Texas Association of Teacher Educators

TxATE
Summer Conference

June 2, 2015
Austin, Texas

TxATE Summer Conference

St. Edwards University
3001 South Congress
Austin, Texas 78704-6489

Program Schedule

Monday—June 1, 2015

    5:00 - 7:00   TxATE Executive Board meeting

Tuesday—June 2, 2015

    8:15 - 9:00   Continental Breakfast

    9:00 - 10:00   Opening Session

                    Speaker: **Dr. Linda Houser, ATE President**
                    Accountability: Making it Meaningful

    10:00 - 10:15 Break

    10:30 - 12:00 Speaker: **Dr. Stephanie Grote-Garcia**
                    The Virtual 21st Century Playground

    12:00 – 12:45 Lunch

    12:45 - 1:10   TxATE Business Meeting

    1:20 - 2:20   Round Table Presentations

    2:20 - 2:30   Break

    2:30 - 3:30   Round Table Presentations

    3:30 - 4:00   Closing

Upcoming ATE Meetings:

The 2015 Summer Conference will be July 31st- August 4th, 2015 at the Hyatt Regency Minneapolis hotel in Minneapolis, Minnesota.
The 2015 Annual Meeting of the Association of Teacher Educators will be held February 11th – 17th, 2016 in Chicago, Illinois at the Chicago Hilton.
The theme selected by President Linda Houser is **Accountability: Making It Meaningful.**

Dr. Linda Houser, ATE President

Accountability: Making It Meaningful

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. Linda Houser will serve as President of The Association of Teacher Educators, 2015-2016.

Dr. Houser has 10 years of experience teaching mathematics in the public schools as well as numerous years of teaching and administrative experience at the university level. She has served on more than twenty national or state NCATE accreditation teams and served as chair in over fifteen of them. She has completed the INTASC Mathematics Academy III and is an active member of the Association of Teacher Educators (ATE) at the state and local level having served as president for the state organization and is currently on the Board of Director for the national organization. Her interests are the teaching of mathematics for conceptual understanding and using storytelling to support mathematical understanding. She is involved at the state and national level in supporting education units in the design and implementation of unit assessment systems for their teacher education programs.

Dr. Stephanie Grote-Garcia, Associate Professor of Education

The Virtual 21st Century Playground

Grounded in theories of play and child development Dr. Grote-Garcia's presentation, "The Virtual 21st Century Playground", examines the similarities of traditional and virtual play with specific focus on the integration of Technology in the classroom.

Dr. Stephanie Grote-Garcia is a certified Reading Specialist and Master Reading Teacher. Prior to teaching in higher education, she taught struggling elementary readers in Texas public schools. In addition, Dr. Grote-Garcia is an advisory board member for the Specialized Literacy Professionals, a special interest group of the International Reading Association.

Dr. Grote-Garcia is the Sister Theophane Power Endowed Chair in Education at the University of the Incarnate Word. She has been recognized for exemplary faculty practices by the Center for Research, Evaluation, and Advancement for Teacher Education and has received the Provost's Legacy Teaching Award. Dr. Grote-Garcia has three books published with Kendall Hunt Publishing Company, including Diagnosis and Correction of Reading Habits, Teaching the Individual Reader and Literacy Trends and Issues: What's Hot. She has also co-authored the What's Hot Literacy Survey with Dr. Jack Cassidy. The Texas Association for Literacy Education presented Dr. Grote-Garcia with the 2015 Jack Cassidy Distinguished Service Award for contributions to literacy education.

1:20-2:20

Table 1

Learning to Teach Effectively Using Classroom Literature: Illuminating Best Practices for Preservice Teachers

Presenters: *Dr. L. Karen Estes-Sykes*
Dr. Carolyn Allemand
University of Mary Hardin-Baylor

Abstract:
It seems common sense to model effective use of classroom literature across the curriculum for pre-service teachers. However, in reality such activities are rarely utilized in teacher preparation programs or in public school field experiences. By engaging pre-service teachers in tasks designed to associate quality classroom literature with content-area learning objectives, knowledge and skills are acquired that can be applied in a variety of contexts with PK-12 students. This presentation will highlight genre-specific tasks, the intent and outcomes of these tasks, examples of student work, and pre-service teachers' responses to practical application utilizing classroom literature across the curriculum.

Table 2

Supporting Teacher Candidates' PPR Preparation

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

Abstract:
This Teacher Certification Program (TCP) conducted a study to evaluate a Pedagogy and Professional Responsibilities (PPR) Review Series that was designed to prepare students for success on the TExES PPR exam. Findings indicate that students' average practice test scores who participated in the PPR Review Series were nine points higher than those who did not participate in the review and all passed the state exam. This presentation will describe the format, instructional methods, and study guide used in this successful PPR Review Series.

Table 3

Preparing Students for Certification Exams

Presenter: *Dr. Jacqueline Graffner*
Texas Wesleyan University

Abstract:
Recent changes to certification exams resulted in a test with a more demanding format. Therefore, we developed a plan for reviewing and practicing material to assist our students' success on these exams. Part of this plan involves blocking off a week at the beginning of the semester to review material that is covered on the exams. Additionally, we recently piloted a quiz bowl at the end of the semester to test student knowledge in an engaging way. Students form study groups to prepare for the quiz bowl where they can win prizes as they answer questions related to the certification exam areas. As we progress using these methods, we collect student feedback on these reviews in addition to exam results to help us determine the effectiveness of our review sessions.

Table 4

Preparing Preservice Teachers to Implement Research-Based Strategies: A Quantitative Study of Teacher Educators' Perceptions

Presenter: *Dr. Amanda Castro*
Dr. Christie Bledsoe
University of Mary Hardin-Baylor

Abstract:
This study includes a thorough review of literature regarding the history of educational research, teacher education, design of preparation programs and research skills taught within them. Utilizing a quantitative design, teacher educators responded to questions related to their perceptions on how research skills are taught within teacher preparation programs. No Child Left Behind requires teachers to use research-based strategies in the classroom. However, understanding and evaluating research are skills that many teachers lack. In this quantitative study, teacher educators completed a survey related to their perceptions on how research skills are taught within Texas teacher preparation programs

Table 5

Service Learning in a Bilingual and ESL Teacher Preparation Program

Presenter: *Dr. Alma D. Rodriguez*
University of Texas at Brownsville

Abstract:
This presentation discusses the outcomes of a service learning project in which pre-service bilingual and ESL teachers in south Texas worked with English language learners at an elementary school applying the knowledge they were acquiring in a foundations of bilingual education and English as a second language course. Working directly with ELLs allowed participants to understand the struggles and needs of these students and the school environments where they are placed. The results of this study revealed the value of service learning projects in the preparation of pre-service bilingual and ESL teachers.

Table 6

Patterned Text—Tools for Close Reading

Presenter: *Dr. Stephanie Grote-Garcia*
University of the Incarnate Word

Abstract:
The Common Core State Standards (CCSS) may place a high focus on close reading — a form of strategic reading that is associated with the gradual release of responsibility model, text complexity, and text dependent questioning; however, all readers should be provided this opportunity to "dig deeper" into the text. This poster session examines close reading as an instructional practice for all classrooms, not just those that are guided by the CCSS. Next, we explore and illustrate the use of patterned text as ideal tools for modeling and implementing various components of close reading in the elementary classroom.

Table 7

Computer-Assisted Instruction and Pre-K Literacy

Presenter: *Dr. Judy Trotti*
             Dr. Randy Hendricks
             Dr. Christie Bledsoe
             University of Mary Hardin-Baylor

Abstract:
Children from poverty often lag academically behind their peers due to their limited experiences. Prekindergarten children likely have a variety of levels of expertise regarding literacy learning. Computer-assisted instruction is an intervention to facilitate differentiated instruction. In this mixed methods study, groups of preschool students used Imagine Learning software (n=51), or Waterford Early Learning software (n=60), or received teacher instruction only (n=51). The programs provided interactive instruction of early literacy skills. The mCLASS: CIRCLE, measuring seven critical literacy skills, was used for pre- and post-test data. In focus groups, teachers (n=5) shared observations, challenges, and strengths of using computer-assisted instruction.

Table 8

Funding Student Achievement: Results of a Correlational Study Between TTIPS Grant Funding and Student Achievement

Presenter: *Melody Rainwater*
             Capella University

Abstract:
Even in a time of economic crisis, federal student improvement grants have become more common. In Texas, these grants are referred to as Texas Title I Priority School (TTIPS) grants, and due to the relatively new nature of the grants, very little research has been done as to the effect of the grants on student achievement. The study assessed whether a correlation existed between TTIPS Cycle I funding allocations for high schools and student achievement measures of test scores and attendance. The results vary for each of the indices but provide a foundation for future studies.

Round Table Discussions

2:30-3:30

Table 1

Evolution of Thought Regarding Social Justice: Teacher Candidates' Personal Journey

Presenters: *Dr. Debby Shulsky*
                   Dr. Jana Willis
                   University of Houston-Clear Lake

Abstract:
This qualitative study explores elementary teacher candidates' longitudinal journey towards developing a personal understanding of social justice. The journey begins in a required introductory educational technology course as candidates visually articulate their initial perspective regarding issues of social justice. The candidates' exploration continues in a social studies methods course framed in social justice. Presenters will share insights from the candidates' and the evolution of their thought towards personalizing their understanding of social justice and its role in teaching.

Table 2

The Lab Teach Experience: Integrating Field Experience into the Alternative Process

Presenter: *Dr. Jan P. Seiter*
                   Huston-Tillotson University

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

Table 3

Examining the Mentoring and Induction Experiences of First-YEAR Special Education Teachers: Perceptions from the Field

Presenters: *Dr. Bernardo Pohl*
                   Dr. John Kelly
                   University of Houston-Downtown

Abstract:
This study examines the mentoring and induction experiences of first-year teachers in special education. We attempted to understand what these novice teacher encountered by using their personal narratives. Participants had the chance to openly discuss what support they had and the road blocks they had to face during their initial teaching experience in terms of mentoring. Our goal is to explore the voices of the novice teacher in the field of special education, hoping to start a frank and honest conversation in the area of first-year mentoring and induction, which, to our surprise, is lacking research and academic attention.

Table 4

Selecting Quality Candidates and a Tool for Continuous Improvement

Presenter: *Philip J Blacklock*
Midwestern State University

Abstract:
Conducting admission interviews for education program candidates provides one avenue for selecting the right people as teachers. Admitting the right person to education preparation programs has become even more important with ever-increasing public school diversity and accountability for student learning. This study's purpose is to examine how the interview process at a regional state university serves as not only a way to ensure excellence in admitting candidates into an education program but also as a tool for continuous improvement. Study findings suggest that the interview process not only supports identifying future effective teachers but also provides opportunity for program improvement.

Table 5

Classroom management Skills for First Year Teachers

Presenter: *Dr. Laurie Hawke*
Dr. Michael Hawke
Tarleton State University

Abstract:
Mentor teachers in north central Texas were surveyed about what they considered was the most important skill a first year teacher ought to have. Overwhelmingly, their responses included classroom management skills. This presentation will identify the classroom management skills the mentors considered essential, and guide teacher preparation faculty in thinking about and preparing candidates for successful classroom management.

Table 6

Improving Graduate Programs: Creating as Alternate Route to Alternative Certification

Presenter: *Dr. Craig Hammonds*
Dr. Todd Kunders
Christina Bellomo
Albert Gallardo
Betsy Sanchez
University of Mary Hardin-Baylor

Abstract:
This roundtable presentation is designed to address teaching effectiveness for collegiate faculty. It includes a program director, faculty member, and graduate students discussing program details and instructional approaches in a newly created teacher certification program. This 33-hour graduate program provides a pathway for students to gain a Master of Education degree and Texas teaching certification. Graduates are thoroughly prepared to engage in instructional strategies, curriculum design, disciplinary literacy, assessment and evaluation, classroom management, and collaboration. Program elements include cohort grouping, non-traditional course calendar, hybrid course offering, networking opportunities, and field-based learning.

Table 7

Barriers for Women in Higher Education Leadership Positions

Presenter: *Dr. Hollis Lowery-Moore*
        Kimberly Hornsby
        Angelica Villafuerte
        University of Mary Hardin-Baylor

Abstract:
 Women comprise 50.8% of the United States population yet considerably do not hold as many leadership positions as men. Women are underrepresented in higher education leadership due to several barriers. Societal stereotypes, organizational culture, and lack of mentoring opportunities influence women's pursuit of leadership positions. The purpose of this study is to elaborate on societal and cultural barriers creating a gap between the number of men and women in higher education leadership roles. Mentoring, creating a support system, and seeking out a confidante emerged as strategies that help women defy cultural and societal barriers that exist in higher education.

Table 8

The Use of Social Media for Teacher Professional Development

Presenter: *Dr. Jodi Pilgrim*
        Dr. Christie Bledsoe
        University of Mary Hardin-Baylor

Abstract:
 The affordances of the Web enable teacher collaboration and growth through learning communities within Web 2.0 environments (Greenhow, Robelia, & Hughes, 2009). Through a content analysis of education organization profiles and postings on Facebook, this study examines how organizations use social networking sites as a platform to promote trends and issues in education and to promote best practices. This presentation will include a summary of current findings as well as examples of the type of information available to educators on social media websites.

THEME
Taking Charge of Our Future:
The Time is Now!

We welcome all proposals that add value to our work. We will give preference to those who include components addressing our theme. Please submit proposals for conference breakout sessions (45 minutes) addressing one of the following strands:

Strand 1: How Can We Grow Our Programs?	Strand 2: How Do We Adjust What We're Doing?	Strand 3: How Do We Impact the System?
• Recruitment and Retention • Partnerships • Special Populations • College/Career Readiness • Teacher Quality • Career Pathways	• Technology • Field Experiences • Curricular Issues • Action Research • Advocacy • Assessment	• Best Practices • Policy Issues • Accountability • Accreditation • Research • Ethics • 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 Marlene Zipperlen, via Email at mzipperlen@umhb.edu, **in electronic format as attachments (Microsoft Word or PDF file) by July 15. Proposals must include the following (incomplete proposals will not be reviewed):**

1. **Cover sheet**, to include
   - Title of session
   - Targeted Strand / Intended Audience 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, 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, contact **Marlene Zipperlen**, University of Mary Hardin Baylor (mzipperlen@umhb.edu). Proposals will be reviewed and presenters notified by July 31. All presenters must register for the conference by September 15. **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.**

Screens and media support carts will be provided. Arrangements for any additional presentation equipment, such as computer and projector, is the responsibility of the presenter.

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.

Students 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 pre-service and graduate students the opportunity to showcase research completed during their educational 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. Posters will be displayed on large easels. More detailed specifications will be provided with the acceptance notification.

Screens and media support carts will be provided. Arrangements for any additional presentation equipment, such as computer and projector, is the responsibility of the presenter.

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