

The American Association of 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), the American Political Science Association (1903), 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 (teaching is the more inclusive concept; curriculum is an integral part of teaching--the "what to teach" aspect). 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.

At 5:00 on Friday, October 9, there will be an open meeting of members and the board to discuss the future of the organization. The purpose of the organization was 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 Fifth Annual Conference of is dedicated to advancing the concepts of the organization and its purpose and to the review of our goals for the future.



The base of the logo for AATC is the arch, an architectural form seen in academic buildings from the early historically revered institutions to the strikingly modern ones of today. The arch symbolizes continuity, in the case of AATC, the continuity of learning both through time and bridging the differing academic disciplines, the “walls” of academia. Standing and looking through arches gives a sense of unity and continuity allowing an unlimited vista free from obstructions whether looking forward or backwards in time or space.

The arch is also noted for its strength in supporting the weights of the walls and overhead structures dependent upon it. The arch seems the ideal symbol for AATC as it seeks to look to the future, studying the learnings from the past and present, uniting the elements of teaching within a curriculum.

Officers of the American Association of Teaching and Curriculum

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HARLEY HOTEL OF ORLANDO



The Harley Hotel is located on the eastern edge of downtown Orlando. The area of Central Florida, as you can imagine, has grown tremendously in the last twenty-five years since the development of Disney World and other attractions. Orlando as a municipality has increased relatively little in area or population compared with the growth all around it. A series of fiercely independent cities like Winter Park, Altamonte Springs, and Casselberry have grown more.

Orlando lost many of its businesses to the suburbs; but redevelopment is now evident. Some of the renewal of downtown can be seen within walking distance or short cab rides from the Harley. There are now modern high-rise office buildings, our new Orange County court house, the O-rena where the Orlando Magic, the Solar Bears (Yes, we do have an ice hockey team), and the Predators (arena football) play. A free bus, the Lymo, a computerized marvel, runs between the court house and other parts of the business district. There is still a driver on board, but the bus travels in its own lane, stopping cross traffic at streets, on a schedule controlled and displayed electronically.

Much of downtown still reflects a small town graciousness. To the east of the Harley is Eola Park with our signature fountain maintained from by-gone days. There are churches of most of the major denominations; but there are tattoo and body piercing parlors also. We have an internationally acclaimed science museum, a recognized art institute, a local history center in Loch Haven Park. We have several local theaters, a ballet company, Broadway plays, a Shakespeare festival, a modern library, and a Citrus Bowl. Along with our fantasy and fancy, we do have a few thieves and thugs. Practice common-sense rules for safety as you would in any city.

We have the much advertised Church Street Station, complete with Dixieland and other music, dancers, restaurants, and shops. Other clubs, eating places, and shops are easily found. Large shopping centers are farther out of this area; an extensive factory outlet area is south of town. We have community colleges, the University of Central Florida, our state school, and Rollins College in Winter Park, a small well-established liberal arts institution with the Cornell Art Museum. Winter Park, in addition, is the home of the Morse Gallery famous for its large collection of Louis Comfort Tiffany stained glass. Attractions like Disney World, Sea World, and Universal Studios and, even, alligator "farms" are located quite a distance (if you do not have a car) south of Orlando on I-4 West.

Enjoy your stay in Orlando. Check with the hotel staff or our local convention folks for directions and suggestions about transportation and specific interesting places.



AATC Conference Schedule

Thursday, October 8

- 8:00-2:00 Registration
- 10:00-11:30 General Session
- Lunch (on your own)/
 Executive Committee Meeting
- 1:00-5:15 Concurrent Sessions (1-12)
- 6:00-7:00 **Reception** (Cash Bar)
- 7:00-9:00 **Banquet**

Friday, October 9

- 7:30-10:00 Registration
Refreshments provided in the meetings area
- 8:00-10:40 Concurrent Sessions (13-20)
- 10:40-11:40 **Open Meeting: the Future of AATC**
- Lunch (on your own)
- 1:00-5:15 Concurrent Sessions (21-29)
- 5:15-6:15 **Business Meeting**

Saturday, October 10

- 8:00-9:00 Registration
Coffee provided in the meetings area
- 8:00-11:50 Concurrent Sessions (30-37)
- 12:00 **Luncheon**
- 2:00-3:00 Executive Committee Meeting

**Times for individual sessions may vary slightly.
Please check the program for exact times.**

THE CONFERENCE PROGRAM

Thursday, October 8, 1998

8:00 to 2:00 Registration

10:00-11:30

GRAND BALLROOM

OPENING SESSION

Welcome to AATC

**Presiding: Marcella L. Kysilka, University of Central Florida
Secretary-Treasurer of AATC**

**Opening address: Ann Converse Shelly
Ashland University, President of AATC**

Lunch (on Your Own)/
Executive Committee Meeting

1:30-2:30

Session 1 East Ballroom

Paper Presentations

Popular Music in the Teaching of History--Susie Burroughs, Jones County
Junior College

Findings of a study that analyzed the use of popular music in teaching history.

Integrating Music into Teaching Practices: What's in a Song? --Albert S. Gibbs,
John R. Slate, Valdosta State University

Examination of ways in which music can be incorporated into instructional activities.

Off With Their Heads: the Riddle of Student Understanding of "Turandot" --

Student understanding of interdisciplinary aspects of opera is best achieved by training teachers in the use of interdisciplinary materials in their instruction.

Chair/Discussant: Terry Fogg, Mankato State University

1:30-2:30

Session 2 Carlton Room

Issues and Ideas

Educational Psychology as an Inspirational Force --Giovanni Valiante, Frank Pajares, Emory University

Educational psychology can become an inspiring force, empowering researchers, educators, and students

Teacher/Counselor Collaboration for the 21st Century --Leslie Marlow, Duane Inman, Northwestern State University; Kim Bloss, Dan Bernard, Southern Arkansas Univ.

Development of collaborative K-12 and counselor/teacher educator social and emotional competence programs.

1:00-2:30

Session 3 West Ballroom

Symposium

The Junior ROTC Program: Does it Have a Place in the High School Curriculum? --Carolyn S. Duncanson, JROTC Instructor at University High School, Orlando, Florida; School Administrator and Students, University High School

Discussion of the pros and cons of military programs in high schools and their purpose.

1:30-2:30

Session 4 Parklane Room

Paper Presentations

The Effects of Goal Participation on ESL College Students' Self-Efficacy and Task Performance--Pi-Ying Hsu, William Lan, Texas Tech University

The effects of goal participation on ESL college students' self-efficacy and task performance.

Model for Evaluating Language Proficiency in Linguistic Development Programs: Readiness Profile --Marie Josee Berger, University of Toronto

An examination of the current situation of linguistic programs in order to identify

the relevant parameters for implementation (the French counter-part to ESL).

Analysis of Embedded Skills Lessons in Literacy Groups with Inner City Title I Second Grade Students --Margaret Dermody, Loyola University New Orleans

Analysis of embedded skills lessons in literacy groups with inner city Title I second-grade students.

————— Chair/Discussant: Shelly Hudson, Auburn University at Montgomery —————

2:40-3:40

Session 5 East Ballroom

Issues and Ideas

Student Interpretations of Primary Source Documents --Carol Klages, The University of Texas at Austin; Shana Pate, Southeastern Texas State University

An analysis of elementary and secondary students' interpretations of primary source documents (oral histories and personal letters)

Percent is an Omnipresent Mathematical Concept --Barba Patton, The University of Houston-Victoria

A possible answer: a circular approach rather than a traditional square one.

2:40-3:40

Session 6 Carlton Room

Paper Presentations

Creating a Mentor Support System for Preservice Teachers in a Professional Development School --Ramona Mahood, The University of Memphis; John W. Grannan, Bishop Byrne High School, Memphis, Tennessee

A study which seeks to show how to improve the preservice teaching experience through better mentoring of the cooperating teacher.

Teacher-to-Teacher Mentoring: Change, Tensions, and Impact in One Kindergarten Classroom --Shelly J. Hudson, Auburn University at Montgomery

Beginning a mentoring relationship through teacher-to-teacher education.

Supporting Out-of-Field Teachers --Lee Cross, Judy Olson, University of Central Florida

An initiative to meet the needs of out-of-field teachers by a university.

————— Chair/Discussant: Bruce Urmacher, University of Denver —————

2:40-3:40

Session 7 West Ballroom

Paper Presentations

Language/Culture Weekend Schools in America: Then and Now

An exploration of ethnic identity schools in America, now and in the past.

Choctaw Camp Meeting Schools --Matthew D. Davis,
The University of Texas at Austin

Japanese American Weekend Schools --Karen L. Riley,
Auburn University at Montgomery

La Escuela Sabatina --Denise Blum, Kris Sloan,
The University of Texas at Austin

Chinese Identity Schools --Min-Hsun Liao,
The University of Texas at Austin

————— Chair/Discussant: O.L. Davis, Jr., The University of Texas at Austin —————

2:40-3:40

Session 8 Parklane Room

Paper Presentations

Home-Schooled Students and Their Parents: Collaboration, Not Confrontation

George E. Pawlas, University of Central Florida

Details of why an increasing number of parents is making a choice
for home schooling and how some school districts are addressing the topic.

Violence in Schools --William Segall, Oklahoma State University; Anna V. Wilson, North
Carolina State University

Pushing the envelope: education and urban lethal violence.

————— Chair/Discussant: Denise Muth, University of Georgia —————

3:50-4:50

Session 9 East Ballroom

Paper Presentations

The Socio-Cultural Aspects of ADHD --Elizabeth W. Beale and James Wright,
Auburn University at Montgomery

The results of research which examined the prevalence of
culturally diverse students with Attention Deficit/Hyperactivity Disorder
(ADHD) and the socio/cultural aspects relating to diagnosis of the disorder.

Principals' Perceptions of Special Education in Alabama: A Generic Approach

Allen B. Dyal, Samuel W. Flynt, Rhonda C. Morton, Auburn University at Montgomery

Principals' perceptions concerning the efficacy of Alabama's generic approach to special education certification.

The Beardstown Project: Pedagogical Shifts To Accommodate Diversity in a Student Population --Michael Brunn and Gloria Delany-Barmann, Western Illinois Univ.

A rural school district undergoes pedagogical and curricular changes due to a sudden increase in the number of Hispanic students.

————— Chair/Discussant: William Segall, Oklahoma State University —————

3:50-4:50

Session 10 Carlton Room

Paper Presentations

The Importance of Collaboration during Periods of Reform --Cheryl J. Craig, Rice University

Richly textured in the pattern of school life, a focus on the importance of collaboration during times of reform.

Collaboration and Partnership: Keys to Successful Alternative Certification --Judy D. Butler, State University of West Georgia

Collaborative efforts of a college and school district to develop a holistic program of studies and induction for provisionally-certified teachers.

School and University Partnerships as Reflective Practice: The Role of Deweyan Epistemology in Teacher Education --Donna Adair Mathis, Georgia State University

The use of Deweyan epistemology as a litmus test to determine the effectiveness of Georgia's school and university partnerships.

————— Chair/Discussant: Richard Gallian, University of North Texas —————

3:50-5:15

Session 11 West Ballroom

Symposium

Instructional Modifications for Pre-K At-Risk and Exceptional Education Children --Linda Guest, C. Diane Knight, Marilyn Faas, Cyndi Donovan, Preschool Evaluation Center, Orange County, Florida, Public Schools

The Preschool Evaluation Center, a collaborative effort that evaluates at-risk and handicapped preschool children, places them into early intervention programs, and offers support and training to classroom teachers.

3:50-4:50

Session 12 Parklane Room

Paper Presentations

The Statistical Stability of the Questionnaire on Teacher Interaction --Wade Smith, Tennessee State University

Research to ascertain the statistically stability of the Questionnaire on Teacher Interaction. This instrument assesses the students' perceptions of their 9-12 teachers' interpersonal teaching behaviors.

Underachievement in Graduate-Level Research Methodology Courses -- Anthony J. Onwuegbuzie, John Slate, Robert Schwarz, Valdosta State University

Factors associated with underachievement in graduate-level research methodology courses.

Cooperative Learning Groups in Graduate Research Methodology Courses -- Anthony J. Onwuegbuzie, Valdosta State University; Denise DaRos, Youngstown State University

Cooperative learning groups in graduate research methodology courses, although preferred, did not induce higher achievement.

Chair/Discussant: Stephen Fain, Florida International University

6:00 - 7:00

**Reception
(Cash Bar)**

Ballroom Mezzanine

7:00 - 9:00

Grand Ballroom

Banquet

**Presiding: Ann Converse Shelley, Ashland University
President, AATC**

**Speaker: Wilma Longstreet, University of New Orleans
Author of *Curriculum for a New Millennium***

Friday, October 9, 1998

7:30-10:00 Registration

Refreshments Provided in Meeting Rooms Area

8:30-9:30

Session 13 East Ballroom

Paper Presentations

Preservice Elementary Teachers' Construction of Large Numbers --Margaret Scott, Oklahoma State University

Findings related to preservice elementary teachers' understanding and visualization of large numbers.

The Referent: A Unifying Factor in the Development of Mathematics Curricula --Marai Yaw, University of Central Florida

Understanding relationships between referents in mathematical contexts used as a unifying element in building mathematics curricula.

Recommended and Taught: The Disparity in Mathematics Instruction --Jeanne L. Tunks, Southern Methodist University

Determination of whether elementary mathematics teachers align their practice with the recommendations of the NCTM.

————— Chair/Discussant: Wade Smith, Tennessee State University —————

8:00-9:30

Session 14 Carlton Room

Symposium

Nurturing Preservice and In-service Literacy Teachers as Change Agents through Collaboration, Conferencing and Mentoring --Karen Crabtree, Carolyn Edwards, Roger G. Eldridge, Jr., University of Northern Colorado

Nurturing preservice and in-service literacy teachers as change agents through collaboration, conference, and mentoring.

8:30-9:30

Session 15 West Ballroom

Paper Presentations

Work Ethics: What Industry Wants from New Workers and How Schools Can Help --K. Brent Askins, C. Jeannette Askins, Western Kentucky University

Work ethics: what industry most wants from new workers; how can schools help instill this trait.

Teaching Historical Thinking in Quebec High Schools: Conceptual Knowledge and Teachers' Beliefs at Stake --Robert Martineau, University of Quebec

Teaching historical thinking in Quebec high-schools:
Conceptual knowledge and teachers' beliefs at stake.

Dealing with Controversial Issues in Social Studies: New Insights From a Comprehensive Analysis of Research --John Lunstrum, John P. Williams, Florida State University

Dealing with controversial issues in social studies: New insights from a comprehensive analysis of research.

9:40-10:40

Session 16 East Ballroom

Issues and Ideas

A Handful of Heresies: Challenging Myths in Community College Education --Terry Wiggs, Austin Community College

Though deeply rooted, mythologies dominant in American community colleges challenged by caring educators.

The Future of the Professoriate --Marcella L. Kysilka, University of Central Florida

A critical look at the factors affecting the role of the professor in today's colleges and universities.

9:40-10:40

Session 17 Carlton Room

Paper Presentations

Library Skills Instruction: A Comparison of Students in a Web-Based Course vs a Traditional Instruction Course --Linda Alexander, University of Louisville; Haiwang Yuan, Western Kentucky State University

Comparison of the differences between groups of students enrolled in two modes of delivery for a one hour credit "Use of the Library" course.

From the Micro to the Macro: The Model Science Lab as a Template for Whole School Reform --Cheryl Craig, Rice University

Based on longitudinal work, the Model Science Lab, a small university-school collaboration, served as a template for whole school reform.

Multimedia Learning at "The School That Business Built": Students' Perceptions of Learning at New Technology High School --Cassandra Van Buren, New Technology High School

An ethnographic study of students' perceptions of education in a computer-rich, business-like high school.

Chair/Discussant: Karen Riley, Auburn University of Montgomery

9:40-10:40

Session 18 West Ballroom

Issues and Ideas

Use of Portfolios for Growth and Development of Teachers --Shirley Andrews, Barbara Stanley, Valdosta State University

The use of portfolios as an assessment method to determine growth and development of students from preservice through doctoral studies.

Synergy as a Tool to Enhance Learning and Classroom Effectiveness --Dale W. Lick, Florida State University

A new approach to synergism, practical classroom applications for enhancement of student learning and effectiveness in the classroom

10:40-11:40

West Ballroom

OPEN MEETING

The Purpose, Goals and Future of AATC

10:50-11:50

Session 19 East Ballroom

Issues and Ideas

Using Literature to Enhance Student Reflection in Introductory Courses --Judy Pollack, Nancy P. Gallavan, Kim Hartman, University of Nevada, Las Vegas

The effectiveness of utilizing various literary genres to help students reflect and link their pasts with their teaching futures.

Educational Criticism and School Improvement --Bruce Uhrmacher, David Flinders, University of Denver

Educational criticism for forms of school improvement including instructional supervision and curriculum development.

10:50-11:50

Session 20 Carlton Room

Issues and Ideas

Generational Learning Styles: Can MTV and Elvis Harmonize? --Debbie Hahs, University of Alabama

Learning styles differences of Generation X, Baby Boomers, and the Silent Generation.

Media Literacy: What Is It and Why Should Schools Teach it? --Gretchen Schwartz, Oklahoma State University

Discussion of media literacy, its definition, and background on why it is important and its place in our curriculum.

Goals and Strategies: Teacher Conceptions of Constructive Classroom Learning, A Question of Alignment --Terry Fogg, Mankato State University

Survey data and interpretation of preservice teachers' aspirations for promotion constructive effort in classroom learning contrasted with their strategies and wherewithal for achieving these goals.

_____ Chair/Discussant: Kay Allen, University of Central Florida _____

Lunch

(on Your Own)

1:00-2:30

Session 21 East Ballroom

Symposium

"On-line": The Good, the Bad and the Ugly --Marcella L. Kysilka, Kay Allen, Charles Dziuban, Daniel Hall, University of Central Florida; Mark Geary, South Seminole Middle School, Seminole County, Florida

The trials, tribulations, concerns and successes of designing media, web-enhanced curriculum for college level courses at a metropolitan university.

1:30-2:30

Session 22 Carlton Room

Paper Presentations

Preparing Preservice Educators for Inclusion --Donna Walker-Knight, Judy Olson, University of Central Florida

The description of a preservice program to train general and special educators for the inclusive classroom.

Stepping Outside the Usual: Classroom Teachers Interact with Multicultural Literature --Linda Gordy, University of Wisconsin-Madison

Ways that classroom teachers enlisted the tools of multicultural children's literature and discussion groups to imagine new ways to use literature to teach reading.

Exploring Problem-Based Learning with Undergraduate Preservice Teachers: A Vehicle for Instruction about Inclusion --Barbara B. Levin, Tracy T. Rock, Katherine L. Hibbard, University of North Carolina at Greensboro

Preservice teachers' learning about inclusion, based on Problem-Based Learning experiences.

Chair/Discussant: Susan C. Brown, Elmira College

1:30-2:30

Session 23 West Ballroom

Paper Presentations

Student Teaching: A Comparative Study --Judy D. Butler, Carolyn Scherm, University of West Georgia

A comparison of the perceptions of student teaching by traditional (under age 35) and nontraditional (over 35) student teachers.

Building Student Teaching Communities via E-mail --Jeffrey Kaplan, University of Central Florida

A qualitative study of building classroom communities among practicing student teachers using e-mail.

Sociopedagogy: A Different Approach to Multicultural Education --Fred Ramirez, Mary Autry, Mary Lou Morton, Indiana University

Sociopedagogy: a different approach to multicultural education. A description of curriculum based on Bandura's social learning theory.

Chair/Discussant: Rodney Allen, Florida State University

2:40-3:40

Session 24 East Ballroom

Ideas and Issues

Methods of Teaching in the Academic Discipline and the Small Liberal Arts College: A Model Using Master Teachers/Adjunct Instructors --Barbara Slater Stern, James Madison University

Providing discipline specific methods courses at a college where enrollment precludes separate courses for each area of certification.

Perspectives on Team Teaching: Students and Faculty --Shirley Andrews, Barbara Stanley, John R. Slate, Valdosta State University

A discussion by students and faculty of the benefits and challenges of team teaching efforts.

2:40-3:40

Session 25 Carlton Room

Paper Presentations

Concept Mapping as an Aid to Creative Problem Solving in the Visual Arts -- John H. Walker, Illinois State University

Concept mapping as an aid to creative problem solving in the visual arts.

Personality Types of Adult Learners in the College Dance Class --Suzanne R. Salapa, Valencia Community College, Florida

Personality types of adult learners who registered for a college dance class.

————— Chair/Discussant: Charles Dziuban, University of Central Florida —————

2:40-3:40

Session 26 West Ballroom

Paper Presentations

In Celebration of Alice Miel's Curriculum Spiral --Stephen M. Fain, Florida International University

In celebration of Alice Miel's curriculum spiral: Shaping national thought through multicultural education and post-modern curriculum thinking.

Tapping the Human Nature: Fine Arts as the Basis for Curriculum --Georgann Payne, West Hall Middle School

An arts-based curriculum provides extraordinary tools for learner success.

The Who of Russia(n) --Jennifer Deets, University of Central Florida

A presentation of what is meant by the category "who" in the Foshay Curriculum Matrix.

3:50-4:50

Session 27 East Ballroom

Issues and Ideas

Cyber Camp: Curriculum to Motivate Kids --Steve Hawley, Hamilton/Clermont Consortium Of School Board Associations, Ohio

A summer program to educate young people to assist teachers trying to implement technology into school curricula.

3:50-4:50

Session 28 Carlton Room

Issues and Ideas

"X" Factors to Answer "Y" Regarding Today's Challenged Students --Richard Gallian, University of North Texas

Directives, suggestions, requests, and pleadings made by students who have disabilities or special needs to let us know about their needs.

Teaching Strategies for American Indian Students: Adapting Instruction to Culture --Sheila T. Gregory, University of Nevada, Las Vegas

A challenge of current teaching and learning paradigms by rethinking modes of instruction, evaluation, and performance.

3:50-5:15

Session 29 West Ballroom

Symposium

What It Means to be an American: How Schools Contribute or Detract from the Vision --Judith J. Slater, Stephen M. Fain, Florida International University; J. Randall Koetting, Martha Combs, University of Nevada, Reno; Robert Guitierrez, Dade County, Florida, Public Schools

What it means to be an "American"; how schools contribute or detract from the vision.

5:15-6:15

Business Meeting

Carlton Room

Saturday, October 10, 1998

8:00-9:00 Registration
Coffee Provided in Meeting Room Area

8:00-9:30

Session 30 East Ballroom

Symposium

What They Know and Don't Know: Sources of Preservice Teachers' Knowledge

--Marcella L. Kysilka and Kay Allen, University of Central Florida; Karen L. Riley, Auburn University at Montgomery; Susan C. Brown, Elmira College; Barbara Slater Stern, James Madison University

An analysis of data collected from preservice teachers enrolled in beginning education classes.

8:00-9:30

Session 31 Carlton Room

Symposium

Exploring the Integration of Historical Fiction and U.S. History in the Eighth Grade Curriculum

--Lynne Bailey, Discovery Middle School, Orlando, Florida

A panel/symposium involving students and teachers who participated in a language arts/social studies program

8:30-9:30

Session 32 West Ballroom

Paper Presentations

Necessary Requirements for Systemic Change: Personal Revolutions vs. Organizational Habits

--Judith J. Slater, Florida International University

Necessary Requirements for Systemic Change: Personal Revolutions vs. Organizational Habitus.

The Role of Professional Publications in Fostering Historical Myopia

--Lynn M. Burlbaw, Texas A & M University

The role of professional publications in the fostering of historical myopia about educational ideas and innovations.

Using INTASC to Inform Teacher Education

--Rick A. Breault, Univ. of Indianapolis

How one university restructured teacher education to address INTASC principles.

————— Chair/Discussant: O.L. Davis, Jr., The University of Texas at Austin —————

9:40-10:40

Session 33 East Ballroom

Issues and Ideas

The Problem of Preparing Secondary Teachers For Both the Traditional and Reformed Classroom --Thomas G. Nelson, University of the Pacific

Questioning the role of teacher education in preparing teachers to work in both traditional and reform-based secondary schools.

Preparing Teachers for the 21st Century: Cross Cultural Experiential Learning Practices for Training Teachers in Multicultural Education --Yasmeen Qadri, Nirsa Gautier, Muslim Academy of Central Florida

Preparing teachers for the 21st century: Cross-cultural experiential learning practices for training teachers in multicultural education.

9:40-10:40

Session 34 Carlton Room

Paper Presentations

Making Science Text Meaningful: The Role of Analogies --Shawn Glynn, University of Georgia

How analogies can improve children's comprehension of major concepts in science textbooks.

The Influence of Cultural Identity in Academic Achievement of Asian-American Students --Steven K. Lee, California State University, Dominguez Hills

The influence of cultural awareness and identity in academic achievement of Asian-American students.

Two Emerging Models of Social Science Teacher In-service Education in Indonesia --Rodney F. Allen, Florida State University

Two competing approaches to social science teachers' in-service education in Indonesia, with reference to teacher in-service trends in North America.

————— Chair/Discussant: Anna V. Wilson, North Carolina State University —————

9:40-10:40

Session 35 West Ballroom

Paper Presentations

A Study of Teaching Styles in Secondary and Post-Secondary Institutions -- O.L. Dorsey, Michael J. Pierson, Christopher J. Frost, Southwest Texas State University

The development of a data base on teaching styles from respondents in

public schools, community colleges, and universities, using the Ways of Teaching instrument developed by the authors to identify teaching style types.

Formative Supervision of Teaching in Higher Education --Steven Kraft, University of North Dakota

Recognizing that teaching in higher education requires professional skill and knowledge in the practice of teaching.

Teacher Performance Factors: A Comparative Study Of Performance Factors as Perceived by Florida Teachers and Florida Building Principals --Barbara A. Murray, University of Central Florida; Linda I. Kratzmeier, Osceola County, Florida, Public Schools

What teacher performance factors are the most crucial for effective teaching and contract renewal as identified by classroom teachers and principals.

————— Chair/Discussant: Richard Cronk, Augusta State University —————

10:50-11:50

Session 36 East Ballroom

Issues and Ideas

Authentic Learning and Foundations of Education: Understanding Preservice Teachers' Learning Choices --Barbara Slater Stern, James Madison University

The use of Education Week in a Foundations of Education course as a means of providing authentic learning experiences that further the development of reflective practice in preservice teachers.

Peer Teaching of Authentic Assessment in Instructional Strategies Courses -- Susan C. Brown, Elmira College

Teaching authentic assessment to education students using peer teaching, portfolios, projects, and presentations.

Assessment of Multicultural/Diversity Outcomes --Jerry C. Long, Emporia State University

Emporia State University's assessment of multicultural/diversity outcomes project, using the INTASC model assessing student's attitudes, performances, and content knowledge.

————— Chair/Discussant: Richard Cronk, Augusta State University —————

10:50-11:50

Session 37 Carlton Room

Issues and Ideas

Leadership Development through Mentor Stories: from Supervisor to Mentor

--Kathleen Filkins, University of Southern Indiana; Carole Walker, Texas A & M University at Commerce

Shares results from an ongoing intervention designed to enhance literacy through the use of a transactional inquiry approach.

Mentoring the Two Million New Teachers Entering Classrooms for the Next Millennium --George E. Pawlas, University of Central Florida

Identifying and hiring the best teachers are only the first parts of the process: how to keep those first-year gems who lose interest and enthusiasm.

10:50-11:50

Session 38 West Ballroom

Poster Sessions

Brain Research and Early Childhood Curricula --Shanon Gibson, Windy Ridge School, Orange County, Florida

The effectiveness of current early childhood curricula based on recent brain research.

TIMSS Research: Differences between U.S. and Japanese Eighth-Grade Mathematics Programs --Nicolene R. Junkins, Volusia County Schools, Florida

Differences between U.S. and Japanese eighth grade mathematics programs as determined by TIMSS researchers.

A Survey of Teachers: Beliefs and Perceptions Concerning Mandatory English for Speakers of Other Languages (ESOL) Training --Theresa Smouse, University of Central Florida

The findings in a survey of teachers about their beliefs and perceptions of ESOL in-service training.

In Search of Research on Teaching Effectiveness --Dan Combs, Florida Real Estate Commission

Process-product research on teacher effectiveness will be reviewed and methodological issues addressed to elicit ideas for a better teacher effectiveness research paradigm.

Off the Beaten Path: a "Hands-On" Academic And Social Skills Program Carried Out in a Camping Atmosphere --Karen Grimm, University of Central Florida

"Off The Beaten Path", a hands on academic and social skills

program carried out in a camping atmosphere.

Characteristics of Effective High School Mathematics Teachers: Perspectives from the Field --Gene Vernon Hair, West Orange High School, Orange County, Florida

The characteristics of effective mathematics teachers viewed in respect to students, mathematics teachers, and administrators at one high school.

12:00 - 2:00

Reflections

Luncheon

**Presiding: William Segall, Oklahoma State University
President-Elect, AATC**

**Presentation: The Development and Progress of Celebration School
Jackie Flanigan, Upper school Teacher
Thomas Vitale Lower School Teacher
Carolyn Hopp, Design Team Member**

Celebration School is a collaborative effort between the Walt Disney Company and the Osceola County School System. There are five universities involved in the project: Auburn, Harvard, Johns Hopkins and Stetson Universities and the University of Central Florida

2:00 - 3:00

Executive Committee Meeting

PRESENTERS (P) AND DISCUSSANTS (D) WITH SESSION NUMBERS

Alexander, Linda	17P	Dyal, Allen B.	9P
Allen, Kay	20D, 21P, 30P	Dziuban, Charles	21P, 25D
Allen, Rodney F.	23D, 34P	Edwards, Carolyn	14P
Andrews, Shirley	18P, 24P	Eldridge, Roger G., Jr.	14P
Askins, C. Jeanette	15P	Faas, Marilyn	11P
Askins, K. Brent	15P	Fain, Steven	12D, 26P, 29P
Autry, Mary	23P	Filkins, Kathleen	37P
Bailey, Lynne	31P	Flinders, David	19D
Beale, Elizabeth W.	9P	Flynt, Samuel W.	9P
Berger, Marie Josee	4P	Fogg, Terry	1D, 20P
Bernard, Dan	2P	Frost, Christopher J.	35P
Bloss, Kim	2P	Gallavan, Nancy P.	19P
Blum, Denise	7P	Gallian, Richard	10D, 28P
Breault, Rick A.	32P	Gauter, Nirsa	33P
Brown, Susan C.	22D, 30P, 36P	Geary, Mark	21P
Brunn, Michael	9P	Gibbs, Albert S.	1P
Burlbaw, Lynn	32P	Gibson, Shanon	38P
Burrows, Susie	1P	Glynn, Shawn	34P
Butler, Judy D.	10P, 23P	Gordy, Linda	22P
Combs, Dan	38P	Grannan, John W.	6P
Combs, Martha	29P	Gregory, Sheila T.	28P
Crabtree, Karen	14P	Grimm, Karen	38P
Craig, Cheryl	10P, 17P	Guest, Linda	1P
Cronk, Richard	35D, 36D	Gutierrez, Robert	29P
Cross, Lee	6P	Hahs, Debbie	20P
DaRos, Denise	12P	Hair, Gene Vernon	38P
Davis, Matthew	7P	Hall, Daniel	21P
Davis, O.L., Jr.	7D, 32D	Hartman, Kim	19P
Deets, Jennifer	26P	Hawley, Steve	27P
Delany-Barmann, Gloria	9P	Hibbard, Katherine L.	22P
Dermody, Margaret	4P	Hsu, Pi-Ying	4P
Donovan, Cyndi	11P	Hudson, Shelly J.	4D, 6P
Dorsey, O. L.	35P	Inman, Duane	2P
Duncanson, Carolyn S.	3P	Junkins, Nicolene R.	38P

PRESENTERS (P) AND DISCUSSANTS (D) (continued)

Kaplan, Jeffry	23P	Pollack, Judy	19P
Klages, Carol	5P	Qadri, Yasmeen	33P
Knight, C. Diana	11P, 22P	Ramirez, Fred	23P
Koetting, J. Randall	29P	Riley, Karen	7P, 17D, 30P
Kraft, Steven	35P	Rock, Tracy T.	22P
Kratzmeier, Linda I.	35P	Salapa, Suzanne R.	25P
Kysilka, Marcella L.	16P, 21P, 30P	Scherm, Carolyn	23P
Lan, William	4P	Schwartz, Gretchen	20P
Lee, Steven K.	34P	Schwarz, Robert	12P
Levin, Barbara	22P	Scott, Margaret	13P
Liao, Min-Hsun	7P	Segall, William	8P, 9P
Lick, Dale W.	18P	Slate, John R. 1P	24P
Long, Jerry C.	36P	Slater, Judith J.	29P, 32P
Lunstrum, John P.	15P	Sloan, Kris	7P
Mahood, Ramona	6P	Smith, Wade	12P, 13D
Marlow, Leslie	2P	Smouse, Theresa	38P
Martineau, Robert	15P	Stanley, Barbara	18P
Mathis, Donna Adair	10P	Stem, Barbara Slater	24P, 30P, 36P
Morton, Mary Lou	23P	Tunks, Jeanne L.	1P, 13P
Morton, Rhonda C.	9P	Urmacher, Bruce	6D, 19P
Murray, Barbara A.	35P	Valiante, Giovanni	2P
Muth, DeniseK.	8D	Van Buren, Cassandra	17P
Nelson, Thomas	33P	Walker, Carole	37P
Olson, Judy	6P, 22P	Walker, John H.	25P
Onwuegbuzie, Anthony J.	12P	Walker-Knight, Donna	22P
Pajares, Frank	2P	Wiggs, Terry	16P
Pate, Shana	5P	Williams, John P.	15P
Patton, Barba	5P	Wilson, Anna V.	8P, 34D
Pawlas, George	8P, 37P	Wright, James	9P
Payne, Georgann	26P	Yaw, Marai	13P
Pierson, Michael J.	35P	Yuan, Haiwang	17P

The Harley Meeting Rooms

