### Building and Sustaining Successful Relationships in the Clinical Teaching Triad

**It Starts at the Heart: Care and Keeping Teacher Connections**

**To Help and Appreciate Teaching**

**Latina Superintendents in Rural South Texas and the Social and Cultural Values Impacting Their Success in the Superintendency**

Dr. Elizabeth Petersen, Dr. Carrie Pierce, Dr. Melissa Melendez, & Mr. Robert Allen
Texas A&M University-Corpus Christi

Miss Alexandria Perez
Texas A&M University-Corpus Christi

Miss Emily Neuman & Ms. Samantha Garza
Texas Tech University

Dr. Barbara Buckley Greses, Dr. Gerri Maxwell, & Dr. Bernadine Cervantes
Texas A&M University-Corpus Christi

Our goal is to facilitate a cohesive and meaningful experience for the clinical teacher, cooperating teacher, and university supervisor. A recent graduate, a K-12 cooperating teacher, and two university supervisors discuss their perceptions of clinical teaching including pitfalls and suggestions for avoiding them. Encouraging dialogue between the parties and clarifying expectations leads to a positive entrance into the teaching profession.

Research about care, cultural responsiveness, and asset-based approaches will be discussed in this session. Teachers have their own unique identities and cultural needs. How can we make teachers feel seen and cared for? How do we respond and connect to the whole teacher while building relationships?

Discuss ways to help new recruited students coming into the education profession, as well as ways to retain teachers who are already a part of the profession.

The depth of cultural and social capital the Latina nation brings to the superintendency is crucial for educators to better understand. Latina females in rural South Texas worked in areas with culturally similar populations and yet often failed to ascend to superintendent positions. Understanding the power within their cultural beings benefits the rural community in empowering the future.
THANK YOU...

TO OUR PARTNERS & COMMITTEE

Thanks to all of our School University Partners (SUP) for all of their support, and thanks to the many community sponsors who helped make this year’s SUPCE a success by contributing not only their time and services, but also offering donations and giveaways to encourage engagement.

Special thanks to our SUPCE planning committee:

- Dr. Carmen Tejeda-Delgado, SUPCE Founder & Co-Chair
- Dr. Frank Lucido, SUPCE Founder & Co-Chair
- Dr. Alissa Mejia, Project Manager
- Dr. Robin Johnson, CILS Program Coordinator
- Dr. Susan Elwood, QR Codes
- Dr. Michele Staples, Clinical Teaching
- Dr. Bethanie Fletcher, Reading
- Dr. Phyllis Robertson, SPED
- Dr. Bernadine Cervantes, Ed. Lead
- Dr. Victoria Smith, Hospitality
- Dr. Sal Alvarado, Flour Bluff ISD
- Dr. Cindy Perez, CCISD
- Ms. Kimberly Moore, West Oso ISD
- Mr. Brandon Chandler, Gregory Portland ISD
- Dr. Adrienne Backer, CNEP
- Dr. Mara Barbosa, Liberal Arts
- Dr. Yndalecio Hinojosa, Liberal Arts
- Dr. Katie Walker, CCISD
- Dr. Gerri Maxwell, Chair Educational Leadership
- Dr. Randy Bonnette, Kinesiology
- Dr. Susan Wolf-Murphy, Associate Provost

SCHEDULE

SCHOOL & UNIVERSITY PARTNERSHIP CONFERENCE OF EDUCATORS

OCTOBER 1, 2022 • TEXAS A&M UNIVERSITY-CORPUS CHRISTI

All events except the concurrent sessions take place in the University Center Anchor Ballroom 147

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<tr>
<th>8:00–8:30 am</th>
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<tr>
<th>8:30–9:00 am</th>
<th>WELCOME &amp; BREAKFAST</th>
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<tr>
<td>Dr. Karen McCaleb, Dean, Graduate Studies</td>
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<td>Dr. David Scott, Dean, COEHD</td>
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<td>Dr. Clarendra Phillips, Provost &amp; Vice President</td>
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<tr>
<th>9:00–9:10 am</th>
<th>KEYNOTE INTRODUCTION</th>
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<tr>
<td>Dr. Carmen Tejeda-Delgado, SUPCE Co-Founder</td>
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<tr>
<th>9:10–9:45 am</th>
<th>KEYNOTE SPEAKER</th>
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<tr>
<td>MS. Kathryn Clark Childers, author &amp; pioneering US Secret Service Agent</td>
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<th>9:55–10:40 am</th>
<th>CONCURRENT SESSIONS I</th>
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<td>Detailed schedule inside program</td>
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<tr>
<th>10:40–11:00 am</th>
<th>POSTER SESSIONS, EXHIBITS, &amp; BREAK</th>
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<tr>
<th>11:00–11:45 am</th>
<th>CONCURRENT SESSIONS II &amp; ROUNDTABLE DISCUSSIONS</th>
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<td>Detailed schedule inside program</td>
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<tr>
<th>11:55 am–12:25 pm</th>
<th>PANEL DISCUSSION</th>
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<tr>
<td>Transformative Partnerships Take a Village to Achieve</td>
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<th>12:30 pm</th>
<th>RECOGNITIONS &amp; DOOR PRIZES</th>
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TO OUR SPONSORS & DONORS

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- CCISD
- Dr. Gerri Maxwell
- Chair Educational Leadership
- Dr. Randy Bonnette
- Kinesiology
- Dr. Susan Wolf-Murphy
- Associate Provost
### POSTER SESSIONS: 10:40–11:00 am

**Please visit our poster presenters in University Center Anchor Ballroom I-47.**

<table>
<thead>
<tr>
<th>Poster Session</th>
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<tr>
<td>Anxiety Signs, Symptoms, and Strategies</td>
<td>The Relationship between Visual Skills and Reading Vocabulary of College Athletes</td>
<td>The Importance of Encouraging Potential Teachers to Seek Help Now to Avoid Burnout Later</td>
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<tr>
<td>Ms. Maile Holleck Texas A&amp;M University-Corpus Christi</td>
<td>Dr. Frank Spaniol, Dr. Corinne Valadez, &amp; Ms. Emily Paulison Texas A&amp;M University-Corpus Christi</td>
<td>Ms. Emily Beaman Texas A&amp;M University-Corpus Christi</td>
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<tr>
<td>Psychoeducational poster on different types of school-related anxiety, that highlights common risk factors, and symptoms, as well as provides teachers with easy-to-implement interventions.</td>
<td>This study investigates the relationship between visual skills and reading vocabulary of college athletes. Fourteen male college athletes were assessed for visual skills utilizing the VisualEdge Performance Trainer (VEPT), a software program designed to evaluate and train visual skills. Reading vocabulary was determined by the Gates-MacGinitie Reading Test. Results indicated that significant positive relationships existed between visual convergence and reading vocabulary.</td>
<td>Teachers are humans, and like all humans, self-care is a must to live healthy lives. Unfortunately, so much pressure is often put on teachers to help others that they are unable to help themselves and they lose their passion. Encouraging future teachers to seek help as students will help keep them in the profession.</td>
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SESSION 2: 11:00—11:45 am

**UC 142A**

**Motivation Theory is the Key to Retaining Teachers**

**Prepared by**

Ms. Sameera Massey & Mrs. Amanda Gonzales
Texas A&M University-Corpus Christi; West Oso ISD

**Description**

The speakers present Maslow’s Needs Hierarchy and Herzberg’s Motivation-Hygiene Theory as frames for understanding what motivates educators to stay in or leave their district or the profession entirely. The speakers call for school administrators, policy makers, and fellow educators to shift their focus from teaching on teacher support to have a greater impact on their motivation.

**Title Room**

**UC 142B**

**Interactive and Multimedia Activities in Math/Science for Day-One Ready Teachers and Retaining Teachers**

**Prepared by**

Dr. Faye Bruun, Ms. Mariana Ciamman, Ms. Stacy Flores, Ms. Chanta Gidrey, Texas A&M University-Corpus Christi; TMISD, CCISD, WOISD, & GPISD

**Description**

There is a recognized need for an increase in STEM engagement among students, families, and community members in high-needs school districts in South Texas. The Texas A&M University - Corpus Christi Noyce STEM INSPIRES (Infusing Social Programs in Residential Education Scholars) team, in conjunction with administrators, teachers, students, and community members in the West Oso Independent School District, provides opportunities for community-based STEM involvement through critical service learning projects. Learn how students facilitated a STEM informal learning event benefiting underserved communities.

**Title Room**

**UC 142C**

**Increasing STEM Access and Engagement through Student-Led Community Involvement**

**Prepared by**

Ms. Erika Torres, Texas A&M University-Corpus Christi

**Description**

This program (for grades K-5) allows students the joy of experiencing science firsthand in a relaxed, non-judgmental environment. Research shows that therapy dogs can help to reduce anxiety as well as improve focus and attention span. Therapy dogs serve as a calming presence and allow children to work to improve literacy, comprehension, and communication with a nonjudgmental listener.

**Title Room**

**UC 146**

**Tales with Tails: Therapy Dogs and Reading Achievement**

**Prepared by**

Dr. Robin Johnson, Ms. Meloney Sollie, Ms. Judith Perez, Ms. Lauren Finchbaugh, & Ms. Alayna Cuman, Texas A&M University-Corpus Christi; TMISD, CCISD, WOISD, & GPISD

**Description**

Therapy dogs serve as a relaxed, non-judgmental environment. Research shows that therapy dogs can help to reduce anxiety as well as improve focus and attention span. Therapy dogs serve as a calming presence and allow children to work to improve literacy, comprehension, and communication with a nonjudgmental listener.

**Title Room**

**UC 210**

**Recruit and Retain International Student Enrollment**

**Prepared by**

Ms. Vedika S. Salunke, Texas A&M University-Corpus Christi

**Description**

This session is designed specifically for early-career teachers (up to 5 years experience). In this informal setting, we will reflect on successes and areas for improvement, identify support systems, and plan for the next step in your professional journey.

**Title Room**

**UC 216**

**Taking the Next Step**

**Prepared by**

Dr. Tracy Harper, Texas A&M University-Corpus Christi

**Description**

In this session, cooperating teachers will review steps to a having successful conversations so that they will be more comfortable having difficult conversations with those they mentor. Cooperating teachers will then be given scenarios to practice their skills. This session is for cooperating teachers only.

**Title Room**

**UC 221**

**Google Rubrics: Grading’s Best Friend**

**Prepared by**

Mrs. Adelaide Underbrink, Flour Bluff ISD

**Description**

We have all used rubrics in some way before, maybe as a student, maybe as a teacher, but with Google, you can now create, add, & integrate your rubric into your instructions as you post your assignments. Then, just sit back, relax & click away to grade. Google does the grading for you! Ditch those paper printouts and get techy with the times!

**Title Room**

**UC 316**

**Planning for Difficult Conversations: A Session for Cooperating Teachers**

**Prepared by**

Ms. Audrey Graham & Mrs. Alice West
Texas A&M University-Corpus Christi; Corpus Christi ISD; WOISD, & GPISD

**Description**

This session is designed specifically for early-career teachers (up to 5 years experience). In this informal setting, we will reflect on successes and areas for improvement, identify support systems, and plan for the next step in your professional journey.

**Title Room**

**UC 317**

**Sustaining Community Building through Hero Journey Stories**

**Prepared by**

Dr. Michele Staples & Kelli Bippert
Texas A&M University-Corpus Christi

**Description**

How can faculty and educator partners collaboratively design and implement SEL character trails as heroes in Hero Journey stories for service to the community? This hands-on session will first explore research-based frameworks to current collaborative models, as well as collaborative opportunities. Participants will receive shared development resources before a brief experiential partner development time.

**Title Room**

**UC 320**

**Impact of Curriculum Alignment on Student Learning, Performance, and Achievement**

**Prepared by**

Dr. Susan Elwood & Wanjiru Day
Texas A&M University-Corpus Christi

**Description**

Teachers are experts at resolving issues that affect children’s ability to learn. Curriculum alignment has long been a major concern in effective teaching and test-based accountability schemes. Every day, teachers are faced with the challenge of figuring out how to best assist children in learning. The purpose of this study is to find out the relationship between setting student learning goals, and the way it has been associated with improved student outcomes on standardized assessments.