

**Bringing Theory and Research
Together**

**American
Association
for
Teaching
and
Curriculum**

*Ninth Annual Conference
October 10 – 12, 2002
Adam's Mark Hotel
Tulsa, Oklahoma*

AATC Leadership for 2001-2002

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The American Association for Teaching and Curriculum

In the United States, most areas of scholarly investigation emerged as recognized fields of study about a hundred years ago. One of the events that made this possible was the founding of national learned societies devoted to the advancement of scholarship in their respective fields. Examples of the newly formed learned societies are the American Historical Association (1884), the American Economic Association (1885), the American Philosophical Association (1901), and the American Academy of Religion (1909).

The scholarly field of teaching and curriculum, however, was not represented in the formation of the early American scholarly organizations, even though university departments that encompassed both the scholarly and the professional study of teaching and curriculum had been established prior to the end of the nineteenth century. Several types of groups were formed eventually, those concerned primarily with the rights and responsibility of teachers (unions), ones recognizing honor performance (e.g., Kappa Delta Pi) and organizations whose members' interests are primarily K-12 content and methods (e.g., ASCD, IRA) or had a narrow focus in one field of education, such as philosophy or educational policy.

An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the American Association for Teaching and Curriculum (AATC) on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum. In the larger universities, faculty members identified with this field of scholarly study typically affiliated with departments of curriculum and instruction, teacher education, and elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC. AATC continues to serve scholarship in teaching and curriculum through its conferences, journal, and the interaction of its members.

The purpose of the organization as originally defined in Article 1, Section 2 of the AATC Constitution:

To promote the scholarly study of teaching and curriculum, all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged.

The Ninth Annual Conference is dedicated to advancing the concepts of the organization and its purpose.

AATC Conference Schedule
Adam's Mark Hotel
Tulsa, Oklahoma

Thursday, October 10

7:30-5:00 Registration – Outside Promenade C
8:00-9:45 Executive Council Meeting – Executive Room
10:00-11:15 Opening Session – Ron Wilhelm, President's Address – Promenade C

Lunch on your own or with new friends.

1:00-5:45 Concurrent Sessions
5:45-6:30 Reception (Cash Bar) – Outside Promenade C

Friday, October 11

7:30-6:00 Registration – Outside Promenade C
7:30-9:00 Continental Breakfast – Promenade C
8:00-8:45 Business Meeting – Promenade C
9:00-12:30 Concurrent Sessions

Lunch on your own or with new friends.

1:30-6:15 Concurrent Sessions
7:00-9:00 Banquet – William Schubert, speaker – Promenade C

Saturday, October 12

7:30-10:00 Registration – Outside Promenade C
7:30-9:30 Continental Breakfast – Promenade C
8:30-9:30 Conversation with Schubert & Ayers – Promenade C
9:45-12:00 Concurrent Sessions
12:00-2:00 Luncheon – William Ayers, speaker – Promenade C
2:00-4:00 Executive Council Meeting – Executive Room

The Conference Program
Thursday, October 10, 2002

10:00-11:15

Opening Session

Promenade C

Welcome to AATC and Tulsa
Ron Wilhelm, President
Presiding: Margaret Scott, Program Chair

11:15-1:00

Lunch

on your own or with new friends

Session 1

1:00-2:00

Directors 4

Paper Presentation

Moderator:

*Terry Fogg
(Minnesota State University – Mankata)*

Autonomy through Pedagogical Research

Kathryn Castle (Oklahoma State University)

Exploration of the intersection of autonomy, pedagogy, and teacher research resulting in a reconstructed view of what it means to do pedagogical research.

Session 2

1:00-2:00

Directors 5

Panel Discussion

Moderator:

*Richard Gallian
(University of North Texas)*

**Technology Infusion in the Curriculum:
Student Surveys and Showcase Surprises.**

*Marilyn J. Eisenwine, Nancy Hadley and Judith A. Hakes
(Angelo State University, San Angelo, Texas)*

Discussion of findings from surveys done in technology and methodology courses to assess the effectiveness of a technology infusion model, along with samples of student technology creations.

Session 3

1:00-2:00

Executive

Issues and Ideas

Moderator:

*Lyn Forester
(Doane College, Crete, Nebraska)*

**Graphic Novels: Bringing New Life to the
Curriculum**

*Gretchen Schwarz (Oklahoma State University) and
Carrie Edwards (Central Junior High, Sand Springs, Oklahoma)*

Just comics? Not anymore. Graphic novels, book length works of comic art, are becoming more popular with teachers and students. This has real potential across the curriculum.

Session 4
1:00-2:00

Diplomat

Paper Presentations

Moderator:
Don Halquist
(University of New Mexico)

Empowerment for Urban Students: Virtual High School Adventure Begins

Steven Hawley (Cincinnati Virtual High School)

An update on an opportunity to empower urban students through the establishment of a Virtual High School in Cincinnati, Ohio.

Have we Overcome? Teaching Civil Rights and Schools, 50 Years after Brown

David M. Callejo and Tom Kolbe
(University of Nebraska-Lincoln)

This paper will focus on the history of the Civil Rights Movement and schooling, and examine the role of schools in promoting equity through curriculum and teaching.

Session 5
2:15-3:15

Directors 4

Paper Presentations

Moderator:
Kathryn Castle
(Oklahoma State University)

The Oklahoma Work Sample-OKTWS: Where Accountability Meets Practicality

Tracy Fredman (Oklahoma State Regents for Higher Education)

Participants will learn how the Oklahoma Teacher Enhancement Program is working with the Oklahoma Teacher Work Sample to link teacher preparation to P-12 student learning.

Elementary Teacher Candidates' Conceptions of Teaching and Learning in Relation to ACEI Standards

Martha Combs (University of Nevada-Reno)

Elementary education majors explore factors that impact their conceptions about teaching and learning at critical points in their preparation.

Session 6
2:15-3:15

Directors 5

Paper Presentations

Moderator:
Christine Clayton
(University of North Texas)

The Pre-service Intern as an Agent of Reform in Professional Development Schools

Robert Redmon
(Midwestern State University, Wichita Falls, Texas)

This study investigates the extent to which pre-service interns influence the teaching practices of their in-service mentor teachers within the context of professional development school (PDS) teacher preparation programs.

Border Middle Grade Schools: A Proposed Curriculum for Regional Teacher Education Programs along the Texas-Mexico Border.

Mike F. Desiderio
(Southeastern Oklahoma State University, Durant, Oklahoma)

A curriculum for teacher education regional institutions, located along the Texas-Mexico border, will be presented. The proposed curriculum is based upon best practices and empirical research.

Session 7
2:15-3:15

Executive

Issues and Ideas

Moderator:
Judith Luckett
(*University of Central Florida*)

The Art of Teaching Spelling: Lost or Not Yet Developed?

Gail F. Brown and Margaret Schimmoeller (Randolph-Macon Women's College, Lynchburg, Virginia)

An interactive discussion centered on spelling research as it relates to the curriculum and teaching methodologies.

Curriculum Decisions through Mature Group Deliberations by Elementary Teachers

Mark J. Reid (Cameron University, Lawton, Oklahoma)

A case study that explored the curriculum deliberations of three elementary school teachers. These teachers meet weekly after school to plan their lessons for four years.

Session 8
2:15-3:15

Diplomat

Panel Presentation

Moderator:
Marcella Kysilka
(*University of Central Florida*)

Schubert's Work

Susan Brown (University of Portland), Karen Riley (Auburn University at Montgomery), Margy McClain (Oklahoma State University), Terrence Jones and Young-Joo Kim (University of Illinois at Chicago)

The members of the panel will share their insights on how their thought and practice have been influenced through their study of Schubert's work in the curriculum field.

Session 9
3:30-4:30

Directors 4

Paper Presentations

Moderator:
Richard Cronk (Northeastern Oklahoma State University)

Connecting Literacy, the Language Arts, and John Dewey

Kevin Kienholz (Emporia State University, Emporia, Kansas)

This paper presentation examines the relevancy of John Dewey in teaching literacy and the language arts and considers the significance of Dewey's work to today's English teachers.

William Bagley, John Dewey, and Essentialist Curriculum: Toward A Disciplined Progressive Approach to Curriculum Practice and Theory

J. Wesley Null (Baylor University)

This paper presentation will draw upon a larger work that the author is completing on the life and career of William Chandler Bagley. It also will draw upon the close relationship between the ideas of Bagley and John Dewey, specifically Dewey's *The Child and the Curriculum* and *Experience and Education*.

Session 10
3:30-4:30

Executive

Paper Presentations

Moderator:
Richard Gallian
(*University of North Texas*)

Once Second Graders, Now Teenagers: It's All About What Makes A Good Teacher

Pamela U. Brown (Oklahoma State University)

A longitudinal look at "what good teachers need to know" from second graders who share their thinking eight years later as high school sophomores.

Certification Exams: The "New" Texas Story

Lynn M. Burlbaw (Texas A&M University)

Who said the Texas Examination of Educator Standards was valid and reliable? Learn when test-preparers were in classrooms and what they know about teaching?

Session 11
3:30-4:30

Directors 5

Symposium

Moderator:
Bruce Uhrmacher
(*University of Denver*)

An Analysis of the Collaborative Elements and Institutional Impact on a University and Four Public School Districts

Judith J. Slater (Florida International University) & Kathleen D. Shinnors (Consultant, Rhode Island)

This symposium focuses on the process and effects of a collaborative endeavor on the University of Rhode Island School of Oceanography and Four Rhode Island School Districts.

Session 12
3:30-4:30

Directors 4

Panel Presentation

Moderator:
Barbara Slater Stern
(*James Madison University*)

Teaching for Social Justice/Ethics/Values

Therese Quinn (Art Institute of Chicago)

Narrative/Qualitative Research Methodology

Chris Carger (University of Northern Illinois)

Urban Education: The Challenge of Small Schools and More

Oscar Joseph (University of Colorado at Denver)

Teaching as an Ethical Enterprise: What it Should/Could Be

Greg Michie (University of Illinois at Chicago)

Retrospective panel on William Ayer's work. How his knowledge and contributions to education and teacher education have influenced the professional development of former students.

Session 13
4:45 – 5:45

Directors 4

Panel Discussion

Moderator:
Richard Gallian
(University of North Texas)

Web-based Instruction and Evaluation: Can We Use our Technology Wisely?

David S. Brown, Chris Freeman, and Janet Cairns
(University of Tulsa)

There are many uses of web-based technology for instruction and assessment, but have we laid the groundwork for properly using them?

Session 14
4:45-5:45

Directors 5

Paper Presentations

Moderator:
Alexander W. Wiseman
(University of Tulsa)

The Future Isn't What It Used to Be: Practitioners for Occupational and Technical Education

Lynna J. Ausburn (Oklahoma State University)

Stunning advancements in technology plus pragmatic business models are moving education to bold new horizons. In this Delphi study, occupational educators offer their views of a transformed future.

One Graduate's Student Experience Mentoring College of Education Faculty with Technology: A Case Study

Don Halquist (University of New Mexico)

In-depth case analysis of the processes, meanings and tensions surrounding a graduate student's work in a professional development program with college of education faculty.

Session 15
4:45-5:45

Executive

Issues and Ideas

Moderator:
Mark Reid (Cameron University)

The Shadows of New York

Cheryl J. Craig (University of Houston)

What happened in classrooms in the aftermath of September 11? Set within the context of an ongoing research program, this presentation will center on how one fifth grade class of students in a mid-southern classroom combined ideas gleaned from education, art, and social justice to respond in an educative way to the people of New York City.

Session 16
4:45-5:45

Diplomat

Panel Discussion

Moderator:

*Lyn Forester
(Doane College, Crete, Nebraska)*

Educational Concerns over the Focus of the Individual vs. the Collective

Robert Gutierrez, (Florida State University), Judith Slater and Stephen Fain (Florida International University), David Callejo-Perez (University of Nebraska-Lincoln) and Randall Koetting and Martha Combs (University of Nevada-Reno)

This panel discussion will consist of six short presentations over issue of the individual versus the collective as the basis for curricular foci.

5:45-6:30

Reception

Outside Promenade C

Locate old friends ☒ Meet new ones

Plan for dining at one of Tulsa's fine Restaurants

Friday October 11, 2002

7:30-9:30

Continental Breakfast

Promenade C

8:00-8:45

Business Meeting
Presiding Ron Wilhelm, President

Promenade C

All members are invited!

Congratulate our award winners.

Participate in determining the future path of AATC.

Session 17

9:00 – 10:00

Directors 4

Paper Presentations

Moderator:

Abalo Adewui
(*Central Michigan University*)

Self-Evaluation Using Reflection to Understand Performance-Based Assessment

*Moira A. Fallon (SUNY-Brockport, New York),
Susan C. Brown and Blair Ackley (University of Portland)*

How the process of self-evaluation is critical to performance-based assessment itself and for schools, teachers, and students.

Climb Aboard: Teacher Perception of Performance Based Assessment and Standards

Larry C. Holt (University of Central Florida)

Ring Around the Rosie a Pocket full of Posing... Standards. What has the standards movement meant to teachers? What challenges do we face as we move to performance based assessment.

Session 18

9:00-10:00

Directors 5

Paper Presentations

Moderator:

Wilma Longstreet
(*University of New Orleans*)

Teacher Curricular Control and Student Performance: A Comparative Analysis of Curricular Accountability

Alexander W. Wiseman (University of Tulsa)

This paper suggests that policies holding teachers accountable for the performance of their students is not based on available data both in the U.S. and in other nations.

Disputed Nationalities: Sustainability, Multiculturalism, and Curricula of Ethnic Minorities

David M. Callejo-Perez (University of Nebraska-Lincoln)

The impetus behind this paper is the trend of historical-marginalized minority groups asserting their identity in the face of overwhelming transnational acculturation that exerts tremendous economic and political pressure.

Session 19
9:00-10:00

Executive

Issues and Ideas

Moderator:
Lyn Forester (Doane College)

Aporia, Responsibility, and Im/Possibility of Teaching Diversity Issues

Hongyu Wang (Oklahoma State University) and Lisa Cary (University of Texas at Austin)

To address the role of the teacher in teaching diversity issues. How do we reach students so that we might address the difficult knowledge they resist knowing?

The Ideology of Eliminating Difference

J. Randall Koetting (University of Nevada-Reno)

A theoretical paper presenting concepts that develop a pedagogical position needed in understanding differences and creating an environment of voice.

Session 20
9:00-10:00

Diplomat

Panel Presentation

Moderator:
Pamela U. Brown (Oklahoma State University)

Mapping and Teaching the Curriculum Field: Reflections on the Curriculum Studies Reader

David J. Flinders (Indiana University), Cheryl Craig (University of Houston), Karen L. Riley (Auburn University at Montgomery), Bruce Uhrmacher (University of Denver), and Barbara Slater Stern (James Madison University)

Panel members examine how they have used the *Curriculum Studies Reader* in their own teaching.

Session 21
10:15-11:15

Directors 4

Issues and Ideas

Moderator:
David Brown (University of Tulsa)

The Whole Truth

Robert Boostrom (University of Southern Indiana)

This session aims to engage participants in evaluating the duty of educators to guarantee that students receive "The Truth?" What happens when truths are in dispute?

Transitions in Texas: The Development of Secondary Science Curricula, 1886-1917

Larry J. Kelly (The University of Texas at Austin)

This paper reports an exploration of one statewide case in the remarkable expansion of the American public high school in the early twentieth century. Specifically, it focuses on the science curricula of early twentieth century Texas high schools.

Session 22
10:15-11:15

Directors 5

Paper Presentation

Moderator:
Gina Anderson
(Oklahoma State University)

Equity, Assessment, and Instruction in Six Middle School Science Classrooms

Donna Szyrka (University of Central Florida)

This study was designed to examine relationships between teachers' assessment and classroom practices related to equity.

AATC Award for Outstanding Teaching Dissertation

Session 23
10:15-11:15

Executive

Issues and Ideas

Moderator:
Sarah Ramsey
(Oklahoma State University)

Teachers Thinking About Teaching: Reflective Discourse of Pre-Service Teachers and In-Service Teachers

Carol Klages (University of Houston-Victoria) and Shana Pate-Moulton (Southwest Texas University)

This research study investigated in-service and pre-service teachers and their role of "thinking about" teaching and process through which they think, and the quality of those processes.

Techniques for Confronting Teacher Preparation Students' Belief

David C. Griffey (University of Arizona)

Sharing session for faculty to discuss approaches for confronting, extending, and changing beliefs of teacher preparation students. The pedagogical content knowledge of teacher education faculty will be shared.

Session 24
10:15-11:15

Diplomat

Discussion

Moderator:
Stephen Fain
(Florida International University)

Standards for Training Curriculum Workers: An important question in this age of accountability and reform.

O.L. Davis (University of Texas-Austin), David Flinders (University of Indiana), Randall Koetting (University of Nevada-Reno), Marcella Kysilka (University of Central Florida), Judith J. Slater (Florida International University) and Ron Wilhelm (University of North Texas)

The presentation and discussion of recommended standards for programs designed to train curriculum workers at all levels. After a review of the proposed recommendations, members of the AATC Task Force on Curriculum Standards will discuss the proposed standards and seek reactions from the floor in an effort to refine these standards prior to submitting a final report the AATC Executive Committee for action.

Session 25
11:30-12:30

Directors 4

Issues and Ideas

Moderator:
Sarah Ramsey
(*Oklahoma State University*)

Career and Technology Teacher Induction System

Mary Jo Self (Oklahoma State University)

This collaborative effort for new Oklahoma Career and Technology teachers teamed industry recruited teachers with a local site mentor, content mentor, teacher educator and local administrator ensuring not just first-year survival but second-year thriving.

Role of Teachers and Consultants

Mary Sanders (Angelo State University, San Angelo, Texas)

The complexities of schools require that the effective teacher play many roles, one of which involves consultant. This paper explores the what and how of developing teachers as consultants.

Session 26
11:30-12:30

Directors 5

Paper Presentation

Moderator:
Mark Patz (Oklahoma State University)

A Disciplined Progressive Educator: The Life & Career of William Chandler Bagley, 1874-1946

J. Wesley Null (Baylor University)

The lifelong perspective on the career and the educational ideas of William Chandler Bagley, an almost universally misunderstood figure from the progressive era in American education. (Soon to be a book!)

AATC Award for Outstanding Curriculum Dissertation

Session 27
11:30-12:30

Executive

Conversation

Limited Seating

Moderator:
Kevin Kienholz
(*Emporia State University*)

The Spirit of Education

William Doll (Louisiana State University)

This conversation will center around the search for spirit (quality) in education.

Session 28
11:30-12:30

Diplomat

Panel Presentation

Moderator:
Susan Szabo
(*Oklahoma State University*)

Scientific Research: "What Does It Mean?"

*Marcella Kysilka (University of Central Florida),
O.L. Davis, Jr. (University of Texas at Austin),
and David Flinders (Indiana University)*

An analysis of the phrase "scientific research" and its use in informing educational practice.

12:30-1:30

Lunch
on your own or with new friends

Session 29
1:30-2:30

Directors 4

Paper Presentations

Moderator:
*Robert Boostrom (University of
Southern Indiana)*

**If you Build it you Know it: Constructing a
Learning Design Studio**

*Kathleen D. Shimmers (Educational Consultant,
Newport, Rhode Island)*

The presentation will describe the partnership aspects of creating a university/corporate partnership with a public school. The paper explores the process of finding partners and resources, creating common objectives, understanding risks, and benefits to all participants.

**Developing Online, Web-based Accessible Science
Curriculum for All Learners**

*William R. Veal (University of North Carolina at Chapel Hill)
Marty Bray, and Claudia Flowers (University of North Carolina
at Charlotte)*

This paper will present the results of an evaluation of online science curriculum and discuss the changes for making the curriculum accessible to all learners.

Session 30
1:30-2:30

Executive

Paper Presentations

Moderator:
Marilyn J. Eisenwine
(Angelo State University)

Trying to keep up in Science means the U.S. must Choose the Best Curriculum: A Look at Different Science Curriculum around the World and how Curriculum affects Achievement and Attitude.

David S. Brown (University of Tulsa)

Using TIMSS data, correlation between type of curriculum, attitude and achievement will be identified using 38 countries, including the U.S. and Japan.

Increasing Engagement in the Classroom and Interest in Science using a Personal Response System and the Question-Centered approach.

Margaret Ann Schimmoeller and Beth Schwarz-Kenney
(Randolph-Macon Women's College, Lynchburg, Virginia)

A hands-on demonstration and description of the use of an electronic personal response system to improve girls' active engagement in science instruction.

Session 31
1:30-2:30

Directors 5

Paper Presentations

Moderator:
Sharon Brown
(Oklahoma State University)

Arts for Learning: What do Pre-Service Teachers Learn about Teaching?

Sara M. Davis (Portland State University)

In this study, a cohort of 33 pre-service early childhood and elementary teachers participated in a unique blending of artists and teacher education classwork.

Arts Infusion in University Courses: The Effect on Student Choice to Infuse Art in Elementary Classes

Jeanne L. Tunks (University of North Texas)

Artful teaching and learning at the university level influences the attitudes of pre-service teachers in their intent to infuse arts in the elementary classroom.

Session 32
1:30-2:30

Diplomat

Discussion

Moderator:
Gretchen Schwarz
(Oklahoma State University)

Curriculum and Teaching Dialogue: What Should Be its Mission?

Susan C. Brown (University of Portland) and
Barbara Slater Stern (James Madison University)

An opportunity to voice your expectations for the future professional goals of the AATC journal.

Session 33
2:45-3:45

Directors 4

Paper Presentations

Moderator:
Lynne Bailey
(*University of Central Florida*)

Potential Teachers' Understanding of Reflection and Inquiry-based Teaching and Learning

Sarah J. Ramsey (Oklahoma State University) and Adeana Sallee (Northwestern Oklahoma State University)

A university partnership provided potential teachers a unique summer field experience in inquiry-centered teaching. Program details and research on reflection and inquiry will be presented.

The Challenge of Changing Prospective Elementary teachers' Conceptions Toward Mathematics and Instruction: Fostering Enduring Understanding

Nancy Brown and Babette M. Benken (Oakland University, Rochester, Minnesota)

This paper examines prospective teachers' conceptual understanding of mathematics and its teaching and learning within the context of an elementary teacher education design experiment.

Session 34
2:45-3:45

Directors 5

Paper Presentations

Moderator:
Mark Reid (Cameron University)

Elementary and Secondary Pre-service teachers' Beliefs about integration: A Longitudinal Study

Christina Moseley and Pamela U. Brown (Oklahoma State University) and Kay Reinke (Southwest Texas State University, San Marcos, Texas)

This study investigated perceptions towards integration that elementary and secondary pre-service teachers developed as they progressed through a teacher education program.

Reflective Practice: What Do We Know? What Do We Need To Know?

Jeffrey S. Kaplan (University of Central Florida)

A review and analysis of the literature on reflective practice, and its use in the examination and evaluation of teacher education practices.

Session 35
2:45-3:45

Executive

Conversation

Limited Seating

Moderator:
Hongyu Wang
(*Oklahoma State University*)

Teaching in a Post-Modern Manner

William Doll (Louisiana State University)

For the past decade I have struggled to develop classroom practices that come from a post-modern or complexity perspective. I would like to share my struggles with those attending.

Session 36
2:45-3:45

Diplomat

Panel

Moderator:
Richard Cronk
(*Northeastern Oklahoma State University*)

Something Old, Something New, Something.....: New Perspectives on Bagley, Counts, and Rugg

*Karen L. Riley (Auburn University at Montgomery),
Barbara Slater Stern (James Madison University), J. Wesley
Null (Baylor University) and O.L. Davis (University of Texas-
Austin)*

This symposium will look at three of the most influential and perhaps controversial social reconstructionists of the 1920s and 1930s. The first paper examines Diane Ravitch's critique of Bagley. The second deals with the work of George Counts and Charles A. Beard. Finally, in paper three, the authors look at the attacks on Rugg and his reputation by the American Legion.

Sessions 37 & 41
4:00-6:15

Directors 4

Moderator:
Susan C. Brown
(*University of Portland*)

Professors of Curriculum

Meeting and discussion on the curriculum standards.
Where do we stand?

Members and invited guests only.

Session 38
4:00-5:00

Directors 5

Paper Presentations

Moderator:
Judith Hakes
(*Angelo State University*)

"She Made Me Cry": A Students Teacher's Lived Experience of Supervision

*Abalo F. Adewui (Central Michigan University,
Midland, Michigan)*

Juxtaposing common and unique themes characterizing supervision as experienced by the student teacher and her university supervisor, this paper presents student teaching supervision as a phenomenon with multiple meanings full of inconsistencies.

Alternative Secondary Teaching Licensure a One University: "Alternative Does Not Mean Easier"

*Alan W. Garrett (Eastern New Mexico University, Portales,
New Mexico)*

This presentation will address the development, approval, and implementation of an alternative secondary teaching licensure program and include data from its first cohort of students.

Session 39
4:00-5:00

Executive

Paper Presentations

Moderator:
Nancy Hadley (Angelo State University)

Building Trust: Lessons from a Border Crosser
Alison L. Rutter (Muhlenberg College, Lebanon, NJ)

Sharing stories with the teacher leaders requires time and trust. Building trust benefits both sides of school/university border.

You Can't Pay Me Enough
Mary Sanders (Angelo State University, San Angelo, Texas)

A survey of pre-service teachers yielded a ranking of hiring incentives. This presentation reports the results and implications for the importance of mentoring new teachers.

Session 40
4:00-5:00

Diplomat

Panel Presentation

Moderator:
David Griffey (University of Arizona)

Professional Development for Teachers
Susan Szabo, Gina Anderson, and Sharon Brown (Oklahoma State University)

Teachers play a critical role in shaping the educational future of all children; therefore, meaningful professional must be provided.

Session 42
5:15-6:15

Directors 5

Poster
Session

Moderator:
Gail Brown (Randolph-Macon Women's College)

Learning About Students' Reasoning Through Process Logs

Teodora Cox (University of Illinois Urbana-Campaign)

This study focuses on the strategies that students use to solve a mathematical task related to the concept of area.

The Impact of Integrated and Interdisciplinary Techniques on Student Perceptions and Achievement

Melissa Stirling (University of Tulsa)

Using the 1999 Third International Math and Science Study data to assess the impact of integrated and interdisciplinary techniques on student perceptions and achievement.

A Comparative Analysis of the Relationship between Contemporary Entertainment Culture and the academic achievement of 8th graders in the United States.

Lauren Kott (University of Tulsa)

Using internationally comparative data, this study explores the relationship between contemporary entertainment culture and the academic achievement of students.

Session 43
5:15-6:15

Executive

Poster Session

Moderator:
Melinda Reid
(*Lawton Public Schools, Oklahoma*)

Project Work on Mapping with Teachers and Children

Kathryn Castle, Jody Able, LaDonna Atkins, Janet Bassett, Marcia Hawkins, Deborah Landry, Jackie Needham, and Shawn Neises (Oklahoma State University)

Results of a mapping project begun in a graduate class and implemented with the students (ages 4 to 11 years) of the graduate students in seven different classrooms.

Re-conceptualizing the Role of Mentors for the 21st Century Beginning Teacher

Cazilda Campos Steele (University of Houston)

This poster session will take a look at a brief history of a traditional mentoring model and will lend into focusing on the needs of the 21st century beginning teacher. The role of knowledge communities will be highlighted and a brief sketch of my current research with two beginning teachers from high poverty urban schools will be presented.

Session 44
5:15-6:15

Diplomat

Poster Session

Moderator:
Richard Cronk (Northeastern Oklahoma State University)

Using Email Technology for Class Discussion of Multiple Books

Carolyn M. Schroeder and Christina Shimek (Texas A&M University)

The results of using email for an in-depth class discussion of several books in a graduate level class are reported. suggestions are made for implementation of the technique into classes at various levels.

The Relationship between Teacher Attitude, Student Attitude and Mathematics Achievement.

Jeanne Hart (University of Tulsa)

A Developmentally Appropriate Teacher Development Plan

Susan Szabo (Oklahoma State University)

Teachers play a critical role on shaping the educational future of all children; therefore, developmentally appropriate professional development must be provided to help teacher enhance their own professional skills (handouts).

7:00-9:00 *American Association for Teaching and Curriculum Promenade C*

Banquet

*Following good food and fellowship **William Schubert** shares experiences and ideas.*

Saturday, October 12, 2002

7:30-9:30

Continental Breakfast

Promenade C

8:30-9:30

Conversation with Schubert and Ayers

Promenade C

Moderator, William Watkins (University of Illinois at Chicago)

Session 45

9:45-10:45

Directors 4

Paper Presentations

Moderator:

J. Wesley Null
(Baylor University)

Expressed Concerns of Beginning Teachers in Early Childhood Education

Bonnie L. Voth (Oklahoma State Department of Education)

Six early childhood educators in their first, second, or third year of teaching were interviewed in an attempt to better understand their "lifeworld" (van Manen, 1990, pg. 7) and recover themes of concern they have experienced in their teaching.

Evolving Views of Moral Education

Robert Gutierrez (Florida State University)

A paper describing the distinctions between liberal/natural rights, critical theory and a federalist rights approaches to moral education.

Session 46

9:45-10:45

Directors 5

Paper Presentations

Moderator:

Jennifer Deets
(University of Central Florida)

Balancing Pedagogies: Can traditionalism and constructivism co-exist?

Sandy Majors (Oklahoma State University)

In attempting to balance the philosophical tug-of-war between traditionalists and constructivists, a case will be made for validity in and acceptance of each viewpoint.

Education for the 21st Century: Back to the Basics-John Dewey, Reflective Thinking, and Learning for Understanding

Sarah J. Ramsey (Oklahoma State University)

To be successful in a world where globalization dominates, educational opportunities should allow for the development of the reflective thought. With a commitment to reflection by all invested in education, Americans can become successful participants in global society.

Session 47
9:45-10:45

Executive

Colloquium

Moderator: *Mark Patz*
(*Oklahoma State University*)

The Two Faces of Curriculum: Curriculum as Practice, Curriculum as Institution

O.L. Davis, Jr, and William Reid (University of Texas at Austin)

Theorists of Curriculum typically tend to emphasize one face of their subject. Is it time once again to try to restore the balance, and engage in analyses of Curriculum which respect both of its faces – the practical and the institutional? Or could it be argued that Curriculum as we know it has outlived its usefulness as a means of inducting students into a knowledge and awareness of the world they inhabit, and should be replaced by educational practices which are inherently more private and personal in nature?

Session 48
9:45-10:45

Diplomat

Panel Discussion

Moderator:
Lyn Forester
(*Doane College*)

Making Connections: Student/Professor Letters

Lynn M. Burlbaw, Carolyn Schroeder and Christina Shimek
(*Texas A&M University*)

A professor and two student participants discuss attempts to increase engagement with course readings and conversation about course content through the use of professor/student letters.

Session 49
11:00-12:00

Directors 4

Paper Presentations

Moderator:
Alan W. Garrett
(*Eastern New Mexico University*)

Using Historical Fiction to Explore the Integration of U.S. History and Language Arts in the Eighth Grade

Lynne Bailey (University of Central Florida)

The purpose of this research was to investigate the effectiveness of a multidisciplinary middle school curriculum implemented through literature-based instruction.

To Advise or Not to Advise: Does the Teaching of Study Skills Belong in Pre-Service Education Courses?

Judith D. Luckett (University of Central Florida)

This session describes one instructor's approach to contextualized study skills advising and poses questions about such advising at the college level.

Session 50
11:00-12:00

Directors 5

Paper Presentations

Moderator:
Terry Fogg
(Minnesota State University-Mankata)

Visions and Voices: Forms of Representation in a Differentiated High School English Classroom
David W. Nicholson (Concord College, Athens, West Virginia)

The presentation examines the use of different forms of representation in a semester-long differentiated unit of study in a high school Advanced Composition Course.

An Assessment Program for Malian English Teacher Trainees
Seydou Diallo (Oklahoma State University)

The way it is presently done, the assessment of English teacher trainees in Mali appears and is very subjective. This paper proposes a new way of assessment for their professional growth and to sustain the development of English Language Teaching.

Session 51
11:00-12:00

Executive

Paper Presentations

Moderator:
Kathy Hall
(McMurray College, Abilene, Texas)

Where Everyone Knows Your Name: A Service Delivery Model for Students with Learning Differences
Melinda Rockney Reid (Lawton Public Schools, Oklahoma)

A pilot program features a personalized, cost effective model that emphasizes consultation for general education teachers paired with support services for students with special needs.

Examining the Relationship Between the Professional Culture and the Transmission of the Formal Curriculum in a Charter School: Some Equity Concerns
Lucretia Peebles (University of Denver)

This study examines the impact the professional culture has on the development and transmission of the curriculum in a charter school and raises some concerns about issues of equity for students of color.

Session 52
11:00-12:00

Diplomat

Panel

Moderator:
Pamela U. Brown
(Oklahoma State University)

Teacher Research from the OSU Writing Project
Stephanie White (Stillwater Public Schools), Ben Bates (Langston University), and Janet Bassett (Tulsa Public Schools)

The OSU Writing Project, one of 175 sites in the National Writing Project Network, has facilitated teacher research for nearly a decade. Sharing their own experiences with teacher research—systematically investigating questions of teaching and learning in one's own setting—is the focus of these OSU Writing Project teacher consultants, including a public school teacher in a 4-year-old program, a university professor of theater, and an elementary principal.

12:00-2:00 *American Association for Teaching and Curriculum Promenade C*

Luncheon

William Ayers *helps us conclude the annual conference by sharing his experiences and ideas.*

Gretchen Schwarz, Presiding

Call for Manuscripts - 2002

Curriculum and Teaching Dialogue

The Journal for the
American Association for Teaching and Curriculum
published twice a year

Types of Manuscript Submissions

Selected Conference Papers

These papers must have been presented at the annual conference held in October of each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 25 of that year.

Open Submission Papers

These papers do not have to be presented at the annual conference, but must be on topics relating to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category may be submitted any time.

Book Reviews

Reviews of books related to the teaching or curriculum fields will also be welcomed. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Dialogue Column

This column will be open for anyone who wishes to respond to previously published *CTD* manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

Letters to the Editor

These will be selected at the discretion of the Editor.

All manuscripts will be reviewed by the Editorial Board. Accepted manuscripts will be published in either the spring or fall issue.

Curriculum and Teaching Dialogue

Guidelines for Submitting a Manuscript

- 1 original manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, and e-mail address on the cover page
- 1 abstract of no more than 75 words
- 1 biography of each author, 15 words or less
- 3 manuscript copies with title of manuscript at top (no author)
- 12 font, double-spaced, page limit according to category
- References in APA style
- IBM compatible, Word 95 or 97 format (disk to be sent if manuscript is accepted)
- Tables, figures, and graphs attached at end of manuscript, with specific program used to create them noted and with place in manuscript indicated by [insert Table X here].
- 1 self-addressed stamped envelope for notification of manuscript arrival

Submit Manuscript Copies at the AATC Conference

OR

Mail Copies to:

Dr. Susan C. Brown, Editor
Curriculum and Teaching Dialogue
School of Education
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203

Questions can be sent to e-mail address: brownsu@up.edu

Changes in AATC Program Book

Session 10

Burlbaw moved to Session 34

Session 34

Burlbaw replacing Kaplan

Certification Exams: The “New” Texas Story

Lynn M. Burlbaw (Texas A&M University)

Who said the Texas Examination of Educator Standards was valid and reliable?
Learn when test-preparers were last in classrooms and what they know about teaching?

Session 46

Ramsey moved to Session 50

Add Fry

The Historical and Political Contexts for Teacher Education Research

Pamela M. Fry (Oklahoma State University)

This session will focus on the concept of teacher education as a valid field of study. Participants will discuss historical and political dimensions that have led to the current state of research in teacher education as well as future directions for the field.

Cox replacing Deets as moderator.

Session 50

Ramsey replacing Diallo

Education for the 21st Century: Back to the Basics-John Dewey, Reflective Thinking, and Learning for Understanding

Sarah J. Ramsey (Oklahoma State University)

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