



CSOTTE

CONSORTIUM OF STATE ORGANIZATIONS FOR TEXAS TEACHER EDUCATION

TEXAS TEACHER EDUCATION CONFERENCE

CSOTTE Cares

Supporting Our Education Candidates

WELLNESS



CSOTTE CARES

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October 8-10, 2023
San Marcos, TX



Fall 2023 Teacher Education Conference

Embassy Suites San Marcos
October 8-10, 2023

CONFERENCE AT A GLANCE

Fall 2023 Teacher Education Conference

Sunday, October 8

10:30 AM	12:00 PM	Board Meeting	Veramendi Salon A
12:00 PM	1:00 PM	First Time Attendee Reception	Veramendi Salon B
1:00 PM	7:00 PM	Registration & Vendor Exhibits	Conference Center Foyer
1:00 PM	1:30 PM	TxATE Board Meeting	Chautauqua Salon A
1:00 PM	1:30 PM	TACA Board Meeting	San Marcos River Salon A
1:00 PM	1:30 PM	EDICUT Board Meeting	San Marcos River Salon B
1:00 PM	1:30 PM	ADoT Board Meeting	Veramendi Salon C
1:45 PM	2:45 PM	TACO General Meeting	Chautauqua Salon B
1:45 PM	2:45 PM	TxATE General Meeting	Chautauqua Salon A
1:45 PM	2:45 PM	ADoT General Meeting	Veramendi Salon C
1:45 PM	2:45 PM	TDFE General Meeting	Spring Lake Salon B
3:00 PM	4:00 PM	TCTCT General Meeting	Chautauqua 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	San Marcos River Salon B
4:00 PM	5:15 PM	Dean's Reception	Veramendi Salons D
5:30 PM	7:00 PM	<p><u>GENERAL SESSION I</u> DeAnna Jenkins, CSOTTE Chair</p> <p>Awards Dinner</p> <ul style="list-style-type: none"> TACO Classroom Set Up Grants TDFE Clinical Teacher of the Year Awards TACA Shining Star Interns TACCTEP Doug Hamman 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 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 2023 Teacher Education Conference

Embassy Suites San Marcos
October 8-10, 2023

CONFERENCE AT A GLANCE

Fall 2023 Teacher Education Conference

Monday, October 9

7:00 AM	8:30 AM	Embassy breakfast buffet for registered Embassy Suites guests	Atrium
7:00 AM	5:00 PM	Registration & Vendor Exhibits	Conference Center Foyer
8:00 AM	8:45 AM	Breakout Session 1 <i>*See program for breakout session descriptions & locations</i>	
9:00 AM	10:00 AM	GENERAL SESSION II Burnout, Balance, Wellness (Oh, My!) Kaitlin Hopkins	Veramendi Salons E & F
10:15 AM	11:00 AM	Emerging Scholars and Emerging Professionals: Poster Session	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 & locations</i>	
12:15 PM	1:30 PM	NETWORKING LUNCH DISCUSSIONS TACTE, EDICUT & ADoT TEA Updates: Teacher and Principal Residency Updates TDFE Clinical Teaching Residencies TCTCT Testing Issues TACO It Could Have Been Better TACCTEP & TxATE Education Fields of Study: Texas Transfer Framework	Spring Lake Salon A Veramendi Salon A Veramendi Salon B Veramendi Salon C Veramendi Salon D
1:45 PM	4:30 PM	TACTE General Meeting	Chautauqua Salon B
1:45 PM	2:30 PM	Breakout Session 3 <i>*See program for breakout session descriptions & locations</i>	
2:45 PM	3:30 PM	Breakout Session 4 <i>*See program for breakout session descriptions & locations</i>	
3:45 PM	4:30 PM	Breakout Session 5 <i>*See program for breakout session descriptions & locations</i>	
5:30 PM	7:00 PM	Embassy Suite Manager's Reception	Atrium



Fall 2023 Teacher Education Conference

Embassy Suites San Marcos
October 8-10, 2023

CONFERENCE AT A GLANCE

Fall 2023 Teacher Education Conference

Tuesday, October 10

7:00 AM	8:30 AM	Embassy breakfast buffet for registered Embassy Suites guests	Atrium
7:30 AM	10:00 AM	Vendor Exhibits	Conference Center Foyer
8:00 AM	8:45 AM	<u>FEATURED SESSION</u> Texas Education Agency Emily Garcia, Deputy Commissioner	Spring Lake Salon A & B
9:00 AM	9:45 AM	<u>Breakout Sessions 6</u> <i>*See program for breakout session descriptions & locations</i>	
10:00 AM	10:45 AM	<u>Breakout Sessions 7</u> <i>*See program for breakout session descriptions & locations</i>	
11:00 AM	1:30 PM	<u>GENERAL SESSION III</u> Lunch Buffet Unlocking the Power of Our Voices Amy Dodson, Raise Your Hand Texas	Veramendi Salons E & F

Emerging Scholars & Emerging Professionals Conference Track
 Monday, October 9, 2023

7:30-8:30 **Scholars: Poster Set-Up**
 Conference Center Foyer

9:00-10:00 **Conference General Session II**
 Veramendi Salons E & F

Burnout, Balance, Wellness (Oh, My!)
 Kaitlin Hopkins

10:15-11:15 **Emerging Scholars & Emerging Professionals: Poster Presentations**
 Conference Center Foyer

11:30-12:15 **Professional Development Session 1**
 San Marcos River Salon A

Making Connections: The Importance of Educator Support Organizations
 Ms. Kelsey Kling
 Government Relations Specialist & Policy Analyst, Texas AFT



Kelsey is currently a Government Relations Specialist with the American Federation of Teachers Texas (Texas AFT). She followed a somewhat winding path to public education policy, earning two degrees in theatre (BFA, MA) and teaching, Kelsey worked in educational publishing, before moving to the Texas Education Agency, where she spent 12 years in assessment and then fine arts curriculum policy. Her ongoing professional duties involve working with the Texas Legislature, the State Board of Education, and the State Board for Educator Certification for holistic policies that best serve our public school systems. In addition to her union, Kelsey remains active in her own teacher organization, Texas Education Theatre Association (TxETA), and is the current K-12 Co-chair of the

Texas Coalition for Educator Preparation (TCEP). She is a proud parent of two high school juniors at Dripping Springs ISD.

12:15-12:30 Pick Up Lunch
 Conference Center Foyer

12:30 - 1:30 **Professional Development Session 2**
 San Marcos River Salon A

Teacher Truths: Busting Myths about the Teaching Profession
 Ms. Alyssa Landreneaux



Alyssa Landreneaux has passionately worked in the field of education for nearly a decade as a K-5 classroom teacher and literacy instructional coach. She currently serves as the Assessment Coordinator for the Department of Education Studies at Stephen F. Austin State University. Alyssa is a lifelong learner and a strong advocate for the teaching profession.



Fall 2023 Teacher Education Conference

Embassy Suites San Marcos
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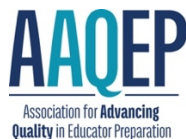
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Fall 2023 Teacher Education Conference

**Embassy Suites San Marcos
October 8-10, 2023**

Office Hours with



Drop in with your questions for TEA
Private Dining Room I

Monday, October 9 1:30-5:30 pm

Tuesday, October 10 9:00-11:30 am

GENERAL SESSION I

Sunday, October 8
5:30 – 7:00 pm
Veramendi Salons E & F



Conference Opening & Awards Dinner



DeAnna Jenkins
2023 CSOTTE Conference Chair

Welcome to the 2023 CSOTTE Conference! As the conference arrives, I am always excited for this conference and the opportunity to learn with and from other Educator Preparation Programs (EPPs).

Education is one of the most rewarding professions with which a person can engage. Many feel they were/are called to the education field. Many of us feel by preparing educators to carry on in this honored profession, we are providing a beneficial service to our country, state, communities, parents, and most importantly, our education candidates. Where would this nation, and its citizens, be without the opportunity for an education? Educators, teachers, administrators, counselors, and superintendents provide the foundation of learning for every child entering the classroom. Education is the basis for every career one can imagine; whether that be a scientist, doctor, lawyer, teacher, politician, entrepreneur, or a career yet to be identified, all have been provided some level of education.

In today's world, wellness seems to be a topic one of the most talked about concepts in our current environment. No matter the favorite media you "tune into", whether that be television, radio, or social media, there will quickly be a section, advertisement, "hack", or expert speaking on wellness within one's life, whether that be in terms of physical, mental, financial, relational, nutritional, or spiritual.

As we come together during this year's conference, I wanted to continue to build on our past conference themes, "Teachers Can!", "Passion, Positivity, and Perseverance", and "Teaching is Heartwork!", with the concept that to be an effective educational leader in the classroom, on the campus, or in a district, one must find wellness within their own lives. As our 2021 CSOTTE Chair, Rebecca Frederickson, discussed, teachers "turn on the light" for so many, many students, yet, who is turning on the light for them?

Therefore, the 2023 CSOTTE Conference Theme is CSOTTE Cares! For our educators to do the work of the heart, persevere, and keep their passion and positivity, they must be able to find a balance, or sense of "wellness", within their own lives. As you see on the graphic, there are 12 puzzle pieces with some of the various items that impact a person's "wellness" or "balance" in their lives. Within the puzzle, you see the image of a heart with a missing piece. The identified concepts, of course, do not communicate all parts of a person's life, but attempt to build a visual of how these items link together to bring a sense of wholeness to one's life. For instance, without physical, mental, and/or financial stability, it is often hard for the education candidate to concentrate effectively on the tasks at hand, such as completing modules/classes, studying for a certification exam, field observations, completion of practicums and/or internship tasks. So, my question this year is, as EPPs, how are we providing that "helping hand" to ensure a sense of "wellness" or "balance" for our candidates within our programs? Of course, I realize that we cannot solve all the issues our candidates face, but as EPPs, we can seek to understand how we can advocate for, minimize the wake our programs create, and assist our candidates in their future success.

As we engage together during the 2023 CSOTTE Conference, let's seek to find ways to continuously improve, sharpen each other's thinking, advocate for our candidates, as well as to realize the opportunities for "wellness" within our programs and our own lives.



Classroom Set Up Grants

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

2023 Recipients:

Jessica Green, Baylor University
Batsua Morales, Baylor University
Victoria Patterson, Dallas Baptist University
Mills Wood, Howard Payne University
Mikaela Rodriguez, Schreiner University
Sarah Beavers, Stephen F. Austin State University
Vanessa Geurin, Tarleton University
Olivia Baldauf, Texas A&M University
Aspin Tedder, Texas A&M University-San Antonio
Khalil Rasul, Texas A&M University-San Antonio
Abraham Segundo, Texas A&M University-San Antonio
Paige Armstrong, University of Texas at Dallas

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Awards

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.

2023 Recipients:

Deborah Chou, Elementary, Baylor University
Ellen Romious, Secondary, 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.

2023 Honorees:

<i>Scott Smith, Go Teach 11</i>	<i>Jessica Lines, Teachworthy</i>
<i>Robin Parker, Inspire TX, Region 4</i>	<i>Robert Jolly, Teachworthy</i>
<i>Antoinette Campbell, Inspire TX, Region 4</i>	<i>Selena Cole, ACT Dallas</i>
<i>Kristin Clark, Inspire TX, Region 4</i>	<i>Douglas Simpson, ACT Dallas</i>
<i>Cody Sabol, Inspire TX, Region 4</i>	<i>Matthew Forrest Parker, ACT Dallas</i>
<i>Sarah Pollock, TOPP, ESC 20</i>	<i>Hayden Cepak, ACT Dallas</i>
<i>Hannah Johnson, Go Teach 11</i>	<i>Mona Thomas, ACT Dallas</i>
<i>Michael Mae Bergman, Go Teach 11</i>	<i>Desirae Ortiz, TOPP ESC 20</i>
<i>Kara Gafford, Go Teach 11</i>	<i>Alyssa Martens, TOPP ESC 20</i>
<i>Robert Hendricks, Austin Community College</i>	<i>Kendra Hendon, Inspire TX Region 4</i>
<i>Simbry Wedemeyer, Teachworthy</i>	



Doug Hamman 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 2023 recipient will be announced at the awards dinner.



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 and 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 2023 ADoT award recipients will be announced at the awards dinner.



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 2023 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.

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 2023 TACTE award recipients will be announced at the awards dinner.

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.

2023 Recipients:

Kylah Clark-Goff, Baylor University

Lisa Osborne, 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.

2023 Recipient:

Dr. Michael McFarland

Superintendent of Schools, Crowley ISD



Fall 2023 Teacher Education Conference

Embassy Suites San Marcos
October 8-10, 2023

Join us in the Spring Lake Ballroom!

Z40 Presents

CASINO

night

Let's Kick-Off CSOTTE

October 8th
7 PM to 10 PM

GAMES | PRIZES | WINE | BEER

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BREAKOUT SESSION 1

Monday, October 9

8:00 am - 8:45 am

Session 1A

Veramendi Salon A
Single-Topic Session

Strand 4: Diversity & Equity

Advocacy- The Power of Your Voice

Abbie Strunc, Sam Houston State University
Helen Berg, Sam Houston State University
Elizabeth Ward, Texas Woman's University

An increasingly important aspect of teacher preparation is strategically empowering teacher candidates to advocate for themselves, their students, and the profession. In this session, we will engage in discussions on the importance of advocacy in education, particularly at the state level, and will discuss tools for advocacy. Session attendees will have the opportunity to share opportunities to engage in advocacy for themselves and their teacher candidates.

Session 1B

Veramendi Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

EPPs Recognized for Their First-Time Pass Rates in ELAR Share Practices and Resources that Have Contributed to Their Successes

Stephanie Grote-Garcia, University of the Incarnate Word
Renee Collins, Hardin-Simons University
Gae Connally, Baylor University
Amber Daub, East Texas Baptist University
Barbara Ashmore, The University of Texas at Dallas
Mariannella Núñez, University of the Incarnate Word
Stephanie Talley, Abilene Christian University

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 Teacher Preparation Programs (EPPs) to develop and align new course materials to those standards. In the spring of 2023, the Texas Education Agency recognized eight EPPs for rigorous and robust preparation in this area, specifically the EPPs' were recognized for their first-time pass rates in English Language Arts and Reading. In this informational session, faculty members from seven of those programs will share key shifts, revisions, and resources that have contributed to their successes. Attendees of this session will be given materials that can be immediately implemented in other EPPs.

Session 1C

Veramendi Salon C
Multi-Topic Session

Strand 3: Policy & Leadership

Teacher Education Leadership in a University/District/Community STEM Partnership

Leslie Huling, Texas State University
Michelle Berry, Texas State University
Karen Fabac, Texas State University

Teacher educators are frontline providers not only in supplying U.S. schools with the teaching workforce needed to staff our schools but also in helping to inspire the next generation of American leaders and workers. This presentation highlights a university/district/community STEM initiative that combines a workforce research initiative with a well-integrated portfolio of STEM engagement and educator professional development opportunities in one Texas congressional district. Presenters examine the role of teacher educators fulfilled in providing leadership and collaborative strategies to harness the collective efforts of this partnership that serves learners of all ages in both formal and informal settings.

BREAKOUT SESSION 1

Monday, October 9

8:00 am - 8:45 am

Session 1C

Veramendi Salon C
Multi-Topic Session

Strand 1: Program Support

The Ultimate Study Buddy: Using AI to Prepare for Certification Exams

Alyssa Landreneaux, Stephen F. Austin State University

Artificial Intelligence (AI) is rapidly revolutionizing various aspects of human tasks. AI tools like ChatGPT enable users to engage in creative endeavors and increase productivity. EPPs can harness the power of AI by encouraging teacher candidates to use ChatGPT to prepare for state certification exams. Serving as a study companion, ChatGPT can assist candidates by designing study plans, simplifying complex concepts, and generating practice questions. Its interactive nature allows candidates to clarify misconceptions and receive rationales for answer choices. ChatGPT can also offer emotional support by providing encouragement and resources for those feeling overwhelmed. It is the ultimate study buddy!

Session 1D

Veramendi Salon D
Multi-Topic Session

Strand 1: Program Support

A Residency Pathway to Certification for Paraprofessionals and Instructional Aides

Haley Richardson, The University of Texas at El Paso

Jessica Pussman, The University of Texas at El Paso

Experienced paraprofessionals and instructional aides play pivotal roles in K-12 classrooms and are often keen to advance into certified teaching roles but are constrained by financial or other barriers. UTEP's EPP developed a Resident Instructional Aide pathway for traditional and alternative certification candidates. This route provides financial support and formal training, and allows the candidate to maintain their paraprofessional or aide position during residency. Our paired undergraduate and ACP presentations will provide insights into the Resident Instructional Aide pathway's inception, challenges, solutions, and successes. Join us to discover how we're transforming the journey from school support staff to certified teacher.

Strand 1: Program Support

Cultivating Partnerships to Retain Early Career Educators in the Border Region

Patricia Ocana, The University of Texas at El Paso

Celina Gamboa, The University of Texas at El Paso

This presentation will focus on a new teacher mentorship program developed through strong partnerships between one university's Education Preparation Program and local districts to mentor and support early career educators in traditionally underserved communities in the borderland area. Through this partnership, the university's faculty site coordinators work to implement research-based mentoring approaches to cultivate and retain early career educators in the area, with a more recent focus on beginning teachers who are graduates from the university's year-long residency program. The team works with local districts through a shared governance structure to promote a new teacher induction focused on empowering and sustaining high-quality early career educators. The basis of the program is premised on coach-mentor-teacher solid relationships that build on the power of collaboration and the vision to provide educational quality and equity for all students.

BREAKOUT SESSION 1

Monday, October 9

8:00 am - 8:45 am

Session 1E

Spring Lake Salon A
Single-Topic Session

Strand 1: Program Support

Preparing Future Leaders by way of a Yearlong Residency Program- The LEADERS Project

Beverly Sande, Prairie View A&M University

Charlotte Fontenot, Prairie View A&M University

Christin Bryant, Prairie View A&M University

Collaboration between stakeholders is essential for transformational work. This presentation will focus on Prairie View A & M University's initial work to develop interdisciplinary and district partnerships regarding implementing a yearlong teacher and leadership residency. The presenters will highlight the steps taken to develop the Panther Educator Residency Consortium (PERC) to address the various areas of high needs within the districts. Under the PERC umbrella, PVAMU has the following residency models: Panther Teacher Residency (Pre-Bac), Panther Teacher Education Residency Model (Post -Bac), and Panther Leaders Residency Model (Principalship).

Session 1F

Spring Lake Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Content Language Integrated Learning in a Sociolinguistic Context

Angela Dierschke, Region 11 Alternative Certification

A growing subpopulation of bilingual students are Long-Term English Language Learners, or LTELs, whose home language is not English but have been in U.S. schools for 6 to 12 years without passing an English proficiency and a criterion-referenced exam to be undesignated as Limited English Proficient. The problem becomes evident at the secondary level where there is little linguistic support. One reason is that students traditionally only receive academic oral and writing instruction in English classes, especially in grammar and vocabulary. Without these communication skills, students may struggle academically and in their future careers. This study utilized a quasi-experimental ex post facto study to assess the effectiveness of a Content Language Integrated Learning (CLIL) model intervention class.

Session 1G

Veramendi Salon G
Single-Topic Session

Session Canceled

Session 1H

Veramendi Salon H
Single-Topic Session

Strand 2: Pedagogy & Curriculum

District-University Partnerships Matter: The Importance of Relational Agency in Preparing Teachers with Agency

Trisha Ray, Texas A&M University-Texarkana

Sara Lawrence, Texas A&M University-Texarkana

Districts are looking for quick and innovative ways to hire teachers off-the-street and through preparation programs. Yet, students, particularly marginalized students, continue to endure barriers including underprepared teachers that lack efficacy and agency. Paid teacher apprenticeships and internships offer hope in attracting new teachers to tackle the teacher shortage. How can education leaders apply lessons from successful year-long teacher residencies to current paid apprenticeships and internships to alleviate the teacher shortage and prepare teachers with agency supporting student academic growth? The presentation provides components of relational agency among student/novice teachers, campus mentors, and university supervisors supporting teacher agency.

BREAKOUT SESSION 1

Monday, October 9

8:00 am - 8:45 am

Session 1I

Veramendi Salon I
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Walking with Students: Strategies to Support the Well-Being and Success of Teacher Candidates

Annette Mahan, Lubbock Christian University

Karissa Ramos, Lubbock Christian University

Tonia Boyer, Lubbock Christian University

Pursuing a teaching degree is rigorous. High stakes testing has added more stress and anxiety resulting in students needing support beyond academics. “Test-related anxiety is one of the most cited sources of student stress and it has become more prevalent as schools have attached more serious consequences...” (Blazer, 2011; Hill & Wigfield, 1984). Research recognizes the need for post-secondary instructors to move beyond academic curriculum to also support the well-being of students in a caring manner. This presentation discusses three test preparation courses that implement intentional strategies to lessen anxiety for each of the TExES exams required for EC6 certification.

Session 1J

Veramendi Salon J
Multi-Topic Session

Strand 2: Pedagogy & Curriculum

Correlations Between AVID Instruction Techniques and Teacher Candidate Performance

Larry G. Daniel, The University of Texas Permian Basin

Shelly J. Landreth, The University of Texas Permian Basin

Lorraine Spickermann, The University of Texas Permian Basin

In this presentation, we report results of a correlational study from one university educator preparation program (EPP) in Texas examining teacher candidates' use of AVID instructional strategies and the ratings received from field supervisors during clinical teaching or teacher residency. Data are being drawn from lesson plans and teaching observation forms maintained in the EPP candidate information database. Results are still being analyzed, but preliminary analyses indicated small though statistically significant correlations. In addition to reporting correlational results, specific AVID strategies across all lesson plans are catalogued to indicate frequency of specific strategies.

Strand 2: Pedagogy & Curriculum

Artificial Intelligence Tools to Increase Workflow and Student Learning

Anica Cisneroz, Angelo State University

Sara Carlisle, Angelo State University

The rising use of artificial intelligence (AI) has had a significant impact on the educational landscape over the last five years. While AI tools do present challenges that educators are working to navigate, they also open the door for educators to explore new opportunities for teaching and learning. Artificial intelligence is here to stay, and educators have an obligation to utilize and understand these tools to effectively prepare our students for the future. This presentation explores AI tools used by two college instructors, their benefits, uses, and potential challenges.

GENERAL SESSION II

Monday, October 9
9:00 am – 10:00 am
Veramendi Salons E & F



Burnout, Balance, Wellness (Oh, My!)

Kaitlin Hopkins



Hopkins' candid Keynote will examine how to approach better balance in our lives and healthier, more sustainable practices in our work by sharing her own journey through burnout to wellness.

Kaitlin Hopkins is an award-winning educator, director, producer, and actress, and has performed on Broadway, in national and international tours, and in film and television for more than 30 years. Hopkins currently works as a consultant worldwide, and co-founded Abate Hopkins Creative Consultants. Hopkins is also the proud creator and CEO of Fontus Dry Mouth Lozenges. In 2009, she created the BFA musical theatre program at Texas State University and served as head of the program for 14 years. During her tenure at Texas State, Hopkins pioneered groundbreaking research on mental wellness for high-risk demographics, ultimately co-founding Living Mental Wellness, a holistic, evidence-based company that offers educational programs to enhance mental wellness through an integrated scientific life skills model. Hopkins received the Presidential Award for Excellence in Teaching and the Denise Trauth Outstanding Leadership Award from Texas State University. The Broadway Dreams Foundation named her an innovative voice in education and one of the Top 6 women educators in the performing arts. In 2023, Hopkins was honored to receive a Tony Award nomination for Educator of the Year. www.kaitlinhopkins.net

Emerging Scholar & Emerging Professionals Poster Session

Monday, October 9

10:15 – 11:00 am

Conference Center Foyer

Emerging Scholars & Emerging Professionals

Allie Edge Adams Dr. Barba Patton University of Houston – Victoria	Teaming with Tessellations: Learning?
Leslie Fredrickson Texas Woman’s University	The Relationship of Social Media to K-12 Education and Higher Education
Alasdair Green Texas Woman’s University	Social & Emotional Teaching: Empowering our Educators in Challenging Times
April Hill Texas Women’s University	Family-School Partnership and the Academic and Functional Performance of Students with Disabilities
Jeanette Jacobs University of Mary Hardin-Baylor	Texas High School Health Education: An Upstream Solution for Our Downstream Issues
Tanisha Johnson Texas Women’s University	Dual Enrollment: What are the Factors Impacting the Racial Disparities?
Shannon Kaczmarek Texas Women’s University	Student Advocacy Program on a College Campus
Cacie Lockett Kaylee Cox Stephen F. Austin State University	Exploding the World with Empathy: Designing Interactive Travel Trunks for Human Education in Elementary and Middle Schools
Mark Magpusao Sam Houston State University	Handwriting Instruction Promotes Literacy
Dustin Perez University of Houston – Victoria	Utilizing AI in the Elementary Classroom
Paytyn Saha Sam Houston State University	Enhancing English Language Learner’s Success Within the Classroom Through Listening Comprehension Awareness and Strategies
Madison Seiter Sam Houston State University	Is Four Better than Five?
Johnathon Venable University of Houston – Victoria	Reaching Out Across the Secondary Curriculum: Rules for Writing Assessments
Benjamin Voss Texas Women’s University	The Role of Teacher Self- Evaluation System in Shaping Teacher Effectiveness and Student Outcomes: Pilot Study
Amber Williams Texas Women’s University	Ensuring Equity and Accessibility Using Technology in the Classroom
Lacy Woods University of Houston – Victoria	Developing Voice

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2A

Veramendi Salon A
Single-Topic Session

Strand 1: Program Support

A Case for Caring and Cooperation

Melba Foster, Texas A&M University Texarkana

Khiandra Woods, US PREP

Trenice West-Raymond, US PREP

Although college-aged students are regarded as young adults, sometimes they still need gentle nudges and encouragement to continue their journey through teacher certification and graduation. Fortunately for all involved, our EPP at Texas A&M-Texarkana is situated so that we can nurture and care for our students individually as they traverse the final semesters of their teacher residencies. The transition from college to career can be challenging. However, we cannot tout that the university faculty alone achieves this act of caring and mentoring. It is with the partnership, collaboration, and continuous communication with our partnering district's campus principals that we can meet each student's needs holistically. The involvement of the university faculty, combined with the insights and resources from the partnering districts, creates a strong support network for each teacher resident. This is certainly the Case for Caring at TAMUT.

Session 2B

Spring Lake Salon C
Roundtable Session

Strand 1: Program Support

Roundtable 1: Pathways to Support Bilingual Teacher Candidates Towards Graduating as Certified Teachers in Texas

Sandra Musanti, The University of Texas Rio Grande Valley

Michael Whitacre, The University of Texas Rio Grande Valley

To respond to the certified bilingual teacher shortage, this study aims at exploring how to better support bilingual teacher candidates to successfully complete the teacher preparation program and attain Texas teacher certification. Using a mixed methods design, the study investigates bilingual teacher candidates' culturally and linguistically inclusive pedagogical experiences, the development of language competencies in Spanish, and their resilience to persist in the program and seek certification. Findings show the importance of preparing bilingual candidates to amplify their pedagogical linguistic repertoire in Spanish and English, critical to effectively teaching bilingual learners and to achieve bilingual teacher competency and state certification.

Strand 1: Program Support

Roundtable 2: CPR2: Certification, Pathways, and Residency Forward

Lisa Tieken, Texas A&M University-San Antonio

Julie Riedel, Texas A&M University-San Antonio

Teacher Education may require a bit of CPR2: Certification, Pathway, Residency to move us forward when reviving stakeholders, students, and candidates to a new way of thinking about teacher preparedness. In this session, we will unpack our collective experience of the past year of residency design. We will be answering several key questions such as, what does it take to revive and remodel traditional clinical teaching? What can our future look like with yearlong residents becoming first year teachers? Certification, Pay and Retention will be discussed as we move residency from a dream to a reality.

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2B

Spring Lake Salon C
Roundtable Session

Strand 1: Program Support

Roundtable 3: Leading and Learning: The Story of a First Year Residency

Tiffany Farias-Sokoloski, The University of Texas at San Antonio

This presentation captures a university and district partnership's reflection on their inaugural yearlong teacher residency. Information included in the presentation will discuss how the university and district leveraged their partnership and existing systematic structures to create the core elements of the planning and implementation for their yearlong teacher residency program. The authors will share successes, challenges, and lessons learned from their first-yearlong teacher residency. The discussion highlights the vital role that partnership and perseverance have in enacting a culture of caring by fostering teacher confidence, competence and capacity, and equitable learning opportunities for all students.

Strand 3: Policy & Leadership

Roundtable 4: Cultivating Compassionate Professionals: Reworking Accessibility and Opportunity for Specialized Training

Summer Koltonski, Stephen F. Austin State University

Kevin Jones, Stephen F. Austin State University

Sarah Straub, Stephen F. Austin State University

The project developed two micro-credentials: "Educational Diagnostician: Equity-Based Assessment Procedures" and "Diversity, Equity, and Social Justice in the Workplace." These micro-credentials focus on fostering care, diversity, equity, and social justice in both educational and professional settings, offering specialized training to participants. Our project addresses immediate community needs while also establishing a sustainable path for long-term growth and financial stability. Aligned with the goals of the President's Innovation Fund, which prioritize student recruitment, retention, and active student involvement, our initiative empowers learners to take charge of their education. Our ultimate objective is to cultivate a culture of care and inclusivity, equipping professionals with the necessary skills to create equitable environments. Through expanded access to specialized training, individuals and institutions will be empowered to champion diversity and advocate for social justice, ultimately leading to positive societal impacts.

Strand 2: Pedagogy & Curriculum

Roundtable 5: Meeting Students Where They Are: The Power of the Individual Conference

Leah Carruth, Angelo State University

Increased student needs require faculty to develop innovative communication modes to engage with students. This presentation will expand upon the individual conference and how it is utilized for three distinct purposes. Building relationships is a foundation for educators and individual conferences assists faculty and students in building relationships. This will model for teacher candidates what caring looks like in action, allowing their future students to have success through strong, positive relationships.

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2C

Veramendi Salon C
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Care for Candidates and the Curriculum

Sharon Vasser Darling, The University of Texas Permian Basin
Lorraine Spickermann, The University of Texas Permian Basin
Marsha Bridges, The University of Texas Permian Basin

The goal of this presentation focusing on pedagogy and curriculum is to highlight the yearlong field experience of our teacher residents, including how we maximize teacher quality via best practices. Course work, field work, and student teaching are aligned with T-TESS assessment and evaluation. The interactive discussion will include key takeaways from the yearlong student teaching model (residency), along with the advantages gained by students accepted into this program. We will discuss how assessment and data are being strategically used for both programmatic and individual student progress.

Session 2D

Veramendi Salon D
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Certification Success Plan: How a Regional EPP Provides Support to Its Educational Leadership Candidates During the Principal Certification Examination Process

Joseph Austin Vasek, Texas A&M University-Central Texas
Jeff Kirk, Texas A&M University-Central Texas
Tam Jones, Texas A&M University-Central Texas
Lori Einfalt, Concordia University

Texas A&M University-Central Texas (TAMU-CT) has developed and implemented a Certification Success Plan (CSP) to support the Principal Certification experience. The CSP is a multi-step process that includes baseline/benchmark assessments, course/test alignment, targeted support seminars, data collection, and data analysis. By embedding the CSP into the Principal Preparation Program, TAMU-CT can track student performance by Principal standard/competency, identify areas for targeted enrichment or remediation, adjust program curriculum, and maximize successful certification exam performance. The purpose of the presentation is to communicate CSP components, share data collected, discuss implications, and gather insights/feedback from presentation attendees. The proposed presentation aligns with the conference theme “CSOTTE Cares” and Strand 2-Program Support-Certification Preparation.

Session 2E

Spring Lake Salon A
Single-Topic Session

Strand 3: Policy & Leadership

Building Collective Efficacy through Shared Leadership

Rick Garner

This session builds on the concept of shared leadership for administrators to build teacher efficacy in a way that ensures teachers deliver data-driven instruction based on effective, research-based practices that maximize student learning. Administrators are charged with being the instructional leader of their campus, but spending time in classrooms and supporting teachers often gets cut short. The session will align with the conference theme by identifying how administrators can utilize collaborative learning communities to facilitate shared leadership and enhance their role as an instructional leader, while also fostering emotional wellness for educators so that they can better support their students.

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2F

Spring Lake Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Creating Caring Connections: Humanizing and Personalizing Learning for Students through Meaningful Feedback

Twyla Tasker, Angelo State University
Kim Livengood, Angelo State University
Kristen Lyons, Angelo State University

Instructors create caring connections with students through intentional communication, grace, and empathy. Whether face-to-face or online, instructors nurture students' knowledge and skills within the discipline and guide their growth and development. As instructors model grace and empathy in feedback, students accumulate examples of caring to follow with peers. To care for students is to humanize and personalize their learning experiences. Specific feedback tools and strategies can facilitate the humanizing and personalizing of feedback into caring connections and engaging experiences. These students ultimately would learn to create caring connections with their learners and clients by providing meaningful, constructive, and personal feedback.

Session 2G

Veramendi Salon G
Multi-Topic Session

Strand 3: Policy & Leadership

Engaging the Community: Partnerships with Education Preparation Programs

Laura Isbell, Texas A&M University-Commerce
Abbie Strunc, Sam Houston State University
Karen Dunlap, Texas Woman's University
Becky Fredrickson, Texas Woman's University

Public education has always been a community activity. However, in the post-covid learning space, the presenters will share their lived experiences as to how community partnerships have become an essential component of the work with educator preparation. Our work shows #EducatorsCare and aligns with the conference theme #CSOTTECares because it is the work of building community that supports the #Heartwork of education. The presenters will connect the need to engage teacher candidates in the community so that they are able to understand the picture of the whole teacher: it extends beyond the classroom.

Strand 3: Policy & Leadership

Panola Pathway with SFA: Community Colleges and EPPs Removing Barriers to Degrees and Certification

Jannah Nerren, Stephen F. Austin State University
Susan Reily, Stephen F. Austin State University
Elizabeth Gound, Stephen F. Austin State University
Rebecca Morris, Panola College
Alyssa Landreneaux, Stephen F. Austin State University

Educator Preparation professionals understand the critical need to address the ongoing teacher shortage with collaborative solutions. One opportunity to bolster the teacher pipeline is to recruit candidates for university-based educator preparation programs from community colleges. Students working toward an Associate of Arts in Teaching (AAT) are often interested in a bachelor's degree and teacher certification but may experience logistical barriers. This presentation explains how one university-based EPP and a neighboring community college created a pathway for students that includes in-place, face-to-face instruction and advising for the bachelor's degree, as well as certification testing support on the community college campus.

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2H

Veramendi Salon H
Single-Topic Session

Strand 3: Policy & Leadership

Essential Elements of an Alternative Certification Residency Program

Haley Richardson, The University of Texas at El Paso
Jessica Pussman, The University of Texas at El Paso
Heather Click-Cuellar, The University of Texas at El Paso
Cynthia Acosta, The University of Texas at El Paso

UTEP's Miner Teacher Residency Alternative Certification Program (ACP) is a Vetted Teacher Residency Program. ACP candidates progress from a foundational pre-residency semester of coursework, field-based observations, and certification exams into a year-long residency experience in one of three paid roles. During residency, they have the option to take additional coursework to complete an integrated, accelerated M.A. in Education. UTEP faculty Site Coordinators and ACP staff will share how this model attracts candidates and produces day-one-ready teachers by providing tailored instruction, wraparound support, and intensive pre-service and in-service coaching. Attendees will have access to resources they can adapt for use in their own programs.

Session 2I

Veramendi Salon I
Single-Topic Session

Strand 2: Pedagogy & Curriculum

From Teacher Candidate to Inclusive Educator: A Conceptual Framework for Training Teacher Candidates to Support Emergent Bilingual Students and Students with Disabilities in Inclusive Classrooms

William Blackwell, Sam Houston State University
Baburhan Uzum, Sam Houston State University

This session presents a conceptual framework, teacher preparation resources, and findings from a project designed to help teacher candidates make explicit connections between two research-based approaches that inform inclusive education practices, the Sheltered Instruction Observation Protocol (SIOP) model used for emergent bilingual students (Echevarria et al., 2018) and the high leverage practices for inclusive education (HLP) framework used to guide instruction for students with disabilities in inclusive classroom settings (McLeskey et al., 2019). This session aligns with the CSOTTE Cares theme by emphasizing the importance of developing teacher candidates who are more effective inclusive educators for emergent bilingual students and students with disabilities. The conceptual framework explicitly identifies instructional approaches that directly overlap between the SIOP and HLP models. The presenters will discuss the conceptual framework, highlight key findings from the project, and provide recommendations for how to support teacher candidates as they integrate this framework into their teaching practice.

BREAKOUT SESSION 2

Monday, October 9

11:15 am - 12:00 pm

Session 2J

Veramendi Salon J
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Hub & Spoke Networks That Achieve Results: Cohering to Quality Teacher Preparation to Improve the Pipeline

Sarah Beal, Texas Tech University

Scarlet Clouse, Angelo State University

Alma Rodriguez, The University of Texas Rio Grande Valley

Larry Daniel, The University of Texas Permian Basin

Belinda Flores, The University of Texas at San Antonio

Michael O'Malley, Texas State University

Chris Sloan, Tarleton State University

Jonathan Schwartz, University of Houston-Downtown

As states across the country grapple with growing teacher shortages and seek to build a teacher workforce that is well equipped to meet the diverse learning needs of our nation's students, more and more school systems are turning to teacher residencies — yearlong clinical experiences that pair teacher candidates with highly effective mentor teachers in a Pk-12 classroom — as a pillar of their talent pipeline strategy. Teacher residencies have emerged as a highly successful model of teacher preparation, developing candidates who are more diverse, more likely to stay in the classroom longer, and have a greater impact on student learning outcomes.

Session 2K

Veramendi Salon B

Sponsor Session

Passage Preparation

Kristina Sterling, Passage Preparation

Passage Preparation™ launched a new, innovative approach to support candidates preparing for TExES™ licensure assessments. This presentation will talk about the development of the Passage Preparation™ course. The features that are embedded in the courses and the partnership benefits of working with Passage Preparation™. Passage Preparation™ intentionally designed courses that allow students to engage with the content and make the process of preparation more approachable. We will highlight how we have taken what we, as educators, have learned from being in the classroom and supporting diverse learners and applied that knowledge to supporting teachers to be successful on their TExES™ exams.



Networking Lunch

Monday, October 9
12:15-1:30 pm

Grab lunch in the foyer and join a discussion group for networking.
Attendees do not need to be organization members to attend.

TACTE, EDICUT & ADoT
Spring Lake Salon A

Discussion of Teacher and Principal Residency Updates
Facilitators: Ebony Love, Melissa Yoder, Jody Moody &
Kyla Jaramillo

TDFE
Veramendi Salon A

Clinical Teaching Residencies

TCTCT
Veramendi Salon B

Testing Issues
Facilitator: DeMarco Petri

TACO
Veramendi Salon C

It Could Have Gone Better
Facilitators: Teryana Lamb, Jessica Powell, Constance Sabo Risley,
Melissa Beene & Special Guests

TACCTEP & TxATE
Veramendi Salon D

Education Fields of Study: Texas Transfer Framework
Facilitator: Emma Gelsinger

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3A

Veramendi Salon A
Single-Topic Session

Strand 1: Program Support

Developing Writing Capacity for Constructed Response Items on the 268 Exam

Lori Einfalt, Concordia University

Constructed response questions on the 268 Exam require principal candidates to be able to read critically, think clearly, plan accordingly, and write effectively under time constraints! Not an easy task for an aspiring leader, but one that can be learned with contextualized case scenario practice and deeper understanding of the attributes of the CR Rubric that builds actual leadership skills while increasing writing capacity. This session will describe the process used at Concordia University Texas to develop principal preparation candidates' confidence in approaching CR questions and to increase instructor capacity to provide meaningful feedback to enhance student writing performance.

Session 3B

Spring Lake Salon C
Roundtable Session

Strand 1: Program Support

Roundtable 1: Survivor! Season 2024 of the TEA Continuing Approval Review

Neva Cramer, Schreiner University

Liliana Lovisa, Schreiner University

Feel like a cast member of Outlast or Life below Zero? If you are facing an upcoming TEA audit and just want to be reassured that you are not "isolated and equipped with limited resources " in the wilderness of EPP regulations, TAC , and a 141 page rubric, join us in conversation about how to survive. If we keep a sense of humor, pray, and work well with the representatives trying to support us, we can do this!

Strand 1: Program Support

Roundtable 2: The Role of a Certification Officer: An Overview of the Position and Tips for New and Still Learning Certification Officers

Constance Sabo-Risley, University of the Incarnate Word

Teryana Lamb, Harris County Department of Education

Jessica Powell, University of North Texas

Melissa Beene, Texas A&M University San Antonio

Every Texas EPP has a Certification Officer. The exact duties of the role may vary by EPP, but across Texas Certification Officers share many of the same duties and concerns. The current leadership team of the Texas Association of Certification Officers (TACO) will provide an overview of duties common to the position, as reported by TACO members, and discuss support systems available to help new and continuing Certification Officers, especially in view of the changing landscape of Texas teacher certification.

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3B

Spring Lake Salon C
Roundtable Session

Strand 2: Pedagogy & Curriculum

Roundtable 3: Enhancing Educator Preparation Programs Through Collaborative Course Development: Integrating Self-Advocacy for Teacher Well-Being

Sarah Straub, Stephen F. Austin State University

Ginny Love Watkins, Stephen F. Austin State University

This session highlights the pathway that two faculty members took to engage in a collaborative course development process for a capstone advocacy course in their educator preparation program. This collaborative process was modeled after NEA's recommendation for collaboration: establish trust; start strong with how you present yourselves to students; plan together; thinking about the model we needed; and flexibility (Gross, 2022). The planning process exposed a glaring need to add a component of self-advocacy to the existing curriculum in response to massive teacher burnout and questions about the future of educator preparation programs in light of reduced requirements for teachers in response to the effects of the pandemic. By addressing these topics, the session aims to provide valuable insights and strategies to support teachers in their professional development and well-being.

Strand 2: Pedagogy & Curriculum

Roundtable 4: Leveraging Artificial Intelligence as an Educational Tool to Address Teacher Shortages in Texas

Minkowan Goo, Texas Woman's University

Laura Trujillo-Jenks, Texas Woman's University

Education is a profession about caring but when novice teachers do not stay longer than 1-3 years, it makes education look like a profession that doesn't care. With the increase of artificial intelligence (AI) making its way into our classrooms, this presentation will focus on using AI to keep novice teachers in the profession longer.

Strand 2: Pedagogy & Curriculum

Roundtable 5: Best Practices for Outlining Yearlong Residency Companion Course Topics & Seminars that Align with Field Experiences

Valeece Simmons-Davis, Sam Houston State University

Yearlong Residency Site Coordinators will have research-based practices and practical tools for designing high quality yearlong residency companion course seminars. When participants leave, not only will they have a blueprint for effective delivery of course content and seminars, but they will have at least 16 prepped and ready-to-go seminars to tweak and implement immediately! This presentation is in alignment with the conference theme because it directly relates to research-based practices concerning the companion course for yearlong residency teacher candidates, which connects to Strand 2. More specifically, the presentation connects best practices, assessment, and field experiences which are three topics under Strand 2. Therefore, participants will understand how knowledge of students coupled with utilization of data in the field will drive coaching approaches and course content to provide quality instruction. Finally, participants will receive information on how to assess themselves to improve for future yearlong residency teacher candidates.

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3C

Veramendi Salon C
Multi-Topic Session

Strand 1: Program Support

The Empowered Faculty: How One COE's Yearlong Residency Faculty Moved from Requesting Reports to Running Their Own for Governance

Susan Harte, Sam Houston State University

Andy Oswald, Sam Houston State University

The responsibility for maintaining and providing faculty access to data for governance often falls on the shoulders of personnel in the COE assessment department. Through collaboration, faculty site coordinators at our university have been empowered to access and use their own data in the yearlong residency program. Faculty site coordinators are now running their own reports and it's working!

Strand 4: Diversity & Equity

Planned in Plain Sight: Black Men Preservice Teachers Disrupting Status Quo

Kevin Jones, Stephen F. Austin State University

Educator preparation programs that value diversity have taken a leading role in navigating change within the educational system. Specifically, responsiveness to improving the academic and social outcomes of Black preservice teachers in Historically and Predominantly White educator preparation programs leads us to this presentation. Black preservice teachers embody the representation of Black excellence in creativity, pedagogy, and resourcefulness. Through narrative inquiry, this presentation re-stories the experiences of Black men preservice teachers at an HPWI. We apply Critical Race Theory as a way to contextualize our story of Black men preservice teachers who matriculated through an educator preparation program at a HWI to better understand their experiences. We explore personal characteristics and external factors that contribute to success for Black men preservice teachers in an Educator Preparation Program. The findings from this study indicate Black men preservice teachers add value to teacher education programs.

Session 3D

Veramendi Salon D
Multi-Topic Session

Strand 2: Pedagogy & Curriculum

Removing Some of the Scare Tactics When Facing Assessment

Barba Patton, University of Houston-Victoria

Assessment has been around since the beginning of time; information provided will help one build a positive framework to think about assessment in a positive way. Scare tactics evolve around the lack of knowledge about assessment. Major aspects will be discussed from both the negative and positive viewpoints. Components will be addressed which provide students with knowledge of assessments thus removing scare tactics. It is not about the lack of academic knowledge. Hopefully the information presented will make assessment writers aware of the sensitivity when creating assessments.

Strand 2: Pedagogy & Curriculum

Leveraging a Professional Journal with Personal Flair

Rebecca A. Wentworth, Sam Houston State University

Daphne D. Johnson, Sam Houston State University

Drs. Wentworth and Johnson will discuss the merits and drawbacks of journaling and introduce the literature regarding keeping a journal in personal and professional life. There will be discussion of how to use a journal as an assessment tool with students at all levels—and how to assign value/grades for students. Examples of a variety of entry types will be offered to help illustrate the flexibility, organization, and value of a journal. Finally, participants will be invited to begin their journal odyssey before leaving the session.

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3E

Spring Lake Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Literacy Best Practices that Promote Social-Emotional Learning: Preparing our Future Teachers

Elsa Anderson, Texas Wesleyan University
Lisa Dryden, Texas Wesleyan University

This presentation closely aligns with the theme of the 2023 Conference: CSOTTE Cares. Through the implementation of literacy strategies, this interactive session will explore and build awareness regarding classroom practices that promote self-care and address social-emotional needs of both teachers and students. Attendees will participate in some of the strategies we have used in our university courses for our Teacher Education Program students. Used in our reading courses, these strategies address specific Science of Teaching Reading domains and competencies. We will focus on how reading, writing, listening, and speaking can connect to socioemotional learning for teachers and students. We propose that these strategies can help develop resilient new teachers and help them provide support for their own students, offering opportunities for self-care, self-awareness, and positive social connections with others.

Session 3F

Spring Lake Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

UTEP Teacher Preparation Course for Pre- and Post-Residency Students-BED/TED Course

Jessica Pussman, The University of Texas at El Paso
Cynthia Acosta, The University of Texas at El Paso

In this session, UT El Paso leaders will explain how they designed a course to equip future teachers with the necessary tools and techniques to understand and deliver the Texas Essential Knowledge and Skills pedagogy during their year-long hands-on Miner Teacher Residency. The course covers the cultural, structural, and institutional dynamics of schooling in multicultural communities, as well as the multiple roles of the 21st-century teacher, equity issues in elementary and middle school education, and how teachers can utilize the linguistic, cultural, and personal resources of children to support meaningful academic and social emotional growth.

Session 3G

Veramendi Salon G
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Building Sustainable Teacher Residencies via Strategic Staffing Models

Sarah Beal, Texas Tech University
Larry Daniel, The University of Texas Permian Basin
Scarlet Clouse, Angelo State University
Kim Rynearson, Tarleton State University

While teacher residencies are growing rapidly, most programs struggle to create a financially sustainable model that also meets the financial needs of all their candidates. Enrolling in a residency program can create a significant financial hardship. Some candidates rely on job-generated income to help cover tuition or living expenses in which fitting in a part-time job on top of student teaching and coursework creates challenges and barriers to participation in a yearlong clinical experience. Recognizing the economic struggles their students are facing, educator preparation programs across Texas and their district partners have begun to test drive creative solutions that meet students' financial and developmental needs, while also meeting the immediate staffing and instructional needs of schools and districts.

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3H

Veramendi Salon H

Sponsor Session

Initial Accreditation – A New Pathway to Innovative Educator Preparation

Linda McKee, AAQEP

The Association for Advancing Quality in Educator Preparation (AAQEP) provides an innovative option for pursuing national accreditation, the Initial Accreditation Pathway (IAP). The Initial Accreditation Pathway was developed by AAQEP to remove barriers to transition and/or begin a coordinated, sustainable quality assurance and continuous improvement process. In this session, participants will learn about the requirements and process as well as hear how it supports the TEA four dimensions of accountability policy for higher education: (1) Rigorous and Robust Preparation; (2) Preparing the Educators Texas Needs; (3) Preparing Educators for Long-Term Success; and (4) Innovative Educator Preparation while guiding leadership in educator preparation supporting innovation and continuous improvement.

Session 3I

Veramendi Salon I
Multi-Topic Session

Strand 1: Program Support

Certification Testing Support with Mental Health in Mind

Jannah Nerren, Stephen F. Austin State University

Alyssa Landreneaux, Stephen F. Austin State University

The Educator Preparation Program at Stephen F. Austin State University (SFA) prioritizes the mental health of teacher candidates during their certification exam preparation. SFA's EPP addresses test anxiety and content overload by providing clear communication, support, and study resources. The assessment coordinator, along with the department chair and staff from the Office of Assessment and Accountability, all play a crucial role in promoting well-being. SFA fosters a supportive community through events and opportunities for open dialogue. Additionally, partnerships with licensed professionals and plans for a stress-relief space demonstrate the program's commitment to supporting the mental health of future educators.

Strand 3: Policy & Leadership

Legislative Action 101

Kelsey Kling, Texas State University

Liz Ward, Texas Wesleyan University

Join us for a session dedicated to understanding the role the Texas Legislature and legislation play in the educator workforce. We'll revisit some of the highs and lows of the 88th regular session and discuss what may be on the horizon for educators in the special session. We'll also talk about ways to get involved in this work.

BREAKOUT SESSION 3

Monday, October 9

1:45 pm – 2:30 pm

Session 3J

Veramendi Salon J
Single-Topic Session

Strand 1: Program Support

Continuous Program Improvement Through Collaboration and Analysis: A Middle Level Program Self-Study

Jill Pagels, Sam Houston State University

Jacqueline Ingram, Sam Houston State University

Things do not improve if they stay the same; rather, change is a critical component to growth and continuous improvement. Data driven decision making by caring and invested faculty is vital to executing impactful program changes. As requirements for teacher certification evolve, teacher preparation programs (TPPs) must evaluate and adjust. Comprehensively, TPP outcomes include opportunities for candidates to develop, practice, and demonstrate content and pedagogical knowledge and skills that promote learning for all students (US Prep, 2023). Toward the goal of TPP improvement then, it is important for program faculty to collaborate on the analysis and interpretation of data from multiple sources (McDiarmid & Caprino, 2017). Changes in TExES content exam scores and adjustments to course sequencing stemming from a Middle Level program's transition from a single-semester traditional student teaching model to a year-long residency model are the foci of this mixed-methods self-study.

BREAKOUT SESSION 4

Monday, October 9

2:45 pm – 3:30 pm

Session 4A

Veramendi Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Outsourcing the Doing: Using AI to be More Efficient and Productive

Andrea Beerwinkle, Sam Houston State University

Lisa Brown, Sam Houston State University

Rebecca Wentworth, Sam Houston State University

The presentation will introduce the concept of AI in education, contextualizing its significance within the broader framework of technological evolution. Attendees will gain insights into the diverse applications of AI in educational settings, setting the stage for a deeper exploration of its practical implications to improve productivity and efficiency.

Session 4B

Spring Lake Salon C
Roundtable Session

Strand 2: Pedagogy & Curriculum

Roundtable 1: Moving the Meter on YLR Students' Pedagogical Competencies with Intentional Data Cycles

Ashley Brittain, Sam Houston State University

Valeece Simmons-Davis, Sam Houston State University

This presentation is in alignment with the conference theme because it makes connections to Strand 2 (Pedagogy/Curriculum) concerning the utilization of comprehensive data to drive coaching cycles and seminar topics. Under this strand, the presentation will place emphasis on best practices (how to use data efficiently) and teacher preparation (field experiences and teacher quality). This presentation provides a strategic data cycle for practitioners to align important data points that inform action steps for student growth. By the end of the presentation, participants will have brainstormed how to use data cycles and key data points at their institution to grow students.

Strand 1: Program Support

Roundtable 2: Insight to Impact Dashboard: Educator Preparation Program Application

Heather Doyle, Texas Christian University

Constance Sabo-Risley, University of the Incarnate Word

Sherri Harwell, Texas A&M University-Commerce

Mark Olofson, Texas Education Agency

The Insight to Impact Dashboard was presented to Educator Preparation Programs in April 2023 providing programs with access to actionable data sharing EPP process and outcomes. Upon the roll out of the dashboard individuals were selected to be members of the Insight to Impact Dashboard Governance Committee. The committee is assembled to share insight from EPP's and organizations on how the data is being used and additional data that might be incorporated. The data provided on the dashboard can assist in program evaluation and improvement.

BREAKOUT SESSION 4

Monday, October 9

2:45 pm – 3:30 pm

Session 4B

Spring Lake Salon C
Roundtable Session

Strand 2: Pedagogy & Curriculum

Roundtable 3: Literacy in the CTE Culinary Classroom

Sandra Schultz, Sam Houston State University
Patricia Durham, Sam Houston State University

The purpose of this study is to define what literacy looks like in CTE, specifically in the discipline of culinary arts through technical application, information acquisition, and employability skills in the integration of core academic skills. Literacy is more than language arts, it is gaining knowledge about many different topics and being able to incorporate that knowledge with applicability and transferability to our everyday life – family, community, career. Literacy allows us to understand and make connections to the world around us (Hasselquist & Kitchel, 2019; McKim et al., 2016).

Strand 4: Diversity & Equity

Roundtable 4: Increasing Preservice Teachers' Efficacy in Developing Equitable Science Lessons and Making Meaningful Modifications

Cynthia Lackey, Angelo State University

Preservice teachers struggle to synthesize learning in special education, classroom management, and science methods coursework to develop engaging lessons that include modifications for learners of differing abilities and to embrace the diversity in a classroom of learners. The first step in encouraging preservice teachers to embrace the diversity of learners in their classrooms is to encourage them to understand the need for equitable, not equal, science teaching practices (Morales, 2011). This roundtable presentation will provide science methods professors with strategies for integrating instruction on supporting students with disabilities into their preservice science methods courses. Participants will receive a link to course lectures and activities that provide suggestions for maintaining rigor and scientific processes when developing equitable science lessons; outline processes for making meaningful accommodations; and challenge students to analyze existing lessons and collaborate with classmates to generate solutions to problems faced by students with disabilities in participating in science labs.

Strand 2: Pedagogy & Curriculum

Roundtable 5: Text Structures: What are they - and Why Do I Care?

Charlene Bustos, Angelo State University

There are five (5) text structures that writers/authors use, with key words for each different structure: description, cause & effect, problem/solution, sequence, compare/contrast. By teaching our students to identify these structures within the books they are reading -- they tend to improve their comprehension. Then giving them opportunities/guidance to use these same phrases/text structures in their own writing -- students become more creative and literate. This session will provide you examples of text structures and strategies for teaching in various grade levels.

Session 4C

Veramendi Salon C
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Small Tool – Big Job! Using Padlet to Embed Digital Literacy Standards in Engaging Lessons!

Joan Bowman, Schreiner University

This presentation will be a hands-on learning experience for the attendees. There will be a teaching-demonstration time which will allow the audience to actively participate as they learn a variety of ways to use Padlet in lessons. Return to your classroom with plans to revamp lessons that are engaging, make learning fun and include digital literacy standards.

BREAKOUT SESSION 4

Monday, October 9

2:45 pm – 3:30 pm

Session 4D

Veramendi Salon D

Sponsor Session

Improve Student Outcomes with Authentic Assessments

Sam Butterfield, 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 a challenging AI era. In this presentation, you’ll learn about how programs are leveraging video to allow students to practice, analyze, implement and eventually show true evidence of learning throughout the program.

Session 4E

Spring Lake Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Preparing Preservice Teachers and Principal Candidates to understand the needs of Emergent Bilingual Learners

Elizabeth J. Casey, Lamar University

Joseph Austin Vasek, Texas A&M University-Central Texas

Kimberly Kuklies, Texas A&M University-Central Texas

In schools across Texas, teachers and principals work with diverse groups of students and their family members on a regular basis. It is essential that preservice teachers and principal candidates are prepared to understand the unique needs of students who are emergent bilingual learners. Three faculty recently took preservice teachers and principal candidates to a remote village in central Mexico to immerse them in a culture where Spanish was the primary language. This type of experience may prepare educators with a better understanding of how language is learned and/or used to communicate by flipping the dominant language.

Session 4F

Spring Lake Salon B
Single-Topic Session

Strand 1: Program Support

Texas Instructional Leadership (TIL) Coaching Framework Helps Prepare Candidates to be “Day-1- Ready” Teachers

Betty Coneway, West Texas A&M University

Russell Miller, West Texas A&M University

Rene Cano, Region 16 Education Service Center

Brenda Foster, Region 16 Education Service Center

Gilbert Antunez, West Texas A&M University

This presentation will describe how one Educator Preparation Program partnered with their regional Education Service Center to implement the Texas Instructional Leadership (TIL) coaching framework to improve the quality of the oral and written feedback provided to teacher candidates. Participants will learn the basics of the TIL framework and how it was used at the university level to foster continuous improvement by supporting candidates’ proficiency in the areas of classroom management and instructional rigor. The presenters will highlight how intentional and consistent feedback was used to help teacher candidates be “Day-1 ready” when they enter their first classroom.

BREAKOUT SESSION 4

Monday, October 9

2:45 pm – 3:30 pm

Session 4G

Veramendi Salon G
Single-Topic Session

Strand 1: Program Support

The Need for High-Quality and Diverse Pathways for Teachers from University-Based EPPs

Shea Culpepper, University of Houston
Amber Thompson, University of Houston
Samuel Brower, University of Houston
Calvin Stocker, US PREP/Texas Tech University

Recent impact data highlights the value of university-based programs in the Houston region and the need for these programs to do more to meet the teacher hiring needs of districts and schools. The University of Houston has set a path towards the development of a high-quality, scaled, ACP program that goes beyond merely compliance requirements to give districts, schools, candidates and students of the Houston region the teacher they deserve.

Session 4H

Veramendi Salon H
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Focus on Five: Supporting New Teachers to Develop Healthy Habits for Self-Care

Anne Douglas-Rowald, Innovation Center 4 Educator Preparation at Region 4

When you think about things you learned growing up, learning methods of self-care might not be on the list. How do we nurture ourselves? Self-care is what you do for yourself to reduce stress, while maintaining and enhancing health and wellbeing. We will focus on five areas of self-care that can be easily overlooked but make a huge difference in your wellbeing: eating, hydrating, sleeping, moving and relaxing. Knowing we cannot necessarily control stressors; we focus on dealing with stress in the areas of moving and relaxing. Learn about resources programs can use with their teams as well as embed into their teacher support.

Session 4I

Veramendi Salon B

Sponsor Session

A Partnership with Guaranteed Success

Nacole Whittington, 240 Tutoring

240 Tutoring helps future teachers successfully pass their TExES exams by partnering with Educator Preparation Programs to provide quality, exam-aligned preparation resources and strategies. Our courses provide candidates with the content they need to know and the test-taking strategies necessary to overcome testing anxiety and achieve success.

We want to continue to be the partner who supports your program needs in terms of comprehensive preparation while also providing the enhanced solutions you need to support your future teachers. Join us as we discuss our recent updates, feedback and data we've gathered this year and plans for future product improvement.

BREAKOUT SESSION 4

Monday, October 9

2:45 pm – 3:30 pm

Session 4J

Veramendi Salon I
Multi-Topic Session

Strand 3: Policy & Leadership

TCEP Advocacy Update

Kelsey Kling, Texas State University

Liz Ward, Texas State University

TCEP members will present an update on the work of the coalition over the last year. We will highlight our legislative and policy actions and discuss ongoing issues affecting the educator pipeline, such as edTPA and residency programs.

Strand 2: Pedagogy & Curriculum

Robert Noyce Scholarship Program: Increasing Quality STEM Teaching and Leadership Pipeline

Liz Ward, Texas Wesleyan University

Sarah Hartman, Texas Wesleyan University

Jennifer Miller-Ray, Sul Ross State University

Ann Cavallo, The University of Texas at Arlington

Is your program interested in pursuing a National Science Foundation (NSF) Robert Noyce STEM Teaching grant? Have you already submitted an NSF Noyce grant, been denied, and are resubmitting? Or, maybe you've submitted your NSF Noyce proposal, have been awarded a grant, and are now wondering what the next steps are...you are not alone! Come to this session and collaborate with the presenters who have each been awarded various levels/tracks of Noyce grants. Participate in an in-depth discussion and collaborate on ideas to increase your program's recruitment, retention, and success of high school math and science teachers serving high need public schools across Texas! Learn tips for success for your own Noyce program, from others who are already involved in Noyce grants, and share your ideas as well! Collective learning is the key!

BREAKOUT SESSION 5

Monday, October 9

3:45 pm – 4:30 pm

Session 5A

Veramendi Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Using Children’s Literature to Quell Teacher Candidates’ Math Anxiety

Elaine Stribling, Angelo State University

How confident do you feel as future teachers to teach mathematics? When I pose this question to my teacher education candidates, the majority invariably express negative feelings, intimidation, and anxiety. This is problematic since the instruction of “math thinking” begins in early childhood and throughout a student’s school career (NCTM, 2000). Even more, my students are future teachers. My goal for my students is to begin to break this cycle of negative feelings and give them the tools to build their confidence and improve their math thinking skills. I will share my research, best practices, and experiences in several different teacher preparation courses in which I have successfully incorporated children’s literature into the curriculum. Student reflections indicated a shift in their attitude and a more positive view of teaching mathematics in the future.

Session 5B

Veramendi Salon B
Single-Topic Session

Strand 1: Program Support

Establishing Dispositions in an Educator Preparation Program

Carlos Flores, Angelo State University

Tia Agan, Angelo State University

In addition to content knowledge and practical skills, certification candidates should demonstrate an understanding of dispositions—the professional behaviors which must be evident in their interactions with students, families, colleagues, and communities. However, it is challenging to monitor and assess dispositions without a formal process that teaches candidates the dispositions they are expected to demonstrate and provides feedback at specific points in certification preparation. This presentation will provide a detailed process for teaching, monitoring, and assessing dispositions within an Educator Preparation Program (EPP) to develop candidates who exhibit professional behaviors prior to entering an educational role.

Session 5C

Veramendi Salon C
Single-Topic Session

Strand 2: Pedagogy & Curriculum

The Impact of Distance Learning on Nontraditional High School Student’s Attendance

High school dropout rates have been a problem for school districts with various contributing factors exacerbated the problem. As caring educators and an educational system we must strive to address this problem as directly as possible. Researchers have uncovered root causes such as some students’ inability to integrate into the mainstream of school life due to socioeconomic standing, lack of parental support, and many other problems. This presentation, which is based upon a qualitative study, will explain how distance learning courses have the potential to increase high school graduation rates and attendance rates for nontraditional high school students. The following five themes will be discussed during the presentation: Academic Acceleration, Flexible Scheduling, Academic Support, Safe Environment, and Transportation.

BREAKOUT SESSION 5

Monday, October 9

3:45 pm – 4:30 pm

Session 5D

Veramendi Salon D
Single-Topic Session

Strand 2: Pedagogy & Curriculum

The Benefits of Collaborative Partnerships When Launching a Teacher Residency Program

Robin Griffith, Texas Christian University
Molly Peake, Texas Christian University
Jennifer Smith, Texas Christian University
Heather Doyle, Texas Christian University
Adam Hile, Texas Christian University
Jan Lacina, Texas Christian University

This session focuses on the benefits of collaborative partnerships when launching a teacher residency program. We will share the process of developing a residency program in collaboration with the National Center for Teacher Residencies and an Independent School District who guided the development of a mission and vision, offered guidance in the recruitment and selection of residents, and were thought partners invested in every stage of the program development and launch. Each step in the process of developing and launching the teacher residency at Texas Christian University aligns with the conference theme of CSOTTE Cares.

Session 5E

Spring Lake Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Instructors who CARE: Create Authentic, Relevant, Experiences

Kinsey Hansen, Angelo State University
Kim Livengood, Angelo State University
Jennifer Engle, Angelo State University

Instructors who Create Authentic, Relevant Experiences (CARE) is a session examining assignment design for online environments. Presenters will share a variety of assignment design techniques that deviate beyond traditional papers and tests and engage online learners. Through the lens of Community of Inquiry (COI) and Culturally Relevant Pedagogy (CRP), this session will dive in to how faculty design meaningful, relevant experiences for students to enhance connections to content, other students, and the instructor, decreasing anonymity in online courses, while ensuring authenticity in the student's experiences. Presenters will share their experiences in constructing unique assignments, successes through these assignments, and lessons learned.

Session 5F

Spring Lake Salon B
Single-Topic Session

Strand 1: Program Support

Processes to Support People: Building Systems for Program Efficiency

Sherry Harwell, Texas A&M University-Commerce
Rhonda Clark, Texas A&M University-Commerce

Educator Preparation Programs have many moving parts to balance as they take candidates from program admission to certification. For university based EPPs, this involves coordinated communication across multiple academic and support departments, with the goal of candidate success and timely matriculation. How can EPPs build systems for essential paperwork that don't fall apart when one person eventually retires? Come find out what we are doing to work toward this goal!

BREAKOUT SESSION 5

Monday, October 9

3:45 pm – 4:30 pm

Session 5G

Veramendi Salon G
Single-Topic Session

Strand 3: Policy & Leadership

Creating Synergy with TEA's Effective Preparation Framework and CAEP Accreditation

Dustin Hebert, Sam Houston State University
Malina Monaco, CAEP

This presentation, aligned to the policy/leadership strand, will include a detailed discussion of the alignment of the draft TEA's Effective Preparation Framework and the CAEP accreditation process. In addition, discussion of the planning and action steps needed to leverage a process that meet both state and national accreditation requirements. EPP members will co-present about their experience and provide examples.

Session 5H

Veramendi Salon H
Single-Topic Session

Strand 4: Diversity & Equity

The Crisis of Experienced Multilingual Learners at the Secondary Level

Mary Petron, Sam Houston State University
Burcu Ates, Sam Houston State University
Helen Berg, Sam Houston State University

Experienced multilingual learners (EMLs), also known as long-term English learners, are an under-served population in secondary schools. While no standard definition exists, federal policy suggests that EMLs began as emergent multilinguals, have least five years of education in U.S. schools, and do not yet meet the classification of English proficient. In Texas, more than 67% of emergent multilinguals who entered Texas schools in first grade in 2014-2015 did not reclassify as English proficient. In this session, we provide an overview of the key issues surrounding the phenomenon of EMLs and provide suggestions for educator preparation programs.

Session 5I

Veramendi Salon I
Single-Topic Session

Strand 1: Program Support

Co-Teaching Is Coming - How Do I Prepare?

Teresa Washut Heck, St. Cloud State University
Krystal Goree, Baylor University (retired)

Co-Teaching as a model for residency and clinical teaching programs has made its mark across the country, as well as right here in Texas. Identifying and establishing the key elements of your program is critical to your success. This session will outline and discuss essential elements proven to assist you in developing a Co-Teaching program. A Co-Teaching Train the Trainer program that includes - getting buy-in, introducing common language, establishing training protocol, identifying co-teaching roles and expectations, supporting co-teachers, as well as other factors to consider when building a program will be included.

Session 5J

Chautauqua Salon A

Sponsor Session

Pearson Updates: Texas Educator Certification Exam Development

Madison Cooper, Pearson
Kim Grady, Pearson

Join representatives from Pearson for an update on the Texas Educator Certification Examination Program. We will review high-level exam development milestones from 2022-23 and share updates on plans for upcoming development, including Core Subjects EC-6, Bilingual Education Spanish, Bilingual Special Education, and ESL. Time will be reserved for questions and answers.

BREAKOUT SESSION 5

Monday, October 9

3:45 pm – 4:30 pm

Session 5K

Veramendi Salon J
Single-Topic Session

Strand 4: Diversity & Equity

Critical Issues in Multilingual Education

Sang Hwang, West Texas A&M University

Janet Hindman, West Texas A&M University

Addressing critical issues in multilingual education requires tackling various challenges to ensure effective learning experiences for students who speak multiple languages. These challenges include planning for linguistic diversity, equitable access to resources, teacher training, inclusive pedagogies, family engagement, and sufficient funding. The session focuses on difficulties faced by multilingual students, providing practical strategies to support their academic growth. The study involved 55 multilingual students in Texas, predominantly refugee children speaking 38 languages on campus. The study highlights the importance of recognizing the children's unique needs and implementing effective strategies for improved educational outcomes and successful transitions to higher grades.

FEATURED SESSION

Tuesday, October 10
8:00 am – 8:45 am
Spring Lake Salon A & B



Texas Education Agency

Emily Garcia
Associate Commissioner



The Texas Education Agency will provide an overview of updates for Educator Preparation Programs.

This year, TEA will also hold office hours.
Stop by the private Dining Room I to meet with TEA representatives.

Monday, October 9	1:30-5:30 pm
Tuesday, October 10	9:00-11:30 am

BREAKOUT SESSION 6

Tuesday, October 10

9:00 am – 9:45 am

Session 6A

Veramendi Salon A
Single-Topic Session

Strand 3: Policy & Leadership

Yes, but WHY are Teachers Leaving the Profession: Qualitative Answers from a Longitudinal Study

Rebecca Wentworth, Sam Houston State University
Jalene P. Potter, Sam Houston State University
Daphne D. Johnson, Sam Houston State University
Dustin M. Hebert, Sam Houston State University

Over the last 40+ years, researchers have asked Texas K-12 teachers if they are seriously considering leaving the teaching profession. In the context of a questionnaire concerning moonlighting practices, the underlying assumption, perhaps, has been that money is at the root of the decision-making for educators. Current researchers are taking a deeper look into the data to determine if there are other factors contributing to teacher attrition. Preliminary findings will be shared.

Session 6B

Veramendi Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Meeting the Needs of Districts through a University-Based Alternative Certification Program

Jane Elizabeth Casey, Texas A&M University-Central Texas
Kimberly Kuklies, Texas A&M University-Central Texas
Linda Black, Texas A&M University-Central Texas

As districts across Texas and the United States struggle to hire qualified, certified educators, university-based educator preparation programs (EPPs) may be able to supply certified teachers to districts through an alternative certification program (ACP). Students holding a bachelors can move more quickly through an ACP program than a four-year undergraduate program. Unlike for-profit organizations, a university-based ACP program supports students from the moment they apply. Texas A&M University-Central Texas has had great success with its ACP program, and details about the program will be shared with interested faculty/EPPs.

Session 6C

Veramendi Salon C
Single-Topic Session

Strand 3: Policy & Leadership

Is it Working? Evaluation of a Teacher Appraisal and Compensation System

Shaun Hutchins, Texas A&M University
Amie Ortiz, Austin ISD

A local teacher appraisal and compensation system was adopted in 2016-17. This session describes efforts to understand outcomes. Historical teacher appraisal results and salaries were examined over a 6-year period. Engagement in professional development, years of experience, and school characteristics were also evaluated. Analyses provided evidence for valid and differentiated teacher appraisal and compensation, as well as a meaningful second source of increases to teacher salaries. Implications of this work includes proving teachers, school administrators, and policymakers with information on how human capital systems can impact teacher appraisal and compensation.

BREAKOUT SESSION 6

Tuesday, October 10

9:00 am – 9:45 am

Session 6D

Veramendi Salon D
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Defense of Degree: Performance Design and Scaffold Support for a Successful Summative Assessment

Julie Hyman, Dallas Baptist University

Debbye Garner, Dallas Baptist University

The Dallas Baptist University Educator Preparation Program has designed a summative Defense of Degree which includes a digital portfolio and presentation to a panel of expert practitioners in the field of education for all masters and advanced certification candidates. To support students through this process and to demonstrate caring servant leadership, the program includes a seminar class and scaffolded coaching. Feedback and performance results from the Defense of Degree are shared with students and used by the DBU EPP for continuous improvement and national certification efforts. Come learn more about this summative assessment where caring support, high rigor, and mastery learning meet.

Session 6E

Chautauqua Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Texas High School Health Education: An Upstream Solution for our Downstream Issues

Jeanette Jacobs, University of Mary Hardin-Baylor

Critical health literacy is the highest tier of health literacy. It focuses on social determinants of health. With the current state of health education in public high schools, as an inconsistent graduation requirement, coupled with health education teacher preparation that focuses on kinesiology versus health and health literacy, the overarching absence of teaching critical health literacy, thus, a null curriculum is overt for those who see health education as a component of social justice education. With the noted disparity of morbidity and mortality from injuries and violence in the adolescent population that result from their social determinants of health, the value of achieving mastery level of health literacy, thus critical health literacy, is consistent with the value of health as a human right. For social determinants of health to become tangible and actionable, students must be taught not just what they are, but how they contribute to health inequity.

Session 6F

Chautauqua Salon B
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Collaborating Across Departments: Creating Paths for Student Success

Rebekah Piper, Texas A&M University-San Antonio

Do you sometimes feel like departments within your College of Education are siloed from your Office of Field Experience? We felt it and decided to do something about it! The experience took us out of our comfort zone, but we managed to reach across departments with one focus in mind: student success! We decided that we needed to create additional internal support systems to increase the number of successful students in our teacher pipeline. We brainstormed many ideas, but settled on 3 new initiatives: informational sessions, intentional curriculum, and Super Saturday review sessions coined as ROAR (Responsible, Organized, And Ready).

BREAKOUT SESSION 6

Tuesday, October 10

9:00 am – 9:45 am

Session 6G

Veramendi Salon G
Single-Topic Session

Strand 2: Pedagogy & Curriculum

STR: Connecting Theory, Practice, and Field Experience

Lauren Kirk, Howard Payne University

In this session, we will share how our program has achieved a 100% passing rate on the Science of Teaching Reading (STR) exam through a combination of curriculum alignment, high-quality resources, engaging classroom instruction, and focused field experiences. A highlight of our program is a local school partnership that incorporates extensive field experiences that are tightly integrated with the coursework. Students practice in real classroom situations with the university instructor on campus to provide coaching. We will discuss the key components that have led to success on the STR exam, but more importantly, candidates who are prepared to be effective literacy teachers.

Session 6H

Veramendi Salon H
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Research Based Instructional Strategies for Foundational Literacy Skills

Brette Kuretsch, Texas Teachers

Kimberly Westmoreland, Texas State University

Marcy Rose-Moehnke, University of Wisconsin, River Falls

Texas teachers who prepare to teach elementary school with a generalist certification may be at risk of misunderstanding how to support students with weak reading and writing skills. These skills span all core content areas, which in turn can affect mastery in any of these subjects. The Science of Reading tells us that phonological awareness, alphabet knowledge, and phonics are crucial skills connected to mastery in reading and writing. Focusing on data from some of the Texas Reading Academies' pretest scores can be enlightening. One of the largest Texas district's data from this focus, shows over 1,500 teachers scored on average below 65% on phonological awareness pretests. Additional pretests in foundational literacy skills yielded similar results with averages falling around 70%. We will cover research based instructional strategies that span the complexity levels and structures of phonological awareness, alphabet knowledge, and phonics.

Session 6I

Veramendi Salon I
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Transformative Teaching: Exploring Best Practices through Teaching Workshops in Alternative Certification

Stevi Norris, GoTeach11, ESC Region 11

Becky Wilder, GoTeach11, ESC Region 11

Our presentation focuses on Teaching Workshops and Lesson Facilitations within our alternative certification program. These workshops offer hands-on training to teacher candidates, imparting essential classroom competencies. Participants learn diverse teaching techniques, pedagogy, and classroom management strategies. A distinctive feature of our program is the integration of Lesson Facilitations, where candidates present full lessons to a live student audience. This practical assessment boosts confidence and prepares candidates for their teaching careers. We will share success stories, feedback mechanisms, and data-driven evidence of improved student outcomes. Overall, our approach nurtures skilled and caring educators, making a positive impact on student engagement and classroom dynamics. We aim to engage fellow educators in meaningful discussions about effective teacher preparation and its influence on student success.

BREAKOUT SESSION 6

Tuesday, October 10

9:00 am – 9:45 am

Session 6J

Veramendi Salon J
Single-Topic Session

Strand 3: Policy & Leadership

Strategic Staffing: Sustainably Growing Future Teachers

Helen Berg, Sam Houston State University

Abbie Strunc, Sam Houston State University

Stacey Edmonson, Sam Houston State University

Amid a national teacher shortage, teacher residencies have emerged as an important non-traditional approach to teacher preparation. Residents engage in an apprenticeship model that exemplifies a continuous intervention, evaluation, and improvement approach with supports from highly effective mentor teachers; school-based, faculty site coordinators who serve as the liaison between the university and school; education preparation faculty and school district leadership. Teacher residencies provide an excellent basis for teacher training and offer solutions to assist public schools during a teacher shortage. Strategic staffing has emerged out of the need to support and sustainably grow residencies through funding models for residencies.

BREAKOUT SESSION 7
Tuesday, October 10
10:00 am – 10:45 am

Session 7A

Veramendi Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

High-Impact Practices: A Reading Academy Service-Learning Project

Chanelle Maynard, Schreiner University
Shelly Landreth, The University of Texas Permian Basin

Service learning is one of the High-Impact Practices (HIPs) identified as important for student success in undergraduate programs. The components of service learning as an instructional strategy include a field-based component, is related to the curriculum, involves real-world analysis and problem-solving, and embeds opportunities for reflection on practice. In the Educator Preparation Program (EPP) that will be studied in this session, preservice teachers (PSTs) participate in a Reading Academy in their junior year to provide free reading tutoring to elementary students from the local school district. The presenters will share their experiences of service-learning projects with PSTs. They will show how the reading academy is aligned with reading courses and supports the PSTs' literacy content knowledge and pedagogy, and exam preparation across several certifications. Additionally, they will demonstrate how the academy addresses the educator standards such as instruction and planning, problem-solving, working with diverse students, responsive teaching, and professional responsibilities.

Session 7B

Veramendi Salon B
Single-Topic Session

Strand 1: Program Support

Creating a New Certification Program, with TEA Approval - What We Learned Along the Way

Tatiana Sokolik, Austin Community College
Rebecca Miller, Austin Community College

ACC's Educator Preparation Program is a team of educators committed to enhancing the experience of students, families, and communities throughout all of central Texas and beyond. We care. We know that principals have an immeasurable impact on their schools and hold the critical role of fostering equity and inclusion, enhancing student achievement, supporting, and mentoring classroom teachers, and building community relationships. When creating our Principal as an Instructional Leader Certificate Program, the foundation we built everything upon was, "what is best for the students, families, and communities that these principals will be serving?". We created a program that we are incredibly proud of that not only equips candidates with the leadership skills, pedagogical theory, and practical experience needed to successfully step into the role of school leader, but also reflects the foundation of love we have for the students, families, and communities that we care so deeply about.

Session 7C

Veramendi Salon C
Single-Topic Session

Strand 1: Program Support

Partnering for Effectiveness and Efficacy in Mentor Support

Jennifer Caldwell

This session will provide insights and reflections on implementation of evidence-based mentoring and instructional strategies that build the necessary skills and behaviors to impact student achievement. Participants will learn how Texas districts have engaged mentors in increasing beginning teacher efficacy through coaching, collaboration, and reflection. The session will align with the conference theme by identifying the research-based strategies that mentors can use to support beginning teachers' needs as well as their students' needs. In particular, learning communities provide opportunities to create new or rebuild existing collaborative practices and furnish productive structures to allow teachers to re-engage with one another.

BREAKOUT SESSION 7

Tuesday, October 10

10:00 am – 10:45 am

Session 7D

Veramendi Salon D
Single-Topic Session

Strand 1: Program Support

Howdy Partner! District and University Collaborations That Work, Years 1 and 2

Chaney Williams-Ledet, Harris County Department of Education
Teryana Lamb, Harris County Department of Education

The purpose of this presentation will be to present our steps as we developed district partnerships and while potentially expanding to university partnerships. We will share the highs and lows that have transpired over the year. And we will also discuss what is scheduled to take place over the next four years as the EPP develops additional district partnerships.

Session 7E

Chautauqua Salon A
Single-Topic Session

Strand 2: Pedagogy & Curriculum

Making Intentionality Priority #1: Effective Experiential Learning in Teacher Preparation

Debora Shidemantle, Texas A&M University-Texarkana
Sara Lawrence, Texas A&M University-Texarkana

Research shows that co-teaching benefits, not only the student teacher, but the PK-12 students served during the co-teaching process. In a recent study grounded in the theory of experiential learning, outcomes show that the clinical practice of novice teachers, whether co-teaching or otherwise, should focus intentionally and explicitly on the valued characteristics of co-teaching. Indeed, Intention is the first principle supporting positive experiential learning outcomes as reported by the Society for Experiential Education (SEE). The presentation will connect Husserl's theory of intentionality, SEE's principle of intention, and the valued characteristics found through co-teaching experiences.

Session 7F

Chautauqua Salon B
Single-Topic Session

Strand 1: Program Support

Building Capacity for Sustainability in a Teacher Residency Program

Alma Rodriguez, The University of Texas Rio Grande Valley
Zulmaris Diaz, The University of Texas Rio Grande Valley
Josephine Juarez, US PREP

An EPP at a large HSI launched a paid teacher residency pathway in partnership with seven school districts. A technical assistance provider supported the EPP in training key program personnel. A program manager for strategic staffing was hired and trained to work with school districts to repurpose underutilized funds to pay teacher residents. Site coordinators were hired and trained to build capacity among mentor teachers and to support and supervise teacher residents. The intentional embedding of sustainability features from the onset will allow the EPP to grow the paid teacher residency over time and partner with additional school districts.

BREAKOUT SESSION 7

Tuesday, October 10

10:00 am – 10:45 am

Session 7G

Veramendi Salon G
Single-Topic Session

Strand 1: Program Support

Building a Bilingual Education Residency Program from the Ground Up by Growing District Partnerships

Claudia Treviño García, The University of Texas at San Antonio

Juanita Santos, The University of Texas at San Antonio

Helyde Torres, The University of Texas at San Antonio

This session provides an overview of the partnership between a Hispanic-serving Institution of Higher Learning and a culturally rich and diverse urban independent school district. Via continuous and rich conversations, the Educator Preparation Program (EPP) has developed a pathway to prepare culturally efficacious teachers to work with culturally and linguistically diverse students. Most recently the partnership entered a new phase to include a Texas Education (TEA) TCLAS Grant. The presenters will share the evolution of the governance process and share details of how this is creating a pathway for clinical resident success and as well as providing the partner district with a well-prepared teacher workforce by sustaining and growing an equitable partnership. Details about the process of how to establish a residency model network will be shared.

Session 7H

Veramendi Salon H
Single-Topic Session

Strand 2: Pedagogy & Curriculum

How to Foster Authentic Partnerships During Program Redesign Work

Beverly Sande, Prarie View A&M University

Britine Perkins, Prarie View A&M University

We are beginning to understand what types of policies and practices can help support teacher education program redesign work (Peck & McDonald, 2013, 2014). Authentic partnerships are critical when co-designing yearlong residencies. However, a major limitation, of recent research is the lack of studies that reflect how authentic partnerships in teacher education can be utilized to create strategies and implementation tools to help strengthen teacher education programs, especially with addressing the increasing minority teacher shortage. In response to the Teacher Preparation Inspection (TPI-US) report results and to determine the impact of a residency program on partnership, the researchers sought to determine key components to an authentic partnership and how their findings could support continuous improvement efforts in areas identified as needing improvement. The presenters will share their findings and recommendations.

GENERAL SESSION III

Tuesday, October 10
11:00 am – 1:30 pm
Veramendi Salons E & F



Unlocking the Power of Our Voices

Amy Dodson, M.Ed.
Raise Your Hand Texas



As frontline educational leaders in Texas, you have a power that is largely untapped. Your voice and expertise are in critical need right now in your communities and in Austin especially as the struggle over school vouchers continues in the Legislature. Before CSOTTE 2023 wraps, let's gather to consider the current political landscape of education, the ever-growing challenges facing teachers that we are sending out to the field, and identify tangible ways that we can make a positive difference for the profession moving forward.

Amy Dodson is Senior Regional Advocacy Director for Raise Your Hand Texas. Amy joined RYHT in 2019 after twenty-eight years in education most of which was in higher education. She was an assistant professor and administrator at Howard Payne University focusing on student academic success programs. When she shifted to K12 late in her career, she carried the passion to create systems and environments where students can find their greatest success to public education. Amy served as a Director of Instruction for almost a decade spending much of that time redesigning classrooms and instructional approaches to incorporate blended and personalized learning.

Amy is a graduate of Howard Payne University and of Tarleton State University with post-graduate certifications from both Texas Woman's University and from the Principal's Center at the Harvard University's Graduate School of Education. Amy and her husband, Dr. Jerry Dodson, have lived in Cisco for more than 20 years; the Dodsons have two grown children and one grandchild.



gives back

2023 Project Give Back benefits



Born out of a desire to help children in need, Lovepacs was created in order to provide meals to students, who would otherwise go hungry during school holidays.

Through coordination with local schools and its volunteers, Lovepacs engages communities to feed children as an expression of love.

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



Fall 2023 Teacher Education Conference

Embassy Suites San Marcos
October 8-10, 2023

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See you next year!



Fall Texas Teacher Education Conference

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