



**Monday, March 26 (drop your institution's gift basket at the registration desk)**

Registration Opens at 9:00

Time	Preconference Meeting	Location
10:00-11:45	Ad Hoc Committee: APR/Assessment	Salon A
10:00-11:45	Ad Hoc Committee: Field and Clinical	Salon B
10:00-11:45	MACTE Executive Board Meeting	University

Time	Conference Event	Location
12:00-1:30	<b>DESE Town Hall: Paul Katnik, Suzanne Hull</b> Lunch Buffet: Chips, salsa, guacamole Spinach Enchiladas Chicken Fajitas	Salon C and D
1:45-2:30	<b>Concurrent Session 1</b>	
	<b>1.1 Preparing Teacher Candidates to Promote the Learning of Diverse Students in an Inclusive Classroom Using Differentiated Instructional Strategies</b> Tanyathorn Hauwadhanasuk, Saint Louis University Diane Richter, Saint Louis University  This presentation will provide teacher candidates with an approach in teaching by using differentiated instruction strategies to promote learning of diverse students in inclusive classrooms.	Show Me
	<b>1.2 MACTE as an Advocacy Tool</b> Mike McBride, Northwest Missouri State University Tim Wall, Northwest Missouri State University  Presenters will facilitate an interactive, team-based workshop to identify MACTE advocacy priorities and steps to address them utilizing Bardach's 8 step process of problem solving.	University
	<b>1.3 Think Outside the Four-Walled Classroom</b> Barri L. Bumgarner, Westminster	Salon A

For detailed abstracts and presentation materials, please see MACTE's website.  
<http://macte.net/call-for-proposals/>

	<p>Marsha Tyson, Columbia Public Schools</p> <p>Teaching is no longer limited to traditional classrooms. Learning happens everywhere, and with the right tools, it is more relevant to digital natives.</p>	
	<p><b>1.4 Support Structures for Integrating Technology into the Classroom at the University of Central Missouri</b>          Odin Jurkowski, University of Central Missouri          Cecelia Brewer, University of Central Missouri          Chalice Jeffries, University of Central Missouri          Kathryn McCormick, University of Central Missouri</p> <p>Panel presentation from the University of Central Missouri sharing practices and opportunities for faculty and students to improve technology integration in teaching.</p>	Salon B
	<p><b>1.5 Certification Officers</b>          Margery Tanner</p>	Salon C and D
<b>2:45-3:30</b>	<b>General Session 2</b>	
	<p><b>2.1 MEES Feedback Session (please attend only one)</b></p>	Show Me
	<p><b>2.2 D "n" A: Arts infusion school for diverse learners</b>          Susanne Nuttall, Northwest Missouri State University          Nissa Ingraham, Northwest Missouri State University</p> <p>Experience the nucleus and strands of a unique arts infusion school with a template of sound academic practices uplifting a population of highly diverse learners.</p>	University
	<p><b>2.3 What's Next? Supporting students in MEGA Testing while increasing compliance with CAEP Standard 1 and 5</b>          Timothy Hanrahan, William Woods          Joseph Davis, Williams Woods          Carrie McCray, William Woods</p> <p>The purpose of this session is to provide EPP's with a system of support for students to understand and succeed the MEGA testing process while increasing data collection for CAEP standard 1.1 and 5.1, 5.2, and 5.3.</p>	Salon A
	<p><b>2.4 Fulbright Teachers Exploring Social Justice and Education in Rwanda</b>          Karen Garber-Miller, Avila University          Cort Miller, Avila University</p> <p>Session will highlight the work of a Fulbright teachers in Rwanda on</p>	Salon B

	a study and engagement tour titled From Genocide	
	<p><b>2.5 Lessons Learned from the Planning of a Quality Assurance System</b>          William Kerns, Harris-Stowe State University</p> <p>This presentation addresses the planning of a quality assurance system as part of the successful preparation for a CAEP visit.</p>	Salon C and D

<b>3:45-4:30</b>	<b>General Session 3</b>	
	<b>3.1 Private Colleges</b>	Show Me
	<b>3.2 Public Colleges</b>	University
	<b>3.3 Community Colleges</b>	Salon A
<b>5:15-6:15</b>	<b>Reception</b>	Lobby
<b>6:30-8:00</b>	<p><b>Plenary Session &amp; Dinner</b>  <b>Imagine: Imagine Education As It Could Be, Lives That Learn, Education That Lives, A Classroom Ahead Of The Curve.</b>          Keynote: Joe DuFore</p> <p>Decades of multimedia, years of eLearning and social media, months of adaptive learning and mobile devices, and weeks of coding and makerspaces have snowballed into a brain-changing, paradigm-shifting megalith! So, how do we harness this powerful age of coalesced technologies to redesign teacher expectations, school frameworks, classrooms, and education that fosters diversity and inclusion, digital and equitable citizenship, innovation, moonshot thinking, and an atmosphere only previously imagined!</p> <p>Plated Dinner (choose one):          Brisket (gluten free)          Chicken Piccata          Stuffed Peppers (gluten free)</p>	Salon C and D

**Tuesday March 27 (Wear your school spirit shirt and jeans)**

Time	Event	Location
<b>7:45-8:15</b>	Buffet Breakfast Scrambled eggs, Breakfast potatoes, Fresh fruit, Bacon	Salon C and D
<b>8:15-9:20</b>	Business Meeting	Salon C and D
<b>9:30-10:15</b>	<b>General Session 4</b>	

	<p><b>4.1 Pro/Con/Pro in the Final Clinical Experience</b>          Natalie Cobb, Avila University</p> <p>This session will share the Pros and Cons teacher candidates experience during Final Clinical Experience and how they can leverage this into success in their first year of teaching.</p>	Show Me
	<p><b>4.2 Assessing Dispositions of Teacher Candidates</b>          Maggie Beachner, Missouri Southern State University          Carissa Gober, Missouri Southern State University</p> <p>In order to develop interpersonal characteristics of teacher candidates, MSSU implemented an Educator Disposition Assessment process.</p>	University
	<p><b>4.3 The Positive Impact of Student Teaching Experiences on Student Preparation and Excitement for Teaching as a Career</b>          Dan Shepherd, Missouri Western State University</p> <p>This session summarizes the results of a survey of around 50 students about their perceptions related to the impact of field experiences on their development.</p> <p><b>Do They Care What You Wear? A Survey of Student Attitudes About Instructor Clothing</b></p> <p>This session summarizes the results of a recent survey of around 100 students about their perceptions related to the clothing choices of their instructors.</p>	Salon A
	<p><b>4.4 Where Can I STEM in Elementary?</b>          Michelle Schwartze, Missouri University of Science and Technology</p> <p>With STEM education on the rise, it is important that we provide teachers with up-to-date and relevant resources for providing STEM education in the classroom. This presentation will explore STEM resources for K - 8 teachers.</p>	Salon B
	<p><b>4.5 0 to Coding: A Playbook for Getting Coding in Every Educator and Student's Hands</b>          Joe DuFore, Keynote</p> <p>Coding is not just a literacy, it is a CORE literacy, capable of propelling student achievement, creativity, and workplace readiness. First, discover and experience the importance and power of coding, Then, see how to avoid roadblocks, make the right decisions about integration, and phase coding into the hands and brains of every student.</p>	Salon C and D

<b>10:30-11:15</b>	<b>General Session 5</b>	
	<b>5.1 MEES Forms Feedback Session (please attend only one)</b>	Show Me
	<b>5.2 Formative Assessment Tools</b> Bob Martin, University of Missouri, MOREnet  Explore examples of formative assessment for the classroom. Learn techniques and application of assessment tools.	University
	<b>5.3 The Integration of Character Education and its Impact on Teachers' Professional Practice</b> Katie Bahm, Lindenwood  Research studies report specific character education strategies that are effective in the K-12 setting; however, there is minimal research on pre-service teacher preparation in character education.	Salon A
	<b>5.4 Attitudinal Outcomes of College Students Towards Inclusion of Students with Disabilities</b> Turki Alqarni, Saint Louis University Tanyathorn Hauwadhanasuk, Saint Louis University Husain Alruwaili, Saint Louis University  The purpose of this research study was to investigate students' attitudes toward inclusion and social justice for people with disabilities in the university.	Salon B
	<b>5.5 Developing CAEP-Approved Signature Assessments (and their role in continuous improvement)</b> Laurie Kingsley, University of Missouri Columbia John Lannin, University of Missouri Columbia Sankalp Shivaprakash, University of Missouri Columbia  Signature Assessments are course or program specific assignments chosen from standard criteria that are used to monitor a teacher candidate's growth over time and to improve program outcome, and serve as one source of evidence for CAEP. In this session we overview the process we used to create Signature Assessments aligned to Missouri Teaching Standards across programs and how we are using those assessments to inform continuous improvement.	Salon C and D
<b>11:30-12:15</b>	<b>General Session 6</b>	
	<b>6.1 Construction Zone: Hard Hats Required</b> Mary Ruetters, Lindenwood University Jana Gerard, Lindenwood University	Show Me

	<p>This session will show the journey of Lindenwood’s new educational technology space. Come learn how deliberate communication and collaboration can change the way teacher candidates are experiencing educational technology integration in the classroom.</p>	
	<p><b>6.2 Impact of Field Experiences on Candidate Perceptions</b>          Linda Gray Smith, Northwest Missouri State University          Tim Wall, Northwest Missouri State University          Greg Rich, Northwest Missouri State University          Everett B. Singleton, Northwest Missouri State University</p> <p>The impact of clinical field experiences in diverse settings on rural teacher candidates’ perceptions of ability to teach urban, diverse students</p>	University
	<p><b>6.3 Coding in the Classroom</b>          Bob Martin, University of Missouri MOREnet</p> <p>The re-introduction of computer coding to K-12 classrooms. Gain a greater understanding of the coding tools and programs available to teachers regarding computer coding. Understand the resources available and how to apply them.</p>	Salon A
	<p><b>6.4 Make Google Work for You!- Save Time- Teach More</b>          Patti Jones, MOREnet</p> <p>Many of your students will graduate and work in schools using Google Apps. Learning to harness the power of add-ons for Google Drive will save them tons of time better spent working with students. Using Google Forms teachers can create self-grading quizzes or collect information for use in form letters or other mail merge items. Once created, these items can be used again and again to save time.</p>	Salon B
	<p><b>6.5 The Administrator’s Role . . . Support Good Teaching</b>          Shelton Smith, Missouri Baptist University</p> <p>While we know that a great teacher is the key to student learning, research indicates that the catalyst to make the learning environment conducive for both the teacher and the student is a great leader. This session will describe how Missouri is posed to make instruction a priority for all building and district leaders. Effective school leadership is an essential factor to ensure equitable access to excellent education for ALL Missouri students. This session will describe the proposed changes that will help universities prepare leaders to support tomorrow’s teachers.</p>	Salon C and D
12:30-1:30	<p><b>Lunch</b>          soup, salad, sandwich buffet</p>	Salon C and D

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<b>Time</b>	<b>Postconference Meeting</b>	<b>Location</b>
<b>12:30-2:30</b>	<b>Community Colleges</b>	<b>Show Me</b>
<b>1:30-3:30</b>	Field and Clinical Directors	Salon A
	Assessment Directors	Salon B
	Missouri Council of Education Deans	University

See you October 22-24 at Camden-on-the-Lake!

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