

Oregon Association of Teacher Educators

Fifteenth Annual Conference

***Creating a Community of Learners: Guiding the
Future of Education***

January 27, 2012

Salem Conference Center
Salem, Oregon

<http://www.orate.org>

Conference at a Glance

8:15 am – 8:45 am	Registration and Continental Breakfast
8:45 am – 9:50 am	Welcome and Keynote Address
10:00 am – 10:50 am	Breakout Session 1
11:00 am – 11:50 am	Breakout Session 2
12:00 noon – 12:30 pm	Lunch
12:30 pm – 1:20 pm	Poster Session
1:00 pm – 1:50 pm	Breakout Session 3
2:00 pm – 2:50 pm	Breakout Session 4
3:00 pm – 3:50 pm	Breakout Session 5

* * * * *

2012 ORATE Conference Planning Board

Janine Allen – Corban University

Alisa Bates – Willamette University

Sue Ann Bottoms – Oregon State University

Dew Anna Brumley, Secretary/Treasurer – Educational Consultant

Micki Caskey – Portland State University

Mark Girod – Western Oregon University

Hillary Merk, Past President – University of Portland

Bonnie Morihara, Webmaster – Teaching Research Institute

Maureen Musser – Educational Consultant

Linda Samek – George Fox University

Shelley Smolnisky – Pacific University

Jacqueline Waggoner – University of Portland

Steven Wojcikiewicz, President – Western Oregon University

SALEM CONFERENCE CENTER SITE PLAN

First Floor



Second Floor



Welcome to the 2012 ORATE Conference

Featured Events

Keynote Address

Dr. Yong Zhao

Yong Zhao is Presidential Chair and Associate Dean for Global and Online Education at the College of Education, University of Oregon, where he also directs the Center for Advanced Technology in Education (CATE). Prior to his appointment at Oregon, he was University Distinguished Professor, founding director of the US-China Center for Research on Educational Excellence, founding director of the Center for Teaching and Technology, and executive director of the Confucius Institute at Michigan State University. Zhao has published over 20 books and 100 articles. His most recent books include *Catching Up or Leading the Way: American Education in the Age of Globalization* and the *Handbook of Asian Education*. He has also developed computer software, including the award-winning ZON, the world's first massively multi-player online role-playing game for studying Chinese. He has consulted with government and educational agencies and spoken on educational issues in many countries on six continents. His current work focuses on designing 21st Century Schools in the context of globalization and the digital revolution.

Santiam Rooms 1 and 6

8:45 am – 9:50 am

Professional Poster Showcase

Gallery

12:30 pm – 1:20 pm

Student Posters: M.A.T. Student Poster Presentations of In-Progress Capstone Action Research Projects

Master of Arts in Teaching (MAT) students will give poster presentations of their in-progress Capstone Research Projects.

Jacqueline Waggoner

University of Portland

Joseph Balinbin, Kerensa Brougham, Jacob Brown, Hallie Caron, Julie Clark, Anna Conaway, Hana Courtney, Anya Dalkin, Rachael Dee, Patrick Dehart, Natalie Dickinson, Shawn Draper, Maria Edgerton, Caitlin Elsner, Kelly Fitzsimmons, Jeanne Giles, Daniel Hannon, Madelyn Higgins, Alicia Irwin, Robert Kelley, Paula Knapp-Davey, Bradley Langton, Lindsey Lewis, Jeffrey Lewis, Ashley Mayfield, Kyler McClary, Daniel McCusker, Samuel Monroe, Colleen O'Mara, Emily Pierce, Robert Plowman, Alyssa Potok, Grant Poujade, Maria Ruiz, Alexis Sampson, Kaye Schmidt, Jesse Strauch, Andy Thompson, Michelle Van Grunsven Bridget Watson, Elizabeth Yandl, Alexa Zezas

Student Posters: Critically Analyzing the Effectiveness of Outside Mentorship on Preservice Teachers' Professional Development

Preservice teachers have multiple levels of mentorships in their preparation program. This poster presents the effects of mentoring from professional outside of the program on preservice teachers' professional development.

McKenzie Hilmer, Michele Kirk, Angelina Scarminach,

Eric Thomas

Southern Oregon University

Student Posters: The Teacher-Student Writing Conference, Teacher Talk, and Becoming a Teacher of Writing

Students explore the nuances of the teacher-student writing conference and their own teacher talk, analyzing how their teacher talk influences the success of a writing conference.

Donna Kalmbach Phillips

Pacific University

Lacey Chong, Kiah Eilenfeldt, Raina Kahanu-McNeeley, Stephanie Manning, Ella VandeKamp

Faculty Poster Presentations

A Teacher Educator's Toolbox for Supporting Diverse Learning Communities

Markisha Smith, Cindy Ryan

Western Oregon University

A Case-Study: How Educators Develop Global Perspectives

Kenneth Carano

Western Oregon University

Breakout Session 1
10:00 am – 10:50 am

Santiam 1 and 6	<p>Student Breakout Session with Dr. Yong Zhao</p> <p>Students attending the ORATE conference are invited to join the keynote speaker, Dr. Yong Zhao, for an informal conversation.</p>
Santiam 2	<p>iPads in Teacher Education: Going Mobile with Students <i>Amy Lutz, Mark Ganter, Mary Johnson, Kathryn Welsh</i> <i>George Fox University</i></p> <p>After incorporating iPads into an MAT program, professors and teacher candidates share stories of how iPads changed the face of their courses, from learning the basics to classroom application.</p>
Santiam 3	<p>Solid ESOL Lessons: From Theory to Practice <i>Karie Mize, Carmen Cáceda, Maria Dantas-Whitney</i> <i>Western Oregon University</i></p> <p>ESOL approaches talk about integrating language objectives within content lessons, but how is “language” defined? This presentation will explain how functions/forms can help Teacher Candidates meet their ELLs’ needs.</p>
Santiam 4	<p>Professional Development and International Practice: Faculty Perceptions and Growth <i>Janine F. Allen</i> <i>Corban University</i></p> <p>Professional development is often planned based on an administrator’s school improvement goals. Educator perception is necessary for long-term change. This reminder of best practice and provides lessons to be learned.</p>
Santiam 5	<p>The Individualized Development Plan: Promoting Professional Dispositions in Preservice Teacher Preparation <i>Gregg Gassman, April Harrison</i> <i>Southern Oregon University</i></p> <p>To address retention and preparation of special educators, we have developed the “Individualized Development Plan,” in which candidates self assess academic and affective skills, design their own IDP, and use it for progress monitoring throughout the program.</p>
Pringle Creek	<p>Building Collaborative Cultures through Partnerships for Enhanced Learning <i>Margie Abbott, Kevin Spooner</i> <i>Marylhurst University</i></p> <p>Learn how a partnership of university, schools, and districts has re-envisioned teacher preparation. Pre-service students, student teachers, in-service teachers, administrators, and university supervisors are all continually engaged in improving practice.</p>

Breakout Session 2
11:00 am – 11:50 am

<p>Santiam 2</p>	<p>Using Technology to Support Content Literacy Development and Student Inquiry in a High Poverty, Bilingual Minority 4th Grade Classroom <i>Rita Moore, Neil Cantrall, Jessica Lieuallen</i> <i>Willamette University</i></p> <p>This session presents findings from a study in how to use innovative technology to explore effective venues for assessing and improving the literacy performance of 4th grade English Language Learners in content area instruction.</p>
<p>Santiam 3</p>	<p>Teaching H/Mong History and Culture: Seeking Authenticity and Identity in America <i>Yer J. Thao, Mike Sweeney</i> <i>Portland State University</i></p> <p>This session describes effective strategies and historically/culturally made curricular materials that have utilized the input of the H/Mong students, community elders, and educators.</p>
<p>Santiam 4</p>	<p>Developing Positive Dispositions Among Pre-Service Teachers <i>Elain Coughlin, Glenda Moss Chair, Anita Zijdemans-Boudreau</i> <i>Pacific University, University of North Texas at Dallas</i></p> <p>Presenters share outcomes from the first iteration of their study, which seeks to help beginning teacher candidates develop an awareness of their own dispositions throughout their program of study.</p>
<p>Santiam 5</p>	<p>What do we Really Know About Educating Foster Children? <i>Brenda Morton</i> <i>George Fox University</i></p> <p>What are the barriers to academic success for foster children? This session will present background on the needs of this group of learners and will offer discussion for teacher educators.</p>
<p>Pringle Creek</p>	<p>Teachers as Learning Managers: Span of Control as a Factor of Class in Higher Education <i>Carol McKiel</i> <i>Lane Community College</i></p> <p>Both managers and instructors work with employees and students, respectively, to develop higher level thinking skills. The similarities of their work indicate that span of control, a recommended ratio of one manager to ten employees, may be an effective tool to determine class size.</p>

Breakout Session 3
1:00 pm – 1:50 pm

<p>Santiam 2</p>	<p>Holistic Teaching and Learning: Back to the Heart of Education <i>Youngee Kim, William Greene, Marcia Ososke</i> <i>Southern Oregon University</i></p> <p>Within a framework of holistic education, this session will illustrate experientially how principles of whole student learning and teaching are modeled in two complementary settings- an exemplary 7th/8th grade self contained classroom and an undergraduate teacher preparation program.</p>
<p>Santiam 3</p>	<p>ESOL Redefined: Engage Students with Organic Lessons! <i>Yune Tran, Alma Barajas, Emily Batdorf, Heather Smith-Clifton, Venisa Troyer</i> <i>George Fox University</i></p> <p>Engage Students with Organic Lessons through a hands-on interactive session that explores the misconceptions of teaching ELLs and presents content lessons that integrate the four language domains of listening, speaking, reading, and writing to promote authentic language development for all students.</p>
<p>Santiam 4</p>	<p>Cooperating Teachers: What’s Missing? One Hundred Pre-Service Teachers Tell Us <i>Kathleen Cowin</i> <i>Oregon State University</i></p> <p>Explore five years of evaluative survey data about cooperating teachers collected from their student teachers to learn more about designing new approaches to cooperating teacher selection, preparation and education.</p>
<p>Santiam 5</p>	<p>Professional Development for the Inclusion of Students with Disabilities <i>Rebecca Schulte</i> <i>Pacific University</i></p> <p>The session would review critical dispositions, skills, practices, and supports needed for both general and special education teachers to facilitate the inclusion of students with mild/moderate disabilities in the general education classroom.</p>
<p>Pringle Creek</p>	<p>Neuroeducation: The Vision of Using Neuroscience to Inform Practice <i>Ellyn Lucas Arwood, Lauren Vega O’Neil, Joanne Brown, Sharon Allen, Katie Griesen</i> <i>University of Portland</i></p> <p>Neuroscience about how students learn is changing the face of how to teach. This presentation will provide an overview of how students actually learn as well as several neuroeducation applications.</p>

Breakout Session 4
2:00 pm – 2:50 pm

<p>Santiam 2</p>	<p>Becoming Literate in a Discipline <i>Peter Thacker, Kelly Fitzsimmons, Maria Ruiz, Alexis Sampson, Kaye Schmidt, Jesse Strauch, Alexa Zezas</i> <i>University of Portland</i></p> <p>Teacher candidates of varied disciplines who have taken a graduate literacy course detail how students become literate in their discipline instead of simply learning to read in each discipline.</p>
<p>Santiam 3</p>	<p>Is My ELL Exhibiting Signs of a Learning Disability? The Role of Teacher Observation in Determining a Learning Disability from a Language Difference <i>Megan Farnsworth</i> <i>Southern Oregon University</i></p> <p>The process of determining if an English Language Learner has a learning disability is complex. Teacher observation is one effective method to assess if students' language acquisition is typical.</p>
<p>Santiam 4</p>	<p>Developing Professional Knowledge Attitudes and Behaviors in Preservice Candidates: Perspectives from the Field <i>Debi Miller, Kathy McKee</i> <i>Multnomah University</i></p> <p>What aspects of professionalism are school principals looking for in teacher candidates? Session includes results of a K-12 administrator survey on <i>professional attributes</i> with implementation ideas for teacher educator programs.</p>
<p>Santiam 5</p>	<p>Peacekeepers: Using Young Adult International War Literature as a Model for Broadening Perspectives and Engaging in Youth in Positive Social Change <i>Chloë Hughes</i> <i>Western Oregon University</i></p> <p>Using young adult international war literature, participants will explore intersecting identities and oppressions, analyze the actions of young peace workers, and learn strategies to engage youth in positive change.</p>
<p>Pringle Creek</p>	<p>An Experiential Framework for Teaching and Utilizing Theories of Learning and Cognition <i>Steven K. Wojcikiewicz</i> <i>Western Oregon University</i></p> <p>This presentation puts forth a method for organizing, teaching, and utilizing the three main theoretical perspectives on learning and cognition with reference to a categorical system derived from pragmatic theories of experience.</p>

Breakout Session 5
3:00 pm – 3:50 pm

<p>Santiam 2</p>	<p>Social Networking Sites as a Conduit to Global Awareness <i>Kenneth Carano</i> <i>Western Oregon University</i></p> <p>Cultivate student global awareness through digital technology! This session provides strategies to enhance cross-cultural awareness, student global literacy and the reduction of stereotypes through blogging, twitter, and wikis.</p>
<p>Santiam 3</p>	<p>Integrating University Instruction and the Clinical Experience: Supporting Teacher Candidates using a Community of Practice Model of Supervision <i>Jan Carpenter, Debby Espinor, Ken McChesney, Tom Buchanan, Amy Lutz, Sue Diers</i> <i>George Fox University</i></p> <p>Faculty members from George Fox University share an integrated model of group supervision in which they guided and supported candidates through the clinical experience and the work sample process.</p>
<p>Santiam 4</p>	<p>Enacting Ambitious Teaching Practices in Preservice Teacher Education: Challenges and Successes <i>Ron Gray, Rebekah Elliot</i> <i>Oregon State University</i></p> <p>This session will examine an effort at OSU to integrate ambitious teaching practices into a graduate level teacher education program in science and mathematics.</p>
<p>Santiam 5</p>	<p>Preparing Teachers of the Neglected R <i>Angela Obery</i> <i>Willamette University</i></p> <p>Is writing the “Neglected R” of teacher preparation programs in Oregon? Research tells the stories of K-12 classroom teachers who recently graduated from five universities in the mid-Willamette Valley.</p>
<p>Pringle Creek</p>	<p>The Perceptions of Principals and Teachers Related to Teacher Leadership: Roles, Characteristics, and Qualities <i>Suzanne Harrison, Ginny Birky</i> <i>George Fox University</i></p> <p>A study about the perceptions of principals and teachers regarding the definition, roles, characteristics, and qualities of teacher leaders. Four themes emerged of significance to educator preparation programs.</p>

Thank you for joining us at the 2012 ORATE Conference! We hope your time here was fruitful.

You are welcome to provide comments and suggestions for future conferences. *You are also welcome to get more involved in ORATE!* Any comments, suggestions, or requests for more information on getting involved should be sent to Steven Wojcikiewicz, ORATE President, at wojcikis@wou.edu

Plan to attend the 16th Annual ORATE Conference

The Kennedy School
Portland, Oregon
February 22nd, 2013

Visit the ORATE website at www.orate.org

PLEASE RECYCLE YOUR NAME TAG!