Texas Association of Teacher Educators

TxATE Summer Conference

June 8-9, 2012

Austin, Texas

TxATE is a member of these national organizations:

The Association of Teacher Educators

Southeastern Regional
Association of Teacher Educators

TxATE Summer Conference

June 8-9, 2012

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

Program Schedule

Friday—June 8, 2012

5:00 - 7:00	TxATE Executive Board meeting

Saturday—June 9, 2012

8:00 - 9:00	Continental Breakfast
9:00 - 10:00	Opening Session Speaker: **Dr. Ann Shelly, ATE President**
	Living and Learning across a Lifetime
10:00 - 10:15	Break
10:30 - 12:00	Speakers: **Barbara James & Dr. Vicky Dill, Texas Homeless Education Office**
	Middle-Class Last Year, Homeless This Year
12:00 - 12:45	Lunch
12:45 - 1:45	TxATE Business Meeting
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 3-7, 2012 at the Hyatt Regency Cambridge in Cambridge, Massachusetts. For more information: http://www.ate1.org/pubs/2012_Boston_Summer.cfm

The 2013 Annual Meeting of the Association of Teacher Educators will be held February 15-19, 2013 in Atlanta, Georgia at the Hyatt Regency Atlanta. The theme is ***Living and Learning Across a Lifetime.***
Call for Proposals Extended: June 15, 2012
For more information: http://www.ate1.org/pubs/2013_Annual_Meetin.cfm

Dr. Ann Shelly, ATE President
Living and Learning across a Lifetime

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. Ann Converse Shelly, interim Dean of the Graduate School, joined the Ashland University faculty in 1996. She has served as Chair of Teacher Education, Associate Dean and Interim Dean in the College of Education and is currently Assessment Coordinator for the Schar College of Education. Her areas of expertise include curriculum theory and application, instructional theory and application, strategic planning, change theory, status characteristics in the classroom, and assessment. She received her Doctor of Philosophy in Curriculum and Instruction from Michigan State University, her Master of Arts in Curriculum from Michigan State University and Bachelor of Arts in History from Michigan State University. Dr. Ann Shelly will serve as President of The Association of Teacher Educators, 2012-2013

Barbara James, Project Director
Dr. Vicky Dill, Senior Program Coordinator
Middle-Class Last Year, Homeless This Year

It is conservatively estimated that approximately 100,000, and possibly as high as 300,000 students who attend the public schools in Texas live in homeless situations. Many of the students that teachers and principals now educate have never been poor or homeless before. Rather, they lived a middle-class lifestyle with many of the normal resources the adequately employed enjoy. These families may be invisible, except to educated eyes.

Another large group of families and students is chronically homeless – moving frequently from inadequate housing to relatives' homes, into their cars, into public shelters, and back through the cycle again. These two groups differ in some distinctive ways, but all face daunting hurdles to stay on track for academic success.

This session will explore the NCLB law, known as the "The McKinney-Vento law", that pertains to all students in homeless situations. This law is not always discussed in certification programs, yet compliance with this law is a federal mandate. More important, a commitment to these students is critical to the districts they attend and can serve as a wellspring of stability and hope to youth who might otherwise miss the only educational opportunity that might give them a shot at the American dream.

Barbara Wand James serves as Project Director for the Texas McKinney-Vento Homeless Education Program, overseeing a statewide effort to ensure that all children and youth in homeless situations are able to enroll in, attend, and succeed in school. In her 21-plus years in the field of homeless education, Ms. James has served on a number of national, state, and local organizations in a variety of positions; authored numerous articles; co-produced videos; delivered over 475 presentations; and worked in a variety of other ways toward ending homelessness. She holds degrees in Sociology and Guidance and Counseling.

Dr. Vicky Dill, a Senior Program Coordinator for the Texas Homeless Education Office (THEO) in the College of Natural Sciences at The University of Texas at Austin, facilitates the work of public school personnel in understanding the needs and rights of homeless students.

Throughout a long and varied career, one theme emerges in all of Dr. Dill's work: for children in poverty, good schools are a matter of life and death. This theme is echoed throughout her work, including the recent "Students Without Homes" in Educational Leadership (November, 2010). Fundamental to all of Dr. Dill's work is an understanding of the inestimable value of teachers and principals who build relationships with students. This central principle informs all of Dr. Dill's work in teacher education, professional development, innovative principal internships, and nurturing effective schools for children in poverty and is evident in the numerous refereed publications, articles, and series she has produced

Dr. Dill has also served as an author for the Texas Education Agency's *Commissioner's White Paper Series*, which included publications on the value of dual-language education, closing achievement gaps, and preventing school violence. She has taught English in public schools, developed and monitored teacher education programs, advocated for and assisted in crafting legislation and subsequent rules for alternative teacher certification programs, and managed grant projects.

Dill is the author of *A Peaceable School* (1998) on understanding and preventing school violence and *Alternative Teacher Certification: History, Handbook, and How-To* (1995) on constructing credible post-baccalaureate teacher certification programs. Dill also authored a Safe Schools, Healthy Students grant that provided $7 million for wraparound systems of care and community awareness in central Texas.

Dill holds a B.S. in English Education from Millersville University in Pennsylvania, an M.S. in Curriculum and Instruction from the University of Pennsylvania, and a Ph.D. in Literature from the University of Notre Dame in Notre Dame (IN).

Table 1

Answering the Question, "How am I Going to Use This?!" Before it is asked: Integrated Disciplinary Literacy and CCRS Authentically for Music Educators in Content Reading Courses

Presenter: ***Mary Catherine Nino***
Stephen F. Austin State University

Abstract:
The State Board of Educator Certification (SBEC) requirement for a three-hour content reading course for EC-12 and 8-12 majors poses special challenges—or opportunities—for teacher educators with music candidates on their roster. This presentation examines definitions of disciplinary literacy and the manner cross-disciplinary College and Career Readiness Standards (CCRS) provide a cognitive frame for literacy for music educators, provide authentic literacy learning experiences for K-12 students, and integrate literacy skills and music concepts in rigorous, meaningful ways.

How can professors of content reading engage music candidates at the same level of depth and complexity as "core" content candidates? This presentation will answer this question in a four-part session: reframing definitions of arts-based literacy, designing a cognitive conceptual frame within which to teach literacy concepts, transferring literacy and cognitive concepts for music educator candidates, and helping candidates transfer those concepts for their future K-12 students using strategies and approaches which integrate cross-disciplinary CCRS with explicit attention to disciplinary literacy.

Table 2

Preservice Teachers' Modifications for Instruction for English Language Learners on the Teacher Work Sample

Presenter: ***Helen Berg & Melinda Miller***
Sam Houston State University

Abstract:
In order to meet the needs of the growing population of English language learners (ELLs), special emphasis should be given to making modifications for ELLs in teacher preparation programs. Presenters will give an overview of the Teacher Work Sample and discuss modifications made by pre-service teachers for ELLs to meet individual needs. We will give an overview of the objectives of our program's TWS; discuss the extent to which our candidates use the information from Contextual Factors throughout their TWS to plan modifications for ELLs; and discuss our faculty's inclusion of instruction on Contextual Factors within the teacher preparation program.

Table 3

Evaluating the Implementation of College and Career Readiness Standards through Statewide Professional Development for Teacher Educators

Presenters: *Kayla B. Rollins, Danielle B. Brown, Beverly L. Alford, Hersh C. Waxman & Jacqueline R. Stillisano*
Texas A&M University

Abstract:
The present evaluation study examined the effectiveness of a statewide initiative focused on extending the College and Career Readiness Standards (CCRS) into teacher preparation programs. Through professional development seminars, the goal of this initiative was to ensure that pre-service teachers receive preparation that is closely aligned with the CCRS so that, in turn, these future teachers can better prepare their students to be college ready. Findings indicated the professional development sessions were effective in providing higher education faculty with knowledge of the implementation of the CCRS, networking opportunities, research-based presentations, and meaningful interactions with leading scholars in their respective fields.

Table 4

Exploring Reasons Students Choose Graphic Novels

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

Abstract:
This study examined reasons two groups of fifth grade students cited for preferring/not preferring to read a particular graphic novel contrasted with the original version of the same title. Group 1 read the original version of the novel followed by the graphic version while Group 2 read the graphic version first followed by the original novel. Researchers interviewed students, explored trends in answers to 15 interview questions, and recorded correlations in participant responses that might indicate a preference in which of the two versions was preferred based on which of two novels was read first or second in the study.

Table 5

Improvement of Teacher Preparation through Mentor Teacher Partnerships

Presenters: *Michael F. Hawke & Laurie M. Hawke*
Tarleton State University

Abstract:
Teacher Preparation Programs depend upon partnerships with public school mentor teachers to continuously upgrade and improve. Mentor teachers have the real world experience needed to ensure that we provide new teachers with the skills to successfully navigate the first years of their careers.
This initial study asks mentor teachers what they think is the single most important teaching skill a first year teacher ought to have.

Table 6

Teaching Recently Emigrated Elementary Students: Academic and Social-Emotional Strategies

Presenter: *Laura Liljegren*
Texas Christian University

Abstract:
This study focused on teacher perceptions of effective instructional strategies for teaching students who have recently emigrated from non-English speaking countries. The research methods consisted of interviews with seven elementary teachers who work regularly with such students. Findings suggest four common themes of effective instruction: Individualized Instruction, Use of Visuals, Other People, and Hands On. Further analysis indicated that participants intentionally used strategies to direct growth and learning in two different domains, Academic and Social/Emotional. Implications for teacher educators will be discussed.

Table 7

Conflict Resolution Education in Teacher Education (CRETE): No Teacher Left Behind

Presenter: *Dara Williams-Rossi*
Southern Methodist University

Abstract:
CRETE is a collaboration of universities, agencies, and conflict resolution education organizations dedicated to infusing conflict resolution education and social and emotional learning into pre-service teacher education. CRETE educates teachers in conflict resolution education and social and emotional learning to help teachers constructively manage conflict, create positive learning environments, and develop students' conflict competence and social skills. This session will present training options for implementation CRETE into your teacher education program.

Round Table Discussions
2:40-3:40

Table 1

Pinterest: Pinning for Pedagogy

Presenter: *Julie Delello*
University of Texas at Tyler

Abstract:
This round-table discussion will show participants how effective teaching strategies can be communicated utilizing the social media site Pinterest. Using Pinterest, pre-service teachers at one university built a site that has been recognized nationally as an outstanding new way to teach pedagogy with visual images. Participants will learn how to easily set up their own Pinterest site to enhance teaching and learning. Handouts will be provided. Participants are invited to bring their mobile devices and get involved.

Table 2

Applications and Innovations: Exploring the Use of Technology to Enhance Learning

Presenter: *Kathy Morrison*
University of Texas at Tyler

Abstract:
This presentation will provide teacher educators with ideas and information on the use of Web 2.0 tools, applications, software, Wiki's, Blogs, social media… The presenter will share information gained through participation in state and national conferences focused on technology to enhance learning as well as information gained through research on current best practices.

Table 3

Vocabulary: Teacher Perceptions of Adolescent Conceptualization Challenges

Presenters: *Zawanda Washington & Marlene Zipperlen*
University of Mary Hardin-Baylor

Abstract:
The purposes of this mixed-method study were to investigate teachers' perceptions of effective vocabulary interventions for middle-school students struggling with proficient interdisciplinary literacy skills and to determine if there is a relationship between teaching experience and the sense of self-efficacy implementing variety of word learning strategies. The researcher requested teachers participate in an electronic survey. The instrument included a rank ordering of questions about vocabulary instruction and the administration a self-efficacy measure. The researcher found the respondents' primary concerns regarding vocabulary instruction were consistent with previous research. Correlation statistics indicated teaching experience was not related to reported levels of self-efficacy.

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Table 4

Experiences and Performances of Transfer Compared to Native EC-6 Candidates

Presenters: ***Mary Harris & Tami Tucker***
University of North Texas

Abstract:
Two studies are presented to provide a holistic view of the native and transfer student experience in elementary teacher education program at one university. The first study explores whether there are differences between the performance of native and transfer EC-6 teacher candidates on the Checkpoint 1 Portfolio, a key assessment completed in an introductory course in a teacher education program. The second study compares elementary education graduates who were transfer students to native students on selected variables to offer perceptions of experience, supports, and obstacles to transfer students as well as their later retention in teaching.

Table 5

Student into Teachers:
Transforming Preservice Teachers' Views of Themselves through Early Field-Based Experiences

Presenters: ***Kathryn Hall & Gae Lynn McInroe***
McMurry University

Abstract:
This pilot study investigated the effectiveness of tutoring experiences on the focus, confidence, and self-perceived efficacy of preservice teachers in a university-based teacher preparation program. Subjects were preservice teachers in one EC-6 math and two EC-6 reading methods courses who tutored kindergarten through fifth grade public school students for at least two months. Quantitative and qualitative measures indicated growth in the self-reported confidence and feelings of efficacy of subjects after the tutoring experiences, as well as movement along student's self-perceived position on a scale from "student" to "teacher."

Table 6

Investigating Challenge-Based Learning Using iPad Technology in the Middle School

Presenters: *Christie Bledsoe, Jodi Pilgrim, Kris Ward & Stacy Eaton*
University of Mary Hardin-Baylor

Abstract:
The purpose of this research study was to examine the Stages of Concern experienced by teachers engaging in a methodological change. A middle school in Central Texas implemented Challenge-Based Learning as their instructional model along with a one-to-one iPad initiative. Researchers collected qualitative and quantitative data from teachers through the use of questionnaires and focus groups.

Table 7

International Comparisons of Teacher Preparation Practices: An Example of TEP Reform in Texas

Presenters: *Fanni Liu Coward, Scott Ridley & Doug Hamman*
Texas Tech University

Abstract:
Recent international comparisons of student achievement indicate that US students lag far behind those of several Asian and European nations. Current US curricular reforms are focused on raising standards. More recently, attention has shifted to methods for the preparation of teachers. This study outlines teacher-preparation practices in Asian countries, and compares these practices with a reform-oriented teacher preparation program in a Texas institution. Results from documents and interviews with teachers prepared in Asian countries are analyzed to identify major differences with US practices, and a reform-focused preparation program is described aimed at addressing needs with limited resources.

CSOTTE
Consortium of State Organizations for Texas Teacher Education

CALL FOR PROPOSALS

2012 FALL TEACHER EDUCATION CONFERENCE

October 21 -23, 2012 - Sheraton Austin Hotel, 701 East 11th Street - Austin, Texas

Proposal Deadline: July 15, 2012

Texas Teacher Education: Discerning Future Directions

Please submit proposals addressing one of the following strands:

Accountability	*Critical Issues*	*Leadership*
Accreditation	*College Readiness*	*Recruitment / Retention*
Assessment	*Data Analysis*	*Technology*
Brain-based Research	*Diversity / Special Populations*	*Partnerships*
Best Practices	*Ethics*	*Problem Based Learning*

Please submit the following information electronically as attachments (Microsoft Word) to Amanda Rudolph [rudolpham@sfasu.edu] ph: 936-468-1891 by July 15, 2012

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. Presentation Preference: One hour ____   30 minute ____   Poster Session for Emerging Scholars____

NEW! CSOTTE's Emerging Scholars Program: During the Fall 2012 Conference, CSOTTE will offer presenters the opportunity to showcase their research during a special break-out / poster session time reserved for emerging scholars.

If you have not received acknowledgement of receipt of your proposal by July 20, 2012, contact: **Amanda Rudolph [rudolpham@sfasu.edu] ph:936-468-1891.** Proposals will be reviewed and presenters notified by July 31, 2012. All presenters must register for the conference by September 15, 2012. **Important Note: All presenters must submit presentation handouts electronically by Oct.1, 2012 in order to be included in the online repository.**

THE TEXAS FORUM OF TEACHER EDUCATION
2012 CALL FOR MANUSCRIPTS & PUBLICATION GUIDELINES

Guidelines: *Manuscripts should be 2,500 to 5,000 words in length. Topics should be of interest to Texas* teacher educators. All documents should be PC formatted in Microsoft Word.

Send the following to the editor at swoodall@umhb.edu :

Electronic documents, sent as e-mail attachments must include-

· A copy of the manuscript with author(s) information (name, title, institution, and e-mail)

· A copy of the manuscript with NO AUTHOR INFORMATION

· A separate cover sheet with all author(s) information

· A vita for each author

Editor's Contact Information:
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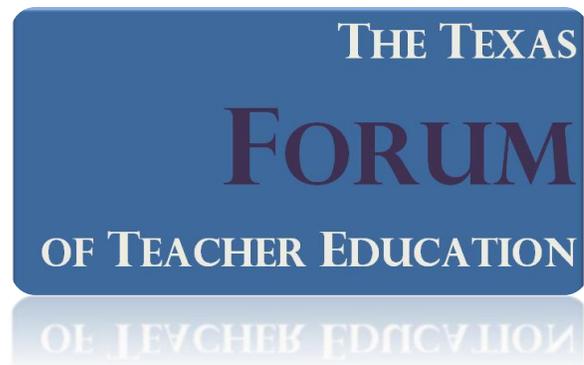
Acceptance Options:
Articles may be accepted as full-length publications or as research briefs, upon recommendation of reviewers and consent of author(s). Authors must be active TxATE members as a condition of publication.

Manuscript Style:
· APA format, 6th edition (Standard font: Times Roman, 12 point)
  - Double space, but NO PAGE NUMBERS.
  - All abbreviations and acronyms spelled on initial use.
  - Indent first line of every paragraph one-half inch.
  - Align text to left margin, leaving a "ragged" right margin.
  - PLEASE follow leveled headings format (levels 1, 2, & 3 for most manuscripts).
      Level 1 – Centered and Boldface, Uppercase and Lowercase Headings
Level 2 – Flush left, boldface, Uppercase and Lowercase Headings
      Level 3 – Indented, boldface, lowercase heading ending with a period.

· Article Title – Author's Name and Affiliation – printed in plain text, single-spaced, centered.

· Spelling, grammar, and copyright considerations are the responsibility of the author(s). No headers, footers, page numbers, abstracts or fancy desktop publishing attributes are necessary.

Extended Submission Deadline: June 15, 2012

Publication Schedule: Annual issue will be published online on the TxATE website at www.txate.org

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