Oregon Association of Teacher Educators

Tenth Annual Conference

The Educational Landscape;
Hope and Vision
for
Teachers, Learners, and Communities

February 23, 2007

Kennedy School
Portland, OR
http://www.orate.org
Conference at a Glance

8:30 – 9:00  Registration

9:00 – 9:50  Welcome and Keynote Address

10:00 – 10:50  Breakout Session 1

11:00 – 11:50  Breakout Session 2

12:00 – 12:30  Lunch

12:30 – 1:00  Student Research Poster Showcase

1:00 – 1:50  Breakout Session 3

2:00 – 2:50  Breakout Session 4

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Oregon Association of Teacher Educators

2007 Conference Planning Committee
Jacqueline Waggoner, University of Portland
Dew Anna Brumley, Warner Pacific College
Micki Caskey, Portland State University
Mark Girod, Western Oregon University
Maureen Musser, Willamette University
Linda Samek, Corban College

Officers
Jacqueline Waggoner, President
Maria Dantas-Whitney, President-Elect
Mark Girod, Past President
Dew Anna Brumley, Secretary/Treasurer
Welcome to the 2007 ORATE Conference!

Keynote Address

Dr. Thomas J. Sergiovanni
Lillian Radford Professor of Education and Administration, Trinity University

*The Educational Landscape; Hope and Vision: Getting the Theory Right*

Theater

9:00 – 9:50

Student Poster Showcase
Gymnasium
12:30 – 1:00

Graduate Students from the University of Portland

Katie Agalzoff, Bryan Alford, Jill Altman, Daniel Bailey, Nathaniel Buck, Samuel Busick, Daniel Caccavano, Amy Cakebread, Cassandra Chavez, Elizabeth Dawson, Carolyn Dishman, Monique Edwards, Selma Ferhatbegovic Craft, Jessica Freese, Jason Galbraith, Heather Gergen, Christina Handorf, Ellen Harris, Erik Hegg, Sara Jaeger, Robert Kalchthaler, Emily Kearns, Donald J. Kinney, Michelle Lenius, Mark Louie, Michael Marquard, Todd McIlraith, Scott Merrin, Diana Mitchell, Kate Mollenbeier, Ashley Moschetti, Nicholas Murchison, Theresa Meyers, Kaitlin Nelson, Jessica Newton, Justin Pierce, Nicholas Pustina, Konrad Reinhardt, Megan Riegler, Eric Schwindt, Lindsey Shaw, Lisa Simmonds, Jean Smith, Susan Stein, Maram Sweis, Wendy Wimer, Zachary Zahm
Breakout Session 1
10:00 – 10:50

**Theater**
Thomas J. Sergiovanni will meet with attending university students to answer student questions about education, moral leadership, building communities in schools, and other topics of interest to the students.

**Parsons**
Connecting Teaching and Learning Using the Cook School District Simulation
*Mark Girod, Assistant Professor, Western Oregon University*
The Cook School District simulation, designed to help candidates connect teaching and learning using the work sample framework, will be demonstrated including pilot data. Information for new institutional users will be provided.

**Jordan**
Walking the Path Together: Peer-to-Peer Teacher Observations
*John Golden, English Teacher, Grant High School, Portland Public Schools*
*Carol Campbell, Science Teacher, Grant High School, Portland Public School*
This session describes a professional development program that the presenters helped design where teachers had the opportunity to observe each other’s classrooms and to reflect on best practices.

**Library**
Male Elementary Teachers: Myths and Realities
*Robert Bonner, Ed.D. Third Grade Teacher, Cornelius Elementary*
This session examines the challenges faced by male elementary teachers and the implications of those challenges for teacher education programs.

**Gymnasium**
Community Asset Mapping: Using Gifts of the Community in the Classroom
*Emily C. de la Cruz, Associate Professor, Portland State University, Graduate School of Education*
Using a community asset mapping tool from urban planning, four preservice teachers present cases of how literacy learning was supported by connecting the classroom and students to the school community.
Implementing ODE Mandates for English Language Development: Balancing the Needs of Content and Language Learning
Karie Mize, Ed.D. and Maria Dantas-Whitney, Faculty, Bilingual/ESOL Education, Western OR University
We describe how to make language functions and forms explicit in ESOL classrooms. We utilize a helpful analogy to explore the roles of the ESL specialist and the sheltered teacher.

Poverty and Education: Critiquing the Performance
Gennie Harris, Assistant Professor of Education, George Fox University
Leila Cassel, Emily Helligso, & Heidi Jenkins, MAT Students, George Fox University
How do we perform the teaching of poverty and education? Through a Reader’s Theatre and small group discussions, engage in the multiple and often conflicting discourses about poverty and education.

Bringing Advanced Science Inquiry Tools in for a Soft Landing: Report of a Five-Year Study
Michael T. Charles, Ph.D., Associate Professor, College of Education, Pacific University
How successful are middle and high school teachers at using scientific visualization tools to support inquiry-based science in their classrooms? Findings reported from an ongoing five-year national study.

Inside Perspectives on the Oregon School Budget Crisis
LeoNora M. Cohen, Associate Professor, Oregon State University
Jenny Dixon, Ph.D., Principal, Woodburn Arts & Communications Academy
Greg Gruener, Special Education Teacher, North Albany Middle School
Jan Mills, Elementary Teacher, Cascade School District #5
Donna L. Shaw, Instructor, International Student Advisor, Oregon State U.
Teacher, administrator, parent, and student perceptions of the school budget crisis give voice to inside stakeholders. The study considers how power, real and perceived, influences action and the role of inside and outside forces.

Becoming Teacher Researchers: Literacy in Clinical Practice Classrooms
Peter Thacker, Ph.D., School of Education, University of Portland
Nathaniel Buck, Amy Cakebread, Kaitlin Nelson, Konrad Reinhardt, Ellen Harris, Dan Caccavano, Jason Galbraith, Jean Smith; MAT Students, University of Portland
Acting as teacher-researchers, MAT students conducted a literacy inquiry executed to advance thoughtful classroom practice. Presenters will detail their inquiry and describe its effect on what and how they teach.
LUNCH
12:00 – 12:30

Student Research Poster Showcase
12:30 – 1:00

Gymnasium

MAT Student Poster Presentations of In-progress Capstone Action Research Projects

Jacqueline Waggoner, Ed.D. University of Portland, with
Katie Agalzoff, Bryan Alford, Jill Alman, Daniel Bailey, Nathaniel Buck,
Samuel Busick, Daniel Caccavano, Amy Cakebread, Cassandra Chavez,
Elizabeth Dawson, Carolyn Dishman, Monique Edwards,
Selma Ferhatbegovic Craft, Jessica Freese, Jason Galbraith,
Heather Gergen, Christina Handorf, Ellen Harris,
Erik Hegg, Sara Jaeger, Robert Kalchthaler, Emily Kearns,
Donald J. Kinney, Michelle Lenius, Mark Louie,
Michael Marquard, Todd McIlraith, Scott Merrin, Diana Mitchell,
Kate Moffenbeier, Ashley Moschetti,
Nicholas Murchison, Theresa Meyers, Kaitlin Nelson, Jessica Newton,
Justin Pierce, Nicholas Pustina,
Konrad Reinhardt, Megan Riegler, Eric Schwindt, Lindsey Shaw,
Lisa Simmonds, Jean Smith, Susan Stein,
Maram Sweis, Wendy Wimer, Zachary Zahm

Master of Arts in Teaching (MAT) students will give poster presentations of their in-progress Capstone Action Research Projects.
Breakout Session 3
1:00 – 1:50

Theater  
**Reading Texts to Learn Content: Redesigning the Preparation of Science and Math Teacher Candidates to Promote Adolescent Reading Comprehension**  
*Ronald Narode, Associate Professor, Dept. of Curriculum & Instruction, Portland State University*  
With Carnegie Foundation support, teacher educators are building an innovative graduate program for prospective middle school and secondary mathematics and science teachers that will incorporate literacy education.

Parsons  
**The Lost Art of “Kid-watching:” Reclaiming the Importance of Teacher Observation**  
*Kimberly Campbell, Assistant Professor of Education, Lewis & Clark College  
Bryna Hurwitz, Adjunct Instructor, Lewis & Clark College  
Melanie Quinn, Instructor, Lewis & Clark College*  
Three teacher educators will describe how they instruct beginning teachers in “kidwatching” which supports teachers’ instructional decisions and empowers teachers to take on the role of change agent.

Jordan  
**Emerging Technologies for Teacher Education**  
*Steve Rhine, Ed.D. Professor of Education, Willamette University, School of Education  
Jill Bryant, Ph.D., Associate Professor, School of Education, Willamette University*  
New technologies can facilitate students’ construction of understanding of teaching. This session presents uses of Podcasting, Web-based digital video dialogue, and Collaborative note-taking in classes and field experiences.

Library  
**Becoming and Being Culturally Proficient Educators**  
*Dr. Jan Albrecht, Director of Graduate Studies, College of Education, Concordia University  
Sid Birt, Adjunct Professor, College of Education, Concordia University*  
In this interactive presentation, participants will explore how they can be culturally proficient educators and change agents in their classrooms, schools, and communities.

Gymnasium  
**Teacher Education for the Future: A Report on an International Collaboration Project of the Pacific Circle Consortium**  
*Dr. William Greene, Associate Professor; Dr. Steve Thorpe, Professor; Dr. Younghhee Kim, Associate Professor; Dr. Linda Hilligoss, Assistant Professor, Southern Oregon University, School of Education*  
This interactive session will introduce participants to an on-going multinational project investigating the future of education and teacher preparation. Participants will have an opportunity to ask questions, make suggestions, and consider involvement in the next stage of the project.
Breakout Session 4  
2:00 – 2:50

**Theater**  
Data-Based Observation Model: Structured and Research-Based Observation Methods  
*Cheryl K. Brown, Director, Center for Excellence in Teaching, Willamette University, School of Education*  
*John Tenny, Ph.D., Professor Emeritus, Willamette University, School of Education*  
Description of a research-based observation method that applies technology in effective ways to provide both quantitative and qualitative data. This approach supports NCATE standards and fosters objectivity, reflection, and collaboration.

**Parsons**  
Grounding Learning in Place  
*Gregory Smith, Professor, Graduate School of Education and Counseling, Lewis & Clark College*  
Place-based education provides a vehicle for overcoming what Dewey called the “isolation of the school from life.” Overcoming that isolation, learning becomes vital and important for students and their communities.

**Jordan**  
Use Another Word  
*Nancy Melzoff, Ph.D., Associate Professor of Education, Pacific University*  
Describes the Use Another Word campaign, a student-led initiative designed to decrease the use of disrespectful language on a diverse, suburban, high school program.

**Library**  
Escaping the Achievement Gap Trap: Implications on Latino Achievement  
*Martha I. Martinez, Ph.D. Student, Educational Leadership, University of Oregon*  
This presentation focuses on how NCLB’s attempts to address achievement gaps uses inaccurate measures to characterize and monitor Latino Achievement and ignores historical legacies of discrimination and contemporary structural inequities.

**Gymnasium**  
An Administrator’s Challenge: Encouraging Teachers to be Leaders  
*Ginny Birky, Ph.D., Associate Professor of Education, George Fox University*  
*Marc Shelton, Ed.D., Associate Professor of Education, George Fox University*  
*Scot Headley, Ph.D., Professor Education, George Fox University*  
The presentation reports on a research study that examined how high school administrators in an environment of educational reform influenced teacher leadership in both positive and negative ways.
Thanks for your participation in the 2007 ORATE Conference!

Plan to attend the 11th Annual ORATE Conference in 2008!
At
Salem Conference Center
Salem, OR

Be sure to visit the ORATE website at www.orate.org!