



Texas Association
of Teacher Educators

TxATE Summer Conference

June 6, 2017

Austin, Texas

TxATE Summer Conference

Concordia University
Building B, Black Box

11400 Concordia University Drive
Austin, Texas 78726

Program Schedule

Monday—June 5, 2017

5:00 - 7:00 TxATE Executive Board meeting

Tuesday—June 6, 2017

8:15 - 9:00 Continental Breakfast

9:00 - 10:00 Opening Session

Dr. Karen Jenlink
Title

10:00 - 10:15 Break

10:15 - 11:45 Advocacy Groups

Policy, Facilitator, Description
Data, Facilitator, Description
Dispositions, Facilitator, Description
Recruitment, Facilitator, Description

12:00 Award Presentation – Distinguished Clinician

12:00 - 12:30 Lunch

12:30 - 1:00 TxATE Business Meeting

Induction of New Officers

1:15 - 2:00 Round Table Presentations

2:00 - 2:15 Break

2:15 - 3:00 Round Table Presentations

3:00 - 3:30 Closing

Upcoming ATE Meetings

- The Summer Conference will be August 4-8, 2017 in Pittsburgh, PA.
- The Annual Meeting will be February 16-20, 2018 in Las Vegas, NV.
- The Annual Meeting will be February 15-19, 2019 in Atlanta, GA.
- The 100th Annual meeting will be in 2020 in Atlantic City, NJ.

Speakers

Dr. Karen Jenlink, ATE President-Elect



If You Could Change One Thing About Teacher Education, What Would It Be?

Karen Embry Jenlink, Ed.D.
 Professor of doctoral studies
 Dept. of Secondary Education and Educational Leadership
 Stephen F. Austin State University
 President, Association of Teacher Educators



In the opening session, Dr. Karen Embry Jenlink, President Elect of the Association of Teacher Educators, explores the need to reframe, reclaim, and restore the ideals of educator preparation in a democracy. Dr. Embry Jenlink issues a call for teacher educators to serve as public intellectuals through social re-imagining and participatory action in P-20 educational policy-making at the local, state, and national levels.

Founded in 1920, the Association of Teacher Educators is the only national, individual membership organization devoted solely to the improvement of teacher education for both school and campus-based teacher educators. ATE members represent over 650 colleges and universities, 500 major school systems, and the majority of the state departments of education. The ATE office is located in the Washington, DC area where it represents its members' interests before governmental agencies and educational organizations, including AACTE, CAEP, Kappa Delta Pi, and NEA. Our global partners are ATE Europe and the World Federation of the Association of Teacher Educators. ATE's representational form of governance offers ATE members an unusually high level of opportunity for national leadership.

Dr. Karen Embry Jenlink currently serves as a professor of doctoral studies at Stephen F. Austin State University and she is President-Elect of the Association of Teacher Educators. Throughout her career in education, Dr. Embry Jenlink has worked to promote equity for teachers and students in schools, colleges, and universities. She has authored over 40 articles and book chapters and three edited books. Her most recent book, *Teacher Preparation in Career Pathways*, is widely used in developing 21st century

approaches and grow-your-own teacher pipelines to address critical staffing challenges in urban and rural schools. Internationally, Dr. Embry Jenlink has organized educational research in England, Ireland, the Czech Republic, Hungary, and China. She is a past president of the Texas Association of Teacher Educators in Texas (2001-2002) and served as chair of the Consortium of State Organizations for Texas Teacher Education (2002-2003). She currently serves on the ATE Board of Directors and the World Federation of the Association of Teacher Educators Board. Her theme for the 2018 annual meeting in Las Vegas is *Re-Imagining Educator Preparation In A Democracy*.

Round Table Discussions

1:30-2:15

Table 1

Retention and Sustainability: A New Teacher Academy

Dr. Sarah McMahan

Dr. Rebecca Fredrickson

Texas Woman's University

Preparing teachers for the demands of first year teaching is essential for sustainability in the teaching profession. Often we do our best to equip them with the essentials; however, in this day and age of high stakes testing and teacher accountability we must do more. This presentation outlines an authentic summer teaching academy aimed to assist new teachers in learning about how to handle the pressures of standardized testing. The New Teacher Academy focuses on providing additional professional learning experiences to strengthen new teacher's knowledge of "essentials" needed for the first year of teaching.

Table 2

Perception Differences of New and Experienced Teachers in a Mentoring Program

Dr. Charlotte Carlisle

University of Mary Hardin-Baylor

New and experienced teachers, participating in a mentoring program as mentees, responded to a survey measuring their perceptions on teaching satisfaction, pedagogy, self-efficacy, and the nature of the mentor-teacher relationship. The purpose of this quantitative cross sectional survey study was to determine if differences in perception exist between new teachers, with three or less years of experience, and experienced teachers, who have four or more years of experience, including groupings by content area and gender. Mean differences and effect size calculations, and test results will be discussed with suggestions for future research possibilities.

Table 3

Teacher Motivation after Professional Development: Creation of a New Scale to Measure Teachers' Expectancy, Value, and Cost for Implementing PD

David J. Osman, MA, MEd

Jayce R. Warner MA

The University of Texas at Austin

Teachers regularly participate in professional development (PD) although many do not change their classroom teaching. Expectancy-value theory may provide a powerful framework to understand teacher motivation to implement PD. Teachers expectancies (“*Can I do it?*”), values (“*Why should I do it?*”) and perceived costs (“*Is it worth it?*”) influence their implementation of learning during PD. We developed a scale to measure teachers’ motivation with three factors. Iteratively developed with three samples of in-service teachers ($n=6$; $n=177$; $n=401$), a 9-item scale was created. We hope this scale will be a useful tool as a means to measure teachers’ motivation following PD. Practitioners could then provide differentiated follow-up support for teachers.

Table 4

Closing the Gaps: Developing a University Reading and Writing Academy for Pre-Service Teachers and Struggling Students

Dr. Karen Taylor-Backor

Karyn Swink

Sara Cotton

Schreiner University

How do you establish effective Field-Based Learning for pre-service teachers? Initially Dr. Karen Taylor-Backor founded the Schreiner University Reading and Writing Academy (2006) to fulfill a required 10 hour practicum. This round-table discussion will describe the astonishing impact the Academy has on pre-service teachers, school administrators, teachers, parents, struggling students, AND Dr. Taylor-Backor. Round table participants will learn about the strategic steps needed to develop effective field-based learning—pre-service teacher training and the processes to locate and identify students admitted to the Academy. Co-presenters Karyn Swink and Sara Cotton will discuss their experiences working with struggling students at the Academy.

Table 5

Enhancing Academic Achievement of Culturally and Linguistically Diverse Exceptional Learners: Teaching Strategies

Dr. Cari Chittick

Concordia University

Diversity in American classrooms is growing steadily, along with the number of students requiring special education. The combination requires the need to successfully teach culturally and linguistically diverse exceptional (CLDE) learners. General education teachers often do not adequately serve and support these students due to lack of preparedness to educate this unique population. The culmination of diversity and disability requires a unique skill set to address both learning needs. The review of literature includes assessments, interventions, teaching strategies, effective teaching, and teacher preparation.

Table 6

Pre-service Teachers’ Perceptions and Influences of Self-Efficacy During their First Field Placement

Mr. Matthew. J. Etchells

Dr. Heather Caldwell

Texas A&M University

This research analyzes meta-reflections of three pre-service teachers’ journals from a large public university in Texas, and offers important insight into the development and influences on their self-efficacy. By utilizing reflective

writing pre-service teachers are able to better reflect and deconstruct their emergent experiences. Engaging in self-efficacy building experiences prior to undertaking professional teaching experience is shown to be an important step in assuring pre-service teachers self-efficacy. It also provides an environment for them to observe, contemplate, and practice tasks with efficacious outcomes. Analysis of the journals revealed three major themes and eight subthemes related to self-efficacy.

Table 7

Concerns of a First Year Teacher

Dr. Lauren Snead
University of Houston

The first year of teaching brings unique challenges and concerns for a novice teacher. This presentation will address the needs and concerns of a first year social studies teacher. Specifically, classroom management issues and lesson planning are among the many concerns. Making the transition from student teacher to teacher of record is a difficult journey. Suggestions for best practices with pre-service teachers will be discussed in order to help reduce first year struggles.

Table 8

Developing the Reflective Teacher Candidate

Dr. Susan Reily
Dr. Pam Vaughan
Stephen F. Austin State University

Three professors working with teacher candidates in a literacy-based field-experience examined the use of reflections as best practices to improve candidates' understanding and implementation of instruction. Reflection, when associated with field experiences, can turn into a summary of actions rather than critical analysis of observations and practices. Candidates engaged in critical reflection through setting goals, reflecting on observations of mentor teachers and their own implementation of lessons, when conferencing with professors, and through a final reflection summarizing their experiences throughout the course. Incorporating reflection can develop teachers who examine what they do as a way to grow professionally.

Table 9

Impact of an Intensive Technology-Based Vocabulary Instruction on the Reading Achievement of Students Living in Poverty: A Quasi-Experimental Study

Helene Onomo, M.Ed.
Texas Wesleyan University

Hart and Risley (2003) state that students from low-socioeconomic status reach school at age 3 with a gap of thirty (30) millions words compare to their counterparts from affluent families. The phenomena continues as they advance in schooling. Most standardized assessments have a vast concentration of academic and content-based words and this fact places these students at a serious disadvantage with severe consequences that reach through postsecondary years. Research suggests that children living in poverty spend more time watching television and/or playing video games; therefore, multimedia language instruction can be an efficient tool for instruction (Linebarger et al., 2013).

Table 10

Induction Year Teacher Support

Dr. Jean Kiekel

University of St. Thomas – Houston

Dr. Debby Shulsky

University of Houston – Clear Lake

Filled with the idealism instilled by their educator preparation program, new teachers enter a classroom that is often very different from their vision. This contributes to the high teacher attrition rate in this country. What can educator preparation programs do to help support new teachers who are faced with the disparity of the idealism versus the reality of education?

Table 11

Preparing Pre-Service Teachers to Create a Learning Environment for 21st Century Diverse and Digital Learners

Neva Cramer

Schreiner University

Enhancing literacy and learning through the visual and communicative arts has the potential for increasing engagement in the classroom and for developing critical and creative thinking dispositions in preparation for meeting the demands of career and life skills necessary for success in a global society. As students use language, images, and modern technologies to negotiate meaning, their learning also resembles imaginative play, which requires taking on a “role” in the thinking process. Learning is manifested in meaning construction - the process of forming a perception based on the imagery, form, and language of the text translated through the experience of the reader (Cramer, Ortlieb, & Cheek, 2007). Handouts provided will include research support and activities using interactive discussion to share strategies, which use an arts-based pedagogy to teach critical and creative thinking skills which transfer to all disciplines and have research supported potential to increase test scores.

Round Table Discussions

2:30-3:15

Table 1

The Effect of Purposeful, Innovative Learning Opportunities on Preservice Teachers’ Understandings and Practices of Phonological Awareness

Dr. Kim Pinkerton

Texas Council of Teachers of English Language Arts

Dr. Amelia Hewitt

University of Houston-Downtown

Teacher preparation should be innovative. It should provide opportunities for authentic modeling, collaboration, cross curricular pedagogy, practical field-based application, and more. Teaching with purposeful innovation seeks to engage preservice teachers in more authentic instructional experiences to enhance learning that will then traverse time and pass into actual classroom practice. Through evaluations of student perspectives and lesson plans, this round table discussion reports on the impact of innovative teacher preparation on student interactions with complex

topics, like phonological awareness. Data collected through a semester-long study revealed findings related to the impact of innovative teaching. Preservice teachers must be trained to learn from and through multiple, innovative practices since they too will be teaching their students to learn the world through multiple lenses. Innovative learning experiences provide challenges that influence preservice teachers to consider a multiplicity of viewpoints.

Table 2

Bilingual Teacher Candidates' Performance on and Perceptions of the Bilingual Target Language Proficiency Test (BTLPT)

Dr. Alma D. Rodríguez

The University of Texas Rio Grande Valley

This presentation discusses the results of a case study conducted to inform bilingual teacher educators of the factors and experiences that influence the development of Spanish academic language proficiency of bilingual teacher candidates in south Texas as measured by the Bilingual Target Language Proficiency Test (BTLPT), the required exam for bilingual teacher certification. Implications for bilingual teacher preparation and recommendations for further research will be discussed.

Table 3

How Can We Prepare Pre-Service Teachers to Effectively Teach Math and Science to Culturally and Linguistically Diverse Students in P12?

Dr. Amani Zaier

Dr. Faith Maina

Texas Tech University

This research study investigates the challenges preservice teachers face in teaching Math and Science to culturally and linguistically diverse students (CLDS). The study includes five main activities: a) conduct an extensive critical review of the literature, b) evaluate the current curriculum, instruction and assessment practices for preservice teachers; c) survey preservice teachers' feeling of preparedness and efficacy to teach Math and Science to CLDS; d) evaluate pre-service teachers' use of differentiated instruction strategies; and e) identify the existing gap between the preservice teachers culturally responsive training and CLDS pre-K-12 academic performance. Secondly, the study proposes a portfolio of effective instructional strategies to effectively address the needs of CLDS in the pre-K-12 Math and Science classroom.

Table 4

Impact of Reformed Teaching Practice in a Science Senior Methods Course on Elementary Preservice Teachers' Pedagogical Beliefs

Luke C. Lyons

Brie M. Snider

Diego Regalado

Tanis D. Scott

Trey E. Reeves

Marcus L. Lys

Katherine C. Thomson

Texas A&M University

This study analyzes preservice teachers' beliefs about reformed ideologies as a result of enrollment in an elementary science senior methods course. The Beliefs About Reformed Science Teaching and Learning (BARSTL) questionnaire was used as an instrument to measure changes using pre and post data after receiving instruction in the course. The results of subcategory analysis showed that preservice teachers have a shift in beliefs towards a more reformed perspective with regards to How People Learn Science (HPLS), Lesson Development and Implementation (LDI) and the Nature of Science Curriculum (NOSC). Analysis of the entire instrument reflected progression from traditional to reformed teaching philosophies.

Table 5

Organizational Perspectives on the Responsibilities of Leadership

Dr. Susan Reily

Stephen F. Austin State University

Teachers in elementary and middle school organizations may value different leadership approaches that influence organizational success. This study was designed to determine if there was a difference between the leadership behaviors different levels of organizations value based on the level of the campus, and years of experience of teachers. Elementary and middle school teachers completed a survey that provided ratings related to 21 leadership responsibilities using a forced choice Likert scale. An analysis of the data revealed there were statistically significant differences among the different groups for some of the 21 leadership responsibilities.

Table 6

Gender and Race: Interpreting Curriculum Design Differences in Student Achievement on Criteria-Referenced Competency Test in Biology

Letreanna Jackson

Midwestern State University

Criteria-referenced competency tests are used to assess the knowledge and achievement of students. This study investigates secondary inquiry-based and teacher-centered biology curricula's effect across ethnicity and gender on student performance in science. The researcher used archival data to compare achievement among biology students enrolled in a high school with both inquiry-based and teacher-centered courses. To quantify student science achievement, the researcher used Texas' annual criterion-referenced competency tests, Biology End-of-Course (Biology EOC). The Biology EOC scores of students in the inquiry and problem-based course were compared to the students in teacher-centered courses.

Table 7

STEM Program Effectiveness on Student Achievement in Secondary Schools

Dr. Kelly Madden

University of Mary Hardin-Baylor

An expectation of the Texas Education Agency (TEA) is that students meet a minimum standard on all tested subjects of the State of Texas of Academic Achievement Readiness assessment. Texas students historically do not perform as well as their international peers in the areas of math and science (Lee, Grigg, & Dion, 2007; Mullis, 2012). This quantitative comparison study is an investigation of STEM program effectiveness by comparing T-STEM Academies with non-STEM campuses as they relate to student achievement in Texas public middle schools. State math and science assessment data will be the measure of performance of the five TEA T-STEM Academies and each of the forty TEA comparison campuses.

Table 8

You Never Told Me: Three Ways to Eliminate Certification Woes

Dr. Joan Berry

Cindy Selman

Dr. Marlene Zipperlen

University of Mary Hardin-Baylor

The path to teacher certification can be overwhelming for many students. In order to streamline the steps toward teacher certification and meet state requirements, electronic gateways were developed for easy access by the students, for use by involved parents, and for documentation required by outside agencies. This introduction outlines the process used for application, admission, student teaching, and certification. In addition to sharing the electronic gateways with the participants, rich conversation about the implementation phase and the success of this process during the first one and one-half years will conclude the session.

Table 9

Latino Children's Literature for Best Practice in Teacher Education

Dr. Judy A. Leavell

Dr. Arcelia L. Hernández

Luis Quintanilla

St. Edward's University

Best practice in teacher preparation insures that new teachers are familiar with and use literature in their classrooms that reflects the diversity represented there. One category of under-represented books includes those that reflect the Hispanic or Latino culture. This presentation provides a bibliography of books winning one or more of three nationally recognized Latino literature awards. Latest award winners will be reviewed. The bibliography can be used to enhance the library collections on university and school campuses to increase availability for use.

Table 10

The Influence of Parental Engagement on Most Restrictive Special Education Placements for African American Students in an Urban School District in Texas: A Mixed Methods Study

Dianne Kendrick Hawkins, M.Ed.

Texas Wesleyan University

Special Education placements for African American students are disproportionate to their representation in the general population. These students are not only placed routinely in the most restrictive settings, they remain in those settings through graduation. This mixed methods study will use SPED archived data from one urban district to discover relationships between parental engagement through ARD participation and most restrictive educational placements for African American students. Additionally, a sampling of parents will participate in surveys and/or interviews in order to provide insight into their perspectives on special education programming options and affecting change through the ARD decision-making process.

Table 11

Examining the Mentoring and Induction Experiences of First-Year Special Education Teachers: Perspectives from the Field

Bernardo Pohl

John Kelly

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.

The Texas Forum of Teacher Education

Published by the Texas Association of Teacher Educators

Manuscripts due June 15, 2017

The goal of the Forum is to promote scholarship regarding campus-based and field-based Teacher Education in Texas.

Proposed manuscripts undergo a blind review process and must be unpublished and not in review with other publications. TxATE members, including graduate students, are encouraged to submit manuscripts. Authors must be active members as a condition for publication.

Submission Requirements

Style: The manuscript must adhere to the Publication Manual of the American Psychological Association (6th edition).

Format: Cover Page (name, institution, & email of each author)
Abstract Length: 200 maximum
Manuscript Length: 2500-5000 words (double- spaced)
No page numbers
Saved in .doc or .docx format

Tables & Figures: Follow APA guidelines and **embed** within the manuscript.

Photographs/Artwork: Authors are responsible for obtaining permission for the use of any artwork or photographs. Permission documentation must accompany manuscript submission.

Submission Procedures

Send the following three documents to the managing editor with the subject line, 2017 Forum Manuscript:

- Cover Page
- Manuscript with author/institution identifiers
- Manuscript WITHOUT author/institution identifiers

Submission Deadline

June 15, 2017

2017 Editorial Board

Joan Berry, Editor, jberry@umhb.edu
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Fall 2016 Teacher Education Conference
October 16-18, 2016
Embassy Suites San Marcos Hotel Convention Center & Spa

CALL FOR PROPOSALS
Proposal Deadline: July 15, 2016

**Theme: Build a Coalition to
Empower
Our Educators**

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?
<ul style="list-style-type: none">• Recruitment• Induction and Support• Mentorship• Partnerships• Special Populations• College/Career Readiness• Teacher Quality• Career Pathways	<ul style="list-style-type: none">• Technology• Field Experiences• Curricular Issues• Action Research• Advocacy• Assessment• Certification Testing Strategies	<ul style="list-style-type: none">• 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 45 minutes in length. We invite presentations with either a practical or research focus. Professional Track proposals should be submitted to Christie Bledsoe, via Email at Christie.bledsoe@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 **Christie Bledsoe**, University of Mary Hardin Baylor (Christie.bledsoe@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.

NOTE: 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.

TxATE 2016-17 Officers/Executive Board

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