






TENNESSEE ASSOCIATION of
COLLEGES for TEACHER EDUCATION

FALL 2024 TACTE CONFERENCE: *BREAKOUT SESSION ABSTRACTS (Day 1)*

Monday ♦ September 16, 2024
Breakout 1 ♦ 10:15 - 11:00 am (All Times CST)



SESSION	PRESENTERS	ABSTRACT	LOCATION
<p>Understanding Tennessee's Educator Labor Market</p>	<p>Peter Tang, Senior Director of Research, State Collaborative on Reforming Education</p> 	<p>Since our founding in 2009, SCORE has been an advocate for supporting Tennessee teachers with the training, resources, and accountability they need to thrive and deliver a world-class education to all students. Tennessee has led the nation in policies that have advanced the teaching profession, including evaluation and strategic compensation. Despite this, schools across the state continue to be impacted by staffing challenges, especially in serving the highest-need students and in key subject areas. Over the last year, SCORE has worked to better understand these challenges in the educator labor market and opportunities to build a stronger educator pipeline for Tennessee students. This presentation will share insights on Tennessee's educator labor market from a research partnership between SCORE, the Tennessee Education Research Alliance (TERA), and 15 Tennessee school districts. Additionally, SCORE will share some of the emerging opportunities to advance innovative solutions to ensure Tennessee students have a reliable, effective, and diverse educator workforce.</p>	<p>Main Room (Salon 5/6)</p>



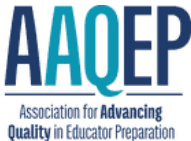
<p>CAEP Update: Everything Everywhere All at Once</p>	<p>Dr. Malina Monaco, Senior Vice President for Accreditation, Council for the Accreditation of Educator Preparation</p> <p>Dr. Jennifer Nelson, Senior Director of Educator Preparation, Tennessee Department of Education</p> 	<p>This presentation includes a discussion of CAEP policy and logistic updates. Tennessee DOE will co-present examples and discussions of any changes to state process.</p>	<p>Franklin</p>
<p>Leveraging the Aspiring Teacher Rubric to Enhance Educator Preparation Programs</p>	<p>Dr. Ruhi Khan, Director of Educator Pipeline, National Institute for Excellence in Teaching</p> 	<p>This presentation delves into the practical application of the Aspiring Teacher Rubric (ATR) within Educator Preparation Programs to elevate the quality of teacher training and development. Attendees will gain insights into how this rubric serves as a comprehensive framework for guiding the growth of pre-service teachers and the rubric’s role in fostering a culture of continuous improvement and self-reflection among aspiring teachers. The session will cover:</p> <ul style="list-style-type: none"> ● Implementation Strategies: Practical methods for integrating the rubric into existing EPP curricula and assessment processes. ● Coaching and Feedback: Techniques for utilizing the rubric to provide targeted, actionable feedback that supports aspiring teachers in addressing their developmental needs. ● Reflection and Self-Assessment: How the rubric encourages pre-service teachers to engage in self-reflection, setting personal goals, and tracking their progress over time. <p>Participants will leave with actionable strategies and tools for incorporating the ATR into their own programs, enhancing both the preparation of future educators and the overall quality of instruction in their institutions.</p>	<p>Saddlebred/ Highland</p>



<p>Intersecting Intelligence: Building Educator Understanding of Cognitive Science and Generative AI</p>	<p>Benjamin Riley, J.D., Founder and CEO, Cognitive Resonance</p> <p>Dr. Emily Holtz, University of Tennessee-Knoxville</p>	<p>The commercial deployment of generative AI can revolutionize education, benefiting millions of students by meeting their unique needs. But educators often lack the foundational knowledge to integrate AI effectively. Cognitive science offers an evidence-based framework for using AI in harmony with student learning. This project, initiated by Cognitive Resonance and the University of Tennessee, aims to develop curricula and assessments to enhance teachers' understanding of AI. Tennessee is poised to lead in integrating AI in teacher preparation, potentially transforming education nationwide.</p>	<p>Mustang/ Quarterhorse</p>
<p>Empowering Tomorrow's Teachers: Key Principles for Advising Education Majors</p>	<p>Amanda Chambers, Student Success Coordinator, University of Tennessee Chattanooga</p>	<p>As the landscape of education continually evolves, the role of teacher preparation programs in shaping the future of teaching is more critical than ever. "Empowering Tomorrow's Teachers: Key Principles for Advising Education Majors" is a presentation designed to equip academic advisors, educators, and education program administrators with essential strategies to effectively guide education majors towards successful teaching careers.</p>	<p>Salon 1</p>
<p>Supporting Non-Traditional, Job-Embedded Teacher Candidates: Strategies for Success</p>	<p>Dr. Sarah Harris, Assistant Professor of Education, Tennessee Wesleyan University</p>	<p>This presentation explores strategies for supporting non-traditional, job-embedded teacher candidates balancing full-time teaching, professional development, and family obligations. It highlights their challenges and presents data on mentorship and flexible learning models. Attendees will gain insights into enhancing teaching efficacy and professional growth among these educators.</p>	<p>Salon 2</p>



<p>COPS: A Foundation for Trauma-Informed Practices</p>	<p>Dr. Jasmine Johnson, Associate Professor, Southern Adventist University</p> <p>Dr. Courtney Golden, Oakwood University</p>	<p>This presentation examines the effectiveness of Education Preparation Programs (EPPs) in equipping pre-service teachers to address cultural awareness, opportunities of empowerment, positive relationships, and safe learning environments (COPS) for students who have or will experience trauma. Recognizing the significant impact of trauma on student learning and behavior, this presentation will underscore the necessity of integrating a specific foundation for trauma-informed practices into EPP curricula.</p>	<p>Saddlebred</p>
<p>Day 1 Readiness: Myth or Reality</p>	<p>Dr. Rhea Carmon, Math Program Facilitator, UT-PLAYS Math, University of Tennessee Knoxville</p> <p>Dr. Cheryl Robertson, Grow Your Own Program Coordinator, University of Tennessee Knoxville</p>	<p>Explore the concept of "Day 1 Readiness" in teacher preparation through the UT PLAYS program. This session delves into the integration of InTASC Standards, feedback from licensed teachers, and competency-based, asynchronous course design to equip educators in Special Education and Secondary Mathematics for immediate effectiveness in the classroom.</p>	<p>Salon 4</p>

Monday ♦ September 16, 2024
Sponsor Breakout ♦ 11:10 - 11:55 am (All Times CST)

SESSION	PRESENTERS	ABSTRACT	LOCATION
<p>The Praxis Advantage: Harnessing Free Resources for Program and Candidate Growth</p>	<p>Lisa Colon Durham, Director, Educational Partnerships, Educational Testing Services</p> 	<p>Discover a variety of free Praxis resources that can revolutionize your program and boost candidate success! Unlock the secrets of:</p> <ul style="list-style-type: none"> • Test prep strategies • Program alignment tools • The latest Praxis updates <p>Plus, learn to harness the power of your institution's data with ETS Data Manager. Don't miss this opportunity to elevate your program and empower your candidates. Join us for an information-packed session that could change the game for your program!</p>	<p>Main Room (Salon 5-6)</p>
<p>Improving Teacher Diversity by Removing Barriers to Licensure</p>	<p>Jill Lentz, Senior Manager, Strategic Partnerships, Study.com</p> 	<p>As ETS's preferred Praxis test prep provider, Study.com is paving the way for more students to pass their teacher certification exams.</p> <p>During our breakout session, we will share success data from our 2022/2023 social impact initiative, <i>Keys to the Classroom</i>, and how our test prep materials improve the pass rate for underserved populations. Additionally, we will provide insight into the student experience on Study.com: the Personalized Study Plan we provide for learners guiding them to practice questions, our AI Tutor, fun and fresh video lessons, and the full-length practice tests.</p> <p>We are excited to share the benefits of our 60+ Praxis teacher test prep study guides with you. <u>Attendees to our breakout session will be given a free 2-week Study.com account to explore our user experience.</u></p>	<p>Franklin</p>

<p>Pearson Assessments Updates</p>	<p>Kellie Crawford, Associate Vice President of State Partnerships, Pearson</p> <p>Dr. Tracie Vegh, Educational Program Manager, Pearson</p> 	<p>This presentation will highlight the Tennessee Educational Leadership Assessment with the relevant support resources provided by the Pearson team. Presenters will also discuss edTPA updates, data trends, and available resources and supports for Educator Preparation Programs.</p>	<p>Williamson</p>
<p>Breaking Down Certification Barriers with Exam Preparation</p>	<p>Robert Parker, Manager of Strategic Partnerships, 240 Tutoring</p> 	<p>In this session, learn how adaptive technology can provide a personalized learning experience to suit preservice teacher needs. I will discuss how exams become barriers to teacher certification and examine 240 Tutoring’s approach to exam-aligned preparation resources, candidate monitoring tools, and test-taking strategies. I will also share data about how approaches like this have been successful. You'll also learn about all of the updates 240 has implemented to help you monitor candidate and course performance.</p>	<p>Saddlebred/ Highland</p>
<p>National Accreditation through AAQEP</p>	<p>Sungti Hsu, Chief Relationship Officer, Association for Advancing Quality in Educator Preparation</p> 	<p>What is the value of national accreditation for educator preparation programs and how the AAQEP accreditation system foster collaboration and innovation as well as quality assurance and improvement? Join this informational session to learn about the AAQEP approach.</p> <ul style="list-style-type: none"> • Get an overview of the potential benefits of national accreditation and how AAQEP was designed to realize that potential • Learn about the standards, evidence, and processes that support programs’ quality in their own context • Discover how AAQEP is working with states around the country and how you can benefit by joining the conversation <p>In addition, please come and join the session to learn about the AAQEP 2025 standards.</p>	<p>Mustang/ Quarterhorse</p>

<p>Using Evidence-Based Scoring to Renovate Teacher Candidate Certification</p>	<p>Dr. Christopher Moersch, Executive Director, LoTi Connection</p> 	<p>Explore a revolutionary approach to evaluating teacher candidate performance using multiple evidence-based scoring measures to gauge candidate skills. This session examines an evidence-based model that promotes real-time coaching and feedback for teacher candidates while elevating the quality of Educator Preparation Programs and streamlining the EPP accreditation process.</p>	<p>Salon 1</p>
<p>Empowering Teacher Candidates: Strategies to Boost Success on Certification Exams and Address Enrollment & Program Retention Challenges</p>	<p>Dr. Jason Ampel, Founder, The Learning Liaisons</p> 	<p>Passing certification exams is a significant milestone for teacher candidates, often bringing stress and uncertainty. Supporting aspiring teachers in succeeding on their certification exams not only ensures their confidence and effectiveness in the classroom but also plays a crucial role in addressing enrollment and program retention challenges.</p> <p>During this session, participants will gain insights into the following key areas:</p> <ol style="list-style-type: none"> 1. Understanding the challenges faced by teacher candidates when preparing for certification exams. 2. Learning practical strategies to support candidates, empowering them to pass their exams successfully while drastically reducing anxiety. 3. Exploring how engaging and supportive test preparation can help mitigate enrollment and retention issues, leading to substantial time and cost savings for institutions. <p>By the end of the session, attendees will be equipped with actionable steps to effectively support teacher candidates as they navigate the program and certification process.</p>	<p>Salon 2</p>

<p>Harnessing the Benefits of Video-Enhanced Feedback and Artificial Intelligence to Support Teacher Candidate Reflection</p>	<p>Emir Plicanic, General Manager, Vosaic</p> 	<p>In our presentation, we will delve into our innovative use of Vosaic, a video analysis technology, to support teacher candidate reflection and to allow for remote supervision during field experiences. One approach involves a carefully scaffolded process that guides teacher candidates from observing and reflecting on others' teaching practices to engaging in self-reflection during practicum and student teaching. We will showcase how Vosaic allows you to create customized forms aligning reflections with frameworks like the Danielson Framework for Teaching, ensuring a structured and evidence-based approach to self-assessment. Moreover, Vosaic enables asynchronous "eSupervision," freeing teacher candidates from the constraints of traditional, memory-dependent methods and allowing for deeper reflection. Additionally, we cover Vosaic's AI mate feature, which has the potential to further enhance the reflective practice of teacher candidates by providing targeted insights for professional growth.</p>	<p>Salon 3</p>
<p>Your Travel Partner for Navigating the Trail of Tennessee Educator Preparation</p>	<p>Tommie Leaders, Instructional Advocacy Coordinator and Aspiring Educator Organizer, Tennessee Education Association</p> <p>Beth Brice, Manager of Instructional Advocacy and Communications, Tennessee Education Association</p> 	<p>As Tennessee colleges and universities navigate the ever-changing landscape of educator preparation, the Tennessee Education Association is available to provide resources and support to the candidates on your campus. From offering in-person to online professional learning opportunities to providing state policy advocacy and updates, TEA is ready to partner with you to strengthen the educator pipeline in Tennessee.</p>	<p>Salon 4</p>

Monday ♦ September 16, 2024

Lunch sponsored by ETS and Business Meeting ♦ 11:55 am – 1:00 pm (All Times CST)

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Monday ♦ September 16, 2024
Breakout 2 ♦ 1:55 – 2:40 pm (All Times CST)

SESSION	PRESENTERS	ABSTRACT	LOCATION
<p>Collaborating for Success: Increasing Access to Practice-Based, Instructionally-Focused Pathways in Teacher Preparation</p>	<p>Patrick Steck, Vice President for External Affairs, Deans for Impact</p> <p>Dr. Amber Willis, Vice President of Program, Deans for Impact</p> <p>Dr. Jennifer Nelson, Senior Director of Educator Preparation, Tennessee Department of Education</p> <p style="text-align: center;">Deans for Impact </p>	<p>Join Deans for Impact (DFI) in an engaging session designed for leaders and faculty of educator preparation programs (EPPs) to explore innovative strategies and collaborative opportunities to enhance access to practice-based, instructionally-focused pathways into teaching. This session will provide an overview of DFI's mission and initiatives, showcasing our commitment to mobilizing aspiring teachers to the benefit of P12 students and strengthening the educator workforce. Participants will gain insights into successful tools, resources, and models that bring the science of learning into teaching practice, with an equity-centered focus on early literacy, mathematics, and the identification and use of high-quality instructional materials.</p> <p>Through facilitated dialogue and interactive discussions, EPP leaders and faculty will have the opportunity to share their experiences, challenges, and successes in implementing practice-based pathways. Together, we will explore how partnerships with DFI can support your program's goals, enhance teacher preparedness, and address the pressing need for effective, supported, and diverse educators.</p> <p>By the end of this session, participants will leave with actionable ideas and a network of like-minded leaders committed to advancing instructional excellence and equity in teacher preparation.</p>	<p>Main Room (Salon 5-6)</p>

<p>Understanding Tennessee's Educator Labor Market</p>	<p>Peter Tang, Senior Director of Research, State Collaborative on Reforming Education</p> 	<p>Since our founding in 2009, SCORE has been an advocate for supporting Tennessee teachers with the training, resources, and accountability they need to thrive and deliver a world-class education to all students. Tennessee has led the nation in policies that have advanced the teaching profession, including evaluation and strategic compensation. Despite this, schools across the state continue to be impacted by staffing challenges, especially in serving the highest-need students and in key subject areas. Over the last year, SCORE has worked to better understand these challenges in the educator labor market and opportunities to build a stronger educator pipeline for Tennessee students. This presentation will share insights on Tennessee's educator labor market from a research partnership between SCORE, the Tennessee Education Research Alliance (TERA), and 15 Tennessee school districts. Additionally, SCORE will share some of the emerging opportunities to advance innovative solutions to ensure Tennessee students have a reliable, effective, and diverse educator workforce.</p>	<p>Franklin</p>
<p>Facilitating Evidence-Based Practices through University Partnerships: One School's Journey from Exploration to Sustainability</p>	<p>Dr. Jason Gordon, Assistant Professor, University of Tennessee Chattanooga</p> <p>Dr. Jennifer Lynberg, Assistant Professor, University of Tennessee Chattanooga</p> <p>Dr. Ginger Christian, Assistant Professor, East Tennessee State University</p> <p>Dr. Tara Moore, Associate Department Head & Associate Professor, University of Tennessee Knoxville</p>	<p>Presenters describe a partnership between a university and Title I elementary school to address low teacher morale, high number of office discipline referrals (ODR), and low academic proficiency rates. The partnership facilitated evidence-based practices, leadership, and school improvement. Findings include decreased ODRs and an increased academic achievement and growth scores.</p>	<p>Williamson</p>

<p>AI: The Ultimate Travel Companion for Educators and Teacher Preparation</p>	<p>Dr. Abbie McClure, Assistant Professor, University of Tennessee Martin</p> <p>Lauren Campbell, Lecturer of Educational Studies, University of Tennessee Martin</p>	<p>This session explores how AI can enhance pedagogy in teacher preparation. By examining practical applications, ethical implications, and successful implementation of AI in teacher prep courses, participants will develop strategies to integrate AI into their curricula, ultimately improving student outcomes.</p>	<p>Saddlebred/ Highland</p>
<p>One Dataset to Rule Them All: A Systematic Approach to CAEP Accreditation</p>	<p>Dr. Katie McGrath, Education & Psychology Certification Officer, Southern Adventist University</p>	<p>This presentation highlights a transformative method for synthesizing diverse data sources for analysis and reporting. Attendees will gain valuable insights into crafting self-study reports and assembling evidence files, streamlining the accreditation process with efficiency and precision.</p>	<p>Mustang/ Quarterhorse</p>
<p>Leveraging Instructional Coaching to Accelerate Pre-Service and Early Career Teacher Development</p>	<p>Dr. Megan Salemi, Director, Memphis Teacher Residency</p> <p>Dr. Yolunda Beale, Director of Coaching, Memphis Teacher Residency</p>	<p>This session explores how coaching accelerates pre-service teacher development, focusing on the Memphis Teacher Residency model. Key components like gradual release, mentoring, and clinical supervision will be discussed. Participants will learn to apply transferable methods from this model to enhance their own teacher preparation programs.</p>	<p>Salon 1</p>
<p>Redesign: Collaborating to Build and Revise Programs</p>	<p>Dr. Nichelle C. Robinson, Director of Office of Teacher Education & Clinical Practice, University of Memphis</p> <p>Dr. Sandra Cooley-Nichols, Chair of Instruction Curriculum Leadership, University of Memphis</p>	<p>This session will share how faculty worked together to redesign undergraduate and graduate programs to ensure updated and quality teacher education programs while meeting the TDOE requirement to develop new Integrated Early Childhood undergraduate and graduate programs. The planning and implementation process will be shared with session participants.</p>	<p>Salon 2</p>

<p>Empowering Job-Embedded Students: Enhancing Career Readiness through Praxis Bootcamps</p>	<p>Dr. Aundrea McFall, Assistant Professor of Education, Freed-Hardeman University</p> <p>Dr. Karen Sewell, Director of the M.A.T. and M.Ed. in Curriculum Instruction, Freed-Hardeman University</p>	<p>This presentation will outline the implementation of Praxis Bootcamps designed to support job-embedded students. We'll explore how these intensive training programs offer practical skills and vocabulary aligned with required Praxis exams.</p>	<p>Salon 3</p>
<p>Teaching Teacher Candidates about Dyslexia</p>	<p>Dr. John Lancaster, Professor of Behavioral Sciences, University of Tennessee Southern</p>	<p>This session will offer practical, science-based information and give advice for successful results in teaching students with dyslexia.</p>	<p>Salon 4</p>



4:15 - 4:30 pm - Door Prize Drawing!!



FALL 2024 TACTE CONFERENCE: *BREAKOUT SESSION ABSTRACTS (Day 2)*

Tuesday ♦ September 17, 2024

Breakout 3 ♦ 10:00 – 10:50 am (All Times CST)

SESSION	PRESENTERS	ABSTRACT	LOCATION
Teacher Code of Ethics & License Discipline: What Students Need to Know	P. Danielle Nellis, J.D., Deputy General Counsel, Tennessee State Board of Education	The Educator License Discipline team of the State Board of Education will present on the Teacher Code of Ethics and Educator License Discipline Rule, including notes from the field and trends observed in recent years, what the data tells us about license discipline and who is being disciplined, and what students should know before entering the profession.	Main Room (Salon 5)
Retaining Male Teachers of Color (MTOC) in Hamilton County Schools	<p>Dr. Cheryl McCray, Induction Specialist, Hamilton County Schools</p> <p>Dr. Jerica Johnson-Hall, Human Resources Business Partner, Hamilton County Schools</p> <p>Dr. MaryBeth Sanders, Grow Your Own Facilitator, Hamilton County Schools</p> <p>Dr. Lorraine Hernandez, New Teacher Coach, Hamilton County Schools</p>	In the landscape of education, the retention of talented teachers, particularly male teachers of color, remains a critical challenge. This session explores how strategic culture initiatives, specifically the Male Teachers of Color Initiative, has successfully addressed this issue. Participants and committee members will delve into the framework, implementation strategies, and the outcomes of the Male Teachers of Color Initiative while offering insights and lessons learned that can be applied broadly across educational institutions striving for diversity and inclusivity in their school districts. Attendees will also have the opportunity to connect with the Male Teachers of Color (MTOC) participants.	Williamson

<p>Using AI for the Power of Good in the Classroom</p>	<p>Dr. Ronda Blevins, Assistant Professor and Director of Job-Embedded Practitioner Program, Carson-Newman University</p>	<p>AI is here, whether anyone likes it or not. Students will either use it in the ways that we teach them as a resource or use it in other ways that they figure out. I choose to focus on using it to teach them how to engage with content and make teaching a little easier. Experience some AI tools as a student would and see how they can help with data and curriculum development. If we aren't preparing our students for the real world (in which AI is being utilized in almost every job field), then are we really preparing them for life after school?</p>	<p>Saddlebred/ Highland</p>
<p>Navigating Recent Changes: A Guide to 2024 Ed Prep and Licensure Updates</p>	<p>Educator Preparation and Educator Licensure Teams, Tennessee Department of Education</p>	<p>As the landscape of education continues to evolve, recent changes in Tennessee educator preparation and licensure rules and policies have introduced new guidelines and requirements for EPPs. This presentation offers an overview of the key updates to ed prep and licensure rules and policies that have taken effect this year, providing participants with a clear understanding of the latest changes and their implications.</p> <p>In addition to the informational segment, participants will have the opportunity to engage directly with representatives from the Department. This interactive component is designed to address individual queries and provide tailored guidance on navigating the new regulations effectively.</p>	<p>Mustang/ Quarterhorse</p>
<p>The Development of a Job Embedded Portfolio and Rubric</p>	<p>Dr. Jason Gordon, Assistant Professor, University of Tennessee Chattanooga Dr. Ginger Christian, Assistant Professor, East Tennessee State University</p>	<p>Presenters describe the process an EPP used in the development of a Job-Embedded Teacher Portfolio Assessment which parallels the Pearson edTPA portfolio yet meets the needs of the EPP, the TDOE, and serves as a capstone for JE licensed teachers. Presenters will discuss the related training and inter-rater agreement process.</p>	<p>Salon 1</p>

<p>"Guiding the Next Generation: The Impact of Mentorship on Student and Job-Embedded Teachers"</p>	<p>Erin Alvarado, Humanities Specialist for Rutherford Teach Now, Rutherford County Schools Dr. Amber Matuszewski, Rutherford Teach Now Lead Math/Science Specialist, Rutherford County Schools</p>	<p>This session will examine the pivotal role of mentorship in nurturing and advancing student teachers and job-embedded educators. By developing strong mentorship programs, colleges and universities can create an enriching environment that encourages teacher development, enhances job satisfaction, and promotes long-term retention in the teaching profession.</p>	<p>Salon 2</p>
<p>How to Help Pre-Service Teachers Implement DEI in Rural School Settings</p>	<p>Dr. Beth Stratton, Associate Professor, University of Tennessee Martin Dr. Alisa Wilson, Assistant Professor, University of Tennessee Martin</p>	<p>Diversity, Equity, and Inclusion (DEI) has been a transformative journey in the field of Education. With the ever-changing diversifying world however, DEI should no longer be a buzzword, but a practice that demonstrates the pivotal role it has in shaping the learning environment for tomorrow's teachers.</p>	<p>Salon 3</p>
<p>Flipped Model of Instruction Utilizing Foundational Skills Integrated Content Modules</p>	<p>Dr. Zoi Traga Philippakos, Associate Professor of Literacy, University of Tennessee Knoxville Amanda Hufstedler, Lecturer, University of Tennessee, Knoxville</p>	<p>The purpose of the session is to describe a model of instruction that is based on flipped instruction and engages candidates in teacher preparation programs in hands-on practices during class time.</p>	<p>Salon 4</p>

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