



CSOTTE

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



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OCTOBER 10-12, 2021
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Teachers Can: Passion, Positivity, and Perseverance



Fall 2021 Teacher Education Conference

Embassy Suites San Marcos
October 10-12, 2021

CONFERENCE AT A GLANCE Fall 2021 Teacher Education Conference

Sunday, October 10

10:00 AM	1:00 PM	CSOTTE Board Meeting	Veramendi Salon A
1:00 PM	7:00 PM	Registration	Conference Center Foyer
1:00 PM	7:00 PM	Sponsor & Vendor Exhibits	Conference Center Foyer
1:00 PM	1:30 PM	TACCTEP Board Meeting	Chautauqua Salon A
1:00 PM	1:30 PM	TxATE Board Meeting	Chautauqua Salon B
1:00 PM	1:30 PM	TACO Board Meeting	Spring Lake Salon A
1:00 PM	1:30 PM	TCTCT Board Meeting	Spring Lake Salon B
1:00 PM	1:30 PM	TDFE Board Meeting	Spring Lake Salon C
1:30 PM	2:00 PM	EDICUT Board Meeting	Placido Boardroom
1:30 PM	2:00 PM	ADoT Board Meeting	Veramendi Salon C
1:30 PM	2:30 PM	TACO General Meeting	Spring Lake Salon A
2:00 PM	3:00 PM	TACA Board Meeting	San Marcos River Salon A
2:00 PM	3:00 PM	TxATE General Meeting	Chautauqua Salon B
2:45 PM	4:00 PM	TDFE General Meeting	Spring Lake Salon C
3:00 PM	4:00 PM	TCTCT General Meeting	Spring Lake Salon B
3:00 PM	4:00 PM	TACCTEP General Meeting	Chautauqua Salon B
3:00 PM	4:00 PM	TACA General Meeting	San Marcos River Salon A
3:00 PM	4:00 PM	ADoT General Meeting	Veramendi Salon C
3:00 PM	4:00 PM	EDICUT General Meeting	Spring Lake Salon A
4:00 PM	5:15 PM	Deans' Reception (Cash Bar)	Rocky River Grill
5:30 PM	7:00 PM	GENERAL SESSION I Awards Dinner	Veramendi Salons E & F
<p>Conference Opening & Welcome by Conference Chair, Rebecca Fredrickson</p> <p>TACO presents the Classroom Set-Up Grant Awards</p> <p>TDFE presents the Clinical Teacher of the Year Awards</p> <p>TACA presents the Shining Star Interns Awards</p> <p>ADoT presents the Distinguished Service Award</p> <p>TACCTEP presents the Excellence in Practice Award</p> <p>TxATE presents the Ted Booker Memorial Award, the Ben E. Coody Distinguished Service Award, and the Quest for Quality Exemplary School Partnership Awards</p> <p>TACTE presents the TACTE Annual Leadership Award and the Joyce Hardin Service Award</p> <p>CSOTTE, in partnership with TACTE and EDICUT, presents the Quest for Quality Exemplary Faculty Practices Awards</p>			

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CONFERENCE AT A GLANCE

Fall 2021 Teacher Education Conference

Monday, October 11

7:00 AM	8:30 AM	Embassy Suites Breakfast Buffet (for registered hotel guests)	Atrium
7:00 AM	5:00 PM	Registration Sponsor & Vendor Exhibits	Conference Center Foyer
9:00 AM	10:00 AM	GENERAL SESSION II Keynote Speaker: Lori Mowl Lewisville ISD Secondary Teacher of the Year Finalist Briarhill Middle School, Lewisville ISD <i>Teachers' CANDescence: Beacons of Light in a Pandemic</i>	Veramendi Salons E & F
10:15 AM	11:15 AM	Emerging Scholars & Emerging Professional Scholars Poster Presentations	Conference Center Foyer
10:15 AM	12:00 PM	TACTE Executive Board Meeting	Placido Boardroom
11:15 AM	12:00 PM	Breakout Sessions I <i>(see breakout session descriptions on the conference website)</i>	
12:15 PM	1:30 PM	GENERAL SESSION III Let's Do Lunch: Networking Sessions with Boxed Lunch <i>Pick up lunch from foyer outside of Veramendi Salons E & F and join a networking group!</i>	
		ADoT: Leading From the Middle, Dealing with Crisis TACCTEP: Transferring from the Community College to University TACO: Roles of New Certification Officers TCTCT: Open Conversation About TTESS & edTPA TDFE: Field Supervisor Database TACTE: Continued Discussion of the TEA Audit	Veramendi Salon A Veramendi Salon B Veramendi Salon C Veramendi Salon D Veramendi Salon G Veramendi Salon H
1:45 PM	2:30 PM	Breakout Sessions II <i>(see breakout session descriptions on the conference website)</i>	
2:00 PM	4:30 PM	TACTE General Meeting	Spring Lake Salon C
2:45 PM	3:30 PM	Breakout Sessions III <i>(see breakout session descriptions on the conference website)</i>	
3:45 PM	4:30 PM	Breakout Sessions IV <i>(see breakout session descriptions on the conference website)</i>	
4:45 PM	6:00 PM	CSOTTE Chairs' Reception with First-Time Conference Attendees	Rocky River Grill
5:30 PM	7:00 PM	Embassy Suites Manager's Reception for Registered Hotel Guests	Atrium

SCAN ME



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CONFERENCE AT A GLANCE
Fall 2021 Teacher Education Conference

Tuesday, October 12

7:00 AM	8:30 AM	Embassy Suites Breakfast Buffet (for registered hotel guests)	Atrium
7:00 AM	11:00 AM	Registration	Conference Center Foyer
7:30 AM	10:00 AM	Sponsor & Vendor Exhibits	Conference Center Foyer
8:00 AM	8:45 AM	Breakout Sessions V <i>(see breakout session descriptions on the conference website)</i>	
9:00 AM	9:45 AM	PLATINUM SPONSOR FEATURED SESSION Pearson Assessment <i>Leveraging edTPA: Supporting the Texas Journey of Continuous Improvement</i>	Veramendi Salons E & F
10:00 AM	10:45 AM	Pearson Breakout Session <i>Pearson Updates: Texas Educator Certification Exam Development and Texas' edTPA Pilot</i>	Spring Lake Salon B
11:00 AM	2:30 PM	GENERAL SESSION IV Plated Lunch Welcome provided by Emily Garcia, TEA Associate Commissioner TEA Town Hall Meeting Texas Education Agency Updates / Q&A Emily Garcia, Associate Commissioner Mark Olofson, Director of Educator Data and Preparation Program Management Marilyn Cook, Director of Educator Certification Jessica McLoughlin, Director of Educator Standards, Testing, and Preparation Christie Pogue, Director of Policy Development	Veramendi Salons E & F





Fall 2021 Teacher Education Conference

Embassy Suites San Marcos
October 10-12, 2021

CONFERENCE AT A GLANCE

Fall 2021 Teacher Education Conference

*Emerging Scholars & Emerging Professional Scholars Conference Strand
Sponsored by CSOTTE*

Monday, October 11

7:30 AM	9:00 AM	Emerging Scholars & Emerging Professional Scholars Poster Set-Up	Conference Center Foyer
9:00 AM	10:00 AM	CONFERENCE GENERAL SESSION II Keynote Speaker: Lori Mowl Lewisville ISD Secondary Teacher of the Year Finalist Briarhill Middle School, Lewisville ISD <i>Teachers' CANDescence: Beacons of Light in a Pandemic</i>	Veramendi Salons E & F
10:15 AM	11:15 AM	Emerging Scholars & Emerging Professional Scholars Poster Presentations Emerging Scholars and Emerging Professional Scholars present their posters and engage in scholarly discourse with CSOTTE attendees	Conference Center Foyer
11:30 AM	12:15 PM	PROFESSIONAL DEVELOPMENT SESSION I Emerging Scholars <i>Navigating Your Professional Identity During Challenging Times: Implications of Research, Inclusion, and Innovation</i> Dr. Jorge Figueroa Associate Dean for Research, Inclusion, and Innovation Texas Woman's University, College of Professional Education	Chautauqua Salon B
		Emerging Professional Scholars <i>What I Know Now: A Panel of Junior Faculty Discuss the Journey from Graduate Student to Faculty Role</i> Panel Presenters: Dr. Macie Kerbs, Assistant Professor, Sam Houston State University Dr. Melanie Kinsky, Assistant Professor, Sam Houston State University Dr. Aimee Myers, Assistant Professor, Texas Woman's University	Chautauqua Salon A
12:15 PM	1:15 PM	LUNCH <i>(pick up lunch from foyer outside of Veramendi Salons E & F)</i> Emerging Scholars - Boxed Lunch Discussions Emerging Professional Scholars are invited to a boxed lunch discussion with Deans for professional networking	Chautauqua Salon B Chautauqua Salon A
1:15 PM	3:00 PM	PROFESSIONAL DEVELOPMENT SESSION II Emerging Scholars & Emerging Professional Scholars <i>More Than a Teacher</i> Dr. Dennis Sarine Director of Teacher Preparation and Child Development Amarillo College	Chautauqua Salon B

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GENERAL SESSION I
Sunday, October 10 ~ 5:30-7:00 pm
Veramendi Salons E & F

Conference Opening



Rebecca Fredrickson
2021 CSOTTE Conference Chair

Welcome to CSOTTE 2021! We are so glad to have you here.

This year we continue to honor and build off the work of last year's CSOTTE Chair, Dr. Glenda Ballard, as we look to teachers and their impact. When I address a group of preservice teachers, one of the first things I always talk about is how they will change the world. Teachers are so blessed in that they can change the world, daily, in the lives of their children, but also literally. Teachers CAN change the world! So, moving forward with Dr. Ballard's theme of "Teachers Can", we add the phrase, "Passion, Positivity, and Perseverance". The troubling times we have had have demonstrated the necessity of our teachers. It has helped teachers find new ways of teaching as they passionately supported their students. As students and families have struggled, school has remained a positive place for children - not just in academic learning, but in community, connections, love, and care. The teachers in these schools have continued to work to make schools a healthy place for their students, even in virtual schools. They continue to persevere, even when times may seem at their darkest.

To quote my second favorite professor of all time, "Happiness can be found, even in the darkest of times, if one only remembers to turn on the light." - Albus Dumbledore. Thank you to all our teachers who remembered how to turn on the light for us, to help us find the light when we could not find it ourselves. Your passion, positivity, and perseverance have continued to change our world!

Hoping CSOTTE 2021 will help you continue to grow in the light!
Becky

Awards Dinner

Texas Association of Certification Officers



Classroom Setup Grants

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

2021 Recipients:

Rebekah Barnett, Howard Payne University
Joshua Bryant, University of Texas at Arlington
Kathryn Carnell, Baylor University
Belen Garza, ACT-RGV
Carly Glass, Texas Christian University
Grace Maldonado, Lubbock Christian University
Crystal Martinez, Texas A&M San Antonio
Daniela Paz, University of Texas at Austin
Byanca Sanchez, Angelo State University
Peyton Stephens, Tarleton State University
Kelsey Stotler, University of Texas at Arlington
Gabrielle Valle, Our Lady of the Lake University

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Awards

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

2021 Recipients:

Yesenia Covarrubias, University of the Incarnate Word
Alexandra Ronnenberg, Baylor University

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 2020-2021, the Texas Alternative Certification Association (TACA) asked Alternative Certification Programs to nominate Shining Star Interns. Twenty-seven interns were selected from across the state. Read their stories online @TACA_Texas (Twitter) or at TexasTACA.org.

2021 Recipients:

Patrick Calzada, GoTeach11
Aijay Mbanaso, Harris County Department of Education ACP
Eilen May Abellera, INSPIRE TEXAS Educator Certification by Region 4
Kristin Ali, INSPIRE TEXAS Educator Certification by Region 4
Heather Brummet, INSPIRE TEXAS Educator Certification by Region 4
Chandler Claxton, INSPIRE TEXAS Educator Certification by Region 4
Erika Vindel Cooper, INSPIRE TEXAS Educator Certification by Region 4
Kerie Fissum, INSPIRE TEXAS Educator Certification by Region 4
Emee Grace Suarnaba, INSPIRE TEXAS Educator Certification by Region 4
Bernadette Castillo, Relay Graduate School of Education
Wrenell Ilustre, Relay Graduate School of Education
John Johnson, Relay Graduate School of Education
Chloe Marshall, Relay Graduate School of Education
Xuan Truong, Relay Graduate School of Education
Jenise Young, Relay Graduate School of Education
Shannon Sommer, Stephen F. Austin State University ACP
Mirna Cardenas Roque, Teaching Excellence
Jabbar Cobbs, Teaching Excellence
Juan Couso, Teaching Excellence
Angie Davila, Teaching Excellence
Leah Nance, Teaching Excellence
Neli Romer, Teaching Excellence
Oneeda Archer, Teachworthy
Fawzia Elsaadi, Teachworthy
Chuck George, Teachworthy
Perla Guijosa, TMATE Tarleton State
Suzanne Martinez, TOPP ESC Region 20

Associate and Assistant Deans and Directors of Texas (ADoT)



Distinguished Service Award

The Distinguished Service Award recognizes and further encourages the achievements and contributions of current or former Associate and Assistant Deans and Directors of Texas in the field of teacher preparation.

2021 Recipient:

Dr. Sandra Stewart, retired from Sam Houston State University

Texas Association of Community College Teacher Education Programs (TACCTEP)



Excellence in Practice Award

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

The 2021 recipients will be announced at the awards dinner.

Texas Association of Teacher Educators (TxATE)



Ted Booker Memorial Award

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

The 2021 recipient will be announced at the awards dinner.

Ben E. Coody Distinguished Service Award

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

The 2021 recipient will be announced at the awards dinner.



TxATE presents the

Quest for Quality Exemplary School Partnership Award

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

The 2021 recipients will be announced at the awards dinner.



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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.

The 2021 recipient will be announced at the awards dinner.

Joyce Hardin Service Award

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

The 2021 recipient will be announced at the awards dinner.



CSOTTE, in partnership with TACTE and EDICUT, presents the Quest for Quality Exemplary Faculty Practices Award

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

The 2021 recipient will be announced at the awards dinner.

GENERAL SESSION II
Monday, October 11~ 9:00-10:00 am
Veramendi Salons E & F

Teachers' CANdescence: Beacons of Light in a Pandemic



Lori Mowl

*Lewisville ISD Secondary Teacher of the Year Finalist
Briarhill Middle School, Lewisville ISD*

While every mathematician will tell you that the shortest distance between two points is a straight line, sometimes the most meaningful, beautiful road is nowhere near straight. Such is the pathway that led Lori Mowl to teach 7th Honors Math and 6th grade Gifted and Talented ELAR at Briarhill Middle School in Highland Village, TX.

At a young age, Lori spent her days in a dance studio and was offered the opportunity to assist in training younger dancers. This teaching opportunity early in life would later become the spark for Lori to find her true calling as an educator. Starting out as an accounting major, those sweet moments with young dancers inspired Lori to change paths and pursue an undergraduate degree in English and a master's in Secondary Education at the University of North Texas. As a proud K-12 product of Lewisville ISD, it was important for Lori to return to the school district that inspired her love of learning. Lori began her teaching career as an English teacher at the same school where her mother was the Home Economics teacher. Over time, Lori started tutoring students in math and often could be found joyfully working algebra problems during her conference period. She learned that her passion for math was evident and became certified to teach math, too. She now uses her love of reading, writing, and math to mentor teachers and to build long-lasting relationships with students, inspiring them to follow their own beautiful paths to a meaningful future.

Lori is in her 25th year of teaching and has served her schools in a variety of capacities such as math department chair, curriculum writer and developer, ESC Region XI/LISD New Math TEKS Trainer, LISD New Instructional Materials Committee, CAMT presenter, UNT: Teach North Texas Teacher Mentor, Advance Academic Leadership Team, LISD New Hire Middle School Math Mentor, TWU adjunct faculty, and many more. She has been recognized as a Walmart Teacher of the Year (2007), Peek's Flooring Teacher of the Year (2017), LEF Changing Children's Lives Award (2015), Briarhill Middle School's 2021 Teacher of the Year, and Lewisville ISD's only middle school finalist for Teacher of the Year 2021.

Lori lives in Flower Mound, Texas, and is married to her husband Chris. Together they have three beautiful children: Peyton, a senior at Lipscomb University in Nashville; Micah, a senior at Marcus High School; and Jacob, who now lives with Jesus. When not teaching, Lori enjoys reading YA novels and adult mysteries.



Fall 2021 Teacher Education Conference

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EMERGING SCHOLARS & EMERGING PROFESSIONAL SCHOLARS POSTER PRESENTATIONS

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

Human Rights Violations at the Southern Border

Cameryn Jackson

Sam Houston State University

Enriching Students Learning through Educational Application Development

Prestin McCormick

Sam Houston State University

Implementing Inclusive Teaching Practices in Higher Education: A Student-Centered Design

Sydnie Counley

Trinity University

Summer Tsunami: A Tidal Wave of Literacy

Clancy Patty

Schreiner University

Goals Together for Partnership

Grace Koch

Texas Christian University

Research Compliment-Teach Conferencing

Megan Helling & Jeanne Marie King

Texas Christian University

The Relationship Between Elementary Principal Certification and Student Literacy Achievement in First Grade: A Mixed Methods Case Study

Melba Muniz-Foster

Texas A&M University-Texarkana

ON FIRE at the Blue Pancake Affair- Rated PG!

Dr. Ashlie Hein

Tarleton University

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

Session: 1A

Room: Veramendi Salon A

Type of Session: Single Presentation

Creating and Coordinating Local Resources to Support the edTPA Pilot

Francine Johnson, University of Texas at San Antonio

This session aims to explain and demonstrate how teacher preparation programs can streamline and coordinate efforts and resources to support their teacher candidates, faculty, staff, supervisors, and mentor teachers in the edTPA process with a self-created edTPA google site, which provides a one-stop shop for all to access materials and resources. For modeling purposes, the presentation will spotlight the UTSA edTPA google site, created by the EPP assessment coordinator. The coordination of human and material resources will be explained, and templates and graphic organizers will be provided to help audience members begin the work in their own local contexts.

Session: 1B

Room: Veramendi Salon B

Type of Session: Single Presentation

edTPA: A Tale of Communication and Collaboration

Crystal Rose, Tarleton State University

Lisa Brown, Austin Community College

Becky Hampton, Inspire Texas, Region 4

DeMarco Pitre, Texas Education Agency

In order to effectively implement edTPA and support teacher candidates throughout their portfolio completion, edTPA pilot programs have worked to build structures that both encourage and enhance communication and collaboration not only within their respective programs but also with partner LEAs and other educator preparation programs across the state. To this end, Texas edTPA Regional Coordinators and the Texas Education Agency will share experiences, lessons learned, and outcomes related to the journey of collaboration and communication centering edTPA.

Session: 1C

Room: Veramendi Salon C

Type of Session: Single Presentation

From Isolation to Presence in Online or Face-to-Face Learning: Six Tips to Enhance Learning!

Joan Bowman, Schreiner University

Neva Cramer, Schreiner University

This presentation will be a hands-on learning experience for the attendees, including teaching-demonstration time to allow audience participation using different tools to encourage student presence. Return to your classroom with plans for helping students become present in their learning by implementing tools that will engage students and promote long-term learning. Important takeaways: 1) Revamp professor/student communication to strengthen relationships, 2) Use technology tools such as Flipgrid, Padlet and Zoom to differentiate assignments and learning, 3) include small, bitesize changes in your lessons that will game-change student engagement. Learn how to use technology to revamp your online or face-to-face communication, interaction, and student engagement.

BREAKOUT SESSION I

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

Session: 1D

Room: Veramendi Salon D

Type of Session: Single Presentation

Learning from Systems Failure: Creating a Pathway to Teaching in Rural Texas Schools

Doug Hamman, Texas Tech University

Larry Daniel, University of Texas Permian Basin

Janet Hindman, West Texas A&M University

Erika Mein, University of Texas at El Paso

Shortages of qualified teachers across rural Texas represents a significant failure to provide for the future of rural communities. Districts have not been vigilant to cultivate interest in teaching, and institutions of higher education have sought national prestige over their mission to serve local communities. Systems theory is used to frame a new effort to align school district, community colleges and universities in West Texas to create an inter-organizational system capable of preparing 200 teacher per year for rural schools. Initial successes, next steps and challenges are discussed as well as strategies for adoption by educator preparation programs in other regions of the state.

Session: 1E

Room: Veramendi Salon G

Type of Session: Single Presentation

Measuring Graduate Success One Teacher at a Time

Martha Oldenburg, Dallas Baptist University

Karla Hagan, Dallas Baptist University

Chuck Roberts, Dallas Baptist University

Since 2016, the College of Education Impact Program at Dallas Baptist University has mentored five cohorts of graduates. Not only impacting these graduates through the mentoring opportunities provided but impacting all the graduates to come with program/course improvements are the two benefits of the program. As the market for entering students continues to become more competitive, universities must find ways to measure and ensure the success of each graduate. The DBU College of Education Impact Program responds not only with our hopes and dreams for our graduates but the ongoing support and the data to prove their every success.

Session: 1F

Room: Veramendi Salon H

Type of Session: **Sponsor & Vendor Presentation**

Video Observation: Feedback That Helps Develop Teachers with Passion, Positivity, and Perseverance!

Marv Meneeley, GoReact

Come see how many educator preparation programs are using video observation and assessment to maximize learning experiences, increase touch points, and ultimately build competency and confidence with their teacher candidates. Marv Meneeley of GoReact shows how several educators in Texas have done just that!

BREAKOUT SESSION I

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

Session: 1G

Room: Veramendi Salon I

Type of Session: Single Presentation

Reimagining the Science of Teaching Reading: How Making Policy and Pedagogical Adaptations Support Students to Persevere, Celebrate and Advance

Lucinda Juarez, Our Lady of the Lake University

Jerrie Jackson, Our Lady of the Lake University

Alycia Maurer, Our Lady of the Lake University

Programmatic changes prompted by new certification requirements in the Science of Teaching Reading (STR) exam implemented by HB3 in 2019 brought both challenges and celebrations to our students. This session will focus on reimagined policies and procedures the education department implemented to strengthen existing curriculum and pedagogical strategies. Discussion will focus on alignment of standards and sequencing in the program, building strategic technological and pedagogical content knowledge (TPACK) in courses, implementing specific test prep sessions, reminders, and celebratory Saturday sessions which created a positive system of support that allows our students to not just persevere but to thrive and advance.

Session: 1H

Room: Veramendi Salon J

Type of Session: Single Presentation

Session Cancelled

Session: 1I

Room: San Marcos River Salon A

Type of Session: Single Presentation

Session Cancelled

Session: 1J

Room: Chautauqua Room

Type of Session: Dual Presentations

Closing the Gap or Accelerating the Problems: A Discourse Analysis of HB 4545

Abbie Stunc, Sam Houston State University

Kimberly Murray, Teas A&M University-Texarkana

The Texas Legislature's 87th regular legislative session focused significant attention to K-12 and higher education. House Bill 4545 is the plan to accelerate learning to account for real (and perceived) loss of learning during the 2019-2020 and 2020-2021 school years. We examine HB 4545 using discourse analysis, specifically James Gee's seven building tasks (2011). The analysis of HB 4545 with the use of Gee's building tasks allow us to uncover the dominant discourse in the bill (Gee 2006). The purpose is to uncover the dominant perspective as to how the pandemic learning gaps can be corrected in one school year through parental selection of teachers, accelerated learning, accelerated learning committees, and school board policy requirements. The results present our findings of the dominant identities in educational policy created through HB 4545 (Strauss 2012).

BREAKOUT SESSION I

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

How to Change Female Preservice Science Teacher Self-Efficacy and Attitudes Towards Science

Doug Monk, Schreiner University

The discovery that all my preservice elementary Science Pedagogy students not only disliked science as a subject but disdained the idea of teaching it caused me to reflect on my own teaching practices as a teacher educator. I changed their paradigm by building their teaching efficacy through simplifying science pedagogy expectations, creating an environment of exploratory learning with frequent encouragement, wonderment, and admiration. This article presentation provides practical tips for changing the perceptions of female pre-service teachers about science with proven strategies from my own classroom.

GENERAL SESSION III

Monday, October 11 ~ 12:15-1:30 pm



Let's Do Lunch

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

ADoT: Leading From the Middle, Dealing with Crisis	Veramendi Salon A
TACCTEP: Transferring from the Community College to University	Veramendi Salon B
TACO: Roles of New Certification Officers	Veramendi Salon C
TCTCT: Open Conversation About TTESS and edTPA	Veramendi Salon D
TDFE: Field Supervisor Database	Veramendi Salon G
Deans' Talk: Continuing Discussion of the TEA Audit	Veramendi Salon H

BREAKOUT SESSION II
Monday, October 11, 1:45-2:30 pm

Session: 2A

Room: Veramendi Salon A

Type of Session: Single Presentation

Advanced Certification Remediation Processes

Tia Agan, Angelo State University

Lesley Casarez, Angelo State University

Like success, failure is many things to many people. With Positive Mental Attitude, failure is a learning experience, a rung on the ladder, a plateau at which to get your thoughts in order and prepare to try again (W. Clement Stone). This quote captures the essence of how educator preparation program (EPP) faculty can create positive remediation opportunities for advanced certification candidates who do not pass their certification exams and provide quality activities and feedback for successful re-attempts. The presenters will share an overview of advanced certification remediation processes at one university.

Session: 2B

Room: Veramendi Salon B

Type of Session: Single Presentation

Building a Better Teacher: Sustainable Partnerships for Student Success

Amber Lynn Diaz, Tarleton State University

Crystal Rose, Tarleton State University

Elizabeth Garcia, Tarleton State University

Anna Fox, Tarleton State University

Melissa Roberts Becker, Tarleton State University

Lisa Colvin, Tarleton State University

Since building better-equipped teachers for Texas schools is a primary goal, then providing the opportunity for teacher candidates to be immersed in yearlong residencies is imperative. Developing these transformational partnerships takes commitment of time and resources to enact our collective passion, positivity, and perseverance. During this session, we will present the experience of Tarleton State University's EPP as we worked with public school partners and transformed our clinical teaching experience. We will share our journey to become a TEA-Vetted Teacher Residency Program, and as a result, our district partners applied for TCLAS funding opportunities.

Session: 2C

Room: Veramendi Salon C

Type of Session: Single Presentation

Building Relationships of Solidarity Across Difference with Students of Color

Michael Boucher, Texas A&M University-San Antonio

Caring solidarity builds upon current frameworks such as Culturally Sustaining Pedagogy (Paris & Alim, 2017) and abolitionist pedagogy (Love, 2019c) and maps a journey for White teachers toward those pedagogies. This framework is for teachers looking to move toward solidarity with students and researchers looking to describe teachers who work in solidarity with students. It was created to be both descriptive and aspirational. It can be used to describe teachers in the field who are currently working in caring solidarity with their students, and it can be used to train or develop teachers with intentions toward caring solidarity.

BREAKOUT SESSION II
Monday, October 11, 1:45-2:30 pm

Session: 2D

Room: Veramendi Salon D

Type of Session: Single Presentation

Getting Over the Testing Hump: One EPP's Implementation of Study Supports and Strategies to Support Candidates in Test Preparation During the Effects of COVID-19 and Beyond

Beth Garcia, West Texas A&M University

Jennifer Denham, West Texas A&M University

Amy Clifton, West Texas A&M University

This presentation highlights efforts of one Educator Preparation Program (EPP) to support pre-service teacher candidates in TExES certification exam testing strategies during COVID-19. The EPP documented less than usual numbers of test takers from Spring 2020-Spring 2021; consequently, students who delayed testing felt they had waited too long, so the material was not as fresh. The EPP created a series of virtual study seminars and test preparation sessions with intentional and purposeful strategies explicitly taught to help candidates review and refresh on study material. Then candidates were guided on how and what to study in preparation for taking certification exams.

Session: 2E

Room: Veramendi Salon G

Type of Session: Single Presentation

Disciplinary Literacy, Culture & STEM: Thoughts on edTPA Implementation

Richard Morris, Sul Ross University

Disciplinary literacy (DL) is drawing praise from educators and administrators who tout its relevance “across the curriculum”. Exploratory research suggests that DL holds promise for STEM classrooms. Review of the literature shows an unmet need for work to make DL accessible in pre-service training and professional development. A culturally informed approach to DL instruction is presented rooted in the linguistic subdisciplines of discourse analysis, sociolinguistics, and ethnography of communication. DL-based tools for the STEM classroom are also explored. Finally, six questions are posed to highlight the challenges and opportunities awaiting Texas educators who use culturally informed DL in their edTPA implementations.

Session: 2F

Room: Veramendi Salon H

Type of Session: Single Presentation

Leadership Perspectives on High-Stakes Testing in a South Texas

Alejandro Garcia, The University of Texas Rio Grande Valley

Velma Menchaca, The University of Texas Rio Grande Valley

Policymakers and the public see standardized tests as simple quantifiable measures of school quality and student learning, and they assume that high stakes tests will influence teachers and students to try harder and that the results will be used rationally to benefit all students. This qualitative study explores how the high stakes testing in Texas urban school district have influenced elementary principals’ approach to preparing students for standardized tests. Research findings revealed that the elementary principals dealt with the following themes while coping with high stakes testing: stress, preparation, and collaboration.

BREAKOUT SESSION II
Monday, October 11, 1:45-2:30 pm

Session: 2G

Room: Veramendi Salon I

Type of Session: Single Presentation

The Evolution of an Evidence-Based Culturally Efficacious Evaluation & Support System for Clinical Teachers

Jennifer Swoyer, University of Texas at San Antonio

Tiffany Farias-Sokoloski, University of Texas at San Antonio

Claudia Treviño García, University of Texas at San Antonio

CSOTTE's theme of Teachers Can: Passion, Positivity, and Perseverance aligns with the iterative process of developing our culturally efficacious evaluation and support system for our TEA-vetted Teacher Residency. We will share the key features of the conceptualization, data-gathering processes, timeline, and resulting system demonstrating how our CTESS (Clinical Teacher Evaluation and Support System) has evolved from solely an evaluative tool or checklist to an evidence-based process focusing on reflection and growth. We will also discuss how the feedback from our stakeholders has inspired a collaborative process to continuously refine our tool and practices based on our EPP's culturally efficacious framework.

Session: 2H

Room: Veramendi Salon J

Type of Session: Single Presentation

Partnerships for Teacher Residencies: Stories from Three Universities Participating in US PREP

Larry Daniel, University of Texas Permian Basin

Lindsey Balderaz, University of Texas Permian Basin

Stacey Edmonson, Sam Houston State University

Sarah Beal, Texas Tech University

Calvin Stocker, Texas Tech University

US PREP is a national coalition of teacher education programs with a common mission of attracting, training, and retaining high quality, racially diverse teachers for underserved communities across the country. A key component of US PREP is a yearlong paid teacher residency. This session features first-hand accounts of the success of residencies by teacher educators at three Texas EPPs--Sam Houston State University, University of Houston-Downtown, and the University of Texas Permian Basin--with focus on the partnerships they have developed with local school districts. Representatives from the US PREP National Center will provide context and discuss how the US PREP work at these sites contributes to the larger vision US PREP has for reform of teacher education.

BREAKOUT SESSION II
Monday, October 11, 1:45-2:30 pm

Session: 2I

Room: San Marcos River Salon A

Type of Session: Single Presentation

Integrating Evidence-Based Research on Tiered Intervention in Teacher Preparation Coursework

Heather Haynes Smith, Trinity University

Genise Henry, The Meadows Center for Preventing Educational Risk

M. Tran Le, University of Texas at Austin

This presentation will review the key tenets of the Tiered Interventions Using Evidence-Based Research (TIER) Essentials Training and the translation of materials for practice and implementation in educator preparation. The TIER Trainings are designed to help achieve the goal of providing educators, caregivers, and other educational stakeholders with the knowledge and materials to ensure appropriate implementation of MTSS in every school across Texas. The presentation will detail alignment with SBEC standards for general and special educator preparation and specific activities and resources instructors can implement in their courses.

Session: 2J

Room: Chautauqua Room

Type of Session: Roundtable Presentations

Coaching for Classroom Management

Harrison McCoy, Region 11

Classroom management continues to be a major factor that determines both improved student learning and job satisfaction for classroom teachers. The application of deliberate practice, feedback and coaching to classroom management training increases the probability of success for first year teachers and positively affects teacher retention rates. This session will explore how to integrate coaching principles into classroom management training for pre-service and intern teachers.

Connecting the Dots between the EPP and edTPA

Jody Moody, Texas A&M University San Antonio

Heather Brezenski, Texas A&M University San Antonio

Sherry Nichols, Texas A&M University San Antonio

EPPs who are participating in the Texas edTPA pilot reflect on and revise their course and fieldwork based on the edTPA rubrics to ensure candidates are ready to complete a successful portfolio. Now in our second year of implementation at TAMUSA, we will walk you through our trek, our struggles, and our strengths, as we all move towards alignment in course and fieldwork to the edTPA rubrics for EC-6 Elementary Education portfolio. You will be engaged with us as we model group activities and pragmatic practices that you can replicate with your candidates.

BREAKOUT SESSION II
Monday, October 11, 1:45-2:30 pm

**Miss! Miss! Why Does my Paper Look Like my Little Brother Wrote on it with a RED MARKER?
Making the Most of Classroom Assessment**

Barba Patton, University of Houston-Victoria

Teresa LeSage-Clements, University of Houston-Victoria

Classroom assessment must have a valid purpose and be considered reasonable to the person being assessed as well as the entity receiving the assessment. Goal should be to provide high-quality education for students. If the assessment was designed to discover the needs of the student, it is a good assessment. In this session, Why, What, When, Where and How will be explored. When assessments happen in good faith, they will provide information to help improve students' learning and help teachers in their teaching. This will be an interactive session with attendees having hands on activities.

Preservice Teachers and Educational Technology: A Service-Learning Project

J. Elizabeth Casey, Texas A&M University Central Texas

Jeff Kirk, Texas A&M University Central Texas

Ensuring preservice teachers have knowledge of, and experience using/implementing, new technologies in educational settings is important. In a recent service-learning experience, preservice teachers engaged high school students with exceptionalities in unique educational experiences involving educational technology. Preservice teachers were instructed in the use of floor-robots and virtual reality platforms, which were then used in nontraditional educational settings to enhance content learning. Preservice teachers, through post-reflections, shared positive views of the experiences.

The ABCs of Being a Certification Officer

Susan Sharp, Howard Payne University

A roundtable session for new or almost new Certification Officers! Come join TACO officers to ask questions, get some helpful hints, and meet others working as Certification Officers in Texas Educator Preparation Programs. This is a great networking opportunity!

Three Truths, and Several Lies, About Blended Learning: Raising Awareness about Blended Learning and its Future in Texas

Christine Lowak, Raise Your Hand Texas

Cat Alexander, CA Group

Carol Mendenhall, CAST

Jennifer Kasper, East Central ISD

Considering recent events, schools, districts, and teachers pivoted to remote, hybrid, virtual and blended learning. These terms are used interchangeably; however, they are not synonymous. In our roundtable discussion, we will define blended learning and discuss its expanding role in Texas education. Participants will leave with a greater understanding of blended learning, including how TEA and districts are leveraging this best practice to support personalized learning and differentiation. Participants will also have access to a self-assessment tool so that they may ascertain their current position on a blended learning continuum.

BREAKOUT SESSION III
Monday, October 11, 2:45-3:30 pm

Session: 3A

Room: Veramendi Salon A

Type of Session: Single Presentation

Beyond Professional Development: A Self Study to Challenge Our Thinking and Practice Around Culturally Responsive Pedagogy

Crystal Rose, Tarleton State University

Amber Lynn Diaz, Tarleton State University

Because of the national state of political and social unrest in the United States in addition to recent results of a TPI-US inspection, attention is needed on how this university prepares teacher educators to model and utilize practices that best serve historically underrepresented and marginalized populations. The department of curriculum and instruction underwent a self-study with numerous transformation endeavors including a partnership with US PREP, strategic plan, and six efforts with the hopes of preparing a teacher workforce to best serve future students and a goal of cohering around principles of culturally responsive pedagogy through professional development. This study worked to shift the paradigm of professional development in a way that not only encouraged a vision and shared understanding around culturally responsive pedagogy but took this understanding to a deeper level to a change in practice resulting in transformative education.

Session: 3B

Room: Veramendi Salon B

Type of Session: Single Presentation

Co-Creating a Community-Based Pedagogy for HSI Teacher Preparation

Veronica Estrada, The University of Texas Rio Grande Valley

Presenters will share preliminary findings of a research study that seeks to 1) identify educators' experiences and effective practices to promote Hispanic students' achievement and to 2) discuss how this study informs efforts to define a community engaged pedagogy for a socially just transformation of teacher preparation in a HSI by embracing partnership building and leveraging community assets.

Session: 3C

Room: Veramendi Salon C

Type of Session: Single Presentation

Professional Development for Higher Education Faculty to Integrate Technology into Current Courses

Jill Underwood, Howard Payne University

With the prevalence of technology in the labor market, all educator preparation programs are tasked with helping teacher candidates to utilize best practice strategies to integrate technology into their classrooms. In many educator preparation programs, the technology component has been fulfilled with a stand-alone course that introduces several types of educational technology tools that can be used in the classroom by the pre-service teachers. To stay abreast of advancing technology, educator preparation programs should strive to move towards a more technology-infused curriculum where various types of technology are embedded into all the courses that pre-service teachers will take throughout their educational, academic career. This presentation will help secondary pre-service teachers see technology utilization as a learning and assessment tool.

BREAKOUT SESSION III
Monday, October 11, 2:45-3:30 pm

Session: 3D

Room: Veramendi Salon D

Type of Session: Single Presentation

STR: The Class

Martha Oldenburg, Dallas Baptist University

Ginger Earl, Dallas Baptist University

The world of education is one of almost constant change and growth. Dallas Baptist strives to continually improve, refine and further develop our programs to meet the ever-changing needs of teachers. Our new STR course is a part of our commitment to stay current with research and developments in the field of reading education. The state of Texas has begun implementing the Science of Teaching Reading standards. In response to these standards, Dallas Baptist has redeveloped our reading curriculum to support this initiative. We will discuss our process in developing a course founded in the latest research and strategies.

Session: 3E

Room: Veramendi Salon G

Type of Session: Single Presentation

The Evolution of a Culturally Efficacious Bilingual Teacher Residency Partnership

Claudia Treviño García, University of Texas at San Antonio

Belinda Bustos-Flores, University of Texas at San Antonio

The Bilingual Teacher Residency Model has evolved and maintained a passionate and positive perspective. It has persevered in its quest to develop productive partnerships. The University of Texas at San Antonio (UTSA) will lead three Dual Language Community Lab Schools placing pedagogy and research at the forefront of developing Culturally Efficacious teaching and learning. In addition, UTSA and the San Antonio Independent School District have created a Dual Language Dual Credit Program where students interested in pursuing a career in Bilingual Education are taking coursework in Spanish as they acquire university credit hours and sharpen their academic Spanish language proficiency.

Session: 3F

Room: Veramendi Salon H

Type of Session: Single Presentation

T-TESS as a tool to improve EL Learning outcomes in Secondary Classrooms

Helen Berg, Sam Houston State University

Mary Petron, Sam Houston State University

Burcu Ates, Sam Houston State University

At the secondary level, English learners (ELs) perform poorly as compared to non-EL population. In Texas, 4% of ELs met the standard in English, 3% in Algebra I and 2% in US history. Helping teachers address the learning needs of ELs is essential to increasing academic outcomes at the secondary level. Unfortunately, ELs are often not addressed throughout the generic evaluation instruments. Instead, much like lesson plans, they are relegated to a checklist of accommodations at the end. The goal is to assist secondary principals and other appraisers in facilitating professional development and growth of teachers in this area.

BREAKOUT SESSION III
Monday, October 11, 2:45-3:30 pm

Session: 3G

Room: Veramendi Salon I

Type of Session: **Sponsor & Vendor Presentation**

Help Your Students Pass the TExES STR Exam with Professionally Graded Practice Essays

Emma Garcia, 240Tutoring

Nacole Whittington, 240Tutoring

240 Tutoring offers a comprehensive digital study guide and practice tests guaranteed to prepare your students to pass the new TExES Science of Teaching Reading (STR) Exam. This year we have added a robust section devoted to the constructed-response question (CRQ) portion of the exam. Including study material, practice prompts, a precise rubric, and - most notably - the option to receive professional grading and feedback. Join us as we demonstrate the features of this new guide and the grading process, and learn how it will help your students gain confidence and pass the STR exam

Session: 3H

Room: Veramendi Salon J

Type of Session: Dual Presentations

Implementing Change: A Tale of Three Teams

C. Kelly Cordray, Texas A&M University Texarkana

Abbie Strunc, Sam Houston State University

Appropriate reading instruction in the early elementary grades is critical for student success in school and beyond (Kilpatrick 2018). Substantial research exists which reports the need for students to attain grade level and remain there in order to matriculate in K-12 education and through into post-secondary schooling (Seidenberg 2017; Moats & Tolman 2009; Danielson 2002). This presentation reports on the journey of three elementary grade level teams (kindergarten, first, and second) as they, under the direction of the building administrator, re-envisioned, and restructured their literacy instruction approach for the 2018- 2019 school year. The teachers' initial response to the proposed change was reluctance, but throughout the course of the year student scores improved due to the passion, positivity, and perseverance of the administrator and teams.

Outcomes of Great Teaching Retreat

Brandy West, Sam Houston State University

Laurice Nickson, Sam Houston State University

Field experience provides practical real-life opportunities that allow teacher candidates to link theory to practice. During field experience, teacher candidates use active learning teaching tools and adopt the values that shape their approaches to teaching. Teacher candidates were deficient in receiving these vital learning experiences due to current circumstances. Providing teacher candidates with virtual field experience and training equips them with the knowledge and skills necessary to teach and manage virtual classrooms today and in the future. During this session participants will learn how to provide teacher candidates with tools to actively engage k-6 students during virtual learning.

BREAKOUT SESSION III
Monday, October 11, 2:45-3:30 pm

Session: 3I

Room: San Marcos River Salon A

Type of Session: Dual Presentations

Meeting the Needs of Marginalized Students in our Education Programs

Neva Cramer, Schreiner University

Joan Bowman, Schreiner University

In a changing demographic affected by economics, exposure to trauma, and now a pandemic, the new teacher candidate is non-traditional in almost all aspects. Teacher preparation requires a new set of skills that has the potential to energize the learning environment and meet the needs of extreme diversity. Come away prepared to form more effective relations with students which build trust and accountability in your teacher preparation courses, increase participation through strategies that offer unique opportunities for equity of expression and performance of understanding, and gain a better understanding of the effects of trauma and poverty on your own campus.

Presentation Pending

Session: 3J

Room: Chautauqua Room

Type of Session: Roundtable Presentations

Beginning Steps of the Implementation of edTPA Into Your EPP:

The Who, What, When, Where, Why, and How as Essentials

Sarah Hartman, Wayland Baptist University

As Texas continues its pilot of edTPA as a performance-based assessment, many Educator Preparation Programs (EPPs) may find themselves wondering where, or how, to begin. Information may prove overwhelming, and EPPs may feel uncertain as to the timing or necessity of when and how to begin the transition to edTPA. If your EPP is not sure who should be involved in the process, what it entails, where to begin, or even why bother? This session is for you! Come hear experiences from Dr. Sarah Hartman about her work with edTPA since 2014, and how she has worked with transitions from pilot to full implementation with teams of educators in three different states, mostly recently at Wayland Baptist University (WBU) here in Texas. In this session, Dr. Hartman will discuss with participants how she and her EPP have fully transitioned from PPR to edTPA. Dr. Hartman will share beginning steps of WBU's transition, and what steps her team is currently taking to ensure rigor, accountability, and innovative teaching of candidates through the use of edTPA.

Defining the Culture: Using Culturally Relevant Pedagogies in the Collegiate Classroom

Laura Trujillo Jenks, Texas Woman's University

Rebecca Fredrickson, Texas Woman's University

Karen Dunlap, Texas Woman's University

Sarah McMahan, Texas Woman's University

Culturally Relevant Pedagogies (CRP) has been a term that has been used in multiple contexts in the past year. Within this roundtable discussion, colleagues will discuss using CRP in the collegiate classroom based upon the culture of the instructional setting and diversified learners.

**BREAKOUT SESSION III
Monday, October 11, 2:45-3:30 pm**

Exploratory Service-Learning in Mexico: “We’re Not in Kansas Anymore”

Kimberly Kuklies, Texas A&M University Central Texas

J. Elizabeth Casey, Texas A&M University Central Texas

During summer, 2021, faculty members took preservice teachers to central Mexico to work with students in a local village. Preservice teachers worked with two faculty members to prepare and teach literacy and technology lessons to K-8 students. An added benefit on this exploratory trip was the addition of vision and hearing screenings. Screenings were offered to students and family members over five days while students were engaged in lessons on site. Results from this initial trip demonstrated positive benefits for preservice teachers, faculty, and students/families who received instruction and/or services. This proposal will highlight benefits and provide participants with opportunities to engage in educational technology activities.

Parental Perspectives of Online Learning vs. In-Person Learning in the Age of COVID-19

Stephanie Hartzell, Concordia University Texas

This study investigates the parents' decision-making paradigms when deciding what type of school and which modality of learning to subscribe to during the COVID-19 pandemic. The participants of this study could choose not only between public and private schools, but the school district to which they were zoned allowed for the choice between online and face-to-face learning. This basic interpretive, qualitative study allowed the researcher to better understand the perspectives that led each parent to decide on the schooling choice for their family. Parents' reasoning demonstrated their individualistic priorities regarding student physical health, student mental health, and parental professional obligations.

The Audit Made Me Do It - Creating Better Processes

Sharon Ross, Tarleton State University

Laura Estes, Tarleton State University

Stephanie Atchley, Tarleton State University

Persevering through an audit can be intimidating when the process occurs during your very 1st year in higher education as a junior faculty member! That's right two of us were fresh out of water, on the administrative side with the third presenter already buried in the world of educator preparation. This audit equipped us with better processes for our programs! Join us for a walk down memory lane and take-home best practices to streamline or enhance your program.

BREAKOUT SESSION IV
Monday, October 11, 3:45-4:30 pm

Session: 4A

Room: Veramendi Salon A

Type of Session: Single Presentation

Cultivating a Culturally Efficacious TEA-Vetted Teacher Residency

Tiffany Farias-Sokoloski, University of Texas at San Antonio

Claudia Treviño García, University of Texas at San Antonio

Jennifer Swoyer, University of Texas at San Antonio

UTSA's EPP has been carefully cultivating our culturally efficacious Teacher Residency Model through passion for the craft of teaching, positivity that what we are trying to create is possible, and perseverance in the collaborative process. We will share challenges and successes of how our TEA-Vetted Teacher Residency model has evolved over the past 5 years to integrate and meet the various and particular stakeholder and partner needs. We will include voices from clinical teachers, mentor teachers, administrators, and supervisors as we discuss how the Teacher Residency has contributed to their growth as culturally efficacious educators.

Session: 4B

Room: Veramendi Salon B

Type of Session: Single Presentation

Educator Preparation Accountability: Principal Bias in New Teacher Evaluations

Jim Van Overschelde, Texas State University

Evaluations of experienced teachers are biased against teachers of color and male teachers. If new teacher evaluations are biased, then the results have strong implications for educator preparation program (EPP) accountability. We examined 65,000 principal surveys of new teacher quality and effectiveness in Texas where 48% are alternatively prepared and 44% are teachers of color. Results show evaluations of new teachers are correlated with factors unrelated to program quality like race and gender. Policy implications for EPP accountability in Texas and nationally are explored.

Session: 4C

Room: Veramendi Salon C

Type of Session: Single Presentation

Reboot: Preparing Pre-Service Teachers for Virtual Instruction

Chanelle Maynard, Schreiner University

The landscape of education has changed drastically over the past school year, due to the effects of the pandemic. Our pre-service teachers will enter classrooms that may be virtual, face-to-face, or a combination of the two, with an increased emphasis on technology integration across the curriculum. Current teacher preparation programs should also reflect these evolving developments. The primary purpose of the session is to have participants explore frameworks and activities for planning, teaching, and assessing using the digital literacies. The session will be interactive to provide a practical experience in studying the application of digital tools and resources.

BREAKOUT SESSION IV
Monday, October 11, 3:45-4:30 pm

Session: 4D

Room: Veramendi Salon D

Type of Session: Single Presentation

Refining PDSAs for Coaching Teacher Candidates in Virtual Mixed Reality Simulation Learning Environments

Criselda Garcia, The University of Texas Rio Grande Valley

Veronica Estrada, The University of Texas Rio Grande Valley

A primary tool of improvement science is the Plan-Do-Study-Act (PDSA) inquiry cycle that serves as a tool to test changes, document results and revise theories about working theories. Before fully scaling any innovation, it is critical to test change to better understand any impact. The presenters will engage participants with an overview of using improvement science as a framework in teacher preparation. The presentation will focus on providing a description of how PDSAs were used to learn more about virtual coaching of teacher candidates; the impetus for using this technology-based platform and share current learnings about the work-in-progress.

Session: 4E

Room: Veramendi Salon G

Type of Session: Single Presentation

Virtual Field Experience for English Learners

Geronima Nale, Sam Houston State University

Mary Petron, Sam Houston State University

English Learners (ELs) were more profoundly affected by the transition to virtual learning and will need teachers who are well prepared to meet their academic, linguistic, and cultural needs. Yet, novice teachers frequently reported feeling underprepared to support ELs prior to the pandemic. In the spring of 2021, a mutually beneficial arrangement was made to allow preservice teachers taking an ESL methods course to engage in virtual field experiences with ELs in a partnership school district. The authors will describe the arrangement and emphasize the potential for virtual field experiences beyond the pandemic context such as service-learning projects.

Session: 4F

Room: Veramendi Salon H

Type of Session: Single Presentation

Yes, We Can: Moving EPPs Forward to Multicultural and Multidimensional Programs

Jericha Hopson, Tarleton State University

Terms like 'social justice' and 'culturally responsive pedagogy' have become commonplace when discussing, particularly education in the K-12 system. This paper addresses a few of the critical components that should be present in every teacher preparation program and how Tarleton can use this new approach to help clinical teachers grow from a passive understanding of these theories and practices to their interactive and innovative application.

BREAKOUT SESSION IV
Monday, October 11, 3:45-4:30 pm

Session: 4G

Room: Veramendi Salon I

Type of Session: Single Presentation

Learning to Ignore: Why Intermediate and Advanced ELLs Continue to Disengage from Learning in the Content Area Classroom and Beyond

Melinda Cowart, Texas Woman's University

By the time English Language Learners (ELLs) have had 5-7 years of instruction in English as a second language, it is expected that they would be able to comprehend most instructions and content area material. Yet, educators discover that as the ELLs progress through the upper grades in school, there are widening gaps in comprehension, prior knowledge, and ability to follow selected directions. What contributes to the seeming disengagement in class that translates to missed instructions and a degree of academic failure? Because of the challenges inherent to the second language acquisition process, have students become accustomed to not understanding information? Have they learned to tune out when comprehension is a problem? The presentation will explore causes and remedies of this learned ignoring on the part of ELLs.

Session: 4H

Room: Veramendi Salon J

Type of Session: **Sponsor & Vendor Presentation**

Tool that Facilitates Local Evaluation Support of the EDTPA Assessment

Esdras Cantao, Certify Teacher

Nancy Roll, Certify Teacher

To address the EDTPA assessment, Certify Teacher developed a software tool called TPA Builder that facilitates local evaluation support at coursework and fieldwork levels where candidates build, and evaluators assist them with their portfolio building according to EDTPA Guidelines for Acceptable Candidate Support. This tool provides a friendly interface and built-in guidance to help candidates build their portfolio to the highest levels of the rubrics! Evaluators access portfolios that candidates submit to them for review via the same system, looking for deficiencies, omissions, and misunderstandings; they provide feedback but cannot edit nor modify candidate drafts. Candidates communicate with their evaluators and vice versa via text or voice comments inside the platform. This presentation describes the interaction between teacher candidate and evaluator all the way to the building of an entire portfolio.

BREAKOUT SESSION IV
Monday, October 11, 3:45-4:30 pm

Session: 4I

Room: San Marcos River Salon A

Type of Session: Dual Presentations

A Roadmap to Interactive Learning in Higher Education

Michelle Parker, Sam Houston State University

Amber Godwin, Sam Houston State University

Laurice Nickson, Sam Houston State University

This instructional pedagogy is essential for transformative learning that will occupy and meaningfully engage students in authentic, purposeful learning (Dewey, 1938). Whereas some are convinced that lectures can efficiently convey complex material to students, others maintain that active learning promotes student engagement, satisfaction, and achievement (Tune, Sturek, & Basile, 2013). Evidence suggests superior student outcomes result from more experiential, rather than lecture-based classes (Cajiao & Burke, 2015; Fitzsimons, 2014; Kahl & Venette, 2010; Malik, & Janjua, 2011; Waddock & Lozano, 2013; Williams & McClure, 2010).

Relationships Matter: Novice Teachers Balancing Tensions on the "Edge of Chaos" and Forging SEL Partnerships in Online and Blended Learning Environments

Laura Slay, Texas A&M University-Commerce

Karyn Miller, Texas A&M University-Commerce

Jacqueline Riley, Texas A&M University-Commerce

In the uncertainty of COVID-19, novice K-12 teachers (teacher candidates and first-year teachers) had to navigate new environments, including online and blended learning. Our study reveals that relationships were key to navigating these environments as well as to providing the social-emotional learning support needed to persevere through the tensions (Patterson & Holladay, 2018) of teaching and learning during a pandemic. This two-paper presentation features findings from our case studies from two perspectives: complexity thinking (Davis & Sumara, 2006) and CASEL's SEL Framework (2020). Finally, we offer recommendations for EPP curriculum development and caregiving relative to emerging understandings of teaching and learning.

Session: 4J

Room: Chautauqua Room

Type of Session: Roundtable Presentations

Impact of the Student Teacher/Mentor Teacher Relationship on Field Experience

Susan Harte, Sam Houston State University

Brandy West, Sam Houston State University

This session will focus on the student teacher/mentor teacher relationship and its impact on field experience in a yearlong residency. The site coordinator plays an important role in helping student teachers and mentors foster a positive working relationship, promoting a positive field experience for all. The presenters will share experiences highlighting the site coordinator role in improving field experience for both student and mentor teachers.

BREAKOUT SESSION IV
Monday, October 11, 3:45-4:30 pm

Be Equipped: Tools for Difficult Conversations

Maya Fernandez, West Coast University

When entering a conversation, the intent is not to charge it up, however, we can quickly find ourselves in a highly charged conversation. Running away is not the best response. In this session, we want to empower you with a few tools to help you navigate such situations towards a desirable outcome. This will be an interactive session, so come prepared to be equipped with tools to help with difficult conversations.

Coordinated Support of New Teachers Using a Teacher Development Framework Based on T-TESS: Lessons Learned

Anne Douglas-Rowald, Innovation Center 4 Educator Preparation
Monica Ibanez, Innovation Center 4 Educator Preparation

A collaborative representing small and large districts, INSPIRE TEXAS ACP, and the Innovation Center 4 Educator Preparation organized T-TESS to create a benchmarked tool for coaching first-year teachers. We will share the Teacher Development Framework with coaching questions and look-fors, the process for collaboration, outcomes from the pilot of the tool, and next steps based on lessons learned.

edTPA Impact on Curriculum and Faculty Unity

Lisa Brown, Austin Community College
Sandra Nix, Austin Community College

The integration of edTPA into the curriculum and practices of an alternative certification program is a team effort. The process includes developing a strong foundation of knowledge among faculty and field supervisors, curriculum inquiry, development of common tools and templates, and the integration of vocabulary and requirements into coursework, field experiences, and performance assessments. This program review and refinement has a powerful impact on faculty unity, communication, and collaboration. This presentation will provide greater understanding of the strategies, approaches, and program restructuring as well as the challenges, obstacles, and modifications resulting from implementation of edTPA in the program.

Becoming a Teacher: Career Pathways GPS

Rachel Torres, Wayland Baptist University

The national discussion of career pathways exists among both college and career stakeholders. A dichotomy has existed in this country between those who think and those who work. What if teaching as a profession represents both elements of professional practice? Knowing that the status of EPPs directly connects our teacher candidates with their future employers has created a need for a deeper discussion of why, what, and how we as a CSOTTE can further support our teacher candidates to enter the workforce equipped with the skills needed to serve as change agents in our society.



Fall 2021 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION IV Monday, October 11, 3:45-4:30 pm

Session: 4K

Room: Chautauqua Salon A

Type of Session: **Sponsor & Vendor Presentation**

Expanding Equity and Socially-Just Practices through an Accreditors' Continuous Improvement Model

Linda McKee, AAQEP

Casey Graham Brown, University of Texas-Arlington

Common tensions in national accreditation have centered on diversity, equity, and inclusion. Interact with a panel of AAQEP staff and educator preparation providers as they review the association's core values, share AAQEP's standards and processes, and lead discourse centered on addressing and resolving these tensions in educator preparation and impacting the P-12 education system.

BREAKOUT SESSIONS V
Tuesday, October 12, 8:00-8:45 am

Session: 5A

Room: Veramendi Salon A

Type of Session: Single Presentation

Presentation Pending

Session: 5B

Room: Veramendi Salon B

Type of Session: Single Presentation

Pipelines and Pathways to GYO Teacher Preparation: EPP Partnership with School District Partners to Create Pipelines from the Community to the EPP and Back

Beth Garcia, West Texas A&M University

This presentation highlights efforts of one Educator Preparation Program (EPP) to support rural district school partners by creating a variety of pipelines and pathways from a community into an Educator Preparation Program (EPP) and then back into the community as a certified classroom teacher. This presentation presents logistics on creating the partnerships as well as the various needs districts and candidates have when seeking certification. The researchers highlight one rural district's Teacher Academy as a model and presents the research for participants to replicate in other rural school districts and EPPs.

Session: 5C

Room: Veramendi Salon C

Type of Session: Single Presentation

Scaling Year-Long Residency: Successes, Barriers, and Financial Considerations

Helen Berg, Sam Houston State University

Jannah Nerren, Sam Houston State University

Susan Harte, Sam Houston State University

Abbie Strunc, Sam Houston State University

The presenters will provide a step-by-step process of an Educator preparation programs journey for implementation of a yearlong residency model. This will include barriers, successes, and financial considerations for scaling.

BREAKOUT SESSIONS V
Tuesday, October 12, 8:00-8:45 am

Session: 5D

Room: Veramendi Salon D

Type of Session: Single Presentation

Students First: How One EPP Adjusted Clinical Teaching to Meet Student Needs

Elizabeth Garcia, Tarleton State University

Crystal Rose, Tarleton State University

Amber Lynn Diaz, Tarleton State University

Lisa Colvin, Tarleton State University

Anna Fox, Tarleton State University

Melissa Roberts Becker, Tarleton State University

Tarleton State University piloted a yearlong teacher residency to fulfill clinical teaching requirements. The pilot included 24 candidates from the Stephenville campus divided between two districts and three schools during 2020-2021 with great success. We are scaling our model to include outreach campus locations, adding three additional districts for 2021-2022. Goals for implementing the yearlong residency model include improvement of teacher quality and student success along with improving teacher passion, positivity, and perseverance leading to retention in the profession. We will share informative data, teacher candidate and cooperating teacher feedback and video, and plans for the yearlong residency expansion.

Session: 5E

Room: Veramendi Salon G

Type of Session: Single Presentation

Teacher Mobility, Retention, and Attrition During the Pandemic

Toni Templeton, CREATE

The purpose of this presentation is to provide information regarding the ways in which teacher mobility, retention, and attrition has changed in response to the COVID-19 pandemic. This presentation will document changes in teacher mobility, attrition, and retention for the diverse Texas public education landscape between the 2017-18 and 2020-21 school years. Information from this presentation is intended to support practical and political efforts for teacher preparation and retention.

BREAKOUT SESSIONS V
Tuesday, October 12, 8:00-8:45 am

Session: 5F

Room: Veramendi Salon H

Type of Session: Single Presentation

Teachers Who Can: An Approach to Student Teaching That Promotes Perseverance and Teacher Quality

Sharon Vasser Darling, University of Texas Permian Basin

Lindsey Balderaz, University of Texas Permian Basin

Shelly Landreth, University of Texas Permian Basin

Lorraine Spickermann, University of Texas Permian Basin

By blending exemplary research-driven pedagogical practices in our yearlong teacher preparation course, we equip our student teachers with the tools needed both for their clinical practice and to sustain them in their future classrooms. Modeling multiple co-teaching methods, implementing high-impact AVID (Advancement Via Individual Determination) strategies, fostering social-emotional learning, supporting culturally responsive teaching, completing Sanford Inspire and Sanford Harmony modules, and embedding research from TNTP (The New Teacher Program), Opportunity Culture (a division of Public Impact), and US PREP (University-School Partnerships for the Renewal of Educator Preparation), yields a diverse and well-balanced approach to teaching that maximizes teacher quality.

Session: 5G

Room: Veramendi Salon I

Type of Session: Single Presentation

The TEA, ISD, EPP Connection: Giving Students with Disabilities a Voice

Vickie Mitchell, Sam Houston State University

Melisa Lee, Sam Houston State University

Arianna Ramp, Sam Houston State University

A Texas Education Agency special education network led by Sam Houston State University (SHSU) created Regional Student Advisory Committees (RSAC) to improve special education transition services. The RSAC aims to obtain feedback from students with disabilities on topics related to state special education initiatives. To support the expansion of RSACs around the state, an SHSU Honors student, with the help of EPP faculty, developed a collaborative process for EPP students to serve as meeting facilitators. The session provides information and resources for EPP Faculty and teacher candidates interested in helping students with disabilities have a voice in Texas.

BREAKOUT SESSIONS V
Tuesday, October 12, 8:00-8:45 am

Session: 5H

Room: Veramendi Salon J

Type of Session: Single Presentation

Using Improvement Science Tools for Understanding the Student Experience with a New Testing Protocol at a Hispanic-Serving Institution

Criselda Garcia, The University of Texas Rio Grande Valley

Julie Pecina, The University of Texas Rio Grande Valley

The presenters will engage participants with an overview of using improvement science as a framework in one teacher preparation program for promoting a culture of inquiry and continuous improvement. The presenters will describe the process for developing a PDSA to learn more about the impact of a new testing policy and protocol in a program from the teacher candidates' perspectives. Participants will gain practical knowledge and examples of how one program has used the improvement science tool, PDSA, for learning more about teacher candidates' experiences with the implementation of a new testing policy and protocol.

Session: 5I

Room: San Marcos River Salon A

Type of Session: Dual Presentation

You've Got Feedback! Now What? - Coaching Teacher Candidates for Success

Jody Dennis, Texas Tech University

Angie Cowart, Texas Tech University

Site coordinators noticed that teacher candidates were not applying feedback from walkthroughs and observations in their classroom performances. After deliberation, site coordinators realized that teacher candidates lacked the skill of knowing HOW to receive feedback. Our site coordinators developed training that teaches students to recognize their feelings toward feedback, gives teacher candidates strategies to cope with their emotional responses to feedback, and gives candidates opportunities to rehearse different feedback scenarios while utilizing best practice strategies.

Session: 5J

Room: Chautauqua Room

Type of Session: Dual Presentations

Erikson's Role of the Generations and Adolescents' Inclination to Teach

Doug Hamman, Texas Tech University

Fanni Coward, Texas Tech University

Teacher shortages are forcing policymakers to reconsider the role of grow-your-own programs. These unique programs exist at the unique intersection of adolescent career development and teacher preparation. Erikson's (1968) theory of psychosocial development offers a way of understanding what inclines adolescents toward the teaching profession. The purpose of this research was to explore the extent to which influences during adolescents aligned with Erikson's notion of the Role of the Generations in influencing new teacher candidates' decision to teach. Our findings are consistent with Erikson's Role of Generations and point to windows of opportunity for recruiting new teacher talent during adolescence.

BREAKOUT SESSIONS V
Tuesday, October 12, 8:00-8:45 am

Virtual Teaching, Stress, and University Faculty Coping Strategies During Coronavirus Pandemic

Jean Kiekel, University of St. Thomas

Anne Gichuri, University of St. Thomas

Teaching, once considered a low stress job, is currently considered to be a profession that comes with a lot of workplace stress (Ishaq & Mahmood, 2017). Stress felt in the teaching profession is complex, affecting both psychological and physical well-being (Boshoff, et al., 2018). Contributing to the complex nature of the stress educators experience is the number of different responsibilities that are not related to teaching. This is cause for concern because high stress levels that are not managed lead to burnout and a loss to the profession.



Fall 2021 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

PLATINUM SPONSOR FEATURED SESSION

Tuesday, October 29, 9:00-9:45 am

Featured Session

Room: Veramendi Salons E & F

Leveraging edTPA: Supporting the Texas Journey of Continuous Improvement

We welcome you to join a panel discussion as Texas' Educator Preparation Programs, piloting edTPA, share how edTPA has become a fulcrum for continuous improvement. Panelists will share their implementation strategies, candidate support methods, and data usage plans.

SPONSOR BREAKOUT SESSION

Tuesday, October 29, 10:00-10:45 am

Pearson Breakout Session

Room: Spring Lake Salon B

Type of Session: **Sponsor & Vendor Presentation**

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

Join representatives from Pearson for an update on the Texas Educator Certification Examination Program. We will review high-level exam development milestones from 2020-21, share updates on plans for future development, and provide details on the range of supports and services available to programs implementing edTPA. Time will be reserved for questions and answers.



Fall 2021 Teacher Education Conference

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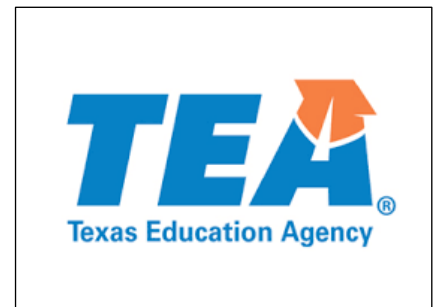
GENERAL SESSION IV: Plated Lunch & TEA Town Hall Meeting
Tuesday, October 12 ~ 11:00 am-2:30 pm
Veramendi Salons E & F



Welcome provided by
Emily Garcia
Associate Commissioner
Texas Education Agency

TEA Town Hall Meeting and Q&A Session Texas Education Agency

Emily Garcia, Associate Commissioner
Mark Olofson, Director of Educator Data and Preparation Program Management
Marilyn Cook, Director of Educator Certification
Jessica McLoughlin, Director of Educator Standards, Testing, and Preparation
Christie Pogue, Director of Policy Development





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G.W. Carver Middle School
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See you next year!

CSOTTE 2022

Fall Texas Teacher Education Conference



CSOTTE

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