

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM: Master of Science in Teaching, Learning, and Leadership

Address items specified in OSRHE policy on program review (VI-Content of Program Review Reports): description of review process, program objectives, student outcomes assessment, and program recommendations. Please limit the summary to 1 or 2 pages.

Faculty, Program Coordinators, and the Interim School Head used data from students (course and instructor evaluations), the COE Graduate Records Office, and the OSU Institutional Research Office to conduct this review. Of significant importance in preparing this review was the data previously reported through the yearly OSU University Assessment Report and the recommendations which have been implemented as a result of that review.

The program goals, objectives, and student outcomes are provided under Criterion I.

The Master of Science in Teaching, Learning, and Leadership (TLL) was approved by the Oklahoma State Regents for Higher Education December 1, 2000. This degree replaced the Master of Science in Curriculum and Instruction. The new degree serves graduate students in the School of Teaching and Curriculum Leadership with five options and emphasis areas in specializations:

- Curriculum & Leadership Studies
- Elementary/Middle Education; Secondary/K-12 Education
- Secondary Education for Teachers Non-Traditionally Certified
- Occupational Education Studies
- Reading and Literacy
- Reading Specialist
- Library Media Specialist
- Special Education

All students admitted to the programs take two common core classes in Curriculum Issues and Teaching in addition to courses in research design and methodology. The 36-hour programs require a comprehensive examination at the conclusion.

Enrollment and graduation data indicate a consistently increasing pattern. The OSU Institutional Research Office data show 209 active majors as of Fall 2004 and 111 degrees granted between 2001 and Spring 2004.

Recommendations from this review are to continue offering the program since it meets the needs of students seeking additional knowledge and competency for working in educational settings. Expanding the offerings beyond the Stillwater and Tulsa areas could be accomplished with additional faculty.

Dean _____


(Signature)

Date _____

4-11-05

Note: Complete one of these forms for each degree program

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005

ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Master of Science in Teaching, Learning,
and Leadership

Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Curriculum & Leadership Studies
Elementary/Middle Education; Secondary/K-12 Education
Occupational Education Studies
Reading and Literacy
Special Education

Master of Science in Teaching, Learning, and Leadership
Degree designation as on diploma (Level II)

MS TLL

Formal degree abbreviation (Level I)

Degree-granting academic unit School of Teaching and Curriculum Leadership 402
(Name) (Cost Center)

CIP code 130301

HEGIS code 0829 - CIED 1601 - LBSC 0841 - OCED 0808 - SPED 0842 - CTED

Instructional Program code 057

Name of department head
(person who oversees degree program listed above) Dr. Margaret M. Scott

Program holds specialized accreditation from NA

Name and title of contact person Dr. Margaret M. Scott
(Name)
Interim School Head STCL
(Title)

Date of Institutional Governing Board Review: March 2005

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review Process *(Briefly describe how the review was conducted and who was involved)*

The review was conducted by faculty Program Coordinators in each of the five option areas. Data from the yearly University Assessment Program was considered. Information was compiled and summarized for this report by the Interim School Head.

B. Recommendations from Previous Program Reviews. *(Discuss actions taken to address the recommendations of program faculty from the last program review.)*

This is a new degree program.

CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs *(List each degree option, its clientele, objectives, and expected student outcomes)*

Degree Program: Master of Science in Teaching, Learning, and Leadership

Program Clientele: Primarily part-time students and employed adults in Stillwater and Tulsa and surrounding areas who seek addition knowledge and competency for working in educational settings.

Program Objectives: Preparing professional educators for leadership roles necessitates program attention to the following five areas:

Research--to equip professional educators with (a) research knowledge to draw upon in making educational decisions; and (b) research skills necessary for the creation and dissemination of new knowledge.

Pedagogy--to prepare professional educators who demonstrate advanced understanding of the social, psychological, cultural, moral and ethical dimensions of teaching and learning.

Diversity--to prepare professional educators who demonstrate understanding of the pedagogical implications of diversity and individual differences.

Technology--to prepare professional educators who are sensitive to the impact of technology on education, and who are competent in the use of technology to enhance research and instruction.

Agency-- to prepare professional educators as proactive agents who have the background, skill, and will to provide leadership for needed improvement, change and transformation in educational settings.

Expected Student Outcomes:

1. Students will demonstrate the ability to use research knowledge in making educational decisions and to use research skills necessary for the creation and dissemination of new knowledge.
2. Students should demonstrate an advanced understanding of the social, psychological, cultural, moral and ethical dimensions of teaching and learning.
3. Students should demonstrate an understanding of the pedagogical implications of diversity and individual differences.
4. Students should demonstrate sensitivity to the impact of technology on education, and competency in the use of technology to enhance research and instruction.
5. Students should demonstrate the ability to act as proactive agents who have the knowledge and leadership skills for needed improvement, change and transformation in educational settings.

C. Linkage of the Program to Institution's Mission

Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates / enhances economic development through instruction, research, outreach, and creative activities.

Courses and instruction in the Master's programs support the Mission of OSU by advancing knowledge, enriching lives, and preparing students for better employment opportunities. The faculty engage in research and outreach activities.

CRITERION II Program Curriculum and Structure

A. Program Structure: Current degree requirements sheets for all options are attached.

D. Distance Education: *Courses offered by electronic or other distance delivery methods include:*

**CTED 3203, CTED 4010, CTED 4103, CTED 4113, CTED 4213, CTED 4333, CTED 4343
OCED 5313, OCED 5423, OCED 5543
SPED 5620, SPED 5642, SPED 5643, SPED 5673, SPED 5743, SPED 5883**

E. Articulation Agreement: There are no articulation (2+2) agreements associated with this Master's degree.

F. Multidisciplinary programs *(Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions)*

Master's degree students are encouraged to use elective hours to gain additional knowledge in content areas by taking Art & Science or Child Development coursework.

MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Curriculum & Leadership Studies

REQUIRED OF ALL STUDENTS FOR ADMISSION:

undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option.

Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

For Unqualified Admission: 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

DEGREE REQUIREMENTS

A minimum of 36 hours beyond the Bachelor's degree and a thesis or creative component are required.

COMMON CORE

6 hours

- CIED 5053 Curriculum Issues
- CIED 5813 Educational Advocacy and Leadership **OR**
- EDLE 5813 Leadership and Agency

RESEARCH AND INQUIRY

6 hours

- Selected Research Course from SCFD or REMS (advisor approved)
- CIED 5073 Pedagogical Research

PROGRAM CORE

6 hours

- SCFD 5883 Educational Sociology **OR**
- CIED 5623 Multicultural and Diversity Issues in Curriculum AND
- CIED 5043 Fundamentals of Teaching **OR**
- CIED 5643 Integrating Teaching in the Elementary School **OR**
- CIED 5663 Integrating Teaching in the Secondary School

AREA OF EMPHASIS

12 hours

Curriculum Leadership

12 hours selected from courses listed below or other courses with advisor approval

- CIED 5043 Fundamentals of Teaching
- CIED 5123 Curriculum in the Secondary School
- CIED 5163 Middle School Curriculum
- CIED 5173 Kindergarten-Primary Curriculum
- CIED 5623 Multicultural & Diversity Issues
- CIED 5730 Seminar in Education: Curriculum Topics
- SCFD 5883 Educational Sociology

OSU Writing Project or other courses with advisor's approval

ELECTIVES or THESIS

6 hours

- CIED 5000 Thesis
- Courses from CIED, EPSY, OCED, HDFS, EDLE, EDTC, REMS, SCFD and SPED or other courses with advisor approval.

Program Coordinator: Dr. Kathryn Castle, kca1084@okstate.edu, 405 744-8019

3-02

MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Elementary/ Middle Education; Secondary/ K-12 Education

A minimum of **36 hours** beyond the Bachelor's degree is required.

COMMON CORE

6 hours

CIED 5053 -- Issues in Curriculum (3) ®
CIED 5813 -- Educational Advocacy and Leadership (3) ®

RESEARCH REQUIREMENT (Select two or one plus 3 courses designated ®)

3/6 hours

SCFD 5913 -- Introduction to Qualitative Research (3) **OR**
REMS 5013 -- Research Design and Methodology (3) **OR**
CIED 5773 -- Pedagogical Research (3)

PROGRAM CORE

6 hours

CIED 5623 Multicultural and Diversity Issues in Curriculum (3) ®**OR**
SPED 5993 Diversity in Special Education
AND
CIED 5043 Issues in Teaching ® **OR**
CIED 5643 Integrating Teaching in the Elementary School **OR**
CIED 5663 Integrating Teaching in the Secondary School

AREAS OF EMPHASIS

12 hours

Elementary/Middle Education

12 hours selected from, but not limited to

Art (CIED 5350)
Children's and Young Adult Literature (CIED 5153, 5353, 4313*)
Language Arts (CIED 5143®)
Foreign Language (CIED 5033 or CIED 4263)
Health and Physical Education (HHP 5883)
Curriculum (CIED 5163, 5173, 6113)
Literacy/Reading (CIED 5423, 5433, 5463, 5473, 5483, 5523)
Mathematics (CIED 5273, 5050, 5253®, 5263®, 5270)
Science (CIED 5223, 5050, 5243, 5280)
Social Studies (CIED 5323)
Special Education (SPED 5624, 5633, 5743, 5993)
Seminar (CIED 5720, 5730)

Secondary Education (6-12 Math, Science, Social Studies, English) /K-12 Foreign Language and K-12 Art

3 hours selected from

Subject area teaching/curriculum (CIED 4313*, 5033, 5050, 5143, 5223®, 5243, 5253®, 5323, 5350, 5433, 5613®)

9 hours selected from

Content area from Arts and Science or other appropriate subject related courses

ELECTIVES or THESIS (Select thesis and 3 hours **OR** creative component and 9 hours)

9/6 hours

CIED 5000 Thesis (6 hours)
Course(s) from but not limited to CIED, EPSY, OCED, EDLE, EDTC, REMS, SCFD, and SPED

® indicates courses with at least 1/3 research content

Program Coordinators: Elementary/Middle -- Dr. David Yellin, dy24314@okstate.edu (405) 744-8016
Secondary/ K-12 -- Dr. Nadine Olson, olsnaf1@okstate.edu (405) 744-8381

July 2004

MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Secondary Education for Teachers Non-Traditionally Certified

REQUIRED OF ALL STUDENTS FOR ADMISSION:

undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option.

Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

For Unqualified Admission: 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

A minimum of 36 hours beyond the Bachelor's degree is required.

AREA OF EMPHASIS**

[Certified teachers who followed non-traditional career paths and who are often new to the field of education, as well as the classroom, should begin their graduate degree program by taking the first three courses listed below before taking the advanced courses in the Common Core, Program Core, or Research areas.]

12 hours selected from

CIED 4713* Teaching and Learning (content area) in the Secondary School **OR**

CIED 4003* Teaching Fundamental Concepts of Mathematics **OR**

CIED 4053* Teaching Geometry in the Secondary School

AND

CIED 5730 Seminar in Education: Assessment, Evaluation, and Management in the Secondary Classroom **AND**

SPED 5633 Behavior Characteristics of Exceptional Individuals **AND**

CIED 5033 or 5050 or 5350 or 5143 or 5323 or 5613 Advanced Subject -area teaching/curriculum course

(It is recommended that the **Creative Component** be completed as an extension of this course.)

COMMON CORE

6 hours

CIED 5053 Curriculum Issues (3) ®

CIED 5813 Educational Advocacy and Leadership (3) ®

RESEARCH REQUIREMENT (Select two from list, or select one from this list plus 3 other courses designated ®) **3/6 hours**

CIED 5073 Pedagogical Research (3)

SCFD 5913 Introduction to Qualitative Research (3) **OR**

REMS 5013 Research Design and Methodology (3) **OR**

PROGRAM CORE

6 hours

CIED 5623 Multicultural and Diversity Issues in Curriculum (3) ® **OR**

SPED 5993 Diversity in Special Education (3)

AND

CIED 5043 Issues in Teaching (3) ® **OR**

CIED 5663 Integrating Teaching in the Secondary School (3) **OR**

CIED 5643 Integrating Teaching at the Elementary Level (3)

ELECTIVES or THESIS (Select thesis and 3 hours **OR** creative component and 9 hours) **9/6 hours**

CIED 5000 Thesis (6 hours)

Course(s) from but not limited to CIED, EPSY, OCED, EDLE, EDTC, REMS, SCFD, and SPED

NOTE: Students in this option (Secondary Education for Teachers Non-Traditionally Certified) are advised to select from the following guided electives:

CIED 5663 Integrating Teaching in the Secondary School (if not already taken in Program Core)

CIED 5433 Reading and Writing in the Content Areas

CIED 5123 Curriculum in the Secondary School

CIED 5483 Literacy and Technology

EPSY 5103 Human Development in Psychology

SCFD 5883 Educational Sociology

EDUC 5993 Instructional Effectiveness

® indicates courses with at least 1/3 research content

** The Area-of-Emphasis courses CIED 4713* and CIED 4003* and CIED 4053* are offered on the Stillwater campus. Program

Coordinator:

Dr. Nadine Olson,

olsnaf1@okstate.edu (405) 744-8381

MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Occupational Education Studies

REQUIRED OF ALL STUDENTS FOR ADMISSION:

undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option.

Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

For Unqualified Admission: 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

A minimum of 36 hours beyond Bachelor's degree is required.

COMMON CORE **6 hours**

- CIED 5053 Curriculum Issues
- CIED 5813 Educational Advocacy and Leadership

RESEARCH AND INQUIRY REQUIREMENT **6 hours**

- OCED 5443 Interpreting Research in Occupational Education **AND**
- AGED 5983± Research Methods in Agricultural Education **OR**
- REMS 5013 Research Design and Methodology **OR**
- REMS 5953 Elementary Statistical Methods in Education **OR**
- SCFD 5913 Introduction to Qualitative Inquiry **OR**
- STAT 5013 Statistics for Experimenters

PROGRAM CORE **9 hours**

- OCED 5153 Curriculum Planning in OCED
- OCED 5233 Advanced Instructional Procedures in OCED
- OCED 5113 Principles of OCED **OR**
- OCED 5313 History and Organization of OCED

AREAS OF EMPHASIS

15 hours selected from, but not limited to

Administration and Leadership

- TIED 4223* Program Planning and Development in Career & Tech Education
- OCED 5123 Evaluation of Programs & Instruction in Occupational Education
- OCED 5333 Administration and Supervision of Local OCED Programs
- OCED 5480 Modern Technology in Occupational Education
- OCED 5673 Principles and Practices of Distance Education in OCED
- OCED 5773 School-to-Work Transition
- OCED 5423 Individualizing Competency-based Instruction Program
- EDLE 5723 Education Law
- OCED 5000 Thesis
- OCED 5880 Internship in Occupation Education

Technical Education

- TIED 4223* Program Planning and Development in Career & Tech Ed
- OCED 5133 International Occupational Education
- OCED 5480 Modern Technology in Occupational Education
- OCED 5673 Principles and Practices of Distance Learning in OCED
- TIED 4103* Instructional Procedures in TIED

TIED 4213* Safety, Organization, and Management of Learning Facilities
TIED 4343* Occupational Analysis and Curriculum Development
OCED 5423 Individualizing Competency-based Instruction Program
OCED 5000 Thesis
OCED 5880 Internship in Occupational Education

Trade and Industrial Education

TIED 4223* Program Planning and Development in Career & Tech Education
OCED 5133 International Workplace Education
OCED 5480 Modern Technology in Occupational Education
OCED 5553 Occupational Education for Students with Special Needs
OCED 5673 Principles and Practices of Distance Learning in OCED
TIED 4103* Instructional Procedures in TIED
TIED 4123* Coordinating Career and Technical Student Organizations
TIED 4213* Safety, Organization, and Management of Learning Facilities
TIED 4343* Occupational Analysis and Curriculum Development
TIED 4883* Practices and Problems in Integrating Academic and Vocational Educ
OCED 5773 School-to-Work Transition
OCED 5423 Individualizing Competency-Based Instruction Programs
OCED 5000 Thesis
OCED 5880 Internship in Occupational Education

±Those students who choose the creative component option are strongly encouraged to take AGED 5983 as one of their research classes.

*A senior level class available for graduate and undergraduate credit.

Program Coordinator: Dr. Reynaldo Martinez, rlm6604@okstate.edu, phone 405-744-7741.

MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Reading/Literacy*

REQUIRED OF ALL STUDENTS FOR ADMISSION:

undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option. Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

For Unqualified Admission: 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

A minimum of **36 hours** beyond the Bachelor's degree is required.

COMMON CORE

6 hours

- CIED 5053 Curriculum Issues ®
- CIED 5813 Educational Advocacy and Leadership ®

RESEARCH AND INQUIRY REQUIREMENT

3 hours

- SCFD 5913 Intro to Qualitative Research **OR**
- REMS 5013 Research Design and Methodology

AREAS OF EMPHASIS

21 hours

Reading Specialist

- CIED 5143 Language Arts in the Curriculum ®
- CIED 5423 Literacy Instruction in the Primary Grades ®
- CIED 5433 Reading and Writing in the Content Area
- CIED 5463 Reading Assessment and Instruction
- CIED 5473 Reading and Writing Difficulties ®
- CIED 5483 Literacy and Technology Across the Curriculum
- CIED 5523 Literacy Instruction Practicum

Library Media Specialist

- LBSC 5013 Library Media Center in the Schools
- LBSC 5113 Selection of Print and Non-print Materials
- LBSC 5413 Cataloguing and Classification
- LBSC 5613 Library Networks and Databases
- LBSC 5823 Administration of Library Media Programs ®
- CIED 5483 Literacy and Technology Across the Curriculum
- CIED 5353 Literature for Children Adolescents and Adults ®

ELECTIVES or THESIS

6 hours

SCFD 5883 Educational Sociology
EPSY 5103 Human Development in Psychology
CIED 5153 Advanced Studies in Children's Literature
CIED 5000 Thesis

® Indicates courses with at least one-third research content. Students in this program must complete at least three courses with an ®.

* The Masters Degree in Reading/Literacy includes a Masters Degree Portfolio which is required by the state of Oklahoma and Oklahoma State University for recommendation for certification. See your advisor for details.

Program Coordinator: Dr. Barbara Walker, bjw@okstate.edu, 405-744-8001.

Library Media Program website: <http://fp.okstate.edu/literacy/lm-osu>

June, 2001

MASTER OF SCIENCE IN TEACHING, LEARNING AND LEADERSHIP

Option: Special Education

REQUIRED OF ALL STUDENTS FOR ADMISSION:

undergraduate degree in education or related field; vita/resume; typewritten goals statement (about 500 words) consistent with mission of graduate degree program and program option.

Each program option will review once a month admissions materials, make admissions recommendations, and assign a temporary advisor to admitted students in that program option. The review process may take 4-6 weeks fall and spring semesters or longer during summer session.

For Unqualified Admission: 3.0 undergraduate GPA; undergraduate degree in education or related field; well written goals statement consistent with mission of graduate degree program and degree program option; availability of academic advisor.

A minimum of **36 hours** beyond the Bachelor's degree is required.

PREREQUISITES – required of all new students entering the SPED Masters program from non-special education backgrounds. May be completed concurrently with degree requirements.

SPED 3202 Educating Exceptional Learners **OR**
SPED 5633 Behavior Characteristics of Exceptional Individuals

COMMON CORE

6 hours

CIED 5053 Curriculum Issues
CIED 5813 Educational Advocacy and Leadership

RESEARCH AND INQUIRY REQUIREMENT

6 hours

REMS 5013 Research Design and Methodology
REMS 5953 Elementary Statistical Methods in Education **OR**
SCFD 5913 Introduction to Qualitative Inquiry **OR**
SOC 5273 Qualitative Research Methods **OR**

PROGRAM CORE

12 hours

SPED 5643 Counseling Parents of Exceptional Learners
SPED 5783 Psychoeducational Assessment of School-Related Functioning
SPED 5883 Behavior Management
SPED 5993 Diversity in Special Education

AREAS OF EMPHASIS

12 hours

Mild/Moderate Disabilities

SPED 5673 Developmental Language for Exceptional Individuals and Early Child
SPED 5624 Characteristics of and Teaching Methods for Students with Disabilities
SPED 5743 Curriculum Modifications for Individuals with Disabilities
SPED 5620 Practicum with Exceptional Learners
*SPED 5000 Master's Thesis/Report

Behavior Specialist

SPED 5673 Developmental Language for Exceptional Individuals and Early Child
SPED 5824 Characteristics of and Interventions for Individuals with Emotional/Behavior Problems
SPED 5743 Curriculum Modifications of Exceptional Individuals
SPED 5620 Practicum with Exceptional Learners
*SPED 5000 Master's Thesis/Report

Severe-Profound

SPED 5523 Characteristics of Students with Severe and Profound Disabilities
SPED 5584 Methods for Teaching Persons with Severe and Profound Disabilities
SPED 5620 Practicum with Exceptional Learners
*SPED 5000 Master's Thesis/Report

ELECTIVES

SPED 5573 Communication Strategies for Individuals with Severe and Profound Disabilities **OR**
SPED 5733 Teaching Strategies for Students with Physical and Health Disabilities **OR**
TIED 5113 School-to-Work Transition **OR**
TIED 5313 Guidance, Placement and Follow-up in Occupation Education **OR**
LEIS 5493 Therapeutic Recreation in Mental Health and Mental Retardation **OR**
OCED 5553 Occupation Education for Students with Special Needs **OR**

* In lieu of the Master's Thesis, the student may complete the Creative Component or the Report and take 4-6 hours of electives.

Program Coordinator: Dr. Pauline Holloway, pauline@okstate.edu, 405-744-9440.

April, 2003

CRITERION III

Program Resources

A. New facilities and major equipment *(Describe major changes in facilities and major equipment added in the past 5 years)*

Technology access and equipment are up-graded as funds become available. Use of space in Willard Hall has been maximized.

B. Academic and administrative efficiencies *(In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?)*

Faculty in the School of Teaching and Curriculum Leadership yearly teach a full five course load while meeting COE and OSU high demands for research and publication. Program Coordinators plan an efficient rotation of courses that maximize resources but allow students a timely program completion. Courses with low enrollments are canceled.

C. External funding. Appendix A: External Grants, Contracts, and Gifts Awarded to Program Faculty for the past 5 years information is attached. *(Describe the changes in external funding during the past 5 years.)*

Changes from 2000 to 2004 can be attributed to decreased State funding available and the retirement and resignation of successful Principal Investigators. New faculty are supported in research proposal development efforts that should increase external funding for the School.

CRITERION IV Productivity

- A. Number of majors (headcount), student credit hours, and average time to graduation.** Attached is a copy of the 5 Year Academic Ledger for the department prepared by the OSU Institutional Research Office

This report includes all programs in the School and does not indicate those in the Master's degree programs separately.

- B. Faculty ratio and class size.** Attach a copy of the 5 Year Academic Ledger for the department. *(Briefly summarize changes in the student to faculty ratio and class size during the past 5 years.)*

Again, this Ledger includes all programs (graduate and undergraduate) offered by the School. However, it should be noted that while the number (headcount) of both graduate and undergraduate students has dramatically increased, the number of tenure-track faculty has decreased. Many more part-time, adjunct faculty have been employed to teach classes. The School will request additional tenure-track faculty and conduct national searches for highly qualified research faculty when supported by the University Administration Program of Restore, Reward, and Grow.

- C. Refer to the OSRHE productivity spreadsheet.** *(Compare the number of 5 year average number of degrees conferred and majors. graduates and majors to the minimum productivity standards established by the Oklahoma State Regents for Higher Education)*

Degree	Number of Degrees Conferred		Majors (Headcount) – Fall Semester	
	OSRHE standard	5 yr average	OSRHE standard	5 yr average
Certificate	NA	NA	NA	NA
Baccalaureate	5	172	12.5	855
Masters	3	66	6.0	202
Doctoral	2	NA	4.5	NA

Active status Fall 2004 and graduation 2001-2004 as reported by the COE Graduate Records Office for students enrolled in option areas of the Master of Science in Teaching Learning, and Leadership are provided below:

<u>Program option</u>	<u>Active Status Fall 2004</u>	<u>Graduated 2001-Fall 2004</u>
Curriculum & Leadership Studies	29	19
Elementary/Middle School, Secondary K-12	55	16
Occupational Education Studies	47	12
Reading and Literacy	70	25
Special Education	18	10

FIVE YEAR ACADEMIC REPORT CARD

COLLEGE: EDUCATION
TCH/CURR LDRSHIP (C4077)

Attachment: Criterion IV
Productivity A.

FALL SEMESTER -->	2000		2001		2002		2003		2004		5-YEAR DIFFERENCE	
	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM		
ACCOUNT OF STUDENTS												
UNDERGRADUATE	744		792		1,018		1,028		1,053		309	+41.5%
GRADUATE	250		294		307		318		320		70	+28.0%
PROFESSIONAL	0		0		0		0		0		0	
TOTAL	994		1,086		1,325		1,346		1,373		379	+38.1%
MINORITY	131		164		204		221		223		92	+70.2%
NONMINORITY	863		922		1,121		1,125		1,150		287	+33.2%
ACT AVERAGE	23.7	107	23.4	103	23.3	139	23.5	126	23.3	121	-0.4	-1.5%
ACT RANGE (25TH-75TH)	21-26		21-26		21-25		22-25		21-25			
TOP 10% OF HS CLASS	25%		28%		19%		26%		14%		-11	PTS
RETENTION/GRADUATION RATES												
FULLTIME SEMESTERS			8.8		8.6		8.9		8.7		-0.1	-1.1%
CREDIT HOURS												
STATE FUNDED ONLY												
UNDERGRADUATE	3,587		3,402		3,897		5,044		4,770		1,183	+32.9%
GRADUATE	2,223		2,184		2,627		1,493		1,461		-762	-34.2%
PROFESSIONAL	0		0		0		0		0		0	
TOTAL	5,810		5,586		6,524		6,537		6,231		421	+7.2%
AVG SIZE OF LECTURE												
COURSES TAUGHT	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG		
UNDERGRADUATE	41	22.0	40	24.0	43	26.0	52	26.7	49	26.7	8	+19.5%
GRADUATE/PROF	28	12.0	29	11.0	26	14.0	30	14.0	24	16.0	-4	-14.2%
TOTAL	69	17.9	69	18.5	69	21.5	82	22.0	73	23.2	4	+5.7%
FACULTY INFORMATION												
Attachment: Criterion IV Productivity B.												
ACCOUNT OF FACULTY												
PROF - LECTURER												
TOTAL	43		41		44		51		50		7	+16.2%
MINORITY	6	14%	5	12%	4	9%	7	14%	7	14%	1	+16.6%
TENURED & TENURE TRACK												
TOTAL	27		29		28		28		25		-2	-7.4%
TENURED	17	63%	17	59%	15	54%	16	57%	12	48%	-5	-29.4%
INSTRUCTIONAL FTE												
PROF - LECTURER	35.20		37.97		37.54		39.55		36.35		1.15	+3.2%
GRAD ASSISTANT	14.44		15.88		13.72		6.03		10.28		-4.16	-28.8%
TOTAL	49.64		53.85		51.26		45.58		46.63		-3.01	-6.0%
STUDENT-FACULTY RATIO	12.1		10.8		12.8		11.6		12.1		0.0	+0.3%
AVG ACADEMIC YEAR SALARY	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF		
FULL-TIME, 9 OR 10 MO.)		BIG 12		BIG 12		BIG 12		BIG 12		BIG 12		
PROFESSOR	63,743	87%	67,016	88%	67,017	86%	64,756	82%	69,833	.%	6,090	+9.5%
ASSOC PROF	50,319	94%	51,020	91%	52,238	92%	51,876	91%	56,709	.%	6,390	+12.6%
ASST PROF	42,180	91%	43,383	91%	43,670	90%	44,154	90%	46,947	.%	4,767	+11.3%
COURSES TAUGHT BY												
TENURED & TENURE TRACK												
% LOWER DIV							0%		0%			PTS
% UNDERGRAD	54%		60%		60%		54%		67%		13	PTS

*includes all programs
not just those under review*

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DSRHE PROGRAM REVIEW
CRITERION IV - PROGRAM PRODUCTIVITY
NUMBER OF MAJORS IN EACH PROGRAM FOR PAST FIVE FALL SEMESTERS

DEPARTMENT_NAME=TCHG & CURR LEADERSHIP

PROGRAM	FALL				
	FALL 2000	FALL 2001	FALL 2002	FALL 2003	FALL 2004
	N	N	N	N	N
* Curriculum & Instruction - MS	162	89	34	11	.
Elementary Education - BS	418	435	531	560	571
Secondary Education - BS	304	335	392	362	365
* Teaching, Learning and Leadership - MS	1	115	187	204	209

Compare to Regents' Criteria

OSHRE PROGRAM REVIEW
CRITERION IV - PROGRAM PRODUCTIVITY
FIVE YEAR HISTORY OF DEGREES AWARDED

----- COLLEGE=EDUCATION, DEPARTMENT=TCHG & CURR LEADERSHIP -----

PROGRAM		YEAR				
		1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
		N	N	N	N	N
* Curriculum & Instruction - MS	TERM					
	SUMMER	18	24	33	14	5
	FALL	21	16	9	8	
	SPRING	19	18	22	8	4
	A11	58	58	64	30	9
Elementary Education - BS	TERM					
	SUMMER	14	15	5	10	4
	FALL	44	40	24	24	40
	SPRING	60	55	48	69	64
	A11	118	110	77	103	108
Secondary Education - BS	TERM					
	SUMMER	12	14	11	8	10
	FALL	4	8	12	5	4
	SPRING	56	40	43	61	57
	A11	72	62	66	74	71
* Teaching, Learning and Leadership - MS	TERM					
	SUMMER				7	24
	FALL			2	6	15
	SPRING			1	24	32
	A11			3	37	71

CRITERION V
Quality

A. Program faculty qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned		Related Work Experience (years)
			Highest	Highest in Teaching Area	[prior to full- time employment at OSU]
			Type	Type	
Lynna Ausburn	Assistant Professor	1.0	Ph.D., Educational Media and Technology minor: Educational Psychology; research methods, University of Oklahoma	Ph.D.	29
Caroline Beller	Assistant Professor	1.0	Ph.D., Curriculum & Instruction, Texas A & M	Ph.D.	27
Pamela U. Brown	Assistant Professor	1.0	Ed.D., , Curriculum and Instruction, Oklahoma State University	Ed.D.	15
Richard Bryant	Assistant Professor	1.0	Ph.D., Science Education, University of Oklahoma	Ph.D.	28
Darlinda Cassel	Assistant Professor	1.0	Ph.D., Instructional Leadership and Curriculum, University of Oklahoma	Ph.D.	27
Kathryn Castle	Professor	1.0	Ed.D., Early Childhood Education – Child Development, University of Virginia	Ed.D.	7
C. Robert Davis	Associate Professor	1.0	Ph.D., Special Education, minor in Counseling Psychology, University of Oklahoma	Ph.D.	5.5
Leah Engelhardt	Professor	1.0	Ph.D., Curriculum and Instruction, Southern Illinois University	Ph.D.	26

Pamela Fry	Professor	1.0	Ed.D., Curriculum and Instruction, Oklahoma State University	Ed.D.	17
Sandee Goetze	Assistant Professor	1.0	Ph.D., Curriculum and Instruction: Literacy and Technology Education, University of Oklahoma	Ph.D.	10
Pauline Holloway	Associate Professor	1.0	Ph.D., Special Education, Learning Disabilities, University of Oklahoma	Ph.D.	18
Patricia Lamphere Jordan	Associate Professor	1.0	Ed.D., Curriculum & Instruction in Mathematics Education, University of Houston	Ed.D.	25
Reynaldo Martinez	Associate Professor	1.0	Ph.D., Vocational Education, specializing in Teacher Education and Staff Development, Colorado State University	Ph.D.	14
Heidi E. Mesmer	Assistant Professor	1.0	Ph.D., Curriculum and Instruction with Reading Emphasis, University of South Florida	Ph.D.	7
Nadine Olson	Associate Professor	1.0	Ph.D., Romance Languages, major Spanish: General Literature, minor: linguistics, University of Georgia	Ph.D.	22
Sue C. Parsons	Assistant Professor	1.0	Ph.D., Curriculum and Instruction, Arizona State University	Ph.D.	13
Stacy L. Reeder	Assistant Professor	1.0	Ph.D., Curriculum and Instruction-Math, University of Oklahoma	Ph.D.	9
Brian Sandford	Assistant Professor	1.0	Ph.D., Agricultural Education minor areas: Administrative and Organizational Theory; Research and Statistics, Ohio State University	Ph.D.	5

Gretchen Schwarz	Professor	1.0	Ph.D., Secondary Education, University of North Texas	Ph.D.	15
Margaret M. Scott	Associate Professor	1.0	Ph.D., Curriculum and Instruction, New Mexico State University	Ph.D.	13
Mary Jo Self	Assistant Professor	1.0	Ed.D., Occupational and Adult Education Oklahoma State University	Ed.D.	21
Susan Stansberry	Assistant Professor	1.0	Ed.D., Curriculum and Instruction: Information Communication Technology Oklahoma State University	Ed.D.	10
John Steinbrink	Professor	1.0	Ed.D., Social Science Education, University of Georgia	Ed.D.	26
Barbara Walker	Professor	1.0	Ed.D., Curriculum and Instruction with an emphasis in Reading Difficulties, Oklahoma State University	Ed.D.	28
Hongyu Wang	Assistant Professor	1.0	Ph.D., Curriculum and Instruction, Louisiana State University	Ph.D.	8
Virginia Worley	Assistant Professor	1.0	Ph.D., Interdisciplinary Studies in Philosophy of Language and Literature Education (foundations); English, French; Women's Studies, University of Oklahoma	Ph.D.	25
David Yellin	Professor	1.0	Ph.D., Curriculum and Instruction, Arizona State University	Ph.D.	11
Floyd Ausburn	Adjunct	0.25	Ph.D., Instructional Media and Technology, University of Oklahoma	Ph.D.	35
W. Jeannie Johnson	Adjunct	0.25	Master of Library & Information Science, University of Oklahoma	MLIS	20

Deborah Reed	Adjunct	0.25	Ed.D., Student Personnel and Guidance, Oklahoma State University	Ed.D.	30
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B. Evidence of regional / national reputation and ranking

Occupational Education program is ranked in the Top 10 by *U.S. News & World Report*.

C. Scholarly activity. Complete Appendix B Record of Significant Scholarly, Artistic and/or Creative Work for the past 5 years. (*Describe the changes in scholarly activity during the past 5 years.*)

Scholarly activity of tenure-track faculty has increased over the past five years as documented in Appendix B.

D. Assessment of student achievement of expected learning outcomes for each degree program (this information should be available in your annual assessment reports). Select 3-5 key expected learning outcomes for each degree program. Identify the primary method used to assess student achievement of the selected outcomes. *Please indicate the year(s) the assessment was conducted, the number of program graduates that year, and the number of students assessed.*

Degree Program: Master of Science in Teaching, Learning, and Leadership

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads/ number assessed
1. Students will demonstrate the ability to use research knowledge in making educational decisions and to use research skills necessary for the creation and dissemination of new knowledge.	Master's Comprehensive Examination	2002 2003 2004	3/3 37/37 71/71
	Theses or Creative Component Project		
	Advanced level Oklahoma Certification Examinations		
2. Students will demonstrate an advanced understanding of the social, psychological, cultural, moral and ethical dimensions of teaching and learning.	Master's Comprehensive Examination	2002 2003 2004	3/3 37/37 71/71
	Theses or Creative Component Project		
	Advanced level Oklahoma Certification Examinations		
3. Students will demonstrate an understanding of the pedagogical implications of diversity and individual differences.	Master's Comprehensive Examination	2002 2003 2004	3/3 37/37 71/71
	Theses or Creative Component Project		
	Advanced level Oklahoma Certification Examinations		

4. Students will demonstrate sensitivity to the impact of technology on education, and competency in the use of technology to enhance research and instruction.	Master's Comprehensive Examination	2002 2003 2004	3/3 37/37 71/71
	Theses or Creative Component Project		
5. Students will demonstrate the ability to act as proactive agents who have the knowledge and leadership skills for needed improvement, change and transformation in educational settings.	Master's Comprehensive Examination	2002 2003 2004	3/3 37/37 71/71
	Theses or Creative Component Project		
	Advanced level Oklahoma Certification Examinations		

D. Overview of results from program outcomes assessment (this information should be available in your annual assessment reports). For each key expected outcome, summarize results of assessment and describe how results have been interpreted relative to that outcome. *(To what extent are students achieving each expected outcome? What do assessment results indicate are curricular strengths or areas for improvement / program development?)*

Performance on comprehensive examinations

Comprehensive examinations assess a students' knowledge about fields of specialization and professional education. It requires a synthesis of thinking and proficiency in communication skills. During the three academic years (2002-2004) assessed for this review, 110 students passed the comprehensive examinations and one failed.

These results demonstrated end-of-program competencies in each of their respective specialty areas.

Performance on Theses or Creative Component Project

The purpose of the theses or creative component project is to demonstrate competence in the field by completing original research or a project. All 111 graduates successfully demonstrated this competency. Those seeking certification as Reading Specialist and Library Media Specialist produced a portfolio has required by state mandate.

Performance on Advanced Level Oklahoma Certification Examination

Students who want to qualify for Reading Specialist, Library Media Specialist, or Special Education certification must pass the Oklahoma Subject Area Test in this specialization. Master of Science in Teaching, Learning, and Leadership graduates in these areas performed above the state average. The pass rate for those in the Reading Specialist area was 100%.

These assessments indicate that the program is successful in providing students with the knowledge and skills needed for performance as speciality area teachers.

E. Feedback from program alumni / documented achievements of program graduates *(Describe achievements of program graduates obtained from other sources such as department-sponsored alumni surveys, alumni advisory boards, professional societies, etc. Summarize alumni survey results for the degree program, including, if available, information on employment and continued education of program graduates and graduates perceptions of program quality)*

The telephone survey of alumni conducted by the OSU Assessment Office, as well as a telephone survey by the School, indicated that alumni agreed or strongly agreed the program improved their general level of education, that the program was effective in improving the skills needed for a professional career, and that classes and professors were very strong.

G. Other Program Evaluations *(Comment on the results of any outside reviews of the program or any institutional reviews within the last 5 years.)*

No outside reviews of this degree program have been conducted.

CRITERION VI Program Demand/Need

A. Occupation Manpower Demand (If applicable)

Due to federal and state mandates and the growing complexities associated with schooling, there is a need for professionals who possess the necessary skills and knowledge to provide leadership in insuring that the young will be provided with an educational experience grounded in the best knowledge available.

B. Societal Needs for the Program

One of the challenges facing contemporary society is the development of an educational system that is capable of preparing the nation's young people to live and succeed in a rapidly changing world. The graduate program in the School of Teaching and Curriculum Leadership seeks to effect educational change to that end.

C. Graduate student applications and enrollment changes.

The College of Education Graduate Records Office provided the following information regarding applications and enrollment for the Master of Science in Teaching, Learning,

and Leadership degree since it was approved in December 2000.

Applications	487
Acceptances	464
Denied	23
Admitted but never enrolled	140
Enrolled Fall 2004	209
Inactive Fall 2004	101
Graduated	111

These figures indicate programs are recognition by students as viable and with quality. Acceptance into the programs is determined by criteria reflecting a bachelor's degree, undergraduate grade point average, and goals statement. While the demand and need for the programs are high, expansion of course offering requires additional tenure-track faculty both in Stillwater and Tulsa.

CRITERION VII Program Duplication

A. Identify other degree programs at OSU with similar titles or functions.

There are no other Master's level programs at OSU with this title or function.

Summary and Recommendations

The Master of Science in Teaching, Learning, and Leadership was approved by the Oklahoma State Regents for Higher Education in December, 2000. Since that time, 487 applications have been received, 464 students admitted, and 111 degrees granted. There were 209 active majors as of Fall 2004.

A. Strengths

The programs are recognized for providing quality experiences. Applications and enrollments are strong.

The Core classes provide connections across the variety of options and emphasis areas. Specialization programs have a high pass rate on Advanced Level Certification Exams. Graduate students meet monthly, have a Handbook, have access to an informational ListServ, and are invited to School Research Colloquia.

B. Areas for Improvement

The Special Education option could increase course offerings with a stronger presence in the Tulsa area. This spring the COE Outreach Office and the School are surveying Tulsa area schools regarding needs for preparing currently certified K-12 teachers to assume classroom responsibilities for special needs students.

C. Recommendations for Action

Fund a tenure-track faculty position at OSU-Tulsa when need is established.

D. Five-Year Goals for the Program

The Strategic Plan developed by the School of Teaching and Curriculum Leadership include the following goals that pertain to the Master's degree programs:

Goal Two. Pedagogy: Provide programs, informed by research, that prepare graduates who understand personal, social, and ethical principles of teaching and learning.

Goal Three. Diversity: Demonstrate respect for and commitment to a diverse society.

Goal Four. Technology: Critically analyze and apply technological processes and tools in teaching research, service, and other outreach activities.

Goal Five. Agency: Collaborate with and develop educational professionals as proactive agents who have the knowledge and disposition for leadership in diverse educational settings to improve the economic development and quality of life in Oklahoma and beyond.

Appendix A

External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Inservice Instruction	Dr. Lynna Ausburn	Tulsa Technology Center	\$3,889.65	\$5,868.00			
Relevancy Enhancement Achieved by Laboratories and Lecture Integrated for Engineering Education Adoption of a Relevant Undergraduate Curriculum	Dr. Richard Bryant	National Science Foundation			\$15,010.00		
Vitalizing Electromagnetic Concepts to Obtain Relevancy: VECTOR	Dr. Richard Bryant	National Science Foundation					\$15,010.00
Preparing Inclusive Personnel Partnership Project (PIPP)	Dr. Bob Davis	Oklahoma State Department of Education			\$84,860.00	\$114,403.00	\$147,907.00
Development of PDI for Resident Teacher Mentoring	Dr. Leah Engelhardt	Oklahoma Commission for Teacher Preparation	\$445,412.00	\$199,966.00	\$199,481.00	\$186,955.00	\$150,000.00
Content Coaching for the New Teacher	Dr. Leah Engelhardt	Oklahoma State Regents for Higher Education	\$69,353.00	\$82,007.00	\$82,725.00		

Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Oklahoma City Public Schools Coaching Program for Elementary Science Leaders	Dr. Leah Engelhardt	Oklahoma City Public Schools	\$10,902.00				
An Integrated Approach to Teaching Language Arts, Mathematics, and the Social Sciences Through the Natural Sciences (Kindergarten - 8th Grade)	Dr. Pam Fry	Pfizer Foundation			\$16,958.00		
Early Morning Reader Response: Text, Talk, and Technology as Tools to Mediate Thinking for Mixed-Age, At-Risk Readers	Dr. Sandee Goetze and Dr. Barbara Walker	International Reading Association		\$5,000.00			
International Project: DevTech Honduran Project	Dr. Rey Martinez	DevTech Systems, Inc.	\$415,263.00				
Examining the Caliber of Books Used with 3-year Olds in Subsidized Childcare Facilities and the Influence of Literacy Actions	Dr. Heidi Anne Mesmer	American Educational Research Association				\$15,000.00	
Textual Scaffolds for Beginning Readers	Dr. Heidi Anne Mesmer	Spencer Foundation					\$50,000.00

Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Star Schools: The New Millennium - Language Arts	Dr. Kouider Mokhtari and Dr. Leah Engelhardt	U.S. Department of Education			\$235,161.95		
GEAR UP - Years 1 - 3	Dr. Ed Harris and Dr. Kouider Mokhtari	Tulsa Public Schools	\$101,511.00	\$102,827.00	\$101,727.00		
GEAR UP - Years 4 - 5	Dr. Kouider Mokhtari	Tulsa Public Schools				\$101,727.00	\$101,727.00
Retention of Students in the Biological Sciences Assessment	Dr. Kouider Mokhtari	Howard Hughes Medical Institute					\$22,349.42
Academy for Range and Wildlife Ecology	Dr. Chris Moseley	Oklahoma State Regents for Higher Education	\$10,500.00				
Summer Academy for Range and Wildlife Ecology	Dr. Chris Moseley	Oklahoma State Regents for Higher Education		\$11,824.00	\$12,440.00	\$11,818.00	
NASA/NOVA Implementation Grant Project	Dr. Chris Moseley	University of Alabama			\$24,000.00		
Using GLOBE to Broaden the Environmental Science Knowledge of K-12 Teachers	Dr. Chris Moseley and Dr. Kay Reinke	Oklahoma State Regents for Higher Education			\$37,854.00		
PASS Alignment with National Programs-Projects WET and WOW	Dr. Pat Jordan and Dr. Spradling	Oklahoma Conservation Commission		\$10,000.00			

Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Oklahoma City Public Schools Workshops for Middle School Science Teachers	Dr. Pat Jordan and Dr. Spradling	Oklahoma City Public Schools		\$23,111.50			
Technical & Industrial Educator Development for New Career Tech Teachers - T&I	Dr. Mary Jo Self	Oklahoma Department of Career & Technology Education			\$73,400.00	\$79,100.00	\$78,800.00
Star Schools: The New Millennium - Improving Math & Science in Middle Schools	Dr. Susan Stansberry	U.S. Department of Education			\$61,579.00	\$34,862.00	\$49,555.00
A Professional Development Institute on Algebra and End-of-Course Assessment	Dr. Susan Stansberry	Oklahoma State Regents for Higher Education					\$6,771.00
Rural Alliance for Improving Science Education	Dr. John Steinbrink	National Science Foundation					\$17,944.00
Adult Literacy Program: Public Education and Awareness for Volunteers and Illiterate Adults	Dr. David Yellin	Association of Central Oklahoma Governments			\$20,000.00		
Consolidated - Center for Environmental Education	Dr. Spradling	Conoco, Inc.	\$1,000.00				
Teaching Teachers to Teach with Technology	Dr. Sandee Goetze	Oklahoma Office of Treasury	\$550.00				
Knowledge Development for the Technology Integration Community (PT3)	Dr. Sandee Goetze	University of Missouri					\$42,482.00

Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Oklahoma Higher Education Partners in Service-Learning	Dr. Carolyn Baird	Corporation for National Service	\$183,000.00				
C/S for Oklahoma Higher Education Partners in Service- Learning	Dr. Carolyn Baird	Oklahoma State Regents for Higher Education	\$48,106.00				
Gobi Regional Economic Growth Initiative Consulting	Dr. James Gregson	ARD, Inc.		\$11,460.25			
Technical & Industrial Educator Development for New Career Tech Teachers - T&I	Dr. James Gregson			\$22,000.00			

External Funds			Dollar Amounts				
Title	PI	Agency	FY 00	FY 01	FY 02	FY 03	FY 04
Inservice Instruction	Ausburn	Tulsa Technology Center	\$3,889.65	\$5,868.00			
Oklahoma Higher Education Partners in Service-Learning	Baird	Corporation for National Service	\$183,000.00				
C/S for Oklahoma Higher Education Partners in Service-Learning	Baird	Oklahoma State Regents for Higher Education	\$48,106.00				
Relevancy Enhancement Achieved by Laboratories and Lecture Integrated for Engineering Education Adoption of a Relevant Undergraduate Curriculum	Bryant (CEAT Lead)	National Science Foundation			\$15,010.00		
Vitalizing Electromagnetic Concepts to Obtain Relevancy: VECTOR	Bryant (CEAT Lead)	National Science Foundation					\$15,010.00
Preparing Inclusive Personnel Partnership Project (PIPP)	Davis	Oklahoma State Department of Education			\$84,860.00	\$114,403.00	\$147,907.00
Development of PDI for Resident Teacher Mentoring	Engelhardt	Oklahoma Commission for Teacher Preparation	\$445,412.00	\$199,966.00	\$199,481.00	\$186,955.00	\$150,000.00
Content Coaching for the New Teacher	Engelhardt	Oklahoma State Regents for Higher Education	\$69,353.00	\$82,007.00	\$82,725.00		
Oklahoma City Public Schools Coaching Program for Elementary Science Leaders	Engelhardt	Oklahoma City Public Schools	\$10,902.00				
An Integrated Approach to Teaching Language Arts, Mathematics, and the Social Sciences Through the Natural Sciences (Kindergarten - 8th Grade)	Fry	Pfizer Foundation			\$16,958.00		
Teaching Teachers to Teach with Technology	Goetz	Oklahoma Office of Treasury	\$550.00				
Knowledge Development for the Technology Integration Community (PT3)	Goetze	University of Missouri					\$42,482.00
Early Morning Reader Response: Text, Talk, and Technology as Tools to Mediate Thinking for Mixed-Age, At-Risk Readers	Goetze/Walker (Co-PI)	International Reading Association		\$5,000.00			
Gobi Regional Economic Growth Initiative Consulting	Gregson	ARD, Inc.		\$11,460.25			
Technical & Industrial Educator Development for New Career Tech Teachers - T&I	Gregson	Oklahoma Department of Career & Technology Education		\$22,000.00			
International Project: DevTech Honduran Project	Martinez	DevTech Systems, Inc.	\$415,263.00				
Examining the Caliber of Books Used with 3-year Olds in Subsidized Childcare Facilities and the Influence of Literacy Actions	Mesmer	American Educational Research Association				\$15,000.00	

Textual Scaffolds for Beginning Readers	Mesmer	Spencer Foundation					\$50,000.00
Star Schools: The New Millennium - Language Arts	Mokhtari/Engelhardt (Co-PI) (A&S Lead)	U.S. Department of Education			\$235,161.95		
GEAR UP - Years 1 - 3	Harris/Mokhtari (Co-PI)	Tulsa Public Schools	\$101,511.00	\$102,827.00	\$101,727.00		
GEAR UP - Years 4 - 5	Mokhtari	Tulsa Public Schools				\$101,727.00	\$101,727.00
Retention of Students in the Biological Sciences Assessment	Mokhtari (AG Lead)	Howard Hughes Medical Institute					\$22,349.42
External Funds			Dollar Amounts				
Title	PI	Agency	FY 00	FY 01	FY 02	FY 03	FY 04
Academy for Range and Wildlife Ecology	Moseley	Oklahoma State Regents for Higher Education	\$10,500.00				
Summer Academy for Range and Wildlife Ecology	Moseley	Oklahoma State Regents for Higher Education		\$11,824.00	\$12,440.00	\$11,818.00	
NASA/NOVA Implementation Grant Project	Moseley	University of Alabama			\$24,000.00		
Using GLOBE to Broaden the Environmental Science Knowledge of K-12 Teachers	Moseley/Reinke (Co-PI)	Oklahoma State Regents for Higher Education			\$37,854.00		
PASS Alignment with National Programs-Projects WET and WOW	P. Jordan/Spradling (Co-PI)	Oklahoma Conservation Commission		\$10,000.00			
Oklahoma City Public Schools Workshops for Middle School Science Teachers	P. Jordan/Spradling (Co-PI)	Oklahoma City Public Schools		\$23,111.50			
Technical & Industrial Educator Development for New Career Tech Teachers - T&I	Self	Oklahoma Department of Career & Technology Education			\$73,400.00	\$79,100.00	\$78,800.00
Consolidated - Center for Environmental Education	Spradling	Conoco, Inc.	\$1,000.00				
Star Schools: The New Millennium - Improving Math & Science in Middle Schools	Stansberry (A&S Lead)	U.S. Department of Education			\$61,579.00	\$34,862.00	\$49,555.00
A Professional Development Institute on Algebra and End-of-Course Assessment	Stansberry (A&S Lead)	Oklahoma State Regents for Higher Education					\$6,771.00
Rural Alliance for Improving Science Education	Steinbrink (A&S Lead)	National Science Foundation					\$17,994.00
Adult Literacy Program: Public Education and Awareness for Volunteers and Illiterate Adults	Yellin	Association of Central Oklahoma Governments			\$20,000.00		
Total			\$1,289,486.65	\$474,063.75	\$965,195.95	\$543,865.00	\$682,595.42

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
<p>RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES</p> <p>Peer-Reviewed Journals</p> <p>Stansberry, S. L., & Harris, E. L. (2005, Spring). Understanding the interrelationship of instructional technology use and organizational culture: A case study of a veterinary medicine college. <i>Journal of Veterinary Medical Education</i>.</p> <p>Stansberry, S. L., & Schwarz, G. (2003, Fall). Expanding literacy through video production. <i>Balanced Reading Instruction</i>, 10.</p> <p>Stansberry, S. L., Haulmark, M., & Sheeran, L. (2003). 'I agree' does not constitute discussion: Applying theoretical frameworks to assess student learning in asynchronous online discussions. <i>National Social Science Journal</i>, 20(1), 91-101.</p> <p>Goetze, S. K., & Stansberry, S. L. (2003). Implementing instructional technology in teacher education: The how and the why of IT. <i>Action in Teacher Education</i>, XXIV(4), viiix.</p> <p>Peer-Reviewed Conference Proceedings</p> <p>Stansberry, S. L. (2005, Spring). Tech4u: Increasing teachers' technology literacy through an online professional development community. In Ferdig, R. & Crawford, C. (Eds.), <i>Society for Information Technology & Teacher Education International Conference Annual, 16th ed.</i> Society for Information Technology & Teacher Education.</p> <p>Stansberry, S. L. (2005, Spring). Take AIM: Improving professional education instructors' use of instructional technology. In Ferdig, R. & Crawford, C. (Eds.), <i>Society for Information Technology & Teacher Education International Conference Annual, 16th ed.</i> Society for Information Technology & Teacher Education.</p> <p>Stansberry, S. L., & Foley, A. (2004). A one way ticket to nowhere? The importance of matching appropriate technologies to situational instructional styles to enhance Adoption of online instruction. In M. Simonson (Ed.), <i>27th Annual Proceedings: Selected Research and Development Papers Presented at the 2002 National Convention of the Association for Educational Communications and Technology</i> (27th ed.). Association for Educational Communications and Technology.</p> <p>Stansberry, S. L., Spitzer, B. A., Goetze, S. K. (2003). Creating a 'teaching with technology' electronic portfolio. In M. Simonson & M. Crawford (Eds.), <i>26th Annual Proceedings: Selected Research and Development Papers Presented at the 2002 National Convention of the Association for Educational Communications and Technology</i> (26th ed.). Association for Educational Communications and Technology.</p> <p>Stansberry, S. L., Mayfield, B., Choike, J., Ackerson, B., Rockley, M., Marston, R.,</p>	<p>Dr. Susan Stansberry</p>	<p>2005</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2005</p> <p>2005</p> <p>2004</p> <p>2003</p>

<p>et al. (2003). Polaris: Creating math and science stars through integrated, inquiry based online professional development. In D. A. Willis (Ed.), <i>Society for Information Technology & Teacher Education International Conference Annual</i> (14th ed.). Society for Information Technology & Teacher Education.</p> <p>Stansberry, S. L. (2003). Understanding why faculty use (or don't use) IT: Implementation of instructional technology from an organizational culture perspective. In D. A. Willis (Ed.), <i>Society for Information technology & Teacher Education International Conference Annual</i> (14th ed.). Society for Information Technology & Teacher Education.</p> <p>Stansberry, S. L., Tothoro, K., & Goetze, S. K. (2003). What's your story? A PT3 project using teachers' stories to enhance the use of technology in the classroom. In D. A. Willis (Ed.), <i>Society for Information technology & Teacher Education International Conference Annual</i> (14th ed.). Society for Information Technology & Teacher Education.</p> <p>Stansberry, S. L., & Harris, E. L. (2002). Understanding why faculty use (or don't use) IT: Implementation of instructional technology from an organizational culture perspective. In M. Simonson & M. Crawford (Eds.), <i>25th Annual Proceedings: Selected Research and Development Papers Presented at the 2002 National Convention of the Association for Educational Communications and Technology</i> (25th ed., pp. 413-422). Association for Educational Communications and Technology.</p> <p>Stansberry, S. L., Haulmark, M., & Sheeran, L. (2002). 'I agree' does not constitute discussion: Applying theoretical frameworks to assess student learning in asynchronous online discussions. In <i>National Social Science Perspectives Journal</i> (21st ed.). Conference Proceedings of the National Technology and Social Science Conference.</p> <p>Other Publications</p> <p>Stansberry, S. L. (2005, February). <i>Program Report for the Preparation of School Library Media Specialists American Library Association (ALA)/American Association of School Librarians(AASL)</i>. Stillwater, OK: Oklahoma State University.</p> <p>PRESENTATIONS</p> <p>Peer-Reviewed Presentations</p> <p>Worley, V., & Stansberry, S.L. (2004, November). <i>Be with a class or have a pass: towards a philosophy of library media technology</i>. Paper submitted for presentation at American Educational Studies Association Conference, Kansas City, KS.</p> <p>Stansberry, S. L., Foley, A. R., & Goetze, S. K. (2004, October). <i>A one-way ticket to nowhere? The importance of matching appropriate technologies to individual teaching styles to enhance adoption of online instruction</i>. Paper accepted for presentation at Association for Educational Communications and Technology International Conference, Chicago, IL.</p> <p>Stansberry, S. L. (2004, October). <i>Alphabet soup: Blending NETS, KITE, and TLC to create technology literate teachers through the Tech4u.org online professional</i></p>	<p>Dr. Susan Stansberry</p>	<p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2005</p> <p>2004</p> <p>2004</p> <p>2004</p>
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<p><i>development</i>. Paper accepted for presentation at Association for Educational Communications and Technology International Conference, Chicago, IL.</p> <p>Stansberry, S. L., Spitzer, B. A., & Goetze, S. K. (2004, April). <i>Training teachers to be technology literate: How's that working for you?</i> Paper presented at American Educational Research Association Conference, San Diego, CA.</p> <p>Stansberry, S. L., Hudson, G. (2004, February). <i>The HBLAU project: Teaching teachers to do science the way scientists do science through hypothesis based learning pedagogy</i>. Poster session presented at EDUCAUSE, Dallas, TX.</p> <p>Spitzer, B. A., & Stansberry, S. L. (2004, January). <i>Training teachers to be technology literate: How's that working for you?</i> Paper presented at Hawaii International Conference on Education, Honolulu, HI.</p> <p>Stansberry, S. L., Worley, V., & Schwarz, G. (2004, January). <i>You mean a librarian does more than dust books? Teaching preservice teachers to effectively engage with the school library media program</i>. Paper presented at Hawaii International Conference on Education, Honolulu, HI.</p> <p>Stansberry, S. L., Spitzer, B. A., Mayfield, B. E., Puckette, J., Marston, R., & Decocq, B. (2004, January). <i>The HBLAU project: Teaching teachers to do science the way scientists do science through hypothesis based learning pedagogy</i>. Poster session presented at Hawaii International Conference on Education, Honolulu, HI.</p> <p>Stansberry, S. L., Goetze, S. K., & Spitzer, B. A. (2003, November). <i>Creating a 'teaching with technology' electronic portfolio</i>. Paper presented at Association for Educational Communications and Technology International Conference, Anaheim, CA.</p> <p>Stansberry, S. L., Goetze, S. K., & Spitzer, B. A. (2003, November). <i>Electronic portfolios in school library media education: A perfect match</i>. Paper presented at Association for Educational Communications and Technology International Conference, Anaheim, CA.</p> <p>Stansberry, S. L., Goetze, S. K., & Spitzer, B. A. (2003, November). <i>Teaching with technology: Does practice match standards?</i>. Poster session presented at Association for Educational Communications and Technology International Conference, Anaheim, CA.</p> <p>Kurtz, C. B., & Stansberry, S. L. (2003, June/July). <i>An examination of the application of NETS-T among Oklahoma teachers</i>. Paper presented at National Educational Computing Conference, Seattle, WA.</p> <p>Stansberry, S. L. (2003, June/July). <i>Effective implementation of instructional technology initiatives through understanding of organizational culture</i>. Paper presented at National Educational Computing Conference, Seattle, WA.</p> <p>Stansberry, S. L. (2003, May). <i>Melding multiple literacies through the development of electronic portfolios in a graduate level literacy/library media program</i>. Poster session presented at Annual Convention of the International Reading Association, Orlando, FL.</p> <p>Stansberry, S. L., & Kurtz, C. B. (2003, March). <i>An examination of the application</i></p>	<p>Dr. Susan Stansberry</p>	<p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p>
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<p><i>of NETS-T among Oklahoma teachers.</i> Paper presented at Society for Information Technology & Teacher Education International Conference, Albuquerque, NM.</p> <p>Stansberry, S. L., & Spitzer, B. A. (2003, March). <i>Polaris: Creating math and science stars through integrated, inquiry based online professional development.</i> Paper presented at Society for Information Technology & Teacher Education International Conference, Albuquerque, NM.</p> <p>Stansberry, S. L. (2003, March). <i>Understanding why faculty use (or don't use) IT: Implementation of instructional technology from an organizational culture perspective.</i> Paper presented at Society for Information Technology & Teacher Education International Conference, Albuquerque, NM.</p> <p>Stansberry, S. L., & Tothero, K. (2003, March). <i>What's your story? A PT3 project using teachers' stories to enhance the use of technology in the classroom.</i> Poster session presented at Society for Information Technology & Teacher Education International Conference, Albuquerque, NM.</p> <p>Stansberry, S. L., & Gungoll, T. (2003, March). <i>Polaris: Creating math and science stars through hypothesis based learning.</i> Paper presented at Oklahoma Learning Technology Conference and Exposition, Oklahoma City, OK.</p> <p>Haulmark, M., & Stansberry, S. L. (2002, November). <i>'I agree' does not constitute discussion: Applying theoretical frameworks to assess student learning in asynchronous online discussions.</i> Paper presented at Association for Educational Communications and Technology International Conference, Dallas, TX.</p> <p>Stansberry, S. L., Mayfield, B. E., & Rockley, M. (2002, November). <i>Reaching beyond the stars: Lessons learned on the star schools POLARIS project.</i> Paper presented at Association for Educational Communications and Technology International Conference, Dallas, TX.</p> <p>Stansberry, S. L., & Harris, E. L. (2002, November). <i>Understanding faculty preferences toward IT use: Implementation of instructional technology from an organizational culture perspective.</i> Paper presented at Association for Educational Communications and Technology International Conference, Dallas, TX.</p> <p>Stansberry, S. L., Haulmark, M., & Sheeran, L. (2002, April). <i>'I agree' does not constitute discussion: Analyzing the quality of online discourse.</i> Paper presented at National Social Science and Technology Conference, Las Vegas, NV.</p> <p>Stansberry, S. L. (2002, April). <i>Cultural barriers and incentives related to instructional technology use among higher education faculty members.</i> Paper presented at National Social Science and Technology Conference, Las Vegas, NV.</p> <p>Stansberry, S. L., & Ehlers, V. (2002, March). <i>What's your story? A PT3 project using teachers' stories to enhance the use of technology in the classroom.</i> Paper presented at Oklahoma Learning Technology Conference and Exposition, Oklahoma City, OK.</p> <p>Schwarz, G., & Stansberry, S. L. (2002, March). <i>Video production in the classroom.</i> Paper presented at National Council of Teachers of English Spring Conference, Portland, OR.</p>	<p>Dr. Susan Stansberry</p>	<p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p>
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<p>Stansberry, S. L., Haulmark, M., & Harris, E. L. (2001, November). <i>A grid and group explanation of higher education faculty use of instructional technology</i>. Paper presented at Rocky Mountain Educational Research Association Conference, Las Cruces, NM.</p> <p>Stansberry, S. L. (2001, October). <i>Get over it or get into it? A fresh perspective on playing the higher education faculty game</i>. Paper presented at Christian Leadership Ministries' Regional Faculty Leadership Conference, Austin, TX.</p> <p>Stansberry, S. (2001, September). <i>Mom really does know best: Building effective, innovative, and affordable online course components</i>. Paper presented at EncycloMedia Conference, Oklahoma City, OK.</p> <p>Stansberry, S. L., & Harris, E. L. (2001, February). <i>A grid and group interpretation of faculty role perception as related to information technology</i>. Paper accepted for presentation at Faculty Roles and Rewards conference of the American Association of Higher Education, Tampa, FL.</p> <p>Stansberry, S. L., & Sleezer, C. (2000, March). <i>Mom really does know best! Applying mom's advice to teaching at a distance</i>. Paper presented at Oklahoma Learning Technology Conference and Exposition, Oklahoma City, OK.</p> <p>Peacock, J., & Stansberry, S. L. (1999, March). <i>An examination of technology user acceptance models for mixedlevel components</i>. Paper presented at Oklahoma State University Graduate College Annual Research Symposium, Stillwater, OK.</p> <p>Invited Presentations</p> <p>Stansberry, S. L., Fry, P., & Goetze, S. (2005, February 19). <i>Balancing life and career</i>. Speech presented at Fellowship of Christian Faculty and Staff, Stillwater, OK.</p> <p>Stansberry, S. L. (2004, December 3). <i>One size does NOT fit all: Matching pedagogical practice with appropriate Blackboard tools</i>. Colloquium conducted at the School of Teaching and Curriculum Leadership, Oklahoma State University, Stillwater, OK.</p> <p>Stansberry, S. L. (2004, November 16). <i>Faculty use of websites</i>. Lecture presented at OSU InformationTechnology Department's Tech Tuesday event., Stillwater, OK.</p> <p>Fry, P., Stansberry, S. L., & Goetze, S. (2004, November 12). <i>Balancing career and life</i>. Speech presented at OSU Forum on Women's Issues, Stillwater, OK.</p> <p>Hudson, G., & Stansberry, S. L. (2004, August 27). <i>Hypothesis based learning: Taking the guesswork out of science achievement</i>. Lecture presented at The Oklahoma State School Boards Association(OSSBA) and the Cooperative Council for Oklahoma School Administration (CCOSA) Conference and Exposition, Oklahoma City, OK.</p> <p>Elder, A., Estlin, G., Cowan, C., Fisher, A., Lehman, B., & Stansberry, S. L. (2004, April 30). <i>Panel Discussion: Visioning academic success for historically underserved and underrepresented student groups in science, math, and technology</i>. Speech presented at SEDL's Enhancing Science and mathematics Education through Technology 2004 Oklahoma spring Forum, Tulsa, OK .</p>	<p>Dr. Susan Stansberry</p>	<p>2001</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2000</p> <p>1999</p> <p>2005</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p>
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Stansberry, S. L. (2004, April 24). <i>Hypothesis based learning and instructional technology: perfect partners</i> . Lecture presented at Arthur Vining Davis HbL Conference, Oklahoma City, OK.	Dr. Susan Stansberry	2004
Stansberry, S. L., Hudson, G., Van Dorn, K. (2004, April 5). <i>The HBL4U project: Teaching science the way scientists do science</i> . Symposium conducted at the Celebration of Teaching at Oklahoma State University, Stillwater, OK.		2004
Stansberry, S. L. (2004, February 19). One size does NOT fit all: Matching pedagogical practice with appropriate Blackboard tools. In <i>OSU faculty development series blackboard symposium</i> . Symposium conducted at Oklahoma State University, Stillwater, OK.		2004
Stansberry, S. L. (2004, January 31). <i>Finding your PLACE in missions and ministry</i> . Symposium conducted at Eagle Heights Baptist Church, Stillwater, OK.		2004
Stansberry, S. L. (2003, December 12). <i>Improving science professional development through an online workshop</i> . Symposium conducted at Oklahoma State University Center for Science Literacy Professional Development Institute, Stillwater, OK.		2003
Stansberry, S. L. (2003, November 21). <i>Integrating faith in the workplace as an OSU faculty member</i> . Symposium conducted at a joint meeting of Stillwater Market Makers and OSU Fellowship of Christian Faculty and Staff, Stillwater, OK.		2003
Stansberry, S. L. (2003, October 20). Instructional technology component development within the OSU star schools HbL4u project. In <i>US department of education star schools project annual evaluation</i> . Symposium conducted at Oklahoma State University – Tulsa, Tulsa, OK.		2003
Stansberry, S. L. (2003, October 3). <i>Integrating technology in the HBL science classroom</i> . Paper presented at Oklahoma State University Center for Science Literacy Professional Development Institute, Stillwater, OK.		2003
Stansberry, S. L. (2003, March 27). Library media @ OSU. In <i>Continuing your library education in Oklahoma</i> . Symposium conducted at Oklahoma Library Association Annual Conference, Tulsa, OK.		2003
Stansberry, S. L. (2003, February 7). Integrating instructional technology into a hypothesis based learning science classroom. In <i>Polaris teacher team training</i> . Symposium conducted at Oklahoma State University Star Schools Project, Oklahoma State University, Stillwater, OK.		2003
Stansberry, S. L. (2003, January 29). The school library media specialist and the elementary teacher: How do they relate? In <i>Senior seminar for elementary education majors</i> . Symposium conducted at Oklahoma State University College of Education, Stillwater, OK.		2003
Stansberry, S. L. (2003, January 29). The school library media specialist and the secondary language arts teacher: How do they relate? In <i>Senior seminar for secondary language arts majors</i> . Symposium conducted at Oklahoma State University College of Education, Stillwater, OK.		2003
Stansberry, S. L. (2002, December 6). An overview of technology infusion initiatives in the OSU college of education. In <i>Oklahoma higher education technology</i>		2002

symposium. Symposium conducted at University of Oklahoma, Norman, OK.

Stansberry, S. L., Ausburn, L., Goetze, S. K., & Harris, E. L. (2002, November 7). Today's technologies in teaching, research, and service. Symposium conducted at Oklahoma State University College of Education Emeriti Luncheon, Stillwater, OK.

Stansberry, S. L., Ausburn, L., & Sheeran, L. (2002, November 1). Using technology in teaching in the OSU college of education. In *School of teaching and curriculum leadership monthly faculty meeting*. Symposium conducted at Oklahoma State University College of Education, Stillwater, OK.

Stansberry, S. L. (2002, October 24). Instructional technology component development within the OSU star schools POLARIS project. In *US department of education star schools project annual evaluation*. Symposium conducted at University of New Mexico, Albuquerque, NM.

Stansberry, S. L. (2002, September/October 11). Mentoring girls preparing for careers in technology. In *GirlTech mentor training*. Symposium conducted at Oklahoma State Department of Career and Technology Education, Stillwater, OK.

Stansberry, S. L. (2002, July 10). John Goodlad on the topic of educational technology. In *Brock symposium on excellence in education*. Symposium conducted at University of Oklahoma, Norman, OK.

Stansberry, S. L. (2002, March 19). Instructional technology component development within the OSU star schools POLARIS project. In *National education association state delegates meeting*. Symposium conducted at NEA meeting, Dallas, TX.

Stansberry, S. L. (2002, February 20). Instructional technology component development within the OSU star schools POLARIS project. In *US department of education star schools project annual evaluation*. Symposium conducted at OSUTulsa, Tulsa, OK.

Stansberry, S. L. (2001, December). A grid and group explanation of higher education faculty use of instructional technology. In *OSU college of education research symposium*. Symposium conducted at Oklahoma State University College of Education, Stillwater, OK.

Stansberry, S. L. (2001, October). Communication tools in blackboard. In *Oklahoma state university fall faculty event*. Symposium conducted at Oklahoma State University, Stillwater, OK.

Stansberry, S. L. (2001, August). *Electronic presentation composition and design*. Paper presented at Oklahoma Department of Career and Technology Education Summer Conference, Tulsa, OK.

Stansberry, S. L. (2000, November). Distance education best practices. In *State of Oklahoma techies day*. Symposium conducted at Oklahoma State Department of Career and Technology Education, Stillwater, OK.

Stansberry, S. L. (2000, April). *Integrating internet tools in the science classroom*. Paper presented at Oklahoma Association of Environmental Education Conference, Stillwater, OK.

Stansberry, S. L. (2000, March). Mom knows best: Advice for the distance educator.

Dr. Susan Stansberry

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<p>In <i>Oklahoma state university technology information series</i>. Symposium conducted at Oklahoma State University, Stillwater, OK.</p> <p>Stansberry, S. L. (1999, October). Community builders: Designing learner centered integrated lessons. In <i>Holland Hall Technology Day</i>. Symposium conducted at Holland Hall School Technology Day, Tulsa, OK.</p> <p>Stansberry, S. L. (1999, September). <i>Grant writing for distance education technology</i>. Paper presented at United States Coast Guard Auxiliary Annual Conference, Orlando, FL.</p> <p>Haulmark, M. & Stansberry, S. L. (1999, April). <i>Charting your course: The integration of information technology components into the university curriculum</i>. Paper presented at American Society for Engineering Education Midwest Section Conference, Stillwater, OK.</p>	<p>Dr. Susan Stansberry</p>	<p>1999</p> <p>1999</p> <p>1999</p>
<p>Publications:</p> <p>* Osgood, V. & Self, M. (2003, Fall). Pathway to survival: A new teacher induction initiative. <i>Workforce Education Forum</i>.</p> <p>*Crawford-Self, M. (2001). On retention of secondary trade and industrial education teachers: Voices from the field. <i>Journal of Industrial Teacher Education</i>, 38 (4), 41-61.</p> <p>*Crawford-Self, M. (2001). <i>On retention of secondary trade and industrial education teachers: Voices from the field. (Paper presented at Annual Conference of the Association for Career and Technical Education)</i>. New Orleans, LA: (ERIC Document Reproduction Service No. ED 464 213)</p> <p>*Osgood, V. & Self, M. (2003) <i>Pathway to Survival: A New Teacher Induction Initiative. (Paper Presented at Annual Conference of the Association for Career and Technical Education)</i>. Las Vegas, Nevada: (ERIC Document Reproduction Service Temporary Identification Number CE 085 583).</p> <p><u>Presentations:</u></p> <p>2005</p> <p>**Self, M. (scheduled to present in January of 2005). Hawaii International Conference on Education, Honolulu, Hawaii, One presentation: "The Impact of Mentoring on the Teaching Profession"</p> <p>2004</p> <p>**Self, M. (scheduled to present in December of 2004). Association for Career and Technical Education Annual Conference, Las Vegas, Nevada, Two presentations:</p> <p style="padding-left: 40px;">"Understanding Career Stages of Teachers"</p> <p style="padding-left: 40px;">"Navigating the First Year of Teaching"</p> <p>**Self, M. (January 12-14) Trade and Industrial Education New Teacher Academy, Oklahoma Department of Career Tech, Stillwater, Oklahoma, Co-Facilitator and</p>	<p>Dr. Mary Jo Self</p>	<p>2003</p> <p>2001</p> <p>2001</p> <p>2003</p> <p>2005</p> <p>2004</p> <p>2004</p>

<p>Presenter.</p> <p>*Self, M. (May 24). Atry Technology Center Teacher Inservice, Atry Technology Center, Enid, Oklahoma, Presenter.</p> <p>2003</p> <p>*Self, M. (December 13) Association for Career and Technical Education, Annual Conference, Orlando, Florida, "Mentoring Teachers for the Future: Lessons Learned", Research paper presentation.</p> <p>*Self, M. & Thompson, L. (October 10) Oklahoma Association of Teacher Educators (OATE), Norman, Oklahoma, "Mentoring Teachers of the Future", Concurrent Session.</p> <p>**Self, M. (March 28) Technology Center Administrator Program (TechCAP), Central Technology Center, Drumright, Oklahoma, "Teacher Certification", Session Presenter and Co-Facilitator of Certification Group Assignment.</p> <p>*Self, M. (March 7) Oklahoma Association of Teacher Educators Spring 2003 Conference, "Teacher Educators Leading the Challenge for Academic Excellence in the 21st Century", Oklahoma State University, Stillwater, Oklahoma; Panel Moderator, Poster Presentation and Breakout Session.</p> <p>*Self, M. & Osgood, V. (February 3) National Centers for Research and Dissemination in Career and Technical Education, Teacher Education Institute 2003, Scottsdale, Arizona, Strand: Providing Options for Increasing the Supply of Teachers/Faculty, "Pathway to Survival - A New Teacher Induction Initiative", Paper Presentation.</p> <p>**Self, M. (January 21-23) Trade and Industrial Education New Teacher Academy, Oklahoma Department of Career Tech, Stillwater, Oklahoma, Co-Facilitator and Presenter.</p> <p>**Self, M. (January 10) New Teacher Follow-Up Academy, University of Central Oklahoma, Edmond, Oklahoma, Co-Facilitator.</p> <p>2002</p> <p>**Self, M. (December 14) Association for Career and Technical Education, Las Vegas, Nevada, "Retention of Oklahoma Secondary Trade and Industrial Education Teachers" Research Forum.</p> <p>**Self, M. , Gregson, J. & Osgood, V. (December 14) Association for Career and Technical Education, Las Vegas, Nevada, "Oklahoma Career and Technology Induction Process", Research Forum.</p> <p>*Self, M. (December 13) Association for Career and Technical Education, Las Vegas, Nevada, "Providing Support for National Board Candidates", Roundtable Presentation at Grand Carousel</p> <p>**Self, M. (October 31-November 1) South Central Holmes Partnership Regional Meeting, University of Missouri, St. Louis, Missouri, Fall Annual Meeting, Presenter of two sessions- "Oklahoma's State Data Profile and Reinventing the CareerTech Teacher Education Pathway".</p> <p>*Self, M. & Osgood, V. (October 24) Rocky Mountain Educational Research Association, Fall Conference, Oklahoma State University, Stillwater, Oklahoma,</p>	<p>Dr. Mary Jo Self</p>	<p>2004</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p>
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<p>"Career and Technology Teacher Induction Process".</p> <p>*Self, M. (October 11) American Association for Teaching and Curriculum (AATC), Ninth Annual Conference, Tulsa, Oklahoma, "Career and Technology Teacher Induction System", Session 25.</p> <p>**Self, M. & Osgood, V. (October 4) Fall Conference of the Oklahoma Association of Teacher Educators (OATE), The University of Central Oklahoma, Edmond, Oklahoma, "Research Findings: Oklahoma's Vocational Teacher Induction Initiative". Group Presentation.</p> <p>**Self, M. (September 16-18) Trade and Industrial Education New Teacher Academy, Oklahoma Department of Career Tech, Stillwater, Oklahoma, Co-Facilitator and Presenter.</p> <p>**Self, M. (July 15-18) Trade and Industrial Education New Teacher Academy, Oklahoma Department of Career Tech, Stillwater, Oklahoma, Co-Facilitator and Presenter.</p> <p>**Self, M. (July 13) New Teacher Institute for Business and Information Technology Teachers, Meridian Technology Center, Stillwater, OK, "Career Tech Teachers and the Student with Special Needs"</p> <p>**Self, M. (April 8) Celebration of Teaching, College of Education, Oklahoma State University, Stillwater, Oklahoma, "Career Stages of Teachers".</p> <p>**Self, M. (January 28-30) Trade and Industrial Education New Teacher Academy, Oklahoma Department of Career Tech, Stillwater, Oklahoma, Co-Facilitator and Presenter.</p> <p>**Self, M. (January 18) New Teacher Follow-up Academy Trade and Industrial Education, University of Central Oklahoma, Edmond, Oklahoma, Co-Facilitator.</p> <p>2001</p> <p>*Self, M. (December 15) Annual Convention of the Association for Career and Technical Education, NAITTE/TED Research Symposium, New Orleans, Louisiana, "On Retention of Oklahoma Secondary Trade and Industrial Education Teachers: Voices from the Field"</p> <p>*Self, M. & King, D. (December 4), OSU, College of Education, Faculty Poster Presentation, Stillwater, OK, "Collaborative Grant for the CareerTech New Teacher Induction System"</p> <p>**Self, M. (September 17-19) New Teacher Academy Trade and Industrial Education, Oklahoma Department of Career and Technology Education, Stillwater, Oklahoma, Co-Facilitator.</p> <p>**Self, M. (July 16-19) New Teacher Academy Trade and Industrial Education, Oklahoma Department of Career and Technology Education, Stillwater, Oklahoma, Co-Facilitator.</p>	<p>Dr. Mary Jo Self</p>	<p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2001</p>
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<p><i>Reported vs. Actual Reading Strategy Use by Native and Nonnative English Speakers.</i> Invited research paper accepted for a presentation at the Third National Conference on Research in Developmental Education, October 24-28, 2001.</p> <p><i>Concept-Oriented Reading Instruction (CORI) in Action.</i> Paper presented at the 46th Annual Convention International Reading Association, April 28—May 3, 2001, New Orleans, LA. (With D. Yellin, A. Holley, & P. Yellin).</p> <p><i>Integrating literacy: Curriculum approaches at the elementary school level.</i> A micro-workshop presented at the 45th Annual Convention, International Reading Association, April 30-May 5, 2000, Indianapolis, Indiana.</p> <p><i>Integrating the Teaching of Reading and Mathematics Through Rich Problem Solving Contexts</i> A Microworkshop presented at the International Reading Association Convention, San Diego, CA (May 1999). With K. Reinke, J. Wolfe, L. Willner & D. Smith.</p> <p><i>Professional Development for Teachers.</i> Symposium to be presented at the 9th Annual Conference of the American Association for Teaching and Curriculum, October 10-12, 2002, Tulsa, Oklahoma. (with S. Szabo, Ward, Sargent, Hill, and Brown).</p> <p><i>Challenges and Opportunities in Promoting Academic Achievement among At-Risk Adolescent Learners in an Urban School Setting.</i> Paper to be presented at the Oklahoma 3rd Annual GEARUP State Conference, September 17, 2002, Quartz Mountain Resort. (With OSU GEARUP Staff).</p> <p><i>Professional development for literacy teachers.</i> Paper presented at the 47th Annual Conference of the Oklahoma Reading Association, March 9, 2001, Tulsa, Oklahoma. (with S. Szabo, Ward, Sargent, Hill, and Brown).</p> <p><i>Integrating the Teaching of Reading and Mathematics Through Rich Problem Solving Contexts</i> Paper accepted for a presentation at the Southwest Regional International Reading Association Conference, Oklahoma City, OK (February 19-21, 1999). With K. Reinke, J. Wolfe & L. Willner.</p> <p><i>Effects of Integrated Reading and Math Methods Classes on Preservice Teachers' Perceptions of Integrated Curricula.</i> Paper accepted for a presentation at the Research Council for Mathematics Learning Conference, College Station, TX (February, 1999). With K. Reinke & L. Willner.</p> <p><i>Administrators' Beliefs About Curriculum Integration: Implications for Mathematics Reform.</i> Paper accepted for a presentation at the Southwest Educational Research Association, San Antonio, TX (January, 1999). With K. Reinke, L. Willner & M. Rockenbach.</p>	<p>Dr. Kouider Mokhtari</p>	<p>2001</p> <p>2001</p> <p>2000</p> <p>1999</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>1999</p> <p>1999</p> <p>1999</p>
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<p><u>PRESENTATIONS</u> Joshi, M. & Yellin, D. "Spelling Assessment and Instruction: Today and Tomorrow." Presented at the 26th SW Regional Conference IRA, Oklahoma City, OK, February 18-20, 1999. Yellin, P. & Yellin, D. "The Future Roles for School Psychologists: Building the Conditions for Resiliency." National Association of School Psychologists. Las Vegas, Nevada, April 7-10, 1999. Yellin, D. & Mokhtari, K. "Learning Styles and Teaching Strategies." Emerson J.H.S., Enid, OK. October 22, 1999. Yellin, D., Segall, N., Sharp, A., & Pantier, T. "Discovering Literacy Possibilities through Integrated Approaches". Presented at the 89th Annual Convention of NCTE, Denver, CO, November 19, 1999. Mokhtari, K., Holt, M., Risley, L. and Yellin, D. "A Take-Home Literacy Adventure: An Effective Strategy for Involving Parents in Their Children's Literacy Development." Presented at Oklahoma Reading Association 45th Conference, Tulsa, OK, March 10-11, 2000. Yellin, Pamela & Yellin, David. "Celebrating Adolescent Resiliency: Peer Models for Success." Presented at the Annual Convention of NASP, New Orleans, LA, April 1, 2000. Mokhtari K., Yellin, D., Mathews, M. & Harrison, M. "Integrated Literacy Curriculum Approaches at the Elementary School Level." Presented at the 45th Annual Convention of IRA, Indianapolis, IN, April 30-May 5, 2000. Mokhtari, K., Yellin, D., Holley, A., Yellin, P. "Concept-Oriented Reading Instruction (CORI) in Action." Presented at the 46th Annual Convention of the International Reading Association, New Orleans, LA, May 3, 2001. Yellin, D., Segall, N. & Kienholz, K. "Block Scheduling in the High School: Is it worth it?" Presented at the 91st Annual Convention of the National Council of Teachers of English, Baltimore, MD, November 16, 2001. Yellin, D., Mokhtari, K., Holley, A. & Yellin, P. "Integrating science, social studies, reading and writing in a 5th grade classroom." Presented at Spring Conference of NCTE, Portland, OR, March 7 – 9, 2002. Yellin, D. & Mokhtari, K. "Integrated Approach to Teaching Reading, Writing, Science and Social Studies" presented at 43rd Annual Literacy Conference of the Texas Association for the Improvement of Reading (TAIR). Mid-Western State University, Wichita Falls, Texas, October 26, 2002. Mokhtari, K., Yellin, D., et.al. "Exploring the use of book clubs with high school</p>	<p>Dr. David Yellin</p>	<p>1999 1999 1999 1999 2000 2000 2000 2001 2001 2002 2002</p>

<p>students in an urban setting: GEAR-UP School-University Partnership.” Presented at the annual meeting of the Oklahoma Association of Teacher Education (OATE). Norman, Oklahoma, Oct. 10, 2003.</p> <p>Yellin, D., Yellin, P., Mokhtari, K., and Sheory, R. “Partnering with middle school ESL students: A Case Study”, Presented at the annual National Council of Teachers of English (NCTE) Conference; San Francisco, CA. Nov. 22, 2003.</p> <p>Yellin, D., Yellin, P., Mokhtari, K. “Impact of Integrated Literacy Instruction on 5th graders’ content learning and engagement”. Presented at the 49th Annual Convention of the International Reading Association, Reno, Nevada, May 1-5, 2004.</p> <p><u>BOOKS PUBLISHED</u></p> <p>Yellin, D., Blake, M. and DeVries, B (2000). <u>Integrating the Language Arts</u>. Scottsdale, AZ: Holcomb/Hathoway Publishers.</p> <p>Yellin, D., Blake, M. and DeVries, B. (2004) <u>Integrating the Language Arts</u>. Scottsdale, AZ: Holcomb/Hathoway Publishers. (Third Edition).</p> <p><u>PUBLICATIONS (Articles)</u></p> <p>Yellin, P., Yellin, D., Mokhtari, K. and Napier, G. “Attitudes of Preservice Education Majors Towards Exceptional Learners: Implications for Teacher Education Programs.” <u>OATE Journal</u> v.4, P 1-18, Spring 2000.</p> <p>Goetze, S., Walker, B. and Yellin, D. “Preservice Teacher’s Conceptual Development Using Computer Mediated Communication in Language Arts Classes.” <u>Literacy At a New Horizon</u> The 22nd Yearbook of the College Reading Association, Texas A&M University at Commerce, Fall 2000, pp. 298-310.</p> <p>Kienholz, K., Segall, N., Yellin, D. “The Block: Implications for Secondary Teachers,” <u>Kappa Delta Pi Record</u>, V. 39, N.2, Winter 2003, pp. 62-65.</p> <p>Yellin, P., Yellin, D. et. al. “I’m not sure I can handle the kids, especially the uh you know special ed kids.” <u>Action in Teacher Education</u>. Vol. XXV, No. 1 Spring 2003, pp. 19-29.</p> <p>Yellin, D., “Understanding the real college experience” <u>Readers Forum, Tulsa World</u>, December 7, 2003, p. 64.</p> <p>Smith, Melinda, Walker, Barbara and Yellin, David. “From phonological awareness to fluency in each lesson.” <u>The Reading Teacher</u>, Vol. 58, No. 3, November, 2004, pp. 302-307.</p> <p><u>WORKSHOPS CONDUCTED</u></p> <p>Mokhtari, K. & Yellin, D. “Thematic Unit Teaching Approach at the High School.” Star Spencer High School, Oklahoma City, OK, May 22, 1999.</p> <p>Yellin, D. “Perry Project: Training Inclusive Personnel” Hillcrest Professional Development School, Waco, Texas. October 17, 2002.</p> <p>Yellin, D. Lobbying of Congressmen on behalf of National Writing Project Annual Spring meeting Washington, D.C., April 2-6, 2003.</p> <p>Yellin, D. “Teaching Writing Across the Grades.” Staff Development Workshop presented at Blue Valley School, San Jose, Costa Rica, September 14, 2004.</p>	<p>Dr. David Yellin</p>	<p>2003</p> <p>2003</p> <p>2004</p> <p>2000</p> <p>2004</p> <p>2000</p> <p>2000</p> <p>2003</p> <p>2003</p> <p>2004</p> <p>1999</p> <p>2002</p> <p>2003</p> <p>2004</p>
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<p>PUBLICATIONS</p> <p>Books in English</p> <p>Wang, Hongyu (2004). <i>The call from the stranger on a journey home: Curriculum in a third space</i>. New York: Peter Lang.</p> <p>Trucit, Donna & Doll, Jr., William E., Wang, Hongyu & Pinar, William F., (Eds.) (2003). <i>The internationalization of curriculum studies</i>. New York: Peter Lang.</p> <p>Books in Chinese</p> <p>Zhong, Qiquan., Zhang, Hua., & Wang, Hongyu (Eds.)(in press). <i>Dang dai xi fang ke cheng li lun [Contemporary curriculum theories in the West]</i>. Changsha: Hunan Educational Press.</p> <p>Translated Books</p> <p>Zhang, Wenjun, Zhang, Hua, Yu, Jie, & Wang, Hongyu (2004). <i>Ke cheng yuan jing</i>, translation of William E. Doll, Jr. and Noel Gough's co-edited book, <i>Curriculum visions</i> (Peter Lang, 2002). Beijing: Educational Science Press.</p> <p>Zhang Hua, et al (including Wang, Hongyu) (2004). <i>Li jie ke cheng</i>, translation of William F. Pinar et al's <i>Understanding Curriculum</i> (Peter Lang, 1995). Beijing: Educational Science Press.</p> <p>Wang, Hongyu (2000). <i>Hou xian dai ke cheng guan</i>, translation of William E. Doll, Jr.'s <i>A post-modern perspective on curriculum</i> (Teachers College, 1993). Beijing: Educational Science Press.</p> <p>Wang, Hongyu (1999). <i>Hou xian dai ke cheng guan</i>, translation of William E. Doll, Jr.'s <i>A post-modern perspective on curriculum</i> (Teachers College, 1993). Taiwan: Laureate Book.</p> <p>Refereed Journal Articles in English</p> <p>Knapp, Diane, Mtshali-Dlamini, Sibongile, Harvey, Kevin, S., & Wang, Hongyu (2004). The magic of chocolate. <i>Journal of Curriculum Theorizing</i>, 20 (3), 157-168.</p> <p>Wang, Hongyu (2001). Aesthetic experience, the unexpected, and curriculum. <i>Journal of Curriculum and Supervision</i>, 17 (1), 90-94.</p> <p>Wang, Hongyu (1999). Toward a curriculum for creative transformation of selfhood: An East/West Inquiry. <i>Journal of Curriculum Theorizing</i>, 15 (2), 143-155.</p> <p>Book Chapters in English</p>	<p>Dr. Hongyu Wang</p>	<p>2004</p> <p>2003</p> <p>In Press</p> <p>2004</p> <p>2004</p> <p>2000</p> <p>1999</p> <p>2004</p> <p>2001</p> <p>1999</p>

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Wang, Hongyu (2002). The call from the stranger: Curriculum as a spiritual journey. In William E. Doll, Jr. & Noel Gough (Eds.), <i>Curriculum visions</i> (pp. 287-299). New York: Peter Lang.		2002
Other Journal Articles in English		
Wang, Hongyu (2001). Spirituality, aesthetic experience and curriculum. <i>Insights</i> , 34 (2), 3.		2001
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Wang, Hongyu (2001). Yu duo er jiao shou de fang tan [An interview with professor Doll], <i>Quan qiu jiao yu zhan wang</i> , 3, 1-2.		2001
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Wang, Hongyu (2003). Chapter 10 and chapter 15 of <i>Understanding curriculum</i> (William Pinar et al, 1995, Peter Lang). In Hua Zhang, et al., <i>Li jie ke cheng</i> (pp. 537-588, pp. 867-886). Beijing: Educational Science Press.		2003
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PRESENTATIONS		
"Falling leaves, wound, and curricular meanings," a paper presented at the JCT Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio, October 21-24, 2004.		2004
"Critical Issues in Eastern Thought, New Horizons in Curriculum," an invited paper presented at Oklahoma Global Education Conference, September 30, 2004		2004
"Red eyes: Emotions and multicultural education," the American Educational Studies Association annual meeting, Kansas City, November 3-7, 2004.		2004
"Speaking the unspeakable: Envisioning curriculum otherwise," a symposium organizer and discussant, American Educational Research Association (AERA) annual meeting, San Diego, April 12 -16, 2004.		2004
"What is Curriculum Studies?" A panel participant at American Association for the Advancement of Curriculum Studies Annual Meeting in San Diego, April 9-12, 2004		2004
"The Strength of the Feminine, Lyrics of Chinese Women's Subjectivity, and the Power of Education," A panel Chair and participant at American Association for the Advancement of Curriculum Studies Annual Meeting in San Diego, April 9-12, 2004		2004
"Interrogating Standard: The Strength of the Feminine and the Aesthetic Moment of Education," A panel participant at Oklahoma Educational Studies Association, Jan., 2004, Stillwater, OSU.		2004
"Aporias of teaching diversity issues and teacher's responsibility," a roundtable presentation at the American Educational Research Association (AERA) annual meeting, Chicago, April 21-25, 2003.		2003
"Woman as stranger: The Kristevian subject and a gendered curriculum," a roundtable presentation at the American Educational Research Association (AERA)		

<p>annual meeting, Chicago, April 21-25, 2003.</p> <p>“Aporia, responsibility, and im/possibility of teaching diversity issues,” a panel presented at the American Association of Teaching and Curriculum (AATC) Annual Meeting, Tulsa, Oklahoma, October 10-12, 2002.</p> <p>“Curriculum as a spiritual journey,” a paper presented in the symposium at the American Educational Research Association (AERA) Annual Meeting, New Orleans, Louisiana, April 1-5, 2002.</p> <p>“Speaking as an alien: Is a curriculum in a third space possible?” a paper presented at the American Association for the Advancement of Curriculum Studies (AAACS) annual meeting, New Orleans, Loyola University, March 29-April 1, 2002.</p> <p>“Women writing chaos,” a paper presented in the roundtable at the American Educational Research Association (AERA) Annual Meeting, Seattle, Washington, April 10-14, 2001.</p> <p>“The call from the stranger on a journey home: Curriculum as creative transformation of selfhood,” a paper presented at the international conference on the Internationalization of Curriculum Studies, Baton Rouge, Louisiana State University, April 27-30, 2000.</p> <p>“Foucaultian subject and curriculum for self-creation,” a paper presented at the American Educational Research Association (AERA) Annual Meeting, New Orleans, Louisiana, April 24-28, 2000.</p> <p>“Tao of Chaos, creativity and curriculum,” a paper presented at the JCT Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio, October 27-31, 1999.</p>	<p>Dr. Hongyu Wang</p>	<p>2003</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2000</p> <p>2000</p> <p>1999</p>
<p><u>PUBLICATIONS: Books and Booklets</u></p> <p>Schwarz, G. (2002). Four essays on authors in the <i>Beacham's Guide to Literature for Young Adults, Vol. 15</i>. Detroit: The Gale Group.</p> <p>Schwarz, G. (with J. Alberts and S. Hudgens). (2001). <i>Teacher lore</i>. Phi Delta Kappa Fastback, #477. Bloomington, IN: PDK Educational Foundation.</p> <p><u>Articles</u></p> <p>Schwarz, G. (2004). Graphic novels: Multiple literacies and multiple cultures. <i>Thinking Classroom, 4</i>(5), 17-24.</p> <p>Schwarz, G. (2004). Media literacy prepares teachers for diversity. <i>Academic Exchange Quarterly, 8</i>(1), 224-228.</p> <p>Stansberry, S., & Schwarz, G. (2003). Expanding literacy through video production. <i>Balanced Reading Instruction, 10</i>, 57-73.</p> <p>Schwarz, G. (2003). Renewing the humanities through media literacy. <i>The Journal of Curriculum and Supervision, 19</i>, 44-53.</p> <p>Schwarz, G. (2002). Graphic novels for diverse needs: Engaging the reluctant and the curious reader. <i>The ALAN Review, 30</i>(1), 54-57.</p> <p>Schwarz, G. (2002). Graphic novels for multiple literacies. <i>Journal of Adolescent and Adult Literacy, 46</i>, 262-265.</p>	<p>Dr. Gretchen Schwarz</p>	<p>2002</p> <p>2001</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p>

Schwarz, G. (2001). Using teacher narrative research in teacher development. *The Teacher Educator*, 37(1), 37-48.

Schwarz, G. (2001). Literacy expanded: The role of media literacy in teacher education. *Teacher Education Quarterly*, 28(2), 111-119.

Schwarz, G. (2001). Belief and doubt in an ironic age. In "Forum: What should schools teach?" *The Journal of Curriculum and Supervision*, 16, 119-122.

Schwarz, G. (2000). Media literacy: Meeting adolescent needs across the curriculum. *Planning and Changing*, 31, 236-246.

Schwarz, G. (2000). Regaining community through media literacy. *Curriculum and Teaching Dialogue*, 2(1), 54-60.

Schwarz, G. (2000). Renewing teaching through media literacy. *Kappa Delta Pi Record*, 37(1), 8-12.

Schwarz, G. (2000). Exploring media literacy with young adults. *The ALAN Review*, 28 (1), 50-54.

PRESENTATIONS

"Taking Care of Business: The Corporation and Public Education" with Pam Brown. American Association for Teaching and Curriculum. Portland, OR. October 9, 2004.

"Renewing the Secondary Curriculum through Graphic Novels." Rocky Mountain Educational Research Association. Edmond, OK. Oct. 23, 2003.

"Renewing Teaching and Curriculum through Media Literacy." Phi Delta Kappa District III Conference. Tulsa, Ok. October 26, 2002.

"Graphic Novels : Bringing New Life to the Secondary Curriculum" with Carrie Edwards. American Association for Teaching and Curriculum. Tulsa, OK. Oct. 10, 2002.

"Considering Alternatives: Technology and Media Education" with Susan Stansberry. National Council of Teachers of English. Portland, OR. March 8, 2002.

"Teachers as Scholars: Using Teacher Narrative Research." American Association for Teaching and Curriculum. Denver. Oct. 5, 2001.

"Resisting McDonaldization: The Role of Media Literacy." Oklahoma Council of Teachers of English. Weatherford, OK. November 3, 2000.

"Doing Media Literacy." Oklahoma Council of Teachers of English. Tulsa, OK. April 7, 2000.

"Recovering Roots and Building Identity: Media Literacy in Secondary English." National Council of Teachers of English. New York. March 18, 2000.

"Diversity Begins at Home: Multicultural Young Adult Literature and Media" OSU Writing Project. Tulsa, OK. February 23, 2000. And Stillwater, OK. April 12, 2000.

"Regaining Community: Media Literacy for Citizenship." American Association for Teaching and Curriculum. Orlando, Florida. October 8, 1999.

"Meeting Adolescent Needs through Media Literacy." Oklahoma Council of Teachers of English. Tulsa, OK. April 16, 1999.

"Media Literacy across Teacher Education." Oklahoma Association of Teacher Educators. Norman, OK. April 9, 1999.

Dr. Gretchen Schwarz

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<p><u>Publications</u></p> <p>Cifuentes, L., Beller, C. & Portela, J. (1999). Integrating desktop videoconferencing into middle school classrooms and teacher Education. Charlottesville, VA: Association for the Advancement of Computing in Education.</p> <p>Beller, C. (1999). Eds. Totten, S., Johnson, C., Morrow, L., & Sills-Briegel, T. <u>Practicing What We Preach: Preparing Middle Level Educators</u>. Levittown, PA: Falmer Publishing.</p> <p>Lincoln, F. & Beller, C. (2004). English language learners in the science classroom. <i>Science Scope</i>. Arlington, VA: National Science Teachers Association.</p> <p><u>Conference Proceedings</u></p> <p>Hehr, L; Beller, C.; Hehr, J.; & Boss, S. (2001). Fostering collaborative coursework between colleges of arts and science and education. The International Geoscience Remote Sensing Symposium, Sydney, Australia.</p> <p>Boss, S. K.; Beller, C.; Hehr, L. H.; & Hehr, J. G.; (2002). An online Earth system science course: All internet, all the time. Geologic Society of America. Denver, CO.</p> <p>Boss, S. K.; Beller, C.; Hehr, L. H.; & Hehr, J. G.; (2003). NOVA Chautauqua: Exciting college faculty with "digital inquiry". Geologic Society of America. Seattle, WA.</p> <p><u>Papers Presented</u></p> <p>McGee, C. D., & Beller, C., (1999). Charting new waters: MAT students as mentors for senior students. Arkansas Association of Teacher Educators, Little Rock, AR.</p> <p>Beller, C., (2000). Constructivist staff development: Implications for teacher educators. Arkansas Association of Teacher Educators, Little Rock, AR.</p> <p>Beller, C., & James, R. K., (2001). Constructivist staff development: Implications for science teacher educators. Association for the Education of Teachers of Science, National-Costa Mesa, CA.</p> <p>Beller, C., Griffith, P., Hunt, S., & Orr, B. (2001). Who will teach for Arkansas? National Holmes Partnership Conference. Albuquerque, NM.</p> <p>Fetters, M.; Beller, C.; Hickman, P. (2003). When is inquiry problem solving and When is problem solving inquiry? Association for the Education of Teachers of Science, National-St. Louis.</p> <p>Fetters, M.; Beller, C.; Hickman, P. (2004). Comparing and contrasting the language of science and science education communities: Is observation a type of evidence or claim? Association for the Education of Teachers of Science, National-Nashville.</p>	<p>Dr. Caroline Beller</p>	<p>1999</p> <p>1999</p> <p>2004</p> <p>2001</p> <p>2002</p> <p>2003</p> <p>1999</p> <p>2000</p> <p>2001</p> <p>2001</p> <p>2003</p> <p>2004</p>
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Publications	Dr. Reynaldo Martinez	
Martinez, R. L., Ausburn, L. J., & Ausburn, F. B. (2004), ***"Utilization and Impact Technology in a Graduate Program in Occupational Education Studies at Oklahoma State University", Conference Proceedings, International Conference on Education and Information Systems: Technologies and Applications, Orlando, Florida, ISBN#: 980-6560-11-6		2004
Martinez, R. L. (2003), ***"Developing and implementing a new technical teacher training program for individualized competency -based instruction in Honduras", Conference Proceedings, Hawaii International Conference on Education, Honolulu, Hawaii, ISBN#: 154L-5880		2003
Martinez, R. L. (2002) *****"The Development and Implementation of a Vocational Technical Center Accreditation Program for Honduras", Conference Proceedings, American Vocational Education Research Association, Las Vegas, Nevada Professional Papers & Presentations:		2002
Martinez, R. L. (October 21) Stillwater Area Human Resource Association, Stillwater, Oklahoma, "Current Issues of Diversity in the Workplace" 2004		2004
Martinez, R. L., Ausburn, L. & Ausburn, F. (July 23) International Conference on Education and Information Systems, Technologies, and Applications and the International Conference on Cybernetics and Information Technologies, Systems and Applications, Orlando, Florida, "The Utilization and Impact of Technology in a Graduate Program in Occupational Education Studies at Oklahoma State University" 2004		2004
Martinez, R. L. (December 13) Association for Career and Technical Education National Convention, Orlando, Florida, "Designing, Developing, and Improving Individualized Competency-Based Curriculum for Technical Vocational Education in Honduras" 2003		2003
Martinez, R. L. (January 7) Hawaii International Conference on Education, Honolulu, Hawaii, "Developing and Implementing a New Technical Teacher Training Program for Individualized Competency-Based Instruction In Honduras 2003		2003
Martinez, R. L., & Munoz, A. M. (December, 12) American Vocational Education Research Association at the Association for Career and Technical Education National Convention, Las Vegas, Nevada, "Development and Implementation of a Vocational-Technical Accreditation Program for Honduras" 2002		2002
Martinez, R. L., (October, 24) Rocky Mountain Education Research Association Fall Conference, Stillwater, Oklahoma, "Effectiveness and Perceived Impact of a New Technical Teacher Training Program for Individualized Competency-Based Instruction in Honduras" 2002		2002
Martinez, R. L. & Shepperd, R. E. (April 13) Rio Bravo Association's XIV International Conference, San Antonio, Texas, "Overview of the Honduran Vocational Education Project: Rebuilding Honduras after Hurrican Mitch" 2002		2002
Martinez, R. L. (November 4) Centro Tecnico Federico Ozanam's		

<p>Graduation Commencement Address, Puerto Cortes, Honduras, "Ser El Lider de Tu Vida" 2000</p> <p>Martinez, R. L. (January 8) Oklahoma Department of Vocational & Technical Education's Trade & Industrial Ed. Division Leadership Workshop, Panel Discussant, Oklahoma City, Oklahoma, "Lessons of Leadership 2000</p> <p>Martinez, R. L. (October 28) Oklahoma Vocational Association's "Potential Leader Workshop", Panel Discussant, Oklahoma City, Oklahoma, "What Must a Leader be Willing to Do?" 1999</p> <p>Martinez, R. L. (August 17) Meridian Technology Centers Teacher In-Service, Guest Speaker, Stillwater, Oklahoma, "How to Keep the Fires Lit" 1999</p> <p>Martinez, R. L. (May 18) Tn-County Technology Center's Graduation Ceremony, Commencement Address, Bartlesville, Oklahoma, "Be the Captain of Your Ship" 1999</p> <p>Martinez, R. L. (Jan. 15) Oklahoma Department of Vocational-Technical Education's T&I New Teachers' Workshop, Edmund, Oklahoma, "Professionalism: Our Obligation to our Students, our School, our Community, and to Ourselves: 1999</p>	<p>Dr. Reynaldo Martinez</p>	<p>2000</p> <p>2000</p> <p>1999</p> <p>1999</p> <p>1999</p> <p>1999</p>
<p>National Publications, refereed</p> <p>Parsons, S.C., Brown, P.U., & Worley, V.A. (2004). A metaphor analysis of pre service teachers' reflective writings about diversity. <i>Journal of Curriculum Teaching and Dialogue</i>, 6(1), 49-58.</p> <p>Parsons, S.C. (2004). How do you look at a book? One literature study group in action. <i>Literacy Cases Online</i>, College Reading Association, www.literacycasesonline.org.</p> <p>Parsons, S.C. & Spradling, S.S. (2003). Selecting, engaging with, and integrating environmentally-themed children's literature. <i>Journal of Balanced Reading Instruction</i>, 10, 31-44.</p> <p>Parsons, S.C. with Larison, D. and Metzger, J. (2002). Pathways to partnership: Oklahoma State University's on-site program. In Duckenfield and Swick (Eds.), <i>A Gallery of portraits in service learning: Action research in teacher education</i> (pp. 19-40). Clemson, S.C. National Dropout Prevention Center.</p> <p>Parsons, S.C. & Brown, P.U. (2001). Educating for diversity: An invitation to empathy and action. <i>Action in Teacher Education</i>, 23(3), 1-4.</p> <p>Parsons, S.C. (2001). Balancing life lessons and literacy lessons: Service-learning in literacy education. <i>Journal of Balanced Reading Instruction</i>, 8(1), 27-3 8.</p> <p>Parsons, S.C. (2001). Experience needs to come first <i>National Dropout Prevention Center/Network Newsletter</i>, 13(3), 1.</p> <p>Parsons, S.C. (2000). Environmental literature: The power of story. <i>Green Teacher</i>, 63. Article selected for inclusion in "The Best Of Green Teacher," edited book to be published in 2005.</p> <p>Parsons, S.C. (2001) Environmental literature: The power of story (reprint). <i>Clearing: Environmental Education Resources for Teachers</i>, 109, 10-14.</p>	<p>Dr. Sue Christian Parsons</p>	<p>2004</p> <p>2004</p> <p>2003</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2000</p> <p>2001</p>

<p>Junker, S.C. (Winter 1999). Finding the moral in a primary classroom: The power of literature study. <i>NCA Quarterly</i>, 17(3), 400-405. National Publications, invited</p> <p>Parsons, S.C. (2001). Developing teaching professionals through service learning. <i>Advisements: A Newsletter for NEA -Student Program Campus Student Advisors</i>, 2(1), 2-3. Regional Publications, refereed</p> <p>Brown, P.U., Parsons, S.C. & Worley, V.A. (2003). A conversation regarding diversity: Preservice teachers' portfolio essays and the underlying assumptions in teaching "for" diversity. <i>Oklahoma Association for Teacher Education Conference Proceedings</i>. Local Publication</p> <p>Parsons, S.C. (2001). Leaping out of the box. <i>Professional Education Bulletin</i>. Oklahoma State University College of Education, 2-3: Creative Publications National Presentations, refereed</p> <p>Brown, P.U., Parsons, S.C. & Worley, V.A. (2004). <i>Elementary pre-service teachers write about diversity: A metaphor analysis</i>. American Educational Research Association Spring Conference, San Diego, CA.</p> <p>Brown, P.U., Parsons, S.C. & Worley, V.A. (2003). <i>Pre-service teachers' views of diversity: A conversation</i>. American Association for Teaching and Curriculum Annual Meeting, Baltimore, MD.</p> <p>Parsons, S.C., Brown, P.U., & Worley, V. A. (2002). <i>Diversity as celebration: Re-visioning with pre-service teachers</i>. National Council of Teachers of English Annual Convention, Atlanta, GA.</p> <p>Parsons, S.C. (2002). <i>Toward empathy and advocacy: Preparing pre-service teachers for diverse settings</i>. America's At-Risk Youth National Forum, Myrtle Beach, SC.</p> <p>Parsons, S.C. & Brown, P.U. (2001). <i>Breaking the mold: Collaborative adventures in teacher education</i>. National Council of Teachers of English Annual Convention, Baltimore, MD.</p> <p>Parsons, S.C. & Engelhardt, L. (2001). <i>Preparing pre-service teachers through modeling</i>. National Council of Teachers of English Annual Convention, Baltimore, MD.</p> <p>Parsons, S.C. (2001). <i>I've never really read a book before, and I'm not a writer: Elementary majors discover literacy</i>. International Reading Association Annual Conference, New Orleans, LA.</p> <p>Parsons, S.C. (2001). <i>Stories Over Stillwater: Service as pedagogy in pre-service teacher education programs</i>. America's At-Risk Youth National Forum, Myrtle Beach, SC.</p> <p>Junker, S.C. (2000). <i>Moral talk in children 's literature study groups</i>. International Reading Association Conference, Indianapolis, IN.</p> <p>Mohktari, K., Harrison, M., Junker, S.C., Matthews, M., & Yellin, D. (2000).</p>	<p>Dr. Sue Christian Parsons</p>	<p>1999</p> <p>2001</p> <p>2003</p> <p>2001</p> <p>2004</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2000</p>
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<p><i>Integrated curriculum approaches at the elementary school level for the 21 century.</i> International Reading Association Conference, Indianapolis, IN.</p> <p>State/Regional Presentations, refereed</p> <p>Spradling, S.S., Wiliner, E. & Parsons, S.C. (October 2004). <i>Being WILD: A meaningful integration of science and literature.</i> Oklahoma Science Teachers Association Fall Conference, Tulsa, OK.</p> <p>Parsons, S.C., Mokhtari, K., Walker, B., & Sargent, S. (2004). <i>Are we prepared to make a difference? What research says about quality reading teacher preparation in the United States.</i> Oklahoma Reading Association Conference, Oklahoma City, OK.</p> <p>Brown, P.U. & Parsons, S.C. (2004). <i>"Differences in her culture compared to mine " . Pre-service teachers' writings on teaching 'for" diversity.</i> Oklahoma Educational Studies Association, Stillwater, OK.</p> <p>Spradling, S.S. & Parsons, S.C. (2003). <i>Using environmentally themed literature for effective curricular integration: Good science, good literature.</i> Oklahoma Science Teachers Association Conference, Oklahoma City, OK.</p> <p>Parsons, S.C., Brown, P.U., & Worley, V.A. (2003). <i>A conversation regarding diversity: Preservice teachers' portfolio essays and the underlying assumptions in teaching 'for" diversity.</i> Presented at the Oklahoma Association of Teacher Educators, Stillwater, OK.</p> <p>Parsons, S.C. & Spradling, S.S. (2002). <i>Evaluating environmental literature.</i> Plains Regional Conference of the International Reading Association, Topeka, KS.</p> <p>Parsons, S.C. (2002). <i>Partnerships, processes and passages: Revisioning curriculum structures in teacher education.</i> Oklahoma Association of Teacher Educators, Tulsa, OK.</p> <p>Junker, S.C. (2000). <i>Literature study groups: A powerful pedagogy.</i> Texas Association for Instructor's of Reading Regional Conference. Waco, TX.</p> <p>Junker, S.C. (2000). <i>Exploring the environment through children 's literature.</i> Oklahoma Association for Environmental Education Conference. Stillwater, OK</p> <p>Parsons Revised 10/25/04</p> <p>Junker, S.C., Curtis, D., Hall, B., Hemandez, M., and Scherfling, B. (1999). <i>Becoming: Personal literacy stories and the development of teacher literacies.</i> National Council of Teachers of English Professional Development Conference: Stories in the Classroom: Narration as Knowledge. Tucson, AZ</p> <p>State/Regional Presentations, invited</p> <p>Parsons, S.C. (2001). <i>Focus on learning: Tips for really, truly effective (and highly acclaimed) teaching.</i> Creative Teaching and Learning Cooperative Retreat, Tulsa, OK.</p> <p>Parsons, S.C. (2001). <i>Service learning: Educating heart and mind.</i> Student Oklahoma Education Association State Conference, Oklahoma City, OK.</p> <p>Parsons, S.C. (2000). <i>Story and the integrated curriculum.</i> Featured speaker, Texas Association of Instructors of Reading Conference, Waco, TX.</p> <p>Parsons, S.C. (2000). <i>Literacy through service learning.</i> Featured speaker, Texas</p>	<p>Dr. Sue Christian Parsons</p>	<p>2000</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2000</p> <p>2000</p> <p>1999</p> <p>2001</p> <p>2001</p> <p>2000</p>
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<p>Association of Instructors of Reading Conference, Waco, TX. Local Presentations, invited Walker, B. and Parsons, S. (1999) <i>Literacy 2000: An overview for cooperating teachers</i>. Oklahoma State University, Stillwater, OK.</p>	<p>Dr. Sue Christian Parsons</p>	<p>2000 1999</p>
<p><u>National Refereed Journal Articles</u> Fleener, M. J., Carter, A., & Reeder, S. L. (2004). Language games in the mathematics classroom: Learning a way of life. <i>Journal of Curriculum Studies</i>, 36(4), 445-468. Fleener, M. J., Reeder, S. L., Young, E., & Reynolds, A. M. (2002). History of mathematics: Building relationships for teaching and learning. <i>Action in Teacher Education</i>, XXIV(3), 73-84. <u>National and International Refereed Book Chapters and Conference Proceedings</u> Reeder, S. L. (in press). Classroom dynamics and emergent curriculum. In M. J. Fleener, W. Doll, & J. St.Julien (Eds.), <i>Chaos, complexity, curriculum, and culture</i>. Fleener, M. J. & Reeder, S. L. (in press). Teaching etcetera. In M. Evans & G. Allan (Eds.), <i>The new three R's of education</i>. Reeder, S. L. (2002). The role of listening in one teacher's envisioning and implementations of an emergent mathematics curriculum. Abstract published in Proceedings of the 24th Annual Meeting of the Psychology of Mathematics Education — North American Chapter. Fleener, M. J., Adolphson, K. V., & Reeder, S.L. (2002). Robotics activities and constructed problem solving: Creating spaces for learning/doing. In A. D. Cockburn & E. Nardi (Eds.), <i>Psychology of Mathematics Education- Volume 2</i>, 361-367. <u>Invited Contributions</u> Reeder, S. L. (2003). Mathematics education terms and definitions (4). In J. W. Collins III & N. P. O'Brien (Eds.), <i>The Greenwood Dictionary of Education</i>. <u>Refereed National and International Conference Presentations</u> Fleener, M. J. & Reeder, S. L. (April, 2004). Teaching etcetera: Beyond the limits of curriculum presents as explored through poststructural perspectives. Paper presented at the American Education Research Association Annual Meeting. San Diego, CA. Reeder, S. L. (February, 2004). Developing future mathematics teachers: One pre-service teacher's story. Paper presented at 31st Annual Conference of the Research Council on Mathematics Learning. Oklahoma City, OK. Fleener, M. J., Reynolds, A., Reeder, S. L., Cassel, D., & Adolphson, K. (February, 2003). Emergent curriculum: Classroom cultures, argumentation, and technology. Paper presented at 30th Annual Conference of the Research Council on Mathematics Learning. Tempe, AZ. Reeder, S. L. (October, 2002). The role of listening in one teacher's envisioning and implementation of an emergent mathematics curriculum. Poster presented at the 24th Annual Meeting of the International Group for the Psychology of Mathematics Education. Athens, GA. Adolphson, K. V. & Reeder, S. L. (February, 2002). Robotics: Developing opportunities for emergent mathematics. Paper presented at the 29th Annual Meeting</p>	<p>Dr. Stacy Reeder</p>	<p>2004 2002 In Press In Press 2002 2002 2003 2004 2004 2003 2002 2002</p>

of the Research Council on Mathematics Learning. Memphis, TN.

Adolphson, K. V. & Reeder, S. L. (November, 2001). BOTS: Emergent mathematics understanding and robotics. Paper presented at the 100th Anniversary and Annual Conference of the School Science and Mathematics Association. Chicago, IL.

Adolphson, K. V. & Reeder, S. L. (April, 2001). Robotics, legos, and meaningful mathematical connections. Paper presented at the 79th Annual Meeting of the National Council for Teachers of Mathematics. Orlando, FL.

Fleener, M. J., Reeder, S. L., Young, E., & Reynolds, A. (February, 2001). History of mathematics: Building relationships for learning. Paper presented at the 28th Annual Meeting of the Research Council on Mathematics Learning. Las Vegas, NV.

Reeder, S. L. & Cassel, D. (February, 2000). A study of preservice teachers' metaphors for mathematics learning. Paper presented at the 27th Annual Meeting of the Research Council on Mathematics Learning. Las Vegas, NV.

Regional Presentations for National Organizations

Reeder, S. L., Moseley, C., & Armstrong, N. (October, 2004). Enhancing teacher quality: A case study of student teaching experiences in Costa Rica. Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association. Tulsa, OK.

Reeder, S. L., Cassel, D., & Utley, J. (October, 2003). Using metaphors as a tool for examining prospective elementary teachers' beliefs about teaching and learning. Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association. Edmond, OK.

Reeder, S. L. (February, 2002). Teacher questioning that supports student construction of knowledge. Paper presented at the Southern Regional Conference of the National Council of Teachers of Mathematics. Oklahoma City, OK.

Adolphson, K. V. & Reeder, S. L. (February, 2001). Developing mathematical understanding through the use of robotics in authentic problem solving activities. Paper presented at the Southern Regional Conference of the National Council of Teachers of Mathematics. Oklahoma City, OK.

State and Local Conference Presentations

Cassel, D. & Reeder, S. L. (November, 2004). Impacting teachers' geometry content knowledge through a No Child Left Behind Grant. Paper presented at the Annual Conference of the Oklahoma Association of Colleges of Teacher Education. Norman, OK.

Adolphson, K. V. & Reeder, S. L. (November, 2001). Robotics and mathematical problem solving: What students gain and overcoming teachers' challenges. Paper to be presented at the fall conference of the Oklahoma Association of Teachers Educators. Norman, OK.

Adolphson, K. V. & Reeder, S. L. (November, 2001). Robotics and meaningful mathematics: Making the connection with middle school students through authentic activities. Presented at the graduate Student Research Poster Session, University of Oklahoma. Norman, OK.

Invited Presentations

Dr. Stacy Reeder

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2001

<p>Fleener, M. J. & Reeder, S. L. (January, 2001). Curriculum pushing the boundaries: Doll's curriculum matrix and complex emergence. Paper presented at "In Praise of the Postmodern" conference. Baton Rouge, LA.</p>	<p>Dr. Stacy Reeder</p>	<p>2001</p>
<p>Books</p> <p>Branscombe, A., Castle, K., Dorsey, A., Surbeck, E., & Taylor, J. (2003). <i>Early Childhood Curriculum, A Constructivist Perspective</i>, Boston: Houghton Mifflin.</p> <p>Branscombe, A., Castle, K., Dorsey, A., Surbeck, E., & Taylor, J. (2000). <i>Early Childhood Education, A Constructivist Perspective</i>, Boston: Houghton Mifflin.</p> <p>Chapters and Monographs</p> <p>Castle, Kathryn. (2001). Student Teacher Autonomy, Elementary Education, in <i>Encyclopedia of Mathematics Education</i>, Louise S. Grinstein & Sally I. Lipsey, Editors, New York: Routledge Falmer, 693-696.</p> <p>Peer Reviewed Articles</p> <p>Castle, Kathryn and Bryant, Karen. (2000). Memories of Early Schooling. <i>Curriculum and Teaching Dialogue</i>, 2 (1), 20-25.</p> <p>Castle, Kathryn and McKibben, Ana. (Spring, 2002). Silence, Culture and Constructivism. <i>The Constructivist</i>, 14 (1), 21-26.</p> <p>Castle, Kathryn and Ethridge, Elizabeth A. (2003). Urgently Needed: Autonomous Early Childhood Teacher Educators. <i>Journal of Early Childhood Teacher Education</i>, 24 (2), 111-118.</p> <p>Castle, Kathryn. (in press). The Meaning of Autonomy in Early Childhood Teacher Education. <i>Journal of Early Childhood Teacher Education</i>, 24 (4).</p> <p>Book Reviews</p> <p>Castle, Kathryn. (2000). <i>Teacher to Teacher: Learning from Each Other</i> by Eleanor Duckworth and the experienced Teachers Group, 1997, NY: Teachers College Press. Book review, Early Education/Child Development SIG Newsletter, AERA, pp. 9-11.</p> <p>Castle, K. (2002). <i>The Case Against Standardized Testing: Raising the Scores, Ruining the Schools</i> by Alfie Kohn, 2000, Portsmouth, NH: Heinemann. Book review, <i>Journal of Early Childhood Teacher Education</i>.</p> <p>Miscellaneous Publications</p> <p>Castle, Kathryn. (1999). Constructing Knowledge of Constructivism. In <i>Rules are for Fools: New Perspectives on Teaching and Learning Compendium</i>, 79-80, Deb Jordan, Editor, Oklahoma State University College of Education.</p> <p>Castle, Kathryn and Caren Bryant. (1999). Memories of Early Schooling. In <i>Rules are for Fools: New Perspectives on Teaching and Learning Compendium</i>, 99-100, Deb Jordan, Editor, Oklahoma State University College of Education.</p> <p>Castle, Kathryn et al. (1999). Resiliency in Early Childhood Curriculum. In <i>Rules are for Fools: New Perspectives on Teaching and Learning Compendium</i>, 83-85, Deb Jordan, Editor, Oklahoma State University College of Education.</p> <p>Hagenson, Lara and Castle, Kathryn. (2003). The Integration of Technology Into Teaching By University College of Education Faculty. Society for Information</p>	<p>Dr. Kathryn Castle</p>	<p>2003</p> <p>2000</p> <p>2001</p> <p>2000</p> <p>2002</p> <p>2003</p> <p>In Press</p> <p>2000</p> <p>2002</p> <p>1999</p> <p>1999</p> <p>1999</p> <p>2003</p>

Technology and Teacher Education International Conference Proceedings, Vol. 2003, Issue 1.	Dr. Kathryn Castle	
Invited Lectures, Papers at Meetings, and Similar Activities		
Presenter, American Association for Teaching and Curriculum, 10-9-99, Orlando, FL, Title: Memories of Early Schooling Research.		1999
Presenter and Facilitator, University of Southern Indiana College of Education, 10-22-99, Evansville, Indiana, 3 Hour Faculty Development Seminar, Constructivist Teacher Education.		1999
Keynoter, Early Childhood Education Conference, 10-23-99, Evansville, Illinois, Title: The Geranium on the Window Sill Just Died But Teacher You Went Right On.		1999
Presenter, Early Childhood Education Conference, 10-23-99, Evansville, Illinois, Title: The Peaceful Curriculum.		1999
Presenter, National Association for the Education of Young Children, 11-12-99, New Orleans, LA, Title: Individualizing Classroom Discipline.		1999
Invited Speaker, Southwest Missouri State University Early Childhood Education Program, 3-28-00, Springfield, MO, Title: Children's Invented Games.		2000
Invited Speaker, Southwest Missouri State University, COE Faculty Development Presentation, 3-29-00, Springfield, MO, Title: Constructivist Teacher Education.		2000
Co-presenter (with Pam Brown), Rocky Mountain Educational Research Association Conference, 11-3-00, University of Central Oklahoma, Edmond, OK, The Lifeworld of a Primary Teacher.		2000
Co-presenter (with Pam Brown), American Educational Research Association, Annual Conference, 4-14-01, Seattle, Washington, Title: What It Means To Be a Primary Teacher.		2001
Co-presenter (with Pam Brown), American Association for Teaching & Curriculum, 10-4-01, Chicago, Title: The Lifeworld of a Primary Teacher.		2001
Poster presentation (with Graduate Students), National Association of Early Childhood Teacher Educators, 10-31-01, Anaheim, CA, Title: Project Work on Mapping with Teaches and Children.		2001
Co-presenter (with Elaine Wilson), National Association for the Education of Young Children, 11-1-01, Anaheim, CA, Title: Sharing is not a Problem in a Community of Learners.		2001
Presenter, Southern Early Childhood Association, 3-22-02, Oklahoma City, OK, Title: Children's Invited Games.		2002
Poster Presentation (with Graduate Students), Southern Early Childhood Association, 3-22-02, Oklahoma City, OK, Title: Mapping with Young Children.		2002
Presenter, American Association for Teaching and Curriculum, 10-10-02, Tulsa, OK, Title: Autonomy through Pedagogical Research.		2002
Poster Presentation (with Graduate Students), American Association for Teaching and Curriculum, 10-11-02, Tulsa, OK, Title: Project Work on Mapping with Teachers and Children.		2002
Presenter, Association for Constructivist Teaching, 10-19-02, Houston, TX, Title: Pedagogical Research and Constructivist Theory.		2002

<p>Presenter, National Association for the Education of Young Children, History Seminar, 11-22-02, New York, NY, Title: A Comparison of Froebel & Piaget's Ideas and Their Impact on Early Childhood Practices Today and in the Future.</p> <p>Presenter, National Association for the Education of Young Children, 11-23-02, New York, NY, Title: Challenging Behaviors: You don't Have to Share!</p> <p>Panel Moderator, National Association of Early Childhood Teacher Educators, 11-20-02, Title: NAECTE's First 25 Years: What Do We Have To Celebrate? Founders Panel Presentation.</p> <p>Poster Presenter, National Association of Early Childhood Teacher Educators, 11-5-03, Chicago, Title: Teacher-Teacher Educator Partnership in Measurement Research</p> <p>Research Poster Presenter, National Association for the Education of Young Children, 11-7-03, Chicago, Title: Teacher Research on First Graders' Understanding of Measurement</p> <p>Panel Presenter, National Association of Early Childhood Teacher Educators, 11-8-04, Anaheim, CA, Title: Constructivist Early Childhood Education: Autonomy in Heteronymous Times</p> <p>Presenter, National Association for the Education of Young Children, 11-11-04, Anaheim, CA, Title: How Long Is a Shark? Measurement Activities for Young Children (1-3 Grades)</p> <p>State and Local</p> <p>Presenter, Association for Childhood Education International, Regional Conference, 9-18-99, Muskogee, OK, Title: The Peaceful Curriculum.</p> <p>Presenter, Oklahoma Association of Early Childhood Teacher Educators, 9-25-99, Oklahoma City, Oklahoma, Title: Froebel and Piaget</p> <p>Presenter, Early Childhood Association of Oklahoma, 9-22-00, Oklahoma City, Oklahoma, Title: Games Rule! Assessment of Children's Invented Games.</p> <p>Poster presentation (with Graduate Students), Oklahoma Early Childhood Teachers Association, 10-18-01, Tulsa, OK, Title: Mapping with Children.</p> <p>Presentation, OSU Child Dev. Lab. School Prof. Dev. Mini-Conference, 5-3-03, Title: Children's Invented Games.</p> <p>Presenter, Friends of Early Education Annual Conference, 10-11-03, Tulsa, OK, Title: Good Books for Infants and Toddlers (with Dr. Linda Rhoten).</p> <p>Chair, Paper Session, Oklahoma Educational Studies Association Conference, OSU Stillwater, 1-24-04</p>	<p>Dr. Kathryn Castle</p>	<p>2002</p> <p>2002</p> <p>2002</p> <p>2003</p> <p>2003</p> <p>2004</p> <p>2004</p> <p>1999</p> <p>1999</p> <p>2000</p> <p>2001</p> <p>2003</p> <p>2003</p> <p>2004</p>
<p><u>SELECTED REFEREED PAPERS AND PRESENTATIONS</u></p> <p>"The Power of One: Mentoring Social Studies Teachers," National Council for the Social Studies annual conference, Chicago, IL, November 2003.</p> <p>"Supporting New Social Studies Professionals," National Council for the Social Studies annual conference, Phoenix, AZ, November, 2002</p> <p>"NCATE/National Council for the Social Studies Standards: Preparing the</p>	<p>Dr. Leah Engelhardt</p>	<p>2003</p> <p>2002</p> <p>2001</p>

<p>Institutional Report," National Council for the Social Studies annual conference, Washington, DC, November, 2001.</p> <p>"Breaking the Mold: Collaborative Adventures in Teacher Education," National Council of Teachers of English annual conference, Baltimore, November, 2001.</p> <p>"Collaborative Partnerships: Universities, Public Schools, Professional Associations," National Education Association invited keynote presentation, Washington, DC, October, 2001.</p> <p>"Leveraging Opportunities to Create Support for Educational Change," Association for Supervision and Curriculum Development annual conference, Boston, March, 2001.</p> <p>"Engaging the Public to Create a Strong Learning Community," Association for Supervision and Curriculum Development annual conference, Boston, March, 2001.</p> <p>"School and Community Partnerships," Association for Curriculum and Supervision annual conference, New Orleans, March, 2000</p>	<p>Dr. Leah Engelhardt</p>	<p>2001</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2000</p>
<p>Technical and Research Reports</p> <p>Sandford, B.A. & McCaslin, N.L. (2004). <i>Assessment of the professional development activities, instructional needs, and delivery methods of part-time technical and occupational faculty in U.S. Community Colleges</i> (National Research Center for Career and Technical Education Report). Columbus, OH: National Dissemination Center for Career and Technical Education.</p> <p>Refereed Paper Presentations</p> <p>Sandford, B.A. and McCaslin, N.L. (2004, December). <i>Assessment of Professional Development Activities, Instructional Needs, and Methods of Delivery for Part-Time Technical and Occupational Faculty in U.S. Community Colleges</i>. Refereed paper presented at the AVERA/OTT Professional Studies Seminar, ACTE annual conference, Las Vegas, NV.</p>	<p>Dr. Brian Sandford</p>	<p>2004</p> <p>2004</p>
<p>Chapters in a Book</p> <p>Lamphere, P. M. & Reinke, K. S. (1999, September). <u>Assessment: Using an interview as the final exam in a middle school mathematics methods course</u>. In S. Totten (Ed.), <i>Preparing Middle Level Educators: Practicing What We Preach</i>. Fayetteville, AR: University of Arkansas.</p> <p>Lamphere, P. M. & Reinke, K. S. (1999, September). <u>Integrated curriculum reflected through practice</u>. In S. Totten (Ed.), <i>Preparing Middle Level Educators: Practicing What We Preach</i>. Fayetteville, AR: University of Arkansas.</p> <p>Contributing Author - Chapters in a Book</p> <p>Lamphere, P. M. (1999). <u>Comparisons and predictions</u>. In R. Billstein & J. Williamson <i>Middle Grades MathThematics: Book 1 - Student's Edition</i>, p. 378 - 451. Evanston, IL: McDougall Littell.</p> <p>Lamphere, P. M. (1999). <u>Wonders of the world</u>. In R. Billstein & J. Williamson, <i>Middle Grades MathThematics: Book 1 - Student's Edition</i>, p. 452 - 523. Evanston, IL: McDougall Littell.</p> <p>Lamphere, P. M. (1999). <u>Health and fitness</u>. In R. Billstein & J. Williamson, <i>Middle</i></p>	<p>Dr. Pat Lamphere-Jordan</p>	<p>1999</p> <p>1999</p> <p>1999</p> <p>1999</p>

<p>Grades MathThematics: Book 2 - Student's Edition, p. 454 - 525. Evanston, IL: McDougall Littell.</p> <p>Lamphere, P. M. (1999). <u>Amazing feats, facts, and fictions</u>. In R. Billstein & J. Williamson, Middle Grades MathThematics: Book 3 - Student's Edition, p. 1 - 79. Evanston, IL: McDougall Littell.</p> <p><u>REFEREED JOURNALS</u></p> <p>Wasta, S., Blank, L.M.,& Lamphere Jordan, P. M. (2001, January/February). <u>Huckleberry cobbler: An interdisciplinary journal</u>. <u>Social Studies and the Young Learner</u>, 13(3), 17 – 20.</p> <p>Lamphere Jordan, P. M. & Burlbaw, L. M. (1999, Winter). Representing population density: A study with elementary pre-service teachers. <u>Journal of Social Studies Research</u>,23(2), 19- 33.</p> <p><u>MONOGRAPHS, SYMPOSIUM PROCEEDINGS, AND TECHNICAL RESEARCH-REPORTS</u></p> <p><u>REFEREED</u></p> <p>Lamphere Jordan, P. M. & Willner, J. (2000). <u>Mathematics Competency as a predictor for success in an introductory economics course</u>. Published in the proceedings of the Twenty-second Annual Conference of the Psychology of Mathematics Education - North American Chapter. Tucson, AZ.</p> <p><u>RESEARCH PRESENTATIONS</u></p> <p>Lamphere Jordan, P. N. (2001, June) <u>Preparation of Secondary Mathematics Teachers in the United States – A Standards-based approach</u>. Paper presented for the Zhenjiang Teacher's College in Jiangsu, China</p> <p>Lamphere Jordan, P. M. (2004, April). <u>Impacting student achievement: Student teachers' work samples and their assessment of student learning</u>. Paper presented for the National Council of Supervisors of Mathematics Annual Conference in Philadelphia, PA.</p> <p>Lamphere Jordan, P. M. (2004, March). <u>Secondary preservice mathematics teacher research: What have we learned from 30 years of research?</u> Paper presented for the Research Council for Mathematics Learning Annual Conference in Oklahoma City, OK.</p> <p>Lamphere Jordan, P. M. (2003, October). <u>Preservice secondary mathematics teachers' level of geometric understanding</u>. Paper presented for the Rocky Mountain Research Association Annual Conference in Edmond, OK.</p> <p>Laphere, Jordan, P. M. (2003, April). <u>Discovering the classroom: Preservice teachers as researchers</u>. Paper presented for the 33rd Annual Conference of the National Council of Supervisors of Mathematics in San Antonio, TX.</p> <p>Lamphere Jordan, P. M. (2003, March). <u>Preservice elementary students' understanding of fractions</u>. Paper presented for the Research Council on Mathematics Learning Annual Conference in Tempe, AZ.</p> <p>Lamphere Jordan, P. M. (2002, March). <u>Secondary mathematics education students' understanding of geometric concepts</u>. Paper presented for the Research Council for Mathematics Learning Annual Conference in Memphis, TN.</p>	<p>Dr. Pat Lamphere-Jordan</p>	<p>1999</p> <p>2001</p> <p>1999</p> <p>2000</p> <p>2001</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p>
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<p>Lamphere Jordan, P. M. (2001, March). <u>Comparisons between Elementary and Secondary Preservice Teachers' Knowledge of Rational Number Concepts</u>. Paper presented for the Research Council for Mathematics Learning Annual Conference in Las Vegas, NV.</p> <p>Lamphere Jordan, P. M. & Willner, J. (2000, November). <u>Mathematics competency as a predictor for success in an introductory economics course</u>. Published in the proceedings of the Twenty-second Annual Conference of the Psychology of Mathematics Education – North American Chapter. Tucson, AZ.</p> <p>Lamphere Jordan, P. M. & Willner, J. (2000, March). <u>The effects of mathematics knowledge on grades in introductory economics courses</u>. Paper presented for the Research Council for Mathematics Learning Annual Conference in Las Vegas, NV.</p> <p>Lamphere, P. M., Reinke, K., & Papanek, M. (1999, January). <u>Electronic journals - Questions of tenure and research</u>. Paper presented for the Southwest Educational INSERVICE, WORKSHOP, AND CONTINUING EDUCATION ACTIVITIES INSERVICE PRESENTATIONS</p> <p>Lamphere Jordan, P. M.(2001, July 30 – August 3). <u>SCIMAST Middle School Mathematics Teacher Training Institute</u>. Presentation for the Southwest Educational Development Laboratory for Middle School Mathematics Teachers from across the state of Oklahoma in Okmulgee, OK.</p> <p>Lamphere Jordan, P. M. & Spradling, S.(2000, Fall). <u>Enhancing Learning through the Use of Reflective Journaling in Middle School Science</u>. Presentation for the Oklahoma City Public School District Middle School Science Teachers, Oklahoma City, OK.</p> <p>Proposal Submissions</p> <p>Lamphere Jordan, P. M. (2004, April). <u>Measurement from different perspectives: Navigations Measurement for grades 6 – 8</u>. Presentation for the 82nd Annual Meeting for the National Council of Teachers of Mathematics in Philadelphia, PA.</p> <p>Lamphere Jordan, P. M. (2003, April). <u>Understanding measurement: Concepts and Activities from Navigations Measurement grades 6-8</u>. Presentation for the 81st Annual Meeting of the National Council of Teachers of Mathematics in San Antonio, TX.</p> <p>Lamphere Jordan, P. M. (2001, November). <u>Authentic assessment: Strategies for optimal learning</u>. Paper presented for the 43rd Biennial Council of Kappa Delta Pi in Orlando, FL.</p> <p>Lamphere Jordan, P. M. (1999, April). <u>Patterns and functions: Using everyday data to develop algebraic thinking with middle school students</u>. Presentation for the 77th Annual Meeting of the National Council of Teachers of Mathematics in San Francisco, CA.</p> <p>Lamphere Jordan, P. M. (1999, October). <u>Developing algebraic thinking with middle grades students using patterns and manipulatives</u>. Presentation for the 38th Annual Conference of the Northwest Mathematics Council in Portland, OR.</p> <p>Lamphere, P. M. (1999, March). <u>Everything I learned about mathematics, I learned in the newspapers</u>. Presentation for the Western Regional Conference of the National</p>	<p>Dr. Pat Lamphere-Jordan</p>	<p>2001</p> <p>2000</p> <p>2000</p> <p>1999</p> <p>2001</p> <p>2000</p> <p>2004</p> <p>2003</p> <p>2001</p> <p>1999</p> <p>1999</p>
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<p>Council of the Teachers of Mathematics held in Great Falls, MT.</p>	<p>Dr. Pat Lamphere-Jordan</p>	
<p>PEER-REVIEW PUBLICATIONS Mesmer, H. A. (2004). The art of balancing instructional materials for beginning readers: Becoming a wise consumer. <i>Balanced Reading Instruction</i>. 10. 1—11. Mesmer, H.A. & Karchmer, (2003). REALity: How the Reading Excellence Act took form in two schools. <i>The Reading Teacher</i>, 56, (7), 636-645. Mesmer, H. A. & Hutchins, E. (2002). A Twist on Question/Answer Relationships: Using them as a framework to analyze tables, charts, and graphs. <i>The Reading Teacher</i>, 56, (1). 21-28. Mesmer, H.A. (2001). Examining the Theoretical Claims about Decodable Text: Does Text Decodability Lead to Greater Application of Letter/Sound Knowledge in First Grade Readers? <i>The Yearbook of the National Reading Conference</i>. 40, 462-483 Mesmer, H.A. (2001). Decodabletext: <i>A review of what we know. Reading Research and Instruction</i>, 40, 462-483. Mesmer, H.A. (1999) Scaffolding a crucial transition using texts with some decodability. <i>The Reading Teacher</i>, 53, (130-142). PEER-REVIEW CONFERENCE PRESENTATIONS Mesmer, H. A. (December, 2004). The influence of text characteristics on the reading behaviors of first graders: Results of a longitudinal study. A paper to be presented at the Annual Meeting of the National Reading Conference, San Antonio, Texas. Mesmerh, H.A. (December, 2003). How are beginning reading materials being used in K-3 classrooms: Results of a National Survey. A paper to be presented at the Annual Meeting of the National Reading Conference, Scottsdale, Arizona. Mesmer, H. A. (April, 2004) Choices in beginning reading materials: Results of a national survey of K- teachers. A paper presented at the Annual meeting of the American Educational Research Association, San Diego, CA. Nomura, J., Mattingly, L., Mesmer E., & Mesmer, H.A. (April, 2004) <i>Text characteristics and fluency</i>. A poster presentation to be presented at the annual meeting of the National Association of School Psychologists, Dallas, TX. Mesmer, H. A. (December, 2002). <i>How it came to be: The perceptions of parents about the emergence of a state-wide high-stakes assessment</i>. A paper presented at the Annual Meeting of the National Reading Conference, Miami, Florida. Mesmer, H. & Karchmer, R. (April, 2001). <i>Starting a Change: A Descriptive Study of the Literacy Practices of K-Teachers in a Rural County</i>. A paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Mesmer, H. A. (December, 2001). <i>Decodability, its effects and side-effects on first grade readers</i>: A paper presented at the Annual Meeting of the National Reading Conference, San Antonio, Texas.</p>	<p>Dr. Heidi Anne Mesmer</p>	<p>2004 2003 2002 2001 2001 1999 2004 2003 2004 2004 2002 2001 2001</p>

<p>Mesmer, H.A. (April, 2001). <i>Text decodability and the first grade reader: How text features and prerequisite skills predict reading performance</i>. A paper presented at the Annual Meeting of the American Educational Research Association, Seattle Washington.</p> <p>Mesmer, H. (March, 2000). <i>Which books for which kids? Matching beginning readers with instructional reading texts</i>. A presentation given at the Annual Meeting of the Virginia State Reading Association meeting, Richmond, Virginia.</p> <p>Mesmer, H. (Dec. 2000). <i>How and When Might Text Decodability Influence First Grade Readers?</i> A presentation delivered at the Annual Meeting of the National Reading Conference, Scottsdale, AR.</p> <p>Mesmer, H. (March, 1999) <i>Text type and first grade readers: Skills predicting success with and the application of letter/sound knowledge in decodable text</i>. A presentation given at the annual conference of the Virginia Educational Research Association, Hampton, Virginia.</p> <p>PEER-REVIEWED CONFERENCE PRESENTATIONS</p> <p>Mesmer, H. A. (December, 2004). <i>The influence of text characteristics on the reading behaviors of first graders: Results of a longitudinal study</i>. A paper to be presented at the Annual Meeting of the National Reading Conference, San Antonio, Texas.</p> <p>Mesmer, H. A. (April, 2004) <i>Choices in beginning reading materials: Results of a national survey of K-3 teachers</i>. A paper presented at the Annual meeting of the American Educational Research Association, San Diego, CA.</p> <p>Mesmer, H.A. (December, 2003). <i>How are beginning reading materials being used in K-3 classrooms: Results of a National Survey</i>. A paper to be presented at the Annual Meeting of the National Reading Conference, Scottsdale, Arizona.</p> <p>Mesmer, H. A. & Karchmer, R. (April, 2002). <i>Starting a change: A descriptive study of the literacy practices of K-5 Teachers in a rural county</i>. A paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.</p> <p>Mesmer, H. A. (December, 2002). <i>How it came to be: The perceptions of parents about the emergence of a statewide high stakes assessments</i>. A paper presented at the Annual Meeting of the National Reading Conference, Miami, Florida.</p> <p>Mesmer, H. A. (December, 2001). <i>Decodability, its effects and side-effects on first grade readers</i>: A paper presented at the Annual Meeting of the National Reading Conference, San Antonio, Texas.</p> <p>Mesmer, H.A. (April, 2001). <i>Text decodability and the first grade reader: How text features and prerequisite skills predict reading performance</i>. A paper presented at the Annual Meeting of the American Educational Research Association, Seattle Washington.</p> <p>Heubach, K., Mesmer, H.A., & Richardson, J. (April, 2001). <i>Reading tutors/Reading Coaches: An examination of Tutoring proficiency and reading improvement</i>. A paper presented at the Annual Meeting of the American Educational</p>	<p>Dr. Heidi Anne Mesmer</p>	<p>2001</p> <p>2000</p> <p>2000</p> <p>1999</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>2001</p>
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<p>Research Association, Seattle Washington.</p> <p>Mesmer, H. (Dec. 2000). <i>How and When Might Text Decodability Influence First Grade Readers?</i> A presentation delivered at the Annual Meeting of the National Reading Conference, Scottsdale, AR.</p> <p>Mesmer, H. (March, 1999) <i>Text type and first grade readers: Skills predicting success with and the application of letter/sound knowledge in decodable text.</i> A presentation given at the annual conference of the Virginia Educational Research Association, Hampton, Virginia.</p> <p>OTHER CONFERENCE PRESENTATIONS</p> <p>Mesmer, H.A. (October, 2004). Textual scaffolds: Influences across the first grade year. A paper presented at the Fellow's Forum of the Annual meeting of the National Academy of Education. Palo Alto, CA.</p> <p>Mesmer, H. A. (March, 2004). <i>Textual Scaffolds for beginning readers.</i> A paper presented at the NAE Fellows Retreat: South Bend Indiana.</p> <p>Mesmer, H. A. (February, 2001). <i>Books and Kids: Coordinating Developmental Needs with Instructional Materials.</i> A presentation made at the Annual Meeting of the Virginia State Reading Association.</p> <p>Mesmer, H. A. (May, 2001). <i>So many books, so many choices: Using Classroom data to match beginning readers with instructional materials.</i> A presentation given at the Annual Meeting of the International Reading Association.</p> <p>Mesmer, H. (March, 2000). <i>Which books for which kids? Matching beginning readers with instructional reading texts.</i> A presentation given at the Annual Meeting of the Virginia State Reading Association meeting, Richmond, Virginia.</p>	<p>Dr. Heidi Anne Mesmer</p>	<p>2000</p> <p>1999</p> <p>2004</p> <p>2004</p> <p>2001</p> <p>2001</p> <p>2000</p>
<p>Refereed Publications</p> <p>Brown, P.U. (2004). Second graders' advice to aspiring teachers: A glimpse of autonomy in a language-rich environment. <i>Balanced Reading Instruction, 11(3)</i>, 29-36.</p> <p>Parsons, S.C., Brown, P.U., & Worley, V. (2004). A metaphor analysis of preservice teachers' reflective writings about diversity. <i>Journal of Curriculum and Teaching Dialogue, 6(1)</i>, 49-58.</p> <p>Brown, P.U., Parsons, S.C. & Worley, V.A. (2003). A conversation regarding diversity: Pre-service teachers' portfolio essays and the underlying assumptions in teaching "for" diversity. <i>Oklahoma Association for Teacher Education Conference Proceedings.</i></p> <p>Parsons, S.C., & Brown, P.U. (2001). Educating for diversity: An invitation to empathy and action. <i>Action in Teacher Education, 23(3)</i>, 1-4.</p> <p>Brown, P.U. (2003). Looking at student and teacher work collaboratively. <i>The Voice: Newsletter of the National Writing Project, 8(5)</i>, 18-19.</p> <p>Brown, P.U. (2002). OSU Writing Project is "US"—And we rock! <i>Writers & Projects of the Oklahoma State University Writing Project, 7(3)</i>, 4.</p> <p>Brown, P.U. (2000). <i>Instructor resource manual with assessment guide</i> to accompany</p>	<p>Dr. Pam Brown</p>	<p>2004</p> <p>2004</p> <p>2003</p> <p>2001</p> <p>2003</p> <p>2002</p> <p>2000</p>

Early childhood education: A constructivist perspective. Boston: Houghton Mifflin Co.

Brown, P.U. (2000). Setting sail with teacher research. *Writers & Projects of the Oklahoma State University Writing Project*, 7(1), 11.

Brown, P.U. (1999). On a quest for freebies. *Writers & Projects of the Oklahoma State University Writing Project*, 6(1), 6. Scholarly Presentations National presentations, refereed

Brown, P.U., Taylor, T., Patterson, K., & Bell, M. (2004, November, upcoming). *Crafting writing assignments that work.* Panel presentation, annual convention of the National Council of Teachers of English, Indianapolis, IN.

Brown, P.U. (2004, October). *The shadow curriculum.* Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Portland, OR.

Brown, P.U. & Schwarz, G. (2004, October). *The business model of education.* Research presented at the annual meeting of the American Association for Teaching and Curriculum, Portland, OR.

Elsasser, S. & Brown, P.U. (2004, October). *Back to the teacher's lounge: A professional conversation about the college classroom.* Issues session presented at the annual meeting of the American Association for Teaching and Curriculum, Portland, OR.

Brown, P.U., Parsons, S.C., & Worley, V. (2004, April). *Elementary pre-service teachers write about diversity: A metaphor analysis.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Brown, P.U., Parsons, S.C., & Worley, V. (2003, October). *Pre-service teachers' views of diversity: A conversation.* Panel presented at the annual meeting of the American Association for Teaching and Curriculum, Baltimore, MD.

Parsons, S.C., Brown, P.U., & Worley, V. (2002, November). *Diversity as celebration: Re-visioning with pre-service teachers.* Paper presented at the annual meeting of the National Council of Teachers of English. Atlanta, GA.

Brown, P.U. & Moseley, C. (2002, October). *Preservice teachers' attitudes toward content integration: A longitudinal study.* Paper presented at the annual meeting of the American Association for Teaching and Curriculum. Tulsa, OK.

Fredman, T., Brown, P.U., Simmons, E., & Thomas, L. (2001, November). *Breaking the mold: Collaborative adventures in teacher education.* Roundtable presentation at the annual conference of the National Writing Project. Baltimore, MD.

Castle, K. & Brown, P.U. (2001, October). *The lifeworld of a primary teacher.* Paper presented at the annual meeting of the American Association for Teaching and Curriculum. Denver, CO.

Castle, K. & Brown, P.U. (2001, April). *What it means to be a primary teacher.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

O'Donnell-Allen, C., Brown, P.U., & Ramay, R. (2000, November). *Maps for the journey: Establishing and sustaining a teacher research group.* Research presented

Dr. Pam Brown

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at the annual meeting of the National Writing Project, Milwaukee, WI.

Simmons, E., Buck, D., & Brown, P.U. (1999, November). *Identifying research interestes inside and outside the classroom*. Session presented at the annual meeting of the National Writing Project, Denver, CO.

National presentations, invited

Resnick, M., & Brown, P.U. (2003, June). *Protocols of the AED study: Looking at teacher work*. National Writing Project, LETSWork Institute, Berkeley, CA.

Resnick, M., Brown, P.U., Patterson, K., Cordrey, A., Funderburg, D., & Labinger, K. (2002, November). *Learning from teacher assignments and student work: Stories from the NWP/AED evaluation project*. Interactive pre-institute session of the annual meeting of the National Writing Project, Atlanta, GA.

Brown, P.U. & Ramay, R. (2001, August). *Demystifying research: Living in the sticky now*. National Writing Project: Project Outreach Network 2 Summer Institute. Berkeley, CA.

Regional/State presentations, refereed

Brown, P.U., & Parsons, S.C. (2004, January). *"Differences in her culture compared to mine": Pre-service teachers' writings on teaching "for" diversity*. Paper presented at the annual meeting of the Oklahoma Educational Studies Association, Stillwater, OK.

Brown, P.U., Parsons, S.C. & Worley, V.A. (2003). *A conversation regarding diversity: Pre-service teachers' portfolio essays and the underlying assumptions in teaching "for" diversity*. Paper presented at the annual meeting of the Oklahoma Association for Teacher Education, Stillwater, OK.

Castle, K. & Brown, P.U. (2000). *The lifeworld of a primary teacher*. Rocky Mountain Educational Research Association. Edmond, OK.

Regional/State presentations, invited

Brown, P.U., Ortiz, A., & Rains, A. (2001, November). *Looking at student work*. OSU Writing Project Literacy Events Conference. Stillwater, OK.

Brown, P.U. (2001, November). *Student right to privacy*. Elementary/Early Childhood Cooperating Teacher Seminar, Stillwater, OK.

Brown, P.U. (1999, September). *Getting started: What you need to know about teacher research*. Clinton Public Schools, Clinton, OK.

Brown, P.U. (1999, September). *Getting started: What you need to know about teacher research*. Oklahoma Writing Project, Norman, OK.

Brown, P.U. (1999, July). *Getting started: What you need to know about teacher research*. OSU Writing Project Summer Institute, Stillwater, OK.

Brown, P.U. (1999, March). *DO-isms: Positive approaches to relationships*. Elementary/Early Childhood Cooperating Teacher Seminar, Stillwater, OK.

Local presentations

Brown, P.U. (2004, September). *Family Educational Rights and Privacy Act: What teachers need to know*. Elementary Education Student Teachers, Stillwater, OK.

Brown, P.U. (2004, September). *Grants for teachers*. Presentation for Stillwater

Dr. Pam Brown

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<p>Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2004, February). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2004, January). <i>Seminar: School law basics</i>. Secondary Education Student Teachers. Stillwater, OK. Brown, P.U. (2003, September). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2003, April). <i>Seminar: School law basics</i>. Secondary Education Student Teachers. Stillwater, OK. Brown, P.U. (2003, February). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2002, September). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2002, April). <i>Seminar: School law basics</i>. Secondary Education Student Teachers. Stillwater, OK. Brown, P.U. (2002, February). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2002, January). <i>Copyright law for teachers</i>. Elementary Education Student Teachers. Stillwater, OK. Brown, P.U. (2002, January). <i>Standardized testing and assessment issues</i>. Elementary Education Student Teachers. Stillwater, OK. Brown, P.U. (2001, September). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2001, February). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools. Brown, P.U. (2000, September). <i>Grants for teachers</i>. Presentation for Stillwater Public Education Foundation & Stillwater Public Schools</p>	<p>Dr. Pam Brown</p>	<p>2004 2004 2003 2003 2003 2002 2002 2002 2002 2002 2001 2001 2000</p>
<p>PUBLICATIONS Reading the Stained Glass Windows: James Palermo’s <i>Post-structuralist Readings of the Pedagogical Encounter</i>.” <i>Educational Studies</i>, Vol. 36, No. 2, October 2004, pp.198-206(peer reviewed journal; review essay, philosophy of education). Worley, Virginia. “Place, Its Pedagogy, and The Place-Teaching Partnership: <i>Metissage</i> as Place of Education.” <i>Journal of History and Philosophy of Education</i>, Vol. 54, Fall 2004, pp. 192-196. Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. “A Metaphor Analysis of Pre-service teachers’ Reflective Writings About Diversity.” <i>Curriculum and Teaching Dialogue</i>, Vol. 6, No. 1, Fall 2004, pp. 49-58 (peer reviewed). Worley, Virginia. Abstract: “The Importance of Maxine Greene’s Place ‘In Between.’”<i>The Philosopher’s Index</i> (solicited abstract; submitted 9-3-03, hardback in print). Worley, Virginia. “The Teacher’s Place in the Moral Equation: <i>In Loco Parentis</i>.”</p>	<p>Dr. Virginia Worley</p>	<p>2004 2004 2004 2003 2003</p>

<p><i>Philosophy of Education Yearbook, 2003</i>, pp. 280-282(peer reviewed; invited response; hardback; in print).</p> <p>Worley, Virginia, Susan Christian Parsons and Pamela U. Brown. "A Conversation Regarding Diversity: Pre-service Teacher's Portfolio Essays and the Underlying Assumptions in Teaching 'for' Diversity." <i>OATE Conference Proceedings, 2003</i> (peer reviewed; in print/on disc).</p> <p>Worley, Virginia and Pamela Fry. "Towards a Philosophy of Making Teachers." <i>Action in Teacher Education</i>, Vol. XXIV, No. 3, Fall, 2002 (peer reviewed journal; invited essay; in print).</p> <p>Worley, Virginia. "The Importance of Maxine Greene's Place 'In Between.'" <i>Philosophy of Education Yearbook, 2002</i>, pp. 402-404(peer reviewed journal; invited response; hardback; in print).</p> <p>Worley, Virginia. "The Place of Education in Colette's <i>La Maison de Claudine</i>: A Two-fold Pedagogy of Place Itself and of the Place-teaching Partnership." <i>Journal of Philosophy and History of Education</i>, September 2000 (in print).</p> <p>CONFERENCE PRESENTATIONS, PANEL CHAIRS, DISCUSSANT, SYMPOSIUM</p> <p>Worley, Virginia and Susan Stansberry. "Be with a Class or Have a Pass: Towards a Philosophy of Library-Media-Technology." American Studies Association (AESA), National Conference, November 2004, Kansas City, Missouri; paper session (peer reviewed).</p> <p>Worley, Virginia, Pamela U. Brown, and Susan Christian Parsons. "Excavating and Exposing Hegemonic Social Norms: A Metaphor Analysis of Pre-service Teachers' Perceptions of Diversity." American Educational Studies Association (AESA), National Conference, November 2004, Kansas City, Missouri; paper session (peer reviewed).</p> <p>Worley, Virginia, Pamela U. Brown, and Susan Christian Parsons; Jacqueline Bach; Mimi Ward. "A Ring of Fire: Examining How Institutional Language Influences Students' Perceptions of Diversity." American Educational Studies Association (AESA), National Conference, November 2004, Kansas City, Missouri; a three paper symposium (peer reviewed).</p> <p>Worley, Virginia. Invited Discussant for Symposium. American Educational Studies Association (AESA), National Conference, November 2004, Kansas City, Missouri; (peer reviewed).</p> <p>Worley, Virginia. "'This is Not a Diversity': Reading Foucault Reading Portfolios." Society of History and Philosophy of Education, SOPHE, National Conference, September 2004, Oklahoma City, OK. (full paper reviewed).</p> <p>Moderator, Session 6B, Society of Philosophy and History of Education, SOPHE, National Conference, September 2004, Oklahoma City, OK.</p> <p>Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. "Elementary Pre-Service Teachers Write About Diversity: A Metaphor Analysis." AERA, International Conference, April 12-18, 2004, San Diego California; paper session, Division K: Teaching and Teacher Education. Section 5: Research on pedagogical</p>	<p>Dr. Virginia Worley</p>	<p>2003</p> <p>2002</p> <p>2002</p> <p>2000</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p>
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<p>approaches to pre-service teacher education and its impacts on teacher practices and student learning (peer reviewed).</p> <p>Stansberry, Susan, Virginia Worley, and Gretchen Schwarz. "You Mean the Librarian Does More than Dust Books? Teaching Pre-Service Teachers Effectively to Engage with the School Library Media Program." 2004 Hawaii International Conference on Education, January 3-6, 2004 (peer reviewed).</p> <p>Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. "A Challenge I Will Inevitably Have to Face": A Metaphor Analysis of Pre-service Teachers' Attitudes about Diversity." AATC National Conference, Baltimore 2003 (peer reviewed).</p> <p>Worley, Virginia. "Place, Its Pedagogy, and The Place-Teaching Partnership: <i>Metissage</i> Place of Education." Society of Philosophy and History of Education, National Conference, September 2003.</p> <p>Worley, Virginia. "The Teacher's Place in the Moral Equation: <i>In Loco Parentis</i>." Philosophy of Education Society (PES) International Conference, Miami, Florida, U.S.A., March 2003 (peer reviewed).</p> <p>Brown, Pamela U., Sue Christian Parsons, and Virginia Worley. "Diversity as Celebration: Re-visioning with Pre-service Teachers." OATE, State Conference, March 2003, Stillwater, OK. (peer reviewed).</p> <p>Brown, Pamela U., Sue Christian Parsons, and Virginia Worley. "Diversity as Celebration: Re-visioning with Pre-service Teachers." National Council of Teachers of English (NCTE) Conference, November 2002, Atlanta, Georgia (peer reviewed).</p> <p>Worley, Virginia. "The Importance of Maxine Greene's Place 'In Between.'" Philosophy of Education Society (PES) International Conference, Vancouver, CANADA, April 2002 (peer reviewed).</p> <p>Worley, Virginia. "Through Weakness Comes Strength: Pilot Study with Pre-service English Teachers and 'At Risk,' 'Troubled' Students in an Alternative/Charter School Program." AERA International Conference, Division C, Literacy and Culture, New Orleans, April 3, 2002 (peer reviewed).</p> <p>Worley, Virginia. "Mothering-Teaching in Partnership with Place: Acts of Recognition, Resistance, and Subversion." ARM 2001 International Conference, October 2001, Toronto, CANADA (peer reviewed).</p> <p>Worley, Virginia. "The Power of Place in Education in Education." AERA 2001 International Conference, Division B, Curriculum, April 2001, Seattle, Washington (peer reviewed).</p> <p>Worley, Virginia. "The Place of Education in Colette's <i>La Maison de Claudine</i>: A Two-fold Pedagogy of Place Itself and of the Place-teaching Partnership." Presented at Society of Philosophy and History of Education (SOPHE) National Conference, September 24, 1999 (peer reviewed).</p> <p>Worley, Virginia. Chair, Panel on Philosophy of Education Leadership: New Directions. Society of Philosophy and History of Education, National Conference, Sept. 24, 1999.</p> <p><i>Collaborative Research, Writing and Presenting With Colleagues at Oklahoma State University:</i></p>	<p>Dr. Virginia Worley</p>	<p>2004</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2001</p> <p>1999</p> <p>1999</p> <p>2004</p>
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<p>Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. "A Metaphor Analysis of Pre-service Teachers' Attitudes about Diversity." <i>Curriculum and Teaching Dialogue</i> (peer reviewed; in press, April 2004).</p> <p>Worley, Virginia, Susan Christian Parsons, and Pamela U. Brown. "A Conversation Regarding Diversity: Pre-service Teachers' Portfolio Essays and the Underlying Assumptions in Teaching 'for' Diversity." <i>OATE Conference Proceedings, 2003</i> (full paper peer reviewed).</p> <p>Worley, Virginia and Pamela Fry. "Towards a Philosophy of Making Teachers." <i>Action in Teacher Education</i>, Vol. XXIV, No. 3, Fall, 2002 (peer reviewed journal; invited essay; in print).</p> <p><u>Completed or Accepted</u></p> <p>Worley, Virginia and Susan Stansberry. "Be with a Class or Have a Pass: Towards a Philosophy of Library-Media-Technology." American Educational Studies Association (AESA), International Conference, November 2004, Kansas City, Missouri; paper session (peer reviewed).</p> <p>Worley, Virginia, Pamela U. Brown, and Susan Christian Parsons. "Excavating and Exposing Hegemonic Social Norms: A Metaphor Analysis of Pre-service Teachers' Perceptions of Diversity." American Educational Studies Association (AESA), International Conference, November 2004, Kansas City, Missouri; paper session (peer reviewed).</p> <p>Worley, Virginia, Pamela U. Brown, and Susan Christian Parsons; Jacqueline Bach; Mimi Ward. "A Ring of Fire: Examining How Institutional Language Influences Students' Perceptions of Diversity." American Educational Studies Association (AESA), International Conference, November 2004, Kansas City, Missouri; a three paper symposium (peer reviewed).</p> <p>Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. "Elementary Pre-service Teachers Write About Diversity: A Metaphor Analysis." American Educational Research Association (AERA) International Conference, April 12-18, 2004, Division K: Teaching and Teacher Education. Section 5: Research on Pedagogical approaches to pre-service teacher education and its impacts on teacher practice and student learning (peer reviewed; paper session).</p> <p>Stansberry, Susan, Virginia Worley, and Gretchen Schwarz. "You Mean the Librarian Does More than Dust Books? Teaching Pre-service Teachers Effectively to Engage with the School Library Media Program." 2004 Hawaii International Conference on Education, January 3-6, 2004 (peer reviewed).</p> <p>Parsons, Sue Christian, Pamela U. Brown, and Virginia Worley. "A Challenge I Will Inevitably Have to Face": A Metaphor Analysis of Pre-service Teachers' Attitudes about Diversity." AATC National Conference, Baltimore, October 2003 (peer reviewed).</p> <p>Brown, Pamela U., Sue Christian Parsons, and Virginia Worley. "Diversity as Celebration: Re-visioning with Pre-service Teachers." OATE, State Conference, March 2003, Stillwater, OK. (peer reviewed).</p> <p>Brown, Pamela U., Sue Christian Parsons, and Virginia Worley. "Diversity as</p>	<p>Dr. Virginia Worley</p>	<p>2004</p> <p>2003</p> <p>2002</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2002</p>
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<p>Celebration: Re-visioning with Pre-service Teachers." National Council of Teachers of English Conference, November 2002, Atlanta, Georgia (peer reviewed).</p>	<p>Dr. Virginia Worley</p>	
<p>PUBLICATIONS J.E. Steinbrink, "Jury Duty: Teaching Students about Their Civic Obligation". <u>The Social Studies</u>. March/April 2001. 92.2 (with L.T. Engelhardt). J.E. Steinbrink, "Understanding Social Security: A Civic Obligation". <u>The Social Studies</u>. September/October 2002, 93.5 (with J.W. Cook) J.E. Steinbrink, "Media Literacy Skills and the "War on Terrorism." <u>The Clearing House</u>. July/August 2003, 76.6 (with Jeremy W. Cook) J. E. Steinbrink . "Intervention: Simulating the War on Global Terrorism," <u>The Journal of Geography</u>, November/December 2004, 103: 239-248. (with Joel Helmer)</p> <p>RECENT PRESENTATIONS/WORKSHOPS (SELECTED) "Personalized Goal Setting for Regenerating Social Studies Teachers: Focus on Self-Analysis." National Social Studies Supervisors Association in conjunction with the National Council for the Social Studies, Orlando, Florida, November 1999 (with Philip Lanasa, Cameron University, Lawton, OK) "You are the Jury: Elementary and Middle Level Classroom Activities." National Council for the Social Studies, Orlando, Florida, November 1999 (with Leah T. Engelhardt) "The Juvenile Justice System: What Adolescents Should Know." National Council for the Social Studies, San Antonio, TX, November 2000 (with Leah T. Engelhardt) "Three Cooperative Learning Techniques." Oklahoma Council for the Social Studies Winter Conference . UCO, Edmond, OK. February 15, 2002 Panelist, Writing for Publication Panel Discussion. National Technology and Social Science Conference. Las Vegas, NV. April 11, 2002. "Teaching Critical Thinking in History and the Social Sciences Through Political Cartoon Interpretation" National Technology and Social Science Conference. Las Vegas, NV. April 16, 2003 (with Ray Heitzmann, Villanova University) "Utilizing Case Studies in Teacher Education." National Technology and Social Science Conference. Las Vegas, NV. April 13, 2004 (with Ray Heitzmann, Villanova University) "Writing a Successful NSG Graduate Fellows Grant in K12". National Council for Geographic Education, Kansas City, MO. October 22, 2004 (with Tom Wikle & Joel Helmer, OSU Geography Department)</p>	<p>Dr. John Steinbrink</p>	<p>2001 2002 2003 2004 1999 2000 2002 2002 2003 2004 2004</p>
<p>PUBLICATIONS Books Walker, Barbara J. (2004). <u>Diagnostic Teaching of Reading: Techniques for Instruction and Assessment</u>. (5th Edition) Upper Saddle River, N.J.: Merrill/Prentice-Hall, 404 pp. Walker, Barbara J. (2003). <u>Supporting Struggling Readers</u>. (2nd Edition). Pippin</p>	<p>Dr. Barbara Walker</p>	<p>2004</p>

<p>Publishing Limited, Ontario, Canada, 96 pp.</p> <p>Walker, Barbara J., Scherry, R. J. & Morrow, L. (1999). <u>Training the Reading Team: A Handbook for Supervisors' of Volunteer Tutors</u>. Newark, DE: International Reading Association</p> <p>Walker, Barbara J. & Morrow, Lesley (1999). <u>Tips for the Reading Team</u>. Newark, DE: International Reading Association.</p> <p>Book Chapters, Monographs and Instructor's Manuals</p> <p>Walker, Barbara J. & Scherry, Ronald J. (2001). America reads tutoring: Communities working together. In L. Morrow & D. Woo (Eds.) <u>Tutoring Programs for Struggling Readers</u> (pp 15-30). New York, NY: Guilford Publications, Inc.</p> <p>Walker, B. J. & Scherry, R. J. & Gransbery, C. (2001), Collaboration in the schools: A theoretical and practical view." In V. Risko & K. Bromley (Eds.) <u>Collaboration for Diverse Learners: Viewpoints and Practices</u>. Newark, Delaware: International Reading Association.</p> <p>Referred Articles</p> <p>Smith, M., Walker, B. and Yellin, D. (2004). From Phonological Awareness to Fluency in Each Lesson. <i>The Reading Teacher</i>. Circulation: 60,000</p> <p>Goetze, S. and Walker, B. (2004). At-risk readers can construct complex meanings: Technology can help. <i>The Reading Teacher</i>, 57 (8). Circulation: 60,000</p> <p>Walker, B. J. (2003). Instructional for struggling readers contains multiple features, <i>The Reading Teacher</i>. 57 (2) 206-208.</p> <p>Walker, Barbara J. (2003). The cultivation of student self-efficacy in reading and writing. <u>Reading and Writing Quarterly</u>. pp173-187.</p> <p>Rosemary, C., Freppon, P. Wellsch, K., Grogan, Willis, J. Zimmerman, B., Campbell, L. Cobb, J, Hill, P, Walker, B. and Ward, M. (2002). "Improving Literacy Teaching Through Structured Collaborative Inquiry in Classroom and University Clinical Settings", <u>51st Yearbook of the National Reading Conference</u>. Oak Creek, Wisconsin: National Reading Conference. pp.368-382</p> <p>Goetze, S., Walker, B., & Yellin, D. (2000). Pre-service teachers' conceptual development using computer mediated communication in language arts methods classes. In W. Linek, E. G. Sturtevant, & J. Dugan. <u>CRA Yearbook</u>.</p> <p>Roskos, K., Boehlen, S. & Walker, B. (2000). Learning the art of instructional conversation: The influence of self-assessment activity on teachers' instructional discourse in the reading clinic setting. <u>Elementary School Journal</u>.</p> <p>PROFESSIONAL PRESENTATIONS</p> <p>Research Presentations</p> <p>Walker, B. & Sargent, S. (December, 2004). Inservice Teachers' Perspectives of Assessment in Classrooms and Clinics. National Reading Conference, San Antonio, TX.</p> <p>Hill, N. & Walker, B. (November, 2004). Themes Evident in Fourth and Sixth Grade Students' Discussions and Written Responses Using an Author Study. College Reading Association. San Antonio, TX.</p> <p>Walker, Barbara (Fall, 2003). Discussant for Reading Clinic Session. Reviewed and</p>	<p>Dr. Barbara Walker</p>	<p>2003</p> <p>1999</p> <p>1999</p> <p>2001</p> <p>2001</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2003</p> <p>2002</p> <p>2000</p> <p>2000</p> <p>2004</p> <p>2004</p> <p>2003</p>
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<p>responded to 7 papers. National Reading Conference's Annual Conference. California</p> <p>Walker, B. (Fall, 2003) Reflections from Video-taping Instruction in a Reading Clinic. College Reading Association's Annual Conference. Texas.</p> <p>Goetze S. & Walker, B. (2003) Intermediate At-Risk Students constructing Multimedia Responses to Picture Books, International Reading Association. May-Orlando, Florida.</p> <p>Walker, Barbara & Goetze, S. (2002). Examining Teachers' Talk in a Reading Clinic. National Reading Conference, Miami, Florida.</p> <p>Walker, Barbara & Smith, Melinda (2002). The Effectiveness of Writing and Searching for Rime Analogies on Second Grade Reading Performance. College Reading Association. Philadelphia, PA</p> <p>Goetze, S. & Walker, B. (2002). Technology and Book Clubs for At-Risk Readers, College Reading Association, Philadelphia, PA.</p> <p>Rosemary, C., Freppon, P. Wellsch, K., Grogan, Willis, J. Zimmerman, B., Campbell, L. Cobb, J. Hill, P. Walker, B. and Ward, M. (2002). "Improving Literacy Teaching Through Structured Collaborative Inquiry in Classroom and University Clinical Settings" National Reading Conference, San Antonio, Texas.</p> <p>Goetze, S. & Walker, B. (2000). On-line apprentices: <i>Preservice teachers learning to integrate technology within reading methods courses</i>. National Reading Conference. Scottsdale, AZ.</p> <p>Walker, B. & Goetze, S. (2000). <i>Using tutoring and technology as scaffolds for learning the context in reading teacher education</i>. College Reading Association. St. Pete Beach, FL.</p> <p>Goetze, S. & Walker, B. <i>The Development of Pedagogical Knowledge Through Computer Mediated Communication In a Language Arts Class</i>. National Reading Conference, Orlando, December, 1999; College Reading Association, Hilton Head, November, 1999.</p> <p>Walker, Barbara. <i>Intensive Reading Intervention In Second Grade</i> College Reading Association, Hilton Head, November, 1999.</p> <p>National, International and Featured Speaker Conferences</p> <p>Walker, Barbara (OSU), Rasinski, T. (Kent State), Smith, M. (Tulsa Public), Fortenberry, C. (Texas A&M), Fox, B. (NCSU), Nichols, D. (Virginia Tech) & D. RayReutzel (Utah State University)(November, 2004). Reconceptualizing Phonic Instruction: Favorite Constructivist Approaches. College Reading Association, San Antonio, TX.</p> <p>Smith, M. & Walker, B. (May, 2004). Writing using Authentic Text and Rhyme. International Reading Association. Reno, Nevada.</p> <p>Walker, B. (March, 2004) Panel on Teacher Education and the National Reading Panel with Kouider Mokhtari, Susan Parsons, and Stephan Sargent.</p> <p>Walker, Barbara. Picture Books to promote Critical Literacy. International Reading Association, Miami Florida. May 2003.</p> <p>Smith, M. & Walker, B. Using Rhyme-Rime Connection in Teaching Reading,</p>	<p>Dr. Barbara Walker</p>	<p>2003</p> <p>2003</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2002</p> <p>2000</p> <p>2000</p> <p>1999</p> <p>1999</p> <p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p>
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<p>Regional IRA Conference, Oklahoma City, Ok. February 2003. Walker, Barbara. Featured Speaker, College Reading Association, Clinical Division. <i>Reconceptualizing the Role of Reading Clinics and Technology</i>. November 2000. Walker, Barbara & Goetze, Sandra. <i>Supporting Struggling Readers Through the Grades</i>, Keynote Speaker, Disabled Readers Special Interest Group, International Reading Association, April 2000. Walker, Barbara. Preconference Institute on <i>Critical Perspective In Literacy</i>, Small Group Discussant, International Reading Association, April, 2000. Walker, Barbara & Scherry, Ronald. <i>America Reads Tutoring: Communities Working Together</i>. Rutgers Invitational America Reads Conference-Cosponsored by the Department of Education. Rutgers University. March 2000. Walker, Barbara. <i>Cinco misconcepciones de la ensenza de lectura</i>. Keynote Speaker. PAINE National Conference sponsored by the government of Argentina. Buenos Aires, Argentina November, 1999. Presentation was in Spanish. Walker, B., Rasinski, T. & Allen, D. <i>Perceptions and Analysis of a Reader from Multiple Perspectives</i>. College Reading Association, Hilton Head, November, 1999. Walker, Barbara & Scherry Ronald. <i>America Reads: A Trainer of Trainers Model</i>. (Featured Speaker). International Reading Association. San Diego, CA. May, 1999. Walker, Barbara. <i>A Problem-Solving Model for Collaboration</i>. Preconference Institute with Diane Allen. International Reading Association, May 1999. State and Local Presentations Smith, M. & Walker, B. (March, 2004). Using Rhyme and Rime to teach Phonics. Oklahoma State University. Oklahoma City, Ok. Smith, M. & Walker, B. (March, 2004). Using Rhyme and Rime to teach Phonics. Oklahoma State University. Oklahoma City, Ok Szabo, Susan and Walker, Barbara. Vocabulary Development. Oklahoma Reading Conference. Tulsa, March, 2000.</p>	<p>Dr. Barbara Walker</p>	<p>2003 2000 2000 2000 1999 1999 1999 1999 2004 2004 2000</p>
<p>Publications "Administrator's FLES Program Evaluation. "<u>Tools for Teachers: Languages in the Curriculum Resource Document</u>, Oklahoma State Department of Education, 1999 (57-64). "Instructor's FLES Program Evaluation. "<u>Tools for Teachers: Languages in Curriculum Resource Document</u>, Oklahoma State Department of Education, 1999 (65-70). <u>PRESENTATIONS AT INTERNATIONAL/NATIONAL CONFERENCES</u> "Hot Topic: How Do You Spell RELIEF? New Visions!" 75-minute session presented at the Southwest Conference on Language Teaching, Albuquerque, March 26, 2004. "LangNet and REACH: Individual Language Learning Tailored by Technology." Half-day workshop presented at the Southwest Conference on Language Teaching, OKC, March 7, 2002.</p>	<p>Dr. Nadine Olson</p>	<p>1999 1999 2004 2002</p>

<p>“Language, Culture, and Professional Development: Immersion Weekends for Teachers.” Presentation at the Southwest Conference on Language Teaching, OKC, March 9, 2002.</p> <p>"Blueprint for Success: Planning and Management of Grants." American Association of Teachers of Spanish and Portuguese, San Juan, Puerto Rico, August 2-6, 2000.</p> <p><u>PRESENTATIONS AT REGIONAL AND STATE CONFERENCES</u></p> <p>“New Visions: Teacher Induction Task Force.” Oklahoma State Foreign Language Teachers' Association Fall Conference, Tulsa, OK, Oct. 25, 2003.</p> <p>“New Visions in Action and Update on ACTFL Standards for Teacher Preparation.” Oklahoma State Foreign Language Teachers' Association Fall Conference, Norman, OK, Nov. 9, 2002.</p> <p>“O.S.U.’s Master’s and Doctoral Programs for Foreign Language Educators.” Oklahoma State Foreign Language Teachers' Association Fall Conference, Tulsa, OK, Oct. 27, 2001.</p> <p>Workshops and Invited Presentations</p> <p>“Towards the Development of Intercultural Competence.” Invited seminar session, CIED 6684 Language, Literacy & Culture. March 10, 2004.</p> <p>“Perspectives on Culture in the Foreign Language Classroom.” Invited seminar session, CIED 6684 Language, Literacy & Culture. Feb. 26, 2003.</p> <p>“Im/Possibility of Multicultural Education: an Invitation to Conversation.” Colloquium presented to the School of Teaching and Curriculum Leadership, OSU, Nov. 2, 2002.</p>	<p>Dr. Nadine Olson</p>	<p>2002</p> <p>2000</p> <p>2003</p> <p>2002</p> <p>2001</p> <p>2004</p> <p>2003</p> <p>2002</p>
<p><u>PUBLICATIONS</u></p> <p>Integration: A Strategy to Help Preservice Teachers Make the Connection between Theory and Practice, <u>Action in Teacher Education</u>. Reston, VA: ATE, Fall 2002 with S. Szabo and P. Yellin.</p> <p>Use <i>Measuring Penny</i> to Introduce the Unit, <u>Teaching Children Mathematics</u>. Reston VA: NCTM, October 2002.</p> <p>August Experience: Preparing for the First Days of School, <u>Journal of the Oklahoma Association of Teacher Educators</u>, Edmond, OK: OATE, Spring 2000, with S. Szabo and S. Elsasser.</p> <p><u>SESSIONS AND PAPERS PRESENTED AT CONFERENCES</u></p> <p><u>The Shifting Roles of Faculty Mentors</u>, Oklahoma Association of Teacher Educators, Stillwater, OK, March 7, 2003.</p> <p><u>Using Children’s Literature to Introduce the Measurement Unit</u>, Tulsa Council of Teachers of Mathematics, Tulsa, OK, October 17, 2002.</p> <p><u>Math in the Service of Reading and Writing</u> (panel), Research Council for Mathematics Learning, Las Vegas, NV, March 9-11, 2000.</p> <p><u>The Construction of Place Value: Students Experiencing the Structure of Number</u>, National Council of Teachers of Mathematics, Annual Conference, San Francisco, April 22-24, 1999.</p>	<p>Dr. Margaret Scott</p>	<p>2002</p> <p>2002</p> <p>2000</p> <p>2003</p> <p>2002</p> <p>1999</p>

<p><u>WORKSHOPS PRESENTED</u> Staff Development, Pretty Water Public Schools, Sapulpa, OK, Authentic Assessment for Mathematics K-8, February 19, 2001. Staff Development, Stillwater Public Schools, Stillwater, OK, World's Greatest Math Event, April 7, 1999. Staff Development, Stillwater Public Schools, Stillwater, OK, Measuring Sam, April 9, 1999.</p>	<p>Dr. Margaret Scott</p>	<p>2001 1999 1999</p>
<p><u>PROFESSIONAL JOURNAL ARTICLES</u> Bryant, R. J. (2003). Toothpick chromosomes: Simple manipulatives to help students understand genetics. <i>Science Scope</i>, 26(7), 10-15. <u>PEER-REVIEWED CONFERENCE PROCEEDINGS</u> Neathery, M. F., Bryant, R., & Dill, D. (1999). Innovative science education grant: From recruitment, through preservice, into entry level service. In the <i>Proceedings of the 1998 Annual International Conference of the Association for the Education of Teachers in Science</i>. Rubba, P. A., & Rye, J. A. (Eds.) ERIC Document ED421363. <u>PEER-REVIEWED PRESENTATIONS</u> <u>National/International</u> Bunting, C. F., Cheville, R. A., West, J. C., & Bryant, R. (2004). Undergraduate electromagnetics education at Oklahoma State University: VECTOR (vitalizing electromagnetic concepts to obtain relevancy). Paper presented at the Institute of Electrical and Electronics Engineers Antennas and Propagation Society International Symposium, Monterey, CA, June 20-26, 2004. Bryant, R. J. (1999). <i>Gender equity: One university's efforts toward systemic change</i>. Paper presented at the 1999 International Meeting of the Association for the Education of Teachers in Science, Austin, TX, January 14-17, 1999. Kuerbis, P., Olness, V., McArthur, J., Morrell, P., Baird, B., Bryant, R., & Wilson, D. (1999). <i>A novel approach to dissemination of successful professional development</i>. Panel presentation at the 1999 International Meeting of the Association for the Education of Teachers in Science, Austin, TX, January 14-17, 1999. <u>Regional</u> Christol, P., Moseley, C., Bryant, R., Marks, S., Beller, C., & Ulrich, J. Making connections: Bridging the gap between elementary science content and real-life applications for preservice educators. Panel presentation at the Annual Conference of the Southwest Association for the Education of Teachers of Science, Georgetown, TX, February 27-29, 2004. Bryant, R. J. (2003). <i>Bringing pre-service science teachers into the 21st century: Integrating computer technology into inquiry-based science</i>. Paper presented at the Annual Meeting of the Southwest – Association for the Education of Teachers in Science, Fort Worth, TX, February 28-March 1, 2003. Bryant, R. J. (2003). <i>An exploratory study of alternative certification of teachers in Oklahoma</i>. Paper presented at the Annual Meeting of the Southwest Educational</p>	<p>Dr. Richard Bryant</p>	<p>2003 1999 2004 1999 1999 2004 2003 2003</p>

<p>Research Association, San Antonio, TX, February 12-15, 2003.</p> <p><u>State</u></p> <p>Garrett, K., and Bryant, R. J. (2003). <i>Encouraging female science students: Ability and motivation of preservice science teachers to implement positive teaching strategies</i>. Poster presented at the Annual Meeting of the Oklahoma Association of Teacher Educators, Stillwater, OK, March 7, 2003.</p> <p>INVITED PRESENTATIONS</p> <p><u>National/International</u></p> <p>Bryant, R. J. (1999). <i>A woman's place is in the laboratory: Addressing gender bias in science classes</i>. Invited presentation at the Oklahoma State University/National Aeronautics and Space Administration Aerospace Education Specialist' Professional Development Conference, Stillwater, OK, January 9, 1999.</p> <p><u>Regional</u></p> <p>Moseley, C., Reinke, K. and Bryant, R. J. "Understanding the NASA Earth Science Enterprise by Connecting Scientists, Teachers, and Students in the K-8 Classroom." An invited presentation at the Science and Engineering Problem Solving for Future Educators Workshop, Louisiana Tech University, Ruston, LA, June 6-7, 2002.</p> <p>OTHER PRESENTATIONS AT PROFESSIONAL MEETINGS</p> <p><u>National/International</u></p> <p>Bryant, R. J. (1999). <i>A woman's place is in the laboratory: Addressing gender bias in science classes</i>. Presentation at the National Science Teachers Association National Convention, Boston, MA, March 25-28, 1999.</p>	<p>Dr. Richard Bryant</p>	<p>2003</p> <p>1999</p> <p>2002</p> <p>1999</p>
<p>National and International Presentations</p> <p>Ausburn, L.J. (2004, December). <i>Learning strategies of trade and industry students and implications for instructional practice</i>. Paper presented at conference of the Association for Career and Technical Education, Las Vegas, Nevada.</p> <p>Martinez Jr., R.L., Ausburn, L.J., & Ausburn, F.B. (2004, July). <i>Utilization and impact of technology in a graduate program in occupational education studies at Oklahoma State University</i>. Paper presented at International Conference on Education and Information Systems: Technologies and Applications, Orlando, FL.</p> <p>Ausburn, L.J. (2004, April). <i>Adult learners' perceptions of most important instructional components of hybrid distance education courses</i>. Paper presented at annual meeting of the American Educational Research Association, San Diego, CA.</p> <p>Ausburn, L.J., & Ausburn, F. B. (2003, December). <i>Virtual reality at your desktop</i>. Paper Presented at the conference of the Association for Career and Technical Education, Orlando, FL.</p> <p>Ausburn, L.J. (2002, October). <i>The future isn't what it used to be: Forecasts for occupational and technical education</i>. Paper presented at the conference of the American Association for Curriculum and Teaching, Tulsa, OK.</p>	<p>Dr. Lynna Ausburn</p>	<p>2004</p> <p>2004</p> <p>2004</p> <p>2003</p> <p>2002</p>

<p>Ausburn, L.J., & Finney, M. (2002, July). <i>Customized learning: A union of design and technology</i>. Invited paper presented at the Syllabus Conference on Educational Technology in Higher Education, Santa Clara, CA.</p> <p>Ausburn, L.J. (2001, July). <i>Big bang for small bucks: Making distance learning work for adult educators</i>. Poster session presented at the Syllabus Conference on Educational Technology in Higher Education, Santa Clara, CA.</p> <p>Ausburn, L.J. (2001, April). <i>Making distance learning work for adult educators</i>. Paper presented at the 12th International Conference on College Teaching and Learning, Jacksonville, FL.</p> <p>Ausburn, L.J. (2001, March). <i>Supplantation-based instructional design: An aptitude-treatment interaction model for multimedia training and research</i>. Paper presented at the annual Academy of Human Resources Development International Research Conference, Tulsa, OK.</p>	Dr. Lynna Ausburn	2002
<p>Regional, State and Local Presentations</p>		2001
<p>Conti, G.J., & Ausburn, L.J. (2004, October). <i>Developing a community of researchers</i>. Invited keynote address presented at conference of the Rocky Mountain Educational Research Association, Tulsa, OK.</p>		2001
<p>Ausburn, L.J., & Brown, D. (2004, October). <i>Learning strategies of Oklahoma CareerTech students and related non-traditional education programs: An emerging trend and its implications</i>. Presented at conference of the Rocky Mountain Educational Research Association, Tulsa, OK.</p>		2001
<p>Ausburn, L.J. (2003, October). <i>Beyond the inflection point: Perspectives on e-learning in higher education</i>. Paper presented at conference of the Rocky Mountain Education Research Association, Edmond, Oklahoma.</p>		2001
<p>Ausburn, F.B., & Ausburn, L.J. (2003, October). <i>Instructional technology transfer: What practitioners are taking from training to practice</i>. Paper presented at conference of the Rocky Mountain Education Research Association, Edmond, Oklahoma.</p>		2004
<p>Ausburn, L.J. (2003, October). <i>Teaching the oracle to speak: Electronic Delphi as an instructional strategy</i>. Paper presented at conference of the Oklahoma Association of Teacher Educators, Norman, Oklahoma.</p>		2004
<p>Ausburn, L.J. (2003, September). <i>Effective instructional strategies with Blackboard</i>. Invited presentation at Blackboard Learning and Portal Systems Regional Seminar, Stillwater, OK.</p>		2003
<p>Ausburn, L.J. (2003, April). <i>Teaching the oracle to speak: Electronic Delphi as an instructional strategy</i>. Paper presented at Conference on Transforming Teaching into Learning for the 21st Century: Oklahoma Higher Education Teaching and Learning, Northeastern State University, Tahlequah, OK.</p>		2003
<p>Ausburn, L.J. (2002, October). <i>Adult learners' perceptions of most important instructional components of a hybrid distance education course</i>. Paper presented at conference of the Rocky Mountain Education Research Association, Oklahoma State</p>		2003
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University, Stillwater, OK.

Ausburn, F.B., & Ausburn, L.J. (2002, October). *Simultaneous vs. sequential images in presenting a visual location task to learners with visual and non-visual perceptual styles: An aptitude-treatment interaction study of supplantational instructional design*. Paper presented at conference of the Rocky Mountain Education Research Association, Stillwater, OK.

Ausburn, L.J. (2002, October). *Instrumented Learning with ATLAS: Boosting learning through preferred learning strategies*. Paper presented at conference of the Oklahoma Association of Teacher Educators, Edmond, OK.

Ausburn, L.J. (2002, March). *Dancing electrons and digital Darwinism: Thriving in technology's brave new world*. Paper presented at conference of the Oklahoma Association of Teacher Educators, Tulsa, OK.

Ausburn, L.J., & Chang, M. (2001, November). *Effective distance learning with technical simplicity*. Paper presented at the annual meeting of the Rocky Mountain Educational Research Association, Las Cruces, NM.

Ausburn, L.J. (2000, February). *TrackStar and QuizStar: Creating online instruction without the techno-hassle*. Invited featured presentation at the Southwest Regional Teacher Professional Day, Duncan, OK.

Ausburn, L.J. (1999, September). *Taking instruction online*. Invited address at the Oklahoma Education Association Professional Development Conference, Tulsa, OK.

Ausburn, L.J. (1999, January). *Building Internet lessons with TrackStar*. Invited Presentation at the Mid-Winter Conference of the Oklahoma Department of Vocational and Technical Education, Oklahoma City, OK.

Articles: Refereed Publications

Ausburn, L.J., & Ausburn, F.B. (2004). Desktop virtual reality in industrial teacher education: New power technology for teaching and research. *Journal of Industrial Teacher Education*, 41(4), 33-58.

Ausburn, L.J. (2004). Gender and learning strategy differences in non-traditional adult students' design preferences in hybrid distance courses. *Journal of Interactive Online Learning*, 3(2). Available online at <http://www.ncolr.org/jiol/archives/2004/fall/toc.html>

Ausburn, L.J. (2004). Design components most valued by adult learners in blended online education environments: An American perspective. *Educational Media International*, 41(4), 327-337.

Ausburn, L.J. (2004). Customized learning: A union of object-based instructional design and digital technology. *OATE Journal*, 8, 1-12

Ausburn, L.J. (2003). Beyond the inflection point: The softer side of learning's new digital landscape. *Scholar-Practitioner Quarterly*, 2(1), 79-97.

Ausburn, L.J., & Ausburn, F.B. (2003). A comparison of simultaneous vs. sequential presentation of images in a visual location task to learners with visual and non-visual perceptual styles: A study of supplantational instructional design. *OATE Journal*, 7, 1-

Dr. Lynna Ausburn

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<p>20.</p> <p>Ausburn, L. J. (2003). Stepping up to the Internet: Tips for integrating online activities into your curriculum. <i>OASCD Journal</i>, 12(1), 18-20.</p> <p>Ausburn, L. J. (2002). Fast, flexible, and digital: Forecasts for the future of occupational education. <i>Workplace Education Forum</i>. 29(2), 29-49.</p> <p>Ausburn, L.J. (2002). The freedom vs. focus dilemma in a customized self-directed learning environment: A comparison of the perceptions of adults and younger students. <i>Community College Journal of Research and Practice</i>, 26(3), 225-235.</p> <p>Ausburn, L.J. (2001). Learning on the Internet: Balancing access and quality. <i>OASCD Journal</i>, 11(1), 45-48.</p> <p><u>Conference Proceedings</u></p> <p>Martinez Jr., R.L., Ausburn, L.J., & Ausburn, F.B. (2004). Utilization and impact of technology in a graduate program in occupational education studies at Oklahoma State University. In Malpica, F., Welsch, F., Tremante, A., & Suarez, M. (Eds.) <i>Proceedings of the 2004 International Conference on Education and Information Systems: Technologies and Applications</i>, pp. 423-427. Orlando, FL.</p> <p>Ausburn, L.J., & Finney, M. (2002). Customized learning: A union of design and technology. <i>Proceedings of the Syllabus Conference on Technology in Higher Education</i>. Published online at http://www.syllabus.com/summer2002/proceedings.asp.</p> <p>Ausburn, L.J. (2001). Big bang for small bucks: Making distance learning work for adult educators. <i>Proceedings of the Syllabus Conference on Technology in Higher Education</i>. Published online at http://www.syllabus.com/summer2001.asp.</p>	<p>Dr. Lynna Ausburn</p>	<p>2003</p> <p>2002</p> <p>2002</p> <p>2001</p> <p>2004</p> <p>2002</p> <p>2001</p>
<p><u>Presentations and Oklahoma Special Education Due Process Decisions</u></p> <p>Davis, C. R., Stinnett, T. A., Duhon, G. J., & Winkleman-Hodge, C. L. (2004). <i>Perry Professional Development School: Collaboration of Special Education, School Psychology, and Reading</i>. Paper/Poster presented at the annual conference of the Council for Exceptional Children, New Orleans, LA.</p> <p>Stinnett, T. A., Duhon, G. J., Davis, C. R., Winkleman-Hodge, C. L., & Oehler-Stinnett, J (2003). <i>A professional development school project with school psychology services at its core</i>. Paper/Poster presented at the annual conference of the National Association of School Psychologists, Toronto, Canada.</p> <p>Davis, C. R. & Hodge C.L. (2002). <i>Develop of a Professional Development School</i>, Oklahoma State Superintendent's Conference, Oklahoma City.</p> <p>Davis, C. R. (2001) <i>Mental Health Issues at TYA and STARS</i>. Governor's Conference on Juvenile Justice. Fort Mitchell, KY</p> <p>Davis, C. R. (1999) <i>TYA and STARS a Working Combination in Oklahoma</i>. Governor's Conference on Juvenile Justice. Fort Mitchell, KY</p> <p>Davis, C. R. (2002). <u>Tulsa Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1746.</p> <p>Davis, C. R. (2002). <u>Olive Public Schools</u>, Oklahoma State Department of</p>	<p>Dr. C. Robert Davis</p>	<p>2004</p> <p>2003</p> <p>2002</p> <p>2001</p> <p>1999</p> <p>2002</p> <p>2002</p>

<p>Education D. P. Case number 1719. Davis, C. R. (2001). <u>Bartlesville Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1680. Davis, C. R. (2001). <u>Purcell Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1686. Davis, C. R. (2001). <u>Broken Arrow Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1683. Davis, C. R. (2000). <u>Edmond Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1690. Davis, C. R. (2000). <u>Moore Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1695. Davis, C. R. (2000). <u>Noble Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1692. Davis, C. R. (2000). <u>Oklahoma City Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1688. Davis, C.R. (1999). <u>Stroud Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1670. Davis, C. R. (1999). <u>Parkview School for the Blind</u>, Oklahoma State Department of Education D. P. Case number 1635. Davis, C. R. (1999). <u>Stroud Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1634. Davis, C. R. (1999). <u>Edmond Public Schools</u>, Oklahoma State Department of Education D. P. Case number 1622</p>	<p>Dr. C. Robert Davis</p>	<p>2001 2001 2001 2000 2000 2000 2000 2000 1999 1999 1999 1999 1999</p>
<p>Publications Journal of Research Association for Minority Professors, "Pre-Kindergarten: Potential and Preparation for Success", Pauline J. Holloway, Wanda M. Johnson, and Charolette Myles-Nixon, Spring, 1999. Journal of Counseling Psychology, "Appreciating Similarities and Valuing Differences": The Miville-Guzman University-Diversity Scale, Marie L. Miville, Charles J. Gelso, Raji Pannu, Will Liu, Pegah Touradji, Pauline Holloway, and Jairo Fuentes. Vol. 46, No. 3, July 1999 Presentations: National "Ethnography and Teacher Training", Oklahoma Association of Colleges for Teacher Education, November 18 & 19,1999. Oklahoma City, OK. "Ethnography and Teacher Training-Diversity in Special Education", Rocky Mountain Research Association, New Mexico, October 28 &29, 1999 "Black Males in Double Jeopardy" National Association for African American Studies Conference (NAAAS), Houston, TX. February 2000. "Grandparents Raising Grand Children", National Association for African American</p>	<p>Dr. Pauline Holloway</p>	<p>1999 1999 1999 1999 2000 2001</p>

<p>Studies Conference (NAAAS), Houston, TX. February 2001.</p> <p>“Having Our Say” Have African American Children Benefited from School Desegregation? (The Views of Retired African American Educators, ‘Pre & Post Desegregation’), National Association for African American Studies, February, 2002, Houston, TX.</p> <p>The Effectiveness of the “Shadow” Program in Modifying Adolescent Behavior, National Association for African American Studies Conference, Houston, Ok February 2002.</p> <p>The Inclusion of Multicultural Education in Teacher Education Programs, The National Association for African American Studies, February 20, 2003, Houston, TX.</p> <p>Diversity “Infusion” in Teacher Preparation (Is it Working)? National Association For African American Studies, February 20, 2003, Houston, TX.</p> <p>Diversity “Infusion” in Teacher Preparation – A Final Analysis, National Association for African American Studies, February 18, 2004, Houston, TX.</p> <p>State</p> <p>Training of Law Enforcement with Individuals with Disabilities, University of Central Oklahoma, Edmond, OK, February 02.</p> <p>Diversity Infusion in Teacher Education, Is it Working? March 8, 2003, Multicultural Institute, Edmond, OK</p> <p>International</p> <p>Academic Scholar’s Program, Lecturing, Special Education Programs, Beijing, China. May 11 - 31, 2001.</p>	<p>Dr. Pauline Holloway</p>	<p>2002</p> <p>2002</p> <p>2003</p> <p>2003</p> <p>2004</p> <p>2002</p> <p>2003</p> <p>2001</p>
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