

8:00 – 9:00 a.m.	Boone Center Lobby	Registration
8:00 – 9:00 a.m.		<p>Poster Session: Enhancing Global Competency for Teaching Education Majors</p> <p>Overseas student teaching is a growing area of international education with increasing demand from students in teacher preparation programs. Attendees can learn more about how to support these students participating in overseas student teaching and enhance global competency before, during, and after their experience abroad.</p> <p>Ellie Holliday, Coordinator of International Partnerships, University of Kentucky Gracie Proffitt, University of Kentucky Elementary Education Student eholliday@uky.edu; grace.proffitt@uky.edu</p>
8:00 – 9:00 a.m.		<p>Poster Session: Significance of Clinical Practice in Teacher Preparation: What Does the Research Say?</p> <p>This poster presentation reports the findings of study that investigated the role of clinical practice in teacher preparation. A total of 80 (N=80) candidates enrolled in elementary and dual licensure program of elementary and special education participated in the study. Data were collected with a Likert type questionnaire. Major findings of the study indicate that clinical practice plays a significant role in teacher preparation as perceived by candidates. It decreases their anxiety about teaching, helps them sharpen pedagogical skills, and provides opportunities to realize the realities of schools and classrooms. Findings are discussed with implications for practice and research.</p> <p>Delar Singh, Morehead State University d.singh@moreheadstate.edu</p>
9:00–10:00 a.m.		<p>Partnership Panel Participants</p> <ul style="list-style-type: none"> • Aaron Beigle and Heather Erwin, University of Kentucky; Jordan Manley, STEAM Academy; Billy Noble, Rosa Parks Elementary • Joni Meade and Cindy Jong, University of Kentucky; Jennifer Hutchinson, Picadome Elementary • Connie Hodge, Peggy Petrilli and Ann Burns, Eastern Kentucky University • Daniel Grace and Kimberly Nettleton, Morehead State University • Kimberly Haverkos and Christy Petroze, Thomas More College; Renee Turner, Boone County Schools • Shawn Faulkner and Mike DiCicco, Northern Kentucky University; Margaret Rintamaa, University of Kentucky; Peggy Howell, University of Louisville
10:15 – 11 a.m.		<p>Working Together to Prepare Pre-Service Special Education Teachers</p> <p>This session will examine coaching pre-service teachers when intervention planning. Students across two universities participated. All students participated in a classroom lecture and coaching sessions.</p>

		<p>When the students reached a specified criterion during the coaching sessions, maintenance data were collected and students maintained at high levels of accuracy.</p> <p>Sarah Hawkins-Lear, University of Kentucky Srhawk2@uky.edu Suzannah Chapman-Johnson, Morehead State University smchapman@moreheadstate.edu</p>
<p>10:15 – 11 a.m.</p>		<p>School Partnerships: The Foundation of Teacher Preparation</p> <p>Effective teacher education is built on the foundation of partnerships. That is, universities alone can not prepare quality teachers. Specifically, teacher educators must develop solid, symbiotic relationships with schools and teachers. As with any relationship, this process takes time, patience, and resilience on the part of teacher educators. This session will focus on one teacher education program’s partnership building process with schools, administrators, and teachers. Strategies for initiating relationships with schools, fostering “give and take”, providing professional development, and maintaining on-going partnerships will be presented. Utilization of the student teaching process as a method of fostering systemic partnerships will also be presented.</p> <p>Aaron Beighle, University of Kentucky KHP, beigle@uky.edu Heather Erwin, University of Kentucky KHP, heather.erwin@uky.edu Jordan Manley, STEAM Academy, Jordan.manley@fayette.kyschools.us Billy Noble, Rosa Parks Elementary, Billy.noble@fayette.kyschools.us</p>
<p>10:15 – 11 a.m.</p>		<p>Literacy and Math Embedded Experience During the Practicum Semester</p> <p>Literacy and math instruction during the practicum semester have been embedded in a clinical site at a local title one elementary school, allowing students to immediately put course content into practice. A professional learning community has been established with student teachers also being placed in the building after completing the cohort, allowing them consistency of a year long experience. Additional partnerships have formed as a result of the cohort, which have allowed both practicum students and student teachers to volunteer as part of community outreach with the school refugee population and with local community organizations for their leadership projects.</p> <p>Joni Meade, University of Kentucky, Joni.meade@uky.edu Cindy Jong, University of Kentucky, Cindy.Jong@uky.edu Jennifer Hutchinson, Picadome Elementary, jhutchinson@fayette.kyschools.us</p>
<p>10:15 – 11 a.m.</p>		<p>Peer Collaboration in the Classroom – Utilizing, Facilitating and Evaluating Authentic Group Tasks</p> <p>Through open discussion, this session will explore collaboration strategies and groupwork in the college classroom. The faculty of the Patton College of Education will present classroom successes and challenges modeling and developing strategies to prepare teacher candidates with the skills they will</p>

		<p>need to collaborate and utilize collaboration with their own students. Participants will be invited to share their experiences and ideas.</p> <p>J. Michael King, University of Pikeville, michaelking@upike.edu Coletta Parsley, University of Pikeville, colettaparsley@upike.edu David Slone, University of Pikeville, dslone@upike.edu</p>
<p>10:15-11 a.m. <i>Paired</i> <i>Concurrent</i></p>		<p>Preparing Teachers to Inculcate Emotional Intelligence in Every Child</p> <p>This presentation aims to heighten awareness about the growing national concern for instruction of emotional intelligence or social-emotional learning (SEL) in schools. It discusses the critical role emotions play in teaching, learning, and educator wellness along with effectiveness. The selected literature on the impact of emotional intelligence on academic performance is reviewed. The US states that have developed free-standing SEL standards for K-12 students are mentioned. The voices of candidates about the significance of SEL training during their teacher preparation are reported. It concludes by urging teacher educators to prepare teachers to be emotionally intelligent and be able to promote social-emotional learning in their schools and classrooms.</p> <p>Delar Singh, Morehead State University, d.singh@moreheadstate.edu</p>
<p>10:15-11 a.m. <i>Paired</i> <i>Concurrent</i></p>		<p>Application of New Kentucky Teacher Standards in a Gifted and Talented Endorsement Program</p> <p>Educator preparation providers must use a new set of Kentucky Teacher Standards in the evaluation and assessment of a teacher for initial or advanced certification beginning June 30, 2018. We take advantage of this change to evaluate the adequacy of our gifted and talented endorsement program. We first examined the alignment among different sets of professional standards, including the InTASC Model Core Teaching Standards and NAGC-CEC Teacher Preparation Standards in Gifted Education. Then, we conducted curriculum mapping, aligning professional standards with readings, learning activities, and course assignments. We continue to have a special focus on learners from diverse backgrounds in our program in response to the needs of our partner school district. Findings and a-ha moments will be shared.</p> <p>Chin-Wee Lee, University of Louisville, Chinwen.lee@louisville.edu</p>
<p>11:15-12 p.m.</p>		<p>An Effective Clinical Model in Action!</p> <p>Participants will be provided an overview of the Clinical Apprenticeship for the Preparation of Teachers (CAPT) model. This partnership is between Eastern Kentucky University and the Corbin Independent School District. Representatives from EKU-Corbin Campus and the Corbin School System will provide an overview of the implementation of the clinical model and provide feedback from the past three years.</p>

		<p>Connie Hodge, Eastern Kentucky University, Connie.hodge@eku.edu Peggy Petrilli, Eastern Kentucky University, Peggy.petrilli@eku.edu Ann Burns, Eastern Kentucky University, Ann.burns@eku.edu Ramona Davis, Eastern Kentucky University, Ramona.davis@eku.edu James Dantic, Eastern Kentucky University, James.dantic@eku.edu</p>
11:15-12 p.m.		<p>Evolution of a University-Public Schools Partnership for Pre-Service Teacher Preparation</p> <p>The presentation describes an 8-year district-wide partnership between a university and elementary school partners. During that time the partnership has evidenced growth from one to four elementary schools in one district, and now is expanding partnerships with schools in four more districts. Authentic teaching and learning for pre-service candidates is effected over a 3-semester graduated classroom immersion that significantly exceeds traditional clinical field experience hours. Partnership development has included peer mentor training, mentor and candidate evaluation, action research by candidates directed by mentors and university faculty, and school-wide research. Candidates' self-assessments show positive effects for self-confidence and competence in the role of teacher, corroborated by mentors' and principals' evaluations of candidates. Planned next stages beginning in Fall 2018 include authentic co-teaching between candidates and mentors and expanded school-wide research to inform schools about fidelity of implementation of teaching, policies and procedures.</p> <p>Daniel Grace, Morehead State University, d.grace@moreheadstate.edu Kimberely Nettleton, Morehead State University, k.nettleton@moreheadstate.edu</p>
11:15-12 p.m.		<p>Students are Partners Too</p> <p>Students are often overlooked as potential partners in teacher education programs. At Asbury University, there is a long history of partnering with students for professional development. The formal partnership is called Teacher Educators for Learning and Leading (TELL). This organization sponsors five (5) major professional development on campus seminars for teacher education candidates and education faculty. These student-lead events give candidates experience at leading a meeting, creating media to advertise the events, communication skills, fund raising, and problem solving. The organization is self-funded and sponsors the school of education's spring banquet. All clinical students are required to participate during the semesters where they are assigned to work in public schools.</p> <p>David Riel, Asbury University, David.riel@asbury.edu Madison Lee, Asbury University, Madison.lee@asbury.edu Allie Rhodes, Asbury University, Allie.rhodes@asbury.edu</p>

<p>11:15-12 p.m.</p>		<p>Partnerships to Prepare Educators for 21st Century Schools</p> <p>Schools across the Commonwealth find that career-themed academies (CTA) are more effective than traditional schools at engaging students in learning, resulting in better educational and life outcomes. The most successful CTAs enlist community organizations, business and industry, local government, and colleges and universities in deep and broad collaborations to provide students with meaningful work-based learning experiences, seamless pathways from K-12 to higher education, and other supports. However, there is a widening gap between educator preparation (EPP) curricula and the skills needed to work effectively in CTAs. This session explores the pedagogical shifts CTAs necessitate, presents examples of, and underlying principles for, successful partnerships, and engages participants in investigating program improvements to prepare educators for this reform.</p> <p>Jared Stallones, University of Kentucky, Jared.stallones@uky.edu</p>
<p>11:15-12 p.m.</p>		<p>Preparing Culturally Responsive, Globally Focused Teachers to Meet the Needs of Students in 21st Century Schools: Considering Why and How</p> <p>The purpose of this session is to discuss with participants a three phase initiative embedded in the University of Kentucky's Educator Preparation Program in which candidates develop culturally responsive practices that promote intercultural understanding and address issues of local and global significance through project based learning activities. Session participants will learn about strategies and tools that are used as part of the initiative and receive resources for use in their own programs.</p> <p>Sharon Brennan, University of Kentucky, Sharon.brennan@uky.edu Ellie Holliday, University of Kentucky, eholliday@uky.edu</p>
<p>11:15-12 p.m. <i>Paired Concurrent</i></p>		<p>Lesson Plans for Math and Literacy: Bringing UDL, Peer Engagement and Direct Instruction to the Forefront</p> <p>The Universal Design for Learning strategies and Direct Instruction (differentiated for student needs) will be explained, modeled and demonstrated using both a literacy and math lesson. Audience participants will engage in discussions, practice and creation of lessons using these strategies in both literacy and math areas.</p> <p>Sherry Stultz, Morehead State University, s.stultz@moreheadstate.edu</p>
<p>11:15-12 p.m. <i>Paired Concurrent</i></p>		<p>Supporting Disciplinary Literacy Instruction through Graphic Novels</p> <p>With the popularity of graphic novels among students today, this workshop will look at specific criteria for evaluating these texts for instructional use in schools and libraries. Besides being a genre for reading engagement, graphic novels can be successfully incorporated to support disciplinary literacy instruction. Special emphasis will also be placed on preparing teacher candidates to incorporate literacy in the form of graphic novels across disciplines.</p>

		Barbara Hamilton, Asbury University, Barbara.hamilton@asbury.edu Katrina Salley, Asbury University, Katrina.salley@asbury.edu
12 – 1:15 p.m.		Lunch, KATE Business Meeting, KEEP Update, Distinguished Educator Award Kim White, University of Kentucky, kim.white@uky.edu Kera Ackerman, University of Kentucky, kera.ackerman@uky.edu Amy Lingo, University of Louisville, amy.lingo@louisville.edu
1:30 – 2:15 p.m.		<p>Using Partnership to Improve Teacher Preparation: A Collaboration Between Thomas More and Yealey Elementary</p> <p>This session will explore the ways in which partnerships established with local stakeholders are key to continued improvement for the teacher preparation program moving forward. Thomas More College has spent the last several years undergoing state and national accreditation. Throughout the process, we have worked to strengthen our partnerships and make our P-12 collaborations more intentional and explicit. Working with Yealey Elementary, a Boone county school, the teacher preparation program at Thomas More embedded the methods courses for teacher preparation at Yealey Elementary. This session will explore the successes and areas for improvement that have arisen through this collaboration and how the two institutions will continue their collaboration moving forward.</p> <p>Kimberly Haverkos, Thomas More College, haverkk@thomasmore.edu Christy Petroze, Thomas More College, Christy.petroze@thomasmore.edu Renee Turner, Yealey Elementary, renee.turner@boone.kyschools.us</p>
1:30 – 2:15 p.m.		<p>Embedded Middle School Programs: Partnership Development and Lessons Learned</p> <p>Teacher preparation embedded in a school environment can be mutually beneficial for the school and the university, and such partnerships are encouraged by CAEP and others. In this session, middle grades education professors from Northern Kentucky University, University of Louisville, and University of Kentucky will share the structure of their embedded partnerships; the process used to develop an embedded partnership; the benefits experienced by the school, university, and teacher candidates; the impact on their own instructional practices; and the lessons learned while engaging in an embedded school partnership. Time will be provided for attendees to engage in questions and</p>

		<p>conversation. Also, the partnerships at the three institutions are separate and distinct. What makes us similar is that we are all middle grades programs. We plan to share the unique elements of our individual partnerships followed by a summary of what we've learned through the process.</p> <p>Shawn Faulkner, Northern Kentucky University, Faulkners1@nku.edu Margaret Rintamaa, University of Kentucky, Margaret.rintamaa@uky.edu Penny Howell, University of Louisville, Penny.howell@louisville.edu Mike DiCicco, Northern Kentucky University, Dicicom1@nku.edu</p>
1:30 – 2:15 p.m.		<p>UDL Strategies for Supporting Collaborative Learning in Online Courses</p> <p>Collaborative learning involves synergistic efforts of students working together to reach a shared academic goal. Collaborative learning in the online environment (CoL) can contribute to meaningful, active learning and yield positive benefits to student achievement; however, designing and implementing CoL activities is challenging relating to distance barriers and varying student learning and communication preferences. The Universal Design for Learning (UDL) framework addresses these challenges as part of a curricular design by incorporating flexibility into the way CoL activities are structured and providing options for learners in how they engage with the activities and express themselves. A conceptual model is proposed that situates CoL within the UDL framework and illustrates how CoL is facilitated by supportive technologies.</p> <p>Debra Bauder, University of Louisville, Debra.bauder@louisville.edu</p>
1:30 – 2:15 p.m.		<p>Student Engagement Hows and Whys</p> <p>Active student engagement fosters improvement in academic achievement, helps to decrease undesirable classroom behaviors, and builds community. Important, right? The question, then, is how do classroom teachers make these somewhat lofty goals an attainable reality? Using Marzano and Pickering's (2011) framework, this session will focus on four questions from the student perspective: "How do I feel? Am I interested? Is this important? Can I do this?" Participants will leave with ready-to-implement ideas and strategies to increase student engagement along with resources to further independent inquiry.</p> <p>Stacy Crawford Bewley, Bullitt County Schools, stacyacrawford@gmail.com Hannah McGhee, University of Louisville, Hannah.mcghee@louisville.edu</p>
1:30 – 2:15 p.m.		<p>Culturally Responsive Teaching: A Partnership with a Local School and Elementary Teachers</p> <p>How can we better prepare our teacher candidates for working with students from all cultures and backgrounds? This is a need identified within our program and is embedded within course content throughout the entire three semesters. We are extending on this by doing an intensive book study and helping teacher candidates identify their own biases. Student teachers and their cooperating</p>

		<p>teachers within the school community take part in a book club together. As an extension of the book club discussions and looking at research and pedagogy, service opportunities are implemented within the local community as part of student teacher leadership projects.</p> <p>Joni Meade, University of Kentucky, Joni.meade@uky.edu Laura Darolia, University of Kentucky, Laura.darolia@uky.edu</p>
<p>1:30 – 2:15 p.m. <i>Paired</i> <i>Concurrent</i></p>		<p>Starting the Conversation: Standards for Preparing Teachers of Mathematics</p> <p>The Association of Mathematics Teachers Educators (AMTE) recently released the document, Standards for Preparing Teachers of Mathematics. This session will provide participants with an overview of these standards and an opportunity to discuss the preparation of teachers at their respective universities in light of these standards.</p> <p>Cheryll Crowe, Asbury University, Cheryll.crowe@asbury.edu Bethany Noblitt, Asbury University, noblittb@nku.edu Funda Gonulates, Northern Kentucky University, gonulatesf1@nku.edu</p>
<p>1:30 – 2:15 p.m. <i>Paired</i> <i>Concurrent</i></p>		<p>Engaging Students through Math and Literature</p> <p>The integration of literature in different subjects can inspire and engage students in grades K-12. For example, students are more likely to gain a deeper appreciation and understanding of math through the use of story and connections to real life. This presentation will highlight several ways to utilize children’s books to teach math concepts to elementary, middle, and high school students. Participants will leave the session with clear and practical ways to integrate literature and math in their classroom. Specific examples of math activities and a bibliography of children’s books will be shared during the presentation.</p> <p>Katrina Salley, Asbury University, Katrina.salley@asbury.edu Cheryll Crowe, Asbury University, Cheryll.crowe@asbury.edu</p>
<p>2:15 – 4 p.m.</p>	All Rooms	All rooms of the Boone Center are open for you to meet with colleagues.