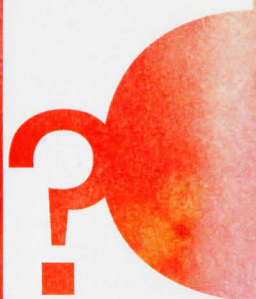


are
TRADITIONAL
teacher education programs
preparing **QUALITY**
TEACHERS

& how should we
EVALUATE EDUCATORS



CQIE CONFERENCE

OCTOBER 14TH & 15TH, 2013 SAN ANTONIO, TX



9th annual

Critical Questions in Education Conference

Presented by the

Academy for Educational Studies

Taking a careful look at ourselves:

1. Are traditional teacher education programs preparing quality teachers?
2. How should we evaluate teachers, school administrators, or university professors?

Menger Hotel

San Antonio, Texas

October 14th and 15th, 2013

Support for the Academy for Educational Studies
and the Critical Questions in Education Conference
provided by the Missouri State University College of Education
David Hough, Interim Dean

Cover design by Hillary Kummer,
MAT student, Missouri State University

Critical Questions in Education

Conference Program

Monday, October 14th

Registration

7:45—11:00

Patio Room

Greetings and Announcements

8:10

Steven P. Jones

Director, Academy for Educational Studies

Patio Room

Picture Exhibition:

The Artful Resistance of Corporate Education Reform

Becky L. Noel Smith, university of Central Florida

This collection of creative expressions invokes questions about the affects and effects of corporate-style education policies and practices on individuals and communities. The pieces were created by students, teachers, and parents, and they were assembled through the Save Our Schools' *Campaign for Artful Resistance*.

First Concurrent Session

8:30 – 9:20

1. Religion in schools and teacher education programs

Ballroom A

Secularization as marginalization

Angela Cartwright Lynskey, Midwestern State University

As religious diversity increases in public schools, efforts to protect religious freedom in the United States must be interrogated and re(formed) in light of non-Western conceptions of religion.

Using the hallmarks of Benedictine community as a foundation for classroom pedagogy in traditional teacher education programs

Nicholas J. Shudak, Mount Marty College

Jennifer Weber, South Dakota State University

In this presentation, we are proposing that the foundations of Benedictine community be included as a philosophically founded framework for helping preservice teachers establish an intellectual basis for creating classroom environments conducive for student learning.

2. Performance evaluation for principals

Ballroom B

Leadership performance evidence: Increasing leadership accountability in K—12 and higher education

Kellie Sanders, Oswego School District

Kristine Servais, North Central College

In light of the Performance Evaluation Reform Act of 2010 passed in Illinois, this paper highlights the benefits of performance evaluation for K—12 administrators, as well as principal preparation candidates, and describes the impact it will have on improving student achievement.

Examining the principal evaluation process in Texas and its relationship to student achievement

Marcia McMahon, University of Houston—Clear Lake

Michelle L. Peters, University of Houston—Clear Lake

The purpose of this mixed methods study is to examine the relationship between school districts' principal evaluation practices and their student mathematics and reading achievement.

3. Redesigning schools

Ballroom C

School redesign: The impact of project-based learning on student achievement in a south Texas school district

Bernadine Cervantes, Assistant Superintendent, Corpus Christi ISD

Lynn Hemmer, Texas A & M University—Corpus Christi

Kamiar Kouzekanani, Texas A & M University—Corpus Christi

Amidst stringent accountability demands, school districts search for innovative teaching and learning practices. Results of an ex-post facto study reveal the impact of Project-Based Learning on student achievement.

“Putting forward the unrepresentable in presentation”: The art of crafting the organizational structure of school

Chandrasena Liyana Cabraal, Chicago State University

The essence of the art of crafting organizational structure of school is a dialogic process. Organizational structure should not be understood as closure. It has to be understood as “enabling” and as an “opening.”

4. Preparing teachers to work with ESL students

Patio

What we don't teach them: The missing information that our education students need to know

Kay Dickerson, Missouri Western State University

Barbara Voigt, Missouri Western State University

With the increasing numbers of second language students in our classrooms, education programs must include instruction on how to teach both language and content in the regular classroom.

Implementing best practices for English language learners

Krystal Watson, University of Houston—Clear Lake

This presentation discusses different practices that can best meet the needs of the English language learner population. It focuses on differentiation, assessment, and having a culturally aware classroom—with content and instruction with second language acquisition in mind.

5. Preparing career and technical educators

Cavalier

Across state lines: A comparative study of career and technical education (CTE) teacher education program training and requirements

Pamela Bracey, Mississippi State University

As CTE becomes more crucial than ever, stakeholders must ensure that teachers of these courses are adequately trained. This presentation will explore CTE teacher preparation processes of three neighboring states.

Second Concurrent Session

9:30 – 10:40

6. Preparing to teach culturally diverse students

Ballroom A

Quality teacher education programs develop effective teachers by engaging in culturally responsive practices

Shonta M. Smith, Southeast Missouri State University

Participants will explore the elements of culturally responsive teaching and evaluate how effective teacher education programs use this framework to prepare prospective teachers to enhance the academic performance of students from diverse ethnic and linguistic groups.

Critical dialogue: Transforming teacher preparation

Glenda Moss, University of North Texas at Dallas

Larry Bryant, University of North Texas at Dallas

This presentation explores the role that critical dialogue plays in improving teacher preparation. Using films, critical self-reflection, and dialogue, researchers engage pre-service teachers in critical conversations about race.

Teacher evaluation based upon multicultural and anti-oppressive educational concepts: Diversity, democracy, and global citizenship

Joelyn K. Foy, Kansas State University

James Banks' multicultural approach combined with Kevin Kumashiro's principles of anti-oppression education catalyze the production of global citizens by K—12 classroom teachers, administrators, and academic faculties.

7. Critical literacy

Ballroom B

Critical literacy encounters for preservice English teachers: Implications for professional development and practices

Sarah L. Thomas, University of Nebraska—Lincoln

Brianne Keller, University of Nebraska—Lincoln

Sarah Vaggalis, University of Nebraska—Lincoln

Meghan Vilter, University of Nebraska—Lincoln

Julie Ward, University of Nebraska—Lincoln

What is critical literacy's significance within quality TEP? Through film analysis and research on its nature, history, and role in preservice teachers' lives and practices, English education students explore implications.

8. Tools for teacher evaluation

Ballroom C

Comparing EdTPA results to cooperating teacher assessment

William Gregory Harman, Dominican University

This project compares the EdTPA with reports on teacher candidates by cooperating teachers using equivalent frames/concepts. Will the EdTPA improve the pool of qualified teachers?

Perceptions of administrators related to the Teacher Excellence Support System (TESS) and Danielson's Framework for Teaching Evaluation instrument

Bruce W. Bryant, Harding University

This presentation examines the perceptions of administrators completing the professional development for Teacher Excellence Support System (TESS) and taking the required test to be a credentialed teacher evaluator in the state.

Linking EdTPA and Danielson: Effective support structures for entry-level teachers, or not?

Chyrese S. Wolf, Chicago State University

The central question of this paper: Does EdTPA prepare early career teachers for successful evaluations using the Danielson Framework for Teaching? Correlations between these two national evaluation models will be explored.

9. Assessing preservice teachers

Patio

Critically evaluating preservice teacher performance: What are we giving up?

Linda Aulgur, Westminster College
Jim Concannon, Westminster College
Sue Serota, Westminster College
Christopher Crowson, Westminster College

One small liberal arts college examines its traditional preparation and assessment of preservice teachers, looking at informal as well as required national Praxis tests. With an emphasis on leadership development, this program develops exemplary professional teachers, but what's still good and what needs to go?

10. The journey taken by the teacher education student

Cavalier

Student reflections: A journey of discovery

Don Hufford, Newman University

This paper explores the journey of discovery taken in a specific teacher education course. It uses selected student thoughts to examine the growth of student authenticity, becoming, and curiosity.

Teacher candidates as scholars: Opportunities for undergraduate research in traditional teacher preparation programs

Nancy Keiser, North Central College
Maureen Kincaid, North Central College

Although criticized by NCTQ and the media, candidates in traditional preparation programs not only have content knowledge—they take part in rigorous scholarly work and research as undergraduates.

Technicians or artists: How should we view teacher candidates?

Brian Stone, Northern Arizona University

Teacher education programs have been reduced to very technical, scientific modes of instruction. Teacher candidates should be treated more like artists who create, innovate, and affect change in today's schools.

Third Concurrent Session

10:50 – 11:40

11. Learning how to see the special needs of students

Ballroom A

If teachers only knew: The case for incorporating basic counseling skills and youth mental health literacy into teacher training and professional development

Laura C. Murray, University of Pennsylvania
Helen Garinger, University of Pennsylvania

This presentation makes a case for the inclusion of two new competencies in teacher training programs and professional development: basic counseling skills for educators, and mental health literacy.

Early intervention issues for students with emotional and behavioral disorders

Lawrence Ingalls, University of Texas—El Paso
Helen Hammond, University of Texas—El Paso

This presentation will focus on the value of providing appropriate special education services at an early age in order to detect academic and behavior/social problems of school-age children.

12. Equity and social justice—for all students

Ballroom B

NOH8 inside the school gate? A question of curricular silence and significance in teacher education

Kathy Carter, University of Arizona
Kathy Stoehr, University of Arizona
Amanda Sugimoto, University of Arizona
Griff Carter, Occidental College

Findings from a multi-year narrative-based study aimed at understanding the developing storied knowledge of preservice teachers as it relates to their field-based classroom experiences with Lesbian, Gay, Bisexual, Transgender, and/or Questioning K–12 students. Findings suggest the need to rethink teacher education curriculum.

How do we engage our colleagues in social justice issues without bullying them?

Joelyn K. Foy, Kansas State University

Two theoretical frameworks—heteronormativity and White supremacy—address limitations to discussion of social justice issues, while a third curricular framework—pedagogy for the privileged—offers transformational movement forward.

13. Montessori and early childhood education

Ballroom C

Montessori education's rightful place at the table

Angela K. Murray, University of Kansas
Janet Bagby, Baylor University

Montessori education is a growing response to calls for radical change to "fix" public schools. It is a time-tested, albeit largely overlooked, educational approach with an expanding body of evidence supporting its effectiveness.

Examining traditional teacher education: Implications of continuity in early childhood education

Melissa Jozwiak, Texas A & M University—San Antonio

Through an examination of two diverse notions of continuity, this presentation considers strengths and weaknesses of traditional teacher education programs as they prepare teacher candidates to work with young children.

14. International field experiences

Patio

Developing cultural and linguistic awareness of preservice teachers through study abroad in Mexico

Edie Cassell, Texas A & M University—College Station
Monica Neshyba, Texas A & M University—College Station

Participation in a three-week intensive English-teaching program in Mexico helps prepare preservice teachers with limited Spanish speaking ability develop pedagogical and cultural competence through praxis and immersion in Mexican culture.

Critical perspectives of diverse field-experiences and issues of social justice

Tammy Everett, Graceland University
Sandra Hamar, Graceland University

International field experiences are strengths of traditional programs providing students opportunities to collaborate across cultural boundaries and examine equity issues and identities. Shifts in perspective and cultural understandings during and after these diverse teaching experiences are examined.

15. The ideological crush of current educational practices

Cavalier

Contemporary citizenship education in the United States: Political conflation, Common Core standards, and the aesthetics of patriotism

Jessica A. Heybach, Aurora University
Eric C. Sheffield, Missouri State University

This paper examines how the conflation of neoliberal and neoconservative political ideology and notions of patriotism have shaped the precarious relationship educators and schools have toward citizenship in an era of standardization.

Neo-liberalism, teacher education, and the false promise of democracy

Joseph C. Wegwert, Northern Arizona University
Chloie Stelton, Northern Arizona University

In examining the efficacy of a traditional elementary education teacher preparation program in its purported efforts to promote quality teachers, this presentation discusses and critiques the institutional policies, schooling experiences, and dominant discourses that serve to weaken intellectual curiosity and undermine democratic life.

Fourth Concurrent Session

11:50 – 1:00

16. Evaluating university professors

Ballroom A

How should we evaluate university professors?

Pauline Nugent, Missouri State University

One of the most effective tools for improving one's classroom performance is to ponder seriously the implications of end-of-term student evaluations. They can be quite enlightening and beneficial.

Alternatives to rubrics: Evaluation of university teachers

Jenny Bossaller, University of Missouri
John Budd, University of Missouri

University teachers operate in an assessment-based environment which, due to expediency, tends to be deterministic or reductionist. This paper offers a multidimensional, alternative, holistic method of evaluating teacher performance.

Evaluating teacher performance in online courses and massive open online courses

Richard A. Smith, University of Houston—Clear Lake
Marion S. Smith, Texas Southern University

Caroline M. Crawford, University of Houston—Clear Lake

This paper will demonstrate the current standards for the evaluation of teachers of distance education courses are impractical—this because of the design of distance education courses.

17. From theory to praxis: Getting on-site

Ballroom B

Catch 22: Clinical experiences

Kiran Padmaraju, Eastern Illinois University
Shilpa Maheshwari, Eastern Illinois University

Large teacher education programs continue to face challenges for providing high quality clinical experiences for teacher candidates. This paper highlights some of these challenges and seeks possible solutions through discussion.

A changing paradigm for student teaching: Results from a national study

John A. Ellis, Missouri Western State University

Charlotte Foster, Missouri Western State University

Clinical directors are beginning to realize the concerns expressed by school districts when it comes to placing candidates in their final field experience. Placement for student teaching often takes place during the semester that state standardized testing is being administered.

Moving from theory, to praxis, to effectiveness: Voices of new realities

Teresa C. Valenzuela, New Mexico State University

Herman S. Garcia, New Mexico State University

As we move to higher stakes of accountability tied to assessment and evaluation of teachers, how are teacher education programs supporting students as they move from theory, to praxis, to effectiveness?

18. Worrying about teacher quality

Ballroom C

The Walmart effect and university-based teacher preparation

Lawrence Baines, University of Oklahoma

The session will describe the effects of a market-based approach on teacher education programs and the quality of prospective teachers.

Who's holding colleges of education accountable for the teachers they produce?

Valerie Hill-Jackson, Texas A & M University—College Station

The current structure for teacher preparation absolves teacher preparation and alternate certificate programs from any responsibility for the cadre of young professionals they send into America's classrooms. This session discusses Martin Haberman's simple, yet effective, plan to overhaul the current blameless scheme.

19. Tackling racism

Patio

A person, place or thing: How racism and racial encounters influence the social development of Black adolescents

Valerie N. Adams-Bass, Cornell University

Howard C. Stevenson, University of Pennsylvania

Keisha Bentley-Edwards, University of Texas—Austin

This symposium introduces *Can We Talk*—a culturally relevant intervention that provides Black youth with opportunities to manage stressful racial encounters positively. Strategies used to train youth will be presented.

Fifth Concurrent Session

1:10 – 2:00

20. Preparing to teach diverse and special needs students

Ballroom A

Collaborative partnerships pave the way for powerful teacher preparation

Jennifer G. Beasley, University of Arkansas

Janet Penner-Williams, University of Arkansas

Barbara Gartin, University of Arkansas

Felicia Lincoln, University of Arkansas

Data show collaboration among special education, ESL, and childhood education programs partnered with local districts produce teacher education candidates with higher levels of self-efficacy than those candidates prepared without collaboration.

Enhancing preservice educators' understanding of perception and educational context: What is but cannot be . . .

Michael Fitzpatrick, Morningside College

Despite public outcry, institutions of higher education are entrenched in traditional instruction. This session provides findings from a study of divergent teaching methods related to perception and context.

21. Victims of authoritarian educational policies

Ballroom B

Reading NCLB as a form of structural violence

Kerry Burch, Northern Illinois University

The framework of structural violence is used as a heuristic for measuring instances of non-lethal violence imposed upon students at the psychological and cultural levels by NCLB's signature curricular biases.

The dilemma: Preparing innovative, professional teachers for standardized schools

Sandra J. Stone, Northern Arizona University

Brian A. Stone, Northern Arizona University

This session examines the dilemma university professors face in preparing quality, innovative, professional teachers for schools where standard-driven curriculum and tests narrow opportunities for children and limit teacher autonomy.

22. Rethinking teacher education: Two programs

Ballroom C

The elements of a quality teacher education program

Jeanne Qvarnstrom, Sul Ross State University

This paper assesses the effectiveness of the current teacher education program at Sul Ross University from eight domains. The analysis draws upon survey data and other resources.

Improving teacher preparation programs for changing global demands

John D. Long, Lindenwood University

Vanessa VanderGraaf, Lindenwood University

Cynthia Bice, Lindenwood University

This presentation discuss the strengths/weaknesses of traditional education programs and how to design more effective teacher education programs. Our program enhances teacher technology use, instructional differentiation, and teacher collaboration.

23. Literacy and literacies in teacher education

Patio

Why does it have to be so difficult? Filling a literacy gap in teacher education

Amy C. Hazelrigg, Eastern New Mexico University

A demonstration, using history texts, of systemic functional text analysis to illustrate a major gap in American teacher preparation: information on how text is structured and realized in language features.

Are all of the literacies in your teacher education program now?

Let's review. . . .

William Dwyer, Stephen F. Austin State University

All teacher education programs focus on language literacy, but have *all* the 21st-century literacies been integrated? Effective secondary teachers need to use them all for planning instruction.

24. Socrates as model teacher

Cavalier

"It's too late to Apologize": Socrates, pedagogical courage, and the contemporary trial of empowering education

Paul S. Bartels, University of Iowa

What does it mean to possess and enact pedagogical courage? Socrates' trial, captured by Plato in *Apology*, reveals the courage required of today's teachers seeking to encourage open, critical inquiry.

Socrates and the City of Words in *The Republic*: A model for giving students a reason to learn

Steven P. Jones, Missouri State University

Socrates has two "students" in *The Republic*—Glaucon and Adeimantus. When Socrates gives them a chance to create the ideal city—albeit a city of words, alone—he gives them a powerful reason to pay attention to his discussion. It's a model for giving students a reason to learn.

Sixth Concurrent Session

2:10 – 3:20

25. Focus on school principals

Ballroom B

Performance-based principal preparation: Lessons from the Georgia model

Samuel B. Hardy, III, Georgia Regents University

Thomas E. Deering, Georgia Regents University

Beginning in 2009, Georgia required principal preparation programs transition from the traditional classroom based program to a performance based program relying heavily on in-district or in-school residency. Strengths and weaknesses of this new design will be discussed.

Ten quality tools a principal needs to create a team of teachers working together

Jim Hawkins, Cameron University

Quality Tools provide a method of collecting data, making decisions, and reaching consensus to improve the system of education at the building level.

26. Field-based residency programs and teacher efficacy

Ballroom C

Models for success in teacher preparation: A comparative study on teacher efficacy via two pathways—"Traditional Flex" and "Cohort Model"—of field residency

Esther Garza, Texas A & M University—San Antonio

Theresa Dorel, Texas A & M University—San Antonio

Patricia Gonzales, Texas A & M University—San Antonio

Thomas Rux, Texas A & M University—San Antonio

Nanette Lechner, Texas A & M University—San Antonio

Alejandra Valerio, Texas A & M University—San Antonio

In this presentation, a panel will discuss their preliminary findings and engage in a discussion of preservice teacher efficacy and how this relates to the effective preparation of future educators.

27. The experience of African American students

Patio

If elephants could talk: A model for discovering racial stress and literacy in teaching African American students

Howard C. Stevenson, University of Pennsylvania

This paper introduces recast theory (Racial Encounter Coping Appraisal and Socialization Theory) and training strategies for reducing racial stress and increasing racial literacy in teacher relationships with Black students.

Curricular principles of the Black Church experience: Implications for teaching and learning in college classrooms

Kirsten T. Edwards, University of Oklahoma

This paper identifies principles germane to the Black Church. Through an examination of these principles, the author posits that the Black Church has evolved into a specific "Curriculum of Place."

African American cultural identity and motivation

Marco A. Columbus, Cameron University

This study explores the motivational characteristics of African American students falling into one of five identity groups. Special emphasis is on students' achievement goals and self-efficacy. The session reports results and encourages discussion.

28. The influence of alternative certification programs

Cavalier

Non-traditional alternative teacher preparation: A historical and transformative view

Phyllis K. Adcock, University of Nebraska—Omaha

Various forms of alternative teacher preparation have taken their place beside traditional programs for preparing teachers. This presentation examines different types, their challenges, attributes, and the future.

Comparing traditional teacher education programs to Teach for America: An examination of practice, function, purpose, and future

T. Jameson Brewer, University of Illinois

Situated within the context of experience and theory, this paper will provide an examination and comparison of the practices, functions, purposes, and futures of both traditional university-based teacher certification programs and alternative programs like Teach for America.

Traditional teacher preparation: Non-perpetuation of traditional teacher issues

Neill F. Armstrong, Stephen F. Austin State University

Creation and implementation of a non-traditional teacher preparation program, though highly desirable, is perversely difficult. However, current programs can be tweaked in non-traditional ways. Here are some notions.

Academy Talk

3:45—5:00

Ballroom

An opportunity to talk with

Gary Borich

University of Texas—Austin

Informal gathering, hotel bar

Monday evening, 8:00

Tuesday, October 15th

Registration

8:00—11:00

Patio Room

Seventh Concurrent Session

8:30 – 9:20

**29. Race and culture:
Preparing teacher education students**

Ballroom B

Are teacher education programs effectively preparing white teachers for culturally responsive teaching?

Mack T. Hines III, Sam Houston State University

Teacher education programs need to incorporate race and culture into curricular and field based approaches to preparing White teachers for working with racially diverse students.

Multicultural best practices: A non-color blind perspective

Franklin Thompson, University of Nebraska—Omaha

This session is for those who want to go beyond the feel-good, foods-and-festival approach to delivering multicultural education. It identifies strategies that encourage meaningful life-long learning.

30. Teacher education through the lens of the young teacher

Ballroom C

Teacher education programs and the coping strategies of preservice teachers

Mark R. Riney, West Texas A & M University

Janet Hindman, West Texas A & M University

This quantitative study (in-progress) is an examination of preservice teachers' coping strategies. I argue that coping strategies ought to be a component of teacher education programs.

**A first-hand experience of being taught to teach: What worked?
What didn't?**

Bob Baskin, Missouri State University

Jemina Bouma, Rice University

A discussion led by two students from different college programs—Missouri State University and Rice University—about what worked, and what didn't, in their teacher education experience. Comments will be offered, specifically, about practicum and school cooperation based teacher education.

31. Preparing STEM teachers

Patio

STEM principals: What they want and need

Sandra S. West, Texas State University

Sandra T. Browning, University of Houston—Clear Lake

A four-year study of principals who were trained how to understand and support effective science and math instruction of their grades 5-8 teacher teams who participated in PD.

Preparing quality elementary teachers in science, technology, engineering and mathematics

Araceli Martinez Ortiz, Texas State University

New content and process perspectives associated with STEM teaching require a re-definition of how we prepared quality teachers. Integrated educational approaches and research will be presented.

32. Developing teacher leadership

Cavalier

Making the grade: Encouraging leadership through authentic experiences in teacher prep programs

DiAnn McDown, University of Central Oklahoma

A university professor shares her ideas for encouraging leadership by engaging students in authentic experiences during their teacher prep courses. Session includes examples and feedback from teacher candidates and audience discussion.

Developing agents of change: A case study on preservice teachers' conceptualizations of social justice teacher leadership

Nazneen Ali, University of Missouri

In exploring whether teacher education prepares quality teachers, this study investigates how preservice teachers conceptualize social justice teacher leadership and express their self-efficacy to act as future agents of change.

Academy Talk

9:30—10:50

Ballroom

An opportunity to talk with

Linda McNeil

Rice University

Eighth Concurrent Session

11:00 – 11:50

33. Preparing teachers to care for students

Ballroom B

“They never really tried to reach out to us”: Confronting the emotional intangibles in teacher education

Andrew N. McKnight, University of Alabama—Birmingham

This paper looks at the perspectives of 22 young inner city adults concerning their experience in schools. It then addresses the difficulty of preparing teachers to accommodate the emotionally held perceptions of students about school and school personnel.

Exploring generativity in education: Building community across teacher preparation courses

Francene Watson, Washington State University

Paul Mencke, Washington State University

This paper explores preservice teachers' responses to deepened collaboration efforts in two required program courses. Responses showed these engaged pedagogical efforts to be “generative” in student conceptualizations of powerful teaching.

34. Teacher educators: Paying attention to how we teach

Ballroom C

Doing more than talking the talk

Debbie Lee, Western Illinois University

The paper details a professor's use of the explicitly identified teaching strategies in her courses that she was advocating her ECE college students use in teaching young children.

Creating active learners by flipping the classroom

Ronald J. Anderson, Texas A&M International University

Teacher candidates are often passive learners in teacher preparation courses. They become active learners when the professor “flips” the classroom to change how we do lectures, presentations, and assignments.

35. Improving teacher education: Two institutions reflect on their programs

Patio

Raising the bar on “quality” in traditional teacher education programs

Maureen Kincaid, North Central College

Nancy Keiser, North Central College

Traditional teacher education programs *do* prepare quality teachers, yet improvements can be made. Presenters chronicle how a “mandate” became an “opportunity” to redesign and raise the bar on quality.

One division, many routes: Xavier University of Louisiana takes a critical look at its traditional routes to certification

Rachel Davis-Haley, Xavier University of Louisiana

Xavier University is the only Black Catholic University in the United States that has as its goal the development of reflective educators as change agents. Attendees will hear education students analyze our programs.

36. Preparing bilingual teachers and working with Latina/o students

Cavalier

In search of a signature border pedagogy for the preparation of bilingual education teachers along the Texas-Mexico border

Michael D. Guerrero, University of Texas—Pan American

A signature border pedagogy is posited as an approach to better prepare Mexican origin, variably bilingual, first generation bilingual teacher candidates who struggle to pass state mandated teacher certification exams.

The Funds of Knowledge framework: Exploring how preservice teachers can work effectively with Latina/o students

Stacy Saathoff, University of Arizona

This session explores the integration of a “Funds of Knowledge” theoretical framework (Gonzalez, Moll, and Amanti, 2005) into preservice teacher education programs with Latina/o and other students of color.

Ninth Concurrent Session

12:00 – 1:10

37. Professors, central administrators, and customer satisfaction in higher education

Ballroom A

Customer satisfaction research in student retention and program evaluation

Joseph R. McGahan, University of Louisiana—Monroe

Phillip L. Pryor, Everest College

Few institutions graduate more than 50% of their students. We will argue the merits of customer satisfaction research to retain students. This will ultimately create revenue when it is needed most.

How does teaching become learning?: Towards a new paradigm for faculty engagement

Abe F. Marrero, Rogers State University

Profession can be defined as a body of persons *engaged* in an occupation or calling. This paper will explore how the professorate can reengage and energize the academy.

Capturing the true effect of a central administrator

Joseph J. Hughes, Missouri State University

This paper makes a case for rigorous faculty assessment of those central administrators tasked with fostering, improving, and assessing faculty teaching effectiveness—particularly at institutions where no such assessment exists.

38. Foundations as multicultural education

Ballroom B

Foundations at the center: Cooperative inquiry in teaching for social justice

Amanda Morales, Kansas State University

Katherine Sprott, Kansas State University

Stephanie Pearson, Kansas State University

Four culturally diverse instructors and faculty teaching foundations and multicultural education for social justice share the findings from their cooperative inquiry from a social reconstructionist and Critical Race Theory perspective.

39. Teacher evaluation

Ballroom C

Evaluating teachers: Complex assessment for a complex task

Steve Broidy, Wittenberg University

Evaluation of teachers and teaching should both broaden the scope of teaching outcomes that are assessed and focus once again on teachers' personal and relational characteristics.

Teacher evaluation: What works to improve student achievement

Jennifer Dennis, Cameron University

Teacher evaluation is changing across the country. An examination of the research reveals achievement specific strategies that make a difference in teacher performance and student achievement.

Teacher assessment and the nature of teaching: The dilemma of interpretation and action

Rebecca Doherty, Teachers College, Columbia University

This paper argues that a teacher's actions and the act of teaching itself are different. It also argues that teacher assessments through observable acts, portfolio/artifacts review, cultural sensitivity, and standardized tests can be potentially erroneous—as can value-added models.

40. Young teachers and professional development

Patio

Beginning teachers: A principal's and 2nd-year teacher's advice to teacher educators

Karla Smart-Morstad, Concordia College

David P. Morstad, University of North Dakota

We consider teacher education, principals, and beginning teachers to be in partnership. How well are beginning teachers prepared—from their own perspective and the perspectives of principals and teacher educators?

Support systems for first year teachers

Kathy Bliss, Lone Star College

Kitty Warsame, Prairie View A&M

A research based study discusses first year teachers and retention. The session provides interactive dialogue, questions, answers, and short story scenarios regarding first year teachers.

Effective professional development for teachers: Impossibility or reality?

Jerry Whitworth, Texas Woman's University

Is effective professional development for teachers really possible? The Skill Acquisition Model attempts to do what many believe is impossible—provide professional development that will enhance and improve classroom instruction.

41. Technology in education

Cavalier

Preparing technology-integrating educators: Implications for educator preparation programs

Young Hee Lee, Texas Southern University

Holim Song, Texas Southern University

This paper discusses the issues that emerge as critical factors in technology integration in higher education—and their impact on teachers' use of technology in K-12 classrooms.

Mapping literacy: Preparing teachers to develop curriculum with GIS technology

Serina A. Cinnamon, Southern Illinois University—Carbondale

This presentation discusses how we can prepare teachers to develop curriculum using GIS technology as a transformative literacy building process in the classroom.

Issues with online instruction of teachers

Cynthia Miller, Fort Hays State University

This paper presents a survey of teachers (completed spring and summer 2013) in an online graduate program, reporting their perceptions of instruction and exposure to and opinions of using multiple LMS (learning management systems) for coursework.

Tenth Concurrent Session

1:20 – 2:10

42. Educational foundations: An endangered species

Ballroom A

Building upon Rock vs. Sand: The importance of Foundations of Education courses to development of teachers as democratic professionals

Philip P. Kelly, Boise State University

An examination of the "foundational" role of Foundations of Education as a basis for democratic education and deliberation, as well as the forces advocating a technician-based approach to teacher education.

The extinction of Educational Studies and Educational Foundations in the 21st century

Nicholas Daniel Hartlep, Illinois State University

Bradley Porfilio, Lewis University

This paper addresses matters of importance for P-20 practitioners and students as they relate to the trend of eliminating educational foundations from colleges of education.

43. Issues in math and science

Ballroom B

Science safety in Texas secondary schools: A longitudinal study

Sandra S. West, Texas State University

Lisa D. Kennedy, Texas State University

Results from a study of Texas school science safety of 5323 secondary teachers will be compared to similar studies from 1990, 2001, 2004 and 2007 with issues such as overcrowding addressed.

Mathematics teacher turnover in Texas using data mining techniques

Gladys H. Krause, University of Texas—Austin

Guadalupe Carmona, University of Texas—San Antonio

We studied turnover of mathematics teachers in Texas by generating a model through data mining techniques that isolates crucial factors which discourage mathematics teachers from remaining in the teaching profession.

44. Issues in social studies

Ballroom C

Preparing tomorrow's social studies teachers: How are we doing? What should we be doing? A case study

Leah Blakey, Drury University

Are newly minted teachers equipped with the tools to teach in the secondary social studies classroom of the 21st-century? This case study highlights strengths, weaknesses, and plans for the future.

Elementary social studies education in Texas: An endangered species

Jose Maria Herrera, University of Houston—Downtown

This paper will discuss the result of a survey conducted with Texas elementary teachers concerning the teaching of social studies.

45. Teacher evaluation

Patio

How does Transformational Learning impact teacher evaluation?

Patty J. Horn, Northern Arizona University

As one considers transformational learning stages within the process of teacher evaluation, a teacher's practice accelerates at a rate that is meaningful and long-lasting, resulting in increased student success.

Using the Forced Field Analysis to improve the teaching of a needs improvement teacher

James K. Hawkins, Cameron University

The forced field analysis is a method that enables the needs improvement teacher to compare his or her methods with other teachers—those with whom he or she has worked, or the very best teacher in his or her past.

46. Engaging families / Perceptions about gifted education

Cavalier

Strengthening family engagement through teacher education

Neelu Tajani, University of Houston

Kenneth Lee Powers, University of Houston

"It takes a village to raise a child." Come and learn why it is important to train teachers on how to engage families and build partnerships for student learning

Teachers' perceptions and beliefs about gifted students and gifted education

Amy Morgan Schmidt, College of William and Mary

Young Eun Son, College of William and Mary

To better understand how new teachers are prepared for classrooms of diverse learners, we set out to determine how preservice teachers perceive and value gifted students and gifted education.

Eleventh Concurrent Session

2:20 – 3:40

47. Experiential learning with at-risk students

Ballroom A

Jaguar Camp: Teaching students through innovative instruction

Shelley B. Harris, Texas A&M University—San Antonio
Mishaleen Allen, Texas A&M University—San Antonio
Mary Alice Cisneros, Councilwoman and President of American Sunrise
Juanita Sepulveda, Texas A&M University—San Antonio

This symposium discusses incorporating innovative instruction in a summer outreach program for at-risk students using the experiential learning model with graduate students.

48. Race, language learning and disability preparation in teacher education programs

Ballroom B

Preparing critical educators for diversity classrooms and populations

Sylvia Mac, Oklahoma State University
Jason Johnson, Oklahoma State University
Yu-Ling Hsiao, Oklahoma State University

This panel addresses critical questions in three areas of diversity: race, language learning, and disability. How do teacher education programs hinder or prepare teachers to be critical on diversity issues?

49. Valuing and developing paraeducators

Ballroom C

Agency for the other: A call to action for leaders to empower paraeducators

Marla McGhee, Texas Christian University
Melody Johnson, Texas Christian University
Tammy Riemenschneider, Texas Christian University

Facilitated by a former teacher, a former principal, and a former superintendent, this unique session targets the use of paraeducators in schools and districts—addressing their professional development needs and privileging their voices.

50. Building the reflection and analytical skills of pre-service teachers

Patio

A glass half full: Preservice teachers' entry-level analytical skills

Mark Riney, West Texas A & M University

This qualitative study examines the entry level analytical skills of 35 preservice teachers to challenge and build on their preconceptions of teaching for the purpose of improving introductory education courses.

Improving student learning through the development of e-portfolios in the teacher education program

Michael England, Southwestern Adventist University

Reflection as a means to initiate beginning teachers into a complex and demanding job has been on the agenda of many teacher educators. Compared with traditional paper-based portfolios, electronic portfolios offer unique opportunities for student reflection.

51. Collaboration in a teacher education program

Cavalier

Collaboration between preservice teachers: Faculty research and student views

Nancy Foley, Northwest Missouri State University
Shantel Farnan, Northwest Missouri State University
Victoria Seeger, Kansas State Department of Education
Katie Whelan, Northwest Missouri State University
Breeann Belding, Northwest Missouri State University
Cynthia Aucker, Northwest Missouri State University
Alyssa Franchett, Northwest Missouri State University

Collaboration should be a naturally occurring phenomenon in schools, but it is seldom included during preservice experiences. This project between special education/methods candidates modeled collaboration. Online collaboration threaded discussions proved effective.

Twelfth Concurrent Session

3:50 – 4:30

52. World perspectives: Sub-Saharan Africa and Saudi Arabia

Ballroom A

Decolonizing English second language teacher education in non-English speaking sub-Saharan Africa: Appropriation, discourse and critical communication pedagogy

Nicolas N. Manuel, Washington State University—Pullman

Exploring the concept of appropriation and communication pedagogy through discourse analytic lens, this presentation problematizes and questions second-language education reforms in post-colonial spaces with particular reference to non-English speaking sub-Saharan Africa.

Islamic teachers' perceptions of improving critical thinking in Saudi elementary schools

Mesfer Alwadai, Southern Illinois University—Carbondale

This presentation presents research about Islamic teachers' perceptions toward critical thinking skills in elementary schools in Saudi Arabia. Several influencing factors have been uncovered.

53. Examining language and dialect

Ballroom B

From chaos to order: An empirical approach to creating quality teachers

Patricia Walker-Swinton, Philander Smith College

This study suggests altering the curriculum of traditional education programs to include required credits covering mixtures of American dialects will likely have a positive impact on students' academic achievement rates.

Language as a problem, as a right, and as a resource

Leslie Gauna, University of Houston

Jane Cooper, University of Houston

Christine Beaudry, University of Houston

Through the narratives of bilingual/ESL student teacher candidates and their instructors, we explore language practices and language ideologies that challenge monolingualism as the tacit norm in teacher preparation programs.

54. Considering Response to Intervention (RTI)

Ballroom C

Should teacher education programs include Response to Intervention (RTI) classes to support the knowledge base of new teachers?

Eura S. Roberson, Texas A&M University—Commerce

An overview of Response to Intervention (RTI) focusing on the degree to which all teachers should be taught its principles and the integration of tiered intervention modules to support students' needs.

Making RTI (Response to Intervention) as simple as ABC

Dawn Swain, University of Houston—Clearlake

This presentation informs teachers and administrators how to use RTI effectively in the classroom without feeling overwhelmed with the entire process. The presentation addresses how to make the best use of resources and time while seeing positive results in student learning.

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