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Editorial advisory panel

At least two members of the editorial advisory panel reviewed every manuscript submitted to the yearbook editors.

We deeply appreciate their efforts.

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Dr. Frank Lucido, Ph.D., is a professor of bilingual education/ESL/multicultural education at Texas A&M University–Corpus Christi. He is also currently director of the Office for Second Language Achievement and is associate dean of the College of Education.

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Corinne Valadez, Ph.D., is an associate professor in the department of Curriculum and Instruction at Texas A&M University–Corpus Christi. She teaches graduate and undergraduate courses in children’s literature, multicultural literacy, and fundamentals of reading instruction. Her scholarship focuses on teachers’ efficacy for literacy instruction, Hispanic children’s literature, and multicultural literacy.
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Foreword

Evan Ortlieb

As we inquire, investigate, and problem solve, we become more aware of how much there is to discover about teaching and learning as well as leading educational systems. The dissemination of research findings is also quintessential; otherwise, we continue to have replication instead of enhancement.

Using this philosophy, the Consortium for Educational Development, Evaluation, and Research (CEDER) at Texas A&M University–Corpus Christi issued a call for manuscripts to Colleges of Education throughout the state of Texas and more broadly, the nation. We reviewed 36 manuscripts written by 52 authors. From that group of manuscripts, we selected 13 for publication. Each manuscript considered for inclusion in the 2012 CEDER Yearbook was peer-reviewed by two members of the editorial review board via a double-blind process. The selected set of manuscripts highlights educational research and innovations from acclaimed university scholars throughout the nation.

Manuscripts have been categorized into the two following sections: K–12 Education and Higher Education. Within the K–12 area of study, authors present papers on preschool teachers’ perspectives of cultural relevant practices (Hu), effective questioning techniques to maximize student learning (Pate), difficulties associated with reading instruction of students with disabilities (Gauthier & Schorzman), and the nature of dyslexia, past and present, including how classroom teachers can provide necessary accommodations (Culbertson). Caring Organizational Practices that Enhance Success (COPES) provide teachers with transition tools necessary for their middle school students (Paciotti &
Hill), while we can also learn about adolescent literacy instruction from already motivated black female readers (Groenke, Bennett, & Hill). We also find that early college high school programs can provide a positive experience for students (Valadez, McDowell, Loveless, & DeLaGarza).

Papers within the Higher Education section relate to building teacher preparation programs infused with theory (Chehayl), utilizing technological advances in developmental reading courses (Loveless & Bryant), and combining what we know about oral reading fluency towards understanding electronic texting fluency (Ortlieb). We also investigate the possibilities of using mixed methods in dissertation work (Stoves & Smith), discuss the relative transparency of higher education (Schell), and examine the relationship between English language learners’ underdeveloped first language and teacher certification test performance (Ward & Lucido).
K–12 education