



FALL TEXAS TEACHER EDUCATION CONFERENCE
CONSORTIUM OF STATE ORGANIZATIONS FOR TEXAS TEACHER EDUCATION

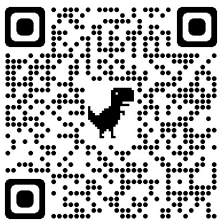
Uplifting and Supporting Teachers

OCTOBER 9-11, 2022
SAN MARCOS



2
0
2
2

SCAN ME



csottetxconference.com



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

CONFERENCE AT A GLANCE Fall 2022 Teacher Education Conference

Sunday, October 9

9:30 AM	10:30 AM	Board Meeting	Veramendi Salon A
11:00 AM	12:00 PM	Newcomer Reception Sponsored by The Learning Liasion	Veramendi Salons A & B
12:00 PM	7:00 PM	Check-In & Registration	Registration
12:00 PM	1:00 PM	TxATE Board Meeting	Chautauqua Salon B
12:00 PM	1:00 PM	TACA Board Meeting	San Marcos River Salon A
12:00 PM	1:00 PM	TACO Board Meeting	Spring Lake Salon A
12:00 PM	1:00 PM	TCTCT Board Meeting	Spring Lake Salon B
12:00 PM	1:00 PM	TDFE Board Meeting	Spring Lake Salon C
12:00 PM	1:00 PM	EDICUT Board Meeting	Placido Board Room
1:00 PM	2:00 PM	ADoT Board Meeting	Veramendi Salon C
1:00 PM	2:00 PM	TACCTEP Board Meeting	Chautauqua Salon A
1:00 PM	7:00 PM	Exhibits Open	Foyer
1:30 PM	2:30 PM	TACO General Meeting	Spring Lake Salon A
2:00 PM	3:00 PM	TxATE General Meeting	Chautauqua Salon B
2:00 PM	3:00 PM	ADoT General Meeting	Veramendi Salon C
3:00 PM	4:00 PM	TDFE General Meeting	Spring Lake Salon C
3:00 PM	4:00 PM	TCTCT General Meeting	Spring Lake Salon B
3:00 PM	4:00 PM	TACCTEP General Meeting	Chautauqua Salon A
3:00 PM	4:00 PM	TACA General Meeting	San Marcos River Salon A
3:00 PM	4:00 PM	EDICUT General Meeting	Spring Lake Salon A
4:00 PM	5:15 PM	Dean's Reception	Veramendi Salons A & B
5:30 PM	7:00 PM	General Session I Laura Isbell, CSOTTE Chair Awards Dinner TACO Classroom Set-Up Grants TDFE Clinical Teacher of the Year Award TACA Shining Star Interns TACCTEP Excellence in Practice Award ADoT Excellence in Action Award: Diversity, Equity, and Inclusion ADoT Excellence in Mentoring Award ADoT Distinguished Service Award TxATE Ted Booker Memorial Award TxATE Ben E. Coody Distinguished Service Award TxATE Exemplary School Partnerships Award TACTE Annual Leadership Award TACTE Joyce Hardin Service Award TACTE Robert B. Howsam Award EDICUT Innovation in Teaching and Learning Award CSOTTE Friend of Teacher Education Award	Veramendi Salons E & F
7:00 PM	10:00 PM	Conference Chair's Reception Casino Night, Sponsored by 240Tutoring	Spring Lake Ballroom



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

CONFERENCE AT A GLANCE Fall 2022 Teacher Education Conference

Monday, October 10

7:00 AM	8:30 AM	Embassy breakfast buffet for registered Embassy Suites guests.	Atrium
7:00 AM	5:00 PM	Registration & Exhibits	Conference Center Foyer
8:00 AM	8:45 AM	Breakout Session 1 <i>*See program for breakout session descriptions</i>	1a, Veramendi Salon A 1b, Veramendi Salon B 1c, Veramendi Salon C 1d, Veramendi Salon D 1e, Veramendi Salon G 1f, Veramendi Salon H 1g, Veramendi Salon I 1h, Veramendi Salon J 1i, Spring Lake Salon A 1j, Spring Lake Salon B 1k, Chautauqua Salon A 1l, Chautauqua Salon B 1m, Spring Lake Salon C
9:00 AM	10:00 AM	General Session II <i>BelieVe- How Far Are You Willing to Go?</i> Mr. Israel Velazquez McKinney North High School McKinney Independent School District	Veramendi Salons E & F
10:15 AM	11:00 AM	Emerging Scholars and Emerging Professionals Poster Sessions	Conference Center Foyer
10:30 AM	12:15 PM	TACTE Executive Board Meeting	Placido Board Room
11:15 AM	12:00 PM	Breakout Session 2 <i>*See program for breakout session descriptions</i>	2a, Spring Lake Salon C 2b, Veramendi Salon A 2c, Veramendi Salon B 2d, Veramendi Salon C 2e, Veramendi Salon D 2f, Veramendi Salon G 2g, Veramendi Salon H 2h, Veramendi Salon I 2i, Veramendi Salon J 2j, Spring Lake Salon A 2k, Spring Lake Salon B 2l, Chautauqua Salon A 2m, Chautauqua Salon B
12:15 PM	1:30 PM	General Session III Let's Do Lunch Networking Grab a boxed lunch and join a networking discussion Topics, Rooms, and Facilitators: *TDFE: Virtual Observations *ADoT and TACTE: TEA on Effective Preparation Framework *TACO: ASEP Reporting *TCTCT: TEA on Testing Changes *EDICUT: Teacher Shortage: Implications of Non-Traditional Pathways to Certification	Veramendi Salon A Spring Lake Salon A Veramendi Salon B Veramendi Salon C Veramendi Salon D



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

CONFERENCE AT A GLANCE Fall 2022 Teacher Education Conference

Monday, October 10

1:30 PM	3:30 PM	TACTE General Meeting	Spring Lake Salon B
1:45 PM	2:30 PM	Breakout Session 3 <i>*See program for breakout session descriptions</i>	3a, Veramendi Salon A 3b, Veramendi Salon B 3c, Veramendi Salon C 3d, Veramendi Salon D 3e, Veramendi Salon G 3f, Veramendi Salon H 3g, Spring Lake Salon C 3h, Veramendi Salon I 3i, Veramendi Salon J 3j, Chautauqua Salon A 3k, Chautauqua Salon B 3l, Spring Lake Salon A 3m, Spring Lake Salon B
2:45 PM	3:30 PM	Breakout Session 4 <i>*See program for breakout session descriptions</i>	4a, Veramendi Salon A 4b, Veramendi Salon B 4c, Veramendi Salon C 4d, Veramendi Salon D 4e, Veramendi Salon G 4f, Veramendi Salon H 4g, Veramendi Salon I 4h, Veramendi Salon J 4i, Chautauqua Salon A 4j, Chautauqua Salon B 4k, Spring Lake Salon C 4l, Spring Lake Salon A 4m, Spring Lake Salon B
3:45 PM	4:30 PM	Breakout Session 5 <i>*See program for breakout session descriptions</i>	5a, Veramendi Salon A 5b, Veramendi Salon B 5c, Veramendi Salon C 5d, Veramendi Salon D 5e, Veramendi Salon G 5f, Veramendi Salon H 5g, Veramendi Salon I 5h, Veramendi Salon J 5i, Chautauqua Salon A 5j, Chautauqua Salon B 5k, Spring Lake Salon A 5l, Spring Lake Salon B
5:30 PM	7:00 PM	Embassy Suite Manager's Reception	Atrium



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

CONFERENCE AT A GLANCE Fall 2022 Teacher Education Conference

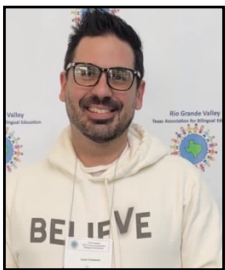
Tuesday, October 11

7:00 AM	8:30 AM	Embassy breakfast buffet for registered Embassy Suites guests.	Atrium
7:30 AM	10:00 AM	Exhibits	Conference Center Foyer
8:00 AM	8:45 AM	Breakout Sessions 6 <i>*See program for breakout session descriptions</i>	6a, Veramendi Salon A 6b, Veramendi Salon B 6c, Veramendi Salon C 6d, Veramendi Salon D 6e, Veramendi Salon G 6f, Veramendi Salon H 6g, San Marcos River Room 6h, Veramendi Salon J
9:00 AM	9:45 AM	Breakout Sessions 7 <i>*See program for breakout session descriptions</i>	7a, Veramendi Salon A 7b, Veramendi Salon B 7c, Veramendi Salon C 7d, Veramendi Salon D 7e, Veramendi Salon G 7f, Veramendi Salon H 7g, Veramendi Salon I 7h, Veramendi Salon J 7i, Chautauqua Salon A 7j, Chautauqua Salon B 7k, San Marcos River Room 7l, San Marcos River Room
10:00 AM	11:00 AM	Featured Session: Legislative Advocacy <i>For the Future - Advocating for the Education Profession</i> Amy Dodson Senior Regional Advocacy Director-West Texas Raise Your Hand Texas	Veramendi Salons E & F
11:00 AM	1:30 PM	General Session IV <i>TEA Town Hall Meeting & Updates</i> Lunch Buffet Emily Garcia TEA, Associate Commissioner Kelvey Oeser, Deputy Commissioner Marilyn Cook, Director, Certification Mark Olofson, Director, Educator Data, Research and Strategy DeMarco Pitre, Manager, Educator Standards and Testing Lorrie Ayers, Manager, Educator Preparation Melissa Yoder, Director, Educator Residencies and Talent Pipelines Jessica McLoughlin, Director of Talent Pathways	Veramendi Salons E & F

Emerging Scholars & Professionals Conference Strand

Sponsored by CSOTTE



Monday, October 10

7:30 AM	9:00 AM	Emerging Scholars & Emerging Professionals Poster Set-Up	Conference Center Foyer
9:00 AM	10:00 AM	<p>CONFERENCE GENERAL SESSION <i>BelieVe- How Far Are You Willing to Go?</i> Conference Keynote Speaker: Mr. Israel Velasquez McKinney Independent School District</p>  <p>Mr. Israel Velasquez is a proud English learner from Venezuela. He successfully graduated, Summa Cum Laude, from Texas A&M University-Commerce with a Bachelor of Science (BS) in Interdisciplinary Studies and a concentration in Bilingual Education. Mr. Velasquez's dedication to teaching is demonstrated both inside and outside the classroom. He serves as a bilingual teacher in a self-contained classroom, and he works with newcomer students districtwide to assist and support students transitioning into bilingual classrooms. Additionally, his dedication to the teaching profession is demonstrated by his work as a liaison for the newcomer academy, and as a mentor for adults teaching ESL classes. Currently, Mr. Velasquez serves as a LOTE teacher in McKinney ISD and ESL instructor at Grayson College.</p>	Veramendi Salons E & F
10:15 AM	11:15 AM	<p>Emerging Scholars & Emerging Professionals Poster Presentations Emerging Scholars and Emerging Professionals present their posters and engage in scholarly discourse with CSOTTE attendees</p> <p>Anna Ashy <i>Reflections on Interpretative Programs for Transformational Learning: Kolb's Experiential Learning at Caddo Lake State Park</i> Cathryn Davis, Terra Newsom & Skylar Perry <i>Study Away with SFA: The Opportunity for Accessible Cross-Cultural Learning</i> Francesca Fergason <i>Developing and Implementing Educational Games for Mobile Devices to Enhance Student Learning Across Curriculum</i> Hannah Flores <i>Peer Mentoring Through a Multi-Year Residency Model: Personal Notes from Clinical Teacher Resident Perspective</i> Dylan Jircik <i>What Makes a DEI Advocate?</i> Ashlyn Lafleur <i>Professional Development from the National Museum of the American Indian: Reflections Using the Five Level Evaluation Model</i> Teagan Mies <i>The Psychological Effects of Cyberbullying vs. Face-to-Face Bullying</i> Lea Moore <i>Cultural Identity and Representation in Literature</i> Melissa Ramirez <i>Empowering Teachers to Participate Meaningfully in The Admission, Review, and Dismissal (ARD) Meetings</i></p>	Conference Center Foyer

Emerging Scholars & Professionals Conference Strand

Sponsored by CSOTTE

Monday, October 10

11:30 AM	12:15 PM	<p>PROFESSIONAL DEVELOPMENT SESSION I <i>My Golden Shoes</i> Presenter: Dr. Ty Cauthen Lufkin Early College High School Director</p>  <p>Dr. Cauthen completed his B.S. in Agriculture Production and Development in 2011 at Stephen F. Austin State University. He earned his Master's in Educational Leadership at Stephen F. Austin State University in 2015, his superintendent certification from the University of Texas in 2017, and his Doctorate in Educational Leadership from Texas A&M University-Texarkana in 2021. His dissertation focused on telling the stories of students at-risk of not graduating. He has been a teacher, assistant principal, junior high principal, and is now the director of the Lufkin Early College High School.</p>	San Marcos River Salon B
12:15 PM	1:15 PM	<p>LUNCH <i>Boxed lunches available in the foyer outside of Veramendi Salons E & F</i></p>	San Marcos River Salon B
1:15 PM	2:15 PM	<p>PROFESSIONAL DEVELOPMENT SESSION II <i>Best Practices for the Beginning Teacher</i> Presenter: Dr. Susan Reily Stephen F. Austin State University</p>  <p>While working with teacher candidates in the elementary and middle-level certification programs, Dr. Susan Reily has published various articles and presented on several topics focused on innovative practices to prepare teacher candidates for the constant changes in best practices. Along with degrees in curriculum and instruction and educational leadership, Dr. Reily's practical experiences as a classroom teacher, instructional coach and administrator have instilled the importance of understanding different perspectives for her students and for her research.</p>	San Marcos River Salon B

Thank you to our conference sponsors and vendors!

Gold Sponsor



Silver Sponsor



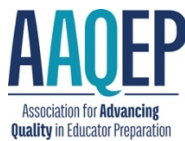
Silver Sponsor



Silver Sponsor



Breakout Session Sponsors



GENERAL SESSION I

Sunday, October 9 ~ 5:30-7:00 pm
Veramendi Salons E & F

Conference Opening & Awards Dinner



Laura Isbell

2022 CSOTTE Conference Chair

Teaching. Ask any teacher what it means to be an effective teacher. Beyond pedagogical expertise and knowledge of content and evidence-based practices, being an effective teacher is work of passion, commitment, and heart. At a time when there are more demands on teachers, we need to reflect on what educator preparation programs do to help shape, mentor, and coach preservice teachers to become successful teachers in the classroom. Teaching is an intentional profession that takes #heartwork and an essential profession for continuous learning, growing, and achieving. This is a time to uplift, support and commend our teachers at all levels and in all classrooms. Welcome to our celebration of teaching at the 2022 CSOTTE Conference!

Awards Dinner

Texas Association of Certification Officers



Classroom Setup Grants

The Texas Association of Certification Officers awarded classroom set-up grants of \$250 to twelve first-year teachers certified through Texas EPPs.

2022 Recipients:

Faith Sanchez, Texas A&M University-San Antonio
Zulema DeHoyos, Texas A&M University-San Antonio
Sherri Cole, Stephen F. Austin State University
Norma Perez, Inspire ESC Region 4
Rylie Roark, University of Texas at Austin
Lindsey Kerns, Stephen F. Austin State University
Christine Hui, University of Texas at Austin
Tristan Reynolds, ACT RGV
Nat Kaedaeng, Texas A&M University-San Antonio
Grace Hockstad, Texas Christian University
Sterling Urrutia, Tarleton State University
Sara Sootoo, Stephen F. Austin State University

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Award

This award recognizes clinical teachers who have demonstrated, during their clinical 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 upon the teaching and learning process.

2022 Recipient:

Micah Hunter, University of the Incarnate Word

Texas Alternative Certification Association (TACA)



Shining Star Interns

In an effort to recognize the hard work of ACP interns who joined the teacher workforce during 2021-2022, the Texas Alternative Certification Association (TACA) asked Alternative Certification Programs to nominate Shining Star Interns. Eighteen interns were selected from across the state. Read their stories online at www.texastaca.org/2022-taca-shining-stars.

2022 Honorees:

Sonya Shahan, ESC Region 11-GoTeach 11
Coralia Calderon Campos, Harris County Department of Education
Reagan Reyna, Stephen F. Austin State University
Rebecca Matthews, Teachworthy
Katharina Estrada, YES Prep
Jessica Jun, YES Prep
Jamie Burnett, INSPIRE TX
Darius Powell, YES Prep
Jenny Rasmussen, INSPIRE TX
Roberto Juárezgui, ESC Region 11-GoTeach 11

Isabella Martinez, TOPP ESC Region 20
Ambre Davis, ESC Region 11-GoTeach 11
Johnathan Garcia-Bishop, TOPP ESC Region 20
Ashley Foster, INSPIRE TX
Alondra Velasquez, ACT RGV
Karissa Garza, ACT RGV
Amanda Carter, ESC Region 11-GoTeach 11
Kadi Shipman Dyal, Texas A&M University-Kingsville

Texas Association of Community College Teacher Education Programs (TACCTEP)



Excellence in Practice Award

The Texas Association of Community College Teacher Education Programs (TACCTEP) Excellence in Practice Award recognizes an individual(s) that; provides leadership for sound policy for educator preparation in Texas by forging strong relationships with Texas Educator Preparation Programs and developing seamless pathways from community college programs to Texas Educator Preparation Programs at Institutions of Higher Education.

The 2022 recipient will be announced at the awards dinner.

Associate and Assistant Deans and Directors of Texas (ADoT)



Excellence in Action Award: Diversity, Equity, and Inclusion

The Excellence in Action: Diversity, Equity, Inclusion & Social Justice award was established to recognize programs or leaders who have impacted policy and/or practice in this area. Nominees are evaluated on evidence of their ability to: demonstrate a commitment to promoting diversity, equity, and inclusion through direct action; challenge others to promote diversity, equity, and inclusion and provide guidance, feedback, and support growth; promote a positive culture for ALL learners; and demonstrate a willingness to share expertise, knowledge, and commitment with others.

Excellence in Mentoring Award

The Excellence in Mentoring award has been established to recognize university faculty and/or staff, Texas P-12 classroom teachers, or school leaders who have demonstrated commitment to the development and advancement of others. The critical role of mentoring could be through either direct, supervisory, or peer-based roles. Nominees are evaluated on evidence about their ability to: demonstrate a holistic view of mentees through leadership that encourages and promotes excellence; challenge mentee(s) to take on difficult assignments while providing guidance, feedback, and support in all aspects of growth; promote a positive culture for learning, and demonstrate a willingness to share expertise, knowledge, and commitment with others.

Distinguished Service Award

The Distinguished Service Award has been established to recognize and further encourage the achievements and contributions of current or former Associate & Assistant Deans and Directors of Texas in the field of teacher preparation. Nominees must currently or formerly hold a position of Associate Dean, Assistant Dean, or Director within a Texas university-based educator preparation program and must have held one of these positions or a combination of these positions for at least three years.

The 2022 ADoT award recipients will be announced at the awards dinner.

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.

Ben E. Coody Distinguished Service Award

Dr. Coody served as the last President of the Texas Association for Student Teaching before the association became the Texas Association of Teacher Educators in 1971. Shortly after completing his term as president, Dr. Coody met an untimely death in an automobile accident. He was respected for his high code of ethics, his professional zeal, and his sincerity of purpose.

TxATE Exemplary School Partnerships Award

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.

The 2022 TxATE award recipients will be announced at the awards dinner.

Texas Association of Colleges for Teacher Education (TACTE)



TACTE Annual Leadership Award

The TACTE Leadership Award is presented annually to someone who has demonstrated outstanding leadership in the organization and who is deserving of TACTE recognition for significant contributions to the educator preparation process in Texas.

Joyce Hardin Service Award

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

Robert B. Howsam Award

Robert B. Howsam, who was a former Dean of the College of Education at the 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 2022 TACTE award recipients will be announced at the awards dinner.



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

Education Deans of Independent Colleges and Universities of Texas (EDICUT)



Innovation in Teaching and Learning Award

Education Deans of Independent Colleges and Universities of Texas seeks to reinforce innovative practice in the teaching and learning process. Through the support of leadership for the delivery of teacher education, mutual collaboration in efforts to address pertinent issues, and increased public awareness of the important work we do, EDICUT is committed to promoting and supporting innovative endeavors among its members. EDICUT's Innovation in Teaching and Learning Award provides a platform for teacher educators to develop innovative teaching and learning research, resources, and activities in the field of education.

2022 Recipient:

Dr. Kelly Johnston, Baylor University

Consortium of State Organizations for Texas Teacher Education (CSOTTE)



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.

2022 Recipient:

Andrea Chevalier



240 Presents
CASINO
night

Let's Kick-Off CSOTTE Right
Sunday - October 9th
7 PM to 10 PM

♥ ♦ ♣ ♠ ♥ ♦ ♣
GAMES | PRIZES | WINE | BEER
♥ ♦ ♣ ♠ ♥ ♦ ♣
Everything will be provided
♥ ♦ ♣ ♠ ♥ ♦ ♣

Donate to Project Give Back to get a dollar
for dollar Casino bonus!

Room: Spring Lake Ballroom



BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1A

Room: Veramendi Salon A

Type of Session: Multi-Topic Session

Our “RAP” is Not Snoop Dog! — Becoming a US Department of Labor Registered Apprenticeship Program

Barbara Ashmore, The University of Texas at Dallas

Amy Crowell, The University of Texas at Dallas

At this critical time in our profession, educating and preparing highly qualified, proficient new teachers for the classroom while supporting and building the educator pipeline is a priority of educator preparation programs. The Teacher Development Center at the University of Texas at Dallas is pioneering new avenues to support candidates during their professional preparation and fieldwork, including paid/unpaid residencies. As the first 4-year university in Texas to be awarded a Registered Apprenticeship Program through the US Department of Labor, candidates admitted to the educator preparation program at UT Dallas become eligible for unmet financial need/services through the Texas Workforce Commission.

Virtual Exchange Between the U.S. and Mexican Teachers

Burcu Ates, Sam Houston State University

Helen Burg, Sam Houston State University

Mary Petron, Sam Houston State University

Utilizing O’Dowd’s (2017) “progressive exchange model of telecollaboration” (p. 17) framework, our study explored how virtual exchange could contribute to intercultural awareness among teachers who are from different countries. In our particular study between teachers in Texas, United States (U.S.) and in Veracruz, Mexico, the collaboration between teachers in the U.S. and Mexico is extremely significant. Teachers can learn a lot from each other about teaching practices and educational contexts. Virtual exchange can be the means, the catalyst, to provide such a venue to explore cultural diversity and other important global issues regarding education and immigration between countries when face-to-face study abroad opportunities could be rather expensive.

Session: 1B

Room: Veramendi Salon B

Type of Session: **Sponsor Session**

The Truth About Texas Faculty Rights

Suzanne Jones, Texas Faculty Association

True or False: K-12 and Higher Education faculty in Texas can join a union.

Join us to hear about the NEA (National Education Association) umbrella, which includes the Texas Faculty Association (TFA) for higher education faculty, Texas State Teachers Association (TSTA) for practicing K-12 teachers, and TSTA Aspiring Educators (TSTA-AE) for pre-service teachers. We will dispel myths that some administrators and politicians would like you to believe about teachers’ unions in Texas. Texas teachers have power (K-12 and Higher Ed) and can use our collective voice to make the profession stronger. As author Alice Walker states, “The most common way for people to give up their power is by thinking they don’t have any” (2014).

BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1C

Room: Veramendi Salon C

Type of Session: Multi-Topic Session

Preparing All Teacher Candidates to Serve Emergent Bilingual Students

Karen Gentsch, East Texas Baptist University

Jennifer Holling, East Texas Baptist University

Amber Daub, East Texas Baptist University

Given the prominence of competencies related to emergent bilingual needs in both the PPR and STR, as well as across all content TExES exams, EPPs must prepare candidates with a variety of ways to instruct and assess this special population. This session will address best practices for embedding knowledge and skills to support emergent bilingual students across all content areas.

Growth Mindset, Mindfulness, and Identity in the Emergent Bilingual/ESL Classroom

Frank Lucido, Texas A&M University-Corpus Christi

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

Strategies for implementation of growth mindset, identity, and mindfulness in the emergent bilingual and ESL classroom will be presented. All learning is socio-emotional, and the importance of these strategies is necessary for learning a second language.

Session: 1D

Room: Veramendi Salon D

Type of Session: Multi-Topic Session

Reflections and Long-Term Outcomes of Educators Who Experienced Year-Long Teacher Residencies

Trisha Ray, Texas A&M University-Texarkana

EPPs are abandoning the one-semester model in favor of a year-long residency allowing candidates access to the full academic year experience. It is unacceptable to continue placing ill-prepared teachers into our schools to learn and refine their practice, thereby contributing to inequities in the education system. From 2004-2013, A&M-Texarkana provided a full-year residency model, then called the medical model professional development school. A recent study investigated the long-term career outcomes of interns who participated in this model. This presentation will share findings from surveys (n=71) and interviews regarding the impact the year-long residency model had on their career and retention.

The second presentation of this multi-topic session has been canceled.

BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1E

Room: Veramendi Salon G

Type of Session: Multi-Topic Session

Pedagogy and Practice Certification: Applying What We Teach

Susan Reily, Stephen F. Austin State University

As educators, if the practices we implement do not match our beliefs for best practices for teacher educators, are we contradicting our own teaching? What do we know and understand when it comes to best practices for opportunities to provide practice and evaluation of a teacher's ability to apply what they have learned? If best practices are not implemented by EPPs and/or state requirements, what is preventing us from practicing what we know is appropriate? These are important questions to consider when preparing and assessing teacher candidates.

The second presentation of this multi-topic session has been canceled.

Session: 1F

Room: Veramendi Salon H

Type of Session: Multi-Topic Session

A Holistic Approach to Building Teacher Candidate Efficacy Through Collaboration and Coaching in Year-Long Residency Programs

Valeece Simmons-Davis, Sam Houston State University

Research supports building teacher efficacy through collaborative teams and coaching cycles. As more institutions seek to adopt a year-long residency model for teacher candidates, sharing best practices and engaging in robust discussion about how to support teacher candidates in the field is necessary. Participants will learn how collaborative teams are a means to expand teachers' toolboxes to differentiate instruction and appeal to the backgrounds of all students, especially students in special populations.

From I Don't Know to Let me Show You: A Pre-Service Teacher's Toolkit

Lorraine Spickermann, University of Texas at Permian Basin

Sharon Vasser Darling, University of Texas at Permian Basin

The goal of this presentation is to share about our teacher resident career pathways, teacher resident support, and mentorship of teacher residents. With increasing teacher shortages, the University offers multiple career pathways to becoming Pre-K through 12th-grade educators. This includes a pathway to earning teacher certification in three years. We also adopted a year-long teacher residency model to provide an authentic classroom experience. Via a comprehensive recruitment and vetting process, we invite the participation of all stakeholders, including administrators and district leaders. We further offer a year-long mentoring plan that supports teacher residents at the classroom, district, and university levels.

BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1G

Room: Veramendi Salon I

Type of Session: Multi-Topic Session

Purposeful and Intentional Field Placements

Gilbert Antunez, West Texas A&M University

Amy Clifton, West Texas A&M University

Jennifer Denham, West Texas A&M University

Beth Garcia, West Texas A&M University

This presentation will highlight one Educator Preparation Program's (EPP) innovative process to match pre-service teachers with specific mentors who will be able to coach the pre-service teachers according to their unique and individual strengths and areas of need. The presenters will show how they highlight each candidate to partnering school districts in a placement fair by providing critical information beyond the pre-service teacher's name and certification area. The school administration is then able to consider each candidate's needs and collaboratively match them with a mentor who can best support that pre-service teacher in their growth as an educator.

The second presentation of this multi-topic session has been canceled.

Session: 1H

Room: Veramendi Salon J

Type of Session: Multi-Topic Session

Creating and Applying a Reflective Teaching Model

Amber Goodwin, Sam Houston State University

Mae Lane, Sam Houston State University

Debra Price, Sam Houston State University

As teacher educators, we are working toward a continued goal of reflective teaching with the goal of educating our whole student in mind. Our research team became curious about whether or not we were empowering students through our class experiences and assignments to develop agency through teaching grit/resilience, relationship building, and mindfulness in our teaching practice. The purpose of this session is to present rubrics, guidelines, and findings for participants to help facilitate active reflection on their teaching practice, including instruction, assignments, and how those are assessed.

Texas Literacy Collaborative for Educator Preparation: Upcoming Opportunities for Building STR Related Course Materials

Stephanie Grote-Garcia, University of the Incarnate Word

Bethanie Pletcher, Texas A&M University-Corpus Christi

House Bill 3 established the mandate that all Texas Pre-K through 6th grade teacher candidates pass a standalone science of teaching reading (STR) exam—resulting in new STR competency standards and the need for faculty to develop and align new course materials to those standards. Realizing the high demand this places on faculty, a group of literacy faculty members started a STR Faculty Collaborative. In this informational session, attendees will be introduced to the collaborative's work, learn how to be part of the collaborative, and identify additional needs of faculty members teaching literacy courses.

BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1I

Room: Spring Lake Salon A
Type of Session: Single-Topic Session

Teacher Support for Engaging Families of Elementary Children Living in Colonias in their Children's Education

Alex Garcia, University of Texas Rio Grande Valley
Eugenia Hernandez-Moreno, South Texas ISD Science Academy
Velma Menchaca, University of Texas Rio Grande Valley

Family engagement has been identified as a factor that influences the academic achievement of elementary children, especially children living in colonias. Parents living in colonias are faced with unique challenges that influence the extent of their family engagement in their children's education. Teachers can work with families to ensure they engage in their children's education. The purpose of this study is to examine the extent of family engagement of families living in colonias, and to determine how to resolve the challenges and promote more engagement in their children's education.

Session: 1J

Room: Spring Lake Salon B
Type of Session: Single-Topic Session

Voices of Residents and School Leaders: A University-based Teacher Residency as a Recruitment and Retention Strategy for High-Need Districts

Cassidy Caldwell, Texas A&M University
Valerie Hill-Jackson, Texas A&M University
Shaun Hutchins, Texas A&M University
Andrew Kwok, Texas A&M University
Maria Ramirez, Texas A&M University

Effective recruitment and retention strategies for teachers remain elusive for school districts. This qualitative study examines the pilot implementation of a university-based year-long teacher residency program throughout 4 high-needs districts. This program embeds eight residents in these schools and provides various teacher preparation supports to help these beginning professionals sustain themselves in the classroom. We interview district administrators about their recruitment and retention efforts and then document how the teacher residents experienced these structures throughout their residency year. Findings have implications for improving residencies as an innovative teacher preparation approach and stemming teacher attrition.

BREAKOUT SESSION I
Monday, October 10, 8:00 am-8:45 am

Session: 1K

Room: Chautauqua Salon A

Type of Session: Single-Topic Session

Teacher Morale in the State of Texas is at an All Time Low: Results of a Forty-Two Year Longitudinal Study

Casey Creghan, Sam Houston State University

Daphne Johnson, Sam Houston State University

Robert Maninger, Sam Houston State University

Laurice Nickson, Sam Houston State University

This presentation will present forty-two years of longitudinal research on teacher moonlighting and teacher morale in the teaching profession. The presenters will describe the most recent findings of the study. The results of the post-Covid study are very revealing.

Session: 1L

Room: Chautauqua Salon B

Type of Session: Single-Topic Session

Strengthening the Hispanic Teacher Pipeline through Region-Wide Partnerships

Joyce Asing-Cashman, University of Texas at El Paso

Lidia Herrera-Rocha, University of Texas at El Paso

Erika Mein, University of Texas at El Paso

This presentation will provide an overview of the region-wide efforts to strengthen the Hispanic teacher pipeline in El Paso County. The presentation will describe the origins, structure, and purpose of the El Paso Teacher Pipeline Community of Practice, which was co-founded in 2019 by the dean of the University of Texas at El Paso College of Education and comprised of cross-sector partners from K-12, higher education, and philanthropy. The presentation will share how the CoP developed common agendas, and shared metrics focused on strengthening teacher recruitment, preparation, and retention across the region.

Session: 1M

Room: Spring Lake Salon C

Type of Session: Single-Topic Session

“Charting” the Path to Support Candidates, Supervisors, and Cooperating Teachers

Suzanne Nesmith, Baylor University

Lisa Osborne, Baylor University

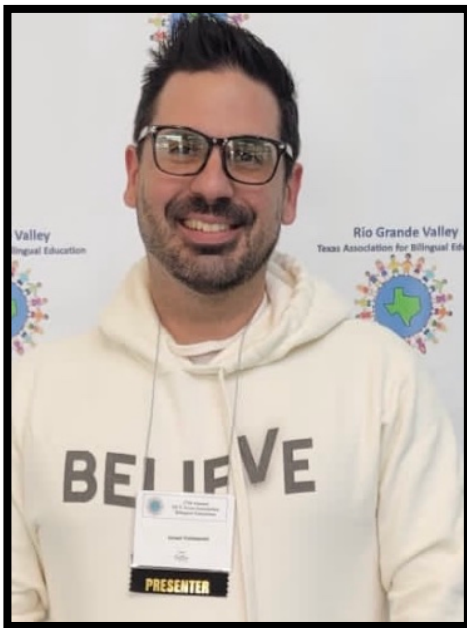
Sandra Parnell, Baylor University

Baylor University EPP has worked to create flow charts and growth plans to address candidate, supervisor, and cooperating teacher needs and concerns from candidacy acceptance through certification.

GENERAL SESSION II

*Monday, October 10 ~ 9:00-10:00 am
Veramendi Salons E & F*

BelieVe- How Far Are You Willing to Go?



Isreal Velazquez
Spanish Teacher
McKinney North High School
McKinney Independent School District

Mr. Israel Velasquez is a proud English learner from Venezuela. He successfully graduated Summa Cum Laude, from Texas A&M University-Commerce with a Bachelor of Science in Interdisciplinary Studies and a concentration in Bilingual Education. Mr. Velasquez's dedication to teaching is demonstrated both inside and outside the classroom. He serves as a bilingual teacher in a self-contained classroom, and he works with newcomer students districtwide to assist and support students transitioning into bilingual classrooms. Additionally, his dedication to the teaching profession is demonstrated by his work as a liaison for the newcomer academy and as a mentor for adults teaching ESL classes. Currently, Mr. Velasquez serves as a LOTE teacher in McKinney ISD and ESL instructor at Grayson College.

Mr. Velasquez, has been recognized for his powerful, inspirational, and motivational presentation: "BelieVe-How far are you willing to go?" He has taken BelieVe to some of the most prestigious conferences nationally and internationally, where he strived to impact and empower teachers, administrators, and students. He shares a more intimate experience as an immigrant/international student detailing all the hurdles/sacrifices he experienced through his educational journey. He highlights and showcases the importance of believing in your dreams, beating the odds, shifting the statistics, eliminating the labels, and disrupting the status quo. Mr. Velasquez inspires his audience to dream, to conquer, and to BelieVe.

**EMERGING SCHOLARS & EMERGING PROFESSIONALS
POSTER PRESENTATIONS**

*Monday, October 10 ~ 10:15-11:00 am
Convention Center Foyer*

Anna Ashy

Emerging Scholar
Stephen F. Austin University

Reflections on Interpretative Programs for Transformational Learning:
Kolb's Experiential Learning at Caddo Lake State Park

Cathryn Davis, Terra Newsom & Skylar Perry

Emerging Scholars
Stephen F. Austin University

Study Away with SFA: The Opportunity for Accessible Cross-Cultural Learning

Francesca Ferguson

Emerging Scholar
Sam Houston State University

Developing and Implementing Educational Games for Mobile Devices to Enhance
Student Learning Across Curriculum

Hannah Flores

Emerging Scholar
University of Texas at San Antonio

Peer Mentoring Through a Multi-Year Residency Model:
Personal Notes from Clinical Teacher Resident Perspective

Dylan Jircik

Emerging Scholar
Sam Houston State University

What Makes a DEI Advocate?

Ashlyn Lafleur

Emerging Scholar
Stephen F. Austin University

Professional Development from the National Museum of the American Indian:
Reflections Using the Five Level Evaluation Model

Teagan Mies

Emerging Scholar
Sam Houston State University

The Psychological Effects of Cyberbullying vs. Face-to-Face Bullying

Lea Moore

Emerging Scholar
Sam Houston State University

Cultural Identity and Representation in Literature

Melissa Ramirez

Emerging Professional
Texas Womans University

Empowering Teachers to Participate Meaningfully in The Admission, Review and
Dismissal (ARD) Meetings

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

Session: 2A

Room: Spring Lake C

Type of Session: Roundtable Session

Our Journey Towards National Accreditation: Lessons Learned

Veronica Estrada, University of Texas Rio Grande Valley

Alma Rodriguez, University of Texas Rio Grande Valley

Presenters will describe one EPP's journey in pursuit of national accreditation by the Council for the Accreditation of Educator Preparation (CAEP). Lessons learned leading to key elements for a successful accreditation site visit will be shared.

Certification Office Document Repository

Misti Corn, Texas A&M University

Kim Kuklies, Texas A&M University-Central Texas

This session will present the general structure of an online document repository for certification office documents for all programs to share access, use with permission, and gather input, ideas, and feedback. If there is support, we will continue to build, monitor, and support.

Common Reader Uncommon Differentiation: Creating an Inclusive Opportunity for Students to Respond to SHSU's Common Reader

Alma Contreras-Vanegas, Sam Houston State University

Jaime Duran, Sam Houston State University

Laurice Nickson, Sam Houston State University

Rebecca Wentworth, Sam Houston State University

This session will present our process of conceptualizing, presenting, and drafting a scholarship competition and a differentiated rubric regarding a differentiated scholarship competition. Topics will include the creation of the purpose, format, and rubric associated with this project. We will use the roundtable format to elicit discourse and feedback regarding our process and products.

Innovative Pedagogy in the Traditional Context of Academia: Better Together!

Kylah Clark-Goff, Howard Payne University

Innovation is critical to the future of higher education, and specifically, educator preparation. The pipeline of teachers is broken, and demand far outweighs the supply of teachers across the country. Educators often lack support, adequate compensation, or the respect that makes the profession attractive to new teachers or sustainable to veteran educators. This context necessitates that we break out of the "how we've always done it" mentality and pursue pedagogical excellence through increased innovation. Receiving and refining new ideas and inputs through collaboration is a proven means of promoting innovative practice. The purpose of this roundtable discussion is to share our questions, struggles, and successes and collaborate on current and potential transformational efforts, including course or policy redesign, field experience approaches, implementation of technologies, recruiting strategies, or other innovations that will help us all in our work in educator preparation.

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

Session: 2B

Room: Veramendi Salon A

Type of Session: Multi-Topic Session

Preparing Anti-Fragile First Year Teachers - The Why, the What, and the How: A Contemporary Capstone Course in an Online Format

Darla Baggett, LeTourneau University

When your students walk into their first classroom as the teacher, are they prepared to pull all the pieces together from your EPP curriculum? A capstone course can require them to demonstrate readiness throughout a semester-long course with specified students with identified needs. Students draw upon what they have learned in every course previously taken and are also exposed to nuances of the classroom and campus from a slightly more mature perspective. Planning and instructing in a virtual format are included with scenarios for short-term and long-term expectations. The online format has every student fully engaged in every activity.

Barriers that Obstruct the Teaching of Cultural Heritage

Pedro Garcia, Region One Education Service Center

In this session, we will consider the state requirements regarding the linguistic, cognitive, and affective needs of students. The focus will be specifically on the needs of Emergent Bilingual students in Texas. Discussions will include topics such as the standards of beauty in the world and barriers that obstruct the teaching of cultural heritage. The presentation will entertain second language acquisition methods and research-based routines for instruction in the content and cultural areas. We will drive theory on instilling confidence, self-assurance, and a positive identity with students' cultural heritages.

Session: 2C

Room: Veramendi Salon B

Type of Session: Single-Topic Session

Beyond Classrooms and Schoolyards: Empowering Educators as Advocates to Affect Change

Helen Berg, Sam Houston State University

Lory Haas, Sam Houston State University

Abbie Strunc, Sam Houston State University

Educators are tasked with teaching to develop a wide range of skills and competencies for students to be successful, productive members of society. One aspect of #Heartwork is teachers as frontline advocates for their students as they are in a unique position to identify the individual needs and support of students. The #HeartWork most teachers engage in often leaves little time for teachers to advocate for education beyond the classrooms and schoolyards. Thus, it is important to prepare preservice and in-service teachers to advocate for educational change on a broader scale by engaging the community, policymakers, and society.

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

Session: 2D

Room: Veramendi Salon C

Type of Session: **Sponsor Session**

Barrier or Bridge: Can Accreditation Support Access, Equity, and Improvement?

Linda McKee, AAQEP

Jahnette Wilson, University of Houston

Accreditation has historically posed a barrier to diversity and equity in educator preparation through reliance on measures that yield disparate outcomes and insistence on limited program models. Accreditation standards can, however, promote access and support services to marginalized communities and minoritized individuals. These AAQEP case studies illustrate this inclusive potential.

Session: 2E

Room: Veramendi Salon D

Type of Session: Multi-Topic Session

Enhancing Advocacy Efforts through Stakeholder Collaboration

Gina Anderson, Texas Woman's University

Kelsey Kling, Texas AFT

Monty Exter, ATPE

Suzanne Nesmith, Baylor University

Elizabeth Ward, Texas Wesleyan University

Stakeholders across PK-12, higher education, and educator preparation program sectors have a unique opportunity to work collaboratively to support, enhance, and promote the teaching profession through advocacy. In this session, representatives from these sectors will share the “hows” and “whys” of advocacy efforts to raise the profile of the profession throughout the educator pipeline from candidacy, preparation, induction, to career.

The ABCs of Advocacy

Christina Ellis, Safal Partners

Julie Teel-Borders, LeTourneau University

Elizabeth Ward, Texas Wesleyan University

Now more than ever, teachers and teacher educators must advocate for our profession at the local, state, and national levels. This session is designed to provide you with tools and tips to begin or enhance your own advocacy efforts and strategies to empower your students to become education advocates as well.

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

Session: 2F

Room: Veramendi Salon G

Type of Session: Single-Topic Session

Teacher Preparation for Emergent Bilingual Learners

Lidia Herrera-Rocha, University of Texas at El Paso

Erika Mein, University of Texas at El Paso

The University of Texas at El Paso College of Education has made teacher preparation for emergent bilinguals (EBs) a strategic priority, based in part on our location within a predominantly bilingual community on the US-Mexico border. In this session, we will share findings from a professional learning intervention designed to prepare teacher candidates to attend to EBs across the content areas. We will share sample professional learning materials as well as our survey instrument and observational tool for assessing teacher candidate knowledge, skills, and readiness to serve Emergent Bilingual learners.

Session: 2G

Room: Veramendi Salon H

Type of Session: Single-Topic Session

Teacher Shortage: Problem, Partnership, Progress, and Potential Research

Tam Jones, Texas A&M University-Central Texas

Jeff Kirk, Texas A&M University-Central Texas

Joseph Vasek, Texas A&M University-Central Texas

School Districts in central Texas, as well as those across the State, are experiencing extreme shortages of certified teachers. Texas A&M University-Central Texas (TAMU-CT) implemented a series of meetings with regional ISDs to gather information regarding local needs related to teacher shortages. As a result of these partner meetings, TAMU-CT and its Educator Preparation Program (EPP) was able to design and implement a “fast-track” teacher certification program to address the teacher shortages in our regional partner school districts. Follow-up survey responses provided information and opportunity for future research.

Session: 2H

Room: Veramendi Salon I

Type of Session: Single-Topic Session

Texas 2-Step Teacher Certification Program

Anica Cisneroz, Angelo State University

Scarlet Clouse, Angelo State University

Kim Livengood, Angelo State University

Successful partnerships are imperative when navigating the development of pathways for teacher certification. Prospective candidates are inundated with programs offering a quick and easy route towards certification and in some cases, the “fine print” keeps growing “finer.” At Angelo State University, the College of Education has partnered with Howard College, a local two-year community college, to develop an efficient pathway, specifically for paraprofessionals. At the heart of this program is a trusting partnership that shares mutual responsibility for the success of the teacher candidate. From recruitment to admission and test preparation to certification, communication is honest and transparent

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

between partners and teacher candidates. This shared-responsibility approach to teacher preparation and certification allows the teacher candidate to experience the ultimate continuity in programs, from community college to the four-year university to the classroom.

Session: 2I

Room: Veramendi Salon J

Type of Session: Single-Topic Session

Texas Instructional Leadership (TIL) Coaching Model to Evaluate Pre-Service Teachers

Gilbert Antunez, West Texas A&M University

Janet Flusche, West Texas A&M University

Beth Garcia, West Texas A&M University

Lisa Kennedy, West Texas A&M University

This presentation will illustrate one Educator Preparation Program’s transformational journey in providing quality written feedback to pre-service teacher candidates in their Clinical Teaching or Internship field experiences. Using the Texas Instructional Leadership Model, field supervisors are able to provide “bite-sized” coaching action steps that allow the candidate to immediately implement new strategies and master them in one week. This coaching practice allows a pre-service teacher to immediately make improvements in their teaching and exit the program as a “Day One” ready educator. Participants will be able to hear from field supervisors who have implemented this model.

Session: 2J

Room: Spring Lake Salon A

Type of Session: Single-Topic Presentations

The Role of Teacher Education in the Science of Teaching Reading

Emily Binks-Cantrell, Texas A&M University

Alida Hudson, Texas A&M University

Ramona Pittman, Texas A&M University

What teachers know (and don’t know) about evidence-based reading instruction has been a topic of study for more than 30 years. Taking lessons learned from research and practice in teacher knowledge and preparation over the last several decades, future directions and recommendations for policy and leadership in the science of teaching reading will be presented. Topics to be discussed include the role of teacher knowledge in structured literacy, areas of strength and weakness in teacher knowledge and preparation through a convergence of evidence, and future directions for teacher education and preparation programs.

BREAKOUT SESSION II
Monday, October 10, 11:15 am-12:00 pm

Session: 2K

Room: Spring Lake Salon B

Type of Session: **Invited 2021 Exemplary School Partnership Award Presentation**

Advocacy and Community Engagement: Building Partnerships with the Community for Academic Success in K-12 and Higher Education

Patsy Sosa-Sanchez

This presentation will discuss how a university partnered with the Dallas Concilio to create a partnership that allowed for academic growth in two ways: 1) embedding the ESL state standards of advocacy for undergraduate students by serving at partnering districts with the Dallas Concilio; and 2) utilization of partnering school districts to support parent workshops at the Dallas Concilio through a federal grant program, BECAS. The end results provided stronger partnerships that support parent engagement in the community, parent confidence in supporting their child's educational journey and being engaged in the community, and an understanding of advocacy in the undergraduate level for the EPP students, thus allowing them to continue their engagement in building partnerships with the community they serve as future educators.

Session: 2L

Room: Chautauqua Salon A

Type of Session: **Sponsor Session**

Recruit. Invest. Retain: Ensure Your Teachers Pass Their Tests...the First Time.

Jason, Ampel, The Learning Liaisons

One of the most stressful milestones for new teachers is passing their TExES exams. Help ensure your teachers are prepared and stay in the classroom by helping them prepare for their TExES Exams and pass on the first attempt. We are all looking for ways to address the teacher shortage. Putting our teachers in the best position to pass their various TExES Exams on the 1st attempt is a simple way to help teachers and ensure they stay in the classroom. With an average of 45% of teachers passing their exams on the 1st attempt nationwide (NCTQ, 2021), this not only adds stress to our new teachers but also risks further teacher vacancies. Join me and learn how thousands of teachers a year are passing their exams on the first attempt by gaining the knowledge, skill, and attitude they deserve on their certification journey. Provide your teachers with Texas' best test preparation solution developed by teachers who have "been in their shoes." Three lucky attendees will leave with over \$5,000 of free premium test prep on The Learning Liaisons platform.

Session: 2M

Room: Chautauqua Salon B

Type of Session: **Sponsor Session**

Fellowship from Afar: Providing Meaningful Remote Support to Educators in the Field

Jennifer Porter, OnRamps-University of Texas at Austin

Dr. Porter will discuss the way OnRamps at The University of Texas provides works with over 1200 teachers in 190+ districts across the state of Texas. This session will focus on strategies and tactics that faculty at OnRamps have used to model, train, coach, and calibrate teacher practice throughout the state without having to be physically present in classrooms. Join OnRamps' Managing Director, Dr. Jennifer Porter, as she explores the OnRamps model and the impact of virtual communities of practice across our multiple professional learning and development models.

GENERAL SESSION III

Monday, October 10 ~ 12:15-1:30 pm



Let's Do Lunch

Grab a boxed lunch in the foyer and join a discussion group for networking

TDFE
Virtual Observations

Veramendi Salon A

ADoT & TACTE
TEA on Effective Preparation Framework
Jessica McLoughlin

Spring Lake Salon A

TACO
ASEP Reporting
Mark Olofson

Veramendi Salon B

TCTCT
TEA on Testing Changes
DeMarco Pitre

Veramendi Salon C

EDICUT
Teacher Shortage: Implications of Non-Traditional Pathways to Certification

Veramendi Salon D

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

Session: 3A

Room: Veramendi Salon A

Type of Session: Single-Topic Session

The Brazos Valley Teach Program: Developing an Education and Training, Grow-Your-Own Career Pathway alongside Texas High School Partners

Christine Garcia, Texas A&M University

Valerie Hill-Jackson, Texas A&M University

Amy Jurica, Texas A&M University

Janice Meyer, Texas A&M University

If the teacher workforce is facing a vacancy crisis (Partelow, 2019), why aren't there more concerted efforts to find long-term solutions in the 'Education and Training' cluster in state-funded Career and Technical Education (CTE) programs in Texas High Schools? In a 45-minute audience-engaged presentation, attendees will (1) review education and training courses as a teacher career pathway, (2) examine Brazos Valley Teach's 8-component grow-your-own high school academy model for developing an education and training career pathway, (3) understand why developing long-term teacher recruitment strategies alongside high school partners matter.

Session: 3B

Room: Veramendi Salon B

Type of Session: Single-Topic Session

A Seat at the Table: Engaging Community College Partners

Jeffrey Herr, Tarrant County College

Shereah Taylor-Love, Tarrant County College

This session highlights the efforts of Tarrant County College (TCC) in engaging K-12, university, and industry partners, to create a variety of pipelines and pathways for educator training. During this session, we will share the experience of TCC's Teacher Education Program as we worked to create intentional partnerships, as well as focused on the various students' needs when selecting an Educator Preparation Program for degree completion and certification.

Session: 3C

Room: Veramendi Salon C

Type of Session: Single-Topic Session

Alignment of the Revised CAEP Standards to Address Preparation Gaps and Improve P-12 Outcomes

Dustin Hebert, Sam Houston State University

Malina Monaco, CAEP

This presentation, aligned to the policy/leadership strand, will include a detailed discussion of key revisions to the CAEP standards and how a stakeholder-focused model guided the process. In addition, the planning and action steps needed to leverage the CAEP accreditation process by EPPs to address preparation gaps and improve P-12 instruction and outcomes will be addressed. EPP members will co-present their experiences and provide examples.

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

Session: 3D

Room: Veramendi Salon D

Type of Session: Single-Topic Session

ASEP Reporting - What One University-Based EPP did to Improve the Process

Thom Edwards, Baylor University

Sandra Parnell, Baylor University

Baylor University moved from paper-based to electronic data gathering for certification candidates five years ago with the implementation of Watermark Tk20. Tk20 is a web-based program that allows us to design our forms and decide what we would like housed in this system. We started small and have now moved to have almost all paperwork for EPP candidates housed in this system. Everything from time logs to recommendations by the field supervisor and cooperating teacher is housed in this system.

Session: 3E

Room: Veramendi Salon G

Type of Session: Single-Topic Session

Avoiding Complacent Compliance: How an Educator Preparation Program Leadership Team Leveraged High-Yield Strategies and Moved the Accountability Needle from Probationary Status to Re-Accreditation in Less than a Year

Crystal Gardner, Houston Community College

This session will discuss how an Educator Preparation Program's leadership worked with their institutional Workforce, Accreditation, and Licensure team to redevelop programming and move towards re-accreditation in less than a year. How does such a transition take place during the COVID-19 pandemic with an all-new leadership team in place?

Join the discussion as we chronicle the turnaround and transition of a newly staffed EPP facing non-reaccreditation. This session will break down the pitfalls, action steps, and preventative measures taken to move from probationary status, in addition to providing strategies and ideas to avoid a less than desirable audit.

Session: 3F

Room: Veramendi Salon H

Type of Session: Multi-Topic Session

Beyond the Novice Teacher: Exploring the Complexities of Re-entering, Stop-out, Promotion, Reassignment, and Retirement related to Teacher Vacancies

Jeremy Landa, Texas Education Agency

Toni Templeton, University of Houston Educational Research Center

Amid considerations of teacher vacancies, discussions of teacher pathways have been limited to considering the placement of new teachers from Educator Preparation Programs and the attrition of teachers into other fields. However, concurrent research conducted independently by the Texas Education Agency and the University of Houston ERC has identified emerging trends in teacher placement and attrition that suggest the necessary expansion of pathway discussion to include classroom teachers returning to teach (i.e., re-entering after stop-out and reassignment from another position) and additional factors that contribute to the attrition of classroom teachers (i.e., promotion, reassignment, and retirement).

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

Making the Case for Pre-Service Teachers to Learn how to Conduct Functional Behavior Assessments to Address Challenging Behavior in the Classroom

Andria Young, University of Houston-Victoria

Teachers who completed a course covering functional behavior assessment (FBA) were surveyed to determine how they used their knowledge of functions of behavior, functional behavior assessments, and function-based intervention in their classroom after completing the class. Half the teachers queried used formal FBA procedures to contribute to an IEP and classroom management, and nearly all the teachers used their knowledge of FBA to informally observe behavior to determine the function of the challenging behavior prior to intervening. Implications for pre-service teacher education and in-service training are discussed.

Session: 3G

Room: Spring Lake Salon C

Type of Session: Roundtable Session

Laying out the Virtual Welcome MAT: Program Redesign of a Master of Arts in Teaching (MAT) to Focus on Virtual Teaching and Learning

Betty Coneway, West Texas A&M University

Crystal Hughes, West Texas A&M University

Russell Miller, West Texas A&M University

An existing Master of Arts in Teaching program at a regional university is undergoing a redesign. This redesign focuses on changing the existing curriculum from a traditional elective-based idea to a more intense and narrow focus for virtual teaching and learning.

Sharing the Stories: The Real-Life Stories That Will Uplift our Teachers and Our Profession Once Again

Neva Cramer, Schreiner University

Meaning work and purposeful lives in a changing global society ... this is the goal we strive for as faculty and strive to help our students to attain through their preparation to become professional educators. However, we are not sharing the stories and recognizing this most valued of all teacher qualities. Perhaps the teacher shortage would be less dire if we once again uplifted and supported our teachers through authentic and holistic stories of success, not just test scores and data.

Strengthening a University-Based Alternative Teacher Certification Program: Problems and Solutions

Amy Barnhill, University of Houston-Victoria

Mary Lasater, University of Houston-Victoria

Liping Wei, University of Houston-Victoria

The VOICE program at the University of Houston-Victoria is for those who already have a bachelor's degree and wish to become certified teachers in Texas. In response to the recent changes by TEA to the certification requirements and a critical teacher shortage challenging the state, we have mapped out four areas we want to enhance our program: (a) innovative program recruitment, (b) increased program retention, (c) robust support system, and (d) systematic program evaluation. We will share what we do and what our work plans are, in hopes of strengthening our educator preparation pipeline to help Texas produce more effective teachers.

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

The Value of Building Collaboration with Deans and Directors of Educator Preparation Programs (EPPs) Across Colleges and Universities in Texas; the Ebb and Flow of Mentoring Roles

Amber Daub, East Texas Baptist University

Sarah Hartman, Wayland Baptist University

Gae Lyn McInroe, McMurry University

One of the varied roles of a college/university Education Dean is to serve as a mentor for teacher candidates, faculty, staff, community partners, etc. The mentoring role can take on many forms and have multiple layers depending on years of service, program dynamics, data, financial needs, etc. This roundtable discussion will focus on how mentoring relationships between deans/directors begin, develop, and flourish across EPPs in Texas. Through this dialogue, participants will also understand the importance of the mentoring relationship related to Academic Program Reviews, educational curriculum pilots, grant writing and implementation, etc. Whether you are an experienced or new Dean/Director of an EPP in Texas, your presence and participation are welcome as we seek further guidance on capacity building in the successful leadership of our Texas EPPs!

Building a Culture of Support from Orientation to Implementation

Helen Berg, Sam Houston State University

Robin Johnson, Texas A&M University-Corpus Christi

Sarah Schmaltz Saltmarsh, Texas Tech University

Lynda Scott, Texas Tech University

Sharon Vasser Darling, University of Texas Permian Basin

Teacher induction has long been a focus for school districts across the country. The notion that, due to the complexity of the profession and the lack of clinically based preparation programs, new teachers are entering classrooms without the necessary knowledge and skills to be successful. There is also the belief that a large portion of these skills is better acquired “on the job.” In this presentation, three university-based educator preparation programs and their local school districts share how they utilized the research on induction and ongoing support to ensure every novice teacher entering their community classrooms was effectively prepared.

Session: 3H

Room: Veramendi Salon I

Type of Session: Single-Topic Session

Making the Most of the Performance Assessment for School Leaders

Lori Einfalt, Concordia University

Mary Kimmins, Concordia University

How can EPP programs make the most of the PASL Tasks to develop capacity and strengthen leadership abilities in aspiring campus leaders? Concordia University instructors will share their PASL Preparation Guide written from the experience of working with principal preparation candidates to do just that—make the most of the PASL! This new resource focuses on guiding candidates in the early conceptual phase of planning substantive PASL projects. Identifying tasks that will be meaningful and make a difference while promoting skill building is the focus of the PASL Preparation Guide, and successful completion of the performance tasks is the goal!

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

Session: 3I

Room: Veramendi Salon J

Type of Session: Single-Topic Session

Mapping Improvement at the Speed of GPS

Eunji Cho, Texas A&M University-Texarkana

Sara Lawrence, Texas A&M University-Texarkana

Like those of us nostalgic for maps from long-ago road trips, many EPPs continue to rely on lagging indicators including test scores and enrollment data that provide little direction toward aims for improvement. However, improvement science offers the ease and speed of practical measures and leading indicators to streamline processes and collect relevant data for growth. While a work in progress, participants will learn processes, challenges, and successes in leading an EPP to, metaphorically, ditch our outdated maps for GPS technology using improvement science for continuous improvement.

Session: 3J

Room: Chautauqua Salon A

Type of Session: Multi-Topic Presentations

Matters of the Heart - Supporting from the Office to the Classroom

Stephanie Atchley, Tarleton State University

Sharonda Pruitt, Texas A&M University-Commerce

Sharon Ross, Texas A&M University-Commerce

Our job as leaders is to inspire hope through challenging times and to let people know that we will not just survive but can and will survive (Jill Siler, 2020). As faculty, we inspire that hope in classroom teachers from the practitioner's work of the aspiring superintendents and principals. Practical applications from lessons shared will be highlighted in this session as supporting factors to uplift educators. Participants will leave with ideas to implement immediately in their programs.

Session: 3K

Room: Chautauqua Salon B

Type of Session: Single-Topic Session

Online Learning for Special Education Transition Through Technology Integration Application and Reflection Activities (TIARAs)

Leena Landmark, Sam Houston State University

Federal and state laws mandate transition planning for students with disabilities. This presentation provides an example of how to prepare educators for transition planning in online courses through the use of Technology Integration Application and Reflection Activities (TIARAs). TIARAs use free technologies and applications that allow students to demonstrate their learning while also learning how to use the technology or application. Although many of our students are digital natives, that doesn't mean they know how to use many of the technologies and applications available. Indeed, the International Society for Technology in Education has competency-based standards for using technology. Bring your computer, tablet, or smartphone to this session to learn how to use technologies and applications for increasing motivation and active learning.

BREAKOUT SESSION III

Monday, October 10, 1:45 pm-2:30 pm

Session: 3L

Room: Spring Lake Salon A

Type of Session: Single-Topic Session

Pre-Service Teachers' and School Students' Perception of Developing Educational Apps for Teaching and Learning

Marissa Holbrook, Sam Houston State University

Andrey Koptelov, Sam Houston State University

Lada Koptelova, Carl Wunsche Sr. High School

Nearly everyone prefers to use their smartphone daily. Why not use a student's interest in smartphones to create applications to service their educational needs? We provide an opportunity for pre-service teachers to learn concepts of developing educational applications for smartphones without advanced knowledge of coding. Teachers can create apps focused on the most challenging course objectives. Students can also create an application with the guidance and support of their teacher that allows the student to study through this process instead of constantly using worksheets. We collected data and learned about pre-service teachers' and high school students' perceptions of this approach.

Session: 3M

Room: Spring Lake Salon B

Type of Session: Single-Topic Session

Is This Censorship? A Critical Discourse Analysis of H.B. 3979 and S.B. 3

Amber Goodwin, Sam Houston State University

Abbie Strunc, Sam Houston State University

The 87th Session of the Texas Legislature heavily featured educational policies. Much of this work focused on the idea of COVID-19 learning loss and the ways in which schools could or should account for and make up for the learning losses experienced during a global pandemic. At the same time, the Texas legislature, in both the House and the Senate, took up issues of critical race theory and how best to prevent this concept from being taught in K-12 public schools across Texas. Texas House Bill 3979 and Senate Bill 3 were both deemed "critical race theory" bills in the media while neither bill explicitly refers to critical race theory, both outline criteria for teachers and administrators in Texas as to how social studies curricula can be taught. This roundtable session invites attendees to consider and discuss the far-reaching implications of this legislation for Texas and other states across the U.S.: is this censorship?

BREAKOUT SESSION IV
Monday, October 10, 2:45-3:30 pm

Session: 4A

Room: Veramendi Salon A

Type of Session: Multi-Topic Session

An Inclusive Approach to Recruit and Prepare STEM Teachers for Urban Schools: A Noyce Capacity Building Project

Shereah Taylor-Love, Tarrant County College

Elizabeth Ward, Texas Wesleyan University

The need for well-prepared STEM teachers is especially acute in high-poverty urban schools (Sutcher, 2016), a fact confirmed in these schools by the large number of teachers who leave the profession each year (Westervelt, 2016). Texas Wesleyan University and Tarrant County College proposed a Noyce Capacity Building project to deliver a wide spectrum of impacts in the community. This project is situated within one of the poorest zip codes in Texas and seeks to improve the level of STEM educational offerings for students while increasing the number of highly qualified STEM teachers in high-need public schools. Specifically, this project focuses on expanding critical partnerships with universities, community colleges, high-need public school districts, and community-based outreach projects, all focused on improving STEM education and educator development.

Using the ATE Clinical Experience Standards' Continuum to Improve Your Programs

Elizabeth Ward, Texas Wesleyan University

This session focuses on the newly developed continuum for the revised Association of Teacher Educators (ATE) Clinical Experience Standards and how it can be used to improve your clinical experience program. The session will provide an overview of the standards and time for audience members to review and discuss how they might use the standards in their EPP.

Session: 4B

Room: Veramendi Salon B

Type of Session: Multi-Topic Session

Resurrecting the ACP: Answering a District's Call for Teachers

Shelley Harris, Texas A&M University-Central Texas

Chelsea Warnar, Texas A&M University-Central Texas

This presentation addresses the need to develop short-term solutions to fill the classroom with capable, prepared teacher candidates during today's teacher shortage. Participants will engage in a discussion of current and proposed future practices and how these decisions will impact educator preparation programs.

The second presentation of this multi-topic session has been moved to 5F.

BREAKOUT SESSION IV
Monday, October 10, 2:45-3:30 pm

Session: 4C

Room: Veramendi Salon C

Type of Session: Single-Topic Session

One University's Curriculum Improvement Journey for Excellence in Teacher Preparation

Kelly Cordray, Texas A&M University-Texarkana

Aaron Marvel, Texas A&M University-Texarkana

Mary Beth Womack, Texas A&M University-Texarkana

Continuous curriculum improvement in a teacher preparation program begins with a clear vision, goals, and faculty commitment. After a data-driven inspection process, we strategically and systematically worked to build a better Teacher Prep Program. This presentation is one university's journey in the process of continuous improvement. Specifically, we will discuss the use of practice-based rehearsals and high-leverage practices throughout the Teacher Prep Program and the impact it has had on outcomes, the learning that occurred, and the challenges we faced along the way.

Session: 4D

Room: Veramendi Salon D

Type of Session: Single-Topic Session

Paid Year-Long Residency: A Shared Responsibility

Helen Berg, Sam Houston State University

Stacey Edmonson, Sam Houston State University

Susan Harte, Sam Houston State University

Abbie Strunc, Sam Houston State University

In this session, we will provide an overview of an Educator preparation program's journey for implementation of paid yearlong residency. This will include how this YLR program is learning how to navigate evolving challenges, successes, and student advocacy. Participants will engage in small group guided discussions related to paid YLR scaling and collaborations.

Session: 4E

Room: Veramendi Salon G

Type of Session: Single-Topic Session

Measuring Clinical Practice: Description of the Process and Product of Observation Instrument Development

Misti Corn, Texas A&M University

Shaun Hutchins, Texas A&M University

Andrew Kwok, Texas A&M University

Monica Neshyba, Texas A&M University

An audit of the college's teacher preparation programs provided recommendations to improve the clinical teaching experience. The current proposal describes efforts to develop a common observation instrument. A multidisciplinary committee developed the instrument through a process of consensus. Surveys and focus groups were used to strategically gather input from university supervisors on the validity of the products of consensus. The process yielded a clinical observation instrument inclusive of 20 essential clinical teaching behaviors and practices. Each behavior includes a 4-point scale and behavioral descriptions for each scale value, thus defining what is observed along each behavioral continuum.

BREAKOUT SESSION IV
Monday, October 10, 2:45-3:30 pm

Session: 4F

Room: Veramendi Salon H

Type of Session: Single-Topic Session

Lessons Learned from Switching to Online Learning: Creating Supportive Conditions for Teachers

Alejandro Garcia, University of Texas Rio Grande Valley

Velma Menchaca, University of Texas Rio Grande Valley

Teachers and administrators faced first-time challenges dealing with COVID-19, which brought forth a crisis that had not been experienced in over 100 years with the N1H1 virus, also known as the Spanish flu (CDC, 2019). As districts began to strategize how to ensure that instruction would continue despite the many challenges, they tackled each challenge as it came. Marshall, Shannon, and Love (2020) found that many teachers had not taught online before, and few had received any training from their campuses or districts. Saad and Sankaran (2020) found that not all teachers felt comfortable with using technology and, more specifically, teaching lessons online. The purpose of this study is to discuss lessons learned and best practices from switching to online learning, which supports effective instruction.

Session: 4G

Room: Veramendi Salon I

Type of Session: Single-Topic Session

The Texas Association of Future Educators (TAFE) Collegiate Chapters: Toward an Equitable, Sustainable, and Scalable Framework

Valerie Hill-Jackson, Texas A&M University

Seth Sampson, Texas A&M University International

The Texas Association of Future Educators (TAFE) is a student-led organization that provides holistic preparedness that high school students need to be socialized in the profession. The co-presenters query: What are the values of TAFE high school and collegiate chapters in a climate of statewide and national teacher shortages? In a single-topic presentation, the co-presenters will (1) review the objectives and outcomes of the TAFE secondary (high school) and postsecondary (collegiate) programs; (2) compare and contrast the roles and outcomes of current organizations for education students at the collegiate level; (3) propose the need for an equitable, sustainable, and scalable TAFE collegiate model; and (4) articulate the steps to cultivating collaborative relationships with existing high school TAFE Chapters and the feeder post-secondary institutions for which education students enroll.

Session: 4H

Room: Veramendi Salon J

Type of Session: Single-Topic Session

El Paso Community of Practice: Lessons Learned in 4 Years of Implementation

Christina Ellis

Amy O'Rourke

Stephanie Otero

The El Paso Teacher Preparation Community of Practice, collectively recognizing that there were significant challenges in recruiting, preparing, and retaining highly effective teachers, set a goal that by 2030, 100% of new teachers hired by districts would be trained in sustainable, high-quality programs, and all regional districts would have recruitment

BREAKOUT SESSION IV
Monday, October 10, 2:45-3:30 pm

pathways and effective mentorship and retention strategies to ensure a pipeline that gives every student access to a great teacher. After defining the full teacher pipeline continuum, the institutional infrastructure in place, and the challenges that exist, the CoP identified and implemented high-leverage initiatives to transform the pipeline.

Session: 4I

Room: Chautauqua Salon A

Type of Session: Single-Topic Session

Incorporating Self-Care into Teacher Preparation

Anne Douglas-Rowald, Innovation Center 4 Educator Preparation

Michele Salinas, Education Service Center Region 20 Teacher Orientation and Preparation Program

Michael Vrzalik, Education Service Center Region 20 Teacher Orientation and Preparation Program

When you think about things you learned growing up, methods of self-care might not be on the list. Teachers report stress as the number one reason they quit their jobs, outranking low pay. During 21-22 ESC, Region 20's Teacher Orientation and Preparation Program (TOPP), instructors dedicated 20 minutes each month over eight months to provide strategies for self-care focusing on five areas: eating, hydrating, sleeping, moving, and relaxing. Learn the content and strategies shared with the teachers that helped them feel more confident in taking care of themselves, reducing their stress, and intended to promote their retention in the teaching profession.

Session: 4J

Room: Chautauqua Salon B

Type of Session: Single-Topic Session

Monitoring Placement & Employment in Power BI

Michael Vriesenga, University of Texas at San Antonio

This session will demonstrate how to use publicly available data sets and Power BI to display the campus placement and characteristics for field experience, clinical teaching, and employment.

Session: 4K

Room: Spring Lake Salon C

Type of Session: **Sponsor Session**

TEXES Prep: Guaranteed and Meeting Your Program's Needs

Nacole Whittington, 240Tutoring

240 Tutoring offers comprehensive digital study guides guaranteed to prepare your students for success on their TEXES Exams. This year our team has focused on leveraging the valuable feedback from our customers and EPP partners to enhance our resources and offerings. Join us as we introduce the exciting new features and updates our team is developing to support your students and program.

BREAKOUT SESSION IV
Monday, October 10, 2:45-3:30 pm

Session: 4L

Room: Spring Lake Salon A

Type of Session: Multi-Topic Session

Pre-Service Teachers: Preparation for School Violence and Active Shooter Situations

Teri Bingham, West Texas A&M University

Beth Garcia, West Texas A&M University

This mixed-methods study includes surveys and interviews of pre-service teachers' beliefs of preparedness for responding to school violence, as well as the expectation of whether these risks would ever happen to them. The presentation will highlight one EPP's pre-service teacher training concerning school violence which involved verbal judo, lockdowns, weapons in the classroom, active shooting incidents, and viewing a staged high school shooting incident. A sequential analysis of the data indicated pre-service teachers perceived that they were underprepared for acts of school violence and were extremely concerned about this possibility before training was provided in their clinical teaching seminar.

The second presentation of this multi-topic session has been canceled.

Session: 4M

Room: Spring Lake Salon B

Type of Session: **Sponsor Session**

Do More With Less: Improve Student Outcomes While Saving Time and Budget

Marv Meneeley, GoReact

Teacher educators are often asked—and expected—to do more with less. That means figuring out how to improve student readiness while juggling the realities of limited resources. In this presentation, you'll learn about force multipliers that can help you save time and budget, even as you increase professional practice for your students.

BREAKOUT SESSION V
Monday, October 10, 3:45-4:30 pm

Session: 5A

Room: Veramendi Salon A

Type of Session: Multi-Topic Session

Peer Mentoring: Leveraging Faculty Expertise to Onboard and Develop Site Coordinators?

Helen Berg, Sam Houston State University

Susan Harte, Sam Houston State University

Daphne Johnson, Sam Houston State University

Michelle Parker, Sam Houston State University

Valeece Simmons-Davis, Sam Houston State University

In this session, participants will learn how site coordinators at one university collaborate and share expertise to develop teacher candidates in a yearlong residency. The discussion will include information about onboarding new site coordinators as well as developing and sustaining existing site coordinators.

The second presentation of this multi-topic session has been canceled.

Session: 5B

Room: Veramendi Salon B

Type of Session: **TEA Session**

Effective Preparation Framework

Jessica McCoughlin, Texas Education Agency

Session: 5C

Room: Veramendi Salon C

Type of Session: Single-Topic Session

Establishing Relationships and Changing Mindsets

Melba Muniz-Foster, Texas A&M University-Texarkana

Deborah Shidmantle, Texas A&M University-Texarkana

Even with honorable intentions, at times, teachers and teacher candidates unexpectedly find themselves unfairly imparting judgment on students and families, thereby contributing to inequities limiting student achievement. To avoid biases, A&M-Texarkana faculty made a clear commitment to diversity, equity, and inclusion (DEI) by integrating equity-minded instruction and strategies throughout the EPP. Through continuous improvement efforts, faculty regularly share growth and processes as they integrate practice-based and equity-minded instructional practices in courses and clinical practice. As a work in progress, we will candidly describe growing pains and paradigm shifts that have occurred. More importantly, we will share how our work has positively impacted our students, particularly in building meaningful relationships. Syllabi, activities, and processes will be shared with participants.

BREAKOUT SESSION V
Monday, October 10, 3:45-4:30 pm

Session: 5D

Room: Veramendi Salon D

Type of Session: Single-Topic Session

Higher Education Data Boot Camps: One Educator Preparation Program's Vision for Creating Collaborative Data Faculty Meetings for Continual Improvement

Amy Clifton, West Texas A&M University

Jennifer Denham, West Texas A&M University

Beth Garcia, West Texas A&M University

Presenters utilized a historical study to analyze pre-service teacher candidate practice certification exam data from 2018 to 2021. The presenters included the pedagogy and professional responsibilities (PPR) exam and 25 content area exams needed for Texas teacher certification requirements. Their objectives were to identify specific competency strengths and weaknesses and facilitate a data-sharing discussion to support faculty in the planning and instruction of coursework. By examining the Educator Preparation Program's (EPP) testing policies, presenters validated candidate progression to the official TExES certification exam. New processes and data delivery timelines for continual improvement were established. This created Data Boot Camps.

Session: 5E

Room: Veramendi Salon G

Type of Session: Single-Topic Session

I've Got Data! Now What? How to use Assessment Data to Improve Teacher Preparation

Elizabeth Garcia, Tarleton State University

Christy Reed, Tarleton State University

Crystal Rose, Tarleton State University

Teacher Education Programs are often rich in data. Before working with US PREP, Tarleton State University collected a slew of data that we could not utilize or even view! We had some work to do. How do we know we are collecting meaningful data, and how do we ensure that we are using the data in the best way possible to inform continuous improvement in teacher preparation? This session explores how TSU approached these questions and transformed its program to access, analyze, and regularly use assessment data to improve teacher preparation and ensure all teacher residents are day one ready to teach all students.

Session: 5F

Room: Veramendi Salon H

Type of Session: Multi-Topic Session

UIW Teacher Network: Induction Support for Novice Teachers

Elda Martinez, University of the Incarnate Word

Denise Staudt, University of the Incarnate Word

The UIW Teacher Network was established in 2012 to provide program graduates with high-quality induction support as they transition into the teaching profession. The Network offers on-site and remote support to address the multitude of teacher responsibilities with a focus on teachers in their first three years of teaching. In 2022, the program has been redesigned to incorporate what we have learned in the ten years of supporting our graduates while adding facets of current

BREAKOUT SESSION V
Monday, October 10, 3:45-4:30 pm

teacher needs and research. This presentation will share findings from the first decade and the reconceptualized design for continued induction support for novice teachers.

The second presentation of this multi-topic session has been canceled.

Session: 5G

Room: Veramendi Salon I
Type of Session: Single-Topic Session

Learning by Scientific Design: Using a Cognitive Science Approach to Transform and "Uplift" Teacher Candidates' Thinking About Teaching and Learning

Andrea Foster, Sam Houston State University
Kristi Martin, Sam Houston State University

Learning by Scientific Design (LbSD) is a Deans for Impact initiative designed to improve teacher candidates' thinking about teaching and children's learning. LbSD emphasizes a cognitive science approach to prepare future teachers with a deeper and more robust understanding of how students learn so they can make instructional decisions that lead to deeper and more equitable learning for generations of PK-12 students. This study examines the impact on teacher candidates' thinking and practices after experiencing learning science principles and teacher actions in their Fall 2021 - Spring 2022 methods courses. Assessment data show a significant impact on teacher candidates' thinking and practice.

Session: 5H

Room: Veramendi Salon J
Type of Session: Single-Topic Session

Online Curriculum Best Practices

Lucila Gutierrez, ACT-RGV
Priscilla Salinas, ACT-RGV

The purpose of this session is to share best practices in one EPP's online curriculum. These best practices led to the EPP's online curriculum to receive QM (Quality Matters) certification. Lessons learned will be shared with participants related to ensuring success in the eight QM standards.

BREAKOUT SESSION V
Monday, October 10, 3:45-4:30 pm

Session: 5I

Room: Chautauqua Salon A

Type of Session: **Sponsor Session**

Pearson Updates: Texas Educator Certification Exam Development and Texas' edTPA Pilot

Madison Cooper, Pearson

Mora Pressley, Pearson

Join representatives from Pearson for an update on the Texas Educator Certification Examination Program. We will review high-level exam development milestones from 2021-22, share updates on plans for future development, and provide details on the range of supports and services available to programs that have chosen to continue using edTPA during the 2022-23 academic year. Time will be reserved for questions and answers.

Session: 5J

Room: Chautauqua Salon B

Type of Session: Single-Topic Session

Registered Apprenticeship Programs and Teacher Residencies: Building Shared Understandings Between Workforce Development and Education

Shelley Diviney, Brazosport College

Rebecca Hampton, Inspire Texas

Kristi Kirschner, Brazosport ISD

The recent approval of teaching as an apprentice field through the U.S. Department of Labor has created unprecedented opportunities to shift teacher preparation norms across the nation. Registered Apprenticeship Programs (RAPs)—federally recognized, high-quality career pathways that offer paid on-the-job training with linked coursework, culminating in credentials for practice—provide financial support for aspirants in their chosen fields. Our partnership has allowed us to Register our Apprenticeship with the Department of Labor and reimagine teacher preparation pathways.

Session: 5K

Room: Spring Lake Salon A

Type of Session: Single-Topic Session

Strong Ecosystems = Student Success

Eddie Henderson, West Texas A&M University

Kimberly McLeod, Texas A&M University-Commerce

David Scott, Texas A&M University-Corpus Christi

Michele Skinner, The Texas A&M University System

Continuous improvement plans have evolved into countless partnerships with our universities, including not only school districts but also region service centers, the Texas Education Agency, The Higher Education Coordinating Board, Charles Butt Foundation, West Ed, Teaching Works, US Prep, Branch Alliance, Texas Association of Future Educators, and Educator's Rising. These collaborations have turned into a full ecosystem of educators whom all have the same goal – student success. This panel will share how they have moved their “handshakes to huddles” with their partners and how it has improved their educator preparation programs.

BREAKOUT SESSION V
Monday, October 10, 3:45-4:30 pm

Session: 5L

Room: Spring Lake Salon B

Type of Session: Single-Topic Session

Student Teachers...Missing Voices in Knowledge from Practice

Elise Pluff, Southwest Elementary School, Belton

Garrett Smith, University of Mary Hardin-Baylor

Marlene Zipperlen, University of Mary Hardin-Baylor

Student Teachers...Missing Voices in Knowledge from Practice

In this presentation, the action research involves student teachers and their university supervisors. Explored were the lived experiences of student teachers in their last semester through reflective responses and practitioner inquiry. There were three cohorts numbering 70 students. The action research examined the student teachers' reflections over five questions as they neared the end of the student teaching experience. The findings based on the reflections from my students had three common themes: their student teaching experience far exceeded their expectations in a positive way, classroom management has a powerful influence over the learning environment, and growth as a first-year teacher centered on their own students and the importance of providing a perfect environment where their students can learn and thrive. The conclusion is a success: voices speaking of knowledge because of collaboration and reflection opportunities.

BREAKOUT SESSION VI
Tuesday, October 11, 8:00-8:45 am

Session: 6A

Room: Veramendi Salon A

Type of Session: Single-Topic Session

Presentation Pending

Session: 6B

Room: Veramendi Salon B

Type of Session: Single-Topic Session

Using High-Quality Math Curriculum to Prepare Pre-Service Teachers for Field Experiences and the State Exam

Criselda Garcia, The University of Texas Rio Grande Valley

A university-district partnership was formed to explore the use of a high-quality district math curriculum in preparation for a special field experiences project for a small group of pre-service teachers enrolled in a math methods course in an elementary teacher preparation program. Situated in a low-income Latina/o community, the project resulted in significant benefits as perceived by pre-service teachers, including an increase in math knowledge and self-efficacy in teaching math along with confidence in preparation of the math content for the state certification exam.

Session: 6C

Room: Veramendi Salon C

Type of Session: Single-Topic Session

Culturally Responsive Literacy Intervention Approaches for Diverse Learners

Jennifer Miller, Sul Ross State University

Makerspaces learning environments engage participants in hands-on approaches and can serve to facilitate multisensory experiences to meet the needs of diverse learners as well as struggling readers. Activities and outcomes incorporating a makerspace project-based learning process are described to assist with developing early literacy skill sets for struggling readers and English language learners including oral language, phonemic and phonological awareness, orthographic knowledge, fluency, vocabulary, comprehension, and composition in primary environments. The intent of this resource is to provide a platform in which teachers can build confidence in designing multisensory lessons that incorporate both a low-tech and high-tech approach into practice.

BREAKOUT SESSION VI
Tuesday, October 11, 8:00-8:45 am

Session: 6D

Room: Veramendi Salon D

Type of Session: Single-Topic Session

Engagements Activities Addressing the Needs of Today's Students- Gen Z

Pedro Garcia, Region One Education Service Center

Join this session for practical and interactive routines that you will be able to implement in your classroom immediately. In this session, we will consider the factors surrounding today's students: the pandemic, global warming, human rights, social pressures, etc. Discussions will include ideas and activities in getting to know students' interests, backgrounds, and motivations. Participants will view a quick analysis of Subsection BB of 19 Chapter 89 TAC on Bilingual/ESL program content and design requirements regarding the cognitive needs of Emergent Bilingual students. The focus will be specifically on the needs of Emergent Bilingual students in Texas. The facilitator will model pragmatic engagement activities from research-based sources.

Session: 6E

Room: Veramendi Salon G

Type of Session: Single-Topic Session

STR: Teaching Beyond the Test

Chanelle Maynard, Schreiner University

Faculty in Educator Preparation Programs are tasked with maintaining a balance between test preparation and modeling the best practices in instruction. The Science of Teaching Reading (STR) #293 exam has presented this challenge; how to prepare students adequately while teaching "beyond the test". Two models of preparation are explored in the session; one features a stand-alone preparation course, and the other explores integrating the preparation across reading classes. The benefits and limitations of both are discussed based on student feedback and performance and as well as the presenter's reflection on the STR journey.

Session: 6F

Room: Veramendi Salon H

Type of Session: Multi-Topic Session

Leading Transformation to a Yearlong Residency

Laura Brule, Tarleton State University

Christy Reed, Tarleton State University

Chris Sloan, Tarleton State University

Transforming a traditional single-semester clinical teaching experience to a yearlong residency is a daunting and rigorous endeavor. With the guidance of US PREP, Tarleton State University's College of Education transformed its entire educator preparation program into a yearlong residency in just two years. This session will cover the US PREP model, steps involved in transformation, and tips for EPP leaders to help ensure a successful transformation. LEA administrators will benefit from this session, as the establishment of mutually beneficial partnerships and effective program governance will be discussed. Leaders considering a yearlong residency won't want to miss this session.

BREAKOUT SESSION VI
Tuesday, October 11, 8:00-8:45 am

Maximizing the Residency Experience by Developing Cooperating Teachers

Laura Brule, Tarleton State University

Nicole Mishnick, Tarleton State University

Crystal Rose, Tarleton State University

Cooperating Teachers play a significant role in shaping the knowledge and practices of Teacher Candidates during their clinical experience. How do Teacher Education Programs maximize the valuable resource they have in Cooperating Teachers to ensure Teacher Candidates have a high-quality residency experience? This session provides insight into how Tarleton State University partnered with several school districts to agree upon processes for recruiting, selecting, training, and supporting high-quality Cooperating Teachers for their year-long teacher residency program.

Session: 6G

Room: San Marcos River Room

Type of Session: Roundtable Session

Impact on Teacher Educator Practice and Curriculum Revision as a result of Faculty Engagement in Clinical Experiences

Diane Miller, University of Houston Downtown

Lynda Scott, University of Houston Downtown

Jahnette Wilson, University of Houston Downtown

While it is well acknowledged that teacher educators play a critical role in the development of novice teachers, the renewed focus on clinical frameworks has foregrounded the expectations of field experience and district expectations for university faculty as they work to revise curriculum to better prepare future teachers. Department leaders incorporate faculty expertise, required elements (such as state assessment instruments), and purposeful interactions to create a more authentic approach to teacher preparation.

Traditional and Alternative Pathways to Becoming a Teacher

Beverly Sande, Prairie View A&M University

In a CBF poll of teachers last year, 68% said they seriously considered leaving the profession in 2021 (Texas Tribune, 2022). Numerous school districts are struggling to fill their classrooms with teachers. With the current teacher shortage in Texas, many TPPS are finding creative pathways for recruiting, retaining and graduating future teachers. These SMART approaches are meant to increase the number of teachers in our classrooms. During this presentation, attendees will listen to some of the SMART approaches one institution uses to increase the number of certified teachers in Texas.

Advancing Teacher Education: Residency in Partnership

Tomasina Montana, Edgewood Independent School District

Lucinda Sohn, University of Texas at San Antonio

School Districts across Texas were awarded Texas Covid-19 Learning Acceleration Supports funding. Educator Preparation Programs partner with School Districts to design and implement yearlong teacher residencies. Edgewood ISD and UTSA Educator Preparation Program present an overview of the process, discussing challenges and celebrations. Join us in this session as we share insight about selecting residents and bringing them onto campuses. We will talk about the resources needed to ready the residents to enter the classroom and the logistics of paying the residents. Participants will walk away with tips about setting goals and expectations for managing residency programs through the academic year.



Fall 2022 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION VI Tuesday, October 11, 8:00-8:45 am

Impact on Teacher Educator Practice and Curriculum Revision as a result of Faculty Engagement in Clinical Experiences

Ronald Beebe, University of Houston Downtown

Kasi Bundoc, University of Houston Downtown

While it is well acknowledged that teacher educators play a critical role in the development of novice teachers, the renewed focus on clinical frameworks has foregrounded the expectations of field experience and district expectations for university faculty as they work to revise curriculum to better prepare future teachers. Department leaders incorporate faculty expertise, required elements (such as state assessment instruments), and purposeful interactions to create a more authentic approach to teacher preparation.

BREAKOUT SESSION VII
Tuesday, October 11, 9:00-9:45 am

Session: 7A

Room: Veramendi Salon A

Type of Session: Single-Topic Session

Strengthening the STEM Preparation of Teacher Candidates Using NASA Online Resources

Leslie Huling, Texas State University

John Beck, Texas State University

A lingering challenge in teacher education is how to provide teacher candidates with sufficient preparation in STEM education so that they can provide engaging STEM instruction that will inspire students to pursue additional STEM opportunities and career explorations. This session advocates for the use of a free, content-rich online STEM learning resource, the Digital Badging System provided by the NASA STEM Engagement & Educator Professional Development Collaborative (EPDC), that can be used in teacher preparation to enhance the STEM background knowledge of preservice teachers and introduce teacher candidates to an online tool that they can later use with their students.

Session: 7B

Room: Veramendi Salon B

Type of Session: Single-Topic Session

What is in a Name? Building an Understanding of Hispanic/Latinx Culture Among Teacher Educators

Burcu Ates, Sam Houston State University

Mary Petron, Sam Houston State University

Despite increasing numbers of Hispanic students in higher education, colleges of education often struggle to recruit and retain Latinx students. The purpose of this session is to build an understanding of the culture of Hispanic/Latinx post-secondary students among teacher educators. Suggestions for building community among Hispanic students in colleges of education are provided.

Session: 7C

Room: Veramendi Salon C

Type of Session: Single-Topic Session

Stand Out and Get Chosen: Critical Components to Helping Your Teaching Candidates Land Teaching Positions

Chaney Ledet, Harris Department of Education

Isaac Carrier, Harris Department of Education

Harris County Department of Education's Certification Division provided a Summer Intensive Classroom Preparation Experience for teacher candidates in July 2022. This session takes an introspective view of preparing candidates before, during, and after the interview process. During the summer intensive session, topics surrounded classroom organization, routine rehearsals, and, most importantly, applying for and landing a teaching position. As a reflective practitioner program of practice, we captured salient necessary Educator Preparation Program essentials to support partnerships with districts and campus principals.

BREAKOUT SESSION VII
Tuesday, October 11, 9:00-9:45 am

Session: 7D

Room: Veramendi Salon D

Type of Session: Multi-Topic Session

Site Coordinators: The Glue That Holds It Together

Elizabeth Garcia, Tarleton State University

Nicole Mishnick, Tarleton State University

Over the last three years, Tarleton State University has transitioned from a traditional clinical teaching model to a yearlong residency. Strong relationships between the EPP, partner districts, teacher residents, campus administrators, and cooperating teachers have been critical to the success of the residency. The Site Coordinator has been instrumental in building and maintaining relationships with all parties! They serve as the teacher resident's supervisor, coach, mentor, and advocate, as well as a liaison between TSU and the partner districts. This session explores the role of the Site Coordinator and their role in a successful, high-quality residency program.

Developing Strategic Partnerships

Josh Jones, Tarleton State University

Christy Reed, Tarleton State University

Chris Sloan, Tarleton State University

Partnerships between school districts and university educator preparation programs are vital for the support and success of teacher candidates. These partnerships are often limited and include only mandatory training and infrequent meetings. Building effective university-district partnerships require ongoing communication and collaboration. Through the transition from traditional clinical teaching to a yearlong residency program, Tarleton State University, in collaboration with University-School Partnerships for the Renewal of Educator Preparation (US-PREP), has worked to forge effective partnerships with local school districts. This session provides an overview of the transformational work to foster university-district partnerships, outcomes, and implications for continuous improvement.

Session: 7E

Room: Veramendi Salon G

Type of Session: Single-Topic Session

Supporting Residency Candidates Via a DL Community Lab School Partnership

Belinda Bustos Flores, University of Texas at San Antonio

Sarah De La Garza, University of Texas at San Antonio

Claudia Trevino Garcia, University of Texas at San Antonio

Presenters will provide an overview of the partnership between the University of Texas at San Antonio and the San Antonio Independent School District, which have developed a pathway to prepare culturally efficacious teachers to work with culturally and linguistically diverse students. We'll share how we created clinical resident success by growing an equitable partnership and how to establish a dual-language model network that prepares bilingual education teachers dedicated to supporting emergent bilinguals and how this enhances recruitment and retention of highly qualified, diverse educators possessing content knowledge, pedagogical skills, and cultural and linguistic competencies necessary to promote equitable learning for all students.

BREAKOUT SESSION VII
Tuesday, October 11, 9:00-9:45 am

Session: 7F

Room: Veramendi Salon H

Type of Session: Single-Topic Session

Scaling High-Quality, Sustainable Residencies through Strategic Staffing

Sarah Beal, US PREP

Kyle Johnson, ESC Region 4

Mark Parsons, ESC Region 12

Trencie West-Raymond, US PREP

Research has found that residency pathways are some of the most effective ways to train new teachers; yet a full-year, unpaid clinical experience is not accessible to most candidates. Across Texas, educator preparation programs are working closely with their school district partners to implement strategic staffing models that enable residents to fulfill instructional roles at their placement schools while earning a stipend. In this session, participants will learn what strategic staffing is, the long-term goals, the “Design” process, and preliminary outcomes to date.

Session: 7G

Room: Veramendi Salon I

Type of Session: Single-Topic Session

Reimagining How Teachers are Prepared: A Focus on Future Teachers as Year-Long Residents

Moira Baldwin, University of Houston-Victoria

Amy Barnhill, University of Houston-Victoria

Carol Klages, University of Houston-Victoria

Sherry Vafa, University of Houston-Victoria

Research shows that a year-long residency benefits both students and residents. Based on this research, our Teacher Education Program decided to move from a semester-long student teaching model to a year-long residency model. Our partnerships with two school districts resulted in two different models. The first district was able to implement a paid residency immediately, during the academic year 2022-2023, by using strategic staffing. By contrast, the other district was able to implement the year-long residency, but without pay for residents. The unique needs of each school district led it to incorporate the residency models within the school and classroom differently.

Session: 7H

Room: Veramendi Salon J

Type of Session: Single-Topic Session

Using Project-Based Learning to Teach Applied Behavior Analysis to Preservice Teachers

Summer Koltanski, Stephen F. Austin State University

Teachers often face burnout due to stress. One stressor that can lead to burnout is classroom management and discipline problems. Applied Behavior Analysis (ABA) strategies can improve classroom management, however, there is a lack of research on teaching ABA skills. One approach to teaching new skills is Project Based Learning (PBL). This study was implemented in an undergraduate course in which participants completed a project that incorporated ABA knowledge and skills. Findings indicate participants increased their knowledge of ABA and felt more comfortable implementing interventions based on ABA principles.

BREAKOUT SESSION VII
Tuesday, October 11, 9:00-9:45 am

Session: 7I

Room: Chautauqua Salon A

Type of Session: Single-Topic Session

Promoting Clinical Faculty

Amber Goodwin, Sam Houston State University

Susan Harte, Sam Houston State University

Janene Hemmen, Sam Houston State University

Jacqueline Ingram, Sam Houston State University

The term “clinical faculty” carries many meanings in higher education and tends to not have specific job descriptions (Hackmann, 2007; Hackmann & McCarthy, 2011). The role of clinical faculty could mean something different in each college and even within each department of a university. Given the recent rising number of clinical faculty within departments in the COE, and clinical faculty’s integration into service and leadership positions, the need for a clinical faculty promotion process became evident. Using guidelines provided by the COE Executive Committee, the Clinical Faculty Promotion Advisory Committee developed promotion and annual review processes.

Session: 7J

Room: Chautauqua Salon B

Type of Session: Single-Topic Session

Closing the Loop: The Role of Faculty as Site Coordinators in a Yearlong Residency Program

Helen Berg, Sam Houston State University

Jill Pagels, Sam Houston State University

The Year Long Residency program for teacher candidates supports the continuous improvement of a university's educator preparation program (EPP). The role of the Site Coordinator (SC) is vital. They are responsible for providing a consistent and systemized foundation for a candidate’s professional progress through multiple formal and informal evaluations, along with mentor-teacher relationships. A notable gap in EPPs has been moving theory into practice. Utilizing faculty as SCs bridges this gap. We discuss the challenges and benefits faced by faculty assuming this role, including new responsibilities, relationships, and time management, balanced with supporting candidates' development and bringing expertise into the field.

Session: 7K

Room: San Marcos River Salon A

Type of Session: Single-Topic Session

Presentation Canceled



Fall 2022 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION VII Tuesday, October 11, 9:00-9:45 am

Session: 7L

Room: San Marcos River Room

Type of Session: Invited CSOTTE Presentation- TxEP Journal

Sessions into Manuscripts: Publishing Information

Abbie Strunc, TxEP Editor 2022-2023

This is an informational session about publishing opportunities in TxEP. The call for 2023 will be reviewed. Applications for three one-year, editorial board positions will also be shared.

FEATURED SESSION

*Tuesday, October 11 ~ 10:00-11:00 am
Veramendi Salons E & F*

**For the Future -
Advocating for the Education Profession**

Amy Dodson, M.Ed.

Senior Regional Advocacy Director- West Texas
Raise Your Hand Texas



Amy Dodson joined Raise Your Hand Texas in 2019 as the regional advocacy director for West Texas after 28 years in education at both K-12 and higher education levels. Today, she serves as the Senior Regional Advocacy Director – West Texas. As director of instruction at Cisco ISD, she provided guidance in many academic areas, including leading the Raising Blended Learners and Math Innovation Zone initiatives. Throughout her career, Amy has focused on student academic achievement and success while creating programs and systems to support every student at all levels of education. She has served on the Innovators’ Directors Network for The Learning Accelerator and has been a speaker across Texas and beyond, sharing insight into blended learning strategies and student success.

GENERAL SESSION IV: Plated Lunch & TEA Town Hall Meeting
Tuesday, October 11 ~ 11:00 am-1:30 pm
Veramendi Salons E & F

GENERAL SESSION IV
Tuesday, October 11 ~ 11:00 am-1:30pm
Veramendi Salons E & F

TEA Town Hall Meeting and Updates

Lunch Buffet



Emily Garcia

*Associate Commissioner
Texas Education Agency*

- Kelvey Oeser, Deputy Commissioner
- Marilyn Cook, Director, Certification
- Mark Olofson, Director, Educator Data, Research and Strategy
- DeMarco Pitre, Manager, Educator Standards and Testing
- Lorrie Ayers, Manager, Educator Preparation
- Melissa Yoder, Director, Educator Residencies and Talent Pipelines
- Jessica McLoughlin, Director of Talent Pathways





2022 Project Give Back benefits

Perkins Middle School
Brownsville Independent School District



Donations accepted at the registration desk. All donations are welcome.
Together, we can make a difference.



Fall 2022 Teacher Education Conference

**Embassy Suites San Marcos
October 9-11, 2022**

Executive Board

CSOTTE Board Chair	Laura Isbell Texas A&M University-Commerce
CSOTTE Chair Elect	DeAnna Jenkins Dallas Baptist University
CSOTTE Board Advisor	Rebecca Fredrickson Texas Woman's University
Secretary	Gina Anderson Texas Woman's University
Treasurer	Melissa Beene Texas A&M University-San Antonio
CSOTTE Executive Director	Tim Sutton

Members of the Board

Christina Sinclair, ADoT Stephen F. Austin State University	Gina Anderson, ADoT Texas Woman's University
Suzanne Nesmith, EDICUT Baylor University	Cindy Savage, EDICUT Texas Christian University
Jessica Hightower, TACA Region 4 Education Service Center	Anne Douglas-Rowald, TACA Region 4 Education Service Center
Teryana Lamb, TACO Harris County Department of Education	Melissa Beene, TACO Texas A&M University-San Antonio
Michael O'Malley, TACTE Texas State University	Ginny Fender, TACTE The University of Texas at Tyler
Heather Doyle, TCTCT Texas Christian University	Sandra Parnell, TCTCT Baylor University
Alycia Maurer, TDFE Our Lady of the Lake University	Karrabi Malin, TDFE 240Tutoring
Karen Dunlap, TxATE Texas Woman's University	Rebecca Fredrickson, TxATE Texas Woman's University
Danelle Wolf, TACCTEP North Central Texas College	Shereah Taylor-Love, TACCTEP Tarrant County College
	Abbie Strunc, TxEP Editor Sam Houston State University



Fall 2022 Teacher Education Conference

Embassy Suites San Marcos
October 9-11, 2022

CSOTTE ORGANIZATIONS

Associate and Assistant Deans and Directors of Texas
(ADoT)

Education Deans: Independent Colleges and Universities in Texas
(EDICUT)

Texas Alternative Certification Association
(TACA)

Texas Association of Community College Teacher Education Programs
(TACCTEP)

Texas Association of Certification Officers
(TACO)

Texas Association of Colleges for Teacher Education
(TACTE)

Texas Association of Health, Physical Education, Recreation & Dance
(TAHPERD)

Texas Coordinators for Teacher Certification Testing
(TCTCT)

Texas Directors of Field Experiences
(TDFE)

Texas Association of Teacher Educators
(TxATE)



See you next year!

CSOTTE 2023

Fall Texas Teacher Education Conference



CSOTTE

October 8-10, 2023

Embassy Suites San Marcos