



**Kentucky Association of Teacher
Educators**
Annual Conference
2024

September 27th, 2024

*Northern Kentucky University
College of Education
Highland Heights, KY*

The Kentucky Association of Teacher Educators Board of Directors
welcomes you to the 2024 annual conference!

2023-2024 Kentucky Association of Teacher Educators Board of Directors:

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Conference Theme

Research in Our Current Context

How educators examine and utilize research has been at the center of national and state discussions regarding practices in the classroom and in teacher education. In an era marked by technological change, shifting societal needs, and increased public and political attention, the role of research in evidence-based instructional and programmatic decisions is as important as ever. As such, we invite educators, researchers, practitioners, and stakeholders to submit proposals examining how seminal and current research can inform practices in the state of Kentucky.

The committee welcomes proposals for panel and individual presentations on topics related to evidence-based practices, data-informed decision making, high-quality instructional materials, teacher professional development, technology integration and innovation, equity and inclusion, and other topics related to educating educators at all career stages.

This year's conference will be held in the College of Education located on the **second floor** of the **Math-Education-Psychology (MEP) building**. You will park in the **University Drive Parking Garage**. Enter the following address into your GPS:

University Garage
University Drive
Highland Heights, KY 41099

Traveling from Louisville, Kentucky:

- Take I-71 North
- Merge I-71/75 North
- Take Exit 185 onto I-275 East
- Follow directions for traveling East on I-275

Traveling from Lexington, Kentucky:

- Take I-75 North.
- Continue on I-71/75 North
- Take Exit 185 onto I-275 East
- Follow directions for traveling East on I-275

Click on the map below for a link to an interactive map of campus



Click the following for an a 2D map. We are in **building 14** and the parking garage is labeled **Lot N**



Schedule of Events

Registration and Coffee

7:30-8:00

Opening Session

8:15-9:00

Location: **MEP 200**

- **Welcome**—Dr. Michael DiCicco, *President, Kentucky Association of Teacher Educators*
- **Introduction** —Dr. Ginni Fair, *Dean, College of Education, Northern Kentucky University*
- **Distinguished Educator Award**, Kera Ackerman, *University of Kentucky*
- **Keynote** —Dr. Gerry Swan, *University of Kentucky*

Session 1

9:00-9:50

<u>1A</u>		Location
ELA Teacher Candidate Expectations of Teaching and Learning Tammie Sherry, Ryan Alverson, & Michael DiCicco <i>Northern Kentucky University</i>	Teacher candidate expectations play a key role in how they take in information in their preparation program and in how they teach. This study examines the expectations of a class of teacher candidates using visual metaphor. Findings and implications will be discussed.	MEP 294
“I don’t remember one thing about civic education”: An empirical study into elementary pre-service teachers’ ideas about civic learning and engagement	In this study, we examined elementary pre-service teachers’ perspectives on information/media literacy, civic learning, and engagement. We designed an intervention, and applied a mixed-methods approach to data collection and analysis, to examine if pre-service teachers’ learning experiences in	

<p>Laura Darolia, Daniela DiGiacomo, Carly Muetterties, & Stephanie Mobley <i>University of Kentucky</i></p>	<p>their methods course shifted attitudes toward their future practice as teachers.</p>	
<p>Assessing Pre-service Teacher Readiness for Culturally Responsive Pedagogy in Diverse International Contexts</p> <p>Ozge Yalciner <i>University of Kentucky</i></p>	<p>This study examines pre-service teachers' readiness to develop literacy lessons for diverse classrooms in culturally rich settings. It identifies critical inadequacies in CRT training programs and highlights the challenges faced by new teachers in designing culturally responsive curricula. Recommendations for improving teacher education programs are proposed to better prepare educators for diverse contexts.</p>	

<u>1B</u>		Location
<p>Building Partnerships for Education Career Pipelines</p> <p>Kimberly Clayton-Code & Sara Runge <i>Northern Kentucky University</i></p>	<p>In this interactive presentation, we will share evidence-based practices for building community, teacher and school partnerships to fuel the education career pipeline. Specific strategies and programs will be shared including partnerships with Grad Cincinnati, Young Women LEAD and a teacher professional learning network in order to build high school student affinity and interest in pursuing education as their career pathway.</p>	<p>MEP 292</p>
<p>Kentucky Excellence in Educator Preparation: Partnering for High Quality Instruction</p> <p>Kera Ackerman, Allie Rhodes, Sam Ringl, Veda Stewart, & Jennifer Drake Patrick</p>	<p>In this session, the KEEP state leadership team will engage the audience in discussion on topics related to partnering for high quality instruction. The team will share the updated High Leverage Practices recently released by the Council for Exceptional Children and the way these practices can inform partnerships between general educators, special educators, and leaders.</p>	
<p>Impact of Community Engagement on Teacher Candidate Self-Efficacy and Ability to Provide Book Access</p> <p>Morgan Stansell <i>Western Kentucky University</i></p>	<p>This study explores the impact of literacy-related community engagement on teacher candidates' self-efficacy, understandings of book access, and perceptions of teachers' roles in providing book access. Participants curated personalized book bags for students living in book deserts.</p>	

	We add to current research on the impact of service-learning on teacher candidates.	
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<u>1C</u>		Location
Pedagogical Pathfinders: Navigating New Territories in Teacher Education Sue Lasky, Dion Copland, Katie Collins, & Allisa Sowder <i>Midway University</i>	In this Panel Presentation three M.Ed. Teacher Leader Candidates share the findings from their mixed-method Teacher Leader Projects conducted in Spring 2024: Developing Employability Skills in High School Students, Teacher Perceptions of Instructional Strategies for Teaching English Language Learners in Social Studies, Scaffolding Learning in Science Class with Literacy Strategies.	MEP 204
Supporting the Neurodivergent Teacher Candidate Christina Noel, Jeremy Logsdon, Jessie Hussung, Sarah McMaine-Render, Shea Ryan-Kessler, & Kim Minton <i>Western Kentucky University</i>	Preparing neurodivergent teachers is crucial for fostering inclusivity and equity in the workforce. In this presentation, an autistic college student will share her experience with ableist teaching texts, a college autism program will share the tailored academic supports they offer, and the Live Learn Community will share how they support navigating tricky social situations. Participants will learn how to create environments where all educators thrive.	
Integrating AI in Lesson Design: Feedback from Preservice teachers Michele Cudd & Tammy Martin <i>Morehead State University</i>	In this presentation, we will provide an overview of a ChatGPT-generated lesson plan comparison activity conducted in an elementary methods course. We will also discuss student feedback on the different lesson plan types and their overall impressions of the activity.	

Session 2

10:00-10:50

	Location
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<p>Ditch Deficit Thinking, Quit Grit: Helping Aspiring Teachers Examine Ideological Blockages that Undermine Equity</p> <p>Paul Gorski <i>Equity Literacy Institute</i></p>	<p>Harmful ideology is harder to crack than harmful practices. But we can't sustainably change harmful practices without addressing ideological blockages that cause people to adopt them. In this session we explore strategies for helping to move educators past inequitable ideological frames—specifically, deficit ideologies—to strengthen their equity practices.</p>	<p>MEP 292</p>
<p>Using the UK SimLab for Teaching and Research</p> <p>Kera Ackerman & Linda Gassaway <i>University of Kentucky</i></p>	<p>Using virtual reality simulations has a strong evidence base in various professions but only recently have we begun to use simulations in teacher preparation practice and research. The UK SimLab (funded:H027A220032-22) provides mixed reality simulations that can be used for both teaching and research.</p>	<p>MEP 294</p>
<p>Using Read Alouds to Teach Literacy Content</p> <p>Brittany Worthen <i>Asbury University</i></p>	<p>Read alouds create a joyful community that provide listening comprehension experiences for students, which is an essential piece to reading comprehension. Teachers and educators alike can use read alouds to enhance literacy instruction in ways that build foundational and language skills, literary elements, vocabulary, and comprehension.</p>	<p>MEP 204</p>
<p>Using AI to Improve Special Education Instruction</p> <p>Jamie Mahoney <i>Murray State University</i></p>	<p>Using AI to enhance special education instruction holds tremendous potential for improving learning outcomes and supporting students with diverse needs. Personalized learning, adaptive learning, assistive technologies and behavioral analysis and interventions, data-driven decision-making and emotional support and mental health monitoring are only a few areas AI can assist in special education instruction. By leveraging the capabilities of AI in these ways, educators can create more inclusive learning environments and empower students with special needs to reach their full potential. However, it's crucial to ensure that AI technologies are implemented ethically and with careful consideration for privacy, accessibility, and equity concerns.</p>	<p>MEP 137</p>

Session 3

11:00-11:50

		Location
<p>The AI Powered Classroom: Tools, Strategies, and Ethical Practices</p> <p>Shannon Eastep <i>Northern Kentucky University</i></p>	<p>This presentation will equip educators with current applications of AI tools in the classroom. Additionally, it will address ethical considerations of AI use, including student engagement and responsible citation practices. Through discussions and tool demonstrations, educators will gain a toolkit for leveraging AI and fostering an ethical learning environment.</p>	<p>MEP 294</p>
<p>The Power of Partnerships</p> <p>Joni Meade</p>	<p>The University of Kentucky elementary education program has approximately 60-85 students that are student teaching each year. All students have course content covering trauma and equity; however, the program philosophy is that students learn best by being immersed in a variety of settings. The primary goal of a community partnership project was to enrich education for the K-5 students and families at three local centers; however, teacher candidates from UK gained valuable real-life experience that will serve thousands of students in their future classrooms. We cannot assume that all teachers understand trauma-informed practices. This experience was designed to not only serve students residing at all agencies, but also to give teacher candidates consistent exposure to working with students and the opportunity to apply research-based practices learned in coursework in the teacher preparation program.</p>	<p>MEP 137</p>
<p>Cultivating a Multimodal Literacies Pedagogy in Teacher Education</p>	<p>This qualitative research presentation explores what happens when a multimodal literacies pedagogy is prioritized in a university literacy methods course with secondary preservice</p>	<p>MEP 204</p>

<p>Barbara Hamilton <i>Asbury University</i></p>	<p>teachers. Using a sociocultural framework that situates literacies as social practice, this practitioner inquiry uses ethnographic methods to examine the local nature of teaching and learning. Data sources include a variety of multimodal course artifacts. Analysis follows the multimodal resources made available and the extent to which preservice teachers take up a multimodal literacies pedagogy in course work and beginning lesson planning. The literature review explores themes that recognize students' multimodal practices as resourceful for teaching and learning and expands teachers' notions of literacies as strengths in pedagogical development. Considering literacies before technologies (NCTE, 2018), the integration of technological, pedagogical, and content knowledge (TPACK) (Mishra & Koehler, 2006) is also explored with a focus on multimodal literacies. Findings reveal that when a teacher educator prioritizes a multimodal literacies pedagogy, it broadens preservice teachers' conceptions of literacy which has the potential to position them for more expansive, flexible, and participatory pathways for enacting multimodal literacies as a resource in their pedagogical development.</p>	
<p>Using a Collaborative Framework for the Inclusion of Students with Extensive Support Needs</p> <p>Deborah Amend <i>Northern Kentucky University</i></p>	<p>This presentation focuses on the perspectives of IEP team members during the implementation of a collaborative framework for the inclusion of three cases bound by students with autism and multiple disabilities. The implications include information for training all IEP team members regarding collaboration, differentiation, and creating sustainable practices.</p>	<p>MEP 292</p>

Lunch
12:10-1:00

MEP 294

2024 KATE Award Winners

- Outstanding Undergraduate Student Award
- Outstanding Graduate Student Award
- Outstanding Early Career Award
- Outstanding Mentor Teacher Award

Session 4

1:10-2:00

		Location
Incorporating AI-enhanced technology to address University Design for Learning (UDL) <i>Andrea Peach, Georgetown College</i> <i>Harold Peach, Georgetown College</i>	Combining AI with Universal Design for Learning (UDL) opens new opportunities for both teachers and students. In this presentation, we will connect UDL principles with AI tools to explore how to implement these innovations effectively for all students.	MEP 204
Generation Alpha in the Classroom: Are Teachers Ready for Generation Glass? <i>John Huss & Shannon Eastep</i> <i>Northern Kentucky University</i>	“Gen Alpha” is the first generation entirely born and shaped in the 21st century. Based on the perceptions of current middle school teachers, this session uncovers the concrete issues teachers encounter working with this unique and challenging cohort and how higher education must prepare teachers for the “new” classroom	MEP 294
Incorporating John Dewey’s Seminal Research in Contemporary Education: Enhancing Pre-Service	John Dewey's progressive educational theories, emphasizing experiential learning, democratic education, and reflective thinking, have impacted pedagogy for many years. This	MEP 204

<p>Teacher Training Through Reflective and Collaborative Efforts with P-12 Schools.</p> <p>Gera Nelson <i>Morehead State University</i></p>	<p>presentation will examine how Dewey's theories continue to shape contemporary education and how pre-service teachers can incorporate Dewey's seminal research into their reflective and collaborative efforts with partnering P-12 schools.</p>	
<p>Using Virtual, Synchronous Class Meetings for Education Courses: Professor Insights and Critical Analysis of the Research</p> <p>Sherry L. Stultz <i>Morehead State University</i></p>	<p>After the Covid-19 pandemic, higher education has increasingly offered more course deliveries from traditional, face-to-face to on-line. In this presentation, the audience will look at a professor's insights/tips into using a synchronous, virtual platform for several methods' courses and critically analyze what the research says regarding this platform.</p>	<p>MEP 137</p>

Session 5

2:10-3:00

5A		Location
<p>Using Video to Analyze Teaching</p> <p>Shawn Faulkner & Michael DiCicco <i>Northern Kentucky University</i></p>	<p>NKU's Middle Grades and Secondary programs have utilized video analysis in their courses as it offers a method for teacher candidates to reflect and identify concrete pedagogical concepts. Professors will share how they use video analysis and highlight examples of student work. Implications will be discussed.</p>	<p>MEP 296</p>
<p>Increasing Preservice Teachers' Instructional Know How</p> <p>Jamie-Marie Miller <i>Eastern Kentucky University</i></p>	<p>Preservice teachers (PSTs) often report feeling underprepared for the classroom. This session highlights efforts of a math teacher educator in incorporating targeted discussions through an instructional matrix to help PSTs learn how to integrate research-based instructional strategies that align to standards and support teaching diverse learners in their future classrooms.</p>	

<p>Comprehensive Classroom Plan: A Reflection Over Three Semesters</p> <p>Calah Ford & Joni Meade <i>University of Kentucky</i></p>	<p>We will showcase a key assignment within our program the Comprehensive Classroom Plan and describe how this project evolves over three semesters- Pre practicum through student teaching. The presenters will show the assignment outline and the strategy for having students reflect and update based on new experiences within each placement. This plan is used in the final capstone project at the end of student teaching, but begins the very first semester in the program.</p>	
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<u>5B</u>		Location
<p>Utilizing Joint Media Engagement as a Protective Factor</p> <p>Mary Littlepage <i>University of Kentucky</i></p>	<p>I will present research regarding negative effects of media related to children’s executive function, language development, and social connections. Early and over exposure to media has been associated with attention deficits, language delays, and interrupted social interactions. Joint Media Engagement can serve as a protective factor against these negative effects.</p>	MEP 294
<p>Using Diverse Picture Books to Strengthen Social and Emotional Skills</p> <p>Jessica Edwards <i>Northern Kentucky University</i></p>	<p>Social and emotional learning skills are inherently interconnected with culturally responsive teaching, as any progress with equity and justice requires intrapersonal, interpersonal, and cognitive competence. This session provides numerous ideas for using diverse picture books to establish and further strengthen social and emotional learning skills within any classroom environment.</p>	

<u>5C</u>		Location
<p>Trilateral Approach: Families of Preschool Children with Special Needs</p> <p>Mee Shon, Miranda Newland, & Nancy Kidd <i>Morehead State University</i></p>	<p>This research involves trilateral partnership practices involving the families of preschool children with special needs, their preschool teachers, and a higher education institution under funding from the state of Kentucky Department of Education. Two years of evidence-based practices and data</p>	MEP 204

	demonstrated the growth of target preschool children as well as the whole team.	
Rethinking Early Childhood Education to Meet the Needs of Families and Communities Ryan Alverson & Jaesook Gilbert <i>Northern Kentucky University</i>	The 2022-2024 Kentucky Preschool Partnership Grant has strengthened communities throughout Kentucky through stronger, collaborative partnerships among public school districts and private childcare partners. This presentation focuses on the strengths of these partnerships, challenges facing early childhood education in Kentucky, and advice for future early childhood educators.	
Using Recipe for Reading for Tiered Interventions Sherry L. Stultz <i>Morehead State University</i>	Recipe for Reading is designed to help students learn to read, write, and spell words and sentences by using multi-sensory techniques and explicit, direct instruction. Educators will learn how the elements of literacy can be effectively and efficiently integrated into all tiers of instruction.	