



Virtual Conference

2020

October 18-20, 2020

*A Message from the Conference Chair,
Dr. Glenda Ballard*



What a year!!! At last year's CSOTTE Conference, the conversation centered around the debate about whether Texas would embrace EdTPA in the upcoming year. No one could have known that, beginning March 13 (good 'ole Friday, the 13th), our world would forever inexorably change. Overnight, our world screeched to a halt, and social media became not only popular but critical to keep our connections and our economy moving forward. As Americans are wont to do, we adapted and embraced the future. Interestingly, K-12 education became a focal point in our world as teachers pivoted to move instruction online for "their kids." Overnight, the profession of "teacher" came into focus as memes jammed our social media with statements such as "Where do I request a substitute for my class today?" or "My kid wants to change teachers" and "Now that school is closed for a while, my kids will be taking AP Chores, Honors Yard Work, Dishwashing 101, AP Trash Disposal, and Home Economics aka Make Your Own Lunch." My personal favorite said it best: "Been homeschooling a 6-year old and an 8-year old for one hour and 11 minutes. Teachers Deserve to make a billion dollars a year. Or a week!"

Prior to COVID-19, we, as a collective body, had begun to embrace a new perspective. Tired of concerns about the negativity associated with the profession of educator, we agreed to concentrate on successes. At the TACTE meeting in January, deans wanted to focus on the positive, can-do spirit that new teachers express as they tackle the classroom. We wanted to celebrate the teacher—the one individual, besides the parents and family members, who has the power to impact the lives of the children they teach! Simultaneously, Raise Your Hand, Texas also embraced this philosophy and launched a celebration of teachers in Texas with a campaign, #TeachersCan!

Themes for CSOTTE Conferences of the past focused on the challenges of recruiting, preparing, and retaining these PK-12 teachers for the classroom. But even before COVID-19, the prevailing attitudes among those of us who work most closely with teacher education were changing. As Chair of CSOTTE in 2015-16, I continued the earlier trend to focus on the challenges of education but challenged us to move toward solutions with the theme Build a Coalition to Empower our Educators. Dr. Marlene Zipperlen (2016-17) continued that trend by imploring us to focus on A Time for Leadership as did Dr. John Sargent in 2017-18 with Embracing Change. Last year, Chair Tim Sutton focused on the practitioner with Clinical Practice: Challenges and Celebrations (2018-19).

As Chair of CSOTTE again this year (2019-20), I am pleased to announce that we are borrowing the mantra of positivity about the profession I love so much--#TeachersCan! Let's celebrate the teachers who touch the lives of our children in Texas—those who stay up late and work on weekends to prepare for classes; who take money from their own pockets to support their classrooms or, sometimes, the children in them; who create parades to drive by their children's homes to wave and show them they care; and who impact the world through their daily interactions with those children. Let's celebrate the educators who prepare those teachers for whatever our world has to offer, even, yes, COVID-19! Let's celebrate the year of the teacher!! #Teachers CAN!

Conference



Questions? Need assistance? Stop by!
Sunday 11:30-5:30
Monday 8:00-4:30
Tuesday 8:00-11:00



http://bit.ly/CSOTTE_Help/ Zoom Meeting: 86155064315

CSOTTE TIP!

Join your sessions by
clicking the blue Zoom links
OR
entering the meeting number

GENERAL SESSION I

OR

Zoom Meeting: 94027436419

Join a Meeting

Your meeting ID is a 9, 10, or 11-digit number

Join

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**Fall 2020 Teacher Education Virtual Conference
October 18-20, 2020**

**CONFERENCE AT A GLANCE
Fall 2020 Teacher Education Conference**

Sunday, October 18

		Event	Host/Facilitator
10:00 AM	11:50 AM	CSOTTE Board Meeting	Glenda Ballard Zoom Meeting: 95225916646
12:00 PM	12:50 PM	TCTCT Board Meeting	Laura Isbell Zoom Meeting: 99058533341
12:00 PM	12:50 PM	TACCTEP Board Meeting	Denise McKown Zoom Meeting: 96380506888
12:00 PM	12:50 PM	EDICUT Board Meeting	Neva Cramer Zoom Meeting: 93413299034
12:00 PM	1:50 PM	TACTE Board Meeting	Lisa Huffman Zoom Meeting: 93785342685
1:00 PM	1:50 PM	TACO Board Meeting	Misti Corn Zoom Meeting: 91949339603
1:00 PM	1:50 PM	ADoT Board Meeting	Jannah Nerren Zoom Meeting: 93926764679
1:00 PM	1:50 PM	TxATE Board Meeting	Becky Fredrickson Zoom Meeting: 99288136619
1:00 PM	1:50 PM	TACA Board Meeting	Calvin Stocker Zoom Meeting: 96996807468
1:00 PM	1:50 PM	TDFE Board Meeting	Tim Sutton Zoom Meeting: 99210979871
2:00 PM	2:50 PM	TxATE General Meeting	Becky Fredrickson Zoom Meeting: 99288136619
2:00 PM	2:50 PM	TACA General Meeting	Calvin Stocker Zoom Meeting: 96996807468
2:00 PM	2:50 PM	EDICUT General Meeting	Neva Cramer Zoom Meeting: 93413299034
3:00 PM	3:50 PM	TCTCT General Meeting	Laura Isbell Zoom Meeting: 99058533341
3:00 PM	3:50 PM	TDFE General Meeting	Tim Sutton Zoom Meeting: 99210979871
3:00 PM	3:50 PM	ADoT General Meeting	Jannah Nerren Zoom Meeting: 93926764679
4:00 PM	4:50 PM	TACO General Meeting	Misti Corn Zoom Meeting: 91949339603
4:00 PM	4:50 PM	TACCTEP General Meeting	Denise McKown Zoom Meeting: 96380506888
5:00 PM	6:00 PM	Organizations' Happy Hour	Organization Presidents/Chairs (see page 4)



Virtual Happy Hour

Sunday, October 18 ~ 5:00-6:00 pm

Grab a snack and gather with your organization for some much-needed fellowship!

ADoT



Meet Jannah Nerren in Zoom Meeting 93926764679
[Click here for ADoT Happy Hour](#)

TACCTEP



Meet Denise McKown in Zoom Meeting 96380506888
[Click here for TACCTEP Happy Hour](#)

TACO



Meet Misti Corn in Zoom Meeting 91949339603
[Click here for TACO Happy Hour](#)

TCTCT



Meet Laura Isbell in Zoom Meeting 99058533341
[Click here for TCTCT Happy Hour](#)

TD FE



Meet Tim Sutton in Zoom Meeting 99210979871
[Click here for TD FE Happy Hour](#)

TxATE




Meet Becky Fredrickson in Zoom Meeting 99288136619
[Click here for TxATE Happy Hour](#)

Fall 2020 Teacher Education Virtual Conference
October 18-20, 2020

CONFERENCE AT A GLANCE			
Fall 2020 Teacher Education Conference			
Monday, October 19			
Event		Host/Facilitator	
8:30 AM	10:20 AM	<u>GENERAL SESSION I</u> Conference Orientation: Nuts and Bolts Welcome Awards & Recognitions Keynote: <i>Cultivating Mindsets of Persistence and Resilience</i>	Zoom Meeting: 94027436419 Passcode: CSOTTE Tim Sutton Glenda Ballard, Chair Javier Villarreal, Aldine ISD
10:30 AM	11:20 AM	<u>Emerging Scholars' Poster Presentation</u>	Jannah Nerren Zoom Meeting: 92932892346
11:30 AM	12:20 PM	Breakout Session I	*see breakout session descriptions
12:30 PM	1:20 PM	<u>GENERAL SESSION II</u> TEA Update: Science of Teaching Reading Exam	Zoom Meeting: 91418897580 Passcode: CSOTTE Texas Education Agency
1:30 PM	2:20 PM	Breakout Session II	*see breakout session descriptions
2:30 PM	3:20 PM	Breakout Session III	*see breakout session descriptions
2:00 PM	4:30 PM	<u>TACTE General Meeting</u>	Lisa Huffman Zoom Meeting: 93785342685
3:30 PM	4:20 PM	Organizations' Networking Groups	Organizations' Presidents/Chairs
		<u>TACO Networking</u>	Misti Corn Zoom Meeting: 91949339603
		<u>TCTCT Networking</u>	Laura Isbell Zoom Meeting: 99058533341
		<u>TDFE Networking</u>	Tim Sutton Zoom Meeting: 99210979871

Emerging Scholars Strand

CONFERENCE AT A GLANCE Fall 2020 Teacher Education Conference			
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8:30 AM	10:20 AM	<u>GENERAL SESSION I</u> Conference Orientation: Nuts and Bolts Welcome Awards & Recognitions Keynote: <i>Cultivating Mindsets of Persistence and Resilience</i>	Zoom Meeting: 94027436419 Passcode: CSOTTE  Tim Sutton Glenda Ballard, Chair Javier Villarreal, Aldine ISD
10:30 AM	11:20 AM	<u>Emerging Scholar Poster Presentations</u>	Zoom Meeting: 92932892346 Facilitator: Jannah Nerren
2:30 PM	3:20 PM	<u>Professional Development Session I</u> <i>Mental Health & Wellness for Novice Teachers</i>	Zoom Meeting: 92932892346 Presented by Dr. Lisa Grubbs Facilitator: Gina Anderson
3:30 PM	4:20 PM	<u>Professional Development Session II</u> <i>Culturally Responsive Teaching</i>	Zoom Meeting: 92932892346 Presented by Dr. Benita Brooks Facilitator: Jannah Nerren

Emerging Scholar Poster Presentations

Addressing Stereotyping among TESOL Pre-Service Teachers

Emma Berthelsen, Sam Houston State University.
Faculty Mentors: Dr. Salim Sehlaoui

Supporting English Language Learners Experiences in the Classroom

Bailey Flynn, Texas Christian University.
Faculty Mentors: Mr. Richard Allie and Dr. Cynthia Savage

Literacy Leadership


Melba Foster, Texas A&M Texarkana
Faculty Mentor: Dr. Sara Lawrence

Designing One-On-One Instruction for an EL: An Interrupted Case Study

Shannon Miller, Sam Houston State University.
Faculty Mentors: Dr. Mary Petró



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CONFERENCE AT A GLANCE Fall 2020 Teacher Education Conference			
Tuesday, October 20			
		Event	Host/Facilitator
8:30 AM	9:20 AM	Breakout Session IV	*see breakout session descriptions
9:30 AM	10:20 AM	Breakout Session V	*see breakout session descriptions
10:30 AM	12:00 PM	<u>GENERAL SESSION III</u> TEA Town Hall Meeting Texas Education Agency Updates / Q&A Ryan Franklin Tam Jones Mark Olofson	Zoom Meeting: 98712778767 Passcode: CSOTTE  Facilitator: Glenda Ballard

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Breakout Session Sponsors



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Pearson

Monday 10:30 am -12:30 pm
Monday 1:30 pm - 3:30 pm
Tuesday 12:30 pm – 1:30 pm

[Pearson Office Hours](#)

240Tutoring

Monday 8:00-9:00 am
Monday 10:30 am -12:30 pm
Monday 3:30 pm - 4:30 pm
Tuesday 8:30 am – 10:30 am

[240Tutoring Office Hours](#)

GENERAL SESSION I
Monday, October 19 ~ 8:30-10:20 am

Zoom Meeting Room: http://bit.ly/CSOTTE_General1
Passcode: CSOTTE

Click Link

Conference Orientation: Nuts & Bolts

Tim Sutton, CSOTTE Executive Director

Welcome to the 2020 CSOTTE Conference

Glenda Ballard, 2020 CSOTTE Conference Chair

Awards & Recognitions

Texas Association of Certification Officers (TACO)



Classroom Setup Grants

The Texas Association of Certification Officers awarded classroom set-up grants of \$250 to twelve first-year teachers certified through Texas EPPs.

2020 Recipients:

Kara Tatum, Baylor University
Cami Cox, Baylor University
Kayle Lindsay, Lubbock Christian University
Katherine Mainville, Tarleton State University
Lauren Woods, Texas A&M University
Kristina Kana, Texas A&M University-Kingsville
Susana Martinez, Texas A&M University-San Antonio
Rhiana Martinez, Texas A&M University-San Antonio
Daniela Gurrola, Texas A&M University-San Antonio
Diana Marquez Munoz, University of Texas at Arlington
Haley Hanson, University of Texas at Austin
Jaylene Lemus, University of Texas at Austin

Texas Association of Colleges for Teacher Education (TACTE)



TACTE Annual Leadership Award

The TACTE Leadership Award is presented to one who is deserving of TACTE recognition for significant contributions to the educator preparation process in Texas.

Joyce Hardin Service Award

This award is presented for outstanding service to TACTE and the education profession.

CSOTTE Board



Friend of Teacher Education Award

CSOTTE presents the Friend of Teacher Education Award to recognize and reward individuals not officially connected with teacher preparation organizations and institutions, but who have made significant contributions toward improving the preparation of teachers in Texas. The recipient will be an individual who has been supportive and positive toward the mission of the organizations of CSOTTE. The first Friend of Teacher Education award was presented at the 2006 Fall CSOTTE Conference on Teacher Education.

Recognition of Service

Keynote Speaker: Dr. Javier Villarreal
Cultivating Mindsets of Persistence and Resilience



As teacher vacancies continue to exist in most Texas school districts, navigating the underproduction of new, qualified teachers is key. A lack of interest of individuals who want to become teachers is not the issue, but interest alone does not qualify someone to become a teacher. During these unprecedented times, it has become more transparent of all that is expected of teachers. Understanding that teachers today are expected to be nimble and able to pivot at a moment's notice is paramount in the preparation and recruitment of educators.

Dr. Javier Villarreal serves as Chief Human Resources Officer for the Aldine Independent School District. In this role, he oversees all aspects of human resources, including talent management, organizational development, and leadership and management coaching. Dr. Villarreal also serves on the superintendent's executive leadership team, using over 21 years of experience

in public education to support strategic planning efforts, change management, and organizational design initiatives.

Recently, Dr. Villarreal was selected to be part of the Association of Latino Administrators & Superintendent's (ALAS) Superintendent Leadership Academy. ALAS is nationally recognized for its Superintendent Leadership Academy as a premiere signature program due to its competitive and balanced cohort selection of candidates. Dr. Villarreal was chosen for the academy due to his commitment to equity, excellence, and closing achievement gaps for all students. His passion for improving public education, long-term commitment to PK-12 education, high level of energy, determination, and perseverance to act as a change agent in a demanding organization, and a proven track record of leadership in several school districts were at the forefront of why he was selected.

Before joining the Aldine Independent School District, Dr. Villarreal served as an assistant superintendent for the Fort Bend Independent School District. During his tenure in Fort Bend, he was a strong supporter of his campuses and principals, providing instructional leadership and support with an emphasis on student achievement and school improvement. Dr. Villarreal's experience prior to joining Fort Bend ISD in 2012 includes fourteen years in the Houston Independent School District, where he held several positions including elementary teacher, middle school counselor, middle school assistant principal, elementary principal, and middle school principal. Dr. Villarreal earned a Bachelor of Arts in Psychology from the University of Houston, a Master's in School Counseling from the University of St. Thomas and a Doctor of Education in Professional Leadership from the University of Houston.

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-A

Zoom Room: <https://zoom.us/j/96086190747>

Facilitator: Solorio Sylvester

Strand: Pedagogy/Curriculum

Putting the “Connect” in “Internet Connection”: Building Rapport with Teacher Candidates Virtually

Jacqueline Riley, Laura Slay, & Karyn Miller

Positive rapport is the foundation for a successful relationship between field supervisors and teacher candidates. But what happens when, due to the national health crisis, traditional face-to-face interactions are disrupted, and rapport can only be cultivated virtually? In this presentation, three university teacher education instructors will discuss best practices for building rapport with teacher candidates online. They will then provide examples and practical strategies, from their own interactions, to illustrate how these practices can be applied and adapted by attendees.

Session: 1-B

Zoom Room: <https://zoom.us/j/94181129930>

Facilitator: Shelbee Nguyen

Strand: Program Support

Certification Testing and Assessment in Texas

Roundtable Sponsored by TCTCT

Teacher certification testing and assessment in Texas have grown increasingly complex. To support this work, TCTCT will host a roundtable session with experts sharing information and welcoming questions and conversation on the following topics:

- edTPA Texas Pilot
Facilitators: Laura Isbell & Sarah Hartman
- T-TESS as Performance-Based Assessment: A Statewide Pilot
Facilitators: Stacey Edmonson, Jannah Nerren, & Christina Ellis
- PASL: Performance Assessment for School Leaders
Facilitator: Susan Holley
- Successful TExES Testing Strategies
Facilitator: Michael Vriesenga
- Information for New Testing Coordinators
Facilitator: Connie Sabo-Risley
- TExES Updates and Questions
Facilitator: Madison Cooper, Pearson

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-C

Zoom Room: <https://zoom.us/j/96035836305>

Facilitator: Sara Gibson

Strand: Implications of COVID-19

Creating a Circular Pipeline: Tweets, Retweets, and Shares to Recruit Professional Candidates

Shelley McKinley

Traditional methods of recruiting for the professional certificate program, such as site visits and office-based phone calls, are no longer options during a pandemic. As a result, Educator Preparation Program staff have added one more hat called Marketer. While curriculum development, instruction, and field-based experiential learning was the comfort zone, now establishing a presence on all social media platforms and television is necessary and quickly becoming the new normal. However, no man is an island so likes, retweets, shares, and tagging are equivalent to 'word-of-mouth' endorsements and create the circular pipeline needed for programs to thrive during a pandemic.

Session: 1-D

Zoom Room: <https://zoom.us/j/93742841391>

Facilitator: Ranchel Alvarado

Strand: Pedagogy/Curriculum

Engagement Strategies for Students with Disabilities in Inclusive Classrooms

Randa Keeley & Maria Peterson-Ahmad

This presentation will provide evidence-based strategies that can be taught throughout a teacher preparation program that encourage engagement for students with learning disabilities. This presentation will provide recommendations on how to teach such strategies in face-to-face, online, or simulated learning environments.

Session: 1-E

Zoom Room: <https://zoom.us/j/91813755821>

Facilitator: Natalie Weisbach

Strand: Diversity

Examining the Preparedness of Educational Diagnosticians in Texas

William Blackwell, Mertie Gomez, & Corinna Cole

This session presents findings and implications from a study that examined the extent to which educational diagnosticians in Texas perceived their certification program prepared them with the professional knowledge recommended by the Council for Exceptional Children's Advanced Preparation Standards Specialty Set: Special Education Diagnostician Specialist (CEC, 2015).

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-F

Zoom Room: <https://zoom.us/j/96641632132>

Facilitator: Caleb Peters

Strand: Pedagogy/Curriculum

Growth Plans and Collaboration: Providing Structure to Teacher Candidate Success

Susan Harte & Melisa Lee

Developing preservice teacher candidates is complex and often requires structured responses to support improvement. Implementing growth plans as an intervention benefits the candidate with coordinated specific timely feedback. Using mentor teacher input and teacher candidate reflection to identify areas of improvement gives ownership of the process to the participants. The collaboration of stakeholders and the structure of growth plans as an early intervention have proven successful within the Sam Houston State University Yearlong Residency program.

Session: 1-G

Zoom Room: <https://zoom.us/j/91634657138>

Facilitator: LaMoya Burks

Strand: Program Support

Insights to Building Collaboration and Partnerships for High-Quality Teacher Preparation Programs

Moderator: Shonda Gibson

Panel: Stephanie Howard, Shari Albright, Valerie Hill-Jackson, & Abbie Strunc

In this session, representatives from The Texas A&M University System, Raise Your Hand Texas, TPI-US, along with an EPP leader and a faculty member, will share a collaborative partnership focused on 11 university educator preparation programs across Texas. The results of the first two-years of this ongoing project will be presented, including the inspection methodology, the continuous improvement philosophy, the action planning approach, and insights from faculty members who are in execution and application mode.

Session: 1-H

Zoom Room: <https://zoom.us/j/96978679278>

Facilitator: Kala Corpus

Strand: Program Support

Intentional Coaching with Diverse Learners through Standards-Driven Instruction

Patsy Sosa-Sanchez, Clarissa Plair, Lisa Hobson, & Shinae Yoon

This proposal examines the usage of coaching models in the preparation of educator candidates and undergraduate clinical interns. Specifically, intentional instruction and coaching allow educator preparation programs to improve curriculum, facilitate reflexivity with clinical interns, and employ a standards-based approach to candidate preparation (LeMires & Graves, 2019). In this presentation, we present findings from the usage of intentional instruction and coaching at an urban, diverse public university with a large population of English learners (native and heritage speakers).

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-I

Zoom Room: <https://zoom.us/j/96820190123>

Facilitator: Kathryn Fazi

Strand: Program Support

Piloting EdTPA: Using Improvement Science to Enhance Our Journey

Jerrie Smith Jackson, Alycia Maurer, Belinda Schouten, Belinda Granados, & Lucinda Juarez

Our participation in a Carnegie Foundation NIC (Network Improvement Community) assisted our program in planning quality implementation when starting our journey with EdTPA. The presentation includes highlights for planning within our context including institutional support for an EdTPA coordinator, feedback from our Advisory Board, and our partnership with area school districts for year-long placements. Curricular alignment, examples of assignments, and the incorporation of "writing days" to prepare multiple content EdTPA certification exams will be highlighted. Finally, a PDSA to improve communication with cooperating teachers will be shared. Working smarter and planning upfront improves implementation and responding to change.

Session: 1-J

Zoom Room: <https://zoom.us/j/93071377987>

Facilitator: John Fredrickson

Strand: Implications of COVID

Teaching through Crisis: The Remote Education Experiences of Teachers During COVID-19 Campus Closures

Jeffrey Keese & Karen McIntush

This qualitative research study explores the experiences of teachers in the spring semester of 2020 as they remotely instructed their students due to COVID-19 campus closures. Fourteen teachers from a variety of school contexts were interviewed twice individually and once in a focus group setting to relay their thoughts regarding this unprecedented event. Emergent coding of interview transcripts revealed teachers' concerns for their students and their learning, the barriers presented due to the disconnect between them and their students, and how their competencies changed as their time with distance instruction increased. Recommendations for practice and teacher preparation are discussed.

Session: 1-K

Zoom Room: <https://zoom.us/j/95403297003>

Facilitator: Jeremiah Porter

Strand: Program Support

Unifying Data Silos to Facilitate Collaboration and Program Improvement

Alma D. Rodríguez, Ana Quintana, & James A. Telese

This session addresses how the Teacher Preparation Data Model (TPDM) interoperability improves data quality and access and leads to better decision-making. The session will be highlighted with a hands-on demonstration of the TPDM model and EPP Dashboards. Attendees will see how the integration of data sources yields a consistent and more complete picture of educator preparation to foster new collaborations among program faculty using data derived from common measures at a large educator preparation program.

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-L

Zoom Room: <https://zoom.us/j/95984105706>

Facilitator: Colin Trudell

Strand: Implications of COVID-19

Using the 5 Anchors of Impact in Unpredictable Times

Laura Trujillo-Jenks & Rebecca Fredrickson

COVID-19 has brought many challenges to the collegiate and the K-12 educator. Teaching "online" has taken on a new perception and a new look. The 5 Anchors of Impact, which include Organization, Politics, Safety and Order, Traditions, and Teaching and Learning can be used to help teachers navigate these challenging times and keep grounded with their teaching ~ regardless of their circumstances.

Session: 1-M

Zoom Room: <https://zoom.us/j/92378218866>

Facilitator: Bekah Guess

Strand: Pedagogy/Curriculum

Verbal Aikido: A Tool for Teacher Persistence and Resilience

Ken Hendrickson & Gary Audas, Jr.

Verbal Aikido is a rhetorical system designed to help the practitioner manage verbal attacks. The aim is to de-escalate verbal confrontation, saving face for both parties, and achieving an open-ended resolution with hope for a continued relationship in the future. There are other verbal management systems, Verbal Aikido emphasizes care for the other, saving face for all, and preserving hope for future collaboration. These features are ideal for teacher application in classroom management practice. We intend to investigate the effects of Verbal Aikido technique training on teacher self-perception of efficacy as classroom managers and of personal resilience and emotional energy.

Session: 1-N

Zoom Room: <https://zoom.us/j/99607418906>

Facilitator: Cara Solis

Strand: Pedagogy/Curriculum

How Does First-Year Teacher Retention Vary Among the Different Types of Educator Preparation Programs?

Christopher Burnett, Catherine Horn, & Sherri Lowrey

Retention rates are usually presented comparing university-based versus alternative certification programs, but there are many types of EPP programs. There are university providers, both independent and public, that have standard programs but also have developed post-baccalaureate, alternative, and ACP programs. There are for-profit ACPs, and educational non-profit ACP programs provided by education service centers, school districts, and community colleges. This presentation will discuss retention patterns of first-year teacher cohorts based on disaggregation of EPP type, follow retention patterns through role movement of first-year teacher cohorts, follow retention patterns by demographic differences and teaching area (Placement Type).

BREAKOUT SESSION I
Monday, October 19, 11:30 am-12:20 pm

Session: 1-O

Zoom Room: <https://zoom.us/j/95136230075>

Facilitator: Meredith Sutton

2019 Exemplary School Partnership Awardee

**Engaging Parents, Family, and the Community: Improving Educational Outcomes for English Learners-
An Individualized Parental Academy for School Districts**

Patsy Robles-Goodwin

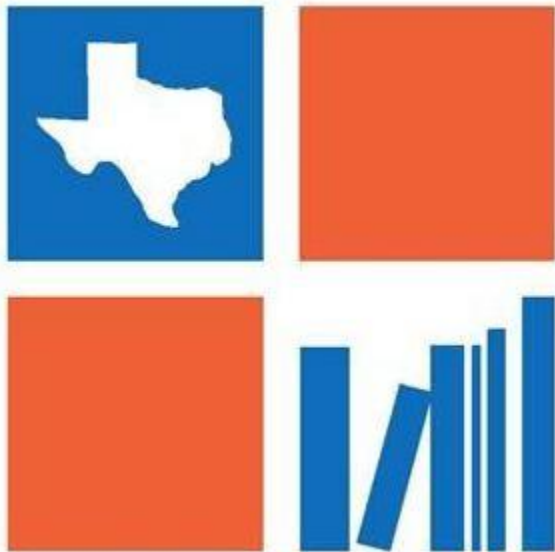
Research clearly shows a positive link between student achievement and parental engagement. Families have a major impact on their children's achievement in school and in life. When schools and families work together to support learning, children tend to be more motivated and do better in school. Students with involved families, no matter their background or social class, tend to have higher grades and test scores. Schools must not just involve families; however, schools need to engage families in their children's education. Schools should engage families in practices such as recognizing cultural differences, parenting styles, and building trust between schools and families. This session highlights the experiences, initiatives, process, and outcomes of six school districts implementing parent academies in the North Texas area. It provides a useful starting point on how to begin a Parent Academy, especially with your Spanish-Speaking families.

GENERAL SESSION II
Monday, October 19 ~ 12:30-1:20 pm

Zoom Meeting Room: http://bit.ly/CSOTTE_General2
Passcode: CSOTTE

Click Link

Keynote Speaker: Texas Education Agency
Science of Teaching Reading Exam Update



TEA staff will provide an update on the implementation of the House Bill 3 Science of Teaching Reading exam requirement. The update will include information regarding timelines and requirements and an overview of resources and opportunities to support programs and candidates in the home stretch to the exam's launch on January 1, 2021.

Presenters:



Jessica McLoughlin
Director of Educator Standards & Testing



Guiomar Andujar
Educator Standards Specialist

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-A

Zoom Room: <https://zoom.us/j/96086190747>

Facilitator: Solorio Sylvester

Strand: Program Support

#Teachers Can! Be Retained in the Profession...With a Little Help from Their Clinical Teaching Experience

Trisha Gerrish Ray & Rebeca Cooper

As our profession continues the ongoing quest to re-establish the teacher pipeline, this presentation highlights the needs of clinical teachers in a virtual environment by demonstrating a connection between the clinical teacher, principal, university partnership, and a first-year teacher's sense of self-efficacy. Quantitative data from a medical-model professional development school suggest that clinical teachers who train in a relationship-rich, nurturing environment develop first-year ready competency in specific high-leverage skills. Key components of partnership needs will be presented including extended time in authentic teaching, inclusion in campus activities, immersion in the professional community, and access to a quality mentor teacher.

Session: 2-B

Zoom Room: <https://zoom.us/j/94181129930>

Facilitator: Shelbee Nguyen

Strand: Pedagogy/Curriculum

#Teachers Can: Adapting Instruction and Utilizing Technology Tools during the Pandemic

Lucinda M. Juarez, Jerrie Jackson, Alycia Maurer, Belinda Shouten, & Belinda Granados

Providing field-based instructional courses that supported undergraduate and graduate students' learning while making a difference for individual PK-12 students encompassed daunting challenges during this Summer's pandemic. In reflecting this year's theme of #Teachers Can, field-based teachers/candidates demonstrated ingenuity as they faced the challenges in a virtual learning environment by incorporating traditional tools, as well as technological apps, to build teacher-student relationships, and to engage, and support learning in virtual environments. University professionals can guide students throughout the year by structuring and designing, the delivery of research-based instruction to build on their strengths and address the needs of individual children.

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-C

Zoom Room: <https://zoom.us/j/96035836305>

Facilitator: Sara Gibson

Strand: Pedagogy/Curriculum

Best Practice in Curriculum ReDesign

Marcia L. Montague, Samantha Shields, Wendi K. Zimmer, & Emily M. Jimenez

In this session, Special Education faculty and Center for Teaching Excellence staff will discuss the process and collaboration utilized to overhaul program curriculum to align and stay relevant with newly revised certification requirements. The workshop's goals are to introduce the Program (Re)Design process which was developed to influence the culture of learning across programs at Texas A&M University. Presenters will highlight the process' steps used to update curriculum at the programmatic level, involving participants in activities to better recognize the approach's applicability to their disciplinary context and the holistic education of students currently within their program.

Session: 2-D

Zoom Room: <https://zoom.us/j/93742841391>

Facilitator: Ranchel Alvarado

Strand: Program Support

Creating Advisory Committees for Advanced Certification

Tia Agan & Lesley Casarez

Thomas Edison once said, "Good fortune is what happens when opportunity meets with planning." This quote captures the essence of how educator preparation program (EPP) faculty can create opportunities for teams of experts to provide quality feedback for continuous improvement. As state and national standards encourage the creation of advisory boards for clinical preparation of advanced certification candidates, one EPP implemented these committees with the mindset that these experts would provide the experience and expertise necessary for planning quality graduate certification programs. The presenters will share an overview of how the advisory boards were formed and utilized.

Session: 2-E

Zoom Room: <https://zoom.us/j/91813755821>

Facilitator: Natalie Weisbach

Strand: Pedagogy/Curriculum

Creating Critical Assignments from the Ground Up

Laura Isbell, Jennifer Dyer, & April Sanders

This session will explain and describe the process for creating critical assignments in Educator Preparation Program coursework that align with edTPA® rubrics and prepare to write commentary for portfolios. Critical assignments provide an avenue to practice or prepare for edTPA® in such a way that provides preservice teachers an opportunity to ask questions, make mistakes, and try new ideas. Presenters will discuss the process they followed at their institution to create a full curriculum map of critical assignments and arrange assignments at appropriate milestones in course progression to support students.

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-F

Zoom Room: <https://zoom.us/j/96641632132>

Facilitator: Caleb Peters

Strand: Implications of COVID-19

Creative and Collaborative Solutions: Teachers CAN and DO Fieldwork in Online Environments

Jennifer Swoyer, Claudia Treviño García, Lisa Santillan, Lucinda Sohn, Tiffany Farias-Sokoloski, Rebecca Stortz, & Jenny Yim

The sudden shift to online learning initially raised concerns of what teacher candidates would miss: face-to-face interactions with students, observing classroom management in action, and experiencing the unique culture of a school and district; as well as fears of how state requirements could still be met. However, every challenge presents opportunities. This session outlines the collaborative work conducted among our EPP faculty, teacher candidates, and district partners to maintain the integrity of our clinically embedded teacher residency program in an online environment by leveraging available resources and maximizing synergy led by our teacher candidates who CAN and DO the real work.

Session: 2-G

Zoom Room: <https://zoom.us/j/91634657138>

Facilitator: LaMoya Burks

Strand: Program Support

Does the Mission Match the Outcome? A Model to Actually Retain Black Teachers

Nick Gesualdi

Volumes of research highlight the intrinsic and extrinsic benefits of students of color having Black teachers (Driessen, 2015; Egalite et al., 2015; Yarnell & Bohrnstedt, 2017), however, the mentoring and retention of these Black educators have traditionally been abysmal (Carter Andrews et al., 2018; Lynch-Alexander, 2017), and research on high-performing programs has been limited. By reviewing the literature on industries that have demonstrated a better intentionality towards mentoring and retaining Black employees -- chiefly nursing and STEM fields -- turnkey recommendations for educator preparation programs to be better able to support their new Black teachers will be offered.

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-H

Zoom Room: <https://zoom.us/j/96978679278>

Facilitator: Kala Corpus

Strand: Diversity

Does Where a Teacher Works Impact Their Perception of Diversity?

Louis Charles Glover & LaDonna Monson-Gulley

The presenters attempted to determine if geographic locations impact a teacher's perception of diversity. Teachers were asked three questions: Does your school district have an official definition of diversity? Do you feel that students benefit when there is racial, ethnic, and gender diversity among the faculty? Have you included diversity training in your professional development? The presenters determined that a significant relationship exists between geographic location, however, when it comes to in-depth diversity training, its impact, and relevance for urban, rural, and suburban locations there is evidence to support the need for further teacher training programs and professional development in campuses and school districts in every locale in order to incorporate relevant diversity programming at all levels of an organization.

Session: 2-I

Zoom Room: <https://zoom.us/j/96820190123>

Facilitator: Kathryn Fazi

Strand: Pedagogy/Curriculum

Integrative Learning: Bringing the Class to the Field and the Field to Class

Jalene P. Potter, Laatrice Nickson, & Amy Ray

Field experiences at Sam Houston State University are an integral component of our teacher preparation program. The Field 1 semester is an opportunity for public school educators, university professionals, and pre-service teachers to work collaboratively to strengthen both the profession of teaching and the opportunities for university students to engage in exceptional learning experiences in K-6 classrooms. At SHSU, Field 1 consists of three content courses and one full day per week of field experience. Join us as we discuss the different ways that we have integrated the field experience component with our Field 1 course content and course assignments.

Session: 2-J

Zoom Room: <https://zoom.us/j/93071377987>

Facilitator: John Fredrickson

Strand: Program Support

Promoting and Employing Quality Teacher Educator Practices in Virtual Formats

Calvin J. Stocker, Lynda Scott, & Sarah Beal

Participants in this session will gain best practices in promoting and employing high-quality, rigorous, and sustainable practices in a virtual format. The session will focus on four sub-tenants of development and practice sharing, integrating voices and experiences from Texas-based educator preparation program leaders, faculty, and district staff that have implemented these practices in the field with students, candidates, and mentor teachers. Each of the sub-tenants is based on the immediate needs identified by twenty-one colleges of education, technical assistance staff, and state-level leaders as areas of development most needed for those in teacher educators supporting candidates.

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-K

Zoom Room: <https://zoom.us/j/95403297003>

Facilitator: Jeremiah Porter

Sponsor Session

GoReact: Virtually Amazing

Tom Kilgore

Using cloud-based video to provide high quality, interactive feedback and assessment in teacher education. Join a conversation on how GoReact can impact student outcomes using simple, easy to learn features that enable faculty and field supervisors to maintain high levels of quality and effectiveness as they shift to teaching and learning online. Attendees to this session will be entered to win a \$100 Amazon gift card.

Session: 2-L

Zoom Room: <https://zoom.us/j/95984105706>

Facilitator: Colin Trudell

Strand: Implications of COVID-19

Teaching from a Social Distance: Lived Experiences and Remote Teaching During COVID-19

Daniella G. Varela & LaVonne Fedynich

This session offers a summary of the study on the experiences of current K-12 teachers in South Texas school districts during the COVID-19 pandemic. This qualitative study transcribed and coded participant interviews to reveal several themes: teachers work hard and adapt, teachers need students, parents, each other, and our trust and confidence, teachers worry, and yet, teachers persevere. The findings of this study tell of teachers' impressive tenacity to persist in the face of multiple adversities and confirm the intricacies of the teaching profession and its added complexities in times of crisis.

Session: 2-M

Zoom Room: <https://zoom.us/j/92378218866>

Facilitator: Bekah Guess

Strand: Implications of COVID-19

Trauma Effects on Learning

Gary Audas, Jr.

Trauma affects the processes used by both adult and adolescent students to learn. How trauma raises barriers, and how teachers can work to remove those barriers for learners is a critical research question addressed here. There are multiple trauma-informed practices associated with the literacy acquisition process. Among them, creating safe spaces for learning, reducing emotional triggers that retraumatize the student, and perhaps most prominently, the student-teacher relationship. Children from all races and socioeconomic backgrounds experience and are impacted by trauma. Trauma results in learners having feelings of vulnerability, helplessness, and fear affecting the fundamental beliefs about themselves and others. Trauma is not specific to one event or trauma type. Sadly, its diversity—abuse, neglect, homelessness, poverty, physical and emotional violence—make it almost assured that at one point in time a learner will be faced with its detrimental effects. Learners recently exposed to these elements cannot start to grow intellectually without first experiencing basic security. Trauma-informed education techniques equip the helpers (teacher, administrator, volunteer) to create safe-spaces, learn cross-cultural nuance, identify deep emotional injuries, and manage strong emotion and conflict, among other critical skills necessary in a classroom.

BREAKOUT SESSION II
Monday, October 19, 1:30-2:20 pm

Session: 2-N

Zoom Room: <https://zoom.us/j/99607418906>

Facilitator: Cara Solis

Strand: Program Support

Using a Multi-Tiered Systems of Support Framework to Mentor Novice Teachers in an Innovative Teacher Preparation Program

Mae Lane, Jaime Coyne, Christina Ellis, Tori Hollas, & Abigail Winard

Problems with teacher recruitment and retention continue to plague school districts throughout the country. In an attempt to address this situation, the authors created a non-traditional teacher preparation program that allows its participants (residents) to earn a bachelor's and master's degree within 5 years and complete an internship as teacher of record. Residents are supported by full-release mentors (FRMs), who are completely released from classroom teaching duties, have a minimum of ten years of teaching experience, and are passionate about supporting and helping novice teachers improve. FRMs use multi-tiered systems of support coaching model to coach their mentees.

Session: 2-O

Zoom Room: <https://zoom.us/j/95136230075>

Facilitator: Meredith Sutton

Strand: Policy/Leadership

Who will Teach Tomorrow? Examining Texas District Strategies for Implementing High School Grow Your Own Programs

Doug Hamman, Shirley Matteson, & The Nguyen

Teacher shortages increase each year. Texas policymakers are beginning to see value in Grow Your Own teacher programs in high schools. Using SCCT, district applications to a statewide GYO grant were evaluated to examine implementation plans. Overall, strategies reflecting Systems Aspects were most prominent. Even with explicit guidance from the Agency, applications often did not reflect best practices aimed at addressing hard-to-staff teaching positions, transitioning graduates to post-secondary teacher education or implementing in a way that avoids a gendered and racial perspective on who might become a teacher. These results may foretell negative impacts on efforts to address teacher shortages.

**BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm**

Session: 3-A

Zoom Room: <https://zoom.us/j/96086190747>

Facilitator: Solorio Sylvester

Strand: Program Support

Lessons Learned from Implementing edTPA Cross-Country: The Do's and Don'ts

Sarah R. Hartman

While Dr. Sarah Hartman, Dean of the School of Education at Wayland Baptist University, is new to Texas, she is certainly not new to edTPA. Dr. Hartman first began piloting edTPA in Georgia in 2014, and has continued to train Teacher Candidates, faculty, and educator preparation programs on how to pilot and prepare for the full implementation of edTPA. Join Dr. Hartman's session and learn ideas from her experiences, related to training Teacher Candidates and faculty, organization of documents, aligning curricula, developing seminars, bringing stakeholders on the journey, and moving towards the full implementation of edTPA.

Session: 3-B

Zoom Room: <https://zoom.us/j/94181129930>

Facilitator: Shelbee Nguyen

Strand: Program Support

Aggie Teacher Education Residency Program: Advanced Clinical Training for Pre-Service Candidates in a Grow-Your-Own Program

Valerie Hill-Jackson & Alex Salazar

Teacher education residencies are an innovative but underutilized clinical teaching practice to stem teacher attrition and improve teacher quality. To address this issue, we begin the 45-minute presentation with a brief history on teacher residencies. Second, a typology is offered to help demystify the teacher residency as a type of advanced field experience. We demonstrate the similarities and differences between a traditional clinical teaching and a residency for Teacher Preparation Programs, and then frame the two foremost residency models: conventional and urban. Third, we highlight the Aggie Teacher Education Residency Model (aggieTERM) as an example of an aspirant urban residency model in action by unpacking the Comprehensive Community Induction Framework (CCIF©). Lastly, the overarching motivation for the use of residencies by TPPs cannot be mislaid, as teaching quality for high-need schools remains the foremost rationale for any innovation that seeks to improve field experiences and enhance the teaching pipeline.

BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm

Session: 3-C

Zoom Room: <https://zoom.us/j/96035836305>

Facilitator: Sara Gibson

Strand: Diversity

Black Teachers and Principals in Texas: A Detailed Analysis of Placement, Retention, Mobility, and Promotion

Toni Templeton, Sherri Lowrey, Chaunte White, Catherine Horn, & April Peters-Hawkins

Synthesizing previous literature on the shortage of Black educators and the role of educator preparation programs in mitigating that shortage, the purpose of this paper is to provide data and analysis integral to understanding the Black educator landscape in Texas. Specifically, this proposed presentation seeks to 1) describe the Black educator landscape in Texas and 2) understand the characteristics associated with placement, retention, mobility and promotion of Black educators. In addition to the data and analysis proposed, this presentation seeks to provide implications for policy and practice in educator preparation programs to increase the Black educator workforce in Texas.

Session: 3-D

Zoom Room: <https://zoom.us/j/93742841391>

Facilitator: Ranchel Alvarado

Strand: Implications of COVID-19

Challenges in Acculturation and Second Language Acquisition among Newcomer English Language Learners in the Age of COVID-19

Melinda T. Cowart

The active consideration of the possible cognitive, academic, affective, and linguistic impact of the Covid 19 pandemic on newcomer English Language Learners may serve to prevent school failure by supporting second language acquisition and acculturation for a vulnerable segment of the student population with appropriate strategies and protocol for teaching English as a second language and content area courses when schooling is disrupted.

Session: 3-E

Zoom Room: <https://zoom.us/j/91813755821>

Facilitator: Natalie Weisbach

Strand: Implications of COVID-19

COVID-19 Virtual Dilemma: Parents Perspectives on Math At-Home Learning

Melanie Fields, Julie Williams Mills, & Julie Quast

Join us to explore the results of a parent survey about mathematics instruction during the required Covid-19 remote learning. The roles, successes, and challenges parents faced during remote instruction will be shared, as well as how these findings will help teacher education programs better prepare teachers for remote learning and parent collaboration. We will share recommendations for keeping parents involved.

BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm

Session: 3-F

Zoom Room: <https://zoom.us/j/96641632132>

Facilitator: Caleb Peters

Strand: Policy/Leadership

Data Use, Analysis and Collaboration Across a University Education Preparation Program: A Self-Study

Jennifer Swoyer, Kristen Lindahl, & Sarah Saltmarsh

Teacher education programs are under great pressure from policy makers, professional organizations, and national accreditation agencies to create “cultures of evidence” that feature the regular and strategic “use of data for program improvement” (CCSSO, 2016; CAEP, 2013). The field currently has a limited empirical knowledge base to guide efforts to implement these policies. Faculty from the University of Texas - San Antonio engaged in a collaborative effort across six universities to use a common theoretical perspective and methodology to study and improve their data use practices. Based on their results, changes to their program’s data use practices were proposed, and follow up action plans were designed.

Session: 3-G

Zoom Room: <https://zoom.us/j/91634657138>

Facilitator: LaMoya Burks

Strand: Program Support

Mentorship of Future Teachers: The Power of the Mentor/Mentee Relationship

Marcia L. Montague, Elisabeth Pugliese, & Beverly Irby

This presentation will share information regarding a partnership between a school district, university faculty, and undergraduate preservice teachers to mentor future educators at two levels. This partnership represents a unique arrangement where students in a transfer learning community take part in the mentorship of high school juniors and seniors in an Education high school course. The undergraduate future teachers also receive mentorship from University faculty leaders of the group and from former first-semester transfer students who continue to participate in twice-monthly FAM meetings. Strategies to implement a similar program will be discussed, as will lessons learned.

Session: 3-H

Zoom Room: <https://zoom.us/j/96978679278>

Facilitator: Kala Corpus

Strand: Program Support

Preparing and Supporting Future Education Leaders: We Teach Texas Leader Fellow Scholarship

Moderator: Shonda Gibson

Panel: Manuel Alvarado, Megan Horn, Alicia Bazan, & Simone Jarmon

In this session a panel of current teachers, who have been selected for the Texas A&M University System We Teach Texas Leadership Fellow scholarship, will share their experiences and insights. Each university in the system has worked with a local education agency to identify a high-quality teacher from an underrepresented group to participate in this inaugural group. Eleven candidates were awarded a full scholarship and have engaged in expanded mentoring and a highly engaged graduate studies program. The candidates will share how this program has prepared them to be future education leaders.

BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm

Session: 3-I

Zoom Room: <https://zoom.us/j/96820190123>

Facilitator: Kathryn Fazi

Strand: Program Support

Ready for Remote? Teacher Candidates' Experiences Using Technology for Remote Instruction--Lessons Learned from the Field

Karyn Miller, Jacqueline Riley, & Laura Slay

In this presentation, we present preliminary results from a study that explores teacher candidates' technology preparedness for remote instruction as they participate in their internships and residencies during the continuing covid-19 pandemic. This research contributes to the theme of #teachersCAN in two important ways: 1) it provides teacher candidates with an opportunity for self-reflection on their preparation process and developing practice and 2) by identifying gaps in teacher candidates' knowledge and experience, it can help to inform EPPs' targeted programmatic improvements and provide insight into ways we might reconsider field experiences.

Session: 3-J

Zoom Room: <https://zoom.us/j/93071377987>

Facilitator: John Fredrickson

Strand: Pedagogy/Curriculum

Start of Something New- edTPA Pilot: A Year in Review

Lisa Brown, Karla Hamilton, Becky Hampton, Jessica McLoughlin, & DeMarco Pitre

In reflection of Texas' first year of the edTPA pilot, educator preparation programs, teacher candidates, and P-12 partners exploring and/or piloting the assessment have identified key takeaways. To this end, Texas' edTPA Regional Coordinators and the Texas Education Agency will share data trends, positive outcomes, barriers, and how edTPA was and can continue to be used as a lever for change.

Session: 3-K

Zoom Room: <https://zoom.us/j/95403297003>

Facilitator: Jeremiah Porter

Strand: Pedagogy/Curriculum

Teaching Teacher Candidates and Novice Teachers how to Continuously Improve: The Teacher Preparation Program Role

Maria Peterson-Ahmad & Theresa Garfield

Evaluating the quality and effectiveness of the multifaceted aspects of teaching is vital for continuous improvement in student growth and learning, though it is not always something that comes naturally to teacher candidates and novice teachers. This presentation will provide ways in which teacher preparation programs can support teacher candidates and novice teachers in learning how to develop strategies that utilize continuous improvement for their planning and teaching.

BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm

Session: 3-L

Zoom Room: <https://zoom.us/j/95984105706>

Facilitator: Colin Trudell

Strand: Practitioners

The School Principal's role for Today's Migrant children

Velma Menchaca & Alejandro Garcia

The following study identifies the role of the school principal in working with today's migrant students. School principals must be able to: identify all migrant students, provide support where needed, create a climate hospitable to education, shape a vision of academic success based on high standards, and engage parents and the community.

Session: 3-M

Zoom Room: <https://zoom.us/j/92378218866>

Facilitator: Bekah Guess

Strand: Pedagogy/Curriculum

TIER Materials to Enhance the Pre-Service Teaching Curriculum

Le M. Tran & Sarah R. Powell

Tiered Interventions using Evidence-Based Research (TIER), presents a series of Texas Education Agency funded modules related to Multi-Tiered Systems of Support. TIER content has been created to provide appropriate evidence-based practices, lectures, and activities to assist faculty in Special Education teacher preparation programs prepare our future teachers. These materials include a combination of presentations, handouts, and videos. During this presentation, we will provide examples of how to implement TIER modules within a variety of class structures from face-to-face to asynchronous. In addition, we will provide a roadmap of how the modules fit into different program's coursework.

Session: 3-N

Zoom Room: <https://zoom.us/j/99607418906>

Facilitator: Cara Solis

Strand: Pedagogy/Curriculum

To Google or Not to Google, That is the Question!

Anna Fox, Melissa Becker, Erin Pearce, Amber Lynn Diaz, Melissa Roberts, Lisa Colvin, Julie Howell, & Robin Pate

More than ever, technology should be a significant component of an Educator Preparation Program. However, with multiple technologies available for every need, informed selection of specific technology to increase digital literacy for teacher candidates is necessary. Google Classroom has become a staple in many school districts across the state. In the recent COVID-19 pandemic, it is imperative that teacher candidates have experience designing and using technology to deliver instruction. This session will discuss best practices for ISTE standards 1 and 5 to aid teacher candidates in learning and implementing Google Classroom to prepare them for an unpredictable future.

**BREAKOUT SESSION III
Monday, October 19, 2:30-3:20 pm**

Session: 3-O

Zoom Room: <https://zoom.us/j/95136230075>

Facilitator: Meredith Sutton

Strand: Policy/Leadership

Using Empirical Evidence to Evaluate Teacher Preparation Programs: A Case Study for CAEP Accreditation
Tingting Xu & Tracey Covington Hasbun

Guided by Standards 4 and 5 of the Council for the Accreditation of Educator Preparation (CAEP), the intent of the study was to provide a comprehensive evaluation of the quality of one teacher preparation program (TPP) in rural East Texas. A case study with a mixed method design was used to examine empirical data from a broad set of measures. Based on feedback from mentor teachers, recent graduates, and school principals, strengths and weaknesses of the TPP were identified. Valuable directions for improvement of the TPP were also established.

Session: 3-P

Zoom Room: <https://zoom.us/j/94255498806>

Facilitator: Nathan Graham

Sponsor Session

How to Tackle and Teach for the STR Using 240 Tutoring's Guaranteed Approach
Nacole Whittington, 240 Tutoring

Are you trying to figure out how to best prepare your students for the new Science of Teaching Reading (STR) exam? We at 240 Tutoring are here to help! Join us in this session to: (1) Take a deeper dive into the STR Framework and exam structure; (2) Examine the requirements of the constructed response question (CRQ); (3) Learn what our 240 Tutoring study guide has to offer and how it will best prepare your students; (4) Ask questions with our curriculum, workshop and EPP support team. Our goal is to help your candidates pass their exams!



Networking Time

Monday, October 19 ~ 3:30-4:20 pm

Have a question? Want to connect? This is a great time to connect!

TACO



Meet Misti Corn in the [TACO Networking Group](#)
Zoom Meeting: 91949339603

TCTCT



Meet Laura Isbell in the [TCTCT Networking Group](#)
Zoom Meeting: 99058533341

TD FE



Meet Tim Sutton in the [TD FE Networking Group](#)
Zoom Meeting: 99210979871

**BREAKOUT SESSION IV
Tuesday, October 20, 8:30-9:30 am**

Session: 4-A

Zoom Room: <https://zoom.us/j/96086190747>

Facilitator: Solorio Sylvester

Strand: Administration/Deans

College of Education Deans - Surviving and Thriving in a Pandemic!

Moderator: Shonda Gibson

Panel: Joyce Alexander, Juan Araujo, Sara Lawrence, James O'Meara, & Carl Sheperis

The leadership for the education preparation programs across The Texas A&M University System are committed to the development and implementation of outstanding teacher preparation programs that promote the achievement of all Texas students. These Education College leaders have collaborated together as a Community of Practice and focused on three core areas of high quality: 1. Research and Data Informed Foundation, 2. Creating and Maintaining High Quality Internal and External Partnerships, and 3. Expanded Communication via We Teach Texas. In this session, we will hear from a panel of leaders who share how the EPPs are surviving and THRIVING through COVID-19.

Session: 4-B

Zoom Room: <https://zoom.us/j/94181129930>

Facilitator: Shelbee Nguyen

Strand: Pedagogy/Curriculum

Developing an Effective Conferencing Plan to Use with Preservice Teachers When Writing Commentary

Laura Isbell & April Sanders

This interactive session will describe, model, and guide participants to use specific resources to guide preservice teachers with the creation of edTPA® portfolios. Specifically, the presenters will detail their process of developing a plan for conferencing with preservice teachers while they are in the drafting stage of writing commentary for their portfolios. The conferencing plan is a way to support preservice teachers in the reflection process related to the portfolio. The presenters will provide the conferencing guide and plan they developed as well as discuss the process of developing that plan along with the development of guiding questions.

Session: 4-C

Zoom Room: <https://zoom.us/j/96035836305>

Facilitator: Sara Gibson

Strand: Policy/Leadership

Engaging Partners and PK12 Stakeholders in Accreditation and Improvement Processes

Linda McKee, Casey Graham Brown, & Dana Kennamar

In this session, presenters will discuss ways to partner with educator preparation provider's advisory committees in national accreditation processes. Presenters will share how PK12 partnerships can help disclose and improve provider weaknesses and illuminate strengths and discuss how PK12 partners can support the accreditation process. Participants will have the opportunity to hear the lessons learned from these collaborative partnerships and their progress toward addressing state and local needs. Participants will engage in dialogue regarding the impact of national accreditation along with state and local policies regarding clinical placements and regarding evaluation practices on the development, maintenance, and effectiveness of partnerships.

BREAKOUT SESSION IV
Tuesday, October 20, 8:30-9:30 am

Session: 4-D

Zoom Room: <https://zoom.us/j/93742841391>

Facilitator: Ranchel Alvarado

Strand: Program Support

Get Me to the Test on Time

Lara Cavin, PJ Winters, & Karen Gentsch

This session focuses on strategies employed by one small university in developing and designing a cohesive sequence of courses and testing for preservice candidates to take and pass various TExES exams. Our groundwork for PPR, EC-6, STR, and content areas exams will be explained in detail. We will discuss our testing sequences, interventions, and other topics associated with preparing our students to take the TExES before clinical teaching.

Session: 4-E

Zoom Room: <https://zoom.us/j/91813755821>

Facilitator: Natalie Weisbach

Strand: Program Support

Partnering for Experiential Learning

C. Kelly Cordray

In this session I will explain the process of organizing a partnership with a district to provide pre-service teachers hands on classroom experience early on in their university coursework. This experience connected them to a mentor, allowed them to view small group instruction and differentiation as well as classroom management while also connecting what we were learning in class about the science of teaching reading to the Response to Intervention process.

Session: 4-F

Zoom Room: <https://zoom.us/j/96641632132>

Facilitator: Caleb Peters

Strand: Program Support

Preparing for edTPA: Lessons Learned During Year One of a Pilot Study

Robin D. Johnson, Tina Ybarra, & Corinne Valadez

This session will focus on lessons learned during the initial implementation of an edTPA pilot study in Texas. The presenters will share information gained from all stakeholders involved: candidates, cooperating teachers, administrators, and faculty.

BREAKOUT SESSION IV
Tuesday, October 20, 8:30-9:30 am

Session: 4-G

Zoom Room: <https://zoom.us/j/91634657138>

Facilitator: LaMoya Burks

Strand: Program Support

Utilizing Simulated Learning Environments in Teacher Preparation Programs

Maria Peterson-Ahmad & Ed Steffek

Teacher preparation programs are tasked with preparing teacher candidates prepare to become effective teachers through coursework and field experiences. Embedding simulated learning environments into a preparation program can provide teacher candidates opportunities to transfer knowledge learned from college coursework and apply it, thereby deepening their understanding of skills (Peterson-Ahmad, 2018). These experiences can create early opportunities to construct and solidify evidence-based practices that are grounded in authentic and constructive teaching experiences. This presentation will discuss the utility of two simulated learning environments that can enhance teacher candidate development (TeachLivE and Mursion).

Session: 4-H

Zoom Room: <https://zoom.us/j/96978679278>

Facilitator: Kala Corpus

Strand: Implications of COVID-19

Socially Distant Instructional Coaching

Nick Gesualdi, Rachel Moquin, & Matt Campbell

While the literature on coaching, mentoring, and leadership is well-developed, nearly all of this work revolves around a pre-COVID-19 reality that may not exist anymore. The pandemic has caused worldwide upheaval, and opportunities for close, in-person contact that much of this literature is based on is now, and likely will be going forward, very limited. This presentation will focus on how instructional leaders and coaches can leverage coaching in a way that better fits the needs of novice teachers in the midst of the uncertainty that the pandemic has wrought. Both short- and long-term strategies will be shared with participants.

Session: 4-I

Zoom Room: <https://zoom.us/j/96820190123>

Facilitator: Kathryn Fazi

Strand: Policy/Leadership

Strengthening Partnerships by Assisting Educators with New Challenges

Erin Pearce, Melissa Becker, Anna Fox, Amber Lynn Diaz, Lisa Colvin, Julie Howell, & Robin Pate

Effective Schools Project (ESP) is a university- school partnership program formed in 1988 to improve school effectiveness, increase student achievement, and enhance professional development for pre-service and in-service teachers. ESP produces a peer-reviewed annual journal that highlights best practices in K-12 and higher education. Given recent events, research-based practices for K-12 education are constantly evolving and requiring quick response and problem-solving. This session will highlight how one university met school districts' needs and strengthened partnerships during a pandemic by creating a special journal issue, online workshops regarding virtually learning, and online professional development.

BREAKOUT SESSION IV
Tuesday, October 20, 8:30-9:30 am

Session: 4-J

Zoom Room: <https://zoom.us/j/93071377987>

Facilitator: John Fredrickson

Strand: Implications of COVID

Teaching Amid the Chaos: Lessons Learned from the COVID-19 Pandemic

Jean Kiekel, Serena Flores, & Nicole McZeal Walters

K-12 schools across the nation were thrust into the world of online education as emergency online teaching was forced upon teachers and students. The pandemic forced educators to employ instructional strategies that relied heavily on technology. This presentation details some of the frustrations that K-12 teachers dealt with and looks to potential solutions that educator preparation programs can provide to ensure that teachers will be able to adequately respond to future calls for providing online teaching at the K-12 level.

Session: 4-K

Zoom Room: <https://zoom.us/j/95403297003>

Facilitator: Jeremiah Porter

Strand: Pedagogy/Curriculum

Texas Lesson Study as Action Research

Beth Burkart

Texas Lesson Study is a professional learning opportunity in which educators collaboratively undergo an action research process to discover and implement high-impact instructional practices that lead to student mastery, all while deepening their content knowledge and practice. Teams of Lesson Study teachers identify, research, and apply their learning to design and improve instruction. Beth Burkart will discuss and answer questions about how Texas Lesson Study is being used as collaborative, teacher-driven action research across the state.

Session: 4-L

Zoom Room: <https://zoom.us/j/95984105706>

Facilitator: Colin Trudell

Strand: Program Support

The Relationship Between Certification, Employment and Educator Preparation Program

Sherri Lowrey, Christopher Burnett, Chaunte White, & Catherine Horn

There are numerous educator preparation pathway choices to obtain teacher certification in Texas. Besides standard programs, universities, both independent and public, have developed post-baccalaureate, alternative and ACP programs. There are also for-profit ACPs, and educational non-profit ACP programs provided by education service centers, school districts, and community colleges. Over the last two decades, the Texas legislature has made extensive changes to educator preparation and certification, but the various certificate types have remained fairly consistent. This presentation will present initial certification data disaggregated by the EPP types listed above as well as explore the relationship between employment, certification type, and preparation route.

BREAKOUT SESSION IV
Tuesday, October 20, 8:30-9:30 am

Session: 4-M

Zoom Room: <https://zoom.us/j/92378218866>

Facilitator: Bekah Guess

Strand: Program Support

The We Teach Texas P12 Mentoring and Coaching Academy: Building Mentoring Capacity, Professionalizing the Mentor's Role, and Strengthening School-University Partnerships

Valerie Hill-Jackson, Erin Singer, & Matthew Etchells

The We Teach Texas P12 Mentoring and Coaching Academy's vision, a new program offered by the College of Education and Human Development at Texas A&M University, is to transform the preparation of teacher mentors by providing evidence-based professional development for P12 mentors and coaches who support beginning teachers throughout the state. In a 45-minute presentation, attendees will (1) understand why building mentoring capacity matters, (2) discuss ways that training programs professionalize the mentor's role, and (3) examine the ways the Academy's university-based mentor training program, which is aligned to the Texas Teachers Evaluation and Support System (TTESS) rubric, can strengthen school-university partnerships.

Session: 4-N

Zoom Room: <https://zoom.us/j/99607418906>

Facilitator: Cara Solis

Strand: Deans/Administration

Transitioning to the Dean Position During a Pandemic: Reflections from Five Texas Deans

Frank Hernandez (Facilitator), Sarah Hartman, Lisa Hobson, Jeff Kirk, & Kimberly McLeod

This proposal is focused on hearing from Texas deans of education who transitioned into the deanship during the COVID19 pandemic. The five deans in this session will each focus on their experiences with onboarding to the dean position and also focus on five distinct areas of dean leadership and how COVID19 has impacted these areas of practice.

Session: 4-O

Zoom Room: <https://zoom.us/j/95136230075>

Facilitator: Meredith Sutton

Strand: Pedagogy/Curriculum

Collective Impact: University and School District Partners Re-Envisioning Curriculum Design

Dedra Collins, Tami Jenkins, Kathy Dixon, Wes Corzine

There is a critical need to ensure teacher candidates have high-quality preparation experiences and PK-12 students have access to equitable educational opportunities. The US PREP Coalition, which consists of twenty-one university teacher preparation programs and their school district partners, has committed to cohering around three common instructional approaches: identification of high leverage content and practices, teacher educator pedagogies, and aligned teacher candidate support. Participating university and school district-based teacher educators engage in content-specific communities of practice that are driven to redesign coursework that includes standards, evaluation competencies, PK-12 curriculum, rehearsal, and application of skills in a classroom. The community of practice also serves as a supportive structure that fosters teacher educator reflective practice and thought partnering to develop instruction that meets the needs of teacher candidates and prepares them to educate students in historically underserved communities.

BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am

Session: 5-A

Zoom Room: <https://zoom.us/j/96086190747>

Facilitator: Solorio Sylvester

Strand: Program Support

Addressing the Hiring Needs of Rural Districts

Donna Brasher

Teachers have the power to change the lives of their students. Despite this widespread belief in the value of teachers, there is a crippling shortage of teachers in the U.S. The teacher shortage is not limited to one state or region. The issue exists across all types of school districts (urban, suburban, and rural) and affects all types of children. Children in high-poverty schools, and in particular, rural high poverty schools, however, are disproportionately affected by the teacher shortage issue (Garcia & Weiss, 2019). The mounting public opinion about the failure of public education and shortcomings of teachers, accompanied by the stress created by working in under-resourced schools has encouraged some to examine root causes of the current situation.

Session: 5-B

Zoom Room: <https://zoom.us/j/94181129930>

Facilitator: Shelbee Nguyen

Strand: program Support

Community College-University Partners in Teacher Preparation

Erika Mein, Isela Castanon Williams, Alyse Hachey, Joyce Asing-Cashman & Haley Richardson

This presentation will highlight the emerging partnership between the teacher preparation programs at the El Paso Community College (EPCC) and the University of Texas at El Paso (UTEP) College of Education, which has the aligned goal of high-quality preparation for the shared students who attend our respective institutions. Key partnership efforts have been focused on the seamless transition of students between our institutions and include the following: alignment of our degree plans to facilitate transfer, co-organization of trainings for counselors/advisors, joint participation in edTPA workshops, and joint implementation of information and recruitment sessions for prospective students seeking to pursue education.

Session: 5-C

Zoom Room: <https://zoom.us/j/96035836305>

Facilitator: Sara Gibson

Strand: Diversity

Culturally Relevant Teaching: Bridging the Gaps for ALL Students

Kristina Sterling

This presentation will provide professionals with the tools to create lessons and provide feedback on practices, in order to support growth in classrooms and embrace cultural diversity among learners, as well as, learning how to embrace different learning needs and styles. Participants will engage in planning techniques that serve the needs of learners at all levels and support teacher practices. The goal is to walk away with the knowledge to create a climate of collaboration, engagement, and authentic learning.

BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am

Session: 5-D

Zoom Room: <https://zoom.us/j/93742841391>

Facilitator: Ranchel Alvarado

Strand: Policy/Leadership

Establishing a Quality Assurance System in a Teacher Preparation Program

James A. Telese & Alma Rodriguez

This session will present the components of an assessment system designed to determine the quality of a teacher preparation program at a Hispanic Serving Institution. A recently established university is seeking CAEP accreditation and will present the design aspects of its quality assurance system.

Session: 5-E

Zoom Room: <https://zoom.us/j/91813755821>

Facilitator: Natalie Weisbach

Strand: Program Support

Field Supervisor Training: Making Sure Teachers CAN Succeed

Angela Schroeder

New rules implemented by the TEA requires all field supervisors to complete observation training intended to instruct field supervisors in best practices for providing in-classroom support and coaching to novice teachers. TEA 2014-2015 and 2018-2019 Exit Survey data was used to examine candidates' perceptions of field supervisors in order to examine the impact of the recently implemented field supervisor training. Results show an improvement in the areas of conferences and feedback, and there was a slight increase in the mean rating for relationships suggesting that field supervisors may need to look for more opportunities to build relationships with teacher candidates.

Session: 5-F

Zoom Room: <https://zoom.us/j/96641632132>

Facilitator: Caleb Peters

Strand: Pedagogy/Curriculum

Transforming Teacher Education: Establishing a Practice-Based Community Engaged Teacher Preparation Program at a Hispanic Serving Institution (HSI)

Veronica Estrada & Sandra Musanti,

Transforming teacher preparation entails a complex and integrated set of initiatives. In this dialectical and interactive conference presentation, presenters will describe a project initiative that seeks to engage Hispanic Serving Institution (HSI) teacher educators, experienced and novice teachers, and teacher candidates in the Rio Grande Valley to collectively develop a model of practice-based community engaged pedagogy that bridges school and university cultures, an initiative critical to a sustainable and equitable approach to transforming teacher preparation.

BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am

Session: 5-G

Zoom Room: <https://zoom.us/j/91634657138>

Facilitator: LaMoya Burks

Strand: Pedagogy/Curriculum

Intertwining Pedagogy and Best Practices to Effectively Engage in Virtual Spaces

Karen Dunlap

During the CoVID19 era, teachers across the nation at all levels have been asked to offer instruction in a variety of formats utilizing multiple pedagogical tools and approaches. Traditional high leverage practices have been both utilized and visualized in new and different ways. As the foundation of effective instruction, high leverage practices span across all subject areas, grade levels, and contexts. When used consistently, high leverage practices are critical to helping students learn in a manner supportive of their social and emotional development. Therefore, throughout it all, the basis of effective teaching remains unchanged. However, virtual spaces require unique synchronous and asynchronous technologies to facilitate interaction among students.

Session: 5-H

Zoom Room: <https://zoom.us/j/96978679278>

Facilitator: Kala Corpus

Strand: Pedagogy/Curriculum

Navigating Pre-Service Teacher Field Experience in Uncharted Waters: 2020

Cynthia Savage, Heather Doyle, & Karrabi W. Malin

We are all navigating uncharted waters in education during this time of COVID-19 to prepare effective educators in Texas public schools. This session will provide an overview of how one university-based educator preparation program is discovering new pathways to provide authentic, virtual and online field experiences to prepare future educators. Structured as both a presentation and a panel discussion, participants will review current TAC, learn of strategies that have been successful for one EPP, and view video-recordings from survey data collected from students, parents, teachers, administrators and pre-service teachers in area independent school districts.

Session: 5-I

Zoom Room: <https://zoom.us/j/96820190123>

Facilitator: Kathryn Fazi

Strand: Pedagogy/Curriculum

Prepared for the Petrifying P's: Principals, Parents, Programming, and Politics

Cynthia S. Woody & Jennifer Bailey

Supporting new and aspiring teachers goes beyond coaching them for pedagogical efficacy. These novices may express uncertainty in how to deal with the “petrifying P’s,” which include principals, parents, programming, and politics. In this practitioner-focused session, two experienced school principals share user-friendly tips and resources designed to assist instructors, field supervisors, and mentors in building capacity and confidence in the novice educators they support.

BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am

Session: 5-J

Zoom Room: <https://zoom.us/j/93071377987>

Facilitator: John Fredrickson

Strand: Pedagogy/Curriculum

Rehearsal in Teacher Preparation: Advancing Candidates' Instructional Practice through Explicit Coaching

Sherre Heider & Doug Hamman

The theory-practice gap is often identified as a primary reason many new teachers feel unprepared. Use of the rehearsal strategy may be one way to improve preparation. Rehearsal is often used in the context of coursework, but some point to its utility in clinical settings. To date, little evidence exists that it improves instructional practice. This session will define the rehearsal strategy, look at supporting research and discuss the relation between the use of rehearsal in a clinical setting and the impact on candidate general instructional competency and competency in a specific refinement area.

Session: 5-K

Zoom Room: <https://zoom.us/j/95403297003>

Facilitator: Jermiah Porter

Strand: Pedagogy/Curriculum

Soft Skills Do Not Have to Be Hard to Teach: Explicitly Teaching Professional Dispositions to Pre-Service Teachers

Mary Rose Sallese & Melissa Fogarty

This presentation reports on our program's systematic approach to meaningfully integrating instruction on professional dispositions into our coursework sequence. We will discuss how we specifically define, teach, regularly assess, and then reinforce the "unwritten rules" or "soft skills" (i.e., professional dispositions) of becoming a highly effective teacher that will be able to thrive and remain in the field. After beginning with a short summary of the research literature and the significance of professional dispositions, the presenters will focus on how to explicitly integrate professional disposition instruction into a teacher preparation program, offer recommendations for implementation, and share program-specific professional disposition videos and training documents.

Session: 5-L

Zoom Room: <https://zoom.us/j/95984105706>

Facilitator: Colin Trudell

Strand: Pedagogy/Curriculum

Teacher Workforce and Student Population Characteristics

Chaunte White, Christopher Burnett, Catherine Horn, & Sherri Lowrey

Because teachers play an essential role in ensuring equity in the Texas education system and progress in the state's economic future, it is important to understand the state's professional teacher landscape. This presentation aims to illuminate statewide and regional trends and demographic shifts in the Texas teaching workforce and the students they teach. Particular emphasis is placed on teacher workforce characteristics compared to the student population including placement trends in bilingual and special education populations as well as teacher movement between high and low need schools.

BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am

Session: 5-M

Zoom Room: <https://zoom.us/j/92378218866>

Facilitator: Bekah Guess

Strand: Pedagogy/Curriculum

Teachers CAN: Advocating for Connection and Self-Awareness in Teacher Preparation Programs

Amy Barrios & Deborah Banker

This paper session will feature a review of challenges of teacher education programs that aim to produce culturally competent, urban educators and ways we can promote advocacy and self-awareness in teacher preparation.

Session: 5-N

Zoom Room: <https://zoom.us/j/99607418906>

Facilitator: Cara Solis

Strand: Pedagogy/Curriculum

The Use of a STEM Toolbox and Content Vocabulary

Puneet Gill & Pamela Mills Wallace

This presentation will discuss how the integration of the STEM (science, technology, science, and mathematics) toolbox and content vocabulary can help decrease disparities which are associated with gender and ethnicity in STEM achievement. The STEM toolbox contains mathematics and science manipulatives that students use within science demonstrations. This STEM toolbox was used in STEM discrepant event demonstrations (STEM-DEDs) during a service-learning experience on the US-Mexico border, called Puerto Educativo. The STEM toolbox manipulatives were also translated into Spanish in order for children to identify cognates.

Session: 5-O

Zoom Room: <https://zoom.us/j/95136230075>

Facilitator: Meredith Sutton

Strand: Pedagogy/Curriculum

Tips for Successful Online Teaching for Teacher Educators

Burcu Ates & Helen Berg

In March 2020, due to spread of COVID-19, educators were suddenly forced to move from face to face to online teaching platforms. This transition has not been easy. Some educators are still not comfortable with teaching online in the new yet uncertain academic year. This presentation will focus on providing successful and meaningful online teaching tips and strategies for teacher educators such as creating interactive lectures, discussion boards to assignments, assessments, user-friendly applications/software for communication and engaging students, and much more.



**Fall 2020 Teacher Education Virtual Conference
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**BREAKOUT SESSION V
Tuesday, October 20, 9:30-10:20 am**

Session: 5-P

Zoom Room: <https://zoom.us/j/99722867192>

Facilitator: Nathan Graham

Sponsor Session

Pearson: edTPA for Beginners

Pam Wetherington

In the session, *edTPA for Beginners*, participants will learn about the purpose, development, and structure of edTPA. Additionally, participants will have opportunities to identify what candidates provide as evidence for each of the edTPA tasks and engage in a review of the scoring process, score reports, and data reporting.



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October 18-20, 2020**

GENERAL SESSION III: TEA Town Hall Meeting
Tuesday, October 20 ~ 10:30 am-12:00 pm

Zoom Meeting Room: http://bit.ly/CSOTTE_General3
Passcode: CSOTTE

Click Link

TEA Town Hall Meeting

Texas Education Agency: Updates & Q&A Session



Kelvey Oeser, Deputy Commissioner of Educator Support
Ryan Franklin, Educator Leadership & Quality
Marilyn Cook, Educator Certification & Testing
Tam Jones, Educator Preparation/Testing & Program Accountability
Jessica McLoughlin, Educator Support
Mark Olofson, Educator Preparation & Program Accountability

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See you next year!

CSOTTE 2021

Fall Texas Teacher Education Conference



CSOTTE

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