

Summer Conference

June 4, 2011

Austin, Texas

**TxATE**  
**Summer Conference**  
**June 3-4, 2011**

**Radisson Hotel & Suites Austin**  
111 E. Cesar Chavez St.  
Phone: (512) 478-9611

**Program Schedule**

*Friday—June 3, 2011*

5:00 - 7:00 TxATE Executive Board meeting

*Saturday—June 4, 2011*

8:00 - 9:00 Continental Breakfast

9:00 - 10:00 Opening Session

Speaker: **Dr. James Alouf, ATE President**

10:00 - 10:15 Break

10:30 - 12:00 Speaker: **Dr. Joan Berry**

12:00 - 12:45 Lunch

12:45 - 1:15 TxATE Business Meeting

1:15 - 1:45 Speaker: **Amanda Dillon, PEEQ**

1:45 - 2:00 Break

2:00 - 2:45 Round Table Presentations

2:45 - 3:00 Break

3:00 - 3:45 Round Table Presentations

3:45 - 4:00 Closing

---

**Upcoming ATE Meetings:**

The 2011 Summer Conference will be August 5-9, 2011 at the Hyatt Regency Philadelphia at Penn's Landing, Philadelphia, PA. Theme for the Summer Conference is *Creating a Global Community of Learners: Guiding the Future of Education*

The 2012 Annual Meeting of the Association of Teacher Educators will be held February 11-15, 2012 in San Antonio, Texas, at the Grand Hyatt San Antonio on the Riverwalk.

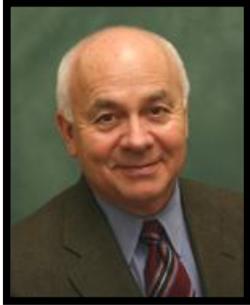
The theme is *Creating a Global Community of Learners: Guiding the Future of Education*.

*Call for Proposals Extended: June 15, 2011*

## Speakers

### **Dr. James Alouf, ATE President**

#### **Creating a Global Community of Learners: Guiding the Future of Education**



The Association of Teacher Educators was founded in 1920 and is an individual membership organization devoted solely to the improvement of teacher education both for school-based and post secondary teacher educators. ATE members represent over 700 colleges and universities, over 500 major school systems, and the majority of state departments of education. The ATE office is located in the Washington DC area where it represents its members' interests before governmental agencies and education organizations. In addition, ATE has representatives on the National Council for Accreditation of Teacher Education.

**Dr. James L. Alouf** will serve as President of The Association of Teacher Educators, 2011-2012. Jim Alouf completed his PhD in Social Studies Education at the University of Virginia in 1988 after ten years as a secondary social studies teacher in central New Jersey. Jim has been a professor at Sweet Briar College in Virginia for 30 years where he serves as the Director of Graduate Education and Cameron Fellow. He joined ATE in 1994, serving two terms as chair of the Legislative and Governmental Relations Committee. He was instrumental in the development of the policy framework for the association, served as a state delegate for six years, and co-chaired the summer conference in Washington, DC. Jim served a three-year term on the ATE Board of Directors prior to his election to the presidency of ATE. His major research interests are mentoring, differentiation, and policy analysis.

## Dr. Joan Berry

### Just Keep Peddling:

#### What Teacher Preparation Programs Can Do to Prevent Novice Teacher Attrition



Dr. Joan Berry is an Assistant Professor at the University of Mary Hardin-Baylor in Belton, Texas. She graduated from the University of North Texas, where she received her Bachelor of Science in Art and English Education. She attended the University of Texas in Austin, where she completed a Master of Arts in English with a Reading Specialist Endorsement. She received her doctorate in Educational Administration from Texas A&M University.

Dr. Berry taught in the Austin, Round Rock, and Temple schools for 25 years before moving to the Education Service Center Region 12 in Waco, where she served as Director of Curriculum. She also taught English composition and literature courses at Austin Community College in Austin. At UMHB, she teaches courses in child development, classroom management, diverse populations, and curriculum design. She is a member of Phi Delta Kappa, Kappa Delta Pi, Phi Kappa Phi, Delta Kappa Gamma, and the Association for Supervision and Curriculum Development. She lives in Thornton, Texas, with her husband Bill.

In a qualitative study involving novice teachers in difficult teaching assignments, three factors had significant impact on the decisions of new teachers to leave teaching or remain in the profession. Dr. Berry will share her research about these factors and the implications of the data for teacher preparation program design.

## Amanda Dillon, Research Associate

### Project on Educator Effectiveness & Quality



The Project on Educator Effectiveness and Quality (PEEQ) is an initiative of the LBJ School of Public Affairs' Center for Health and Social Policy at The University of Texas at Austin. PEEQ specializes in bridging education policy and education research for real world application. One of PEEQ's current projects is for the state of Texas. The Texas Education Agency contracted with PEEQ to develop a metric that measures a teacher's effect on student achievement. The objective is to assess the performance of new teachers in their first three years in the classroom and provide feedback to educator preparation programs, teachers, and policymakers that will improve the quality of teaching and enhance student learning in Texas.

Amanda Dillon is a Research Associate with PEEQ where she leads a team of research assistants focused on measuring educator effectiveness. She currently concentrates her time on PEEQ's Texas project, conducting research and writing reports on methods of measuring student achievement. Ms. Dillon graduated Summa Cum Laude with a B.A. in Political Science and Economics from Texas A&M-Corpus Christi in 2008. She is a recent graduate of the LBJ School's Master of Global Policy Studies program where she specialized in development and focused her course work in evaluation. Amanda headed several research projects including one for an Austin nonprofit working in Ethiopia and for the State Department's Public Diplomacy Office evaluating the efficiency and effectiveness of their programs and operations.

## Round Table Discussions

2:00-2:45

### Table 1

#### Preparing Master Teachers of English Language Learners through Technology

Presenter: *Dr. Alma Dolores Rodríguez*  
University of Texas at Brownsville

Abstract:

Technology is advancing rapidly and institutions of higher education have incorporated new technologies in various ways and to varying degrees. These formats include online courses, hybrid or blended courses, and distance education. Videoconferencing, a form of distance education, and online courses are being used in a master's in bilingual education to deliver instruction to students from various parts of the state of Texas. This presentation discusses the technology features that permit and promote interaction among students and between professors and students in this master's program, especially those used in online courses taught via *Illuminate Live!*

### Table 2

#### Project STEPS: Integrating College and Career Readiness Standards into Teacher Education

Presenter: *Dr. Amanda M. Rudolph*  
Stephen F. Austin State University

Abstract:

Systemic Texas Educator Preparation Site (Project STEPS) is a grant funded project from the Texas Higher Education Coordinating Board to research and demonstrate the most effective ways to implement the College and Career Readiness Standards into teacher education programs. This presentation will overview the work and research of the grant.

### Table 3

#### Preservice Teachers' Perceptions of the Environment: Infusing EE into the EC-6 Teacher

Presenters: *Dr. Blanche Desjean-Perrotta & Dr. Christine Moseley*  
University of Texas San Antonio

*Dr. Courtney Crim*  
Trinity University

Abstract:

This study was designed to examine how EC-6 preservice teachers define what an environment is through sentence completions and drawings. The NAAEE *Guidelines for the Preparation and Professional Development of Environmental Educators* (2004) state that preservice teachers should be able to "describe the broad view that environmental education takes of 'environment,' incorporating concepts such as systems, interdependence, and interactions among humans, other living organisms, the physical environment, and the built or designed environment" (p. 9). Results of this study indicated the need for a modification and infusion of more environmental education into our EC-6 teacher preparation program. Study data will be shared along with our EC-6 program model for environmental education.

## **Table 4**

### **Maintaining the Boundaries: Teacher Education Program Admission Criteria for Screening Quality Candidates**

Presenters: *Dr. Paige Worrell, Dr. Diane Taylor,  
Dr. Rebecca Miller & Dr. Laurie Hawke*  
Tarleton State University

**Abstract:**

University – based teacher education programs are currently under attack by the general public for producing non-effective teachers. In order to combat the perception of the “disintegration of teacher preparation” (Baines 2010), Teacher Preparation Programs need to demonstrate to the public the rigor of their screening measures and admissions criteria as a beginning to demonstrating program rigor. This presentation will detail one university’s efforts to collect and analyze admission criteria to Teacher Education Programs in universities across the state.

## **Table 5**

### **A New EC6/ESL/Special Education Degree in 123 hours!**

Presenters: *Dr. Kathy Morrison & Ginny Fender, M.Ed.*  
The University of Texas at Tyler

**Abstract:**

The University of Texas at Tyler has designed a new EC-6 degree that will prepare teacher candidates for certification in EC-6, ESL, and Special Education EC-12. The School of Education (SOE) Undergraduate Program Committee worked with faculty to design a streamlined degree that meets the needs for preparing teacher candidates to work with diverse learners in their classrooms. This session will describe the degree and the courses included within the degree, as well as the requirements for clinical experiences.

## **Table 6**

### **Teacher Preparation Programs and First Year Teachers**

Presenters: *Dr. Christie Bledsoe, Dr. Jodi Pilgrim & Rebecca Searfoss*  
University of Mary Hardin-Baylor

**Abstract:**

State legislators have acknowledged a problem with inadequately prepared teachers, and Texas Senate Bill 174 will increase accountability for all teacher preparation programs. The purpose of this mixed methods study was to determine areas in which first year teachers from the University of Mary Hardin-Baylor did not feel prepared to teach. Qualitative and quantitative data were collected using survey items created by the Texas Education Agency according to Texas Senate Bill 174. Preparedness was evaluated in the following areas: classroom environment, students with disabilities, technology, and English language learners. This project represents applied research and was used for program assessment.

## Table 7

### **Presentation Software in Teacher Preparation: Best Practice or Potential Nightmare**

Presenters: *Dr. Chip Fischer, Dr. Olga Fischer & Allison Fischer*  
University of Texas Austin

Abstract:

Use of Presentation software, such as, *PowerPoint, Keynote, Prezi, SMART Notebook, and SlideRocket* has become ubiquitous in education. Teacher educators have embraced use of this technology as pretty much a “no-brainer” when it comes to enhancing instructional delivery, often without giving adequate thought to the possible negative consequences this new kind of electronic mediation can have for teaching and learning. The purpose, therefore, of this Round-Table will be to engage participants in an honest, informed, and balanced discussion of the merits of this technology, which detractors have sometimes referred to as evil, trivializing, stultifying, tedious, simplistic, misleading, reductionist, and anti-intellectual.

## Round Table Discussions

3:00-3:45

### Table 1

#### Voices from the Classroom:

#### Exploring the Potential Need for University Preparation Programs for Cooperating Teachers

Presenters: *Lisa Colvin*  
University of Mary Hardin-Baylor

#### Abstract:

This purpose of this phenomenological qualitative study was to explore perceptions of cooperating teachers regarding their preparation for serving in their role as supervisors of student teachers. The participants in the study were 14 teachers from a central Texas independent school district. A recommendation of NCATE's recent Blue Ribbon Panel report was that teacher candidates should be mentored by cooperating teachers who are trained in supervision. The findings reveal that cooperating teachers are interested in attending university preparation and want clear expectations from university student teaching program directors in order to support student teachers and meet program requirements.

### Table 2

#### Teacher Perceptions of Project-based Learning in a Non-Traditional High School

Presenter: *Mike Burns*  
University of North Texas

#### Abstract:

Research indicates that a project-based learning (PBL) curriculum has shown promise in student achievement in the classroom. However, other studies have pointed out that despite the promise of PBL, teachers and instructors using the method have reported difficulty in accepting project learning when compared to using traditional instructional methods in school. Teachers have also indicated difficulty in planning and implementing projects in the classroom. This research study examines teacher perceptions of project-based learning in a high school that structures its entire curriculum around PBL instruction. Preliminary findings indicate that while teachers do report difficulties with PBL implementation, when a positive culture is created within the school, teacher perceptions are generally positive.

### Table 3

#### Preparing All EC-8 Pre-service Teachers for ESL Certification

Presenters: *Dr. Mary Petró, Dr. Helen Berg and Dr. Barbara Greybeck*  
Sam Houston State University

#### Abstract:

With increasing demand for ESL certified teachers across the state, it is imperative to prepare pre-service teachers to work with English language learners. The purpose of this paper is to describe both the program and the process of collaboration across content areas that occurred when a university began requiring ESL certification for all early childhood – 8<sup>th</sup> grade teacher candidates. ESL certification was added without increasing the number of degree credit hours. We will discuss the nuts and bolts of coordinating assignments across courses, the details of the field experience, and the types of assignments that students were required to do.

## **Table 4**

### **Gauging the Implementation of Multicultural Training in Texas Teacher Education Programs**

Presenters: *Dr. Renea Fike*  
University of the Incarnate Word

**Abstract:**

Today's classrooms are more diverse than ever. Current practicing teachers as well as preservice educators have not been adequately trained to teach in such a diverse classroom. Students who are taught by culturally aware teachers will have better learning outcomes. This presentation presents current research. First, the researcher will present findings from a survey that was developed to measure the learning gains of students enrolled in a Culturally Responsive Teaching class. Second, the researcher will present findings from a survey that was sent to all universities in Texas to gauge the implementation of multicultural training in Teacher Education Programs.

## **Table 5**

### **A Status Report on the Working of PEEQ Statistical Advisory Committee**

Presenters: *Dr. Arthur Hernandez*  
Texas A&M University Corpus Christi

**Abstract:**

Texas, as other states in the nation has determined that "value added" approaches to the assessment of teacher quality and the contribution of teacher preparation Programs. The current plan is to pilot the developed model in the 2011-2012 and implement the validated model the year after. This presentation will focus on a report of the initial meeting of the advisory group and provide an opportunity for participants to share their perspectives and concerns.

## **Table 6**

### **Investigating the Appeal of Graphic Novels**

Presenters: *Dr. Jodi Pilgrim & Dr. Judy Trotti*  
University of Mary Hardin-Baylor

**Abstract:**

A descriptive study was implemented to discover the details of a comparison made by fifth grade students reading both a novel and its graphic counterpart. All participants read both selections before being interviewed by researchers. Interview questions involved value participants placed on each type of text, comprehension comparisons, and the impact elements of vocabulary had on the participant's understanding of each text. Interview responses were coded by researchers to determine emerging themes. Findings will add to the understanding reading teachers have regarding the implementation of textual variety in the classroom.

## **TxATE 2010-2011 Officers**

### **President**

Karen Estes

University of Mary Hardin Baylor

### **Vice-President**

Elda Martinez

University of the Incarnate Word

### **Second Vice-President**

Amanda M. Rudolph

Stephen F. Austin State University

### **Treasurer**

Kathy Morrison

University of Texas at Tyler

### **Secretary**

Jodi Pilgrim

University of Mary Hardin Baylor

### **Executive Director**

Ginny Fender

University of Texas at Tyler

### **Past President**

Denise Staudt

University of the Incarnate Word

### **Forum Editor**

Jerrie Jackson

Our Lady of the Lake University