

<p>TCPEA Session #1 Jan. 25, 2021 at 1 PM Zoom Link: https://shsu.zoom.us/j/85991603399 Meeting ID: 859 9160 3399 Passcode: 527504</p>	
Presenters:	<p>Presentation Title: *Description:</p>
<p>1.1 Dr. Ray Thompson, Associate Professor, Educational Leadership, Texas A&M University-Commerce</p> <p>Dr. Lauren Calderaro, Doctoral Student, Texas A&M University - Commerce</p>	<p>Technology Education Teachers' Lived Experiences for High School Student Career Readiness</p> <p>Assessment & Accountability</p> <p>This qualitative, narrative inquiry study investigates the perceptions of veteran Career and Technical Education teachers in a specialized career school model. This study provides a textual description of teacher perceptions, identifying themes and commonalities to identify how an innovative school model promotes student achievement in career readiness. Since new state accountability standards include a career readiness component, findings of the study will be used to identify commonalities in the data.</p>
<p>1.2 Dr. Gary Martin, Professor, Educational Leadership, Lamar University Dr. Donna Fong, Clinical Professor, Lamar University</p> <p>Dr. Thomas Harvey, Clinical Professor, Lamar University</p> <p>Dr. Donna Azodi, Associate Professor, Lamar University</p>	<p>Effective Principal Preparation Program Practices: Perspectives from Program Completers</p> <p>Principal Preparation Program Evaluation</p> <p>Program review is critical in ensuring that preparation providers offer students intentionally designed, research-based, leadership experiences (NPBEA, 2018). Universities and other preparation programs, however, vary greatly on length of program, number of hours, and differentiated courses, assessments, and field experiences. Reliance on state certification passing rates or grade point averages severely narrow and limit the types of data needed for a meaningful program evaluation and improvement efforts.</p>
<p>1.3 Ms. Cynthia Wadley, Doctoral Candidate, Texas A&M Commerce</p>	<p>Elementary Teachers' Stages of Concerns About The New TEKS for English Language Arts and Reading</p> <p>Instructional Leadership (Coaching, Culturally Relevant Teaching, Curriculum/Instruction, Learning & Cognition)</p> <p>This session focuses on a dissertation written to explore kindergarten through fifth-grade teachers' levels of stages of concerns about the 2019-2020 implementation of the new Texas Essential Knowledge and Skills for English Language Arts and Reading and Skills by years of teaching experience, by the hours of professional development taken before implementation of the new standards, and instructional practices used during the first year of implementation.</p>

TCPEA Session #2
 Jan. 25, 2021 at 1 PM
 Zoom Link: <https://shsu.zoom.us/j/81775148631>
 Meeting ID: 817 7514 8631
 Passcode: 552842

Presenters:	Presentation Title: *Description:
<p>Forrest Kaiser, Assistant Professor of Educational Leadership, University of Texas at Tyler</p>	<p>Put out the Fire: How Principals Reduce Teacher Burnout Through Targeted Supports</p> <p>Teacher Retention & Human Resources</p> <p>Rigorous accountability policies and growing student populations have negatively impacted teacher attrition. This study explored the beliefs, contexts, and experiences that shape principals' perceptions of their role in buffering teacher stress. Common themes included a personal responsibility for building relationships, developing support systems, and seeking feedback. Individual narratives shed light on how these perspectives were formed. The results may serve future leaders as they navigate the issue of teacher retention.</p>
<p>Ms. Gwen Coffey, Executive Director for Special Education, Katy ISD and TTU Doctoral Student</p> <p>Dr. Dusty Palmer, Assistant Professor, Educational Leadership, Texas Tech University</p>	<p>The Power of Language in Special Education ARD Committee Meetings with CLD Parents</p> <p>Student Support Services & Vulnerable Populations</p> <p>Special education is a complex system with explicit expectations, yet is opaque in implementation. This session explores the dynamics and barriers that impact decisions in ARD meetings where students are represented by culturally or linguistically diverse parents (CLD). Participants will explore themes that support why conflict emerges during ARD committee meetings, and possible patterns of behavior that lead parents to engage advocates or attorneys as part of the decision-making teams.</p>
<p>Dr. Brandon Tate, Lecturer University of Texas at San Antonio</p> <p>Dr. David Thompson, Professor University of Texas at San Antonio</p>	<p>Educator Sexual Misconduct: A Quantitative Newsmaking Criminological Study</p> <p>Legal</p> <p>Educator sexual misconduct continues to be understudied (Shakeshaft, 2004; Grant et al., 2019a; Grant et al., 2019b). While a database of Texas educators who have engaged in ESM continues to be constructed (Robert & Thompson, 2019), there are few, if any, attempts to quantify this phenomenon at the national level (with the exception of Henchel and Grant, 2019, who examined Google News alert media reports from 2014). We are unaware of any published research that has attempted to quantify the relationship between educator sexual misconduct and the educator's use of social/electronic media. This research constructed a three-year national database from Google News of all media reports of ESM in the United States and quantifies the phenomenon based on the data culled from the reports.</p>

<p>TCPEA Session #3 Jan. 25, 2021 at 2 PM Zoom Link: https://shsu.zoom.us/j/88690696842 Meeting ID: 886 9069 6842 Passcode: 735884</p>	
Presenters:	Presentation Title: *Description:
<p>3.1 Dr. Ray Thompson, Associate Professor, Educational Leadership, Texas A&M University-Commerce</p> <p>Dr. Sarah Morrison, Superintendent of Victory Life Academy</p>	<p>Secondary Principal Leadership and the Impact on Engaging Hands-on Learning Strategies</p> <p>Leadership Development & Mentoring</p> <p>This narrative inquiry study is to understand how secondary campus principals build capacity in teachers to actively engage students in the processes of meaningful learning. Secondary campus principals should continuously work with teachers in a team setting in order to engage best practices. Hands-on learning is necessary to engage student capacity. Students who do not feel challenged, often feel bored in the educational setting.</p>
<p>3.2 Dr. Laura Trujillo-Jenks, Interim Department Chair of Teacher Education, Associate Professor, Texas Woman's University</p> <p>Dr. Rebecca Ratliff Fredrickson, Coordinator of First Year Experiences & P-16 Initiatives, Texas Woman's University</p> <p>Dr. Brandon Bush, Director of Office of Educator Preparation Services Office of Educator Preparation Services, Texas Woman's University</p> <p>Dr. Amanda Hurlbut, Director of the Masters of Arts in Teaching, Texas Woman's University</p>	<p>Characteristics of Successful and Failed Mentoring</p> <p>Leadership Development & Mentoring</p> <p>Mentoring is a process that should have a positive impact on new leaders. However, not all mentors are equally effective in guiding new leaders toward Creating a Positive School Culture and Developing Self and Others, and focusing on keeping open communication. Therefore, peer mentoring with a focus on journaling may be an effective way to facilitate reflection, personal growth, and success.</p>
<p>3.3 Dr. Darlene Breaux, Director of the Research and Evaluation Institute, Harris County Department of Education/ACU Doctoral Student</p>	<p>Teacher Support: Meeting the Social and Emotional Learning Needs of Students with Dyslexia</p> <p>Professional Development</p> <p>The purpose of this study was to explore elementary general education teachers' perceptions regarding the dyslexia training they received for addressing the SEL needs of children with dyslexia. The conceptual framework guiding this study was the five core competencies for SEL developed by the Collaborative for Academic, Social, and Emotional Learning. The participants confirmed the gap in the literature regarding their learning needs and dyslexia training provided.</p>

TCPEA Session #4

Jan. 25, 2021 at 2 PM

Zoom Link: <https://shsu.zoom.us/j/84559498063>

Meeting ID: 845 5949 8063

Passcode: 343612

Presenters:

Presentation Title:

***Description:**

4.1 Ms. Lyndsay Lucas, Dean of Secondary Instruction, Pampa ISD

Dr. Dusty Palmer, Assistant Professor, Educational Leadership, Texas Tech University

Using Conceptual Blending to Create New Understanding

Instructional Leadership (Coaching, Culturally Relevant Teaching, Curriculum/Instruction, Learning & Cognition)

Change is constant in education. Change is often mandated in educational practices within instruction, systems, or accountability which is designed to increase educational effectiveness. However, mandates often add more paperwork, items on the “to-do list”, and misconceptions in understanding. This dissertation examines the process used to blend two reading philosophies through action research to create a new understanding of three elementary schools in Texas. In this research, balanced literacy is the framework used for elementary literacy and writing instruction in the school district. HB 3 reading academies science of teaching reading is a Texas state-mandated professional development and certification accountability requirement for all public- school kindergarten through third-grade teachers and administrators. The researcher utilized a qualitative approach of inquiry for understanding to solve a problem through data collection and analysis within the action research process. Through a Leadership PLC and pre- and post-survey results, themes of clarity, confidence, collaboration, and understanding emerged.

4.2 Dr. Cindy Cummings, Associate Professor, Lamar University

Dr. Donna Azodi, Associate Professor, Lamar University

Dr. Shelly Allen, Clinical Instructor, Lamar University

Dr. Daryl Ann Borel, Clinical Instructor, Lamar University

The Urgency to Develop PK12 Skills Essential for the Future Workforce

School Transformation

The purpose of this study was to determine how PK12 schools are preparing students for the workforce 2030 and beyond through an analysis of the curriculum related to college and career readiness, deeper learning, social and emotional skills, and digital literacy skills.

4.3 Ms. Kristy Love, Principal Houston Independent School District

Dr. Walter Bevers, Assistant Professor of Education, Houston Baptist University

Leadership Orientation and its Effect on the Sustainability of Systems In Turnaround Schools

School Transformation

This session will guide participants in a discussion to identify the relationship between leadership orientation style and organizational structures that were implemented in schools that lead to sustained academic growth over time.