



Fall 2017 Teacher Education Conference

Omni Hotels & Resorts ~ Corpus Christi, Texas
October 22-24, 2017

Why are we disillusioned with our political leaders? What has happened to our nation and state when we no longer work together to make changes in extraordinary times? Have we become so polarized that we cannot see hope in uniting our populations for the greater good of every individual regardless of his or her economic level? What happened to heated discussions that ended in conversational understanding? Have we reached the level of antagonism where decisions are made because the loudest voice prevails?

The themes of the CSOTTE Conference since 2012 have included, “Discern Future Decisions”, “Forge the Future”, “A New Professionalism”, “Take Charge of Our Future: The Time is Now.” The 2016 theme, “Build a Coalition to Empower our Educators,” reflected our organization’s desire to be a part of the discussion that defines the merits of public and higher education in a democratic society. It has often been quoted, “If you’re not at the table, you’re on the menu.” It’s time for us to engage in uncomfortable conversations with those who may never see eye to eye with us, and despite these discomforts, try to maintain bonds of communication. It is during these times that we may break the divide through improving our understanding of opposing views and reframe those oppositions in a manner where progressive discourse prevails. It is indeed a time for leadership, and leadership does not have to wear a title. The sizable population of Texas educators must advocate for education. Each of you has a voice. We must communicate with our critics’ 1) who we are and 2) the importance of education for the future of Texas.



It is indeed a time for Progressive Discourse: A Time for Leadership.

Marlene Zipperlen
CSOTTE 2017 Chair



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CONFERENCE AT A GLANCE

Sunday, October 22			
10:00 AM	1:00 PM	Board Meeting & Lunch	Laguna Madre
1:00 PM	7:00 PM	Registration	
1:00 PM	7:00 PM	Exhibits	Corpus Foyer
1:00 PM	1:30 PM	TCTCT Board Meeting	Bayview
1:00 PM	1:30 PM	TACO Board Meeting	Laguna Madre
1:00 PM	2:30 PM	TxATE Board Meeting	Partnership Boardroom
1:00 PM	2:30 PM	TDFE Board Meeting	Nueces A
1:30 PM	2:45 PM	TCTCT General Meeting	Bayview
2:00 PM	3:00 PM	TACA Board Meeting	Aransas
2:30 PM	3:30 PM	TxATE General Meeting	Nueces B
2:30 PM	3:30 PM	EDICUT Board Meeting	Partnership Boardroom
2:45 PM	4:00 PM	TDFE General Meeting	Nueces A
3:00 PM	4:00 PM	TACA General Meeting	Aransas
4:00 PM	5:00 PM	TACO General Meeting	Nueces B
4:00 PM	5:15 PM	Deans' Reception	Corpus A
6:30 PM	8:00 PM	General Session I: Awards Dinner CSOTTE presents the Friend of Education Award TDFE presents Clinical Teacher of the Year Awards TACA presents Intern of the Year Awards TACTE Awards TxATE Awards Quest for Quality Exemplary Faculty Practices Quest for Quality Exemplary School Partnerships	Corpus Ballroom



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Monday, October 23			
6:00 AM	8:30 AM	Breakfast Buffet	Corpus Foyer
7:00 AM	5:00 PM	Registration & Exhibits	Corpus Foyer
8:00 AM	9:30 AM	General Session II: TEA's "State of the State" Martin Winchester, Deputy Commissioner Tim Miller, Director, Ed. Prep. & Program Accountability Tam Jones, Director, Educator Preparation	Corpus Ballroom
9:30 AM	10:00 AM	Emerging Scholar Poster Sessions	Corpus Foyer
10:00AM	11:15 AM	TACTE Executive Board Meeting	Partnership Boardroom
10:15AM	11:15 AM	Thematic Breakout Sessions I Two 30-minute presentations per session See www.csotteconference.com for presentation details after October 1	1A, Corpus A 1B, Nueces A 1C, Nueces B 1D, Matagorda 1E, Copana 1F, Aransas 1G, Bayview Room
11:15 AM	1:30 PM	"Let's Do Lunch" Brown Bag Networking Groups Digital Literacy TK20 Users Group Supervisor Training Discussion TACO Time TACA Time TEA Audit Exchange TxEP & Forum-Writing for Publication Deans' Talk	Corpus A Nueces A Nueces B Matagorda Corpus B Copana Aransas Bayview
1:30 PM	2:30 PM	Thematic Breakout Sessions II Two 30-minute presentations per session See www.csotteconference.com for presentation details after October 1	2A, Corpus A 2B, Nueces A 2C, Nueces B 2D, Matagorda 2E, Copana 2F, Aransas 2G, Bayview Room
2:00 PM	4:30 PM	TACTE General Meeting	Nueces Ballroom
2:45 PM	3:30 PM	Breakout Sessions III Single, 45-minute presentation per session See www.csotteconference.com for presentation details after October 1	3A, Corpus A 3B, Nueces A 3C, Nueces B 3D, Matagorda 3E, Copana 3F, Aransas 3G, Bayview Room
3:45 PM	4:45 PM	Thematic Breakout Sessions IV Two 30-minute presentations per session See www.csotteconference.com for presentation details after October 1	4A, Corpus A 4B, Nueces A 4C, Nueces B 4D, Matagorda 4E, Copana 4F, Aransas 4G, Bayview Room 4H, Laguna Madre
4:45 PM	6:00 PM	EDICUT General Meeting	Nueces A
6:00 PM	8:00 PM	ETS Reception - Heavy hors d'oeuvres +	Corpus Ballroom



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Tuesday, October 24			
7:00 AM	8:00 AM	Coffee & Tea (Brunch served at 10:00 am)	Nueces Foyer
7:30 AM	10:00 AM	Exhibits	Corpus Foyer
7:45 AM	8:15 AM	Special Session: Program Updates from ETS	Corpus Ballroom
8:30 AM	9:15 AM	Breakout Sessions V Single, 45-minute presentation per session See www.csotteconference.com for presentation details after October 1	5A, Corpus A 5B, Nueces A 5C, Nueces B 5D, Matagorda 5E, Copana 5F, Aransas 5G, Bayview Room 5H, Laguna Madre
9:30 AM	10:15 AM	Breakout Sessions VI Single, 45-minute presentation per session See www.csotteconference.com for presentation details after October 1	6A, Corpus A 6B, Nueces A 6C, Nueces B 6D, Matagorda 6E, Copana 6F, Aransas 6G, Bayview Room 6H, Laguna Madre
10:30 AM	2:00 PM	General Session III: Brunch & Keynote Speaker Dr. Deborah Ball , Professor of Education at the University of Michigan, and the founding director of Teaching Works, sponsored by ETS Project Give Back John Patek, Superintendent, Aransas County ISD Scott Rogers, Principal, Rockport-Fulton High School Michael Hannum, Principal, Rockport-Fulton Middle School Vendor Door Prizes ETS Certify Teacher 240 Tutoring SIBME TEA Stakeholder Meeting There will be an optional TEA stakeholder meeting following the presentations to provide input on: 1) EC-3 Certification Changes 2) Data Gathering for Program Improvement 3) Principal Certificate Redesign The stakeholder meeting should conclude at 2:00.	Corpus Ballroom



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EMERGING SCHOLARS TRACK

Emerging Scholars Schedule

Monday, October 23			
7:15 AM	8:15 AM	Emerging Scholars Poster Set-Up	Corpus Foyer
8:30 AM	9:15 AM	Special Speaker Session I “First Things First: Effective Classroom Management, Part I” Dr. Dana Kennamer Pemberton Abilene Christian University	Laguna Madre
9:30 AM	10:00 AM	Emerging Scholars Poster Presentations Emerging Scholar presenters at poster displays Scholarly discourse with CSOTTE attendees and other presenters	Corpus Foyer
10:15 AM	11:15 AM	Special Speaker Session II “First Things First: Effective Classroom Management Part II” Dr. Dana Kennamer Pemberton Abilene Christian University	Laguna Madre
11:30 AM	1:00 PM	Brown Bag Lunch Exhibits and Networking	Laguna Madre
1:00 PM	2:00 PM	Special Speaker Session III “The Secrets to Getting into the Workforce Effectively!” Dr. Carman Tejeda-Delgado Texas A&M University-Corpus Christi	Laguna Madre
2:00 PM	3:00 PM	Special Speaker Session IV “Tips for the First Year: Panel of Novice Teachers” Faciliator: Dr. Carman Tejeda-Delgado Panel: Isaac Padilla, April Reed, Morgan Acosta, Ashley Simmons	Laguna Madre

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GENERAL SESSION I

Sunday, October 22 ~ 5:30-7:00 pm
Nueces Ballroom

Awards Luncheon

CSOTTE Board



Friend of Teacher Education Award

CSOTTE presents the Friend of Teacher Education Award to recognize and reward individuals not officially connected with teacher preparation organizations and institutions, but who have made significant contributions toward improving the preparation of teachers in Texas. The recipient will be an individual who has been supportive and positive toward the mission of the organizations of CSOTTE. The first Friend of Teacher Education award was presented at the 2006 Fall CSOTTE Conference on Teacher Education.

2017 Recipient: Mr. Charles Butt, Raise Your Hand Texas

Accepted by Cody Huie, Director of Leadership Development, Raise Your Hand Texas

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Awards

These awards recognize clinical teachers who have demonstrated during their student teaching experience an outstanding ability to plan and develop a repertoire of classroom management skills and instructional strategies that support the needs and curriculum of all students; establish effective interpersonal relationships with students, parents, faculty, and staff; and reflect about the teaching and learning process.

2017 Recipients:

Tiffany Kral, Texas A&M Commerce

Courtney Matulis, LeTourneau University

Rachel Vaughn, Baylor University

Texas Alternative Certification Association (TACA)



Intern of the Year Awards

It is a tradition of the Texas Alternative Certification Association to showcase the talent of alternatively prepared educators by selecting and honoring three outstanding individuals to receive Intern of the Year awards. The awards—a plaque and check, are presented at CSOTTE's Annual Fall Teacher Education Conference. Recipients may also submit nomination packets to the National Association for Alternative Certification's intern scholarship program.

2017 Recipients:

Jennifer Siger, Harris County Department of Education

Katlin Mazzocco, ACT Dallas

Santos Macias, Pasadena ISD ACP

Texas Association of Colleges for Teacher Education (TACTE)



Robert B. Howsam Award

Robert B. Howsam, who was a former Dean of the College of Education-University of Houston, was an acknowledged leader in education for many years and enjoyed a national and international reputation. He was best known for his advocacy of Competency Based Teacher Education, his dynamic leadership as a dean, and for his commitment to excellence in the preparation of educational professionals in Texas and the nation.

The 2017 recipient will be announced at luncheon.

Leadership Award

The TACTE Leadership Award is presented to one who is deserving of TACTE recognition for significant contributions to the educator preparation process in Texas.

The 2017 recipient will be announced at luncheon.

Joyce Hardin Service Award

This award is presented for outstanding service to TACTE and the education profession.

The 2017 recipient will be announced at luncheon.

Texas Association of Teacher Educators (TxATE)



Ted Booker Memorial Award

In 1971, Ted Booker, TSCTE President in 1969-1970 and Dean of the College of Education at Texas Woman's University, suggested that TSCTE (predecessor of TxATE) use surplus funds to establish an award for an outstanding contribution in the field of teacher education. Because of his leadership in this area, and his untimely death in 1971, the Ted Booker Memorial Award was established in April 1972 at the TSCTE Spring Conference.

The 2017 recipient will be announced at luncheon.



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Quest for Quality Awards



Exemplary Faculty Practices, presented by TACTE

The nomination of exemplary faculty practices in teacher preparation is an opportunity to highlight quality in faculty innovation and creativity. This initiative is designed to highlight what is done well by identifying exemplary teacher preparation practices in schools of education and arts and sciences in Texas universities. Faculty are invited to submit artifacts with commentary to illustrate exemplary faculty practices they have designed that prepare teachers to excel.

2017 Recipient:

Exemplary School Partnerships, presented by TxATE

The exemplary K-12 partnerships award highlights what is done well at Texas universities, such as induction programs, or continuing professional development practices. Universities are invited to nominate K-12 Partnership initiatives designed both to prepare teacher candidates to excel and to improve K-12 Schools.

2017 Recipient: *Texas Woman's University's Integrated Collaborative Program, a partnership with Teach Denton, Denton ISD, and iTeach TEXAS*

GENERAL SESSION II
Monday, October 23 ~ 8:00-9:30 am
Nueces Ballroom

TEA Information Meeting: “State of the State”

Panel Presentation: Texas Education Agency



Martin Winchester
Deputy Commissioner of Educator Support



Tim Miller, Ed.D.
Director, Educator Preparation and Program Accountability

Tam Jones, Ed.D.
Director
Educator Preparation

Grace Wu
Project Manager of
Educator Standards

Jessica McLoughlin
Program Specialist for
Educator Support



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EMERGING SCHOLARS POSTER PRESENTATIONS

Monday, October 23 ~ 9:30-10:00 am

Corpus Foyer

Anti-Bullying Programs: Proactive or Reactive?

Sara Munson & Kimberley Sanford
University of St. Thomas

Modifications for Students with Autism in an Inclusive Classroom

Jeannette Martinez, Guadalupe Ortega & Jessica Cruz
University of St. Thomas

Considering Different Genres of Young Adult Literature in the Classroom

Brendie Kennedy
University of St. Thomas

Students with Dyslexia and the Issue of Self-Confidence

Cristina Galindo
University of St. Thomas

International Cultural Understanding through Educational Online Pen Pals

Matthew Stuard & Stephanie Abarca
Sam Houston State University

Program Support: Induction and Support

Whitney S. Gardner & Alexandria Bocard
Texas Southern University

The Impact of Stress in the Sports Setting

Cortez Adams & Jonathan Johnson
Texas College

Let's Play

Julia LaVergne
University of St. Thomas

Challenging the Test of Time

Dahlia Smith
Texas Southern University

How Impactful Is Technology on Cognitive Learning?

Kelly Colbert, Kellye Coleman & Weston Breaux
Texas Southern University

BREAKOUT SESSION I: Paired Presentations (30 minutes each)

Monday, October 23 ~ 10:15-11:15 am

Session: 1A

Room: Corpus A
Facilitator: Donna Brasher

Reflective Pedagogy to Develop Teacher Candidates' Capacity for a Critical Stance

Kimberly S. Reinhardt, Texas A&M University-Corpus Christi

As teacher candidates' move through clinical preparation, the development of their capacity to be reflective practitioners is paramount. This qualitative study investigated teacher candidates' growth through coaching sessions that enact a reflective pedagogy to discuss their first teaching episodes. Analysis of coaching sessions and written reflections were used to reveal changes in candidates' reflective pedagogy. Over five coaching sessions, candidates moved from descriptive toward deeper levels comparative and critical reflections. Implication of use of reflecting-in-action and reflecting-on-action to develop expertise and implement informed pedagogical practices leads candidates to approach teaching and learning from the experience itself as a knowledge based schema rather than attempting to solve the problem with one solution based on an existing knowledge schema.

Promising Practices of a Field Based Program: A Coaching Model for Tomorrow's Teachers

Dr. Carmen Tejada-Delgado, Texas A&M University-Corpus Christi

Dr. Robin D. Johnson, Texas A&M University-Corpus Christi

Dr. Michele R. Staples, Texas A&M University-Corpus Christi

Due to demands for highly qualified teachers, universities are searching for ways to better prepare teacher candidates for their future classrooms. This presentation will focus on the strategic and intentional coaching model incorporated into an Educator Preparation Program (EPP). This model is designed to provide goal specific feedback through conferences between professor, teacher candidate, and cooperating teacher(s). The coaching cycle engages teacher candidates in inquiry learning and reflective practices designed to inform subsequent planning and teaching experiences. Participants will come away with an idea of how to implement this coaching model with their own teacher candidates.

Session: 1B

Room: Nueces A
Facilitator: Cindy Williams

Progressive Partnerships: An Integrated Collaborative between a School District, University Educator Preparation Program, Community College, and an Alternative Certification Program

Dr. Gina Anderson, TWU College of Professional Education

Dr. Rebecca Fredrickson, TWU College of Professional Education

Dr. Karen Dunlap, TWU College of Professional Education

Dr. Brandon Bush, TWU College of Professional Education

Dr. Diann Huber, iTeachTexas

It is a highly politicized and challenging time for educator preparation in the United States. Some scholars argue that a political response and paradigm shift are needed in determining the knowledge, skills, and dispositions needed to become a teacher (Zeichner, Payne, & Brayko, 2015) and that institutions of higher education, K-12 schools, and communities can join together in new ways to prepare professional teachers with the same high quality of education. This conference session will provide an opportunity for the presenters to share details about an Integrated Collaborative Partnership Agreement between a school district, university-based EPP, community college, and an

BREAKOUT SESSION I: Paired Presentations (30 minutes each)

Monday, October 23 ~ 10:15-11:15 am

ACP established to support the common goals of recruiting, preparing, and retaining successful teachers in a north Texas school district. Furthermore, the presenters will share the early-stage progress of a longitudinal study designed to assess the impact of this collaborative in regard to recruitment, preparation, and retention. The presenters will solicit input and feedback from the session attendees and provide opportunities for dialogue about how to strengthen the collaborative.

Community College Pathways to Education Preparation Programs in Texas

*Lisa Hill, Lone Star College-University Park
Fay Lee, Lone Star College-Cy-Fair*

According to the American Association of Community Colleges (2016), nearly 50% of undergraduates begin at two-year institutions. Our goal is to build a *community* of community college teacher education programs, and form university partnerships that lead to student success and the production of qualified teachers for the state of Texas. Presenters would like to share the process and goals of establishing this organization (Texas Association of Community College Teacher Education Programs/TACCTEP) utilizing the mission and constitution of CSOTTE and the National Association of Community College Teacher Education Programs (NACCTEP) as the first state chapter, and how EPP's will benefit.

Session: 1C

Room: Nueces B
Facilitator: Tim Sutton

Best Practices in Teacher Education: Field Experiences and the Challenge of Collaboration with Field Partnerships

Dr. David R. Hollier, St. Edward's University

The conundrum of cuts and curriculum changes in universities often undermine objectives of teacher education programs. The problem begs a primary question for teacher educators: how can we provide leadership and collaborative dialogues to insure we are meeting the needs of the university, of students, and, at the same time, the profession? Many others will be explored. This session will explore best practices to address these questions that many teacher education programs face each day. Using a tested framework, the presenter will explore best practices around three "gates" or periods of teacher education training. Examples, artifacts, and Q&A are integrated into the presentation.

It Takes a Village: Supporting Teacher Candidates from Admission to Certification

*Carrie Baker, Stephen F. Austin State University
Carrie Durrett, Stephen F. Austin State University
Dr. Stacy Hendricks, Stephen F. Austin State University
Katie Martin, Stephen F. Austin State University
Dr. Christina Sinclair, Stephen F. Austin State University
Julie Stadler, Stephen F. Austin State University
Lisa Stone, Stephen F. Austin State University
Joe Strahl, Stephen F. Austin State University*

The organizational structure of an Educator Preparation Program (EPP) office is vital for the success of teacher candidates (TCs). In this session, Stephen F. Austin State University (SFASU) administrators, managers, and staff will describe ways internal and external partnerships are critical components of quality EPPs. In addition to SFASU's

BREAKOUT SESSION I: Paired Presentations (30 minutes each)

Monday, October 23 ~ 10:15-11:15 am

EPP organizational framework, presenters will share practical tips that create successful pathways for TCs. This will include information on coordination of: Advising, EPP admission, testing, field experiences, data management and certification. Attendees will participate in small discussion groups to further explore best practices. EPP teams and individuals are encouraged to attend.

Session: 1D

Room: Matagorda

Facilitator: Anna Bergstrom

Playing to the Test: Using Family Game Nights to Help Preservice Teachers Grow in Science, Social Studies and Pedagogical Knowledge

Dr. Kathy Hall, McMurry University

Dr. Gaelynn McInroe, McMurry University

This interactive presentation describes a program designed to increase science and social studies content knowledge for both EC-6 preservice teachers (PSTs) and elementary students. PSTs pre-test elementary students' knowledge in science and social studies, prepare and present related, engaging science and social studies activities for an elementary school's family game nights, then disaggregate the data from post-tests to find improvements and areas in need of additional remediation. Differences in PSTs' own content knowledge are measured, as well as changes in their pedagogical knowledge. Participants will have the chance to play family night appropriate math, science, and social studies games.

Steps for Approval to Take the State Teacher Exams

Dr. Kelly Moore, University of Houston-Clear Lake

Dr. Sandra Browning, University of Houston-Clear Lake

Some pre-service teacher candidates without prior preparation may choose to roll the dice and use one of their five TExES exam attempts to determine their content competency areas of strength and content competency areas of challenge. This roll of the dice is a gamble for the candidate as it lessens the number of TExES exam attempts towards certification. This presentation will outline an EPP's attempt to ensure the success of their pre-service teacher candidates on the required state TExES certification exams through the implementation of a state certification exam approval process and the development of a personal study plan.

Session: 1E

Room: Copana

Facilitator: John Sargent

Instrument Development: Preservice Teachers' Perceptions of Caring

Dr. Rubén Garza, Texas State University

Dr. James P. Van Overschelde, Texas State University

This study focused on the development of an instrument to measure preservice teachers' perceptions of instructor behaviors that convey caring. The results of the qualitative work, item discrimination coefficients, rank-ordering of the items in terms of importance, and an exploratory factor analysis generated two subscales: *Interpersonal Interaction (factor 1)*, and *Professional Courtesy (factor 2)*. Other teacher educators may find merit in the description

BREAKOUT SESSION I: Paired Presentations (30 minutes each)

Monday, October 23 ~ 10:15-11:15 am

of what current aspiring teachers perceive as ways to demonstrate caring in the classroom, and can reflect on their own interactions with students as a way to promote more positive experiences for students and faculty.

Becoming an Exceptional Teacher

Dr. Judy Williams, West Texas A&M University

Dr. Janet Hindman, West Texas A&M University

Dr. Beth Garcia, West Texas A&M University

Harvard University, the Carnegie Foundation and Stanford Research Center have suggested that 15% of professional success is attributable to technical skills and knowledge while 85% of professional success is attributable to soft or people skills. This session will consider soft skills, otherwise known as emotional intelligence, that govern an exceptional teacher's interpersonal relationships and personal behavioral choices. The session will identify traits associated with each of the four domains of emotional intelligence - self-awareness, self-regulation, empathy, and social skill – thus enabling the audience to gauge their individual level of emotional intelligence.

Session: 1F

Room: Aransas

Facilitator: Deborah (D.B.) Sells

Planning for Diversity: Making Field Experiences More Meaningful and Varied

Dr. Patricia Siller, University of Houston

Dr. Amber Thompson, University of Houston

Dr. Ana Morales, University of Houston

TEA Code §228.35(d) on Program Delivery indicates an EPP “shall provide evidence of ongoing and relevant field-based experiences...in a variety of educational settings with *diverse* student populations including observation, modeling, and demonstration of effective practices to improve student learning”. In an effort to fulfill this requirement, we have made reforms to the way field experiences are scheduled and organized in the semesters prior to student teaching. In this session, we will share with participants the steps we have taken to ensure our teacher candidates are exposed to a variety of settings and student populations in order to enrich their teaching and learning experiences.

Effective Partnerships: How Universities and Public Schools Can Help Prepare Teachers for the 21st Century Classroom

Dr. Rebecca Putman, Tarleton State University

Jordan Merghart, Tarleton State University

Natalie Reyna, Tarleton State University

Jazmin Asyn, Tarleton State University

This interactive discussion will explore a successful partnership between one university's teacher preparation program and a local elementary school. The university and the school partnered to provide authentic field experience, intentional staff development, and targeted interventions based on local, real-time needs. Allowing public schools to influence teacher education coursework and field-based experiences offers preservice teachers a more realistic perspective of the classroom and better prepares them for the teaching profession. The professor, school administrator, and preservice teachers will offer their perspectives on how the partnership benefitted them.

BREAKOUT SESSION I: Paired Presentations (30 minutes each)

Monday, October 23 ~ 10:15-11:15 am

Session: 1G

Room: Bayview Room

Facilitator: Daniella Varela

An Examination of the Impact of Educator Sexual Misconduct

Dr. Elisabeth Krimbill, Texas A&M University-San Antonio

The Texas Education Agency (TEA) reports there have been an estimated 150-200 identified cases of educator sexual misconduct annually (TEA, 2014). Sadly, Texas appears to lead the nation in the number of reported occurrences of student-teacher sexual relationships (Darby, 2013). This significant and growing problem requires additional research to protect students entrusted to the care of the educational system. This qualitative phenomenological study examined the impact of educator sexual misconduct on the physical, psychological, and emotional health of the school administrator. Specifically addressed is the moral, ethical, and spiritual dimension of school leadership through the experiences of the campus administrator.

Adolescent's Perceptions of Sexual Relationships Between Students and Teachers

Dr. Frank Hernandez, Southern Methodist University

Very little is known about how people perceive and respond to sexual relationships between students and teachers, and even less is known about how adolescent's view these relationships. In this study, a large sample of high school students ($N = 1203$; *Age*: 16.83) responded to four scenarios describing a sexual relationship between a student and teacher. We manipulated student and teacher age, and the power differential between the student and teacher and we measured perceptions of wrongness and likelihood of reporting the situation. Results indicated when the student is older (18 vs. 14 or 16) and when the teacher is younger (21 vs. 30 or 40), situations are perceived as less wrong and are less likely to be reported. Additionally, the power differential between the student and teacher influenced perceptions of wrongness and likelihood of reporting. Further, there were strong gender differences, such that females (vs. males) consistently viewed the situations as more wrong and were more likely to report. Implications for future research and policy are discussed. Keywords: adolescent, social perceptions, student, teacher, educator sexual misconduct.

NETWORKING SESSIONS

Monday, October 23 ~ 11:30 am-1:30 pm



Grab a boxed lunch in the Nueces foyer and join a discussion group to network and extend the "Progressive Discourse" opportunities.

Topics/locations include:

Digital Literacy	Corpus A
Facilitator:	Christi Duckworth
TK20 Users Group	Nueces A
Facilitator:	Gayle Butaud
Supervisor Training Discussion	Nueces B
Facilitator:	Tim Sutton
TACO Time	Matagorda
Facilitator:	Anna Bergstrom
TACA Time	Corpus B
Facilitator:	Lidia Zatopek
TEA Audit Exchange	Copana
Facilitator:	John Sargent
TxEP & Forum ... Writing for Publication	Aransas
Facilitators:	Elda Martinez & Joan Berry
Deans' Talk	Bayview
Facilitator:	Denise Staudt

BREAKOUT SESSION II: Paired Presentations (30 minutes each)

Monday, October 23 ~ 1:30 – 2:30 pm

Session: 2A

Room: Corpus A
Facilitator: Kristina Cerling

University-School District Degree Partnerships: Changing the Curriculum Experience to Improve Student Learning and School District Achievement

Dr. Jerry Burkett, University of North Texas-Dallas

It is not uncommon for universities and school districts to develop various partnerships however, a recent partnership between the University of North Texas at Dallas and DeSoto ISD has taken teacher development in a new direction. Using curriculum and assessment data from the DeSoto ISD, combined with a committed group of teachers, UNT-Dallas has developed a Masters in Curriculum and Instruction degree with a science endorsement using data from DeSoto ISD imbedded throughout the program. UNTD is also using district personnel and an area expert in science curriculum and instruction to teach the science content courses and develop teachers in the cohort to better understand their district science data and how to improve science instruction.

Renewing Educator Preparation through the Role of the Site Coordinator

Dr. Sarah Beal, Texas Tech University
Donna Brasher, Texas Tech University
Casey Herrin, Texas Tech University
Sherre Heider, Texas Tech University
Dr. Amber Thompson, University of Houston
Michelle Franco-Westacott, U.S. PREP National Center
Jerry Burkett, University of North Texas- Dallas

It is critical to the success of today's K-12 students for educator preparation programs and public school districts to have authentic partnerships. Many teacher preparation programs fail to adequately prepare teachers to meet the needs of all students, particularly historically marginalized students. Three innovative Texas colleges of education have addressed this challenge through the inclusion of a new role called a site coordinator (SC). By embedding SCs in schools, we are able to establish a direct connection between theory and practice, and establish clear channels for communication and collaboration amongst all stakeholders.

Session: 2B

Room: Nueces A
Facilitator: Gayle Butaud

Supporting the Field Experience through T-TESS

Dr. Julia Shahid, Austin College
Dr. Emily Lutrick, CEO Professional Learning Maps

During this session, participants will explore the methods Austin College utilized as they partnered with Professional Learning Maps to provide student teachers with the ability to reflect on the 4 T-TESS domains and to determine strengths and areas for improvement. Additionally, they were able to build an online portfolio documenting growth and accomplishments related to those domains. This process has allowed faculty at the college and participating teachers with data to support the coaching of student teachers during their experience.

BREAKOUT SESSION II: Paired Presentations (30 minutes each)

Monday, October 23 ~ 1:30 – 2:30 pm

Perceptions of Field Supervisors and Student Teachers on the Texas Teacher Evaluation and Support System (T-TESS)

Dr. Stacy Hendricks, Stephen F. Austin State University

Dr. George Willey, Stephen F. Austin State University

Most school districts in the state of Texas fully implemented the T-TESS during the 2016-17 school year. As part of a quality field experience, student teachers must become component in meeting the expectations of the new evaluation process. Field supervisors play a vital role in assisting student teachers in understanding the teacher evaluation process. This research provides information related to the perceptions that student teachers and field supervisors have about the teacher evaluation process as they enter their roles in the fall of 2017.

Session: 2C

Room: Nueces B

Facilitator: Ron Beebe

Collaborative Partnerships to Create Teacher Career Pathways

Dr. Belinda Bustos Flores, The University of Texas at San Antonio

Dr. Margo DelliCarpini, The University of Texas at San Antonio

Dr. Lorena Claeys, The University of Texas at San Antonio

Given the underrepresentation of teachers of color and the ongoing shortages in the critical teaching fields of bilingual education, English as second language, mathematics and science, it is an ethical imperative that universities establish partnership with P-20 stakeholders. Further, efforts for increasing the pool of teacher candidates of color require a comprehensive plan. “Collaborative partnerships are fostered by (a) Building Relationships and Dialoguing across Partners, (b) Communicating Information and Outreach, and (c) Networking and Leveraging Resources” (Authors, 2011, p. 15). This presentation will provide partnership exemplars of career pathways within dual credit high schools, community colleges, and residency projects.

A Recipe for Building Capacity: Educator Preparation Programs and Local Education Agencies Collaborating to Prepare a New Generation of Teachers and Students

Dr. Michelle Janysek, Texas A&M University-San Antonio

Dr. Shelley B. Harris, Texas A&M University-San Antonio

One out of every four freshmen in Texas leaves school prior to graduating. Hispanic and African American students are twice as likely as their peers to drop out (IDRA, 2016). Further, students of color from impoverished backgrounds face additional challenges. This session details a collaborative partnership between Texas A&M University-San Antonio and the San Antonio Independent School District intended to: increase teacher quality, increase the use of quality data to drive instruction, increase learning time, and improve campus and classroom climate so as to positively impact student academic performance and create pathways toward high school completion and college readiness.

BREAKOUT SESSION II: Paired Presentations (30 minutes each)

Monday, October 23 ~ 1:30 – 2:30 pm

Session: 2D

Room: Matagorda
Facilitator: Debby Shulsky

Perfectionism Among Preservice Teachers

*Dr. Mae Lane, Sam Houston State University
Dr. Lautreice Nickson, Sam Houston State University
Dr. Robert M. Maninger, Sam Houston State University*

Teaching is a complex and challenging profession, which can be made even more so by the perfectionistic tendencies teachers sometimes possess. During the fall 2016 semester, 288 elementary, middle, and secondary pre-service teachers attending a university in southeast Texas responded to the Multidimensional Perfectionism Scale. In almost every category, a majority of students scored at a high level of perfectionism. This session will report the results of that study.

Incorporating Growth and Fixed Mindsets in Teacher Education and Elementary Classrooms

*Dr. David Campos, University of the Incarnate Word
Dr. Sandy Guzman-Foster, University of the Incarnate Word*

What's all the fuss about mindsets? And, why should teachers know about mindsets and how they affect student learning? This session will provide an overview of psychologist Dr. Carol Dweck's world-renowned research that led to the idea of the power of mindsets. The presenters will highlight how the psychology of growth and fixed mindsets are incorporated in their respective programs (University of the Incarnate Word and Trinity University), followed by how one elementary school uses it in their classrooms to enrich teaching and learning.

Session: 2E

Room: Copana
Facilitator: Wendy Sklenarik

Bridging the Gap: Easing the Communication Overload

*Ashley Atwood, Angelo State University
Sara Carlisle, Angelo State University
Audrey Heron, Angelo State University*

Communication is vital in the educational setting to ensure partnerships to support students. Parental and community support are crucial factors in student success, so educators must make it their responsibility to effectively communicate with stakeholders to encourage their involvement and create a solid "village" to help educate students. The way educators communicate with parents, students, and stakeholders acts as their "calling cards" and can essentially make or break relationships with those who are valuable to school success. It is not enough to communicate. Communication must be appealing, error-free, friendly, effective, and efficient.

SECOND PRESENTATION CANCELLED

BREAKOUT SESSION II: Paired Presentations (30 minutes each)

Monday, October 23 ~ 1:30 – 2:30 pm

Session: 2F

Room: Aransas
Facilitator: Cindy Williams

Examining the Mentoring and Induction Experience of Novice Special Teachers: Perspectives from the Field

Dr. John R. Kelly, University of Houston-Downtown
Dr. Bernardo Pohl, University of Houston-Downtown

This study examines the mentoring and induction experiences of first-year teachers in special education. Using their personal narratives, we investigated what these novice teachers encountered and valued most in their induction programs. Participants had the chance to discuss what support they had and the roadblocks they had to face during their initial teaching experience. Although each case was very different, and each teacher's experiences were unique, our findings found three emerging themes: 1) the importance of mentorship, 2) the value of proper training, and 3) the significance of the working environment. Implications for future practice and research are discussed.

SECOND PRESENTATION CANCELLED

Session: 2G

Room: Bayview Room
Facilitator: Veronica Estrada

Service Learning and the Preparation of Bilingual/ESL Teachers

Dr. Alma Rodriguez, The University of Texas Rio Grande Valley

This study investigated teacher candidates' perspectives about a service-learning project in which they worked with one or several emergent bilingual students to support their language development and academic achievement over the course of a semester. The study employed pre-, process, and final reflective essays to examine the effects of service learning projects on teacher candidates enrolled in Bilingual/ESL courses. Findings include the effects of service learning on the professional development of pre-service bilingual and ESL teacher candidates, and on their understanding of the needs of emergent bilingual students and of second language teaching methods.

Engaging and Motivating ESL Lessons: Using Best Practices to Teach Culturally and Linguistically Diverse Populations Content Area Instruction

Dr. Beth Garcia, West Texas A&M University
Dr. Janet Hindman, West Texas A&M University
Dr. Judy Williams, West Texas A&M University

This interactive presentation focuses on addressing the issue of stale and boring teaching techniques specifically for English Language Learners in content area classrooms. The presenters review Sheltered Instruction as best practice and model a content area lesson plan. Attendees leave the presentation with packets of materials they will be able to implement in classrooms immediately to enliven teaching for Culturally and Linguistically Diverse (CLD) students. While this presentation focuses on pedagogical best practices, the methods and techniques illustrated in this presentation will also model how to help diverse learners understand content and academic vocabulary.

BREAKOUT SESSION III: Single Presentations (45 minutes)

Monday, October 23, 2:45 – 3:30 PM

Session: 3A

Room: Corpus A

Vendor Session: Certify Teacher

Using Student Data on Test Preparation to Inform Education Preparation Programs

Esdras Cantao, Certify Teacher

There is an increased emphasis by the federal government for states to truly hold teacher preparation programs to a clear standard of quality based on student outcomes. Multiple measures to assess teacher training program quality are in the works. Feedback systems to drive program changes are the tools of choice. This presentation describes an existing customizable data set tool that includes information on candidates' knowledge and skill on the content they will be teaching in the classroom and how it helps drive performance improvement in the competency tests. Several examples will be shared in an interactive session with the audience.

Session: 3B

Room: Nueces A

2016 Quest for Quality Exemplary Faculty Practices Session

Quest for Quality: Andrews Institute of Mathematics and Science Education

Molly Weinburgh, Texas Christian University

As Director of the Andrews Institute of Mathematics & Science Education, Dr. Weinburgh initiates and coordinated a variety of project that include pre-service and in-service teachers as well as K-12 students. The programs not only offer a great service to the community, but impact teacher education in important ways. Several programs will be highlight during the presentation.

Session: 3C

Room: Nueces B

University Partners with Local School Districts: Collaborating to Prepare Future School Leaders

Dr. Velma Menchaca, University of Texas Rio Grande Valley

Dr. Alex Garcia, University of Texas Rio Grande Valley

Dr. George Padilla, University of Texas Rio Grande Valley

Dr. Fred Guerra, University of Texas Rio Grande Valley

The University had created a Partnership with several school districts for the purpose of developing and enhancing leadership effectiveness of prospective educational leaders. A unique feature of the partnerships is the strong collaboration between the faculty and district personnel in integrating rigorous and relevant field-based experiences pertinent to specific district needs. Course assignments are intentionally related to district policies, data, and programs. The collaborative relationship between the department faculty and School Districts is imperative for preparing aspiring school leaders. Completion of coursework leads to a Master's degree in Educational Leadership and Texas Principal Certification. Courses are aligned to Texas and national principal standards.

BREAKOUT SESSION III: Single Presentations (45 minutes)

Monday, October 23, 2:45 – 3:30 PM

Session: 3D

Room: Matagorda

Intertwining Research, Practice and Community: An Undergraduate Research Project

Dr. Julie Teel-Borders, LeTourneau University

Dr. Kathy Stephens, LeTourneau University

*Courtney Matulis, Gilmer High School *Clinical Teacher of the Year 2017**

For the past five years, project-based research has been an integral part of our senior, undergraduate clinical teachers' experience. The process provides preservice teachers with opportunities to actively engage in authentic research investigations. Intertwining research, practice and community further equips the preservice teachers to nurture individual learning. It also helps define their role as change agents in their professional lives. Two university professors lead the research projects. A specific example of a year-long research project in a high school mathematics classroom will be demonstrated and discussed by one of our current clinical teachers of the year.

Session: 3E

Room: Copana

Lingering Remains of Zero-Tolerance: Helping New Teachers Identify and Reject a Culture of Marginalization in Schools

Dr. Sara Lawrence, Texas A&M University-Texarkana

More progressive discipline policies continue to replace zero-tolerance policies throughout the nation. Unfortunately, even on campuses embracing more progressive policies, a culture of marginalization of minorities still exists, often unwittingly, thereby sustaining the school-to-prison pipeline. The continuing impact of zero-tolerance policies and the evolution of progressive discipline policies will be presented. But, how can teacher preparation programs help prospective teachers identify and reject a culture of marginalization allowing progressive policies take hold and prosper? Instructional practices addressing this question will be discussed.

Session: 3F

Room: Aransas

Partnerships for a New Generation of Teacher Leaders

Melissa Roberts Becker, Tarleton State University

Lisa Colvin, Tarleton State University

Anna Fox, Tarleton State University

Unique field experiences in the context of public schools has proven to be highly beneficial for teacher candidates and partnership schools at Tarleton State University. These partnerships include three diverse urban school settings: 6-12 international newcomer school, public PK-8 Montessori magnet school, and PK-5 low-socioeconomic neighborhood school. Intentionally designed placements provide teacher candidates with experiences to develop leadership skills and opportunities including application of the University of St. Cloud Co-teaching model with mentor teachers, engagement in team planning of lessons based on student achievement data, English as a second language strategies and presentations at state/national professional conferences.



Fall 2017 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION III: Single Presentations (45 minutes)

Monday, October 23, 2:45 – 3:30 PM

Session: 3G

Room: Bayview Room

It's All About that Base: Using Data from Baseline Assessments to Better Prepare Preservice Candidates for State Certification Exams

Dr. Beth Garcia, West Texas A&M University

Dr. Betty Coneway, West Texas A&M University

In a new era of testing, the old adage, “test early and test often” no longer applies when preparing pre-service teachers to pass state certification exams. Due to the five- test rule, Educator Preparation Programs (EPPs) across the state of Texas have found it necessary to change tactics in certification preparation. This presentation will explain some of the certification preparation activities that one EPP engaged in during the 2016-2017 academic year and focus on the benefits of establishing a reference point of candidate knowledge by using baseline assessments to drive explicit instruction.

BREAKOUT SESSION IV: Paired Presentations (30 minutes each)

Monday, October 23, 3:45 – 4:45 PM

Session: 4A

Room: Corpus A
Facilitator: Jean Kiekel

The Impact of a Service-Learning Project Involving Preservice Teachers Working with Incarcerated Youth

Dr. John R. Kelly, University of Houston-Downtown
Dr. Bernardo Pohl, University of Houston-Downtown

In this study, we analyzed the impact of a service-learning project for Pre-service teachers (PSTs) in a traditional teacher preparation program with an urban education focus. The service-learning project required PSTs to participate in a literacy development project with at-risk youth in a juvenile detention center. We sought to assess the PSTs' attitudes and perceptions toward the culture of special populations and determine whether the service-learning project altered those attitudes and perceptions. Furthermore, this study examined the impact of the service-learning project on PSTs' knowledge of the educational needs of at-risk youth. Implications for future practice and research are discussed.

Building with Books: Leading an Interdisciplinary University Service Project in Partnership with Habitat for Humanity

Dr. Sheila Baker, University of Houston-Clear Lake
Dr. Debby Shulsky, University of Houston-Clear Lake

Seeking ways to bring books into homes of young children was the inspiration for a service-learning project. The story shared in this presentation maps out the journey of the Habitat for Reading service-learning project. Birthed by a Library Science professor, this project began as a one-course project that grew to extend to multiple disciplines, undergraduate and graduate classes in partnership with Habitat for Humanity and other community organizations. The presentation articulates the imperative need for integration of service-learning within university settings. The presenters hope participants will be inspired to lead the implementation of service-learning opportunities within their own learning communities.

Session: 4B

Room: Nueces A
Facilitator: Wanda Dyess

When the Squeaky Wheel Gets the Grease, Try Option B

Dr. Janet Hindman, West Texas A&M University
Dr. Judy Williams, West Texas A&M University
Dr. Beth Garcia, West Texas A&M University

With the cacophonous and often screeching wheels of progressivism reverberating throughout the hallowed halls of academia, polite and thoughtful discourse is often overshadowed by the all-consuming sound. When the loudest voices in education prevail, hearts and minds are lost in attempts to break the divide. Never has there been a more appropriate time for leadership than now. When the squeaky wheels get the grease, we must press onward for an Option B. This presentation provides that option and enables eduRoocators to discover an innovative mindset to lead their programs, classrooms, and schools and to rise above the disruptive sounds.

BREAKOUT SESSION IV: Paired Presentations (30 minutes each)

Monday, October 23, 3:45 – 4:45 PM

Teacher Morale in the State of Texas: A Longitudinal Look at the Issues of a Crisis

Dr. Robert M. Maninger, Sam Houston State University

Dr. Sam Sullivan, Sam Houston State University

The presentation will include the most recent research on teacher morale, including the significant reasons for diminishing morale in the field. The longitudinal research has been conducted for over 35 years and targets teachers statewide. We will highlight the findings of the current data and compare it to previous years. This session will encourage discussions aimed at progressive discourse empowering educators to prepare students entering a career that offers opportunity for low morale. Preparing preservice teachers for what can be pitfalls to their career is paramount for our profession.

Session: 4C

Room: Nueces B

Facilitator: Anna Bergstrom

Responding to Misuse of Social Media by Public School Employees

Kimberly Caldwell, University of Mary Hardin-Baylor

Jared McClure, University of Mary Hardin-Baylor

Dr. Marlene Zipperlen, University of Mary Hardin-Baylor

Texas school districts struggle with regulating technology as it pertains to education. The introduction of social media has made regulation even more challenging. While technology can be an ideal method for teachers and students to connect, it can also leave school districts vulnerable to impropriety.

Ethics in our Texas Classrooms: Equipping Educator Candidates to Reverse the Current Trend of Disgrace

Dr. Jannah Nerren, Stephen F. Austin State University

Dr. Christina Sinclair, Stephen F. Austin State University

Dr. Stacy Hendricks, Stephen F. Austin State University

This presentation addresses the problem of increased ethical compromise amongst classroom teachers. The media is filled with disturbing stories of poor decision-making and inappropriate behaviors in our Texas classrooms. Data provided by the Texas Education Agency indicating the high number of professional certificates being suspended or revoked provide further evidence of an alarming trend. Preparing future teachers and administrators to be ethical decision-makers, and providing them with tools and resources to assist them in navigating difficult situations is imperative. This session details the approaches of two institutions in engaging educator candidates in an enhanced approach to ethics in education.

BREAKOUT SESSION IV: Paired Presentations (30 minutes each)
Monday, October 23, 3:45 – 4:45 PM

Session: 4D

Room: Matagorda
Facilitator: Cindy Williams

Deriving Psychometric Properties for the Teachers' Dispositions Scale

Dr. Alma Rodriquez, The University of Texas Rio Grande Valley
Dr. Ralph Carlson, The University of Texas Rio Grande Valley

An exploratory approach was used in the development of items for the Professional Disposition Inventory (PDI). During this presentation, the PDI will be shared with participants to obtain feedback on the clarity of directions for administering the PDI and the item stems and response format. The presenters will engage participants in an item sort activity as part of the process of obtaining evidence for content validity. The presenters will also engage participants in a heuristic discussion on why establishing Assessment Scales/Inventories/Instruments with supportive psychometric properties is crucial to the profession of education. Keywords: Professional Disposition Inventory (PDI), content validity, assessment scales, inventories, education, teacher candidates, dispositions.

Dispositions for Teaching: Developing a Process for Preservice Teacher Growth

Dr. Patrice Werner, Texas State University
Jodie Flint, Texas State University
Jodi Holschuh, Texas State University
Dr. Jim Van Overschelde, Texas State University

State and national standards require that teacher candidates develop appropriate dispositions for teaching. Texas State University has adopted a valid and reliable dispositions assessment instrument and is piloting an implementation process that includes candidate self-assessment; candidate-generated growth plans; and ongoing and consistent faculty monitoring, intervention, and input. Presenters will share information about the instrument, implementation plan, research, and early results.

Session: 4E

Room: Copana
Facilitator: Michelle Williams-Laing

Raising our Certification Rate through Effective Intervention

Dr. Krista Coleman, University of Houston

In this quantitative comparative study, the researchers examined the impact of targeted interventions on the Legislative Budget Board Certification rate (LBB rate) over the past three academic years (AY15-AY17). The Legislative Budget Board rate is the certification rate based upon the percentage of an institution's undergraduate teacher education program graduates who become certified to teach no later than the end of the fiscal year following the year of graduation from the program (FY annual deadline is August 31st). The principal investigators also identified three groups for tracking students based on LBB performance measure in our internal Institutional Effectiveness SharePoint database. The first group (1) consisted of those who were recommended, but had not yet applied for their teaching certificate, and/or fingerprints. The second group (2) consisted of those who tested, but were not recommended due to the lack of not receiving a passing score on their state PPR and/or content exam (s), and the third group were those who had not yet attempted any state exams. The Teacher Certification Officer and Institutional Effectiveness Coordinator tracking measures consisted of weekly emails, phone calls, phone

**BREAKOUT SESSION IV: Paired Presentations (30 minutes each)
Monday, October 23, 3:45 – 4:45 PM**

conferences, and face to face conferences with the three groups of students aforementioned. The sample size for this study included a convenience sample size of 440 students (AY1314); N=325 (AY1415), and N=350 (AY1516) from a medium-sized educational preparation program.

The Predictability of Success for Minority Students Entering an Educator Preparation Program

Dr. Viveca Grant, Texas Southern University

Dr. Jessica Davis, Texas Southern University

Dr. Lillian B. Poats, Texas Southern University

This presentation provides a review of factors used in Educator Preparation Program admissions and their relationship to successful completion of the TEXES exams. Action research was utilized to review the profiles of approximately 250 students admitted to the Educator Preparation at a predominately minority serving Institution over a period of 5 years. Data reviewed included scores on THEA and the pathway to meeting the TSI status, grade point average, ethnicity and gender and the relationship to scores on the licensing examination based on the certification area. The discussion will include strategies for working with minority students in Educator Preparation programs.

Session: 4F

Room: Aransas

Facilitator: Kimberly Dickerson

Generation Z: A Look at their Technology and Media Habits and Implementing Best Practices

Dr. Michael England, Southwestern Adventist University

Roughly defined as those born since 1996, Gen Z is the group of under-20-year-olds, the first generation born into a digital world. Gen Z's are always connected in a seamless cloud-based world of friends, data, and entertainment. The next generation of trendsetters — representing more than 25 percent of the U.S. population (larger than the boomers or millennials, according to the U.S. Census Bureau) — is already beginning to put its stamp on the world. Strategies will be presented to establish social identity and presence in an online environment.

Attracting Gen Z Students to Teaching Via Summer Camps and Dual Enrollment Course

Dr. Veronica L. Estrada, The University of Texas Rio Grande Valley

Generation Z students are the most technologically savvy generational group so far, having grown up with the Internet, computers, cell phones, and other ubiquitous technologies. Listen to how a college of education partnered with a regional ESC and partner districts on a new initiative designed to attract promising Gen Z students to the teaching profession via summer teaching camps and a dual enrollment introduction to teaching course. Presenters will discuss the impact of incorporating ubiquitous technologies and introducing Teach LivE, a software program that provides opportunities to practice high leverage practices in a mixed virtual reality simulated classroom environment.

BREAKOUT SESSION IV: Paired Presentations (30 minutes each)

Monday, October 23, 3:45 – 4:45 PM

Session: 4G

Room: Bayview Room

Facilitator: Karen Dunlap

Best Practices from a Charter School: Lessons Learned that can be Applied to all Public Schools

Dr. Alejandro Garcia, The University of Texas Rio Grande Valley

Charter schools have emerged as a powerful force in the American school reform movement. When first introduced, charter schools came with two distinct promises: to serve as an escape hatch for students in failing schools, and to create and incubate new educational practices. This qualitative study identified nine best practices from an exemplary charter school system that differentiated charter schools from traditional public schools. If emulated these best practices could result in an increase student achievement by strengthening the leadership capacities of traditional public school administrators, and thus strengthen the traditional public school system.

SECOND PRESENTATION CANCELLED

Session: 4H

Room: Laguna Madre

Facilitator: Tim Sutton

A Model for Preservice Teachers to Learn to Incorporate Technology into Instruction

Dr. Sam Stewart, Abilene Christian University

Learning to effectively utilize technology in classroom instruction is a challenge for beginning teachers. This presentation will provide ideas for those in attendance to incorporate into their programs that will better prepare candidates to effectively utilize technology in their instruction. Ideas to be discussed will include utilizing technology for Project-Based Learning, planning and implementing lessons that effectively incorporate technology, and Google Educator Certification for all candidates.

Preservice and Mentor Teachers' Use of Technology Integration

Dr. Diane Mason, Lamar University

Dr. Gayle Butaud, Lamar University

Dr. Gatsy Moye, Lamar University

The Lamar University Departments of Teacher Education and Educational Leadership jointly examined research data to determine whether pre-service and mentor teachers are equipped with the needed skillset to implement the standards required by TxSBEC. The presenters will share survey and interview data from pre-service and mentor teachers regarding the knowledge of technology and perceived integration strategies related to the SAMR Model. Session leaders will engage participants in small group conversations to discuss ways to extend partnerships with Pre-K-12 districts to improve program content to lead toward increased technology integration practices to meet accountability and student needs.



Fall 2017 Teacher Education Conference

Omni Hotels & Resorts ~ Corpus Christi, Texas
October 22-24, 2017

ETS RECEPTION

Monday, October 23 ~ 6:00-8:00 pm



Please join the evening reception sponsored by ETS
6:00-8:00 pm
Corpus Ballroom



Fall 2017 Teacher Education Conference

Omni Hotels & Resorts ~ Corpus Christi, Texas
October 22-24, 2017

SPECIAL SESSION: ETS PRESENTATION

Tuesday, October 24 ~ 7:45 – 8:15 am

Nueces Ballroom

Program Updates from ETS

Educational Testing Services (ETS)



Rick Cullors
Program & Business Director

BREAKOUT SESSION V: Single Presentations (45 minutes)

Tuesday, October 24, 8:30-9:15 AM

Session: 5A

Room: Corpus A

Lens on Literacy: Zooming in on Critical Literacy with EC-6 Candidates

Dr. Debby Shulsky, University of Houston-Clear Lake

Terry Chvala, University of Houston-Clear Lake

We all know that a classroom-rich with literature is paramount to awakening learners to new ideas, fresh perspectives and undiscovered passions. What this means is one of the most important decisions a classroom teacher makes is how she/he will selectively present books and design their classroom library to cultivate critical readers of the word and world (Friere,1970). This session explores how two professors' designed course assignments that encourage candidates use of critical literacy, which allows thoughtful literature integration within the curriculum and classroom library.

Session: 5B

Room: Nueces A

Developing Dyslexia Training Through Partnerships

Dr. Teri Fowler, Texas A&M-Texarkana

Laura Currey, Texas A&M-Texarkana

As public-school accountability continues to emerge as a driving force in teacher training, preparation programs are striving to improve teacher quality in ways that align with gains in the new A-F Accountability System. This interactive session will allow participants to gain insight on how to develop dyslexia training aligned with standards outlined by the state and International Dyslexia Association. Participants will leave this session with course outlines, tools, and strategies to implement in education courses within teacher preparation programs.

Session: 5C

Room: Nueces B

Supporting, Serving, and Nurturing Teacher Candidates at a Catholic Hispanic Serving Institution in an Urban Environment: A Mentoring Experience

Dr. Nicole McZeal Walters, University of St. Thomas

Dr. Jean Kiekel, University of St. Thomas

Dr. Serena Flores, University of St. Thomas

As a Hispanic-Serving Institution (HSI) situated in an urban environment, our university provides a cogent need in supplying a diverse teacher workforce to facilitate recruitment, retention, and sustainability of teacher candidates prepared to teach in urban environments. Providing a holistic mentoring experience as it relates to sustaining their socioemotional well-being is also critical. Techniques and skills related to mindfulness in teaching are essential towards the socioemotional balance of the current educator. Best practices through use of the cohort model will be shared.

BREAKOUT SESSION V: Single Presentations (45 minutes)

Tuesday, October 24, 8:30-9:15 AM

Session: 5D

Room: Matagorda

Towards Systematic Study of Student Teaching Quality as Communicated Through Performance Assessment Results

*Dr. Amber Thompson, University of Houston
Margaret Kuczynski, University of Houston*

This paper reports on the rationale and process that members of the UH teacher education program have followed to better understand the role of student teaching performance assessment in promoting teaching quality in our graduates. We report on the discoveries we have made in gathering qualitative data about, and conducting quantitative data analysis of, observation and evaluation instruments. The title of this symposium reflects that we are moving towards systematic study, not that we have all the answers.

Session: 5E

Room: Copana

Starving the Beast 2.0 Funding...or not Higher Education

*Elvonte' Patton, University of Mary Hardin-Baylor
KeeYatha Scott, University of Mary Hardin-Baylor
Marlene Zipperlen, University of Mary Hardin-Baylor*

Funding in higher education plays a vital role in the success of public and private institutions across the country. Since the colonial period, funding has been an ongoing issue. Each state uses its own method, but Texas uses the appropriation model. Nationally, higher education has focused on each state's policies and government response to the growing need for federal dollars. Currently FY18 is expected to provide further insight into the higher education funding crisis.

Session: 5F

Room: Aransas

Early Educational Intervention for At-Risk Students: A Preliminary Report of the Long-Term Influences of the Opportunity School Preschool Program

*Dr. Betty Coneway, West Texas A&M University
Dr. Sang Hwang, West Texas A&M University
Dr. Leigh Green, West Texas A&M University*

Early childhood education has proven to be a positive influence in overcoming some disadvantages of poverty by buoying at-risk children's readiness for school while laying groundwork for future success. This presentation will share data collected from adult former students and parents of the Opportunity School in Amarillo, Texas. Researchers from West Texas A&M University and administrators from the Opportunity School have partnered to provide insight from their longitudinal, collaborative research project examining the long-term influences of early childhood educational interventions. The findings will highlight best practices associated with early childhood education to benefit the preparation of teacher candidates. Keywords: Early Childhood, Longitudinal research, Best practices, Teacher preparation.



Fall 2017 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION V: Single Presentations (45 minutes) Tuesday, October 24, 8:30-9:15 AM

Session: 5G

Room: Bayview Room

PRESENTATION PENDING

Session: 5H

Room: Laguna Madre

Response to Intervention for English Learners: Implications for Teacher Education

Dr. Phyllis Robertson, Texas A&M University-Corpus Christi

Response to Intervention (RTI) has been identified as an approach with the potential to increase student achievement and decrease inappropriate referrals of English Learners for special education services. However, limited emphasis has been placed on preparation of teachers to collaboratively implement RTI for these students. As teacher educators, we are charged with ensuring that our candidates are prepared to effectively engage in assessment, intervention, progress monitoring, and interdisciplinary decision-making processes critical to RTI implementation. This session will focus upon competencies needed by *all* future teachers to appropriately address the language and literacy needs of English Learners within an RTI framework.

BREAKOUT SESSION VI: Single Presentations (45 minutes)

Tuesday, October 24, 9:30-10:15 AM

Session: 6A

Room: Corpus A

2 + 2 = 4 Easy- But All Those Words: An Extensive Look at the Language on STAAR

Dr. Barba Aldis Patton, University of Houston-Victoria

Dr. Teresa LeSage-Clements, University of Houston-Victoria

In this presentation, we will give examples from released STAAR 2015 and 2016 tests which create difficulties for students. Activities to help remove some of the confusion will be introduced as we discuss best practices in the teaching of elementary math. Hopefully we can help take some of the confusion out of the STAAR test while giving you some ideas to help your teacher candidates become successful classroom teachers.

Session: 6B

Room: Nueces A

PRESENTATION CANCELLED

Session: 6C

Room: Nueces B

Effective Spanish Language Support for Bilingual Teacher Candidate

Dr. Belinda B. Flores, The University of Texas at San Antonio

Increasing the bilingual education teacher pool by ensuring teachers have academic Spanish language proficiency requires concerted effort on the teacher preparation institution and candidate alike. This research presents five teacher candidates' testimonies, culled for evidence of support systems that assisted Spanish language proficiency development in the bilingual education teacher preparation program. Results show an increased proficiency yielding passing results in the state's exit Spanish language proficiency assessment and confidence in delivering and writing lessons and activities across content areas. Results show promising practices that can be replicated to advance the scholarship and ensure equity for bilingual education students.

Session: 6D

Room: Matagorda

Across the University Divide: A Look at the Role of the Certification Officer

Dr. Danita Bailey, Texas Southern University

Dr. Teryana Lamb, University of Houston-Downtown

This presentation will address the role of the certification officer; and, how it differs from various institutions. It will address how the relationship of the size of the institution may impact the responsibilities of the certification officer. The varied duties of the certification officers from two different institutions will be discussed. Solutions to problems that arise because of the various configurations and the importance of communication across universities will be shared. Also, if time permits there will be discussions on how to mentor and support new and current certification officers across the state in their duties.

BREAKOUT SESSION VI: Single Presentations (45 minutes)

Tuesday, October 24, 9:30-10:15 AM

Session: 6E

Room: Copana

Growing Your Own: A University-District Collaboration

Dr. Sandra Stewart, Sam Houston State University

Katie Lowe, Sam Houston State University

Dr. Jannah Nerren, Sam Houston State University

As Educator Preparation Programs prepare to meet the teacher shortage needs of districts in Texas, one ‘Grow Your Own’ collaborative university/district program has been developed to identify future teachers that are current high school juniors and seniors. This initiative is designed to provide support and early intervention through summer teacher camps and internships offered in collaboration with the university and districts. Currently, two districts, one urban and one rural, are participating in this program. The development and implementation process, as well as the results from the first teacher camp, will be shared during this session.

Session: 6F

Room: Aransas

Be a Leader: Combating Compassion Fatigue & Educator Stress

Ashley Atwood, Angelo State University

Sara Carlisle, Angelo State University

Audrey Heron, Angelo State University

In a world of standardized testing pressures, diverse student needs, and increased duties, educators on school campuses everywhere are finding themselves overwhelmed. Compassion fatigue and other stressors can have a detrimental impact on educator well-being and ultimately student and school success. Counselors are in a unique position to act as leaders to help everyone on campus, including themselves, combat compassion fatigue and stress to encourage a productive working environment.

Session: 6G

Room: Bayview Room

University-Based Combination Model of Teacher Preparation with District Participation and Commitment

Laura Currey, Texas A&M University-Texarkana

Dr. Sandra Labby, Texas A&M University-Texarkana

Dr. Sara Lawrence, Texas A&M University-Texarkana

Dr. Abbie Strunc, Texas A&M University-Texarkana

In recent years, teacher preparation programs (TPP) have been bombarded with competition from private industry, political pressure at state and national levels and ever-increasing demands by schools. About five years ago, questions about relevancy and efficacy of practice motivated our education program to review its practices in preparing teachers. The result is a combination model that utilizes components of professional development schools and co-teaching for an innovative practice enhancing teaching and learning in teacher preparation that is flexible and replicable. Current action research data shows teacher candidates, cooperating teachers and district leaders overwhelmingly support the combination model of preparation.



**Fall 2017 Teacher Education Conference
BREAKOUT SESSION DESCRIPTIONS**

**BREAKOUT SESSION VI: Single Presentations (45 minutes)
Tuesday, October 24, 9:30-10:15 AM**

Session: 6H

Room: Laguna Madre

Novice Teachers Perception of Induction Support

Dr. Jean Kiekel, University of St. Thomas

Dr. Bernardo Pohl, University of Houston-Downtown

Dr. Gayle Curtis, University of Houston

Teacher attrition rates in the first five years of entering the profession are up 50% (DeAngelis, Wall & Che, 2013) creating what some would call a crisis in the profession (Sutcher, Darling-Hammond & Carver-Thomas, 2016). Support for novice teachers during their first three years of teaching can make a difference for teacher retention (Ingersoll & Strong, 2011). As teacher educators and supervisors, how can we improve the early years of teaching to ensure that novice teachers reach their potential and stay in the field.

GENERAL SESSION III: Brunch & Keynote Speaker

Tuesday, October 24 ~ 10:30 am

Nueces Ballroom

Dr. Deborah Ball

Professor of Education, University of Michigan
Founding Director of Teaching Works



Project Give Back

John Patek, Superintendent, Aransas County ISD
Scott Rogers, Principal, Rockport-Fulton High School
Michael Hannum, Principal, Rockport-Fulton Middle School

Vendor Door Prizes

ETS
Certify Teacher
240 Tutoring
SIBME

TEA Stakeholder Meeting

There will be an optional TEA stakeholder meeting following the brunch and keynote presentation. The stakeholder meeting will conclude at 2:00pm.

Interested attendees are invited to provide input on:

- EC-3 Certification Changes
- Data Gathering for Continuous Program Improvement
- Principal Certificate Redesign



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October 22-24, 2017



gives back

2017 Project Give Back Benefits Aransas County ISD

John Patek, Superintendent, Aransas County ISD
Scott Rogers, Principal, Rockport-Fulton High School
Michael Hannum, Principal, Rockport-Fulton Middle School



Please help us give back to the local community. Donations accepted at the registration desk.
All donations are welcome. Together, we can make a difference.

*"We rise by lifting others."
-Robert Ingersoll*



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TxEP: Texas Educator Preparation

Volume 2: 2018

Published by the Consortium of State Organizations for Texas Teacher Education

Call for Manuscripts

2018 CSOTTE Conference presenters are invited to submit manuscripts based on their presentation for possible publication in the second volume of the CSOTTE journal, TxEP: Texas Educator Preparation, to be published online. Proposed manuscripts will undergo a double-blind review process. To be considered, a manuscript must be previously unpublished and not under consideration with another publication. Presentation at the CSOTTE Conference is not required, but priority will be given to CSOTTE presenters.

The purpose of TxEP: Texas Educator Preparation is to create a medium for discussion and analysis of educator preparation issues with a specific focus on Texas. The journal will serve to disseminate research, best practices, and professional application. Articles may have a research, practitioner, or professional focus.

SUBMISSION REQUIREMENTS

STYLE: The full manuscript must adhere to the Publication Manual of the American Psychological Association (6th edition).

FORMAT: Abstract Length: 150 word count maximum
Manuscript Length: 2500-5000 word count (double-spaced)

Cover page must include author(s) name(s), manuscript title, email addresses for each author, phone number for lead author, author affiliations, and date of submission. If the work was presented at the CSOTTE 2017 Fall Conference, also indicate the session number and session title.

Author(s) must remove any identifiable information from the manuscript to ensure a blind review. If the author's work is cited, it should be cited as "author(s), (date)" in both the manuscript and in the reference listing.

TABLES & FIGURES: Format all tables and figures as per APA guidelines and embed within the manuscript; not as appendices or separate files.

PHOTOGRAPHS/ARTWORK: Authors are responsible for obtaining any needed releases or permissions for use of photographs or artwork. Documentation of such permissions should accompany the proposed manuscript.

SUBMISSION PROCEDURES: Send two documents (cover page and manuscript) in .doc/.docx format to csotte.txep@gmail.com with the subject line: TxEP 2018 Manuscript. A confirmation of receipt will be sent by email. If a confirmation email is not received, please send an inquiry to the same email or to the managing authors directly.

DEADLINE: January 15, 2018

PUBLICATION DATE: May 2018

2018 Editorial Board

Managing Editor: Elda Martinez (emartin@uiwtx.edu)

Associate Editor: Debby Shulsky

The Texas Forum of Teacher Education

Call for Manuscripts

Volume 8: 2018

Published by the Texas Association of Teacher Educators

The goal of the Forum is to promote scholarship regarding campus-based and field-based Teacher Education in Texas.

Proposed manuscripts undergo a blind review process and must be unpublished and not in review with other publications. TxATE members, including graduate students and clinical practice-based K-12 teachers, are encouraged to submit manuscripts.

Authors must be active members as a condition for publication.

Submission Requirements

Style: The manuscript must adhere to the Publication Manual of the American Psychological Association (6th edition).

Format: Cover Page (includes author(s), institution, email)
Abstract Length: 200 words maximum
Manuscript Length: 2,500-5000 words in length (double-spaced). No page numbers.
All files saved in .doc or .docx format. No pdf.

Tables & Figures: Follow APA guidelines and **embed** within the manuscript.

Photographs/Artwork: Authors are responsible for obtaining permission for the use of any artwork or photographs. Permission documentation must accompany manuscript submission.

Submission Procedures

Send the following three documents to the managing editor, Joan Berry, with the subject line *2018 Forum Manuscript*:

- Cover Page
- Manuscript with author/institution identifiers
- Manuscript WITHOUT author/institution identifiers

Submission Deadline

June 15, 2018

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The Texas Forum of Teacher Education [ISSN 2166-0190 online]

The Journal of the Texas Association of Teacher Educators

www.txate.org

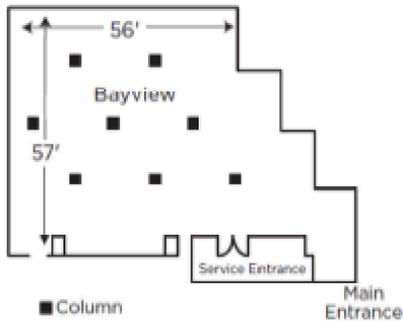


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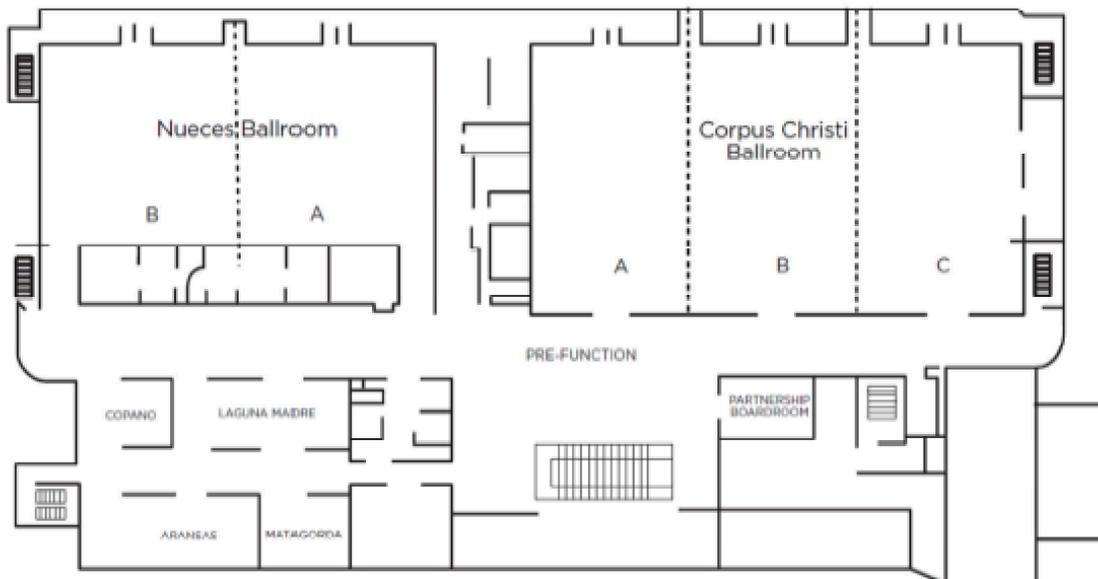
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See you next year!

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