

Tuesday, February 16, 2010

Special Session

8:00-9:50 a.m.

285 Quality Leaders for Novice Teachers: A Closer Look 4D

Join members of ATE's Commission on Quality Leaders for Novice Teachers to discuss current issues associated with quality leaders for novice teachers (e.g. student teachers) as they relate to data collection, assessment, and supervision practices that shape novice teachers into high quality teachers and leaders. Come and learn what commission members are investigating and share your experiences.

Ed Pultorak, Jan Waggoner, Southern Illinois University Carbondale; **Martha Young**, University of Nevada Las Vegas; **Wanda G. Lastrapes**, University of North Florida; **Dean Cristol, Belinda Gimbert and David Mark Fultz**, The Ohio State University; ; **Kathleen Pietrasanta**, Newport News School District; **Maureen Killeavy**, University College Dublin, Ireland; **Michelle Abrego**, University of Texas at Brownsville

Thematic Session 8

8:00-8:50 a.m.

287 A Survey of Texas Principals to Determine Criteria of New Hires 4C

Share with the audience the results of a survey of Texas principals to determine the criteria they used in selecting qualified teacher candidates.

James Hynes and Sam L Sullivan, Sam Houston State University

288 Assessing the Roles of Motivation, Disposition, and Implementation for Teaching Efficacy in Higher Education 4E

Motivation, dispositions, and implementation greatly impact your excellence in the classroom, particularly with teacher education students. Examining the roles of each dynamic on your professional success, strengths, and satisfaction.

Nancy P Gallavan, University of Central Arkansas

289 Being Puerto Rican in America: Learning from Nuyoricans Children 4F

Teachers often ask children questions when we know the answer. This study asked questions with unknown answers. Twenty-four Bronx Puerto Rican children were asked their conceptualization of "Puerto Ricanness".

Abigail Stahl McNamee, Lehman College.CUNY

290 Building Learning Communities for Social Responsibility 4B

A journey that began in narrow corridors and ended across the ocean will be presented. The joys, follies, successes and calamities of forming a collaborative team with a focus on social responsibility developed by six professional educators representing many educational departments (elementary, secondary, special education, reading and literacy and educational leadership) within a mid-western university will be show cased. Join them as they share their experiences on topics ranging from collaboration, co-teaching, communities of learning, differentiation, and best practice, as ways to facilitate equal access to quality instruction, support and opportunities for all learners.

Dorene Huvaere, Deborah Augsburg, Pam Jessee, Barbara Mackey, Jeanette Mines and Suzanne O'Brien, Lewis University

291 Connecting Learning Communities in Learning Science through the GLOBE Program

This session reports the results of a GLOBE project in which teachers worked with 4th and 5th graders in science class. GLOBE is a worldwide hands-on, primary and secondary school-based science program

Do-Yong Park, Illinois State University

292 Built to Last: Sustaining an Effective Collaboration 4G

Two steering committee members will explain the guiding principles for establishing and maintaining a consortium of 4 IHEs and 7 LEAs that has flourished for twenty years.

Joy Moody, James Madison University; **Sandy Brownscombe**, Eastern Mennonite University

293 Embedded and Reciprocal Collaboration 4H

A description of three effective, collaborative models including one statewide, one regional and once campus specific all involving the field experience office and PDS networks at two metropolitan, public universities.

Nancy Norris-Bauer, William Paterson University; **Martha Mobley**, Kean University

Tuesday, February 16, 2010

Thematic Session 8

8:00-8:50 a.m.

294 Google Reader Aggregator - Explore this Web 2.0 Tool for Teacher Education and the 21st Century Classroom

Northwest 3

We have specific web resources that we rely on for our persona information and research interests. Come and learn how the RSS technology works and how you can set up a free web 2.0 based account using Google Reader to automatically download websites that you wish to read on an on-going basis.

David McCarthy, University of Minnesota Duluth

295 A Model of Collaboration: A 15-Year-Old University/District Partnership for a M.Ed. in C&I

4I

UNT partners with Plano ISD to deliver a 15-year-old M.ED. in C&I collaborative program at a district site. This session offers details about the success of the program and assessments that assure positive outcomes.

Frances van Tassell, University of North Texas

296 Model Online Application System for Clinical Field Experiences and Cooperating Teacher Registration

4J

This session will demonstrate a model online clinical field database system for student applications and cooperating teacher registration. The system is built matching university courses, student applications for field and clinical experiences, and cooperating teacher licensure and schedules.

Fran Umerski, Carol Thoma and Kathy Watson, St. Cloud State University

297 The Collaborative Efforts of a Neighborhood Organization, an Elementary School and a College to Preserve the Elementary School from Closing

4L

In this session, participants will learn specific collaborative strategies used by a neighborhood school, a neighborhood organization and a college residing in the neighborhood to save the elementary school from closing and to create new partnerships for the small elementary school.

Patricia A Shea, Charles Hyser and Debra Bracke, Augustana College

298 Working with Parents: Are Teacher Education Programs Preparing Preservice Teachers to Partner with Parents?

4K

NCATE has made the topic of parents a high priority. This session will address what universities are doing, and should be doing, to prepare preservice teachers to partner with parents.

Denise Michelle Weems, Georgia Southern University

Roundtables

8:00-8:50 a.m.

Williford C

299 Table 1 Enhancing Literacy Assessment through Applied Technologies

This session will demonstrate uses of applied technology (Video, Office Software) for literacy assessment. The session is based on required technology competencies in the graduate reading program at Lourdes College.

Michael P. French and Phyllis Bixler, Lourdes College

300 Table 2 Inform and Transform: Helping Undergraduates Tackle Sensitive Issues in Education

Come discuss how to help undergraduate students tackle sensitive topics in education, such as race, socio-economic status, and sexual orientation. How can we help students truly listen to and understand other perspectives?

Katie Tricarico, University of Florida

301 Table 3 Promoting Internationalization Through Education Study Abroad Programs: Using Technology to Prepare for Departure and Enhance Learning Outcomes

This session will present an innovative enhancement course utilizing Blackboard Technology. This online class prepares pre-service teachers before traveling in a Study Abroad program to enhance their international travel experience.

Karla Eidson, Edie Cassell, Texas A&M University

Tuesday, February 16, 2010

**Special Session
8:00-8:50 a.m.**

302 Free Agent Learners: Mobile Devices Support Context Based Learning Northwest 4

Brain research supports learning that is dynamic, knowledge that is naturally acquired in the real world. Information in today's world is available everywhere, mobile devices such as smart phones, net books and science smart probe ware offers an opportunity to provide deep learning environments in context. Students are becoming "free agents" in accessing their learning outside of the school context. Educators need experience with mobile devices to harness their power for learning. This session will explore a number of mobile learning devices , highlight examples of educators using mobile devices in schools, and identify resources to facilitate participant integration of mobile devices into their curriculum.

Paul Emil Resta, The University of Texas at Austin; **Kathryn Smith**, Bemidji State University

**Special Session
8:00-9:50 a.m.**

303 Report from the Commission on the Education of the American Indian Williford B

The Commission on the Education of the American Indian has been working on approaches to improving the education of American Indian students. Members of the Commission will share their latest research and how it can potentially impact this issue.

Jim Vandergriff, **Donna Jurich**, University of Arizona; **Jane McCarthy**, **William Young**, **LeAnn Putney**, University of Nevada - Las Vegas; **Beverly Klug**, Idaho State University; **Freddie Bowles**, University of Arkansas; **Laura L. Stachowski**, Indiana University; **Sandy Alber**, Oakland University

**Featured Panel
9:00-9:50 a.m.**

304 Redefining Teacher Education for Digital Age Learners Northwest 3

With the many changes taking place both globally and within our country, there is a growing recognition that the existing teacher education model is in need of redefinition. With so many groups influencing the existing process—among them state legislatures, state certification boards, national and regional accreditation associations, educational professional associations, and teacher unions—achieving broad consensus as to the nature of that change will be an essential precursor to redefining teacher education. Based on this, an invitational summit dedicated to deriving a new definition of teacher education to meet the needs of the changing education landscape was held December 6-8 in Austin Texas. The panelists will share the major issues, needs and recommendations made in the Summit Report to redefine teacher education.

Paul Emil Resta, The University of Texas at Austin; **Robert T. McLaughlin**, New Hampshire State Department of Education; **Maria Vasquez**, Senior Manager, Strategic Initiatives and National Funding, Promethean; **Don Knezek**, Chief Executive Officer, International Society for Technology in Education

Research Session

9:00-9:50 a.m.

4F

305 Blogs: New Tools for Learning in Preservice Teacher Preparation

This study examined the use of a class blog in a reading methods course for preservice teachers. The data revealed blogs have the potential to enable learning activities and contribute to the development of preservice teachers learning.

Kelly Glassett, Southern Illinois University Carbondale

306 Utilizing Blackboard to Augment the Internship Experience

Utilizing Blackboard to Augment the Internship Experience investigates today's candidates and their level of comfort regarding usage of technological interfaces while enhancing the learning experience to better prepare them for the field.

Terri Hebert, **Jeff Whittingham**, **Cheryl Wiedmaier**, **Angela Webster-Smith**, **Brenda Linn-Miller** and **Steve Ward**, University of Central Arkansas

Discussant: Karen Jenlink, Stephen F. Austin University

Tuesday, February 16, 2010

Thematic Session 9

9:00-9:50 a.m.

- 307 Action Research for the Next Generation of Teachers: A Teacher Educator's Guide to Updating the Action Research Experience for Preservice and Inservice Teachers 4A**
Update your teaching of the action research process with the latest information and technology. Come discuss action research and quality assessment, learning communities, blogging and technology integration.
Nancy Fichtman Dana and Anne Ogg, University of Florida
- 308 Being Accountable: Improving the Effectiveness of Teacher 4G**
Excellent teachers emphasize the importance of teacher dispositions, values and contributing factors to success and it is the responsibility of institutions that prepare teacher candidates to assess these qualities.
Vincent Joseph Rinaldo, Thomas Joseph Sheeran, Stephen Denig, Robert Michael Smith and Paul J Vermette,
Niagara University
- 309 Beyond the Course Catalog: Partnering to Explore Community Contexts with Urban Student Teachers 4H**
Explores the efforts of a university and its community and school district partners to create a non-credit "community context" seminar to prepare student teachers for a year-long internship in Chicago.
Gregory Michie, Illinois State University; **Cristina Pacione-Zayas**, Community Schools Director, ENLACE Chicago; **Robert Lee**, Director, Chicago Teacher Education Pipeline, Illinois State University; **Cesar Nunez**, Economic Development Director, ENLACE Chicago; **Diana Johnson**, Teacher Housing Director, Chicago Public Schools; **Evelyn Perez-Pietruzska**, Little Village/North Lawndale PDS Site Coordinator, ISU
- 310 Choosing Literature Selections That Promote Cultural Competence and Promote Social Justice 4B**
Pre-service teachers need assistance in increasing their awareness of culturally appropriate literature for use in today's classroom. Teachers educators can provide this assistance with examples.
Judy A Leavell, St. Edward's University
- 311 Collaboration: Practicing Kindergarten Teacher and University Teacher Educator Learn More About Teaching Moved to 9:00 a.m. on Monday 4I**
This session will give the audience a glimpse into the year-long collaboration between a kindergarten teacher and a university professor as they address the needs of their students.
Jennifer E Aldrich, University of Central Missouri
- 312 Developing Cultural Competence through Diverse Field Experiences 4J**
The session will describe the research literature and of how one university implemented field-based experiences into the teacher education program to help prospective teachers become successful in diverse educational settings.
Mary Jane Bradley, Audrey Bowser, Cindy Hinson and Genee' Gaines, Arkansas State University
- 313 Developing International Teacher Education Experiences for Preservice Teachers: Challenges, Benefits, and Unanticipated Outcomes 4K**
Explains the process two universities followed establishing international student teaching programs in collaboration with a foreign university. Research on cultural awareness among participants and impact on teacher education will be discussed.
Sandra B. Cohen, Eleanor Vernon Wilson, Curry School of Education, University of Virginia; **David Moss**, University of Connecticut; **Helen Marx**, Eastern Connecticut State University; **Helen Bradford**, Cambridge University

**Special Session
9:00-9:50 a.m.**

- 314 Distinguished Research Award in Teacher Education PDR 2**
"Does Research-Based Professional Development Make a Difference? A Longitudinal Investigation of Teacher Learning in Technology Integration"

Chrystalla Mouza, University of Delaware

Tuesday, February 16, 2010

Thematic Session 9

9:00-9:50 a.m.

315 Helping Student Teachers Successfully Navigate Their First Years of Teaching 4L

This interactive session will focus on helping student teachers successfully navigate their beginning years of teaching and get the most from an induction program.

Elizabeth Wilkins, Northern Illinois University; **Jenny Bolander**, Southern Illinois University Edwardsville; **Ken Jerich**, Illinois State University

316 Incorporating Valid Neuroscientific Findings into Teacher Education Programs 5E

Cognitive neuroscientists have begun to examine issues of significant importance to teacher educators. The presenter will share four findings that should be judiciously incorporated into teacher education programs.

Gloria A. Neubert, Towson University

317 Invisible Teachers: Improving Practice and Building Relationships 5F

Insights gained over three years of a teacher exchange program involving Ugandan and North American teachers as well as its effect on two colleges of education are discussed.

Philip Kelly, Boise State University; **Amy Cordileone**, Invisible Children

318 Linking Preservice Teacher Education to Beginning Teacher Induction 5G

The session will present a strategy for helping beginning teachers build on their preservice teacher education during professional growth activities of the early years of teaching.

Robert L Fisher, Illinois State University

319 Modeling Assessment and the Impact on Elementary and Middle Level Learners PDR 3

University researchers collaborate to show the impact of assessment instruction and modeling on pre-service teacher learning. Different field experiences were used and the impact on K-8 learning was also assessed.

Sheryl Lynne McGlamery and Saundra Louise Wetig, University of Nebraska at Omaha

320 Professional Development Schools, Pre-service Teachers and National Board Certification Renewal Ontario

This is one assistant professor's story of his efforts at National Board Certification renewal and how he integrated it into the clinical experiences of his PDS middle school pre-service teachers.

Keith Tilford, Illinois State University

321 Project THINK: Collaborative Efforts that Improve Teachers' Knowledge 4E

This session outlines a group of teacher educators, practicing teachers, and administrators attempt to secure external funding for improvement of American History teachers' knowledge. Special attention is given to the planning, collaborative efforts of all partners and implementation of the grant related activities to assist American History teachers in three urban school districts

Sarah K McMahan, Texas Womans University

322 Recruiting, Selection and Training for Success Michigan

A perspective from the University of Houston's Transition to Teaching program on the recruitment, selection, and training of teacher education candidates.

Eileen R Westerman and Nicole Andrews, The University of Houston's Transition to Teaching Program

323 Reforming the Science Methods Class: Pre-service Teachers Share Ownership and Responsibility Huron

Presenters will explain new strategies for changing the way science is taught including collaborating with agencies in the community. Session attendees will be encouraged to participate in planned hands-on activities.

Lillian Riggs Johnson, Fayetteville State University

Tuesday, February 16, 2010

Thematic Session 9

9:00-9:50 a.m.

324 Resident Scientists' Perceived Instructional Training Needs for High School Science Teaching Williford A

We examined Resident Scientists' self-reported instructional training needs for inquiry science teaching in schools through our NSF SIUC Heartland program. Results show some gaps in their self-reported instructional training needs.

Selena Sasser, Simeon Mbewe, Frackson Mumba, Vivian M. Chabalengula, Erin Wilson-Miles and Harvey Henson, Southern Illinois University Carbondale

325 Social Studies: The Rodney Dangerfield of Curriculum...Can't Get No Respect Erie

The past (Harriet Tubman) meets the future (technology) as two strategies merge to engage learners in over-coming the thought pattern of the social studies being bored and tedious subjects.

Gwendolyn Fuller Mukes, Wichita State University

326 Teacher Candidates' Reflections on a Service Learning Project 4C

Mid-western teacher candidates created awareness in their communities of the continued needs of schools and child care centers in New Orleans. They spent their spring break assisting these children, and their reflections will be shared.

Christie McIntyre and Debbie Bruns, Southern Illinois University Carbondale

327 Using MP3 Devices to Provide Feedback to Preservice Candidates 5I

This presentation reports on efforts in one teacher education program to use digital audio recordings on MP3 devices to provide feedback to candidates.

Barbara Purdum-Cassidy and Douglas Rogers, Baylor University

328 Using Music and Visual Art to Simulate Pre-service Teachers' Attitudes towards Teaching for Social Justice: Outcomes from Four Institutions 5J

The presenters will describe the results of a study that interpreted student responses to course activities that employed music and visual art as organizing centers to teach about social justice.

Thomas Lucey, Illinois State University; **James D. Laney,** University of North Texas; **Duane Giannangelo,** The University of Memphis; **Melinda Cowart,** Texas Woman's University

329 Video Conferencing: Using Self-Talk as a Gateway to Better Teaching 5H

Video Conferencing is an approach to reflection that illuminates teacher self-talk, which forms beliefs and habits, thus impacting instruction. A demonstration of this approach is offered via DVD and discussion.

Genet Simone, Western Washington University

Roundtables

9:00-9:50 a.m.
Williford C

330 Table 1 An Agenda for Action and Inclusivity in Teacher Education: An Examination of International Education Programs

Research from an international education program, specifically an exchange program with China, and its merit in the development of culturally competent candidates will be shared.

Carolyn Talbert-Johnson, The University of Dayton

331 Table 2 Assessing Pre-service Teacher Candidates' Impact on Student Learning

A review of one program's efforts to assess the total teacher education unit efforts to increase candidate impact on standards based student learning.

Ron Towery and Tonja Fillippino, Arkansas State University

332 Table 3 Assessment Preparation and Practice for Novice High School Math Teachers

This presentation describes the development and piloting of a survey to measure novice high school math teachers' perceptions of their preparedness and efficacy related to classroom assessment practices.

Monica Kowalski, David Mark Fultz and Eric Anderman, The Ohio State University

Tuesday, February 16, 2010

Roundtables

9:00-9:50 a.m.
Williford C

333 Table 4 Examining How Various Stakeholders Define a “Qualified Social Studies Teacher”

Presenters will engage participants in a discussion of preliminary results of a study looking at the view various stakeholders have of what constitutes a highly qualified social studies teacher.

Christina C. Pfister, The College of St. Rose; **Marie Fero**, Eastern Illinois University; **Kristi Fragnoli**, The College of St. Rose; **George Fero**, McKendree University

334 Table 5 Exploring Avenues of Collaboration through a College and Career Readiness Initiative

This presentation will share how a College and Career Readiness Initiative in one state is supporting teacher educators in collaborative efforts to improve college readiness.

Terri Kurz, The University of Texas-Austin

335 Table 6 Is That Your Final Answer? Teacher Candidates Respond to Possibility of Year-Round School

Teacher candidates responded to a survey given to determine if an increase in the teacher shortage might occur if days/hours were added to the K-12 school calendar.

Judy Ann Trotti, University of North Texas

336 Table 7 Social Interaction, Diversity, and Children’s Literature

Factors influencing teachers’ decisions to participate in professional development for diverse early childhood students will be discussed along with implications of emergent literacy and social interaction in the classroom for teacher educators.

Ginny Esch, Kathy Deen Evans, The University of Tennessee at Martin

337 Table 8 Teaching ESL Teachers at a Distance: Professional Development that Spans the Miles

Teachers of English language learners in rural areas face challenges related to professional development. Smaller numbers and greater distances require online collaboration. PROJECT LEAP offers site-based opportunities for online teams in multiple counties.

Jane Carol Manner and Diane Rodriguez, East Carolina University

WORLD FEDERATION OF ASSOCIATIONS FOR TEACHER EDUCATION

Welcome to the attendees from the 1st biannual

World Federation of Associations for Teacher Education Conference

held February 12-13 at the Chicago Hilton Hotel.



Tuesday, February 16, 2010

338 **Research General Session**
Sponsored by ATE Research Committee

10:00 - 11:15 a.m.
Grand Ballroom



Presiding:	Nancy Fichtman Dana, Chair, ATE Research Committee University of Florida
Introduction of ATE Executive Director:	Annette Digby ATE President, 2009-2010
State of ATE:	Dvid Ritchey, Executive Director
Speaker:	Betty Achinstein University of California, Santa Cruz

Betty Achinstein is a researcher with the New Teacher Center at the University of California, Santa Cruz. She is responsible for designing and conducting research on: new teacher socialization and schooling contexts; mentoring and induction; equity, diversity and teacher development; new teachers of color in urban schools; and teacher collaboration.

Dr. Achinstein received her Doctorate in Teacher Education from Stanford University Graduate School of Education and her Masters in Teaching and Curriculum from Harvard Graduate School of Education. She is a recipient of the 2006 American Teacher Educator's Distinguished Research Award. Her recent books include: *Mentors in the Making: Developing New Leaders for New Teachers* (2006, Teachers College Press); *Community, Diversity, and Conflict Among School teachers: The Ties that Bind* (2002, Teachers College Press). Some of her recent research articles address: new teachers of color in urban hard to staff schools, new teacher tracking and socialization, mentors' role in reframing novices' views of diverse learners, mentoring for equity, and mentoring relationships and new teacher learning. She has taught on issues of diversity and education at UC Santa Cruz. She also co-facilitated the Leadership Network for Teacher Induction, a reform network of induction leaders in Northern California.

Before coming to the New Teacher Center, Betty Achinstein was Director of Member Schools at the Bay Area School Reform Collaborative. She also taught middle and high school students in Chicago, Boston, and New Jersey.

Special Session
11:30 a.m.-12:20 p.m.

339 **A "Fireside Chat" with Betty Achinstein**

Grand Ballroom

Betty Achinstein will followup her Research Keynote address with an informal conversation with interested attendees. You are encouraged to ask questions not only about points made during the keynote address but also about Betty's work in the area of mentoring and induction.

Tuesday, February 16, 2010

Special Session
11:30 a.m.-1:20 p.m.

340 **Commission on Children of Poverty/Urban Education** 4D

This special session will report on the work of the Commission on Children of Poverty/Urban Education. Members will report in the work that has been accomplished to this point by the commission.

Charlotte Reed, Indiana University Northwest; **Sandy Alber**, Oakland University; **Mildred Berry**, **Diane Corrigan**, **Jenefred Davies**, **Barbara Davis**, **Judy Leavell**, Texas State University - San Marcos; **Carol Donnelly**, Worcester State College; **Priscilla Griffith**, University of Oklahoma; **Kim Higdon**, Saint Leo University; **Ileene Huffard**, Freed-Hardman University; **Ruth Kane**, **Sarah McMahon**, Texas Womens University; **Janice Nath**, University of Houston; and **Giao Phan**, Austin Community College

Special Session
11:30 a.m.-1:20 p.m.

341 **Global Programs and Partnerships: A Report from the Commission** PDR 1

ATE has a long tradition of working with international partners for the purpose of improving teacher education on a global basis. The Commission on Global Programs and Partnerships is hosting a session to discuss its progress on addressing this issue as well as to seek input from interested ATEers.

Gretchen Espinetti, Kent State University; **Laura L. Stachowski**, Indiana University; **Peg Fraser**, Metropolitan State College of Denver; **Karen Jenlink**, Stephen F. Austin University; **Marian Kirk**, McMurry University; **Charlotte Mendoza**, Colorado College; **Janey Montgomery**, Northern Iowa University; **Paul Paese**, Indiana University-Kokoma; **Tim Reynolds**, Roanoke College

Thematic Session 10 11:30 a.m.-12:20 p.m.

342 **Comparative Studies of Learning Styles, Temperament Types, and Sensory Modalities in American and Spanish Students** 4A

A comparison of 333 American and Spanish students' cognitive mind styles, sensory modalities, and temperament types, and the students' perceived values of identifying and accommodating these, will be presented.

Maryann J. Ehle, West Liberty University; **Joana Salazar-Noguera**, University of Balearic Islands

343 **A Tale of Two Universities - Collaborating on the Teacher Work Sample** 4F

To the benefit of both programs, two neighboring universities at different points in their Teacher Work Sample journey come together to share and collaborate on TWS philosophy, processes, and procedures.

Brian Miller, Sam Houston State University; **Patricia Smith**, Prairie View University

344 **ACTION in Teacher Education Programs: The Inclusive Vision of Experiential Learning** 4G

Experiential learning components used in successful teacher education programs provide a rich framework for skills, dispositions, and knowledge needed for highly qualified teachers with future implications for education program reform.

Mary Ann DeLine, **Alberta Carol Sautter** and **Simin Cwick**, **Jean Benton**, **William Bratberg**, **David Powell** and **Mary Harriet Talbut**, Southeast Missouri State University

345 **Co-teaching: Improving the Collaboration Between Cooperating Teachers and Teacher Candidates.** 4H

Co-teaching: How professional development offered to K-12 schools, by the nearby university, has impacted the cooperating teacher-teacher candidate relationship and the relationship between the districts and COE of the university.

Nimisha Patel and **Tracey Kramer**, Wright State University

346 **Collaboration or Extinction? The Survival of University-Based Teacher Education** 4B

This session addresses three phases of collaboration in teacher education based on an extensive literature review and provides important implications for the future of collaboration in the field.

Pamela Gayle Fry, Oklahoma State University; **Debbie Rodgers**, University of Oklahoma

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Thematic Session 10

11:30 a.m.-12:20 p.m.

- 347 Experience is The Best Teacher—Along with Teacher Education, Mentoring, and Grad School 4B**
Using extensive qualitative data, this nine-year study discusses the changes in the beliefs and practices of a group of teachers, the influential factors, and the impact of teacher education
Patricia Eileen Brady, Raul A. Mora, University of Illinois at Urbana-Champaign; **Renee T. Clift**, University of Arizona
- 348 Deepening Understanding of the Relationship between Inquiry Stance and Reflectivity 4I**
The purpose of this study was to explore how prospective teachers who have engaged in teacher research demonstrate: (1) reflectivity and inquiry stance, as well as the relationship between the two, and (2) the important positionality that is required for an inquiry stance that may be lacking in our students even after completing teacher research.
Jason Smith, Rejoyce Milam and Diane Yendol-Hoppey, West Virginia University
- 349 Effectively Implementing Technology to Facilitate Differentiation and Progress Monitoring. 4J**
This strand identifies technologies that facilitates alternative assessment, progress monitoring, and differentiation in a university setting with preservice teachers who may later apply these technologies to their own classrooms.
Emily K Eicke, Charles M Seimears, Emporia State Univesity; **Robert Graves**, Bowling Green State University
- 350 Examining the Impact a Fluency-based Computer Program Had on Student Retention of Basic Skills Knowledge 4K**
This session will focus on the impact a web-based computer program had on increasing and retaining elementary-aged students' basic skills knowledge in math and spelling. The presenter will discuss the design and format of the program and the results of a pilot program conduct to measure the strength of the program design. The session will conclude with a discussion among the presenter and participants on the current and future role of computer-based programs in student development and learning.
Molly Duffy Keogh, Nazareth College
- 351 Four Years Later--Not Much Has Changed: Teaching in a Testing Environment 4E**
We will discuss findings from a longitudinal study of elementary teachers and the ways in which high stakes testing continues to impact their professional lives.
Cheryl A. Torrez, University of New Mexico; **Jennifer Snow-Geroni and Bongseok Jang**, Boise State University
- 352 Have Standards Failed to Promote Authentic Instruction and Real-World Learning? 4L**
Canceled
- 353 I Was Shocked! Learning Experiences of Prospective Teachers in Their Cross-cultural Encounter 4L**
The presentation will discuss the findings of an action research that inquired cultural knowledge earned by a hundred of prospective teachers who sharpened their cultural competence with culture “shocks”
Anh Tran, Wichita Sate Universtiy
- 354 Integrating Arts and Sciences Faculty into Partnership Schools: A Model for Collaboration in Teacher Preparation 5E**
Session will describe (1) a strategy for promoting collaboration between Arts and Sciences faculty and education interns during semester-long field experiences, and (2) the resulting benefits for Arts and Sciences faculty, the School of Education, and education interns.
Robert Eugene Ciscell, University of Evansville
- 355 Keeping in Touch through Live Classroom 5F**
Using Wimba, Live Classroom feature of Blackboard as a means for synchronous conversation among teacher candidates and the university supervisor.
Sally Winterton, West Chester University of PA

Tuesday, February 16, 2010

Thematic Session 10

11:30 a.m.-12:20 p.m.

- 356 Literacy Strategies Across Content Areas** **5J**
Content area ideas and strategies for integrating literacy into a variety of subjects are presented. Strategies are field tested by middle and secondary teachers. Handouts are available.
Carolyn Fehrenbach, Pittsburg State University
- 357 Mentoring Teachers at Private Day Schools: An Innovative Collaboration Between a College of Education and Orthodox Jewish Day Schools** **PDR 2**
In this session we present an innovative pilot program in which education faculty arranged for supervisors to mentor teachers at local Orthodox Jewish day schools. Data will be analyzed and discussed.
Jeffrey S. Winter and Sherri Bressman, National-Louis University
- 358 More Than a Hostess: Examining Principals' Role During the Internship** **PDR 3**
Participants will examine findings from a year-long study with five elementary principals who explored their unique role in supporting interns. Study results inform a framework for thinking about an expanded principal role during the internship.
Cynthia L. Carver, Michigan State University
- 359 Pre-Service Teachers E-Portfolio Self-Efficacy in the Methods Classroom** **PDR 4**
E-Portfolios: Just an electronic 'in-box'? This presentation will discuss the use of LiveText in an elementary science methods course. Survey results indicate a high level of e-portfolio efficacy among preservice teachers.
Meredith Lynn Beilfuss, Butler University; **Li-Ling Yang**, Roger Williams University
- 360 Re-envisioning teacher education programs through the lens of Queer Theory** **Michigan**
This session examines qualitative research of 15 LGBT teachers, identity development, and queer issues in curriculum, schools and classrooms. Specific recommendations will be offered to address these pedagogically and systemically.
Megan Suzanne Kennedy, Elmira College; **Leighanne Regan**, Northeastern University
- 361 Reaching Across the Pacific: What We Have Learned from an International Education Program in China** **Ontario**
The session will describe a MED program in secondary education in China offered by Towson University since 2004. Program evaluation results will be shared and discussed.
Lijun Jin, Marilyn Nicholas and Jiuguang Feng, Towson University
- 362 Rethinking the Role of Technology in Teacher Education: Framing the Social Community of Learners through Valuable Instructional Tools within Face-to-Face, Hybrid and Online Environments** **Huron**
Training professional educators within 21st Century learning environments is imperative, to meet learning objectives and engage learners within social communities in face-to-face, hybrid and online learning environments.
Caroline M. Crawford, University of Houston - Clear Lake; **Sylvia S. Martin**, Monmouth University
- 363 Schools of Professional Education (ScOPE): A Research-based Management Framework** **Erie**
A framework for operating university-based teacher preparation programs that collaboratively engages university faculty and school partners in a systematic effort to impact P-12 student learning and public-school district partnerships.
Mona S. Wineburg, John Beck and Robert Cox, Center for Research, Evaluation and Advancement of Teacher Education
- 364 Universal Instructional Design in Teacher Preparation: Advocating an Inclusive Vision for ALL Students** **5H**
Presenters will review the historical, theoretical, and foundational principles of Universal Instructional Design and its subsequent role in creating inclusive environments for all students in teacher preparation programs. High-access strategies faculty can use will be shared and modeled.
Sarah Ellen Summy, Western Michigan University
- 365 Utilizing Teacher Work Sample in Middle Grades Education** **5I**
This session will discuss how the Teacher Work Sample was incorporated into one Middle Level Education program. The detours and benefits will be the focus.
William D. Edgington, Sam Houston State University

Tuesday, February 16, 2010

Thematic Session 10

11:30 a.m.-12:20 p.m.

366 Video Analysis of Teaching as a Tool in Teacher Cognition 5G

Teachers in training are often asked to videotape a lesson as an alternate source of observational feedback, but are unsure what to look for in the process of reflection. An online video tutorial was developed to scaffold more than 500 novice teachers through the process of teacher observation, preparing them to analyze their own video clip of teaching individually and in small online communities, in order to improve their ability to observe and describe their teaching practice.

Laura Baecher, Hunter College, City University of New York

367 “Lessons Learned: Case Studies Demonstrating both Successes and Failures in Attempts to Modify Students’ Dispositions” 4C

Explore documentation and procedures following assessment of pre-service teachers’ deficiencies in dispositions/performance, subsequent due-process and College/University actions. Behaviors such as falsifying records, field assignments that were not implemented, and plagiarism will be discussed.

Deborah Moberly, University of Missouri at St. Louis; **Kathryn Sharp**, East Tennessee State University

Roundtables

11:30 a.m.-12:20 p.m.

Williford C

368 Table 1 Beyond the Basics: Improving Collaboration in Teacher Education

Teacher education is enhanced through strong collaborative approaches (university, schools, community). This session explores a successful K-16 and society model for supporting pre/in-service teachers with the use of alternative texts, web-based resources and strong communities of learners.

Cameron White, Sara McNeil and Angela Miller, Sabrina Marsh and Amy Mulholland, University of Houston;
Debbie Behling, Region 4

369 Table 2 Bridges to Success - Teacher Induction Program

The Clinical Faculty Training program partnership established by a University and five local school divisions has eased the transitions of novice teachers into the profession.

H. Jurgen Combs, Shenandoah University

370 Table 3 Building a Habit of Reflection in Pre-service Teachers

An in-progress study, combining survey research and content analysis to better understand written and verbal reflection as learning tools for pre-service teachers, will be presented and initial findings will be explored through interactive discussion.

Jana Lynn Hunzicker, Bradley University

371 Table 4 Framing the Community: Analysis to Action

There is power in collaboration between schools/communities! Roundtable participants critically examine strategies to involve pre-service teachers in transformative action projects that build solid relationships between schools and the larger community.

Debby Shulsky, University of Houston; **Susan McCormack**, University of Houston Clear Lake

372 Table 5 Pre-Service Teacher Candidates and their Impact on P-12 Learners: Perspectives of Cooperating Professionals

The purpose of this study was to investigate how pre-service teacher candidates are perceived by the professionals who have served as cooperating teachers and administrators for a semester long methods field experience.

Melissa Jones, Frank Mullins, Mei-Ling Li and Sandy Johnson, Eastern Illinois University

373a Table 6 Program Integration of the Teacher Work Sample: Issues and Challenges

This session will describe one teacher education program’s implementation of the Teacher Work Sample as a performance assessment and include a discussion of the issues and challenges that were faced.

Judy Beck and Cece Toole, University of South Carolina Upstate Greenville

Tuesday, February 16, 2010

Roundtables

11:30 a.m.-12:20 p.m.

373b Table 7 Student Teacher Problems: Then and Now

Presentation examines case studies of student teacher problems from the past thirty-five years. Participants share current problems and how to collaboratively reach acceptable resolution.

Ann Weber, Illinois State University; **Marvin Henry**, Indiana State University

Thematic Session 10

11:30 a.m.-12:20 p.m.

374 Designing Cartoons in the Classroom to Reinforce Conceptual Understandings

Northwest 4

This session will introduce participants to the site Toondoo.com, a free and easy to use comic creator. After interacting with the site and creating their own comics, participants will view samples of how the tool has been used in a teacher education program. By using toondoo.com, college students have creatively shared their understandings of important educational research and theories. After becoming familiar with using the site, education students have taken this tool and have had their own K-6 students create cartoons as a creative way to express new understandings of content related topics.

David Pratt, Purdue North Central

375 Link with 21st Century Schools: Technology and the Future of Education Committee

Northwest 3

This presentation will provide a link with two innovative schools who are providing 21st century learning for their students. The live video feed will allow participants to observe classrooms in action and speak to teachers in these innovative field based settings.

Paul Emil Resta, The University of Texas at Austin

Special Session

11:30 a.m. - 1:20 p.m.

376 Teacher Reflectivity in Teacher Education Programs and with Teacher Candidates

Williford A

In 2004, the Association of Teacher Educators (ATE) appointed a national commission on teacher reflectivity. The primary charge of this commission 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, to be blind reviewed, regarding this themed issue of Research on Teacher Reflectivity: The Impact on Teaching and Learning, was advanced and published as the summer 2009 special edition of Action in Teacher Education as well as a book published by Rowman and Littlefield. Authors and other scholars will share their work as it directly relates to research on teacher reflectivity from both national and international perspectives.

Christie McIntyre, **John McIntyre**, Southern Illinois University Carbondale; **Dean Cristol**, The Ohio State University; **Walter S. Polka**, Niagara University; **Nancy P Gallavan and Angela Webster-Smith**, University of Central Arkansas; **Rachel Lynn Wlodarsky**, Ashland University; **Rebecca K. Fox and C. Stephen White**, George Mason University

Tuesday, February 16, 2010

Thematic Session 11

12:30-1:20 p.m.

- 377 A 3-D Approach to Alternative Elementary Teacher Education: Design, Delivery, and Data** 4A
Visualization through 3-D lenses in preparing non-traditional elementary preservice teacher candidates can enhance the outcomes through a three-dimensional approach by design, delivery, and use of continuous assessment data.
Rebecca Oswald, Tim Crook and Lynn Gagle, Asbury College
- 378 A Collaborative Approach for the Preparation and Induction of Teachers** 4C
Collaborative transition mentoring models involving the teacher preparation program, the school campus, and mentoring mosaics best support novice teachers as they transition from supportive preparation programs to the teaching profession.
Elda Martinez, University of the Incarnate Word; **Lisa Mulhall**, Siena College
- 379 A Model Assessment System for Science Teacher Preparation Programs** 4F
Describes how a science education program organized and assessed learning experiences for pre-service science teachers that are aligned with National Science Teaching Standards and the Units Conceptual Framework.
Theresa Yvette Robinson, National Louis University
- 380 A Pre-Service Interview as a Predictor of Success in Alternative Certification Placements** 5E
Alternative certification programs provide a means to fill shortages of teachers primarily in rural and urban schools. This study provides evidence of a pre-service interview's ability to predict teacher effectiveness.
Thomas John Doyle and Clara Amador-Watson, National University
- 381 College of Education Majors Quench Their Thirst at a Different Type of HAPPY Hour**
This presentation is canceled.
- 382 Creating an Authentic Classroom Learning and Teaching Model in Pre-Service Education** 4B
Describes a teaching method model of content learning and teaching. Pre-service teachers create an authentic learning culture by deconstructing elementary level content textbooks and teaching materials.
Stephen T. Correia and Scott Kirst, St. Norbert College
- 383 Fitness Fun for Everyone: Linking Physical Activity and Academic Performance** 4G
A fun, activity-based presentation demonstrating how simple games and physical activities can be used in the classroom to support the teaching of academic subjects.
Stan Andrews and Shirley Andrews, Valdosta State University
- 384 Higher Education's Responsibility to Develop Quality Online Mathematics Courses** 4H
Discussion concerning the development and assessment of quality online mathematics instruction for teachers.
Michael H Murphy, Lander University; **Edna M. Meisel**, Marshall University Graduate College
- 385 Reflections from Stakeholders: US Educators Refuse Leaving Any Student Behind...But,** 4E
Participants will be engaged in analyzing references related to the significance of educational divergence including an original poem based on reflections of several thousand stakeholders during the past five decades.
Walter S. Polka, Niagara University

Tuesday, February 16, 2010

Thematic Session 11

12:30-1:20 p.m.

- 386 SURRGE: Southern Illinois Undergraduate Recruitment and Retention in Geoscience Education 4I**
This multimedia session illustrates how university faculty from two colleges developed culturally relevant geoscience units and balanced the challenge of these endeavors with instructional strategies derived from Universal Design for Learning.
Grant Miller, Southern Illinois University Carbondale
- 387 Teacher Education Programs and its Impact on Successful Teachers in a Diverse Society 4J**
The importance of teacher education programs should include urban education and multicultural education in the course curriculum as they impact teachers' success in the classroom and effects teacher/student relationships.
Erica Bumpers, California University of Pennsylvania
- 388 The Case for Dispositional Discipline. 4K**
This paper seeks to provide a forum to examine means by which pre-service candidate's dispositions can be measured and evaluated in a legally defensible fashion.
Thomas Joseph Sheeran, Vincent Joseph Rinaldo, Sylvia Valentin and Peter Cowden, Niagara University
- 389 The Impact of Clinical Experience on the Professional Identity of Pre-service Teacher Education Students 4L**
This session will share research results related to the professional identity of pre-service teachers after completion of a 45-hour secondary education clinical field experience.
Ryan Brown and Adrian Lyde, Illinois State University
- 390 Tying it all Together: Lessons Learned from Conducting a US Department of Education STEM Grant 5F**
Presenters will discuss challenges and successes from conducting a federal STEM grant. Topics include recruiting, selecting, instructing, and mentoring teacher candidates as well as designing and conducting an innovative post-baccalaureate certification program.
Allen Warner, Amber Meuth and Laveria Hutchison, University of Houston
- 391 What Kind of Story Are We In? Changing the Story of Teacher Education in Order to Erase the Negative Perceptions of Our Critics 5G**
An interactive discussion of how harnessing the power narrative to tell the "best story possible" can promote a more positive perception of our profession to its various critics.
John K. Hicks, Slippery Rock University
- 392 When Assessment is the Outcome: One Program's Efforts to Evaluate Teacher Candidates' Knowledge, Skills, and Dispositions Related to Classroom Assessment. 5H**
This presentation shares a process for evaluating teacher candidates' understanding and implementation of effective classroom assessment and a unique approach to collecting and analyzing student work samples.
Connie Lynn Schaffer and Lana Danielson, University of Nebraska at Omaha
- 393 Who Do You Ask about Teaching? Near Peers as Coaches for Preservice Teachers 5I**
The positioning of graduate students with previous teaching experience as near peers of the pre-service teachers in a teacher preparation community of practice allows for coaching that aids in student development.
Katherine E McKee, Cory Epler, Donna M Moore and Broyles Thomas, Virginia Tech Department of Agricultural & Extension Education
- 394 Why Don't You Just Die?: Helping Teachers and Preservice Teachers deal with Cyberbullying 5J**
This session will describe a program to help preservice teachers learn about school violence and in particular, cyberbullying. Participants will gain ideas for prevention and appropriate reactions to cyberbullying.
Amy Andersen, Harry Hueston, West Texas A&M University; **Karen McCaleb**, Texas A&M Corpus Christi

Tuesday, February 16, 2010

Thematic Session 11

12:30-1:20 p.m.

395 Wrestling with Inclusive School Reform: One Professional Development School's Journey Erie

This session describes how a school university partnership wrestled with inclusive education reform and improved student achievement by shifting participant roles, relationships, and praxis using an inquiry-oriented school improvement process.

David Hoppey, West Virginia University; **Angela Gregory**, University of Florida

Roundtables

12:30-1:20 p.m.

Williford C

396 Table 1 Cell Phone Use in the College Classroom: What are the Challenges and Possibilities?

Presenters will describe research about cell phone use in college classrooms, which can be challenging. We will discuss ways we can use cell phones and other technology to enhance teaching.

Melinda S. Miller, Helen Berg, Dixie CARwile, Donna Cox, Maggie McGuire, Rhonda Richardson, Nancy Votteler and Joan Williams, Sam Houston State University

397 Table 2 Improving College Teaching: Let's Rekindle Our Own Excitement in Teaching

We need to stop viewing teaching as "covering the content" and start viewing it as "helping the students learn." We teach this to our students, but we need to talk about doing it ourselves in an effort to renew our own commitment to life-long learning and discovery in teaching. After some introduction, this session will welcome discussion and input from everyone.

Ileene Huffard, Freed-Hardeman University

398 Table 3 Using Children's Literature to Deter Bullying

The presentation will examine the use of children's literature in the prevention of teasing and bullying. Examples of strategies for using specific children's books will also be presented.

Charlene True, Kyle Butler and Linda Gilbert, Middle Tennessee State University

399 Table 4 Writing Behavioral Objectives is Easy: Why Do Pre-service Teachers Have Trouble Writing Them?

Some pre-service teachers have trouble writing measurable behavioral objectives. Several surveys were given to find out why pre-service teachers have trouble writing objectives, using survey findings for future successful teaching methods.

Kevin Crandall Costley, Byra Ramsey, Timothy Leggett and June Lawson, Arkansas Tech University

Special Session

12:30-2:20 p.m.

400

Teacher Reflectivity in Schools, Classrooms and International Perspectives

Williford B

In 2004, the Association of Teacher Educators (ATE) appointed a national commission on teacher reflectivity. The primary charge of this commission 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, to be blind reviewed, regarding this themed issue of Research on Teacher Reflectivity: The Impact on Teaching and Learning, was advanced and published as the summer 2009 special edition of Action in Teacher Education as well as a book published by Rowman and Littlefield.. Authors and other scholars will share their work as it directly relates to research on teacher reflectivity from both national and international perspectives.

Martha Young, Jian Wang, University of Nevada Las Vegas; **Ed Pultorak**, Southern Illinois University Carbondale; **Nancy Fichtman Dana**, University of Florida; **Diane Yendol-Hoppey**, West Virginia University; **Donna Foss**, University of Central Arkansas; **Anne Rath**, University College Cork, Ireland

Tuesday, February 16, 2010

Research Session

1:30-2:20 p.m.
4C

401 Effects of Modeling Instruction on Descriptive Writing and Observational Skills in Junior High School

This paper reports the effects of modeling instruction using toys to improve students' descriptive writing and observational skills in Junior High School

Do-Yong Park and Cindy Logsdon, Illinois State University

402 Learning How to Teach Reading: A Tale of Two Beginners and the Factors That Contributed to Their Vastly Different Teaching Perspectives

This research reports on the vast differences between two beginning teachers' perspectives on teaching reading that they portrayed during early field experiences, student teaching, and in their first year of teaching.

Michael Sloane Smith, Missouri Western State University

Discussant: Christie McIntyre, Southern Illinois University Carbondale

Featured Panel

1:30-3:20 p.m.

402A Preparing Educators for Teaching Culturally and Linguistically Diverse Learners

Williford A

This interactive symposium will examine strategies for preparing educators to teach culturally and linguistically diverse learners. Each presenter will discuss how the funds of knowledge of different constituencies can be used to support new educators in their journeys to become effective teachers.

Symposium Chair: Beverly Falk, CCUNY

African American Communities: Implications for Culturally Relevant Teaching.

Gloria Boutte, University of South Carolina

Preparing Teachers To Teach Linguistically Diverse Learners

Desiree Pointer-Mace, Alverno College

Using Teacher Knowledge To Inform The Preparation Of Teachers For Urban Schools

Barbara Bales, University of Wisconsin - Madison

Looking to Kids as Teacher Educators: Listening to and Learning from Students

Brian Schultz, Northeastern Illinois University

Thematic Session 12

1:30-2:20 p.m.

403 A Model of Collaboration: A 15-Year-Old University/District Partnership for a M.Ed. in C&I

4A

Moved to Tuesday at 8:00 in Room 4I

Frances van Tassell, University of North Texas

Special Session

1:30-2:20 p.m.

404 ATE Distinguished Dissertation in Teacher Education Award

PDR 2

The Development, Application And Evaluation Of A Taxonomy And Methodology Designed For The Teaching and Learning Of Writing By Children Ages 9-11

Una McGinley Sarno', University College - Dublin, Ireland

Tuesday, February 16, 2010

Thematic Session 12

1:30-2:20 p.m.

405 Advocacy: Transformation Through Curriculum and Instructional Leadership 4F

The program design of a newly implemented Ph.D. in Curriculum and Instruction demonstrates how advanced students are prepared through various experiences to become effective advocates in P-12, university, and political arenas.

Margaret Rainey Morris, Al Stramiello and Carolyn Garvin, Mercer University

406 Assessment for Learning: A Developmental Framework for Reflective Practice 4A

This session presents a developmental rubric of reflective practice that can be used as an assessment of and for learning by teacher educators and the students in their programs.

Kami Patrizio, Towson University

407 Collaborating to Provide Model Experiences for Pre-Service Teachers 4G

Collaboration with a university lab school, Professional Development Schools, and local agencies allows for practicum experience for pre-service teachers where they are able to work with diverse student and families.

Linda Taylor, Patricia Clark, James Stroud, Donna Williams and Eva Zygmunt-Fillwalk, Ball State University

408 Collaborative University Partnerships to Enhance and Promote Effective Teacher Preparation during the Pre-Service Practicum Experience 4H

This presentation describes a collaborative relationship between two public schools and a four- year university's teacher education program. Data comparing the pilot program with the traditional program will be shared.

Dawn Paulson and Teresa Freking, Eastern Illinois University

409 Creating Community Change Outside of Schools: Building Assets in Youth 4B

The DeKalb County KEYS (Keep Encouraging Youth to Succeed) initiative, DeKalb Illinois, has been looking at the framework of the Search Institute and placing into motion the building of assets in youth.

Roger Scott, DeKalb Unit School District #428

410 Engaging Prospective Teachers in the Community for Collaboration

The session will address community collaboration for cultural competence and its impact on future educators. Discussion of one model with rubrics, assessments, and outcomes will be shared.

Douglas F. Warring, University of St. Thomas

411 Creating a Professional Stance: Teachers Owning Their Histories 4I

Describes four activities that unite to create in participants retrospective of their teaching career, their creation of professional knowledge, and a group exploration of values, advocacy, and professional stance taking.

Peter B. Hilton, Saint Xavier University; **Anne Ogg**, University of Florida

412 Developing a Sense of Urban Communities through a Collaborative Teacher Development Program with Community Agencies 4J

Session is canceled

413 Effects of Physical Activity In the Science Curriculum on Achievement and Self-Regulation 4K

How does incorporating physical activity into science curriculum impact student achievement and self-regulation? This presentation will address the activity techniques used, the research results and report on relevant teaching implications.

Melissa Ann DeCarlo and Chelsea Fyffe, Wright State University

Tuesday, February 16, 2010

Thematic Session 12

1:30-2:20 p.m.

414 Improving Instruction for Teachers of African American Learners

4L

As our nation strives to meet the challenges of improving the academic achievement for African American students, researchers are beginning to examine cultural awareness and beliefs of teachers. This paper presentation shares the results of a 36-item inventory, the Cultural Awareness and Beliefs Inventory (CABI) that measured the perceptions of 1873 urban teachers about their African American students. The results and the findings of the instrument were analyzed and used to create a professional development program for the purpose of improving instruction of teachers in an urban, diverse school district. This session will share how the needs assessment survey was developed, and how a professional development program was created to improve instruction for teachers of African American learners.

Norvella Carter, Kamala Williams and Yetunde Zannou, Texas A&M University; **Dametria Skinner**, Aldine Independent School District; **Jyoti Malhorn**, Booker T. Washington High School

415 Institutional Reports: A Comparison of Two Review Cycles

5E

This presentation will focus on institutional reports from two review cycles, specifically commonalities and differences on Standard 2, Element 3 - the use of data to make program improvements.

Alice Young, Marymount University; **Elizabeth Wilkins**, Northern Illinois University

416 Kindergarten Choice: A Case Study Analysis of Public, Private and Charter Kindergarten Experiences

5F

This presentation will identify factors to parents consider when choosing a kindergarten setting and discuss the implications of the parents' choice of kindergartens on the American education system.

Amanda M Rudolph, Stephen F. Austin State University

417 Living Assessment As Learning: Researching the Outcomes of Inclusive Teacher Education Programs

5J

Presenters analyze outcomes of their inclusive teacher education programs, moving from assessment prompted by accreditation requirements to assessment as professional development, experienced through a ten year longitudinal study of program graduates.

Kate DaBoll-Lavoie, Ellen Contopidis, Deana Darling and Kerry Dunn, Nazareth College; **Kim Marie Wieczorek**, Cazenovia College

418 Moving the Mountain: Digging Deep to Leverage Change Moving Monocultural Students into Culturally Relevant Educators

PDR 1

This session delves into a host of problems uncovered that were keeping pre-service monocultural teachers from becoming multicultural educators. How these problems were addressed will be discussed.

Constance Nichols and Gina Blackburn, Grove City College

419 Non- Hierarchical, Collaborative and Cooperative Leadership Within a (hierarchical) University Structure

PDR 4

This presentation is conducted by three co-directors who have collaboratively and cooperatively led a teacher education program for six years. Discussed: the prerequisites, benefits and challenges of such leadership.

DeLacy Evans Derin Ganley, Anita P. Quintanar and Lisa Loop, Claremont Graduate University

420 Outcome Standards IS the Program

PDR 3

Session will describe a program providing teachers an opportunity to receive another certificate or license to teach at a different level by meeting standards and not "just" completing courses.

Jerry Ligon, Pennie Olson, Pat VanSlyke and Karen Roth, National-Louis University; **Patricia Anderson**, Independent

421 Professional Faces and Spaces: Critical Issues in the Use of Social Networks for Pre-service Teachers

Michigan

This session will present the results of activities, discussions and reflections by pre-service teachers regarding issues on the use of social networks like Facebook as they enter the teaching profession.

Erin A. Mikulec, Illinois State University

Tuesday, February 16, 2010

Thematic Session 12

1:30-2:20 p.m.

422 Reflective Digital Storytelling

Ontario

Session moved to Monday, 1:30 in Room 4L

Gary L Willhite, University of Wisconsin - La Crosse

423 Rural Educatoars Responding to State Education Initiatives

Huron

A study of three grants involving rural and small-school practitioner attitudes and beliefs about state-mandated student and teacher standards.

Carolyn Ann Babione, Indiana University Southeast

424 Strengthening Pre-service Teacher Performance: Program Improvements Focused on “Teaching for Understanding”

Erie

A co-teaching team (Math, Science, Language Arts) analyzed pre-service teacher planning performance outcomes, identified “teaching for understanding” for course and program improvement, and implemented change over 3 years.

Debra Leigh Winikates, Chris Walcott and Kate Baird, Charity Campbell, Indiana University School of Education at Columbus; **Karen Parmer**, Southwestern Elementary School

425 Teacher as Researcher: Transformative Teaching in a High Needs Physics Classroom

4E

What does it mean for a teacher to be a researcher? The word research recognizes teachers’ efforts to improve teaching and learning through observations and inquiry about student learning. Inquiring into one’s own teaching practices or research on practice and student’s learning is engagement in self-study or critical reflection. Such inquiry captures the “wisdom of practice” (Schulman, 2004) and contributes knowledge generated from the unique perspective of the instructor.

Sheila Rao Vaidya, Drexel University

426 Visions for Reform of Science Teacher Education: Realizing the Potential

Identifying current practices and recommending specific changes for science teaching, staff development, assessment, and content will be outlined and contrasted; most of the recommendations remain as “efforts-in-progress”.

Robert E Yager, University of Iowa; **Esme Hacieminoglu**, Selcuk University; **Mohamed Moustafa Ali**, Alexandria University

427 Using “Social Surfing” to Expose Pre-Service Teachers to Resources and Issues in Education

5H

This session addresses the use of social networks (facebook, twitter, etc.) to access professional resources. Effects on student knowledge of trends in education and use of resources will be examined.

Jodi L. Pilgrim and Christie Bledsoe, University of Mary Hardin-Baylor

428 Using a Journal Blog in Initial Field Experiences: Linking Theory with Reality

5I

Early field experiences are critical in forming philosophies and multicultural frameworks that support all learners. The researchers will discuss the use of an electronic journal blog to focus preservice students’ reflections as they analyzed their experiences.

Wanda G. Lastrapes and Meiko Negishi, University of North Florida

429 Valuing Our Teacher Education Program: Measuring Outcomes through An Exit Project

5G

This presentation describes a teacher education exit project based on desired program outcomes. Students develop multi-faceted projects giving diverse, relevant information pertaining to knowledge, professional growth, and skill development/attainment.

Mary Kay Bendixen-Noe, Diana Erchick and Theresa Hessler, The Ohio State University

Tuesday, February 16, 2010

Roundtable

1:30-2:20 p.m.
Williford C

430 Table 1 Cultural Competence: Theory and Practice

Teacher educators help pre/professionals understand the theory and practice of Cultural Competence. This roundtable will provide an opportunity for reflection and discussion regarding culturally competent teaching, learning and assessment.

Arthur E Hernandez, Texas A&M University Corpus Christi; **Virgina Fender**, University of Texas at Tyler; **Brenda Walling**, East Central Oklahoma University

431 Table 2 Encouraging Big Picture Thinkers in a Team Learning Environment

Teamwork has been an established method in business. This session will discuss the benefits of a class using this same concept to increase the level of creativity in the classroom.

Mary Simpson, Baylor University

432 Table 3 Encouraging Teacher Leaders to Be Teacher Advocates

This session will discuss a graduate course project related to teachers as advocates in their classroom, campus and/or community. Successful strategies teachers use when advocating for students will be discussed.

Nancy Faith Reese-Durham, North Carolina Central University

433 Table 4 Meaningful Realignment of Literacy-Related Course Content and Products in a Field-Based Program

Thoughtful and persistent collaboration is necessary to realign courses, create a spiraling curriculum of literacy-related content and pedagogy, and design a continuum of course products used for efolio assessment.

Margaret Shepard Thomson, **Linda Haynes Cox**, **Barbara Purdum-Cassidy** and **Sheila Gloer**, Baylor University

434 Table 5 Middle Level Advisory: Exploring Culture and Building Community

A middle level teacher preparation program prepares pre-service teachers to develop advisory programs that explore cultures, diversity and community building. Rubrics align with NMSA and Pathwise standards assess the programs.

V. Carole Smith, **Kandis Croom**, Arkansas Tech University

435 Table 6 Model of a Fine Arts Teacher Education Curriculum based on Bruner's Concept of "Fundamental Structures"

Applying Jerome Bruner's concept of "fundamental structures" to produce a system of course structures, processes, and tools that enable effective teacher training and education advocacy.

Lewis H. Strouse, Carnegie Mellon University

436 Table 7 Supporting New Teacher Educators with the ATE Teacher Educator Standards

Discuss and evaluate proposals for new teacher educator support through induction initiatives and projects using the ATE Teacher Educator Standards to give new colleagues a strong start in the education professoriate.

Ellen Faith, Christian Brothers University

Thematic Session 12

1:30-2:20 p.m.

437 Using Google in the Classroom

Northwest 4

This workshop will review the tools available from Google and look at how they can be used in your classroom and in your teaching. You will see how these tools are currently being used in a college course. Participants will have an opportunity to play with each tool and build their own resources to be used in their classroom. The following tools will be discussed Documents, Forms, Sites, Email, Video, Talk, Groups, and Earth and so many more. This will be one hour that will help you organize your future.

Janel White, Arizona State University; **Paulette S. Donellon**, Technology Playground, Education Division Director

438 White Board Technology: Multifaceted Learning Tool for Digital Age Classrooms

Northwest 3

Digital age teachers are using whiteboard technology to gather assessment data on student content knowledge, use the "class record" features to capture learning segments, and access the internet on the large whiteboard screen. The value of a "multifaceted" tool like the Promethean Whiteboard will be explored in this session. Examples of teacher use of the interactive boards for instruction, assessment, and media development will be shared. Participants will explore curricular materials, professional development resources and student achievement research during the session.

Maria Vasquez, Senior Manager, Strategic Initiatives and National Funding, Promethean

Tuesday, February 16, 2010

Special Session
2:30-4:20 p.m.

439 **Teacher Reflectivity in Theory and Research** PDR 2

In 2004, the Association of Teacher Educators (ATE) appointed a national commission on teacher reflectivity. The primary charge of this commission 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, to be blind reviewed, regarding this themed issue of Research on Teacher Reflectivity: The Impact on Teaching and Learning, was advanced and published as the summer 2009 special edition of Action in Teacher Education as well as a book published by Rowman and Littlefield. Authors and other scholars will share their work as it directly relates to research on teacher reflectivity from both national and international perspectives. Come and learn what was discovered and share your experiences.

Ed Pultorak, Southern Illinois University Carbondale; **Debbie Barnes**, University of Central Arkansas; **Julie Rainer Dangel**, Georgia State University; **Diane Yendol-Hoppey**, **Jason Smith** and **Rejoyce Milam**, West Virginia University; **Martha Young**, **Jane McCarthy**, University of Nevada - Las Vegas; **Catharine Whittaker**, SUNY at New Paltz; **Joan Barnatt**, Elon University; **Beverly Norsworthy**, Betheheim Tertiary Institute;

Special Session
2:30-4:20 p.m.

440 **ATE Commission on Agency in Teacher Education** Williford B

Three teacher educators from different institutions will explore how to empower future teachers to meet students' needs, enact sustainable school change, serve communities, and redefine citizenship in a global society

Ryan Flessner, Indiana University - Indianapolis; **Grant Miller**, Southern Illinois University Carbondale; **Kami Patrizio**, Towson University

Thematic Session 13 2:30-3:20 p.m.

441 **A Collaborative Study Exploring the Relationship of Mentor Support to Novice Teacher Retention and Student Achievement** 4A

This presentation shares findings from a 4-year research study focused on the relationship of mentoring, teacher retention and student achievement. The study involved 4 universities and 12 Texas school districts.

Virginia K. Resta and **Leslie L. Huling**, Texas State University - San Marcos

442 **A Model for Collaborating with Community Organizations to Provide Professional Development** 4C

This session will discuss the design, evaluation, and extension of a professional development model created through collaboration between a teacher education program and a community environmental education association.

Lenna Ojure and **Haley Sigler**, Washington and Lee University

443 **ATE Commission on Agency in Teacher Education** Astoria

This presentation was moved to Williford B. See presentation 440 above.

444 **Beyond Collaboration:High-Quality Teacher Preparation Program from Conceptual Framework to Coursework** 4I

This presentation describes the process of restructuring our preservice teacher education program to achieve greater the oretical and practical cohesion, and the impact of that collaborative process on our practices.

Eun Kyung Ko, **Terry Costello**, **Ruth Freedman**, **Wendy Gardiner**, **Deborah O'Connor**, **Krista Robinson-Lyles**, National-Louis University

Tuesday, February 16, 2010

Thematic Session 13

2:30-3:20 p.m.

445 Building a Caring Ethic in Secondary School Settings: What Teachers Are Doing 4F

Examine findings from a study of secondary educators' conceptualizations of caring and caring practices; discuss implications for program, professional development, and policy.

Robin McBee and Patrick Westcott, Rowan University

446 Collaborative Strategies That Work: Including Information Literacy Competencies in a Teacher Education Program 4G

Discover collaborative strategies to embed the acquisition, systematic assessment, and immediate remediation of information literacy competencies - hallmarks of engagement and integrated learning - within a teacher preparation program.

Billi Bromer and Linda Kern, Brenau University

447 Cut, Integrate, and Write: Using VAK Principles to Assist Graduate Students' Writing of Literature Reviews 4H

A process whereby students use kinesthetic (scissors and physically manipulating paper) and auditory (integrating the literature) processes to create a graphic organizer (visual) in preparation of writing their literature review.

Ellen Suzanne Lee, Saint Xavier University

448 Determining Our Education Graduate's Effectiveness 4B

Discussion of action plans where the focus is on addressing the question of how we determine the effectiveness of our education graduates in their respective fields of teaching

Jordan Jay, Lincoln University; **Howard Miller**, Mercy College

449 Student Achievement in Teacher Certification Pathways

The presenters will discuss their research comparing teacher effect on student achievement for both traditionally and alternatively first year certified teachers.

Jody S Piro, Tammy Shutt and Gary Stewart, Austin Peay State University

450 Developing Multi-Faceted Educators 4I
This presentation is canceled.

451 Does Student Teaching Abroad Impact Teacher Competencies? Perceptions of School Administrators 4J

This study identifies school administrator's perceptions when asked, "Does student teaching abroad help me get hired"? These perceptions are compared with research on common traits gained while student teaching abroad.

Leigh Christine Martin and Timothy Gilson, University of Northern Iowa

452 In Search of Understandings: Knowledge of US History through 1877 among Pre-Service Teachers at Three Universities 4L

This session conveys the results of research that measured understandings of Pre-1877 US history among preservice teachers at three institutions.

Thomas Lucey and Douglas Hatch, Illinois State University; **Duane Giannangelo**, The University of Memphis

453 In Their Own Words: Students' Reflection on Effectiveness of Success Team Teaching Strategy 4K

Success Team is one of many soft skills intended to empower students to become engaged learners. Instructors participated in a workshop and implemented the strategy. Students' reflections on their experience in a success team revealed interesting strengths and challenges that have implications for teacher educators.

Martha Baiyee, Karen Busch and Ramona Meraz, Eastern Michigan University

Tuesday, February 16, 2010

Thematic Session 13

2:30-3:20 p.m.

454 Inducting new teachers in Illinois: ACTION and consequences 5E

This session discusses the promise and challenge in sustaining a state-wide network for supporting the continued learning of teacher educators, new teachers, and mentors.

Patricia Eileen Brady, Chris A. Roegge, Lara Hebert, Mary Elin Barnish, University of Illinois at Urbana-Champaign; **Renee T. Clift**, University of Arizona; **Vicki Hensley**, Iroquois-Kankakee Regional Office of Education; **Nicki Rosenbaum**, Induction for the 21st Century Educator; **Lindsey Helm**, Springfield Public School District #186

455 Learning from Student Teaching: Case Studies of Three Student Teachers 5F

This study aims to examine the cognitive growth of three preservice teachers. The data used were drawn primarily from qualitative research methods (e.g. students' reflective journals and reflective interviews).

Masahiro Saito, Asahikawa University

456 Literacy Activities for Building Classroom Communities 5G

Today's increase of English language learners in the classroom demands that teachers build effective learning communities to foster diverse settings. This presentation includes literacy activities and active involvement by participants.

Jane Govoni and Valerie Wright, Saint Leo University

457 Long-term, Multifaceted Relationships Feature Multiple Adults to Help Students and One Another 5J

Teacher educators serve alumni in schools by providing staff development and alumni welcome teacher candidates for clinical practice. Teachers, teacher educators, and teacher candidates provide instruction to students and families.

Margaret Kelly Carroll, Saint Xavier University

458 On Becoming Teacher Educators: A Standards-Based Evaluation of Our First Year as Teacher Educators PDR 1

The Teacher Educators Standards are used to examine and analyze the experiences of four novice teacher educators at four different institutions across the country.

Teresa A. Leavitt, Brigham Young University; **Madalina F. Tanase**, University of North Florida; **Thomas B. Smith**, Northwest Missouri State University; **Mary Sowder**, Utah Valley University

459 Overseas Student Teaching: Enhancing Global Engagement PDR 3

Overseas student teaching can greatly enhance a candidate's clinical experience. Three professors, two from a private university and one from a state university will discuss the implications of overseas student teaching. Placement process and emphasis upon candidate outcomes will be discussed. Implications for cultural enhancement and globalization will also be discussed.

Carl R. Siler, Indiana; **Patricia Swails**, Indiana University at Kokomo; **Alexis Armstrong**, Taylor University

460 Preservice Teachers and "The Test": A Pre- and Post Diagnostic Experience PDR 4

This session will present data from an innovative strategy designed to help preservice teachers increase their passing rates on their state licensure examinations.

Janice L. Nath, Myrna D. Cohen, Mike Connell and Lisa Hill, University of Houston

461 Service-Learning Prepares Teachers to Meet the Needs of Urban Learners Huron

Engage yourself in this session which tells you how we utilize service-learning pedagogy as we educate candidates to teach middle and high school students in the underperforming schools in Chicago.

Virginia Jagla and Sy Karlin, National-Louis University

462 Taking Action to Improve your PDS's Future: Using a New Profile Instrument Based on NAPDS Nine Essentials Michigan

Research of a newly developed profile instrument being used to analyze PDS programs based on the nine essentials of NAPDS. Participants will use, critique and discuss the profile.

Joan N Maier, Sam Houston State University; **Wren Bump**, University of Houston-Clear Lake

Tuesday, February 16, 2010

Thematic Session 13

2:30-3:20 p.m.

463 Teacher Candidate Positions on Education: What They Believe: “Technically Speaking” **Erie**
What is your “position” on the influx of new technologies in education? How does your position align with you colleagues and teacher candidates? We think you’ll be surprised!

Steven Davis, Jacksonville University; **William Scott Wise**, University of Central Florida

464 Teacher Educator Standards: The Invisibility of Disability **Ontario**
Disability is not identified as a construct in the ATE Teacher Educator Standards. How can teacher preparation programs produce inclusive teachers if knowledge, skills and dispositions about disability are not identified as a priority of all teacher educators? What is the responsibility of ATE to advocate for the broader preparation of teacher educators and how can disability be incorporated into the ATE standards?

Allison Dickey, Ashland University; **Valerie Owen**, National Louis University

465 The Final Dimension of Multiple Intelligence: The Spiritual Taxonomy, a Challenge of Acceptance Shaped by Brain Based Learning **4E**

Multiple Intelligence was an historical discovery shaping how we view learning potential. However, Brain-Based Learning implies there are yet realms undiscovered, the Spiritual Taxonomy.

Calvin Floyd Meyer, Janet Dozier, Marshall University Graduate College

466 Using Student Reflections to Reveal a Teacher Educator’s Personal Practical Theories **5I**

In this self-study, qualitative methods are used to examine the content of unprompted reflections from students enrolled in a general methods course for evidence of the instructor’s personal practical theories.

Fred Nelson, University of North Florida

467 Using a Collaborative Leadership Model in a Teacher Education Program **5H**

This session will describe a collaborative leadership model used to lead the department’s undergraduate and graduate programs at North Central College, a small liberal arts college in northern Illinois.

Maureen Kincaid, Kristine Servais and Nancy Jean Keiser, North Central College

Roundtables

2:30-3:20 p.m.
Williford C

468 Table 1 Models for Creating and Sustaining Collaborative Relationships Between Teacher Educators and P-12 Practitioners

This presentation provides several models for creating and sustaining effective relationships between teacher educators and P-12 practitioners. Participants will consider the effects of developing similar relationships at one’s own institution.

Karrie A Jones, Tapestry High School; **Jennifer L Jones**, Lockport City School District; **Paul J Vermette**, Niagara University

469 Table 2 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 journal’s new online format.

Thomas J. Buttery, Donald D. Luck and Bettie Barrett, Austin Peay State University

470 Table 3 Preparing Educators to Promote Social Justice

A case study developed to research a study abroad trip in Multiculturalism will be discussed. The study is based on research of preparedness of preservice teachers to address such injustices.

Lorrie Webb, Texas Wesleyan University

471 Table 4 Preparing For The Future: Exploring The Role of Research in Teacher Development

Findings from study of preservice and inservice teachers’ perspectives on research and their roles as researchers will be discussed. Implications for teacher preparation policies and programs will be considered.

Sheila M Flihan, Christina C. Pfister, The College of St. Rose

Tuesday, February 16, 2010

Roundtables

2:30-3:20 p.m.
Williford C

472 Table 5 The Impact of College-Age Writing Buddies on 2nd Grade Students' Writing Skills: Preliminary Results

The presenter will share preliminary results of a study comparing the writing performance of 2nd grade students who were assigned a college-age writing buddy with those who were not.

Richard Costner, Coastal Carolina University

473 Table 6 The Impact of International Student Teaching

Session presenters will describe their college's international student teaching program through an overview of the program, survey results, video clips, and future plans for the international student teaching program. Tips and insights on developing and implementing an international student teaching program will also be shared with session participants.

Jill Niemeyer and Carol Ryan, Northern Kentucky University

Thematic Session 13

2:30-3:20 p.m.

474 A New Life for Learning: Using Second Life and Other Simulation Games for Learning Northwest 3

Are you ready to take learning to a whole new level? Bring new life into learning with this interactive session demonstrating how students can have control of their own learning through web-based simulation activities. Participants of this session will interact directly with free websites designed to have students learn about a variety of important educational topics. Imagine how exciting it will be to join us in an online 3D virtual world and explore the many possibilities for learning!

David Pratt, Purdue North Central; **Paul Emil Resta**, The University of Texas at Austin

475 Literacy + Technology = Higher Achievement and Increased Interest Northwest 4

Have you ever wanted to get your students in 1st-8th grade excited about writing? Are you tired of hearing students groan when you say they have to write? Well, we have the answer for you. Come to this workshop and learn more about this exciting program called eXtra..eXtra\$Write All About It. This project places college interns with K-8th grade teachers, and together they assist the students writing and complete a book using the latest technology tools. This project in its third year and has had amazing success. Come and learn more about how to increase achievement and interest in writing.

Janel White, Arizona State University; **Paulette S. Donellon**, Technology Playground, Education Division Director

Thematic Session 14

3:30-4:20 p.m.

476 Building a Vision of a Collaboratively Designed Future for Teacher Education: Across Institutions and Continents. 4C

Description of links between high school students, teachers and pre-service candidates in two countries. Teacher education candidates involved in international program seek to understand and work together

James Daly, Roberta Devlin-Scherer, Maribel Roman and Greer Burroughs, Seton Hall University

477 Do Teachers Use What They Learn in School? 4F

The Teacher Work Sample assesses pre-service teachers' application of contextual factors in their lesson planning. Qualitative research shows how first year social studies teachers incorporate this practice in their teaching.

Mary Harriet Talbut, Southeast Missouri State University

478 Engineering Education: Lasting Impact or Passing Fad? 4A

Learn about collaboration strategies, policy development, funding and curricula designed to build a concentration/minor in Engineering/Education for teachers. The Engineering content and pedagogy aligns with current standards. Collaboration is key.

Jan B. Hansen and AnnMarie Polsenberg Thomas, University of St. Thomas

479 Globalization Inside Education 4G

This presentation was moved to Monday, 3:30 - 4:20 in Michigan.

Efrain Rivera, PWEA - Virginia Education Association

Tuesday, February 16, 2010

Thematic Session 14

3:30-4:20 p.m.

480 Greater Expectations: A Faculty Development Program for Infusing Active Learning Strategies into the Curriculum 4H

Participants will learn about a faculty development program designed to assist faculty in incorporating active learning strategies and universal design for learning principles (UDL) into coursework.

Kathleen O'Neill Ruthkosky, Patricia Sullivan Arter, Mary Anne Fedrick and Ellen Burkhouse, Marywood University

481 Humanistic Mentoring: Nurturing the Person Within 4I

Explore the motivational effects on preservice and inservice teachers of a new construct: Humanistic Mentoring (HM). HM is a unique mentoring relationship focusing on the person within the developing novice/professional.

Jim Varney, Aurora University

482 Hungarian Sojourn: A "Cool Media" Trip 4J

Learning through, by and with a digital and electronic medium to "own the future:" a rationale for creating an "inclusive vision" through technology with European schools.

Dariel Jacobs, Lourdes College

483 Improving University Course Content: Perspectives of New Teachers in the Field 4K

This session presents an analysis of induction activity submissions and reflections by teachers participating in an online induction program through a university. The results provide insight into preservice curriculum improvements.

Rebecca Jane Cook, Frank Mullins Eastern Illinois University

484 Inclusiveness and Advocacy through Literature and Storytelling 4L

Teachers experience much diversity in the classroom. Children's literature and storytelling can help bridge the diversity gap. This presentation describes how to identify quality children's literature and viable options available to incorporate literature and story telling into instruction. Participants are provided a storytelling model that impacts integration of theory into real world experiences.

Carol Angell, Patricia (Pat) Markos, University of Wisconsin-La Crosse

485 International Student Teaching: Former Participants Report on the Lasting Impact of Their Overseas School/Community Experiences 5E

Former overseas student teachers reflect and report on the impact of their international experiences, up to 20 years later. Multiple, lasting influences are described, with important professional and personal implications.

Laura L. Stachowski, Indiana University; Olga Shonia, Ripon College

486 Lessons in Recruitment and Retention from the Mouths of African American Teacher Education Candidates 5F

University administrators and faculty will take away practical insights for increasing matriculation and retention of African American teacher candidates, regardless of university type.

Angela Webster-Smith, University of Central Arkansas

487 Life After High School: Are English Language Learners Ready for College? 5G

The presentation will discuss the findings of a grant-awarded action research that inquired college readiness for English language learners and their difficulties before and during the first semester in college.

Anh Tran, Wichita State University

488 Once Upon Our Wiki PDR 1

A case study examining outcomes of the wholesale integration of a Wiki (<http://tcpcg2010.wikispaces.com/>) as a constructivist learning platform for pre service teachers (N = 53) and their educational psychology instructor.

GNA Garcia, University of Connecticut

Tuesday, February 16, 2010

Thematic Session 14

3:30-4:20 p.m.

- 489 Owing the Future through Action: A Fresh Look at Teacher Preparation Curriculum for Middle School Teacher Candidates PDR 3**
This paper focuses on how teacher education programs can be an advocate for teacher candidates interested in teaching in the middle school by developing a curriculum that is focused on developmental characteristics of middle schoolers and the elements of time that is influencing them. Those elements include the critical stage of development middle schoolers are in and the unique characteristics of the 21st century such as multi-media and technology that affect students' learning. The proposed curriculum will be a fresh look at middle school curriculum as an independent credential for teaching in the middle school.
Mitra Fallahi, Saint Xavier University
- 490 Preservice Teachers' Attitude about Podcasting for Classroom Use: Pre-Post Comparison after a TPACK Instruction PDR 4**
The presenter will report about preservice teachers' attitude changes regarding Podcasting and Vodcasting after instruction based on Technological Pedagogical Content Knowledge (TPACK) framework.
Junko Yamamoto, Slippery Rock University of Pennsylvania
- 491 Psychosocial Behavior among Graduates of Maritime University in the Philippines 5J**
The purpose of this study was ascertain the psychosocial behavior among marine engineering graduates of John B. Lacson Foundation Maritime University-Molo, Inc. Results showed that the psychosocial behavior among marine engineering graduates of John B. Lacson Foundation Maritime University-Molo, Inc. was "very satisfactory" when taken as an entire group. However there were some interesting differences between several important variables.
Victor Ruperto B Jaleco, Rolando A. Alimen and Ralph L. Pador, John B. Lacson Maritime University-Molo, Iloilo City
- 492 Teacher Development through School and Community Collaboration Erie**
This thematic session presents three innovative approaches supporting the development of educators as individuals with the capacity to work in solidarity with the local community.
Michael Pier Evans, Miami University; **Elizabeth Skinner**, Illinois State University; **Ebelia Mucino**, Chicago Public Schools; **Laurence Boggess, Melissa Schulz and Tammy Schwartz**, Miami University
- 493 Teacher Education Candidate Dispositions: Assessing Performance in Preclinical and Clinical Settings Huron**
The session reports on a two year study of teacher education candidate dispositions. Ratings from candidates, cooperating teachers and supervisors are examined. Accreditation and program improvement implications are suggested.
Neil E Prokosch, Ayn Keneman, Janet Lorch, Natiional-Louis University
- 494 Teaching Foundations Courses using On-Line Technologies Michigan**
This session will explore how technology, specifically on-line instruction, either in a blended course or in an exclusively on-line distance learning format can best be implemented in teaching future educators.
Madonna Marie Murphy and Robert Bob Barwa, University of St. Francis
- 495 The 'Fourth R': Utilizing Technology as a Link to Bridge Theory and Practice Ontario**
Overview of an innovative curriculum approach implemented in a Foundations of Education course to promote higher-level thinking skills and enable students to better conceptualize the associations between theory and practice.
Pam Green, Southwestern College
- 496 Using WIKIs as a Social Interactive Network for Education Classes 4B**
A social networking WIKI is interactive and has information available to students even after completing the course. Faculty control the WIKI space through inviting only students to join the WIKI.
Phyllis K. Adcock,

Tuesday, February 16, 2010

Thematic Session 14

3:30-4:20 p.m.

- 497 Working with Peers: Using the Electronic Discussion Board with Student Teachers** **4B**
This session will focus on sharing the results of two studies with elementary education student teachers and their use of an electronic discussion board for peer support during student teaching.
Karen J Everett, West Chester University
- 498 Using Wiki in Teaching Innovative Uses of Technology** **5I**
The presentation will examine Web 2.0 in general and wiki in particular in educational settings. It will focus on the issues related to teaching and learning through wiki, and share experiences and observations of utilizing wikis in teaching a graduate course.
Ming Zhang, Xiaoping Li, Central Michigan Univeristy
- 499 Using the Cognate Strategy to Assist Young English Language Learners** **5H**
We will provide participants with information and research about the strategy of using cognates to learn English. Participants will see demonstrations of the cognate strategy and receive hands-on practice.
Melinda S. Miller and Helen Berg, Sam Houston State University

500 Community Colleges and Teacher Education: Description of an Innovative Collaboration **4E**
This session will provide a description of a campus-specific successful collaboration between a community college and a teacher education program leading to joint elementary and special education credentials.
Sheryl Lyn O’Sullivan, Pam Bell and Rebecca Jones, Gordon College

501 When Realities Unite: Collaboration Among Community Colleges and Universities in Teacher Preparation
The Appalachian Learning Alliance, consisting of 10 North Carolina community colleges and Appalachian State University, work collaboratively to address the state’s teacher shortage.
Charles Duke and Belinda Ballew, Appalachian State University

Special Interest Groups
4:30-6:15 p.m.

- 502 Classroom Management SIG** **Erie**
Those who are interested in publishing the research discipline survey results will meet to discuss the publication options and the procedures we want to follow.
Chair: Patricia Ann Williams, Sam Houston State University
- 503 Multicultural Education SIG** **Ontario**
Business Meeting
Chair: Prentice Baptiste, New Mexico State University
- 504 Professional Development Schools and Site Partnerships** **Huron**
This session of the Professional Development School and Site Partnerships SIG features **Jane E. Neapolitan**, Towson University, speaking on “What Matters Most about PDSs and How We Know It.”
Chair: Janice L. Nath, University of Houston
- 505A Retired Teacher Educators** **PDR 1**
Business Meeting
Chair: Marilyn Nicholas, Towson University
- 505B School-Based Teacher Educators** **PDR 2**
Business Meeting
Chair: Jim Whiteman, Toledo, OH

*President, Annette Digby
Invites you to join us
In the Grand Ballroom
On Tuesday, February 16th
From 6:30-9:00 p.m.
For the
Association of Teacher Educators Awards Dinner*

<i>Award</i>	<i>Presented by</i>	<i>Recipient(s)</i>
Recognition of ATE Board of Directors	Annette Digby ATE President	2009-10 Board Members
Sikula State Unit Awards	John P. Sikula Ashland University	T.B.A.
President's Service Awards	Annette Digby ATE President	T.B.A.
ATE Laureates	David Ritchey ATE Executive Director	listed on page 38
Distinguished Dissertation in Teacher Education	Patrick Jenlink Stephen F. Austin University	Una McGinley Sarno' University College Dublin, Ireland
Distinguished Research in Teacher Education	Julie Rainer Dangel Georgia State University	Chrystalla Mouza University of Delaware
ATE Distinguished Teacher Educator Award	John Hicks Slippery Rock University	Allen R. Warner University of Houston
Distinguished ATE Members	Ann Shelley Ashland University	Carrie Robinson New Jersey City University Candace Wells Wichita State University
Distinguished Program in Teacher Education Award	Tom Lucey Illinois State University	Finalists: Kansas State University University of Central Arkansas