

2008 Extended Conference Session Descriptions

Xavier University, New Orleans
February 7, 2008

- 8:30-9:00** Check In/Continental Breakfast *Room 205*
- 8:45-9:15** Welcome with Sharon P. Robinson, AACTE *Room 205*
- 9:15-10:15** Annual Business Meeting & Awards *Room 205*
- 2008 Annual Business Meeting
 - Model of Excellence Recipient: Seattle Pacific University
 - Scholar Award Recipient: Dr. Lisa Laurier, Whitworth University
- 10:15-11:00** Accreditation Lessons, Exemplars, and Cautionary Tales
Panelists: Stephen Woolworth (Pacific Lutheran University)
- Christine Price (Bellarmine University)
 - Jackie McDowell (Berry College)
 - Andrew Brulle (Wheaton College)
- Moderator: Dwight C. Watson (University of Wisconsin-Eau Claire)

11:10-12:00 **Breakout Session One**

Session One, room 205

Set up for lunch

Session Two, room 205C

Title: Assessment in an integrated, Standards-Based System with an "Accent on the Individual"

Presenter(s): Ann Converse Shelly, Frank Pettigrew, Linda Billman, and Kathleen Flanagan Hudson

Summary: Assessment is always a challenge. Additional multiple sets of standards makes it more difficult. Using assessment instruments efficiently makes it possible to maintain our original intent – to educate individuals. Alignment of institutional standards with sets of standards facilitates this effort.

Contact: Ann Converse Shelly, Ashland University, ashelly@ashland.edu

Session Three, room 201

Title: Educators as Collaborative Leaders: The Transition from Concept to Reality

Presenter(s): Robert E. Hollon, Rose Battalio, Deborah Pattee and Todd Lenz.

Summary: The University of Wisconsin – Eau Claire emphasizes the preparation of educators as collaborative leaders. We will examine the success and challenges experienced by three programs working to embed and assess collaborative leadership principles in preservice and inservice programs. Program tool and materials available January 15, 2008 at: <http://www.uwec.edu/coehs/ccl/news.htm>.

Contact: Robert E. Hollon, University of Wisconsin-Eau Claire, hollonre@uwec.edu

Session Four, room 315

Title: The Impact of a Campus-Based Special Education Classroom on the Community

Presenter(s): Debbie Murray, Pamela Browning, Tammy Johnson.

Summary: This session highlights a campus-based special education classroom serving children primarily with autism. Since 1999 LUDIC (Lee University Developmental Inclusion Classroom) has impacted an increasingly broader range of stakeholders. Presenters will discuss the benefits, challenges, and assessment of LUDIC.

Contact: Debbie Murray, Lee University, debmurray@leeuniversity.edu

Session Five, room 218

Title: Assessing the intercultural sensitivity of pre-service teachers

Presenter(s): Jan Westrick.

Summary: This study presents the first portion of a two-year study to assess the levels of intercultural sensitivity of pre-service teachers in a homogeneous, U.S. teacher education program using Intercultural Development Inventory (IDI).

Contact: Jan Westrick, Valparaiso University, jan.westrick@valpo.edu

12:00-1:00

Lunch

Room 205

1:10-2:00

Breakout Session Two

Session Six, room 205

Title: Building and Using an Electronic Exhibit Room: Issues for consideration.

Presenter(s): Trevor Hutchins, Joy Kimmons.

Summary: This session discusses the planning, building, and use of an electronic exhibit room, with an emphasis on strengths and weaknesses. The exhibit room will demonstrate how we define and assess the impact our program has on teacher candidates.

Contact: Trevor Hutchins, Belmont University, hutchinst@mail.belmont.edu

Session Seven, room 205C

Title: Called, Caring, and Competent: Do Teacher Education Candidates and Graduates Think Their Programs Make a Difference?

Presenter(s): Sharon T. Teets, Emma Cody-Mitchell.

Summary: Teacher education programs often emphasize dispositional qualities associated with a sense of caring and calling. This session presents data on candidate and graduate views of the factors in their programs that helped or hindered their development of these dispositional qualities.

Contact: Sharon T. Teets, Carson-Newman College, steets@cn.edu

Session Eight, room 201

Title: Preparing High Quality School Leaders for the 21st Century: A Collaborative Partnership Between Public and Private Sectors

Presenter(s): Cindy M. Gnadinger, Anne B. Bucalos, Debbie Baker.

Summary: This presentation describes how one school of education has responded to the national call for schools of education to redesign principal preparation. The highlights of the implementation of this model program for Kentucky will be described, including: strengths and challenges, demonstrable outcomes and successes, and the impact of the program on the states' colleges and universities that prepare principals. Additionally, the session will highlight the challenges of this collaborative endeavor between a private institution and the state consortium charged with the redesign of principal preparation.

Contact: Cindy M. Gnadinger, Bellarmine University, cgnadinger@bellarmine.edu

Session Nine, room 315

Title: For the Teachers of Teachers: Induction for Us as a Factor in Outcomes

Presenter(s): Ellen S. Faith.

Summary: As new teacher educators enter complex contexts focused on outcomes, they need thorough induction processes supported internally by their units and externally by mentoring colleagues in the profession. This session proposes new teacher educator institutes for states and/or regions.

Contact: Ellen S. Faith, Christian Brothers University, esfaith@cbu.edu

Session Ten, room 218

Title: Owning Teacher Education's Outcome Questions: How the Examination of Two Reformers' Ideas and Principles Helps Us Create the Right Framing Questions

Presenter(s): Deborah Roose.

Summary: Using Goodlad's postulates and Tom's redesign principles, we will 1) examine the creation of two teacher education programs, discussing what supports and hinders development and longevity of quality programs, and 2) use what we learn to create grounded "outcome" language.

Contact: Deborah Roose, Oberlin College, deborah.roose@oberlin.edu

2:10-3:00

Breakout Session Three**Session Eleven, room 205**

Title: Documentation of Student Learning: The Proof's in the Project

Presenter(s): Cathy Smeltzer Erb, Sandy L. Brownscombe, Toni M. Flanagan.

Summary: The session highlights a student teaching rubric-based project that documents P-12 and candidate learning and program outcomes. Through reflection and self-assessment, candidates gather evidence of P-12 student achievement to examine the relationship between their teaching practice and student learning.

Contact: Cathy Smeltzer Erb, Eastern Mennonite University, cathy.smeltzererb@emu.edu

Session Twelve, room 205C

Title: Serving as Examples of and Preparing Responsive Educators Through Reflection, Service, Diversity, and Spirituality

Presenter(s): Ileene Huffard, Karen Cypress, Sharen Cypress and Elizabeth Saunders.

Summary: Using our conceptual framework to develop the practice of reflection, service, diversity, and spirituality allows graduate studies in education at Freed-Hardeman University to fulfill a part of its basic mission of providing a quality educational experience and serving the needs of the faculty and students. This effective practice offers examples of ways in which faculty can serve as role models in reflection, service, diversity, and spirituality. It also provides an avenue for helping students to be responsive educators through reflection, service, diversity, and spirituality.

Contact: Ileene Huffard, Freed Hardeman University, ihuffard@fhu.edu

Session Thirteen, room 201

Title: Urban Education Intensive: A Model for Cultivating Pre-Service Teachers' Self-assessment of Skills and Cultural Sensitivity.

Presenter(s): Elizabeth Bleicher and Linda Hanrahan.

Summary: We contend that a brief, but intensive, urban teaching experience immediately before the semester of student teaching helps students to make a smooth transition from theory into practice. By structuring this experience just before the semester of student teaching, pre-service teachers can focus on aspects of their practice that they wish to improve upon during student teaching.

Contact: Elizabeth Bleicher, Ithaca College, ebileicher@ithaca.edu

Session Fourteen, room 315

Title: Anything but Trivial: A Conceptual Framework for Liberal Arts Teacher Education Based on the Trivium

Presenter(s): Daniel B. Coupland.

Summary: The teacher-as-technician model, which currently drives teacher education policy in the United States, is antithetical to the mission and purpose of liberal arts colleges. This session offers an alternative conceptual framework for liberal arts teacher education based on the trivium.

Contact: Daniel B. Coupland, Hillsdale College, daniel.coupland@hillsdale.edu

Session Fifteen, room 218 **AILACTE Scholar Presentation**

Title: Charting A Different Course: The Infusion of Social Policy and Community Studies into Teacher Education

Presenter(s): Stephen Woolworth.

Summary: Even with the rapidly expanding research base on teacher learning and professional development, little is still known about the kind of learning that occurs when teachers' professional development is situated at the intersection between university coursework, school practices, and the lived realities of local communities.

What happens, for example, when teachers learn about the workings of the child welfare, juvenile justice, and public housing systems that profoundly influence the lives of many of their most vulnerable students? How does this impact the way teachers think about their craft? And how does it shape their understanding of schools as community institutions?

Contact: Stephen Woolworth, Pacific Lutheran University, woolwost@plu.edu

3:10-4:00 Breakout Session Four

Session Sixteen, room 205

Title: Student Learning, Standards, and Candidate Portfolios: The Next Iteration

Presenter(s): Andrew Brulle, Laura Barwegen, Sally Morrison.

Summary: Presenters will discuss how one institution modified its portfolio requirements based on (a) a positive NCATE evaluation, (b) a statewide survey of principals regarding their desires, (c) a concern about extensive paperwork and redundancy, and (d) the inclusion of more student outcomes and candidate reflection.

Contact: Andrew Brulle, Wheaton College, Andrew.Brulle@wheaton.edu

Session Seventeen, room 205C

Title: IAPAS: An acronym for accountability and values in teacher education

Presenter(s): Carol Walker, Karen Hahn, Trish Parrish.

Summary: Explores one institution's approach to infusing values into a state mandated assessment of teacher education candidates at both the undergraduate and graduate levels. The presentation spans conception to implementation of this system related to program impact on teacher candidates.

Contact: Carol Walker, Saint Leo University, carol.walker@saintleo.edu

Session Eighteen, room 201

Title: Del.icio.us but not Particularly Satisfying: Using Social Software in the Classroom

Presenter(s): Jacqueline Waggoner, James B. Carroll.

Summary: Participants will gain sufficient understanding of strategies for integrating collaborative technology in their courses. Discussion of developing learning communities that can accommodate collaborative technology and training needs for students to be able to use collaborative technologies is included.

Contact: Jacqueline Waggoner, University of Portland, waggoner@up.edu

Session Nineteen, room 315

Title: Out of the Fire: One School of Education's Transition from Not Meeting NCATE Standard II to Becoming a State Model for Excellence

Presenter(s): Christine G. Price, Christy D. McGee, Corrie Orthober.

Summary: This interactive session presents the redesign of one institution's continuous assessment program. Using an electronic assessment database to systematically aggregate and analyze data for the purpose of program improvement, faculty prepared for their successful NCATE continuing accreditation.

Contact: Christine G. Price, Bellarmine University, cgprice@bellarmine.edu

Session Twenty, room 218

Title: Four Challenges of High Needs Schools: Equipping Teacher Candidates to Deal with Less-than-Ideal Conditions

Presenter(s): Jillian N. Lederhouse.

Summary: This session offers course projects, clinical experiences and reflective assignments that help elementary teacher candidates address four paradoxes of high needs schools concerning resources, leadership, curriculum and parent-school connections.

Contact: Jillian N. Lederhouse, Wheaton College, Jill.N.Lederhouse@wheaton.edu

4:10-5:00

Next Steps

Executive Committee & State Reps Meeting

Room 205