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# CSOTTE

*Forging the Future*

*Shaping  
Teachers and Students  
through  
Collaboration and Research*



OCTOBER 20-22, 2013  
SAN ANTONIO, TEXAS

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CITY OF SAN ANTONIO  
JULIÁN CASTRO  
MAYOR

Welcome to San Antonio for the Consortium of State Organizations for Texas Teacher Education Fall 2013 Teacher Education Conference! We are pleased to host you in our city.

Now the nation's seventh-largest city, San Antonio represents the new face of America — a diverse, globally competitive city with a dynamic vision for national and international economic development. In addition to our unique treasures like the Alamo and the River Walk, you will find an emerging brainpower community fueled by a robust economy that is led by the biosciences and other 21st century industries like aerospace, health care and cybersecurity.

I hope you will have an opportunity while you are here to take in the myriad attractions in our city. On behalf of the residents of San Antonio, I wish all of you a memorable and enjoyable stay!

Sincerely,

A handwritten signature in blue ink, consisting of stylized, overlapping loops.

JULIÁN CASTRO  
MAYOR

**Consortium of State Organizations For Texas Teacher Education**  
**Fall 2013 Teacher Education Conference**  
**Omni San Antonio at the Colonnade**  
**October 20-22, 2013**

Dear Colleagues,

Welcome to the 2013 CSOTTE Fall Texas Teacher Education Conference! Our conference returns to San Antonio and our conference theme, Forging the Future, points to the role that educator preparation programs must play. This year we have started to go green as much as possible. Very little print material will be available for you but we have secured WiFi access throughout hotel. Use our QR code to access all the features of the program. We requested that the presenters send their materials so you might access them prior to the conference and to help all of you make informed choices.

Our keynote speakers will enhance what we think in the future. We have tapped into our own San Antonio Intercultural Development Research Association's Dr. Bradley Scott, keynote for Sunday evening. For our Monday program we have a PDK emerging leader, Dan Quinn, who will address education policy. The CSOTTE board has increased their efforts to invite more vendors that offer technological teaching tools and support. Visit the vendors and learn about the latest in supporting programs and candidates.

This year, we continue to offer pre-service candidates an Emerging Scholars Track providing them an opportunity to join us in conversation. This one-day event on Monday offers teacher candidates and beginning teachers the opportunity to attend a keynote address, share their research, and attend special presentation sessions addressing technology integration and navigating the first three years of teaching. Say hello and offer encouragement to all of them.

You should have a great conference via electronic means. Whether you use your smart phone, tablet, or computer, you have access throughout the conference. No need to carry around heavy folders, mounds of paper, or other stuff. Simply point your QR reader to the conference QR code and be taken to the conference materials.

I encourage you to complete the post-conference on-line survey. The CSOTTE board is appreciative of feedback and recommends changes each year based on their review of the feedback received in the post-conference surveys. This year we will select a respondent for a free registration for next year's conference.

We appreciate your attendance at this year's conference. I sincerely hope you have an enjoyable and fruitful experience. Both Sunday night and Monday night are open so that you may enjoy all that San Antonio has to offer. Let us know how we can best meet your needs. We look forward seeing you at next year's conference in Dallas.

*Dr. John Miazga*  
2013 CSOTTE Chair

**Consortium of State Organizations For Texas Teacher Education**  
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**Conference at a Glance**

Sunday, October 20, 2013			
10:00AM	12:45 PM	CSOTTE Board Meeting & Luncheon	Colonnade C
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	Sam Houston Room
1:00 PM	2:30 PM	TDFE Board Meeting	Colonnade A
1:30 PM	2:15 PM	TCTCT General Meeting	La Joya Ballroom
2:30 PM	3:30 PM	TxATE General Meeting	Conference Center A
2:30 PM	3:30 PM	TACO Board Meeting	Boardroom
2:45 PM	4:15 PM	TAECTE	Colonnade C
2:30 PM	4:15 PM	TDFE General Meeting	Conference Center B
2:45 PM	4:15 PM	TACA General Meeting	Colonnade B
3:00 PM	4:15 PM	TCTCT Board Meeting	Sam Houston Room
4:30 PM	6:00 PM	General Session I, see page 9	Grand Ballroom ABCD
<p>Speaker: <b>Dr. Bradley Scott</b>  <b>Director of the Equity Assistance Center, IDRA</b>  <i>"Seeing Texas Futures through a Lens of Educational Equity:  Changing the Optic will Change the View"</i></p> <p style="text-align: center;">(Dinner On Your Own)</p>			
Monday, October 21, 2013			
7:00 AM	8:30 AM	Continental Breakfast**	Foyer Area
7:00 AM	5:00 PM	Registration & Exhibits	Foyer Area
8:30 AM	10:00 AM	General Session II, see page 10	Grand Ballroom ABCD
<p>Speaker: <b>Daniel J. Quinn</b>  <b>Teacher, Researcher &amp; Phi Delta Kappa (PDK) 2013 Emerging Leader</b>  <i>"Action in Research"</i></p>			
10:15AM	10:45 AM	Emerging Scholar Poster Sessions	Foyer Area
10:15AM	12:15PM	TACTE Executive Board Meeting	Boardroom
11:00AM	12:00 PM	Breakout Sessions 1, page 14	See Program Descriptions 1A, Grand Ballroom A 1B, Grand Ballroom B 1C, Grand Ballroom C 1D, Conference Center A 1E, Conference Center B 1F, Bolo's PDR 1G, Colonnade C 1H, Colonnade AB 1I, La Joya Ballroom
<p>* See conference eProgram,  <a href="http://www.csotteconference.com">www.csotteconference.com</a>, for General and  Breakout Session details</p>			
12:15PM	1:45 PM	General Session III, see page 11	Grand Ballroom DEFG
<p><b>Awards Luncheon</b></p> <p>Plated Luncheon &amp; Musical Entertainment by  Mariachi Los Tigres, Austin Academy, San Antonio ISD  TDFE presents Student Teacher of the Year Awards  TACA presents Student Intern of the Year Awards  TACTE Award  TxATE Award  CSOTTE Friend of Teacher Education Award</p>			
2:00 PM	4:30 PM	TACTE General Meeting	Colonnade AB

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<b>Monday, October 21, 2013 Cont'd.</b>			
2:15 PM	3:15 PM	Breakout Sessions 2, page 19  * See conference eProgram, <a href="http://www.csotteconference.com">www.csotteconference.com</a> , for General and Breakout Session details	See Program Descriptions 2A, Grand Ballroom A 2B, Grand Ballroom B 2C, Grand Ballroom C 2D, Conference Center A 2E, Conference Center B 2F, Bolo's PDR 2G, Colonnade C
3:30 PM	4:30 PM	Breakout Sessions 3, page 23  * See conference eProgram, <a href="http://www.csotteconference.com">www.csotteconference.com</a> , for General and Breakout Session details	See Program Descriptions 3A, Grand Ballroom A 3B, Grand Ballroom B 3C, Grand Ballroom C 3D, Conference Center A 3E, Conference Center B 3F, Bolo's PDR 3G, Colonnade C 3H, Grand Ballroom D 3I, Grand Ballroom E
4:45 PM	6:00 PM	EDICUT General Meeting (Dinner On Your Own) Hotel Shuttle Buses Available to the Riverwalk: <b>Bus #1</b> 6:00 PM – Pick Up at Omni 7:00 PM – Pick Up at Omni 9:30 PM – Pick Up at Riverwalk 10:30 PM – Pick Up at Riverwalk	Colonnade AB  <b>Bus #2</b> 6:30 PM- Pick Up at Omni 7:30 PM – Pick Up at Omni 10:00 PM – Pick Up at Riverwalk 10:30 PM – Pick up at Riverwalk
<b>Tuesday, October 22, 2013</b>			
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 4, page 28  * See conference eProgram, <a href="http://www.csotteconference.com">www.csotteconference.com</a> , for General and Breakout Session details	See Program Descriptions 4A, Grand Ballroom A 4B, Grand Ballroom B 4C, Grand Ballroom C 4D, Conference Center A 4E, Conference Center B 4F, Bolo's PDR 4G, Colonnade C 4H, Colonnade AB 4I, La Joya Ballroom
8:50 AM	9:50 AM	Breakout Sessions 5, page 33  * See conference eProgram, <a href="http://www.csotteconference.com">www.csotteconference.com</a> , for General and Breakout Session details	See Program Descriptions 5A, Grand Ballroom A 5B, Grand Ballroom B 5C, Grand Ballroom C 5D, Conference Center A 5E, Conference Center B 5F, Bolo's PDR 5G, Colonnade C 5H, Colonnade AB 5I, La Joya Ballroom
10:00 AM		General Session IV, see page 13 <b>TACA / TACO Joint Information Meeting</b> Brunch **	Grand Ballroom DEFG

\*\* Your conference name tag is your meal ticket

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## Emerging Scholars Track

### Emerging Scholars Conference Schedule

<b>7:30-8:30</b>	<b>Registration</b> Poster presentations will be set up during this time	<i>Foyer</i>
<b>8:30-10:00</b>	<b>General Session</b> Speaker: Daniel J. Quinn Phi Delta Kappa 2013 Emerging Leader	<i>Grand Ballroom</i>
<b>10:15-11:15</b>	<b>Poster Presentations</b> Emerging Scholars presenters at poster displays for scholarly discourse with CSOTTE attendees and other presenters	<i>Foyer</i>
<b>11:15-12:30</b>	<b>Lunch on your own</b>	
<b>12:30-1:45</b>	<b>Session #1 All Participants</b> <b>Stepping Out with Professionalism: Getting that Job and Keeping It!</b> Dana Mayhall Abilene Christian University	<i>La Ioya Ballroom</i>
<b>2:00-3:15</b>	<b>Session #2 Focus for EC-6</b> <b>Differ-what-tiation? Strategies for Elementary and Middle School Learners"</b> Dr. Fern Dallas University of Texas at San Antonio	<i>La Ioya Ballroom</i>
	<b>Session #2 Focus for Secondary</b> <b>Classroom Management with the Big Kids!</b> Dana Mayhall Abilene Christian University	<i>Sam Houston</i>
<b>3:30-4:30</b>	<b>Session #3 All Participants</b> <b>Now that I'm a REAL Teacher: Lessons Learned from Beginning Teachers</b> Panel of beginning teachers: <b>Paul Victor</b> <b>Patricia Espinoza</b> <b>Alison Abelow</b> <b>April Jumper</b>	<i>La Ioya Ballroom</i>

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**Emerging Scholars Track**

**Emerging Scholars Poster Presentations**

**Teacher Preparation with an International Flavor**

Critiana Villagomex, Gerado Alanis, Autumn Stankavich & Meleesa Halling  
*University of St. Thomas*

**Expanding My Views of Research**

Whitney White  
*Abilene Christian University*

**Analyzing the Causes of Underachievement in Gifted and Talented Students**

Michelle Solomon  
*Baylor University*

**Service Learning: A Teacher Candidate's Perspective**

Meredith Smith & Peggy Wallace  
*University of St. Thomas*

**Does Letter Formation Matter?**

Katie Nelson  
*Baylor University*

**Complicity and Resistance: Understanding Teachers' and Administrators' Responses to a High-Stakes Testing Policy in Reading**

Tara Lowe  
*Abilene Christian University*

**Collaborative Partnerships in Learning**

Jennifer Hall, Keenan Palmer & Odilia Espino  
*Texas Woman's University*

**The Effect of Whole-Class versus Small Group Discussion on Student Comprehension of Poetry**

Laura Haigler  
*Baylor University*

**Growth through Undergraduate Research**

Juleen Flint and T'Neise Ragland  
*Abilene Christian University*

**Empowering Teacher Candidates' Literacy Instructional Practices through Field-Based Learning**

Kayla Smith and Joanna Parker  
*University of Houston-Downtown Urban Education*



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## CSOTTE Board

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**MEMBER ORGANIZATIONS**

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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 Early Childhood Teacher Educators  
(TAECTE)

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)

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**GENERAL SESSION I**

*Sunday, 4:30-6:00pm, Grand Ballroom ABCD*

## **Dr. Bradley Scott**

Director of the Equity Assistance Center  
Intercultural Development Research Association (IDRA)

*"Seeing Texas Futures through a Lens of Educational Equity:  
Changing the Optic will Change the View"*



The Intercultural Development Research Association is an independent, non-profit organization that is dedicated to assuring educational opportunity for every child. Through its history IDRA has been a vocal advocate for the right of every student to equality of educational opportunity. IDRA was founded in 1973 by Dr. José A. Cárdenas and, today, is directed by Dr. María “Cuca” Robledo Montecel. IDRA fulfills its mission through professional development, research and evaluation, policy and leadership development, and programs and materials development.

Bradley Scott, Ph.D., an IDRA senior education associate, brings more than 40 years of experience to the field of education. At IDRA, he serves as director of the IDRA equity assistance center, the South Central Collaborative for Equity. The center works with school districts in Texas, New Mexico, Louisiana, Oklahoma and Arkansas, in the implementation of educational equity plans that increase equitable educational opportunity and greater access to high quality instruction for all students regardless of their race, gender or national origin; the preparation and adaptation of desegregation and unitary status plans and settlement agreements to decrease and eliminate racial isolation in public schools; community, parent and student involvement in the diverse school setting; establishment of nondiscriminatory policies; elimination of racially bias curricular materials, establishment of safe/non-hostile school environments, and the reduction of bullying, harassment and school violence for all students; and the creation of alternative materials development of human relations activities to promote racial harmony and an appreciation for diversity in public schools.

Dr. Scott earned his doctor of philosophy with a concentration in educational administration from the University of Texas at Austin. Dr. Scott has conducted training and provided technical assistance in human relations, intrapersonal and interpersonal communication, management and leadership skills development, effective leadership in diverse and desegregated settings, multicultural education, training for diversity, developing cross-cultural competence, and creating educational excellence for all through systemic change.

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**GENERAL SESSION II**

*Monday, 8:30-10:00am, Grand Ballroom ABCD*

## **Daniel J. Quinn**

Researcher & Phi Delta Kappa 2013 Emerging Leader

### *"Research in Action"*



Daniel Quinn is executive director of the Great Lakes Center for Education Research and Practice, an East Lansing, Michigan based non-profit which funds and disseminates education research and reviews of research. He is also a high school economics teacher at Grosse Pointe North High School in Grosse Pointe Woods, Michigan. Quinn previously served on the board of directors for both the National Education Association and the Michigan Education Association. He was selected as an Emerging Leader for 2012-13 by Phi Delta Kappa International and was recently profiled in the April 2013 edition of Kappan Magazine.

Dan Quinn will address three key issues of research in education: 1) practitioner based research, 2) university school partnerships, and 3) policy and practices. Mr. Quinn will share how his three roles intersect with education research and research mobilization.

He is currently a high school teacher, a doctoral student, and executive director for a non-profit research organization. In these roles, Quinn uses research in different ways that support teaching and learning from the classroom to policy decision making. His presentation fits into the conference theme of "Forging the Future: Shaping Teachers and Students through Collaboration and Research."

**GENERAL SESSION III**

Monday 12:15-1:45pm, Grand Ballroom DEFG

## Awards Luncheon

### **Texas Directors of Field Experiences:** 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.*

2013 Recipients:

Cristian Driver, LeTourneau University  
Amanda Schulte, Stephen F. Austin State University  
Courtney Porter, Texas A&M University

### **Texas Alternative Certification Association:** 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.*

2013 Recipients:

Adeeb Barqawi, Houston ISD ACP  
Shannon Thornton, ACT Houston  
Kristi Rogers, ACT Rio Grande Valley

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**Texas Association of Colleges for Teacher Education: 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:**

**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

**Consortium of State Organizations for Teacher Education:**

**Friend of Teacher Education Award**



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

2013 Recipient: Janice Lopez

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**GENERAL SESSION IV**

*Tuesday, 10:00am-12:00pm, Grand Ballroom DEFG*

# **Brunch & TACO/ TACA Joint Information Meeting**

Panel Presentation: Texas Education Agency

*Sandra Nix*

Manager  
Educator Preparation Programs



*Marilyn Cook*

Manager  
Educator Testing



*Norma Torres-Martinez*

Director  
Educator Testing & Certification

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 21, 11:00 AM – 12:00 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 1A. Thirty Minute Sessions

Facilitator: Alma Rodriguez  
Room: Grand Ballroom A

a. ***Elementary School ELL Teachers' Perceptions and Knowledge of Literacy Constructs***

Dr. Sheldon M. Barr

*Region 4 Education Service Center*

Ineffective classroom instruction, is a major contributor to the high incidence of reading problems in the United States. Researchers attribute poor classroom instruction to a lack of teachers' basic understanding of the concepts related to the English language that are necessary to teach literacy. Is there a similar contributing factor related to the low literacy levels of young English language learners (ELLs) who are approaching a new language at the same time they are learning to read? What do elementary school teachers of ELLs perceive and know about evidence-based literacy instructional practices?

b. ***A Practitioner Research Exploration of Preservice Teachers' Perceptions of Literacy and Biliteracy Development: Lessons Learned***

Dr. Sandra I. Musanti

*The University of Texas at Brownsville*

This study explores the ethnic and linguistic identity of bilingual preservice teachers in South Texas, and their beliefs about literacy and biliteracy in the context of an undergraduate class focused on learning about emergent literacy teaching in the bilingual classroom. From the perspective of a practitioner researcher, the goal is to understand how to provide challenging opportunities for candidates to explore and critically reflect on their cultural identity and beliefs to promote a situated understanding of their teaching role in developing early literacy and biliteracy.

#### 1B. Thirty Minute Sessions \*CHANGE

Facilitator: Susan Allen  
Room: Grand Ballroom B

a. ***Social Media – Tools for Advancing Pedagogical Reasoning***

Dr. Stephanie Grote-Garcia, Dr. Elda Martinez

*University of the Incarnate Word*

The purpose of this presentation is to discuss a qualitative study that explored the use of seven social-media venues in advancing pedagogical reasoning. In this presentation, participants will be introduced to the Checklist of Social Media and Epistemological Advancement (CSMEA), a checklist that assists teacher educators with selecting social-media tools. In addition, participants will partake in a brief demonstration of the seven social-media tools examined. Additional findings of the research study will be shared.

b. ***Preparing to Jump off of the Accreditation Cliff***

**\*CHANGE: MOVED FROM 3C**

Dr. Aaron Hunt

*West Texas A&M University*

This presentation proposal aims to describe the experiences and perceptions of education faculty at WTAMU for the increased awareness and quality of the accreditation process for WT and beyond. The overall outcome is to deliver a qualitative narrative based on a case study that will reveal information to further motivate and bring education departments together to continue to implement quality teacher education with fidelity.



## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 21, 11:00 AM – 12:00 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 1C. Thirty Minute Sessions

Facilitator: John Miazga  
Room: Grand Ballroom C

a. ***Students Speak: What Pre-service Teachers Need to Know about Encouraging Diverse Students to Enter the College Readiness Track***

Dr. Scott Bailey  
Erin Kay

Stephen F. Austin State University  
Lufkin ISD

The typical Pre-AP or AP classroom seldom reflects the diversity of the campus it represents. Getting representative numbers of diverse students to participate in advanced coursework has been challenging. Utilizing survey results and student interviews (N=150+), this study identifies the reasons academically capable students from diverse backgrounds do not self-select for advanced coursework. The results will be presented as a series of action steps for teachers who want to encourage diverse students to challenge themselves academically. This information is especially important for pre-service teachers who may not have a background working with diverse students.

b. ***College Social Experiences between First-Generation Students and Other Students Enrolled in a STEM Discipline at a Historically Black College and University***

Dr. Terence Hicks

Prairie View A&M University

The primary purpose of this study was to determine the differences in the levels of social engagement between first-generation and other college students enrolled in a STEM discipline at a Historically Black College and University. A two-group ex post facto research design using a single questionnaire was used for the study. A stratified sample of 90 college students participated in the study. The data for the research questions were analyzed using descriptive and inferential statistics based upon the subscales of the College Student Experiences Questionnaire.

#### 1D. Thirty Minute Sessions

Facilitator: Zach Rozell  
Room: Conference Center A

a. ***The Development of the Elementary Principal as a Technology Leader***

Dr. Alejandro Garcia

The University of Texas at Brownsville

This qualitative study examined the reported origin and influence of technology skills, dispositions, academic preparation, experiences and technology-related professional development activities on a principal's ability to function as a technology leader. An online questionnaire and face-to-face audio interviews were utilized to determine technology skill and disposition categories, which aligned with the National Technology Standards for Administrators (NETS-A). Graduate school catalogs and syllabi were also used as artifacts in this qualitative study. The results assisted in creating an understanding of the dynamics of the formal and informal preparation of elementary principals that contribute to their development as public school technology leaders.

b. ***How can Principal Preparation Programs Prepare Aspiring Principals to be Effective Supervisors?***

Dr. Karen Taylor Backor

Schreiner University

This study addresses the gap in literature by examining the perceptions of supervision experts on how principal preparation programs should prepare principals as effective supervisors.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 21, 11:00 AM – 12:00 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 1E. Thirty Minute Sessions

Facilitator: TBD  
Room: Conference Center B

a. ***Connecting Research to Practice for Teacher Educators: Project IDEAL (Informing & Designing Education for All Learners)***

Dr. DeAnn Lechtenberger,  
Frank Mullins, Ph.D.

*Texas Tech University  
The University of Texas of the Permian Basin*

Project IDEAL: Informing & Designing Education for All Learners is a distance learning model demonstration project, funded by the Texas Council for Developmental Disabilities in partnership with Texas Tech University's College of Education. This grant funded project was charged with developing a replicable, sustainable teacher education model to increase the number of skilled teachers and school administrators who can provide positive, inclusive classrooms for ALL students including those students with disabilities. The website developed provides teaching modules, videos, and other resources for teacher educators to use as drop-in ready-made materials for their teacher preparation courses.

b. ***Preservice Teachers' Attitudes toward Students with Disabilities: A Study of Candidates Enrolled in Teacher Preparation Programs***

Dr. Lesley Casarez

*Angelo State University*

The purpose of this research was to gain a better understanding of preservice teacher candidates' perceptions of special education knowledge as related to self-efficacy and attitudes toward disabilities. A mediational model was proposed in which knowledge was the independent variable, responsibility of educating students with disabilities was the dependent variable, and self-efficacy was the mediator. Preservice teacher education candidates were evaluated during the 2012-13 school year in three areas: knowledge of basic special education rules and procedures, teacher self-efficacy of working with students with disabilities, and attitudes toward people with disabilities. Mediation was tested using Structural Equation Modeling (SEM).

#### 1F. Thirty Minute Sessions

Facilitator: TBD  
Room: Bolo's PDR

a. ***UTEP Partnerships: School-University Collaboration Forging a New Future***

Dr. Judith Munter, Hector Hernandez, Jr.  
Dr. Ron Livermore, Felipe Barraza

*The University of Texas at El Paso  
Ysleta Independent School District*

UTEP and Ysleta ISD partners will provide examples illustrating institutionalized partnership structures that have been developed to promote access and excellence for K – 16 students, in predominantly Hispanic communities. Many of the participating college students are future teachers, and developing exemplary practices for the student teachers is a key component, together with school-community-university partnerships.

b. ***The District-Wide Implementation of a Professional Learning Community: Challenges to Building Capacity***

Dr. Jesus 'Chuey' Abrego, Jaime Lopez

*The University of Texas at Brownsville*

The purpose of this study is two-fold, to explore what influence the school district's transformation into a PLC had on the district's culture and to focus on identifying specific actions and processes used by the district that may have changed the district's culture. The presentation will share preliminary findings for one of Hord's PLC challenges and share lessons learned about building capacity at the district level.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 21, 11:00 AM – 12:00 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 1G. Thirty Minute Sessions

Facilitator: Brian Miller  
Room: Colonnade C

a. ***The Use of Twitter in Professional Development***

Carrie Ross, Dr. Robert M. Maninger, Dr. Sam L. Sullivan

*Sam Houston State University*

This study sought to prove that educators are using Twitter to increase their professional learning opportunities beyond the boundaries of traditional professional development offers, and educators feel a greater sense of fulfillment receiving professional development through networking and community learning than they do through traditional means of learning. A population of 160 educators, 105 females and 55 males between the ages of 22 and 65, were surveyed directly through education related hashtags on Twitter. An additional 32 educators from the survey population elected to participate in an interview. The study discovered that educators are frequently using Twitter professionally to collaborate, network, and engage in professional development, 90% of educators are extremely likely to use Twitter for professional development in the next 6 months, and 69% of educators say their use of Twitter for professional learning will increase over the coming school year

b. ***Teachers' Perception of Professional Development***

Randy Lamb  
Dr. Christie Bledsoe, Dr. Marlene Zipperlen

*Southwestern Assemblies of God University  
University of Mary Hardin-Baylor*

This study examined teachers' perceptions about professional development. The study was a quantitative, cross-sectional survey and involved both elementary and secondary teachers in two school districts in Central Texas. The results are applicable to those preparing professional development programs and preservice teacher preparation. The goal of this study was to determine if there is a relationship between teachers' perceptions of professional development and their teaching experience, as well as the correlation of teacher age, gender, grade level, or educational attainment. Additional qualitative data was collected to understand the influence of professional development in changing teacher behavior.

#### 1H. Thirty Minute Sessions

Facilitator: Sue Owens  
Room: Colonnade AB

a. ***Competence and Confidence: Keys to Preparing Teachers to Meet the Challenges of Tomorrow's Technologies***

Jana M. Willis, Michelle Giles

*University of Houston- Clear Lake*

Tomorrow's teachers are entering classroom where not only technology is evident and integrated but expected and anticipated. Preparing teachers in effective use of technology in the classroom now faces additional challenges of staying ahead of rapid changes in technology. To address these challenges and prepare teachers to be competent and confident in their use of all future technologies new methods of preparing teachers in technology use need exploring. This presentation will focus on results of a study conducted to examine impact of a course design focused on building competence and confidence of teacher candidates in technology use.

b. ***Teaching without a Net: Using Wikis, Blogs, eJournals, and Discussion Forums to Make Current Educational Issues Come Alive in any Online, Teacher Education Course Setting***

Dr. Chip Fischer, Dr. Olga Fischer

*The University of Texas at Tyler*

A rationale will be presented for the use of 21st century, Web 2.0 communication tools--specifically, wikis, blogs, ejournals, and discussion forums--as a means of enhancing online teaching and learning in relation to the study and analysis of current educational issues. The presenters will show how these tools can be used to transform educational issues-related communication, collaboration, and cognition across both whole courses and/or specific components of courses, in ways that will enable both teachers and students to experience educational issues, less as content to be studied, and more as questions to be debated and stands to be taken.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 21, 11:00 AM – 12:00 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 1I. Thirty Minute Sessions

Facilitator: Sandra Parnell  
Room: La Joya Ballroom

a. *An Alternative to the Traditional Field Experience: Experiences within an Authentic Field Experience Setting*

Dr. Sarah McMahan

*Texas Woman's University*

Field experiences are a vital component of learning to teach. This presentation will detail the learning experiences from the structured, authentic cohort experience and the implications a different model of field experience can contribute to the overall growth and development of the preservice teacher candidates.

b. *Clinical Practice in Texas: A Report from the Field*

Dr. Elizabeth K. Ward  
Virginia Fender  
Dr. Krystal Goree  
Dr. Julie Teel-Borders  
Sara Langford

*Texas Wesleyan University*  
*The University of Texas at Tyler*  
*Baylor University*  
*LeTourneau University*  
*Texas A & M University-Texarkana*

This session describes the results of a survey designed to gather information on clinical education practices in Texas. All teacher education programs in Texas (traditional and alternative) were invited to participate. Data from the study, conducted in fall 2013, will be shared. Implications for teacher preparation programs, directors of field experience, and clinical faculty will be discussed.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 21, 2:15 – 3:15 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 2A. Thirty Minute Sessions

Facilitator: Brian Miller  
Room: Grand Ballroom A

a. ***Short-Term Study Abroad: Is There an Advantage for Preservice Teachers?***

Karla Eidson, Dr. Robert M. Maninger

*Sam Houston State University*

This presentation will look at a longitudinal study by the authors from 2008-2013. The richly defined data looks at whether there is an advantage to take preservice teachers overseas for short-term study abroad programs. Study abroad programs, generally speaking, are growing at most universities in Texas. Study abroad opportunities are often used as a recruitment tool for universities to gain their top student body candidates. This study searches students' self-reported self-actuated attitudes towards people of a culture other than their own, with pre and post survey data. The sense is obvious that their cultural awareness rises after they have been abroad for three or four weeks.

b. ***Developing Cultural and Linguistic Awareness with Pre-Service Teachers through Study Abroad in Mexico***

Dr. Mónica Vásquez Neshyba, Dr. Edie Cassell

*Texas A&M University*

In May 2013, undergraduate students from Texas A&M University participated in a 3-week intensive English-teaching program in a public elementary school in Mexico with a focus on the continuing development of their English as a Second Language teaching skills. The majority of the undergraduates had limited Spanish-speaking ability and familiarity with Mexican culture, yet were able to develop cultural and linguistic awareness through immersion in Mexican culture and when provided opportunities to build relationships with the elementary school Mexican students and their teachers. The presenters will share reflections on the program from themselves and the undergraduates.

#### 2B. Thirty Minute Sessions

Facilitator: Krystal Goree  
Room: Grand Ballroom B

a. ***Building a Community of Multicultural Practice through Critical Conversations***

Glenda Moss, Larry Bryant, Cynthia Rodriguez

*University of North Texas at Dallas*

The presenters will share their research design that created a setting for nine faculty members to engage in advancing their working relationship toward a stronger community of practice in a diverse setting. The diverse set of researchers/presenters will present early findings of their collaborative research study.

b. ***The Use of a Cultural Framework with Teacher Candidates for Preparing and Experiencing another Culture through Study Abroad***

Dennie L. Smith, David Byrd

*Texas A&M University*

A Cultural Framework that includes key questions related to the social, economic, political, geography, technology, religion, and aesthetics was used to establish a problem solving methodology for the study of other cultures. The Cultural Framework will be presented to demonstrate how teacher education candidates developed an expanded frame of reference with these conceptual questions through a study abroad trip. Specific methodology will be shared to demonstrate how students reflected on their own values in the study of multiculturalism and used key questions to experience another culture. Students also used iPads to document the Study Abroad Trip with photos, video and reflective notes.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 21, 2:15 – 3:15 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 2C. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom C

a. ***Service Learning and Teacher Preparedness:  
A Catholic University's Initiatives for Effective Teacher Education***

Dr. Ana-Lisa Gonzalez

*University of St. Thomas*

The importance for structured service learning initiatives in teacher education prompts the University of St. Thomas to create partner ships within public and private K-12 settings in order to ensure that teacher candidates are experiencing not only diversity in curriculum standards that exist among different settings, but also in student populations. The National Lemonade Day and local public school partnerships are described and future initiatives are discussed.

b. ***Elementary & University Scholars: Capturing Success through Personal Connections***

Dr. Renee Collins

*Hardin-Simmons University*

The presenter offers insights on how to plan a successful summer camp experience for diverse groups of learners: 100 struggling, economically disadvantaged Kdg-4th graders; six senior teacher preparation students; ten local schoolteachers; and 14 local community workers. The presenter shares the history of the camp, the planning, implementation, and reflection phases of the camp, and the various partnerships developed within the university, within the school district, and within the local community.

#### 2D. Thirty Minute Sessions

Facilitator: Kathleen Vinger  
Room: Conference Center A

a. ***Technology Integration with Teacher Candidates in a Summer Camp Setting***

Dr. Jodi Pilgrim, Dr. Joan Berry

*University of Mary Hardin-Baylor*

In today's schools, students are often required to complete assignments using technology when in many instances, their classroom teachers lack proficient technology skills themselves. One-to-one technology initiatives are becoming more common throughout the state, and Teacher Preparation Programs must train teachers to work in technology rich environments. The presenters will share one university's efforts to improve technology through preservice teacher immersion in a one-to-one iPad initiative and a summer camp setting. The focus of the presentation will be on learning Web Literacy and learning with technology.

b. ***Teaching Online: Meeting the Challenges and Appreciating the Benefits***

Dawn Wilson, Kay Busiek, Charlotte Fontenot, Linda Brupbacher

*Houston Baptist University*

Explore the possibilities and challenges of online learning as a panel of four university professors (experienced with both face-to-face and online teaching) share some of the design possibilities (both synchronous and asynchronous) for online courses, current research on best practices in online learning and a comparison of the skill sets needed for face-to-face and online planning and teaching -- as well as their own very practical experiences and learning as they have developed and taught online courses.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 21, 2:15 – 3:15 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 2E. Thirty Minute Sessions

Facilitator: TBD

Room: Conference Center B

a. ***One Literacy Education Course – Two Delivery Formats: A Comparative Analysis of Learning Effectiveness***

Dr. Elaine Hendrix

*University of Houston – Clear Lake*

It is an undisputable fact that online learning continues to grow in popularity, usage, and acceptance (Bair & Bair, 2011; Lin, Dyer, & Guo, 2012). In addition, online delivery of teacher education courses is well established and continues to expand in many formats, i.e., faculty development and pursuance of graduate degrees (Schweizer, Hayslett, and Chaplock, 2008). It is rare, however, that one instructor experiences teaching one course in both traditional and online formats during the same semester and, as a result, has the opportunity to compare the effectiveness of each simultaneously. This presentation focuses on an examination of the learning experienced by these two classes of undergraduate students during a recent Literacy education course.

b. ***Improving the Quality of Teacher Preparation Reading Courses by Aligning Standards, Research, and Practice***

Dr. Kimberly Welsh, Dr. Gloria Gresham

*Stephen F. Austin State University*

Over the last few years, high stakes accountability has scaled its way to higher education. In an effort to better prepare teachers of reading, the standards for reading professionals (IRA Standards, 2010) provided the foundation for one University's Elementary Education Department's teacher preparation reading program's curriculum. The researchers sought to braid The Council for the Accreditation of Educator Preparation (CAEP) the International Reading Association (IRA), and the Texas Educator standards, into one curriculum document in an effort to improve the quality of reading coursework. This alignment correlated standards, research, and current practice.

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#### 2F. One Hour Session

Facilitator: Sue Owens

Room: Bolo's PDR

a. ***Finance and Resources: Comparison of the Condition of Education 2013 Report to the State of Texas***

Susan Buckley, Tracy Booth, Yancey Sanderson, Joseph Welch, Dr. Marlene Zipperlen

*University of Mary Hardin-Baylor*

If you are curious to see how the state of Texas compares to the nation in regards to finance and resources for higher education then this session is for you. We will look at the 2013 United States Department of Education Condition of Education Report and make side-by-side comparisons with the State of Texas. The six topics that will be analyzed and discussed include the price of attending an undergraduate institution, grants and load aid to undergraduate students, postsecondary revenues by source, expenses of postsecondary institutions, characteristics of postsecondary faculty and student loan volume and default rate.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 21, 2:15 – 3:15 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 2G. Thirty Minute Sessions

Facilitator: Alma Rodriguez  
Room: Colonnade C

a. ***After Reflecting on How I Teach, I Flipped***

Ronald J. Anderson

*Texas A&M International University*

Unsatisfied with the results in teacher candidate dispositions, the quality of their assignment product, and their skill in using technology in the classroom, the presenter decided to start the new academic year using the “flipped” model for the Assessment for Instructional Design course in the teacher preparation program. The presentation will compare and contrast the traditional course model with the flipped course model. It will also explore how changing from a traditional model to the flipped model required a change in class policies, use of technology, and class assignments.

b. ***The Application of John Dewey’s Ethical Thinking to Classrooms & Schools***

Douglas J. Simpson

*Texas Christian University*

The authors’ overview of Dewey’s theory demonstrates its relevance for both professional and student development. Among other Deweyan emphases noted and applied are the following: (a) the particular situation of actions, (b) the personal ideological backgrounds of concerned parties, (c) the key conceptions of participants, (d) the empirical contributions of research, (e) the ethical frameworks of participants, (f) the experiential learning of participants, (g) the precise motivations of individuals, (h) the idealistic goals of society, (i) the ecological nature of situations, classrooms and schools, (j) the hypothetical testing of alternative decisions and (k) the personal and social elements in final decisions.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 21, 3:30 – 4:30 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 3A. Thirty Minute Sessions

Facilitator: Brian Miller  
Room: Grand Ballroom A

**a. *Our Journey into Project Based Learning: Improving Practice and Teacher Quality***

Sylvia Taube, Tiffany Forester

*Sam Houston State University*

In this presentation, we will share our effort to implement a Professional Development School (PDS) model for teacher preparation using Project-Based Learning (PBL) as a methodology in all content methods courses at Sam Houston State University. It will also include testimonials of two PDS interns (EC-6 generalist) who used PBL to teach a learning unit during their student teaching semester. Finally, we will share our reflections on (a) professional development of teacher educators, (b) authentic curriculum/student learning, and (c) the challenges of using PBL as an innovative and reflective practice. Related PBL resources will be shared to the participants.

**b. *Turf Wars: A University/School Partnership for Problem Based Learning***

Callie L. Fortenberry, Michelle Huffman

*Texas A&M University Texarkana*

Problem Based Learning is a widely supported best practice for encouraging problem-solving and higher-level thinking; however, given high stakes testing demands, teachers at one rural elementary school in Northeast Texas were reluctant to let go of traditional teacher-directed instruction to embrace this student-centered approach. Presenters will detail a unique partnership between university education professors and one East Texas elementary school to implement a problem-based landscaping challenge, while targeting areas of needed improvement.

#### 3B. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom B

**a. *Project CASE: Strengths Based Planning to Support Students with Disabilities Transitioning into Higher Education***

Dr. DeAnn Lechtenberger,  
Frank Mullins

*Texas Tech University*  
*The University of Texas of the Permian Basin*

Project CASE: Connections for Academic Success and Employment is a collaborative partnership with the Burkhardt Center for Autism Education and Research; Texas Tech University, a four-year university; South Plains College, a regional community college; the Texas Department of Assistive and Rehabilitative Services; and local community employers. Funded by the Texas Council for Developmental Disabilities, Project CASE serves students with disabilities, ages 18-25, who are interested in furthering their education beyond high school and in exploring career pathways to meaningful, competitive employment. Participants will learn how strength-based planning can support students with disabilities to transition from high school to adulthood.

**b. *Reducing Over-Representation of African-American Students in Special Education Collaboration between EPP and Local School District***

Dr. Eric Budd, Devon Rodriguez  
John Fuerst

*Huston-Tillotson University*  
*Hayes Consolidated Independent School District*

This was collaboration between a local school district and Huston-Tillotson University, a historically Black university's EPP. The project goal was to address two issues facing new teachers as it relates to referring African American students for Special Education services. The first objective was to prepare pre-service teachers to understand the referral process and its impact on the disproportionality of African American students identified as Emotionally/Behaviorally Disordered and OHI. The second objective was to provide these pre-service teachers with the opportunity to work with students and their teachers as they prepared to transition these students from of special education.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 21, 3:30 – 4:30 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 3C. One Hour Session \*CHANGE

Facilitator: Amanda Rudolph  
Room: Grand Ballroom C

a. ***The Teacher Work Sample: One University's Experience***

Dr. Melinda Miller, Dr. Helen Berg  
Dr. Karla Eidson, Dr. Marilyn Butler, Dr. Janet Williams

*Sam Houston State University*

Presenters will describe their university's journey with the Teacher Work Sample. They will discuss challenges, successes, and changes that have been made over the years, as well as research studies that have emerged from the Teacher Work Sample.

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#### 3D. Thirty Minute Sessions

Facilitator: Robert Burgin  
Room: Conference Center A

a. ***Data Reporting Tool for Schools (DaRTS): Making Data Connections***

Sherri Lowrey, Mona Wineburg, John Beck *Center for Research, Evaluation and Advancement of Teacher Education*

There is increasing emphasis that the role of teacher education should include increasing student learning and strengthening schools. To connect teachers to preparation programs requires reliable longitudinal data systems. Texas is data rich, but the data sources remain compartmentalized. Making connections among the various types of relevant data can help districts and preparation programs become more effective. The Data Reporting Tool for Schools (DaRTS) is a series of reports configured to show how various preparation pathways and programs contribute to individual district's employment, assignment, and retention of teachers. DaRTS makes staffing trends more transparent in the 1000+ school districts in Texas.

b. ***Using the Assessment FOR Learning Cycle to Enhance Student Achievement***

Bruce E. Hill

*Cypress Fairbanks Independent School District*

Educators appreciate utilizing effective methods that are grounded in research and theory; however, teachers love ideas and strategies that can be put to practical use. One of the challenges teacher leaders face with assessment is being able to accommodate the diverse learners, learning styles, and readiness levels. In this session, participants will examine and recognize how the Assessment for Learning Cycle can be utilized in the classroom consistently to monitor and enhance student achievement. Participants will augment their current assessment literacy skills and expand their practical knowledge regarding formative assessment development, implementation and analysis.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 21, 3:30 – 4:30 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 3E. Thirty Minute Sessions

Facilitator: TBD

Room: Conference Center B

**a. *Forging the Future of Teaching in Texas: A Comparison of the Perspectives of Texas Teachers with the Recommendations of the Texas Teaching Commission***

Virginia Resta, Leslie Huling

*Texas State University*

In this session presenters will juxtapose the 2012 recommendations of the Texas Teaching Commission's policy report, Recommendations for the Next Generation of Teaching Policy in Texas, with findings from their own research involving focus groups of experienced teachers from five geographic regions across the state. The focus groups were the culmination of a ten-year longitudinal study that involved research collaboration among 7 universities and 37 school districts. Researchers will share their analyses in which they identified consistencies and discrepancies in the beliefs of Texas teachers with those who wish to shape state education policy.

**b. *Spotlight on Economic Outcomes***

Zachary Kline, Cari Chittick, David Myers, Dr. Marlene Zipperlen

*University of Mary Hardin-Baylor*

Educational attainment is directly correlated to dynamic workers, profitable companies, and higher salaries. However, in recent times, the wage value of a college degree varies. Texas Comptroller Susan Combs believes that "for the state's economy to continue its strong growth, it will be critical that we work to improve educational attainment." This session will focus on educational attainment from a local to global perspective. Topics included will be annual earnings of young adults and labor force participation and unemployment rates by educational attainment.

#### 3F. Thirty Minute Sessions

Facilitator: TBD

Room: Bolo's PDR

**a. *School District One-to-One Technology Solutions***

Dr. Robert M. Maninger, Karla Eidson

*Sam Houston State University*

Advances in technology have radically changed the business of Education. Demands from all stake-holders for technology integration into classrooms continue to rise, so some school districts in Texas have started to seek a one-to-one technology plan. One-to-one solutions can include supplying students with laptops, tablets, iPods, or iPads. The solution can also include Bring Your Own Technology (BYOT), which allows for students to bring their own devices. This study sought to answer one small initial question. Which device, an iPad or a laptop, would be best from the student and faculty point of view?

**b. *A Professional Blackboard Learners' Community for Teacher Preparation***

Dr. Viola M. García, Dr. Sue Mahoney

*University of Houston Downtown*

The Technology and Best Practices strands are explored through this innovative, future planning, and community building virtual Blackboard Learn resource to create a professional Learners' Community. Its use in a field-based teacher preparation program is particularly critical to meet the challenges to communicate and collaborate with program administrators, faculty and staff to communicate with mentors, supervisors, principals, cooperating teachers in urban settings in a number of school districts across the greater Houston area.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 21, 3:30 – 4:30 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 3G. Thirty Minute Sessions

Facilitator: Sandra Parnell  
Room: Colonnade C

a. ***Parent-Teacher Conferences: A Systematic Pedagogy***

Dr. Elisa Beth McNeill, Dr. Susan Wagner

*Texas A&M University*

Research shows parental involvement is one of the most important factor in a student's success in school. For many parents, however, involvement is limited to attendance at parent-teacher conferences. Parent-teacher conferences can be stressful for parents and teachers, but with proper planning and organization teachers can lay the groundwork for a productive relationship that will most benefit the child. Beginning teachers need to practice conducting parent-teacher conferences. A systematic approach to learning how to conduct parent-teacher conferences including; conference preparation, delivery (role play) and follow-up will be demonstrated in this presentation.

b. ***The Central Texas Council on Educator Preparation***

Dr. Grant W. Simpson  
Dr. Patrice Werner  
Dr. Sharon Evans

*St. Edward's University  
Texas State University-San Marcos  
The University of Texas at Austin*

The Central Texas Council on Educator Preparation (CTCEP) arose from an invitational conference sponsored by the E3 Alliance focused on clinical preparation of teacher candidates. School districts, schools of education, and alternative certification programs discussed what was requisite to increase capacity in the development of high quality and highly successful teachers for Central Texas classrooms. The participants formed a collaborative that meets regularly to establish mutually accepted expectations and requirements with an eventual Memorandum of Understanding (MOU) between educator preparation programs and identified professional development campuses. CTCEP was recently honored by Quest for Quality as an Exemplary School Partnership

#### 3H. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom D

a. ***Educating ELLs with Culturally Responsive Strategies***

Katie Baur

*Lamar University*

Participants will have the opportunity to learn about common ESL student behaviors, ESL theories to support the behavior and strategies to implement for these students. Administrators, teachers, and pre-service teachers will benefit from this interactive session. Ideas, resources, and take-aways will be a product of this culturally responsive training.

b. ***Ten Years and Never Been Sued: A Fitness to Teach Policy that Works***

Dr. Blanche Desjean-Perrotta

*The University of Texas at San Antonio*

Many educator preparation programs struggle with how to assess those intangible qualities in teacher candidates that ensure a goodness of fit for the teaching profession. In this session, the presenter will share a Fitness to Teach policy that has been successfully implemented for the last 10 years at the University of Texas San Antonio. The FTT provides an avenue for educator preparation faculty to assess candidates for the teaching profession following the steps for due process. Participants will see examples of case studies and will be provided with policy forms and processes.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 21, 3:30 – 4:30 PM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

### 3I. Thirty Minute Sessions

Facilitator: TBD

Room: Grand Ballroom E

**a. *Teacher Retention is a Leadership Thing: What Principals Can Do to Support First-Year Teachers***

Dr. Janet Tareilo

*Stephen F. Austin State University*

First-year teachers face many struggles and oftentimes their success is attributed to the relationship they develop with the campus principal. Many only need a little support and assistance from a caring administrator to ensure their longevity in the profession. Without this kind of necessary support, unfortunately some novice teachers make a career decision to leave the profession. Therefore, the principal holds the responsibility to impact the professional lives of new teachers but the success of the children in their schools. This presentation provides statistical data and strategies for new teachers and principals to improve supportive conditions and collaborative measures.

**b. *Retaining Beginning Teachers: The University's Role in Providing Induction Support***

Dr. Patricia J. Norman, Dr. Sara A.S. Sherwood

Kathryn Harvuot

Samantha Morganroth

Laurie Tabe

Jessica Van Hoozer

*Trinity University*

*Southwest Independent School District*

*Northside Independent School District*

*Randolph Independent School District*

*North East Independent School District*

Researchers have grown increasingly concerned over the high turnover rate of early career teachers. In order to retain new teachers, novices need help making the transition to independent teaching. School-based mentoring programs are one such retention strategy. However, universities are also being called to design and provide induction support for their graduates. In this presentation, we describe a beginning teacher study group offered to elementary graduates in their first year of teaching through Trinity University. Drawing on engaging anecdotes from their first year, study group participants provide a set of recommendations to help school administrators retain new teachers.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 22, 7:40 – 8:40 AM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 4A. Thirty Minute Sessions

Facilitator: John Miazga  
Room: Grand Ballroom A

a. ***College and Career Readiness Standards in Texas: The Texas Two Step - aka Integrating the CCRS into Teacher Education and Facilitating Its Implementation with School Partners***

Dr. Neill F. Armstrong, Dr. Kenneth R. Austin

*Stephen F. Austin State University*

This presentation seeks to illustrate the ongoing process of integrating the College and Career Readiness Standards into a Secondary Education pre-service teacher education program while simultaneously facilitating the implementation of the College and Career Readiness Standards into the curriculums of our partnership public schools.

b. ***Developing Teacher Educators To Lead Preparation Program Reforms***

Dr. Leslie Huling, Dr. John Beck, Dr. Araceli Ortiz

*Texas State University-San Marcos*

For the past five years, staff from the Texas Faculty Collaboratives have engaged in the extensive professional development of teacher educators focused around the Texas College and Career Initiative to help teacher education programs enhance the preparation of secondary teachers and to better equip them with the knowledge and skills necessary to help secondary students achieve college and career readiness.

#### 4B. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom B

a. ***Meeting the Literacy Needs of English Language Learners through a University-Public School Literacy Partnership***

Dr. Phil Roberson

*Texas A&M International University*

This presentation is an overview of a university-public school partnership that provides one-on-one literacy intervention for school-identified struggling readers. Students served are culturally and linguistically diverse, economically disadvantaged English language learners in grades K-3. Emphasis is on partnership characteristics and intervention strategies for pre-service teachers, elementary teachers, and volunteers.

b. ***TechTeach: A Transformational Approach to End the Bilingual Education Teacher Shortage in Texas***

Viviana Hall

*Texas Tech University*

The end of a federally funded project ignited a transformational approach to teacher training. The original project offered on-line training in bilingual education designed to target non-traditional students from a Dallas County College. After the project ended, the new institutionalized version promises to address not only the teacher shortage in the field, but also the needs of local school districts' to improve academic achievement. The components of this collaboration including the partnerships developed, the opportunities for minority non-traditional students to attend 4 year degree university-based programs; and the results obtained during the first year of its implementation will be discussed and presented as a possible model to be replicated in areas of similar demographics that currently shape our public education.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 22, 7:40 – 8:40 AM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 4C. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom C

**a. *Is the Deficit Model Alive and Well in Teacher Education?: A Regional University's Response to Recruitment and Retention of Teacher Education Candidates***

Colleen Swain

*The University of Texas at Tyler*

How do we recruit and retain teacher education candidates? Is it with a social justice and culturally responsive approach or do we consider our prospective teacher candidates' qualifications their problem? This session shares how a regional university examined past recruitment and retention practices and the insights gained from this reflection. We noticed some of our "normal" recruitment and retention practices reflected ideals of the Deficit Model, certainly not ideals espoused in our teacher education program. Therefore, practices are in the process of changing. In this session, some of our new strategies for recruitment and retention will be shared.

**b. *Programs, Courses, and Completions: Is Texas Making the Grade?***

Michele G. Hackney, Brian N. Guenther, Randa K. Stewart, Dr. Marlene Zipperlen

*University of Mary Hardin-Baylor*

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.

#### 4D. Thirty Minute Sessions

Facilitator: TBD  
Room: Conference Center A

**a. *Forging an Authentic University and School District Partnership***

Dr. Elizabeth Vaughan, Dr. Jeanie Gresham

*Stephen F. Austin State University*

This session presents information related to a collaborative partnership between the SFASU Department of Elementary Education and Nacogdoches ISD. Departmental and school district administrators have developed a plan for improved coordination, communication, and supervision of teacher candidates in field placements. The goal is increased outcomes for district students, pre-service teachers, and district teachers. In addition to the overall collaboration, a project initiative has also developed. Teacher candidates in Project SFA LEAD (Leaders in Education Assisting the District) participate in a three-semester field experience placement in a NISD low-performing elementary school. Implementation and preliminary outcomes will be discussed.

**b. *Practitioners as Partners: Using Collaboration to Enhance Educator Preparation***

Dorleen Hooten, Kellie Cude, Amanda Allen, Stephen Anderson,  
Season Mussey, Deborah Davis

*Texas A&M University – Central Texas*

At Texas A&M University-Central Texas (TAMUCT), the work of the Strategic Partners Education Advisory Council (SPEAC) is also informed by a group of Certificate Area Practitioners Sub-Councils (CAPS) which meet twice a year to examine research, best practice, and current program data concerning specific certificate areas. Recommendations from these unique partnerships are then made to the larger Council. A TAMUCT faculty member and a certification area practitioner share co-chair responsibility on each sub-council and also hold SPEAC membership, bringing the voice of the specific educator role group to the larger Council. The presenters will share information about this dynamic partnership.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 22, 7:40 – 8:40 AM

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#### 4E. Thirty Minute Sessions

Facilitator: TBD

Room: Conference Center B

**a. *School Accountability Based on Standardized Testing in Texas Elementary Schools: Toward a Systematic Approach of Integrating Schools' Academic Growth and Students' Demographics Variables***

Felipe Sepulveda

Dr. Christie Bledsoe, Dr. Marlene Zipperlen

*Dallas Independent School District  
University of Mary Hardin-Baylor*

Based on NCLB accountability requirements, schools are rated based on a status model that reflects the proportion of students who are at specific levels of achievement on a given scale. This accountability model does not consider student or school improvement from one year to another. The purpose of this study is to compare the Texas school accountability approach based on a status model to a model that incorporates school academic growth and student demographics characteristics. This quantitative study was a statistical analysis of 3rd to 5th grade standards-based assessments scores for reading and mathematics given during 2009 to 2011.

**b. *Interpreting Student Data – A Teacher Preparation/School District Collaboration***

Dr. Christie Bledsoe, Dr. Jodi Pilgrim

Randy Lamb

*University of Mary Hardin-Baylor  
Southwestern Assemblies of God University*

New teachers must be able to use student data to make instructional decisions. Teacher educators worked with a local school district to obtain anonymous student data to use in training teacher candidates. Preservice teachers can use this benchmark data to analyze academic achievement for elementary students and make connections to STAAR objectives. Data was also available to compare student performance at the school and classroom level.

#### 4F. Thirty Minute Sessions

Facilitator: Sue Owens

Room: Bolo's PDR

**a. *Increasing Certification Passage Rates at a HBCU***

Dr. William Ross

*Prairie View A&M University*

Realizing that education and most of life works exactly the same way – we succeed and sometimes we fall short. Students who performed poorly on certification tests needed to be encouraged and to understand that “practice” does not necessarily make the skill better. Faculty had to make the success of our students a personal challenge and understand that our educator preparation programs had to believe that our students can perform better and begin to help our students believe and know, “what works.” For example, the hammer is an excellent tool, but it does a very poor job of driving screws; and, when examined for precision, it is lacking. A deliberate attempt was made to place the responsibility for this “Warning” on the shoulders of those involved in the preparation process administrators, faculty and students.

**b. *Enhanced TExES/TExMAT Preparation Using Positive Presuppositions and Self Talk***

William Laird, Teri Fowler

*Texas A&M University-Texarkana*

Accountability for student success on standardized tests has increased the sense of urgency at all levels of education. Preparation programs consistently search for ways to enhance candidate preparation and performance. The search frequently includes reflection on why students who perform well in preparation courses fail to meet passing standards on exams. The high stakes associated with certification exams may lead to increased test anxiety and decreased self-efficacy which can increase the gap between cognitive knowledge and performance on exams. This presentation highlights positive presuppositions and positive self-talk as strategic tools to enhance TExES and TExMAT preparation and performance.



## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 22, 7:40 – 8:40 AM

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#### 4G. One Hour Session

Facilitator: Denise Staudt  
Room: Colonnade C

a. ***'My Story', Student Teachers' Multi-Media Autobiographies***

Janet Scott, Ilna Colemere

*The University of Texas at San Antonio*

As Parker Palmer states in his essay, *The Heart of a Teacher*, '.....knowing myself is as crucial to good teaching as knowing my students and my subject.' With that idea in mind, our student teachers prepare multi-media autobiographical presentations to introduce themselves to their cooperating teachers. Students are offered training in appropriate on-line applications for designing their 'My Story' autobiography. This presentation offers a discussion of the specifics of the assignment, the training students are offered, and the effect of My Story on the cooperating teacher-student teacher relationship. Additionally, several examples of My Story autobiographies are shared.

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#### 4H. One Hour Session

Facilitator: TBD  
Room: Colonnade AB

a. ***Postponing Destiny: Why Some Teacher Candidates Choose to Delay Certification Testing***

Dr. Christal G. Burnett

*University of Houston-Downtown*

Teacher preparation programs suggest teacher candidates follow a schedule and complete their certification testing requirement prior to program completion; however there are many who postpone their testing until later in the program. Why are teacher candidates postponing their TExES exams and how can teacher preparation faculty motivate these students to complete their testing in a timely manner?

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#### 4I. One Hour Session

Facilitator: Ginny Fender  
Room: La Joya Ballroom

a. ***Incorporating Lab Teaching into the Alternative Process: Examples and Experiences***

Dr. Jan P. Seiter

*Huston-Tillotson University*

The lab teaching experience prepares Alternative Certified Candidates for the realities of the classroom. Lesson plans, activities, resource and time management can be learned and practiced outside of a classroom, but the art of teaching lies in the spontaneity of the interaction between students and teachers. The lab teaching experience not only provides the candidate with invaluable experience, but gives the alternative program a boost in terms of quality and accountability. This session will address the lessons learned, lab teaching examples and a discussion of ways in which the experience can be incorporated into a variety of scenarios.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 5

Tuesday, October 22, 8:50 – 9:50 AM

Unless otherwise noted, there are two 30-minute presentations in each breakout session.  
Each session's presentations will be in the order listed.

#### 5A. One Hour Session

Facilitator: John Miazga  
Room: Grand Ballroom A

a. ***Teachers Answer the Question of Why They Stayed***

Sarah Coy, Dr. Christie Bledsoe, Dr. Marlene Zipperlen

*University of Mary Hardin-Baylor*

Much of the research on teacher retention focuses on the negative reasons why teachers leave the profession. However, in a time of increasing standards and accountability, many teachers do remain in the profession for their careers. Veteran teachers are a phenomenon in education, and the focus of this study is why effective teachers choose to remain in the classroom. The results of this study may provide insights into what support systems new teachers need to stay in the profession.

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#### 5B. Thirty Minute Sessions

Facilitator: Amanda Rudolph  
Room: Grand Ballroom B

a. ***Effective Educator Training Includes the McKinney-Vento Law and its Legal Implications, the Signs of Homelessness, and the New PEIMS Indicator***

Dr. Vicky S. Dill

*The University of Texas at Austin*

As Texas laws change to now mandate canvassing for PEIMS of each student's housing situation, new educators need to understand how to identify and "count" homeless students and provide them their rights under the law. Who is "homeless"? How does an exemplary district handle the provisions of The McKinney-Vento Act? The Texas Homeless Education Office can attest to the injury to students and districts when teachers and administrators graduate without knowledge of this law, and can declare the immense value to students and their families when the law is carefully and compassionately followed.

b. ***Children in Poverty: Kindergarten Readiness and Enrollment Trends***

Christi Emerson, Melissa Heltenberg, Dr. Marlene Zipperlen

*University of Mary Hardin-Baylor*

Current trends indicate the percentage of American children in poverty continues to rise. In 2011, the national percentage of children in poverty was 20.7% while the percentage of Texas children living in poverty was 24.7%. Due to the effects of poverty on children's ability to learn, educational systems, such as Texas, are faced with challenges related to readiness, enrollment, and retention. Current data reveals that Texas has an increasingly economically disadvantaged population and with the expectation of continued population expansion, there is a need for more prekindergarten programs to prepare Texas children for further education and ensure future success.

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## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 5

Tuesday, October 22, 8:50 – 9:50 AM

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#### 5C. Thirty Minute Sessions

Facilitator: TBD  
Room: Grand Ballroom C

**a. *Narrative Analysis of Pre-Service Teachers Learning about Race***

Glenda Moss, Larry Bryant

*University of North Texas at Dallas*

The presenters will share their research design that created a setting for pre-service teachers to engage in watching a series of three race films, write critical self-reflections, and dialogue with peers concerning race. The presenters will outline their research process and preliminary findings.

**b. *Educating Peter, Phuong, and Picasso: Preparing Pre-Service Teachers to Meet the Needs of Special Populations in the 21st Century***

Dr. Carol McGaughey

*Houston Baptist University*

This presentation delineates the restructuring of undergraduate initial certification programs to better prepare students for the diversity in the 21st century classroom. Additional courses in Special Education; which meet state requirements regarding the identification and teaching strategies for children with dyslexia; English as a Second Language, and Gifted Education were added and a collaborative component of inclusion of the importance of differentiating curriculum was imbedded in each teacher education course. Technology integration, RTI, and multiple methodologies were modeled across disciplines with the emphasis on meeting the unique learning needs of Special Populations to assist each learner to achieve his/her potential.

#### 5D. Thirty Minute Sessions

Facilitator: TBD  
Room: Conference Center A

**a. *One University's Story of Online Teacher Education: Reflecting Back and Projecting Forward***

Dr. Darla Baggett  
Dr. Elaine Hendrix  
Becky Birdsong

*LeTourneau University*  
*University of Houston – Clear Lake*  
*LeTourneau University*

In 2007, one east Texas university teacher education program was charged with exploring the possibility of expanding from a traditional delivery format to a totally online format in an effort to provide higher education opportunities to the non-traditional post-secondary student. In 2008, the challenge became a reality, as an online undergraduate program was launched, followed in 2009 by an online M.Ed. program. This presentation focuses on an on-going evaluation of this program, reflecting on five years of progress and utilizing gleaned information to refine and further develop a nationally-ranked online learning experience. Lessons learned through this journey will be shared.

**b. *It's Alive! The Building of a Comprehensive Course Binder***

Dr. Deborah Davis

*Texas A&M University – Central Texas*

This practical application presentation is based on the steps taken in the creation of a course binder for TEA review. The backward design process of aligning the course to the standards, supporting the domains and competencies, including the AVID strategies, and providing for student growth in knowledge and professionalism proved daunting. To complete this task, templates were developed to provide structural support in the creation of plans for presenting and assessing the components of the course. Templates and examples of all of the resources will be provided.

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#### 5E. One Hour Session

Facilitator: Krystal Goree  
Room: Conference Center B

**a. *Teaching Multi-Sensory Phonics/Reading & Increasing Comprehension***

Dr. Karen Taylor Backor

*Schreiner University*

This session includes multi-sensory strategies and activities that engage students in their process of learning phonics and reading while increasing comprehension. This session will be beneficial for classroom teachers, reading specialist, administrators, professors of reading, and teacher candidates.

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#### 5F. Thirty Minute Sessions

Facilitator: TBD  
Room: Bolo's PDR

**a. *Integrating the Texas College and Career Readiness Standards: Perspectives on Undergraduate and Graduate Level Teacher Preparation Programs and Practices***

Dr. Heather Haynes-Smith  
Dr. Neva V. Cramer  
Dr. Stephanie Grote-Garcia

*Texas Woman's University*  
*Schreiner University*  
*University of the Incarnate Word*

This presentation will provide examples and strategies for integrating the Texas College and Career Readiness Standards (CCRS) into programs and coursework. The presenters, representing three Texas universities, will share their thoughts and experiences on integration in three areas: undergraduate coursework, graduate coursework, and overall program implementation.

**b. *Multiple Perspectives: Meeting Campus Needs through the Teacher Preparation Initiative***

Dr. Season Mussey  
Beth Parker

*Texas A&M University – Central Texas*  
*AVID for Higher Education Teacher Preparation Initiative*

This session will focus on the implementation of the AVID Teacher Preparation Initiative (TPI). Two different universities participating in the TPI will discuss the impact of the initiative on their respective colleges of education and departments of curriculum and instruction. Specifically, they will discuss the ways the TPI has assisted in: 1.) enhancing morale, 2.) increasing cohesiveness, 3.) strengthening leadership on two campuses, and 4.) expanding teacher candidates' understanding of how to teach a broad spectrum of students using specific instructional tools. Both student and faculty responses to implementation will be considered, with a particular focus on the perspective of the liaisons from multiple campuses and AVID's Teacher Preparation Initiative Project Manager.

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### BREAKOUT SESSION 5

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#### 5G. Thirty Minute Sessions

Facilitator: Robert Burgin  
Room: Colonnade C

a. ***Helping Hispanic Teacher Candidates Navigate a University Teacher Education Program with an Advisement Checklist***

Dr. Criselda Garcia, Dr. Salvador Hector Ochoa

*The University of Texas Pan American*

In a border institution, in a predominately Hispanic Teacher Education Program, an administrative team developed a practical advisement checklist as a tool to assist teacher candidates and faculty, navigate through the numerous program, testing, degree and certification requirements. With decreasing certification rates at this institution, the teacher educator leaders sought new ways to support pre-service teachers, many whom are first-generation students and transfers from the local community college. By using the cohort model, students are supported from point of entry throughout the program with the culminating student teaching experience and on to certification.

b. ***Pairing the Novice and the Expert: Building an Effective Mentoring Partnership between K-12 Ed.D. Candidates and Teacher Preparation Candidates in an Education Preparation***

Dr. Nancy McLaughlin

*Dallas Baptist University*

This past fall and spring semesters brought an opportunity to partner beginning teacher candidates enrolled in EDUC 3312.01 Foundations of Education with doctoral candidates enrolled in the Ed.D. Educational Leadership Program on the campus of Dallas Baptist University. The focus, building one-on-one mentoring relationships, resulted in opportunities for both sets of students to increase their knowledge and skills as the teacher candidates learned about teaching and learning from the ground up from experienced professionals including teachers and administrators and the doctoral candidates practiced their skills at mentoring, interviewing and nurturing future teachers early in their teacher preparation program. Opportunities to build long-lasting relationships and win-win situations for both parties were the result.

#### 5H. Thirty Minute Sessions

Facilitator: Sue Owens  
Room: Colonnade AB

a. ***Mindfulness and Teacher Education***

Dr. Jane Devick-Fry

*University of Houston Victoria*

Mindfulness in teaching is an essential ingredient to promote in teacher education programs. Being a 21st century teacher carries a complicated mix of challenges. Teachers must learn how to become mindful while teaching to help themselves and students reach their social, emotional and academic potential.

b. ***Warnings, Warnings, Warnings... How Many are Enough?***

William Collins

*Mesquite Independent School District*

So much of a teacher's time is committed to the handful of students who are continuously disrupting the classroom and having to be addressed. "Time To Teach" is a set of classroom strategies proven to eliminate the multiple warnings and repeated requests in a way that is efficient and effective. Achievement Gaps can occur for many reasons. One significant cause is due to the disruption of the classroom because of certain student behaviors. Classroom management is a daily challenge for any educator. Whether you are the new teacher excited to take on the world or the seasoned veteran who has probably experienced about every type of student there can be, classroom management is forever a challenge. "Time to Teach" provides educators with a set of strategies that can be used immediately.

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#### 5I. Thirty Minute Sessions

Facilitator: TBD

Room: La Joya Ballroom

**a. *A Comparison of Teacher Moonlighting and Morale in Two Texas Teacher Organizations and Russia***

Dr. Robert M. Maninger, Dr. Sam L. Sullivan *Sam Houston State University*

We will compare results of a survey of two Texas teacher organizations and a Russian teacher organization regarding teacher moonlighting and morale in the teaching profession.

**b. *Student Preparation for the Future: Course Choices, High School Success, and College Matriculation***

Charlotte Carlisle, DeeAnne Lumley-Cole, Kelly Madden, *University of Mary Hardin-Baylor*  
Veronica Vasquez, Dr. Marlene Zipperlen

Summarizing recent research on student choices in high school courses, graduation plans and the college transition, this interactive session will look at current trends and policy decisions that impact school planning and students' futures. Using national data from the Condition of Education 2013 report, the Texas Education Agency and the Texas Higher Education Coordinating Board, national and state trends in student participation in college-preparatory classes, high school graduation and dropout rates and matriculation into college will be presented and analyzed.

BYOD, BYOT, BYOP, or BYOPC (bring your own device, technology, phone or PC) to participate during the session.

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**Consortium of State Organizations For Texas Teacher Education**  
**Fall 2013 Teacher Education Conference**  
**Omni San Antonio at the Colonnade**  
**October 20-22, 2013**

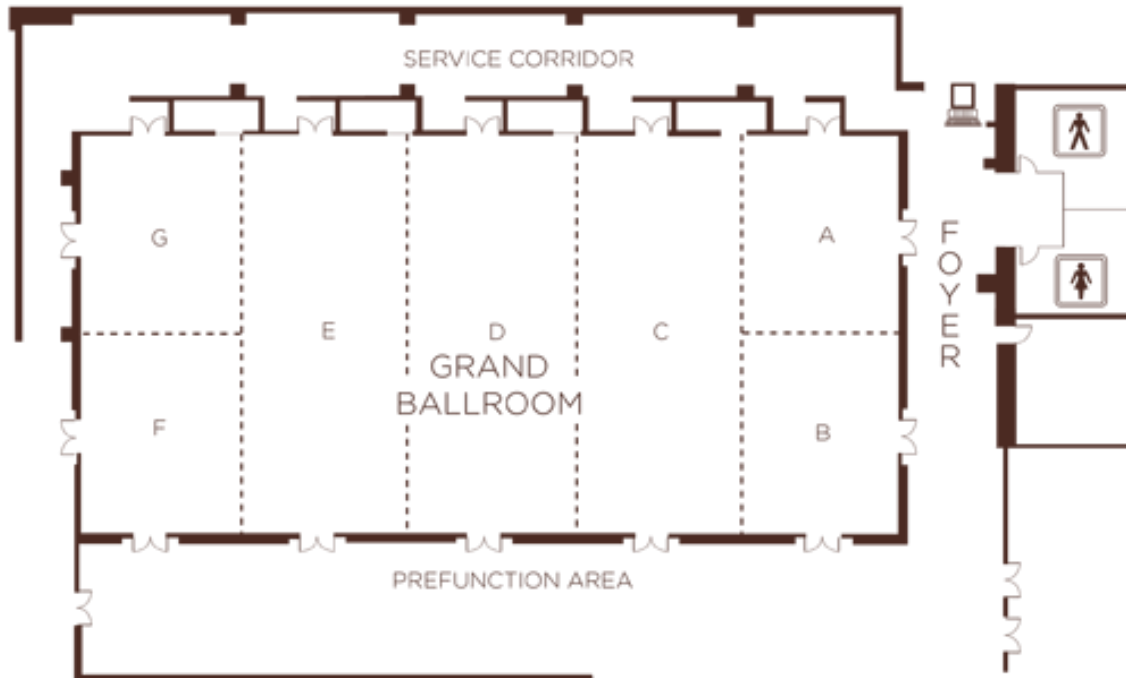
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Grand Ballroom A-G	First Floor
Bolo's PDR	First Floor
La Joya Ballroom	First Floor
Foyer	First Floor
Conference Center A, B	Second Floor
Sam Houston Room	Second Floor
Boardroom	Second Floor
Colonnade Ballroom A, B, C	Twentieth Floor

Boardroom	Second Floor
Bolo's PDR	First Floor
Colonnade Ballroom A, B, C	Twentieth Floor
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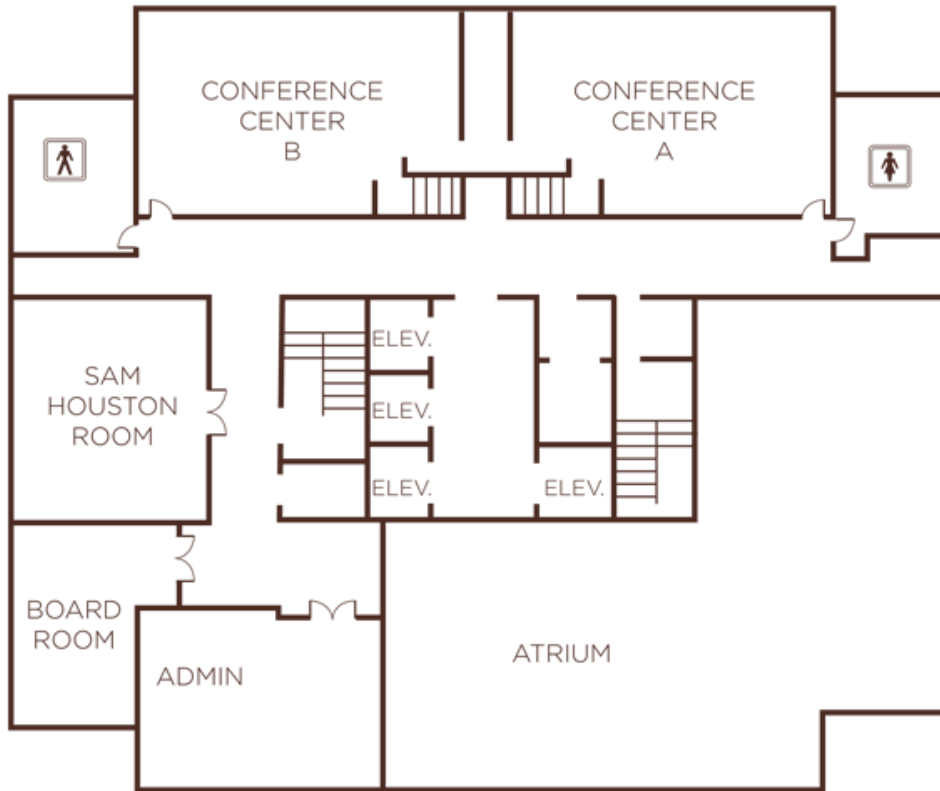
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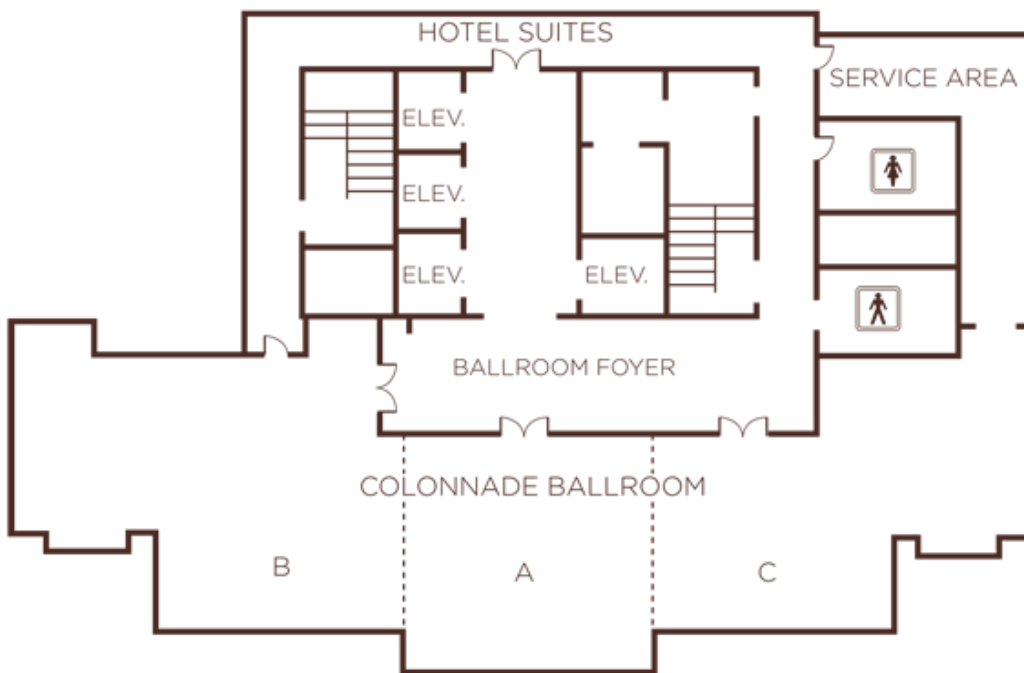


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**Second Floor**



**Twentieth Floor**



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