

AATC *Newsletter*

American Association for Teaching & Curriculum

Volume XIII.2

February, 2006

2005-2006 Officers

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**AATC 2006 Conference
 October 12-14, 2006
 Charlotte, NC**

**Hyatt Hotel, South Park
 \$109.00 per night, single or double**

Reservations begin in May
 More details in the May Newsletter

President's Corner

Winter 2006 – Note From William Veal

I hope everyone is having a wonderfully productive semester in their teaching, research, and service activities. I write to you in the mist of a movement by some to publicly criticize schools of education. Although there have been books and journal articles written on the effectiveness of schools of education, the recent onslaught of journalistic freedom is troubling. For example, a recent opinion article, "The Last Word" in *Newsweek*, the author stated that "the permeation of ed schools by politics is a consequence of the vacuity of their curricula" (p. 98, January 16, 2006). In presenting his opinion for the demise of schools of education, the author dismisses the notion of a critical lens toward education instead of "mere knowledge." He concludes that the Progressive era in which education

is enthralled is all about thinking without substance. He supports his opinion with certain studies in which inner-city charter schools are providing teacher-centered instruction “where knowledge is regarded as everything.” I want to ask you all, what knowledge is of most worth? On whose knowledge are we focused?

I don't want to start a political rally or have the members of AATC send letters to *Newsweek* or their Congressional members, rather I want you to reflect on what knowledge you can bring to the AATC membership through journal articles in the *Curriculum and Teaching Dialogue*, conference presentations, and discussion. We are in an era of standardized tests and scientifically-based research using randomized studies, but what other knowledge through other methods can we bring to the table? Most of our institutions must go through NCATE accreditation. What knowledge are your candidates learning? How is your teaching and curricula influenced or altered by the data you have collected? What are dispositions anyway? Are they tangible? Are they knowledge based? If we have to collect data on dispositions to be accredited but others view us as non-scientific, then where must we go to provide the data to establish ourselves as valid preparers of teachers? I want the curriculum and standards discussion initiated by David Flinders and Cheryl Craig to continue at the next conference with an application toward the substance of schools of education.

Along the same line, I am committed to opening the discussion on curriculum standards and teaching. One way to do this is to ask your colleagues to share their knowledge and experiences with us at the next conference and in the next journal. The presentation of these ideas and research provides a snapshot of who we are as an organization. I believe this message also

leads to our Constitution as an association of teachers and curriculum specialists. I have asked a sub-committee of the Executive Council to look at the Constitution and make recommendations for change. These changes may seem like necessary alterations for functionality, but inherent with each change is a philosophy of who we are and what we want this organization to be. Once the recommended changes to the constitution are provided, I hope that all of you will share your ideas so that the voted changes will make our organization that researches and collects data that is meaningful to teaching and curriculum.

William Veal, President 2005-2006

More about the conference from Marcy:

October 12-14, 2006

This is just a short note to keep you informed of the planning for our Fall Conference. The conference will be held in Charlotte, NC at the Hyatt Hotel, South Park. This took some negotiating, but we got room rates for \$109.00 per night, single or double. The hotel is located across from the South Park shopping mall, one of the largest in Charlotte. There are many restaurants within walking distance and the hotel can provide information on how to get to downtown Charlotte. The facility is quite nice. It is a short ride from the Airport and Super Shuttle is available. Conference opening session begins on Thursday, at 10:00 A.M. Board members will need to be at a meeting at 8:00 A.M. The conference ends on Saturday, 2:00 P.M.

Room reservations for the hotel will begin in May and will continue until September 1, 2006. You will make your reservations directly with the hotel. I suggest that once you have your plans set that you make your reservations early. I will post a reservation form on AATCTALK, the web-site, the next newsletter, and Lynne Bailey will enclosed hotel forms and conference forms in letters of acceptance for presentations.

I strongly encourage you to get your proposals in to Lynne and encourage colleagues to attend.

Conference registration fees will not be going up if I can help it. I am awaiting catering information and will work hard to keep registration fees as they were last year. There will be early bird discounts, one month out discounts and on-site fees. All presenters must register for the conference.

If you have multiple people on your proposal, I count all of them in trying to guarantee meals and breaks. Thus absentee presenters really cost us money. Be sure that the people you include on your proposals plan to come to the conference. If for some reason they must cancel, you need to let me know immediately. Last year we had only 2 people show up for a panel of 7. The missing 5 people cost us a lot of money (multiply 5 times two breakfasts, lunch, dinner and one all day break). Fortunately, we had a huge attendance, many local people who did not stay for a lunch or dinner or breaks, so we did not lose money, but we could have.

We will have some "scholarships" available for students to help defray the cost of the conference, but in return, we would appreciate some help at the conference registration desk, monitoring rooms to make sure all equipment is working, etc. Students will have to apply for the "scholarship," details will be forthcoming closer to registration time. The monies used for the "scholarships" was raised through the book sales set up by Stacey Elsasser and some funds left from the Curriculum Teachers Network contribution. We will have approximately \$600.00 to help students. Remember, they already get a major discount on the conference fee itself.

<p>To contact all members with ideas and points of interest, send to the AATC Listserve. AATCTALK@listserv.tamu.edu. To join the listserv contact Lynn Burlbaw at burlbaw@neo.tamu.edu.</p>

AATC Doctoral Dissertation Awards Nominations 2006

AATC requests nominations for its annual awards to recognize two distinguished doctoral dissertations—one in Teaching and one in Curriculum. Competition is open to non-members, but all applicants must be nominated by an AATC member. Entries are not limited to a particular kind of research. The nominee's dissertation must have been defended and approved by the doctoral committee no earlier than the 2004 fall semester.

Each entry must include:

1. A letter of nomination attesting to the quality of the dissertation. The nomination should speak to the following items: the research is related to teaching or curriculum; the dissertation represents the highest level of scholarship; the research represents a significant contribution to fostering the understanding of current issues, problems, or interests in teaching or curriculum; the scope of the research is adequate for the problem or issue under consideration; the conclusions of the research relate to improving professional practice or advancing theory or understanding of teaching or curriculum; and the dissertation is well written.
2. A summary of the dissertation. Submit 3 hard or electronic copies (MSWord, rtf, pdf, or txt) of a 2,000-2,500 word summary of the dissertation with a 1 page of references. There should be no reference to the author in the summary or references. The electronic copy should be in
3. A letter of intent from the author stating whether you wish to apply for the AATC Distinguished Dissertation in Teaching Award or the AATC

Distinguished Dissertation in Curriculum Award. Your letter should include your current mailing address, email, and phone number. It is the responsibility of the author to notify the chair of the Dissertation Selection Committee if there is a change of address.

4. The following criteria will be used to judge the entries: level of scholarship, research methods, adequate scope relative to the problem or issue under consideration, relevance of conclusions to improving professional practice or advancing theory or to understanding of teaching or curriculum, level of writing, and practicality of purpose and results.
5. Entries should be postmarked or sent electronically no later than **April 1, 2006**. Send materials to:

Dr. Alan W. Garrett
President-Elect, AATC
Department of Educational Studies
Station 25
Eastern New Mexico University
Portales, NM 88130
alan.garrett@enmu.edu

All questions should be directed to Dr. Alan Garrett. alan.garrett@enmu.edu

Applicants will be notified of the judges' decision in June, 2006. Winners will receive a free one-year membership to AATC, a conference fee waiver to the annual AATC conference at which the award will be presented, and an invitation to present the study at a AATC conference session.

The Dissertation Committee Members are Sara Davis, Bob Gutierrez, and Karen Riley

CALL FOR PROPOSALS

Thirteenth Annual Conference

of the

AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM

October 12-14, 2006

Charlotte, NC

The American Association for Teaching and Curriculum (AATC) invites proposals for scholarly/professional papers and programs to be presented at the Thirteenth Annual Conference. The types of presentations being solicited include Papers, Ideas and Issues, Panels/Symposia, and a category reserved for graduate students—the Poster Session.

*—A Paper presentation is a formal paper reporting on-going or completed research and invites reactions. Copies of the paper should be distributed and should not have been previously presented. Paper presentations are allotted 15-20 minutes for presentation plus an additional 5-10 minutes for audience reactions.

*—An Ideas and Issues session is a presentation of questions for inquiry and/or concepts or theories to engage the audience in discussion. Ideas and Issues sessions are allotted up to 10-15 minutes for presentation and 30 minutes for discussion.

*—A Panel/Symposium involves several speakers discussing varied points of view on a specified issue of interest to the AATC membership.

Panels/Symposia are allotted 60 minutes for presentations and audience participation.

*—A Poster Session incorporates a graphic representation and an oral presentation on a current educational issue. Graduate students will be given 15 minutes in which to present their issue, with remaining time allotted to audience response.

Proposals must be received no later than
March 10, 2006.

**All proposals for presentation at the
AATC
annual conference will be subjected to
blind review.**

Proposals are to be printed and organized in the manner specified on the Proposal Application. Proposals that do not follow this format will not be reviewed.

All presenters must pre-register for the conference. Presenters should bring 15 copies of any materials for sharing at the conference.

If you are willing to serve as a reviewer of proposals or as a session moderator, your help would be greatly appreciated. Please contact:

Lynne M. Bailey
Assistant Professor of Education
Department of Middle, Secondary, and K12
Education
College of Education
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223

lm Bailey@email.uncc.edu
704 687-8879

Proposal Application for the Thirteenth Annual AATC Conference

Name: _____

Title/Affiliation: _____

Address: _____

City, State, Zip: _____

Telephone: _____

E-mail: _____

Names of Co-presenters, if applicable: _____

(Note: If necessary, attach a separate typed sheet with information for additional participants)

Type of presentation (circle one):

Paper

Issues and Ideas

Panel/Symposium

Poster

Title of Presentation:

Abstract: In the space below please type a 15-25 word description of your presentation exactly as you wish it to appear in the printed program.

Proposal: Please attach a two page, typed, double-spaced narrative that includes the title, objectives, content and techniques for the presentation. Please be as specific as possible. Please omit the names of the authors or presenters.

Audio-Visual Equipment requirements: Most rooms will be equipped with basic AV equipment including an overhead projector and a screen. All other AV equipment will be the responsibility of the presenters.

Submit:

- 1 Cover sheet
- 3 copies of the narrative for the presentation/proposal
- 3 Self-Addressed Stamped Envelopes
 - one** for acknowledging receipt of the proposal
 - one** for reviewers' comments and recommendations, and
 - one** for conference information.

Statement of Intent: For the purpose of avoiding any misunderstanding, please sign the following statement of intent:

*I certify that the named participants and I have agreed to take part in this program and will do so if this proposal is accepted. My responsibility is to notify each co-presenter regarding the status of the proposal as well as the date, time, and location of the presentation, if it is accepted. **I understand that all presenters must pre-register for the program.***

Signature of person submitting the proposal:

Please send all proposals, by **March 10th, 2006** to:

Lynne M. Bailey
Assistant Professor of Education
Department of Middle, Secondary, and K12 Education
College of Education
University of North Carolina at Charlotte
9201 University City Blvd
Charlotte, NC 28223

lmbailey@email.uncc.edu

704 687-8879

A reminder – Postage has gone up to 39 cents,
so please include the correct postage on the return envelopes.

Curriculum and Teaching Dialogue Guidelines for Submitting a Manuscript

1 original manuscript with title of manuscript, submission category, name(s) of author(s), full mailing address, telephone number, and e-mail address on the cover page.

1 abstract of no more than 75 words

1 bibliography of each author, 15 words or less

3 manuscript copies with the title of the manuscript at top (no author)

12 point font, double spaced, page limit according to category

References in APA style

IBM compatible, Word 97 format (disk to be sent if the manuscript is accepted)

Tables, figures, and graphs attached at the end of the manuscript, with specific program used to create them and with place in manuscript indicated by [insert Table X here]

1 self-addressed stamped envelope for notification of manuscript arrival

Electronic submission of articles preferred. Manuscripts may be sent to <ctdjournal@jmu.edu>.

Please include all the additional information requested in the hard copy submission.

Hard copy manuscripts may be mailed to:

Dr. Barabara Slater Stern, Editor
James Madison University
Secondary Education Program
MSC 1908
Harrisonburg, VA 22807

Questions can be sent to email address: <ctdjournal@jmu.edu>.

CALL FOR MANUSCRIPTS—2006

CURRICULUM AND TEACHING DIALOGUE
THE JOURNAL OF THE AMERICAN ASSOCIATION FOR TEACHING AND CURRICULUM
PUBLISHED TWICE PER YEAR

TYPES OF MANUSCRIPT SUBMISSIONS

SELECTED CONFERENCE PAPERS

These papers must have been presented at the annual conference held in October each year. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category must be postmarked by October 25th of that year.

OPEN SUBMISSION PAPERS

These papers do not have to be presented at the annual conference, but must be on topics relating to teaching and/or curriculum. The length must not exceed 20 pages double-spaced or 5000 words including references. Manuscripts in this category may be submitted for review at any time.

BOOK REVIEWS

Reviews of books related to teaching or curriculum are also welcome. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

DIALOGUE COLUMN

This column will be open for anyone who wishes to respond to previously published CTD manuscripts or presentations at AATC conferences. The length must not exceed 4 pages double-spaced or 1000 words. Manuscripts in this category may be submitted for review at any time.

LETTER TO THE EDITOR

Letters to the editor will be selected at the discretion of the Editor.

All manuscripts will be reviewed by the Editorial Board. Accepted manuscripts will be published in either the spring or the fall issue.

News from members

** Karen Riley has a new edited book coming out in March/April entitled - Social Reconstruction: People, Politics, Perspectives. Some of the authors are AATC members -- Barbara Stern and Marcy Kysilka for example.

** David Flinders had an article published on what adolescents think about the war in Iraq in the December issue of Phi Delta Kappan.

Announcements from members

** The Center for Teaching and Learning at Northeastern State University, Tahlequah, Oklahoma, in cooperation with the Teaching and Learning Conference Committee is issuing a call for proposals for the 2006 Oklahoma Higher Education Teaching and Learning Conference. The theme for the conference this year is "Professors are from Mars Students are from Snickers: Liberating the Classroom". While the keynote speaker, Dr. Ronald Berk will be addressing how he uses humor to increase student learning, the theme of the conference centers around "Liberating the Classroom". This theme is open to many interpretations and should not be limited to humor. Distributed Learning, Service Learning, Podcasting, or other tactics faculty use to break the mold of a traditional classroom will certainly be considered. The deadline for proposals is **Feb. 15, 2006**. The conference is April 20, 2006 here at NSU. Additional conference information can be found at <http://arapaho.nsuok.edu/~ctl> <<http://arapaho.nsuok.edu/%7Ectl>> or click here for the proposal page:

<http://arapaho.nsuok.edu/~ctl/conf06/Website/callproposals.html>

<http://arapaho.nsuok.edu/%7Ectl/conf06/Website/callproposals.html>

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A Developmental Approach for Research on Professional Development Schools

A One-Day Pre-Conference Workshop

American Educational Research Association (AERA)

San Francisco, CA

Registration Fee: \$90

Registration: www.aera.net

Directed by

Jane Neapolitan -Towson University

Jeanne Tunks -University of North Texas

Alison Rutter -East Stroudsburg

University of Pennsylvania

**AATC 2005 – 2006
Conversation**

Join William Veal in a year-long dialogue about the development of Curriculum Studies Standards. Every newsletter will include the standards, discussion, and progress toward the development of a set of standards that will be highlighted at the annual conference in 2006. Join the discussion on AATCTalk about standards development and make your contribution to the process. Shown below is the current status of the standards. The direction the discussion takes will be up to the participants in the dialogue.

**American Association for Teaching and Curriculum
Task Force on Curriculum Studies Standards**

Members of the Task Force:

O.L. Davis	Judith J. Slater
Stephen M. Fain, Chair	Marcella Kysilka
David Flinders	Bruce Uhrmacher
J. Randall Koetting	Ronald Wilhelm

Justification

The contemporary educational landscape is replete with reform efforts intended to improve education at all levels. In the area of professional education the National Council for the Accreditation of Teacher Education (NCATE), State Departments of Education and various specialty areas have endorsed standards which serve to ensure that the scope and quality of training associated with academic programs and professional licenses are adequate to meet the needs of those who would employ individual professionals trained in and sanctioned by these programs. To date, no such standards exist in the area of Curriculum Studies. This situation has resulted in the devaluation of Curriculum Studies.

Mission

The purpose of this Task Force is to develop and establish a set of standards by which programs in Curriculum Studies may be assessed and to demonstrate the importance of Curriculum Studies in the preparation, licensure and certification of professionals in education.

Curriculum Studies Defined

Curriculum Studies refers to advanced graduate level course work grounded in the basic areas of Curriculum and Instruction. Specifically Curriculum as an area of study is distributed over the following five (5) categories: theory, research, history, planning and implementation, and evaluation. Instruction is distributed over the following five (5) categories: theory, research, teaching, planning and evaluation. Curriculum Studies in an integrated area of study that

combines Curriculum and Instruction and intellectually and practically considers questions of the aptness of fit and the effectiveness of selected educational experiences which are usually intentional since the field of curriculum is built on work in schools.

Whereas Curriculum Studies generally refers to broad general questions which are universal in nature, at times Curriculum Studies also includes more focused specific problems or issues including levels of schooling, social policy and content areas of the curriculum.

Proposed Standards for Graduate Programs in Curriculum Studies

No specific course or set of courses is prescribed by these standards. Rather, these standards should serve as guide to assist in program development and assessment by calling attention to the most significant knowledge, skills and dispositions needed to be an effective curriculum worker.

1. General Curriculum Studies (applicable at the masters, specialist and doctoral levels)

Purpose:

The purpose of the standards for general curriculum studies is to ensure that those holding degrees in Curriculum Studies understand the fundamental principles and processes associated with basic curriculum work.

- 1.a. All graduate degrees in Curriculum Studies should provide students with understanding and appreciation for the principles, theories, and foundations (social, philosophical, aesthetic, etc.) that guide the curriculum worker in his or her tasks of curriculum development, implementation and assessment.
- 1.b. All graduate degrees in Curriculum Studies should provide students with an understanding and appreciation for the role of learning theory in planning curriculum and instruction.
- 1.c. All graduate degrees in Curriculum Studies should require that students be familiar with models of curriculum construction, development, implementation and assessment so that they can build upon them when solving curriculum problems after completion of their program.
- 1.d. All graduate degrees in Curriculum Studies should require that the students be well acquainted with competing theories of learning so that they can apply these theories when facing problems in curriculum planning.
- 1.e. All graduate degrees in Curriculum Studies should require that the students be well acquainted with competing theories or models of instruction so that they understand the many ways the curriculum can be brought to life in the classroom.

1.f. All graduate degrees in Curriculum Studies should require that the student demonstrate his or her ability to solve curriculum problems and assist teachers and other professionals in delivering the curriculum.

2. Advanced Curriculum Studies (applicable at, specialists and doctoral levels)

In addition to the standards noted in section 1. General Curriculum Studies (above) graduates of specialist and doctoral programs should also have experiences in the areas listed below.

Purpose:

The purpose of these standards is to ensure that graduates of programs holding specialist and doctoral degrees in Curriculum Studies will have the necessary repertoire of skills for meeting challenges of operating effectively in practical settings.

2.a. All graduates with degrees higher than the master's degree in curriculum studies should be able to design, conduct and interpret a contextual assessment.

2.b. All graduates with degrees higher than the master's degree in curriculum studies should be familiar with several models of curriculum evaluation and able to design and conduct and interpret a curriculum assessment.

2.c. All graduates with degrees higher than the master's degree in curriculum studies should be able to plan, implement and assess a curriculum change.

3. Doctoral Level Work in Curriculum Studies

In addition to the standards noted in section 1. General Curriculum Studies and 2. Advanced Curriculum Studies (above) graduates of doctoral programs should also have experiences in the areas listed below.

Purpose:

The purpose of these standards is to ensure that graduates of programs in Curriculum Studies holding doctoral degrees will have scholarly background and expertise expected of those holding the highest academic degree in a discipline or field of study.

3.a. All those holding a doctoral degree in Curriculum Studies should be familiar with the history of the field and be able to demonstrate linkages connecting past efforts in curriculum with current efforts in curriculum when appropriate.

3.b. All those holding a doctoral degree in Curriculum Studies should possess the knowledge necessary to engage in critical theoretical analysis of curriculum models, plans and research in the field.

3.c. All those holding a doctoral degree in Curriculum Studies should possess the knowledge necessary to engage in critical theoretical analysis of instructional models, supervision, staff development and research in the field.

3.d. All those holding a doctoral degree in Curriculum Studies should demonstrate competency in conceptualizing, implementing and assessing appropriate research.

3.e. All those holding a doctoral degree in Curriculum Studies should be familiar with strategic planning techniques including the theories related to overcoming resistance to change.

3.f. All those holding a doctoral degree in Curriculum Studies should possess the skills necessary to prepare and deliver effective responses to questions of the day related to the broad areas of curriculum and instruction.

The Effective Implementation of these Standards

Professional schools have the responsibility of ensuring that the degrees granted by them stand as evidence that professionals holding these degrees have met the standards accepted by the community of scholars and professionals working in the particular discipline or field of study represented by the degree. These standards are intended to support and sustain the dynamic field of Curriculum Studies by providing an opportunity for endorsement by the community.

Each professional academic degree granting unit's program can be evaluated to determine if the standards are met through a process directed at consideration of the aggregate set of experiences and requirements associated with the program. At no time should these standards be construed as advocating the courses or form a program must utilize.

Through a process of self-governance and collegial engagement it is hoped that scholars and practitioners in Curriculum Studies will come together in efforts to protect colleagues in the field and the field itself by insisting that appropriate standards guide those charged with the responsibility of training and developing those who seek to join the field professional curriculum workers.

*Newsletter Editor:
Jeanne L. Tunks
University of North Texas
P.O. Box 310740
Denton, TX 76203
tunks@coe.unt.edu*

If you have a contribution to make to the May newsletter,
please submit your entry by May 10, 2006.