Texas Association of Teacher Educators

TxATE
Summer Conference

June 6-7, 2014

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 6-7, 2014

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

Program Schedule

Friday—June 6, 2014
5:00 - 7:00   TxATE Executive Board meeting

Saturday—June 7, 2014

8:00 - 9:00   Continental Breakfast

9:00 - 10:00   Opening Session Speaker: **Dr. Emma Savage-Davis**
                            Advocating for the Silenced: The Educators'
Vocation
10:00 - 10:15   Break

10:30 - 12:00   Speaker: **Dr. Julie Delello**
                            Emerging Technologies to Facilitate Student Engagement
12:00 - 12:45   Lunch

12:45 - 1:30   TxATE Business Meeting

1:30 - 2:30   Round Table Presentations

2:30 – 2:40   Break

2:40 - 3:40   Round Table Presentations

3:40 - 4:00   Closing

Upcoming ATE Meetings:

The 2014 Summer Conference will be August 1-5, 2014
at the Sheraton at the Falls Hotel in Niagara Falls, New York.
For more information: http://www.ate1.org/pubs/2014_Niagara_Falls.cfm

The 2015 Annual Meeting of the Association of Teacher Educators will be held February 13-17,
2014 in Phoenix, Arizona at the Hyatt Regency Phoenix.
The theme is ***Advocating for the Silenced: The Educators' Vocation.***
For more information: http://www.ate1.org/pubs/2015_Annual_Meetin.cfm

Dr. Emma Savage-Davis
Advocating for the Silenced: The Educators' Vocation

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 Council for the Accreditation of Educator Preparation.

Dr. Savage-Davis has just completed her nineteenth year of teaching at the higher educational level. Her teaching career began, twelve years prior, as a public school teacher in Chicago, Illinois. Dr. Savage-Davis decision and route into higher education came shortly before she completed her doctorate at Illinois State University, in Curriculum and Instruction, in 1995. She then felt that she could help her students in Chicago by preparing teachers who are passionate and committed to teaching students from all diversities and backgrounds. She is currently a Professor of Middle Level and Secondary Education and the Coordinator of the Middle Level Education Program at Coastal Carolina University. In addition, she has also taught and held administrative responsibilities other institutions of higher level education in Tennessee and Virginia. Dr. Savage-Davis has had a very active professional career which has afforded her many opportunities and experiences to learn, share, and lead at the state, regional, national, and international levels. She is currently the president of the Association of Teacher Educators and the past president of the Southeastern Regional Association of Teacher Educators and South Carolina Professors of Middle Level Education. Dr. Savage-Davis is also a Council for the Accreditation of Educator Preparation Site Visitor, Association for Middle Level Education SPA Reviewer, and a National Forum to Accelerate Middle Grades Reform Schools to Watch Program Reviewer. Her current research interests are the access to quality and equitable education, best practices for meeting the diverse learning needs and interests of all learners, classroom climate, and school partnerships.

Dr. Savage-Davis' theme for the 2015 ATE conference focuses on underrepresented, indigenous, and impoverished populations in schools and higher education who have been silenced by policies and government, or just don't feel that they have a voice that will or can be heard. It is the duty and responsibility of ALL educators to be that voice or help them find their voice so that ALL can be heard. It is about making decisions without the voices of those who will be impacted by those decisions. This takes vision, courage, and tenacity, which we have not always been allowed to have as Educators. The ATE conference will focus on the role of teacher educators in schools and higher education who are responsible for enabling and empowering educators to address these populations. Teacher educators have to be heard if we are going to be perceived as professionals instead of allowing government and business to make decisions for us based on what they deemed as best. These decisions may have nothing to do with children and what is best for them as they develop into productive and contributing members of our society – adults and citizens. The ATE conference will seek to publically define the importance of all stakeholders in the development of educators across the career span – pre-service – induction – in-service. We aim to impact what Teacher Educators are currently practicing in their educational context and bring attention to those who have not had a voice in the policy decisions that are now affecting their candidates in their professional roles.

Dr. Julie Delello

Emerging Technologies to Facilitate Student Engagement

Today's students live in a visual world constantly surrounded by images, media, and sound. New emerging technologies have made it possible to connect learning to the lived experiences of students growing up in a digital world. This general session will explore how students can be immersed in the learning experience through visualization tools such as augmented reality and social media applications.

Augmented reality (AR) brings a new level of innovative and creative processes to the classroom. From QR codes to pop-up books, AR applications show promise for teaching outside the traditional classroom approach. Also, new emerging social media trends which blend visual tools with innovative technologies such as Facebook, Pinterest, and electronic portfolios (ePortfolios) are connecting users together through the use of visual images. This interactive session will explore the role of these and other innovative tools in order to foster student engagement, collaboration, and a sense of community. You will learn from examples how many of these visual applications are already being used to enhance classroom experiences. Handouts will be provided. Participants are invited to bring their own devices and get involved.

Dr. Julie Delello is an Assistant Professor in the College of Education and Psychology at The University of Texas at Tyler. She is also a Faculty Fellow for Academic Innovation at The Center for Teaching Excellence and Innovation at the University. Dr. Delello has more than 20 years of experience in K-16 education as a practicing teacher and administrator. She received her Ph.D. in Curriculum and Instruction with a specialization in science and technology from Texas A&M University. Her areas of focus include disability studies, visual media technologies, and social media platforms for authentic learning. Dr. Delello helped to design virtual science museums in conjunction with The Chinese Academy of Sciences, Computer Network Information Center in Beijing, China. In addition, she has won several grants and teaching awards including a National Science Foundation Grant, the Golden Apple Educator Award, and the 2012 University of Texas at Tyler-Kappa Delta Pi Teacher of the Year award. Dr. Delello was recently nominated for the White Excellence in Teaching Fellowship Award and the ISTE Award for Excellence in Teacher Education. She was also the invited guest speaker at the United States Department of State Eleventh Annual Joint U.S.-China Joint Science and Technology Commission Meeting on the efforts of expanding the scientific and educational ties between the U.S. and China.

Round Table Discussions
1:30-2:30

Table 1

Improving Teacher Certification Rates: An Exploration of the role of Critical Thinking Ability in Teacher Certification Examinations

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

Abstract:
The Teacher Certification Program at the institution where this study took place relies on predetermined minimal scores on the THEA Reading, Writing, and Math test, the Nelson-Denny Reading Test, and a writing sample to predict a student's probability of success in the professional development coursework and mandated certification tests. This study introduced a critical thinking test in addition to the other tests to determine if there is a correlation between critical thinking skills and PPR exam scores. Findings indicated that THEA Reading, critical thinking, THEA Math and THEA Writing are the best predictors of success on the state PPR exam.

Table 2

Bringing the Special Education Classroom to the University Campus: Preparing Special Educators to be Learner-Ready

Presenter: *Samatha Anderson*
University of Mary Hardin-Baylor

Abstract:
This presentation will describe the development of an application lab for pre-service undergraduate students certifying in special education. Pre-service teachers training to teach children with low incidence disabilities are challenged with acquiring skills necessary to accommodate the needs of a broad spectrum of students. The public school lifeskills classrooms are often self-contained requiring teachers to be proficient in teaching academic content as well as functional skills. During the preparation period, professors must instruct pre-service teachers best practice methods in such a way as to provide for generalization of skills following graduation and acquisition of employment. Many preparation programs require field observations prior to student teaching, however the pre-service teacher is often limited to observation and anecdotal information. The lab was designed to provide the pre-service teacher authentic, hands-on interaction with children with disabilities in an effort to develop proficiency in the skills learned in the classroom resulting in increased self-efficacy. Additionally new teachers should see a decrease in the amount of time required for proficiency as a professional special education teacher. Session participants can expect to gain information on the development of a university based laboratory for interaction between pre-service teachers and children with low incidence disabilities. Additionally, participants will obtain a greater understanding of the need for authenticity in preparation programs to generate learner ready special education teachers.

Round Table Discussions
1:30-2:30

Table 3

Do Perceived Advantages of Implementing Web 2.0 Technology in the Classroom Impact Teacher Candidates' Intent to Use?

Presenters: *Dr. Jana Willis*
Michelle Giles
University of Houston-Clearlake

Abstract:
This presentation reports findings of a study conducted with teacher candidates enrolled in a technology integration course. The course is required by candidates seeking teacher certification. Data will be examined to explore any relationships between candidates' perceptions of advantages of implementing Web 2.0 technologies in the classroom and their intentions to use Web 2.0 in their future classrooms. Findings could indicate whether candidates' intent to use technology increases with positive perceptions of advantages of Web 2.0 use. Findings could inform teacher education programs and in-service professional development in effective development of technology integration training for in-service and preservice teachers.

Table 4

21st Century Literacy Skills: What Does this Mean to (and for) Teachers?

Presenters: *Dr. Jodi Pilgrim*
Dee Anne M. Lumley
University of Mary Hardin-Baylor
Dr. Elda Martinez
University of the Incarnate Word

Abstract:
The purpose of this study was to explore teachers' concepts of digital literacy terminology and skills. The presenters will discuss findings from a 2014 study of web literacy and technology integration

Table 5

What We Can Learn From Interviews with English Language Learners?

Presenters: *Dr. Judy Trotti*
Dani Beth Crosby
University of Mary Hardin-Baylor

Abstract:
Within the context of a field-based teacher preparation course, each teacher candidate interviewed an English language learner and wrote a report based on the interview. A sample set of questions was prepared by the professor, and additional questions were added by teacher candidates before/during the interviews. Some common themes to surface were challenges of English learners due to cultural differences, language differences, and educational concerns. Reports of the interviews will be examined by participants and discussions will revolve around ways educators might use best practices to ease the transition of ELL to U.S. schools and promote student success.

Table 6

Making Personal Stories Graphic: A Case Study of an Integrated Oral History Project

Presenters: *Elaine Y. Hendrix*
              Debby Shulsky
              University of Houston-Clear Lake

Abstract:
The world is an integrated experience and as such K-12 students should enter it as adults who possess the ability to critically think about the connections between their personal world and society at large. A new generation of teachers will be required to prepare learners to experience the world in complex and interconnected ways. This presentation suggests that teacher candidates who experience the power of interconnected and authentic curriculum are better poised to implement such learning in their own classrooms.

Table 7

Beliefs and Attitudes of Elementary Teachers of Environmental Education: A Pilot Study

Presenter: *Deepti Kharod*
              University of Texas at San Antonio

Abstract:
This pilot study explores elementary teachers' beliefs around Environmental Education (EE). The Science TEKS include EE beginning with Kindergarten, so it is important to understand how teachers of young children feel with regard to their preparedness, and how they perceive their role as environmental educators. The limited research conducted with pre-service teachers indicates that few teachers are prepared to teach EE. With rising public concern about environmental sustainability, and the fact that young children today typically have limited exposure to nature in their school and life experience, it is imperative we develop ways to support classroom teachers as environmental educators.

Table 8

Development of a Flipped Classroom Using Blackboard Learn Tools to Meet the Needs of 21st Century University Students

Presenter: *Dr. John Kelly*
              University of Houston-Downtown

Abstract:
 The 21st Century Classroom will be an innovative high impact collaborative instructional means of interaction between digital natives (students) and their professor. These digital natives, Neo-millennials, are fluent in multiple media and empowered by technology. Their learning style demands to be part of the learning and teaching process. Whether F2F, online, or hybrid, neo-millennials want active learning based on collective seeking, sieving, synthesizing and expression through non-linear associations – webs of representations, as well as linear media, e.g., simulation versus writing a paper. Unfortunately, typical online, hybrid and F2F courses offer students little opportunity for such collaborative high impact interactions.

Table 1

Research Summary on Integrating Career & College Readiness Standards in a Residency-Based Teacher Preparation Program

Presenters: *Hersh C. Waxman*
Nancy Dubinski Weber
Kayla B. Rollins
Jacqueline R. Stillisano
Larry Kelly
Texas A & M University

Abstract:
This presentation summarizes a longitudinal program of research on an innovative, secondary graduate certification teacher education program. This postbaccalaureate program recruits talented individuals who complete 21 graduate semester credit hours of education courses, the appropriate State certification
examinations, and a full-year internship (typically through a paid teaching position) in a public school in Texas. Our research has examined these students' perceptions of the program and the extent that they have been able to integrate Career and College Readiness Standards (CCRS) into their teaching. We also conducted systematic classroom observations of their instruction and compared them to others.

Table 2

Integrating Learning through the Literacies of Citizenship: The Story of a Social Studies and Language Arts Methods Course

Presenters: *Debby Shulsky*
Elaine Y. Hendrix
University of Houston-Clear Lake

Abstract:
In many elementary settings, Social Studies is a casualty of daily schedules dictated by the pressures of standardized testing in other content areas. Sadly, the compartmentalization of subject areas within elementary classrooms today contributes to the lack of critical connection-building in young children. To combat this challenge, one teacher education program renovated an EC-6 Language Arts and Social Studies methods course design to include a focus on meaningful integration and the literacies required of mindful citizenship. This presentation explores the integrated curriculum of these two pedagogy courses alongside the practical lessons learned in designing such a course.

Table 3

College Readiness for Hispanic Future Teachers: Findings of the Effectiveness of a Cognitive Learning Computer System in Improving Mathematics Skills

Presenter: *Julian Viera Jr.*
The University of Texas at El Paso

Abstract:
Web-based learning systems have been in use for many decades. However, critical pedagogy has yet to be discussed in hybrid courses utilizing such software. The purpose of this pilot study was to explore educational research on innovative teaching and learning approaches to enhance Latino students' mathematics achievement as part of a college readiness program. This interactive mathematics program was embedded in a summer bridging program for high school students preparing for college that aims to improve students' college readiness. Findings from this study may inform policy and practice for educators who work with Latina/o students in schools throughout the U.S.

Table 4

Best Practices in Teacher Preparation: Creating a Comprehensive Program Evaluation System: A Case Study

Presenters: *Irene Frank*
Brandon Bush
University of North Texas

Abstract:
In response to current accountability and program improvement pressures, educator preparation programs (EPPs) are implementing electronic assessment systems (EAS). EASs provide for regular, reliable, and valid collection of candidate performance data. This case study explored the systematic analysis of EAS data for the purposes of decision-making and program improvement in an EPP. Evaluation Forms, Assessment Summaries, Committee Minutes and participant experiences were examined to describe and analyze the development of a framework for the systematic review of data. Findings illustrate that data review must be a continuous, cyclical process that provides for course-, program- and unit-level analyses and programmatic change.

Table 5

Changing the Game Through Thoughtful Review of TExES Results

Presenters: *Dr. Omar Lopez*
                Dr. Virginia Resta
                Dr. Leslie Huling
                Texas State University

Abstract:
The presentation will provide an opportunity for participants to examine issues surrounding the use of certification exam data for teacher preparation program improvement. TExES results at the total test and domain levels, collected between 2011-2013, on thirty public university teacher preparation programs, will be examined in regard to a variety of factors including the percent of minority (non-white) students. Following presentation of data, participants will have an opportunity to engage in a conversation about strengths and limitations of certification data analysis, appropriate tools for analysis of data and how much data can be used to guide teacher preparation program improvement.

Table 6

High-Impact Service-Learning in an Urban Teacher Preparation Program: A Grant Funded Literacy Project with Incarcerated Youth

Presenter: *Dr. John Kelly*
               University of Houston-Downtown

Abstract:
 This presentation focuses on the findings of a high-impact service-learning literacy project for pre-service teachers in an introduction to special populations course in an urban education program. The literacy project, funded by a grant from a Texas State Representative, Sylvester Turner, provided funds for the professional publication of five illustrated books containing incarcerated youths' poems, personal narratives, short stories, and artwork. The presentation illuminates components of service-learning that impacted student outcomes through the first-hand experiences of the professors and pre-service teachers who participated in the project at the juvenile detention center. Implications for future research and practice will be discussed.

Fall 2014 Teacher Education Conference

CALL FOR PROPOSALS

October 19-21, 2014
Sheraton Austin Hotel, 701 East 11th Street - Austin, Texas

Proposal Deadline: July 15, 2014

A New Professionalism: Advocacy, Action, and Accountability

Please submit proposals for conference breakout sessions addressing one of the following strands:

Accountability	*Best Practices*	*Partnerships*
Accreditation	*College/Career Readiness*	*Policy Issues*
Action Research	*Curricular Issues*	*Recruitment / Retention*
Advocacy	*Diversity and Culture*	*Special Populations*
Assessment	*Ethics*	*Teacher Quality*
Brain-based Research	*Field Experiences*	*Technology*
	Leadership	

Standard Professional Track: **This track is for practicing professionals in teacher preparation (there will also be a track for Emerging Scholars). All presentations in the Professional Track will be 30 minutes in length. We invite presentations with either a practical or research focus. Professional Track proposals should be submitted to Denise Staudt, University of the Incarnate Word, via Email at** staudt@uiwtx.edu**, in electronic format as attachments (Microsoft Word or PDF file) by July 15, 2014. Proposals must include the following (incomplete proposals will not be reviewed):**

1. **Cover sheet**, to include
   - Title of session / presentation strand relevant to your proposal (see above)
   - For **each** presenter,
     a. Name
     b. Email address
     c. Affiliation (educator preparation program / organization)
     d. CSOTTE organization affiliation(s) (EDICUT, TACA, TACO, TACTE, TAECTE, TCTCT, TDFE, TAHPERD, TxATE, or NONE)
   - Key contact person: name, phone number(s), and email address
   - 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)

If you have not received acknowledgement of receipt of your proposal by July 20, 2014, contact **Denise Staudt**, **University of the Incarnate Word** (staudt@uiwtx.edu). Proposals will be reviewed and presenters notified by July 31, 2014. All presenters must register for the conference by September 15, 2014. **All presenters are highly encouraged to submit handouts, PowerPoints, or other materials that will be included in the eProgram (see www.csotteconference.com for an example) by October 1**.

Emerging Scholars Track:
This track is provided for teacher candidates completing initial certification at the undergraduate or graduate level and is offered at a reduced rate of $25.00. This track includes a full day of sessions specifically designed for beginning professional educators, including the Emerging Scholars Poster Session. The Emerging Scholars sessions are open to all undergraduate and graduate teacher candidates whether or not they choose to submit their work for presentation. The Emerging Scholars registration option is included in the online registration form. The reduced conference fee DOES NOT include the lunch general session. Participants will provide their own meals.

Teacher candidates wishing to participate in the Emerging Scholars Poster Session should submit proposals for presentation in the Emerging Scholars Track in addition to registering for the conference. This track provides teacher candidates the opportunity to showcase research completed during the pre-service preparation process. Candidates must submit their own proposals independently to Dana Kennamer Pemberton at Abilene Christian University at dlp94a@acu.edu in electronic format as attachments (Microsoft Word or PDF file) by September 1. Applicants will receive notification of the status of their proposals by September 15. Proposals must include the following:

1. Cover sheet, to include
   - Title of session
   - Name of preparation program and name(s) of presenter(s)
   - Name and email address of contact person
2. Abstract, 100 words or less for conference program
3. Summary of research, 600-800 words
4. Letter of support from faculty sponsor

If you have not received acknowledgement of receipt of your proposal by September 15, contact **Dana Kennamer Pemberton,** Abilene Christian University, at dlp94a@acu.edu. All Emerging Scholars presenters must register for the conference by September 30. Again, all presentations in this track are in poster format. Specifications for posters will be provided with acceptance notifications. Posters must not be larger than 36 inches high and 48 inches wide. More detailed specifications will be provided with the acceptance notification.

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

THE TEXAS FORUM OF TEACHER EDUCATION
2014 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 mm023@shsu.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:
Dr. Robert Maninger
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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 30, 2014

Publication Schedule: Annual issue will be published online on the TxATE website at www.txate.org in October. [ISSN 2166-0190]