



*Clinical Practice:
Challenges and Celebrations*

2019

Embassy Suites Dallas-Frisco

October 27-29, 2019

Welcome to Frisco!



Fall Texas Teacher Education Conference



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Fall 2019 Teacher Education Conference

Embassy Suites Dallas-Frisco
October 27-29, 2019

| CONFERENCE AT A GLANCE | | | |
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| Fall 2019 Teacher Education Conference | | | |
| Sunday, October 27 | | | |
| 10:00 AM | 1:00 PM | Board Meeting & Lunch | Indian Trail, 2 nd floor Embassy |
| 1:00 PM | 7:00 PM | Check-In & Registration | Registration 1, Foyer Convention Center (CC) |
| 1:00 PM | 7:00 PM | Exhibits | Foyer |
| 1:00 PM | 1:30 PM | TACO Board Meeting | Frisco 1, 1 st floor CC |
| 1:00 PM | 1:30 PM | TCTCT Board Meeting | Frisco 1, 1 st floor CC |
| 1:00 PM | 1:30 PM | TDFE Board Meeting | Frisco 2, 1 st floor CC |
| 1:00 PM | 2:00 PM | TxATE Board Meeting | Bass-Bush School, 1 st floor CC |
| 1:30 PM | 2:30 PM | TACO General Meeting | Frisco 1, 1 st floor CC |
| 1:00 PM | 2:00 PM | TACCTEP Board Meeting | Frisco 4, 1 st floor CC |
| 1:30 PM | 3:30 PM | TACTE Board Meeting | Hamilton, 1 st floor CC |
| 2:00 PM | 3:30 PM | TxATE General Meeting | Bass-Bush School, 1 st floor CC |
| 2:30 PM | 3:30 PM | ADoT Board Meeting | Erudia School, 1 st floor CC |
| 2:00 PM | 3:00 PM | TACA Board Meeting | Frisco 3, 1 st floor CC |
| 2:45 PM | 4:00 PM | TDFE General Meeting | Frisco 2, 1 st floor CC |
| 3:30 PM | 4:30 PM | ADoT General Meeting | Erudia School, 1 st floor CC |
| 3:00 PM | 4:00 PM | TACA General Meeting | Frisco 3, 1 st floor CC |
| 3:00 PM | 4:00 PM | TACCTEP General Meeting | Frisco 4, 1 st floor CC |
| 3:30 PM | 4:00 PM | EDICUT Board Meeting | Hamilton School, 1 st floor CC |
| 4:00 PM | 5:00 PM | TCTCT General Meeting | Frisco 1, 1 st floor CC |
| 4:00 PM | 5:15 PM | Deans' Reception | Frisco 5, 1 st floor CC |
| 5:30 PM | 7:00 PM | General Session I Welcome: Tim Sutton, CSOTTE Chair Awards Dinner TDFE presents Clinical Teacher of the Year Awards TACA presents Intern of the Year Awards TACO presents Classroom Setup Grants TxATE presents Ted Booker Memorial Award and Ben E. Coody Distinguished Service Award Quest for Quality Exemplary Faculty Practices Quest for Quality Exemplary School Partnership CSOTTE presents Friend of Education Award | Frisco 6, 1 st floor CC |

CONFERENCE AT A GLANCE
Fall 2019 Teacher Education Conference

Monday, October 28

| | | | |
|----------|----------|---|---|
| 6:00 AM | 8:30 AM | Breakfast Buffet | Atrium |
| 7:00 AM | 5:00 PM | Registration & Exhibits | Registration, Foyer |
| 8:00 AM | 10:00 AM | General Session II Keynote Speaker Dr. Rebecca Burns University of South Florida | Frisco 6, 1 st floor CC |
| 10:15 AM | 11:15 AM | Emerging Scholar Poster Sessions | Foyer |
| 10:15AM | 12:00 PM | TACTE Executive Board Meeting | Erudia School, 1 st floor CC |
| 11:15 AM | 12:00 PM | Breakout Sessions I 1A- Large-Scale Teacher Education Program Assessment at the Texas Education Research Center 1B- CAEP Standard 4: An Exploration of Measures used to Assess Teaching Effectiveness 1C- Empowering Teaching Candidates 1D- Bullying Behaviors: Tempest in the Making 1E- Minding the Gaps: A Comparative Analysis of Stakeholder Voices Through Two TEA Evaluations 1F- Enhancing STEM Teacher Preparation and Field Experiences: Infusing Teacher Education with High-Engagement Instructional Practices 1G- Collaboration and Continuous Improvement Efforts of a GYO Partnership Between Higher Education, K-12 and a For-profit Organization 1H- EPP Leaders and Faculty Self-Assess Current Programming and Develop Data-Informed, Continuous Improvement Goals using a Development Framework 1I- Aggie Teacher Education Residency Model: Best Practices of School-University Partnerships for Developing a Clinical Teacher Residency 1J- South Texas Novice Teachers Survey: Perceptions of Job Readiness, Job Requirements, and Working Conditions 1K- Fireside Chat with Rebecca Burns (Keynote Speaker) | Indian Trail, 2 nd floor Embassy Hamilton-Lebanon, 1 st floor CC Frisco 5, 1 st floor CC Frisco 7, 1 st floor CC Frisco 3, 1 st floor CC Frisco 2, 1 st floor CC Frisco 1, 1 st floor CC Ranger-Sea Biscuit, 2 nd floor, CC Bass-Bush School, 1 st floor CC Gallant Fox, 2 nd floor CC Frisco 6, 1 st floor CC |
| 12:15 PM | 1:30 PM | General Session III “Let’s Do Lunch” Networking Groups & Boxed Lunches <i>Cooperating with Districts (Video in classrooms, cooperating teacher support, etc)</i> Facilitator: TDFE <i>Curriculum Changes (EdTPA and the new Education Degree)</i> Facilitator: ADOT <i>Deans’ Talk</i> Facilitator: Glenda Ballard <i>EdTPA Concerns</i> Facilitator: TDFE <i>TACO Time - New Technology Changes with ASEP Reporting/Debriefing</i> Facilitators: Misti Corn & Mark Olafson <i>Meaningful Engagement with Partnerships - Community Colleges, ACPs, Universities & Districts</i> Facilitators: Fay Lee & Cindy Savage <i>PASL</i> Facilitator: EDICUT, Neva Cramer | Gallant Fox, 2 nd floor CC Hamilton-Lebanon, 1 st floor CC Bass-Bush, 1 st floor CC Frisco 1, 1 st floor CC Frisco 7, 1 st floor CC Ranger-Sea Biscuit, 2 nd floor CC Frisco 5, 1 st floor CC |
| 1:45 PM | 2:30 PM | Breakout Sessions II 2A- Building Bridges: Strengthening New Teacher Induction through Digital Means | Indian Trail, 2 nd floor Embassy |

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|---------|---------|--|--|
| | | 2B- Ethical Celebrations and Challenges: Best of Times, Worst of Times | Hamilton-Lebanon, 1 st floor CC |
| | | 2C- Transforming the Role of the Student Teaching Supervisor | Frisco 5, 1 st floor CC |
| | | 2D- Preservice Teachers Exploring Culturally Responsive Classroom-Ready Practices in an After-School Academic Program | Frisco 7, 1 st floor CC |
| | | 2E- Students as Researchers: Supporting Student Empirical Research Through a Community-Based Understanding of Diversity | Frisco 3, 1 st floor CC |
| | | 2F- Intentional Practices at the Community College Level to Prepare Pre-EPP | Frisco 2, 1 st floor CC |
| | | 2G- High Impact Practices (HIPS): Experiential Learning Opportunities Uniting University Pre-Service Teacher Candidates and K-12 School Partners | Frisco 1, 1 st floor CC |
| | | 2H- Linking New Teacher Mobility to Educator Preparation Pathway | Ranger-Sea Biscuit, 2 nd floor CC |
| | | 2I- Governance Meeting Structures that Continuously Improve High-Quality Clinical Experiences for the Next Generation of Teachers | Bass-Bush, 1 st floor CC |
| | | 2J- Establishing Reliability and Validity of Instruments used for CAEP Accreditation | Gallant Fox, 2 nd floor, CC |
| 2:00 PM | 4:30 PM | TACTE General Meeting | Frisco 8, 1 st floor CC |
| 2:45 PM | 3:30 PM | Breakout Sessions III | |
| | | 3A- A Review of Texas Administrative Code Changes that Effect Educator Preparation | Indian Trail, 2 nd floor Embassy |
| | | 3B- Robust Partnership between a University & Title I campus in IR: Clinical Teaching Residencies, Social Work Services, and other Wrap-Around Services | Hamilton-Lebanon, 1 st floor CC |
| | | 3C- Building Stronger Partnerships Through Data-Focused Stakeholder Meetings | Frisco 5, 1 st floor CC |
| | | 3D- How are You Incorporating the ISTE Standards in your Educator Preparation Program? | Frisco 7, 1 st floor CC |
| | | 3E- Documenting Graduate Practicum Clock Hours While a Full-Time Employee | Frisco 3, 1 st floor CC |
| | | 3F- Using Principal Survey Data to Make Changes to Field Experiences | Frisco 2, 1 st floor CC |
| | | 3G- Cultivating Teacher Dispositions in Preservice Candidates | Frisco 1, 1 st floor CC |
| | | 3H- Teaching High Leverage Teaching Practices with Mixed Reality Simulations in an Online Class | Ranger-Sea Biscuit, 2 nd floor CC |
| | | 3I- Perceptions of Research: Comparing Pre-Service Teachers with Other Majors | Bass-Bush, 1 st floor CC |
| | | 3J- Embracing Change in Professional Certification: Let's Talk! PART 2 | Gallant Fox, 2 nd floor CC |
| | | 3K- Sponsor Session: Pearson Exam Development and Program Updates | Frisco 6, 1 st floor CC |
| 3:45 PM | 4:30 PM | Breakout Sessions IV | |
| | | 4A- 2018 Quest for Quality Exemplary Faculty Practices Award Session: Project SUCCESS in Language and Literacy Instruction | Indian Trail, 2 nd floor Embassy |
| | | 4B- Clinical Practice: Purposeful Partnerships and Placements | Hamilton-Lebanon, 1 st floor CC |
| | | 4C- Preparing Students for the New Science of Reading Test- Sharing Best Practices and Resources | Frisco 5, 1 st floor CC |
| | | 4D- The ELITE Institute: An Innovative Professional Development Model | Frisco 7, 1 st floor CC |
| | | 4E- What We Learned about Teaching ELL Students While in China: A Practical Approach to Reaching English Language Learners | Frisco 3, 1 st floor CC |
| | | 4F- Seeking Opportunities Outside the Academy for Preservice Teacher Success | Frisco 2, 1 st floor CC |
| | | 4G- Testing Change Ideas Through Disciplined Inquiry Using Plan-Do-Study-Act Cycles | Frisco 1, 1 st floor CC |
| | | 4H- Co-Teaching: Uncovering the Successes and Challenges to Strengthen Clinical Practices | Ranger-Sea Biscuit, 2 nd floor CC |
| | | 4I- From Struggling to Thriving: Proven Strategies for Producing Passing TExES Exam Results | Bass-Bush, 1 st floor CC |
| | | 4J- Increasing Access to Universities through Community College Partnerships | Gallant Fox, 2 nd floor CC |
| 4:45 PM | 6:00 PM | EDICUT General Meeting | Frisco 8, 1 st floor CC |
| 5:00 PM | 7:00 PM | T-TESS Alternative Pilot Group | Frisco 3, 1 st floor CC |

CONFERENCE AT A GLANCE
Fall 2019 Teacher Education Conference

Tuesday, October 29

| | | | |
|----------|----------|---|---|
| 7:00 AM | 8:00 AM | Coffee & Tea (Brunch served at 10:00 am) | Atrium |
| 7:30 AM | 10:00 AM | Exhibits | Foyer |
| 8:00 AM | 8:45 AM | Breakout Sessions V 5A- Engaging in Teacher Education Reform: Challenges and Celebrations 5B- The Online Teacher Candidate: Making a Way for Paraprofessionals and Non-Traditional Students 5C- Sponsor Session: Using Student Data on Test Preparation to Inform Education Preparation Programs 5D- Adjusting the Pedagogical Thermostat: Educator Preparation in Diverse Educational Climates 5E- The Value of Dispositional Assessments in Predicting Success in Learning to Teach: Lessons from a Field-Based Teacher Preparation Program 5F- TEA Stakeholder Meeting: Data Visualizations for Educator Preparation Programs 5G- TEA Stakeholder Meeting: Strengthening the Bridge between Clinical Teaching and Induction 5H- Outcomes of a TEA Grow-Your-Own (GYO) Pathway Three Grant Program 5I- Implementing Collaborative Faculty Course Studies in a Teacher Education Program to Support Continuous Improvement 5J- High-Impact Touchpoints for Quality Coaching | Indian Trail, 2 nd floor Embassy Hamilton-Lebanon, 1 st floor CC Frisco 5, 1 st floor CC Frisco 7, 1 st floor CC Frisco 3, 1 st floor CC Frisco 2, 1 st floor CC Frisco 1, 1 st floor CC Ranger-Sea Biscuit, 2 nd floor CC Bass-Bush, 1 st floor CC Gallant Fox, 2 nd floor CC |
| 9:00 AM | 9:45 AM | Breakout Sessions VI 6A- Culturally Responsive Teaching: Professional Development to Classroom Practice 6B- Multi-Step Mentor Teacher Selection Process Moves the Needle in Teacher Preparation 6C- Providing Early and Frequent Reading Field-Based Opportunities Through an In-School Tutorial Program 6D- Cultivating Collaborator: Strengthening Preparation Programs to Forge Greater Opportunities for Candidate Success in Practice 6E- Tracking Teacher Education Retention: One Texas EPP's DIY Approach 6F- Science of Teaching Reading Programmatic Supports 6G- Enhance the Clinical Experience with Texas Lesson Study 6H- Leveraging Cross-Institutional Partnerships to Address Problems of Practice in Teacher Education Using Tools to Conduct Causal Systems Analyses 6I- Good, Better, Best: Field Experiences in Primary Grade Literacy 6J- Starting a New Teacher Preparation Program | Indian Trail, 2 nd floor Embassy Hamilton-Lebanon, 1 st floor CC Frisco 5, 1 st floor CC Frisco 7, 1 st floor CC Frisco 3, 1 st floor CC Frisco 2, 1 st floor CC Frisco 1, 1 st floor CC Ranger-Sea Biscuit, 2 nd floor CC Bass-Bush, 1 st floor CC Gallant Fox, 2 nd floor CC |
| 10:00 AM | 1:00 PM | General Session IV TEA Town Hall Meeting & Brunch Buffet Keynote: Mike Morath, TEA Commissioner of Education TEA Update / Q&A Ryan Franklin, Educator Leadership and Quality Tam Jones, Educator Preparation/Testing & Program Accountability Mark Olofson, Preparation & Program Accountability Grace Wu, Educator Support | Frisco 6, 1 st floor CC |



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CONFERENCE AT A GLANCE

Fall 2019 Teacher Education Conference

Emerging Scholars Conference Sponsored by CSOTTE

Monday, October 28

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|----------|----------|--|---|
| 7:30 AM | 8:00 AM | Emerging Scholar Poster Set-Up | Foyer |
| 8:00AM | 10:00 AM | Keynote Speaker: Dr. Rebecca Burns | Frisco 6, 1 st floor Convention Center |
| 10:15 AM | 11:15 AM | Emerging Scholar Poster Presentations Emerging Scholar presenters at poster displays Scholarly discourse with CSOTTE attendees and other presenters | Foyer |
| 11:30 AM | 12:15 PM | Special Speaker Presentation Guest Speaker: Dr. Tricia Badillo Principal, Carrollton-Farmers Branch ISD | Frisco 9, 1 st floor Convention Center |
| 12:15 PM | 1:15 PM | Boxed Lunch Discussions | Frisco 9, 1 st floor Convention Center |
| 1:15 PM | 3:00 PM | Special Speaker Presentation Guest Speaker: Dr. Tricia Badillo Principal, Carrollton-Farmers Branch ISD | Frisco 9, 1 st floor Convention Center |

Thank you to our conference sponsors!

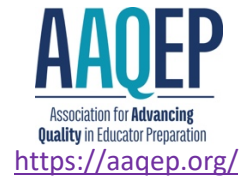
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GENERAL SESSION I
Sunday, October 27 ~ 5:30-7:00 pm
Frisco 6, 1st Floor Convention Center

Conference Opening



Tim Sutton
2019 CSOTTE Conference Chair

Awards Dinner

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Awards

These awards recognize 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.

2019 Recipients:

Kaylea Long, Texas A&M University-Commerce
Rikki Bodin, Lamar University
Lauren Hornbeak, Baylor University

Texas Alternative Certification Association (TACA)



Intern of the Year Awards

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

2019 Recipients:

Crystal Lucatero, Teaching Excellence, YES Prep
Maria Camila Escobar Fuller, Harris County Department of Education
Jill Fox, Region 11 Education Service Center

Texas Association of Certification Officers



Classroom Setup Grants

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

2019 Recipients:

Debbie Williams, LeTourneau University
Courtney Kahn, University of the Incarnate Word
Genesis Segura, Texas A&M University-San Antonio
Lyniece Catalan, University of Houston-Downtown
Angel Castillo, Texas A&M University-Kingsville

Texas Association of Teacher Educators (TxATE)



Ted Booker Memorial Award

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

The 2019 recipient will be announced at awards dinner.

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.

The 2019 recipient will be announced at awards dinner.

Quest for Quality Awards



TxATE presents the

Quest for Quality Exemplary School Partnership 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 2019 recipient will be announced at awards dinner.



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TACTE presents the Quest for Quality Exemplary Faculty Practices Award

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

The 2019 recipient will be announced at awards dinner.

CSOTTE Board



Friend of Teacher Education Award

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

The 2019 recipient is Dr. Nichole Prescott, Assistant Vice Chancellor for Academic Affairs, P16 Initiatives, University of Texas System.

GENERAL SESSION II

Monday, October 28 ~ 8:00-10:00 am

Frisco 6, 1st Floor Convention Center

Dr. Rebecca Burns



In her keynote address, Dr. Rebecca West Burns will recognize and address some of the challenges of preparing teachers in today's high-stakes accountability climate. She will share examples from her own research and experiences of ways she has collaboratively worked with schools to address teacher retention, high-quality teacher preparation, teacher leader development, differentiated teacher professional learning, and student achievement in a turnaround urban elementary school. Finally, she will conclude with recommendations for teacher educators and policymakers to tackle such challenges to actualize clinically based teacher education.

Dr. Rebecca West Burns is an Associate Professor in the Department of Teaching and Learning at the University of South Florida. Her research and scholarship lie at the intersection of supervision, clinically rich teacher education, and school-university partnerships. In particular, her research examines the clinical pedagogy used in clinical experiences, the hybrid roles needed to enact clinically based teacher education in school-university partnerships, and how supervision in school-university partnerships can develop teacher leadership capacity to renew schools and colleges of education

EMERGING SCHOLARS POSTER PRESENTATIONS

Monday, October 28 ~ 10:15-11:15 am

Foyer

Striving for Reading Success: Using Assessments to Better Reading Instruction

Sara Broughton
Abilene Christian University

Informing Reading Instruction with Assessment

Paige Schatzmann
Abilene Christian University

Social Studies Summer Camp for At-Risk Students

Rebekah Ethridge & Kayla Rice
Sam Houston State University

Charter Schools: Past, Present, and Future Implications for North Texas Public Schools

Anna Needham & Ali Smith
Texas Christian University

Academic Growth Amongst Students and the Standards Used to Measure Progress

Emily Emerson & Swade Hix
Texas Christian University

The Importance of Instruction in the Child's Native Language

Carlos Gaytan Cervantes
Texas Woman's University

Enhancing Student Engagement through Technology

Alyssa Watson & Grant Bowman
Texas Woman's University

Using Bloom's Taxonomy to Engage Students in Critical Thinking

Kaylin Flowers
Texas Woman's University

Modeling Instructional Strategies for Preservice Teachers: Using Technology in the Classroom to Enhance Student Learning and Engagement

Jessica Sapp
Texas Woman's University

Exploring Diversity within Children's Literature

Adela Reiland
Texas Woman's University

Motivation for Learning Math in a K-12 Setting: The Role that Teachers Play

Rafael Siqueira
University of St. Thomas

BREAKOUT SESSION I

Monday, October 28, 11:15 am-12:00 pm

Session: 1A

Room: Indian Trail, 2nd floor Embassy

Strand: Policy and Leadership

Large-Scale Teacher Education Program Assessment at the Texas Education Research Center

Levi Johnson, Texas Tech University

Dr. Marcelo Schmidt, Texas Tech University

While teacher education program assessment and enhancement plans ubiquitously reference using data, the reality is that programs remain seriously limited in what data are accessible via direct collection. When it comes to answering questions that really matter such as, “how effective are our graduates,” leaders must get creative and often rely on inconsistent and potentially unreliable self-reporting from completers—or imprecise and critically delayed state reports. This session relates researcher experiences from their pursuit of the “Holy Grail of TEP data” at the Texas Education Research Center which hosts comprehensive datasets from the TEA, THECB, SBEC, and TWC.

Session: 1B

Room: Hamilton-Lebanon, 1st floor Conference Center

Strand: Program Support

CAEP Standard 4: An Exploration of Measures used to Assess Teaching Effectiveness

Dr. Tracey Hasbun, Stephen F. Austin State University

Dr. Susan Reily, Stephen F. Austin State University

Dr. Deborah Williams, Stephen F. Austin State University

This study adopted a case study research design, using qualitative methods to examine three types of data that a university might collect and apply to assess effectiveness of their teacher education program (TPP). Based on triangulation of data from three sources investigators determined how principals rated the 0-3 years teachers who participated in the study. Responses from the teacher and principal interviews revealed that overall preparation of graduates was proficient as supported by results from the T-TESS and Charter School instrument ratings. However, graduates seemed indecisive regarding aspects of learning environment such as student management and classroom community.

Session: 1C

Room: Frisco 5, 1st floor Conference Center

Strand: Pedagogy and Curriculum

Empowering Teaching Candidates

Jahnette Wilson, University of Houston

This case study was designed to examine the impact of teacher candidates on mentor teachers’ practice. Hosting a student teacher appears to be a means of improving the quality of in-service teachers as there is evidence that the experience seems to become evident in the years that ensue after having been a mentor (Goldhaber, Krieg, & Theobald, 2018). Results of this study indicated teacher candidates had ownership in the school and were empowered as professionals.

BREAKOUT SESSION I
Monday, October 28, 11:15 am-12:00 pm

Session: 1D

Room: Frisco 7, 1st floor Conference Center
Strand: Diversity

Bullying Behaviors: Tempest in the Making

Dr. Dean Culpepper, Texas A&M University-Kingsville
Dr. Lorraine Killion, Texas A&M University-Kingsville

Bullying is a complex behavior involving a myriad of contributing factors and often goes unreported. A CDC nationwide survey found 20% of high school students reported being bullied on school property and approximately 15% of those students reported being bullied electronically. Places where students congregate (classroom, gym, cafeteria) are identifiable locations where bullying occurs and individuals (obese, special needs, LGBTQ) are often the target. Bullying can threaten students' physical and emotional safety and negatively impact their ability to learn. Schools should provide a safe environment where learning can occur. This presentation will discuss the prevalence and growing issue of bullying in public schools.

Session: 1E

Room: Frisco 3, 1st floor Conference Center
Strand: Program Support

Minding the Gaps: A Comparative Analysis of Stakeholder Voices Through Two TEA Evaluations

Aimee Myers, Texas Woman's University

This session will discuss a comparative analysis of two different TEA evaluations: the EPP Candidate Exit Survey and the Teacher Effectiveness Principal's Survey. This comparative analysis was developed in the hopes of guiding EPP action steps for revisions and improvement. Comparison of data assisted in understanding how preservice teacher perspectives of our EPP differ from principal perspectives and how the data assisted in identifying the largest gap in perspectives of preparedness. The session will focus on the benefits of comparing perspectives but also the difficulties of using institutional or governmental data.

Session: 1F

Room: Frisco 2, 1st floor Conference Center
Strand: Program Support

Enhancing STEM Teacher Preparation and Field Experiences: Infusing Teacher Education with High-Engagement Instructional Practices

Tim Sears, The University of Texas Rio Grande Valley

This session will provide an overview of how The University of Texas Rio Grande Valley's UTeach teacher preparation program for mathematics and science majors has infused high-engagement instructional practices into its field experiences. A partnership with AVID for Higher Education's Teacher Preparation program supports STEM teacher preparation with a framework, methodologies, and strategies designed to help teacher candidates support K-12 students' development of writing to learn, inquiry, collaboration, organization, and reading to learn. We will share best practices that benefit STEM preservice teachers, mentor teachers and their students in early field experiences and clinical teaching, and higher education faculty.

BREAKOUT SESSION I
Monday, October 28, 11:15 am-12:00 pm

Session: 1G

Room: Frisco 1, 1st floor Conference Center
Strand: Program Support

Collaboration and Continuous Improvement Efforts of a GYO Partnership Between Higher Education, K-12 and a For-profit Organization

Gina Anderson, Ed.D., Texas Woman's University
Brandon Bush, Ph.D., Texas Woman's University
Karen Dunlap, Ed.D., Texas Woman's University
Diann Huber, Ed.D., ITeachTexas
Sarah McMahan, Ph.D., Texas Woman's University
Roxanne Del Rio, Ph.D., North Central Texas College
Rebecca Fredrickson, Ed.D., Texas Woman's University

Grow-Your-Own program partnerships have tremendous power to uplift the profession and support the mutual goals of diverse candidate recruitment, quality educator preparation, and retention in the field. Understanding and appreciating the different contexts and realities between higher education and K-12 education as well as non-profit and for-profit organizations can be challenging as well. In order for long-term, stakeholder partnerships to be sustainable, relationships, communication, and commitment must be fostered, and the effectiveness of the partnership should be periodically assessed. The presenters will share brief details about a GYO partnership between a school district, university-based Educator Preparation Program, community college, and an Alternative Certification Program. They will also share the results of the Partnership Effectiveness Continuum, a formative assessment that will help determine the strengths and weaknesses of the partnership as well as ways to improve it moving forward.

Session: 1H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Program Support

EPP Leaders and Faculty Self-Assess Current Programming and Develop Data-Informed, Continuous Improvement Goals using a Development Framework

Nicole Aveni, Texas Tech University
Shelly Franco-Westacott, Texas Tech University

EPP leaders and faculty, across the nation, are working to transform educator preparation through data-informed, continuous improvement efforts. Data provided by states, students, district partners, and external evaluations (such as TPI-US or CAEP) motivate EPPs to strategically and continually self-assess programming. In this session, learn about a developmental framework, co-authored by multiple EPPs that is used for program self-assessment and leveraged to create Individualized Transformation Plans (ITPs) which guide goal setting and progress monitoring.

BREAKOUT SESSION I

Monday, October 28, 11:15 am-12:00 pm

Session: 1I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Program Support

Aggie Teacher Education Residency Model: Best Practices of School-University Partnerships for Developing a Clinical Teacher Residency

Dr. Valerie Hill-Jackson, Texas A&M University, College Station

The presenters are at the initial stage of a renewed school-university partnership titled “The Good Neighbor Partnership” (GNP). In the 45-minute session, they describe the relationship that is re-forming between a Tier 1 university and a neighboring school district. Outlining the partnership through the Aggie Teacher Education Residency Model (aggieTERM), a TEA grow your own clinical teaching residency project, the presenters discuss the extent to which decision-making with integrity can be realized, and the means by which decisions are communicated by the partners. The contributions of relationship-building and effective communication for the GNP, through shared goals and ethical decision-making, will be explored.

Session: 1J

Room: Gallant Fox, 2nd floor Conference Center
Strand: Policy and Leadership

South Texas Novice Teachers Survey: Perceptions of Job Readiness, Job Requirements, and Working Conditions

Mike F. Desiderio, Texas A&M University-Kingsville
Daniella G. Varela, Ed.D., Texas A&M University-Kingsville

Texas A&M University-Kingsville (TAMUK) has developed a 70-question survey, adopted with permission from the U.S. Department of Education Teacher Questionnaire Schools and Staffing Survey. The survey is designed to reveal the perceptions of novice teachers in South Texas schools in the areas of job readiness, job requirements and working conditions. Preliminary survey data will be available in October 2019 and will serve to inform educator preparation programs, employing school districts and policymakers alike about the perceptions of novice educators from the TAMUK program. (This project has received TAMUK IRB approval.)

Session: 1K

Room: Frisco 6, 1st floor Conference Center

Fireside Chat with Rebecca Burns (Keynote Speaker)

Dr. Rebecca Burns, University of South Florida

Come meet Dr. Rebecca West Burns, the keynote speaker, to discuss issues and challenges in enacting high quality, clinically based teacher education.

GENERAL SESSION III
Monday, October 28 ~ 12:15-1:30 pm



Grab a boxed lunch in the first-floor foyer and join a discussion group to network and extend the discourse opportunities.

Cooperating with Districts Gallant Fox, 2nd floor CC
(Video in classrooms, cooperating teacher support, etc)
Facilitator: TDFE

Curriculum Changes (EdTPA and the new Education Degree) Hamilton-Lebanon, 1st floor CC
Facilitator: ADOT

Deans' Talk Bass-Bush, 1st floor CC
Facilitator: Glenda Ballard

EdTPA Concerns Frisco 1, 1st floor CC
Facilitator: TDFE

TACO Time - New Technology Changes with ASEP Reporting/Debriefing Frisco 7, 1st floor CC
Facilitators: Misti Corn & Mark Olafson

Meaningful Engagement with Partnerships - Community Colleges, ACPs, Universities & Districts Ranger-Sea Biscuit, 2nd floor CC
Facilitators: Fay Lee & Cindy Savage

PASL Frisco 5, 1st floor CC
Facilitator: EDICUT, Neva Cramer

BREAKOUT SESSION II
Monday, October 28, 1:45-2:30 pm

Session: 2A

Room: Indian Trail, 2nd floor Embassy
Strand: Pedagogy and Curriculum

Building Bridges: Strengthening New Teacher Induction through Digital Means

Karen Dunlap, Texas Woman's University
Amanda Hurlbut, Texas Woman's University
Sarah McMahan, Texas Woman's University
Rebecca Fredrickson, Texas Woman's University

Digital teacher induction is gaining momentum as a way to foster community among new teachers. This presentation focuses on how to support new teacher graduates who have entered the classroom through written blogs, podcasts, and other digital tools. Targeted blog posts and content center specifically on the content of most use to the new teacher in the first one-three years of teaching. Suggestions for the creation and implementation of the blogsite, and recruitment of author participants will be shared in addition to working posts, challenges, and future goals.

Session: 2B

Room: Hamilton-Lebanon, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Ethical Celebrations and Challenges: Best of Times, Worst of Times

Dr. Lisa Colvin, Tarleton State University
Dr. Melissa Roberts Becker, Tarleton State University
Dr. Erin Pearce, Tarleton State University
Dr. Anna Fox, Tarleton State University

Participants will briefly review Texas Administrative Code (TAC), chapter 247.2, Educators' Code of Ethics. Current news stories/statistics of Texas teacher violations illustrated. In small teams, case studies presented, discussed and resolved in an interactive format. Each case study will relate to specific parts of the TAC Educators' Code of Ethics. Participants will leave the session with interactive strategies to guide teacher candidates toward ethical behavior through college classroom experiences and clinical teaching seminars.

BREAKOUT SESSION II
Monday, October 28, 1:45-2:30 pm

Session: 2C

Room: Frisco 5, 1st floor Conference Center
Strand: Program Support

Transforming the Role of the Student Teaching Supervisor

Shea Culpepper, University of Houston, Central
Jahnette Wilson, University of Houston, Central
Amber Thompson, University of Houston, Central

This case study focuses on the story of the transformation work around the role of the student teaching supervisor at a large urban university. Transforming the role of the student teaching supervisor was a game changer and a catalyst for quality change in this teacher preparation program. Results indicated the role of the site coordinator to be more deeply involved in the growth and development of teacher candidates.

Session: 2D

Room: Frisco 7, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Preservice Teachers Exploring Culturally Responsive Classroom-Ready Practices in an After-School Academic Program

Dr. Burcu Ates, Sam Houston State University
Dr. Helen Berg, Sam Houston State University
Dr. Benita R. Brooks, Sam Houston State University
Dr. Jannah Nerren, Sam Houston State University

It is well documented in the United States that culturally competent educators improve the success of diverse students in K-12 classrooms. Yet, newly minted teachers feel unprepared for cultivating relationships with their students' families and other adults in their students' lives. The primary goal of this after-school academic program for grades 5-12 is to provide preservice teachers with opportunities to develop characteristics of a culturally responsive classroom-ready teacher. This study examines the ways preservice teachers define classroom readiness before and after volunteering as tutors. Findings reveal preservice teachers acquired the knowledge, skills and mindset to foster educational equity in the classroom.

Session: 2E

Room: Frisco 3, 1st floor Conference Center
Strand: Diversity

Students as Researchers: Supporting Student Empirical Research Through a Community-Based Understanding of Diversity

Aimee Myers, Texas Woman's University

In this session, participants will engage with a research-based framework that is used to guide students' understanding of culturally responsive teaching in a course focused on diversity. We will discuss how students used Web 2.0 tools to engage in digital collaboration, collect data from teachers in the field, and present data.

BREAKOUT SESSION II
Monday, October 28, 1:45-2:30 pm

Session: 2F

Room: Frisco 2, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Intentional Practices at the Community College Level to Prepare Pre-EPP

Fay Lee, Lone Star College
Denise McKown, Midland College

How are community colleges responding to the new teacher performance assessment? This session will discuss how two community colleges, Lone Star College (LSC) and Midland College, are preparing teacher education students at the freshman and sophomore levels for either edTPA or T-TESS. As the TACCTEP President and Vice President, the presenters would like to set the tone for community college partnerships across the state and how universities can work with CC programs to prepare all students for these new assessments. Both community colleges will share ways in which they will be implementing introductory aspects of the teacher performance assessments.

Session: 2G

Room: Frisco 1, 1st floor Conference Center
Strand: Pedagogy and Curriculum

High Impact Practices (HIPS): Experiential Learning Opportunities Uniting University Pre-Service Teacher Candidates and K-12 School Partners

Dr. Beth Garcia, West Texas A&M University

This presentation focuses on High Impact Practices (HIPS) considering an experiential learning project from conception to implementation. The presenter will highlight the implementation of experiential learning into the college curriculum for pre-service teacher candidates beginning with direct teaching, providing an overview of the course purpose, illustrating the needs of the partnering organization, and highlighting student learning goals. The presenter will demonstrate how reciprocal relationships between university and K-12 partners mutually benefit both entities and will highlight how to apply these elements in experiential learning settings that allow students to gain hands-on experience, debrief about individual learning, and reflect on personal experiences.

BREAKOUT SESSION II
Monday, October 28, 1:45-2:30 pm

Session: 2H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Program Support

Linking New Teacher Mobility to Educator Preparation Pathway

Toni Templeton, University of Houston, Central
Sherri Lowrey, University of Houston, Central

The successful preparation of effective teachers has important ramifications for public schools. In Texas, there are multiple pathways to becoming a teacher through university-based, not-for-profit, and for-profit providers (SBEC, 2018). Understanding the influence of each type of program on shaping the teacher workforce is vital to meeting the demand for skilled educators. The questions this presentation will address are part of a larger research project regarding educator accountability and continuous program improvement of Texas EPPs. This presentation will focus on the mobility patterns of new teachers prepared through different certification pathways.

Session: 2I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Program Support

Governance Meeting Structures that Continuously Improve High-Quality Clinical Experiences for the Next Generation of Teachers

Sherre Heider, US Prep - Texas Tech University
Dr. Tami Jenkins, US Prep - Texas Tech University
Dr. Sarah Saltmarsh, US Prep - Texas Tech University
Dr. Dedra Lee-Collins, US Prep - Texas Tech University

In what ways are teacher preparation programs and school district partners equally responsible for teacher preparation outcomes and the quality of clinical experiences? US PREP provides university and district leaders a framework for developing partnerships that are: Mutually beneficial, involve shared decision-making, responsive to the K-12 student and school needs, and share data that accelerates programmatic changes. This session will enhance participants' understanding of how university and district partners work together to develop consistent, engaging, and impactful partnership meetings called "governance." Participants will also gain access to university leaders prepared to share both their successes and lessons learned while establishing strong, mutually beneficial partnerships.



**Fall 2019 Teacher Education Conference
BREAKOUT SESSION DESCRIPTIONS**

**BREAKOUT SESSION II
Monday, October 28, 1:45-2:30 pm**

Session: 2J

Room: Gallant Fox, 2nd floor Conference Center

Strand: Policy and Leadership

Establishing Reliability and Validity of Instruments used for CAEP Accreditation

Joseph Strahl, Stephen F. Austin State University

Tingting Xu, Stephen F. Austin State University

This presentation will demonstrate ways to establish reliability and validity for two instruments developed and implemented in our teacher education programs for program quality assurance as well as CAEP accreditation.

BREAKOUT SESSION III
Monday, October 28, 2:45-3:30 pm

Session: 3A

Room: Indian Trail, 2nd floor Embassy
Strand: Policy and Leadership

A Review of Texas Administrative Code Changes that Effect Educator Preparation

Toni Templeton, University of Houston, Central
Sherri Lowrey, University of Houston, Central

The Texas Legislature established the State Board of Educator Certification (SBEC) in 1995 to oversee the preparation, certification, and standards of conduct for the Texas teaching workforce. Since formation, the Texas Legislature and SBEC have made broad and sweeping changes to statute and regulatory administrative code governing the requirements and accountability of Educator Preparation Programs (EPPs). To understand the effect of the changes on EPPs and because the documentation of the numerous changes does not exist in the literature, a review of the Texas Administrative Code affecting EPPs was undertaken. This presentation details the major changes to TAC 227-232 over the last 20 years affecting teacher preparation programs.

Session: 3B

Room: Hamilton-Lebanon, 1st floor Conference Center
Strand: Diversity

Robust Partnership between a University & Title I campus in IR: Clinical Teaching Residencies, Social Work Services, and other Wrap-Around Services

Alycia Maurer, Ph.D., Our Lady of the Lake University

This presentation shares the story of an innovative university and elementary school partnership. Our Lady of the Lake University (OLLU) and Rodriguez Elementary School partnered to improve student performance, teacher effectiveness, and overall school culture. The university provided comprehensive wrap-around services that included: clinical teachers, rich field experiences, academic faculty support, administrative support, social work services, and speech/language interventions as well as graduate course work opportunities for teachers on the campus. We will reveal our “glows and grows” from this work and shed light on the powerful learnings that have occurred through our thoughtful collaboration.

Session: 3C

Room: Frisco 5, 1st floor Conference Center
Strand: Program Support

Building Stronger Partnerships Through Data-Focused Stakeholder Meetings

Shea Culpepper, University of Houston, Central
Jahnette Wilson, University of Houston, Central
Amber Thompson, University of Houston, Central

One university used data-focused stakeholder meetings to strengthen EPP partnerships. The results of this study indicate the use of data-focused stakeholder meetings were valuable in strengthening relationships with EPP partnerships. Additionally, this data-focused work also served to contribute to the growth and development of high-quality teacher candidates. This work has the potential for informing the changing landscape of clinical partnerships with EPP stakeholders within teacher education.

BREAKOUT SESSION III
Monday, October 28, 2:45-3:30 pm

Session: 3D

Room: Frisco 7, 1st floor Conference Center
Strand: Program Support

How are You Incorporating the ISTE Standards in your Educator Preparation Program?

Julie Delello, Ph.D., University of Texas – Tyler
Laura Allen, Ph.D., Trinity University
Jacqueline Gaffner, Ed.D., Texas Wesleyan University
Jean Kiekel, Ph.D., University of St. Thomas
Jana Willis, Ed.D., University of Houston–Clear Lake

With the passage of Senate Bill 1839 by the 85th legislature, Section 21.044 of the education code was amended such that all educator preparation programs (EPP) candidates receive instruction in digital learning, including a digital literacy evaluation, and that learning is aligned with the ISTE Standards for Educators. At present, there is little guidance for incorporating this requirement into EPPs. This session will begin a conversation, sharing how several EPPs are addressing this regulation and provide resources available through ISTE's Teacher Education Network. We invite other EPPs to join us in a conversational format where we learn from one another.

Session: 3E

Room: Frisco 3, 1st floor Conference Center
Strand: Program Support

Documenting Graduate Practicum Clock Hours While a Full-Time Employee

Lesley Casarez, Ph.D., Angelo State University
Tia Agan, Ed.D., Angelo State University

Candidates seeking advanced certification in educator preparation programs must fulfill the Texas Education Agency's requirement to complete a practicum for a minimum of 160 clock-hours to demonstrate proficiency in each of the educator standards for the certificate class being sought. However, many candidates express concern over the amount of time that the practicum experience requires in addition to the outside responsibilities that are already consuming much of their time. The presenters will explore the challenges of candidates enrolled in practicum courses while working full-time and will provide specific, research-based recommendations to support future candidates enrolling in practicum courses.

BREAKOUT SESSION III
Monday, October 28, 2:45-3:30 pm

Session: 3F

Room: Frisco 2, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Using Principal Survey Data to Make Changes to Field Experiences

Brandon Bush, Ph.D., Texas Woman's University
Sarah McMahan, Ph.D., Texas Woman's University
Diane Myers, Ph.D., Texas Woman's University
Laura Trujillo-Jenks, Ph.D., Texas Woman's University

During this presentation, we will discuss how we used our 2017-2018 data from the Principal Survey of first-year teachers to make decisions in our teacher education coursework related to early field experiences, clinical student teaching experiences, and skills addressed. We will describe how we obtained additional data by conferencing with principals about their ratings, shared those data with faculty and relevant stakeholders, and used those data to initiate program changes.

Session: 3G

Room: Frisco 1, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Cultivating Teacher Dispositions in Pre-Service Candidates

Tonia Boyer, Lubbock Christian University
Dr. Josh Wheeler, Lubbock Christian University

Teacher preparation programs are tasked with ensuring candidates are effectively prepared in the knowledge, skills, and dispositions necessary to be an effective educator. However, these dispositions are a challenge to define and even harder to assess. Furthermore, can these dispositions be taught? This session will share information to help educator preparation programs better evaluate teacher dispositions and provide ways to effectively handle student issues related to professional behavior. The presenters will share two instruments, a Teacher Disposition rubric and a Fitness to Teach Review, that have been successfully utilized to help identify and develop the characteristics required of professional educators.

Session: 3H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Pedagogy and Curriculum

Teaching High Leverage Teaching Practices with Mixed Reality Simulations in an Online Class

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

Rehearsing high leverage practices in virtual learning environments early during teacher preparation provides a way of representing academic and behavioral complexities that exist in real classrooms. The presenter will describe her use of mixed reality simulations in an “introduction to teaching” course. Candidates were provided one opportunity to teach independently in an upper elementary or middle school simulated teaching environment and another opportunity to participate in a simulated parent-teacher conference in order to build competencies in instruction, communication, professional dispositions, and reflection. Emergent themes based on videos, peer reviews, and self-assessments will be shared and discussed.

BREAKOUT SESSION III
Monday, October 28, 2:45-3:30 pm

Session: 3I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Perceptions of Research: Comparing Pre-Service Teachers with Other Majors

Dr. Tingting Xu, Stephen F. Austin State University

Dr. Deborah J. Williams, Stephen F. Austin State University

This study employed a survey research design, using both qualitative and quantitative methods to examine undergraduate students' perceptions of research by major, location and classification. There was a significant difference in statements that related to knowledge of true research and the null hypothesis with $H=10.990$ (4, $N=43$), $p=.027$. Science-math related students rated significantly higher compared to education-related students, $p=.038$. Kruskal-Wallis Test further revealed a significant difference in responses that related to the meaning of null hypothesis with $H=13.109$ (4, $N=43$), $p=.011$. Science-math related students also rated this statement significantly higher compared to education-related students, $p=.030$. These significant differences imply that inconsistencies exist in research opportunities across majors.

Session: 3J

Room: Gallant Fox, 2nd floor Conference Center
Strand: Policy and Leadership

Embracing Change in Professional Certification: Let's Talk! PART 2

Dr. Joan Bowman, Schreiner University

Dr. Doug Monk, Schreiner University

Let's talk about policy, procedures, and ideas for preparing our principal candidates to successfully complete all the new requirements for professional certification. This session is a continuation of a conversation session at CSOTTE 2018 when we all launched our new Principal as Instructional Leader Programs. We will share what works, best resources, aligning PASL to Practicum, and the roles and responsibilities of instructional leaders with time for networking and sharing best practices and policy for curriculum and field supervision.

Sponsor Session

Session: 3K

Room: Frisco 6, 1st floor Conference Center

Pearson Exam Development and Program Updates
Madison Cooper, Pearson

Join a representative from Pearson for an update on the Texas Educator Certification Examination Program. We will review high-level milestones from 2018-19, share information on the current plans for exam development, and provide updates on the program services and supports we provide to candidates and educator preparation programs. Time will be reserved for questions and answers.

BREAKOUT SESSION IV
Monday, October 28, 3:45-4:30 pm

2018 Quest for Quality: Exemplary Faculty Practices Award Session

Session: 4A

Room: Indian Trail, 2nd floor Embassy

Strand: Pedagogy and Curriculum

Project SUCCESS in Language and Literacy Instruction

Rossana Boyd, University of North Texas

This session will provide an overview of Project SUCCESS, a Title III National Professional Development Program funded by the US Department of Education. In partnership with Region 10 ESC, IDRA, the Latino Family Literacy Project and Carrollton Farmers Branch Independent School District (CFBISD), the project, under the title of Success in Language and Literacy Instruction, focuses on providing professional development to UNT pre-service and CFBISD in-service teachers to improve instruction for English Learners and improve teacher engagement with Latino parents, families, and community through literacy development. The project is managed and operated by the Bilingual/ESL Teacher Education Programs of the University of North Texas.

Session: 4B

Room: Hamilton-Lebanon, 1st floor Conference Center

Strand: Program Support

Clinical Practice: Purposeful Partnerships and Placements

Mayra L. Peña, Ph.D., Texas A&M International University

Educator preparation programs should strive to support teacher candidates' as they learn and implement pedagogy in classroom settings. Like classroom teachers, teacher candidates are also responsible for providing the necessary instruction to their students as part of their field experiences while navigating the school culture and climate in which they practice. The session will describe the process of purposeful selection of field experiences and clinical placements leading to quality teacher preparation as well as maintaining effective partnerships with districts, administrators and cooperating teachers.

Session: 4C

Room: Frisco 5, 1st floor Conference Center

Strand: Pedagogy and Curriculum

Preparing Students for the New Science of Reading Test- Sharing Best Practices and Resources

Dr. Neva Cramer, Schreiner University

Dr. Karen Taylor-Backor, Schreiner University

It is imperative to prepare pre-service teachers in the science of reading grounded in the scientific evidence of how reading develops, why students have difficulties, and how to access and effectively use research-based strategies in the essential components of reading instruction. It looks like Texas has chosen its side of the "reading wars" and returned to a phonics-based approach with the newly required Science of Reading Test for EC-3 certification. This session will share best practices and resources for using the science of reading along with the art of communication to create a culture of literacy for all students.

BREAKOUT SESSION IV
Monday, October 28, 3:45-4:30 pm

2018 Quest for Quality: Exemplary School Partnerships Award Session

Session: 4D

Room: Frisco 7, 1st floor Conference Center
Strand: Program Support

The ELITE Institute: An Innovative Professional Development Model

Lisa Dryden, Ph.D., Texas Wesleyan University
Elsa Anderson, Ph.D., Texas Wesleyan University

This session will provide an overview of the ELITE (Empowering Literacy Instruction to Empower) Institute, an innovative professional development program designed by two Texas Wesleyan University professors. The ELITE institute is a partnership between Texas Wesleyan University and Fort Worth SPARC (Strengthening After School Programs through Advocacy Resources and Collaboration). During this interactive session, participants will learn and apply selected literacy strategies from the elite institute.

Session: 4E

Room: Frisco 3, 1st floor Conference Center
Strand: Pedagogy and Curriculum

What We Learned about Teaching ELL Students While in China: A Practical Approach to Reaching English Language Learners

Melinda S. Miller, Ph.D., Sam Houston State University
Rebecca A. Wentworth, Ph.D., Sam Houston State University

As part of a five-year agreement with Huaiyan Normal University in Mainland China, the authors spent two weeks in May 2019, teaching pedagogy content to preservice teachers. Through this opportunity, we experienced first-hand the struggles and rewards associated with working with a class of only ELL students and were called on to use ELL teaching strategies that we have asked our own preservice teachers to learn and practice. The authors will share their experiences as well as discuss successes and failures regarding teaching strategies, offering concrete examples and suggestions.

Session: 4F

Room: Frisco 2, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Seeking Opportunities Outside the Academy for Preservice Teacher Success

Dr. Karen Dunlap, Texas Woman's University
Dr. Sarah McMahan, Texas Woman's University
Dr. Rebecca Fredrickson, Texas Woman's University
Laura Trujillo-Jenks, Ph.D., Texas Woman's University

This session will address the efforts of an educator preparation program to implement multiple experiential learning activities for their preservice teachers to enhance their pedagogical knowledge. This program has been implementing these efforts for several years and will report the findings from the efforts as well as next steps on how to increase preservice teacher pedagogical knowledge as well as connection with graduates as they enter into the teaching field.

BREAKOUT SESSION IV
Monday, October 28, 3:45-4:30 pm

Session: 4G

Room: Frisco 1, 1st floor Conference Center
Strand: Program Support

Testing Change Ideas Through Disciplined Inquiry Using Plan-Do-Study-Act Cycles

Samuel Brower, University of Houston
Shea Culpepper, University of Houston
Veronica Estrada, University of Texas - Rio Grande Valley
Amy Ferrell, Southern Methodist University
Criselda Garcia, University of Texas - Rio Grande Valley
Cody Huie, Raise Your Hand Texas Foundation
Laura Allen, Trinity University
Alycia Maurer, Our Lady of the Lake University
Amber Thompson, University of Houston

Presenters will describe and discuss their experience implementing an inquiry protocol (Plan-Do-Study-Act) for examining low-risk, low-cost immediate changes that yield learning opportunities and address problems of practice in teacher education. Participants will receive examples of the application of the PDSA protocol across different universities and will expand understandings of improvement science as a methodology to answer some of the challenges in creating change in complex education organizations.

Session: 4H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Pedagogy and Curriculum

Co-Teaching: Uncovering the Successes and Challenges to Strengthen Clinical Practices

Debora A. Shideman, Texas A&M University-Texarkana

A presentation designed to offer insights into the co-teaching model. The researcher will share data from clinical teachers and cooperating teachers upon completion of a year's experience with the co-teaching model.

Session: 4I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Program Support

From Struggling to Thriving: Proven Strategies for Producing Passing TExES Exam Results

Dr. Lorraine Killion, Texas A&M University-Kingsville
Dr. Daniella Varela, Texas A&M University-Kingsville

ASEP accountability is inevitable, but when met with upgraded curriculum requirements and continuously increasing program standards, the growing rigor of pass rate calculations and TExES exams creates additional challenges for educator preparation programs. In due service to teacher preparation program candidates and ultimately school districts across the state of Texas, test preparation activities must be of paramount focus. This presentation will offer practical, sustainable strategies adopted and proven to successfully move one educator preparation program from struggling to thriving at Texas A&M University-Kingsville, with TExES pass rates now at 100% for six out of the past seven years.



**Fall 2019 Teacher Education Conference
BREAKOUT SESSION DESCRIPTIONS**

**BREAKOUT SESSION IV
Monday, October 28, 3:45-4:30 pm**

Session: 4J

Room: Gallant Fox, 2nd floor Conference Center

Strand: Policy and Leadership

Increasing Access to Universities through Community College Partnerships

Laura Currey, M.Ed., Texas A&M-Texarkana

Marian Ellis, Ed.D., Paris Junior College

How can students earn their Bachelor of Science Interdisciplinary Studies (EC-6) degree on a community college campus? Come and see how Texas A&M University-Texarkana's innovative partnerships with Northeast Texas Community College and Paris Junior College have opened the door to increasing access to the university through transfer, dual enrollment, and dual-financial aid agreements.

BREAKOUT SESSIONS V
Tuesday, October 29, 8:00-8:45 am

Session: 5A

Room: Indian Trail, 2nd floor Embassy
Strand: Pedagogy and Curriculum

Engaging in Teacher Education Reform: Challenges and Celebrations

Dr. Helen Berg, Sam Houston State University
Jodi Dennis, M.Ed., Texas Tech University
Dr. Susan Harte, Sam Houston State University

This session will focus on a grassroots collaborative approach to developing and building relationships among and within multiple stakeholders within a yearlong residency program.

Session: 5B

Room: Hamilton-Lebanon, 1st floor Conference Center
Strand: Pedagogy and Curriculum

The Online Teacher Candidate: Making a Way for Paraprofessionals and Non-Traditional Students

Ronda McClain, Stephen F. Austin State University

As the demand for highly qualified classroom teachers grows in the state of Texas, school districts are increasingly shifting their focus inward to find personnel to fill these demands. Many educational aides working in schools today are seeking an opportunity to complete an undergraduate degree and step into the classroom as the teacher of record. With the implementation of the second phase of the Grow Your Own Grant, districts are investing in these already trusted and trained individuals and encouraging them to seek a degree. The necessity of working full time makes the ability to enroll in online classes to complete this goal extremely enticing.

Sponsor Session

Session: 5C

Room: Frisco 5, 1st floor Conference Center
Strand: Program Support

Using Student Data on Test Preparation to Inform Education Preparation Programs

Shannon Granados, Certify Teacher

There is an increased emphasis by the federal government for states to truly hold educator preparation programs (EPPs) to a clear standard of quality based on student outcomes. Multiple measures to assess teacher training program quality are in the works. Feedback systems to drive program changes are the tools of choice. This presentation describes an existing data analysis tool that contains information on candidates' knowledge and skills aggregated during their preparation for certification tests. With this tool, data is easily analyzed and visualized by interactive graphs, charts, and reports to help administrators of EPP programs make better and insightful data-driven decisions that strengthen their programs and prepare successful educators. Several examples will be shared in an interactive session with the audience.

BREAKOUT SESSIONS V
Tuesday, October 29, 8:00-8:45 am

Session: 5D

Room: Frisco 7, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Adjusting the Pedagogical Thermostat: Educator Preparation in Diverse Educational Climates

Shamim Arastu, Lone Star Community College

Educators of the 21st Century teacher need to be effective in working with students from minority, immigrant, bilingual, special populations, and those with other diverse learning needs and backgrounds. The future workforce must be prepared in areas of STEM and must be technology literate. In order to develop these high caliber teachers, we must establish top quality educator preparatory programs that possess the ability to model effective pedagogy in the classroom. This session will give you an opportunity to engage in and learn about several impact educational practices that will prepare our pre-service teachers for the current diverse educational climate.

Session: 5E

Room: Frisco 3, 1st floor Conference Center
Strand: Pedagogy and Curriculum

The Value of Dispositional Assessments in Predicting Success in Learning to Teach: Lessons from a Field-Based Teacher Preparation Program

Laura Allen, Trinity University

Pat Norman, Trinity University

Heather Haynes Smith, Trinity University

Are measures of candidate dispositions predictive of success in clinical teaching, program completion, and the first year of teaching? Trinity University uses the Dispositions, Attributes, and Proficiencies (DAP™) instrument as an admission instrument, then utilizes a Dispositional and Professional Skills Inventory mirroring the DAP during the three semesters of the Master of Arts in Teaching program leading to initial certification. This research presentation describes findings regarding the predictive validity of non-academic factors on candidate success through the first year of teaching. Presenters will share the study design, data sources, and practical considerations using dispositional assessments as part of program admission.

BREAKOUT SESSIONS V
Tuesday, October 29, 8:00-8:45 am

Texas Education Agency Stakeholder Meeting

Session: 5F

Room: Frisco 2, 1st floor Conference Center
Strand: Program Support

Data Visualizations for Educator Preparation Programs

LaCole Fouts, Texas Education Agency
Mark Olofson, Texas Education Agency

The Texas Education Agency is engaging in a project to build analytical visualizations of educator preparation data gathered in user-friendly dashboards. Through this project, we hope to support improvement and innovation in educator preparation by providing high-quality, actionable data on EPP inputs, processes, and outcomes. Additionally, through the development process, we hope to engage EPPs in deeper data conversations to ensure EPPs shape and understand the information being provided in these dashboards. In this session, analysts from the TEA will demonstrate dashboard progress to date and collect impressions and feedback from session participants.

Texas Education Agency Stakeholder Meeting

Session: 5G

Room: Frisco 1, 1st floor Conference Center
Strand: Program Support

Strengthening the Bridge between Clinical Teaching and Induction

Beth Burkhart, NBCT-Texas Education Agency

Within the diverse and changing educational landscape of Texas, it is critical to establish clear and strong connections between educator preparation and practice. The Texas Education Agency will solicit feedback from stakeholders about how to strengthen the bridge from preservice teaching to teacher induction. Participants are encouraged to share ideas related to clinical teaching experiences, building partnerships between districts and educator preparation programs, mentoring and induction support, and specialized coursework and training for supplemental certifications such as Bilingual and Special Education and how TEA can support these ideas with policy changes.

BREAKOUT SESSIONS V
Tuesday, October 29, 8:00-8:45 am

Session: 5H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Program Support

Outcomes of a TEA Grow-Your-Own (GYO) Pathway Three Grant Program

Gina Anderson, Ed.D., Texas Woman's University
Brandon Bush, Ph.D., Texas Woman's University
Sarah McMahan, Ph.D., Texas Woman's University

Unaddressed rural school issues contribute to persistent, educational inequities for the children, families, and teachers living in and serving these communities. Grow-Your-Own (GYO) teacher programs hold potential for rural districts facing these issues. The presenters will share details about a grant funded GYO program partnership between a university educator preparation program and two rural school districts in north Texas. GYO candidate assessment and program data will be shared.

Session: 5I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Program Support

Implementing Collaborative Faculty Course Studies in a Teacher Education Program to Support Continuous Improvement

Shea Culpepper, University of Houston
Jahnette Wilson, University of Houston
Amber Thompson, University of Houston

Presenters will describe and discuss the implementation of faculty course self-studies in a teacher educator preparation program and how the work can support continuous improvement and a culture of collaboration and inquiry. Processes, examples, and artifacts that can be replicated in various contexts will be shared.

Session: 5J

Room: Gallant Fox, 2nd floor Conference Center
Strand: Program Support

High-Impact Touchpoints for Quality Coaching

Mia O'Suji, Yes Prep
Christopher Reid, Yes Prep

It is no accident that the classic touchpoint in coaching novice teachers is a classroom observation followed by a debrief. This formula typically addresses most pedagogical issues that may arise for novice teachers. However, synonymous to the belief that one size does not fit all when planning instruction for students, novice teachers also require differentiated support that may be based on specific needs of the teacher or students, learning environment, teacher personality, or learning styles. This session focuses on incorporating a variety of alternative touchpoints that can be used to customize individual support for teacher to proactively further teacher development (Teaching Excellence: A Field Guide for Coaching and Developing Novice Teachers. YES Prep Public Schools, 2018).

BREAKOUT SESSIONS VI
Tuesday, October 29, 9:00-9:45 am

Session: 6A

Room: Indian Trail, 2nd floor Embassy
Strand: Pedagogy and Curriculum

Culturally Responsive Teaching (CRT): Professional Development to Classroom Practice

Helen Berg, Ph.D., Sam Houston State University
Stacey Edmonson, Ed.D., Sam Houston State University
Jannah Nerren, Ph.D., Sam Houston State University
Sandra Stewart, Ed.D., Sam Houston State University

This session will focus on an 18-month research project between one university and two district partners on CRT professional development and transferability into the classroom. Phase I of the project focused on professional development for year-long residence teacher candidates and their classroom mentors. Phase II will focus on following the year-long teacher candidates into the first year of teaching. Data will be presented on the impact of the professional development for both the mentor teachers and teacher candidates. In addition, current data will be presented on transferability of CRT practices in the novice teachers' classrooms.

Session: 6B

Room: Hamilton-Lebanon, 1st floor Conference Center
Strand: Program Support

Multi-Step Mentor Teacher Selection Process Moves the Needle in Teacher Preparation

Alyson Mitchell, M.Ed., Texas Tech University
Jody Dennis, M.Ed., Texas Tech University

As many teacher preparation programs face pressure to improve, and studies show that the performance of student teachers once they have their own full-time classrooms corresponds to the quality of the mentor teacher they trained under, it makes practical sense to invest in finding the most effective possible teachers to mentor pre-service teachers in their field placements. Research has identified that being an effective teacher does not make one an effective mentor teacher; therefore, our program has developed a multi-step process to identify the strongest mentor teachers to mentor pre-service teachers in their field placements.

BREAKOUT SESSIONS VI
Tuesday, October 29, 9:00-9:45 am

Session: 6C

Room: Frisco 5, 1st floor Conference Center
Strand: Program Support

Providing Early and Frequent Reading Field-Based Opportunities Through an In-School Tutorial Program

Rochelle Cortino, Texas A&M University – Corpus Christi
Bethanie Pletcher, Texas A&M University – Corpus Christi

Islanders Helping the Early Acceleration of Readers Together (iHEART) is a tutorial initiative at a primary school. The mission of the program is to provide children with early reading intervention, through research-based instruction, and to give teacher candidates opportunities to implement strategies learned in their reading courses at the university. The principal, program coordinators, and tutors work closely to strengthen and sustain this school-university partnership. A research study was conducted in the program during spring 2019 and results indicate that the children served made significant gains in the areas of word and letter identification, text level reading, and phonemic awareness.

Session: 6D

Room: Frisco 7, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Cultivating Collaboration: Strengthening Preparation Programs to Forge Greater Opportunities for Candidate Success in Practice

Sheila F. Baker, Ph.D., University of Houston-Clear Lake
Jana Willis, Ph.D., University of Houston-Clear Lake

This presentation shares information regarding collaborative experiences between candidates in teacher, school librarian, and principal preparation programs. Included will be discussion to facilitate the broadening of one's knowledge base to include the school librarian as a key role player in the initial and continuous education of teachers. Experiential learning in the preparation program ensures pre-service teachers enter practice equipped with the knowledge of the school librarian's expertise and value in supporting their teaching and learning.

Session: 6E

Room: Frisco 3, 1st floor Conference Center
Strand: Program Support; Policy and Leadership

Tracking Teacher Education Retention: One Texas EPP's DIY Approach

Cynthia Savage, Texas Christian University
Heather Doyle, Texas Christian University

This session will provide an overview of how EPPs can internally track program completers into career pathways in Texas public schools. Structured as both a presentation and a workshop, participants will learn steps that EPPs can take to request comprehensive employment histories from the Texas Education Agency (TEA), will review examples of data templates that can be used, and will be guided through corresponding data analyses. In addition, an illustrating case and lessons learned will be presented.

BREAKOUT SESSIONS VI
Tuesday, October 29, 9:00-9:45 am

Texas Education Agency Stakeholder Meeting

Session: 6F

Room: Frisco 2, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Texas Teach Like a Champion Online

Ashley Prevost, Texas Education Agency

The Texas Education Agency has invested in Texas Teach Like A Champion Online, an online professional development resource for all education professionals in the state of Texas. This resource, which is provided free of charge, can be used by educator preparation programs to develop candidates in 11 of the most foundational Teach Like A Champion techniques. This session will cover how to sign up for an account and navigate the website, as well as go over recommended usage for educator preparation programs.

Texas Education Agency Stakeholder Meeting

Session: 6G

Room: Frisco 1, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Enhance the Clinical Experience with Texas Lesson Study

Blair Claussen, Texas Education Agency

Lesson Study is an action research process in which educators collaboratively develop, teach, and revise research-based lessons. Participants in this session will learn how Lesson Study is part of TEA's effort to enhance teacher effectiveness and student growth by introducing teacher-driven, reflective, place-based professional development and structures for in-service and pre-service teachers. Participants will leave with example implementation models and strategies for bringing Lesson Study to their campus.

BREAKOUT SESSIONS VI
Tuesday, October 29, 9:00-9:45 am

Session: 6H

Room: Ranger-Sea Biscuit, 2nd floor Conference Center
Strand: Program Support

Leveraging Cross-Institutional Partnerships to Address Problems of Practice in Teacher Education Using Tools to Conduct Causal Systems Analyses

Samuel Brower, University of Houston
Shea Culpepper, University of Houston
Veronica Estrada, University of Texas - Rio Grande Valley
Criselda Garcia, University of Texas - Rio Grande Valley
Amber Thompson, University of Houston
Laura Allen, Trinity University
Donna Brasher, Texas Tech University

Presenters will describe and discuss their experience as part of a Carnegie Networked Improvement Community (NIC) (Byrk, et al, 2016) using improvement science tools in order to study and address problems of practice related to quality field experiences and teacher candidate recruitment. By engaging in causal systems analysis (CSA), teacher education faculty from multiple universities with differing contexts identified root causes of problems of practice and will share results that could inform their respective program practices. Attendees will obtain tools and resources that could be used to implement a CSA at their respective campuses.

Session: 6I

Room: Bass-Bush School, 1st floor Conference Center
Strand: Pedagogy and Curriculum

Good, Better, Best: Field Experiences in Primary Grade Literacy

Lauren Kirk, Ed.D., Howard Payne University

Learning to read is an essential skill, and students in primary grades deserve a highly qualified literacy educator. How do EPPs equip EC-3 and EC-6 candidates with the knowledge, skills, and dispositions to teach literacy in the primary grades? This session will explore the programmatic features of coursework, field experience, and collaboration that effectively prepare candidates for literacy instruction and will highlight one EPPs move toward embedded literacy field experiences. Also, the results of a recent study in Texas that investigated preservice teachers' sense of efficacy for primary literacy instruction by the amount of field experience will be shared.

BREAKOUT SESSIONS VI
Tuesday, October 29, 9:00-9:45 am

Session: 6J

Room: Gallant Fox, 2nd floor Conference Center
Strand: Program Support

Starting a New Teacher Preparation Program

Dr. Christina Ellis, Sam Houston State University

Dr. Tori Hollas, Sam Houston State University

Dr. Mae Lane, Sam Houston State University

Two years ago, we began a non-traditional teacher preparation program, 4+1 TEACH, at a university in the southeast region of Texas to assist students in completing their teacher preparation programs and to benefit area schools. Upon receiving grant funding, we were able to provide the 4+1 TEACH residents with tuition for their M.Ed. in Curriculum & Instruction, a Site-Based mentor, a Full-Release mentor, a 4+1 TEACH Coordinator, and ongoing professional development through an online program utilizing micro-credentials. The partner school districts benefit from a pool of well-prepared teachers who serve high-needs schools through a three-year residency and beyond.

GENERAL SESSION IV: TEA Town Hall Meeting & Brunch Buffet
Tuesday, October 29 ~ 10:00 am-1:00 pm
Frisco 6, 1st Floor Convention Center

TEA Town Hall Meeting
Texas Education Agency

Keynote: Mike Morath, TEA Commissioner of Education



TEA Update / Q&A:

Ryan Franklin
Associate Commissioner
Educator Leadership and Quality

Mark Olofson
Director
Educator Preparation

Tam Jones, Ed.D.
Director
Educator Preparation

Grace Wu
Project Manager
Educator Support

Project Give Back Presentation



2019 Project Give Back
benefits Alto Independent School District

Collected donations will be directed toward
rebuilding following the April tornado destruction.



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

“



Fall 2019 Teacher Education Conference

Embassy Suites Dallas-Frisco
October 27-29, 2019

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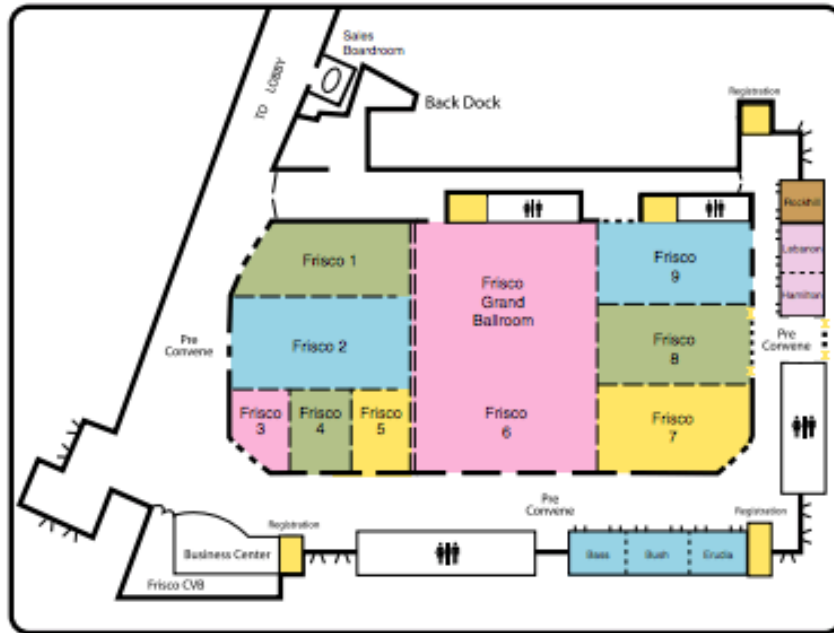
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(TAHPERD)

Texas Coordinators for Teacher Certification Testing
(TCTCT)

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(TDFE)

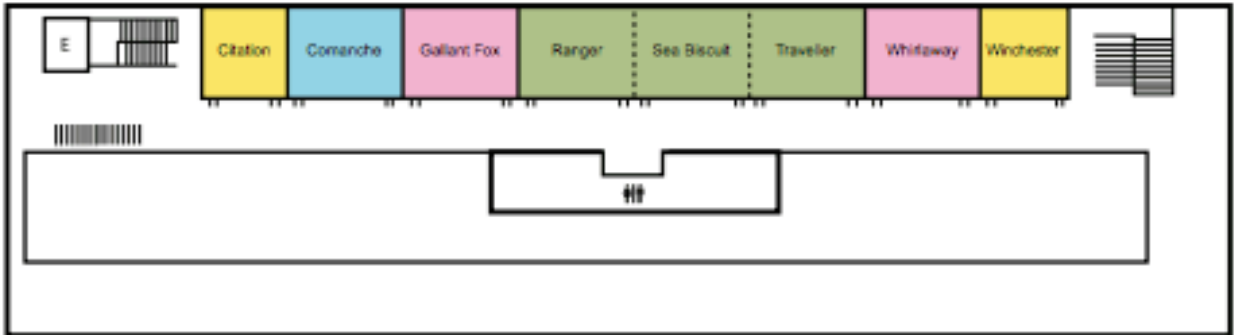
Texas Association of Teacher Educators
(TxATE)

EMBASSY SUITES DALLAS – FRISCO/HOTEL, CONFERENCE CENTER & SPA



CONFERENCE CENTER 1st FLOOR

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See you next year!

CSOTTE 2020

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