

# **Building Bridges: Constructive Conversations for Teacher Preparation**



**Alabama Association of Teacher Educators**

**2018 Conference**

**Athens State University**

**May 1, 2018**



# Campus Map & Information

The registration, keynote speakers, and lunch are located in The Ballroom (#4) and the presentations are located in the Classroom Building (#7).



## RESTROOMS

Restrooms are located throughout the campus, but specifically in the gymnasium foyer and on both floors in the Classroom Building and Waters Hall.

## SMOKING/NON-SMOKING

Smoking is prohibited inside all conference areas.

## MOBILE PHONES AND PDAS

As a courtesy to speakers and attendees, please turn off or silence all mobile devices during conference sessions.

## WIRELESS ACCESS

While on campus, you may access the wireless Internet with the following credentials:

Username: Visitor

Password:

Post any pictures with [#aate!](#)

## SESSION RECORDINGS & CONFERENCE HIGHLIGHTS

Conference photos will be taken and select sessions recorded. These will be made available after the conference at <https://www.aate.biz>

# Welcome to Athens State!

Thank you for joining us for the Alabama Association of Teacher Educators 2018 Conference.

Sessions will provide you with insight to the best practices and innovations occurring in P-12 partnerships and teaching and learning in teacher preparation. There will be opportunities for you to connect with colleagues from throughout the state of Alabama. We encourage you to join in construction conversations regarding teacher preparation.

Whether you're joining us as a participant or a presenter, thank you for attending the conference. We're looking forward to a great exchange of ideas and experiences and are excited to have a wide range of voices to take part in these discussions.

Sincerely,

The Alabama Association of Teacher Educators

Tedi Gordon, *President*

Lisa Brizendine, *Treasurer*

Lesley Sheek, *President-Elect*

Stacey Parham, *Executive Secretary*

A special thank you goes to the conference committee!

Julie Barnett

Letitia Bergantz

Finee Downing

Debbie Ferguson

Johnnie Lundin

Patricia Sims

Marla Williams

Jennifer Wolfe

# AATE 2018 Featured Speakers

## Keynote Speakers



### Trish Powell Crain

#### ***Facts Matter: Democratizing Information and Broadening Decision Making Power***

Trisha Powell Crain is currently the statewide education reporter for Alabama Media Group, also known as AL.com. Her role there is to stay at the 30,000-foot level and keep readers informed of movement and trends in public education in Alabama and nationwide. A strong advocate for democratizing information and broadening decision-making power, Crain believes communities are in the best position to improve their local schools but they must have relevant, timely, and meaningful facts and data in order to step up and engage.

Crain has spent more than a decade engaging in advocacy in public education on many levels. Her work has appeared in local, state, and national publications, online and in print. She has served on numerous panels speaking about the need for and rewards of family and community engagement.

Crain has three adult children and lives in Hoover in the house in which she grew up. She graduated with a Master of Public Administration from the University of Alabama at Birmingham in May of 2013.



### Rebecca McKay

#### ***Lesson Study: An Authentic Field Experience***

*Dr. Rebecca McKay has been a classroom teacher, an Alabama State Teacher of the Year, a member of the Teacher Hall of Fame, a literacy coach for Alabama urban and rural schools, a district reading specialist, a National Writing Project teacher consultant, a trainer of trainers for the Alabama Reading Initiative, a national presenter on a variety of literacy topics, and a member of the Alabama Governor's Commission on Reading. Finishing a PH.D in 2012, Dr. McKay enjoys teaching at Talladega College where she presently serves as the Dean of the Division of Social Sciences and Education.*

This presentation shows a replicable process for college faculty and students to work alongside partner public schools to improve teaching and learning at every level. Talladega College faculty, students, and public school partners research in professional learning communities to create and teach lessons, collect data, and improve the lessons. The discussions and lesson rewrites create a context for authentic field experiences embedded in the work of schools. A link to materials in Dropbox will be provided.

<b>Schedule at a Glance</b>	
<b>9:30-9:45</b>	
<b>The Ballroom</b>	<b>Welcome to Athens State</b> Dr. Joe Delap, Provost/Vice-President for Academic Affairs Athens State University
<b>9:45-10:15</b>	
<b>The Ballroom</b>	<b>Keynote Address: <i>Facts Matter: Democratizing Information and Broadening Decision-Making Power</i></b> Mrs. Trish Powell Crain, Journalist, AL.com
<b>10:30-11:30</b>	
<b>Classroom Building</b>	<b>Break Out Session 1</b> Choose your conversation ( <i>Choose a session to attend</i> )
<b>11:45-12:15</b>	
<b>The Ballroom</b>	<b>Lunch</b> <b>Notable Educator Award</b>
<b>12:15-12:45</b>	
<b>The Ballroom</b>	<b>Keynote Address: <i>Lesson Study: An Authentic Field Experience</i></b> Dr. Rebecca McKay, Dean of Social Sciences and Education, Talladega College
<b>1:00-2:00</b>	
<b>Classroom Building</b>	<b>Break Out Session 2</b> Choose your conversation ( <i>Choose a session to attend</i> )
<b>2:15-3:15</b>	
<b>Classroom Building</b>	<b>Break Out Session 3</b> Choose your conversation ( <i>Choose a session to attend</i> )

# Choose Your Conversation 10:30-11:30

## Break Out Session 1

### **Classroom Building Room 101**

“Can I Get A Witness!?” Helping Preservice Reading Teachers Cultivate Counter-Narratives of Possibility in Racially and Linguistically Diverse School Settings

*Melanie Acosta, The University of Alabama*

Walking in the Shoes of ESL Students: Moving Theory Into Practice

*Hamsa Mahafza University of Alabama Huntsville*

### **Classroom Building Room 102**

Learning to Teach With Digital Games in the Middle School Mathematics Classroom

*Andre R. Denham University of Alabama*

Technology Trends in Education

*Marla Williams & Letitia Bergantz, Athens State University*

### **Classroom Building Room 201**

Bridging The Gap Between Traditional Biology And Bioinformatics: Preparing Pre-Service Science Teachers to Include Real-World Problem Solving And Bioethics Discussions In Their Curriculum

*Sara Cline Athens State University*

Promoting Undergraduate Research as High Impact Practice for Epps

*Ronnie Roberts, Lauren Wells, Erin Lynch, and John McConnell, Austin Peay University*

### **Classroom Building Room 205**

Effective Partnerships: Building Bridges from Pre-Service to Induction

*Lisa Barron & Prentice Chandler Austin Peay University, TN*

Bridging Differences: College Students Explore Cultures, Coffee Shops, and Connections

*Josie Prado University of Alabama Birmingham*

*See descriptions in the back of the program.*

# Choose Your Conversation 1:00 to 2:00

## Break Out Session 2

### **Classroom Building 101**

BBTC Community Service Projects and Westside Elementary School: A Collaboration to Benefit Rural Education

*Susan Hester, University of West Alabama, Mrs. Jackson (principal), Mrs. May (counselor), students- Paige Gandy, Haley Sager, Allie Marques, Kristen Phillips, Amanda Kirkman*

### **Classroom Building Room 102**

How to Build Positive School Cultures

*Jeffrey Cornelius and Felecia Harris, University of North Alabama*

Safe Zone: Athens State University's Mascot, Hebrew the Bear, as a Technicolor LGBTQ Ally Icon

*K. Riley, Mary Aquila, and Jennifer Wolfe, Athens State University*

### **Classroom Building 114**

Mindful Movement: Evidence in a Primary School Physical Education Program

*Jessica Platt, TJ Exford, & Natasha Jenkins, Alabama State University*

Teaching Effectiveness Physical Education and How Expertise May Be Determined

*William J. Davis, Athens State University*

### **Classroom Building 201**

The Full Spectrum of Learning: Identifying the True Potential of Students with Autism for attending Institutions of Higher Education (IHE)

*Gina Grogan, Austin Peay University, TN*

Supporting Diversity in Differentiated Instruction

*Felicia Harris University of North Alabama; Eric Kirkman Sheffield City Schools*

### **Classroom Building 205**

Developing and Implementing a Field Work Practicum Model

*Leigh Hester, Amanda Branscombe and Patsy Glaze, Athens State University*

It's A Win-Win: International Teaching

*Amelia Spencer, Birmingham Southern College*

*See descriptions in the back of the program.*

# Choose Your Conversation 2:15-3:15

## Break Out Session 3

### **Classroom Building Room 101**

Translating Theory into Practice: Pre-Service Teachers Learning by Doing  
*Gay Barnes, Kelly Russell, and Amelia Spencer Birmingham Southern College,*

Adding Value to an Online Career and Technical Education Program through the Use of Learning Contracts

*Tim Thornton, Athens State University*

### **Classroom Building Room 102**

Preparing Pre-Service Teacher to Promote Culturally and Linguistically Responsive Teaching: Utilizing Digital Storytelling To Better Serve English Language Learners

*Sunyoung Song, Athens State University*

Strategies for Teaching Culturally Diverse Students

*Darlene Turner-White and Jameha Gardner; Athens State University*

### **Classroom Building Room 201**

Sensory Storytime: A Partnership Between K-3 Collaborative Classroom Teach And An Academic Librarian

*Jennifer Wolfe, Athens State University; Amanda Elgin, Athens City Schools*

The Road Less Traveled: An Ethnology of Social And Economic Mobility Among Professors Who Were First-Generation College Students (How In The World Did We Get Here?)

*Tina Sloan and Tedi Gordon, Athens State University*

### **Classroom Building Room 205**

Deconstructing edTPA Task 4 Math for Elementary Teacher Candidates Through a Culminating Assignment Emphasizing Effective Teaching Practices in Early Mathematics

*Johnnie Lundin, Athens State University*

Supervisory Coaching K-12

*Millicent Carmouche, Alabama A & M University*

*See descriptions in the back of the program.*



# Presenters

**Melanie Acosta**, The University of Alabama

***“Can I Get A Witness!?” Helping Preservice Reading Teachers Cultivate Counternarratives of Possibility In Racially And Linguistically Diverse School Settings***

Preparing teachers to effectively teach in racially and linguistically diverse school settings remains an important but challenging work for teacher educators as this work requires wrestling with assumptions, beliefs, and difference in experience and practices in and around critical topics related to social inequities and social justice. Many teacher educators struggle to engage preservice teachers in productive learning experiences about these critical and complex issues thus silencing the promise these discourses and experiences can hold for improved teacher practice and student educational outcomes. This presentation invites teacher educators and all involved in the preparation of teachers to consider conceptual and practical tools teacher educators can use to orchestrate constructive dialogue toward the healthy development of conscious and competent teachers.

**Gay Barnes, Kelly Russell, & Amelia Spencer**, Birmingham Southern College

***Translating Theory into Practice: Pre-Service Teachers Learning by Doing***

The presenters will share the experiences of individuals involved in a collaboration between the Birmingham-Southern College Education Department, Better Basics of Birmingham, and Minor Community School in Jefferson County Alabama. Experiences of the college professors, pre-service teachers, teachers, and Better-Basics will be shared. Audience members will learn about the goals of the collaboration, the impact on improved practice of pre-service teachers, and the impact on the students and faculty of Minor Community School. The presenters will discuss how the field and lab experiences were used to support students’ understandings of the edTPA portfolio. Audience members will have the opportunity to ask questions concerning the strengths and weaknesses of the implemented collaborative model and consider how this information can be used to design and implement effective collaborations within their communities.

**Lisa Barron & Prentice Chandler**, Austin Peay University, TN

***Effective Partnerships: Building Bridges from Pre-Service to Induction***

This session will describe the development of a partnership relationship between one university and a P-12 school district. One of the challenges in the beginning was to overcome years of distrust and broken promises. New leadership in the university and school district helped to forge a different direction, one that was built on commitment and communication. The first step was to identify needs and strengths, and then determine how the partnership could benefit both the EPP and the school district. Some of the results of this partnership work have been the establishment of an Advisory Council, redefining service area (limiting partners), sharing of data, changing instructional models and coursework, and collaborating on professional development. The university has integrated components of the district’s induction program into the pre-service teaching experiences, while the district is using edTPA information and data as part of the orientation for new teachers. In addition, the partnership has included strategic planning around improving the EPPs scores on the state report card, increasing candidates in high needs areas (i.e., special education, math), and collaborative work at state and national conferences.

**Millicent Carmouche**, Alabama A & M University

***Supervisory Coaching K-12***

Coaching has been identified as a critical support for persistent use of newly adopted practices and skills (Joyce & Showers, 1982). A systematic review of the literature was conducted to examine the literature base on supervisory coaching, an approach in which an outside expert or supervisor gives specific, positive, and corrective coaching when needed and is offered to the teacher after the completion of the observed lesson in an effort to move the recipient toward a desired level of performance (Joyce & Showers, 1981; 1982; Maeda, 2001; Simonsen, Myers, & DeLuca, 2010). Sixteen quasi-experimental and single-subject studies were identified and reviewed using quality indicators specific to quasi-experimental (Gersten et al., 2005) and single subject (Horner et al., 2005) research. Only six of the sixteen studies met all quality indicators. Mixed results were found across the studies, with six reporting improved teacher results and four reporting improved student behaviors.

**Sara Cline**, Athens State University

Bridging the gap between traditional biology and bioinformatics: preparing pre-service science teachers to include real-world problem solving and bioethics discussions in their curriculum

Bioinformatics is quickly working its way into the middle and high school curriculum: Alabama Science In Motion (ASIM) is distributing Alignment labs from HudsonAlpha, the Field Museum is offering Citizen Science Projects for Phylogenetics, and Carolina Biological is selling kits that offer BLAST pre-labs. And why not? These labs provide low cost, low maintenance access to real-world data, leading to easily accessible student-driven problem solving. However, where can a new teacher start, what is easily available, and how can we talk to students about the ethical implications? This session will walk participants through the basics of bioinformatics problem solving, expose them to new and growing online resources, and discuss current bioethics concerns.

**Jeffrey Cornelius and Felecia Harris**, University of North Alabama

***How to Build Positive School Cultures***

How can we as instructional leaders and teacher leaders foster a positive school culture? This presentation will share both personal strategies and research-based strategies that foster a positive school culture. The purpose of this presentation is to share strategies to foster a positive school culture. From experiences, many of us have witnessed school cultures that reek with negativity. As a teacher, I recall vividly students craving positive feedback and seizing the opportunity to provide this encouragement to students on a daily basis. Through this positive feedback, I was able to touch the life of the whole child not only in the classroom, but also outside the classroom. Unfortunately, schools are under so much scrutiny due to accountability standards that we forget the small things like the importance of extracurricular activities in building a student's sense of belonging.

**William J. Davis**, Athens State University

***Teaching Effectiveness Physical Education and How Expertise May Be Determined***

This article describes how expertise has been defined in the past, what effectiveness constitutes and how expertise may be attained and assessed. Teaching expertise has been examined and lists of characteristics amongst other things have attempted to encompass its definition. Teacher effectiveness literature has defined specific teacher behaviors in sequence and student learning proxies such as ALT-PE in a more measurable form. In understanding that effectiveness is essential in developing expertise, other disciplines have examined effectiveness regarding ongoing education. Field systems analysis (FSA) can be used in P.E. to examine different ways expertise may be gained, through experience, ongoing

education and/or in other ways. This method of analysis, analyzing differences in teacher's behavioral systems, may help in determining how expertise may be ascertained.

**Andre R. Denham**, University of Alabama

***Learning to Teach with Digital Games in the Middle School Mathematics Classroom***

The research is clear that good games are good for learning. This is especially true for the domain of mathematics where well designed digital games can support the development of conceptual understanding, procedural fluency, and automaticity, by providing an environment that is immersive, engaging, and supports active learning. The research is also clear that teachers are interested in using digital games, but are hesitant to do so as they do not feel they have the knowledge and skills needed to successfully and confidently integrate digital game-based learning as part of their repertoire. This presentation/workshop will focus on the use of digital games within the middle school mathematics classroom and will provide participants with guidance on locating games that map to the mathematics curriculum, evaluating games for their pedagogical potential, lesson planning, and guidance on how to navigate the barriers that hinder the implementation of digital game-based learning.

**Gina Grogan**, Austin Peay University, TN

***The Full Spectrum of Learning: Identifying the True Potential of Students with Autism for attending Institutions of Higher Education (IHE).***

Each year in the United States, an estimated 50,000 individuals with autism turn 18. Only 60% of those ranked as "high ability" on the autism spectrum attend college, and of those who attend, only around 20% make it to graduation (Shattuck et al., 2012). In this presentation, case studies of students with autism attending higher education will be presented. This will guide participants through the process of identifying characteristics of those with a high probability of success. Also, real-world scenarios will be used to assist with the understanding of how social and emotional abilities can affect that success. An overview of how P-12 and higher education can work together to increase attendance and completion at IHE's will be provided, and finally, a brief description of one program at an IHE designed to promote success will be given along with a list and overview of others in the U.S.

**Felicia Harris**, University of North Alabama & Eric Kirkman Sheffield City Schools

***Supporting Diversity in Differentiated Instruction***

The purpose of this presentation is to provide insight for instructional leaders in cultivating a climate conducive to supporting diversity and differentiated instruction. Instructional leaders play an essential role in creating a positive and successful school climate. This presentation will highlight effective leadership trends, and research-based strategies that facilitate a diversified inclusive school environment.

**Leigh Hester, Amanda Branscombe, Patsy Glaze**, Athens State University

***Developing and Implementing a Field Work Practicum Model***

This presentation will review the process for developing and implementing a field work practicum model in order to provide a more focused, authentic, and beneficial field experience to support and help teacher candidates develop their planning, teaching, and assessment skills. This practicum model is a collaboration of the teacher candidate, cooperating teacher, and university professor and includes both structured seminars and hands-on learning in the P-12 classroom. Various topics addressed during the practicum include edTPA, teacher professionalism, lesson plan development, differentiated instruction, assessment, and lesson analysis. Professor perspectives as well as teacher candidate and cooperating teacher feedback will be shared.

**Susan Hester**, University of West Alabama, Mrs. Jackson (principal), Mrs. May (counselor), students- Paige Gandy, Haley Sager, Allie Marques, Kristen Phillips, Amanda Kirkman

***BBTC Community Service Projects and Westside Elementary School: A Collaboration to Benefit Rural Education***

Three students from the University of West Alabama completed service projects at Westside Elementary School in Demopolis, Alabama. Mrs. Jackson, principal, and Mrs. May, guidance counselor, were very supportive of these new additions and played vital roles in their execution. Paige Gandy's "Lights, Camera, Teach" set up a model classroom that is equipped with an audio enhancement system that allows teachers and staff to amplify their voice through a microphone and record or playback lessons for professional development purposes. Haley Sager's "Summer Brain Boast" conducted a community involvement night where she invited parents, guardians, and students to school to make manipulatives to use over the summer months to increase their retention of the standards taught over the past school year. Allie Marques' "The Sprouting Minds Garden" created school gardens and agricultural curriculum programs in hopes of teaching students to become diligent, responsible leaders and sparking students' interest in agriculture.

**Johnnie Lundin**, Athens State University

***Deconstructing edTPA Task 4 Math for Elementary Teacher Candidates Through a Culminating Assignment Emphasizing Effective Teaching Practices in Early Mathematics***

Teacher candidates' implementations of effective mathematical teaching practices for early grades and how these were designed through unpacking the edTPA Task 4 will be investigated. This presentation will offer how these implementations require candidates to practice teach mathematics, reflect on their teaching and students' learning, and address areas of need in both their teaching and students' learning and how these are captured in a culminating course assignment and field experiences. Although this culminating course assignment simulates the edTPA Task 4: Mathematics requirements, the emphasis lies on how applying the interactive cycle of planning, instruction, and assessment affects candidates' abilities to effectively teach, identify misunderstandings, and reteach mathematics for student learning in the early formative grades.

**Hamsa Mahafza**, University of Alabama Huntsville

***Walking in the Shoes of ESL Students: Moving Theory into Practice***

According to Stephen Krashen (2003), "We acquire language in only one way: when we understand messages; that is, when we obtain 'comprehensible input.' We acquire language, in other words, when we understand what we hear or what we read, when we understand the message" (p. 4). This presentation focuses on Krashen's Comprehensible Input (CI) hypothesis, an indispensable approach influencing second language acquisition and learning. In order to make language and content more comprehensible for ESL students and to ensure that ESL students understand what they are supposed to learn, ESL teachers need to: (1) provide effective communication strategies in order to make content more understandable for students acquiring a second language, (2) use speech appropriate for students' proficiency level, (3) explain academic tasks clearly, (4) apply meaningful and relevant CI activities, and (5) provide a variety of second language teaching strategies. Handouts will be provided.

**Jessica Platt, TJ Exford, & Natasha Jenkins**, Alabama State University

***Mindful Movement: Evidence in a Primary School Physical Education Program***

While meditation techniques have been taught to older students, there has been limited teaching of these techniques to young children. The goal of this study was to examine the impact of Mindful

Movement and Physical Fitness Activity (MPFA) on young students. Findings suggest that MPFA has varying statistically significant effects.

**Josie Prado**, University of Alabama Birmingham

***Bridging differences: College students explore cultures, coffee shops, and connections***

In an Honors course about the power of language, immigration, and xenophobia, freshmen explored what it means to be American in 2017. Students analyzed the impact of immigration patterns to the US, the intersection of language, culture, and identity, and causes for US xenophobia. Students considered the effect on immigrant English learners living in the United States, emphasizing the sociopolitical context of the US educational system. To understand the cultural context of their values, students write autobiographical essays, in which they personalized a definition of culture and their heritage. They reviewed how their heritage and culture have influenced their identity expression, and reflected on experiences of privilege and marginalization. In the service-learning project, honors students paired with international students. During the semester, the culture partners explored campus and community, while documenting their experiences through the lens of course themes. Honors students wrote weekly reflection journals using Gibbs (1988) Reflective Cycle.

**K. Riley, Mary Aquila, & Jennifer Wolfe**, Athens State University

***Safe Zone: Athens State University's Mascot, Hebrew the Bear, as a Technicolor LGBTQ Ally Icon***

The Safe Zone program has been on the Athens State University campus for almost 2 years. The Library is a natural fit for this because the ALA (American Library Association) has a roundtable, GLBTRT (Gay, Lesbian, Bisexual, and Transgender Round Table) that coincides with these principles, as well as the Stonewall Book Awards and the Rainbow Book List. Because of the LGBTQ diversity piece in Module 2 of ED 313: Information Literacy for the Teacher Candidate course, Athens State University has been improving its collection for materials for university level research, as well as children's literature. ALSC (Association for Library Services to Children) has also been invaluable with its section on LGBTQ families in the Library Services to Special Population Children and Their Caregivers: A Toolkit for Librarians and Library Workers. The ED 313: Information Literacy for the Teacher Candidate course turns 1 year old this summer 2018.

**Ronnie Roberts, Lauren Wells, Erin Lynch, and John McConnell**, Austin Peay University

***Promoting undergraduate Research as High Impact Practice for EPPs***

State universities and community colleges are exploring ways to increase student retention and graduation rates. The Association of American Colleges and Universities (AAC&U) identified five "high-impact practices" (HIPs) that promote substantial benefits for student learning and student persistence, increased student engagement, and improved retention and graduation rates. "Although research on HIPs documents the association between HIPs and many desirable learning outcomes, few students participate in these activities" (AAC&U, 2008). Austin Peay State University offers high impact practices to students through academic courses that, for one, promote undergraduate research. A case study of a student's experience in undergraduate research will be shared and followed up with a discussion of how it can be replicated, improved, and scaled at any institution.

**Tina Sloan and Tedi Gordon**, Athens State University

***The Road Less Traveled: An Ethnology of Social and Economic Mobility among Professors who were first-generation college students (How in the world did we get here?)***

Twenty-one university professors who began their own undergraduate studies as first-generation college students were interviewed regarding the challenges and resistance experienced within the

transformative journey from their undergraduate studies to their lives as college professors. Qualitative interviews of the professors revealed challenges associated with the lack of economic, social, and cultural capital. The study focused on how professors, who hold terminal doctoral degrees within their field of expertise, overcame the unseen disadvantages and barriers of socioeconomic status, lower educational aspirations, and lack of parental education to make the transition from first-generation college student to university professor.

**Sunyoung Song**, Athens State University

***Preparing Pre-service teacher to Promote Culturally and Linguistically Responsive Teaching: Utilizing digital storytelling to better serve English Language Learners***

Given the growing presence of English language learners (ELLs) in U.S. schools, increasing attention has been paid to the need to prepare pre-service teachers to work with such learners in mainstream classrooms. However, teacher preparation programs often face challenges in incorporating this kind of preparation into the existing curriculum due to other core certification requirements. This presentation discusses the findings of a pilot project that integrated digital storytelling into an online Teaching Methods course as a means to prepare pre-service teachers to support ELLs. Pre-service teachers in this course were engaged in a digital storytelling task in which they created a digital teaching material using their increased cultural knowledge and personal narratives to support the literacy development of ELLs. Findings from this work suggest that digital storytelling can facilitate culturally and linguistically

**Amelia Spencer**, Birmingham Southern College

***It's a Win-Win: International Teaching***

Teacher education programs must provide preservice teachers with experiences with diversity, allowing them to better relate and competently embrace the challenge of meeting the needs of ALL students in their future classrooms. The United States is an incredibly diverse and pluralistic society in terms of race, ethnicity, language spoken, and religious beliefs. This cultural mix is perhaps most noticeable in the public schools. It is projected that by the year 2020, students of color will make up half the student population of U.S. schools. One method of preparing preservice students for diverse classrooms is international teaching. Research indicates that international experiences benefits all students, and preservice teachers are no exception. The BSC-Sunrise School partnership allows preservice teachers an immersive teaching experience, with continuous feedback from both a supervising BSC professor and a seasoned Sunrise School teacher. Preservice teachers are offered daily opportunities to critically reflect on these experiences.

**Tim Thornton**, Athens State University

***Adding Value to an Online Career and Technical Education Program through the Use of Learning Contracts***

This session will provide a rationale for the inclusion of learning contracts in an online Career and Technical Education (CTE) program through an andragogy framework. The session will focus on how learning contracts can be implemented to benefit both students and educators. From a student's perspective, the benefit comes from creating a self-learning environment in which the curriculum is individualized for each learner. From an educator's perspective, the benefit comes from providing increased student accountability and an additional method to ensure that learning is occurring. Both of these areas will be further examined and specific examples will be provided as to how learning contracts can be implemented into a CTE program including the analysis of a pilot study.

**Darlene Turner-White and Jameha Gardner**, Athens State University

### ***Strategies for Teaching Culturally Diverse Students***

There are many school factors that affect the success of culturally diverse students. Culturally responsive practices are specific educational practices, instructional strategies, team processes, and curricula content which have been established by research to increase the achievement of culturally diverse students. Everything you do in your classroom will center upon meeting the needs of your diverse student population. Therefore, you must gain an understanding of all children's unique academic, emotional, and cultural differences so that you can help them on their academic and life journeys. To support a culturally sensitive learning community, you need to design and implement lessons that address all students' academic needs, learning styles, and multiple intelligences. It is imperative to provide an environment with these types of strategies for teaching culturally diverse students. The session will focus on developmentally appropriate practices with activities and strategies that captivate and engage students.

**Marla Williams & Letitia Bergantz, Athens State University**

### ***Technology Trends in Education***

21<sup>st</sup> Century teachers face challenges across different mediums and in the acquisition of communication and technology skills. As characteristics for academic success continue to evolve, teachers are tasked with added roles: resource provider, instructional specialist, learning facilitator, mentor, school leader, and lifelong learner (Learning Forward, 2016). Teachers are credited with having a profound influence upon learning and student success. Equipping teachers is paramount, and colleges must emphasize training to ensure teachers can analyze, synthesize, and apply learning to all students. Research indicates the best way to increase student achievement is to have qualified teachers with specialized skills (NCTAF, 1997; Sanders & Rivers, 1996; Haskelkorn & Harris, 1998; King & Newman, 2000; Sparks & Hirsh, 2000). This should consist of preparing teachers with culturally responsive skills. From our evaluation of the courses design, it is certain that "we are living in the midst of transformative time that is extremely difficult to describe and explain because it is so unusual, so enticing, and so filled with hope and brimming with potential" (Reynolds, Reeves, Lee, & bonk, 2015, p. 328). Continuing to that effect, this presentation hopes to further discussion of the key issues that concern educators, learners, and communities of practice.

**Jennifer Wolfe and Amanda Elgin, Athens State University**

### ***Sensory StoryTime: A Partnership between K-3 Collaborative Classroom Teach and an Academic Librarian***

This partnership between a K-3 collaborative classroom teacher and an academic librarian is in its second year (2016 to present). This presentation will: introduce ASD (Autism Spectrum Disorder), examine best practices for designing Sensory Storytime for children with special needs, highlight national librarians with expertise in the field such as Barbara Klipper, Carrie Scott Banks, etc., and inspire you to share your love of children's literature with children with ASD, as well as children with other special needs. This presentation will be from the perspective of a university faculty librarian who loves to conduct this Sensory Storytime outreach programming in an elementary school, as well as from the perspective of an elementary/collaborative K-3 classroom teacher who is a lifelong learner who implemented Sensory Storytime in her classroom