Oregon Association of Teacher Educators

Eighth Annual Conference

Attaining Excellence for All Learners

February 25, 2005

Kennedy School
Portland, OR

http://www.orate.org
Conference at a Glance

8:30 – 9:00 Registration
9:00 – 9:50 Welcome
   Dr. Patricia Wasley’s 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
3:00 – 3:50 Closing Conversation – Open to All

Collaborative work sample research

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Oregon Association of Teacher Educators

2005 Conference Planning Committee
Dew Anna Brumley, Warner Pacific College
Micki Caskey, Portland State University
Karen Eifler, University of Portland
Mark Girod, Western Oregon University
Maureen Musser, Willamette University
Linda Samek, Western Baptist College

Officers
Micki M. Caskey, President
Mark Girod, President-Elect
Secretary/Treasurer, Dew Anna Brumley
Welcome to the 2005 ORATE Conference!

Keynote Address

Dr. Patricia Wasley
Dean, College of Education
University of Washington

A Contrarian’s Views About Preparing Teachers

Theater

9:00 – 9:50

Student Poster Showcase

Gymnasium

12:30 – 1:00

Students from the University of Portland

Breakout Session 1
10:00 – 10:50

**Theater**

**Beyond Barbie: Moving from scale to social justice**

Swapna Mukhopadhyay, Brie Bergdahl, Don Engstrom, Glenn Hauser, Matt Howell, Hayley Kearl, Jefna McCuistion, & Kasey Nelson
Portland State University

We will describe in detail how we mathematized a Barbie doll in terms of proportional reasoning to interrogate some vexing social and cultural issues of our world. Posters by each presenter will supplement lesson ideas.

**Parsons**

**Collaborative connections: Bringing school districts and teacher education together**

Ginny Birky, George Fox University
Deborah Sommer, Canby School District

An overview of an ongoing partnership between the Canby schools and George Fox University M.A.T. students that enhances the professional lives of preservice teachers and practitioners through dialogue and collaboration.

**Jordan**

**Using oral history in teacher education**

Janet McDaniel, California State University, San Marcos
Nathalie J. Gehrke, University of Washington

Having initial and advanced teacher education students conduct oral history interviews helps them learn about the real work of teaching. We will share our lesson designs and resources in oral history interviewing.

**Library**

**Using poetry to encourage passion, courage, and wisdom: Reflections from a preservice teacher education course**

Allen Evans, Eastern Oregon University

Based on concepts from Parker Palmer and Sam Intrantor, this session describes the use of poetry with preservice elementary teachers to encourage reflective thinking. The session will share selected poems and student responses.

**Gymnasium**

**Cultivating teacher researchers: Preparing teachers to teach through classroom inquiry**

Kimberly Campbell, Brynna Hurwitz, & Melanie Quinn, Lewis & Clark College

Three teacher educators will describe how teacher research is woven into the fabric of teacher preparation, including examples of beginning teacher researchers at work and resources to support teacher research.
Breakout Session 2
11:00 – 11:50

Theater

Reaching teachers through the web: A successful model for supporting teachers in reading/literacy education
Bonnie Morihara, Western Oregon University
Ruth Davenport, Eastern Oregon University
Younghie Kim & Jo-Anne Lau-Smith, Southern Oregon University
Development and features of the 5-campus Collaborative Reading Education And Distance Education (CREADE) project, including the experiences, processes, and data-driven decisions of this collaborative, successful online model for literacy instruction.

Parsons

Preparing inclusive educators: The impact of research on practice
Paula J. Stanovich, Portland State University
The impact of findings from a large-scale research study into the effective inclusion of students with disabilities on the potential redesign of a dual licensure teacher preparation program will be discussed.

Jordan

Constructing understanding of 13 principles for effective learning
Elizabeth C. Arch, Pacific University
Effective teaching comes from a deep understanding of what facilitates effective learning. Drawing from current research in educational psychology, this session actively engages participants in constructing their own understanding of powerful learning principles.

Library

Enhancing science concepts of pre-service teachers through story development
Miriam Munck & Calleen Reis, Eastern Oregon University
Presentation of steps to guide preservice teachers through creating a narrative that demonstrates science concepts and creates science experiences for children. Original student science stories will be presented along with the lessons developed from the narratives.

Gymnasium

Partnering with districts to promote success for novice teachers and their ELL students
Alejandra Favela & Linda Wolf, Lewis & Clark College
In this session, participants will learn about a unique partnership model between Lewis & Clark College and nine Portland area districts designed to prepare novice teachers to work successfully with a rapidly increasing ELL (English Language Learner) population.
LUNCH
12:00 – 12:50

Student Research Poster Showcase
12:30 – 1:00

Gymnasium  MAT student poster presentations of in-progress capstone action research projects
Jacqueline Waggoner with Lennie Bjornsen, Kacey Conroy, Chad Dahl, Evgeny Shonya, Abby Sieler, Cassady Kennebeck, Shannon Jones, Emily Babcock, Yvonne Radominski, Jamie Kohlmeier, Deena Grossman, Edie Howard, Robin Turnbull, Alicia Streit, John Conroy, Sarah Smith, Jenna Fussel, Sarah Dorn, Kendra Gault, Sharon Santana, & Kristi Nygaard, University of Portland
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**  
**Devoid of color through darker eyes: A preservice teacher’s journey to seeing and being seen**  
Gena Fitzgerald, Jean Moule, Alisha Bickett, Vanessa Chaves Cochran, Tara Crabtree, Cara Dick, Heather Espenel, Tana Holm, Alejandro Ramirez, Clarissa Wiebe, & Ralph Wisner, Oregon State University  
Join us to see how 18 student teachers are working towards promoting social justice by teaching all students in their lessons, their students, and themselves.

**Parsons**  
**Getting around to it: An agenda for teacher education that engages local communities**  
Samuel D. Henry, Portland State University  
Traces recent teacher education landscape changes from the local and statewide collaboration between schools and social services toward creating an agenda for a different approach to pre-service and in-service education.

**Jordan**  
**Developing the “Courage to Teach” in graduate teacher candidates**  
Karen Noordhoff, Portland State University  
This session describes the integration of principles and practices from the Courage to Teach program in a graduate curriculum for initial teacher licensure and its impact on teacher candidates’ development from their perspectives.

**Library**  
**The effects of National Board Certification on Oregon teachers**  
Blaine C. Ackley, University of Portland  
Gerald M. Balaban, Clackamas ESD  
The purpose of this study was to examine survey results to determine the personal and professional impacts of national board certification on Oregon’s board certified teachers.

**Gymnasium**  
**Counseling, coaching, and crafting professional reputations**  
Kay M. Sagmiller, Younghee Kim, & Amy Belcastro, Southern Oregon University  
Using Cognitive Coaching and the “balanced theory of wisdom” as theoretical frameworks, researchers summarized longitudinal data to identify common characteristics of students who struggled to meet Initial Licensure Proficiencies. Effectiveness of specific interventions were analyzed; recommendations are made for supporting students and screening applicants for professional dispositions.
Breakout Session 4
2:00 – 2:50

Theater
Promoting education equity in preservice teachers: Developing cultural proficiency through authentic experiences
*Linda T. Johnson, Gennie S. Harris, & Dave Larson, George Fox University*

Authentic experiences are essential for teaching cultural proficiency and for highlighting privilege and oppression. We will share our teaching ideas and our students’ responses, including video clips of the experiences.

Parsons
Progress is an 11 letter word (Partnership)
*Joe Mannion & Jan Albrecht, Concordia University*
*Art Anderson & David Halstead, Centennial School District*

A story of the genesis, implementation, and outcomes of a collaborative education effort for inservice educators that illustrates the powerful results of a partnership between a school district and an institution of higher education.

Jordan
Scaffolding action research projects for preservice teachers
*Kevin Carr & Donna Phillips, George Fox University*

Participants in this interactive workshop will use and evaluate activities designed to scaffold preservice-teacher action research (AR). Implications for using AR to meet TSPC requirements will be considered.

Library
General education/special education preservice collaboration: A model for preparing future teachers to use professional collaboration in order to teach effectively in inclusive classrooms
*Barbara Ruben, Sue Bert, & Stephanie McBride, Portland State University*

Effective teaching within inclusive classrooms requires teachers to develop the habit of professional collaboration. We will share our developing model for general and special education preservice teacher collaboration.

Gymnasium
Constructivist teacher education: Critical consumers
*Sara McCormick Davis, Portland State University*

What happens when we ask pre-service teachers to be informed consumers of curriculum materials? This session uses Eisner’s ideas about developing educational connoisseurs.
Closing Conversation – open to all
3:00 – 3:50

Theater
Teacher work sample methodology, inter-institutional research group
discussion forum
Mark Girod, Western Oregon University
An open discussion for those interested in forming partnerships and an inter-
institutional research group exploring the value-added dimensions of teacher work
sample methodology, pedagogy, and policy implications

Thanks for your participation in the 2005 ORATE Conference!

Plan to attend the 9th Annual ORATE Conference in 2006!

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