

Wednesday, February 17, 2010

Thematic Session 15

8:00-8:50 a.m.

506 Teacher Researchers: Taking Action 4A

Participants will examine how teachers and pre-service teachers choose action research topics and how they believe their findings will impact their students.

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

507 Teaching Dispositions: What Can We Learn about Them Through Teacher Candidates' Responses to Instructional and Learning Technologies? 4B

In this paper we examine examples of teacher learning through different instructional/learning technologies as a window into teachers' thinking processes. We explore what these examples reveal about teaching dispositions.

Vera N Kemeny and Diane Salmon, National-Louis University

508 The Processes and Implications of Delivering Core Teacher Education Content in Online Formats 4C

We examine teaching of core teacher education content in online formats; specifically, the use of technology as it intersects with student understanding of critical issues in teaching (i.e., social justice and educational reform).

Linnea Rademaker and Todd Price, National-Louis University

509 Transition from the University Classroom to the Beginning Teacher's Classroom: The Need for Collaboration 4D

The initial role of collaboration between the university and beginning teachers is bridging the gap between theory and practice. New teachers have a feeling of isolation and feel they lack the strategies required for effective teaching. The focus is on putting theory into practice through a university-new teacher partnership.

Barbara Levandowski, North Park University; **Donya Sweeney**, Calvary Christian Academy

510 What Do Certification Tests Tell Us? 4E

This presentation is a description of certification test scores for all candidates who have scores reported to our institution and what we can learn about our elementary programs from them.

Pennie Olson, National-Louis University

511 Who Educates Teachers? A Look at the Staffing of Preservice and Induction Teacher Education Programs 4F

School/university partnerships and beginning teacher induction programs have led to a broad base of individuals providing instruction for novice teachers. This session will examine these practices using the teacher educator standards.

Robert L Fisher, Illinois State University

512 Workshops that Work: Preparing Cooperating Teachers, University Supervisors and Teacher Candidates for Collaborative Work 4G

An overview of workshops that guide the collaboration and co-teaching between cooperating teachers and teacher candidates; along with a vision for getting your university personnel trained to provide co-teaching workshops.

Teresa Washut Heck and Nancy Bacharach, St. Cloud State University

Thematic Session 16

9:00-9:50 a.m.

513 A Collaborative Model for Building a Research-based Teacher Education MAT Program 4B

The researchers will share a comprehensive and collaborative model for the design of an Initial Certification MAT program. The researchers will review data collection processes and discuss implications for generalization.

Maureen Spelman, Tamara Korenman and Anne George, Saint Xavier University

514 Addressing Evangelism in Teacher Education 4C

Teacher educators must ensure that students are not alienated by evangelistic practices in methods courses. This paper examines one teacher educator's attempts to ground his course in theory and practice.

Ryan Flessner, Indiana University -Purdue University Indianapolis

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Thematic Session 16

9:00-9:50 a.m.

- 515 Assessing Teacher Candidate Impact on Student Learning Using the Teacher Work Sample Methodology 4K**
Teacher Work Sample Methodology (TWS) encourages teacher candidates to plan data-driven instruction grounded in assessment of student learning. Examples of TWS Methodology from one teacher preparation program will be presented.
Sherri Bressman, Janet Lorch, Debbie O'Connor, Nancy Naughten, National-Louis University
- 516 Coping with Stress and Burnout: Advice from Educational Leaders on Managing Yourself and Others 4D**
Contemporary research about educator stress and burnout will be presented and analyzed. Coping strategies and resiliency development processes successfully used by educational leaders will be reviewed.
Walter S. Polka, Niagara University; **Peter R. Litchka**, Loyola College in Maryland
- 517 Cultural Immersion in Chicago City Schools and Neighborhoods: A Replicable Student Teaching Model and Partnership for Urban Teacher Education 4E**
A new partnership combining student teaching, cultural immersion, and service learning prepares new educators for urban schools and communities. Program components, logistics, and institutional support are described and materials shared.
Laura L. Stachowski, Katie Cierniak, Indiana University; **Dameka D. Redic, Diana M. Johnson**, Chicago Public Schools
- 518 Defining Who We Are as Teacher Educators Using Standards: A Summary of our Journey 4F**
We will share highlights from our year and a half reflective self study about who we are as teacher educators as reflected through each of the Teacher Educator Standards.
Barbara Jean Short, Carthage College; **Robin McBee and Patrick Westcott**, Rowan University
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- 519 Global 21, the Reshaping of Teacher Education: The Perspective of a Principal and a Professor 4A**
Global Skills 21 are reshaping the state policies governing classroom practice and teacher preparation. How massive is the change as observed by a principal and a teacher educator?
Calvin Floyd Meyer, Marshall University Graduate College; **Georgia Porter**, Enslow Middle School
- 520 Informing and Reforming an Elementary Teacher Education Program: Using Assessment Data from Cooperating Teachers 4B**
We will discuss the findings from a study of elementary Cooperating Teachers and the ways in which this data informed and helped reform an Elementary Teacher Education Program
Cheryl A. Torrez and Marjori M. Krebs, University of New Mexico
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- 521 Helping Preservice Teachers Develop a Community of Learners That is Tolerant and Accepting of Differences 4G**
Presenters will discuss how to help preservice teachers create a classroom environment that is conducive to tolerance and celebrating differences through the use of literature, discussion, and reader's theater,
Melinda S. Miller, Sam Houston State University; **Carol Angell**, University of Wisconsin - La Crosse
- 522 Institutional Core Values in the Teacher Educator Classroom 4H**
A thematic analysis of ways in which graduate education students did and/or did not experience institutional core values in the higher education classroom. Similarities with best practice pedagogy are noteworthy.
Ellen Suzanne Lee, Saint Xavier University
- 523 Service Learning Projects from Two Urban Universities 4J**
This session will describe the results of two urban university service learning projects and the perspectives from and the impact on preservice teachers learning.
Eileen R. Westerman, University of Houston; **Janice L. Nath**, University of Houston Downtown

Wednesday, February 17, 2010

President's Brunch

Grand Ballroom

10:00 a.m. - 12:00 p.m.



Annette Digby

Presiding: **Annette Digby**, ATE President, 2009-10
Lincoln University

Platform **Paul Paese**, ATE President, 2008-09
Indiana University-Kokoma

David Ritchey, ATE Executive Director

Linda Houser, Co-Chair
2010 National Planning Committee

Emma Savage-Davis, Co-Chair
2010 National Planning Committee

**Presentation of
ATE "Gives Back"**

Christie McIntyre, Southern Illinois University Carbondale
D. John McIntyre, Southern Illinois University Carbondale
Dr. Valesta Cobb, Principal, Carrie Jacobs Bond Elementary School

**Passing of
the Gavel:**

Annette Digby, ATE President, 2009-2010
Terrell Peace, ATE President, 2010-2011

Speaker:

Terrell Peace, Huntington University

Re-igniting the Passion and Purpose of Teaching



Terrell Peace

See you in Kansas City in August!