirements for submission and to encourage programs to submit for this prestigious ATE award.
Thomas Lucey, Chair, DPTE Selection Committee Illinois State University

Special Technology Session 8:50-9:30 a.m.
Whiteboards, Mobile Technologies and Google Apps - A Recipe for Teacher Education Transformation
Session will demonstrate how google applications can transform the delivery and content of teacher education courses to support modeling TPACK instruction for future teachers.
Kathryn Smith, Minnesota State University - Bemidji; Jean Mickelson, Account Executive, Agosto; Maria Vasquez, Senior Manager, Strategic Initiatives and National Funding, Promethean, Inc.

**Special Technology Session 8:50-9:30 a.m.**

344 Bonham C
Teaching in the 21st Century Digital Classroom - A Transformation from Analog to Digital Skills
Come and explore the concept of web 2.0 and the e-tools that are provided for 21st century classrooms. Tools include Wolfram Alpha - the New Scientific Knowledge Engine, Prezi, Wordle, Clipnabber, Stixy, Google Docs and Delicious.
David Albert McCarthy, University of Minnesota Duluth

**Research General Session 9:45 - 11:00 a.m.**

345
Lone Star BC

Presiding: Frances van Tassell, Planning Committee Chair, University of North Texas
Introduction of Speaker: Julie Rainer Dangel, ATE Research Committee Chair, Georgia State University
Speaker:
Richard Ingersoll, University of Pennsylvania

After teaching in both public and private schools for a number of years, Dr. Ingersoll obtained a Ph.D. in sociology from the University of Pennsylvania in 1992. He has been a faculty member in the Sociology Department at the University of Georgia and currently is Professor of Education and Sociology at the University of Pennsylvania.

Dr. Ingersoll’s research is concerned with the character of elementary and secondary schools as workplaces, teachers as employees and teaching as a job. He has published over 100 articles, reports, chapters, and essays on topics such as: the management and organization of schools; the problem of underqualified teachers; the impact of induction and mentoring for beginning teachers; the problems of teacher turnover and teacher shortages; the status of teaching as a profession; changes in the demographic character of the teaching force; and the degree of accountability and control in schools and its impact.

His research is nationally recognized, President Clinton cited his research in a number of speeches announcing his teacher recruitment and training initiatives, influenced the NCLB Act, and has been featured in numerous major education reports, including those published by the National Commission on Teaching and America’s Future, the Education Trust, the Alliance for Excellence in Education, the National Governors’ Association, the international Organization.
for Economic Co-operation and Development, and President Obama’s Council of Advisors on Science and Technology.

Dr. Ingersoll has received a number of awards, including: the Richard B. Russell Award for Excellence in Teaching from the University of Georgia; the Harry Braverman Award from the Society for the Study of Social Problems for his work on organizational control and accountability in schools; an American Educational Research Association Fellowship; the National Award of Distinction from the Penn Education Alumni Association; and the Outstanding Writing Award from the American Association of Colleges for Teacher Education for his book, Who Controls Teachers’ Work? Power and Accountability in America’s Schools, and the 2011 Outstanding Researcher Award from the Association of Teacher Educators. He was elected as a Fellow of the American Educational Research Association in 2009.

Dr. Ingersoll has conducted numerous briefings of local, state and federal legislators and been invited to present his research before many policy groups, including: the Aspen Institute’s Education Policy Program for Members of Congress, the Congressional Hearings on Teacher Preparation Initiatives held by the U.S. House of Representatives’ Committee on Education and the Workforce; the National Commission on Mathematics and Science Teaching for the 21st Century, chaired by Senator John Glenn; the Science and the Congress Briefing; the Congressional Research Service’s seminar for new members of Congress, sponsored by the U.S. House of Representatives; the Council of the City of New York; and education reform commissions in many states.

Session 10
Multiple Paper Session 11:10-11:50 a.m.

346 Bowie C
Reading Plus! Making a Difference for At-Risk Students in a Community Setting
This paper presentation examines the implementation of the Reading Plus! technology based intervention program for developing and refining reading fluency and comprehension in at risk students at a community based after school/summer program in West Side San Antonio area through multiagency collaborative efforts.
Mishaleen Allen, Shelley Harris, Consuelo Bossesy and Esther Garza, Texas A&M University San Antonio

347 Using the Metaphorical Framework of the Jenlink Poetic to Meet the Needs of All Students
Through use of the Jenlink Poetic, researchers modeled a pedagogical practice for their preservice teachers that they can use in helping to meet the needs of all students.
Rebecca Ratliff Fredrickson, Sarah McMahan and Karen Dunlap, Texas Woman’s University

348 Crockett C
Innovation in Teacher Preparation: Problem Based Learning Embedded across a PDS-Residency Teacher Education Program
This paper intends to inform teacher educators and other stakeholders about lessons learned during the pilot year to improve a nationally recognized teacher preparation program that is
based on professional development school residency (PDS-R) standards by embedding problem
based learning across the PDS-R program.
Joan Maier, Sylvia R Taube, Karla Eidson, Kay Timme and Tiffany Forester, Sam Houston
State University

349
“I Now Hear My Students as Individual Voices”: A Programmatic Focus on Reflective Practice
Findings from a study of aM Ain Education with a focus on Reflective Practice will be
presented. An overview of the program and implications for teacher educators is included.
Cheryl A. Torrez, Marjori Krebs, The University of New Mexico

Single Paper Session 11:10-11:50 a.m.

350 Mission B
A Formal Mentoring Policy/Process for a School of Education
The session will focus on a formal mentoring policy/process adopted by the School of
Education. Summary of the major policy/process components will be discussed and results to
date.
Paul C Paese, Indiana University Kokomo

351 Presidio A
But I Don’t Speak Their Language: Training Faculty to Appropriately Guide Pre-Service
Education Students to Effectively Instruct English Language Learners
Teacher educators of pre-service teachers for today’s urban classrooms need knowledge to
appropriately guide students in skills and strategies for working with English Language
Learners. This presentation focuses on one urban university’s online course to train faculty in
this area.
Alicia Mendoza, Florida International University

352 Travis D
Cooperating Teachers: Changing Their Supervisory Decisions from Guessing to Knowing
Change guessing into thought-filled supervisory decisions. Multiple activities adaptable to
online and other formats will be presented. Each is designed to enlighten, engage, and guide
cooperating teachers in decision-making
Ann Weber, Illinois State University

353 Seguin A
Do you See What I Say?: Visual Demonstration of Teaching Dispositions
The presenters will provide dispositional behaviors necessary to meet diverse needs of all
students. The process of developing and implementing (DVD) dispositional scenarios and
monitoring dispositional behavior will be discussed.
Rebecca Jane Cook, Jennifer Stringfellow, Christina Edmonds-Behrend, Sandy Johnson, and
Melissa Jones, Eastern Illinois University; Frank Mullins, University of Texas Permian Basin

354 Bonham A
Effectively implementing a Hybrid Social-Learning Environment in Teacher Education
Participants will develop strategies and learn practical methods to effectively implement social networking and interactive multimedia components into their hybrid teacher preparation courses.

Michael Mills, University of Central Arkansas

355 Travis B
Equity-Centered Teacher Leadership: Promoting Change Through Action Research
This presentation will focus on how action research can be used by teacher leaders to facilitate change related to issues of equity. Teacher leaders will discuss their first-hand experiences.
Jennifer Jacobs, Emily Reichert and Lyn Crowell, Texas State University-San Marcos

356 Travis C
Faculty Professional Growth as a Result of Researching and Coaching in Partnership with School Math PLCs
Three-university faculty coached math PLCs over a two-year period. After a brief description of the structure of the situation we will discuss our essential learnings as teacher educators and the continued influence the experience has had on our professional identities and practices.
Linda K Hoy, University; Janice Bradley, New Mexico State University; Julie Horwitz, Rhode Island College

357 Crockett D
Finding Spaces to Teach Critical Literacy with the Common Core State Standards
In this session, we will address the question of whether the Common Core State Standards for English Language Arts provide space for teaching critical literacy.
Jessica Gallo and Bailey Herrmann, University of Wisconsin Madison

358 Travis A
Preschool Mathematics: Examining a Case Study to Determine Possible Changes to Teacher Education
This session outlines research of how one preschool program’s mathematics instruction aligned with recommendations by NAEYC and NCTM and how these results might influence teacher education for early childhood educators.
Elisabeth Johnston, recently finished doctorate in education

359 Seguin B
Promising Practice: Embedding Reflection in Professional Practice
Promote reflective practice through action research, teacher journals and electronic professional portfolios. Examples and specific strategies for design and implementation adaptable to any teacher preparation program will be presented.
William Barry Roth and Patricia Stowers, The University of Arizona

360 Crockett B
Providing Preservice Teachers with Parent involvement Experiences with ELL and At-Risk Children and Their Families
The PARTNERS Program encourages ELL and at-risk parents’ involvement. Pre-service Early Childhood and Elementary Education pre-service teachers plan and teach weekly reading lessons to families.
Diana Brannon and Linda Dauksas, Elmhurst College

**Single Paper Sessions 11:10 -11:50 a.m.**

361 Presidio C
Rising to the Challenge: Inquiry as Stance in one Rural Elementary School
Building on Cochran-Smith & Lytle’s (2009) ‘Inquiry as Stance’ model, the story of one school’s attempt to challenge the status quo is examined through the research of four classroom practitioners.
Ryan Flessner, Butler University; Laura McDermott, Wendy Carter, Regina Cory and Debbie Miles, South Central Elementary School

362 Crockett A
Teacher Candidates’ Development through Peer Evaluation and Self-assessment
Discuss the application of a peer evaluation and self-assessment instrument that helps teacher candidates improve their performance in lesson planning while developing the dispositions necessary for collaboration with other professionals.
Terri S. Schmidt and Patrice Rose LeBlanc, Nova Southeastern University

363 Bonham E
Valuing Global Understanding in Teacher Education: An Exit Project
This presentation describes a teacher education exit project based on global awareness. Students develop multi-faceted projects giving diverse, relevant information pertaining to knowledge, professional growth, and skill development/attainment.
Mary K Bendixen-Noe, The Ohio State University - Newark

364 Bowie A
Views of Teachers: observing Trends to inform Preservice Teachers about the Profession.
How have teachers perceived their profession and what is the public’s perception of the teaching profession? How might these changing perceptions impact preservice teachers and teacher recruitment and retention?
David Vocke, Towson University

365 Bowie B
What Book Are you Reading?: Experiences of a Department-Wide Book Study on English Language Learners

This interactive, multimodal, presentation will share the experiences of an Early Childhood Education faculty as they engaged in professional development around English Language Learners. One particular activity, a book study, will be shared using Brofenbrenner’s Ecological Systems Theory (Bronfenbrenner, 1979) and Gloria Ladson-Billings’ (1997; 2005) Culturally Relevant Pedagogy Framework.
Katie Simon Kurumada, Lydia Mays, Julie Rainer Dangel, Barbara Meyers, Lynn Hart and Nancy Jo Schafer, Georgia State University

366 Bonham C

e-Classroom Support Series for Beginning and Experienced Teachers’ Professional Learning using Cloud Technologies

Through effective 21st century web-based technologies, support beginning and experienced teachers’ experiences with robust content packaged resources in an online learning community, support teaching practices that enhance our millennial students’ academic success, and accelerate teachers’ efficacy for relevant, daily classroom application of technological pedagogical content knowledge.

Belinda Gimbert, Rebecca Parker, The Ohio State University; Patricia Tate, The George Washington University; Joyce E. Killian, Southern Illinois University Carbondale; Frances van Tassell, University of North Texas; Kate Tindle, Marsha Owens and Marti Netler, Project KNOTiT Consultant

Special Session 11:10-11:50 a.m.

367 Lone Star A

Chat with Richard Ingersoll

Come and participate in a conversation with our Research General Session speaker, Richard Ingersoll.

Roundtables 11:10 -11:50 a.m.

368 Table 1
Developing Language and Literacy Digitally

This round table discussion focuses on ways to promote students’ language and literacy development through a demonstration of digital tools, samples of students’ digital texts and findings of current research.

Sheila M Flihan, The College of Saint Rose

369 Table 2
Embracing Global issues With New Paradigms

Knowledge Building International Project (KBIP), puts knowledge building theory and principles into action on global issues in PreK-12 classes along with technology supported collaborations with classmates and international peers.

Penelope Beery and Sandra Lund, Knowledge Building In Action; Mireia Montane, Knowledge Building International Program

370 Table 3
Facing the Saber-toothed Tiger

There is good stress and bad stress. How do teachers recognize these stressors in themselves and their students? What can be done to minimize and/or eliminate stress?

Deborah Hayes and Pat Clark, Lincoln Memorial University
371 Table 4
Faculty Mentoring at the University Level: Modeling Professional Development and Faculty Learning Communities for Teacher Education Candidates
Although successful careers lie with individuals, we all need strong mentors. Discussions will include the need for P-16 mentoring and the importance of modeling mentoring strategies to teacher candidates.
Charlene Jewell True, Terry Goodin and Kyle Butler, Middle Tennessee State University

372 Table 5
Improving Science and Math instruction for All: it’s Elementary
Session participants will learn about a newly-developed, teacher observation instrument built on recent research regarding teaching strategies that improve science and mathematics learning for girls and other special populations.
Julie Thomas, Oklahoma State University

373 Table 6
Modeling Effective Teaching Practices to Promote Cultural Competence
In this round table session, a description of early childhood preservice teacher education activities and experiences that promote cultural competence will be provided. Modeling effective teaching practices in teacher education will be the sub-topic for dialogue.
Dianne Lawler and Zelda McMurtry, Arkansas State University

374 Table 7
O Brother, Where Art Thou? Using mentors to Attract Male Candidates to the Educational Field
In response to the need to recruit highly qualified African-American male candidates into teaching, the presenters share how utilizing retired educators as a mentoring and recruitment tool benefits teacher education.
Genée’ Gaines and Audrey Bowser, Arkansas State University

375 Table 8
Preparing for Change: Expanding Teaching Certification
Paper will describe a Subsequent Certification Program that entitles candidates to receive an additional certificate in a second certification area through demonstrating how they have met appropriate state standards.
Pennie M. Olson, Jerry Ligon and Kathleen Sheridan, National Louis University

376 Table 9
Preparing Teachers to Teach in Turn-around (recovering) Schools
In this session, we will discuss the benefits of learning about skills needed to teach in “recovering” or turn-around schools.
Oliva A Williams, Grand Valley State University

377 Table 10
The Foundation of innovation: Empowering Classroom Teachers to Engage in Teacher Preparation
The recent emphasis on the importance of clinical preparation for future teachers demands change in the way institutions of higher education address effective field experiences. The authors describe how one institution has used contemporary research and reform initiatives as an impetus for positive change in clinical teaching experiences. The contemporary model of field experience explored in this article promulgates successful teacher candidates through diverse field experiences to become highly effective and reflective practitioners while sanctioning k-12 teachers as leaders in the field of education.

Christy Duda and Erin Harrel, Edison State College

378 Table 11
The Impact of Tutoring on 2nd Grade Students’ Writing Ability

The presenter will share the early results of a study designed to measure the impact of weekly tutoring sessions on the writing ability of 2nd grade students.
Richard Costner, Coastal Carolina University

Special Session 11:10 a.m.-12:30 p.m.

379 Presidio B
World Federation of Associations of Teacher Education international Roundtable
Board members of WFATE will share perspectives on international teacher education and the goals of this new organization with regard to bringing support and resources to developing countries as they strive to provide a quality education for all children.
Chair: Maxine Cooper, University of Ballarat, Australia
Panelists: Mireia Montane, Centre de Programes Educatius Internationales, Barcelona, Spain, Joana Salazar Noguera, University of the Balearic Islands, Spain, Paul Paese, Indiana University Kokomo, Joan Stewart, Latrobe University, Australia, James Alouf, Sweetbriar College, Frances van Tassell, University of North Texas; Billy Dixon, Southern Illinois University Carbondale, Jane McCarthy, University of Nevada, Las Vegas, Arno Libotten, Vrije Universiteit Brussel, Belgium, Maureen Killeavy, University College, Dublin, Terese Laferriere, Universite Laval, Canada, Elijah Omwenga, University of Nairobi, Justina Erculj, Slovenia, Paul Resta, University of Texas, Jian Wang, University of Nevada, Las Vegas (representing China).

Special Technology Session 11:10-11:50 a.m.

380 Bonham B
Using Tech to Support Culturally Responsive Teaching: implications for Preparing Pre-Service Teachers
Culturally Responsive Pedagogy represents a key instructional approach for educating diverse learners including American Indians and Alaska Natives. This session will discuss the use of technology for cultural competent teacher education.
Ute Kaden, University of Alaska-Fairbanks; Dina Rosen, Kean University; Paul Resta, University of Texas at Austin

Special Session 11:10 a.m. -12:30 p.m.
Teacher Educator Standards
How does the profession support the professional growth of all personnel involved in preparation of teachers? This session explores a guide for professional development of both university and school-based teacher educators.
Barbara Short, Belinda Gimbert, Elizabeth Ward, Ellen Faith, Frances van Tassell, Gary L. Willhite, Jane Carol Manner, Jennifer Roberts, Karen J. Venditti, Mary Sowder, Robert Houston, Robin Haskell McBee, Romena Holbert, Sheliah Dorton, Susan Arisman, Thomas A. Kessinger, Dara Williams-Rossi, Robert Fisher, Chair

Emerging Scholars Session 11:10 a.m.-12:30 p.m.

Constructing Exemplary Practice in the Teaching of Writing and the Common Core English Language Arts Standards: implications for Novice Special Education Teachers
Case studies focused on inservice novice special education teachers needs in constructing professional practice in the teaching of writing and the Illinois Educator and NBPTS Exceptional Needs Specialists common standards.
Sandra Hardy, Southern Illinois University Carbondale

Epistemology and Teachers’ Descriptions of Fundamental Reform Concepts in a Mathematics Classroom
It might be a coherence problem. In this study based on mathematics teachers’ descriptions, reform expectations of students were not consistent with reform opportunities provided by teachers.
Jennifer Jensen Prusaczyk, McKendree University

Measuring Field Based Teacher Education through Cooperating Teaching Actions: Scale Development
Presentation of the development of valid and reliable scales to measure cooperating teaching actions based on ATE’s Teacher Educator Standards and Performance Outcomes for Field Experiences, and NBPTS’ Core Propositions.
Romenda Holbert, The Ohio State University
Discussant: Kathy Evans, University of Tennessee at Martin

Special Session 11:10 a.m.-12:30 p.m.

ATE yearbook XX Session: Cultural Competence in P-12 Classrooms, Schools and Higher Education
The Story of Disproportionality as Told by a Collaborative Culturally Responsive Coalition
Cathy A. Thorsen, Aram deKoven, Deborah Pattee, Ann Collier, University of Wisconsin-Eau Claire; Dwight C. Watson, University of Northern Iowa
Cultural Competence and the Recursive Nature of Conscientization
Nancy Gallavan, Angela Webster-Smith, University of Central Arkansas

**Special Session 11:10 a.m.-12:30 p.m.**

386 Independence

Augmenting a Global Community of Learners through the Incorporation of Teacher Reflectivity
The Association of Teacher Educators (ATE) appointed a national commission on teacher reflectivity which has recently become a national task force. The primary charge was, and continues to be, to provide a very thorough and detailed investigation of the impact of teacher reflectivity, if any, on teacher performance, teacher retention, student learning, and other important aspects of teaching, learning, and teacher education. To help achieve this goal, a national and international call for manuscripts, which were blind reviewed, regarding this topic was advanced and publications were added to the teacher reflectivity literature. Come learn what was discovered and share your experiences.
Ed G. Pultorak, Southern Illinois University Carbondale; Debbie Barnes and Nancy P. Gallavan, University of Central Arkansas; Dennis Pataniczek, Salisbury State University; Nancy Fichtman-Dana, University of Florida; Elizabeth Foster, Texas A&M University; Sunya Collier, Georgia State University; Diane yendol-Hoppey, University of South Florida; Rachel Wlodarsky, Ashland University; Carol Jo Brazo, George Fox University

Session 11

**Single Paper Sessions 12:00-12:40 p.m.**

387 Crockett B
A Safe Environment: Campus Police Relationships with Schools
In this relatively unexplored area, the researchers share the complex relationships between public school campus police, students, teachers, administrators, and families.
Janice Lynn Nath, Beth Pelz and Emily Berthelot, University of Houston - Downtown

388 Bonham E
Addressing the Need for including Contextual Factors in the Teacher Work Sample
We will describe teacher candidates’ use of contextual factors in Teacher Work Samples and the extent to which they planned their assessments and lessons with consideration to contextual factors.
Melinda S Miller, Helen Berg and Nancy Votteler, Sam Houston State University

389 Mission B
Early Field Experience: Preparing a Better, Stronger STEM Teacher
Does early field experience matter in teacher preparation programs? Discover the benefits of early classroom experience that is part of the Teach North Texas innovative, inquiry-based STEM initiative.
Cindy Denmark Woods, Teresa Walls, Tami Tucker, John Kabongo and Chelsea Meyer, University of North Texas

390 Bowie A
Engaging Students as Active Members in their Student Education Associations
This session addresses a survey distributed at AACTE, ATE and the Student Education Association of Nebraska conferences in February 2009 that solicited information concerning how Student Education Associations actively engaged members.
Ann Petersen, Chadron State College

391 Bonham A
Learning to Teach While Teaching to Learn: Collaborating to Enhance Secondary-Level Pedagogical Preparation
Overview of a new professional core course requirement implemented collaboratively as a ‘school-within-a-school’ model in an effort to enhance the early pedagogical preparation of secondary-level pre-service teachers.
Pamela E Green, Southwestern College

392 Seguin A
Moving Beyond Flags and Festivals: Nurturing Cultural Competence in Education Candidates
Cultural competence requires that candidates move from a flags and festivals multicultural mindset to an awareness of the hidden lessons supporting mainstream middle-class privilege in P-12 curricula. Candidate work samples that support or challenge the power and privilege of the dominant culture will be shared and discussed.
Barbara Mackey, Pamela Jessee and Jeanette Mines, Lewis University

393 Presidio C
Successful Partnership—The Unique Story of one University and one School Working Together
A multifaceted partnership between a university and elementary school will be discussed. This partnership included reading labs, math tutoring, iPad technology (math subitizing) and a restructuring of the school environment.
Jill Scott and Shelia Delony, Stephanie Talley, Abilene; Taylor Gabriel and Mitzi Adams, Abilene Christian University; Ketta Garduno, Abilene Independent School District

394 Seguin B
The Critical Discussion of Race: Developing Culturally Competent Educators in a Global Community of Learners
Many educators experience challenges in racially diverse classrooms. The presenters will share outcomes of a discussion model used to engage in/pre-service teachers in critical dialogues related to race.
Tynisha Meidl and omobolade Delano-oriaran, St. Norbert College

395 Bowie C
The Effect of Moonlighting and Morale on the Teaching Profession
Thirty years of longitudinal research. The presenter will describe findings about time constraints, salaries, second-income employment, classroom discipline, issues with administration, and time constraints.
Robert M Maninger and Sam Sullivan, Sam Houston State University

396 Travis A
The Future is Now: The Cultural Remapping of Pre-Service Secondary Teachers through Immersion
This session examines an immersion field experience in a progressive school where issues of sexual, racial/ethnic and socio-economic diversity are addressed daily. The experience compelled pre-service teachers to come face to face with social injustices commonly discussed in isolated readings, but that they encountered collectively in a single setting.
Paul Chamness Miller, Purdue University North Central; Erin A. Mikulec, Illinois State University

397 Travis B
The impact of Social Networking Tools on the K-12 Classroom
The session will be an informal discussion framed around six thought provoking questions:
1. What are the benefits and pitfalls of using social networking tools in P-12 education? 2. What are the implications on policy development in P-12 education? State licensure board policy? 3. How do we protect an individual’s right to privacy (e.g. private life vs. professional life)? 4. What role does professional development for teachers play in navigating this challenging issue? 5. What role does teacher preparation programs play in developing tech savvy teacher leaders? 6. How might (or should) we utilize social networking tools with teacher education candidates? Are the boundaries different because we teach in higher education?
Stephanie Pamela Huffman, Wendy Rickman, and Shelly Albritton, University of Central Arkansas

398 Crockett C
The Teaching of Writing Through Partnership with Lower Socio-Economic Multicultural Bilingual Students
The paper summarizes Dr. Sarno’s efforts to form a partnership with lower socioeconomic multicultural bilingual elementary students to develop writing skills so that the students could attain acceptable proficiency in a mandated national standardized test. She developed an original four-step Methodology and nine-level Taxonomy (EPILLAW - Evolutionary Procedures in Incremental Levels in Learning Assimilative Writing). The results were effective and formed the basis for her doctoral dissertation at UCD-Dublin. The Association of Teacher Educators (ATE- USA) awarded her Doctoral Dissertation of Distinction for 2010. The doctorate has been adapted to the practical application in the classroom.
Una McGinley Sarno, Passaic City Board of Education (New Jersey-USA) [retired]

Single Paper Sessions 12:00-12:40 p.m.

399 Travis D
The Use of Cohort Groups in A Transformational Leadership Program in Graduate/Higher Education
This presentation is designed to specifically focus on the preparation of leaders for urban institutions. This program will prepare professionals to apply current research and knowledge to problems of education in a contemporary urban society. This program is to be delivered through problem-based learning, action-inquiry projects, internships, and relevant pedagogy.

Noble R. Corey, Terry P. McDaniel and Bobbie Jo Monahan, Indiana State University

400 Travis C

The Rubber Has Hit the Road: An Analysis and Reflection of Mid-Tenure Processes at Four Institutions of Higher Education
Four teacher educators at four different institutions across the country discuss the teaching, research and service requirement at their institutions as they undergo mid-tenure evaluations.
Madalina Tanase, University of North Florida; Mary Sowder, Utah Valley University; Thomas Smith, Northwest Missouri State University; Teresa Leavitt, Brigham Young University

401 Presidio A
University K-12 School Partnerships: informing Program Development in Teacher Education
The presentation will share the design, development, modifications, and changes of a research study in a partnership school and the impact on teacher education program.
Trena Wilkerson, Dittika Gupta, Patricia Sharp and Betty Ruth Baker, Baylor University

402 Crockett A
Using online Modules to Change Teacher Education: A Study of the College and Career Readiness Standards in Texas
The presentation will discuss the collaborative process of development of online modules for teacher education programs exploring the College and Career Readiness Standards in Texas.
Amanda Rudolph, Ken Austin and Neill Armstrong, Stephen F. Austin State University

403 Crockett D
Using Self-Efficacy to Investigate the Effectiveness of a Yearlong Internship
Presenters will share a PDS relationship between the university and a local middle school that focuses on a yearlong internship for teacher candidates. Comparative self-efficacy research will also be shared and discussed.
Kimberly Ligon, Desha Williams and Susan Stockdale, Kennesaw State University

404 Bowie B
Hope in Teaching: Encouraging Teachers and Finding Colleagues in Sub-Saharan Africa
Presenter shares how the delivery of professional workshops to teachers in a rural area in eastern Uganda offered a unique opportunity for growth and personal development for the teacher educator and, hopefully, for the Ugandan teachers.
Alice Young, Marymount University

Roundtables 12:00-12:40 p.m.
Lone Star D
Are Future Teachers Readers?
The research attempts to determine if, how much, and what types of reading the pre-service teachers in the Childhood Education program at the State University of New York at Oneonta are doing.

Krislynn Dengler, State University of New York College at Oneonta

Diverse Faculty and Teacher Education: A Vision for Future
This presentation aims to disseminate strategies to enhance recruitment and retention of diverse faculty in the schools of education. It also endeavors to create a community of scholars who support and celebrate diversity amongst faculty.

Delar K Singh, Eastern Connecticut State University

Executive School Leadership Mentoring for improved Student Learning
A new collaborative focusing on mentoring and professional development for executive leaders was designed to support professional growth of education leaders needed in our schools for the 21st century.

Debbie K Mercer, Kansas State University

Familiarity Breeds Content: How to Use Multicultural Education in the Classroom
When teachers are familiar with their own cultures, they can begin to investigate and utilize the diverse cultures of the students in their classrooms. The multicultural makeup in the classroom can actually become the content that is taught: each student learns from each other.

Peggy D. Quarles, Lincoln Memorial University

Mathematics Teachers’ Professional Development through Designing Task Sequences: integrating Conjecturing Activities into Diagnostic Teaching
This study arrange a professional development in which in-service mathematics teachers are required to design task sequences that integrate conjecturing activities with diagnostic teaching in order to promote students in thinking mathematics actively.

Fou-Lai Lin and Kai-Lin yang, National Taiwan Normal University; Jian-Cheng Chen, Ming Chi University of Technology

Online Publishing in the SRATE Journal
This session will increase the participant’s skills for publishing in the SRATE Journal. The predisposition and motivation for publishing, the organization of a journal article, fitting ideas into a publishable format, writing techniques, and avoiding common errors made by writers. The presenters will cover the submission process for the journals online format.

Thomas Joseph Buttery, Austin Peay State University

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Thomas Joseph Buttery, Austin Peay State University
Reflections on Student Learning by Student Teachers who are Part of an Ohio Department of Education Grant Supporting their Co-teaching in Math, Science and Social Studies. Findings from preservice co-teachers journals on student learning demonstrated positive inclusionary collaborative practice and the establishment of a future professional development foundation for both student and veteran mentor co-teachers.

Martha G. Michael, Capital University

412 Table 8
Students Achieving Success and inspiring Excellence (SASiE): A University, School, and Community Partnership
Presenters will describe a 3-year cross-university, community, and school partnership that utilizes students’ out-of-school literacy skills to improve the academic performance of at-risk adolescents.
Tammy B.H. Brown and Kathy Ruthkosky, Marywood University

413 Table 9
Using Digital Storytelling to Teach 21st Century Skills in Teacher Education
This session discusses the findings from an action research study that investigates how pre-service teachers understand, develop, and apply 21st century skills through developing a digital storytelling project.
Terry Husband, Illinois State University

414 Table 10
Using Technology for Creative Learning, Universal Design and Reflective Education
A universal design approach is discussed by applying web-based technology tools to increase student engagement, promote active learning, support creative learning while utilizing an inquiry-based and differentiated learning format.
Hank McCallum, Chadron State College

415 Table 11
Virtual Supervisor: Remote observation Techniques Used in Supervising Teacher Candidates in intercultural Student Teaching program.
This round table discusses benefits as well as limitations and challenges of using two-way video conferencing technology in a preservice teacher training program for supervising student teachers overseas.
Olga Shonia, Madison Motsch and Thomas Coroneos, Capital University

Special Technology Session 12:00-12:40 p.m.

415A Bonham C
Geocaching
Participants will begin their educational journey on Bonham C and then venture outdoors to continue their session with this new exciting educational tool.

Multiple Papers Session 12:50-1:30 p.m.
Beyond the Model: Examining the Trials and Tribulations of a Alternate Route Program
This presentation describes an alternate route certification program supported by both the state
and a teacher education program. It considers the future of alternate route programs in the
current economic and social climate.
Victoria Fantozzi, Alison Dobrick and Julie Rosenthal, William Paterson University

Lighting the Mountains of Kentucky with Alternative Teacher Licensure
The presentation demonstrates an alternative MAT approach to Licensing teachers for high
need areas. As a clinically based program, students can be provisionally licensed, while in this
experience, which includes block mentoring and supervision.
Calvin Floyd Meyer and Duane Lambert, Morehead State University

Multiple Paper Session 12:50-2:10 p.m.

Preservice Teachers’ Entry Level Perceptions of Good Teaching
This study examines preservice teachers’ entry level perceptions of and abilities to define good
teaching. This presentation provides teacher educators with ideas about how to enrich
introductory teacher training courses.
Mark R. Riney, West Texas A&M University

So You Want to Be a Teacher?
Lewis University professors will share their insights into their development of an education
camp for high school students who aspire to become educators.
Richard Clish and Chris Palmi, Lewis University

Teacher for a Day: Examining Hollywood Myth and Classroom Reality
Whether the charismatic rebel or the dufus behind the desk, Hollywood teachers are often
unrealistic. This interactive session will explore media images and their impact on professional
recruitment and retention.
Sheila Delony, Joni Hutcherson and Janille Stephens, Abilene Christian University

Adapting Pre-Service Teacher Education Curriculum to meet Career and College Readiness
Standards and Enjoying it Too
Session will focus on modifications in pedagogy and content made in methods and foundational
courses to include an understanding of both CCRS standards and how those standards will
impact pre-service teachers’ content and pedagogy as they begin their professional careers.
Jane H White, Sandy Philipose and John E. White, Austin College
Making School Relevant for Learners in the 21st century with Personal Learning Environments (PLE)
Core course redesign, discussion of emerging technologies, assignments demonstrate shift of focus where concept of PLE marks fundamental change in the role resources
Lynn Kline and Jacki Gordon, University of Akron

423
Teacher Pipelines and P-16 Career Pathways: Models of inclusive Excellence in Responsive Teacher Education
This session examines innovative P-16 teacher recruitment practices within university-based educator preparation programs that strategically address staffing challenges and build teacher quality, diversity and capacity in public schools.
Karen Embry-Jenlink, Stephen F. Austin State University

Single Paper Sessions 12:50-1:30 p.m.

424 Bowie C
A Tool for Mentors: Using Dialog Journals to Assess and Guide New Teacher Development
Presenters will introduce a tool designed to assess and promote the development of novice teachers. Three years worth of data from teachers and student teachers will be shared.
Dianne M Gut, Pamela C. Beam and Lawrence Burgess, Ohio University

425 Crockett B
ABD: Now What!
This presentation will describe how a group of doctoral candidates formed a support group that provided guidance, accountability and resources to assist in the completion of their dissertation.
Aiyana Henry, Jessica Meehan, Anne Zandstra, and Christina Crenshaw, Baylor University

426 Travis C
Are All Students included in Science instruction?
This presentation will review results from a study which indicates a persistent gap in science achievement between students with disabilities and their non-disabled peers. Recommendations for remediation will be included.
Clarissa Rosas, College of Mount Saint Joseph

427 Travis D
Assessing Preservice Teachers’ Perceptions of Learner Diversity: Through Their Eyes
This session will explain a rubric for assessing preservice teachers’ understanding of diversity. We will share pilot application data and give participants opportunities to use the rubric with work samples.
Susan F Skawinski, Providence College; Zachary Rossetti, Boston University

428 Bowie B
Beating the Beginner Blues: Strategies of Support for your Beginning Teachers
Discover ways to support new teachers and their successful transition into the classroom. Participants will leave with practical strategies applicable to school and pre-service university settings.
Gayle Curtis, University of Houston

429 Crockett C
Building Teacher Disposition Assessment into a Dynamic Tool
Three universities collaborated to revise teacher candidates’ use of dispositions assessment to produce professional development activities ensuring good candidates’ fit within the educational profession. Results are presented.
J. Dusteen Knotts, Gail Kirby, Western Kentucky University; Carol Angell, Joyce Shanks, University of Wisconsin-La Crosse; Judy Beck, Laura Kaufmann and Cece Toole, and Pam Wash, University of South Carolina Upstate Greenville

430 Crockett A
Empowering Teacher Candidates to improve PK-12 Student Learning Using Teacher Work Sample Methodology
To demonstrate how its teacher candidates impact PK-12 student learning, a large university presents the results of its work with elementary and secondary candidates who use TWSM during student teaching.
Matthew R. Lavery and Jennifer C. Platt, University of Central Florida

431 Presidio A
Establishing Scholarly identity in our Academic Sandbox: Drawing Lines in the Sand
Teacher educators share stories of challenges in development of scholarly identities. Presenters discuss triumphant scholarly enculturation processes; specifically, adaptive approaches to dilemmas faced, where identity becomes strengthened through situated agency.
Denise McDonald, Kent Divoll, Lillian McEnery Debby Shulsky, Michele Kahn and Donna Smith, University of Houston - Clear Lake; Cheryl Craig, University of Houston

432 Bowie A
Guiding Future Teachers Through a Workable Roadmap to Understanding and Embracing Diversity
What do student teachers know of multicultural education, diversity, social justice, family connections, and cultural competence? Assessment questionnaires, data, and discussion will be included in the interactive session
Phyllis Green, Illinois ATE; Erma Williams, Eastern Illinois University

433 Bonham E
I Can’t Believe I Taught Today with No Disruptions
Learn 5 strategies that have been proven nationally to decrease discipline problems by 70-90%, increase academics by 30% and improve overall school community moral.
Dennis Goodwin, Mass Bay Community College

435 Mission B
Meeting the Needs of 21st Century Learners: Using the iPad Throughout Teacher Education Programs
The presenters will illustrate iPad applications designed to transform teaching into engaging and interactive learning. This session will focus on collaboration, reflection, formative assessment, and presentation tools for the classroom.
Elizabeth K. Ward, Kim Tyler and Jackie Gaffner, Texas Wesleyan University

436 Crockett D
Mentoring for Classroom Success
The presentation will share the theoretical framework, goals, structure, components, and materials in the Kansas Mentor Academy, a collaborative teacher training program using mentors to help first year teachers.
Charles K Runyan, Kenny McDougle, Ray Willard, Pam Sells and Carolyn Fehrenbach, Pittsburg State University

437 Bonham A
Novice Inclusive Secondary Educators: Navigating Belonging
This presentation will provide initial findings of a study aimed to understand how novice secondary inclusion teachers navigate the practical realities of schools to create opportunities for inclusive practice.
Eileen T Radigan and Julia M White, University of Rochester - Warner School of Education

438 Presidio B
Post-Epistemological Strands within Multicultural Education Courses: Possibilities for Change, Hope, and Understanding
Analyzing multiple levels of teacher education, determining factors that contribute to sustainability of multicultural concepts were identified, along with the necessity of support after a multicultural education course.
Ashley Ryan and H. Prentice Baptiste, New Mexico State University

439 Travis B
Preparing for the Common Core: Digital Resources to Reinforce Learning
This session will identify the technology standards within the Common Core and specifically address cyber-citizenship, global communications, and digital resources for literacy, math, science, and technology.
Cheryl Wiedmaier, Marilyn Friga and Brenda Linn, University of Central Arkansas

440 Travis A
Principal’s Perceptions of Professional Portfolios as a Recruiting Tool: Are They the Best Advocate?
A descriptive study was completed asking superintendents and principals the extent to which portfolios impacted their hiring decisions. Respondents were asked about what they expect from a portfolio.
Marie A Fero, Eastern Illinois University; George J Fero and Timothy J Richards, McKendree University
Reverence: The Forgotten Key to Education

The value of “Reverence” is the indispensable presupposition for all deep knowledge and it is the prime motivator for learners. Suggestions for creating a “culture of reverence” will be offered.
John Keith Hicks, Slippery Rock University

Surveying Grade-Level Affinity: Analysis of Preservice Teachers’ Grade-Level Preferences and Perceived Instructional Readiness

This session presents the survey results of EC-6 preservice teachers’ grade-level preferences and perceptions of instructional preparedness. The presenters will discuss the data, implications, and recommendations for teacher preparation programs.
Teddi Martin and Kathleen A J Mohr, University of North Texas

The Critical Role of Collaborative K-12 Partners in Developing Instructional Leaders

Results from a study exploring the critical role of K-12 partners for the Instructional Leadership and Administration Program at Troy University (Phenix City) will be reported.
Chris Pritchett and Trellys Riley, Troy University

Cyberbullying: What Teachers and Teacher Educators Need to Know

New technologies, eagerly embraced by adolescents worldwide, have also given rise to a new form of peer-to-peer harassment called cyber-bullying. Knowledge skills and dispositions needed for confronting cyber-bullying are considered.
Dina Rosen, Kean University

Explore the 21st Century Classroom - Roundtable 2

The ATE Committee on Technology and the Future of Teacher Education will host a session designed to demonstrate innovative instructional technologies for the classroom. Stations will be held in the 21st century classroom where you can come learn, ask questions, and bring your own “tools” for questions and sharing!!! Come and be a part of the conversation!!!
Roundtables: Google Education Applications - Collaboration, 21st Century Learning Skills Whiteboards - An Interoperationability for the 21st Century Classroom Q&A - Anything Goes - designed to be an open question and answer sharing session.

Teacher Ambassadors from Australia: Visual Literacy in the Classroom
Moderator: Maxine Cooper, University of Ballarat
Speakers: Maria Burgess and Candice Tucker
Ms. Burgess and Ms. Tucker are recipients of Australia’s Herald Sun Teacher Ambassador Program that is designed to boost professional development of teachers using newspapers as a classroom resource. Ms. Burgess teaches 4th-6th grade students at the Victorian College for the Deaf while Ms. Tucker teaches English to 9-12 students at Heathmont College in Ringwood.

Special Session 12:50-1:30 p.m.
447 Lone Star F
Commission on Agency in Teacher Education
This year’s session includes presentations of the editors’ and select authors’ chapters from a proposed book examining agency as critical reflection, contextualized activism, and systemic learning in teacher education.
Grant Miller, Christie McIntyre, Southern Illinois University Carbondale; Ryan Flessner, Butler University; Kami Patrizio, Virginia Tech University; Julie Horwitz, Rhode Island College; Michael Evans, University of Miami Ohio; Laura McDermott, Principal, Coesse Elementary School, Columbia City, IN

Featured Technology Session 1:40-2:20 p.m.

448 Lone Star E
Presider: Paul Resta, University of Texas at Austin
Speaker: Karen Cator, Director of the Office of Educational Technology
Karen Cator, Director of the Office of Educational Technology at the U.S. Department of Education, will lead a featured session on the importance of preparing teachers to use 21st Century tools for learning. She has devoted her career to creating the best possible learning environments for this generation of students. Prior to joining the department, Cator directed Apple’s leadership and advocacy efforts in education. In this role, she focused on the intersection of education policy and research, emerging technologies, and the reality faced by teachers, students and administrators.

Cator joined Apple in 1997 from the public education sector, most recently leading technology planning and implementation in Juneau, Alaska. She also served as Special Assistant for Telecommunications for the Lieutenant Governor of Alaska. Cator holds a Masters in school administration from the University of Oregon and Bachelors in early childhood education from Springfield College. She is the past chair of the Partnership for 21st Century Skills and has served on several boards including the Software & Information Industry Association—Education.

Single Paper Session 1:40-2:20 p.m.

449 Crockett D
Making Comprehension Concrete: Supporting Preservice Teachers as They Teach Comprehension Strategies
Comprehension is the ultimate goal of reading instruction. Preservice candidates must know how to concretely teach abstract comprehension strategies with high engagement and retention by emergent and struggling readers.
Margaret Shepard Thomson, Baylor University

450 Bowie A
Inquiry Based Science outreach: $300,000 Worth of Professional Development for High Quality Teachers
Presenters will describe unique professional development sessions and activities implemented as part of the IBSO project. Attendees will be encouraged to take part in an inquiry-based hands-on activity for science.
Lillian Riggs Johnson, Fayetteville State University

451 Seguin A
Intentional Mentoring: From Supervising Practitioner to Preservice Teacher
Description of a model where supervising practitioners and college education professors unite in a yearlong mentoring relationship. Preliminary findings from year one and sustainability findings from year three will be shared.
Priscilla S Nelson, Gordon College

452 Crockett C
International Student Teaching; Key Influential Factors
Teacher-Education programs wishing to create or expand student teaching options abroad, this presentation will inform policy and practices while guiding marketing, recruiting and preparation for those considering international student teaching.
Leigh Martin, University of Northern Iowa

453 Bonham A
Online Science instruction: Facilitating the Vision of Science Education Standards
The purpose of this research was to evaluate whether the use of an inquiry-based online instructional design results in preservice teachers’ understanding of inquiry consistent with the vision of Science Education Standards.
Tina Varma, University of Central Missouri

454 Travis B
Exploring the Establishment of Classroom Management orientations and Practices for Pre-service, Novice and Experienced Teachers
This session presents the results of a research investigation which examined factors that influence classroom management (instructional) orientations and practices for teachers at various stages of their career.
Coleen Moore-Hayes, University Professor

455 Bowie B
From Leonardo da Vinci to the Common Core – Modeling Engaging Seminars and Systematic inference-making in the Teacher-preparation Classroom
Participants will experience curriculum inspired by Leonardo’s wide-ranging intelligence. They will engage in a “Da Vinci Seminar” and an inference-making activity. This will be related to theory and the Common Core.
Harry yeo Chaucer, Castleton State College

456 Presidio A
Guiding the Future of Education Using Assessment to Enhance Practice
The session provides an overview of programmatic assessment methods designed to align with state and national standards supporting course redesign, streamlined resources, working with other universities to build partnerships.
Simin Cwick, Jean Benton, William Bratberg, Mary-Ann DeLine, David Powell, Alberta Carol Sautter and Mary-Harriet Talbut, Southeast Missouri State University

457 Mission B
A Report on the State of Environmental Education in Teacher Preparation Programs: Supports and Barrier
This study explores Environmental Education in teacher education programs across the U.S. reporting on the role of The National Guidelines for Excellence in EE in programmatic decisions.
Courtney Lambert Crim, Trinity University; Blanche Desjean-Perrotta and Christine Moseley, University of Texas at San Antonio

458 Travis C
An inside Look at NCATE’s Promising Practice of Co-Teaching
Named as a “promising practice” by the NCATE Blue Ribbon Panel, the innovative use of co-teaching in student teaching has four years of data that demonstrate the success of co-teaching.
Nancy Bacharach and Teresa Washut Heck, St. Cloud State University

459 Crockett A
Beyond the Rap: Stimulating Diversity Dialogs for Real Understanding and Respect
Participants will engage in dialogues on how to meaningfully broach various topics of diversity. Useful strategies and a survey instrument for assessing and discussing personal values about diversity will be presented.
Walt Polka, Raphael C. Heaggans, Niagara University

461 Seguin B
Revamping Field Experiences to Meet the Needs of Stakeholders
As pressures mount on K-12 educators, opportunities for meaningful field experiences diminish. The authors will outline a field experience model which supports the needs of candidates, students, and today’s schools.
Joyce Gulley, Pamela Blessing and Joyce Rietman, University of Southern Indiana

462 Travis D
Second Thoughts on Reflection - and Converging Perspectives on Teacher Learning
This is a review study. The first part is a critical discussion of reflection. The second part focuses on teacher learning, based on contributions which explicate learning theory.

Karl Oeyvind Jordell, University of Oslo, Norway

463 Presidio C
Strategies to Help Preservice Teachers Advocate for Cooperating Teacher Feedback
Preservice teachers desire quality feedback from cooperating teachers but that does not always happen. This session will focus on strategies preservice teachers can use to advocate for cooperating teacher feedback.
Elizabeth Wilkins, Northern Illinois University

464 Bowie C
Supporting Teacher Educators in the implementation of the Mathematics College and Career Readiness Standards
This session features the Mathematics Faculty Collaborative, an entity that provides professional development and support related to college readiness for teacher educators involved in the preparation of mathematics teachers.
Leslie L. Huling, John Beck, Texas State University – San Marcos; Araceli Ortiz, Texas Higher Education Coordinating Board

465 Mission A
Universal Human Rights: Essential for Teaching Civism in a Global Context
This article examines how higher education might help prepare teachers for a new generation of responsible American citizens who examine their values within a global context.
Robert A. Waterson, West Virginia University

466 Bonham E
Collaborative Data Collection Across Colleges Quantifying the Benefits of School Partnerships
This session describes data collected from thousands of cooperating teachers by two universities about mutual benefits, professional development and whether the majority of school partners see themselves as teacher educators.
Nancy Norris-Bauer, William Patterson University; Martha Mobley, Kean University

468 Crockett B
Common Frameworks of Teaching and Learning related to Disability: Twenty years of ATE Research
This presentation will provide an analysis of 20 years of Action in Teacher Education articles related to teacher education and students with disability.
Valerie Owen, National Louis University; Allison Dickey, Ashland University

Special Technology Session 1:40-2:20 p.m.

468B Bonham B
Global Teacher Education for the 21st Century Online Course Linking Teacher Educators Around the World
Demonstration of an online international project based learning course for teacher educators. Course connects teacher education students throughout the globe to development of international classroom projects.
Kathryn Smith, Minnesota State University - Bemidji; Maria Vasquez, Senior Manager, Strategic Initiatives and National Funding, Promethean, Inc.; Adrianna M. Vilela, Organization of American States (OAS), Department of Human Development, Education and Culture, Executive Secretariat for Integral Development; Edwin Gragert, Executive Director. iEARN-USA

Featured Session 1:40-2:20 p.m.

469 Presidio B
ATE Distinguished Research in Teacher Education Award Presention
“Why Men Become Elementary School Teachers: insights from an Elementary Teacher Education Program”
Elvira Sanatullova-Allison, Chatham University

Multiple Paper Session 2:30-3:10 p.m.

470 Crockett B
Building Community through international Collaboration
This presentation describes partnership development between the University of Mary Washington (UMW) and the University of Education (UOE) Winneba, Ghana. The presenters describe how this collaborative effort helped pre-service teachers develop intercultural competence.
Suzanne G Houff and Beverly Epps, University of Mary Washington

471
Global Vision and Problem Based Learning: Preservice Teachers Develop Critical Literacy Skills for Science Applications
To develop both science knowledge and critical literacy, a problem-based learning activity allowed preservice teachers to formulate arguments about the application of nanotechnology to solve environmental and social problems.
Meadow Sherrill Graham and Eva Erdosne Toth, West Virginia University

472 Bowie C
Teacher Educator, Go Measure Thyself: How to Judge the Teachers of Teachers?
Evaluation of benefits of clearly defined standards for teacher educators and insights into appropriate professional development where these are absent.
Christopher Spencer, Blackpool and the Fylde College

473
Teacher Educators as Scholar-Practitioners: Democratizing Education Epistemologies
The authors examine a multi-dimensional model of scholarly praxis, focusing on the teacher educator and practitioner as scholar-practitioner. Addressed is teacher education’s responsibility for research based on democratizing epistemologies.
Patrick M. Jenlink and Karen Embry Jenlink, Stephen F. Austin State University

**Single Paper Sessions 2:30-3:10 p.m.**

474 Crockett A  
Can We Increase Teacher Candidates’ Ability to Critically Reflect on Their Teaching?  
Program-wide course curricula and frameworks designed to increase teacher candidates’ abilities to critically reflect on their teaching will be analyzed and discussed.  
Molly Duffy Keogh, Ellen Contopidis, Kathleen Daboll-Lavoie and Kerry Dunn, Nazareth College of Rochester

475 Travis D  
Cohort-based Teacher Preparation: A Collaborative Design That Addresses the Concerns of Non-traditional Students and Geographic Difficulties  
Learn about a collaboration between a university teacher education program and three rural technical colleges to support non-traditional associate degree holders as they earn a bachelor’s degree and teacher licensure.  
JoAnne M Katzmarek and Patricia Shaw, University of Wisconsin Stevens Point

476 Mission B  
Cooperative Learning: Preparing Novice Teachers for Diverse Classrooms  
Cooperative learning can help novice teachers address the needs of diverse learners. Presenters will share methods for incorporating cooperative learning into teacher education programs.  
Barbara Davis and Laura Duhon, Texas State University-San Marcos

477 Presidio B  
Dispositions Toward Teaching: A Comparison of Effective Urban Teachers and Pre-Service Teachers Participating in an Urban Field Experience  
Effective urban teachers may have dispositions which promote passionate teaching. Understanding this can help prepare teachers for urban settings. This study compared successful urban teachers with pre-service teachers regarding dispositions.  
Yong Yu, SUNY Plattsburgh; George Bieger and Larry Vold, Indiana University of Pennsylvania

478 Bonham E  
Do you Know ME?: Embracing Diversity through Literature  
This presentation will demonstrate how students analyze the portrayal of diverse populations and societal issues through literature and explore its affect on both the story plots and readers’ views of diverse populations.  
Emma Savage-Davis, Coastal Carolina University

479 Crockett D  
Effective Teacher Characteristics: A View from the Field  
What is teacher efficacy? This presentation will examine responses to a survey about characteristics considered important for teacher effectiveness by different educational
constituents: campus administrators, experienced teachers, novice teachers, and teacher candidates.
Virginia Fender, The University of Texas at Tyler; Arthur E. Hernandez, Texas A&M University-Corpus Christi; Brenda G. Walling, East Central University

480 Bowie B
Mentoring 101: Guiding the Novice Teacher and Novice Teacher Educator
The session will include a presentation of why mentors are needed, the desirable characteristics of mentors and the mentoring process. Tips on organizing a mentoring program will be included.
Elsa Cannon Price, Faulkner University

481 Bowie A
Practicing What We Preach: The Struggle to Create Democratic Teacher Education Classrooms
This session presents results of a self-study by two novice professors to promote and model equity and justice in their own classrooms by sharing their personal critical reflections with students.
Sandy Petersen, Dixie State College; Valerie Allison-Roan, Susquehanna University

482 Travis C
Pre-Service Teachers’ intellectual Development May impede their Ability to Learn Effective Pedagogy
Pre-service teachers’ intellectual development may affect their ability to implement “best practice” pedagogy. Implications of research based on William Perry’s Scheme of Intellectual Development will be shared.
Debbie A. Powell and Heidi J. Higgins, University of North Carolina Wilmington

483 Lone Star D
Pre-service Teacher Candidates as Professional Learning Community
This session will share how we create professional development experiences during the methods semester. Current research is used so candidates teach, reflect and improve before student teaching.
Connie Schrock, Emporia State University; Timothy Fry, Washburn University

484 Travis B
Preparing Teachers to Prepare College & Career Ready Students
This presentation shares models, resources, and materials to better prepare teacher candidates to ensure all students graduate from high school, ready to be successful in college and/or a career.
Martha Clare Hougen, The University of Texas at Austin

485 Travis A
Professional Development: A Framework that is Working
Presenters share a professional development model and logic model for evaluation that includes implementation of professional development with fidelity and increased teacher outcomes leading to increased student outcomes.
Collaborative efforts between secondary schools and universities to improve student readiness in social studies will be useless without addressing the decline of effective social studies instruction at the elementary level.

Jose Maria Herrera, University of Houston Downtown

This session provides a strategy for teaching about citizenship through by blending narrative readings and the arts. It provides an exemplar unit based on The Hunger Games, by Suzanne Collins.

Thomas Lucey and Kara Lycke, Illinois State University; Christopher Connelly, Illinois Wesleyan University; James Duke Laney, University of North Texas

A discussion of the striking similarities in educational reforms between the Soviet Union of the 1930s and the United States today and their implications.

Lawrence Baines, University of Oklahoma

A regional teacher education consortium informs the design of teacher education programs through a collaboratively developed student teaching assessment. Assessment form and reference guides will be shared.

Sandy Brownscombe, Eastern Mennonite University; Joy Moody, Nick Swayne. Dara Hall, James Madison University; David Coffman, Bridgewater College; Lowell Lemons, Mary Baldwin College

Presenters discuss research results targeting Teaching of English to Speakers of Other Languages (TESOL) program completers’ self-efficacy and self-image as it relates to the content knowledge areas of assessment, applied linguistics, TESOL methodology, and cross-cultural communication and cultural awareness Program goals provide for effective teacher education in rural/suburban areas to improve academic achievement of P/K-12 English Learners.

Nancy Albrecht and Salim Sehlaoui, Emporia State University

Understanding “Marriages” of Interns and Mentors: Research on Models of PDS intern “Matching” and “Placements”
This presentation will focus on strategies to modify and improve procedures in teacher education programs used to match interns and mentors for highly successful field experiences. Diane G Corrigan, Cleveland State University; Ronald Beebe, Stephanie Gibson and Rebecca Sutton, University of Houston-Downtown; Edward J Weber and Brigitte Bolgar, Cleveland Metropolitan School District

492 Mission A
When Strengths Are Challenges: NCATE Design Principles and the Re-Conceptualization an Elementary Teacher Education Program
The very strengths of NCATE’s design principles for clinically based preparation are also the challenges that an elementary teacher preparation program in revision must address. Donna Jurich and Crystal Soltero, University of Arizona

493 Seguin A
Who Thinks Math + Science = integration?
In-service and pre-service teachers have various ideas about what constitutes and how to incorporate mathematics/science integration. Results of a study is which these perceptions were explored will be shared.
Suzanne Nesmith and Sandi Cooper, Baylor University

**Special Session 2:30-3:10 p.m.**

494 Lone Star F
Report from the Commission on the Education of the American Indian
Chapter authors featured in the book developed by the Commission and scheduled for publication in 2012 will share interesting findings from their research on the status of education for many tribal members. Fascinating personal stories from Alaska to Arizona will be related. Audience participation is welcome.
Jane McCarthy, University of Nevada, Las Vegas, Chair; Beverly Klug, Idaho State University; LeAnn Putney, University of Nevada, Las Vegas; Stephen Marble, Southwestern University; William Young, Oglala Lakota College

**Research Session 3:20-4:20 p.m.**

495 Lone Star E
Elaborating a 3X3 Framework for Professional Growth of Teachers
We propose an innovative framework for the analysis of teachers’ growth in profession. We will also demonstrate three types of teachers’ growth trajectory accordingly.
Fou-Lai Lin, Hui-yu Hsu and Kai-Lin Yang, National Taiwan Normal University

496
Enhancing Teachers’ Knowledge of Students Learning by Using Research-Based Cases
The presentation is intended to use research-based cases to enhance teacher knowledge of students’ learning of mathematics. Teacher knowledge of students’ learning focused on anticipating students’ various solutions and arranging the order of students’ various solutions. There were five teachers participated in the case discussion groups. The decimals cases covered
in a casebook were the intervention of the professional development program. The pretest and posttest were conducted for the participants. The result indicates that anticipating, categorizing, and ordering students’ various solutions are the indicators of teachers knowledge of students’ learning. The use of written cases was a good learning strategy for enhancing teachers’ knowledge of students learning.

Pi-Jen Lin, National Hsinchu University of Education
Discussant: Lingguo Bu, Southern Illinois University

497 Independence

Facilitating Instructional Differentiation via Focused Teacher Reflections about Desired Constructivist Practices and Current Realities
The findings of a seven different research studies conducted in the following states: Georgia (2007 & 2010), New York (2009 & 2010), South Dakota (2011), Texas (2011), and Virginia (2010) will be analyzed in terms of teacher reflections to differentiate instruction.
Walt Polka, Niagara University; Monica J. VanHusen, Stafford County Schools; Debra Dunn, Dekalb County Schools; Shannon Ivey, University of North Texas; William M. young, Oglala Lakota College

498 Motivational Characteristics of Special Education Student Teachers
This study is designed to investigate the factors that motivate student teachers to pursue careers in special education. In addition, this study would describe how the characteristics of motivation change throughout their student teaching experiences. We hope that the results of the study will illuminate our understanding of the student teachers’ experience and improve the ways we support and mentor student teachers, which lead to retention of special education teachers.
Phoebe Okungu, Fanni Liu Coward and Doug Hamman, Deann Lechtenberger, and George Odongo, Texas Tech University; Deborah Brown, West Chester University
Discussant: Janet Donnell Johnson, Rhode Island College

499 Lone Star F
Reflective Journal as a Contributory for Student’s Critical Engagement with a Workplace Assignment?
A culture of critical reflection can contribute to transformation from an individualistic medical model perspective of post graduate education students. This can contribute to students’ own learning and improved competence of graduates.
Lorna Martha Dreyer, Stellenbosch University South Africa

500 The ABCs of Classroom Management: A Pre-service Teacher’s Reflective Inquiry
An ethnographic analysis investigating the factors and features of best practice associated with classroom management as identified by undergraduate students enrolled in a classroom management course.
Karen S. Roadruck and Dariel Jacobs, Lourdes College
Discussant: Michael Evans, Miami University of Ohio
501 Lone Star D
Global Education From the Start: A Study of Technology-based, Shared Curriculum and Professional Development in Elementary Classrooms
This presentation describes study outcomes from a model of global education, pairing elementary classrooms in US, Ireland, and South Africa using technology-based shared curriculum on identity and culture.
Joan Barnatt, Elon University

502
Using Web 2.0 Tools to Foster Preservice Teachers’ Reflections and Understand Their Visions and Concerns about Teaching
Pre-service teachers’ reflective journal entries and other assignments posted on a course wiki are analyzed to understand students’ visions and concerns about teaching.
Jay A Fogleman and David Byrd, University of Rhode Island
Discussant: Ryan Flessner, Butler University

Multiple Paper Session 3:20-4:00 p.m.

503 Bowie C
A Reflective Journey: An Analysis of Dialogue Journals between Supervisors and Secondary Student Teachers
Analyses of secondary student teaching dialogue journals reveal strengths and areas for improvement in teacher education programs. But more revealing are details related to dispositions, writing skills, problem solving, and reflection.
Shirley Jacob, Southeastern LA University

504
Implementing Instructional Coaching
A journey of implementing instructional coaching will be shared. We collaborated with special education teachers to develop their skills in the areas of data analysis, progress monitoring, and instructional strategies.
Pam Ries, University of Iowa

505 Crockett C
Holistic Professional Development: Museum-University Collaborations that Tap the Community
Hollins University’s professional development project for elementary teachers in Southwestern Virginia aims for holistic PD, contextualized by the nature of science. Community-connections occur through field studies and museum-based activities.
Michael Lee Bentley, Hollins University

506
Preservice Teachers’ Understandings of Haitian & Hispanic Ethnic Students through a Cultural Immersion Field Trip
The objective of this presentation is to describe an innovative cultural preservice field experience in Hispanic and Haitian schools/communities in Miami, FL. This session will describe the objectives of the experience, specific activities, and the how participants began to situate and process this culturally immersive activity as a transformational experience. Wanda G. Lastrapes, University of North Florida

**Single Paper Sessions 3:20-4:00 p.m.**

507 Bowie B  
A Study of the Effects of an Experimental Spiral Science Curriculum Taught in Science Summer Camp to Middle School Girls and Boys  
The purpose of the science summer camp was to compare the effectiveness of using an experimental spiral science curriculum and a traditional linear science curriculum with middle school students. The study also surveyed students’ parents, teachers, and principals about students’ academic history. The experimental spiral science curriculum increased science achievement. The results of the pre tests average score were 50% and the post tests average score were 80%. These results are consisted with previous studies using the spiral science curriculum.  
Edith G. Davis, Florida A&M University

508 Travis D  
Action Research Goes Virtual: Strategies for Coaching the Action Research Process in online Spaces  
Explore the power quality coaching has on action research as a transformative tool for professional development. Learn about innovative online coaching strategies that expand the impact of coaching across time and space.  
Desi Krell, Rachel Wolkenhauer and Nancy Fichtman-Dana, University of Florida

509 Presidio A  
Creating a Global Community of Learners: What it Takes to develop an online Master’s Degree Program?  
This presentation will describe how course designers and faculty can collaborate to develop a totally online master’s degree program.  
Marilyn Nicholas and Jane Neapolitan, Towson University

510 Crockett A  
Data Driven Change: The Difference That Makes a Difference  
Session participants will gain information pertaining to the use of program assessment data to drive program improvement. The process of data analysis, presentation, constituent feedback and change will be described.  
Shellie Myers, Kim Kasperbauer, Gail Hennessy, Amy Wolf and Linda Seybert, Park University

511 Bonham E  
Engaging in Reflection on Diversity: What Millennial Preservice Teachers Tell Us
Participants will learn how secondary preservice teachers develop their understanding of cultural diversity and what teacher educators can do to engage in teaching and learning from preservice teachers regarding diversity.
Jewell E. Cooper and ye He, University of North Carolina at Greensboro

512 Travis B
Music is More than Just a Song: Developing Music Across the Curriculum for Thinking
Music is not for simply singing or dancing but for learning to think in interdisciplinary settings.
Janice Lynn Nath, University of Houston - Downtown; Eileen Westerman, Educational Consultant

513 Travis A
Problem-Based Learning: Building Bridges Between Theory and Practice in Teacher Preparation Programs
The components of a successful teacher preparation problem-based learning (PBL) module will be demonstrated and explained. Participants will experience a PBL scenario and the PBL writing process.
Terry Goodin, Glenda Goodin, Jennifer Vannatta-Hall, Charlene Jewell True and Kyle Butler, Middle Tennessee State University

514 Crockett B
Professional Development in Preschool Literacy that is making a Difference!
This session will emphasize the impact a cohesive training model has made on practicing preschool teachers’ knowledge and implementation of quality emergent literacy strategies and tools.
Donna Wake, Tammy Rachelle Benson, and Dee Dee Cain, University of Central Arkansas

515 Seguin B
Recognizing the Recursive Nature of Conscientization in Cultural Competence through Self Study
Visualize the role of conscientization in cultural competence to better understand your teaching practices and scholarly research. Let us guide you through self study to enhance your efficacy.
Nancy P. Gallavan and Angela Webster-Smith, University of Central Arkansas

516 Seguin A
Strategies for Modeling Multiple Cooperative Learning instructional Approaches in Teacher Education Coursework
The concept of valued-added teaching resulted in revision of a course to model cooperative learning strategies while delivering critical teacher education content. Materials helpful in implementing instructional modeling in courses at other institutions will be provided.
Donna M. Post, Southern Illinois University Carbondale

517 Bonham A
Teacher Characteristics: Dispositions for Success in Low SES Schools
Discuss qualities necessary to establish presence and student achievement within a low SES school. Examine qualities in light of frameworks and preparation of candidates to enter diverse settings.

Amy Lynn Dee and Brenda M. Morton, George Fox University

518 Mission A
Teacher Reflectivity: Guiding the Future of Education
ATE Teacher Reflectivity Task Force members will share methods, techniques, and strategies for enhancing the global community of learners via teacher reflectivity. Come share your experiences.
Ed G. Pultorak, Southern Illinois University Carbondale; Debbie Barnes, University of Central Arkansas

519 Mission B
Technology in Schools: is it Being “Utilized” or “Used”? Technology is found in most schools, but what are we doing with that technology? Experiences of student teachers indicate that perhaps we are not using technology for its intended purpose.
Marilyn Rice and Daphne D. Johnson, Sam Houston State University

520 Presidio C
The Beat Goes on: Expectations for Cooperating Teachers as a Foundation for Collaboration In Sync or Off –Key: Similar yet different expectations of Student Teachers, University Supervisors, and Cooperating Teachers concerning the role cooperating teachers play – the “keynote” for effective future teachers.
Linda D. McCrea and Doug Busman, Grand Valley State University

521 Crockett D
The Differences between Traditional and yearlong Student Teaching
This presentation is one component of a larger longitudinal research project designed to discover how teacher candidates define, develop, implement, assess and construct their “becoming a teacher”. This particular component of the research project focuses on the differences between traditional elementary student teachers and Yearlong Student Teaching Interns.
John McIntyre, Christie McIntyre, Joyce E. Killian, Grant Miller, Kelly Glassett and Cathy Mogharreban, Southern Illinois University Carbondale

522 Presidio B
Using Student Response Systems to Enhance Preservice Teachers’ Engagement; interaction; and Learning
Presenters share examples of how to use Student Response Systems in the classroom and provide qualitative research findings regarding preservice teachers’ involvement in and satisfaction with a classroom response system.
George Morrison and Amanda Gail Bower, University of North Texas

523 Bowie A
What Kind of Teacher Will I Be? Supporting Preservice Teachers’ Identity and Persona Development
The session will present both Kegan’s (1994) constructive developmental framework and Davis’ (2010) persona development framework as ways to understand the ways in which student teachers’ begin to construct their teaching identities.
Victoria Fantozzi, William Paterson University; Janine Davis, Averett University

524 Travis C
Winning the Publishing Game: What Editors Really Want
Who’s publishing what? We contacted 75 online and traditional journal editors regarding what they want from potential authors. Along with completing activities, participants will receive tables delineating our findings.
Patricia Ann Williams, Sam Sullivan, Lawrence Kohn and Nedom C. Muns, Sam Houston State University

Special Interest Groups 4:10-6:10 p.m.

525 Mission A
Mathematics Educators
Co-Chair: David Arneson, New York Institute of Technology
Co-Chair: Regina Mistretta, St. John’s University
This MTE SIG session will involve both a research presentation and an opportunity to engage in conversation with colleagues about individual research interests and current projects. Jennifer Prusaczyk, McKendree University, will present her research entitled “Elementary Mathematics Teachers’ Descriptions of Teaching for Understanding.” Following her presentation, session attendees are invited to briefly describe their own research activities and/or current projects in order to generate small group conversations about common interests. The purpose of the session is to provide conditions that encourage participants to learn about the recent work of Dr. Prusaczyk, as well as receive feedback concerning their own personal research agendas that may lead to future collaborations.

526 Mission B
Professional Development Site Partnerships
Co-Chair: Janice Nath, University of Houston-Downtown
Co-Chair: Joan Maier, Sam Houston State University
Business meeting
Program: Participate in PDS Research through ATE Vision

527 Crockett A
School Violence Prevention
Chair: Gwendolyn Middlebrooks, Spellman University
Business Meeting and Discussion