

# **Oregon Association of Teacher Educators**

**Fourteenth Annual Conference**

***Re-igniting the Passion and Purpose for  
Learning and Teaching***

**March 4, 2011**

Kennedy School  
Portland, Oregon

<http://www.orate.org>

## Conference at a Glance

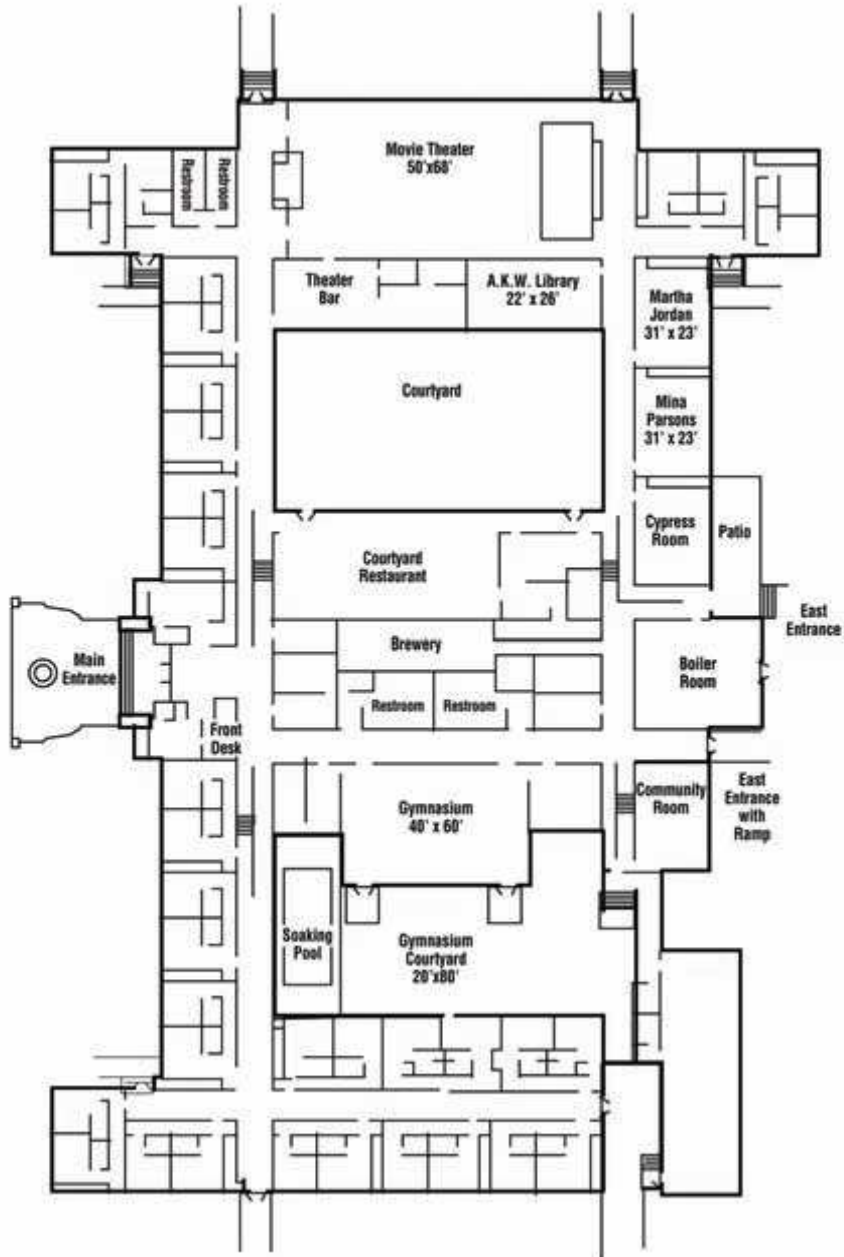
- 8:15 – 8:45      Registration**
- 8:45 – 9:50      Welcome and Keynote Address**
- 10:00 – 10:50    Breakout Session 1**
- 11:00 – 11:50    Breakout Session 2**
- 12:00 – 12:30    Lunch**
- 12:30 – 1:00     Poster Session**
- 1:00 – 1:50      Breakout Session 3**
- 2:00 – 2:50      Breakout Session 4**
- 3:00 – 3:50      Breakout Session 5**

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# SITE PLAN



# Welcome to the 2011 ORATE Conference

## Featured Events

### Keynote Address

## Dr. Nel Noddings

Nel Noddings is Lee L. Jacks Professor of Education, Emerita, at Stanford University. She is a past president of the National Academy of Education, the Philosophy of Education Society and the John Dewey Society. In addition to seventeen books—among them, *Caring: A Feminine Approach to Ethics and Moral Education*, *Women and Evil*, *The Challenge to Care in Schools*, *Educating for Intelligent Belief or Unbelief*, and *Philosophy of Education*—she is the author of more than 200 articles and chapters on various topics ranging from the ethics of care to mathematical problem solving. Her latest books are *Happiness and Education*, *Educating Citizens for Global Awareness*, *Critical Lessons: What Our Schools Should Teach*, *When School Reform Goes Wrong*, and *The Maternal Factor: Two Paths to Morality*. Her work has so far been translated into 12 languages.

**Movie Theatre**  
**8:45 – 9:50**

## **Student Poster Showcase**

### **Graduate Students from the University of Portland**

#### **M.A.T. Student Poster Presentations of In-Progress Capstone Action Research Projects**

Brent James Abe; Emily Bradley; Alison Brewster; Amanda Brown; Kyle Bunch; Jessica Chang; Elizabeth Corbin; Sarah Cota; Kayla Crandall; Amy Evans; Nikki Falbo; Lisa Fenn; Brandon Finstad; Cece Fuller; Kristen Gantt; Karen Garaventa; Elizabeth Gillman; Scott Goodyear; Dezirah Gowdy; Emily Gray J. D.; Sr. Alison Green; Mary Sue Haener; Ashley Hafner; Ann Hart; Bryce Huff; Michael Jensen; Todd Kerr; Adrienne Klutho; Catherine Kreutzer; Sarah LeMier; Maura Lynch; Ian Mandis; Jonathan McCool; Caitlin Moran; Emily Nagel; Derek Olsen; Allison Pech; Gina Portillo; Charles Raymond; Maura Ridings; Kathryn Rogers; Benjamin Rudolph; Bonnie Seal; Teresa Sebert; Lincoln Thomas; Alyson Tyson; Kristen Wittmayer; Amanda Wood; Jillian Wood; Trevor Woolman; Nate Zell

**Jacqueline Waggoner, Advisor**

**Gymnasium**

**12:30 – 1:00**

## Professional Poster Showcase

<p style="text-align: center;"><b>Developing Dispositions Among Pre-Service Teachers</b></p> <p>Presenters share their critical question of how to engage candidates in the development of positive dispositions. They will engage with interested educators in discussions around effective teacher development.</p> <p><i>Elaine Coughlin Glenda Moss, Anita Zijdemanas-Boudreau, Ann Matschiner, &amp; Mark Bailey Pacific University</i></p>	<p style="text-align: center;"><b>Peer Coaching for Mathematical Understanding</b></p> <p>Presents peer-coaching action research to advance a school district's goal to shift from traditional math teaching to progressive teaching that develops math reasoning and math talk in the classroom.</p> <p><i>Glenda Moss &amp; Michael Contreras Pacific University</i></p>	<p style="text-align: center;"><b>Developing Passionate And Effective Teachers Through Action Research: A Demonstration</b></p> <p>Presentations are demonstrations of how action research, as a teaching and learning structure within a preparation program, is capable of promoting passion and effective teaching skills</p> <p><i>Donna Kalmbach Phillips, Mallory Goldammer, &amp; Sherilyn O Pacific University</i></p>
<p style="text-align: center;"><b>Teaching an Intro to Education Course as if Thinking Mattered</b></p> <p>Based on Understanding by Design, this session will present ideas on how to transform an introduction to education course that moves beyond the sin of coverage-based instruction to student-led inquiry.</p> <p><i>Kena Avila-Foster Linfield College</i></p>	<p style="text-align: center;"><b>Innovative Economic and Historical Problem Based Simulations Centered in Creativity, Collaboration and Critical Thinking</b></p> <p>This session focuses on creative, collaborative and critical thinking skills honed during economic and historical problem-based simulations for grades 7-12. Simulations comprise multiple assessments, foster academic accountability and ignite learning.</p> <p><i>Glenda Moss &amp; Sol Joye Pacific University &amp; Neil Armstrong Middle School- Forest Grove School District</i></p>	<p style="text-align: center;"><b>Women and Children Involved with the Criminal Justice System</b></p> <p>Undergraduate student researchers partnered for the second year with a prison program in order to analyze how schools can better serve children with incarcerated parents.</p> <p><i>Genevieve Harris, Jen Boston, Audrey Germer, Sami Keim, Jess Panula, Susanne Sayles, &amp; Amanda Summers Linfield College</i></p>

**Gymnasium  
12:30 – 1:00**

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

<b>Movie Theater</b>	<b>Student Workshop with Nel Noddings</b>
<b>Mina Parsons</b>	<p><b>Implementing Co-Teaching In Pre-Service Field Experiences</b> <i>Robert Bonner &amp; Beth LaForce</i> <i>George Fox University</i></p> <p>This session describes the results of a pilot study investigating the co-teaching model in pre-service field experiences. Qualitative data collected during the study yielded positive results.</p>
<b>Martha Jordan</b>	<p><b>Alternative Student Teaching Placements: An Analysis of Dyads in Practicums</b> <i>Amy Lynn Dee</i> <i>George Fox University</i></p> <p>An alternative approach to student teaching develops professional dispositions, skills and passion. Benefits of collaborative student teaching are presented and includes a panel of candidates who taught in a dyad</p>
<b>Agnes Kennedy White Library</b>	<p><b>Educating Teachers about the Detection of Vision-Related Learning Problems</b> <i>Gwendolyn Wong, Eva Wong, &amp; Stephanie Le</i> <i>Pacific University</i></p> <p>To improve the collaboration between optometrists and educators so we can better serve school children and to increase awareness of visual problems through the development of an informational product.</p>
<b>Gymnasium</b>	<p><b>New Teachers' Perceptions of Professional Support</b> <i>Ann Matschiner &amp; Elaine Coughlin</i> <i>Pacific University</i></p> <p>Presenters will describe a university partnership to support and retain teachers in their first years. This session will focus on new teachers' perceptions as they participated in a New Teacher Seminar.</p>

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

<p><b>Movie Theatre</b></p>	<p><b>Bias and Bullying</b> <i>Genevieve Harris</i> <i>Linfield College</i> Cycles of societal bias and school bullying will be compared and contrasted. Strategies for exploring and addressing bias and bullying in the schools will be modeled and discussed.</p>
<p><b>Mina Parsons</b></p>	<p><b>Mentoring New Teachers Through Core Reflection</b> <i>Roni Adams, William Green, &amp; Younghee Kim</i> <i>Southern Oregon University</i> Professors of teacher education from SOU share research results from 3-4 years of mentoring MAT graduates as beginning teachers, using the Multi Level Learning/Core Reflection model.</p>
<p><b>Martha Jordan</b></p>	<p><b>Cultural Immersion Experiences: Promoting Passion and Excellence</b> <i>Nancy Meltzoff &amp; Karen Hamlin</i> <i>Pacific University &amp; Willamette University</i> Both international and intra-national cultural immersion programs strengthen passion and effective practice for pre-service and in-service teachers. Two research studies discuss components of effective immersion programs that support long-term change.</p>
<p><b>Agnes Kennedy White Library</b></p>	<p><b>Life Changing Moments for Students</b> <i>Michael A. Rousell</i> <i>Southern Oregon University</i> Recent neurological evidence shows how intense emotional events may spontaneously create entrenched pathways in the brain that subsequently guide later behavior. This occurs regularly, automatically, and typically outside our awareness.</p>
<p><b>Gymnasium</b></p>	<p><b>How can an online learning format be utilized to support practicing teachers in thinking critically?</b> <i>Alisa Bates &amp; Jill Bryant</i> <i>Willamette University</i> Session focuses on the development and use of critical thinking skills in online classes for practicing teachers. Particular attention on the bridging of theory and practice while modeling effective teaching.</p>

## Breakout Session 3

**1:00 – 1:50**

<p><b>Movie Theater</b></p>	<p><b>Developing Lasting Visions of Effective Teaching: Professional Learning Communities Supporting Learning Across the Professional Continuum</b>  <i>Nicole Rigelman &amp; Barb Ruben</i>  <i>Portland State University</i>            We describe how collaborative professional learning among teacher-candidates and mentors led to refined visions of what it means to be a teacher (e.g., collaboratively refine practice, focus on student thinking).</p>
<p><b>Mina Parsons</b></p>	<p><b>The High School Lecture as a Visual Act: Effective Use of Imagery and Story Within Prescribed Curriculum</b>  <i>Dennis Jablonski</i>  <i>Southern Oregon University</i>            A lecture series of a popular teacher was analyzed to identify the effective use of imagery and story within the AP curriculum, which is largely bounded by the national standards.</p>
<p><b>Martha Jordan</b></p>	<p><b>Knowing When You Know and When You Don't: Metacognitive Dialogues in Secondary Classrooms</b>  <i>Peter Thacker, Katy Rogers, Dezi Gowdy, Caity Moran, Gina Portillo, Teresa Sebert, &amp; Nate Zell</i>  <i>University of Portland</i>            Teacher candidates of varied disciplines will describe lessons aiding students to think consciously about their approach to course content. Their instructor will discuss engaging candidates in teaching students to self-monitor.</p>
<p><b>Agnes Kennedy White Library</b></p>	<p><b>Reflections on Teacher Candidates' Voices about their Schooling Experiences</b>  <i>Carmen Caceda &amp; Antonio Ramos</i>  <i>Western Oregon University</i>            Teacher educators are faced with the challenge to prepare teachers for an emerging diverse population. This reflective session provides some characteristics to be infused during preparation courses so that more students can achieve academic success.</p>
<p><b>Gymnasium</b></p>	<p><b>Exploring Teacher Dispositions Through the Use of Poetry in Student Teacher Reflective Practice</b>  <i>Kathleen Cowin</i>  <i>Oregon State University</i>            Learn more about a seminar process using published poetry to help stimulate reflection on teacher dispositions and to assist student teachers' integration of their student teaching experiences and university coursework.</p>

## Breakout Session 4

**2:00– 2:50**

<b>Movie Theater</b>	<p><b>Teaching from the inside-out: Core reflection a process for personal growth and professional development</b>  <i>Jo-Anne Lau-Smith, John King, Roni Adams, Erin Wilder, Younghee Kim, &amp; William Greene</i>  <i>Southern Oregon University</i>                      A panel of six faculty members from an Oregon School of Education will discuss the role of core reflection in pre-service teachers' development to become passionate and effective teachers.</p>
<b>Mina Parsons</b>	<p><b>Race dialogues: (Re)igniting our passion for antiracist teacher education</b>  <i>Dyan Watson</i>  <i>Lewis and Clark College</i>                      Participants will learn how to use iPods or other recording devices to engage in dialogues about race and equity with other teacher educators.</p>
<b>Martha Jordan</b>	<p><b>Use of E-portfolio: Reflecting Through a Creative and Dynamic Process</b>  <i>Erin Wilder &amp; Younghee Kim</i>  <i>Southern Oregon University</i>                      New learning takes risks but brings about mutual growth for both students and instructors, which happened in the process of integrating technology to the portfolio process.</p>
<b>Agnes Kennedy White Library</b>	<p><b>Teacher Presence: Traits and Dispositions Leading to Passion and Professionalism</b>  <i>Brenda Morton &amp; Amy Lynn Dee</i>  <i>George Fox University</i>                      Does presence ultimately determine preservice and inservice teacher success? In isolating desired qualities, teacher educators must ascertain the probability of instilling qualities in program applicants where they are missing.</p>
<b>Gymnasium</b>	<p><b>Translating Neuroscience: When is the Use of Personal Response Systems Effective for Student Learning?</b>  <i>Teri Moser Woo, Ellyn Lucas Arwood, &amp; Joanna M Kaakinen</i>  <i>University of Portland</i>                      This presentation provides an example of how the use of neuroscience to translate the effectiveness of Personal Response Systems into education practice may inform educators' methods for improved student learning.</p>

## Breakout Session 5

**3:00– 3:50**

<b>Mina Parsons</b>	<p><b>Internationalizing Teacher Preparation: An Invitation to Participate in a Cross-Institutional Pilot Program</b>  <i>John T. King</i>  <i>Linfield College</i>                      Consider joining Southern Oregon University in developing a Longview Foundation grant proposal to support a small number of international student teaching opportunities through our Pacific Circle Consortium partner institutions.</p>
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**Thank you for joining us at the 2011 ORATE Conference! We hope your time here was fruitful.**

**You are welcome to provide comments and suggestions for future conferences. Please send these to Hillary Merk at [merk@up.edu](mailto:merk@up.edu)**

**PLEASE RECYCLE YOUR NAME TAG!**

**Plan to attend the 15<sup>th</sup> Annual ORATE Conference**  
Western Oregon University  
Monmouth, Oregon  
Date TBA

**Visit the ORATE website at [www.orate.org](http://www.orate.org)**