ASSOCIATION OF TEACHER EDUCATORS
2018 SUMMER CONFERENCE

Educators at the Forefront:
New Dimensions for Clinical Preparation and Development of Educators

Albuquerque, New Mexico

August 4 to August 7, 2018

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REMEMBER TO DRINK LOTS OF WATER AND STAY HYDRATED
Welcome from the ATE President...

On behalf of ATE, I welcome you to our 2018 summer conference in beautiful sunny Albuquerque! The summer conference offers a unique opportunity for us to take time to reconnect and form new bonds around the issues that impact our professional roles as teacher educators. Our conference theme builds on the work started in 2011 under ATE’s Clinically Based Teacher Preparation Commission to center our scholarship and program initiatives on the clinical aspects of preparation programs and professional development initiatives. As a result of this work, we are aiming to continue with the scholarship initiatives to “knit together” a coherent set of research-based practices that represent the new dimensions of our roles as teacher educators and that involve both school- and university-based teacher educators. We want in this conference to focus our conversations and scholarship that represent our identity as teacher educators. This entails unpacking and conceptualizing the: a) essential roles teacher educators assume in development of clinical practice; b) our own developmental needs; and c) the boundary spanning roles we undertake in bridging between the many entities that touch teacher preparation and teacher development in our contexts.

I envision our conference experience as a time for sharing knowledge and research endeavors inclusive of our own wisdom of practice in preparing, developing, and advocating for teachers. I wish for all of us to be inspired by the stellar visions and scholarship of teacher education professionals in our field who will be featured in our keynote sessions. Don’t miss them – our own John McIntyre – an icon in the field of teacher education; and Muffet Trout will be taking us deeper into caring practices that touch the clinical realm on Sunday; and our panel of exemplary teacher educators from New Mexico State University and University of New Mexico sharing exemplary models of clinical practices and program pedagogies. Coupled with the stimulation of new knowledge that will be generated will be time to share conversations about what we have learned and been inspired over good food. Those who wish to experience the outside will have the opportunity to join a special event on Monday in the early evening that features a Tram ride up Sandia Peak!

As the theme of our conference implies we are embarking on providing a research base that gives visibility to the program pedagogies that exemplify new dimensions of clinical practices and knowledge that focuses on the clinical realm of teacher education programs. We must continue to deepen our research into what practices have lasting impact in the development of a teacher who will leave our programs committed to the teaching profession for the long term.

I extend a special note of appreciation to our Conference Co-chairs – Linda Austin and Cecilia Hernandez together with their Conference Planning Committee. These individuals deserve accolades for their time and commitment to planning your conference experience that offer special activities that give insight into the rich heritage of Albuquerque. You are invited to consume as much as you can with regard to the full conference experience!

Conferences such as this cannot happen without our ATE Executive Director David Ritchey, and Staff Support Specialist Robin Hollyfield, our Meetings Coordinator Billy Dixon, and the Association Development Specialists. These individuals work tirelessly behind the scenes and deserve our greatest appreciation for all that they contribute to keeping ATE a viable organization!

I look forward to connecting with you during our time together in Albuquerque! Enjoy what is to come!

Patricia Tate
ATE 2018-19 President
Welcome From the Executive Director…

Welcome to Albuquerque for the 2018 Summer Conference of the Association of Teacher Educators! The theme selected for this Summer Conference by ATE President Patricia Tate is “Educators at the Forefront: New Dimensions for Clinical Preparation and Development of Educators.” My congratulations to President Tate and the 2018 Summer Conference Planning Committee, co-chaired by Linda Austin and Cecilia Hernandez, for the work they all have done in putting together this impressive program. It is always a pleasure to me to see how much time and effort ATE members devote as volunteers to making activities such as this Annual Meeting a success.

Educators are at the forefront as we try to deal with changing circumstances in virtually all areas of life. ATE’s Board of Directors has been very active trying to bring our perspectives forward in a challenging environment. The Board has “signed on” to letters sent to legislators in the nation’s capital dealing with subjects like DACA and the status of the Dreamers, Title II of the Higher Education Act, continuation of TEACH grants, opposition to the PROSPER Act, and support for the resolution passed by ATE’s Delegate Assembly last February urging repeal of the Dickey Amendment to allow for research to respond to the proliferation of gun violence in our American public schools.

The Board recently signed on to a letter in opposition to the Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act that was introduced in Congress. Of many concerns with this measure, some of the most challenging are those that directly impact educator preparation: the elimination Title II of current law focused on teacher quality, as well as the TEACH grants and key loan forgiveness programs. At a time when the profession is facing declining enrollments, a diversity gap between teachers and students, recruitment and retention challenges, as well as teacher shortages across the nation, the removal of federal supports hinders the profession’s ability to address these challenges.

The Board also released the following statement regarding the Immigrant Family Separation Policy:

“The Association of Teacher Educators stands in solidarity with other professional organizations in calling for immediate action to address the inhumane situation with the separation of immigrant children from their families. As a result of the U.S. Immigrant Family Separation Policy, thousands of immigrant children are now separated from their families. These children will undoubtedly be traumatized for the rest of their lives as a result. Even though the policy has now been reversed as of June 20th, the socio-emotional development of these children will be severely damaged. The current report from the American Psychological Association supports what all educators know about importance of family and relationships in a child’s development. We urge immediate action to unite separated children with their families. We call for humane treatment in dealing with the effects of this inhumane policy.”

ATE has been at the forefront for some time representing member perspectives in a wide range of policy decisions that impact education and in particular teacher preparation. We will continue to be “at the forefront,” and we urge you to work with us to help educator preparation and the image of the teaching profession.

While you’re in Albuquerque take advantage of all this area has to offer, but always remember to keep hydrated! Drop by the registration desk to find out about extra activities in Albuquerque and the range of attractions within easy walking distance of the hotel. If you have questions about ATE or the work we are doing, feel free to stop me in the hall or drop me an email at your convenience. My email is dritche@ate1.org.

Again, welcome to Albuquerque!
Association of Teacher Educators

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2018-2019

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On behalf of President Patricia Tate we want to welcome you to “The Gem of the Southwest” Albuquerque. We could not have selected a more beautiful location that reminds us of the heritage of the United States. How fortunate we are to be steeped in Native American and Hispanic Cultures. The unique vistas surrounding Albuquerque showcase how the feldspar minerals turn the color of watermelon (sandia in Spanish), giving rise to the name Sandia Mountains.

The flag of the State of New Mexico is yellow with a red Zia symbol in the center. The symbol has sacred meaning to the Zia. The sacred number four symbolizes the Circle of Life: the four directions, four times of day, four stages of life, and four seasons. As you immerse yourself in southwestern culture we hope that your life will be richer for the experience. Be sure to relish “The Land of Enchantment” by experiencing the cuisine. Did you know that New Mexico is the only state to boast its own question: Red or Green?

Enjoy an exciting conference based on the theme selected by President Tate: “Educators at the Forefront: New Dimensions for Clinical Preparation and Development of Educators” which includes four dynamic strands: I. Broadening our Knowledge Base within our Professional Communities: Teacher Educators Teaching of Pre-Service and In-Service Teachers, II. Examining the Essential Practitioner Roles in Teacher Education: Challenges and Opportunities, III. Bridging School/University Contexts: School- and University-Based Teacher Educators and IV. Professional Development of Pre-Service and In-Service Educator Candidates and Teacher Educators

Our keynote speaker, Dr. D. John McIntyre, past president of ATE and Distinguished member opens the conference with Evolution of Clinical Practice in Teacher Education Saturday evening. Sunday brings Dr. Muffett Trout to speak about Bridging Boundaries through Care and Reflective Practice. Monday a teacher education panel from the University of New Mexico and New Mexico State University share models of clinical practice applied through exemplary professional development schools and partnerships. Meeting for the first time will be President Tate’s newly appointed Commission on Teacher Educator Development and the Task Force on Preparing Mentor Teachers and University Supervisors.

Tuesday morning you will meet 2018 New Mexico Teacher of the Year, Ivonne Orozco. She will bring the perspective of being a “Dreamer.” Her family immigrated to the United States, from Mexico, when she was twelve years old. Following her presentation is the President’s Brunch where ATE President Tate passes the gavel to incoming ATE President Christie McIntyre. Rebecca Burns of NAPDS is the speaker at the President’s Breakfast.

We especially want to welcome newcomers to our conference. There is a reception in your honor Saturday afternoon at 4:00 p.m. in the Fireplace Room. This networking session with ATE leaders includes meeting other newcomers.

You are able to learn something new at a pre-conference workshop including CAEP, Technology Tools, and NEA/NFDF Professional Development. Other opportunities for professional growth are offered at featured sessions as well as the thematic sessions. We are especially pleased to have a featured session on School Safety Sunday afternoon presented by Stephen Sroka. Many will remember him from our Louisville Summer Conference. Please enjoy meeting new friends, renewing friendships and especially exploring the sights of Albuquerque – many within walking distance. Old Town has many attractions including San Felipe de Neri Church constructed in 1793 and “Casa de Ruiz” Church Street Café built in the early 1700s (one of the oldest buildings in New Mexico). Hotel Albuquerque is home to Tablao Flamenco where you can experience flamenco in its most intimate, powerful setting. Additionally by providing your own transportation there are offerings available including a baseball game to watch the Isotopes (AAA Colorado Rockies feeder team) in action. The Indian Pueblo Cultural Center showcases the history of the Pueblo people through ancient artifacts, dance demonstrations and art exhibits. It is owned and run by the 19 Indian Pueblos of New Mexico.

It is important to recognize the ATE ADS mentors who are an integral part of all conferences. This dedicated group deserves a pat on the back for all their volunteer hours. Thank you, too, to Executive Director, David Ritchey; Robin Hollyfield, Director of Member Services/Assistant to Executive Director and Michael Vetere, Web Designer and Social Media Director for answering the many questions along the way.

As conference planning committee co-chair I would like to thank President Tate for inviting me to co-chair this conference. It has been an honor to serve ATE by giving back to the organization that has been an integral part of my professional life. Thank you to my co-chair, Cecilia Hernandez, and the hard working members of the planning committee who worked tirelessly to plan an exciting conference.

Linda Austin, Conference Co-Chair

Linda Austin

Cecilia Hernandez
2018 Summer Schedule of Events

Thursday, August 2, 2018
9:00 a.m. - 6:00 p.m. ATE Board of Directors Chaco AB

Friday, August 3, 2018
8:00 a.m. - 2:00 p.m. ATE Board of Directors Chaco AB
10:00 a.m. - 2:00 p.m. 2018 Summer Conference Planning Committee Alvarado C
12:00 - 5:00 p.m. NAPDS Leadership Team Potters
1:00 - 3:00 p.m. 2019 Annual Meeting Planning Committee Alvarado H
1:00 - 4:00 p.m. CAEP Workshop Alvarado G
3:00 - 5:00 p.m. 2019 Summer Conference Planning Committee Alvarado H
3:00 - 5:00 p.m. 2020 Annual Meeting Planning Committee Turquoise
6:00 - 9:00 p.m. New Mexico Museum of Natural History Fractal Hotel Lobby

DEPART LOBBY at 6:00 p.m. SHARP

Saturday, August 4, 2018
8:00 - 10:00 a.m. Commission on Methodologies for Evaluating Schools of Education & Alternative Teacher Certification Alvarado A
8:00 - 10:00 a.m. Commission on Raising the Profile of the Profession: Telling Our Stories Alvarado C
8:00 - 10:00 a.m. Commission on the Effects of Language on Children’s Understanding of Mathematics Alvarado H
8:00 - 10:00 a.m. Commission on Teacher Education Development Weavers
8:00 - 10:00 a.m. CUP Executive Committee Fireplace Room
8:00 - 10:00 a.m. Task Force on ATE/NAPDS Collaboration Alvarado F
8:00 a.m. - 5:00 p.m. NAPDS Leadership Team Chaco AB
8:00 a.m. - 6:00 p.m. Conference Registration East Atrium
9:00 a.m. - 12:00 p.m. Workshop: NEA/NFDF Professional Development Potters
9:00 a.m. - 12:00 p.m. Workshop: Teaching to a T -- ATE Style Alvarado B
9:00 a.m. - 4:30 p.m. Induction Symposium for New Professors Turquoise
10:00 a.m. - 12:00 p.m. Commission on Online Teaching and Learning Alvarado G
10:00 a.m. - 12:00 p.m. Commission on Social Justice and Access to Equitable Education in the Global Community Alvarado A
10:00 a.m. - 12:00 p.m. LFTE Advisory Council Fireplace Room
10:00 a.m. - 12:00 p.m. Commission on ATE/NASA Education Weavers
10:00 a.m. - 12:00 p.m. Commission on Practitioner Research Alvarado C
10:00 a.m. - 12:00 p.m. Commission on Race, Privilege, and (In)Equity in Teacher Education Alvarado H
1:00 - 3:00 p.m. Task Force on Field Experience Standards Potters
1:00 - 3:00 p.m. Committee on Committees Alvarado A
1:00 - 3:00 p.m. Communications & Public Relations Committee Alvarado C
1:00 - 3:00 p.m. Diversity Committee Alvarado F
1:00 - 3:00 p.m. Honors and Awards Committee Alvarado G
1:00 - 3:00 p.m. Legislative Relations Committee Alvarado H
1:00 - 3:00 p.m. Research Committee Weavers
1:00 - 4:00 p.m. Workshop: Incorporating Great New Innovative Technology Tools Alvarado B
3:00 - 5:00 p.m. Association Development Committee Alvarado A
3:00 - 5:00 p.m. Corporate Bylaws Committee Alvarado C
3:00 - 5:00 p.m. Nomination and Elections Committee Alvarado G
3:00 - 5:00 p.m. Professional Journal Committee Alvarado H
3:00 - 5:00 p.m. Task Force on Preparing Mentor Teachers and University Supervisors Weavers
3:00 - 5:00 p.m. Technology and Teacher Education Potters
2018 Summer Schedule of Events, cont.

**Saturday, August 4, 2018**
5:00 - 6:15 p.m.  Newcomers’ Meeting and Reception  Gathering Room
6:30 - 8:15 p.m.  Dinner & Opening General Session:
                  D. John McIntyre, Southern Illinois University  Alvarado DE
8:30 - 10:00 p.m.  President’s Reception  Gathering Room

**Sunday, August 5, 2018**
7:30 a.m. - 12:00 p.m.  NAPDS Leadership Team  Chaco AB
8:00 a.m. - 3:00 p.m.  Conference Registration  East Atrium
8:00 a.m. - 12:00 p.m.  Thematic Sessions  Various
9:40 - 10:40 a.m.  Continuing Conversation with John McIntyre  Fireplace Room
10:50 a.m. - 12:00 p.m.  Featured Session - Effective Clinical Practice: Preparing
                         Mentor Teachers and University-Based Educators to Support
                         Teacher Candidate Learning and Development  Fireplace Room
12:15 - 1:45 p.m.  Lunch and General Session:
                   Muffett Trout, University of St. Thomas  Franciscan Ballroom
2:00 - 4:00 p.m.  Featured Session with Steve Sroka:
                  School Safety Lessons Learned from Cleveland to Parkland: It’s All About Relationships  Alvarado C
2:00 - 4:00 p.m.  ATE/KDP Student Teacher of the Year
                  Selection Committee  Alvarado A
3:00 - 4:30 p.m.  National Directors of Field Experiences  Alvarado B

**Monday, August 6, 2018**
8:00 a.m. - 3:00 p.m.  Conference Registration  East Atrium
8:00 a.m. - 12:00 p.m.  Thematic Sessions  Various
9:40 - 10:40 a.m.  Continuing Conversation with Muffett Trout  Fireplace Room
10:50 a.m. - 12:00 p.m.  Featured Session - Video Technology as a Mentoring Tool
                         for Coaching/Mentoring: The Development of a Digitally-Mediated Supervision System for Pre-Service Teachers
                         for Coaching/Mentoring: The Development of a Digitally-Mediated Supervision System for Pre-Service Teachers
                         for Coaching/Mentoring: The Development of a Digitally-Mediated Supervision System for Pre-Service Teachers
                         for Coaching/Mentoring: The Development of a Digitally-Mediated Supervision System for Pre-Service Teachers
12:15 - 1:45 p.m.  Lunch and General Session: Panel Discussion
                   Clinical Practice – Preparing the New Teacher for Today’s Classroom  Franciscan Ballroom
2:00 - 4:00 p.m.  ATE Board of Directors  Q Bar Gallery
4:00 p.m.  Sandia Peak Tramway and Dinner at El Pinto
           **DEPART LOBBY AT 4:00 p.m. SHARP**

**Tuesday, August 7, 2018**
9:00 - 10:15 a.m.  Meet a Dreamer - 2018 New Mexico Teacher of the Year  Fireplace Room
10:30 a.m. - 12:00 p.m.  President’s Brunch - Rebecca Burns, University of West Florida  Franciscan Ballroom

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Community Partnerships in Albuquerque

Heritage Hotels & Resorts Supporting Cultural Causes

When you stay at Hotel Albuquerque at Old Town, you make a difference. For more than a decade, we have prioritized supporting cultural and artistic ventures by featuring design, custom artwork, décor and cuisine created by our Albuquerque community. We donate a portion of each stay’s revenue to the National Institute of Flamenco.
THINGS TO DO AND SEE IN ALBUQUERQUE

https://www.tripadvisor.com/Attractions-g60933-Activities-Albuquerque_New_Mexico.html

Within walking distance:

- Tablao Flamenco at the Hotel Albuquerque  http://www.tablaoflamenco.org/
- Albuquerque Museum (.2 mile)  http://www.cabq.gov/culturalservices/albuquerque-museum
- Historic Old Town and San Felipe de Neri Church (.3 mile)  https://sanfelipedeneri.org/
- New Mexico Museum of Natural History (.3 mile)  http://www.nmnaturalhistory.org/
- Trolley Tour of Old Town  http://www.abqtrolley.com/page/hop-on
- Church Street Café (.3 mile) – one of the oldest buildings in New Mexico  https://www.churchstreetcafe.com/
- Explora Children’s Science Museum (.4 mile) - for a fee  http://www.explora.us/
- Rattlesnake Museum (.4 mile)  http://www.rattlesnakes.com/
- Santa Fe train ride – downtown Albuquerque - cost ~$7 p/p  https://www.riometro.org/

Would need to arrange transportation:

- Albuquerque Aquarium (1 mile)  https://www.cabq.gov/culturalservices/biopark/aquarium
  and Botanical Gardens  http://www.cabq.gov/culturalservices/biopark/garden
- Indian Pueblo Cultural Center (1 ¼ mile)  https://www.indianpueblo.org/
- Albuquerque zoo (2 miles)  https://www.cabq.gov/culturalservices/biopark/zoo
- Albuquerque Isotopes Baseball game - (5 miles)  http://www.milb.com/index.jsp?sid=t342
  Discount tickets available
- Anderson Abruzzo International Balloon Museum - (10 miles)  http://www.balloonmuseum.com/
- Museum of Nuclear History (10 miles)  http://www.nuclearmuseum.org/
- Sandia Peak tram ride (19 miles)  http://sandiapeak.com/index.php%3Fpage%3Dsandia-peak-tramway
- Acoma Pueblo - Would need to arrange transportation (1 hour away) – oldest continuously inhabited community in North America  https://www.newmexico.org/places-to-go/native-culture/acoma-sky-city/
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Accreditation, Assessment and Accountability in Educator Preparation (CAEP)
An overview of the latest developments in the Council on Accreditation for Educator Preparation (CAEP) including an in-depth discussion of the implementation of the Advanced Standards, current accreditation pathways and program review options. Examples of institutional strategies and promising practices leading to national accreditation and program recognition will be shared and discussed.

Workshop Leader: Tatiana Rivadeneyra. Dr. Rivadeneyra directs site visitor development and educator preparation provider (EPP) accreditation. Previously, she was an assistant professor in the areas of mathematics, educational technology and research at Paine College and Argosy University. While at Paine College she was the assessment coordinator, part of the unit accreditation team, meeting and receiving national accreditation. She graduated with honors from Argosy University with a Doctorate in Curriculum and Instruction.
Addressing Ethical Practices in Teaching and Understanding the Professional Responsibilities of Teachers and Teacher Candidates

ATE’s National Directors of Field Experience has joined NEA in sponsoring a workshop that focuses on two important guiding forces for the work of educators: codes of conduct and the recently developed Model Code of Educator Ethics. Candidates and inservice practitioners must be familiar with the kinds of activities (conduct) that may put them in jeopardy contractually, legally, and for maintaining a teaching license. Educators also face difficult challenges involving ethical decision-making, situations for which there is no easy ‘right answer’. Participants in this workshop will share and learn about the kinds of statutes and code of conduct issues candidates should know and understand. The session will also orient participants to their ethical responsibilities for in-service and pre-service teachers, provide guidance for how the Model Code of Educator Ethics might be used by preparation programs and by states, and will provide decision-making strategies based on MCEE for addressing dilemmas. The session can also cover questions about how the MCEE might best be used by preparation programs and State Departments of Education.

Blake West has been an educator for over 40 years, teaching mathematics, computer science, and helping teachers integrate 21st century skills into teaching. Dr. West has publications in the areas of computer science, teaching with technology and the development of leaders in our schools. From 2006-2012, he was President of Kansas National Education Association where he led the development of their Teacher Leadership Academy and fostered collaboration as chair of Kansas Learning First Alliance.

Blake returned to teaching in his Kansas classroom in 2012 until summer of 2015 when he extended his teacher leadership as Senior Policy Analyst in the National Education Association’s Center for Great Public Schools.

Tim Sutton has been an educator for over 35 years. He has taught elementary music, 1st – 4th grades and served 10 years as an elementary administrator. Currently, Tim is the Director of Clinical Practice with the University of North Texas, which ranks among the four top producers of teachers within the state of Texas. Tim is the chairperson for the National Directors of Field Experience (ATE). As chair, he is collaborating with the ATE Task Force on the Standards for Clinical and Field Experience. Tim is active in leadership in Texas as he serves as President Elect for the Texas Directors of Field Experience (TDFE) and President Elect of the Consortium of State Organizations for Texas Teacher Education (CSOTTE).

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Albuquerque has more park land per capita than any US city of its size
Teaching to a T

This session will feature attendees from the Teaching to a T – ATE Style Workshop who will share what they learned. You will see the T-shirt designs inspired by the activity. Their testimonials will show what they realized about themselves. This activity stresses the four C’s: caring, communicating, collaborating and working with different cultures.

Steve taught in the urban environment for 30 years. He went from the “projects” to being inducted into the National Teachers Hall of Fame. He was selected The Walt Disney Outstanding Health Teacher of the Year, and has been on Oprah and covered in USA TODAY. Recently, he was presented the Person of the Year Award by the International Association for Truancy and Dropout Prevention and The American Public Health Association selected him as the winner of the first annual all School Health Leadership Award. But his most meaningful “award” was his then six-year-old daughter telling him he was smarter than the cartoon character, Inspector Gadget. Obviously, his wife does not agree. Today he is an Adjunct Assistant Professor at the School of Medicine at Case Western Reserve University and the president of Health Education Consultants.

He travels the world trying to reach, elevate and inspire with The Power of One message. After a cardiac arrest, he realized that The Power of One was not enough. He needed The Power of Many. He always did, he just didn’t know it. He does now. His life has been gratifying. He went from living in the “projects” to living as a professor. He went from being labeled “retarded” to being labeled renowned. He went from the “hood” to the National Teachers Hall of Fame. He went from being in obscurity to being on Oprah. Where once teachers helped him walk and talk, today.

Dr. Steve helps teachers help students get “back on their feet” and learn. He believes that one person can make a difference with the power of many, and that is why he is a teacher.

Stephen Sroka, President, Health Education Consultants

Incorporating Great New Innovative Technology Tools to Engage Your On-Line or Face2Face Classrooms

Our 21st century technology tools continue to evolve and classroom teachers need to identify these to further enhance ones’ teaching and to engage students to greater levels than ever before!! Come and explore these great new tech tools for your 21st century classrooms.

David McCarthy, University of Minnesota - Duluth

Dr. McCarthy created a minor in Educational Technology for education majors in 1994 and has coordinated this program since its inception. Dr. McCarthy also serves as the ATE - Association Development Specialist (ADS) as the official photographer.
ATE GIVE BACK PROJECT

Beginning in 2005, ATE began a project that “gives back” to the communities that host our annual and summer conferences. Our inaugural event was at our 2005 summer conference in Bismarck, North Dakota. Since then we have raised money for selected schools in each of the communities that have hosted our annual and summer conferences. This year, we will be donating to two schools, Apache Elementary School and the Native American Community Academy. The “Give Back to the Community” promotion table will be located in the Exhibit Area. Please drop by and contribute to the Give Back fund. In the past, schools have used the money to provide much needed resources such as books, computer software, etc. We challenge all ATEers to give generously as we give back to the communities that host us.

In 1967, Apache Elementary School opened its doors to welcome students from the far northeast heights in Albuquerque, New Mexico. Grandparents and parents frequently share their experiences as Apache students when they walk through the hallways. Apache ES has a long history of educating the children in the neighborhood. The school is a Title I school with all students receiving free breakfast and lunch. Despite the challenges, this neighborhood school is committed to providing high academic expectations and experiences for all students and their families.

Apache Elementary School will create a STEAM lab, a play-based learning environment where students explore, design, create, test, and redesign in a multidisciplinary and multi-modality approach. Programming robots, coding, designing and building structures, testing marble roller coasters (simulation of a Rube Goldberg setup that students design), and experimentation with electricity (Snap Circuits, are some of the hands-on activities that will engage and excite students.

The Native American Community Academy (NACA) is a tuition-free public charter school in Albuquerque, New Mexico serving grades K-3 and 6-12. NACA was founded in 2006 to reimagine Indigenous education. NACA provides an academically rigorous education that is culturally relevant, community-driven, and strengths-based. NACA’s mission is to engage students, educators, families, and the community in developing strong leaders who are academically prepared, secure in their identities, and healthy.

NACA seeks funding to support the critical tutoring program which provides a needed resource for students who do not complete their work or otherwise fall behind in their classes. The mission of NACA’s tutoring program is to create an environment that is safe, supports learning, promotes personal growth, and builds relationships. Held during Out of School Time (OST), students and adults are engaged in effective communication and positive interaction that fosters critical thinkers and leaders. The program draws on NACA’s Core Values of Respect, Responsibility, Community/Service, Culture, Perseverance, and Reflection to form the foundation for OST, providing a bridge between OST experiences and in-school learning.

Apache Elementary School

Native American Community Academy
The 2018 Summer Conference Planning Committee would like to thank the following people for serving as reviewers for proposals of thematic sessions:

Jennifer Aldrich
Heidi R. Bacon
Mary Bair
Sheila Baker
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Christie Bledsoe
Billi Bromer
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John K. Hicks
Nancy P. Gallavan
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Delar K. Singh
Chevonne Sutter
Patricia Swails
Letha Taylor
Amber M. Thompson
Cindy Watson
Molly Zhou

**ATE in ATL**

**ATE Annual Meeting**

**Atlanta, Georgia**

**Sheraton Atlanta**

**February 16 – 20, 2019**
The Association of Teacher Educators invites first-time attendees to the

Newcomers’ Reception

Saturday, August 4, 2018

5:00 p.m. – 6:15 p.m.

Gathering Room
Hotel Chaco

Special event for first-time ATE conference attendees!
Mix a Little STEM Into Your ATE Conference!

Sun, Aug. 5

8:30 - 9:30am, Alvarado G
- A Quantitative Investigation on the Development of Nature of Science, Self-efficacy, and Scientific Inquiry Among Pre-service Elementary Teachers
  Duane Lickteig and Harvey Henson, Southern Illinois University

- Inquiring into Inquiry: Supports to Student Teachers’ Exploration and Enactment of Inquiry-Based Teacher Identities
  Romena M. Garrett Holbert, Wright State University

9:40 - 10:40am, Alvarado H
- Science Teacher Education and Development: A Multi-year Professional Development Collaboration for In-service Teachers
  Ellen Schiller and Mary Bair, Grand Valley State University; Jeff Schiller, White Pines Intermediate School, Grand Haven, MI

- Early Exposure to Clinical Field Experiences in STEM
  Karen Embry Jenlink, Stephen F. Austin State University

Mon, Aug. 6

8:30 - 9:30am, Alvarado G
- New Dimensions for Professional Development for Educators: Impacts of NASA MUREP Educator Institutes
  Leslie Huling and Virginia Resta, Texas State University

Mon, Aug. 6

8:30 - 9:30am, Alvarado G
- Examining Approaches to Professional Development Schools: Past, Present, and Future
  Jane E. Neapolitan, Towson University

10:50 - 11:50am, Alvarado D
- Table 2 Establishing a Parental Academy to Enhance Academic Success among STEM-Undergraduate Majors
  Laveria F. Hutchison, University of Houston

10:50am - Noon, Alvarado C
- Impact of Scoring the Illinois Science Assessment on K-12 Science Teachers’ Judgment of Their Practices
  Senetta F. Bancroft, Harvey Henson, Angela Box and Jennifer Rhodes, Southern Illinois University; Daniel L. Brown, Illinois State Board of Education

- Integrating Science and Technology into Literacy Learning (INSTILL): Learnings from a Yearlong Professional Development with K-2 Teachers
  Sarah K. Clark, Emily Ahlstrom, Camila Capella and Anne Marie Taggart, Brigham Young University; Kimberly Lott, Mark Larese-Casnova, Utah State University

- The Importance of Play and Social/Emotional Learning
  Melissa Polley, Sugar Creek Elementary School, Bloomington, IL
Opening General Session and Dinner
6:30 - 8:15 p.m.

Presider: Cecilia Hernandez, New Mexico State University
Conference Co-Chair

Welcome: Pat Tate, George Washington University
ATE President, 2018-19

Greetings: Tribal Prayer offered by Steve Toya
Native American Educator

Introduction of Speaker: Linda Austin, Purdue University (Emeritus)
Conference Co-Chair

Speaker: D. John McIntyre, Southern Illinois University

Evolution of Clinical Practice in Teacher Education

John McIntyre is an emeritus professor and Senior Visiting Professor in Curriculum Studies in the Department of Curriculum and Instruction at Southern Illinois University Carbondale. Dr. McIntyre has well over 200 presentations at national, regional and state conferences. In addition, he has approximately 90 publications in the area of teacher education.

After graduating from Otterbein College (now University), he taught eighth-grade English in Gahanna, Ohio while also coaching track and field. While teaching, he completed his master’s degree in English Education from Ohio State University. He then pursued and completed his Ed.D. in Curriculum and Teacher Education at Syracuse University. While at Syracuse, he served as the assistant coordinator of the West Genesee/Syracuse University Teaching Center.

At SIU, he has served as a coordinator of a teacher education center, Director of the Teaching Skills Laboratory, Director of Professional Education Experiences, Acting Associate Dean for Academic Affairs, Associate Dean for Teacher Education and School Partnerships and Chairperson of the Department of Curriculum and Instruction.

He is a past president of the Association of Teacher Educators and received the association’s Distinguished Member Award as well as Distinguished Researcher and Distinguished Teacher Educator awards. He also is a former member of NCATE’s Board of Examiners.

His research interests include design and practice in teacher education, instructional supervision, and school partnerships. Dr. McIntyre has published widely in the area of teacher education, including, as co-editor with David Byrd, the ATE Research in Teacher Education Yearbook series and is co-editor, with Marilyn Cochran-Smith and Sharon Feiman-Nemser, of the 3rd edition of the Handbook of Research on Teacher Education.

John is married to Dr. Christie McIntyre and they have three children (two sons and a daughter) and three incredible grandchildren.

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Dr. McIntyre will continue this conversation with an informal Fireside Chat on Sunday, August 5, 2018, at 9:40 a.m. in the Fireside Room
ATE President Pat Tate

Invites You to the President’s Reception
Saturday, August 4, 2018
8:30 - 10:00 p.m.
Gathering Room
Hotel Chaco

Music provided by
Laudente Montoya

Laudente is a local Albuquerque musician with 25 years of professional performance experience. Spanish Classical Guitar, Flamenco Guitar and many other styles. Guitar instructor of adults and children with the goal of inspiring a lifelong love of music and guitar.
Sunday, August 5, 2018

8:30 - 9:30 a.m.

Multiple Paper Sessions 8:30 - 9:30 a.m.

Alvarado A

006 Teaching in the Community: How Can We Better Prepare Teacher Candidates to Teach Everyone’s Children?
This presentation shares a program which delivers teacher education classes within K-12 urban schools. Research measured changes in the perceptions of urban schools and confidence in teaching in urban schools.
Sarah Edwards, University of Nebraska at Omaha

007 Gomabseubnida, Seoul: How My Summer in Korea Made Me a Better Teacher
As education is becoming more global, it is likely that anyone in the education field in 2018 needs to learn more about how to competently address the needs of diverse learners. This presentation would provide an opportunity to briefly share one professor’s experiences teaching an English class at a university in Seoul, and its connections with ELL best practices.
Amy M. Barrios, Johns Hopkins University

Alvarado C

008 Breaking the Cycle of One-way Communication: How Are We Preparing Teachers to Effectively Work with Diverse Families?
This study examined the perspectives of preservice teachers in regard to family partnerships. Traditional and outdated practices dominated participants’ plans for working with families. Implications for schools will be discussed.
Kyle Miller, Krista Beyler, Illinois State University

009 Hear Us! What Pueblo Members Say about Working Toward Teacher Licensure in a Rural, Indigenous Community
Hear the voices of Indigenous participants about their experiences in working toward teacher licensure while living in a rural Pueblo.
Marjori Krebs, Cheryl A. Franklin Torrez, The University of New Mexico

Alvarado F

010 Novice and Pre-Service Teachers’ Views of Conducting Their Own Research
We present results using survey methodology to elicit ideas and attitudes about research from both novice teachers and preservice teachers who were enrolled in a graduate research course.
Christina C. Pfister, The College of St. Rose; Sophia Paljevic, New York City Public Schools

011 What Do They Notice?: Preservice Teachers’ Knowledge of Reading and Responding to Student Writing
This session will describe a framework for helping teachers learn to read and respond to students’ writing and a study designed to analyze how preservice teachers approached the analysis of students’ written responses.
Barbara Purdum-Cassidy, Baylor University

Alvarado G

012 A Quantitative Investigation on the Development of Nature of Science, Self-efficacy, and Scientific Inquiry Among Pre-service Elementary Teachers
Programmatic analysis of content and methods coursework sought to contribute to the reform conversation in science teacher education as NGSS defines a new paradigm of successful science teaching and learning.
Duane Lickteig, Harvey Henson, Southern Illinois University

013 Inquiring into Inquiry: Supports to Student Teachers’ Exploration and Enactment of Inquiry-Based Teacher Identities
Student teachers recognized an absence of inquiry in their student teaching settings. Explore techniques, readings and assignment templates candidates identified as beneficial as they advocated for and enacted inquiry-based teaching practices.
Romena M. Garrett Holbert, Wright State University

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Albuquerque - “Gem of the Southwest” – Founded in 1706; located in Rio Grande Valley, nestled between the towering Sandia Mountains to the east and ancient volcanoes to the west.
Research Sessions

Alvarado B

014  A Framework for Conceptualizing the Role of the Teacher Educator in Mentoring Field Experiences
In this session we share a theoretical framework that is useful to teacher educators as they consider how to re-conceptualize their roles within the “third space” of mentoring field experiences.
Andrea Gelfuso, University of Central Florida; Danielle V. Dennis, University of South Florida; Audra Parker, George Mason University

015  Engaging, Examining, and Exploring the Phenomenon of Social Class Through Five Principles for Class-Sensitive Engagement
This session addresses the need for class-sensitive classroom practices that privilege all students’ lives and experiences by unpacking and extending Jones and Vagle’s (2013) five principles for class-sensitive engagements.
Kristy Shackelford, University of Georgia

Discussant: Ed Pultorak, Southern Illinois University

ATE 2019 Summer Conference
Doubletree by Hilton
Burlington, Vermont
July 26 - 30, 2019
Sunday, August 5, 2018

Roundtables

8:30 - 9:30 a.m.

Alvarado D

016 Table 1 Building Partnerships to Measure Program Outcomes and Meet CAEP Accreditation
Building effective partnerships between educator preparation providers and P-12 colleagues is essential in providing high-quality education programs and graduates, in measuring program outcomes, and in meeting CAEP accreditation.
Marilyn Feldmann, Delta State University; Robert Fisher, Illinois State University

017 Table 2 Teaching an Online Action Research Course: Design and Reflections
An instructor reports her experience teaching an online action research course in a master degree program. The case narrative describes the course design and reflects on the successes and challenges.
Min Zou, Southeast Missouri State University

018 Table 3 Guided Observations as a Tool for Learning about Child Development in a Field Course
Guided observations assist the candidates in connecting practice in early care with theory from their course text. One teacher educators journey to redesigning her Child Development course to help these two worlds meet and thrive.
Erin Brumbaugh, Marshall University

019 Table 4 2.0: Restructuring a Master of Arts in Teaching Secondary Program
After three years of implementation, one EPP considers the changes made from the “1.0” MAT to the “2.0” model in relationship to the current status of the profession.
Freddie Bowles, Will Davis, Qian Zhang, University of Arkansas

020 Table 5 Course-Related Factors that Preservice Teachers Perceived as Effective
Student teachers were interviewed on what course-related factors they perceived as being effective in preparing them for teaching and what they reflected most upon during coursework and student teaching.
Jessica Lewis, Marymount University

021 Table 6 Active Learning and Terms of Engagement: Preparing Pre-Service Teachers for the 21st Century Learner
Technology and choice are enabling a more “humanized”, active learning experience for students. Pedagogical approaches that foster collaboration, critical thinking, communication, and creativity with easy-to-use applications and tools are examples of the terms of engagement that will be discussed.
Ruby Lynch-Arroyo, Joyce Asing-Cashman, University of Texas at El Paso

021B Table 7 Why They Teach: An Investigation into PDS Interns’ Reasons for Teaching
As long as the professional development school (PDS) has existed at one university in the Northeast, teacher educators have observed that pre-service teachers applying to complete yearlong internships in the PDS have declared a love of teaching, a love of children, and inspirational teachers among their reasons for wanting to enter the teaching profession. The study to be presented at this roundtable session sought to examine the interns’ self-declared reasons for wanting to teach.
Bernard Badiali, Logan Rutten, Penn State University

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Special Session

9:40 - 10:40 a.m.

Alvarado A

022 Guidance and Support for Optimizing Online Teaching and Learning for Teacher Educators
Optimizing online education is essential for teacher educators to optimize programs, preparation, practices, and proficiency. Join this dynamic session to contribute to conversations exploring guidance and support benefiting teacher educators.
Nancy P. Gallavan, University of Central Arkansas; Brandon Butler, Old Dominion University; Dona Gibson, Rick Gibson, Friends University; Lori Fulton, Jon Yoshioka, University of Hawaii, Manoa; John K. Hicks, Slippery Rock University; Ashley Jack, Shirley Lefever, Gayla Lohfink, Wichita State University; Sophia Paljevic, New York City Public Schools; Jennifer Young Wallace, Jackson State University

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Fireside Chat

9:40-10:40 a.m.

Fireplace Room

023 An informal conversation with Saturday evening’s Opening General Session speaker. Follow-up with conversations and questions regarding clinical practice in teacher education. Come share ideas and innovative programs.
D. John McIntyre, Southern Illinois University
Multiple Paper Sessions

Alvarado C

024  Contextualizing “Love of Country”: Deepening Preservice Teachers’ Understandings of Patriotism in Diverse School Settings
Teachers are expected to engage in patriotic practices in schools. Preservice teachers need experience in analyzing contextual influences impacting these practices. Activities that assist in analyzing patriotic context are discussed.
Benjamin R. Wellenreiter, Illinois State University

Alvarado F

026  Incorporating Video Projects in Ones’ Classroom
Technology tools continue to evolve and it’s difficult to keep up with these tools so come and explore how to incorporate video projects for ones’ class.
David A. McCarthy, University of Minnesota Duluth

Alvarado G

028  Increasing Accessibility to Reap Positive Outcomes for All
How investing in the teaching of students with hidden disabilities can create positive universal outcomes for all.
Carol N. Fleres, New Jersey City University; Priscilla Hernandez Petrosky, Pro Higher Performance, LLC

Alvarado H

030  Science Teacher Education and Development: A Multi-year Professional Development Collaboration for In-service Teachers
We will describe the goals, methods, and results of STEAD, an initiative that engaged elementary and middle school teachers in a professional development collaboration with teacher educators and science faculty.
Ellen Schiller, Mary Bair, Grand Valley State University; Jeff Schiller, White Pines Intermediate School, Grand Haven, MI

031  Early Exposure to Clinical Field Experiences in STEM
Recruiting STEM majors to a career in teaching shows promise when authentic experiences are embedded within the recruitment process. The findings of this study demonstrate the impact of job shadowing and experiences at NASA in recruiting secondary STEM teachers.
Karen Embry Jenlink, Stephen F. Austin State University

Turquoise

032  The New Vanguard of Educators at the Forefront: Teacher-Educator Collaborations that Bridge the School/University Context
This presentation explores a University-PDS partnership in which teacher practitioners are supported as boundary spanners and encouraged to share their role in preparing teacher candidates, their future colleagues.
Lori Fulton, Jon Yoshioka, University of Hawai‘i at Mānoa

033  Toward More Deliberate Learning Experiences: Intentional Assignments/Class Practices to Prepare Preservice Teachers for Clinical Experiences
One teacher educator shares how she used the research base of valued teacher educator pedagogies to re-examine her assignments and class practices.
Andrea Gelfuso, University of Central Florida
Research Sessions 9:40 - 10:40 a.m.

Alvarado B

034  Capacity Building for Urban School Districts and Educator Preparation Programs through Residency Programs
Rather than assuming a “one size fits all” model, we must be boundary-crossers in collaboratively developing residency programs to meet the unique needs of urban school districts. Lessons learned will be shared.
Belinda Bustos Flores, Lorena Claeyts, University of Texas at San Antonio; Jenny Yim, Northside ISD Teaching & Learning Department; Matt Weber, San Antonio ISD

035  Teacher Readiness and Clinical Practice Profession: A Case Study on First Teachers’ Reflection and Principals’ Revision of Teacher Preparation
The session presents first year teachers’ reflection on teacher readiness and administrators’ vision of teacher preparation in light of the understanding the teacher education reform towards a clinical practice profession.
Molly Zhou, Dalton State College

Discussant: Laveria Hutchison, University of Houston

Weavers

036  Developing Growth Mind Set in Preservice Teachers
Learners with a growth mindset persist when challenges arise, which leads to academic success. This presentation illustrates the importance of a growth mindset and strategies for developing a growth mindset.
Kathryn Taylor, Greenville University

037  What Do Teachers Believe? An Investigation of Pre-service and Practicing Teachers’ Perceptions of Professional Role, Teaching Personality, and Classroom Authority
What do classroom teachers believe about teaching and how do these beliefs compare with those of pre-service teachers? An on-going mixed-methods study will be summarized.
Jeff McLaughlin, West Chester University of Pennsylvania

Discussant: Kyle Miller, Illinois State University

Roundtables 9:40 - 10:40 a.m.

Alvarado D

038  Table 1  Community Schools: Exploring the Possibilities for Transforming Teacher Preparation
Community Schools are a transformative model for schools. Clinical practice in a CS can help transform teacher preparation, too. Discuss possibilities with a team experienced in teacher preparation and CS.
Blake West, National Education Association; Mary Parr-Sanchez, Las Cruces Public Schools/NEA-New Mexico; David Greenberg, Community Schools Coordinator

039  Table 2  The Value of Relationships: Mentoring the Mentor
This research defines and investigates the role of university program mentors in teacher preparation programs, and how these program mentors support university field supervisors to ensure effective relationships are created with program cooperating teachers.
David Harter Lewis, Peggy A. Duffie, The University of New Mexico

040  Table 3  Strung Out: Fate, Choice, and Teacher Education
This session invites a conversation about the neglected role of fate in decision-making. To what extent does one truly control his or her professional destiny?
Thomas A. Lucey, Illinois State University

041  Table 4  “How did ya'll become such good friends?” Developing and Sustaining Cross-cultural Relationships and Collaboration among Teacher Education Faculty.
Two teacher educators who forged a lasting friendship across racial and generational differences will lead participants in a discussion of how friendship can support teaching, scholarship and service.
Caroline O’Quinn, Texas A&M University – San Antonio; Jamia T. Richmond, Coastal Carolina University
Roundtables 9:40 - 10:40 a.m.

Alvarado D

042 Table 5 Pre-service Teachers Performing Readers’ Theater for Children with Disabilities: A Service Learning Project

The presenters will share a service learning project in which a group of pre-service teachers performed readers theater (RT) at a local learning center for children with severe developmental needs. Research base regarding service learning, project implementation, and the impact of the project on the development of pre-service teachers will be presented. Recommendations for future implementation of RT and other service learning experience for pre-service teachers and children with special needs are also identified.

Jiening Ruan, The University of Oklahoma; Lijun Jin, Towson University

042B Table 6 Engaging Pre-service Teachers and Learners Using Migration Stories in Bilingual, Interdisciplinary Planning and Teaching

Learn about an interdisciplinary teacher education project emphasizing arts-integration and language development. Utilizing literature about migration, pre-service teachers working in a site-based teacher education initiative focused on language development and arts-integration developed and taught an art-intensive curriculum to culturally and linguistically diverse children.

Rebecca Sánchez, Eileen Waldschmidt, Amy Sweet, University of New Mexico

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Multiple Paper Sessions 10:50 - 11:50 a.m.

Alvarado B

043 Teacher Insight, Teacher Authority, and Teacher Power

What legitimate professional authority do teachers exercise in their classrooms? This presentation will explore various philosophical and research-based perspectives on issues related to teacher authority and decision-making power.

Jeff McLaughlin, West Chester University of Pennsylvania

044 I Will Survive: Getting Through That CAEP Visit

The paper presented will share tips for successful CAEP experiences through the perspective of one program who has recently completed their accreditation visit and one CAEP site reviewer.

Amy M. Barrios, Johns Hopkins University; Wendy Sklenarik, Angelo State University

Alvarado G

045 Our Current Contexts: Professional Identities as Teacher Educators Engaged in Clinical Practice

We share the findings of our self-study focusing on our changing professional identities as teacher educators and ways in which we advocate for ongoing professionalism within the field of education.

Cheryl A. Torrez, Laura Haniford, The University of New Mexico

046 ATE Standards for Teacher Educators and Standards for Field Experience: University Supervisors’ Perspective

This session presents the initial findings of a program’s self-study using the ATE Standards for Teacher Educators and Standards for Field Experience as a guiding framework for program improvement.

Elizabeth K. Ward, Sandra Davis, Toni Thalken, Texas Wesleyan University

Alvarado H

047 A Teacher Residency Program in the Making: Strategies and Struggles Toward Success

Hear about the newly formed Teacher Residency Program, a public-public partnership for teacher preparation in an urban setting.

Marjori Krebs, Viola Florez, Trenia Walker, The University of New Mexico

048 Clinical Rounds in Schools: How Do I Get Started?

Conducting clinical rounds for teacher candidates within a school adds depth to learning. Where do you begin? Examples of clinical round topics will be shared.

Kimberly White, University of Kentucky

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The Albuquerque Isotopes are a minor league affiliate of the Colorado Rockies, having derived their name from The Simpsons season 12 episode “Hungry, Hungry Homer,” which involves the Springfield Isotopes baseball team considering relocating to Albuquerque.
Roundtables  
10:50 - 11:50 a.m.

Alvarado D

049  Table 1 Expanding Cultural Competency through Discovering the Universality of Mathematics
A focus on early childhood mathematics education in the US and Guatemala provides a pathway to help teachers move closer to a needed cultural proficiency.
Patricia Nugent, Bradley University

050  Table 2 Pathway to the Deanship
Exploring a leadership role in Educator Preparation? Not sure if you have the desired qualifications? Assess your attributes based on recent job advertisements and discuss professional development opportunities.
Judy Beck, University of South Carolina Aiken; Emma Savage-Davis, Coastal Carolina University

051  Table 3 Back to the Front Lines of Public School: Connecting Meaningful Practice and Theory to Educator Training Program
This presentation will detail experiences gained from returning to the K-12 classroom during a teacher educator’s research sabbatical. Additionally, this presentation will describe how the experience has transformed my approach to teaching preservice teachers since returning to the university classroom.
Sarah McMahan, Texas Woman’s University

052  Table 4 Practice-based Approaches to Preparing Teachers for Cultural and Linguistic Diversity
This paper will examine the affordances and constraints of three urban teacher education programs’ approaches to practice-based teacher education for cultural and linguistic diversity.
Grace Inae Blum, Central Washington University - Des Moines

053  Table 5 Integrating High Leverage Teaching Practices to Frame Teacher Candidate Work Products
Exploring the ways curriculum can be structured to enable engaging teacher candidates in the high-leverage teaching practices (HLTP) will be presented. Three HLTPs will be presented to model how to unpack the practice.
Elizabeth Jakubowski, Sarah Cox, Florida State University

054  Table 6 Considering Revisions to the ATE Teacher Educator Standards
Session participants will make recommendations for changes in the ATE Teacher Educator Standards.
Robert Fisher, Illinois State University; Romena M. Garrett Holbert, Wright State University; Shaoan Zhang, Karen Grove, University of Nevada, Las Vegas; Jamey Tobery-Nystrom, Frostburg State University

Multiple Paper Sessions  
10:50 a.m. - Noon

Weavers

055  Keeping Current with Technology Skills: Explore Lynda.com
Technology tools continue to evolve and it’s difficult to keep up with these tools so come and explore Lynda as a great way to stay current.
David A. McCarthy, University of Minnesota Duluth

056  Zoom for Literacy: A Cross-Country Collaboration
Explore ways in which a concrete learning experience influenced the teacher candidates and their efficacy through utilizing Google Zoom to foster conversations across the country.
Heather Dean, California State University at Stanislaus; Amber Wagnon, Stephen F. Austin State University

057  Incorporating the use of Facebook in Your Face2Face Class
Engaging students with technology tools certainly enhance our classrooms. Come to learn how to incorporate a private Facebook into ones’ classroom as a means to engage students further.
David A. McCarthy, University of Minnesota Duluth

Sunday, August 5, 2018
Sunday, August 5, 2018

Research Paper Sessions 10:50 a.m. - Noon

Alvarado C

058 Ka Lei Lanakila: A Study of Grow Your Own Teacher Recruitment
This study examines the stories and experiences of participants from a “grow-your-own teacher” program that empowers Native Hawaiian community members to become teachers in their own community.

Ronnie Tiffany-Kinder, Joyce Yamada, University of Hawaiʻi at Mānoa

059 Clinical Experiences as Collaboration: Rethinking Traditional Roles in a University Elementary School Partnership
This paper reports findings from a qualitative study of collaboration, co-designing, and implementation between elementary teachers and university faculty as they developed clinical experiences in an undergraduate literacy course.

Tom Crumpler, Illinois State University

060 The Divide Between Clinical Experience and Theory and Research on Teacher Preparation: A Metasynthesis of International Research
The study reported examines current international research literature concerned with conflicts between arguing for a stronger clinical experience in contrast to strong theoretical foundations of knowledge for teacher preparation.

Patrick M. Jenlink, Stephen F. Austin State University

Discussant: Kimberly White, University of Kentucky

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Symposium 10:50 a.m. - Noon

Alvarado A

061 Reclaiming our Profession by Navigating Issues of Control and Community in Teaching and Teacher Education Through Action Research
This symposium presents papers from faculty and teachers in an MA program for experienced teachers that examine, through Action Research, the importance of community building and releasing control over curricula.

Laura C. Haniford, Kersti Tyson, The University of New Mexico; Anna Baugh, Alvarado Elementary School, Albuquerque, NM; Theresa Clark, Candace McKillip, Raquel Padilla, Edward Gonzales, Evangeline Pacheco, Edward Gonzales Elementary School, Albuquerque, NM; Joshua Pena, Helen Cordero Elementary School, Albuquerque, NM; Paloma Tarango, Kit Carson Elementary School, Albuquerque, NM; Tracey Widener, Georgia O’Keefe Elementary School, Albuquerque, NM

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Featured Session 10:50 a.m. - Noon

Pacheco Room

062 Effective Clinical Practice: Preparing Mentor Teachers and University-Based Educators to Support Teacher Candidate Learning and Development
It is hard to disagree with the idea that quality clinical internships supported by well-prepared mentor teachers and university-based educators are essential for effectively developing teacher candidates. It is unsettling, though, to realize that many times these influential individuals are not provided with the necessary preparation and support to guide their work. This session will discuss plans to develop an edited text focusing on the diverse ways teacher preparation programs actively engage in preparing mentor teachers as well as university-based educators to effectively support teacher candidate learning and invite contributions to the text. This text aims to provide a varied set of exemplars from teacher preparation programs that have established effective systems, practices, and pedagogies to develop and support mentor teachers and university-based educators in becoming effective clinical coaches. It is our hope this resource will shine a bright light on those programmatic efforts that are impacting teacher preparation in impactful, meaningful, and sustainable ways.

Philip Bernhardt, Metropolitan State University of Denver; Thomas Conway, Cabrini University; Greer Richardson, LaSalle University

Presider: Pat Tate, George Washington University

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Albuquerque is ranked #1 in the country for gender equity in pay, education, and home ownership
“Bridging Boundaries Through Care and Reflective Practice”

Dr. Muffet Trout is an Associate Professor of Teacher Education at the University of St. Thomas in Minneapolis, Minnesota. Dr. Trout’s scholarship focuses primarily on how teacher educators, including field supervisors, enact practice. Building on Noddings’ theory of ethical care, Dr. Trout’s more recent contributions explore the practices of White teacher educators, including her own, to better understand how they learn to prepare their mostly White students to teach effectively in multiracial and multicultural K-12 classrooms.
Sunday, August 5, 2018

Featured Session 2:00 - 4:00 p.m.

Alvarado C

064 School Safety Lessons Learned from Cleveland to Parkland: It’s All About Relationships

Some of us were providing school safety programs before they became fashionable and funded. We developed strategies without large budgets and sophisticated technologies. Ironically, many of our old school ideas have come back into vogue again as part of the new “innovative” school safety plans.

From metal detectors to student detectors, from hardware to heartware, programs are putting a face on school safety because school safety is built in, not tacked on.

Building trusted relationships is still the foundation for school, home, and community safety plans to help our students learn more and live better.

Be prepared, not scared. It’s all about relationships!

Introduction of Speaker: Linda Austin, Purdue University (Emeritus)

Speaker: Steve Sroka, President, Health Education Consultants & Adjunct Assistant Professor, School of Medicine, Case Western Reserve University

“Boy is retarded,” reads the top of Dr. Stephen Sroka’s third-grade report card. He was crippled in an HS fight. Doctors said, “Listen to your teachers.” The more he listened, the smarter the teachers became. His HS counselor told him that he didn’t have the IQ to go to college, but he didn’t know that Steve had the I WILL. Today they call it GRIT. He learned how to deal with the challenges of having a speech impediment and being ADHD and dyslexic. He taught in the urban environment for 30 years. He went from the “projects” to being inducted into the National Teachers Hall of Fame. He was selected The Walt Disney Outstanding Health Teacher of the Year, and has been on Oprah and covered in USA TODAY. Recently, he was presented the Person of the Year Award by the International Association for Truancy and Dropout Prevention and The American Public Health Association selected him as the winner of the first-annual School Health Leadership Award. But his most meaningful “award” was his then six-year-old daughter telling him he was smarter than the cartoon character, Inspector Gadget. Obviously, his wife does not agree. Today he is an Adjunct Assistant Professor at the School of Medicine at Case Western Reserve University and the president of Health Education Consultants. He travels the world trying to reach, elevate and inspire with The Power of One message. After a cardiac arrest, he realized that The Power of One was not enough. He needed The Power of Many. He always did, he just didn’t know it. He does now.

His life has been gratifying. He went from living in the “projects” to living as a professor. He went from being labeled “retarded” to being labeled renowned. He went from the “hood” to the National Teachers Hall of Fame. He went from being in obscurity to being on Oprah. Where once teachers helped him walk and talk, today Dr. Steve helps teachers help students to get “back on their feet” and learn. He believes that one person can make a difference with the power of many, and that is why he is a teacher.

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Visit the Indian Pueblo Cultural Center, located in Albuquerque, owned and operated by the 19 Pueblos of New Mexico. Free open access resources and curriculum available for teachers and teacher educators - www.indianpueblo.org

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Sheraton Atlanta Hotel

February 16 - 20, 2019

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Keynoters such as:

Renee Clift, University of Arizona
Lin Goodwin, University of Hong Kong
Faye Snodgrass, Executive Director, Kappa Delta Pi
Etta Hollins, University of Missouri - Kansas City
Monday, August 6, 2018

Multiple Paper Sessions 8:30 - 9:30 a.m.

Alvarado B
065 Preparation of Teacher Candidates Using Literature in the Instruction of Writing
Teachers will learn strategies to help the learner become successful readers and writers as you grab their attention and interest using interactive, challenging and fun activities that make the reading/writing connection.
Sharon Gunn, R. Larry Bohannon, Southeast Missouri State University

Alvarado C
066 Analyzing Text Complexity for English Learners (ELs) in the K-12 Classroom
Cancelled

Alvarado D
067 What Our Teacher Candidates Teach Us, the Teacher Educators
Teaching is a complex process. The knowledge we glean when we listen to our teacher candidates, who in turn hear what their students say, will be shared.
Lois Paretti, Tara Plachowski, Linda F. Quinn, Karen Grove, Jane McCarthy, University of Nevada, Las Vegas

Alvarado F
068 Teacher Inquiry Groups as a Form of New Teacher Induction Support: A Case Study of In-Service Teachers Experiences with Action Research
This presentation highlights the induction experiences of teacher residency graduates, specifically focusing on their perceptions of their participation in a monthly inquiry group focused on classroom-based action research.
Danielle Sutherland, Temple University

069 Diminishing Gender Gap in Mathematical Disposition: Creating Culturally Responsive Mathematics Education Programs and Culturally Relevant Pedagogy
With current trends toward inclusive STEM education, knowledge of student disposition and positioning toward mathematics is necessary in order to create culturally responsive mathematics education programs and culturally relevant pedagogy.
Ruby Lynch-Arroyo, University of Texas at El Paso; Leanna Lucero, New Mexico State University

Research Paper Session 8:30 - 9:30 a.m.

Alvarado A
070 Open Strategy: A New Perspective to a Scaffolding Clinical Model
The session intends to share Open strategy to enhance clinical practices and foster preservice teachers’ conceptualizing of teaching and learning in the context of teaching as a clinical teacher profession.
Molly Zhou, Dalton State College

071 The Third Dimension: Professional Experiences in Bridging Teacher Preparation and Practice
In response to new teachers’ continuing struggles and alarming shortages, the role of professional experiences to connect preparation and early employment, reduce attrition, and improve career satisfaction is explored.
Shirley Dawson, Weber State University

Discussant: Marilyn Feldmann, Delta State University

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Hotel Chaco is inspired by Chaco Canyon, an ancient cultural center for Ancestral Puebloan people

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**Roundtables**

8:30 - 9:30 a.m.

**072 Table 1 Neoliberal Professionalism and Teacher Education**
We analyze the impact of neoliberal politics on teacher education, and the professionalism and professional identity of teacher educators, and demonstrate the need for activist teacher educator professionalism.

*Mary Bair, David Bair*, Grand Valley State University

**073 Table 2 Integrating 21st Century Skills into the Teacher Education Classroom**
This interactive roundtable discussion focuses on practical, research-based instructional strategies for modeling, teaching and learning the 21st Century Skills of Collaboration, Communication, Critical Thinking and Creativity in teacher education classrooms.

*Cynthia Schubert-Irastorza, Jan Richards*, National University

**074 Table 3 Communities and Educational Practices – Learning from Multiple Stakeholders**
After viewing a video of community members discussing a literacy program for their students, reactions to members and content are discussed. Implications for educating children of color and poverty are explored.

*Charlene Johnson Carter*, University of Arkansas

**075 Table 4 New Dimensions for Clinical Preparation of Pre-Service Teachers: Learning to Teach for Cultural Relevance and Working Effectively with ELLs**
This session discusses a teacher-education program that prepares pre-service teachers for learning to teach cultural relevance and working effectively with ELLs through a new dimension of clinical preparation with results.

*Nan Li, Nichole Strange-Martin*, Claflin University

**076 Table 5 Exploring the Critical Components of Effective Online Teaching and Learning: Targets, Techniques, Tools, and Tips**
Increase your students’ engagement and achievement and enhance your efficacy and professionalism with targets, techniques, tools, and tips ensuring effective teaching and learning via eight critical components promoting success and satisfaction.

*Nancy P. Gallavan, Mike Casey, Erin Shaw, Jeff Whittingham*, University of Central Arkansas

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- Reading Specialist and/or Reading Teacher
- Director of Special Education
- Early Childhood
- Technology Specialist
- Physical Education
- Blind or Visually Impaired

**Credentials:**
- Adapted Physical Education
- Assistive Technology Instructional Specialist for People with Visual Impairments
- Behavior Analyst

**Approval:**
- Early Childhood Special Education

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**cedu.niu.edu**
Monday, August 6, 2018

Roundtables 8:30 - 9:30 a.m.

Alvarado D

077  Table 6 The Interdisciplinary Concept Model for Learner Enrichment
Developing differentiated curriculum for our learners is challenging, especially when the goal is enriching our gifted and advanced learners, involving curricular modifications. CANCELLED specifically in terms of content, processes, and products.
Christina Liverett, William Carey University

078  Table 7 An Online Doctoral Program for Professional Instructional Leadership
Integrating leadership skills, urban education issues and pedagogy into an instructional leadership EdD program can be a daunting task in the age of structural changes within colleges of education. The presentation explores the development and the implementation of an EdD in Curriculum and Instruction focusing on Professional Instructional Leadership.
Laveria Hutchison, University of Houston

Multiple Paper Sessions 9:40 - 10:40 a.m.

Alvarado C

079  Grabbing the Tiger by the Tale: Defining Financial Literacy
Financial decisions involve social dilemmas and moral considerations. This session presents the Discipline-Based Art Education (DBAE) as a vehicle for using stories to engage classrooms in discussions of these issues.
Thomas A. Lucey, Illinois State University; Mary Frances Agnello, Akita International University; James D. Laney, University of North Texas

080  The ‘Gray’ Elephant in the Classroom: Mental Health and its Relationship to School Violence
An issue dividing not only our schools, but also our nation: Mental health and school violence. The role of teacher-educators in helping to ensure safe learning environments is addressed.
Susan Fernandez, Lander University; Judy Beck, University of South Carolina - Aiken

Alvarado F

081  Teacher Candidate Cohorts in Community Schools: Survey Research Findings
Learn the results of a 2-year study on teacher preparation partnerships in community schools. What difference does a Cohort make?
Marjori Krebs, Nancy Wasser, The University of New Mexico

082  Creating Collaborative Pedagogy between K-12 Administrator and Teacher Educator: Guidance from the Field to the Pre-service Classroom
Cancelled

Alvarado G

083  New Dimensions for Professional Development for Educators: Impacts of NASA MUREP Educator Institutes
NASA MUREP Educator Institutes (MEIs) bring preservice teachers and faculty sponsors to a NASA Center for a week-long, immersive, instructional experience. MEI activities and participant impact results will be shared.
Leslie Huling, Virginia Resta, LBJ Center for STEM Education and Research, Texas State University

084  Examining Approaches to Professional Development Schools: Past, Present, and Future
The transformation of the Professional Development School (PDS) model from past to present is examined by focusing on the need to stimulate, direct, and sustain innovation in school-university-community partnerships.
Jane E. Neapolitan, Towson University

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Acoma Pueblo is the oldest continuously inhabited community in North America
Research Paper Sessions  

Alvarado A  

085 Supporting Pre-Service Teachers with Mindfulness Training using Dialectical Behavior Therapy Skills  
This session reports on a pilot study that taught Dialectical Behavioral Therapy (DBT) skills to pre-service teachers to explore its feasibility and effect on their well-being and mindfulness.  
Almut K. Zieher, The University of New Mexico  

086 Spanning Boundaries in the Era of Accountability: Exploring the Tensions Three Preservice Teachers Experienced during Clinical Experiences  
Findings from a narrative inquiry study are shared that examined the tensions experienced when three preservice teachers spanned the boundary of school/university during field experiences throughout their teacher education program.  
Andrea Gelfuso, University of Central Florida  
Discussant: Robert Fisher, Illinois State University  

Alvarado B  

087 How 4th Grade English Learners Develop as Writers of Opinion Pieces  
Interested in learning how to effectively support English learners develop as writers and to share opinions? We share findings from a qualitative study outlining five powerful recommendations for teachers/teacher educators.  
Sarah K. Clark, Brigham Young University; Annie Squire, Utah State University  

088 Enhancing Teacher Candidates’ Listening Skills  
The session proposes a study on pre-service teachers’ listening skills in their field placements and teacher preparation coursework. Come and share your thoughts on promoting listening in diverse classroom contexts.  
Scott Robinson, Paulo Tan, University of Hawai‘i at Mānoa  
Discussant: Freddie Bowles, University of Arkansas  

Alvarado H  

089 Teaching With Training Wheels: Co-Teaching as a Model for Pre-service Teacher Training  
Co-teaching with a small group of pre-service teachers allows the instructor to model, mentor, and evaluate effective pedagogical and management practices, which better prepares pre-service teachers to student teach.  
Suzie Null, Fort Lewis College  

090 Explorations of a Teacher Preparation Program and The Influence of Academic Rigor on Teaching Practice  
Children deserve to have appropriately prepared teachers who provide quality instruction. This study investigated in-service teachers to discover how the academic rigor of their teacher preparation program impacted teaching practice.  
Dana Mayhall, Abilene Christian University  
Discussant: Thomas Crumpler, Illinois State University  

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Fireside Chat  

091 Fireplace Room  
An informal conversation with Sunday afternoon’s General Session speaker. Follow-up with conversations and questions regarding care in teacher education. Come share ideas and innovative programs.  
Muffett Trout, University of St. Thomas  

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Albuquerque is one of the Top Cities for Creatives, one of the country’s elite Rise of the Rest Cities, and for the past four years, it has been among the Top 10 Most Digital Cities in America.
Monday, August 6, 2018

Roundtables  
Alvarado D  
092 Table 1 What I Want for Today’s Teachers and their Learners: Roll the I-Cube of Ideals  
Today’s teachers are inundated with information. Join this intriguing session to immerse yourself into an intriguing introspection of the innovative i-cube of ideals (and ideas).  
Nancy P. Gallavan, University of Central Arkansas

093 Table 2 Mindful Course-Based Mentorship: Pedagogies to Support Candidates’ Rationale-building and Pedagogical Advocacy  
Learn how pedagogical advocacy to support p-12 student learning infused a capstone course. Share additional ways to help candidates use data, develop identity, navigate collaboration/conflict, and effectively articulate rationales.  
Romena M. Garrett Holbert, Wright State University

094 Table 3 How a Private Southern Liberal Arts University Collaborated with PreKP-12 Schools to Develop Meaningful Partnerships  
The presentation will cover how a Department of Education became a College of Education as it developed strong collaborative partnerships with PreKP-12 local schools in a southern state.  
Elsa C. Price, Faulkner University

095 Table 4 Expanding the Clinical Practice Triad: An Arts/Literacy Specialist and a University Supervisor Collaborate to Support Teacher Candidates  
The Arts Integration and Language Diversity Teacher Education Program (ALDTE) prepares elementary teacher candidates with a unique embedded faculty model: a .75 clinical supervisor and a .25 arts/literacy specialist.  
Eileen Waldschmidt, Amy Sweet, The University of New Mexico

096 Table 5 Cultural Responsive Teaching & Clinical Universities & Colleges of P-12 Partnerships  
Teacher Candidates are challenged with helping meet the demands of understanding the dynamics of Cultural Responsive Teaching and engaging in positive clinical P-12 partnerships. This session will offer strategies for navigating both.  
Regina Dawson, University of Kentucky

097 Table 6 Why They Teach: An Investigation into PDS Interns’ Reasons for Teaching  
As long as the professional development school (PDS) has existed at one university in the Northeast, teacher educators have observed that pre-service teachers applying to complete yearlong internships in the PDS have declared a love of teaching, a love of children, and inspirational teachers among their reasons for wanting to enter the teaching profession. The study to be presented at this roundtable session sought to examine the interns’ self-declared reasons for wanting to teach.  
Bernard Badiali, Logan Rutten, Penn State University  
MOVED TO 8:30 - 9:30 AM on SUNDAY

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Multiple Paper Sessions  
Alvarado F  
098 Comic Books in Content Areas  
In this presentation, the authors will discuss educational merit of comic books and their capacity to teach across the curriculum. Hands-on learning activities with comic books will complement the presentation.  
Ewa McGrail, Georgia State University; J. Patrick McGrail, Jacksonville State University; Alicja Rieger, Valdosta State University

099 Post-Traumatic Stress Disorder (PTSD) in the Classroom  
Teachers at all levels must be at the forefront of recognizing students that struggle in order to create engaging, affirming, and inviting classroom communities. Twelve practical recommendations for students coping with any anxiety, depression and stress will be shared.  
R. Larry Bohannon, Sharon Gunn, Southeast Missouri State University

REMEMBER TO DRINK LOTS OF WATER AND STAY HYDRATED
**Monday, August 6, 2018**

**Multiple Paper Sessions**

**10:50 - 11:50 a.m.**

**Alvarado G**

100  **“I don’t know if that would be third space or not:” How one group of Pre-service Teachers Came to Understand High-Leverage Teaching Practices while Participating in a State-Wide CEEDAR Initiative centered in an Urban Clinical Partnership Elementary School**

Along with university faculty and school personnel, 24 pre-service teachers spent a year studying literacy methods in a high-poverty urban elementary school focusing on high-leverage practices in general and special education.

**Lori A. Norton-Meier, Amy Lingo**, University of Louisville

101  **Understanding Families and Communities: Enhancing Cultural Competence through Social Studies and Funds of Knowledge**

This presentation examines promising practices for pre- and in-service teacher educators to enhance cultural competence by fostering collaboration with families, schools, and communities through social studies and Funds of Knowledge.

**Mary Ellen McGuire-Schwartz, Elizabeth Henshaw**, Rhode Island College

**Alvarado H**

102  **Autoethnography as Teacher Education Practice**

University teacher educators will review research and share our experiences composing and supporting teacher educators’ autoethnographies. Then we will demonstrate autoethnography as pedagogy in in- and pre-service teacher education coursework.

**F. Blake Tenore**, Florida State University; **Julie Ellison Justice**, Elon University

103  **Embedded Faculty as Boundary Spanners: Creating a Shift in Preservice Teacher Field Experiences**

This paper presents an innovative field experience model being developed at UNM that utilizes embedded faculty. Embedded faculty are comparable to what the AACTE (2018) is calling boundary-spanning university educators.

**Virginia Necochea**, The University of New Mexico

**Roundtables**

**10:50 - 11:50 a.m.**

**Alvarado D**

104  **Table 1 Documenting the Presence and Power Associated with the Model Code of Ethics for Educators (MCEE) in Teacher Preparation and Practice**

Are your teacher candidates and classroom teachers prepared for and practicing ethics? Join this session to investigate the Model Code of Ethics of Educators to enhance efficacy in your candidates and yourself.

**Nancy P. Gallavan**, University of Central Arkansas; **Freddie A. Bowles**, University of Arkansas; **Cathy Pearman**, Missouri State University

105  **Table 2 Establishing a Parental Academy to Enhance Academic Success among STEM-Undergraduate Majors**

This session highlights the development and the implementation of a Parental Academy for parents of STEM-majors. The discussion will outline the components of sessions presented to parents over an academic year to learn about the academic life of their child who is majoring in a STEM-field. This presentation is based on a funded National Science Foundation NOYCE grant.

**Laveria F. Hutchison**, University of Houston, and the Members of the of the ATE Commission on STEM Education and the Future

106  **Table 3 Nurturing Well-Being in Schools and Communities**

We share an interdepartmental research collaboration focused on educator wellbeing in the preparation of teachers and educational leaders. Explore how fields associated with teacher preparation can contribute to educational transformation.

**Karla V. Kingsley, Jan Armstrong, Kersti Tyson, Kristopher Goodrich**, The University of New Mexico

107  **Table 4 Examining Elements of Successful Student Teacher/Teacher Interns’ Practice**

The presentation will examine successful practices of awarding winning pre-service teachers. The participants will review the organization of subject matter, delivery of lesson content, student motivation, and mastery/impact of the lesson. Participants will be able to review the application process of the ATE/KDP National Student Teacher/Intern of the Year: How to develop successful practices to be a winning pre-service or in-service teacher.

**Marilyn Nicholas**, Towson University; **Tammie Brown**, William Carey University; **Cerelia Diaz**, ATE/KDP Outstanding Student Teacher
Monday, August 6, 2018

Multiple Paper Session 10:50 a.m. - Noon

108 Unit Planning the Visible Learning Way
QBar Gallery
This session will introduce a unit planning format and template based upon John Hattie’s Visible Learning Project.
John K. Hicks, Slippery Rock University

109 Curriculum Ideology Identification in Pre-service Teachers
Understanding the curricular beliefs of pre-service teachers and how they change over the course of a teacher-preparation program can assist program designers and facilitators produce culturally-responsive teachers.
Melissa Wicker, Jennifer Johnson, University of Oklahoma; Jennifer Snell, East Central University

110 John Goodlad and the Curriculum for Teacher Education in a Democracy: A Novice Teacher Educator’s Reflective Inquiry
A novice teacher educator studied his classroom practices through the lens of John Goodlad’s Agenda for Education in a Democracy. Implications for teacher education curriculum and pedagogy are considered.
Logan Rutten, Penn State University

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Research Paper Session 10:50 a.m. - Noon

Alvarado C

111 Impact of Scoring the Illinois Science Assessment on K-12 Science Teachers’ Judgment of their Practices
We describe the impact of a novel collaboration to score Illinois’s science assessment among the state board of education, university faculty, and K-12 science teachers on teachers’ classroom practices.
Senetta F. Bancroft, Harvey Henson, Angela Box, Jennifer Rhodes, Southern Illinois University; Daniel L. Brown, Illinois State Board of Education

112 Integrating Science and Technology into Literacy Learning (INSTILL): Learnings from a Yearlong Professional Development with K-2 Teachers
Wonder how to support young learners develop skills needed in the 21st Century? Come learn the results from a yearlong K-2 professional development program emphasizing integrated STEM and literacy instruction.
Sarah K. Clark, Emily Ahlstrom, Camilla Capella, Anne Marie Taggart, Brigham Young University; Kimberly Lott, Mark Larese-Casnova, Utah State University

113 The Importance of Play and Social/Emotional Learning
Many students come to us at an early age lacking social/emotional skills needed to be productive members of a classroom and/or society. Early intervention is key.
Melissa Polley, Sugar Creek Elementary School, Bloomington, IL

Discussant: Leslie Huling, Texas State University

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Symposium 10:50 a.m. - Noon

Alvarado A

114 Being and Teaching Advocacy: Teaching Ourselves and Future Teachers to be Advocates for Students and Education
Many teacher educators are unsure of how to advocate. In this session, members of the Legislative Relations Committee will share ideas to help you be a more confident, effective advocate.
Thomas B. Smith, Utah Valley University; Judy Beck, University of South Carolina Aiken; Sarah K. Clark, Brigham Young University; Christina Ellis, Sam Houston State University; Natalie Hagler, University of Florida; Noran Moffett, Fayetteville State University; Joseph Nichols, Saint Louis University; Priscilla H Petrosky, Pro Higher Performance, LLC

Church Street Café in Old Town is an adobe brick house built by the Ruiz family in the early 1700’s, making it one of the oldest buildings in the state.
Symposium

10:50 a.m. - Noon

Alvarado B

115 Educating the Teacher Educator: A Conversation on Teacher Educator Development and the new ATE Commission

This session initiates discussion around the focus of the 2019-2022 ATE Commission on Teacher Educator Development, seeking to uncover attendees’ experiences and viewpoints on the development of teacher educators.

Brandon M. Butler, Old Dominion University

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Featured Session

10:50 a.m. - Noon

Fireplace Room

116 Video Technology as a Mentoring Tool for Coaching/Mentoring: The Development of a Digitally-Mediated Supervision System for Pre-Service Teachers

The presenters will demonstrate each component of a digitally-mediated supervision process used at Kansas State University. The presentation will cover the use of tablet technology to capture video in conjunction with the SWIVL RobotTM as well as the use of a cloud-based system for storage and dialogue, using time-stamped comments, focused around four feedback protocols. Additional components of the digital system is the use of the learning management system, CANVAS, and video communication tools such as Zoom and Facetime. Specific focus will be placed on the use of the hardware, cloud management system, and the development of the feedback protocols.

David Allen, Jill Wood, Kansas State University; Jacqueline Gaffner, Texas Wesleyan University

Presider: Cecilia Hernandez, New Mexico State University

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Monday, August 6, 2018

General Session
12:15 - 1:45 p.m.

Presider: Linda Austin, Conference Co-Chair
Purdue University (Emeritus)

Welcome: Laura Stachowski, Indiana University

Introduction of Panelists: Cecilia Hernandez, New Mexico State University
Cheryl Torrez, University of New Mexico

Panel: Cecilia Hernandez, New Mexico State University
Cheryl Torrez, University of New Mexico
Blanca Araujo, New Mexico State University
Trenia Walker, University of New Mexico
Audrey Colwell, Albuquerque Public Schools
Ann McCoy, Albuquerque Public Schools

Clinical Practice – Preparing the New Teacher for Today’s Classroom

Administrators, teachers, and teacher educators will share their experiences in preparing preservice teachers for the classroom. The panelists will also address challenges they face in providing preservice teachers with diverse practicum and student teaching/internship experiences; as well as meeting the demands of producing “day one ready” first year teachers.

Panelists will be sharing models of clinical practice and clinical program features that are examples of the new dimensions of clinical preparation for teachers currently implemented at New Mexico State University and University of New Mexico.

Hernandez
Torrez
Walker
Araujo
Ivonne Orozco, 2018 New Mexico Teacher of the Year, has always loved going to school, reading, writing, and talking about the things she has learned. She still loves picking out her first day of school outfit and packing her lunch the night before. She gets to go to school for a living and couldn’t be happier.

Ivonne teaches Spanish at a 6th-12th charter school, Public Academy for Performing Arts, in Albuquerque, New Mexico. She is a graduate student at the University of New Mexico, where her research led to the proposal and development of a new course which focuses on the academic language development of heritage language learners. Because Ivonne is committed to creating interactive, challenging lessons for all students, she has worked with a team of teachers from across New Mexico to revise blueprints for state level Spanish End of Course exams. She has also served as an NHS sponsor and is part of the effort to reduce LGBTQ+ adolescent suicide through a national study (RLAS).

Ivonne’s family immigrated to the United States, from Mexico, when she was twelve years old. As a first-generation college student, immigrant, queer woman of color, Ms. Orozco has found her educational voice through her intersectionalities. Ivonne’s ties to community networks such as El Centro de la Raza at UNM allow her to help undocumented students with college applications and scholarships; she is a ceaseless resource for families in her community. Ivonne recognizes students are real people with unique experiences and that the sociopolitical context of their lives matters.
The Association of Teacher Educators’

Leadership Foundation for
Teacher Education

Supports ATE’s

2018 Summer Conference

Albuquerque, New Mexico

Since 1982, LFTE has promoted Excellence in Teacher Education in ATE through numerous monetary grants and awards. Contributions to LFTE underwrite cash awards that accompany:

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- Peggy Witliff Newcomer’s Award
- Robert E. Stevenson Memorial Scholarship
- Duaine C. Lang Distinguished Mentoring Award
- Distinguished Dissertation in Teacher Education
- Distinguished Research in Teacher Education
- Hans Olsen Distinguished Teacher Educator Award
- Kappa Delta Pi / ATE National Student Teacher / Intern of the Year
- Distinguished Clinician Awards
- Anne Gayles-Felton Endowed Scholarship
- ATE’s Leadership Academy
- State Unit Matching Grant Awards

Information and applications for these awards can be found at:

http://www.ate1.org/pubs/Leadership_Foundat.cfm

Please visit the LFTE Table near the exhibit area of the conference and generously support these awards through your contributions with annual membership to LFTE and/or raffle donations.
Dr. Rebecca West Burns is an Associate Professor in the Department of Teaching and Learning in the College of Education at the University of South Florida in Tampa, Florida. She holds a B.S. in Elementary Education (2002), a M.Ed. in Curriculum and Instruction, Science Education (2008), and a Ph.D. in Curriculum and Supervision (2012) all from the Pennsylvania State University.

Her career began as an elementary teacher in Pennsylvania where she taught sixth in an elementary school. While teaching and earning her master’s degree, she was awarded the Penn State University College of Education Alumni Association Outstanding New Graduate Award (2005). It was during this time that her passion for empowering teachers and preparing high quality teachers began.

Dr. Burns returned to the Penn State University to work alongside teachers, school administrators, and university faculty in their nationally recognized professional development school (PDS) program. Being a member of the PDS community created opportunities to engage in cutting-edge research while still working with children and teachers. She saw firsthand the value of collaboration and the power of how school-university partnerships can truly transform education. During this time, she received the 2010 Arthur Blumberg Scholar Award from the Council of Professors of Instructional Supervision and the 2011 Andrew V. Kozak Fellowship Award for Leadership, Research, and Service from Phi Delta Kappa.

Today, Dr. Burns’ continues her passion of uniting schools and universities to make a difference in the lives of teachers and children. Her research and scholarship lie at the intersection of supervision, clinically rich teacher education, and school-university partnerships where she examines the clinical pedagogy used to prepare teachers in clinical settings, the hybrid roles needed to enact clinically rich teacher education in school-university partnerships, and how supervision in school-university partnerships can develop teacher leadership capacity to renew schools and colleges of education. Her work has been published in peer-refereed journals such as The Teacher Educator, Action in Teacher Education, Phi Delta Kappa, the Peabody Journal of Education, School-University Partnerships, and Teacher Education and Practice.

Dr. Burns has served in leadership positions for several national organizations such as the Chair of the American Education Research Association Professional Development School Research Special Interest Group (2015), the Board of Directors for the National Association for Professional Development Schools (NAPDS) (2014-2017), and the President of the Council of Professors of Instructional Supervision (2018). Currently, she is one of the co-convener for the Association of Teacher Educators (ATE) and the NAPDS Joint Task Force and she is the Chair of the Policy and External Relations Committee for NAPDS. Her work has been instrumental in uniting national organizations like ATE, NAPDS, the American Education Research Association PDS Research Special Interest Group, and the American Association of Colleges for Teacher Education to support high quality clinical educator preparation through school-university partnerships.

During her tenure at the University of South Florida, the Elementary Education Program received the 2014 Exemplary PDS Achievement Award from the National Association for Professional Development Schools, the 2014 Distinguished Program in Teacher Education from the Association for Teacher Educators, and the 2014 Spirit of Partnership Award from the University of South Carolina. Other awards include the Penn State University Alumni Association Early Career Achievement Award (2013) and the University of South Florida Outstanding Community Engaged Teaching Award (2016).

As a community engaged scholar dedicated to renewing schools and universities through partnerships, Dr. Burns is doing the work she loves and loving the work she does. She truly believes that when schools and universities collaborate, they have the potential to transform teacher education. Her motto is that we are Better. Together.
Presenter Index

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