



# **TxATE**

# **Summer Conference**

**June 10, 2019**

**Austin, Texas**

St. Edward's University  
3001 S. Congress  
Austin, Texas 78704

## Program Schedule

### *Sunday—June 9, 2019*

3:30 - 5:30 TxATE Executive Board meeting

### *Monday—June 10, 2019*

8:00 - 9:00 Full Breakfast

8:30 - 9:00 TxATE Meeting  
Award Presentation: Distinguished Clinician-Dr. Keith Byrd  
Induction of New Officers

9:00-10:00 Opening Session  
**Dr. Christie McIntyre, Associate Professor**  
**Southern Illinois University**  
**President ATE 2019-2020**

10:00 - 10:15 *Break*

10:15 - 11:30 Round Table Presentations

11:30-12:00 Box Lunches and Networking/Connections

12:00-12:30 Overview of Advocacy Group Work

12:30-2:00 Advocacy Groups and Facilitators

- **POLICY**: Gina Anderson, Texas Woman's University
- **DATA**: Jim Van Overschelde, Texas State University
- **DISPOSITIONS**: Patrice Werner, Texas State University
- **RECRUITMENT**: Becky Fredrickson, Texas Woman's University

2:00-2:30 Advocacy Group Reporting/Closing

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### Upcoming ATE Meetings



The Summer Conference will be July 26-30, 2019 in Burlington, VT. [Registration](#) for the Summer Conference is now open.

The **100<sup>th</sup>** Annual meeting will be February 16-20, 2020 in Atlantic City, NJ. [Proposals](#) for the 2020 Annual meeting are due by **July 1, 2019**.

## Keynote Speaker

### Dr. Christie McIntyre, ATE President 2019-2020



*Christie McIntyre, Ph.D. Associate Professor  
Executive Director, Program Review and Assessment  
Southern Illinois University*

#### *Advocating for Best Practices in the Assessment of Teachers: Pre-service and In-service*

Dr. Christie McIntyre received her PhD in Teacher Leadership from Georgia State University in Atlanta, GA in 2007. Her research interests include teacher development, assessment for student learning (Pre-K to College), and applications of constructivism. She has been invited to share her work related to assessments of teacher candidates at local, state, and national conferences. She served on college level and university level assessment committees, where she helped guide the development of the initial standards-based Teacher Education Program Assessment System in 2004. As the program coordinator for undergraduate and graduate programming in Curriculum and Instruction, Christie continued to guide faculty in the development of assessment systems with and without the assistance of national standards. She was an Assessment Fellow in the Associate Provost of Academic Programs office in 2014, and she facilitated the Conversations about Student Learning and Engagement (CASTLE) professional learning community on campus for two years. Prior to being hired as an assistant professor in 2008, Christie received the SIU Outstanding Term Faculty Teaching Award. Dr. McIntyre chaired the Provost's Task Force titled, TEACH in 2015, where faculty from several disciplines came together to review how we could better support teaching at SIU. As the advisor of educ8kdz, she led three service-learning trips to New Orleans, where teacher candidates worked in schools and child care centers impacted by hurricanes in that area. She also assisted the educ8kdz members in local projects that supported young children. Dr. McIntyre has served as the President of the Illinois Teacher Educators organization and is currently the President of the Association of Teacher Educators (ATE). ATE will celebrate its centennial anniversary in February 2020.

**Table 1**

Session A  
Theme: Field-Based Learning

**All are Welcome! Literacy Development in the Primary Grades:  
A University and District Partnership**

*Dr. Lisa Dryden, PhD ~ Professor and Director of Master's of Education Program  
Texas Wesleyan University*

This Thematic Round-Table Discussion will provide information related to the development of a literacy partnership between a large urban school district and the School of Education of an urban university. Undergraduate students enrolled in reading methods courses spend two hours weekly working with striving readers in K, 1st, and 2nd grades. University students conduct initial needs assessments, develop intervention plans, modify as needed, and conduct final assessments. Two years of qualitative data indicates this partnership is beneficial to both the both parties. Implications for program development will be shared.

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Session B  
Theme: Trends and Issues

**Effective Partnerships:  
Institutional and Programmatic Improvements to Produce Day One Ready Teachers**

*Dr. Fay Lee ~ Professor, Lone Star College-CyFair;  
Dr. Denise McKown ~ Department Chair of Teacher Education, Midland College*

One key strategy for addressing teacher shortages and diversifying teacher talent in Texas is creating partnerships with community colleges and university EPPs. According to the American Association of Community Colleges, about 50% of post-secondary students start at the community college. Additionally, community colleges typically have a significant number of diverse student populations. With these facts, partnerships with university EPPs can drive pre-service teacher enrollment as well as graduate more future teachers with effective training at the undergraduate level. This presentation will facilitate conversations on effective partnerships and how these partnerships can improve both institutions in order to prepare our future teachers as day one ready.

**Table 2**

Session A

Theme: Best Practices and Innovations in Teacher Preparation

**Enhancing Teacher Success Following Completion of an EPP: Supporting New Teachers as they Transition into the First Year of Teaching**

*Sarah McMahan ~ Associate Professor, Curriculum and Instruction, Texas Woman's University*

*Becky Fredrickson ~ Associate Professor, Curriculum and Instruction, Texas Woman's University*

*Karen Dunlap ~ Professor, Curriculum and Instruction, Texas Woman's University*

*Amanda Hurlbut ~ Assistant Professor, Curriculum and Instruction, Texas Woman's University*

*Gina Anderson ~ Professor and Associate Dean, College of Professional Education, Texas Woman's University*

This presentation outlines how one Educator Preparation Program (EPP) created an initiative to support recent graduates before they entered into their first year of teaching. Specifically, this presentation will examine the impact the initiative (coined New Teacher Academy) had on enhancing beginning teachers' knowledge of how to best meet the academic, social and emotional needs of diverse students in their future classroom.

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Session B

Theme: Educator Preparation Advocacy

**Overcoming Teacher Burnout Through Induction Activities in Relation to Mentoring for First Regular Employed Teachers**

*Charity Embley, PhD ~ Research Assistant, Texas Tech University* **CANCELLED**

Schools who hire new teachers every year might not be aware of the significance of induction activities in relation to mentoring. This paper addresses how the involvement in induction activities for first regular employed teachers could prevent burnout. Data were obtained from a questionnaire administered in 2013 called the Teaching and Learning International Survey. Aspect of burnout specifically considered was how first regular employed teachers feel about their job (i.e., regretting becoming a teacher and choosing another profession). Thus, to avoid imminent teacher shortage, induction activities related to mentoring could be preventative measures for the gradual occurrence of burnout.

**Table 3**

Session A

Theme: Best Practices and Innovations in Teacher Preparation

**Challenges and Successes of a Grow-Your-Own Program with a Yearlong Clinical Student Teaching Residency**

*Gina Anderson ~ Professor and Associate Dean, College of Professional Education, Texas Woman's University*

*Sarah McMahan ~ Associate Professor, Curriculum and Instruction, Texas Woman's University*

*Brandon Bush, PhD ~ Director, Office of Educator Preparation Services, Texas Woman's University*

The presenters will share details about the Texas Education Agency Grow-Your-Own Pathway Three grant program, inclusive of a yearlong residency, and its implementation at a regional university educator preparation program in north Texas. Challenges, successes, and overall results of this grant program, including the recruitment and selection of teacher candidates, university field supervisors and cooperating/mentor teachers assignments, yearlong residency design, candidate assessment measures, and financial support and incentives will be highlighted. The presenters will solicit input and feedback from the session attendees and provide opportunities for dialogue about how to improve a yearlong clinical student teaching/residency experience.

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Session B

Theme: Accountability and Certification; Field-Based Learning

**Field Supervisor Support and Perceptions of Preparedness: Meeting the Needs of All Teacher Candidates**

*Twyla Tasker, PhD ~ Instructor, Curriculum and Instruction, Angelo State University*

*Angela Schroeder, MEd ~ Instructor, Curriculum and Instruction, Angelo State University*

In Texas, teacher education accountability is partly outlined in Chapter 19 §228 of the Texas Administrative Code, which also defines the minimum standards for preservice teachers' field experience and the qualifications of field supervisors. The field experience is the culmination of an educator preparation program, and provides preservice teachers the opportunity to put theory into practice. TEA 2014-2015 Exit Survey data was used to examine candidates' perceptions of field supervisors. Results indicate there is a significant relationship between field supervisor support and candidates' perceptions of feeling well-prepared to enter the classroom, and that certification pathway had an effect.

**Table 4**

[Session A](#)  
Theme: Trends and Issues

**Summary of Research: STEM Integration in Elementary Teacher Preparation**

*Amy Corp ~ Assistant Professor, Texas A&M University-Commerce*  
*Melanie Fields ~ Assistant Professor, Texas A&M University-Commerce*

This presentation will summarize findings of a recent international literature review on integrated STEM in elementary preparation programs, with an emphasis on findings in Texas. This will encourage teacher educators to reflect on their own programs and hopefully encourage teaching on integrated STEM in elementary teacher preparation.

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[Session B](#)  
Theme: Trends and Issues

**Key Components of a Successful STEM Elementary School**

*Carol C. Waters, EdD ~ University of Houston-Clear Lake*

Exposure to integrated STEM curricula in K-5 elementary schools is critical to create economic opportunities for students, meet the needs of the future U.S. STEM workforce, and build a stronger understanding of engaging and practical STEM application in the real-world. Capturing students' interest in STEM at an earlier age is necessary to achieve these goals. This mixed methods case study investigated if the implementation of integrated STEM curricula into a K-5 elementary school would increase student achievement as measured by STAAR and sought to identify STEM educators' perceptions of STEM education and key components of a successful STEM elementary school.

**Table 5**Session ATheme: Trends and Issues**Practices of Feminist Pedagogy**

*Erika Zavala ~ PhD Candidate, Texas Tech University*

The challenges that preservice and in-service teachers are facing in the United States are more difficult than those of previous decades. Additionally, good teacher preparation, recruitment, and retention of effective teachers continue to be a concern. The new diversification of students and the new era of information in the classrooms require new pedagogical practices that teachers need to incorporate for an inclusive education. From feminist perspectives, this qualitative study explored inclusion and aspects of feminist pedagogy as the practice of caring, knowledge, and change in a fifth-grade, elementary, dual-language classroom. Findings revealed positive outcomes of integrative, inclusive education.

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Session BTheme: Trends and Issues**The Experiences of Female Teacher Educators of Color**

*Jacqueline B. Koonce, Ph.D. ~ Assistant Professor, The University of Texas of the Rio Grande Valley*

*Lorenza Lancaster, MEd. ~ Lecturer I, The University of Texas of the Rio Grande Valley*

*Julissa Bazan ~ Student, Communication Sciences and Disorders, The University of Texas of the Rio Grande Valley*

*Elena M. Venegas, Ph.D. ~ Assistant Professor, The University of Texas of the Rio Grande Valley*

This qualitative study inquired into the experiences of female teacher educators of color at Hispanic-Serving Institutions. The faculty at Hispanic-Serving Institutions is comprised of women of different ethnicities, but research on their experiences is limited. Through this study, the researchers gained a better understanding of the experiences of female teacher educators of color. This research has implications for other teacher education programs who seek to not only recruit but also retain female teacher educators of color whose diverse voices are especially needed within teacher education.

**Table 6**

Session A

Theme: Best Practices and Innovations in Teacher Preparation

**Student Perceptions of Use of Flipgrid in Online Classes:  
Advancements of Technology in Education**

*Dr. Carrie Taylor ~ Assistant Professor, Midwestern State University*

In this presentation, the presenters will discuss the use of Flipgrid technology for enriching learning experiences of students in online courses by providing an interactive video discussion platform for educators and students. The presenters will share the results of a parallel, convergent mixed methods research study examining student perceptions of Flipgrid and its role in enhancing learning, instructor presence, engagement, feedback, and understanding of content. This presentation will show that Flipgrid can serve as the quintessential “Snapchat” of education appealing to today’s digital learners.

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Session B

Theme: 21<sup>st</sup> Century Learning

**Are Student Teachers implementing 21st Century Skills in the Field?**

*Dr. Amy Corp ~ Assistant Professor, Texas A&M University-Commerce*

This presentation will summarize findings thus far in analysis of evidence for 21st century skills in student teachers’ lesson plans taught in the field during student teaching. Each lesson plan was analyzed using the framework for 21st century skills to determine if student teachers gave their students opportunities in the lesson to foster these skills: global awareness; digital competencies; critical thinking; collaboration; cross-cultural; communication; and problem solving. Findings indicate strengths and weakness for discussion with teacher educators for improving instruction in teacher preparation.

**Table 7**

Session A  
Theme: Field-Based Learning

**Developing Professional Dispositional Resilience among Teacher Candidates:  
Reframing Chaos as Resource for Teacher Learning**

*Dr. Pauli Badenhorst ~ Assistant Professor, The University of Texas of the Rio Grande Valley*

Inspired by literature and regulations governing teacher certification that advocate for the need to develop professional teacher dispositions, this paper engages the learning of resilience in pre-service teacher education contexts. Resilience is essential towards novice teacher success, commitment, and retention amidst the daily social and pedagogical complexities that characterize the classroom. In particular, chaotic situations as these arise within field observations and student teaching programs are framed as invaluable resources for teacher learning. Consequently, curricular and instructional strategies for how teacher candidate experiences of chaos and complexity can reflexively be integrated as a vital component of teacher preparation are tendered.

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Session B  
Theme: Trends and Issues

**Classroom Management & the First-Year Teacher: Understanding the Beliefs of  
First-Year Teachers and How Their Education Leaders Can Support Them**

*Dr. Andrew Kwok ~ Texas A&M University*  
*Dr. Megan S. Hardy ~ Texas A&M University*

Having strong classroom management is vital for today's classrooms because this pedagogical skill correlates with the success of students. It provides the teacher the opportunity to focus their attention and efforts on the instructional needs of the students, and yet most teacher preparation programs superficially prepare this skill. As a result, the responsibility often falls on school leaders to ensure their teachers are prepared and supported in this area. Using qualitative analysis on the beliefs of beginning teachers, results indicate how beginning teachers think about and process classroom management. Findings have implications for education leaders regarding how to support beginning teachers in this vital pedagogical skill.

**Table 8**Session ATheme: Best Practices and Innovations in Teacher Preparation**Urban School Field Trips: Providing Preservice Teachers Opportunities to Experience High-Needs Schools***Dr. Andrew Kwok ~ Texas A&M University**Jeffrey Keese ~ Texas A&M University*

This mixed methods study investigates the effects of an urban school campus visit on the perceptions about teaching of preservice educators. Through quantitative analysis of participants' survey responses post-field trip, we found that over 60 percent of the participants said that their perspectives on teaching in diverse and urban schools had changed. Additionally, through qualitative coding of open-ended responses, we identified key components of the experience that were impactful for participants. Findings have implications for districts and teacher preparation programs on types of activities that could have an impact on preservice teachers' perceptions about teaching in diverse, urban settings.

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Session BTheme: Field-Based Learning**Preservice Teacher Efficacy in Multicultural Content, Pedagogy, and Socio-Emotional Learning***Peter Scaramuzzo ~ Texas A&M University**Yoheily Widdison ~ Texas A&M University**Xuan Zhou ~ Texas A&M University**Nazneen Askari ~ Texas A&M University**Jeffrey Keese ~ Texas A&M University**Karen McIntush ~ Texas A&M University**Michele Norton ~ Texas A&M University**Mickey Burgess ~ Texas A&M University**Hersh Waxman ~ Texas A&M University*

One of the critical issues in K12 education today is addressing the needs of linguistically and culturally diverse students. Several studies have found disproportionate achievement outcomes for K12 students of diverse socio-cultural and multicultural backgrounds as compared to White students. Teacher preparation programs (TPPs) are integral in developing the extent to which teachers feel ready to effectively and equitably meet the needs of all students, particularly in terms of multicultural content, pedagogy, and socio-emotional learning. This paper addresses the issues associated with teacher efficacy in working with linguistically and culturally diverse students, especially as it pertains to social-emotional learning.

**Table 9**

Session A

Theme: Best Practices and Innovations in Teacher Preparation

**Finding Solutions to Combat Food Insecurity in the Classroom: What are Teachers to Do?**

*Karen Kohler, EdD ~ Adjunct Professor, Texas A&M University-San Antonio*  
*Robin Robinson Kapavik, PhD ~ Professor, Texas A&M University-San Antonio*

Teachers spend years in school learning best pedagogical and assessment practices; however, many times teachers encounter issues not addressed by teacher preparation programs such as students facing food insecurity. With the passing of SB 725 during the 85th Texas Legislative Session, many teachers in schools across the state have been spurred to incorporate 21st Century learning skills into action by tackling this issue in the classroom. This presentation will highlight teachers who have utilized critical thinking, communication, collaboration, and creativity to inspire students to develop campus-wide solutions for two issues: cafeteria food waste and students' food insecurity.

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Session B

Theme: Trends and Issues

**Moving Outside the Walls of the University:  
Enrichment for Preservice Teachers through Experiential Learning Activities**

*Becky Fredrickson ~ Associate Professor, Curriculum and Instruction, Texas Woman's University*  
*Sarah McMahan ~ Associate Professor, Curriculum and Instruction, Texas Woman's University*  
*Karen Dunlap ~ Professor, Curriculum and Instruction, Texas Woman's University*  
*Amanda Hurlbut ~ Assistant Professor, Curriculum and Instruction, Texas Woman's University*  
*Gina Anderson ~ Professor and Associate Dean, College of Professional Education, Texas Woman's University*

One of the most recent trends in higher education is the concept of giving authentic experiences to students. Students often have difficulty bridging theory to practice and transferring skills from one situation to another (Johnson, 2018). This presentation highlights the work of one university Teacher Education program as they addressed this. Program faculty looked for opportunities to utilize pedagogical expertise outside the academy walls as they guide preservice teacher educational skill development during the transition from collegiate classroom to their own K-12 classrooms. This resulted in faculty implementation of experiential learning activities within the standard teacher education curriculum.

**Table 10**Session ATheme: Trends and Issues**STEMmulating Interest in Social Studies Education**

*Mary D. Curtis, PhD ~ University of Texas at Arlington*  
*Carol C. Waters, EdD ~ University of Houston-Clear Lake*

STEM education has enjoyed a central focus in 21st century K-12 education. However, grounding STEM in social studies may enhance learning potential and practical application of both curricula. Limited teacher knowledge can impede identifying relevant linkages across content areas. Additionally, lack of teacher awareness of curricula connections makes it challenging to tell the full story of humans as well as hinders transference of knowledge and skills to new learning experiences. This paper explores how the social science and STEM disciplines strengthen the development of foundational, interdisciplinary schemas that have the potential for richer, more extensive learning experiences.

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Session BTheme: Trends and Issues**What We've Learned:****Implementing a Standardized Performance-Based Assessment during Clinical Teaching**

*Laura Allen, Ph.D. ~ Director of Certification & Assessment, Trinity University*  
*Courtney Crim, Ed.D. ~ Associate Professor, Trinity University*  
*Angela Breidenstein, Ed.D. ~ Professor, Trinity University*

Since 2015, candidates in Trinity University's Master of Arts in Teaching program have been required to pass the Praxis Performance Assessment for Teachers (PPAT), the ETS assessment similar to edTPA. Through this process, faculty have learned a lot about implementing a standardized performance-based assessment during clinical teaching, such as how to scaffold tasks, educate mentor teachers, and navigate logistical issues. Come hear what did and didn't work, to ensure the process doesn't negate the possible benefits of the product.

## Publication Opportunity

### The Texas Forum of Teacher Education

*Published by the Texas Association of Teacher Educators*

**Manuscripts due June 15, 2019**

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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.

#### Submission Requirements

**Style:** The manuscript must adhere to the Publication Manual of the American Psychological Association (6<sup>th</sup> 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, Michelle Giles at [Giles@uhcl.edu](mailto:Giles@uhcl.edu) with the subject line, **2019 Forum Manuscript**:

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

## FALL CONFERENCE



### Fall 2019 Teacher Education Conference

October 27-29, 2019

Embassy Suites

Dallas Frisco Hotel, Spa and Conference Center

### CALL FOR PROPOSALS

Proposal Deadline: **July 15, 2019**

### Clinical Practice: Challenges and Celebrations

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

Strand 1: Program Support	Strand 2: Pedagogy/Curriculum	Strand 3: Policy/Leadership	Strand 4: Diversity
<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Career Pathways</li> <li>• Certification</li> <li>Testing Strategies</li> <li>• College/Career Readiness</li> <li>• Ethics</li> <li>• Field Experiences</li> <li>• Induction and Support</li> <li>• Mentorship</li> <li>• Partnerships</li> <li>• Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• Advocacy</li> <li>• Assessment</li> <li>• Best Practices</li> <li>• Curricular Issues</li> <li>• Ethics</li> <li>• Field Experiences</li> <li>• Research</li> <li>• Teacher Quality</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Accreditation</li> <li>• Best Practices</li> <li>• Career Pathways</li> <li>• Ethics</li> <li>• Leadership</li> <li>• Partnerships</li> <li>• Policy Issues</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Special Populations</li> <li>• ESL</li> <li>• Bilingual</li> <li>• Title I</li> <li>• LBGTQ+</li> <li>• Marginalized Populations</li> </ul>

*CSOTTE promotes two tracks for presentation consideration, a Professional track and the Emerging Scholars track. Descriptions and guidelines for each are detailed here:*

### **Standard Professional Track:**

This track is for practicing professionals in teacher preparation. We invite presentation with either a practical or research focus. All presentations in the Professional Track will be 45 minutes in length. Professional Track proposals should be submitted to Sheila Baker, via Email at [bakers@uhcl.edu](mailto:bakers@uhcl.edu) in electronic format as attachments (Microsoft Word, only) by **July 15, 2019**. **Please use CSOTTE Conference Proposal in the subject line of the email.** Proposals require two documents that must include the following (incomplete proposals will not be reviewed).

1. Document 1: Cover sheet, to include:
  - Title of session
  - Targeted Strand
  - Intended Audience relevant to your proposal (professors, certification officers, field/clinical experiences personnel, testing coordinators, deans, etc)
  - For each presenter please include:
    1. Name and title (as it will be potentially used in the program)
    2. Email address
    3. Affiliation (educator preparation program / organization)
    4. CSOTTE organization affiliation(s) (EDICUT, TACA, TACO, TACTE, TCTCT, TDFE, TAHPERD, TxATE, or NONE)
  - Submit with the title, “**Document 1, First and Last Name**” (of Submitter)
  - Key contact person: name, phone number(s), and email address
  - Abstract, 100 words or less, for conference program
2. Document 2: Presentation proposal, 750 words or less, void of identifying information for blind review process. Submit with the title “**Document 2 Blind Copy**”.

If you have not received acknowledgement of receipt of your proposal by July 20, contact Sheila Baker, University of Houston-Clear Lake ([bakers@uhcl.edu](mailto:bakers@uhcl.edu)). Proposals will be reviewed and presenters notified by August 1. 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](http://www.csotteconference.com) for an example) by October 1 to [csotte.conference@gmail.com](mailto:csotte.conference@gmail.com) in PDF format. Please save the file name with session number and title (e.g., 1A-Empowering Candidates).

*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 for teacher candidates completing initial certification at the undergraduate or graduate level and is offered at a reduced rate of \$40.00. This track includes a full day of sessions on Monday, October 22nd, and is 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 includes a “Brown Bag” lunch.

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](mailto:dlp94a@acu.edu) in electronic format as attachments (Microsoft Word or PDF file) by **September 8th**. Applicants will receive notification of the status of their proposals by **September 15th**. 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 15th, contact Dana Kennamer Pemberton, Abilene Christian University, at [dlp94a@acu.edu](mailto:dlp94a@acu.edu). All Emerging Scholars presenters must register for the conference by September 30th. 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.

We highly encourage all CSOTTE members to **publish in the CSOTTE journal, TxEP: Texas Educator Preparation**. Information for journal submissions can be found at <https://www.csotte.com/publications.php>.

# **TxA TE 2018-2019 Executive Board**

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