Quality Matters
Our Commitment to All Learners

February 7-10, 2008
Hilton New Orleans Riverside
New Orleans, LA
www.aacte.org
programs, courses, clinical experiences, and assessment strategies.
Moderator: Robin White, Academy for Educational Development
Presenters: Jon Snyder, Bank Street College of Education; Ira Lit, Stanford University; Mary Yakimovski, University of Connecticut; Cap Peck, University of Washington; Sam Evans, Western Kentucky University

INTERACTIVE DIALOGUES

097 Providing Quality Training for Potential School Administrators
12:15-1:30 p.m., Cambridge, 2nd Floor
The responsibilities of school administrators have shifted from manager to curriculum leader. In order to adequately train future school administrators, universities must change their curriculum to address the demands.
Presenters: Sandra Murray and Betty Cox, University of Tennessee, Martin

098 Quality Matters: Collaboration, Accountability, and Impact on K-12 Student Achievement
12:15-1:30 p.m., Eglinton Winton, 2nd Floor
This presentation/paper provides a summary of evidence that demonstrates accountability for preparation of high quality candidates, and the impact those graduates have on the learning of all K-12 students.
Collaboration, Accountability, and Impact on K-12 Student Achievement
Nedra Atwell, Robert Smith, and Marge Maxwell, Western Kentucky University

099 African American Faculty Rethink "The Team": Exploring Access, Rethinking Beliefs, and Preparing Culturally Relevant Teachers
12:15-1:30 p.m., Grand Salon B 7, 1st Floor (Street Level)
An interactive dialogue geared for teacher educators to examine classroom practices and discuss the issues surrounding the interweaving of culturally responsive teaching into their courses and urban field experiences.
Presenters: Yolanda Stewart, Ohio State University; Grace McDaniel, Otterbein College

096 MAJOR FORUM—Educating All Kinds of Minds
12:15-1:45 p.m., Versailles Ballroom, 3rd Floor
Mel Levine believes that students' learning is at the center of teaching. His work with the All Kinds of Minds institute focuses on how to identify learning patterns in children to maximize their potential for success. Levine posits that one stage of the process of working with children is to demystify the process through which adults talk to children about the nature of their learning differences, based on the belief that children cannot work on their problems if they do not really understand them. Levine's groundbreaking framework for understanding why children struggle in school provides a straightforward, practical system for recognizing variations in the way children learn without labeling them, and it uses children's strengths to help them become more successful students. Properly executed, Levine asserts that this model can change lives by radically improving prospects for success in and out of school. In his presentation, he will address the concepts that have guided development of these new approaches, the relationship to how special and general education programs are structured, and the implications for rethinking teacher preparation.
Presenter: Mel Levine, University of North Carolina, Chapel Hill

100 School and University Collaboration—Documenting the Impact of Inquiry in Science and Mathematics Classrooms
12:15-1:30 p.m., Grand Salon C 16, 1st Floor (Street Level)
A middle school teacher and an associate professor/researcher define and share documentation of professional development experiences and practice using inquiry to teach and learn mathematics and science.