



FALL 2022 TACTE CONFERENCE: *BREAKOUT SESSION ABSTRACTS (Day 1)*

Monday ♦ September 12, 2022 Sponsor Breakout ♦ 11:15 – 12:00			
SESSION	PRESENTERS	ABSTRACT	LOCATION
Praxis: Resources, Data, and Updates	Nicholas Bellack, ETS	There are many free Praxis resources available to programs and students. Find out about test prep, program alignment, ETS updates, and learn how to dive into your institution’s data with ETS Data Manager in this informative session.	Main Room (Salon 5/6)
Essential Components To Providing Quality Virtual Instruction	Emily Raper, PremierEdTech.com	Educator prep programs in Tennessee now have a specific legislative mandate to teach instructional strategies and skills in virtual education. HB 1964 : Each teacher training program shall provide instruction to candidates seeking licensure to teach or licensure as an instructional leader, on effective strategies for virtual instruction. The department of education shall review teacher training programs to ensure compliance with this subsection. Emily Raper covers the essential components of virtual education, as well as introducing an online course she created titled <i>How to Provide Quality Virtual Instruction</i> that can be used by EPP's to meet the new requirement.	Salon 2
Praxis Preparation with Guaranteed Success	Nacole Whittington, 240Tutoring	In response to the National Teacher Shortage, we've partnered with state and program leaders all across the country to help minimize the hurdle of educator certification exams. 240 Tutoring offers comprehensive digital study guides guaranteed to prepare educators for success on their first try. In this session, we will provide you with an inside look at our exam aligned Praxis	Salon 3

		preparation material that has helped tens of thousands of teachers pass the Praxis.	
Do More With Less: Improve Student Outcomes While Saving Time & Budget	Dan Plachecki, GoReact	Teacher educators are often asked—and expected—to do more with less. That means figuring out how to improve student readiness while juggling the realities of limited resources. In this presentation, you'll learn about force multipliers that can help you save time and budget, even as you increase professional practice for your students.	Salon 4
The Bridge Forward: Continued support for your Teacher Candidates	Tommie Leaders, Tennessee Education Association (TEA)	Colleges and Universities across the state are tasked with preparing teacher candidates, but what supports are in place as these candidates enter their classrooms? As the largest professional organization for educators, the Tennessee Education Association is uniquely positioned to support teacher candidates after completing their preparation programs. This session will take a deeper dive into the benefits and opportunities available to aspiring educators and early career educators as they navigate the pathway to a classroom of their very own.	Williamson
New Tools to Support Aspiring Teacher Development	Dr. Amy Wooten, Higher Education Partnerships, National Institute of Excellence in Teaching (NIET)	After decades of experience, the National Institute for Excellence in Teaching (NIET) recognized that teacher preparation partners would benefit from tools and structures designed to meet the specific needs of developing aspiring teachers. With input from these partners through multiple national focus group sessions and surveys, the national non-profit developed and piloted these tools and structures. Very similar to the observation instruments used for in-service teachers in Tennessee (TEAM, COACH, TIGER), the aspiring teacher rubric is grounded in evidence of effective teaching practices. However, the aspiring teacher rubric offers a set of streamlined indicators that create focus for aspiring teachers. In addition, the aspiring teacher rubric uses clear, pragmatic language that defines expectations and provides clarity for coaching across five clearly defined performance levels. The coaching structures offer opportunities for aspiring teachers to develop strong reflection practices, purposefully focus the observation feedback	Franklin

		on a few indicators to manage and support development, and provide direct feedback including specific recommended actions and guided practice. Participants will leave the session with an understanding of how the aspiring teacher rubric could support their programs in preparing effective teachers.	
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Monday ♦ September 12, 2022

Breakout 1 ♦ 1:00 – 1:45

SESSION	PRESENTERS	ABSTRACT	LOCATION
High-Quality Instructional Materials Modules for Elementary Education K-5 (math) and English 6-12	Dr. Rebekah Berlin, Deans for Impact & Dr. Emily Medlock, Lipscomb University	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 1
Foundational Skills Instruction Modules for Early Childhood pre-K-3 and Elementary Education K-5 programs	Dr. Zoi Traga-Philippakos, University of Tennessee-Knoxville, Dr. Vicki Phelps, Milligan University , Dr. Tammy Paterson & Dr. Abbie McClure Fuqua, University of Tennessee-Martin	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 2
Foundational Skills Instruction Modules for Special Education Interventionist K-8 programs	Dr. Sherry Bell & Dr. Pamela Bazis, University of Tennessee-Knoxville Dr. Jason Gordon and Jennifer Lynberg from University of Tennessee-Chattanooga	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 3

Trauma-Informed Instruction Modules for Early Childhood Education Pre-K-3, Elementary Education K-5, Special Education Interventionist K-8, and Instructional Leadership programs	Dr. Cindy Lange, Carson-Newman University & Dr. Amelia Brown, University of Tennessee-Knoxville	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 4
TN Grow Your Own Center	Emma McCallie, Senior Director of Grow Your Own, TDOE, Dr. David Cihak, Dr. Staci Fuqua, Dr. Janet Hanvy, & Dr. Kimberly Wingate, University of Tennessee	The Tennessee Grow Your Own Center will support future educators to pursue innovative workforce pathway opportunities, at minimal or no cost to candidates.	Franklin

Monday ♦ September 12, 2022

Breakout 2 ♦ 2:00 – 2:45

SESSION	PRESENTERS	ABSTRACT	LOCATION
High-Quality Instructional Materials Modules for Elementary Education K-5 (math) and English 6-12	Dr. Rebekah Berlin, Deans for Impact & Dr. Emily Medlock, Lipscomb University	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 1
Foundational Skills Instruction Modules for Early Childhood Pre-K-3 and Elementary Education K-5 programs	Dr. Zoi Traga-Philippakos, University of Tennessee-Knoxville, Dr. Vicki Phelps, Milligan University, Dr. Tammy Paterson & Dr. Abbie McClure Fuqua,	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 2

	University of Tennessee-Martin		
Foundational Skills Instruction Modules for Special Education Interventionist K-8 programs	Dr. Sherry Bell & Dr. Pamela Bazis, University of Tennessee-Knoxville Dr. Jason Gordon and Jennifer Lynberg from University of Tennessee-Chattanooga	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 3
Trauma-Informed Instruction Modules for Early Childhood Education Pre-K-3, Elementary Education K-5, Special Education Interventionist K-8, and Instructional Leadership programs	Dr. Cindy Lange, Carson-Newman University & Dr. Amelia Brown, University of Tennessee-Knoxville	Implementation Discussion: Sharing & Learning how EPPs are implementing the TN Literacy standards. (e.g., How are you implementing the Literacy Standards (coursework, clinical experiences)? What are the most important areas that you are focused on? What are the biggest challenges you're anticipating? What might you do to alleviate such challenges?)	Salon 4
TN Grow Your Own Center	Emma McCallie, Senior Director of Grow Your Own, TDOE, Dr. David Cihak, Dr. Staci Fuqua, Dr. Janet Hanvy, & Dr. Kimberly Wingate, University of Tennessee	The Tennessee Grow Your Own Center will support future educators to pursue innovative workforce pathway opportunities, at minimal or no cost to candidates.	Franklin



FALL 2022 TACTE CONFERENCE: *BREAKOUT SESSION ABSTRACTS* (Day 2)

Tuesday ♦ September 13, 2022

Breakout 3 ♦ 10:00 – 10:45

SESSION	PRESENTERS	ABSTRACT	LOCATION
Developing Effective Mentors Through Mutually Developed Professional Development	Dr. Kim Paulsen, Vanderbilt University, Dr. Chad Prather, Metro Nashville Public Schools, Dr. Amanda VanDoorn - Vanderbilt University, Dr. Megan Parker Peters, Lipscomb University, & Dr. Emily Medlock, Lipscomb University	This presentation describes the critical role effective mentors play in developing strong pre-service teachers. Presenters describe the process 4 EPPs and 1 Primary Partner took to develop professional development training for both beginning and veteran mentors.	Salon 1
Enhancing Engagement in the Teacher Education Classroom: A Baker's Dozen of Engagement Strategies	Dr. Pamela Kramer Ertel, Middle Tennessee State University	This session will explore 5 types of student engagement as a means of pedagogy that can be used to engage students to promote motivation and achievement. The benefits of engagement will also be discussed in regards to teacher education practices as these practices will be applicable for use with students of all ages.	Salon 2
Why Teach? Our Strategy to Recruit Diverse Candidates for High Needs Licensure Areas	Dr. Michelle DeFord, Tusculum University & Dr. Stephanie Kirby, Tusculum University	This session will highlight the diversity recruitment efforts of Tusculum University with primary partner Greene County Schools and Emerald Youth of Knoxville	Salon 3

<p>Transforming TEP 1 Teacher Candidate at a Time: Implementing Tiered Supports that Work!</p>	<p>Dr. Nichelle C. Robinson Memphis & Dr. Ayanna Perkins, University of Memphis</p>	<p>This session will focus on how an EPP provided tiered supports to assist teacher candidates in passing Praxis exams. If we want to address the teacher shortage, we must begin by providing needed supports to our teacher candidates that will assist them in successfully completing our programs and becoming teachers.</p>	<p>Salon 4</p>
<p>Courageous Conversations on Cultivating Inclusive and Anti-Racist Educator Preparation Programs</p>	<p>Dr. Kisha Bryan, Tennessee State University, Dr. Beth Christian, Tennessee State University, Dr. Twianie Roberts, Tennessee State University & Dr. UrLeaka Newsome, Tennessee State University</p>	<p>In this session, HBCU faculty members of an educator preparation program (EPP) engage workshop participants in courageous conversations regarding diversity, equity, and inclusion (DEI). The presentation leaders will share strategies they have implemented to cultivate an inclusive, anti-racist curriculum to prepare teachers who value DEI.</p>	<p>Salon 5</p>
<p>Transformational Leadership Theory as a framework to create an educational movement</p>	<p>Dr. Devin DeLaughter, Belmont University</p>	<p>The Transformational Leadership Theory framework will provide a blueprint for current and future educational leaders as they address the academic and social issues that confront them. This book will show how operationalized transformational leadership behaviors had an impact on the lives of students and educational leaders. Additionally, this book will show the effectiveness of operationalized transformational leadership behaviors within a school system and how those leadership behaviors had an impact on the lives of former students and educational leaders. Finally, this book will provide research-based information to enrich the professional practices of current educational leaders by uncovering the life and leadership behavior of Professor Stamps and others throughout history.</p>	<p>Arabian</p>
<p>Preparing Teacher Candidates to Support All Learners and Address Disparities in School Discipline</p>	<p>Dr. Jason Gordon, University of Tennessee-Chattanooga, Dr. Jennifer Lynberg, University of Tennessee-Chattanooga &</p>	<p>In Tennessee schools, minority student subgroups are significantly more likely to experience exclusionary discipline such as out of school suspension. This data is also consistent with national trends. EPPs can facilitate evidence-based classroom management, culturally inclusive practice, and restorative</p>	<p>Franklin</p>

	Dr. Kim Wingate, University of Tennessee-Chattanooga	practices to prepare teacher candidates to support all students.	
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Tuesday ♦ September 13, 2022
Breakout 4 Job Alike ♦ 11:00 – 11:45

SESSION	FACILITATORS	ABSTRACT & PRESENTERS	LOCATION
CAEP/Accreditation Coordinators	Dr. Amelia Brown, University of Tennessee, Knoxville & Dr. Samantha Alperin, L.E.A.D. Educational Consultants		Salon 1
Certification Officers	Jenny Hahn, University of Tennessee Martin & Kevin Fee- Austin Peay State University	<i>Certification Officer Boot Camp: Everything you Need to Know but Didn't Know to Ask</i> - Join us for this crash course designed for new licensure officers and those interested in the process. Follow-up and live fact-checking provided by the OELP. What is OELP? Attend this session to learn this and more! Dr. Michael Crosa, University of Tennessee-Chattanooga , Dr. Katie McGrath, Southern Adventist University & Eric Olmstead, TN Dept. of Education Office of Educator Licensure and Preparation	Salon 5
Deans/Directors/Chairs	Dr. Sharen Cypress, Freed-Hardeman University		Arabian
edTPA Coordinators	Dr. Karen Foster, Lincoln Memorial University	<i>Efficient edTPA: Guiding Job-Embedded Candidates to Work Smarter, Not Harder</i> - The high-stakes nature of edTPA can make it a stressful process. For job-embedded candidates, time and energy are often in limited supply. This session will share a framework for tackling edTPA which is designed to help candidates hone in on what matters for a strong-scoring portfolio. Dr. Sarah Duncan Lipscomb University	Franklin
Field Experience & Clinical Coordinators	Dr. Alesia Orren, Maryville College	<i>Creating a Cadre of Mentor Teachers in our MNPS Primary Partnership</i> - During the 21-22 school year, the MNPS Primary	Salon 2

		Partnership consortium focused work on forming a cadre of mentor teachers in MNPS for universities in the area to use for clinical experiences. The partnership developed tools to create a more streamlined process for EPPs and districts to identify mentor teachers. Dr. Megan Parker Peters, Lipscomb University, Dr. Emily Medlock, Lipscomb University, Dr. Kim Paulsen, Vanderbilt University, Dr. Amanda Van Doorn, Vanderbilt University, & Dr. Chad Prather, Metro Nashville Public Schools	
Job-Embedded	Shane Brown, Lee University & Ronda Blevins, Carson-Newman University	<p><i>Job-Embedded - It Doesn't Have to Be The Death Star One University's Perspective</i> - Job-Embedded has become an increasingly demanding pathway for teacher preparation. This non-traditional route however does cause angst among EPPs and LEAs alike. Explore how Lee University has embraced it and developed, based on student feedback and edTPA data, a successful plan for completion that benefits all interested parties. Dr. Shane Brown, Lee University, Dr. Rachael Pitts, Lee University, & Dr. BethAnn Wiedenbenner, Lee University</p> <p><i>Supporting JEPs: It's Just Different</i> - Supporting Job-Embedded teachers requires a different set of skills and a different framework than supporting student teachers or graduate students who have been teachers. In a world where they are jumping in and expected to know what they are doing, what are some of the ways that JEPs can be supported (without it also taking over your life)? Support for the past couple of years that has been talked about has been edTPA, but we know these students need so much more than that. This session is going to look at the supports outside of edTPA prep that can make a difference in retention and success for JEP students. Dr. Ronda Blevins, Carson-Newman University</p>	Salon 3
Integrated Early Childhood (SPED/EC)	Dr. Cindy Lang, Carson-Newman University, & Dr. Pam Ertel, Middle TN State University	<i>Impacting the Early Childhood Workforce: Building an Accessible Teacher Licensure Program</i> - In order to advance and diversify the early childhood teaching profession, universities and colleges must consider alternative, innovative approaches when building or transforming teacher preparation programs. This session will	Salon 4

		<p>highlight how we redesigned and launched a PreK/K (soon-to-be Birth-Kindergarten) integrated teacher licensure program at The University of Tennessee, Knoxville in efforts to provide equitable access to coursework leading to teacher licensure for transfer and post-baccalaureate students, with a particular interest in supporting post-traditional learners from diverse ethnic, racial, and socioeconomic groups. Post-traditional learners frequently work full-time, have dependents, are returning to higher education after pursuing employment, and have a non-linear pathway to degree completion. We will share program features, partnership strategies, and facilitation efforts that meet individual student needs while still building communities of learners. Participants will consider implications for program development or school-university partnerships that reduce educational barriers encountered by many post-traditional learners in the early childhood workforce or other fields of education. Dr. Melody Hobbs, University of Tennessee Knoxville, & Dr. Lori Caudle, University of Tennessee Knoxville</p>	
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