

**Texas A&M University-Commerce**  
**Characteristics of Texas Public Doctoral Programs**  
**2018-2019**

*Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.*

Department	Curriculum & Instruction
Doctoral Degree Program	Supervision, Curriculum, & Instruction
Contact Name	Dr. Jennifer Dyer; Dr. David L. Brown; Dr. Martha Foote
Contact Phone Number	972-886-7542; 903-886-5536

1	<b>Number of Degrees Per Year</b> <i>Average, 2016-2018</i> <i>Rolling three-year average of the number of degrees awarded per academic year</i>	<b>2016-2017</b>	2
		<b>2017-2018</b>	1
		<b>2018-2019</b>	9
		<b>3 Year Average</b>	4

2	<b>Graduation Rates</b> <i>Starting Cohorts: 2006-2008</i> <i>Rolling three-year average of the percent of first-year doctoral students who graduated within ten years.</i>	<b>% Graduating within 10 years</b>	48.27%

3	<b>Average Time to Degree</b> <i>Rolling three-year average of the registered time to degree of first-year doctoral students within a ten year period.</i>	<b>Average Years to Degree</b>	6.67

4	<b>Employment Profile</b> <i>Percentage of the last three years of graduates employed in academia, post-doctorates, industry/professional, government, and those still seeking employment (in Texas and outside Texas).</i>	<b>Area of Employment</b>	<b>Percentage</b>
		Academia	5%
		Industry/Professional	95%
		Other (Retired)	

5	<b>Admission Criteria</b>
	<a href="http://www.tamuc.edu/academics/graduateSchool/programs/education/supervisionCurriculumInstructionElementaryDomestic.aspx">http://www.tamuc.edu/academics/graduateSchool/programs/education/supervisionCurriculumInstructionElementaryDomestic.aspx</a>

6	<b>Percentage of Full-time Students with Financial Support</b> <i>Any student who takes ≥ 9 SCH is considered to be full time.</i> <i>In the prior year, the number of FTS (≥ 18 SCH) with support/the number of FTS.</i>	<b>2018-2019</b>	
		<b>Full Time Students</b>	15
		<b>Students with support</b>	10
		<b>Percentage of students with support</b>	66%
		<b>Amount of Support</b>	\$31,431.00

7	<b>Average Financial Support Provided</b> <i>Any student who takes ≤ 9 SCH is considered to be part time and ≥ 9 SCH is considered to be full time.</i> <i>For those receiving financial support, the average financial support provided per full-time graduate student (including tuition rebate) for the prior year, including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is "out-of-pocket".</i>	<b>2018-2019</b>	
		Research Assistantships	0
		Teaching/Non-Teaching Assistantships	0
		Tuition Waivers	0
		Other	\$31,431.00
		<b>Total</b>	<b>\$31,431.00</b>
		<b>Total number of Full Time Students with Financial Support</b>	10
		<b>Average Amount of support per student</b>	<b>\$3143.10</b>

8	<b>Student Core Faculty Ratio</b> <i>Rolling three-year average of full-time student equivalent (FTSE) /rolling three-year average of full-time faculty equivalent (FTFE) of core faculty.</i>	5.37:1

9	<b>Core Faculty Publications</b> <i>Rolling three-year average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per year. SEE Page 4-8.</i>	24
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10	<b>Core Faculty External Grants</b> <i>Rolling three-year average of the number of core faculty receiving external funds, average external grant \$ per faculty, and total external grant \$ per program per academic year.</i>	<b>Average of the Number of Core Faculty Receiving External Funds</b>	2
		<b>Average External Grant \$ per Faculty</b>	\$27,142.80
		<b>Total External Grant \$</b>	\$407,142.00

11	<b>Percentage of Full-time Students</b> <i>Rolling three-year average of the FTS (≥ 9 SCH)/number students enrolled (headcount) for last three fall semesters.</i>	<b>Fall 2016</b>	3.57%
		<b>Fall 2017</b>	0.0
		<b>Fall 2018</b>	2.63%

12	<b>Number of Core Faculty</b> <i>Number of Core Faculty in the prior year. Core faculty: Full-time tenured and tenure-track faculty who teach fifty percent or more in the graduate program or other individuals integral to the graduate program who can direct research.</i>	15
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13	<b>Faculty Teaching Load</b> <i>This information has been calculated using the Semester Credit Hours for the entire department but is being revised to only use the hours taught by core faculty members. Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year.</i>	<b>2016</b>	27.4
		<b>2017</b>	21.6
		<b>2018</b>	37.29

14	<b>Faculty Diversity</b> <i>Core faculty by ethnicity and gender.</i>	<b>Total Headcount by Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Asian or Pacific Islander	1	1	1
		Black Non-Hispanic	3	4	3
		Hispanic	2	2	1
		White Non-Hispanic	4	4	10
		<b>Total</b>	<b>8</b>	<b>11</b>	<b>15</b>
		<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Female	5	8	10
		Male	3	3	5
		<b>Total</b>	<b>8</b>	<b>11</b>	<b>15</b>

15	<b>Student Diversity</b> <i>Enrollment headcount by ethnicity and gender in the program in the prior year.</i>	<b>Total Headcount by Ethnicity</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Black Non Hispanic	25	20	22
		Hispanic American	10	9	11
		White Non Hispanic	33	34	27
		International	1	1	1
		N/A	15	16	15
		<b>Total</b>	<b>84</b>	<b>80</b>	<b>76</b>
		<b>Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
		Female	75	71	67
		Male	9	9	9
<b>Total</b>	<b>84</b>	<b>80</b>	<b>76</b>		

16	<b>Date of Last External Review</b>	2016
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17	<b>External Program Accreditation</b>
	Southern Association of Colleges and Schools

18	<b>Student Publications/Presentations</b> <i>Rolling three-year average of the number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year. SEE Page 9-13.</i>	32
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## PUBLICATIONS (Faculty)

### Peer Reviewed Articles, Book Chapters, and Books

- Araujo, J. J. (2019). The oral history of Mary Beth Sampson-Perry. In B. McClanahan, P. Lisenbee, W. Linek, & E. Jampole (Eds.) *The ten-year retrospective*, (pp. 281-290). Louisville, KY: Association of Literacy Educators and Researchers.
- Babino, A., Araujo, J. J., & Maxwell, M\*. (2019). Critical, compelling, and linguistically scaffolded literature: Implementing text sets multilingually for social justice. *Texas Journal of Literacy Education*, 7(1), 44-64.
- Babino, A., & Stewart, M. A. (2019). Multiple pathways to multilingual investment: a collective case study of self-identified Mexican students in the U.S. *International Multilingual Research Journal*. 13(3), 152-167.
- Babino, A. (2019): Reseña de *La Luz de Lucía*. *WOW Libros: Leyendo entre palabras*. 2(1), 17-18.
- Babino, A., Cossa, N., Johnson, R. \*, & Araujo, J. (In press, 2019). *Educating for a just society*. The 41st Association of Literacy Educators and Researchers Yearbook. Corpus Christi, TX: Association of Literacy Educators and Researchers.
- Babino, A., & Dixon, K. (In press, 2019) From me to we: Humanizing elementary classrooms for LGBTQ+ youth through an EC-6 teacher preparation program in the south in *Incorporating LGBTQ+ Identities in K-12 Curriculum and Policy*.
- Brown, D. L., Dyer, J. N., McCrary, D. E., & Morton, T. (2019). Literacy growth for children of poverty. *Dimensions of Early Childhood*, 47(2), 21-24.
- Caldera, A. & Morton, T. (2019). Reading the Word and World in Haiti: Literacy Education for Social Justice. Submitted to READ journal.
- Guthery, S., & Bailes, L.P. (2019). Identifying patterns of teacher attrition by preparation pathway and initial school type. *Educational Policy*. Available early online:<https://doi.org/10.1177/0895904819874754>
- Hong-Nam, K., & Szabo, S. (November, 2019). Language learning strategy use of Chinese university students in a Korean context. In A. Babino, N. Cossa, J. Araujo, & R Johnson (Eds.), *Educating for a just society* (pp. 161-178). The 41<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville. KY: Association of Literacy Educators and Researchers.
- Morton, T., & Babino, A. with J. Warren\* and J. Geremonte\*. (2019). Teacher educators engage preservice teachers with the 57 Bus. *World of Words*. 6(2), 30-36.
- Morton, T. B. and Stryker, A. (2019) "The benefits of providing choice in preserviceteacher education," *Networks: An Online Journal for Teacher Research*: Vol. 21: Iss. 1. <https://doi.org/10.4148/2470-6353.1276>
- Pearce, N., & Thompson, J. (2019). A dynamic duo: A partnership between an early childhood center and a teacher education program (Feature Article, also translated into Spanish: Un Dúo Dinámico: Una Alianza entre el Centro de Primera Infancia y el Programa de Educación de Docentes, pp. 15-18). *Early Years: Journal of the Texas Association for the Education of Young Children* 40(2), 11-14.
- Szabo, S. (2019). An Oral History of Dr. Evan Ortlieb, 2017 Herr Award Winner in ALER. In B.J. McClanahan, P.S. Lisenbee, W.M. Linek, and E. Jampole (Eds), *A Ten Years Retrospective of the Association of Literacy Educators and Researchers: 2008-2018* (pp.413-422). St. Cloud, MN: Association of Literacy Educators and Researchers.
- Szabo, S. & Sinclair, B. B. (2019). Readability of the STAAR test is still misaligned. *Schooling*, 10(1). pp. 1-12.
- Szabo, S. (2019). Parental involvement: It looks different for middle-school students. *The Delta Kappa Gamma Bulletin: International Journal for Professional Educators*, 85(3), 42-51.
- Corp, A., Fields, M. & Naizer, G. (in press) Chapter 28: Elementary teacher preparation in STEM. *Handbook of Research on STEM Education*. School Science and Mathematics.
- Babino, A., Cossa, N., Araujo, J., & Johnson, R\*. (2019). *Educating for a just society*. The 41<sup>th</sup> Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.

- Babino, A., Cossa, N., Araujo, J., & Johnson, R\*. (2019, November). Meet the editors of the ALER yearbook. Association of Literacy Educators and Researchers. Corpus Christi, TX.
- Babino, A., & Dixon, K. (2019). From me to we: Strengthening EC-6 literacy education programs to foster humanizing practices for LGBTQ youth. Association of Literacy Educators and Researchers. Corpus Christi, TX.
- Babino, A., & Stewart, M. A. (2019). El desarrollo cognoscitivo, emocional, y social de adolescents bilingües. [Cognitive, Emotional, & Social Development for Bilingual Adolescents] Workshop presented at La Escuela Arturo Muró. Portreillos, Panamá.
- Bailes, L. P. & Guthery, S. (2019). Principal promotion: When the odds are never in your favor: Paper presented at Oxford University, Oxford, England.
- Brown, D. L., & Loewenstein, M.\*(2019, September). "Building children's early literacy knowledge through engaging literature". Texas Association for the Education of Young Children (TXAEC), Frisco, TX.
- Garden, P\*. (2019). Vocabulary instruction: Easy ideas for educators. Texas Association of Literacy Educators.
- Garden, P\*. (2019). Vocabulary instruction. 14<sup>th</sup> Bill Martin Jr Symposium. Mesquite, TX.
- Garden, P\*. (2019). Science of teaching reading. READ Grant Literacy Academies. TX.
- Garden, P\*. (2019). Writing instruction, syllabification, and morphemic analysis. READ Grant Literacy Academies. TX.
- Guthery, S. & Bailes, L. P. (2019). Leaky Pipes and Labor Pools: Predicting Teacher Turnover using Preparation Pathway and Initial School Type. Paper presented at American Educational Research Association, Toronto, Canada.
- Hong-Nam, K., & Szabo, S. Metacognitive awareness and reading strategy use of EFL Korean university students in an intensive English learning context. 2019 Association of Literacy Educators & Researcher (ALER) Conference, Nov. 7-10, 2019, Corpus Christi, TX.
- Loewenstein, M.\*, & Brown, D. L. (2019, September). "Tell Me More": What Teachers of Young Children Should Know About Increasing Children's Oral Language Proficiencies Through Classroom Storytelling Experiences. Texas Association for the Education of Young Children (TXAEC), Frisco, TX.
- Loewenstein, M.\*, Brown, D. L. (2019, November). A Qualitative Study Exploring an Intersection Between Language, Literacy and Identity in Select African American Third Graders. Association of Literacy Educators and Researchers (ALER), Corpus Christi, TX.
- Naizer, G. (2019). *How do your science teacher candidates compare to the current teaching population?* Invited Presidential Series Presentation Accepted for the Annual Convention of the School Science and Mathematics Association. Salt Lake City.
- Richards, M. P. & Guthery, S. (2019). The Impact of School Closures on Teachers: Evidence from Texas. Paper accepted at World Education Leadership Symposium, Zug, Switzerland.
- Richards, M. P., & Guthery, S. (2019). The Expansion of Exemption: Texas' Districts of Innovation. Paper presented at American Educational Research Association, Toronto, Canada.
- Sawatsky, R\*. (2019). The Importance of Oral Language: Developing Good Listeners. Texas Association of Literacy Educators Conference. Waco, TX.
- Stewart, M. A., & Babino, A. (2019). Multiple pathways to multilingual investment: a collective case study of self-identified Mexicana students in the U.S. American Educational Research Association. Toronto, CA.
- Thompson, J. & Wilson, L. (November 2019). Girls and Boys Need to Talk with Men and Women: Language Work in Early Childhood. *Annual Meeting. National Association for the Education of Young Children*. Nashville, TN.
- Thompson, J. & Stanković-Ramirez, Z. (September 2019) Montessori Works: Why, and A Little Bit of How. *Annual Conference. Texas Association for the Education of Young Children*. Frisco, TX.
- Thompson, J. & Stanković-Ramirez, Z. (August 2019) Montessori works: Why, and a little bit of how. *Dallas Montessori Teacher Education Program*. Irving, TX.

- Thompson, J. (August 2019). Child development and individual variation. Teacher in-service training. St. Francis Family Montessori. Irving, Texas.
- Thompson, J. (July 2019). Child Development. Observation. *Dallas Montessori Teacher Education Program*. Plano, TX.
- Thompson, J. (June 2019). Importance of men and dads in children's lives. *Jerletha McDonald Show*.
- Thompson, J., Walker, K., & Geneser, V. (June 2019). Teaching early childhood teachers: Who are they? *Annual Meeting. National Association of Early Childhood Teacher Educators*. Long Beach, CA.
- Thompson, J., Walker, K., & Geneser, V. (June 2019). Early childhood teacher identity: Content analysis of 8 #whyteach vignettes. *Professional Learning Institute*. Long Beach, CA.
- Thompson, J. (January, 2019). Networking. *Dallas Chapter of Texas AEEYC*. Dallas, TX.
- Thompson, J. (January, 2019). Montessori principles at work: Review of Lillard (2017) *Montessori: Science Behind the Genius*. Teacher in-service training. St. Francis Family Montessori. Irving, TX.
- Wilson, F., Wilson, S., Wooten, D., Oslick, M., & Morton, T., Herbert, J., Sukoi, J. Sui-Runyan, Y., Zepf, M. with Carole Boston Weatherford (2019, October) *Introducing the 2019 Notable Books for a Global Society* presented at International Literacy Association Annual Meeting, International Literacy Association, New Orleans, LA.

## 2016-2017

- Araujo, J. J., Morton, T. B., Foote, M. M., & Dixon, K. V. (2017). Helping preservice teachers get the power of parental involvement: Establishing connections from day one. In R. Johnson, J. Araujo, & N. Cossa (Eds.) *Literacy: The critical role of teacher knowledge*. The 39 th Association of Literacy Educators and Researchers Yearbook, (pp. 1-29). Louisville, KY: Association of Literacy Educators and Researchers.
- Araujo, J., & Thompson, J. (2016). A Place for Children of Poverty. *Early Years: Journal of Texas Association for the Education of Young Children*, 37(2), 78-79.
- Araujo, J., & Wickstrom, C. (in press). Writing instruction that makes a difference to English learners. *Acta Universitatis Lodziensis. Folia Librorum*, 1-27.
- Brown, David L., Sennette, Jennifer D., McCrary, Donna E., & Morton, T. (2017). Response to Intervention and Authentic Assessment. *Dimensions of Early Childhood Education*, 45(1), 30-38.
- Brown, David L., Sennette, Jennifer D., & McCrary, Donna E. (2016). Using Ecological Assessment to Reduce Aggressive Behaviors in Young Children with Behavior Problems. *Education*, 136(3), 365-377.
- Colón, V., Szabo, S., & Riley, J. (2017 Accepted). The effects of transitional bilingual education versus dual language immersion on English Language Learners' reading assessment scores. In G. Onchwari & S. Keengwe (Eds.), *Handbook of research on pedagogies and cultural considerations for young English language learners*.
- Corp, A. (2017) A Story of engaging all students: Using research to guide teaching practices. *Early Years*, 38(1), 16-19.
- Corp, A. (2017 accepted) Tea cakes and sweet potato pie for all: Student responses to African American stories in mathematics. *Curriculum and Teaching Dialogue*, (19).
- Corp, A. (2017) Utilizing culturally responsive stories in mathematics: Research and resources. *School Science and Mathematics Association Annual Convention Proceedings* (3). <http://ssma.org/wp-content/uploads/2017/10/SSMA-Proceedings-2016-FINAL.pdf>
- Corp, A. (2017 accepted) Using African American stories in mathematics: Responses from the target audience. *School Science and Mathematics*.
- Hong-Nam, K., & Szabo, S. (2016). Investigating Korean university students' beliefs about language learning: Moving from an EFL context to an ESL context. In R. Johnson, S.

- Vasinda, & S. Szabo (Eds.), Making a difference in our diverse communities. Louisville, KY: Association of Literacy Educators and Researchers.
- Hong-Nam, K., & Szabo, S. (2017). Investigating master level K-6 reading teacher's attitude toward teaching content-area literacy strategies. *Journal of Teacher Action Research*, 3(3), 72-83.
- Isbell, L. Cranmore, J., Sennette, J.D., & Morton, T. (2017) Oral Histories and Teacher Preparation Programs. *The Journal of the Effective Schools Project. (JESP)*.
- Johnson, R., Araujo, J., & Cossa, N. (Eds.). (2017). Literacy: The critical role of teacher knowledge. The 39 th Association of Literacy Educators and Researchers Yearbook. Louisville, KY: Association of Literacy Educators and Researchers.
- Lee, D., Reid, M. J., & Thompson, J. (2016). Teachers Who Stay. *Early Years: Journal of Texas Association for the Education of Young Children*, 37(2), 74-77.
- Miller, J., Riley, J., & Maggio, R. (In press). Student created multimedia projects as the gateway to globalization and digital citizenry. *TEMPO*.
- Riley, J. (2017). Creating a Google classroom site. *New Teacher Advocate*, 24(4), 10.
- Riley, J., Hsu, C.-C., & Szabo, S. (Accepted). Engaging mobile apps for improving English language learners' speaking proficiency. In M. Cowart. & G. Anderson (Eds.), *Academic achievement for English language learners: Essential elements of teaching and leadership*. Texas Woman's University.
- Riley, J. (2017). Integrating YouTube videos into online teacher education. *Journal of Teaching and Learning with Technology*, (6)1. doi:10.14434/jotlt.v6n1.19526
- Shelton, M. & Szabo, S. (2016). Finding a Place for Fluency Instruction, *TALE Journal*.
- Szabo, S, Sawatsky, R. , & Blaylock, J. (2016). *TALE Yearbook, Developing Awesome Listeners and Speakers: Using Oral Language Activities and Question Stems to Promote Literacy and Learning*.
- Thompson, J. (2016). Why I Teach. *Early Years: Journal of Texas Association for the Education of Young Children*, 37(2), 82-83.
- Wolff, K., Chapman, M., & Thompson, J. (2017). Exploring the Intersections of Social Identity, Popular Culture and Men in Early Childhood Education. In E. A. Janak & L. Sourdout (Eds.), *Educating through Popular Culture: You're Not Cool Just Because You Teach with Comics* (pp. 265-286). Lanham, MD: Lexington Books.

## Doctoral Student Publications & Presentations

- Sawatsky, R\*. (2019). The Importance of Oral Language: Developing Good Listeners. Texas Association of Literacy Educators Conference. Waco, TX.
- Loewenstein, M.\*, & Brown, D. L. (2019, September). "Tell Me More": What Teachers of Young Children Should Know About Increasing Children's Oral Language Proficiencies Through Classroom Storytelling Experiences. Texas Association for the Education of Young Children (TXAEYC), Frisco, TX.
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## 2016-2017

- Avrit, S. (2017). First Year Teachers Content Area Reading Strategy Survival Guide. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.
- Garden, P. (2016). Region 10 Technology Tools Training Strand Region 10
- Garden, P. (2016). Boardmaker Training
- Garden, P. (2017). A read-aloud; now what can I do with it? Bill Martin Jr 13<sup>th</sup> Annual Symposium
- Garden, P. (2017). A read-aloud; now what can I do with it? TALE
- Garden, P. (2017). Region 10 Early Childhood New Teacher Academy
- Garden, P. (2017). Technology Training Waxahachie ISD
- Garden, P. (2017). Pre-K Guidelines Training Allen ISD



Garden, P. (2017). Region 10 Innovative Inclusion

Garden, P. (2017). Region 10 Touching Teachers Tomorrow

Garden, P. (2017). Region 10 Excellence in Education

Garden, P. (2017). Region 10 Steamify Your Early Childhood Centers

Gowin, M. (2017) "Brave New Voices", 2017 Bill Martin Jr. Symposium

Gowin, M. (2016). "The Lemonade Stand Adventure", Project Galleria at the Texas Association of Educators of Young Children 2016 Annual Conference.

Hogg, S. (2017). Gifted Students Need Intervention Too! Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

LaRue, L. (2017) Guided Reading Guru. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

Lowry, S. (2017). Socratic Seminar. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

Loya, S., Rowe, P., Wierbersch, J., Painter, C. (2016). Google Classroom Basics. Texas Computer Educator Association.

Loya, S. (2016) HS Math TI Part 1

Loya, S. (2017). Explore Free LMS Texas Computer Educator Association Conference Austin, TX.

Sawatsky, R. and Blaylock, J. (2017). Listening. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

Shelton, M., Reeves, D., Sawatsky, R. (2017). TALE Conference,

Shelton, M. (2017) TASA Mid-Winter Seminar Presentation,

Shelton, M. (2017). Austin ELAR Staff Development Day

Shelton, M. (2017). Instructional Coaching

Shelton, M. (2017). SEL Advisory Group Presentations

Shelton, M. (2017). A Study in Learning Spaces

Shelton, M. (2017). K-12 Fine Arts Updates; Revisit: Interactive Word Walls, Coaching/Swivl, 7 Steps to an Interactive Language-Rich Classroom- teacher presenters

Shelton, M. (2017). Planning for Social and Emotional Healthy Practices that Promote Equity Bill Martin, Jr. 13<sup>th</sup> Annual Symposium Commerce, TX.

Shelton, M. (2016). Grading Practices

Shelton, M. (2016). Digital Badging/RTI Updates

Shelton, M. (2016). Cultural Proficiency

Taylor, L. (May 2017). Social and Emotional Learning. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

Venters, A. (2017). Multicultural Mentors. Bill Martin Jr. 13<sup>th</sup> Annual Symposium. Commerce, TX.

Washington, R. (2016), Why can't I motivate my staff? What a leader can do to keep their team motivated. NAEYC Annual Conference in Los Angeles

Washington, R. (2016). Texas Charter Schools Associations Conference - Austin, TX

Washington, R. (2016). English Language Learners in Gifted and Talented Programs TAEYC

Washington, R. Foote, M.M. (2016). English Learners Explore Prosthesis Engineering through a Reggio-Inspired Project in Texas TAEYC