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Austin Sheraton at the Capitol
October 19-21, 2014

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Fall 2014 Teacher Education Conference

Austin Sheraton at the Capital
October 19-21, 2014

Conference-at-a-Glance

Sunday, October 19, 2014			
10:00 AM	12:45 PM	CSOTTE Board Meeting & Luncheon	
1:00 PM	7:00 PM	Registration	Foyer
1:00 PM	7:00 PM	Exhibits	Foyer
1:00 PM	2:30 PM	TxATE Board Meeting	Tanehill
1:00 PM	2:30 PM	TDFE Board Meeting	Barton
1:30 PM	2:45 PM	TCTCT General Meeting	Capitol DE
2:30 PM	3:30 PM	TxATE General Meeting	Capitol View Terrace South
2:30 PM	3:30 PM	EDICUT Board Meeting	Barton
2:30 PM	4:15 PM	TDFE General Meeting	Capitol View Terrace North
2:45 PM	4:15 PM	TACA General Meeting	Capitol A
3:00 PM	4:15 PM	TCTCT Board Meeting	Bonnell
4:30 PM	5:45 PM	TACO General Meeting	Capitol View Terrace South
6:00 PM	7:30 PM	General Session I: Barnett Berry Center for Teaching Quality <i>"Teacher Leader Preparation In Top Performing Nations"</i>	Capitol A-E
7:30 PM	8:30 PM	Sponsor and Vendor Recognition Reception Sponsored in part by ETS Entertainment by the Knights of Steel, MacCallum HS (heavy hors d'oeuvres and cash bar)	Capitol A-E and Foyer
Monday, October 20, 2014			
See Page 4 for the Emerging Scholar Strand Schedule			
7:00 AM	8:30 AM	Continental Breakfast**	Foyer
7:00 AM	5:00 PM	Registration & Exhibits	Foyer
8:30 AM	10:00 AM	General Session II: John Kuhn, Superintendent Perrin-Whitt Consolidated School District <i>"Fear And Learning in America – Bad Data, Good Teachers, and th Attack on Public Education"</i>	Capitol A-E
10:15 AM	11:15 AM	Emerging Scholar Poster Sessions	Foyer
10:15AM	12:15PM	TACTE Executive Board Meeting	Barton
11:00AM	12:00 PM	Breakout Sessions I	See Program Descriptions 1A, Capitol F 1B, Capitol G 1C, Capitol H 1D, Tannehill 1E, Creekside I 1F, Creekside II 1G, Capitol A 1H, Capitol BC 1I, Terrace View South
12:15 PM	1:45 PM	General Session III Plated Luncheon ** & Musical Entertainment By the <i>First Editions</i> , MacCallum Fine Arts Academy TDFE presents Student Teacher of the Year Awards TACA presents Student Intern of the Year Awards TACTE Award & TxATE Award	Capitol DE
2:00 PM	4:30 PM	TACTE General Meeting	Capitol D

* See conference website for Breakout Session presentation materials

** Your conference name tag is your meal ticket



Fall 2014 Teacher Education Conference

**Austin Sheraton at the Capital
October 19-21, 2014**

Monday, October 20, 2014			
2:15 PM	3:15 PM	Breakout Sessions II	See Program Descriptions 2A, Capitol F 2B, Capitol G 2C, Capitol H 2D, Tannehill 2E, Creekside I 2F, Creekside II 2G, Capitol BC 2H, Terrace View South
3:30 PM	4:30 PM	Breakout Sessions III	See Program Descriptions 3A, Capitol F 3B, Capital G 3C, Capitol H 3D, Tannehill 3E, Creekside I 3F, Creekside II 3G, Capitol A 3H, Capitol BC 3I, Terrace View South
4:45 PM	6:00 PM	EDICUT General Meeting	Capitol D
6:30 PM	8:00 PM	CSOTTE Board Reception	Serrano's
Tuesday, October 21, 2014			
7:00 AM	8:00 AM	Coffee & Tea only (Brunch served at 10:00 am)	Foyer
7:30 AM	10:00 AM	Exhibits	Foyer
7:40 AM	8:40 AM	Breakout Sessions IV	See Program Descriptions 4A, Bonnell 4B, Capitol F 4C, Capitol G 4D, Capitol H 4E, Capitol View Terrace North 4F, Capitol View Terrace South 4G, Creekside I 4H, Creekside II 4I, Barton
8:50 AM	9:50 AM	Breakout Sessions V	See Program Descriptions 5A, Bonnell 5B, Capitol F 5C, Capitol G 5D, Capitol H 5E, Capitol View Terrace North 5F, Capitol View Terrace South 5G, Creekside I 5H, Creekside II 5I, Barton
10:00 AM		General Session IV TEA Information Meeting Tim Miller, Ed.D., Director of Ed Prep Programs Marilyn Cook, Educ Certification & Testing Sandra Nix, Educator Preparation Program Brunch **	Capitol DE

* See conference website for Breakout Session presentation materials

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Emerging Scholars Strand

Emerging Scholars Conference at a Glance

Monday, October 20, 2014			
7:30 AM	8:30 AM	Emerging Scholar Poster Set-Up	Foyer
8:00 AM	8:30 AM	Registration	Foyer
8:30 AM	10:00 AM	General Session II: John Kuhn, Superintendent, Perrin-Whitt Consolidated School District <i>“Fear and Learning in America – Bad Data, Good Teachers, and the Attack on Public Education”</i>	Capitol A-E
10:15 AM	11:15AM	Emerging Scholar Poster Presentations Emerging Scholar presenters at poster displays Scholarly discourse with CSOTTE attendees & other presenters Titles and presenters provided on following page	Foyer
11:15AM	12:30 PM	Lunch on your own	
Afternoon Sessions Note: Graduate students who are currently teachers may attend breakout sessions.			
12:30 PM	1:45 PM	Session 1 <i>Differentiated Curriculum for Gifted Learners</i> Dr. Mary Christopher – Hardin Simmons University	Capital View Terrace North
2:00 PM	3:15 PM	Session 2 <i>Understanding Personalities in the Classroom: Yours, Mine, and Ours!</i> Dana Mayhall – Abilene Christian University	Capital View Terrace North
3:30 PM	4:30 PM	Session 3 <i>Now that I’m a REAL Teacher: Lessons Learned from Early Career Teachers</i> Hannah Ketterman & Paige Wallner	Capital View Terrace North

* See conference website for Breakout Session presentation materials

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Emerging Scholars Strand

Emerging Scholars Poster Presentations

Chronological Analysis of STAAR Assessment Items by Reporting Categories

Carson Hughes and Kelsey Holder

Texas A&M University – Texarkana

Experiencing Professional Development Through Lesson Study

Jaclyn Barker

Abilene Christian University

Music in the Classroom

Rachel Barthold

LeTourneau University

The Perceptions of Teacher Status and Impact on the American Educational System

Meagan V. Pike

Baylor University

The Effects of a Behavior Management Chart on Student Performance

Alyssa Messier

Baylor University

The Use of Interactive Notebooks in Tenth Grade

Katherine Crouch

Baylor University

What's in a Ratio? Small Group vs. Whole Group

Alexa Samuel

Baylor University

Response to Intervention and AVID: Strategic Differentiation for Long Term Success

Jahrel Sparks, Jacoby Berry, Phoenix Malone, Ian Maldonado,
Sarah Cofield, Alicia Amos and Hope Dennis

Wiley College

The Effect of Math Games on Student Achievement

Morgan Slechta

Baylor University

The Effects of Verbal Repetition of Math Concepts on Problem Solving Success

Emily Rice

Baylor University

How students with learning differences respond to art education

Sonny Jean Luna

Trinity University

Objectivity vs. Authenticity: A Historical Critique of High-Stakes Reading Tests

Elizabeth C. Rockwell

Abilene Christian University

Classroom Management (“Drawing Sticks” vs. “Cold Call”)

Taylor Thibodeaux

LeTourneau University

I Spy Learning

Isabel Torras & Catherine Cosgray

University of St. Thomas

Exploring the Cohort Model

Ashley Monzon & Carman Tasaka

University of St. Thomas



CSOTTE Board

Executive Board

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Fall 2014 Teacher Education Conference

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MEMBER ORGANIZATIONS

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

Texas Alternative Certification Association
(TACA)

Texas Association of Certification Officers
(TACO)

Texas Association of Colleges for Teacher Education
(TACTE)

Texas Coordinators for Teacher Certification Testing
(TCTCT)

Texas Directors of Field Experiences
(TDFE)

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

Texas Association of Teacher Educators
(TxATE)

GENERAL SESSION I

Sunday, 6:00-7:30pm ~ Capitol A-E

Barnett Berry

Center for Teaching Quality

"Teacher Leader Preparation in Top Performing Nations"



Barnett Berry is Founder, Partner, and CEO at the Center for Teaching Quality (CTQ), a national nonprofit organization based in Carrboro, North Carolina. Created in 1999, CTQ focuses on **transforming teaching** for the benefit of all students.

In 2003, CTQ launched the nation's first virtual network of teacher leaders. The CTQ Collaboratory now welcomes teachers (and all who support teachers as leaders) to connect, learn, and collaborate to drive change. Barnett is a former classroom teacher, think tank analyst, and university professor. Collaborating with twelve accomplished teachers, he outlined a bold vision for the profession's future in TEACHING 2030: What We Must Do for Our Students and Our Public Schools... Now and in the Future (Teachers College Press, 2011). His second book, Teacherpreneurs: Innovative Teachers Who Lead but Don't Leave, written with Ann Byrd and Alan Wieder, was published by Jossey-Bass in August 2013. Barnett's conviction: Our public schools will not realize their promise without drawing on the expertise of the excellent teachers we have right now. Today's accomplished teachers have the potential to lead the transformation of teaching and learning for all students.

GENERAL SESSION II

Monday, 8:30-10:00am ~ Capitol Ballroom A-E

John Kuhn

Author & Superintendent, Perrin-Whitt Consolidated School District

*"Fear and Learning in America - Bad Data, Good Teachers,
and the Attack on Public Education"*



Diane Ravitch says, “John Kuhn, superintendent of the Perrin-Whitt Independent School District in Texas, is a hero superintendent. He has been a voice of reason and at the same time an exemplar of passion and courage...”

(<http://dianeravitch.net/2012/08/31/our-first-hero-superintendent/>).

GENERAL SESSION III

Monday 12:15-1:45pm ~ Capitol Ballroom DE

Awards Luncheon

Musical Entertainment by the First Editions, MacCallum Fine Arts Academy

Texas Directors of Field Experiences (TDFE): Student Teacher of the Year Awards



This award recognizes a student teacher who has demonstrated during his or her 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.

2014 Recipients:

Katie Kuhlman, Houston Baptist University

April Roberts, Lamar University

Carly Robinson, LeTourneau University

Texas Alternative Certification Association (TACA): Intern of the Year Awards



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

2014 Recipients:

TaQuana Williams, YES Prep- Teaching Excellence

Tia Leone, YES Prep-Teaching Excellence

Javier Mendoza Gaviria, Harris County Department of Education

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.

Recipient to be announced at luncheon

Texas Association of Teacher Educators (TxATE): 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. He was respected for his high code of ethics, his professional zeal, and his sincerity of purpose. This award honors others who have given the same level of professional contributions to teacher education in Texas that Dr. Coody had given.

Recipient to be announced at luncheon

GENERAL SESSION IV

Tuesday, 10:00am-12:00pm ~ Capitol Ballroom DE

Brunch & TEA Information Session

Panel Presentation: Texas Education Agency

Tim Miller, Director of Educator Preparation Programs

Marilyn Cook, Interim Director of Educator Certification and Testing

Sandra Nix, Manager, Educator Preparation Program



Tim Miller, Ed.D.



Marilyn Cook



Sandra Nix

Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION I Monday, October 20, 11:00 AM – 12:00 PM

1A. Thirty Minute Sessions

Facilitator: John Miazga
Room: Capitol F

- a. ***Take Action: Engage Students in Learning***
Melissa Becker, Laura Estes & Credence Baker

Tarleton State University

Technology impacts the lives of teacher candidates every day. As instructors model best practice teaching strategies paired with technology, students experience firsthand the power of Web 2.0 tools. Selecting the right tools to address both the desired student learning outcomes and your teaching style often presents a challenge. Web 2.0 can energize your classroom if you meet face-to-face, use the "flipped" classroom model or teach an online course (including MOOCs - Massive Open Online Courses). After the session, you will have tools to create your **ACTION** plan for teaching and learning.

- b. ***Using a Structured Workshop for Certification Exams: Participant Perceptions***
Dr. Rebecca Fredrickson, Dr. Jerry Whitworth & Ms. Bonnie Lowther

Texas Women's University

This is a pilot study examining 50 participant perceptions of the results of participating in a structured workshop for TExES Certification Exams. The participants were from multiple university programs, graduate and undergraduate, as well as alternative certification programs. There was an anonymous survey administered at the end of each workshop that sought both qualitative and quantitative data. The results demonstrated that all 50 of participants thought that they gained new information from attending the workshops and a large majority perceived that they felt more comfortable in their ability to pass the test.

1B. Thirty Minute Sessions

Facilitator: Sue Owens
Room: Capitol G

- a. ***Increasing STEM Teacher Quality by Connecting College Courses to Field Experiences: A Mixed-Methods Research Study***

Dr. Cherie McCollough, Dr. Tonya Jeffery & Dr. Jim Silliman

Texas A & M University-Corpus Christi

This mixed-methods nationally funded research study investigates elementary and secondary preservice teachers' (PSTs) science content knowledge and conceptions of the nature of science (NOS) following the first year implementation of a STEM site-based professional development (PD) program. PD sessions used active content integration, situated context 5E model lesson planning, multiple lesson implementations with feedback from teacher educators and science research faculty. Pre/post data from a science content exam measured changes in content knowledge and rubrics measured changes in NOS perceptions. Findings offer insight for fostering development of NOS and increasing science and mathematics teaching and understanding in future PD programs.

- b. ***A Needs Assessment of Texas Teacher Educators: Issues in Implementing STEM and College and Career Readiness Standards***

Hersh C. Waxman, Jacqueline R. Stillisano, Jennifer G. Whitfield & Kim B. Wright

Texas A & M University

This presentation reports the results of a statewide needs assessment that was administered to teacher educators in Texas. About 300 teacher educators across the state completed a needs assessment survey that addressed issues related to implementing (a) STEM content and (b) college and career readiness standards (CCRS) in their teacher education program. The findings revealed a wide range of responses regarding the need to integrate STEM and CCRS in teacher education programs. The findings also revealed that many teacher educators across the state are still not very familiar with the Texas CCRS.

BREAKOUT SESSION I
Monday, October 20, 11:00 AM – 12:00 PM

1C. Thirty Minute Sessions

Facilitator: Jim Todd
Room: Capitol H

- a. *A Collaborative Project Impacts Preservice Teachers' Understanding of Emergent Bilingual Studies*
Dr. Alma Rodriguez University of Texas at Brownsville

The presenter shares the reflections of preservice bilingual and ESL teachers regarding a collaborative project through which they learned effective strategies to meet the needs of emergent bilingual students.

- b. *Taking the Mystery Out of the Bilingual Target Language Proficiency Test (BTLPT): Why Candidates Are Failing the Test*
Maria Bhattacharjeeb & Irene Chen University of Houston-Downtown

The Bilingual Target Language Proficiency Test (BTLPT) has proven to be an “obstacle” in getting highly qualified teachers into bilingual classrooms in Texas. Several teacher preparation programs would like to see modifications in the BTLPT. This session will present lessons learned in preparing bilingual candidates to take the BTLPT. Presenters will review the components of a class bilingual candidates take before getting approval for this test. Samples of candidate products before and after preparation for the test will be shown as well as the BTLPT resulting scores.

1D. Thirty Minute Sessions

Facilitator: Marlene Zipperlen
Room: Tannehill

- a. *Explicit and Engaging Comprehension Instructional Strategies*
Dr. Gaye Heath 95 Percent Group Inc.

Presenter will model how to use manipulatives to make the abstract act of comprehending text more concrete. Multisensory techniques have been successful in teaching students' phonological awareness and phonics, yet have been used less in teaching comprehension. The techniques the presenter will model are engaging and dynamic and use gestures and colored manipulatives to make the abstract processes of inferring, connecting, and questioning more concrete. These simple techniques designed for small-group intervention instruction can be applied immediately in schools. Presenter will model and show videotapes of instructional techniques with students.

- b. *Speak Up, I'm Listening: Best Practice Teaching by Letting Go*
Dr. Lori Ann Falcon University of the Incarnate Word

Quality teaching entails teachers who employ best practices by providing specific tools for students to academically succeed independently. One vital tool for student success is the ability to engage in *meaningful speaking* during whole class discussions. Consequently, when teachers listen more the results can have remarkable outcomes. This presentation is based on a qualitative case study conducted in a public school in south Texas following one first grade teacher's journey with “letting go” of authority over whole class conversations after read-alouds. The study revealed active engagement and collaborative student contributions, which resulted in an interpretive and collective classroom community.

Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION I Monday, October 20, 11:00 AM – 12:00 PM

1E. Thirty Minute Sessions

Facilitator: Bob Burgin
Room: Creekside I

- a. *A Study of the Hybrid Instructional Delivery for Graduate Students in an Educational Leadership Course*
Dr. Jesus (Chuey) Abrego & Dr. Alex Garcia University of Texas at Brownsville

This paper describes a qualitative study in which ways to improve instructional delivery for graduate students in an Educational Leadership course in a Master of Education program in a predominantly Hispanic university located in South Texas were examined. Questions explored perceptions, attitudes, and reasons for choosing a hybrid instructional delivery model. Five themes emerged from the data: flexibility, assumption of responsibility in learning, emphasis on active learning, building peer relationships, and deepened learning.

- b. *Creating a Culturally Responsive Online Environment*
Dr. Kaye Busiek & Dr. Polly Trevino Houston Baptist University

As more teacher preparation courses are delivered online, teacher educators should understand how to create a culturally responsive online classroom. In this presentation, we will share specific ways that culture influences the performance of online students and merge best practices in culturally responsive pedagogy with online instruction. Online teacher educators will learn how to purposefully and effectively incorporate strategies that consider culturally diverse student needs in the design and management of online courses.

1F. Thirty Minute Sessions

Facilitator: Zach Rozzell
Room: Creekside II

- a. *Lab Classes and Yearlong Co-Teaching Field Experience: Blending the Best of Professional Development Schools and Traditional Field Experiences*
Dr. Sara Lawrence, Dr. Callie Fortenberry & Sara Langford Texas A&M University-Texarkana

A&M-Texarkana's Teacher Preparation Program (TPP) partners with districts providing candidates more experience in the classroom throughout their training. Juniors take education course work in conjunction with observations in local school districts. Fall 2014, seniors participate in year-long Co-Teaching as required field experience for certification. Co-Teaching for teacher training is a researched-based method of better preparing teachers for the classroom. Presenters will inform participants as to steps, challenges and opportunities the lab class and Co-Teaching process has provided. Research regarding Co-Teaching as a model for Field Experience will be presented as well as applications for graduate certification program (ACP).

- b. *Enhancing Teacher Candidate Success Through Authentic Field Experiences*
Dr. Sarah McMahan & Dr. Peggy Malone Texas Women's University

This presentation will detail the learning experiences from teachers candidates in loosely, passive and structured, varied field experiences and discuss the implications a different model of field experience can contribute to the overall growth and development of preservice teacher candidates

BREAKOUT SESSION I
Monday, October 20, 11:00 AM – 12:00 PM

1G. Thirty Minute Sessions

Facilitator: Grant Simpson
Room: Capitol A

- a. ***Teacher Candidates Mental Models of Their Future Classroom and Themselves as Teachers***
Michelle Giles & Dr. Jana Willis University of Houston-Clear Lake

The purpose of this study is to explore teacher candidates' self-created images depicting their teaching, future classroom, and to determine if instances of technology exist within these images. Associations between instructional style, age, and gender will be explored. The study will use a modified version of the "Draw a Science Teacher Teaching-Checklist (DASTT-C). In addition, brief narrative descriptions of the drawings will be analyzed. This presentation will focus on results of this study.

- b. ***What Makes a Great Teacher***
Dr. Sharyn Sepinwall Mcgill University, Montreal, Canada
Concordia University, Montreal, Canada
Private Education Consultant and Workshop Leader

A generation brought up by watching Big Bird can get easily bored if the classroom teacher isn't eight feet tall with feathers! As teachers, we are depended upon not only to teach the 3 R's but also to motivate, engage and inspire. This session examines two conceptual frameworks to enhance student learning and will hopefully provide a greater understanding of the fundamental principles for effective instructional practice.

1H. One Hour Session

Facilitator: Sandra Parnell
Room: Capitol BC

- The Praxis Performance Assessment for Teaching (PPAT)***
Rick Cullors & Dr. Cathy Owens-Oliver Educational Testing Service

State educators have asked for a better way to assess whether the teachers they hire bring all the right elements to the classroom. This Performance Assessment for Teachers has been developed by Educational Testing Service (ETS) in collaboration with state educators to measure what beginning teachers can do, not just what they know. This evidence-centered assessment provides performance indicators of teacher effectiveness in the classroom. By embedding teaching and clinical experiences with first formative then summative components, stakeholders get a more comprehensive picture of a teacher candidate's potential for classroom success beyond the single snapshot offered by other assessments. The four tasks of this assessment draw upon teacher education coursework to help teacher candidates differentiate between theoretical concepts of instruction and actual application of content pedagogy in the real-world. Learn how this collaborative partnership between teacher education faculty, classroom practitioners, and test developers led to the design of a performance-based portfolio that meets current demands of education policy without compromising emphasis on student teachers' professional growth and beginning practice.



Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION I Monday, October 20, 11:00 AM – 12:00 PM

1I. Thirty Minute Sessions

Facilitator: Diana Everett
Room: Capitol View Terrace South

a. *Teacher Journeys in Implementing Writer's Workshop*
Dr. Betty Coneway

West Texas A&M University

Writer's Workshop is an instructional procedure which allows students the time to practice using the writing process in a variety of authentic, meaningful ways. How do pre-service and in-service educators learn how to implement these types of writing experiences in their classrooms? A qualitative case study examined how four elementary teachers responded to a training session on Writer's Workshop as they sought to strengthen their instructional practices in the area of writing. The findings revealed that classroom culture and teachers' personal ideologies greatly impact writing instruction. The results also highlighted the ongoing and multi-faceted nature of professional growth. This presentation will explore the implementation of this effective organizational framework, and philosophical issues that may enhance written composition in the classroom.

b. *The Readiness is All*
Dr. Janet Hindman

West Texas A&M University

Is leadership more science or art? A qualitative case study explored the question by investigating in what ways the efficacy and praxis as founding members of the *Public Education Visioning Institute of Texas* had influenced their leadership as more science or art. By exploring how the superintendents instilled democracy and democratic values in American public schools, the study presents a creative and narrative story created from the polyvocal voices of the leaders and follows the pattern of the monomyth (Campbell, 1968). Study findings resulted in an iconic unity, vision, and passion for change.

BREAKOUT SESSION II
Monday, October 20, 2:15 – 3:15 PM

2A. Thirty Minute Sessions

Facilitator: Amanda Rudolph
Room: Capitol F

- a. *Student Thinking Lens: Improve Science Instruction and Student Achievement for All Learners***
Dr. Teresa LeSage Clements & Dr. Moira Baldwin University of Houston-Victoria

The Student Thinking Lens (STL) helps connect a bridge between the student's culture to the instruction where all students can be engaged in learning. Research shows there are still gaps in science achievement within demographics groups. The STL helps build vocabulary and science understanding by eliciting and probing student thinking to make it visible. Literacy skills and inquiry are improved by students thinking and communicating verbally about a concept, listening to others, and writing or typing their thoughts in a journal. The STL is an instructional tool educators can use to enhance their instruction and student achievement.

- b. *Increasing Culturally Relevant Teaching in Science through Family Learning Events***
Dr. Cherie McCollough Texas A & M University-Corpus Christi

The study reports findings from 150 preservice teachers (PSTs) that implemented Family Science Learning Events, evaluating perceptions and self-efficacy in teaching science to diverse, low socio-economic student and parent populations through self-designed, culturally relevant curriculum. Data collected included qualitative PST reflections, lesson plans, project board/activity evaluation, and post-event surveys. The Self-Efficacy Beliefs about Equitable Science Teaching and Learning instrument provided quantitative data. Results suggest that incorporating Family Science as an integral component of teacher preparation can be a powerful facilitator of learning for all involved, increasing excitement for learning, confidence in using culturally relevant activities and working with family members.

2B. Thirty Minute Sessions

Facilitator: Martha Oldenburg
Room: Capitol G

- a. *Nonfiction Literature Circle Strategy Adaptation: Pre-service Teachers' Reactions and Perceptions***
Dr. Judy Williams, Dr. Betty Coneway & Dr. Elsa Medrano West Texas A&M University

The U.S. Department of Education's Reauthorization of the Elementary and Secondary Education Act: A Blueprint for Reform (2010) advises states to identify effective tasks of engagement and motivation that include a student-led collaborative/social component. The literature circle is one such component. This session will consider pre-service teachers' perceptions regarding (1) the academic worth of using the literature circle strategy for developing transferable comprehension skills, (2) whether the pre-service teacher would implement the literature circle strategy in their future classrooms, and (3) the use of higher level thinking when adapting fiction literature circle strategies for expository text.

- b. *A Powerful Partnership: The Integration of a Social Studies and Language Arts Methods Course***
Dr. Debbie Shulsky & Dr. Elaine Hendrix University of Houston-Clear Lake

In many elementary settings, Social Studies is a casualty of daily schedules dictated by the pressures of standardized testing in other content areas. Sadly, the compartmentalization of subject areas within elementary classrooms today contributes to the lack of critical connection-building in young children. To combat this challenge, one teacher education program renovated an EC-6 Language Arts and Social Studies methods course design to engage teacher candidates in learning experiences that promote meaningful curricula integration. This presentation shares the story of the development and early implementation of a blended curriculum framed by the skills/literacies required of a critical citizen.

BREAKOUT SESSION II
Monday, October 20, 2:15 – 3:15 PM

2C. Thirty Minute Sessions

Facilitator: Zach Rozzell
Room: Capitol H

- a. ***Flipped Classrooms: Preparing for Learning in the 21st Century***
Dr. Cathy Box & Josh Wheeler Lubbock Christian University

The Flipped Classroom has taken education by storm as younger tech-savvy teachers enter the workforce. How does it work? Is it effective? How do we help our pre-service teachers learn to implement this technology-driven teaching method in their own classrooms? Join us as we answer these questions and more using data from the field and from our own experiences in the classroom.

- b. ***Flipped Learning: The Next Step after Flipping the Classroom***
Dr. Ronald J. Anderson Texas A&M International University

The presenter flipped his classroom for a teacher preparation course beginning in the fall 2014 semester. Modifications and refinements were made in the spring semester, with more emphasis being placed on promoting flipped learning. This presentation focuses on flipped learning, which distinguishes the flipped classroom from an online or blended/hybrid class. The technology for the different models is similar, but how students engage with the material and with each other is different. The presenter finds flipped learning to be especially appropriate for teacher candidates participating in a field experience.

2D. Thirty Minute Sessions

Facilitator: Kathleen Vinger
Room: Tannehill

- a. ***Investigating Technology in the Classroom***
Dr. Jaime Coyne & Dr. Mae Cox Sam Houston State University

This study investigates the following: a) pre-service teachers' attitude toward using technology; b) pre-service teachers' perceptions of professors' use of technology in instruction; and c) pre-service teachers' self-efficacy in using technology in the classroom after participating in a technology project with their peers.

- b. ***The Efficacy of Educator Preparation Programs from the Perspective of Teachers Serving High-Needs Populations of Students***
Daniella G. Varela, M.P.A. Texas A & M University-Kingsville

This qualitative study explores the efficacy of educator preparation programs from the perspective of teachers serving high-needs populations of students. The findings reveal several themes which educator preparation programs can use to better understand the needs of teachers.

BREAKOUT SESSION II
Monday, October 20, 2:15 – 3:15 PM

2E. Thirty Minute Sessions

Facilitator: Sue Owens
Room: Creekside I

- a. ***Parental Involvement: A Phenomenological Qualitative Study of Parental Involvement in a Secondary School***
Dr. Christie Bledsoe & Debra Malone University of Mary Hardin-Baylor

Parental involvement (PI) is an important link to academic success. However, there is a disconnect between the vision and the reality of the practice for secondary students. There is a greater rate of PI at the elementary level than at the secondary level, and more research exists about preschool and elementary PI than secondary PI.

- b. ***High Impact Service-Learning in an Urban Teacher Preparation Program: A Grant Funded Literacy Project with Incarcerated Youth***
Dr. John Kelly & Dr. Colin Dalton University of Houston- Downtown

This presentation focuses on the findings of a high-impact service-learning literacy project for pre-service teachers in an introduction to special populations course in an urban education program. The literacy project, funded by a grant from a Texas State Representative, Sylvester Turner, provided funds for the professional publication of five illustrated books containing incarcerated youths' poems, personal narratives, short stories, and artwork. The presentation illuminates components of service-learning that impacted student outcomes through the first-hand experiences of the professors and pre-service teachers who participated in the project at the juvenile detention center. Implications for future research and practice will be discussed.

2F. Thirty Minute Sessions

Facilitator: Sara Langford
Room: Creekside II

- a. ***Texas College and Career Readiness Initiative: Progress in Teacher Preparation and A Look Ahead***
Dr. Leslie Huling & Dr. John Beck Texas State University

This session will provide a brief update on the Texas College and Career Readiness Initiative (CCRI) and will share highlights and evaluation results from various professional development avenues sponsored by the CCRI Texas Faculty Collaboratives that were funded by the Texas Higher Education Coordinating Board from 2009-2014. In addition, the challenges and opportunities faced in maintaining and advancing the college and career readiness of Texas students will be examined. Finally, the session focus on how to meaningfully engage teacher educators in ongoing collaborative faculty development and to lead program CCRI reform efforts at their campuses.

- b. ***The UTeach Network: Supporting and Developing Alumni in and Beyond Texas***
Kimberly Hughes UTeach Institute

The UTeach science, technology, engineering, and mathematics (STEM) teacher preparation model recently has gained attention as a force of educational reform through scale. Now being implemented at 8 universities in Texas and 40 nationwide, UTeach programs are expected to produce about 10,000 of the 100,000 STEM teachers called for by President Obama by 2021. In this session, we will discuss our model for tracking and supporting alumni through the newly formed UTeach STEM Educators Association. We argue that it is only through deliberate collaboration and partnership that meaningful innovation and substantive dialogue about teacher education can occur.

Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION II Monday, October 20, 2:15 – 3:15 PM

2G. Thirty Minute Sessions

Facilitator: Diana Everett
Room: Capitol BC

- a. ***Fractured Focus: From Defense to Offense***
Catheryn J. Weitman, Diana Linn, Phillip Roberson & Mayra Pena Texas A&M International University

A “fractured focus” required that a traditional EPP transform itself in order to establish a pathway to success. The transformation shattered many dysfunctional strategies; chaos was replaced by order; management by exception was replaced by preservation of policies and practices; energy was revitalized; and an offensive mode of operation replaced a defensive mode. In the process, the EPP moved from a reactive stance for accreditation to a posture that embraces accountability. This presentation shares information about changes that faculty, administration, and staff made to their EPP to derail a downward spiral and attain fully accredited status in two years’ time.

- b. ***Increasing the Relevance of Teacher Education Coursework via Twitter***
Wendy Michelle Frazier Houston Baptist University

Do Twitter and social media curation experiences belong in teacher education coursework? This session shares an example of how Twitter can be used to support learning in an elementary science methods course. While Twitter provides a venue for the sharing of ideas and opportunities for learning, the available information can be overwhelming. Teacher educators can nurture future teachers’ use of Twitter for professional purposes by providing instruction and opportunities for practice in social curation, which involves the gathering, selection, organization, and narration of key units of information to convey larger ideas and illustrate deep understanding.

2H. Thirty Minute Sessions

Facilitator: Sandra Parnell
Room: Capitol View Terrace South

- a. ***Implementing Web Literacy Activities in the Classroom: A Summary of a Focus Group Response***
Dr. Jodi Pilgrim University of Mary Hardin-Baylor
Dr. Elda Martinez University of the Incarnate Word

In the spring of 2014, a focus group consisting of secondary teachers in San Antonio met to explore web literacy activities in the classroom. The presenters will share web literacy activities implemented by the teachers and will discuss findings regarding web literacy and technology integration.

- b. ***The Impact of Induction Support on Teacher Quality and Teacher Retention***
Dr. Laura Allen, Dr. Patricia Norman & Dr. Heather Haynes-Smith Trinity University

Recent changes in the Texas Administrator Code link EPPs with how well graduates’ P-12 students perform academically. Yet we know some key understandings novices need can only be learned once they experience their own classroom. So how can EPPs continue supporting graduates during their induction years? In response, Trinity University developed the Summer Curriculum Writing Institute (SCWI). Since 2005, the SCWI has invited graduates to the University one week each June to focus on curriculum writing. Longitudinal studies indicate that SCWI impacts participants around several goals-time, maintaining and expanding professional networks, curriculum writing, teacher efficacy, and teacher retention. Participants have also shown significant increases in curriculum quality ($p < .001$) and five-year classroom retention rates (94%).

BREAKOUT SESSION III
Monday, October 20, 3:30 – 4:30 PM

3A. Thirty Minute Sessions

Facilitator: Amanda Rudolph
Room: Capitol F

a. *Creating Culturally Proficient Classrooms*
Dr. Dianne Reed & Dr. Charlotte Fontenot

Houston Baptist University

The purpose of this presentation is to facilitate conversations that surface our beliefs and values that tend to influence our practices as educators. Using the model of cultural proficiency developed by (Lindsey, Robins, and Terrell, 2003) as a framework, participants will develop awareness, knowledge, and skills in assessing how school policies, programs, and practices reflect diverse groups in schools and school communities. It is imperative that school personnel become able to interact with people from a variety of cultures and initiate policies, programs, and practices that enhance school diversity in order to effectively impact student learning in twenty-first century schools.

b. *Understanding the Self*
Sarah Jean Baker

Concordia University

Today's classrooms are diverse; this is widely accepted, but how can today's teacher become prepared for the diverse classroom? Sociocultural consciousness as cited by Villegas & Lucas, (2002) is "an understanding that people's ways of thinking, behaving, and being is deeply influenced by such factors as race/ethnicity, social class, and language" (p. 22). To facilitate this sociocultural consciousness, pre-service teachers must first begin to understand the self. This session will discuss instructional methods utilized, so pre-service teachers can understand their sociocultural selves.

3B. Thirty Minute Sessions

Facilitator: Bob Burgin
Room: Capitol G

a. *Influencing Teacher Candidates' Perceptions to Shared Personal Practice through Video and Shared Protocol*
Jeff Blacklock

Midwestern State University

The purpose of this qualitative project is to investigate whether or not video and a developed protocol for reflecting on teaching practices influence pre-service teachers' perceptions to shared personal practice. Shared personal practice is a dimension of professional learning community organizational theory which focuses on teachers collectively working together to improve teaching practices and learning. During a methods course at a regional state university teacher preparation program pre-service teachers use their video lessons and a shared personal practice protocol to reflect on their instructional practice. Findings suggest that this approach can positively influence pre-service teachers' attitudes to sharing practice.

b. *Field-Based Experiences for Teacher Education: A New Paradigm*
Jacob Hollaz

Concordia University

Fieldwork for today's pre-service teachers must be more extensive, focused, specialized, and the format of experiences tailored to fit the unique needs of mentor teachers, host schools and districts, and university students. Aiming to find the best way to train future teachers and offer extensive field experiences, while reinforcing high state standards for educator testing, resulted in a new way to think about fieldwork at Concordia University. Find out about the unique fieldwork experiences and the research results of a changing paradigm for hands-on teaching experiences at Concordia University Texas.

BREAKOUT SESSION III
Monday, October 20, 3:30 – 4:30 PM

3C. Thirty Minute Sessions

Facilitator: Zach Rozzell
Room: Capitol H

- a. ***Patterned Text--A Tool for Close Reading in Elementary Classrooms***
Dr. Stephanie Grote-Garcia University of the Incarnate Word

With the widespread adoption of the Common Core State Standards (CCSS), close reading has rapidly become a hot topic in literacy. This presentation will define close reading, explain how close reading connects to the Texas Essential Knowledge and Skills (TEKS), and explore the research supporting the practice. A high focus will be given to patterned text as tools for close reading and activities for elementary classrooms will be provided.

- b. ***The Discourse of Immature Bodies in Abstinence-Only Science Classroom***
Puneet Singh Gill Texas A&M International University

Sex education, especially in the Southeastern United States, remains steeped in Abstinence-Only-Until-Marriage (AOUM), a curriculum which fails to educate sexually active students. This present study explored how science teachers in AOUM environments make decisions regarding sex education topics. I utilized stratified purposeful sampling to interview 12 experienced teachers (taught for 2 or more years) and retired teachers who had taught one or more life science classes. The findings from this study suggest teachers constructed a discourse of immaturity of adolescent bodies and this discourse disqualified more complex discussions of sex /sexuality.

3D. Thirty Minute Sessions

Facilitator: Kathleen Vinger
Room: Tannehill

- a. ***Preparing Pre-service Teachers to Transform the Traditional Classroom Through Visual and Communicative Arts***
Dr. Neva Cramer & Dr. Karen Backor Schreiner University

Enhancing literacy and learning through the visual and communicative arts has the potential for increasing engagement in the classroom and for developing critical and creative thinking dispositions in preparation for meeting the demands of career and life skills necessary for success in a global society. The Partnership for 21st Century Skills advocates a framework which consists of disciplinary and interdisciplinary skills including the learning of new literacies. In *Vygotskian Perspectives on Literary Research: Constructing Meaning Through Collaborative Inquiry* (2000), Steiner and Meehan point out that Vygotsky provides a framework for understanding socially mediated creativity and learning which takes place through a performance and inquiry based classroom.

- b. ***The Impact of Teaching Self Determination Skills to Students with EB.***
Dr. John Kelly & Dr. Bernardo E. Pohl University of Houston-Downtown

This multiple baseline across participants design examined the functional relation between the *Self-Determined Learning Model of Instruction* and the on-task and off-task behavior of four high school students with EBD. Participants significantly increased their on-task behaviors and decreased off-task behaviors, maintained behaviors after withdrawal, and generalized behaviors to other classrooms.

BREAKOUT SESSION III
Monday, October 20, 3:30 – 4:30 PM

3E. Thirty Minute Sessions

Facilitator: Diana Everett
Room: Creekside I

- a. ***Preservice Teachers Learn to Write Quality Language Objectives in a Bilingual Teacher Preparation Program***
Dr. Alma Rodriguez & Dr. Sandra Musanti University of Texas at Brownsville

The presenters share research findings that show how preservice teachers learned to integrate language development into their content lessons for emergent bilingual students by including language objectives that embed the four language domains and the three levels of academic language. Multiple examples of quality content and language objectives for a variety of content areas and grade levels are shared.

- b. ***ESL 101: Teacher Behaviors for the Instruction of English Language Learners***
Dr. Gonzalo Ramirez Lubbock Christian University

With the changing demographics in our public schools, teachers must be prepared to address the educational needs of our English Language Learner (ELL) population. This session will address effective practices and several factors such as teacher expectations, English language proficiency, and accessing prior knowledge that contribute to the success of our ELLs.

3F. Thirty Minute Sessions

Facilitator: Sara Langford
Room: Creekside II

- a. ***Advocacy 101: Utilizing an Educational Foundations Course to Inspire and Empower Pre-Service Teachers***
Dr. Carol McGaughey Houston Baptist University

This presentation delineates the restructuring of an undergraduate educational foundations course into a constructivist, culturally responsive experience designed to enlighten pre-education students as to the rich history of advocacy that created the American public schools and set a precedent for schools leading the way in social change. The thoughts of educational advocates from Thomas Jefferson to Diane Ravitch are explored as well as topics from ethics to economics. Students learn the dynamic history of American education while examining current issues and relating them to the ongoing quest for educational excellence, equity, and social justice.

- b. ***It Starts with a Definition: What Poverty Means to School Personnel and How It Impacts Instructional Practice***
Dr. Janet L. Tareilo Stephen F. Austin State University

Economic changes and demographic shifts affect many aspects of the educational system and most especially the need to examine instructional methodologies that address the needs of all children, especially those who live in poverty conditions. The first step for many educators to understand the needs of students in poverty conditions is to define poverty and how it affects the learning and academic success of students. This presentation details the beliefs and perceptions held by teachers and support personnel in regards to the definition of poverty and how those definitions lead to instructional practices that support learning and academic success.



Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION III Monday, October 20, 3:30 – 4:30 PM

3G. Thirty Minute Sessions

Facilitator: Krystal Goree
Room: Capitol A

- a. ***Payoff of Diversity in Higher Education***
Michele Gist-Barrow, Jonathan Gary, C. David Harrison, Gameisa Hayes, University of Mary Hardin-Baylor
Melissa McDowell & Dr. Marlene Zipperlen

Taking a “snap” shot of critical trends as they relate to the future of Texas Higher Education, a diverse cohort of doctoral students provide insight into diversity and culture through the following four distinct lenses: availability, affordability, quality, and technology. The sample frame consists of technical schools, community colleges, public, private, and Christian institutions. Culture, economical status, gender, age, and disability provide data for analysis of inclusive student services in Higher Education across Texas.

- b. ***Professionalism and the Use of Data: Digging Deeper to Find Meaning***
Dr. Virginia Resta, Dr. Omar Lopez & Dr. Leslie Huling Texas State University

In this session, research findings from a study of 2011-2013 certification exam data from thirty Texas public university teacher preparation programs will be examined. Certification exam data have been disaggregated by the percentage of minority teacher candidates from each university who took the examination and analyzed by domain. Researchers will share the data, the analysis, and their views on how analysis of certification examination data might prove useful for program improvement of teacher preparation programs. Findings from this study may inform teacher preparation faculty and leadership wanting advocates for promising practices with minority students and actions to take for program improvement.

3H. Thirty Minute Sessions

Facilitator: Jean Hubbart
Room: Capitol BC

- a. ***Troops to Teachers Information Briefing/Partnership***
Dr. Christene Nemetsky Education Service Center Region 13

Texas Troops to Teachers (TTT) is a federally funded program designed to assist retiring and separating military veterans to become teachers in their next careers. Since its beginning in November 1995, the Texas Troops to Teachers Office has counseled over 26,000 veterans, advising them on routes and programs to achieve full teacher certification in Texas, and referring them to districts for employment. Texas leads the nation in the number of veterans who have become teachers, with over 3,000 hired since 1995.

- b. ***Project Based Learning and Teacher Preparation Programs: Strengthening University-School District Partnerships***
Karen McIntush & Sylvia Taube Sam Houston State University

Project Based Learning (PBL) was implemented with 20 teacher candidates (EC-6) through an interdisciplinary approach. We will describe the process and outcomes of “Sam Invasion”, a college campus visit, its potential for enriching the academic experiences of 170 fifth graders from two rural school districts, and for helping teacher candidates develop a PBL methodology. “Sam Invasion” was one of many PBLs implemented to support a strong partnership between university and school districts. “Sam Invasion” provided future teachers hands-on experience planning and implementing a curriculum that could promote college readiness among low SES students. Data from a survey will be shared.



Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION III Monday, October 20, 3:30 – 4:30 PM

3I. Thirty Minute Sessions

Facilitator: Sandra Parnell
Room: Capitol View Terrace South

- a.** *Preservice Teachers Construct a Cultural and Instructional Awareness through Short-Term Study Abroad*
Tracy Covington Hasbun & Paula Barton Griffin Stephen F. Austin State University

The purpose of this research was to determine how a short term study abroad experience affected the perceptions and beliefs of 24 teacher candidates from a regional university in Texas. The candidates participated in a 12-day experience in Italy studying history, culture, and the early childhood educational system. A case study was used and findings revealed three major themes including (1) an appreciation for the pedagogy taught in their university classrooms; (2) an urgency for culturally responsive teaching; (3) disappointment with American education and a call to change teacher preparation programs.

- b.** *Achievement Testing Bias*
April Michaud University of Mary Hardin-Baylor

This presentation will explore the following types of achievement testing bias: (a) ethnic/racial bias, (b) language bias, (c) socioeconomic/cultural bias, and (d) gender bias. Before examining the types of bias, an explanation of the statistics used to determine bias will be provided.

BREAKOUT SESSION IV
Tuesday, October 21, 7:40 – 8:40 AM

4A. Thirty Minute Sessions

Facilitator: Denise Staudt
Room: Bonnell

- a. ***Breaking Down Barriers Between Teachers and Technology***
Sandra S. Fleming

Sam Houston State University

Students who have been holding technology in their hands since before their first birthday speak a new digital language. Education needs to understand this. Many teachers are not embracing this growing trend and this study aims to seek out the attitudes and behaviors that are keeping teachers from adopting technology use in their classrooms. Understanding the attitudes and belief barriers of teachers towards technology will pave a way for the design of meaningful professional development and support in the area of technology thereby benefiting today's students.

- b. ***iINSPIRE: iPad Training for Education Faculty***
Dr. Sara C. Lawrence & Dr. Callie Fortenberry

Texas A&M University-Texarkana

Several years ago, A&M-Texarkana embarked on an *iINSPIRE Initiative* using a Train-the-Trainer model ensuring faculty were trained to prepare teacher candidates to meet technology expectations of districts served. Last year, faculty trainers found faculty needed deeper training and dedicated time to learn to use the technology effectively and to integrate into existing coursework. Deep training focused on three areas: quality content, quality presentations and promoting collaboration. Deep training outcomes were positive and immediate. However, unintended outcomes were far greater. Lessons learned, agendas and handouts will be provided.

4B. Thirty Minute Sessions

Facilitator: John Miazga
Room: Capitol F

- a. ***Universal Design for Learning***
Rita Coombs Richardson & Dr. Freddie Litton

University of Houston-Downtown

Universal Design for Learning is an educational framework that optimizes opportunities for all individuals to gain knowledge, skills, and enthusiasm for learning (Rose & Meyer, 2006) The term "universal design" is borrowed from the architectural concept of the same name, which called for curb cuts, automatic doors and other architectural features to be built into the design to avoid costly after-the-fact adaptations for individuals with handicaps. The presentation will introduce strategies based on the UDL concepts of multiple means of representation, multiple of expression, and multiple means of engagement to individualize instruction for diverse learners.

- b. ***Texas House Bill 5: A State of Uncertainty***
Kathy Smith, Martha Howell & Dr. Marlene Zipperlen

University of Mary Hardin-Baylor

The newly implemented House Bill five (HB 5) sourced out of the Texas Legislature is extensive in content. At the widest reaches of description, the bill can initially be separated into four areas which concern curriculum, accountability, assessment, and higher education. Along with this general categorization comes a wide array of responsibilities and due dates for the various subcomponents of the aforementioned four areas with an emphasis on guidance counseling. HB5 is law, but how will it be implemented? A thorough discussion of the implications of this bill on taxpayers, school districts, community colleges and universities will be examined.

BREAKOUT SESSION IV
Tuesday, October 21, 7:40 – 8:40 AM

4C. Thirty Minute Sessions

Facilitator: Glenda Ballard
Room: Capitol G

- a. ***Effects of the Global Teacher Internship Exchange Program on the Preservice Teachers Both of America and Korea***
Dr. Jiyeon Yoon University of Texas Arlington

This study is to compare the effects of the Global Teacher Internship Exchange Program on the pre-service teachers both of America and Korea. The Global Teacher Internship Exchange Program is designed to provide the pre-service teachers with opportunities of teaching practicum in each other country to interact with students for four weeks. The study results that the Global Teacher Internship Exchange Program is effective for educational and cultural growth of pre-service teachers both of America and Korea. The mentor teachers and their students, the faculty and students, and the people in local communities also benefit from this cultural exchange.

- b. ***ASEP Accountability Reporting: Strategies for Success***
Sue Owens Tarleton State University

This presentation will include discussion regarding the specific requirements for state accountability reporting, specifically the Accountability System for Educator Preparation (ASEP) reporting. The main emphasis will be on discussing and sharing strategies to help ensure success in collecting and reporting the required data elements for this report.

4D. Thirty Minute Sessions

Facilitator: Jim Todd
Room: Capitol H

- a. ***Effective Data Driven Continuous Improvement: Getting Faculty to Take Ownership/Accountability and Accreditation***
Dr. Daphne Johnson & Dr. Melinda Miller Sam Houston State University

The Continuous Feedback Loop is an ongoing process that includes five steps: assess, modify, plan, implement, and repeat. In this session, one EPP's integrated approach to data collection, analysis, sharing, and use for program improvement will be described in detail. From Data Day I, the sharing and analysis of data to faculty research and implementation of strategies addressing critical areas, to Data Day II, where faculty share research and implementation results. Participants will be encouraged to use the Continuous Feedback Loop to examine their own data.

- b. ***Leadership in an Age of Increased Accountability in Educator Preparation***
Dr. Jannah Nerren & Dr. Amanda Rudolph Stephen F. Austin State University

There is an increasing need for strong and effective leadership in higher education, particularly in the area of educator preparation programs. With increased accountability requirements, changes in accountability measures, and pressure for educational reform, it is more important than ever for leaders in higher education to exhibit the highest levels of effectiveness, competence and consistency. In an ever-changing educational landscape, leaders at the administrative level must be prepared to be adaptive and flexible while maintaining that consistency. This presentation examines effective leadership in educator preparation programs, as well as the benefits and challenges when changes in leadership occur.

BREAKOUT SESSION IV
Tuesday, October 21, 7:40 – 8:40 AM

4E. Thirty Minute Sessions

Facilitator: Grant Simpson
Room: Capitol View Terrace North

a. *The Effectiveness of Teacher Preparation Programs*
Paul von Hippel

LBJ School of Public Affairs
University of Texas at Austin

Several states have begun to hold teacher preparation programs (TPPs) accountable for their effects on K-12 test scores. Yet these effects are very challenging to estimate. We demonstrate several statistical techniques, some of them new, for estimating the effects on K-12 test scores of the approximately 100 TPPs in Texas. Several conclusions emerge. First, the true differences between TPPs — the policy signal — are small; a one standard deviation increase in TPP quality predicts approximately a .01 to .03 standard deviation increase in student scores. Second, even in a Texas-sized sample, TPP effects are estimated with substantial error, so that the policy signal can be drowned out by estimation noise. Third, when comparing 100 different TPPs, we must be vigilant about the problem of multiple comparisons, which can lead us to infer significant differences between TPPs where no true differences exist. If we mistake noise for signal, or ignore the problem of multiple comparisons, there is a substantial risk of taking unnecessary or ineffective policy action such as shutting down a TPP that is in fact average. On the other hand, when adjusting for multiple comparisons and separating signal from noise, we often find that TPPs are indistinguishable. None stand out as significantly different from the average. We can increase our chances of finding true differences between TPPs if we limit our attention to the largest TPPs. It is also helpful to produce separate TPP estimates for elementary versus secondary grades.

b. *Professionalism in Preservice Teachers: Partnerships and Pedagogy with AVID TPI*
Dr. Season Mussey

Texas A&M University-Central Texas

This study is to compare the effects of the Global Teacher Internship Exchange Program on the preservice teachers both of America and Korea. The Global Teacher Internship Exchange Program is designed to provide the preservice teachers with opportunities of teaching practicum in each other country to interact with students for four weeks. The study results that the Global Teacher Internship Exchange Program is effective for educational and cultural growth of pre-service teachers both of America and Korea. The mentor teachers and their students, the faculty and students, and the people in local communities also benefit from this cultural exchange.

4F. One Hour Session

Facilitator: Marlene Zipperlen
Room: Capitol View Terrace South

a. *Introducing LiveText's Field Experience Module (FEM)*
Matthew Kaylie

LiveText

Stop the paper piles and organizational challenges associated with managing your program's pre-service student teaching experiences. From observations to student teaching, LiveText's Field Experience Module helps with placements, cooperating/mentor teacher assessments, and student self assessments. You can then easily document, monitor, and manage out of the classroom student teaching and field work. Join LiveText and Stephen F Austin University in this session to learn how to more effectively manage field experience requirements.

**BREAKOUT SESSION IV
Tuesday, October 21, 7:40 – 8:40 AM**

4G. Thirty Minute Sessions

Facilitator: Zach Rozzell
Room: Creekside I

- a. *The Evolving Teacher Preparation Program at Texas State University: Moving Forward through Standards-based Decision-making, Training, Mentoring, and Evaluating-Implementing the Danielson Framework for Teaching in a Large University-based Teacher Preparation Program***
Dr. Patrice Werner, Dr. Betty Harrison & Debby Utley Texas State University

This session chronicles the journey of Texas State University's implementation of the Danielson Framework for Teaching in its teacher preparation program. Presenters will share the impetus for the selection of the Danielson Framework as the program's instructional model, the phase-in plan, training delivery, resource development, implementation highlights, and considerations for future developments. Participants will receive sample resources developed and used during the Framework's implementation.

- b. *Evaluating Professional Development Educational Initiatives in Texas: Lessons Learned***
Jacqueline R Stillisano, Hersh Waxman & Kim Wright Texas A&M University

Although evaluation is increasingly recognized as an important program component, poor program planning, as well as stakeholder concerns regarding potential findings, often makes it difficult to implement a successful evaluation. In this presentation we discuss hard-won lessons learned from evaluating programs funded to enhance pre-service and in-service teaching—specifically challenges in designing and executing a program evaluation able to address issues such as mid-program changes in scope and mission and poor fidelity of implementation, as well as broader issues, such as the politically charged context of an evaluation; potential bias or ethical concerns; and use, misuse, or under-use of findings.

4H. Thirty Minute Sessions

Facilitator: Kathleen Vinger
Room: Creekside II

- a. *Developing Online Courses Meeting Accountability Standards***
Gloria Gresham Stephen F. Austin State University

The Elementary Education Department at Stephen F. Austin University engaged in three years of intensive curriculum alignment work which included creating online courses for the undergraduate and graduate programs aligned to state and national accountability standards. Workshop participants will discuss: (1) an online course design plan used to create online courses that are consistent with face-to-face courses; (2) professional development strategies to implement when considering online course construction; and course approval processes.

- b. *Using TeachLivE™ to Prepare Pre-service Teachers***
Dr. Jane Pemberton & Dr. Karen Dunlap Texas Women's University
Dr. Heather Haynes-Smith Trinity University

This presentation provides a description of how one university is integrating the TeachLivE™ simulator into a preservice educator preparation program. TeachLivE™ technology is a mixed reality experience that can be used to support participants in developing classroom management skills and instructional methods. While in the TeachLivE™ classroom pre-service teachers represent the role of the classroom teacher and interact with five student avatars in real time during a teaching lesson.



Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION IV Tuesday, October 21, 7:40 – 8:40 AM

4I. One Hour Session

Facilitator: Judy Abercrombie
Room: Barton

- a. *The IDRA CLASS for ESL Certification-Online Exam Preparation for ESL Teachers*
Dr. Adela Solis Intercultural Development Research Association

The *IDRA CLASS for ESL Certification* is an online Moodle based exam to prepare teacher candidates for the ESL Supplemental Certification Exam (TEXES 154). The presenter will describe the course organization and content, and additionally highlight features that make course interactive and engaging.

Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION V Tuesday, October 21, 8:50 – 9:50 AM

5A. Thirty Minute Sessions

Facilitator: Denise Staudt
Room: Bonnell

- a. ***TEXES Exam Preparation: A Model of Strategies for Success***
Daniella G. Varela, M.P.A.

Texas A & M University-Kingsville

This session will introduce a model for TEXES test preparation as a strategy for success. The model lists various requirements all candidates for teacher certification must complete in order to be eligible for test registration and is differentiated to reach all students regardless of learning style or study habits. The model has been successful in reducing test anxiety and is helping to increase scores on TEXES exams.

- b. ***Effects of Developing the Multicultural/Diverse Science Lessons on the Preservice Teachers to Teach Science***
Dr. Jiyeon Yoon

University of Texas Arlington

To prepare American teacher education candidates for diverse, multicultural, classrooms, this study is designed to develop an instructional method of how to develop a multicultural/diverse science lesson and examine its impact on teacher candidates' ability to teach science. This study showed that the thirty-one teacher candidates improved their self-efficacy to teach science through the Science Teaching Efficacy Belief Instrument Form B (STEBI-B) and their skills to develop multicultural/diverse lessons by using Ambrosio's four-factor rubric. Also, the teacher candidates competently expressed worldviews about developing lessons as future global teachers.

5B. Thirty Minute Sessions

Facilitator: John Miazga
Room: Capitol F

- a. ***What Is Genuine Instructional Technology Integration in Schools?***
Dr. Alejandro (Alex) Garcia

University of Texas-Brownsville

In order for teachers to understand and apply genuine instructional technology they must know what it is not and what it is. Instructional technology is not just simply placing computers classrooms and expecting student and teachers to use them (Dockstader, 1999). Conversely, technology integration is using available technologies effectively and efficiently that enhances learning for students (Dockstader, 1999). Genuine integration is present when teachers utilize the tools in a consistent and well-designed model of instruction such as the SAMR (Substitute, Augment, Modify, and Redefine) model, which reaches students at high levels of thinking and analysis. It is the understanding of "...the what, why and how of technology integration, teachers of the 21st century meet the challenge of preparing students to become proficient information and technology users" (Dockstader, 1999, p. 4).

- b. ***Evaluating Our Bilingual Candidates in Preparation for the Bilingual Target Language Proficiency Test***
Dr. Elsa Diego-Medrano & Mr. Gilbert Antunez

West Texas A&M University

According to the Texas Education Agency, the Bilingual Target Language Proficiency Test (BTLPT) is the required test bilingual education candidates must pass in the state of Texas along with the other required certification tests. Since its implementation, our candidates have found it very difficult to pass. This has created a challenge for school districts that are already experiencing a critical need for highly qualified bilingual teachers.

Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION V Tuesday, October 21, 8:50 – 9:50 AM

5C. Thirty Minute Sessions

Facilitator: Sue Owens
Room: Capitol G

- a. *Using Student Data on Test Preparation to Inform Educator Preparation Programs***
Esdras Cantao

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 to assess teacher training program quality are in the works. Feedback systems to drive program changes are the tools of choice. This presentation describes an existing 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.

- b. *Comparisons of Process Student Expectations Across STARR Math, Science and Social Studies Exams***

Karen Sue Bradley & Jack Bradley
Teri Fowler
Kellie Cude

Texas A&M University-Kingsville
Texas A&M University-Texarkana
Texas A&M University-Central Texas

This session will present an overview of the results of a research project that focused on the STAAR math, science, and social studies tests. Specifically, what literacy skills are embedded in each one of these content tests and how double-coded items impact student proficiency levels. Each question was coded using the following system: Visualization (V), Make Connections (C), Predict (P), Draw Conclusions (DC), Make Inferences (MI), Summarize (S), and Monitor (M). The purpose of the research project was to raise awareness of content educators regarding their responsibility to provide literacy instruction within their disciplines

5D. Thirty Minute Sessions

Facilitator: Grant Simpson
Room: Capitol H

- a. *Practices Utilized by Classroom Teachers in Texas to Support Learning of Low SES Students***

Jeanette Mitchell
Sylvia Taube & Jaime Coye

College Station ISD
Sam Houston State University

Elementary teachers (n=25) from one public school in central Texas serving predominantly low SES students were interviewed individually to identify instructional and motivational practices they typically employ in their classrooms to support students' achievement and engagement. Many respondents believed that using motivational strategies (e.g., providing snacks/food), infusing technology, differentiating instruction, and integrated lessons seemed to work for low SES students. However, teachers' means of identifying low SES students revealed disconcerting undertones that convey their negative attitudes, stereotype, and biases toward children of poverty. Findings suggest a critical need for developing programs focusing on "pedagogy of poverty" and culturally responsive curriculum.

- b. *Are Teachers Ethical-What Do You Think?***

Kimberly D. Hornsby, Joseph Gullekson, Mandy Wells & Dr Marlene Zipperlen

University of Mary Hardin-Baylor

Are educators ethical? This question is debated every time an educator is in the media. Ethics is an area in education that is gray or is it. It is subject to interpretation, personal beliefs, culture, and even geography. This presentation will first take a candid look at the public's perception of ethics in education and the presenters will facilitate a discussion on commonalities. Participants are engaged in the presentation by responding electronically to real world scenarios, and in the discussion that follows. The Texas Administrative Code is the foundation for measurement.

BREAKOUT SESSION V
Tuesday, October 21, 8:50 – 9:50 AM

5E. Thirty Minute Sessions

Facilitator: Jim Todd
Room: Capitol View Terrace North

- a. *Half of All Teachers Are Dropping Out: What Can We Do to Reverse this Trend?***
Dr. William Collins Retired Teacher

Half of all teachers are dropping out of the teaching profession in the first five years and a growing number of future professionals are not choosing to enter the field of education. Discover the causes of these trends and what can be done to reverse them. (*Note: Money is not the number one cause or cure....but it wouldn't hurt.*)

- b. *Cohorts and Counting: Research on Teacher Candidates Who Made a Mid-Career Transition Into the Teaching Profession***
Dr. Leslie Huling & Dr. Virginia Resta Texas State University

A vital role in Texas' ability to develop, maintain, and secure an economy supportive of our function as a national leader and global competitor is through higher education. For Texas to compete in a global economy, educators, administrators, and policymakers must collaborate in the development and implementation of strategies to improve postsecondary retention and graduation rates. Program attendees will be able to compare U.S. and Texas retention and graduation rates and identify potential strategies to reverse the current trend in Texas completions at institutions of higher education.

5F. Thirty Minute Sessions

Facilitator: Marlene Zipperlen
Room: Capitol View Terrace South

- a. *edTPA : Assessment and Support System***
Kellie Crawford Pearson

The edTPA is the first nationally available, portfolio-based assessment of beginning teaching designed to provide actionable evidence of a candidate's readiness to teach. edTPA was developed by the profession, for the profession with the support of a consortium of states and institutions of higher education. edTPA assesses teaching behaviors that focus on student learning and requires aspiring teachers to document and demonstrate their readiness to teach through lesson plans, instructional materials, student assignments and video clips of teaching, and analyses of teacher and student learning. This session will provide an overview of the assessment's development, educative design, extensive support system, and implementation.

- b. *Increasing Academic Achievement: Student Success in a College and Career Readiness Program***
Dr. Krista A. Coleman University of Houston

In this quantitative comparative study, the researcher examined the effects of college and career readiness initiatives on student achievement and attendance of at-risk youth. The principal investigator also examined the academic achievement and attendance rates of a cohort group (*control) in a college bound track compared to a cohort group (*variable) not on a college bound track, but on a career tech track instead.

BREAKOUT SESSION V
Tuesday, October 21, 8:50 – 9:50 AM

5G. Thirty Minute Sessions

Facilitator: Zach Rozzell
Room: Creekside I

- a. *Classroom Instruction Differences Between Novice and Veteran Secondary School Teachers***
Nancy Dubinski Weber, Hersh C. Waxman & Larry Kelly Texas A&M University

This study focuses on the use of both systematic and reflective classroom observation instruments in teacher education programs in order to examine how novice teachers differ from veteran teachers on the quality of classroom instruction. The study used three observation tools to compare the teacher and student behaviors and overall classroom environments across two groups: (a) teaching interns in a post-baccalaureate program, and (b) a comparative group of experienced classroom teachers. The findings suggest that this teacher education program might be improved by providing more opportunities for candidates to practice teaching and classroom management methods.

- b. *Why Experiences Matter: The Role of Self-Efficacy in Teachers' Beliefs About Reading***
Dr. L. Karen Estes-Sykes University of Mary Hardin-Baylor

The Efficacy Scale for Teachers of Reading (EST-R) was created to measure the perceptions of elementary teachers of reading. Teacher characteristics were identified for their effect on self-efficacy toward teaching reading. Results from the administration of the EST-R, as well as self-reported demographic information were utilized. Findings of this study revealed that teachers who reported five or more years of teaching experience, five or more years of experience teaching reading, teaching reading in their current assignment, or having attended professional development within the last five years related to reading instruction improvement, had a higher degree of efficacy for teaching reading.

5H. Thirty Minute Sessions

Facilitator: Kathleen Vinger
Room: Creekside II

- a. *Developing Student/Faculty Reports for Representative TExES Testing***
Michael Kusler & Sandra Parnell Baylor University

Preparing teacher education candidates is an important role for Educator Preparation Programs (EPP). Representative tests are used to prepare candidates for the official exams. Breaking down the results of these representative tests can assist both candidates and faculty with understanding areas of strengths and weaknesses individually and as a program. This presentation will discuss the capabilities of using the Remark program by Gravic to develop reports for both the candidates and faculty. Remark allows for reports to display a recommended overall score set by the EPP as well as scoring for specific domain and competency standards. The presenters will explore how to set up a testing template as well as a number of reports that can be created.

- b. *The Texas Teacher Work Sample (TWS) Consortium: Maintaining the Integrity and Increasing the Relevancy of the TWS Assessment***
Dr. Daphne Johnson & Melinda Miller Sam Houston State University

The TWS is a performance-based assessment that provides extensive documentation that the pre-service candidate can plan, implement, assess, and modify instruction for all types of learners. The edTPA, an assessment tool that highlights teacher candidates' abilities to develop and evaluate student learning, is a measure of readiness to teach. Eight of the 13 NCATE accredited 4-year Texas Universities will attend the inaugural meeting of the Texas TWS Consortium. The TWS and edTPA will be compared by processes, tasks, rubrics, and scoring methods. The Texas TWS Consortium will meet, discuss, and design research strands to maintain the integrity of the TWS assessment to increase its relevancy. The Consortium's findings will be presented.



Fall 2014 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

BREAKOUT SESSION V Tuesday, October 21, 8:50 – 9:50 AM

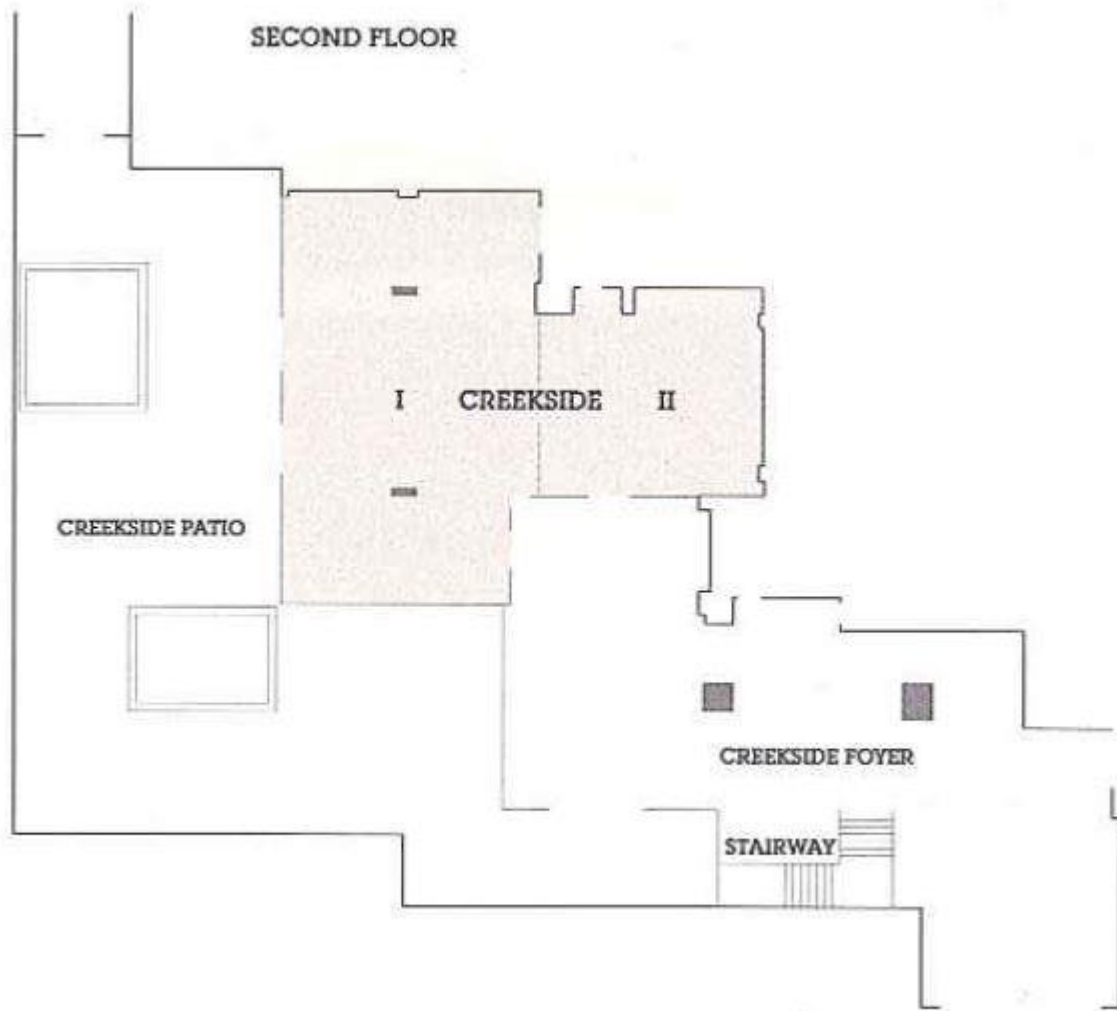
5I. One Hour Session

Facilitator: Carolyn Spain
Room: Barton

- a.** *Successful Teacher Preparation Programs in Texas*
Dr. Judy Trotti & Christie Bledsoe University of Mary Hardin-Baylor
- This study was designed to identify primary elements impacting teacher quality. A mixed methods study addressed exemplar early career teachers' perceptions of their teacher preparation. The research question asked the participants about their perceived preparedness regarding seven competencies of the Texas Association for Colleges of Teacher Education vision for university based teacher preparation in Texas. Data were collected through surveys and focus groups. Quantitative data analysis included descriptive tables. Pattern matching and constant comparative qualitative data analysis were implemented for the focus group interviews. Participants felt most prepared for instructing diverse learners and least prepared for interactions with parents.
- b.** *Using Sophomore GPA as a Teacher Preparation Admittance Criterion Cuts Both Ways*
James (Jim) P. Van Overschelde Texas State University
- Grade-point average (GPA) is almost universally used as an admittance criterion to teacher preparation, but practically no evidence supports its use. I found sophomore GPA (SGPA) was positively associated with all short- and long-term outcomes examined, including student-teaching performance, program completion, TExES scores, principal ratings, and employment for five years post-graduation. However, increasing SGPA eliminates many high-quality male and minority teachers.

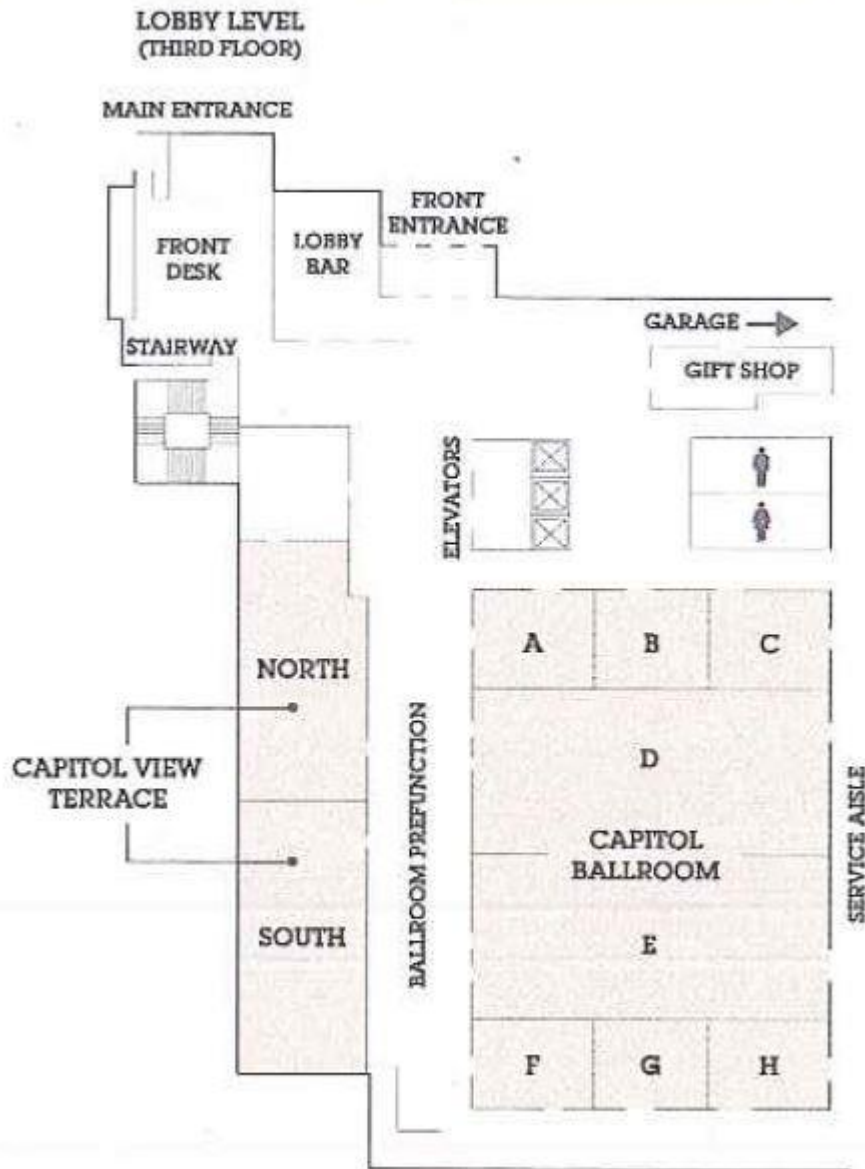
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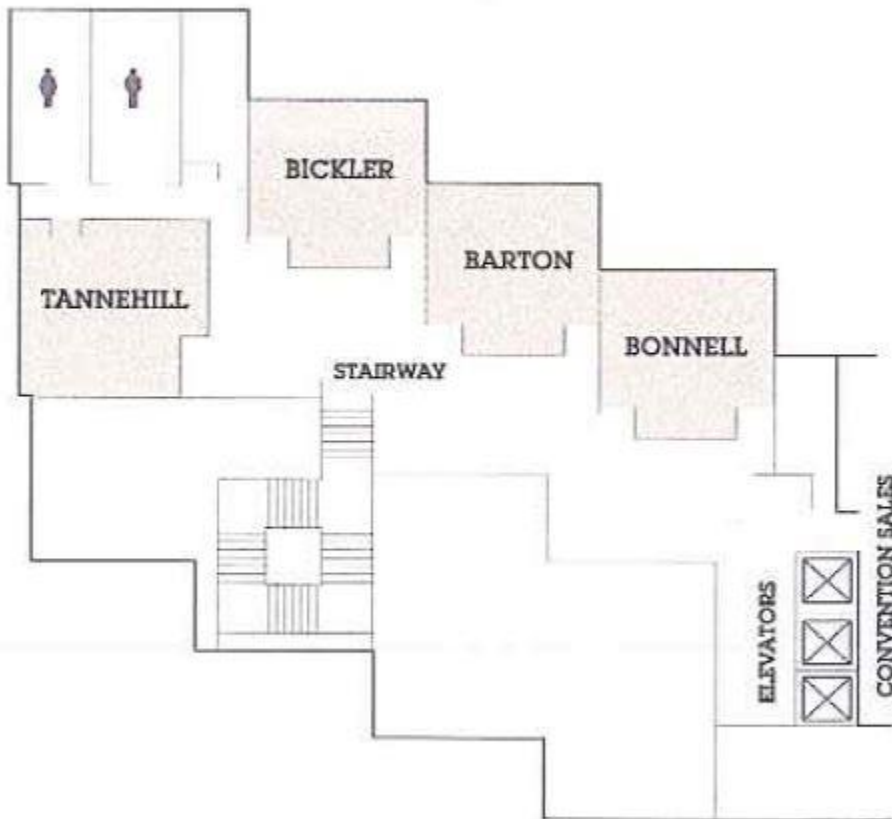
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Future Conferences

October 25-27, 2015	Embassy Suites Dallas-Frisco Hotel Convention Center & Spa
October 16-18, 2016	Embassy Suites San Marcos Hotel, Spa & Convention Center
October 22-24, 2017	Omni Corpus Christi