

CONSORTIUM OF STATE ORGANIZATIONS FOR TEXAS TEACHER EDUCATION

# CSOTTE 2012

October 21-23, 2012

Fall Texas Teacher Education Conference

Austin, Texas



Texas Teacher Education:  
Discerning Future Directions



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Dear Colleagues,

Welcome to the 2012 CSOTTE Fall Texas Teacher Education Conference! Our conference returns to Austin, our state capitol, and our conference theme, **Texas Teacher Education: Discerning Future Directions**, points to the stream of decisions faced by those involved in the preparation of teachers in our state. You will notice some changes have been implemented in this conference, and I hope this year's meeting helps you discern how to address the ever-changing and increasing expectations related to P-16 education and teacher preparation.

Our keynote speaker, Yong Zhao, will speak on the positive state of the American public school system as it relates to global events and economics. With an emphasis on technology, Kay Persichitti, a specialist in educational technology and technology integration, will share her experience and expertise in these areas, and the CSOTTE board has increased their efforts to invite more vendors that offer technological teaching tools and support.

**NEW - Emerging Scholars Track.** This year, for the first time, we are offering an opportunity for undergraduate and graduate students to join in on the conversation by encouraging their participation in the **Emerging Scholars Track**. 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.

**NEW - Conference Registration.** Your attention to the revised conference registration structure and payment schedule is appreciated. The CSOTTE board believes the changes implemented this year fall in-line with the structure and schedule of comparable conferences, and significantly help our organization better plan and effectively manage the increasing amount of detail associated with our annual conference.

**NEW - Three Integrated CSOTTE Websites.** We are now incorporating three websites to facilitate our annual meeting: the familiar CSOTTE website, a conference registration website "powered" by CVENT, and the new CSOTTE Conference website where attendees can access conference information, schedule, and presentation slides and documents via their computer, smartphone, or tablet. Attendees can scan QR codes printed in the program for quick access to the conference website. No matter the level of your technological skills, I hope you will "plug-in" to this new website during and after the conference.

I hope the changes in this year's conference are positive. I encourage you to complete the post-conference online 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. Again, your attendance at this year's conference is appreciated, as is your part in preparing teachers for Texas classrooms. I sincerely hope you have an enjoyable and fruitful conference, and we look forward seeing you at next year's conference in San Antonio.

Regards,

*Brian Miller*

Brian Miller  
Chair – Consortium of State Organizations for Texas Teacher Education



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

**Consortium of State Organizations for Texas Teacher Education  
October 21-23, 2012**

Date	Start Time	End Time	Description	Room
Sun, 10/21/12	10:00AM	1:00 PM	CSOTTE Board Meeting & Lunch	Salon A-B
Sun, 10/21/12	1:00PM	7:00PM	Registration & Exhibits	Ballroom Foyer
Sun, 10/21/12	1:00 PM	2:30 PM	TxATE Board Meeting	Bonnell
Sun, 10/21/12	2:00 PM	3:30 PM	TDFE Board Meeting	Barton
Sun, 10/21/12	2:00 PM	3:15 PM	TCTCT Board Meeting	Capitol View North
Sun, 10/21/12	2:30 PM	3:30 PM	TxATE General Meeting	Capitol View South
Sun, 10/21/12	3:30 PM	4:30 PM	TACO Board Meeting	Bonnell
Sun, 10/21/12	3:45 PM	5:15 PM	TAECTE General Meeting	Salon F-G
Sun, 10/21/12	3:30 PM	5:15 PM	TDFE General Meeting	Capitol View North
Sun, 10/21/12	3:45 PM	5:15 PM	TACA General Meeting	Capitol View South
Sun, 10/21/12	4:00 PM	5:15 PM	TCTCT General Meeting	Salon A-E
Sun 10/21/12	5:30PM	7:00PM	<b>General Session I</b> <b>Speaker: Kay Persichitte</b> <b>Challenges to "Touching the Future"</b>	Salon A-E
			Dinner on Your Own	
Mon, 10/22/12	7:00 AM	8:30 AM	<b>Continental Breakfast</b>	Salon A-E
Mon, 10/22/12	7:00 AM	5:00 PM	Registration & Exhibits	Ballroom Foyer
Mon, 10/22/12	8:30 AM	10:00 AM	<b>General Session II</b> <b>Speaker: Yong Zhao</b> <b>World Class Learners: Educating Creative and Entrepreneurial Students</b>	Salon A-E
Mon, 10/22/12	7:30 AM	4:30PM	<b>Emerging Scholars Strand</b>	Capitol View Terrace
Mon, 10/22/12	10:15 AM	10:45AM	<b>Emerging Scholars Poster Presentation for all CSOTTE attendees</b>	Capitol View Terrace
Mon, 10/22/12	10:15AM	12:15PM	TACTE Executive Board Meeting	Barton
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-A	Salon E
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-B	Salon G
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-C	Salon F
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-D	Salon H
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-E	Creekside I
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-F	Creekside II
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-G	Bonnell
Mon, 10/22/12	11:00AM	12:00 PM	Breakout Session 1-H	Tannehill
Mon, 10/22/12	11:15AM	12:30 PM	Emerging Scholars (Lunch on your own)	
Mon, 10/22/12	12:15PM	1:45 PM	<b>General Session III</b> <b>Plated Luncheon / Judson HS Choir</b> <b>Awards: TDFE, TACA, TACTE, TxATE</b>	Salon A-D
Mon, 10/22/12	12:30 PM	4:30 PM	<b>Emerging Scholars Strand</b>	Capitol View Terrace
Mon, 10/22/12	2:00 PM	4:30 PM	TACTE General Meeting	Salon D
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-A	Salon E
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-B	Salon G
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-C	Salon F
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-D	Salon H
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-E	Creekside I
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-F	Creekside II
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-G	Bonnell
Mon, 10/22/12	2:15 PM	3:15 PM	Breakout 2-H	Tannehill
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-A	Salon E
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-B	Salon G
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-C	Salon F
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-D	Salon H
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-E	Creekside I
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-F	Creekside II
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-G	Bonnell
Mon, 10/22/12	3:30 PM	4:30PM	Breakout 3-H	Tannehill
Mon, 10/22/12	4:45 PM	6:00 PM	ED ICUT General Meeting	Salon D
Mon, 10/22/12	5:30 PM	7:00 PM	<b>Happy Hour Reception / Cash Bar</b>	Creekside
			Dinner on Your Own	
Date	Start Time	End Time	Description	Room



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**CONSORTIUM OF STATE ORGANIZATIONS FOR TEXAS  
TEACHER EDUCATION**

**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 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)

**GENERAL SESSION I**  
Sunday, 5:30-7:00 PM, Salon A-E

## Kay Persichitte

### *Major Challenges to “Touching the Future”*

As teacher educators, we share a deep commitment to preparing the next generations of teachers, administrators, and other school personnel. Kay Persichitte has spent nearly four decades in the forefront and in the shadows of Christa McAuliffe’s famous quote, “I touch the future, I teach.” Currently she serves as Professor and Dean of the College of Education at the University of Wyoming. Her research and scholarship is grounded in technology integration to support and enhance teaching and learning, applied instructional design, and distance education systems. In the last decade, she has been deeply engaged with instructional technology standards, contemporary teacher education policy, and conversations regarding public perceptions of teacher quality, evaluation, and accountability.



Kay believes that effective and appropriate uses of modern technologies can be a major factor in increasing student achievement and meeting escalating accountability expectations. ***“Never before has the need been greater for each of us involved with education to challenge ourselves, our colleagues, and our institutions to leverage the power of technology to accomplish more with less.”*** Her address will focus on technology integration within teacher preparation from instructional, personal, and professional productivity perspectives. She hopes to engage conference participants in some sharing of creative integration activities during her address.

Dr. Kay Persichitte has numerous service and leadership awards from the Association for Educational Communications and Technology (AECT) and the American Association of Colleges of Teacher Education (AACTE). In her spare time she enjoys all activities related to auto racing and being a grandma. Kay earned a B.A. in Mathematics and Secondary Education from the University of Northern Colorado in 1975, a M.Ed. in Curriculum and Instruction from Colorado State University in 1985, and a Ph.D. in Educational Technology from the University of Northern Colorado in 1993.



**GENERAL SESSION II**  
Monday, 8:30AM -10:00AM, Salon A-E

**Yong Zhao**

***World Class Learners:  
Educating Creative and  
Entrepreneurial Students***

If you ask most educators about heady concepts like the “future” and “globalization,” they’ll probably ask you, “Who has time to think about such things?” Fortunately for us, Yong Zhao does. He currently holds the position of Presidential Chair and Associate Dean for Global Education in the College of Education at the University of Oregon. He is also the director of the Center for Advanced Technology in Education. He has published more than 100 articles and 20 books, including:



*World Class Learners: Educating Creative and Entrepreneurial Students; Catching Up or Leading the Way: American Education in the Age of Globalization.*

Zhao is an advocate of the creative use of modern technology to support student learning. He also encourages teachers to study emerging technologies to better reach students of different cultures in other countries. **“Schools have to truly become global with technology to both draw resources and share expertise globally.”**

Dr. Yong Zhao is an internationally known scholar, author, and speaker. His works focus on the implications of globalization and technology on education. He has designed schools that cultivate global competence, developed computer games for language learning, and founded research and develop institutions to explore innovative education models. He is a recipient of the Early Career

Award from the American Educational Research Association and was named one of the 2012 10 most influential people in educational technology by the *Tech & Learn Magazine*.

Dr. Yong Zhao was born in China’s Sichuan Province. He received his B.A. in English Language Education from Sichuan Institute of Foreign Languages in Chongqing, China in 1986. He began his graduate studies at the University of Illinois at Urbana-Champaign in 1993. He received his M.A. in Education in 1994 and Ph.D. in 1996.

**GENERAL SESSION III**

Monday, 12:15 PM - 1:45 PM, *Salon A-E*

Awards Luncheon with Musical Entertainment  
Chamber Ensemble, *Cantate* - Judson High School, Ms. Kay Sherrill, Director

***TDFE Awards: Student Teacher of the Year***

Lauren Solis, EC-6 - Lamar University  
Delora Gomez, EC-6 - U of H at Clear Lake  
Bridget Byers, EC-6 - Texas A&M-Texarkana

***TACA Awards: Intern of the Year***

Winners will be announced

***TACTE Awards: TACTE Leadership Award***

***TxA TE Awards:***

***The Ted Booker Memorial Award***

*In 1971, Ted Booker, who had been President in 1969-1970 and was Dean of the College of Education at Texas Woman's University established an award for an outstanding contribution in the field of teacher education. Recipients have made a significant contribution in the area of teacher education; specifically, contributions in scholarship and policy.*

***The Distinguished Clinician Award***

*This award is presented to a public school teacher who has demonstrated exemplary service in the field, and in assisting in the supervision of student teachers and/or interns.*

**GENERAL SESSION IV**

Tuesday, 10:30 AM -12:30 PM, *Salon A-E*

***Brunch and Panel Discussion***

**TACA / TACO Joint Information Meeting  
Updates from the Texas Education Agency**

**Panelist:**



**Janice Lopez**

Texas Education Agency  
Director, Educator Certification and Standards



**David Carmody**

Texas Education Agency  
Manager, Testing and Data Reporting

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 22, 11:00 AM – 12:00 PM

#### One Hour Session

Facilitator: Grant Simpson

Room: Salon E

**1A. *Content Knowledge for Teaching***

Geoffrey Phelps

Janice Lopez

Educational Testing Services

Texas Education Agency

Recent research suggests that teaching subjects such as English language arts and mathematics requires unique forms of content knowledge that go substantially beyond simply being able to do mathematics or read well. Teachers need to use their content knowledge to select powerful and effective content representations, to analyze student errors or unfamiliar solutions, or to select content tasks that best support student learning. These and many other tasks of teaching require specialized types of content knowledge that are not likely to be understood by adults who do not teach.

#### Thirty Minute Sessions

Facilitator: Michael Rosato

Room: Salon G

**1B. *A Strategic Approach for Integrating Technology in the Professional Development of Pre-Service Teachers***

Credence Baker, Melissa Becker, Kylah Clark-Goff

Tarleton State University

This presentation will demonstrate how one teacher preparation program uses creative scheduling to make sure pre-service teachers have dedicated time at the beginning of their program to experience technologies that they will be expected to use when they enter the teaching profession. The strategies of using online modules and hands-on time in lab, as well as a cross-curricular approach for modeling technology in all professional development classes, ensure pre-service teachers enter the field effectively using instructional technology and web 2.0 tools for teaching and learning.

**1B. *Does Instructional Technology Improve Learning? Three Case Studies***

Renea Fike, David S. Fike, Norman S. St. Clair

University of the Incarnate Word

Three faculty members will present findings from three different studies that focused on the utilization of technology in the classroom. One study determined whether the use of clickers improved student learning outcomes. A second study ascertained whether students using e-textbooks performed differently than their classmates who chose to use traditional hardcopy textbooks. The third qualitative study assessed the efficacy of various online teaching modalities versus face-to-face, traditional classrooms from students' participating in a blended course. The findings may surprise you!

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 22, 11:00 AM – 12:00 PM

#### Thirty Minute Sessions

Facilitator: John Kelly

Room: Salon F

**1C. *Fostering Resiliency for First-Year Special Education Teachers***

John R. Kelly

University of Houston – Downtown

This qualitative study investigated resiliency strategies, internal and external resources, and new insights of beginning teachers teaching in special education. Findings indicated that teachers utilized a variety of strategies and relied on many internal and external resources. However, some strategies were less efficient than others and the burden for resource-building fell on teachers themselves. Personal knowledge and experiences acquired either in teacher education or in a prior career play important roles for helping new teachers overcome challenges. Implications for teacher education will be offered.

**1C. *Current Texas Student Teachers' Knowledge of Special Education***

Lesley Casarez

Angelo State University

As part of a doctoral dissertation, presenter will survey Fall 2012 student teachers in Texas to gain perspectives of knowledge of special education law related to the preparation they received, their perceptions of disabilities, and their self-efficacy. Relationships between these factors will be explored to answer the following research questions: What are preservice teacher attitudes toward students with disabilities? Does the self-efficacy of preservice teachers affect their knowledge and understanding of special education law? Do certain Educator Preparation Programs prepare students better for dealing with students with disabilities?

#### Thirty Minute Sessions

Facilitator: Alma Rodriguez

Room: Salon H

**1D. *Using Scenarios to Help Prepare Educators for Involving Families of English Language Learners***

Michelle H. Abrego

University of Texas at Brownsville

Renee Rubin

Consultant

Research has indicated the need for educator preparation programs to better prepare teachers, principals and counselors to interact effectively with families. Given the increasing number of English Language Learners (ELLs) in today's schools the need to prepare educators to work with culturally and linguistically diverse families is especially important. This interactive presentation will focus on the use of case scenarios as an effective instructional strategy to help educators become better prepared to interact effectively with families of ELLs. Purposeful case scenarios, drawn from the presenters' own research and experience in working with families of ELLs will be presented.

**1D. *Shaping the Future of College and Career Readiness: Supporting Teacher Educators In the Preparation of Tomorrow's Teachers***

Leslie Huling, John Beck

Texas State University – San Marcos

Araceli Ortiz

Texas Higher Education Coordinating Board

Staff from the Mathematics Faculty Collaborative will share highlights and resources from professional development on College and Career Readiness designed to help teacher educators with the preparation of mathematics teachers.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 1

Monday, October 22, 11:00 AM – 12:00 PM

#### Thirty Minute Sessions

Facilitator: Debby Hopkins-Higham

Room: Creekside I

- 1E. *Project-Based Learning Partnerships: Using Partnerships to Implement Project-Based Learning in the Middle School***  
Mike Burns, Claudia Cazan, Pam Dennis, Rhonda Alexander  
The Ingenuity Center at the University of Texas at Tyler

Project-based learning (PBL) is a method of instruction starting to pick up steam in K-12 classrooms over the last several years. While research shows that PBL engages students at a higher level than more traditional means of instruction, the literature also shows that it is a difficult curriculum to implement and manage in the classroom. A Texas university recently started a partnership with a local Title I middle school in its region with the intent to help the campus begin implementation of PBL campus wide. The university placed four content area PBL curriculum specialists on the campus to work daily with teachers and assist them with PBL implementation. This presentation will highlight and provide details to the partnership that the university has with the school.

- 1E. *The Project Approach in Course Assignments as an Effective Method to Address the Unique Academic Qualities of 21<sup>st</sup> Century Adult Learners: Implications for Identification and Utilization of Innovative Strategies, Methods and Techniques to Reflect the Knowledge, Skills and Experience of the Adult Learner Pre-Service Teacher in the Educator Preparation Program***  
Rita Mitchell  
Huston-Tillotson University

A Pilot Study was conducted that incorporated the Project Approach for all assignments of the university education courses taught by one professor for one academic school year (fall semester and spring semester). Based on informal conversations/questionnaires/public school teacher evaluations/field experience observations/class discussions/general written comments from adult learners participating in the study. Results of the pilot study will be outlined and discussed. Examples of unique reality-based/ community-oriented projects developed by adult learners participating in the study will be displayed. This session is based on the theories of Knowles/Smilkstein/Brady and Lampert regarding adult learners in the university setting.

#### Thirty Minute Sessions

Facilitator: Kathleen Vinger

Room: Creekside II

- 1F. *Using Children's and Adolescent Literature to Foster a More Inclusive Future for All***  
Olga Fischer, Chip Fischer  
Allison Fischer  
The University of Texas at Tyler  
The University of Texas at Austin

A rationale will be presented for using children's and adolescent literature containing protagonists with disabilities to positively impact the attitudes of both typically developing students and those with disabilities toward students who are differently "abled," thereby promoting the creation of genuinely inclusive classroom environments. The presenters will discuss new, research-based, systematic, and practical approaches for selecting exemplary disability-related books and effective reader response and developmental bibliotherapy-based strategies for curriculum integration PreK-high school. Participants will receive annotated lists of exemplary books; procedures, criteria, and assessment rubrics for book selection; and model inclusion-enhancing lesson plans for children at all developmental levels.

- 1F. *New Literacies for 21st Century Learners: Making Text Come Alive for Today's Visual Learners***  
Neva Cramer  
Schreiner University

Offering learning through the arts strategies allows today's visual learners to reach their full language potential and makes reading come alive for reluctant and struggling readers. The "literacy through the arts experience" makes reading and writing active, accessible, authentic, aesthetic, and the result will be changed attitudes. Help prepare your students for STAAR testing in a meaningful and motivating learning environment

# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 1

Monday, October 22, 11:00 AM – 12:00 PM

### Thirty Minute Sessions

Facilitator: Wendy Storms

Room: Bonnell

- 1G. *Integrating Content Methods Instruction to Facilitate Student Learning: Real-World Connections***  
Elaine Hendrix, Debby Shulsky, Kelly Moore University of Houston-Clear Lake

In an effort to better prepare teacher candidates with the knowledge and skills necessary to effectively facilitate connected learning experiences, our university currently offers students an alternative to the traditional program track for teacher preparation. Students accepted for the integrated track take major methods courses concurrently, and have the opportunity to implement content learned in weekly field experiences supervised by mentor teachers, methods instructors, and assigned field supervisors. This presentation focuses on an on-going study that examines the effectiveness of an integrated content methods model in one teacher preparation program. Outcomes are encouraging and implications are widespread across Texas preparation programs.

- 1G. *Planning for Differentiation of Instruction through the Use of Case Studies***  
Rebecca Oekerman Texas Lutheran University  
Carol Staggs The University of Texas of the Permian Basin

This session demonstrates how by using a case study format, university instructors can facilitate candidates' abilities to evaluate, and possibly change, lesson plans in order to differentiate instruction based on specific students' learning needs.

### Thirty Minute Sessions

Facilitator: Sue Owens

Room: Tannehill

- 1H. *AVATAR in Secondary Teacher Education***  
Mary M. Harris, Cindy Woods University of North Texas

AVATAR (Academic Vertical Alignment Training and Renewal) is a statewide project that involves disciplinary secondary and post-secondary faculty in critical conversations about curriculum aligned with the College and Career Readiness Standards (CCRS). As participants in vertical alignment teams, we will share impacts of such conversations on core curriculum in science and mathematics. Beyond this, teacher candidates are eager to learn to incorporate the CCRS and related assessments in their teacher preparation. As teacher educators, we will share work of Teach North Texas teacher candidates that demonstrates application of inquiry-based approaches to cross-disciplinary learning in mathematics and science.

- 1H. *Making Sense of the Mess: Aligning Curriculum to State and National Standards***  
Gloria Gresham, Liz Vaughan, Vikki Boatman, Kimberly Welsh Stephen F. Austin State University

In one academic year, an Elementary Education Department faculty decided to make sense of the state and national standards in a deliberate and intentional manner. The goal was to align all undergraduate and graduate program courses so that a cohesive and rigorous curriculum would be achieved. A case study was conducted to provide "intensive descriptions and analyses of a bounded system" (Merriam, 2009, p.19). Analysis of data revealed an aligned curriculum, deep understanding of content, and respect for faculty as individuals.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 22, 2:15 PM-3:15 PM

#### One Hour Session

Facilitator: Sue Owens

Room: Salon E

**2A. *Online TExES Tutorials: Improving TExES Scores***

Scott Rozell

240 Tutoring

To help prepare students for pass their TExES exams, 240Tutoring offers TExES study guides that are proven to help students improve their TExES scores. 240Tutoring has been able to follow-up on student performance in regards to the EC-6 Generalist and found a significant increase in exam scores for students using the EC-6 Generalist study guide. Our tutorial process can be integrated with any EPP and can help students succeed on their TExES exams.

#### Thirty Minute Sessions

Facilitator: Diana Everett

Room: Salon G

**2B. *Enhancing Student Teacher Preparation with New Technologies: Professional Development for Cooperating Teachers Using Online Modules***

Josefina V. Tinajero, Judith Munter

The University of Texas at El Paso

Working with K-12 Partners, the UTEP's College of Education developed EPRIC (the El Paso Regional Induction Consortium), strengthening the models used for student teachers' experience. Over the past year, the team has collaboratively developed an innovative approach to professional development of the cooperative teachers who support future teachers, with online modules that follow a well-designed sequence of topics, facilitating continuous access for all. This presentation will provide a demonstration of the modules and the technologies that make them possible, including videos demonstrating effective implementation of the coaching cycle, transitions from pre-conference period, to observation period, and to the post-conference period.

**2B. *Integrating Podcasting as a Teaching Tool in Higher Education***

Maria Bhattacharjee, Irene Chen

University of Houston-Downtown

Technology is the media choice for learning of the new generation. Podcasting should be used in educational settings to teach students oral competency skills in their areas of expertise. This demonstration will show the use of podcasting as a teaching tool to construct effective and appropriate oral discourse for various audiences, purposes, and occasions. Podcasting can be used as an assessment tool. Students can examine their speeches and make the necessary changes before submitting their assignments. Professors can analyze the submissions and assist the students to have better communication skills in their areas of expertise.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 22, 2:15 PM-3:15 PM

#### Thirty Minute Sessions

Facilitator: Karen Smith

Room: Salon F

- 2C. *Teaching Practices that Support Student Comprehension of Complex Text***  
Marty Hougen The University of Texas at Austin

This presentation shares effective, research-based strategies to teach secondary teacher candidates how to teach diverse students to comprehend complex texts. The emphasis is on reading disciplinary text, including English/Language Arts, social studies, and science, using metacognitive strategies that support comprehension. The Texas College and Career Readiness Standards (2008) are integrated into the models.

- 2C. *Utilizing Individual Professional Development Modules to Assist Pre-Service Math and Science Teachers Understand College and Career Readiness***  
Betty Alford, Neill Armstrong, Ken Austin Stephen F. Austin State University

Stephen F. Austin State University, grant recipient from the Texas Higher Education Coordinating Board, has researched and designed tools to enhance the implementation for the College and Career Readiness Standards in the secondary and postsecondary environments. The session will introduce four professional development tools: The Importance of Cross-Disciplinary Standards in Mathematics and Science Classrooms, Independent Reading Practices for Mathematics and Science Students, The Importance of Meaningful Classroom Assessment in College and Career Readiness, and 21st Century Learning Skills and the College and Career Readiness Standards. Join us as we discuss these modules and their application to the pre-service preparation program.

#### Thirty Minute Sessions

Facilitator: Alma Rodriguez

Room: Salon H

- 2D. *On Becoming a Bilingual Teacher: Lessons Learned from a Teacher Preparation Program***  
Alma D. Rodríguez, Sandra I. Musanti The University of Texas at Brownsville

This presentation discusses preliminary results of a qualitative study on preservice bilingual teachers' (PBTs) perceptions of what entails to be a bilingual teacher and to teach English learners on the US/Mexico border. Preliminary results reveal conflicting narratives in the juxtaposition of PBTs' portrayal of their teaching beliefs, their attempts to interpret ELLs learning needs based on the instruction received in the teacher preparation program, and the "apprenticeship of observation" from field placement teaching practices. Findings illustrate how PBTs construct knowledge and negotiate prevailing discourses as they rethink their cultural and linguistic histories and construct their bilingual teacher identities.

- 2D. *Academic Retention: The Role of the League of United American Citizens (LULAC) in Providing Academic Support to First Generation Latina College Students***  
Cindy Woods, Ashlee Woods University of North Texas

This study investigates and analyzes the role of the League of United American Citizens (LULAC) and the academic resiliency and retention of first generation Latina college students. Through observations and a focus group, this study explores the following question "How does LULAC support the academic resiliency and retention of Latinas enrolled in higher education?"



## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 22, 2:15 PM-3:15 PM

#### Thirty Minute Sessions

Facilitator: Eloise Hughes  
Room: Creekside I

- 2E. *New Teacher Preparation Models Needed: Texas Teacher Attrition Cost Skyrockets***  
Teresa LeSage Clements, Barba L. Patton University of Houston - Victoria

Low teacher retention and teacher attrition is costing Texas over a half a billion dollars each year in teacher preparation programs, professional development, recruitment, loss time, and student achievement. One untapped resource of teacher candidates is the paraprofessional with prior education work experience. To help determine if the paraprofessional had greater retention and less attrition, UH-Victoria's School of Education and Human Development administered a survey to 2,790 alumni to determine which factors contributed. There were significant differences in years teaching, age, gender, and ethnicity. Results will be discussed.

- 2E. *Recruiting, Preparing, and Retaining High Quality Teachers: One Residency Program's Innovative Approach***  
Rubén Garza, Rod Harter  
Ellen Duchaine, Raymond Reynosa Texas State University-San Marcos

The Teaching Residency Program for Critical Shortage (TRP-CSA) Areas prepares highly qualified teachers in mathematics, science, and special education for placement in the Austin ISD and Del Valle ISD, the grant's partner public schools. The panelists in this session will present an overview of the TRP-CSA: aspects of the rigorous clinical experience; the challenges of implementing a residency program; mentoring and induction; successful practices; and implications for clinical field-experiences.

#### Thirty Minute Sessions

Facilitator: Marlene Zipperlen  
Room: Creekside II

- 2F. *This Train is Headed West at Breakneck Speed: Are You on Board or on The Tracks?***  
D. Gale Stocks Texas Tech University

Increasing, the nation is focused on the effectiveness of teacher education programs and the gaps in performance between students in the United States and in other countries. Follow Texas Tech University as it engaged in an overall reform of teacher education. Examine Texas Tech's plan to integrate public school personnel's non-negotiable skills and attitudes of teachers entering schools for the first time. Learn about the challenges and the benefits of the reformation as it related to university faculty, university students, and public school personnel. Celebrate the successes and review the changes at Texas Tech University, College of Education.

- 2F. *Past, Present, Future: Celebrating and Learning from 20 Years of Early Field Experience Partnerships***  
Virginia Resta, Patrice Werner, John Beck, Leslie Huling, Pat Curtin Texas State University-San Marcos  
Grant Simpson St. Edward's University

Lessons learned will be shared from our twenty-year history as a large-scale teacher preparation program that integrates theory and practice through extensive field-based preparation in which college courses, taught by university faculty on public school campuses, integrate seamlessly with today's classroom realities.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 2

Monday, October 22, 2:15 PM-3:15 PM

#### Thirty Minute Sessions

Facilitator: Angela Lopez Pedrana  
Room: Bonnell

**2G. *Strategic Components for Novice Reflective Practitioners: Data Analysis, Connecting Theory to Practice and Instructional Conversations***

Angela López Pedrana

University of Houston-Downtown

Being a “reflective practitioner” is easier said than done. Strategically guided data analysis, conceptualization of the theory-practice continuum and engaging in instructional conversations that actively calls for critically thinking about one’s practice are components used to help pre-service teachers make the implicit become explicit.

**2G. *Mentoring Undergraduate Preservice Teachers through Service Learning***

Rebecca Fredrickson

Texas Woman’s University

A partnership with developed with Barnes and Noble to establish a Summer Reading Program where preservice teachers initially had the opportunity to view faculty working with the children who participated in the program. After that, they had the opportunity to serve as an instructional leader, a reader, an activity leader or a helper. This project served not only as a way for preservice teachers to work with students but also as a lab in which they were able to be mentored by faculty. This allowed the preservice teachers to have valuable experiences engaging with students and with service learning.

#### Thirty Minute Sessions

Facilitator: Bobette Dunn  
Room: Tannehill

**2H. *Discerning Future Directions for Professional Development Courses***

Melissa Roberts Becker, Rebecca Miller

Tarleton State University

During the initial Professional Development course sequence at Tarleton State University, teacher candidates discover professional responsibility in the learning process. Three initial courses were redesigned (fall 2011) to place responsibility for basic content acquisition on the teacher candidates, actively engage students during class and demonstrate reflective practitioner skills after class. Application of digital tools allowed students to learn basic content and demonstrate learning in a manner conducive to their 21st century learner preferences. The course redesign instructional model provides a framework for CSOTTE participants as they discern the future direction for Texas teacher education programs.

**2H. *Helping Our Transfers: Increasing Academic Support for Vulnerable Sub-Populations in Teacher Education***

Glenda Byrns, David A. Byrd, Shailen Singh

Texas A & M University

Following a case study of transfer students of color in its teacher education program, the College of Education and Human Development at Texas A&M University established a goal to create a climate that encouraged personal and professional development while addressing common issues that challenge transfer students of color in teacher education. This presentation will discuss the findings from the case study and demonstrate concrete examples of how a narrowly tailored retention program can be implemented to address the common needs of a unique sub-population in teacher education programs.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 22, 3:30 PM – 4:30 PM

#### One Hour Session

Facilitator: Kathleen Vinger  
Room: Salon E

**3A. *Using Data to Inform Your Teacher Education Program***  
John Beck

CREATE

With the increasing emphasis on teacher education accountability, having access to complete and easily accessible information about the employment patterns of program completers is essential. However, one of the challenges has been the absence of an efficient and accurate way to follow the completers. This presentation describes an existing customizable data set that includes information on completers from each university who are employed in Texas public schools. The data set can follow any person certified through a university who begins employment as a teacher or a paraprofessional in a Texas public school district. If the person's classification changes over the years of employment (e.g., specialist, administrator, counselor), tracking across employment years is still possible as long as the person is affiliated with a public school district campus. The presenters will describe the data set and the information in it. Several examples will be shared in an interactive session with the audience.

#### Thirty Minute Sessions

Facilitator: Diana Everett  
Room: Salon G

**3B. *Need to Teach Students How to Write Lesson Plans? There's an App for That!***  
Jane Thielemann Downs, Janice Nath, Irene Chen

University of Houston Downtown

Our interdepartmental team (Urban Education and Computer and Mathematical Sciences) developed a "Lesson Plan tutorial software / iApp" program designed to help student-teachers write appropriate student-centered lesson plans. This iApp provides a hands-on, visual learning experience that helps students better understand the major components of a constructivist, student-centered lesson plan. This iApp (and web version) contains comprehensive text, graphic information and examples for each of the lesson plan components: Goals, Objectives / TEKS & ELPS, Focus, Teaching Strategies, Assessment, Closure, and Accommodations. The iApp is designed to use with the Apple iOS on an iPad. A similar web-based version has also been designed to work on PC/ Windows and ANDROID. Presenters will share their process of technology development and the pilot study of how the iApp/Website worked to increase learning in an undergraduate course.

**3B. *The iPad: One Tool for Bridging the Gap between Theory and Practice***  
Susan Hall, Stephanie Grote-Garcia, Mary Ruth Moore

University of Incarnate Word

Come and learn how instructors can use iPads or other tablet computers in small group activities in the education classroom. Participants will experience activities first hand as well as see how students can work with online resources that help them connect theory to the practice and make the needed connections to the real world outside the college classroom. The session will begin with a very brief overview of how the iPad is being used in education and include a discussion of ways that instructors can build a productive class session around a small number of iPads.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 22, 3:30 PM – 4:30 PM

#### Thirty Minute Sessions

Facilitator: Julie Teel-Borders  
Room: Salon F

**3C. *Help! These Tests Scare Me to Death***  
Darla Baggett, Becky Birdsong

LeTourneau University

Certification Preparation in an online format: Certification exams designed at the application level are challenging for all students that are expecting a knowledge level approach. Test strategies are developed to help students access their content base and achieve success on the exams. All programs must find ways to provide direct test preparation for students. Technology offers opportunities for personal connections for individuals or small group remediation. Panopto and Join.me are two programs used by our university to connect with students during our certification preparation course.

**3C. *Preparing Preservice Teachers to Integrate CCRS into their Instruction***  
Kayla Rollins, Beverly L. Alford, Danielle B. Brown,  
Jacqueline R. Stillasano, Hersh C. Waxman

Texas A&M University

The present study describes the TAMU Educator Preparation Collaborative project, which integrated the instruction of college and career readiness standards (CCRS) into a post-baccalaureate teacher preparation program. Surveys were administered to preservice teachers at four different time periods over the course of the program to determine the program's impact on their level of confidence in establishing an effective learning environment and integrating the CCRS. The results of the study suggest that the project was successful in educating preservice teachers on the implementation of the CCRS; however, there is still a need for widespread implementation of the CCRS.

#### Thirty Minute Sessions

Facilitator: Sue Owens  
Room: Salon H

**3D. *TEXES Certification Exam Review for Teachers (T-CERT): What is Next?***  
Irma Harper

Texas A&M University

The Texas A&M University System has partnered with the Texas Education Agency to provide all teachers and potential teachers assistance in taking the TEXES exams. T-CERT website was created for this purpose. T-CERT participants have access to online review modules, review videos and synchronous chat review sessions, all for the purpose for remediation on the TEXES exams. T-CERT is in its second full year of implementation. What is next? Session participants will be given the opportunity to offer feedback for the direction of the T-CERT site.

**3D. *Domain Analysis of the TEXES: On the Frontline***  
Barba Patton, Diane E Prince

University of Houston-Victoria

There are a various number of domains on each of the TEXES tests whether it is PPR, content or one of the professional tests. Students are expected to master the overall test with a weighed score of 240. As university professors, how are we to advise and propose study tactics when we do not know what content the student is lacking? Students want to know what to study and how to improve if they are not successful on the first attempt at the TEXES. Professors on the frontline cannot give the student that information because they do not have a way to analyze the students' scores. This breakout session will outline the challenges presented to the "frontline" when advising students on test preparation.

# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 3

Monday, October 22, 3:30 PM – 4:30 PM

### Thirty Minute Sessions

Facilitator: Eloise Hughes

Room: Creekside I

**3E. *Success and Challenges of Using iPads for Teacher Education Students***

Dennie L. Smith, Cynthia Boettcher, Jodie Mangum

Texas A&M University

This study was conducted in two undergraduate teacher education courses to determine the feasibility of using iPads for both teaching and learning during the academic year 2011-12. Freshman students ( $N=37$ ) were provided iPads to use during both the fall semester and spring semesters. The courses were designed to use iPads for problem solving activities and for other appropriate course activities. Qualitative methodology was utilized to develop a deeper understanding of the successes and challenges of using iPads by the professors and students through interviews and surveys. A six-minute video was also developed to give “voice” to both students’ and professors’ experiences and to reflect the evolution of this study. The findings of the fall semester’s study, questionnaire data (only) from spring semester, as well as the video of students’ reactions will be presented in the session.

**3E. *Lessons Learned and Solutions: Preparing Students to Actively Engage with Content Using Immersive World Technology***

Deborah Anne Banker

Angelo State University

Many teacher preparation programs are taking their courses and entire programs into an online delivery model. These deliver models result in the online learner learning in an isolated environment (Ke & Carr-Chellman, 2006). Zhu (2012) contends that it is desirable to bring the learner out of isolation and to actively engage with the course and content. Immersive world technology (IWT) allows for both but then there are problems with preparing the student to learn the IWT to be able to actively engage. The lessons learned by an online teacher preparation program instructor are presented, along with solutions to those problems to give a learner the skills necessary to actively engage with the content and collaborate with classmates and instructor to bring the learner out of isolation.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 22, 3:30 PM – 4:30 PM

#### Thirty Minute Sessions

Facilitator: Irene Chen  
Room: Creekside II

**3F. *Integrating Cultural Identity Stories from Preservice Teachers in a Bilingual Education Program: An Action Research Study***

Laura Mitchell, Irene Chen

University of Downtown-Houston

This presentation describes an action research study conducted in a Bilingual Education Program in a 4-year public university in Texas. As the teacher candidates began to make connections with their students through language, traditions, and background, they began to connect their cultural identity stories to the students' cultural identity stories. They developed their confidence in the teaching process because the students began to see them as teachers. In the action research, the teacher candidates began the reflective process of looking back at their own culture through the lenses of culture, language, and perspectives. They were able to name their culture, identify their experiences that they had growing up in schools, and described their own cultural perspectives.

**3F. *Preparing Educational Leaders to Partner with Diverse Families***

Michelle Abrego, Jesus "Chuey" Abrego  
Renee Rubin

The University of Texas at Brownsville  
Consultant

National program standards for building level leaders identify the need for school leaders to possess the knowledge, skills and dispositions to build and sustain collaborative relationships between schools and families. Research indicates that educational leaders are underprepared to partner with families especially those from minority backgrounds. This presentation will share with participants an assessment that is currently used by a principal preparation program to prepare principals to effectively engage all families in schools. The project requires future school leaders to design, implement and evaluate authentic partnerships with families focused on the needs and wants of families at their respective schools.

#### Thirty Minute Sessions

Facilitator:  
Room: Bonnell

**3G. *Shaping the Future of Teacher Induction Research: Findings and Insights from a Longitudinal Study***

Virginia Resta, Leslie Huling, Pat Yeargain

Texas State University-San Marcos

Findings will be shared from the latest phase of longitudinal research on approximately 1,000 teachers who entered teaching between 2002-04 and were participants in a collaborative multi-institutional teacher induction program. This longitudinal study provides perspectives that are not readily available in the first years of program implementation. This study involved research collaboration between seven universities and 37 school districts and combines a number of quantitative and qualitative outcomes measures. Researchers will share their views on future directions for induction research based upon their decades of experience conducting research on mentoring and teacher induction.

**3G. *Guerrilla Marketing***

Cindy Woods, Jennifer McDonald, Shelby Grissett, Ashlee Woods

University of North Texas

Recruit new students into your program with low cost strategies that are imaginative, creative, and simple. Leave with at least five marketing strategies to increase enrollment in your program.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 3

Monday, October 22, 3:30 PM – 4:30 PM

#### Thirty Minute Sessions

Facilitator: Alma Rodriguez

Room: Tannehill

**3H. *Call Me Maybe?***

Debby Hopkins-Higham, Suzy Adair

Tarleton State University

Do your pre-service students have difficulty securing a field experience placement? Do they (or you) wait for a call from a school district that may or may not come? Do you feel powerless as to when field experiences can officially begin each semester because you and your students have difficulty securing placements? What one rural university does for securing field experiences for its pre-service teachers in rural Texas and changes to this model needed for their cohorts in metropolitan areas. And the public schools' response to our call.

**3H. *From Students to Teachers: Transforming Preservice Teachers' Views of Themselves through Early Field-Based Experiences***

Kathryn Hall, GaeLynn McInroe, Stephanie Scott

McMurry University

This study investigated the effectiveness of tutoring experiences on the confidence and self-perceived efficacy of preservice teachers in a university-based teacher preparation program. Subjects were preservice teachers in EC-6 math and reading methods courses who tutored kindergarten through fifth grade public school students. Quantitative and qualitative measures indicated growth in confidence and feelings of efficacy of subjects after the tutoring experiences, as well as movement along subject's self-perceived position on a scale from "student" to "teacher." Student journals indicated that tutoring sessions in which the tutee learned successfully resulted in sudden changes in the tutor's view of self.

# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 4

Tuesday, October 23, 8:00 AM – 9:00 AM

### One Hour Session

Facilitator: Sue Owens

Room: Capitol View Terrace South

**4A. *Data Manager for Texas Educator Preparation Programs***  
Rick Cullors

Educational Testing Services

In early January 2013, Texas Educator Preparation Program administrators and their faculty will be provided with access to a new data analysis tool known as the Data Manager. The Data Manager Tool is a web-based application that will allow users to: navigate complex data sources, generate data-driven tables and graphics, and generate reports on any factor supported by the data (test, administration year, demographic characteristic, etc.) For example, if an EPP Administrator wants to compare the pass rates for males and females between July 2008 and January 2010, the results can be obtained in seconds and can be displayed in either table or graphic form. EPPs will have access to the data for their own program, as well as aggregated data for the entire state. This presentation will feature either a live, online demonstration of the Data Manager Tool or display a series of PowerPoint slides showing screen shots from the application.

### Thirty Minute Sessions

Facilitator: Michael Rosato

Room: Capitol View Terrace North

**4B. *The Time is Ripe for AppleTV***  
Karl Mahan, David Boyer, Annette Mahan

Lubbock Christian University

The pursuit of innovative teaching tools is continuous. This session explores the use of iPad/iPhone apps and AppleTV to untether teachers from lecterns. These tools combine low cost solutions with high levels of student success, the strength of ipads to explore streaming videos and instructional apps, and the mirroring capabilities of the AppleTV to project tools through projectors in classrooms. This creates an environment that models innovative teaching strategies that are relevant and motivational to today's students. The presentation discusses the impact on employee morale and student perception as well as opportunities, challenges, and related examples across academic disciplines.

**4B. *Yes, I am on Facebook... but It's for Class!***  
Patricia S. Lynch, Heather Davis, Erica Strickland

Texas A&M University

This session will describe the use of the social media Facebook in a survey of exceptionality class. Different ways the social media was used to disseminate information and reduce individual emails to faculty will be shared, with specific examples. Guidelines for creating a class group will be shared.



# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 4

Tuesday, October 23, 8:00 AM – 9:00 AM

### Thirty Minute Sessions

Facilitator: John Miazga

Room: Bonnell

**4C. *Online Discussion: Purpose and Assessment***

Rodney McConnell, Melissa McConnell

Texas A&M Corpus Christi

This presentation discusses preliminary findings of an ongoing study of faculty perception(s) of the instructional purpose(s) and subsequent assessment of online discussions

**4C. *Flipped Classes: What, Why and How***

Dawn Wilson, Linda Brupbacher

Houston Baptist University

Explore the idea of “flipping” classes so that students initially acquire information online and then interactively build on that knowledge base during face-to-face class time: applying, analyzing, evaluating and creating. This hybrid format provides flexibility, efficiency and deep learning as it maximizes face-to-face time with increased interaction. We’ll share actual experience in flipping undergraduate and graduate classes, guiding principles for utilizing this format, and practical ideas and resources for creating both the online and face-to face learning experiences. An IBook presentation supplement will provide links to free resources for creating online learning and sample lesson plans for flipped PK-12 classes.

### Thirty Minute Sessions

Facilitator: Karen Smith

Room: Salon G

**4D. *Examining the Degree of Implementation of STEM Professional Academies in Texas***

Danielle Brown, Kayla B. Rollins, Beverly L. Alford,

Jacqueline R. Stillisano, Hersh C. Waxman

Texas A&M University

The present study examines the implementation of the College and Career Readiness Standards (CCRS) into mathematics and science teacher academies. Data were collected from the following sources: participant and director interviews, participant surveys, and end-of-year academy status reports. The results of the study suggest that academies were not successfully integrating the CCRS into their curriculum. Interviews revealed that the current accountability system relied on the current state standards and not the CCRS. Preliminary findings, however, from the continuation of the present study suggest more instruction related to the CCRS due to a recent switch in the accountability system.

**4D. *Preparing STEM Teachers to Remain in the Field of Education***

Lisa Brown, Casey Creghan, Laurice M. Nickson

Sam Houston State University

In this study, we examined the supports needed to ensure retention of quality teachers in the high needs areas of mathematics and science. Through a quantitative and qualitative analysis of job placements, on-site supports, and experiences encountered by education preparation graduates, we were able to determine what factors are currently impacting mathematics and science teachers to continue teaching and what barriers need to be addressed to prevent teacher attrition. Results of this study will be shared in a discussion format to maximize engagement of the participants.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 23, 8:00 AM – 9:00 AM

#### Thirty Minute Sessions

Facilitator:

Room: Salon F

- 4E.** *Educating Einstein: Preparing Preservice Teachers to Meet the Needs of Gifted Learners*  
Carol McGaughey Houston Baptist University

This presentation delineates the formation of a university course, Educating Gifted Learners, designed to fulfill the 30 foundation hours required by school districts to teach gifted students. This special population possesses unique learning needs that require teacher strategies and competencies to assist advanced learners to achieve their potential. The areas of nature and needs, identification and assessment, social and emotional characteristics, creativity and instructional strategies, and a differentiated curriculum are addressed. The Texas State Plan for the Gifted, the Texas Performance Standards Project, and the Texas Association for the Gifted and Talented (TAGT) are included as references.

- 4E.** *Who Are the Gifted and What Might Surprise You*  
Kimberly M. Tyler Texas Wesleyan University

The purpose of this session is to discuss various factors such as emotional, social, familial, and school situations unique to gifted learners. We will also examine several minority populations in an effort to help teachers identify the characteristics common to diverse populations, thereby allowing these students to be identified and serviced appropriately. Come and learn about these unique students so that we can dispel many of the myths and become part of the developmental process that guides these students to success.

#### Thirty Minute Sessions

Facilitator: Alma Rodriguez

Room: Salon H

- 4F.** *Preservice Teachers' Modifications for English Language Learners on the Teacher Work Sample*  
Melinda Miller, Helen Berg Sam Houston State University

We will describe teacher candidates' use of contextual factors in Teacher Work Samples and the extent to which they planned their assessments and lessons with consideration to students who are English language learners. This presentation will address the specific modifications planned to address the linguistic needs of English language learners in their classrooms during their student teaching semester.

- 4F.** *Preservice Teachers' Attitudes toward Inclusion of Students with Autism*  
Kris Ward, Christie Bledsoe, Jodi Pilgrim University of Mary Hardin-Baylor

A 2-factor repeated measures design was conducted to examine the change in mean scores of pre-service teachers after professional development. Professional development targeting the characteristics of autism spectrum disorders and teaching strategies was provided to a random sample of the participants. Results demonstrated a change in raw scores of participants in the experimental group following professional development. Students majoring in special education had the highest scores on the TATIS. Students majoring in other all-level programs such as physical education, art, and music education had the lowest scores on the TATIS. Results of this study demonstrate the value of teacher preparation in effecting the attitudes of pre-service teachers with regard to inclusion of students with autism.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 4

Tuesday, October 23, 8:00 AM – 9:00 AM

#### Thirty Minute Sessions

Facilitator: Marlene Zipperlen  
Room: Creekside I

- 4G. *Building Partnerships through Leadership and Literacy***  
Renee Collins  
Kathy Horner

Hardin Simmons University  
Bonham Elementary School, Abilene, TX

The session provides a view of a university and local elementary school partnership through a Leaders & Readers Program, or a cross-aged reading program built around science and language arts TEKS. Principal shares the faculty members' perspectives regarding students' cognitive, social, emotional, & physical needs before and after the program. Professor shares the process of designing, implementing, and assessing the program's effectiveness for all populations involved: the EC-6 Generalists, 4-8 ELAR majors, 5th graders & faculty, 3rd graders & faculty.

- 4G. *Rebuilding and Reigniting Interest in One School-University Partnership***  
Criselda Garcia

University of Texas-Pan American

The focus of this presentation is to describe the challenges and strides made by one teacher education program located in a south Texas bi-cultural community of re-building and reigniting interest in a school-university partnership. The process of building capacity with limited resources, increased accountability and often disconnect between school and university expectations will be presented.

#### Thirty Minute Sessions

Facilitator: Julie Teel-Borders  
Room: Creekside II

- 4H. *Increasing Autonomy within the Educational Environment***  
Kimberly Welsh, Vikki Boatman

Stephen F. Austin State University

The purpose of this presentation is to invite inquiry regarding the possible connection between the physical educational environment and a student's ability to become increasingly autonomous. This presentation explores various campus restructuring efforts that unintentionally overlook classroom environments as a variable that affects student self-sufficiency.

- 4H. *The Little Lab that Could: The Value of Small University Lab Preschools***  
Michele Staples, Kathy Stephens, Jodie Hilburn

LeTourneau University

Due to the demands for highly qualified teachers in early childhood, universities are searching for ways to improve field experiences in the preschool setting. Participants will learn how one smaller teacher preparation program created and implemented an onsite preschool learning lab to supplement their field experience program that enabled preservice teachers to apply theory to practice. Participants will receive information regarding steps taken to establish the preschool lab experience from initial planning to full implementation. Furthermore, participants will discover how this university utilized available classroom space to create a learning lab that operates with no fees charged to preschool families.

# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 4

Tuesday, October 23, 8:00 AM – 9:00 AM

### Thirty Minute Sessions

Facilitator: Ginny Fender

Room: Barton

**4I. *Capturing the Link between Candidate Competency and Impact on Student Achievement: Implications for District Partnerships***

Doug Hamman, Scott Ridley, Peggy Johnson

Texas Tech University

Policymakers and national education organizations are increasingly connecting teacher performance, K-12, student academic achievement and teacher preparation (e.g., USED, 2011; Wise, Ehrenberg, & Leibbrand, 2008). At the same time these links are being made, teacher educators are struggling to understand and demonstrate their impact on student achievement (Diez, 2010). One reason for this struggle is that few teacher preparation programs exist that have put in place the organizational capacity and strategies for demonstrating impact. This presentation provides a case study of one TEP that is building capacity and partnerships needed to capture evidence of candidate instructional competency and impact.

**4I. *Ensuring our Teachers Can Write: Implementing a Writing Assessment to Support Teacher Candidates***

Melissa Pierson, Amber Thompson

University of Houston-Central Campus

The ability to communicate effectively is imperative to being a successful teacher. Just as teacher education faculty support students in their development of pedagogy and content knowledge, faculty at the University of Houston also support students in their quest to refine the skills necessary to be an effective teacher. One such skill is writing in educational context, and in order to evaluate and sustain students' written communication abilities, the University of Houston has developed a writing assessment and writing support sessions.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 5

Tuesday, October 23, 9:15 AM – 10:15 AM

#### Thirty Minute Sessions

Facilitator: Michael Rosato

Room: Capital View Terrace South

**5A. *Effective Classroom Ecology: Similarities and Differences in Social Processes Observed in Highly Effective Classrooms in Title I and Non-Title I Schools***

William Newton

Texas Wesleyan University

The purpose of this study was to explore, define and examine social processes that contribute to effective learning climates for students. Local Title I and non-Title I schools that received state ratings of recognized were identified. Six highly effective teachers were selected. Data were gathered such that prevalent talk and classroom communication was recorded by code every 3 minutes during the observation periods. In addition to coding observations and elaborations, researchers interviewed principals and teachers from the selected schools. Our research data describe how these effective teachers use social processes for learning and what processes are more prevalent due to state-mandated testing and possibly economic status.

**5A. *Fostering Critical Reflection in an Authentic Environment***

Elizabeth Beavers, Donna Kirkwood

University of Houston-Clear Lake

This session will offer suggestions, based on a collaborative effort between University of Houston-Clear Lake ECE and ECE/SPED faculty, for creating an authentic learning environment and offering relevant learning experiences. Participants will be empowered to create an authentic learning environment for their students by discussing the value of dedicated space, how to outfit an ECE classroom on a limited budget, and how to foster critical reflection through embedded learning experiences. Students of the UHCL program will share descriptions of how the environment provided a foundation for meaningful learning and critical reflection ultimately enhancing their understandings and utilization of best practices.



# BREAKOUT SESSION DESCRIPTIONS

## BREAKOUT SESSION 5

Tuesday, October 23, 9:15 AM – 10:15 AM

### Thirty Minute Sessions

Facilitator: Diana Everett  
Room: Salon G

**5D.** *simSchool: Virtual Teacher Training with Real Results*  
Stacy Kruse

Learn how simSchool, a cloud-based classroom simulator for pre-service and in-service educators and clinical professionals, is expanding across Texas. In-state research results spanning the last seven years show strong evidence of simSchool's impact in building teaching skill, confidence, and retention.

**5D.** *Implementing ELPS in Math and Science Instruction*  
Ratna Narayan, Gwen Johnson, Cynthia Rodrigues, Glenda Moss University of North Texas

Presentation will be interactive. Presenters will demonstrate example science and math lessons and how to implement ESL best practices. Participants will gain knowledge concerning ELPS and ESL strategies for engaging all students in learning.

### Thirty Minute Sessions

Facilitator: John Miazga  
Room: Salon F

**5E.** *Graduate Students and Peer Coaching Assignment: How does it Carry Forward?*  
Myrna Cohen, Sue Mahoney, Janice Nath, Viola Garcia University of Houston-Downtown

In this presentation the researchers describe a peer coaching project for graduate students who are teachers of record and explain how the project has evolved over the years. The researchers also analyze comments of 29 students from past cohorts (2008-2012) who participated in the project. They share results from follow-up interviews of several past graduates about their experiences with peer coaching at their schools and districts since completing their graduate degrees. Researchers and participants draw conclusions about the feasibility of using this cost effective model as a tool for professional development of teachers.

**5E.** *Graduate Students' Reflections on Transformative Education for Latino Students*  
Alma D. Rodríguez The University of Texas at Brownsville

This presentation describes Alma Flor Ada's creative reading approach and how it helps teachers implement transformative education by sharing the results of a qualitative study that examined graduate students' perceptions regarding creative reading. The study shows that participants displayed characteristics of advocates for Latino students. Participants felt they could promote empowerment, engagement, and higher-order thinking among their Latino students through creative reading, and they realized this approach would help them understand their students and provide relevant instruction. The results of the study also demonstrate the value of critical reflection in the college classroom. Implications for education programs are discussed.

## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 5

Tuesday, October 23, 9:15 AM – 10:15 AM

#### Thirty Minute Sessions

Facilitator: Krys Goree  
Room: Salon H

**5F. *Are We There Yet? A Roadmap for Online Assessment***

Kimberly K. Livengood, Mary E. McGlamery, Meghan Seibert

Angelo State University

For meaningful change in the classroom, tomorrow's teachers must be equipped to meet future challenges in new ways. Students expect more than the traditional lecture followed by a paper/pencil assessment. Access to technology and use has continued to increase, thereby contributing to the growing opportunities for a variety of technological strategies to assess progress on instructional objectives. Technological tools can address both formative and summative assessments. This session focuses on the use of readily available technology, both in the university and K-12 classroom, to assist teachers or teacher educators in meeting the challenges of assessment for future students.

**5F. *Professors' Student Evaluation Scores: The Inequity of Online versus Face-to-Face***

Robert M. Maninger, Sam Sullivan, Lautrice Nickson,

Sam Houston State University

This presentation will discuss the comparison research done by the authors in one College of Education comparing IDEA student evaluations between online courses and face-to-face courses. Research by the IDEA Corporation will be compared. This presentation will cover the authors' research questions, data, and purpose for conducting this study.

#### Thirty Minute Sessions

Facilitator: Marlene Zipperlen  
Room: Creekside I

**5G. *Middle Class Last Week; Homeless This Week: Strategies for Educators to Identify Homeless Students and Mitigate the Effects on Achievement of Transient Housing and Trauma***

Vicky Dill

The University of Texas at Austin

All students, whether homeless or housed, need a stable environment in which one or more caring adults build a personal relationship with them. This psychological safety net can go a long way to sustain the hope of students for whom, effectively, there is no other safety net. But for particularly the most vulnerable, equitable opportunity, high expectations, comfortable and predictable routines, good nutrition, and great understanding go a long way to provide homeless students a fair shot at the American dream.

**5G. *Hanging In or Dropping Out: Is the Dropout Rate Getting Worse?***

Marlene Zipperlen, Christopher Coy, Peter Ejirika,  
Debra Malone, and Sharron Stephenson

University of Mary Hardin-Baylor

The purpose of this study was to determine if the dropout rate is increasing or decreasing. In this study the researchers examined the variables which drive the outcomes of the data, national and state trends, causes, economics and potential solutions to the endemic problem. As a result of the Texas Education Agency adoption of the national dropout definition in 2005-2006 a decreasing trend was observed. This presentation will discuss the findings related to decreases in the dropout rate in the state of Texas.



## BREAKOUT SESSION DESCRIPTIONS

### BREAKOUT SESSION 5

Tuesday, October 23, 9:15 AM – 10:15 AM

#### Thirty Minute Sessions

Facilitator: Julie Teel-Borders  
Room: Creekside II

**5H. *Increasing Learning Potential with Brain Research***  
Wayne Jacobs, Julie Teel-Borders

LeTourneau University

Many advances in brain research have been made in the last twenty years. This innovative research has birthed a new style of teaching called brain-based learning. The goals in this session are to present new brain research and to demonstrate how understanding more about the brain can improve learning in every educational setting.

**5H. *Challenge Based Learning with Preservice Teachers***  
Kris Ward, Christie Bledsoe, Jodi Pilgrim

University of Mary Hardin-Baylor

The nature of classroom instruction must change in order for new technologies to be utilized effectively. Given the profound paradigm shift taking place in schools, teacher educators must prepare future teachers with instructional strategies to teach in a technological world. Challenge Based Learning is an instructional model that utilizes technology to research and promote real-world learning. The purpose of this presentation is to share research from a study of a middle school implementing a one-to-one iPad initiative utilizing Challenge Based Learning and to describe the nature of Challenge Based Learning as it applies to pre-service teachers.

#### Thirty Minute Sessions

Facilitator: Eloise Hughes  
Room: Barton

**5I. *Teachers' Perceptions of Cultural Competency: Implications for the Classroom***  
Elda Martinez, Osman Ozturgut

University of the Incarnate Word

Understanding culture and cultural competency is the foundation for creating an inclusive classroom. Teachers must have both knowledge of and proficiency with practices that respect differences of the groups their students represent. This study is designed to explore teachers' perceptions of culture and cultural competency and how these systems are integrated into instructional practice. Findings of this study will inform future efforts to develop preservice teachers' perceptions and preparation.

**5I. *Plagiarism Issues in Teacher Preparation***  
Susan Blassingame, Annette Mahan

Lubbock Christian University

While plagiarism is a topic covered extensively in most disciplines like English, history, and business, plagiarism in the area of teacher preparation needs more discussion. The prevalence of materials available electronically, from teacher blogs and more informal websites to professionally developed sites that offer lesson plans and assignments, students in teacher education programs have many opportunities to "borrow" material. What are some best practices that can help faculty discuss the issues of plagiarism with students? How can we be proactive and appropriately reactive when confronted with plagiarism by future educators? This presentation will offer practical solutions to this ethical dilemma.



Consortium of State Organizations for  
Texas Teacher Education

**CALL FOR PROPOSALS**

**CSOTTE FALL 2013 TEACHER EDUCATION CONFERENCE**



October 20-22, 2013 Omni Colonnade Hotel– 9821 Colonnade Blvd – San Antonio, Texas  
Proposal Deadline: July 15, 2013

*Forging the Future:*  
Shaping Teachers and Students through  
Collaboration and Research

**Please submit proposals addressing one of the following strands:**

<i>Accountability</i>	<i>College Readiness</i>	<i>Professional Harmony</i>
<i>Accreditation</i>	<i>Data Analysis</i>	<i>Recruitment / Retention</i>
<i>Assessment</i>	<i>Diversity</i>	<i>Special Populations</i>
<i>Brain-based Research</i>	<i>Ethics</i>	<i>Teacher Quality</i>
<i>Best Practices</i>	<i>Leadership</i>	<i>Technology</i>
<i>Critical Issues</i>	<i>Partnerships</i>	<i>Value Added</i>

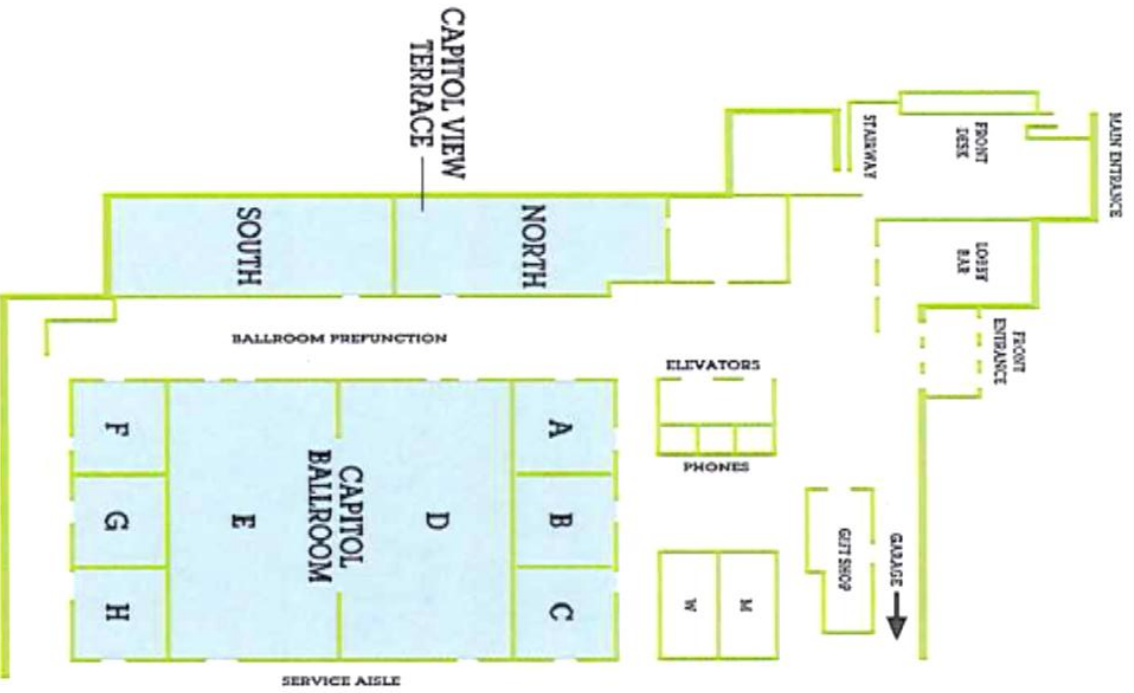
**Please submit the following information electronically as attachments (Microsoft Word or PDF file)**  
**Alma Rodriguez**, University of Texas at Brownsville Email: [alma.rodriguez@utb.edu](mailto:alma.rodriguez@utb.edu) by July 15, 2013

1. Cover sheet, to include
  - title of session / presentation topic relevant to your proposal
  - name of preparation program and names of presenters and affiliations
  - name, phone number(s), and email address of contact person
  - abstract, 100 words or less, for conference program
2. Presentation proposal, 750 words or less, as a separate document void of identifying information (for blind review process)
3. All presentation sessions are for a 30 minute time slot.  
Poster sessions are assigned to Emerging Scholars.

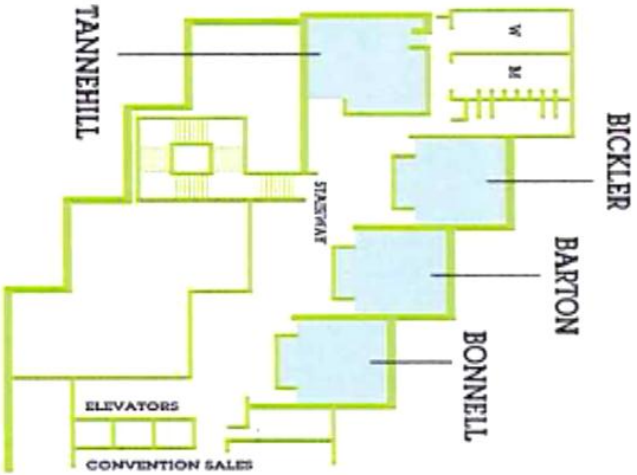
If you have not received acknowledgement of receipt of your proposal by July 20, 2013, contact **Alma Rodriguez**, University of Texas at Brownsville Email: [alma.rodriguez@utb.edu](mailto:alma.rodriguez@utb.edu) Proposals will be reviewed and presenters notified by July 31, 2013. All presenters must register for the conference by September 15, 2013. In order to be included in the online repository, all presenters must submit presentation handouts electronically by October 1, 2013.

Screens and media support carts will be provided. However, cost for any presentation equipment is the responsibility of the presenter. Arrangements must be made directly with the hotel audio visual services.

**THIRD FLOOR**



**FOURTH FLOOR**



**SECOND FLOOR**

