



*Build a Coalition to Empower Our Educators*

Embassy Suites San Marcos Hotel, Convention Center & Spa  
October 16-18, 2016

Greetings and Welcome to CSOTTE '16 in beautiful San Marcos, Texas! In reflecting on a theme for this year's conference, I considered the past and the strength, passion and integrity of the educators who built our profession. What would John Dewey say if he were here today, addressing the harsh realities of increasing accountability and decreasing autonomy in our PK-12 educators? How would the teachers of 1816 handle the complex and perplexing problems facing the classrooms of today? No other profession has the foundation of committed, talented, "called" individuals who have given their lives to improve the lives of others like educators—educators who were respected, admired, even revered for their service to children. But, somehow, in our increasingly complex social structure, the field of education has been scrutinized, criticized, and vilified by the public, the press, and the politicians. Since 2012, prior leaders of CSOTTE have encouraged us to "Discern Future Decisions" in 2012; to "Forge the Future" in 2013; and to embrace "A New Professionalism" in 2014. Just last year Dr. Grant Simpson implored us to "Take Charge of Our Future: The Time is Now"; further, Dr. Simpson urged us not to sit on the sidelines "while a state or national initiative introduced a career path that would invigorate the profession and become more alluring to many students. Rather, we need to be that initiative." Malala Yousafzai, a 19 year old activist for female education in northwest Pakistan and the youngest ever Nobel Prize Laureate, states in a quote, "And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness." This year, I ask that we pause, reflect on our proud heritage as teachers, embrace the challenges from our CSOTTE leaders from the past, and take the words of Malala Yousafzai to heart and ***Build a Coalition to Empower our Educators***.



The conference...

- begins with a challenge to embrace our future through building a coalition from Dr. Jeff Borden, CIO and Educator from St. Leo University in St. Leo, Florida;
- includes evidence of research-based best practices through presentations from some of the most powerful practitioners in the state;
- validates power of collaboration in the round table discussions with educators from El Paso to Texarkana and from Dalhart to Brownsville;
- accepts the accountability as outlined by state officials from our accrediting agency; and
- equips us with the resolve to ***build a coalition to empower our educators***.

I hope you will join us at this year's CSOTTE Conference as we build our coalition. We look forward to seeing you!

Kind regards,  
Dr. Glenda Ballard, CSOTTE 2016 Chair



## Fall 2016 Teacher Education Conference

Embassy Suites Dallas-San Marcos Hotel, Convention Center & Spa  
October 16-18, 2016

### CONFERENCE AT A GLANCE

Sunday, October 16			
10:00 AM	1:00 PM	Board Meeting (CSOTTE Board only)	Veramendi Salon D
1:00 PM	7:00 PM	Registration	
1:00 PM	7:00 PM	Exhibits	Veramendi PreFunction E&F
1:00 PM	1:30 PM	TCTCT Board Meeting	Spring Lake C
1:00 PM	1:30 PM	TACO Board Meeting	Spring Lake Salon B
1:00 PM	2:30 PM	TxAATE Board Meeting	Veramendi A
1:00 PM	2:30 PM	TDFE Board Meeting	Spring Lake Salon A
1:45 PM	2:45 PM	TCTCT General Meeting	Spring Lake C
2:00 PM	3:00 PM	TACA Board Meeting	Veramendi B
2:30 PM	3:30 PM	TxAATE General Meeting	Veramendi Salon A
2:30 PM	3:30 PM	EDICUT Board Meeting	Burleson Boardroom
2:30 PM	4:00 PM	TDFE General Meeting	Spring Lake A
3:00 PM	3:45 PM	TACA General Meeting	Veramendi B
4:00 PM	5:15 PM	TACO General Meeting	Spring Lake Salon B
4:00 PM	5:15 PM	TACTE New and Newer Deans Reception	Spring Lake Salon C
5:30 PM	7:00 PM	General Session I Neuroscience + Learning Research + Education Technology = Education 3.0 Dr. Jeff Borden Chief Innovation Officer Saint Leo University	Veramendi E&F
7:00 PM	8:00 PM	Embassy Suite Manager's Reception	



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Monday, October 17			
6:00 AM	8:30 AM	Atrium Breakfast for all hotel guests	
7:00 AM	5:00 PM	Registration & Exhibits	
8:30 AM	10:00 AM	General Session II Keynote Speaker: Michael Edgar Myers A "Sense" of Humor	Veramendi E&F
10:15 AM	11:00 AM	Emerging Scholar Poster Sessions	Flow Through by Exhibits
10:15AM	12:15PM	TACTE Executive Board Meeting	Placido Boardroom
11:00AM	11:45 AM	Breakout Sessions I	1A, Veramendi A 1B, Veramendi B 1C, Veramendi C 1D, Veramendi D 1E, Veramendi G 1F, Veramendi H 1G, Veramendi I 1H, Veramendi J 1I, Chautauqua 1J, San Marcos River 1K, Spring Lake C
12:00 PM	1:30 PM	General Session III Plated Luncheon TDFE presents Student Teacher of the Year Awards TACA presents Student Intern of the Year Awards TACTE Award & TxATE Award	Veramendi E&F
1:45 PM	2:30 PM	Breakout Sessions II	2A, Veramendi A 2B, Veramendi B 2C, Veramendi C 2D, Veramendi D 2E, Veramendi G 2F, Veramendi H 2G, Veramendi I 2H, Veramendi J 2I, Chautauqua 2J, San Marcos River 2K, Spring Lake C
2:00 PM	4:30 PM	TACTE General Meeting	Spring Lake A
2:45 PM	3:30 PM	Breakout Sessions III	3A, Veramendi A 3B, Veramendi B 3C, Veramendi C 3D, Veramendi D 3E, Veramendi G 3F, Veramendi H 3G, Veramendi I 3H, Veramendi J 3I, Chautauqua 3J, San Marcos River 3K, Spring Lake C
3:45 PM	4:30 PM	Breakout Sessions IV	4A, Veramendi A 4B, Veramendi B 4C, Veramendi C 4D, Veramendi D 4E, Veramendi G 4F, Veramendi H 4G, Veramendi I 4H, Veramendi J 4I, Chautauqua 4J, San Marcos River 4K, Spring Lake C
4:45 PM	6:00 PM	EDICUT General Meeting	Spring Lake Salon A
5:30 PM	7:00 PM	Embassy Suite Manager's Reception	Atrium



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Tuesday, October 18			
7:00 AM	8:00 AM	Coffee & Tea (Brunch served at 10:00 am)	Atrium Breakfast
8:00 AM	8:45 AM	Breakout Sessions V	5A, Veramendi A 5B, Veramendi B 5C, Veramendi C 5D, Veramendi D 5E, Veramendi G 5F, Veramendi H 5G, Veramendi I 5H, Veramendi J 5I, Chautauqua
9:00 AM	9:45 AM	Breakout Sessions VI	6A, Veramendi A 6B, Veramendi B 6C, Veramendi C 6D, Veramendi D 6E, Veramendi G 6F, Veramendi H 6G, Veramendi I 6H, Veramendi J 6I, Chautauqua
10:00 AM		<p>General Session IV: Brunch and TEA Information Meeting</p> <p>Tim Miller, Ed.D., Director of Educator Preparation and Program Accountability</p> <p>Marilyn Cook, Director of Education Certification and Testing</p> <p>Becky McCoy, Testing Manager</p> <p>The following TEA staff will be available for discussion following the brunch:</p> <p>Lorrie Ayers, Program Specialist</p> <p>Mixon Henry, Program Specialist</p> <p>Vanessa Alba, Program Specialist</p> <p>Jennifer Perez, Testing Program Specialist</p>	Veramendi E&F



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### EMERGING SCHOLARS TRACK

#### *~ Schedule of Events ~*

#### **Sunday, October 16**

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5:30 PM - 7:00 PM      General Session I      Veramendi E&F

*Neuroscience + Learning Research + Education Technology = Education 3.0*

Dr. Jeff Borden  
Chief Innovation Officer  
Saint Leo University

#### **Monday, October 17**

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7:00AM - 8:30AM      Registration and Poster Set Up      Foyer

8:30AM - 10:00AM      General Session II      Veramendi E&F

*“The ‘Sense’ of Humor”*

Michael Edgar Myers  
Wavelength

10:15AM - 11:00AM      Emerging Scholars Poster Presentations      Foyer

11:00AM - 1:00PM      Lunch on your own

1:00PM - 4:30PM      Special Speaker Presentations\*      Spring Lake B

*“The Top Ten Things to Consider Before Your First Year of Teaching”*  
Ana-Lisa Gonzales and a panel of beginning teachers – St. Thomas University

*Fixed or Growth? Why Mindsets Matter for Beginning Teachers*  
Mitzi Adams – Abilene Christian University

\*Note: Graduate students who are *currently teachers* may attend breakout sessions.



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### ~2016 Emerging Scholars Poster Presentations ~

#### **Music Therapy**

*Gazzia Aleman, Ashlyn Cummins, Melissa Faz and Danielle Dopslauf*  
Texas A&M University

#### **How Impactful is Technology on Cognitive Learning?**

*Kelly Colbert, Kellye Coleman, and Weston Breaux*  
Texas Southern University

#### **Deepening Understanding of Education Standards Through Collaboration of Preservice Teachers and Discovery Place Museum**

*Stephanie Chickadel, Kristen Childress and Amanda Nix*  
Texas A&M Texarkana

#### **Motivational Impact of Choice Book Responses**

*Kaitlin Welsh*  
Baylor University

#### **Keep Your Eye on the iPad**

*Stephanie Wright*  
Baylor University

#### **Student Athlete Psychological Development: The Positive and Negative Effects Sports have on a Student Athlete**

*Katy Colson and Chante' Jefferson*  
University of St. Thomas

#### **Impact of Informational Education and Informal Activities at Zoo Exhibits**

*Rachel Moore*  
Baylor University

#### **Musings of Preservice Math Teachers**

*Alison Ryan, Katherine Knox, and Marissa Clark*  
Abilene Christian University

#### **Meeting Students' Needs: Assessment Based Instruction in a Field Experience**

*Rachel Perry*  
Abilene Christian University

#### **A Comparative Analysis of Lesson Plan Models**

*Tina Nguyen and Tam Vu*  
University of St. Thomas

#### **Implementing Assessment for Learning Strategies**

*Cassidy Flow and Kasey Porr*  
Lubbock Christian University

#### **Does Self Image Have an Impact on Girls' Participation in Physical Education?**

*Kyuara Rider and Iris Rivera*  
Texas Southern University

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**GENERAL SESSION I**

*Sunday ~ 5:30-7:00pm*

**Dr. Jeff Borden**

**Saint Leo University**

***"Neuroscience + Learning Research + Education Technology = Education 3.0"***



Dr. Jeff D Borden is the Chief Innovation Officer at Saint Leo University. For two decades, Jeff has focused on trying to transform higher education. From 2002-2014, Jeff worked as a Vice President with eCollege which was acquired by Pearson Education, providing an academic vision and strategy that encompassed digital learning, neo-millennial instruction methods, authentic assessment, and beyond.

In 2013, as Research & Innovation Network's Center for eLearning Director, Jeff pursued rigorous research opportunities through a 'think tank' of educational innovation. Now Dr. Borden is implementing almost a dozen strategy initiatives (concurrently) at Saint Leo University to create true "next generation learning" for students.

For 20 years Dr. Borden has consulted with educators in every U.S. state, led transformative efforts in 34 countries, provided almost 200 keynote presentations to audiences of 100-10,000, and spoken with stakeholders from teachers to principals to college administrators to government officials. Prior to his private sector work, Jeff taught full time at the University of Northern Colorado and was the Coordinator of Public Speaking at Metropolitan State College of Denver. At the same time, in twenty years, Dr. Borden has taken only 1 semester away from teaching Communication, Rhetoric, and Education classes at various levels – from technical schools to community colleges to state and private universities.

In Dr. Borden's current role at Saint Leo, he is creating a learning innovation incubator and promoting transformational and effective practices, at scale, that are research driven. These strategies tie back to Jeff's platform of "Education 3.0" – the confluence of neuroscience, learning design, and education technology. Through this lens, Dr. Borden is incorporating his extensive history consulting, teaching, and researching to provide a fertile bed of learning innovation. Jeff continues to blog for Wired.com's Innovation site, presents keynote addresses at numerous conferences each year, and promotes research / publications in Education, Technology, and Communication.

This highly interactive session will "Do, Show, Tell, Review, and Ask" and focus on ways to create multi-nodal and multi-modal connections based on effective practices from practitioners around the globe, all of which could be categorized as Education 3.0. Participants will be shown many examples of web assets and learning experiences (both in-person and eLearning) that promote social learning, transformative learning, game based learning, and learning based on cognitive science. The audience will see and hear about how to create better (more authentic) simulations, curriculum integration events, authentic assessment, and problem based learning experiences within an eLearning framework. Be sure to bring your devices as the session will encourage feedback, web-based experiences, and interaction. We can transform education, at scale. Education 3.0 might provide a way to get there faster.

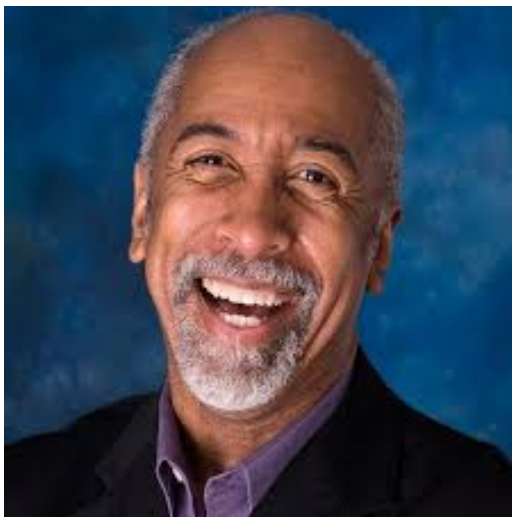
GENERAL SESSION II

Monday ~ 8:30-10:00am

## Michael Edgar Myers

Wavelength

### *"The 'Sense' of Humor"*



When it comes to learning and learning communities, humor makes sense. This keynote explores the current brain and educational research regarding the efficacy of purposefully using humor in professional learning environments. Sometimes educators feel they need to be "given permission" to use their natural senses of humor in their work and their professional relationships. Jim Winter, the founder of Wavelength and a [Certified Laughter Leader](#), created this workshop to enthuse and empower educators to experience and practice the techniques for using humor, laughter and spontaneity in all educational settings. Wavelength veteran Michael Edgar Myers will facilitate this fast-paced, engaging session.

Through **PowerPoint, pair-share, group activities, video clips** and **improvisational theatre exercises**, participants are given the experience of humor, laughter and improvisation as a means to engage learners and to positively affect professional relationships and promote healthy climates for learning. **Enthuse and empower** any group with this energetic presentation that allows participants to **experience and practice the techniques** for using humor, laughter and spontaneity to enhance communication, achievement and all aspects of the learning community.

**Michael Edgar Myers** is an award-winning actor, director, playwright, and Certified Laughter Leader. A former newspaper reporter, Michael is also a freelance blogger and artist-in-residence using arts in the classroom with high schools in both Wisconsin and Illinois. Michael has presented Sense of Humor for districts in **Montana, Illinois, North Carolina** and **Singapore**.

**GENERAL SESSION III**

*Monday ~ 12:00-1:30pm*

## Awards Luncheon

### Texas Directors of Field Experience (TDFE)



#### **Student Teacher of the Year Awards**

*These awards recognize student 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.*

#### 2016 Recipients:

*Stephanie Wright, Baylor University*

*Bailey Greenslade, Texas Woman's University*

*Erika Fickel, 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.*

#### 2016 Recipients:

*Rachel Matthews, Parkview Intermediate School - Pasadena ATCP*

*Crystal Ragbirsingh, Mayde Creek Junior High School - ACT Houston*

*Katie Hernandez, Trinity Basin Preparatory Fort Worth - ESC Region 11*

### 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 2016 recipient will be announced at luncheon.*



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### Quest for Quality Awards



#### **Exemplary Faculty Practices, presented by EDICUT**

*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.*

#### **Exemplary School Partnerships, presented by TxATE**

*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.*

**GENERAL SESSION IV**

*Monday ~ 5:30-7:00pm*

## **TEA Information Session & Brunch**

Panel Presentation: Texas Education Agency



Tim Miller, Ed.D.

*Director*

*Educator Preparation, Testing, and Program Accountability*



Marilyn Cook

*Director*

*Educator Certification & Testing*

Becky McCoy

*Testing Manager*

The following TEA staff will be available for conversation following the brunch:

Lorrie Ayers, Program Specialist

Mixon Henry, Program Specialist

Vanessa Alba, Program Specialist

Jennifer Perez, Testing Program Specialist



## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION I Monday, October 17, 11:00-11:45 AM

#### **Session 1A: Quest for Quality Exemplary Faculty Practice Awardee 2015**

Location: Veramendi A

##### **Empowering Preservice Teacher Candidates to Use Instructional Technology to Engage, Assess, and Differentiate Instruction for Diverse Student Populations**

*Leanne L. Howell*  
*Baylor University*

This presentation will provide participants a detailed description of the 2015 Quest for Quality Exemplary Faculty Practice Award; an example of how one clinical assistant professor empowers and prepares preservice teacher candidates to use instructional technology to engage students and provide differentiated learning experiences to meet their academic needs.

#### **Session 1B**

Location: Veramendi B

##### **Preparing Future Educators to Make Literacy and Learning Relevant and Engaging for Today's High Poverty Student Populations: Are We Teaching Trauma Informed Pedagogy?**

*Neva Cramer, Amanda Hardwick & Lauren Warren-Fields*  
*Schreiner University*

If we do not acknowledge the changing needs of 21st century students and train our future educators for their new roles and challenges, we will not be prepared to impact student and school success. This presentation will explore the new trauma informed pedagogy and offer practical keys for understanding the current high poverty population based on the work of Eric Jensen. Effective strategies for reaching students of poverty will be demonstrated including teaching digital and visual learners to think by using the visual and communicative arts and making literacy relevant and authentic by addressing key literacy needs specific to the environment of today's diverse and at risk students.

#### **Session 1C**

Location: Veramendi C

##### **Behind the Scenes: A Mini Workshop**

*Jodie Flint & Stephanie Long*  
*Texas State University*

Educator Preparation Programs across the state differ in practices and systems, but we share the same challenges as our programs adjust to new requirements and accountability standards. EPP staff are charged with creating efficiencies to manage ever-increasing administrative responsibilities. This session is a facilitated workshop for EPP staff to collaboratively work through shared problem areas. Attendees will work in small discussion groups (organized by program type and size) to actively problem solve the behind-the-scenes complexities of running an EPP.



## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION I Monday, October 17, 11:00-11:45 AM

#### **Session 1D**

Location: Veramendi D

##### **Democratic Educator Preparation: The Reciprocal Benefit of True Collaboration for Continuous Improvement in Educator Preparation Programs and Partner Schools**

*Jannah Nerren*

*Stephen F. Austin State University*

Educator candidates are better prepared when strong and effective partnerships between Educator Preparation Programs (EPPs) and partner schools exist. In both higher education and PK-12 schools, it is important for these entities to support each other in their efforts. EPPs and partner schools must be adaptive and flexible while developing and maintaining supportive partnerships that enhance candidate preparation as well as the educational experience of the students in the partner schools. This presentation examines effective strategies for enhancing partnerships between EPPs and partner schools, as well as the benefits and challenges in developing and sustaining reciprocally beneficial partnerships.

#### **Session 1E**

Location: Veramendi G

##### **Organizational Perspectives on the Desired Responsibilities of Leadership**

*Susan Reily*

*Stephen F. Austin State University*

Teachers in elementary and middle school organizations may value different leadership approaches that influence organizational success. This study was designed to determine if there was a difference between the leadership behaviors different levels of organizations value based on the level of the campus, and years of experience of teachers. Elementary and middle school teachers completed a survey that provided ratings related to 21 leadership responsibilities using a forced choice Likert scale. An analysis of the data revealed there were statistically significant differences among the different groups for some of the 21 leadership responsibilities.

#### **Session 1F**

Location: Veramendi H

##### **Project-based Learning in a Standards-based World**

*Kathryn Hall & Gaelynn McInroe*

*McMurry University*

This interactive presentation will examine instructional organizations and procedures that allow students to participate in flexible, student-centered investigations while mastering formal education standards. We will examine where such standards are easily incorporated into the Project-based Learning (PBL) model and where more instructional creativity must be applied to help students to learn what they must while still working toward answering their own questions. Participants will have the opportunity to design their own standards-based PBL activities.

**BREAKOUT SESSION I**  
**Monday, October 17, 11:00-11:45 AM**

**Session 1G**

Location: Veramendi I

**Comparing Noyce Scholars' Decisions to Teach and Perspectives on Teaching to Non-Noyce Scholars**

*Jennifer G. Whitfield*  
*Texas A&M University*

Staffing high schools with highly qualified math and science teachers continues to be a challenge for school districts across the U.S. (NCTAF, 2010; Ingersoll & Merrill, 2010). One way to address this challenge is to offer financial incentives, in the form of scholarships or grants, for high performing college students to become high school math or science teachers. To help identify some characteristics of students involved in these types of financial incentive programs our study investigates how the Robert Noyce Scholarship Program influenced students' decisions to become a STEM teacher and their dispositions about teaching in schools.

**Session 1H**

Location: Veramendi J

**What Does T-TESS Mean for Methods Courses?**

*Wendy Michelle Frazier*  
*Houston Baptist University*

Elementary and secondary methods coursework provides opportunity for preservice teachers to learn more about expectations for educational practice as outlined in T-TESS and to begin to practice these with the support of methods faculty. This session provides opportunity for methods faculty to reflect on the implications of T-TESS for their teacher preparation efforts at the course and program levels. Examples from a science methods course illustrate how preservice teacher development in problem/issue-based learning may be used to foster professional practices consistent with T-TESS Rubric expectations for planning, instruction, learning environment, and professional practices and responsibilities.

**Session 1I**

Location: Chautauqua

**SB 507: It's a Matter of the Heart**

*Randy Hendricks, Kevin Johnson, Laura M. Kincheloe, Penny Pulatle & Marlene Zipperlen*  
*University of Mary Hardin-Baylor*

Governor Greg Abbott signed Senate Bill 507 during the 84th legislative session, which is scheduled for implementation in the 2016-2017 academic school year. Members of Congress determined video surveillance was essential in special education classrooms with the purpose of protecting both students and teachers. As teachers reconvene in August 2016, administrators will need to provide professional development and implementation procedures to remain compliant with the law. The presenters intend to provide a basic understanding of the law for teachers and administrators. Additionally, group members suggest possible implementation and financial strategies to address the valid concerns of many people.

**Session 1J**

Location: San Marcos River

**Adjusting and Improving Online Teaching to Meet Quality Matters Standards: One Instructor's Experience**

*Marcia Montague*  
*Texas A&M University – College Station*

Quality Matters (QM) is "a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components" (QM, 2016). In this presentation, I will share my experience with improving an online, undergraduate preservice teacher preparation course to achieve QM certification. Issues such as the value of the time and effort spent, overcoming differences to reach the end goal, lessons learned, and the impact on course delivery and student learning will be included. I will share my perspective on the process to reach QM certification as well as the value of such certification.





## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION I Monday, October 17, 11:00-11:45 AM

#### **Session 1K**

Location: Spring Lake C

#### **Preparing for TEA Compliance Audits**

*Christina Ellis*

*Sam Houston State University*

In this session, participants will be guided through the TEA Compliance Audit from the perspective of a program that recently participated in the process. Steps to take before, during, and after the audit will be the focus of the session with additional information about adhering to Texas Administrative Code examined. The presenter will discuss completing the self-report, gathering documentation, participating in the audit, and completing the compliance plan. Participants will leave the session with informational materials and the ability to lead their EPPs in preparation for their TEA Compliance Audits

**BREAKOUT SESSION II**  
**Monday, October 17, 1:45 – 2:30 PM**

**Session 2A**

Location: Veramendi A

**Research and Lessons from the Field: Teacher Development through Critical Friendship Communities**

*Jonett Edwards Miniel & Deirdre J. Sharkey*

*Harris County Department of Education-Educator Certification and Professional Advancement Division*

Harris County Department of Education Teacher Alternative Certification Program uses the Critical Friends Group (CFG) professional development model to support early career teachers. This model helps teachers improve through collaborative learning and inquiry in monthly sessions facilitated by trained coaches. This workshop shares the findings from a formal evaluation of the impact of CFGs on the practices of early career teachers. We will use the tools and processes of CFGs throughout the session. Leave with protocols for structuring professional development and a planning map for next steps to make this happen at your institution.

**Session 2B: Sponsored by Certify Teacher**

Location: Veramendi B

**Using Student Data on Test Preparation to Inform Education 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.

**Session 2C**

Location: Veramendi C

**Evaluating Candidate Effectiveness Using Performance-Based Assessment: Pros and Cons of the Praxis Performance Assessment for Teachers (PPAT)**

*Shari Albright, Laura Allen, Pat Norman & Sara Sherwood*

*Trinity University*

What are the pros and cons of implementing an externally-scored performance-based assessment in an initial teacher preparation program? As TEA considers a move in this direction, come hear faculty from Trinity University share their experience piloting and then adopting the Praxis Performance Assessment for Teachers (PPAT) over the past two years. The session will include reasons for adoption, comparisons to edTPA, candidate feedback, lessons learned, and securing grant funding to cover candidate costs.

**Session 2D**

Location: Veramendi D

**From Online to Outdoors: Connecting Future Texas Teachers**

*Paula Griffin & Alan Sowards*

*Stephen F. Austin State University*

The Wetlands Adventure is an innovative field experience available to EC6 online teacher candidates at Stephen F. Austin State University. This program is a collaborative effort between Texas Freshwater Fish Hatcheries and SFASU. Participants create and deliver science content lessons to public school students in an outdoor learning environment as field investigations. Research was conducted to determine the impact of this instructional strategy/model. Data collected via electronic pre/post surveys and focus group interviews shows an increase in content knowledge, teacher self-efficacy, and science teaching efficacy as a result of this program.

**BREAKOUT SESSION II**  
**Monday, October 17, 1:45 – 2:30 PM**

**Session 2E**

Location: Veramendi G

**Teachers' Perception of the Role of the Principal Regarding Teacher Retention**

*Viveca Grant, Summer Pannell & Bernnell Peltier-Glaze*  
*Texas Southern University*

School leadership is second only to teaching among school-related factors in its impact on student learning, according to research. Moreover, principals strongly shape the conditions for high-quality teaching and are the prime factor in determining whether teachers stay in high-needs schools. High-quality principals, therefore, are vital to the effectiveness of our nation's public schools, especially those serving the children with the fewest advantages in life (WallaceFoundation.org).

**Session 2F**

Location: Veramendi H

**Professional Practices and Responsibilities Assessment of Preservice Teachers: Examining the Role and Appropriate Use of Technology**

*Belinda Granados, Jerrie Smith Jackson, Alycia Maurer & Belinda Trevino Schouten*  
*Our Lady of the Lake University*

This session presents a framework for the implementation and integration of Professional Practices and Responsibilities Assessment of preservice teachers. This two-tiered assessment examines preservice teachers' cognitive disposition of the effective utilization of technology for instructional purposes and the professional practice of ethical and appropriate use of digital communication. Pre-service teachers need explicit models and professional development related to social networking and digital communication. Scenarios, case studies and reflection are used to support and provide models as preservice teachers use technology to develop their professional communication competencies and include benefits of instructional support related to the use of technology and assessment of key student learning outcomes in professionalism and communication competencies related to technology.

**Session 2G**

Location: Veramendi I

**Plagiarism: What Can Be Done?**

*Brook Dickison & Twyla Tasker*  
*Angelo State University*

Plagiarism continues to be a problem in a variety of areas. The challenge has been how to address the issues before as well as after it has occurred. Multiple steps need to be implemented to teach and prevent plagiarism. Strategies implemented at a regional university to combat plagiarism will be discussed during the session.

**Session 2H**

Location: Veramendi J

**UIW Teacher Induction Program: Supporting, Developing & Networking Novice Teachers**

*Elda E. Martinez & Brandi Rodriguez*  
*University of the Incarnate Word*

The University of Incarnate Word's Dreeben School of Education established a teacher induction program in 2012 to provide continued support to program graduates as they transitioned into the teaching profession. The UIW Teacher Network was designed with three main facets: induction support, professional development, and professional networking. Now, with four years of implementation, data is available to inform and further develop program outcomes. This session will present an overview of the program design and initial findings of impact.

**BREAKOUT SESSION II**  
**Monday, October 17, 1:45 – 2:30 PM**

**Session 2I**

Location: Chautauqua

**Empowering Educators Through Ethical and Professional Dispositions**

*Betty Coneway, Beth Garcia, Janet Hindman, Judy Williams*  
*West Texas A&M University*

The prime catalyst for empowering educators is through ethical and professional dispositions that inspire teachers and impact P-12 student learning and development. There is nothing more important for America's educator preparation programs than to ensure that all of our candidates embrace not only professional dispositions, but also go beyond through proficiency and consistent assessment of candidate ethical behaviors. The Ethical and Professional Dispositions designed by our EPP exemplify how our mission of preparing educators who are confident, skilled, and reflective professionals is only superseded by our passion in the development of a higher quality of ethical and professional educators.

**Session 2J**

Location: San Marcos River

**Social Studies and the Teacher Candidate: Knowledge of the Pedagogy and Content of the Social Studies Curriculum**

*Elsa Diego-Medrano & Crystal Hughes*  
*West Texas A&M University*

The researchers in this study investigated the knowledge that teacher candidates possess in social studies. Teacher candidates must now demonstrate proficiency in each content area on the Texas Examination of Educator Standards (TEXES). The TEXES EC-6 CORE tests proficiency in pedagogical and content knowledge. The current study was conducted in a university in Texas, and included data from teacher candidates enrolled in the university's teacher preparation program. Although the numbers for the study were small, the researchers feel confident that it is representative of the program. The findings indicated limited knowledge of the content of social studies, and subsequently, a limited knowledge of the pedagogy to adequately teach social studies.

**Session 2K**

Location: Spring Lake C

**A New Arena for Field-Based Reflective Practice: Empowering Preservice Teachers through Contemporary Educational Technology**

*L. Karen Sykes & Samantha Waggoner*  
*University of Mary Hardin-Baylor*

In spite of the prevalent use of reflective journal writing in teacher education and evidence that reflective journaling benefits teacher education students, many view journal writing as busy work. This presentation explores a user-friendly, technology-based approach to reflective practice through journal writing in a field-based literacy course that may address negative attitudes toward journal writing while providing the means for valuable reflective practice for growth in preservice teachers that is both content and context specific.

**BREAKOUT SESSION III**  
**Monday, October 17, 2:45 – 3:30 PM**

**Session 3A**

Location: Veramendi A

**Universal Design for Learning: Impacting the System through Literacy Scaffolding**

*Jodi Pilgrim*

*University of Mary Hardin-Baylor*

Universal Design for Learning (UDL) introduces a framework for inclusive instruction, which transforms the systems and structures in schools to promote effective and efficient learning. While UDL involves a cross-disciplinary framework, this presentation specifically focuses on the use of literacy scaffolding to improve instruction. UDL utilizes intentional planning and modified materials, personalized to the needs of each student. The presenters will share materials aligned with Universal Design, including technology apps and tools beneficial for students of all ability levels.

**Session 3B ~ Sponsored by Educational Testing Service (ETS)**

Location: Veramendi B

**Informing Programs (EPPs) so as to Empower our Educators**

*Rick Cullors*

*Educational Testing Service*

ETS will provide present an update on the latest activities related to work with, and support of, all educator preparation programs. Information will be shared related to current and future changes based on ETS and TEA policy. There will be focus on the newer assessments and curriculum needs for success. In response to trends in the field, time will also be spent on the Accommodations process, the timeline, and requirements. Attendees will also be informally polled to get input and determine the best test titles for upcoming workshops for test takers. The goal is for all EPPs to leave the session feeling better informed and prepared to Empower our Educators.

**Session 3C**

Location: Veramendi C

**The Benefits of Non-traditional Professional Development for Teacher Educators**

*Lauren Burrow & Chrissy Cross*

*Stephen F. Austin State University*

Teacher educators should continually strive to maintain a dynamic connection to the youth they are preparing preservice teachers to teach and a reflective attitude towards self-improvement in their own classroom instruction. Findings of a qualitative self-study on the influence of a non-traditional professional development experience for teacher educators in the form of volunteering at community writing workshop indicate the teacher educators were transformed and inspired by their participation. These findings should inspire teacher educators to seek out volunteer community experiences as a form of professional development to improve their own practice and foster connections with youth.

**BREAKOUT SESSION III**  
**Monday, October 17, 2:45 – 3:30 PM**

**Session 3D**

Location: Veramendi D

**A Plan to Rebuild: One University's Journey through the Recruitment Process**

*Betty Coneway & Beth Garcia*  
*West Texas A&M University*

Growing programs in the college or university setting has become vitally important in keeping them alive. Faculty professors have found themselves forced into the positions of recruiters as numbers continue to dwindle in university graduate programs. To combat these issues and begin to grow a graduate reading program, one regional university created and implemented a strategic recruitment plan over the course of the 2015-2016 academic years. This presentation will highlight the building blocks of a successful recruitment plan, present the data collected, and suggest implications that may be transferred to other universities beginning recruitment activities.

**Session 3E**

Location: Veramendi G

**Student Achievement Starts with Teacher Quality and Support**

*Rico Corporal, Lacy Freeman, Randy Hendricks, Michelle Neely, Emilio Olivares, Matthew Short & Marlene Zipperlen*  
*University of Mary Hardin-Baylor*

Does educator quality equal student achievement? Sixty percent of college students with a high school GPA of 3.2 or higher in the United States must take remedial courses. This session will assist administrators with enhancing educator quality to promote positive student achievement, with significant emphasis on special populations.

**Session 3F**

Location: Veramendi H

**Transforming a Teacher Preparation Program: Empowering Teacher Candidates through Coalitions for Coaching**

*Jane Cooper, Haley Ford, Patricia Siller & Amber Thompson*  
*University of Houston*

The strategies for the transformation of teacher education are presented. Concrete strategies and rationales for transformation are described as leaders of a university based teacher preparation describe tensions and further opportunities for growth. Special attention is given to maintaining community relationships, supporting cooperating teachers and teacher candidates and institutional constraints. Strategies for strengthening coaching, responding to needs of our partner districts and creating lines of communication between faculty and public schools will be addressed. Tensions in our shared work will ground dialogue with conference participants to open spaces for future opportunities for collaboration and shared best practices.

**Session 3G**

Location: Veramendi I

**Induction and Support for Secondary STEM Teachers**

*Jennifer G. Whitfield & Laura Wilding*  
*Texas A&M University*

Most teacher preparation programs have plans in place for more recruitment and better preparation, but many do not support their graduates during the induction years; this is usually the responsibility of the individual school districts. The varied level of support for new teachers in school districts allows some new teachers to thrive in the classroom, but leaves others doubting their future in the profession. Partnering the teacher preparation program with beginning teachers provides a support mechanism that can improve the success of teaching practices for teachers during their induction years. As such, this sequence of events directly impacts retention rates.

**BREAKOUT SESSION III**  
**Monday, October 17, 2:45 – 3:30 PM**

**Session 3H**

Location: Veramendi J

**Building Quality and Consistency: Implementing a Professional Framework for Teaching**

*Omar Barnhart, Jodie Flint, Rubén Garza, Jodi Holschuh, Debby Utley & Patrice Werner*  
*Texas State University*

This presentation will focus on efforts by Texas State University faculty to improve the quality, consistency, and accountability of its teacher preparation program by implementing a valid and reliable teacher observation instrument, the Danielson Framework for Teaching. Presenters will share three years of experience with this process which includes practical steps for implementation; ongoing efforts to ensure consistency, fairness, and reliability; and reflections on progress, challenges, lessons learned, and future steps.

**Session 3I**

Location: Chautauqua

**Alternative Assessments and Digital Citizenship**

*Lesley Casarez*  
*Angelo State University*

As technology becomes increasingly available to students, digital citizenship and the appropriate use of tools becomes increasingly important. Digital citizenship can be promoted through the integration of technology tools for assessments. The elements of access, communication, literacy, etiquette, and law can be included throughout student assessment. The objectives for this presentation include promoting digital citizenship through the integration of technology tools, providing possible tools for innovative assessment strategies, and discussing lessons learned from implemented assessment strategies. Student projects and model rubrics will also be included.

**Session 3J**

Location: San Marcos River

**Put Me in, Coach: Developing a Growth Mindset for Preservice Teachers**

*Laura Currey, Teri Fowler & Sara Langford*  
*Texas A&M-Texarkana*

Teachers of tomorrow must possess a coachable mindset. The T-TESS evaluation system encourages all teachers no matter their skill level to strive for growth while reaching optimal goals in instruction. This interactive session will allow participants to gain insight on how to develop a growth mindset in preservice teachers. Participants will leave this session with tools and strategies to implement in education courses within teacher preparation programs.

**Session 3K**

Location: Spring Lake C

**Creating Pathways to Teaching: A University-ESC Partnership**

*Steve Chamberlain & Veronica Estrada, University of Texas Rio Grande Valley*  
*Tina Atkins, Region 1 Education Service Center*

The importance of creating pipelines to teacher preparation programs becomes clearer with ongoing teacher attrition (Coalition for Teaching Quality, 2015). Leaders from one college of education in south Texas and an education service center partnered to create Pathways to Teaching. Pathways offered two programs in summer 2016—a dual-credit course for 11th/12th graders, and a one-week summer camp for 9th/10th graders. Both programs provided dynamic opportunities to explore characteristics of effective teaching and to experience teaching as a highly rewarding career choice. Such programs should lead to an increase in quantity and quality of teacher candidates entering teacher preparation.

**BREAKOUT SESSION IV  
Monday, October 17, 3:45 – 4:30 PM**

**Session 4A**

Location: Veramendi A

**How Preservice Teachers Interact and Learn from Community-University Partnerships**

*Jane Cooper, Haley Ford, Patricia Siller & Amber Thompson  
University of Houston*

Recognizing the importance of providing preservice teachers with varied opportunities in urban education, we formed a partnership with a local community center. Teacher candidates prepared differentiated activities to implement and shared in the community center each day during the school year. Despite being only minutes away from campus, most of the preservice teachers knew very little about the community and the area prior to their visit. Pre-service teachers' reflections about their experiences in the community engagement project were collected and analyzed. This presentation will focus on how we organize the experience and the themes that have emerged in reflections.

**Session 4B**

Location: Veramendi B

**The Transformation of High School Students to High Quality Teachers: The Impact of School District-University Partnerships on Grow-Your-Own**

*Gina Anderson, Karen Dunlap, Rebecca Fredrickson & Sarah McMahan  
Texas Woman's University*

The recruitment and retention of high quality, diverse teachers, especially in shortage areas, continues to be a national and local concern. One of the responses to this concern is for states to create targeted recruitment initiatives such as Grow Your Own (GYO) programs. While GYO programs have been in existence for about a decade, few longitudinal studies exist on the impact of such programs. This conference session will provide an opportunity for the presenters to share details about 1) a school district-university partnership and how it is a part of the GYO pipeline and 2) the early-stage progress of a longitudinal study designed to measure the impact of a north Texas GYO program in regard to recruitment and retention. Input and feedback will be solicited from the session attendees, and an opportunity to dialogue about how to strengthen this GYO program will be provided.

**Session 4C**

Location: Veramendi C

**Racial Discrimination: Increasing Undergraduate Students' Admission GPA for Teacher Preparation Admission**

*James P. Van Overschelde  
Texas State University*

In an attempt to increase the quality and effectiveness of new teachers, state and federal policies are moving toward increasing grade-point average (GPA) requirements for entering teacher preparation programs. However, no solid evidence exists for a positive relationship between GPA and teacher effectiveness. Running two simulations with data from 1,314 students we found that higher GPA criteria would discriminate against Black and Latino students without increasing long-term outcomes including employers' ratings of teacher quality and effectiveness.



**BREAKOUT SESSION IV**  
**Monday, October 17, 3:45 – 4:30 PM**

**Session 4D**

Location: Veramendi D

**Best Practices for TEA Audit Preparation**

*Kristy Duckworth, Karen Gentsch, Judy Hogberg, John Sargent & PJ Winters*  
*East Texas Baptist University*

This presentation will discuss our preparation methods for our five-year audit conducted by TEA during late March of 2016 that allowed our educator preparation to have no compliance issues. Our groundwork for each of the eight components of the audit will be explained in detail. We will discuss our curriculum review process, the development of forms correlating standards and competencies with knowledge and skill activities, our refinement of the advisory committee process, and other topics associated with preparing for the audit. Each attendee will be provided with material useful in preparing for the five-year audit.

**Session 4E**

Location: Veramendi G

**Bilingual Teacher Preparation: Exploring a Translanguaging Pedagogy**

*Sandra I. Musanti & Alma D. Rodriguez*  
*The University of Texas Rio Grande Valley*

This presentation describes the results of a study on translanguaging practices in a bilingual teacher preparation program, specifically in a bilingual methods course taught in Spanish. The presenters discuss the main tenets of a translanguaging pedagogy and how to foster bilingual teacher candidates' academic proficiency in Spanish and English while preparing them to effectively design instruction to address the learning needs of bilingual Latino/a students. Examples illustrating the instructional decisions made to bridge English academic resources and content delivery in Spanish are provided. Finally, the presenters argue that bilingual teacher preparation curriculum should be revisited to effectively integrate translanguaging practices.

**Session 4F**

Location: Veramendi H

**Providing Proof of Professional Practice**

*Judy Abercrombie & Martha Oldenburg*  
*Dallas Baptist University*

Perhaps what Preparation Programs fear most is that in spite of their best efforts, teacher candidates will graduate and still be unable to effectively teach a lesson. This presentation will examine one element of a Dallas Baptist University's program that provides evidence verifying that teacher candidates can effectively teach a lesson. This element serves as an accountability measure for the teacher candidate, the professors, and the program. Current teachers who were included in this element will share the impact of it on their readiness to enter a classroom as the teacher of record.

**Session 4G**

Location: Veramendi I

**5th Graders at College?**

*Stephanie Scott*  
*McMurry University*

Have you ever wondered how a 5th grader could survive on a college campus? Well, they can with a certified teacher, the support of administrators, professors, college students and an awesome school district. Come learn how McMurry University and Abilene Independent School District have built and maintained a magnet program on McMurry's campus for the past 8 years. Learn about our agreement, funding, pedagogy, security, services provided, how the students are chosen and how our college students get involved.

**BREAKOUT SESSION IV**  
**Monday, October 17, 3:45 – 4:30 PM**

**Session 4H**

Location: Veramendi J

**Empowering Youth through a Free Community Writing Workshop**

*Lauren Burrow & Chrissy Cross*  
*Stephen F. Austin State University*

A free community writing workshop for youth was implemented and studied through a qualitative research methodology by teacher education faculty at a rural state university. The community writing workshop was designed as a space of safety, celebration, and community and this resulted in the student's finding their voice as an advocate for themselves, each other, and in turn, the teachers being transformed by the student's voice.

**Session 4I**

Location: Chautauqua

**Achieving Excellence in Education through English, Mathematics, and Science (AXE'EMS)**

*Mark S. Montgomery, Susan Reily & Alan Sowards*  
*Stephen F. Austin State University*

Content courses are often taught in isolation with little consideration in how each may be able to complement the others. Cross-curricular projects more often mirror real-life problem-solving and are more beneficial for long-term mastery of content. Four professors modeled for teacher candidates the importance of collaborating with other educators and integrating content to provide learning experiences that are important and relevant. Each content area was integrated to demonstrate the relevance of collaborating with peers who specialize in different content areas including English, math, science, and technology, and how to successfully integrate different content areas for lasting, meaningful learning experience.

**Session 4J**

Location: San Marcos River

**Narratives from the Field: Examining the Experiences of First-Year Special Education Teachers**

*John Kelly & Bernardo Pohl*  
*University of Houston-Downtown*

This study examines the mentoring and induction experiences of first-year teachers in special education. We attempted to understand what these novice teachers encountered by using their personal narratives. Participants had the chance to openly discuss what support they had and the road blocks they had to face during their initial teaching experience in terms of mentoring. Our goal is to explore the voices of the novice teacher in the field of special education, hoping to start a frank and honest conversation in the area of first-year mentoring and induction, which, to our surprise, is lacking research and academic attention.

**Session 4K**

Location: Spring Lake C

**Performance-Based Funding: Friend or Foe? A Brief Global and Local Look at PBF**

*Mistie Dakroub, Randy Hendricks, Sharon Simpson, Bethany Wesson, Sylvia White & Marlene Zipperlen*  
*University of Mary Hardin-Baylor*

Performance based funding (PBF) is a method by which some states fund colleges and universities. This interactive presentation would briefly detail the history of PBF in Texas and globally, note current legislation in Texas, and review potential positive and negative impacts on Texas public universities.

**BREAKOUT SESSION V**  
**Tuesday, October 18, 8:00-8:45 AM**

**Session 5A**

Location: Veramendi A

**The Notecard: Discovering More About Our Teacher Candidates During Clinical Teaching**

*Phillip J. Blacklock*

*Midwestern State University*

Discovering more about the experiences our teacher candidates have during clinical teaching provides additional data an EPP may use to improve the quality of learning experiences during their program and clinical teaching. Our EPP conducts a wrap up meeting at the end of clinical teaching to provide additional job information and to provide an opportunity for gathering data related to candidates' experiences. A 4X6 notecard becomes the primary tool by which candidates record thoughts related to their successes, challenges, needs and future professional development. We will share our findings and how action research can be used to make program improvements.

**Session 5B**

Location: Veramendi B

**Increasing the Cultural Awareness of Teacher Candidates: A Short-Term Study Abroad Experience**

*Paula Griffin & Susan Reily*

*Stephen F. Austin State University*

Teachers candidates in the field need opportunities to collaborate with other professionals and implement best practices. Field experiences should enhance the learning for the teacher candidates and assist them in learning how to implement research-based practices when teaching children, and create new learning opportunities and collaborations through additional interdisciplinary, international, service learning, and civic engagement experiences. In an effort to provide international opportunities, a required course was adapted to meet the needs of a short-term study abroad course. Presenters will share the impact of the international experience from the point of view of the teacher candidate and the supervising professor.

**Session 5C**

Location: Veramendi C

**Digital Tools for TExES Exam Preparation and Review**

*Jerry Whitworth*

*Texas Woman's University*

The TExES PREP Center has designed and developed digital tools to provide flexible, mobile applications and resources to assist teacher education students in preparing for their certification exams. These resources include videos, digital flashcards, online practice exams, and mobile apps to provide students multiple avenues for TExES exam review. This presentation will describe and demonstrate how these free and low-cost technology options have been adapted and incorporated into our exam preparation and review program and have proven effective in increasing student success on their state required certification exams.



## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION V Tuesday, October 18, 8:00-8:45 AM

#### **Session 5D**

Location: Veramendi D

##### **Standards Vs. Accountability: Determining Appropriateness and Alignment with Teacher Needs**

*Daniella G. Varela*

*Texas A&M University-Kingsville*

Educator preparation programs in Texas are held to an extensive accountability system established by the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) with the goal of preparing effective teachers for Texas classrooms. This study sought to determine the extent to which questions on the Exit and Principal Surveys reflect standards which guide educator preparation in Texas. As an accountability tool, survey questions must align with standards established for teacher preparation as well as the needs of teachers in Texas classrooms. This analysis provides additionally important information about the validity of survey questions as a measure of standards compliance.

#### **Session 5E**

Location: Veramendi G

##### **Preparing First-Year Teachers to Teach Like Second-Year Teachers: A University-District Collaborative**

*Steve Chamberlain, Alma Rodriguez & Sandra Musanti - University of Texas Rio Grande Valley*

*Norma Castillo - Harlingen Consolidated Independent School District*

Traditional educator preparation programs have been criticized as too compartmentalized and disconnected from authentic school-based experiences (NCATE, 2010). Leaders from one college of education and school district in south Texas partnered to create a model teacher preparation program utilizing the talents/resources of both organizations to provide authentic and intensive teacher preparation over one year. The STEP UP team met for six months and engaged in a collaborative planning process that resulted in the program to be implemented in fall 2016. This presentation will describe the program within the context of the collaboration process and the benefits found in partnership.

#### **Session 5F**

Location: Veramendi H

##### **Teachers and School Leaders Coalescing to Balance the High-Stakes Assessment Field for Special Population Students in Mathematics**

*Selina V. Mireles & Lourdes Vilorio*

*Texas A&M International University*

Principals are the instructional leaders of the school and are many times evaluated on students' performance on high-stakes exams. However, there are other factors outside of classroom instruction that play a role in educating students and there are many issues associated with high-stakes exams. This is especially true for special population students with mathematics. The presenters will provide a theoretical framework for the investigation of "outside activities", like tutoring and after school clubs, and an analysis of current standards-driven exams such as the STAAR. Preliminary results of a case study conducted in a border elementary school will be discussed.

**BREAKOUT SESSION V**  
**Tuesday, October 18, 8:00-8:45 AM**

**Session 5G**

Location: Veramendi I

**The Building Blocks of National Accreditation**

*Janet Hindman & Judy D. Williams*  
*West Texas A&M University*

To meet the demands of quality teaching and learning, our Educator Preparation Program (EPP) prepares educators who are confident, skilled, and reflective professionals through coursework, field observations, and clinical experiences. In order to advance the learning of all P-12 students regardless of race, ethnicity, socioeconomic status, or cognitive development, our EPP continues to build upon this foundational design. We remain driven toward the ever-elusive standard of excellence in our teacher preparation. The central impetus of our drive in meeting these demands resides within the arduous process of seeking national accreditation. This presentation rests upon the building blocks of our journey.

**Session 5H**

Location: Veramendi J

**Gamification in Teacher Education: Assessing Dispositions in an Introductory Course**

*Curby Alexander*  
*Texas Christian University*

One of the most important transitions preservice teachers make during their preparation is from assignment-oriented students to student-centered education professionals. Faculty, in addition to imparting pedagogical knowledge and skills to preservice teachers, must also model, monitor, and cultivate professional educator dispositions in their courses and field experiences. Professional educator dispositions are relatively simple to identify, but assessing them presents a challenge to teacher preparation programs. This session will address how to use gamification strategies, the use of game mechanics in a non-game environment, to monitor and assess educator dispositions in an introductory teacher education course.

**Session 5I**

Location: Chautauqua

**Empowering Teacher Educators to Enhance the STEM Preparation of Teachers: The NASA STEM Educator Professional Development Collaborative**

*John Beck, Leslie Huling & Araceli Ortiz*  
*Texas State University*

This session will provide an overview of the nationwide professional development model employed by the NASA STEM Educator Professional Development Collaborative at Texas State University, including summary evaluation data. Also, the session will provide details about Teacher Education Network of Minority Serving Institutes and the Minority Educator Institutes for preservice teachers and faculty hosted at each of the 10 NASA centers. Information about free NASA resources and professional development opportunities will be shared.

**BREAKOUT SESSION VI**  
**Tuesday, October 18, 9:00-9:45 AM**

**Session 6A**

Location: Veramendi A

**Flipping Assessment – It Just Makes Sense**

*Cathy Box*

*Lubbock Christian University*

Research thus far in the emerging field of flipped learning has showed much promise in its potential to increase student engagement and provide opportunities for critical thinking, resulting in improved learning. The purpose of this session is twofold. We will: 1) investigate strategies that allow preservice teachers the opportunity to show mastery of TExES competencies by leveraging the power of flipped learning and related formative assessment strategies, and 2) provide strategies that your preservice teachers can use as they venture into the world of 21st Century learning, harnessing the power of flipped learning and the assessment opportunities it affords.

**Session 6B**

Location: Veramendi B

***Centralization and Collaboration: The Journey to Effective Management of Student Data for Reporting***

*Misti Corn & Arlen Strader*

*Texas A&M University*

This session will highlight the process of one EPP's journey to create a central repository for student data related to teacher certification. The data portal, developed out of necessity to ease data collection required for state and federal reporting, was a collaboration of in-house technology staff and stakeholders throughout the university's teacher preparation programs. This session will focus on the path traveled to create the data portal, its functions with regard to data entry and retrieval, and flexibility as reporting requirements change and provide a roadmap for other institutions to duplicate a similar process.

**Session 6C**

Location: Veramendi C

**Building for the Future: A Toolbox for Teacher Leaders**

*Raelye Self & Twyla Tasker*

*Angelo State University*

Cultivating, sustaining, and fostering teacher leadership is a critical component to any school's success. Providing opportunities for graduate candidates to experience the challenges of teacher leadership and fill their toolbox is an important step toward building for the future. In this interactive session, the presenters will address specific tools used in graduate education courses to prepare candidates for leadership roles.

**Session 6D**

Location: Veramendi D

**Understanding Educator Retention in Texas and Its Impact on Policy**

*Rickey Frierson, Sly Mata & Toni Templeton, University of Houston*

*Cathy Horn & Sherri Lowrey, Center for Research, Evaluation and Dissemination of Teacher Education (CREATE)*

Preparing and retaining a strong supply of highly effective teachers and campus-level administrators is one of Texas' most critical public workforce issues. Much has been written about the influences on teacher retention, but far less research has explored the complex contributions to principal retention, the associated outcomes of a stable principal presence, or the influence of policy on educator preparation program implementation and outcomes. This interactive symposium consists of three papers describing the retention patterns and trends of a cohort of Texas teachers and administrators entering the workforce in 2009-2010 and lays the foundation for development of relevant policy and practice.

**BREAKOUT SESSION VI**  
**Tuesday, October 18, 9:00-9:45 AM**

**Session 6E**

Location: Veramendi G

**Leveraging Video for Learning**

*Deliah Davis, Viveca Grant, Ingrid Haynes-Mays, Bernell Peltier-Glaze & Jacqueline D. Smith  
Texas Southern University*

Educators are now attempting to increase the extent to which teachers are observed, observe each other, and receive support from colleagues. However to that end, schools and districts face significant structural impediments: 1) teachers are busy and cannot float between classes to observe during the day, 2) administrators may not have the time to observe and give robust feedback, and 3) broker peer support among teachers; they rarely receive expert feedback in their own content area. If used well, video technology can help overcome these barriers and accelerate the process of opening up instruction to observation and feedback. To improve our teaching methods, we must understand what our current teaching methods are.

**Session 6F**

Location: Veramendi H

**Beyond Academic Ability: Assessing Dispositions Using a Group Interview Process**

*Laura Allen, Courtney Crim, Pat Norman & Heather Haynes Smith  
Trinity University*

How do you assess the non-academic attributes of prospective teachers, such as dispositions and “fitness to teach”? This session will describe the DAP™ – Dispositions, Attributes, and Proficiencies – a 90-minute structured group interview process that assesses oral communication, human interaction, critical thinking, and leadership. Taken together, these four attributes provide a valid and reliable predictor of student teaching success. Faculty from Trinity University will share experiences using the DAP™ and how it meets CAEP Standard 3.3.

**Session 6G**

Location: Veramendi I

**P16/20 Councils: Harmony Between Institutions**

*Emily M. Fraser, Randy Hendricks, Bill Jewel, Courtney A. Roberson & Marlene Zipperlen  
University of Mary Hardin Baylor*

P20 councils are examined to introduce the frameworks and the intentions of P20 councils. P20 councils ensure students in public school districts which is to exposed to college and career readiness instruction and to prepare the student for the workforce so they may become an asset to their community through their desired profession. House Bill 5 is a product of these councils and has been put into law to ensure educators are allowing for opportunities and experiences among the student’s other high school requirements. This presentation combines House Bill 5 and P20 councils to illustrate the commonality and effectiveness.



## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION VI Tuesday, October 18, 9:00-9:45 AM

#### **Session 6H**

Location: Veramendi J

##### **Pride Prep – A Unique Dual Credit Partnership**

*Charlie Alderman, Commerce ISD*

*Tim Letzring, Mark Reid & Erin Swinson, Texas A&M-Commerce*

The Texas Administrative Code now allows ninth graders to take dual credit courses. This new development opens up the path for these courses to an even greater population. This expansion has resulted in greater oversight especially from SACSCOC, our regional accrediting body. Dr. Wheelan sent a June 2, 2016 email outlining a litany of concerns SACSCOC has with this expansion of dual credit. Learn about a unique program partnering with school districts that capitalizes on this opportunity with the offering of dual credit courses for qualified 9th graders. This session will also help prepare participants for the coming accountability measures.

#### **Session 6I**

Location: Chautauqua

##### **Social Media, Sexting, Dangerous Blogs! Students Know What is There, Do You?**

*Lesley Casarez & Kristen Lyons*

*Angelo State University*

Many social media outlets now provide ways to refer those in danger of self-harm and suicide. Twitter, Facebook, YouTube, and others offer ways that you can report if you fear someone is in danger. Other technological issues or hot topics include sexting and dangerous blogs. Information on how technology is shaping the field of mental health, especially in the areas of self-harm and suicide, will be presented. As the first point of contact with many students, educators should be aware of the implications of social media and other technology.





## Fall 2016 Teacher Education Conference BREAKOUT SESSION DESCRIPTIONS

### MEMBER ORGANIZATIONS

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**Fall 2016 Teacher Education Conference  
BREAKOUT SESSION DESCRIPTIONS**

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

Texas Coordinators for Teacher Certification Testing  
(TCTCT)

Texas Directors of Field Experiences  
(TDFE)

Texas Association of Teacher Educators  
(TxATE)

# TxEP: Texas Educator Preparation

Volume 1: 2017

Published by the Consortium of State Organizations for Texas Teacher Education

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## *Call for Manuscripts*

2016 CSOTTE Conference presenters are invited to submit manuscripts based on their presentation for possible publication in the first volume of the CSOTTE journal, TxEP: Texas Educator Preparation, to be published online. Proposed manuscripts will undergo a double-blind review process. To be considered, a manuscript must be previously unpublished and not under consideration with another publication. Presentation at the CSOTTE Conference is not required, but priority will be given to CSOTTE presenters.

The purpose of TxEP: Texas Educator Preparation is to create a medium for discussion and analysis of educator preparation issues with a specific focus on Texas. The journal will serve to disseminate research, best practices, and professional application. Articles may have a research, practitioner, or professional focus.

### **SUBMISSION REQUIREMENTS**

**STYLE:** The full manuscript must adhere to the Publication Manual of the American Psychological Association (6<sup>th</sup> edition).

**FORMAT:** Abstract Length: 150 word count maximum  
Manuscript Length: 2500-5000 word count (double-spaced)

Cover page must include author(s) name(s), manuscript title, email addresses for each author, phone number for lead author, author affiliations, and date of submission. If the work was presented at the CSOTTE 2016 Fall Conference, also indicate the session number and session title.

Author(s) must remove any identifiable information from the manuscript to ensure a blind review. If the author's work is cited, it should be cited as "author(s), (date)" in both the manuscript and in the reference listing.

**TABLES & FIGURES:** Format all tables and figures as per APA guidelines and embed within the manuscript; not as appendices or separate files.

**PHOTOGRAPHS/ARTWORK:** Authors are responsible for obtaining any needed releases or permissions for use of photographs or artwork. Documentation of such permissions should accompany the proposed manuscript.

**SUBMISSION PROCEDURES:** Send two documents (cover page and manuscript) in .doc/.docx format to [csotte.txep@gmail.com](mailto:csotte.txep@gmail.com) with the subject line: TxEP 2016 Proposal. A confirmation of receipt will be sent by email. If a confirmation email is not received, please send an inquiry to the same email or to the managing authors directly.

**DEADLINE:** January 15, 2017

**PUBLICATION DATE:** May 2017

### **2017 Managing Editors**

Elda Martinez ([emartin@uiwtx.edu](mailto:emartin@uiwtx.edu)) & Amanda Rudolph ([rudolopham@sfasu.edu](mailto:rudolopham@sfasu.edu))

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TxEP: Texas Educator Preparation [ISSN 2474-3976 online]  
The Journal of the Consortium of State Organizations for Texas Teacher Education

[www.csotte.com](http://www.csotte.com)

# The Texas Forum of Teacher Education

## Call for Manuscripts

### Volume 7: 2017

*Published by the Texas Association of Teacher Educators*

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The goal of the Forum is to promote scholarship regarding campus-based and field-based Teacher Education in Texas.

Proposed manuscripts undergo a blind review process and must be unpublished and not in review with other publications. TxATE members, including graduate students, are encouraged to submit manuscripts. Authors must be active TxATE members as a condition for publication.

#### **Submission Requirements**

- Style:** The manuscript must adhere to the Publication Manual of the American Psychological Association (6th edition).
- Format:** Cover Page (name, institution, & email of each author) Abstract Length: 200 maximum Manuscript Length: 2500-5000 words (double-spaced) No page numbers Saved in .doc or .docx format
- Tables & Figures:** Follow APA guidelines and embed within the manuscript.
- Photographs/Artwork:** Authors are responsible for obtaining permission for the use of any artwork or photographs. Permission documentation must accompany manuscript submission.

#### **Submission Procedures**

Send the following three documents to the managing editor with the subject line, "2017 Forum Manuscript":

- Cover Page
- Manuscript with author/institution identifiers
- Manuscript WITHOUT author/institution identifiers

#### **Submission Deadline**

**June 15, 2017**

#### **Publication Date**

**October 2017**

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