

College of Education and Human Development's Newsletter November 17, 2004

Please submit items to Gail Haller (ghaller@gmu.edu) by Thursday of each week.

Bill Brozo (wbrozo@gmu.edu) co-presented a paper with Dr. Kathy Puckett of Arizona State University at the College Reading Association annual conference in Delray Beach, Florida. The paper, titled "Assistive Technology Mediated Content Literacy Strategies: Teacher Innovations and Perception," summarized work done in a two-year Eisenhower grant project at the University of Tennessee.

Joe Gagnon (jgagnon@gmu.edu) and P. Maccini presented "Linking Curriculum in Exclusionary School Placements to Public Schools" at the annual Teacher Educators for Children with Behavioral Disorders Conference in Tempe, Arizona on November 28.

Joe Gagnon (jgagnon@gmu.edu) and C. Cutting presented "Approaches to Curriculum in Juvenile Correctional Schools at the Annual Teacher Educators for Children with Behavioral Disorders Conference in Tempe, Arizona on November 28.

Joe Gagon (jgagnon@gmu.edu) and M. McGlynn presented "EDJJ Professional Development Series: Viewing of the Instructional Strategies Module" at the annual Teacher Educators for Children with Behavioral Disorders Conference in Tempe, Arizona on November 28.

Julie Kidd (jkidd@gmu.edu) and **Kristy Dunlap** (kdunlap@gmu.edu) presented a paper titled, "An Inquiry Approach to Classroom Assessment and Instruction: Promoting Teacher Decision Making and Empowerment" at the College Reading Association Annual Meeting on October 29 in Delray Beach, FL.

Jennifer Garvey Berger (jberger1@gmu.edu) has an article titled "Dancing on the Threshold of Meaning: Recognizing and Understanding the Growing Edge" in the current issue of *The Journal of Transformative Education*. Through previous research and some current IET examples, the article examines the possibilities for teachers when we get our students to the very edge of their knowing--how to move them there and why you might want to.

Anastasia Kitsantas (akitsant@gmu.edu), **Herb Ware** (hware@gmu.edu) and R. Martinez-Arias published "Students' Perceptions of School Safety: Effects by Community, School Environment and Substance Use Variable" in *The Journal of Early Adolescence*, 24 (4), 412-430. (2004)

Candace Strawn (cstrawn@gmu.edu) presented a paper titled "The 'What About the Boys? Debate: An Analysis of the Gendered Educational Backlash" at the 30th Annual Fall Convention of the American Education Research Association's , Research on Women and Education Special Interest group in Cleveland, October 27-30. She is also the new membership chair of this SIG.

Dimitar Dimitrov (ddimitro@gmu.edu) had an invited presentation at the Conference of the Midwestern Educational Research Association, October 13-16, in Columbus, Ohio. He also presented two research papers, one of which is in collaboration with CEHD colleague **Charles Thomas** (cthomas@gmu.edu). He has also been nominated to serve as Vice President of the MWERA and Program Chair for the 2005 Conference of the association.

Bev Shaklee (bshaklee@gmu.edu) gave a presentation titled, "Culturally Responsive Teaching: Identifying Young Gifted Children" along with a special session "Performance on Assessments for G/T Educators" at the 51st Convention of the National Association for Gifted Children, Salt Lake City, UT.

April Niver (aniver@gmu.edu), **Elijah Mirochnik**, (emirochn@gmu.edu), and **Anastasia Samaras** (asamaras@gmu.edu) presented an example of arts-based research and cultural studies in teaching by using the horror film genre as a framework for discussing struggles for normalcy in education. The session "Invasion of the Body of Knowledge: Professionalism, Fear, Transformation" was received at the Bergamo Conference in Dayton, Ohio on October 23. The Bergamo conference is an annual meeting hosted by the *Journal for Curriculum Theorizing*.

Layne Kalbfleisch (mkalbfle@gmu.edu) presented a special session (twice) on November 6 at the National Association for Gifted Children annual meeting in Salt Lake City titled "Hard-wired for Talent: The Functional Neural Anatomy of Talent." The session was invited by the organization president and sponsored by the Esther Katz Rosen Center for Gifted Education Policy at the American Psychological Association.

Elijah Mirochnik (emirochn@gmu.edu) led an arts-based participatory performance session titled "Scoreless Bowling: Rocking the Rules of the Testing Game Through a Live Experiment in Play and Power" at the JCT (*Journal of Curriculum Theorizing*) Annual Conference in Dayton on October 22. The Scoreless Bowling session was the first session in the history of the 25-year-old conference to take place in a bowling alley. Twenty-five professors from the United States and Canada attended the session.

Lorraine Valdez Pierce (lpierce@gmu.edu) was the Keynote Speaker for the annual state Minnesota TESOL Conference in Minneapolis on Nov. 6. Her speech was titled: "Assessment, Research, and Education Policy: From Chaos to Coherence."

Nada Dabbagh (ndabbagh@gmu.edu) presented a paper titled "Scaffolding: An Important Teacher Competency in Online Learning" at the Association for Educational Communications & Technology's (AECT) annual conference in Chicago on October 22.

Dianne Battle and **Nada Dabbagh** (ndabbagh@gmu.edu) presented "Copyright for Educators: Instructional Strategies for Going Beyond Compliance" at the Association for the Advancement of Computing in Education's (AACE) E-Learn World Conference in Washington, DC, November 2.

Nada Dabbagh (ndabbagh@gmu.edu) presented a paper titled "Pushing the Envelope: Designing Authentic Learning Activities Using Course Management Systems" at the Association for the Advancement of Computing in Education's (AAACE) E-Learn World Conference in Washington, DC November 5. This paper will be published in an edited book titled *Course Management Systems for Learning: Future Designs*, Colleen Carmean and Patricia McGee (Eds.), Idea Group, Inc.

Linda Rikard (lrikard@gmu.edu) and **Dominique Banville** (dbanvill@gmu.edu) had a manuscript accepted in the *High School Journal* titled: "High School Physical Education Teachers' Perceptions of Block Scheduling." It has been selected to appear in the February/March 2005 issue.

Linda Rikard (lrikard@gmu.edu) and **Dominique Banville** (dbanvill@gmu.edu) had a paper accepted for the 2005 Annual meeting of the *American Educational Research Association (AERA)* that will be held in Montréal, Canada, April 11-16. The title of the presentation is: "A Herd of Cattle": High School Student Attitudes about Physical Education."

Dominique Banville (dbanvill@gmu.edu) had a manuscript accepted for publication in *Research Quarterly for Exercise and Sport* titled "Information Shared with Interns during Internships in Relation to the NCATE/NASPE Guidelines for Teacher Preparation in Physical Education."

As a member of an international research team, **Dominique Banville** (dbanvill@gmu.edu) has co-authored a paper that has been accepted in *Research Quarterly for Exercise and Sport* titled "A Cross-Cultural Investigation of the Use of Teaching Styles."

Libby Hall (lhall4@gmu.edu) served as a member of the Board of Examiners for NCATE at Syracuse University, November 6-10.

Marjorie Hall Haley (mhaley@gmu.edu) was the invited keynote speaker for the Foreign Language Educators of New Jersey (FLENJ) on Thursday, Nov 4, in Atlantic City. The title of her address was, "Language Learners in the New Millennium."

Marjorie Hall Haley (mhaley@gmu.edu) gave a workshop for the Foreign Language Educators of New Jersey on Thursday, Nov 4 in Atlantic City. The title of the workshop was "Multiple Intelligences and the Language Learner in the 21st Century."

Marjorie Hall Haley (mhaley@gmu.edu) gave a half-day staff development workshop to two elementary schools in Fauquier County on Tuesday, Nov 2. The title of the workshop was "Successful Strategies for Working with English Language Learners."

David Anderson (danderso@gmu.edu) made two presentations to new grantees funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools. These presentations, titled "Evaluation and Accountability: From Goals to Results", offered motivation and guidance on conducting evaluation with their projects, including those on

mentoring, physical education, character education, alcohol abuse reduction, civic education, correctional education, and emergency response. This was held in Washington, D.C. on November 5.

David Anderson (danderso@gmu.edu) offered two workshops at the 19th Annual College Alcohol Conference in Virginia Beach on November 5-6, sponsored by the Virginia Department of Alcoholic Beverage Control with funding from the Virginia Department of Motor Vehicles. These two workshops were titled "Evaluation of Campus-Based Impaired Driving Efforts" and "Impaired Driving Prevention with College Students: History, Preparations and Impact." He also introduced and facilitated the anonymous, keypad-based decision software during one of the conference's keynote speeches.

Joan Isenberg (jisenber@gmu.edu) represented the United States on an International Panel titled "Current Trends and Issues in Early Childhood Teacher Education: A Global Perspective" at the annual conference of the National Association of Early Childhood Teacher Educators in Anaheim, CA. Other panel members included early childhood teacher educators from Canada, China, Korea, Japan, and Nigeria.

At the same conference, **Joan Isenberg** (jisenber@gmu.edu) also presented a session on Leadership for Early Childhood Teacher Educators with colleagues from Arizona State University and California State University, Monterey Bay.

David Anderson (danderso@gmu.edu) presented a workshop entitled "Accountability with Campus Alcohol Prevention: Resources for Creating Sustainable Initiatives" at the State University of New York "Enhancing Student Success" conference. Held in Albany, New York on November 16, this workshop highlighted the three major resources developed with the Promising Practices: Campus Alcohol Strategies project and available at www.promprac.gmu.edu.

PhD Students

Barbara Acosta, bacosta@gmu.edu, PhD candidate in MME, presented at the Texas Association for Bilingual Education Conference in El Paso, Texas on the topic of "Influence of Literacy Instructional Practices in Two-Way Immersion Programs" on October 22.

Cynthia Young Buckley (cbuckley4@aol.com) defended her dissertation titled "Establishing and Maintaining Collaborative Relationship Between Regular and Special Education Teachers in Middle School Social Studies Inclusive Classrooms" on November 12. Committee members included Tom Scruggs (tscruggs@gmu.edu), Chairperson, Betty Sturtevant (esturtev@gmu.edu), and **Evelyn Jacob** (ejacob@gmu.edu).

Anne Umina (Anne.Umina@fcps.edu), ASTL/GT graduate student and FCPS consultant for middle school education, gave a presentation titled, "Developing Creativity in Middle Grades Using Parallel Curriculum" at the 51st Annual Convention of the National

Association for Gifted Children in Salt Lake City. Anne's presentation was a result of her action research project in the GT program at GMU.

ASCD just completed a full day of filming at Washington Mill Elementary School in Fairfax where doctoral student **Tish Howard** (tish4@aldelphia.net) is the principal. The school was chosen to be a focus school in a training film they are doing for new administrators, and she was selected as an administrator that is succeeding in reducing stress among staff and students. The school has focused on many things besides test scores, including nutrition, exercise, fun and play and academics. Our scores are up about 10% across the board. Channel 9 news came out and did a follow up report for their local TV news broadcast.

CEHD News

The LIFE Program received a \$10,000 gift from the International Order of Alhambra, a fraternal order of Catholic men. The organization is dedicated to assisting the mentally challenged and in recognition of the LIFE program's outstanding work presented the check on Wednesday, November 3.

The John B. Muir Editor's Award, which recognizes the author or authors who have made the most significant contribution to NACAC's Journal of College Admission during the past year, was awarded to **Mark Hicks**, assistant professor of educational transformation at George Mason University (VA), and Carla Shere, college planning coordinator for Learning Leaders (NY), for their series of articles, "Toward Reflective Admission Work: Making the Case for a Transformative Approach to Admission Practice and Reflection in Action" and "Toward Reflective Admission Work: New Directions for Thoughts and Practice."

On November 1st the PDT Committee (**Mary Kayler, Jennifer Berger, Kevin Clark, and Kristy Dunlap**) initiated Communities of Practice as a way to enhance professional development opportunities and to work towards building a more inclusive community in which we learn from and with each other in a meaningful, relevant, and supportive format. We were delighted to have 38 people attend our opening session and have received overwhelming positive feedback about continuing!

The committee appreciates the support faculty have shown in their willingness to facilitate (**Debbie Sprague, Cyndi Pixley, and Sylvia Sanchez**) and sends thanks to all of the participants who helped inform and shape our conversations in meaningful ways to further our participation in our communities of practice.

We will send a brief overview of each table discussion along with participants' feedback and focus areas for our December 6th Communities of Practice session, again starting at 11:30 am, before the faculty meeting in Dewberry Hall.

Grants/Proposals

Nada Dabbagh (ndabbagh@gmu.edu), **Anastasia Kitsantas** (akitsant@gmu.edu), and Laurie Fathe of the Center for Teaching Excellence submitted a preliminary FIPSE (Funds for Improvement of Post Secondary Education) proposal titled "Developing a

Replicable Web-Based Pedagogical Tool that Supports Self Regulated Learning to Improve Freshmen Retention.”

Nada Dabbagh (ndabbagh@gmu.edu) submitted a proposal titled “Developing a Replicable Web-Based Pedagogical Tool that Supports Self Regulated Learning to Improve Freshmen Retention” to the U.S. Department of Education.

Kabba Colley (kcolley@gmu.edu) submitted a proposal titled “Mason Secondary Teacher Education, Retention and Renewal Program (mSTERR) to the U.S. Department of Education.

Penelope Earley (pearley@gmu.edu) submitted a proposal titled “Partial Support for Center for Education Policy *Policy Perspectives*” to CADREI.

Conferences

(The following conference announcements were listed previously and will continue to appear until the conference date)

The Center for Education of the National Research Council, with support from the American Educational Research Association, the American Psychological Association, and the National Science Foundation, will host a one-day forum on December 14 to explore the application of multiple social science research methods to educational problems. Further information can be found at http://www7.nationalacademies.org/cfe/multiple_methods_workshop.html.

The Virginia ESL Supervisor’s VESA Conference will be held February 25-26, 2005 at the Koger Center Holiday Inn in Richmond. Further information can be found at <http://www.pen.k12.va.us/VDOE/Instruction/ESL/>.