

Oregon Association of Teacher Educators

Nineteenth Annual Conference

Meaningful Change

February 26, 2016

Werner University Center
Western Oregon University
Monmouth, Oregon

<http://www.orate.org>

[Driving Directions](#)

[Free parking is available behind the stadium in Lot G](#)

Conference at a Glance

- 8:00 – 8:45** **Registration and Breakfast** (Pacific Room)
- 8:45 – 9:50** **Welcome and Keynote Address** (Pacific Room)
The Change
Richard Santana
- 10:00 – 10:50** **Breakout Session #1**
- 11:00 – 11:50** **Breakout Session #2**
- 12:00 – 12:30** **Lunch** (Pacific Room)
- 12:30 – 1:20** **Poster Showcase** (Pacific Room & Columbia A)
- 1:30 – 2:20** **Breakout Session #3**
- 2:30 – 3:20** **Breakout Session #4**
- 3:30 – 4:20** **Special Session** (Columbia A)
Stories from the Field: Faculty Perspectives on the State's Goal to Diversify the Educator Workforce
Hilda Rosselli, Chief Education Office
Karen Gray, Superintendent of Parkrose School District
Markisha Smith, Equity Unit Oregon Department of Education

Welcome to the 2016 ORATE Conference

Featured Events

Keynote Speaker: Richard Santana

The Change

Founder of *Homeboy Goes to Harvard Productions*, Richard Santana is a third generation gang member who went on to earn a Master's degree from Harvard University. He strives to demonstrate to students and educators how he accomplished the change that occurred in his life — the change that can occur in anyone's life.

A once tough-talking Latino gangster, now a college-educated, nationally recognized speaker, Richard Santana's journey provides a powerful and graphic illustration of cultural relevance in schools. His moving accounts of his gang-life experiences and how they shaped his beliefs, attitudes, and self-expectations are inspiring, unsettling and thought-provoking. He challenges his audience to critically assess their own perceptions and helps them to recognize how these perceptions influence work relationships, effectiveness and productivity.

**Werner University Center
Pacific Room
8:45 – 9:50**

Preservice Teacher Poster Showcase

Pacific Room

12:30 -1:20

Poster session participants will discuss their research at the poster they have designed. Please choose a 10 minute slot within your poster presentation time to also peruse the posters and talk with other researchers in your session.

Leading the Profession: Preparing Teacher Candidates for Professional Evaluation Defined by Senate Bill 290

The multiple poster session will share how teacher candidates implemented SB 290 assessment and Student Learning and Growth Goals to support academic progress during their yearlong clinical practicum.

*Amy Lynn Dee and Brenda Morton
George Fox University*

Andrew Allen, Jacob Baker, Bailey Barna, Gwenyn Bonn, Brittany Chelf, Taylor Fletter, Ricki Hendrix, Kori Jones, Erin Keeling, Wesley Kriz, Michael Maloney, Kathryn Mariman, Marguerite Meyer, Brittany Morales, Brittany Olson, Dana Stephens, Antonia Sweet, Erika Wilmes, Alissandra Wittrig, Jennifer Yano, Thomas Zarosinski

M.A.T. Student Poster Presentations of In-Progress Capstone Research Projects

Master of Arts in Teaching (MAT) students will give poster presentations of their in-progress Capstone Research Projects.

*Nicole Ralston and Jacqueline Waggoner
University of Portland*

Erika Almskaar, Akari Anderson, Natalie Baxter, Alexia Berg, Jereme Bigelow, Patrick Bizon, Will Blowers, Helen Bryant, Mollie Carter, Eric Cole, Kevin Connor, Dana Coppernoll-Houston, Julie Craig, Matthew Evans, April Farmer, Lara Gardner, Elise Gonzalez, Joshua Hanlin, Matt Hazel, Wennie Hong, Lucy Howard, John Hunt, Heidi Kershner, Rachel Love, Danielle Lushenko, Bryna Maloney-Keyes, Yaneli Martinez, Garrett Mattson, Amelia Mauney, Anne McHugh, Nicole Mickanen, Kaitlyn Mullaly, Katie Murphy, Emma Nelson, Caitlin O'Kelly-Moriarty, Chenoa Musillo Olson, Kyle Packan, Renato Parada, Eric Pierson, Lucas Quezada, Noelle Quezada, Mary Ranken, Staci Reinebach, Rylie Schlottmann, Lindsey Schnapp, Reba Siciliani, Jeff Smith, Sean Snider, Christopher Weber, Anna Wetterer, Sarah Wieking, Caleb Wilson

Professional Poster Showcase

Columbia A

12:30 – 1:20

<p style="text-align: center;">Task 4 of the Elementary edTPA: Refocusing Fraction Stations to Include Analysis of Students' Work</p> <p>This session will present a math methods class session in which candidates analyze students' work on fractions, critique fraction activities and plan instruction for a student coming to understand fractions.</p> <p><i>Juliet Baxter and Courtney Rath University of Oregon</i></p>	<p style="text-align: center;">Re-Defining the Role of Integer Operations in Schools and the Consequences for Teacher Preparation</p> <p>The presentation will provide insight into current research on children's thinking about integers, highlight misconceptions about integers, and critique the role of integer instruction given the conflicts between research and policy recommendations.</p> <p><i>Nicole Wessman-Enzinger George Fox University</i></p>
<p style="text-align: center;">Teacher Resilience in an Online Teaching Environment</p> <p>Is it possible to address teacher resilience in online instruction? This session answers this question and provides insights to accomplish this task when teachers are balancing work/ home/ coursework responsibilities.</p> <p><i>Mitzi Brammer Concordia University</i></p>	<p style="text-align: center;">Learned Helplessness Diminishes Students' Motivation and Academic Achievement: Implications to Teachers</p> <p>The content within this session will detail how learned helplessness diminishes motivation and academic achievement in students. This will include teacher implications on combatting the negative effects of learned helplessness.</p> <p><i>Mike Royer, Graduate Student Xiaopeng Gong, Western Oregon University</i></p>
<p style="text-align: center;">Self-Regulation Among Children with Autism Spectrum Disorder</p> <p>Self-regulation is a predictor of school success. Current research studies on analyzing self-regulation deficits among children with Autism Spectrum Disorder (ASD) and strategies for helping students with ASD to self-regulate their behaviors will be presented.</p> <p><i>Sara Schneider, Graduate Student Xiaopeng Gong, Western Oregon University</i></p>	<p style="text-align: center;">Developing an Inclusive School-to-Home Communication Plan that Works: The Effect of Taking the Time to do it Right</p> <p>Under-represented families held open, quality conversations with staff about school-to-home communication, resulting in a school policy meeting the needs of all members of the school community.</p> <p><i>Cathryn Lambeth, Concordia University Sam Thompson, Aaron Sleeper, and Tamara Driver Canby School District</i></p>

Professional Poster Showcase

Columbia A

12:30 – 1:20

<p style="text-align: center;">Active Learning Promotes Information Retention</p> <p>What teaching styles will be helpful for students to retain the most information? How is information stored?</p> <p><i>Julie Cooper and Xiaopeng Gong Western Oregon University</i></p>	<p style="text-align: center;">Shared Moments: A Systematic Review of Joint Attention Teaching Strategies</p> <p>This poster will present the most common teaching strategies and theoretical approaches for increasing response to and initiation of joint attention skills in preschoolers with autism spectrum disorders.</p> <p><i>Buket Erturk and Sarah Hansen, Doctoral Students University of Oregon</i></p>
<p style="text-align: center;">Cultural Learning Experiences of Graduate Teacher Education Students after an Immersion Experience in Kenya</p> <p>This presentation will examine specific shifts in cultural understanding and knowledge of five graduate teacher students after a two week cultural immersion experience in rural Kenya.</p> <p><i>Eloise Hockett George Fox University</i></p>	<p style="text-align: center;">Managing the Paper Load: Spend More Time Teaching Writing than Assessing Writing</p> <p>In schools today, writing is often assigned more than it is taught, putting emphasis on assessment rather than instruction. Giving teachers tools for assessing writing more efficiently can free instructional time for more effective teaching.</p> <p><i>Melanie Landon-Hays Western Oregon University</i></p>
<p style="text-align: center;">Exploring Formative Assessment in Earthquake and Tsunami Education</p> <p>We will explore formative assessment strategies to make explicit students’ preconceptions, epistemological commitments, and ontological categorizations relative to the complex socioscientific issue of earthquake and tsunami awareness and preparedness.</p> <p><i>Douglas Lownsbery, Doctoral Student Oregon State University</i></p>	<p style="text-align: center;">The Mindfully Embedded Classroom: An Investigation of the Mindfulness Traits and Practices of High School Teachers</p> <p>Doctoral dissertation results are presented investigating the mindfulness levels of high school teachers and phenomenon that exists with a “mindful” teacher population, including philosophy, mindset, educational practice and language use.</p> <p><i>Katy Wagner, Doctoral Student University of Portland</i></p>

Breakout Session #1

10:00 – 10:50

<p>Pacific</p>	<p>Keynote Follow-Up for Preservice Teachers</p> <p>The Keynote Speaker, Richard Santana, will speak to preservice teachers and lead a Q&A session.</p> <p><i>Richard Santana, Keynote Speaker</i></p>
<p>Columbia (A)</p>	<p>Responding to Trauma Through a Culture of Care: Raising a New Generation of Teachers</p> <p>Stressed and marginalized students need trauma-informed schools to respond to their emotional, social, and academic challenges. Discussion will focus on transforming current culture to meet the needs of vulnerable learners.</p> <p><i>Brenda Morton and Anna Berardi, George Fox University</i></p>
<p>Columbia (B)</p>	<p>Understanding and Applying TPACK in Methods Courses</p> <p>TPACK is a framework that describes the knowledge needed to effectively teach with technology. We will illustrate the fundamental components of TPACK through an application in mathematics education.</p> <p><i>Gregory Zobel and Rachel Harrington, Western Oregon University</i></p>
<p>Calapooia</p>	<p>The Heady Highs and Downward Dives: Resisting Derailment in a Clinical Practice Partnership</p> <p>Describing a clinical practice partnership that integrated co-teaching, contextualized English Language Development, and service learning, the presenters share resources, data collection tools, and a critical evaluation of the partnership.</p> <p><i>Chloë Hughes, Maria Dantas-Whitney, Marie LeJeune, and Christina Reagle Western Oregon University Sue Thompson, Lincoln County School District Anne Marie Foltz, Corvallis School District</i></p>
<p>Ochoco</p>	<p>Across Time and Space: Building Learning Communities in a Virtual World</p> <p>Learn how rural teachers became avatars and participated in an empowering and interactive learning community from the comfort of their homes. Overview and research results of a University/School Partnership Project.</p> <p><i>Lynne Anderson-Inman and Peggy Marconi, University of Oregon</i></p>
<p>Santiam</p>	<p>Bridges and Barriers: The Voices of Latino, Long-Term English Language Learners Illustrate their Experiences in School and the Local Community</p> <p>The voices of 16-19-year-old local, Latino, long-term English Language Learners in a recent study illustrate bridges and barriers related to student experience and connectedness in school and local communities.</p> <p><i>Kristina Granby, Forest Grove School District</i></p>
<p>Willamette</p>	<p>Increasing Diversity in Teacher Candidates: A Pipeline Partnership from High School to University</p> <p>To encourage diverse students to pursue the teaching field, Chemeketa Community College and partners have created a pipeline to encourage and support students from high school through university.</p> <p><i>Cecelia Monto, Chemeketa Community College</i></p>

Breakout Session #2

11:00 – 11:50

<p>Pacific</p>	<p>Welcoming Schools: Preparing Preservice and Inservice Teachers to Establish Safe and Inclusive Classrooms for Gender Identity and Sexual Orientation Diversity</p> <p>This session will present curriculum approaches and preservice teacher education projects designed to train teachers on establishing safe and welcoming classrooms for LGBTQ youth and families.</p> <p><i>Julie Heffernan, University of Oregon</i> <i>Try Flynn, Welcoming School and Tina Gutierrez-Schmich, Bethel School District</i></p>
<p>Columbia (A)</p>	<p>Purposeful Placement: A TeachOregon Clinical Practice Partnership in Placing and Mentoring Student Teachers</p> <p>The presenters will share cooperating teacher criteria, training, and selection process at the district level and the university level. They will also facilitate a workshop style dialogue on current practices.</p> <p><i>Kara Whipple and Robin Patterson, University of Oregon</i> <i>Laura Scruggs, Springfield School District</i></p>
<p>Columbia (B)</p>	<p>A Peer Training Model to Promote Digital Fluency Among University Faculty: Program Components and Initial Efficacy Data</p> <p>University educators identified constraints to supporting the digital literacy of its faculty and designed a peer training model in response. Program components and initial efficacy data will be shared.</p> <p><i>Linda Samek, Robin Ashford, Gloria Doherty, Anna Berardi, and Debby Espinor,</i> <i>George Fox University</i></p>
<p>Calapooia</p>	<p>Partnerships that Promote Meaningful Change: Supporting Innovative Programs that Foster Middle School Student Achievement</p> <p>Collaboration between teachers and the Middle Level Consortium provided seeds for meaningful change in public school classrooms that grew into two innovative student programs. Outcomes and reflection will be shared.</p> <p><i>Alicia Wenzel, Western Oregon University</i> <i>Dawn Wright, Cascade Junior High School and Tara Heikila, Parrish Middle School</i></p>
<p>Ochoco</p>	<p>Teachers as Brain Changers</p> <p>A practical and revolutionary look into the student’s developing brain in order to understand why students behave the way they do, and what we can do to help.</p> <p><i>Jesse Payne, Corban University</i></p>
<p>Santiam</p>	<p>Towards Future Ready: A K-20 Community Partnership for Meaningful Teacher and Professional Development in Technology Integration</p> <p>This presentation will describe a K-20 collaborative partnership that used creative design thinking to address problems of practice related to technology integration in a Future Ready middle school setting.</p> <p><i>Anita Zijdemans Boudreau, Pacific University and Aaron Persons, Whitford Middle School</i></p>
<p>Willamette</p>	<p>Shifting the Focus of Assessment and Accreditation from Reports to People</p> <p>Ideas are shared on how to build and sustain an assessment culture to strategically meet CAEP’s new standards for EPP evidence under diminishing institutional resources.</p> <p><i>Dane Christian Joseph, Scot Headley, and Amy Dee, George Fox University</i></p>

Breakout Session #3

1:30 – 2:20

<p>Columbia (A)</p>	<p>Reading the World Through Children’s Literature</p> <p>Focusing on global education, this session discusses how two middle school teachers incorporated international children’s literature into science and literacy curricula.</p> <p><i>Deanna Day, Washington State University</i> <i>Tracy Smiles, Western Oregon University</i></p>
<p>Columbia (B)</p>	<p>Developing a Curriculum and Pedagogy Equity Lens: A Multi District and University Teacher Education and Professional Development Collaboration</p> <p>This session shares a case study example of three school districts and a teacher education program partnership for developing culturally responsive professional development for preservice and inservice teachers.</p> <p><i>Julie Heffernan, University of Oregon</i> <i>Whitney McKinley, Springfield School District</i> <i>Tasha Katsuda, Eugene School District</i> <i>Tina Gutierrez-Schmich, Bethel School District</i></p>
<p>Calapooia</p>	<p>Positioning a Clinical Partnership for Meaningful Change: Studying P-12 Student Outcomes with Clinical Practice in Mind</p> <p>This school-university partnership is beginning to analyze P-12 student outcomes from schools with a strong clinical practice and co-teaching component. How does this data inform necessary changes for both stakeholders?</p> <p><i>Kristin Dixon, Corban University</i> <i>Karen Spiegel and Brett Cheever, Salem-Keizer Public Schools</i> <i>Mark Girod, Western Oregon University</i></p>
<p>Ochoco</p>	<p>Supporting Student Engagement and Retention with Meaningful Videos and Screencasts</p> <p>This presentation focuses on understanding key screencast and video categories so educators can efficiently and effectively create content that supports student engagement and retention.</p> <p><i>Gregory Zobel, Western Oregon University</i></p>
<p>Santiam</p>	<p>Supporting Immigrant Students in Oregon schools: What Teachers & Schools Need to Know</p> <p>Presentation highlights educational challenges facing students from immigrant, refugee, and undocumented families. Learn about academic, social, and emotional effects impacting students and ways school staff and communities can better support students and families.</p> <p><i>Alejandra Favela and Danielle Torres, Lewis & Clark College</i></p>
<p>Willamette</p>	<p>Understanding the Dyslexic Learner: A Simulation and Discussion of Pre-Requisite Literacy Skills</p> <p>Dyslexia affects up to one in five students learning to read. Participants will experience first-hand many struggles of the dyslexic learner and explore supportive teaching strategies.</p> <p><i>Shelbe Park and Jane Cooper, Oregon Branch of the International Dyslexia Association</i> <i>Alicia Roberts Frank, Lewis & Clark College</i></p>

Roundtable Sessions #1

Pacific Room

1:30 – 2:20

Roundtable A: <i>Culturally Responsive Teaching</i>		
<p>Culturally Responsive Teaching Strategies for Korean Immigrant Children</p> <p>In order to provide equity and inclusion for Korean immigrant children at K-12 schools, I present specific suggestions for US teachers and school administrators by explaining cultural differences.</p> <p><i>Su-Jin Jung, Doctoral Student Portland State University</i></p>	<p>Culturally Responsive Teaching Practices for the P-16 Classroom</p> <p>A discussion of Culturally Relevant Teaching Practices for diverse classrooms will be facilitated. The participant will depart with lesson ideas, classroom management strategies, and research based resources.</p> <p><i>Zulema Naegele, Doctoral Student University of Portland</i></p>	
Roundtable B: <i>Professional Development</i>		
<p>Meaningful PLC Time: Action Research and Purpose within Professional Learning Community Groups</p> <p>The Professional Learning Community (PLC) movement is intended to get the teachers to interact with their colleagues in the spirit of professional improvement. This program describes how to get the most of PLC groups.</p> <p><i>Matthew Coulter University of Idaho</i></p>	<p>Increasing Academic Vocabulary in Culturally Diverse Middle School Classrooms: An Update</p> <p>This session explains a teacher-led staff development model in a high-poverty, highly-diverse middle school. The presenter describes how the model has evolved to meet the needs of staff and students.</p> <p><i>Matthew McParker Portland State University</i></p>	<p>Redefining Professional Development: Methods for Embedding PD and Sustaining Professional Learning</p> <p>This roundtable targets P-16 leaders who provide professional development (PD) for teachers. Research-based best practices for planning and implementing PD will be discussed, especially focusing on strategies for job-embedded PD.</p> <p><i>Rebecca Smith, Doctoral Student University of Portland</i></p>
Roundtable C: <i>Multilingual Classrooms</i>		
<p>Bilingual Teachers' Preparation: Meeting Oregonian Students' Needs</p> <p>We will present an initial model to prepare bilingual teachers designed in partnership with two school districts, lessons learned, and challenges faced.</p> <p><i>Carmen Cáceda and Mark Girod Western Oregon University Brooke Nova, Hillsboro School District Steve Nelson, Salem-Keizer School District</i></p>	<p>It's Everyone's Responsibility." Preparing Monolingual Teacher Candidates to Face the Challenges of a Multilingual Classroom</p> <p>This session will demonstrate how teacher candidates are introduced to effective instructional strategies for teaching English Learners through a simulated second language reading lesson.</p> <p><i>Abby Lane University of Oregon</i></p>	
Roundtable D: <i>Student Engagement</i>		
<p>Boosting Classroom Interests: A Neuroeducation Model to Explore the Learner's Meaning of Self</p> <p>A neuroeducation model of interest considers the neurophysiology of learning, language, and the learner's social needs. It is a process to help to explore the learner's meaning of self.</p> <p><i>Carol Xiang, Doctoral Student, University of Portland</i></p>	<p>Meaningful Classroom Interactions to Maximize Student Learning and Boost Assessment Scores</p> <p>Increase assessment scores by creating an optimal learning environment for your students. Proven techniques to engage students and accelerate learning for meaningful change and success in your classroom.</p> <p><i>Mary Ann Mace, California Lutheran University</i></p>	

Breakout Session #4

2:30 – 3:20

<p>Columbia (A)</p>	<p>Giving Teachers More Time to Teach</p> <p>Research ranks classroom management as the most important variable for classroom success. This session outlines a powerful program that will enable teachers in creating a learning environment optimal for teaching.</p> <p><i>Shaundele Leatherberry, Center for Teacher Effectiveness</i></p>
<p>Columbia (B)</p>	<p>Affirming Students’ Identities Through Culturally Responsive Teaching</p> <p>This interactive session models culturally responsive teaching strategies that affirm students’ identities. Participants reflect, practice, and collaborate to create ways to infuse their classrooms with identity affirming strategies.</p> <p><i>Carrie Larson and Kelly Cutler, Doctoral Students, Portland State University</i></p>
<p>Calapooia</p>	<p>How Can Evaluation of the Oregon Mentoring Program Support Preservice Programs?</p> <p>Beginning teachers involved in the Oregon Mentoring Program participate in surveys about the effectiveness of their teacher preparation and the mentoring program. The results of the surveys can be supportive to improving both programs.</p> <p><i>Christina Reagle and Mary Ellen Dello Stritto, Western Oregon University Tanya Frisendahl, Oregon Department of Education</i></p>
<p>Ochoco</p>	<p>Learning to Listen: Engaging in Meaningful Service Learning with Community Partners</p> <p>Explore a service-learning model that builds relationships with community partners by listening to their stories. Learn tools and strategies for fostering critical conversations between students and community-partners around power and equity.</p> <p><i>Lori Sanchez, Concordia University</i></p>
<p>Santiam</p>	<p>Getting Real: Integrating CCSS Literacy Standards into Teaching-Methods Courses</p> <p>When the Common Core State Standards in literacy are meaningfully integrated into activities used in teaching-methods courses, student teachers are better equipped to support disciplinary literacy in all subjects.</p> <p><i>Margaret Perrow, Southern Oregon University</i></p>
<p>Willamette</p>	<p>Youth Action Research: Why Don’t Students Eat School Breakfast and Lunch?</p> <p>This presentation will describe a Youth Action Research (YAR) project that was conducted as a partnership between public health and a local high school using students as researchers.</p> <p><i>Jennifer Young, Doctoral Student, Portland State University</i></p>

Roundtable Sessions #2

Pacific Room

2:30 – 3:20

Roundtable A: Curriculum & Assessment		
<p>STEM in Afterschool and Summer</p> <p>Participants will learn about the importance of STEM education and the reasons why afterschool and summer programs are ideal learning environments.</p> <p><i>Susan Hamann OregonASK</i></p>	<p>Considerations around the Oregon Kindergarten Assessment and Teaching Strategies GOLD</p> <p>This session considers the assessment formats being implemented to measure the success of the newly created Oregon ECE programs, specifically the Oregon Kindergarten Assessment and Teaching Strategies Gold.</p> <p><i>Sarah Guyon, Doctoral Student Portland State University</i></p>	
Roundtable B: Students with Special Needs		
<p>Autism Assessments: Are we Meeting the Need?</p> <p>Current autism assessments do not meet the needs of educators. Can we do it all: collect accurate relevant data, offer insight into behavioral characteristics of autism, and plan for intervention?</p> <p><i>Kate Panaccione, Doctoral Student Portland State University</i></p>	<p>Preparing Programs to Implement HB 2412: Preparing Educators Who Understand Dyslexia</p> <p>This presentation will describe the considerations, process, successes, and challenges of implanting the law in two existing special educator preparation programs, with discussions for considerations of policy and planning.</p> <p><i>Alicia Roberts Frank, Lewis & Clark College Amanda Sanford and Julie Esparza-Brown Portland State University</i></p>	
Roundtable C: Preservice Teachers		
<p>Extending Teacher Candidate Experience Beyond the Classroom</p> <p>A university partnership coordinator, a high school instructional coach, and the university’s site coordinator at the high school describe a collaborative strategy for facilitating school-wide experiences for teacher candidates.</p> <p><i>Audrey Lingley and Curt Heath Portland State University Denise Pierson David Douglas High School</i></p>	<p>A Collaborative University-School District Clinically-Based Teacher Preparation Program</p> <p>Participate in a discussion on program development and research-based practices for clinically-based teacher preparation programs; that is programs that include deep integration of field experiences and university course work.</p> <p><i>Matt Nyman, Nell O’Malley, and Larry Flick Oregon State University Melissa Potter, Sue Robertson, and Susan Rodriguez Beaverton School District</i></p>	<p>Anti-Oppressive Curriculum for Preservice Teacher Candidates: A University and School District Instructional Partnership in Elementary Education</p> <p>This presentation is an overview of a district and education college collaboration equity framework. The panel includes a curriculum equity lens, teacher education curriculum and samples of 2015 student projects.</p> <p><i>Julie Heffernan and Kara Whipple University of Oregon Tina Gutierrez-Schmich and Erin Moss Bethel School District Ixchel Verdugo and Sasha Chang, Graduate Students, University of Oregon</i></p>

Special Session

3:30-4:20

Columbia A	<p>Stories from the Field: Faculty Perspectives on the State’s Goal to Diversify the Educator Workforce</p> <p>Members of the Oregon Educator Equity Group are hosting an interactive session to gather insights from faculty on barriers, promising practices, and fiscal needs to inform state policy and legislation.</p> <p><i>Hilda Rosselli, Chief Education Office</i> <i>Karen Gray, Superintendent of Parkrose School District</i> <i>Markisha Smith, Equity Unit Oregon Department of Education</i></p>
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Thank you for joining us at the 2016 ORATE Conference!

You are welcome to provide comments and suggestions for future conferences. Please send these to Nicole Ralston, ORATE President at ralston@up.edu

PLEASE RECYCLE
Your Name Tag and Conference Program by leaving them at the registration table.

Plan to attend the 20th Annual ORATE Conference

Visit the ORATE website at www.orate.org