

FALL TEXAS TEACHER EDUCATION CONFERENCE



Embracing Change
2018

Omni San Antonio Hotel at the Colonnade
October 21-23, 2018

CONSORTIUM OF STATE ORGANIZATIONS FOR TEXAS TEACHER EDUCATION

Embracing Change

As we near the end of the second decade of the 21st century change is all round us and in every aspect of our life. Examine some of the things that have changed in the last 10 years alone. The list is exhausting and somewhat intimidating to consider. Here are just a few of the big items. Cellphones are now owned by over 85% of the U.S. population and most of them are of the smartphone variety. There is now an APP for everything under the sun. The new cell phone technology has placed information and positioning within a few seconds reach. With ubiquitous GPS, we cannot get lost anymore, and we can have information on any subject within a few seconds just by doing a “Google” search. You Tube has become a national obsession and there is little reason to hire a handyman to do the job when you can just watch a You Tube video and proceed on.



Change is occurring at an exponential rate in the field of teacher education. In the last few years, educator preparation programs in Texas have had to deal with legislative and administrative changes that deal with whether our programs continue to be accredited. Some of them include: the number of times a teacher candidate can test before it is held against us, the new EC-3 certificate, the separation of the PPR exams form one EC-12 exam into five separate ones, and the new performance based principal exam. Also, the raising of the cut scores on various certification exams, the new principal survey, and the best one of all – a future metric that will examine how much improvement there is in student achievement of students taught by beginning teachers from our educator preparation programs. Change is upon us. The theme of this conference is to embrace it and train the next group of outstanding teachers for the great state of Texas to the best of our ability! Bring on the challenge!

John Sargent
CSOTTE Chair 2018-2019



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CONFERENCE AT A GLANCE

Sunday, October 21

10:00 AM	1:00 PM	Board Meeting & Lunch	Colonnade C, 20 th floor
1:00 PM	7:00 PM	Registration	Foyer Area
1:00 PM	7:00 PM	Exhibits	Foyer Area
1:00 PM	1:30 PM	TACO Board Meeting	Colonnade A, 20 th floor
1:00 PM	1:30 PM	TCTCT Board Meeting	Sam Houston Room, 2 nd floor
1:00 PM	1:30 PM	TDFE Board Meeting	Boardroom, 2 nd floor
1:00 PM	2:00 PM	TxAATE Board Meeting	Colonnade B, 20 th floor
1:30 PM	2:00 PM	TACCTEP Board Meeting	Sam Houston Room, 2 nd floor
1:30 PM	2:30 PM	TACO General Meeting	La Joya Ballroom, 1 st floor
1:30 PM	3:30 PM	TACTE Board Meeting	Bolo's PDR, 1 st floor
2:00 PM	3:30 PM	TxAATE General Meeting	Grand Ballroom C, 1 st floor
2:00 PM	3:00 PM	ADoT Board Meeting	Conference Center A, 2 nd floor
2:00 PM	3:00 PM	TACA Board Meeting	Conference Center B, 2 nd floor
2:30 PM	3:00 PM	EDICUT Board Meeting	Boardroom, 2 nd floor
2:45 PM	4:00 PM	TDFE General Meeting	La Joya Ballroom, 1 st floor
3:00 PM	4:00 PM	ADoT General Meeting	Conference Center A, 2 nd floor
3:00 PM	4:00 PM	TACA General Meeting	Conference Center B, 2 nd floor
3:00 PM	4:00 PM	TACCTEP General Meeting	Sam Houston Room, 2 nd floor
4:00 PM	5:00 PM	TCTCT General Meeting	La Joya Ballroom, 1 st floor
4:00 PM	5:15 PM	Deans' Reception	Colonnade Ballroom, 20 th floor
5:30 PM	7:00 PM	<p>General Session I CSOTTE Conference Chair, John Sargent</p> <p>Awards Dinner TDFE presents Clinical Teacher of the Year Awards TACA presents Intern of the Year Awards TCTCT announces Scholarship Recipients</p> <p>CSOTTE presents Friend of Teacher Education Award</p> <p>TACTE presents: Robert B. Howsam Award TACTE Annual Leadership Award Joyce Hardin Award</p> <p>TxAATE presents: Ted Booker Memorial Award Ben E. Coody Distinguished Service Award</p> <p>TxAATE presents Quest for Quality Exemplary School Partnership Award</p> <p>EDICUT presents Quest for Quality Exemplary Faculty Practices Awards</p>	Grand Ballroom CDEFG

CONFERENCE AT A GLANCE

Monday, October 22

6:00 AM	8:30 AM	Breakfast Buffet	Grand Ballroom CDEFG
7:00 AM	5:00 PM	Registration & Exhibits	Foyer Area
8:00 AM	9:30 AM	General Session IIa State of the State Martin Winchester, Deputy Commissioner for Educator & System Support Ryan Franklin, Associate Commissioner for Educator Leadership & Quality Marilyn Cook, Director of Educator Certification & Testing Mark Olofson, Director of Educator Data & Program Accountability Tam Jones, Ed.D., Director of Educator Preparation Grace Wu, Project Manager, Educator Support	Grand Ballroom CDEFG
9:45 AM	10:30 AM	General Session IIb Testing Update: Pearson Support of TEA Matt DiBartolomeo, Ed.D., Director, Educator Solutions For Licensing and Learning Madison Cooper, Director, Texas Educator Certification Examination Program Nathan Estel, Educator Relations Raymond Pecheone, Ph.D., Executive Director of the Stanford Center for Assessment, Learning & Equity (SCALE)	Grand Ballroom CDEFG
10:30 AM	11:15 AM	Emerging Scholar Poster Sessions	Foyer
10:30 AM	12:00 PM	TACTE Executive Board Meeting	Boardroom, 2 nd floor
11:15 AM	12:00 PM	Breakout Sessions I <i>1A- Understanding Teacher Candidates' Challenges in Developing Science Lesson Plans</i> <i>1B- Many Paths Lead to One Rubric: Differentiation of Assessment without Losing Your Mind</i> <i>1C- Grow-Your-Own Partnership Project</i> <i>1D- From Bilingual Education to Dual Language: Leveraging Support and Advocacy by Developing Grow-Your-Own Programs</i> <i>1E- Recruitment Action Plan Collaborative Workshop</i> <i>1F- Assessing the Strength of Preparation through the Novice Teacher Project</i> <i>1G- One University's Experience of Embedding the Writing Process Throughout a Teacher Education Program</i> <i>1H- Self-Assessing Progress Towards EPP Programmatic Transformation Goals</i>	Sam Houston Room, 2 nd floor Conference Center A, 2 nd floor Conference Center B, 2 nd floor Colonnade A, 20 th floor Grand Ballroom A, 1 st floor Grand Ballroom B, 1 st floor Grand Ballroom D, 1 st floor Grand Ballroom E, 1 st floor

		<p>1I- <i>Creating a Scalable Digital Platform that Promotes Collaboration, Communication, and Security</i></p> <p>1J- <i>Investigating the Effect of Principal Time Use and Student Demographics on Teacher Perceptions</i></p> <p>1K- <i>Data Driven Practicums and Internships: Putting Theory to Practice</i></p>	<p>Colonnade B, 20th floor</p> <p>Colonnade C, 20th floor</p> <p>LaJoya, 1st floor</p>
12:15 PM	1:30 PM	<p>General Session III “Let’s Do Lunch” Networking Groups & Boxed Lunches</p> <p>TEA Audit Exchange Facilitator: Neva Cramer</p> <p>National Accreditation Discussion Facilitators: Jannah Nerran & Christina Ellis</p> <p>Program Documentation: Forms for TEA Requirements Facilitators: Gayle Butaud & Tim Sutton</p> <p>Data Processes & Collection: Best Practices Facilitator: Marlene Zipperlen</p> <p>Educator Dispositions Facilitator: Pat Werner</p> <p>TACO Time Facilitator: Christine Pruitt</p> <p>Partnerships: Community Colleges, Universities, ACPs Facilitators: Lisa Hill & Fay Lee</p> <p>Induction Support of Novice Teachers Facilitators: Elda Martinez & Eric Brown</p> <p>Deans’ Talk Facilitator: Stacey Edmonson</p>	<p>Sam Houston Room, 2nd floor</p> <p>Conference Center A, 2nd floor</p> <p>Colonnade A, 20th floor</p> <p>Grand Ballroom A, 1st floor</p> <p>Grand Ballroom B, 1st floor</p> <p>Grand Ballroom C, 1st floor</p> <p>Grand Ballroom D, 1st floor</p> <p>Colonnade B, 20th floor</p> <p>LaJoya, 1st floor</p>
1:45 PM	2:30 PM	<p>Breakout Sessions II</p> <p>2A- <i>Embracing Change, Adjusting Practice: Collaboration Across Coursework</i></p> <p>2B- <i>Short-Term International Field-based Experiential Learning</i></p> <p>2C- <i>Making Instruction Matter: Reflection, Collaboration, and Documentation in. Special Education</i></p> <p>2D- <i>Embracing Change in Professional Certification: Let’s Talk</i></p> <p>2E- <i>Using TED Talks to Empower Future Teachers to Become Advocates for Students with Emotional/Mental Health Challenges</i></p> <p>2F- <i>Preparing for Success: A Unique Approach to Texas Principal Certification Exam Remediation</i></p> <p>2G- <i>The ABCs of Teacher Preparation Rule Making & Advocacy</i></p> <p>2H- <i>Maximizing Millennial Students’ Media Savviness</i></p>	<p>Sam Houston Room, 2nd floor</p> <p>Conference Center A, 2nd floor</p> <p>Conference Center B, 2nd floor</p> <p>Colonnade A, 20th floor</p> <p>Grand Ballroom A, 1st floor</p> <p>Grand Ballroom B, 1st floor</p> <p>Grand Ballroom D, 1st floor</p> <p>Grand Ballroom E, 1st floor</p>

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		2I- <i>It is More than Just Preparation: Supporting Graduates as they Enter into the First Years of Teaching</i> <i>2017 Quest for Quality Award Recipient Presentation</i>	Colonnade B, 20 th floor
		2J- <i>The Flipped Classroom Approach to Increase Social Studies Content Knowledge</i>	Colonnade C, 20 th floor
		2K- <i>Embracing Change by Creating Hybrid Spaces in Teacher Education</i>	LaJoya, 1 st floor
2:30 PM	4:45 PM	TACTE General Meeting	Grand Ballroom FG, 1 st floor
2:45 PM	3:30 PM	Breakout Sessions III	
		3A- <i>Knowledge of Autism Spectrum Disorder Among Teacher Candidates</i>	Sam Houston Room, 2 nd floor
		3B- <i>Appropriate Processing Time: Valuing Process Over Product</i>	Conference Center A, 2 nd floor
		3C- <i>Embracing Change through Partnerships: Reaffirming the Goals of a Grow-Your-Own</i> <i>2017 Quest for Quality Award Recipient Presentation</i>	Conference Center B, 2 nd floor
		3D- <i>Breaking Barriers: Building the Teacher Workforce with Strategic Community College and University Partnerships</i>	Colonnade A, 20 th floor
		3E- <i>Course Embedded Service-Learning in Teacher Education: Authentic Learning and Students with Exceptionalities</i>	Grand Ballroom A, 1 st floor
		3F- <i>Independent Reading, Genre Selection, and High-Stakes Testing: What do Students Choose?</i>	Grand Ballroom B, 1 st floor
		3G- <i>Modeling Mentorship: Field Based Experiences, Modeling Mentorship: Field Based Experiences, Field Supervisor Observations Forms, and Preparation for a TEA Desk Audit</i>	Grand Ballroom D, 1 st floor
		3H- <i>Beliefs Matter: An Investigation of the Self-Efficacy Beliefs of Pre-Service Teachers Toward Teaching Mathematics</i>	Grand Ballroom E, 1 st floor
		3I- <i>Documenting Clinical Teaching Activities: How One EPP is Ditching Paper</i>	Colonnade B, 20 th floor
		3J- <i>University/School District Degree Partnerships: Changing the Curriculum Experience to Improve Student Learning and School District Achievement</i>	Colonnade C, 20 th floor
		3K- <i>Creating an Accelerated Pathway to Teaching in a University-Based Program</i>	LaJoya, 1 st floor
3:45 PM	4:30 PM	Breakout Sessions IV	
		4A- <i>Principals' Responses to Donald Trump's Immigration Policy: Campus Leadership During a Time of Uncertainty</i>	Sam Houston Room, 2 nd floor
		4B- <i>Designing and Implementing Data Dashboards: Four Universities' Experiences</i>	Conference Center A, 2 nd floor
		4C- <i>An Analysis of Technology Tools for Preservice Teacher Coursework</i>	Conference Center B, 2 nd floor
		4D- <i>The Language of Mindset: A Comparison of Positive and Negative Language in Guidance of Novice Teachers</i>	Colonnade A, 20 th floor



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	<i>4E- Culturally Responsive Teaching: Measuring Teacher Beliefs and Classroom Strategies for Student Success</i>	Grand Ballroom A, 1 st floor
	<i>4F- Transforming Feedback: Using Rubrics to Promote Student Reflection and Personalize Instructor Responses</i>	Grand Ballroom B, 1 st floor
	<i>4G- Re-Designing Clinical Experiences at a Hispanic Serving Institution: A Change in the Right Direction</i>	Grand Ballroom D, 1 st floor
	<i>4H- Academic Suspension: Examining Student Voices to Build Asset-Based Support Systems</i>	Grand Ballroom E, 1 st floor
	<i>4I- Let's Do What We Are Supposed to Do</i>	Colonnade B, 20 th floor
	<i>4J- The EPP as a Service Provider: Changing the Narrative</i>	Colonnade C, 20 th floor
	<i>4K- Crucial Conversations for Educational Leaders</i>	LaJoya, 1 st floor
	<i>4L- Blended Learning: What is it and Why Does it Matter in Teacher Preparation?</i>	Grand Ballroom C, 1 st floor
4:45 PM 6:00 PM	EDICUT General Meeting	LaJoya, 1 st floor
4:45 PM 6:00 PM	TxATE Planning Session for the World Federation of Associations of Teacher Education (WFATE) 2020 Houston Conference	Bolo's PDR, 1st floor

CONFERENCE AT A GLANCE			
Tuesday, October 23			
7:00 AM	8:00 AM	Coffee & Tea (Brunch served at 10:00 am)	Foyer
7:30 AM	10:00 AM	Exhibits	Foyer
8:00 AM	9:45 AM	Special Breakout Session V-VI *This presentation overlaps breakout sessions V & VI 5/6A- Preparing Your Program for EdTPA Colonnade Ballroom ABC, 20th floor Presenters: Andrea Whitaker, Stanford University Kellie Crawford, Pearson	
8:00 AM	8:45 AM	Breakout Sessions V 5B- Pearson Support and Resources <i>*Session also presented 6B (presented by Matt DiBartolomeo, Ed.D. & Madison Cooper, Pearson)</i> Grand Ballroom A, 1st floor 5C- ASEP and EPP Updates <i>*Session also presented 6C (presented by Mark Olofson & Tam Jones, TEA)</i> Grand Ballroom B, 1st floor 5D- Technologies Frequently Used by Elementary Principals Sam Houston Room, 2nd floor 5E- No breakout session Conference Center A, 2nd floor 5F- Embracing Change in Teacher Preparation Programs through Collaborative Partnerships Conference Center B, 2nd floor	
9:00 AM	9:45 AM	Breakout Sessions VI 6B- Pearson Support and Resources <i>*Session also presented 5B (presented by Matt DiBartolomeo, Ed.D. & Madison Cooper, Pearson)</i> Grand Ballroom A, 1st floor 6C- ASEP and EPP Updates <i>*Session also presented 5C (presented by Mark Olofson & Tam Jones, TEA)</i> Grand Ballroom B, 1st floor 6D- Enhancing Efficacy Using a Test-Taking Protocol with TExES Re-testers Conference Center A, 2nd floor 6E- Year-Long Residency Programs: Developing and Evaluating Effectiveness Conference Center B, 2nd floor 6F- Using Student Data on Test Preparation to Inform Education Preparation Programs <i>*Vendor-Sponsored Session</i> Sam Houston Room, 2nd floor	
10:00 AM	1:00 PM	General Session IV Keynote Speaker & Brunch Buffet Grand Ballroom CDEFG Keynote Speaker: Jones Loflin <i>"A Fresh Way to Move Forward in Times of Change"</i> Project Give Back Presentation Vendor Door Prizes	



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Emerging Scholars Schedule

<i>Emerging Scholars</i> CONFERENCE AT A GLANCE			
Monday, October 22			
7:30 AM	8:30 AM	Emerging Scholar Poster Set-Up	Foyer
8:30 AM	10:15 AM	Emerging Scholar Special Speaker Session	Bolo's PDR
10:30 AM	11:15 AM	Emerging Scholar Poster Presentations Emerging Scholar presenters at poster displays for scholarly discourse with CSOTTE attendees and other presenters	Foyer
11:30 AM	12:30 PM	Box Lunch Discussions	Bolo's PDR
12:30 PM	3:00 PM	Special Speaker Presentations Guest Speakers TBD	Bolo's PDR

Thank you to our conference sponsors!

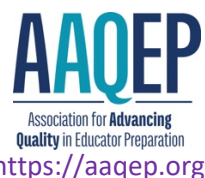
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GENERAL SESSION I
Sunday, October 21 ~ 5:30-7:00 pm
Grand Ballroom CDEFG

Conference Opening



Dr. John Sargent
2018 CSOTTE Conference Chair

Awards Dinner

Texas Directors of Field Experience (TDFE)



Clinical Teacher of the Year Awards

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

2018 Recipients:

*Alyssa Feuerbach, Dallas Baptist University
Nicole Mosley, LeTourneau University
Nellie Brooke, University of North Texas*

Texas Alternative Certification Association (TACA)



Intern of the Year Awards

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

2018 Recipients:

*Sarah Khan, YES Prep/Teaching Excellence
Sydney Grice, YES Prep/Teaching Excellence
John Ezaki, YES Prep/Teaching Excellence*



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Texas Coordinators for Teacher Certification Testing



Certification Testing Scholarships

2018 Recipients:

Joseph Gomez, Baylor University
Kimberlyn Ho, Howard Payne University
Taylor Edwards, Howard Payne University
Myra Foley, University of Texas at Tyler
Stacy Harper, Texas A&M Texarkana

CSOTTE Board



Friend of Teacher Education Award

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

2018 Recipient: Dr. Tim Miller

Texas Association of Colleges for Teacher Education (TACTE)



Robert B. Howsam Award

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

The 2018 recipient will be announced at awards dinner.

TACTE Annual Leadership Award

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

The 2018 recipient will be announced at awards dinner.

Joyce Hardin Service Award

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

The 2018 recipient will be announced at 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 2018 recipient will be announced at awards dinner.

Ben E. Coody Distinguished Service Award

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

The 2018 recipient will be announced at awards dinner.

Quest for Quality Awards



TxATE presents the

Quest for Quality Exemplary School Partnership Award

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

The 2018 recipient will be announced at awards dinner.

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 2018 recipient will be announced at awards dinner.



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GENERAL SESSION II
Monday, October 22 ~ 8:00-10:30 am
Grand Ballroom CDEFG

TEA Information Meeting: State of the State

Texas Education Agency

Martin Winchester
*Deputy Commissioner for
Educator and System Support*

Ryan Franklin
*Associate Commissioner for Educator
Leadership and Quality*

Marilyn Cook
*Director of Educator Certification and
Testing*

Mark Olofson
Director of Educator Preparation

Tam Jones, Ed.D.
Director, Educator Preparation

Grace Wu
Project Manager, Educator Support

Testing Update: Pearson Support of TEA

TEA and Pearson Personnel

Matt DiBartolomeo, Ed.D.
Director
Educator Solutions for Licensing and Learning

Madison Cooper
Director
Texas Educator Certification Examination Program

Nathan Estel
Educator Relations

Raymond Pecheone, Ph.D.
Executive Director
*Stanford Center for Assessment, Learning and Equity
(SCALE)*

EMERGING SCHOLARS POSTER PRESENTATIONS

Monday, October 22 ~ 10:30-11:15 am

Foyer

Innovative and Nature-Geared Instruction in Classrooms that Trump Technology in Classrooms

Ana Covarrubias, University of St. Thomas

Increasing Student Motivation through Authentic Learning

Anna Leigh Sargent, University of St. Thomas

Assessment Informs Instruction

Cyanna Mayfield, Abilene Christian University

Intentionality in the Process: A Focus on the Tools of Teaching in a Field Experience

Brittney Behling and Kristy Holcomb, Abilene Christian University

Instrumental Music During Independent Practice

Raquel Epherson, Shamonda Cadoree, and Kierra Richardson, Texas Southern University

Learning Through Leading: Pre-Service Teacher Experience with High School Students Interested in Exploring Education

Lauren Wilson and Lindley Harris, Texas A&M University- Texarkana

How First-Grade English Learners Used Language during STEM Lessons

Karina Mendez-Perez, Trinity University

Cambodian Student Reactions to Education Reform in Cambodia

Desereah Tolbert, Texas State University

Analysis of the Sportsmanship Differences Between Freshmen and Seniors

Lamont E. Glenn, Texas Southern University

Fidget Device or Fidget Distraction

Ronisha Brumfield and Johnunthon Denley, Texas Southern University

Literary Devices: Learning through Lyrics

Nia Berry, Texas Southern University

Transpiring Technology Today

Courtney Landry and Christin Jackson, Texas Southern University

BREAKOUT SESSIONS I: Presentations
Monday, October 22, 11:15 am-12:00 pm

Session: 1A

Room: Sam Houston Room, 2nd floor

Understanding Teacher Candidates' Challenges in Developing Science Lesson Plans

Mamta Singh, Lamar University

It is important for elementary pre-service teachers to have strong science content knowledge as this helps them to become confident and teacher with knowledge who can easily address science misconceptions in classroom. Science lesson plans development is one of the major issues in elementary science teaching and learning. The purpose of this study was to investigate elementary pre-service teachers' science content knowledge and their lesson plan. Content knowledge pre-posttests based on three science domains along with pre-post STEM teaching efficacy survey were used to measure the research objectives. The results indicated that the participants increase their content knowledge & teaching efficacy at the end of the semester, however, it was challenging for pre-service teachers to develop physical science lesson plan.

Session: 1B

Room: Conference Center A, 2nd floor

Many Paths Lead to One Rubric: Differentiation of Assessment without Losing Your Mind

Rebecca A. Wentworth, Sam Houston State University

Jaime C. Mireles, Sam Houston State University

In response to the 2014 changes to TEA Teacher Standards, educator preparation programs were overhauled to realign with the required changes by rewriting courses or creating new ones to address, in this case, differentiation. Desiring to provide an experience where our students were able to live in the educational environment they were being asked to provide for their future students by creating support material that was correlated and differentiated. In this interactive session focusing on outcome/assessment differentiation, attendees will create assessments which address a variety of learning modalities to provide voice and choice to students.

Session: 1C

Room: Conference Center B, 2nd floor

Grow-Your-Own Partnership Project

Casey Graham Brown, University of Texas at Arlington

Denise Collins, University of Texas at Arlington

Dan Robinson, University of Texas at Arlington

Joyce Myers, University of Texas at Arlington

The University of Texas at Arlington has joined together with two school districts in a cooperative effort to implement a Teacher Academy that aligns with and transitions to a four-year degree and teacher certification in Early Childhood through 6th grade with a bilingual or English-as-a-Second-Language focus. The program reduces the time and cost needed to obtain a college degree, addresses a chronic shortage of bilingual and ESL teachers, and provides students the opportunity to teach in their district upon graduation. Teacher Academy implementation experiences will be shared during the session.

BREAKOUT SESSIONS I: Presentations
Monday, October 22, 11:15 am-12:00 pm

Session: 1D

Room: Colonnade A, 20th floor

From Bilingual Education to Dual Language: Leveraging Support and Advocacy by Developing Grow-Your-Own Programs

Ginny Torres Rimbau, University of St. Thomas

This presentation will explain how a teacher preparation program developed specialized training for dual language pre-service teachers by establishing a three-way collaboration that includes the teacher preparation program, a mid-urban school district, and a 2-year institution of higher learning. The partnership leveraged support and advocacy and focused on current dual language methodologies to train successful future teachers, fully prepared to integrate linguistically diverse students and English speakers for schools implementing effective dual language programs.

Session: 1E

Room: Grand Ballroom A, 1st floor

Recruitment Action Plan Collaborative Workshop

Steven A. Josephsen, Stephen F. Austin State University

Students have reasons for enrolling in a college. We need to design recruitment action plans around these reasons to increase efficiency and effectiveness in enrollment. In this workshop, we will attempt to collaboratively generate action plan ideas for enrollment factors identified in my research. We will break into work-groups; develop innovative and creative action plan ideas and share our findings. Hopefully, in the brief time we have together, we will generate a plethora of powerful plans to promote positive promotional programs! In other words, let's help each other come up with some good recruitment ideas!

Session: 1F

Room: Grand Ballroom B, 1st floor

Assessing the Strength of Preparation through the Novice Teacher Project

Christina Ellis, Sam Houston State University

Jannah Nerren, Sam Houston State University

A university Educator Preparation Program (EPP) is collaborating with school districts in a research project focused on measuring the effectiveness of novice teachers in their first three years of teaching, to gauge the impact of their preparation by the EPP. The project will benefit both the partner schools and the EPP, as the information can guide the continuous improvement of the preparation and support of new teachers by the EPP. For the project, novice teacher effectiveness is conceptualized as the degree to which the novice teachers impact PK-12 student learning; implement research-based, appropriate practices; and demonstrate appropriate teacher dispositions.

BREAKOUT SESSIONS I: Presentations
Monday, October 22, 11:15 am-12:00 pm

Session: 1G

Room: Grand Ballroom D, 1st floor

One University's Experience of Embedding the Writing Process Throughout a Teacher Education Program

Ann David, University of the Incarnate Word

Stephanie Grote-Garcia, University of the Incarnate Word

Susan Hall, University of the Incarnate Word

Leticia Harding, University of the Incarnate Word

Inci Yilmazli Trout, University of the Incarnate Word

Presented is an overview of one University's experience of embedding the writing process throughout a teacher education program. Structured as a longitudinal, formative design study, the project focused on encouraging preservice teachers to reflect upon their writing processes. Presented are the research design, reflective writing activities, and a summary of the participants' reflections gathered over a three-year period. Findings of the study provide insight into how the writing process can be further embedded across coursework.

Session: 1H

Room: Grand Ballroom E, 1st floor

Self-Assessing Progress Towards EPP Programmatic Transformation Goals

Nicole Aveni, US PREP, Texas Tech University

Shelly Franco-Westacott, US PREP, Texas Tech University

Lynda Scott, US PREP, Texas Tech University

In contrast to the assumption that EPPs are unwilling to change or to be held accountable for impact, EPPs across the country are engaging in both transformative change and internal accountability efforts. In this session, learn about a coalition of EPPs who have elected to come together to determine best practices for preparing highly skilled teacher educators. Utilizing a common teacher preparation model and a co-authored developmental framework, EPPs self-evaluate their transformation progress.

Session: 1I

Room: Colonnade B, 20th floor

Creating a Scalable Digital Platform that Promotes Collaboration, Communication, and Security

Katy Ryan, Teaching Excellence YES Prep Public Schools

Calvin Stocker, Teaching Excellence YES Prep Public Schools

This session is designed based on an educator preparation program's experiences with creating an online collaboration and communication platform, called the "Portal". This team will share best-practices that enabled them to successfully create the platform, along with roadblocks and obstacles other organizations may face when embarking on a similar project. The goal is for participants to leave the session emboldened to create an online system that engages their stakeholders at a higher level and streamlines their workstreams. Insights on both the technical elements leveraged, along with the change-management and system-design elements will be utilized to increase usability and stakeholder adoption.

**BREAKOUT SESSIONS I: Presentations
Monday, October 22, 11:15 am-12:00 pm**

Session: 1J

Room: Colonnade C, 20th floor

Investigating the Effect of Principal Time Use and Student Demographics on Teacher Perceptions

Jeffrey Keese, Texas A&M University

Mario Suarez, Texas A&M University

To better understand how teachers perceive their schools and principals, this study utilizes data from the 2014-2015 NCES National Teacher and Principal Survey to examine the relationships between principal time usage, student demographics and teacher perceptions of the effectiveness of their school and principal. Data from both teacher and principal questionnaire responses was analyzed using ordinal logistic regressions to calculate both odds ratios and jackknife standard errors. The preliminary findings show that teacher perceptions of school and principal effectiveness were significantly impacted by student demographic composition but were not significantly impacted by principal time use.

Session: 1K

Room: LaJoya, 1st floor

Data Driven Practicums and Internships: Putting Theory to Practice

Tia Agan, Angelo State University

Heather Schoen, Angelo State University

Raelye Self, Angelo State University

Practicum courses provide candidates opportunities to obtain supervised experience and integrate theoretical and practical knowledge gained during the graduate program through meaningful field experiences. This is one of the most important aspects of educator preparation as candidates conceptualize and put into practice real-world experiences that transform them into educators who are prepared with skills and confidence to succeed. Because of the importance of the practicum experience for full transformation, university professors must ensure that candidates are receiving a quality experience. The presenters will review program data in areas of program improvement, documentation, communication, and feedback.

GENERAL SESSION III
Monday, October 22 ~ 12:15-1:30 pm



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

TEA Audit Exchange Facilitator: Neva Cramer	Sam Houston Room, 2 nd floor
National Accreditation Discussion Facilitators: Jannah Nerran & Christina Ellis	Conference Center A, 2 nd floor
Program Documentation: Forms for TEA Requirements Facilitators: Gayle Butaud & Tim Sutton	Colonnade A, 20 th floor
Data Processes & Collection: Best Practices Facilitator: Marlene Zipperlen	Grand Ballroom A, 1 st floor
Educator Dispositions Facilitator: Pat Werner	Grand Ballroom B, 1 st floor
TACO Time Facilitator: Christine Pruitt	Grand Ballroom C, 1 st floor
Partnerships: Community Colleges, Universities, ACPs Facilitators: Lisa Hill & Fay Lee	Grand Ballroom D, 1 st floor
Induction Support of Novice Teachers Facilitators: Elda Martinez & Eric Brown	Colonnade B, 20 th floor
Deans' Talk Facilitator: Stacey Edmonson	LaJoya, 1 st floor

BREAKOUT SESSIONS II: Presentations
Monday, October 22, 1:45-2:30 pm

Session: 2A

Room: Sam Houston Room, 2nd floor

Embracing Change, Adjusting Practice: Collaboration Across Coursework

Teresa Edgar, University of Houston

Jahnette Wilson, University of Houston

Preservice teachers often take courses in isolation of one another. Even though courses are placed in a sequential manner, preservice teachers do not make the necessary connections from course to course as they advance through their program and are unable to navigate the path between theory and practice. Through a blended instruction design to teach Assessment and Lesson Planning, we worked collaboratively to build a shared curriculum foundation with a common set of terminology and shared assignments, to intentionally and strategically develop preservice teachers' knowledge, skills, and self-efficacy in order to highlight the connections between instruction and assessment.

Session: 2B

Room: Conference Center A, 2nd floor

Short-Term International Field-based Experiential Learning

Betty Coneway, West Texas A&M University

Beth Garcia, West Texas A&M University

Well-designed, short-term international field-based experiences have the capacity to develop undergraduate and graduate candidates' intercultural responsiveness and to increase their empathy towards culturally and linguistically diverse (CLD) students. This presentation will share information about the planning and preparation of an international learning opportunity conducted in Italy. The focus of this field-based experience was to observe two early childhood programs: the Montessori method and the Reggio Emilia approach. Findings from the presenters' research study will highlight effective strategies associated with faculty-led study abroad experiences. Journal prompts, pre-travel interview questions, and general study abroad tips will be shared with session attendees.

Session: 2C

Room: Conference Center B, 2nd floor

Making Instruction Matter: Reflection, Collaboration, and Documentation in Special Education

Rona Pogrund, Texas Tech University

Shannon Darst, Texas Tech University

Learn how to help your teacher candidates make their instruction matter! Find out about a research-based process that guides and supports your special education teacher candidates toward more effective and efficient lesson planning, lesson implementation, collaboration, and data collection. Special education professionals need specific strategies to bolster the impact of their instructional approach on student outcomes and to improve accountability through meaningful documentation. Attendees will learn about the process and how using reflective analysis, collaboration, and data collection can lead to observable and measurable student progress.

BREAKOUT SESSIONS II: Presentations
Monday, October 22, 1:45-2:30 pm

Session: 2D

Room: Colonnade A, 20th floor

Embracing Change in Professional Certification: Let's Talk

Joan Bowman, Schreiner University

Neva Cramer, Schreiner University

Let's talk about policy, procedures, and ideas for preparing our principal candidates to successfully complete all the new requirements for professional certification. This session will include examples of standards aligned course outlines, forms and procedures for test preparation program policy, a demonstration on creating an online synchronous meeting for principal preparation, and time for networking and sharing best practices for candidate practicums and field supervision.

Session: 2E

Room: Grand Ballroom A, 1st floor

Using TED Talks to Empower Future Teachers to Become Advocates for Students with Emotional/Mental Health Challenges

William Blackwell, Sam Houston State University

This session will demonstrate a strategy for empowering future teachers to become advocates for children with emotional/mental health challenges. Students diagnosed with emotional/mental health disabilities often face stigma and are pushed to the margins of K-12 classrooms. By using TED Talks that present first-person narratives from individuals with emotional/mental health challenges, a university instructor with direct experience with mental health disabilities was able to empower future teachers to become advocates for students who most need it. This presentation presents a step-by-step overview of the process and highlights key resources that can be used in university classrooms and field/clinical settings.

Session: 2F

Room: Grand Ballroom B, 1st floor

Preparing for Success: A Unique Approach to Texas Principal Certification Exam Remediation

Tia Agan, Angelo State University

Heather Schoen, Angelo State University

Raelye Self, Angelo State University

Supporting candidates who are not successful on TExES certification exams is an inevitable facet of a certification program. Providing opportunities for graduate candidates to self-reflect and better prepare themselves for a positive and successful testing experience is vital. In this interactive session, the presenters will address specific activities used in certification support (remediation) courses to prepare candidates for successful testing experiences.

BREAKOUT SESSIONS II: Presentations
Monday, October 22, 1:45-2:30 pm

Session: 2G

Room: Grand Ballroom D, 1st floor

The ABCs of Teacher Preparation Rule Making and Advocacy

Christine Ellis, Sam Houston State University

Debbie Price, Sam Houston State University

In this time of changing priorities, innovative educator preparation models, and shifting community opinion of the profession, it is imperative that teacher educators understand the ways in which laws and rules that govern teacher preparation evolve. It is also important that teacher educators are aware of the ways in which they can engage in the rule making process as advocates. In this session, the presenters will explain the rule making process, how rules differ from laws (TAC/TEC), and engage the participants in a discussion about how each person can advocate for their programs, students, and profession.

Session: 2H

Room: Grand Ballroom E, 1st floor

Maximizing Millennial Students' Media Savviness

Selina Mireles, University of Texas Permian Basin

Lorraine Spickerman, University of Texas Permian Basin

Maximizing Millennial Students' Media Savviness will focus on blending learning environments from Sanford Inspire, online modules, and AVID strategies in university education classes. The focus of the College of Education at UTPB, a Hispanic Serving Institution, is to use AVID strategies and Sanford Inspire to deepen candidates' understanding of best practices. From service learning in introductory classes to analysis of modules in senior classes to reflection during student teaching, the impact of blended learning is evident in candidates work samples. Participants will discover how to transform traditional pedagogical teaching to blended on-line learning.

Session: 2I

Room: Colonnade B, 20th floor

It is More than Just Preparation: Supporting Graduates as they Enter into the First Years of Teaching

2017 Quest for Quality Award Recipient Presentation

Gina Anderson, Texas Woman's University

Rebecca Fredrickson, Texas Woman's University

Sarah McMahan, Texas Woman's University

Karen Dunlap, Texas Woman's University

The role of educator preparation does not end after candidates complete their EPP. It is the responsibility of the EPP to create support mechanisms to support these new teachers. In such, one EPP created the New Teacher Academy to support recent graduates as they transitioned into their first year of teaching. This presentation examines the correlation between the NTA and first year teacher success. In particular, the presentation details how the NTA served as an additional mechanism to strengthen beginning teachers' levels of confidence before entering the classroom.

**BREAKOUT SESSIONS II: Presentations
Monday, October 22, 1:45-2:30 pm**

Session: 2J

Room: Colonnade C, 20th floor

The Flipped Classroom Approach to Increase Social Studies Content Knowledge

Karla Eidson, Sam Houston State University

Jaime Coyne, Sam Houston State University

According to Brown, Roediger and McDaniel (2015), learning requires a foundation of knowledge focusing on students' long-term memory allowing students to make deeper connections in comparison to short-term (as in our "google" society). Many research studies have demonstrated the effectiveness of the flipped classroom model on student learning (Goates, Nelson, & Frost, 2017; Tiejun, 2017). As a result of the compelling research, educators across the globe have incorporated this strategy in their instruction in increase class time for "hands-on" learning. In our session, we would like to share our experiences and current data in using the flipped classroom methods with our Social Studies preservice teachers.

Session: 2K

Room: LaJoya, 1st floor

Embracing Change by Creating Hybrid Spaces in Teacher Education

Veronica Lopez Estrada, The University of Texas Rio Grande Valley

Expert teachers in partner districts are not often asked to share their insights and expertise to EPPs beyond their role as cooperating/mentor teachers for teacher candidates. In this proposed session, the presenter will describe the experience of spearheading the Teacher Intrapreneurs Forum and Winter Showcase. This P-16 initiative promotes the idea that highly effective teachers are teacher educators who are public intellectuals that promote and enact democratic ideals in teacher preparation programs. The challenges, tensions, and rewards of creating hybrid spaces for critical conversations and opportunities for collaborative P-16 teacher educator agency will be discussed in this dialectic session.

BREAKOUT SESSIONS III: Presentations
Monday, October 22, 2:45-3:30 pm

Session: 3A

Room: Sam Houston Room, 2nd floor

Knowledge of Autism Spectrum Disorder Among Teacher Candidates

William Blackwell, Sam Houston State University

This session will present findings and recommendations for teacher preparation programs based on a study of what pre-service teacher candidates know about autism spectrum disorder (ASD) and how they have acquired that knowledge. Teacher candidates (N=87) from three teacher preparation programs completed questionnaires at the start of their first special education course. The findings indicate a relationship between sources of knowledge about ASD and actual levels of knowledge. Based on the findings and our experiences, the presenters will discuss approaches to coursework that focus on effective intervention strategies and field experiences for teacher candidates to work with students with ASD.

Session: 3B

Room: Conference Center A, 2nd floor

Appropriate Processing Time: Valuing Process Over Product

Betty Coneway, West Texas A&M University

Beth Garcia, West Texas A&M University

Effective educators allow for appropriate processing time because pacing that is too fast may result in shallow learning, while a slower speed provides more opportunity for in-depth knowledge to occur. This strategy can help all children but is critical for early learners who need time for active exploration (Montessori, 2013), and for students engaged in writing composition (Graves, 2002). Additional wait time is also a component of ESL teaching methods (Mohr & Mohr, 2007). During this presentation, the presenters will share preliminary findings and conclusions from their study which examined processing time through different lenses and with different audiences.

Session: 3C

Room: Conference Center B, 2nd floor

**Embracing Change through Partnerships: Reaffirming the Goals of a Grow-Your-Own
2017 Quest for Quality Award Recipient Presentation**

Gina Anderson, Texas Woman's University

Brandon Bush, Texas Woman's University

Rebecca Fredrickson, Texas Woman's University

Diann Huber, iTeach TEXAS

Sarah McMahan, Texas Woman's University

Karen Dunlap, Texas Woman's University

Richard Valenta, Texas Woman's University

This conference session will provide an opportunity for the presenters to share details about a GYO program partnership between a school district, university-based EPP, community college, and an alternative certification program (ACP) established to support mutual goals. Furthermore, the presenters will share the early-stage progress of a longitudinal study designed to assess the impact of this partnership in regard to the recruitment, preparation, and retention of teachers in the field. The presenters will solicit input and feedback from the session attendees and provide opportunities for dialogue about how to strengthen the partnership.

BREAKOUT SESSIONS III: Presentations
Monday, October 22, 2:45-3:30 pm

Session: 3D

Room: Colonnade A, 20th floor

Breaking Barriers: Building the Teacher Workforce with Strategic Community College and University Partnerships

Lisa Hill, Lone Star College-CyFair

Giao Phan, Lone Star College-CyFair

Based on current research, best practices and collaborations in Texas, TACCTEP Board members will discuss the importance of intentional partnerships with community colleges and universities. Participants will learn about concrete strategies for partnership with community colleges that will result in advancing educator preparation programs as well as meeting specific needs of local school districts. In order to build stronger school systems, teacher educators must recognize the value of these partnerships and the value of the community college student to the teaching profession.

Session: 3E

Room: Grand Ballroom A, 1st floor

Course Embedded Service-Learning in Teacher Education: Authentic Learning and Students with Exceptionalities

Heather Haynes Smith, Trinity University

This presentation will review the key tenets of service-learning, a form of experiential learning and an effective instructional strategy in teacher education (Jenkins & Sheehy, 2009), in teacher education. It will detail a conceptual framework for considering the complexity of service-learning with exceptional learners, describe a model currently in use, and discuss the benefits and barriers realized through this iterative process and from student reflections.

Session: 3F

Room: Grand Ballroom B, 1st floor

Independent Reading, Genre Selection, and High-Stakes Testing: What do Students Choose?

Gae Lynn McInroe, McMurry University

Destiny Carson, McMurry University

With many hours spent on test preparation in the classroom, many teachers feel pressure to limit independent reading. Analyzing genres from elementary STAAR Reading tests released since 2013, the researchers contemplated if student were choosing library books for independent reading that were similar to these genres. In looking at one year of genres of checked out books from the school library, it is anticipated that older elementary grades will choose independent reading books in the genres that mirror what is being tested. At the time of this conference, the baseline for the research will be available to share.

BREAKOUT SESSIONS III: Presentations
Monday, October 22, 2:45-3:30 pm

Session: 3G

Room: Grand Ballroom D, 1st floor

Modeling Mentorship: Field Based Experiences, Modeling Mentorship: Field Based Experiences, Field Supervisor Observations Forms, and Preparation for a TEA Desk Audit

Eric Brown, Texas Alternative Certification Association

Calvin J. Stocker, Texas Alternative Certification Association

Modeling and engaging in mentorship is a clear way to both raise the bar for a teacher candidate's program experience in a Texas Educator Preparation Program and enhance the field of educator preparation. The Texas Alternative Certification Association exists to improve the preparation of educators through educator preparation program officer mentorship, collaboration, alignment, and advocacy. Through a collaborative mentorship experience, program officers and administrators will gain tools for, and be supported in, their program's alignment to the Texas Administrative Code in the following areas: Field Based Experience requirements, documentation, and implementation; Field Supervisor Observation Forms; and TEA Desk Audit preparation.

Session: 3H

Room: Grand Ballroom E, 1st floor

Beliefs Matter: An Investigation of the Self-Efficacy Beliefs of Pre-Service Teachers Toward Teaching Mathematics

L. Karen Estes-Sykes, University of Mary Hardin-Baylor

Taylor Gusler, University of Mary Hardin-Baylor

Preservice teachers' beliefs towards teaching mathematics, an integral construct in the field of education, were investigated. The data describe how prepared pre-service teachers in educator preparation programs (EPPs) believe they are to teach mathematics at the preschool, elementary, or middle school levels. Additionally, data about what mathematics courses participants have taken and their beliefs about how specific experiences affected their confidence toward teaching mathematics was collected and analyzed for themes. This study found evidence beneficial for improving mathematics education for pre-service teachers and teacher effectiveness.

Session: 3I

Room: Colonnade B, 20th floor

Documenting Clinical Teaching Activities: How One EPP is Ditching Paper

Christina Ellis, Sam Houston State University

Janet Williams, Sam Houston State University

Educator Preparation Programs are required to document and retain more information about clinical teaching than ever before. Because of the volume of information collected, paper-based systems are quickly becoming unmanageable. In this presentation, we will discuss one EPP's journey to adopt a completely electronic clinical teaching documentation system. We will share lessons learned through this process and also open the floor for discussion of other EPP's successful practices.

BREAKOUT SESSIONS III: Presentations
Monday, October 22, 2:45-3:30 pm

Session: 3J

Room: Colonnade C, 20th floor

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

Jerry Burkett, University of Texas- Dallas

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

Session: 3K

Room: LaJoya, 1st floor

Creating an Accelerated Pathway to Teaching in a University-Based Program

Criselda Garcia, The University of Texas Rio Grande Valley

A new accelerated pathway in an undergraduate university-based teacher education program was designed to attract high achieving students. IMPACT (Intensive Mentorship and Preparation of an Accelerated Career in Teaching) was launched in summer 2017 in a Hispanic-Serving Institution. The highly-selective, rigorous program was designed as a one-year pathway preparing prospective teachers as they earn a bachelor's degree in Interdisciplinary Studies with bilingual education specialization and teacher certification (EC-6). The program's conceptual framework and design will be discussed, along with the trajectory of the inaugural cohort including challenges in the delivery of the program and need for redesign based on information collected

BREAKOUT SESSIONS IV: Presentations
Monday, October 22, 3:45-4:30 pm

Session: 4A

Room: Sam Houston Room, 2nd floor

Principals' Responses to Donald Trump's Immigration Policy: Campus Leadership During a Time of Uncertainty
Jerry Burkett, University of Texas-Dallas

Donald J. Trump was elected President after campaigning on major issues. Among issues presented during President Trump's campaign was immigration reform. Despite rhetoric on immigration into the U.S, Trump's policies have appeared to be directed towards individuals migrating to the U.S. from Mexico. Trump accused Mexicans of bringing drugs and crime to the United States and called these individuals "rapists". The executive orders on immigration have had an unintended effect on Hispanic students' participation in schools. Principals in Texas, who lead Hispanic-majority schools, find themselves in a position to support their students' and to advocate beyond their role as principal.

Session: 4B

Room: Conference Center A, 2nd floor

Designing and Implementing Data Dashboards: Four Universities' Experiences

Christina Ellis, Sam Houston State University
John A. Jauregui, The University of Texas Rio Grande Valley
Cari Reddick, UPD Consulting
Marcelo Schmidt, Texas Tech University
Amber Thompson, University of Houston

Because of the ever-increasing need to expediently and adequately monitor student and program performance, TPPs are beginning to recognize the need to develop and implement data dashboards, a practice that has been implemented in industry for years. To this end, a group of Texas universities has been collaborating to develop a data dashboard that is among the first of its kind. In this session, we will share the nuances of dashboard development, introduce the EdFi Teacher Preparation Data Model, and present the learned experiences from this project.

Session: 4C

Room: Conference Center B, 2nd floor

An Analysis of Technology Tools for Preservice Teacher Coursework

Stephanie Grote-Garcia, University of the Incarnate Word

The purpose of this presentation is to discuss a qualitative study that examined instructional technology tools for opportunities in advancing preservice teachers' pedagogical reasoning. The presenter will share the examined technology, evaluation checklist for selecting instructional technology, ideas for incorporating technology in teacher education classrooms, and findings of the research study.

BREAKOUT SESSIONS IV: Presentations
Monday, October 22, 3:45-4:30 pm

Session: 4D

Room: Colonnade A, 20th floor

The Language of Mindset: A Comparison of Positive and Negative Language in Guidance of Novice Teachers
Teri Fowler, Texas A&M University-Texarkana

As public-school diversity and accountability continue to change, programs are striving to improve teacher quality in ways that promote resiliency. Mindset has emerged as a critical component of teacher success and training. This interactive session will investigate how the language of mindset, using both positive and negative language, impacts guidance provided to novice teachers. Participants will analyze and discuss data and leave this session with tools and strategies to implement in education courses within teacher preparation programs.

Session: 4E

Room: Grand Ballroom A, 1st floor

Culturally Responsive Teaching: Measuring Teacher Beliefs and Classroom Strategies for Student Success

Helen Berg, Sam Houston State University
Stacey Edmondson, Sam Houston State University
Debbie Morowski, Sam Houston State University
Sandra Stewart, Sam Houston State University

EPPs across the nation have made Culturally Responsive Teaching (CRT) a primary focus for their teacher candidates in order to meet the diverse population needs in public schools. Yang & Montgomery (2011) propose that teachers need both knowledge of CRT strategies and practice in the field in order to be culturally competent. This presentation will emphasize the development and implementation of an 18-month pilot research project on measuring CRT beliefs and strategies with one university and two district partners. Mentor teachers and teacher candidates participating in a year-long residency will be the focus of Phase I of the research. The collaborative development process will guide this session.

Session: 4F

Room: Grand Ballroom B, 1st floor

Transforming Feedback: Using Rubrics to Promote Student Reflection and Personalize Instructor Responses

Angela Schroeder, Angelo State University

Transformation in assessment rubrics and feedback has evolved from teacher evaluation tools in the PreK-12 classroom to reflection and feedback instruments in post-secondary online distance education courses. In this interactive session, the presenters will share the specific strategies used in their online courses to help graduate candidates use rubrics for self-reflection and self-assessment and how rubrics are used to personalize feedback responses to candidates.

BREAKOUT SESSIONS IV: Presentations
Monday, October 22, 3:45-4:30 pm

Session: 4G

Room: Grand Ballroom D, 1st floor

Re-Designing Clinical Experiences at a Hispanic Serving Institution: A Change in the Right Direction

Alma Rodriguez, The University of Texas Rio Grande Valley

Steve Chamberlain, The University of Texas Rio Grande Valley

John Jauregui, The University of Texas Rio Grande Valley

This presentation focuses on the design of an innovative program to improve clinical experiences at a Hispanic Serving Institution (HSI) in south Texas. Presenters will share the learnings and challenges derived from the process of designing a year-long culminating clinical experience for Latino/a teacher candidates. Presenters will also share preliminary results of a study conducted to explore the outcomes of the program.

Session: 4H

Room: Grand Ballroom E, 1st floor

Academic Suspension: Examining Student Voices to Build Asset-Based Support Systems

Rubén Garza, Texas State University

Patrice Werner, Texas State University

The purpose of our pilot study was to understand the academic, personal, social-emotional, and financial issues facing students declared in the teacher education program who are not meeting academic requirements and placed on academic probation. The results of our pilot self-study are helping us build an asset-based system of supports to increase opportunities for success and student retention. As we follow our research subjects and evaluate efficacy of support interventions, we will have useful results to inform practice in teacher education programs.

Session: 4I

Room: Colonnade B, 20th floor

Let's Do What We Are Supposed to Do

Stephen Benigno, Texas A&M International University

Administrators and particularly principals are faced with complex issues when addressing the utilization of the instructional, classified and counseling personnel (Benigno, 2017). School administrators are also responsible for developing supervisory responsibilities in and around the school buildings. Effective schools have specific characteristics that make the operation of the entities receptive and conducive to the transformational development of a productive school culture (Benigno, 2017). School administrations must be able to move beyond the traditional supervisory concepts that have been used for decades.

BREAKOUT SESSIONS IV: Presentations
Monday, October 22, 3:45-4:30 pm

Session: 4J

Room: Colonnade C, 20th floor

The EPP as a Service Provider: Changing the Narrative

Jeanie Gresham, Stephen F. Austin University

Ronda McClain, Stephen F. Austin University

Kimberly Welsh, Stephen F. Austin University

School districts allocate a large percentage of their annual budget toward professional development. Much of the professional development teaches foundational skills to certified teachers. This is either replicating or supplanting the knowledge teachers bring to districts from educator preparation programs (EPPs). Many of these teachers may be candidates at their alma mater pursuing a professional certificate graduate degree within an EPP. How can graduate EPPs change the narrative so that they are seen as service providers to districts as opposed to an antiquated model of instruction that needs to be undone or replaced

Session: 4K

Room: LaJoya, 1st floor

Crucial Conversations for Educational Leaders

Laura Trujillo-Jenks, Texas Woman's University

In order to be a successful leader in education, effective communication is key. Through Crucial Conversations®, leaders can learn how to use authentic dialogue to have a professional conversation that can improve workplace culture and establish team norms. A crucial conversation is one where stakes are high for one or more participants, strong emotions are present, and opposing opinions exist. "At the heart of almost all chronic problems in our organizations, our teams, and our relationships lie crucial conversations – ones that we're either not holding or not holding well" (Patterson, K., Grenny, J., McMillan, R., & Switzler, 2012, p.9).

Session: 4L

Room: Grand Ballroom C, 1st floor

Blended Learning: What is it and Why Does it Matter in Teacher Preparation?

Lisa Garcia, Port Isabel ISD

Sonja Harry, Port Isabel ISD

Jennifer Jendrzey, Raise Your Hand Texas

Tim Miller, Raise Your Hand Texas

This presentation describes Raising Blended Learners, an initiative showcasing strategies for using blended learning to improve achievement across diverse student demographics and geographic regions, particularly among schools and districts with persistent achievement gaps. Participants will learn about blended learning, which combines face-to-face teacher instruction with online technology and is used as a tool to achieve student-centered learning. Representatives from a Raising Blended Learners demonstration site will share their experience in supporting teachers in implementing blended learning, including its implications on teacher preparation.



**Fall 2018 Teacher Education Conference
BREAKOUT SESSION DESCRIPTIONS**

**BREAKOUT SESSION V-VI: Special Breakout Presentation
Tuesday, October 23, 8:00-9:45 am**

Session: 5/6A

Room: Colonnade Ballroom ABC, 20th floor

Preparing Your Program for EdTPA

Andrea Whitaker, Stanford University

Kellie Crawford, Pearson

New policy sparks many questions. Not sure where to get started? This session will provide the essential overview of edTPA design, what it measures (including equitable instructional practices), how your current program is already aligned with edTPA outcomes, and what candidates actually do and learn from edTPA. We'll talk about implementation support resources and provide a schedule for upcoming informational webinars. Bring your questions!

BREAKOUT SESSIONS V: Presentations
Tuesday, October 23, 8:00-8:45 am

Session: 5B

Room: Grand Ballroom A, 1st floor

Pearson Support and Resources *Session also presented 6B

Matt DiBartolomeo, Ed.D., Pearson

Madison Cooper, Pearson

Join us for an overview of the Texas Educator Certification Examination Program and Pearson's operational support for the Texas Education Agency, certification candidates, and educator preparation programs. We will cover Pearson's services related to testing accounts, exam registration, scheduling, administration, testing centers, accommodations, scoring, reporting, and customer service. We will also look ahead to future new and redeveloped exams, as well as ways for EPPs to be involved. A short tour of the program website will familiarize participants with the features and services available online at their fingertips. Time will be reserved for Q&A.

Session: 5C

Room: Grand Ballroom B, 1st floor

ASEP and EPP Updates *Session also presented 6C

Mark Olofson, Texas Education Agency

Tam Jones, Texas Education Agency

The session will focus on the latest news regarding ASEP reporting, including updates on timelines, analyses, and processes. In addition, an update on the 5-year review process for EPPs will be provided, as well as the upcoming pilot for the new Principal as Instructional Leader certification, complete with timelines.

Session: 5D

Room: Sam Houston Room, 2nd floor

Technologies Frequently Used by Elementary Principals

Alejandro Garcia, University of Texas Rio Grande Valley

John Jauregui, University of Texas Rio Grande Valley

Technology in our schools continues to be a driving force for change in teachers' and students' instructional practices. Principals have long transitioned from being managers to instructional leaders. As instructional leaders, technology plays a larger role in innovative practices. This qualitative study sampled 21 out of 26 elementary principals' technology usage from two school districts in South Texas. The purpose of the study was to discover the daily, weekly, and monthly hardware and software used directly by the elementary principals and how they learned to use those technologies. Results revealed that sample of elementary principals were active advocates for technology usage and served a positive role models on their campuses, with 50% of the principals learning the technologies on their own with some support from their district's technology support staff.

BREAKOUT SESSIONS V: Presentations
Tuesday, October 23, 8:00-8:45 am

Session: 5E

Room: Conference Center A, 2nd floor

No breakout session.

Session: 5F

Room: Conference Center B, 2nd floor

Embracing Change in Teacher Preparation Programs through Collaborative Partnerships

Belinda Bustos Flores, The University of Texas San Antonio

Lucinda Juarez, The University of Texas San Antonio

Lisa Santillan, The University of Texas San Antonio

Jennifer Swoyer, The University of Texas San Antonio

Lorena Claeys, The University of Texas San Antonio

This presentation focuses on three partnerships that embrace change in teacher preparation programs. These exemplars follow a collaborative grow your own (GYO) approach with teacher preparation focusing on both language development and content development to develop culturally efficacious teachers. We will discuss university/ school partnerships that are highly contextualized, respond to district needs, and develop educators in a clinically-rich environment. We will share how we developed each partnership, the roles and responsibilities of stakeholders, and how we maintained institutional integrity of all partners while adhering to state and national standards. Finally, we provide a structural framework for operational planning.

BREAKOUT SESSIONS VI: Presentations
Tuesday, October 23, 9:00-9:45 am

Session: 6B

Room: Grand Ballroom A, 1st floor

Pearson Support and Resources *Session also presented 5B

Matt DiBartolomeo, Ed.D., Pearson

Madison Cooper, Pearson

Join us for an overview of the Texas Educator Certification Examination Program and Pearson's operational support for the Texas Education Agency, certification candidates, and educator preparation programs. We will cover Pearson's services related to testing accounts, exam registration, scheduling, administration, testing centers, accommodations, scoring, reporting, and customer service. We will also look ahead to future new and redeveloped exams, as well as ways for EPPs to be involved. A short tour of the program website will familiarize participants with the features and services available online at their fingertips. Time will be reserved for Q&A.

Session: 6C

Room: Grand Ballroom B, 1st floor

ASEP and EPP Updates *Session also presented 5C

Mark Olofson, Texas Education Agency

Tam Jones, Texas Education Agency

The session will focus on the latest news regarding ASEP reporting, including updates on timelines, analyses, and processes. In addition, an update on the 5-year review process for EPPs will be provided, as well as the upcoming pilot for the new Principal as Instructional Leader certification, complete with timelines.

Session: 6D

Room: Conference Center A, 2nd floor

Enhancing Efficacy Using a Test-Taking Protocol with TExES Re-Testers

Teri Flower, Texas A&M- Texarkana

As educator preparation programs adjust to changes in accountability and limits to the number of attempts allowed, test preparation becomes a priority. Searching for strategies that help students connect to content knowledge and increase testing efficacy are critical elements of test preparation. Implementing a testing protocol provides a tool preparation programs can use with TExES re-testers to enhance efficacy and increase probability of success. This session shares a protocol with research-based components and offers insight from a test taker.

BREAKOUT SESSIONS VI: Presentations
Tuesday, October 23, 9:00-9:45 am

Session: 6E

Room: Conference Center B, 2nd floor

Year-Long Residency Programs: Developing and Evaluating Effectiveness

Helen Berg, Sam Houston State University

Stacy Edmonson, Sam Houston State University

Debbie Morowski, Sam Houston State University

Sandra Stewart, Sam Houston State University

As EPP programs search for ways to improve clinical teaching models in order to better prepare future teachers, year-long residency programs are being implemented across the nation. Research indicates that more time in the field, with high quality mentorship, improves teacher candidate effectiveness (Darling-Hammond, 2009). Sam Houston State University is piloting a year-long clinical teaching residency with two public school districts. Data will be used to determine the effectiveness of teacher candidates, mentor professional development, and student perceptions. The collaborative development of the residency program with district partners and beginning implementations, including mentor professional development is a primary focus for this session.

Session: 6F

Room: Sam Houston Room, 2nd floor

VENDOR SESSION: Using Student Data on Test Preparation to Inform Education Preparation Programs

Nacole Whittington, Certify Teacher

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

GENERAL SESSION IV: Keynote Speaker & Brunch Buffet
Tuesday, October 23 ~ 10:00 am-1:00 pm
Grand Ballroom CDEFG

James Loflin

“A Fresh Way to Move Forward in Times of Change”



Change. Just the thought of working differently can be exhausting, especially when you’re just trying to keep up with the day-to-day work of being a teacher educator. What if there was an easier way to move yourself and others forward when things were changing? A blueprint that could give you the clarity and confidence you and others need to get better results? Our speaker today says there is such a way to change and you only have to remember four simple words: Grow, Cultivate, Prune, and Harvest.

Built on timeless principles and Jones’ over twenty years of experience in working with individuals on change, expect to leave this session better equipped to be more proactive about change and get others on board with change more quickly. What are you waiting for? It’s time to get growing!

Jones Loflin has made it his life’s work to deliver powerful ideas and practical solutions to individuals around the world, so they can achieve more of what is most important to them. His books are described as “illuminating” and his presentations as “unforgettable.” In his 23 years as a speaker and trainer he has helped countless people regain confidence in their ability to achieve greater success in work and life. www.jonesloflin.com

Project Give Back Presentation

Vendor Door Prizes



**2018 Project Give Back
benefits Santa Fe Educational Foundation**

Collected donations will be directed toward
the rebuilding of the art room and the
Well-Care Center.



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

*“We rise by lifting others.”
-Robert Ingersoll*



Fall 2018 Teacher Education Conference

Omni San Antonio Hotel at the Colonnade
October 21-23, 2018

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Texas Association of Health, Physical Education, Recreation & Dance
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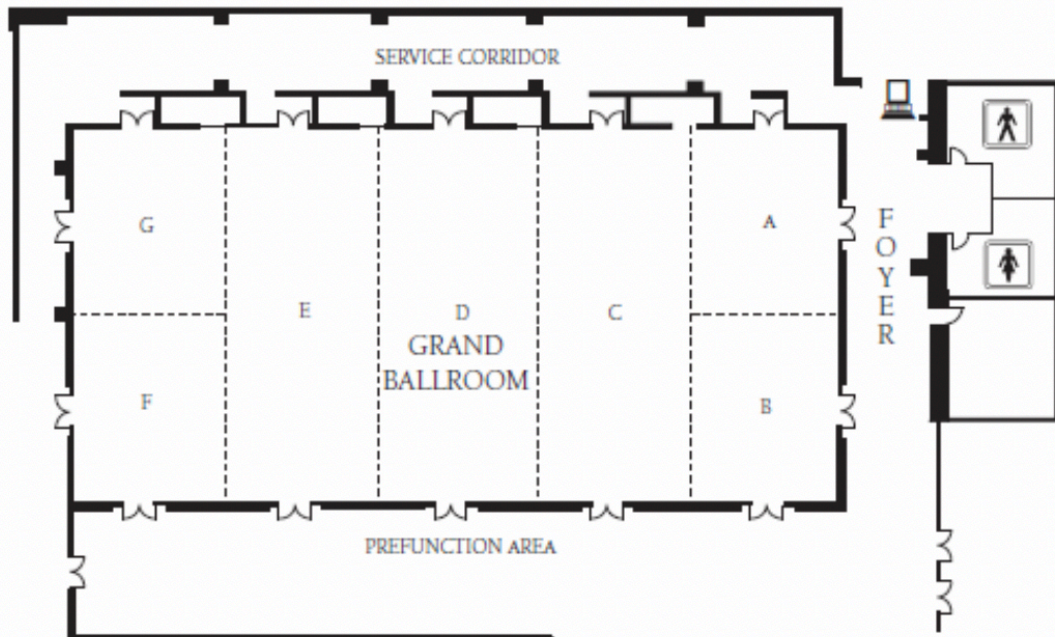
Texas Coordinators for Teacher Certification Testing
(TCTCT)

Texas Directors of Field Experiences
(TDFE)

Texas Association of Teacher Educators
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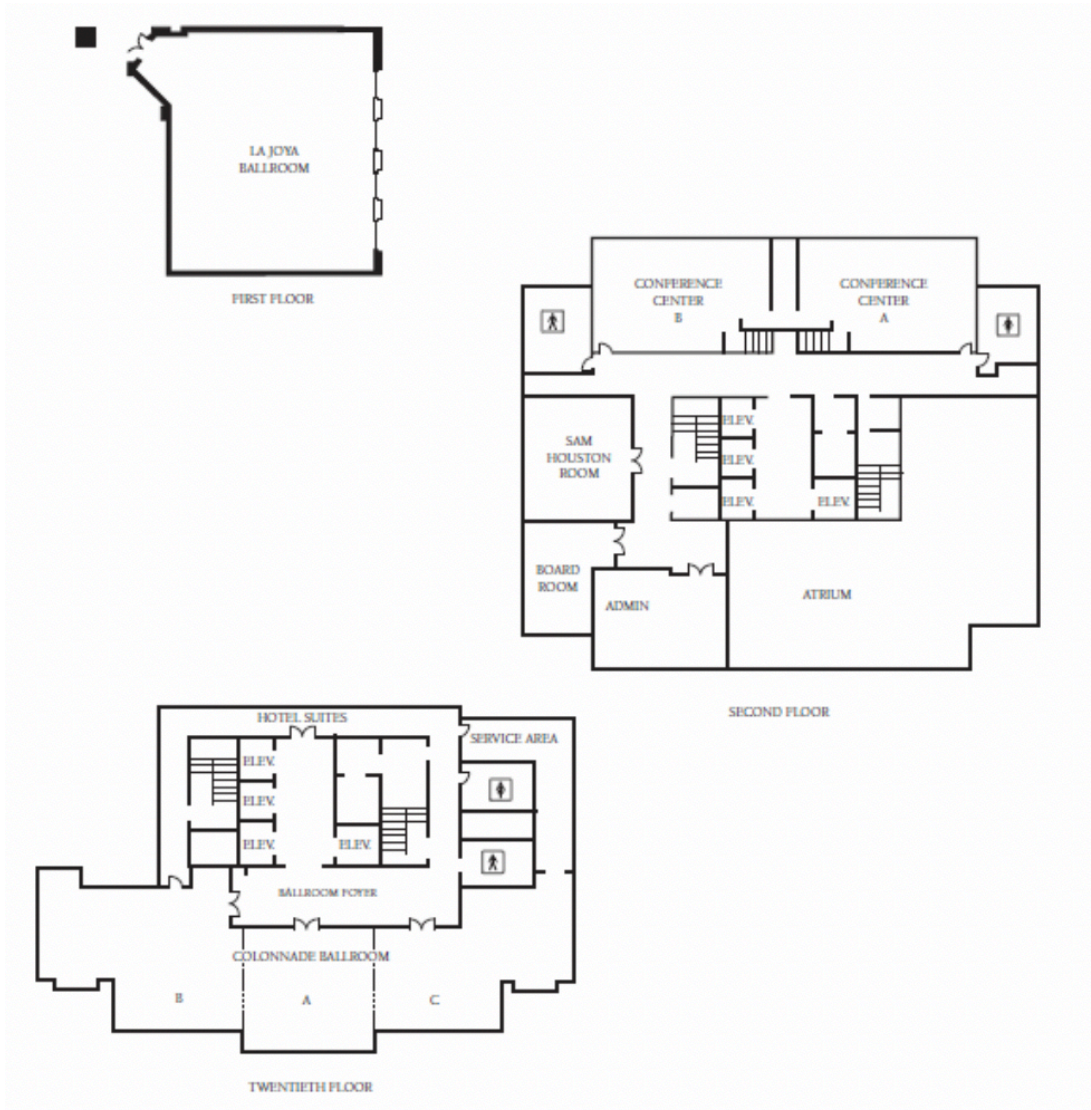
**OMNI SAN ANTONIO HOTEL
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CONFERENCE SPECIFICATIONS



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See you next year!

CSOTTE 2019

Fall Texas Teacher Education Conference



CSOTTE

October 27-29, 2019

Embassy Suites Dallas-Frisco

Hotel, Spa and Conference Center