October 2005

Dear AATC Conference Attendees,

As President of AATC, I warmly welcome you to our 2005 Conference. We have many exciting sessions in store for you. We are delighted to have W. Pinar and C. A. Bowers as our keynote speakers. We also are grateful to several visitors who will present as part of the retrospective panels in order to enrich our understanding of the keynote speakers’ scholarship. We especially wish to recognize the many international researchers who are in our midst this year.

A sincere thank you is extended to Dr. Wesley Null, our Program Chair, who so ably organized our conference activities. Our gratitude also goes out to Dr. Marcella Kysilka for her role as our Executive Secretary and to our Board Members who so willingly serve.

We welcome you to Austin, to Texas, and to the 2005 AATC conference. We hope this conference fills your professional needs and that you will join us next year as well.

Sincerely,

Cheryl J. Craig, President
University of Houston
AATC LEADERSHIP FOR 2005–2006

President
Cheryl Craig, University of Houston

Past President
David Flinders, Indiana University

President Elect
William Veal, College of Charleston

Executive Secretary
Marcela Kysilka, University of Central Florida

Program Chair
J. Wesley Null, Baylor University

Publication Chair and Newsletter Editor
Jeanne Tunks, University of North Texas

Executive Committee
Sue Brown, University of Central Florida
Pam Brown, Oklahoma State University
Jeanne Tunks, University of North Texas
Jennifer Deets, University of Central Florida
Alan Garrett, Eastern New Mexico University
Margaret Scott, Oklahoma State University
Robert Gutierrez, Florida State University
Peggy Schirmmoeller, Randolph-Macon Women’s College

Editor, Curriculum and Teaching Dialogue
Barbara Stern, James Madison University

Associate Editor, Curriculum and Teaching Dialogue
J. Wesley Null, Baylor University

Editorial Review Board
Lynne Bailey, University of North Carolina, Charlotte
Monica Brown, University of New England
Jennifer Deets
Moira Fallon, SUNY-College at Brockport
J. Randall Koetting, University of Nevada
Margaret R. Olson, St. Francis Xavier University
Julia D. Sweeney, James Madison University
Robert Bostrom, University of Southern Indiana
Lynn M. Burlhaw, Texas A&M University
Robert Donmoyer, University of San Diego
Lyn Forester, Doane College
Jeffrey Kaplan, University of Central Florida
Judith J. Slater, Florida International University
Jeanne L. Tunks, University of North Texas

Editorial Advisory Board
Dr. Michael Apple, University of Wisconsin-Madison
Dr. D. Jean Clandinin, University of Alberta
Dr. William A. Reid, University of Texas at Austin
Dr. Thomas Barone, Arizona State University
Dr. Elliot Eisner, Stanford University
Dr. Steve Selden, University of Maryland, College Park
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), 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 responsibilities 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 education 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, or elementary and secondary education. Jack Laska became the first secretary-treasurer of AATC. AATC continues to produce scholarship in teaching and curriculum and serve the general public through its conferences, journals, 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 Twelfth Annual Conference is dedicated to advancing the ideals of the Association and its purpose.
Austin Hilton Airport Hotel
Austin, Texas
Map and Room Layout

Entrance Level

Lower Level
## AATC Conference Schedule
### 12th Annual Meeting

**Thursday, October 6, 2005**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-5:00</td>
<td>Registration</td>
</tr>
<tr>
<td>8:00-9:45</td>
<td>Executive Council Meeting—<strong>Winecup</strong></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Opening Session—<strong>Bergstrom Ballroom C</strong></td>
</tr>
</tbody>
</table>

Welcome to AATC in Austin  
Dr. Wesley Null, Program Chair

Opening Address:  
Musings on the Margins: Curriculum and Teaching in an Age of Reform  
Dr. Cheryl Craig, AATC President

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-12:00</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>12:00-12:50</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>1:00-5:20</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Reception—<strong>Atrium</strong></td>
</tr>
</tbody>
</table>

**Friday, October 7, 2005**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-5:00</td>
<td>Registration</td>
</tr>
<tr>
<td>7:30-9:00</td>
<td>Continental Breakfast—<strong>Atrium</strong></td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Business Meeting—<strong>Chennault</strong></td>
</tr>
<tr>
<td>9:00-12:15</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>12:15-1:15</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>1:15-5:30</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>Dinner—AATC Banquet—<strong>Del Valle</strong></td>
</tr>
</tbody>
</table>

Speaker: Bill Pinar

**Saturday, October 8, 2005**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-10:00</td>
<td>Registration</td>
</tr>
<tr>
<td>7:30-9:00</td>
<td>Continental Breakfast—<strong>Atrium</strong></td>
</tr>
<tr>
<td>7:30-8:00</td>
<td>Professors of Curriculum Meeting—<strong>Violet Crown Rooms I and II</strong></td>
</tr>
</tbody>
</table>

**Rooms I and II**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Professors of Curriculum Dialogue with Bowers &amp; Pinar—<strong>Violet Crown Rooms I and II</strong></td>
</tr>
<tr>
<td>9:00-12:15</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>12:15-1:15</td>
<td>AATC Luncheon—<strong>Del Valle</strong></td>
</tr>
</tbody>
</table>

Speaker: C. A. Bowers

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30-3:30</td>
<td>AATC Board Meeting—<strong>Winecup</strong></td>
</tr>
</tbody>
</table>
Thursday, October 6, 2005

1.1  11:00-12:00--Violet Crown
D. Jean Clandinin, *University of Alberta*
Janice Huber, *St. Francis Xavier University*
Marilyn Huber, *University of Alberta*

Relational Responsibilities of Narrative Inquirers

Cheryl Craig, *University of Houston*
Vicki Ross, *University of North Dakota*

Teacher Development in an Age of Accountability

1.2  11:00-12:00--Wildflower
Susan C. Brown, *University of Central Florida*
Marcella L. Kysilka, *University of Central Florida*

Cartoons and Illusions: Rugg’s Multicultural and Global Perspectives

Richard L. Biffle, *University of Denver*

Weaving a Tapestry of Multi-Cultural Education: A Geo-Ethnographic Mosaic

All sessions are Paper Presentations unless otherwise noted.
Thursday, October 6, 2005

1.3 11:00-12:00—Bergstrom Ballroom D

Lynne Bailey, University of North Carolina at Charlotte

Who are the Teacher Leaders?: A Comparison of Novice, Veteran, and Alternative Licensure Candidates’ Views

Rosalita D. Mitchell, University of New Mexico
Jean Casey, University of New Mexico
Penny Pence, University of New Mexico
Linda Wurzbach, Resources for Learning

It Grows as it Goes: Negotiating Policy, Theory, and Practice in a State-Wide, Evidence-Based Teacher Evaluation System

1.4 11:00-12:00—Longhorn

G. Thomas Ray, Western Michigan University

Classroom Language and Environmental Detachment

Lisa J. Cary, University of Texas at Austin

Curriculum Spaces: Knowing the Charter School
2.1  1:00-2:00--Wildflower
Shana Pate, *Texas State University-San Marcos*
Carol Klages, *University of Houston-Victoria*
Learning Through Virtual Collaboration: A Distance
Partnership Between Students at Two Texas Universities
Brian J. Plankis, *University of Houston*
The Web-Enabled Remote Interactive Teaching Environment
(WRITE) System: Concept, Goals, and Ideas for
Implementation and Assessment

2.2  1:00-2:00--Wildflower
Angela López Pedrana, *University of Houston*
The Juxtaposition of Personal Practical Knowledge About
Language and Learning and the Education of Children in
Bilingual Education Contexts
Mark Seaman, *University of Houston*
Who Truly Has Control of Our Student’s Curricula?
Thursday, October 6, 2005

2.3  1:00-2:00--Bergstrom Ballroom D
Linda L. G. Brown, University of Texas at Austin
Willie Adams, University of Texas at Austin
Tona Vasquez, J. J. Pickle Elementary School

Through the Looking Glass: A Collaborative Project of J. J. Pickle Elementary School, Alliance Schools, and Community Leadership Development

Laurie J. Bennett, University of Denver

A Tale of Two Testings: Can We Expand the Concept of “School Choice” to Include Choice in How Students are Tested?

2.4  1:00-2:00--Longhorn
Sara McCormick Davis, Portland State University

Critical Consumers: “Connoisseurship” in Teacher Education

Denise McDonald, University of Houston-Clear Lake
Kurt Bouillion, University of Houston-Clear Lake

The Effects of Teacher Caring on Student Leadership
3.1 2:05-3:05--Violet Crown
Stacey Elsasser, *The College of Saint Rose*

My Own 'Sex and the City': Mentoring New Teachers on a Saturday Morning

Larry J. Kelly, *Texas A&M University*
Dianne S. Goldsby, *Texas A&M University*
G. Donald Allen Texas, *A&M University*

An In-Depth Study of Educator Perceptions in Mathematics/Science Teacher Preparation by Means of a Triadic Instrument and Interviews

3.2 2:05-3:05--Wildflower
Janie Munoz Sanchez, *University of Texas at Austin*

The LEP Student in Texas’ High Stakes Testing Landscape

Benjamin Kramer, *University of Texas at Austin*
Anissa Rodriguez, *University of Texas at Austin*
Susan Robertson, *University of Texas at Austin*

The Texas Accountability System Fails Our English Language Learners: Creating a Website to Broadcast the Message
Thursday, October 6, 2005

3.3  2:05-3:05--Bergstrom Ballroom D

Christopher Ketcham, University of Texas at Austin

How the Dynamics of Change Can Affect Progress in a School Over Time

Kevin Cloninger, University of Denver

Inside-Out: How Teacher’s Internal Environments Affect Learning in the Classroom

3.4  2:05-3:05--Longhorn

Jane T. Afiesimama, University of Houston

Confronting the Performance Problem of America’s High Schools

Lilia DiBello, Barry University
Rebecca Harlin, Barry University
Victoria Giordano, Barry University
Ellen Rice, Barry University
Sharon Byrd, Barry University
Jill Farrell, Barry University
Martha Merovitch, Florida International University
David Callejo-Perez, West Virginia University

Culture and Higher Education in School Leaders: Re-Imagining Change
Thursday, October 6, 2005

4.1 3:15-4:15--Violet Crown
Matthew D. Davis, University of Missouri-St. Louis
Suppressors or Supporters; The GEB and Progressive Practices in Black Public Schools
Chris Moseley, University of Texas-San Antonio
Neill Armstrong, Stephen F. Austin State University
Stacy Reeder, University of Oklahoma
Pura Vida!: The ‘Lived’ Experiences of Student Teachers in Costa Rica

4.2 3:15-4:15--Wildflower
Kevin Cloninger, University of Denver
Making Intuition Practical: A New Framework for Intuition in Education
Sherri Colby, University of North Texas
Reclaiming the Representational Voices in Education: The Anti-Federalists and John Dewey
Thursday, October 6, 2005

4.3 3:15-4:15--Bergstrom Ballroom D
Mary L. Webeck, University of Texas at Austin
Sherry L. Field, University of Texas at Austin
Cinthia S. Salinas, University of Texas at Austin
Brent Hasty, University of Texas at Austin

Conceptions of Education for Citizenship: Challenges and Possibilities

4.4 3:15-4:15--Longhorn
Judy Moody, Oklahoma State University

Influenced by Imagery
Peggy Lisenbee, Oklahoma State University

Strategies for Teaching in the Shadow of No Child Left Behind
5.1 4:20-5:20--Violet Crown
Wenshin Chen, University of Houston

Cross-Cultural Teaching of Information Technology: A Foreign Teacher's Survival Experience
Antoinette Duffey, University of North Texas

Interrogating Power Issues in a Multicultural Curriculum Classroom

5.2 4:20-5:20--Wildflower
Pamela Morehead, Oakland University
Nancy Brown, Oakland University

But I Love Children: Changing Elementary Teachers' Conceptions About Quality Teachers
David W. Nicholson, Concord University

Naïve Conceptions of Preservice Teachers: Changing Conceptual Thinking in Teacher Candidates
Thursday, October 6, 2005

5.3  4:20-5:20--Bergstrom Ballroom D
Richard L. Biffle, University of Denver
Pamela B. Thompson, University of Denver

Geo-Ethnography: Improvising the Lyrics of Learning Spaces

Yi-Pang Huang, University of Indiana
Sibel Ariogul, University of Indiana

Metaphors and Cross-Cultural Stories of Learning to Teach

5.4  4:20-5:20--Longhorn
BOOK DISPLAY
6.1 9:00-10:00—Del Valle
Beatriz I. Gutierrez, Universidad de Monterrey

Two Nations, Two Curriculums, Two Outcomes?
Jacqueline Bach, Oklahoma State University

Thwarting Archetypal Expectations in School Films and the Conversation in the Faculty Lounge

6.2 9:00-10:00—Wildflower
J. Wesley Null, Baylor University

Forgotten Heroes of American Education: The Great Tradition of Teaching Teachers

Mark David Dietz, University of Texas at Austin

John Dewey and Matthew Arnold: Education, Science and Humanity
6.3  9:00-10:00--Live Oak
Jennifer Jill Niedzielski, *Hamilton Community Schools*

**Theories of Psychosocial Development-Socializing Future Educators in Modernity**

Uric C. Geer, *Western Michigan University*

**Contemporary Educational Reforms and Their Paucity of Ecological Concern**

6.4  9:00-10:00--Longhorn
Pamela B. Thompson, *University of Denver*

**Re-conceptualizing Creativity: A Multi-Cultural Exploration of Self, Meaning, and Cultural Significance**
Friday, October 7, 2005

6.5 9:00-10:00--Violet Crown I

Poster Session: Tobi Thompson, Oklahoma State University

What’s at Stake: Gender Inequalities in Mormon Literature

Jeanne M. Raub

Photographic Voices: A Phenomenological Investigation of Second Language Teachers’ Experience Using the “Acquisition Model”
NOTES

"TV Commercial Tours for All" Prevention and Addressing Early Learning through Professional Development

"Personalization: Engaging in Formal Academic Research"

"Understanding the "Will" and the "Way": Applying Snyder's Two Component Model of Hope to Enhance Students' Problem-Solving Skills, Reduce Procrastination, and Boost Overall Academic Performance"

"Multicultural Literacy Guides and Readers Response: A New Kind of Fictional Literature"
7.1  10:05-11:05--Del Valle
Jane D. Fry, University of Houston-Victoria
A Discovery Learning Project: Teacher Candidates Discover New Beliefs about Curriculum, Teaching, and Learning
Janet Dunlop, Oklahoma State University
Angel Kymes, Oklahoma State University
The TV Courtroom: Justice For All?

7.2  10:05-11:05--Live Oak
Aida Barrera, University of Texas at Austin
Sherry Field, University of Texas at Austin
The Montana Character Education Project
Jane Eerdmans, Grand Rapids Public Schools
Beyond "Character Education": How Ralph Tyler’s Rationale for Curriculum Design Falls Short in Moral Education
7.3  10:05-11:05--Longhorn

Issues and Ideas:
David Callejo-Perez, West Virginia University
JaSheena Ekhator, Barry University
Magda Salazar, Barry University
Kelli Roads, Barry University
Jenny Ricketts, Barry University
Marisel Jerrin-Hernandez, Barry University
Guerino Terracciano, Barry University
Derek Hall, Barry University

Rethinking the Ph.D.: Addressing Plurality and Learning through Professional Development

Robert J. Redmon Midwestern State University
Gayle Mullen Midwestern State University

Problems Encountered by Education Graduate Students Engaged in Formal Academic Research

7.4  10:05-11:05--Violet Crown I

BOOK DISPLAY
Poster Session: Elizabeth S. Alexander, University of Texas at Austin

Scaffolding the ‘Will” and the “Way”: Applying Snyder’s Two Component Models of Hope to Enhance Students’ Problem-Solving Skills, Reduce Procrastination, and Boost Overall Academic Performance.

Paula E. Griffith, University of Houston
Nancy K. Votteler, Sam Houston State University

Multicultural Literacy Circles and Reader Response: A New Kind of Critical Literacy
8.1 11:15-12:15--Del Valle
Paige D. Ware, Southern Methodist University
Digital Storytelling: Using Multimedia Projects to Support Peer Teaching in Literacy Instruction
Kelley K. Reidt, University of Texas at Austin
An Examination of the Texas Essential Knowledge and Skills for Sixth Grade Reading with Respect to Foshay’s Curriculum Matrix.

8.2 11:15-12:15--Wildflower
Micki M. Caskey, Portland State University
Models of Action Research in Middle Level Education
Mindy Spearman, University of Texas at Austin
The Language of Teacher Learning: Defining In-Service Education
Symposium:
Judith J. Slater, Florida International University
Stephen Fain, Florida International University
David Callejo Perez, West Virginia University
Robert Gutierrez, Florida State University
Martha Combs, Marian College
Randall Koeting, Marian College

The Language of the Curriculum

Linda M. Kalbach, Doane College
Lyn Forester, Doane College

The Word and the World: A Lesson in Critical Literacy and its Impact on Student Achievement and Self-Esteem

Carol Klages, University of Houston-Victoria
Barbara Patton, University of Houston-Victoria
Steve Trowbridge, University of Houston-Victoria

Children’s Literature in the Math and Science Classroom: How Teacher Candidates View Selection Criteria
Break-out Sessions

8.5  11:15-12:15 -- Violet Crown I

BOOK DISPLAY
9.1 1:15-2:15--Wildflower
Nancy Van Kannel-Ray, Western Michigan University
Guiding Principles for Environmentally Sustainable Education
Daniel Ouellette, Vicksburg High School
Curriculum and the Development of Moral and Environmental Sensibilities

9.2 1:15-2:15--Live Oak
Mark Malaby, Ball State University
Identity and Transformational Learning: The Effects of Reflection on Adult Understanding of School
Cindy Boettcher, Texas A&M University
Larry Kelly, Texas A&M University
Integration of the Curricular and Co-Curricular Experiences: Removing Functional Silos
9.3 1:15-2:15--Longhorn

Issues and Ideas:
Amy L. Masko, Grand Valley State University

Assets Perspective in the Deficit Informed Climate of Urban Education
Kerri S. Kearney, Oklahoma State University
Judith K. Mathers, Oklahoma State University

Not Without Consequence: The Long-Term Impacts of Decreasing Arts in the Schools

9.4 1:15-2:15--Violet Crown I

BOOK DISPLAY
Poster Session: Starla Halcomb, Oklahoma State University

Teacher Dissatisfaction: Is There a Cure?
Diane S. Brown, Oklahoma State University

The Teacher with a Thousand Faces: Educators’ Roles in Print Media
Break-out Sessions

Friday, October 7, 2005

10.1 2:20-3:20--Del Valle
Michele Kahn, University of Houston-Clear Lake

World Citizenship: How Imagination and Empathy Can Help Diversity Students Make Global Connections

10.2 2:20-3:20--Wildflower
Denise McDonald, University of Houston-Clear Lake
Dee Dee Thompson, University of Houston-Clear Lake

Examining the Effects of Assignment Structures on Achievement in Gifted Learners

Juliana Utley, Oklahoma State University
Margaret Scott, Oklahoma State University

Issues Related to the Development of an Interdisciplinary Unit Across Courses
10.3  2:20-3:20--Live Oak

Symposium:
Mary L. Webeck, University of Texas at Austin
Sherry L. Field, University of Texas at Austin
Brent Hasty, University of Texas at Austin

Curriculum Enactments In and Out of Classrooms:
Light/ The Holocaust and Humanity Project

10.4  2:20-3:20--Longhorn

C. A. Bowers Retrospective Panel

Tom Ray, Western Michigan University
Jerry Rosiek, University of Alabama
Rebecca Martusewicz, Eastern Michigan University
David J. Flinders, Indiana University
Friday, October 7, 2005

10.5 2:20-3:20--Violet Crown I
BOOK DISPLAY
NOTES
11.1 3:30-4:30--Del Valle
Neil J. Liss, University of Houston
Educational Research and Nihilism
David Callejo-Perez, West Virginia University
Life as a School: How Educational Policy Devastates Democratic Schools

11.2 3:30-4:30--Wildflower
Jeanne Tunks, University of North Texas
Changing Teacher Practice in Algebraic Thinking
Paul J. Ramsey, Indiana University
Toward a Critical Understanding of the “Rightist” Social and Educational Agenda: Plato and the Modern American Conservatives
Friday, October 7, 2005

11.3  3:30-4:30--Live Oak

Issues and Ideas:
Jennifer Porter, John W. Armstrong Elementary

Extended Day Programs: An Analysis of Effectiveness in Third Grade Reading Success
Margaret Olson, St. Francis Xavier University
Cheryl Craig, University of Houston

Small Stories and MetaNarratives:
Equity and Education in Balance

11.4  3:30-4:30--Longhorn

Symposium:
Cheryl Craig, University of Houston
Linda Ellis, University of Houston
Andrea Foster, Sam Houston State University
Catherine Horn, University of Houston
Mimi Lee, University of Houston
Carrie Markello, University of Houston
Susan McCormack, University of Houston
Heidi Mullins, University of Houston
Emma Schorzman, University of Houston
Doris Williams-Smith, University of Houston
Mary Thompson, University of Houston
Michele Kahn, University of Houston-Clear Lake
Denise McDonald, University of Houston-Clear Lake

The Faculty Academy: Enhancing Scholarship, Developing Community
12.1 4:30-5:30--Del Valle

Issues and Ideas:
Judith A. Hakes, Angelo State University
Marilyn J. Eisenwine, Angelo State University

In Search of the Metacurriculum: At the Racetrack, Through the “Jargon Garden,” On the Internet, and in the Classroom

Stacy Reeder, University of Oklahoma
Juliana Utley, Oklahoma State University

Prospective Teachers’ Understanding of No Child Left Behind: Questions and Concerns

12.2 4:30-5:30--Live Oak

Kathleen Wisenbaker, University of Houston

Using the Power of the Story to Teach Social and Emotional Intelligence to Middle School Students

Vanessa M. Sikes, University of Texas at Austin

The Impact of World War II on the Foreign Language Curriculum
Friday, October 7, 2005

12.3  4:30-5:30--Longhorn
Bill Pinar Retrospective Panel

Moderator: William Veal, College of Charleston
Terry Carson, University of Alberta
Susan Edgerton, Massachusetts College of Liberal Arts
Douglas McKnight, University of Alabama
Judith J. Slater, Florida International University

12.4  4:30-5:30--Violet Crown I

BOOK DISPLAY
13.1 9:00-10:00--Violet Crown I and II

Symposium:
Barbara S. Stern, James Madison University
David Flinders, Indiana University-Bloomington
Marcella Kysilka, University of Central Florida
Karen L. Riley, Auburn University-Montgomery
Violet Allain, James Madison University
Tamara Jetton, James Madison University

Representing Curriuculum: Multiple Knowledges, Multiple Audiences

13.2 9:00-10:00--Wildflower

Kristi A. Preisman, University of Texas at Austin

Teacher Self in the Novice Secondary Teacher: Creation and Manifestation

Alicia Wenzel, Indiana University

The Leaky Bucket that Doesn’t Leak: Teachers’ Perceptions on Teacher Retention
13.3 9:00-10:00--Live Oak
Denise McDonald, University of Houston-Clear Lake
The Culture of Standardization and Its Impact on Pre-Service Teachers' Self-Reflectivity
Deborah Landry, Northeastern State University
Teachers' Perceptions of Student Behaviors During Standardized Testing

13.4 9:00-10:00--Longhorn
Lisa J. Cary, University of Texas at Austin
Cinthia Salinas, University of Texas at Austin
Curriculum Decision Making and the Politics of Identity
Paul J. Ramsey, Indiana University
The Curriculum Landscape: An Interpretation of Curricular Thought in America's Past and Present
14.1 10:05-11:05--Violet Crown I and II
Blake R. Bickham, *University of Houston*

Teacher Revelations: A Narrative Inquiry into A Teacher’s Discovery of the Moral Dimensions of Teaching

Robert M. Maninger, *Texas Christian University*

Preservice Teachers’ Confidence with Technology Integration: How Should We Proceed?

14.2 10:05-11:05--Wildflower
Barri Tinkler, *Towson University*

A Community of Care in a Teacher Education Supervisory Seminar

India Broyles, *University of New England*

The Ethics of Care: A Course Description and Analysis
Saturday, October 8, 2005

14.3 10:05-11:05--Live Oak
Symposium:

Caroline C. Sullivan, University of Texas at Austin
Susan Robertson, University of Texas at Austin
Eric Tomanec, University of Texas at Austin
Cinthia Salinas, University of Texas at Austin

Historical Thinking: Curricular and Pedagogical Tool

14.4 10:05-11:05--Longhorn

Break-out Sessions
15.1 11:15-12:15--Violet Crown I and II
O. L. Davis, Jr., University of Texas at Austin

From Problem to Practice: Using Foshay’s Curriculum Matrix Along the Way

Chara H. Bohan, Baylor University

Remembering Lawrence Cremin: Teacher, Historian, Academic Administrator, and Author

15.2 11:15-12:15--Wildflower
Jane Saunders, University of Texas at Austin
Kristi A. Preisman, University of Texas at Austin
Caroline C. Sullivan, University of Texas at Austin
Cinthia S. Salinas, University of Texas at Austin

How Pre-Service Teachers’ Sense of Self Facilitates Teaching, Learning, and Agency in the Complex World of Public Schools: An Examination of Reflexive Elements of Teacher Education Curricula

Mimi M. Lee, University of Houston

Teaching About Other Lives: Use of International Studies Program in a Rural Social Studies Classroom
Symposium:
Michaelann Kelley, Eisenhower High School
Cheryl Craig, University of Houston
Ron Venable, Eisenhower High School
Gayle Curtis, Reagan High School
Janet Grey, Johnson Middle School
Tim Martindell, Houston A+ Challenge
Donna Reid, Houston A+ Challenge
Michael Sirois, Rice University

Reflective Practice: Addressing the “Falling Through the Cracks” Phenomenon

Dissertation Award for Teaching Presentation

Dissertation Award for Curriculum Presentation
CALL FOR MANUSCRIPTS—2006

CURRICULUM AND TEACHING DIALOGUE
THE JOURNAL OF THE AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM
PUBLISHED TWICE PER YEAR

TYPES OF MANUSCRIPT SUBMISSIONS

SELECTED CONFERENCE PAPERS
These papers must have been presented at the annual conference held in October 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 25th 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 for review at any time.

BOOK REVIEWS
Reviews of books related to teaching or curriculum are also welcome. 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.

LETTER TO THE EDITOR
Letters to the editor 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 the 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 bibliography of each author, 15 words or less

3 manuscript copies with title of manuscript at top (no author)

12 point font, double-spaced, page limit according to category

References in APA style

IBM compatible, Word 97 format (disk to be sent if manuscript is accepted)

Tables, figures, and graphs attached at the 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

Electronic submission of articles is preferred. Manuscripts may be sent to sternbs@jmu.edu.

Please include all the additional information requested for a hard copy submission.

Hard copy manuscripts may be submitted at the AATC Conference

or

Mail Copies To:

Dr. Barbara Slater Stern, Editor
James Madison University
Secondary Education Program
MSC 1908
Harrisonburg, VA 22807

Questions can be sent to e-mail address: sternbs@jmu.edu
<table>
<thead>
<tr>
<th>Names of Presenters and Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Willie</td>
</tr>
<tr>
<td>Afiesimama, Jane T.</td>
</tr>
<tr>
<td>Alexander, Smith Elizabeth</td>
</tr>
<tr>
<td>Allain, Violet</td>
</tr>
<tr>
<td>Ariogul, Sibel</td>
</tr>
<tr>
<td>Armstrong, Neill</td>
</tr>
<tr>
<td>Bach, Jacqueline</td>
</tr>
<tr>
<td>Bailey, Lynne</td>
</tr>
<tr>
<td>Barrera, Aida</td>
</tr>
<tr>
<td>Bennett, Laurie J.</td>
</tr>
<tr>
<td>Bickham, Blake R.</td>
</tr>
<tr>
<td>Biffle, Richard L.</td>
</tr>
<tr>
<td>Boettcher, Cindy K.</td>
</tr>
<tr>
<td>Bohan, Chara H.</td>
</tr>
<tr>
<td>Brown, Diane S.</td>
</tr>
<tr>
<td>Brown, Linda L. G.</td>
</tr>
<tr>
<td>Brown, Susan C.</td>
</tr>
<tr>
<td>Broyles, India</td>
</tr>
<tr>
<td>Callejo-Perez, David</td>
</tr>
<tr>
<td>Cary, Lisa J.</td>
</tr>
<tr>
<td>Casey, Jean</td>
</tr>
<tr>
<td>Caskey, Micki M.</td>
</tr>
<tr>
<td>Castle, Kathryn</td>
</tr>
<tr>
<td>Chen, Wenshin</td>
</tr>
<tr>
<td>Clandinin, D. Jean</td>
</tr>
<tr>
<td>Cloninger, Kevin</td>
</tr>
<tr>
<td>Colby, Sherri</td>
</tr>
<tr>
<td>Craig, Cheryl</td>
</tr>
<tr>
<td>Davis, Matthew D.</td>
</tr>
<tr>
<td>Davis, O. L., Jr.</td>
</tr>
<tr>
<td>DiBello, Lilia</td>
</tr>
<tr>
<td>Dietz, Mark David</td>
</tr>
<tr>
<td>Duffey, Antoinette</td>
</tr>
<tr>
<td>Dunlop, Janet</td>
</tr>
<tr>
<td>Eerdmans, Jane</td>
</tr>
<tr>
<td>Elsasser, Stacey</td>
</tr>
<tr>
<td>Flinders, David</td>
</tr>
<tr>
<td>Fry, Devick Jane</td>
</tr>
<tr>
<td>Geer, Uric C.</td>
</tr>
<tr>
<td>Griffith, Paula E.</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Gutierrez, Beatriz I.</td>
</tr>
<tr>
<td>Hakes, Judith A.</td>
</tr>
<tr>
<td>Halcomb, Starla</td>
</tr>
<tr>
<td>Huang, Yi-Ping</td>
</tr>
<tr>
<td>Huber, Janice</td>
</tr>
<tr>
<td>Huber, Marilyn</td>
</tr>
<tr>
<td>Kahn, Michele</td>
</tr>
<tr>
<td>Kalbach, Linda M.</td>
</tr>
<tr>
<td>Kearney, Kerri S.</td>
</tr>
<tr>
<td>Kelley, Michaelann</td>
</tr>
<tr>
<td>Kelly, Larry J.</td>
</tr>
<tr>
<td>Ketcham, Christopher</td>
</tr>
<tr>
<td>Klages, Carol</td>
</tr>
<tr>
<td>Kramer, Benjamin</td>
</tr>
<tr>
<td>Kymes, Angel</td>
</tr>
<tr>
<td>Kysilka, Marcella L.</td>
</tr>
<tr>
<td>Landry, Deborah</td>
</tr>
<tr>
<td>Lee, Mimi M.</td>
</tr>
<tr>
<td>Lissenbee, Peggy</td>
</tr>
<tr>
<td>Liss, Neil J.</td>
</tr>
<tr>
<td>López Pedrana, Angelia</td>
</tr>
<tr>
<td>Malaby, Mark</td>
</tr>
<tr>
<td>Maninger, Robert M.</td>
</tr>
<tr>
<td>Masko, Amy L.</td>
</tr>
<tr>
<td>Mathers, Judith K.</td>
</tr>
<tr>
<td>McCormick Davis, Sara</td>
</tr>
<tr>
<td>McDonald, Denise</td>
</tr>
<tr>
<td>Mitchell, Rosalita D.</td>
</tr>
<tr>
<td>Moody, Judy</td>
</tr>
<tr>
<td>Morehead, Pamela</td>
</tr>
<tr>
<td>Moseley, Christine</td>
</tr>
<tr>
<td>Munoz Sanchez, Janie</td>
</tr>
<tr>
<td>Nicholson, David W.</td>
</tr>
<tr>
<td>Niedzielski, Jennifer Jill</td>
</tr>
<tr>
<td>Null, J. Wesley</td>
</tr>
<tr>
<td>Olson, Margaret</td>
</tr>
<tr>
<td>Ouellette, Daniel</td>
</tr>
<tr>
<td>Pate, Shana</td>
</tr>
<tr>
<td>Patton, Barba</td>
</tr>
<tr>
<td>Pence, Penny</td>
</tr>
<tr>
<td>Plankis, Brian J.</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Porter, Jennifer</td>
</tr>
<tr>
<td>Preisman, Kristi A.</td>
</tr>
<tr>
<td>Ramsey, Paul J.</td>
</tr>
<tr>
<td>Raub, Jeanne Marie</td>
</tr>
<tr>
<td>Ray, G. Thomas</td>
</tr>
<tr>
<td>Redmon, Robert J.</td>
</tr>
<tr>
<td>Reeder, Stacy</td>
</tr>
<tr>
<td>Reidt, Kelley</td>
</tr>
<tr>
<td>Riley, Karen L.</td>
</tr>
<tr>
<td>Saunders, Jane</td>
</tr>
<tr>
<td>Scott, Margaret</td>
</tr>
<tr>
<td>Seaman, Mark</td>
</tr>
<tr>
<td>Sikes, Vanessa M.</td>
</tr>
<tr>
<td>Slater, Judith J.</td>
</tr>
<tr>
<td>Spearman, Mindy</td>
</tr>
<tr>
<td>Stern, Barbara S.</td>
</tr>
<tr>
<td>Sullivan, Caroline C.</td>
</tr>
<tr>
<td>Thompson, Pamela B.</td>
</tr>
<tr>
<td>Thompson, Tobi</td>
</tr>
<tr>
<td>Tinkler, Barri</td>
</tr>
<tr>
<td>Trowbridge, Steve</td>
</tr>
<tr>
<td>Tunks, Jeannie</td>
</tr>
<tr>
<td>Utley, Juliana</td>
</tr>
<tr>
<td>Van Kannel-Ray, Nancy</td>
</tr>
<tr>
<td>Vasquez, Tona</td>
</tr>
<tr>
<td>Votteler, Nancy K.</td>
</tr>
<tr>
<td>Ware, Paige D.</td>
</tr>
<tr>
<td>Webeck, Mary Lee</td>
</tr>
<tr>
<td>Wenzel, Alicia</td>
</tr>
<tr>
<td>Wilhelm, Ron W.</td>
</tr>
<tr>
<td>Wisenbaker, Kathleen</td>
</tr>
<tr>
<td>Wurzbach, Linda</td>
</tr>
</tbody>
</table>
Acknowledgments

Program Cover:

Artwork:
Artwork on page 6 was created by Wes Seaton. Mr. Seaton is a senior at Texas State University majoring in Education. He is a Program Coordinator for the YMCA of Greater Williamson County. You can contact Mr. Seaton for art or musical engagements at thecoopereffect@yahoo.com.

Thank you also is due to Claudiu Cimpean and Ted Filkins, both of Baylor University, and Shana Pate of Texas State University.