

COLLEGE OF EDUCATION AND P-16 INTEGRATION

The University of Texas Rio Grande Valley

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MESSAGE FROM THE DEAN

The University of Texas Rio Grande Valley College of Education and P-16 Integration (CEP) has had an amazing inaugural year! At our convocation we explored what it would be like (sights, sounds, and feelings) for faculty, staff, and students to thrive in the CEP. Paramount in our discussions was our commitment to student success and the importance of providing resources and support for faculty to engage in teaching, research, and service, with an emphasis on community engagement. Over this past year, we have developed new and enhanced existing partnerships, implemented various initiatives, and begun our transition from a culture of compliance to a culture of inquiry.

This Annual Report provides a glimpse into the fine work our faculty are engaged in and our outreach into the community. Faculty engage in meaningful research that impacts our region and beyond. They involve our students at the undergraduate and graduate levels in research and experiential activities that bridge theory to practice, and provide opportunities for students to present at regional, state, and national conferences. There is a concerted effort to support junior faculty through collaborative research opportunities. In an effort to ensure faculty across the college are familiar with the research being undertaken in other departments within the college and beyond, we hold bimonthly Lunch and Learns.

We recognize the importance of attracting students into education professions. As a result, we have partnered with several districts to develop an educator pipeline focused on high school students who have expressed an interest in teaching. We also believe in

the importance of providing a clinically rich preparation program and are in the process of curriculum (R)evolution. The goal of curriculum (R)evolution is to ensure alignment of program content with current research and best practice, and make full use of technology and innovation in educator preparation. One example of this is our use of TeachLivE™, a mixed-reality environment that provides opportunities for pre-service and in-service educators, and other professionals, to hone their craft.

I am deeply impressed by the work that we have accomplished in one year and look forward to continued success in the coming academic year. I am extremely proud of our faculty, staff, students, and alumni. As you review the progress and accomplishments listed in this document, I am sure you will agree. Please do come and visit us.

Sincerely,

Patricia Alvarez McElhatton





MOVING TO A CULTURE OF INQUIRY

The College of Education and P-16 Integration embraces a culture of inquiry for continuous improvement and collaboration with P-16 partners as reflected in its vision and mission.

Vision

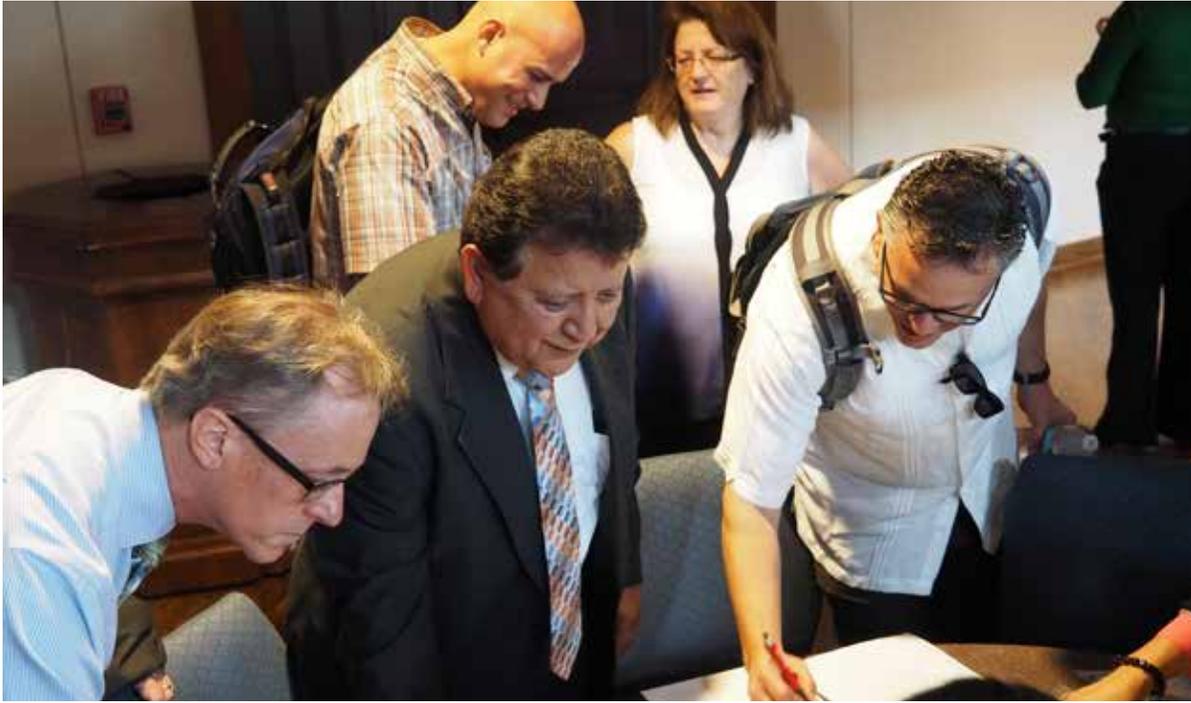
The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.

Mission

The College of Education and P-16 Integration's mission is to:

- Provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- develop highly effective multiculturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public school partners, families, and policy makers.





UTRGV SPECIAL EDUCATION CONSORTIUM

The singular purpose of the UTRGV Special Education Consortium (RGVSEC) is to promote the generation of new knowledge and develop applied educational interventions that enhance the lives of individuals with disabilities residing in the Rio Grande Valley and those similarly situated throughout the United States and Latin America. The Consortium focuses its efforts on supporting tenure-earning faculty members at The University of Texas Rio Grande Valley through mentoring by tenured faculty and collaborative initiatives.





Members of the Consortium have been very active in this inaugural year.

Members include:

- Dr. Angela Chapman
- Dr. Fred Guerra
- Dr. Eunice Lerma
- Dr. Revathi Srinivas
Fullbright Scholar, English and Foreign Languages Institute, India
- Dr. Ashwini Tiwari
- Dr. Hsuying Ward

Mentors:

- Dr. Paul Sale
- Dr. Amy Weimer

Why Teach?

- To inspire people to continue learning
- To pass along your experiences to others
- Values & beliefs about the teaching profession
 - Open Minded
 - Book Lovers
 - Patient
 - Organized
 - Creative
 - Initiative to be relevant to
 - Tech
 - Ability to learn w/ adaptation
 - Teaching isn't easy
- Mr. Garza, Mr. Garcia
- Ms. Johnson
- Mr. Castaneda, Mr. Garcia
- Ms. Gonzalez



PARTNERSHIPS AND INITIATIVES

H-E-B | READ 3 Literacy Program

The READ 3 Literacy Program is an H-E-B Corporate Initiative that began at one of our legacy institutions – The University of Texas Brownsville and the Brownsville Independent School District. The H-E-B Corporation launched Read 3 to emphasize the importance of early literacy education and nutrition. The main goal of this program is to promote a healthy, nutritional diet and lifestyle as well as school readiness of three to four-year old children, who will soon start the pre-k program in their respective schools. Since its inception, the project has been facilitated by Dr. Carmen Garcia-Caceres from our college.

This year, 63 education students volunteered to work in the program. Students attend partner READ 3 Project schools for 12 consecutive Fridays where they



teach prepared lessons to pre-k students. The education students that volunteered for the program were taking part in the Introduction to the Teaching Profession course, which is taught by Dr. Garcia-Caceres. These students credit the program for giving them hands-on experiences with very young children early in their teacher preparation. Selected school site principals embrace the program as well.

As one principal stated: “It is helping to prepare young children to be better prepared when they enter into our school site pre-kinder programs.”





STEERING COMMITTEE MEMBERS

College of Education and P-16 Integration

Patricia Alvarez McHatton

Steve Chamberlain

Janine Schall

Veronica Lopez-Estrada

Dr. Alcione Ostorga

Dr. Miryam Espinosa-Dulanto

Dr. Alma Rodriguez

Dr. Vejoya Viren

Dr. John Jauregui

Harlingen Consolidated Independent
School District

Norma Castillo

Arturo Cavazos

M. Veronica Kortan

Jennifer Maldonado

Lori Romero

Debbie Scogin

The University of Texas
Rio Grande Valley™
College of Education
& P-16 Integration



PARTNERSHIPS AND INITIATIVES

STEP UP (Student Teacher Educator Preparation: University Partnership)

A major factor in preparing excellent teachers is providing rich clinical practice to teacher candidates. The STEP UP program is a collaborative venture between the CEP and Harlingen Consolidated Independent School District (HCISD). The goal of the program is to engage teacher candidates in a yearlong immersive experience that will bridge theory and practice, and provide extensive opportunities for teacher candidates to develop their knowledge, skills, and dispositions through guided reflective practice.

A team of administrators and faculty from both organizations met monthly during spring 2016. From initial discussions, design teams were created to research elements of successful clinically-based programs, align them with the missions of the college and district, and propose practices to be implemented as part of the model program. The design teams focused on the student-teacher experience, the cooperating teacher experience, program assessment, and communication of the new plan.

The team designed a program that allows teacher candidates to work under the supervision of highly experienced and skilled cooperating teachers over a full academic year. Teacher candidates will spend an entire year (one day a week in the fall, and every day of the week

in the spring) on their HCISD campus engaged in structured field experience and student teaching activities designed to provide more challenging and integrated experiences as the year progresses. Teacher candidates will work closely with their cooperating teacher and a university supervisor to develop skills in planning, instructional delivery, reflection, and improvement of practice. Effective collaboration between the university supervisor and cooperating teachers will provide teacher candidates with meaningful and relevant feedback about teaching practices and recommendations for improvement. In addition, a strong focus of the program is to build a culture of inquiry among participants that will lead to highly developed skills in data literacy and evidence-based decision making, and self-study through action research.

Another key element of the program will be the professional development provided to cooperating teachers to better prepare them for the role of mentor with their teacher candidate. In addition, they will engage in district planning processes and have opportunities to work with university faculty on action research and potentially serve as adjunct instructors. The program will begin as a pilot in fall 2016 and will expand the following academic year.

PARTNERSHIPS AND INITIATIVES

Creating Pathways to Teaching

Leaders from the CEP and Region I Education Service Center first met in November 2015 to discuss new initiatives in recruiting undergraduate students into the field of education. The impetus for this discussion was data from TEA indicating that a high percentage of newly certified teachers received their training outside of traditional university educator preparation programs. Leaders at this meeting expressed the belief that alternative certification programs play an important role in certifying new teachers with a history of employment success

outside of education, but that traditional preparation through comprehensive and rigorous programs that focus on evidence-based practice and provide strong mentoring are essential in ensuring highly effective educators.

Subsequent meetings led to an initiative to create pathways to teaching by nurturing high school students' interest in teaching, and creating a bridge from high school to the educator preparation program, which traditionally begins in students' junior year of college.





Two Pathways to Teaching initiatives were proposed and implemented in June 2016:

- A dual-credit course, Introduction to the Teaching Profession (EDUC 1301), was offered on the Edinburg campus for 11th and 12th grade students who expressed an interest in teaching as a potential career choice. This course was taught by Dr. Veronica Estrada, chair of the Department of Teaching and Learning, and provided students the opportunity to explore different facets of teaching, such as the characteristics of highly effective teaching, the role of data in decision making and instructional planning, and the use of technology (TeachLive™) to enhance instructional delivery. The course also focused on broader sociocultural, historical, and legal issues that pertain to education. Students exited the course with a better understanding that teaching is a highly rewarding and challenging profession. In addition, students were introduced to the different teacher certification programs, became familiar with the CEP website, met faculty from different programs, and learned about ongoing mentorship activities designed to maintain students' interest in the teaching profession.
- A weeklong summer camp, Those Who Can, Teach! was offered on the Brownsville campus for 9th and 10th grade students interested in teaching. Drs. Rene and MariaElena Corbeil designed and delivered the activities that took place during the camp, and Ms. Kayla Reyes served as the camp

coordinator. The focus of the camp was exploring the different characteristics of highly effective teaching. With the use of iPads, students engaged in research exploring the qualities of excellent teaching. They interviewed faculty, other students, and teachers to obtain multiple perspectives regarding teaching and developed multimedia presentations about their findings. Students exited the camp with a better understanding of the characteristics of excellent teaching. Students also developed skills in research, use of technology to create multimedia presentations, oral presentation, and collaboration. In addition, they received a digital badge based on their accomplishments with technology over the week.

These two initiatives were facilitated by Dr. Steve Chamberlain, Associate Dean of Graduate Programs and P-16 Integration, and Dr. Tina Atkins, administrator, College, Career & Life Readiness, Region I ESC. Both initiatives will be expanded to both campuses, with an increase in the number of offerings to meet the needs of students interested in teaching as a profession. Both the course and the camp involve a significant mentoring component that will provide ongoing communication between students and CEP into the future as a bridge between these activities and their enrollment in the educator preparation program if they continue in their desire to pursue teaching as a profession.



UT Rio Grande Valley

WE WILL INSPIRE THE WORLD



PARTNERSHIPS AND INITIATIVES

Edinburg Housing Authority and Community-Based Learning in Teacher Education

During the summer of 2016, the College of Education and P-16 Integration formed a partnership with Edinburg Housing Authority to begin a new community immersion project. While many prospective teachers in the CEP Teacher Education Programs may be Rio Grande Valley natives, the value of connecting to the community in meaningful ways is an important experience in the journey to become a teacher. A group of prospective teachers enrolled in an undergraduate course taught by Dr. Kip Hinton had the opportunity to interact with families in the community in positive ways. Prospective teachers visited the summer program in two communities of Lantana and El Jardin to work with children, ranging from pre-k to

5th grade, and families. Prospective teachers encouraged literacy in fun and expansive ways in an effort to develop a love of reading and writing along with providing numerous outdoor activities and games.

A brief five-question survey was given to the 25 participants with 17 responding. Ninety-four percent felt the course's community based learning experience allowed them to explore issues related to bilingualism, gender, socioeconomic status and parental support; 100% believed their interactions with the children were a positive learning experience and 94% felt that the activities helped them understand the community better.

PARTNERSHIPS AND INITIATIVES

Service Learning in the Colonia

May 2016 represented the eighth year of Dr. Kathy Bussert-Webb's community service learning class in a colonia's after-school tutorial agency. A colonia signifies an unannexed settlement lacking basic services. Although this particular colonia does have running water and paved streets, the college graduation rate is 1.3%, compared to the surrounding cities of 16%. To address the educational disparities, Dr. Bussert-Webb's students in the Literacy, Culture, and Diverse Learners course tutor children, plan and implement strengths-based lessons, and create a group project. This year, students created a bilingual newsletter, which included the children's poems, stories, drawings, and photos. Dr. Bussert-Webb teaches the course on-site allowing students an opportunity to apply what they are learning, thus helping to bridge theory to practice.

Holmes Education Cadets Program

The Holmes Education Cadets (HECs) Program, sponsored by the American Association of Colleges for Teacher Education (AACTE), supports high school students from historically underrepresented groups interested in a career in education. The CEP has partnered with the Business Education and Technology Academy (BETA), a high school at South Texas ISD, with the goals of encouraging high school students to pursue a career in education; diversifying the educator pipeline to better reflect pre-k-12 demographics; improving the quality of the education workforce; establish strong mentoring environments and opportunities for participants; engaging participants in national networking opportunities, and strengthening connections between pre-k-12 and higher education. The CEP-BETA partnership is one of the first in the nation. The program was initiated on August 2, 2016, where university and district officials met along with 50 high school students to finalize details of the partnership. The

program, which will officially roll out this fall, includes dual-credit courses, summer bridge programs, and professional development and mentoring opportunities at UTRGV.

The Torneo de Ortografia

The *Torneo de Ortografia* is becoming a UTRGV tradition. CEP began hosting the *torneo* (Spanish Spelling Bee) at one of our legacy institutions, The University of Texas Pan American, 13 years ago in order to provide bilingual students a venue to demonstrate their spelling abilities in their native language, Spanish. The *torneo* is the only free academic competition in Spanish for 2nd-12th grade students from the region, an area of about a 100-mile radius. The event began with less than 50 participants from one school district, and grew to 14 school districts, with more than 550 students competing this year. The event is gaining popularity and growing each year. One of the reasons is that this event is one of the few academic events in which students can participate in Spanish. We have created this experiential learning experience with the goal of promoting and heightening Latino culture and bilingualism so: (1) bilingual children in the area can feel proud of their language and culture; (2) parents feel accepted and valued; and (3) pre-service teachers gain first-hand experience on the importance of engaging students in culturally and linguistically relevant activities.

Since the inception of the *Torneo de Ortografia*, the Rio Grande Valley-Texas Association of Bilingual Education (RGV-TABE) has provided economic support and has seen its growth over the years. This year, RGV-TABE, in collaboration with the UTRGV Center for Bilingual Studies, chose the *torneo* as the most appropriate venue to conduct their annual conference for parents of English Language Learners. They chose the *torneo* because it is one of the most rapidly growing academic activities that serve bilingual children and their families.

In addition, the *torneo* also provides pre-service teachers with real-life experiences. During the *torneo*, the pre-service teachers not only serve as judges supervising the students and making sure they are writing the words correctly, but they also utilize the projects and lesson plans they create during their teacher preparation program in working with students. As a result of this experience, many of our former pre-service teachers are bringing their students and others from their districts to participate in the *torneo*.

The JSTEM (Journalism, Science, Technology, Engineering, and Math) Project Based Learning Camp

The JSTEM Project Based Learning (PBL) camp is an innovative summer enrichment program offered by UTRGV Continuing Education in partnership with College of Education and P-16 Integration. This program is an opportunity for the area high school students to learn STEM in an authentically situated research setting at UTRGV.

In the STEM portion, students participated in the research of *Bacillus thuringiensis* (Bt), a bacterium that can be found anywhere, as a potential organic pesticide. Students isolated and cultured BT as a bioassay for the control of mosquito larvae. The Journalism PBL takes place in tandem with STEM PBL and is designed to provide opportunities for students interested in mass communication and marketing to gain hands-on experience under the guidance of experts in the fields. The role of the journalism participants was to chronicle the activities within the STEM research, provide updates via social media, and develop a multimedia product to highlight the initiative.

Enhancing Leadership Development through District Partnerships

The Department of Organization and School Leadership has created a Leadership Development Partnership with PSJA ISD and Mission CISD for the purpose of developing and enhancing leadership effectiveness of prospective educational leaders. A unique feature of the partnerships is the strong collaboration between the Department of Organization and School Leadership faculty and District personnel in integrating rigorous and relevant field based experiences pertinent to specific district needs. Course assignments are intentionally related to district policies, data, and programs. Completion of coursework leads to a Master's degree in Educational Leadership and Texas Principal Certification. All courses are aligned to Texas and national principal standards. PSJA ISD graduated its cohort in August 2015 and has begun a second cohort. Mission CISD just graduated the first cohort in August 2016 and will begin a second cohort in summer 2017. Plans are underway for another Leadership Development Partnership with Harlingen CISD in spring 2017.



SPECIAL INITIATIVES

Apple Professional Learning Project

During the spring 2016 semester, 16 CEP faculty members participated in four days of training with an Apple specialist, who had an extensive background in the field of education with skills in applying instructional technology to authentic learning situations. Although Apple products provided the vehicle through which training was delivered, the focus of the training was on how to integrate new technologies into the professional life of faculty, regardless of the platform. Faculty learned about technologies that will lead to increased skills in instruction, presentation, and research. Because fluency with instructional technology is an essential component of pre-k-12 classrooms, providing instant access to information and assisting students in solving authentic instructional problems, faculty benefited from the training by learning about new technologies that they can share with their own students, leading ultimately to increased outcomes for students in pre-k-12 classrooms.

Faculty engaged with effective tools that foster critical thinking and problem solving, used applications that support collaboration, creativity, reflection, and diversity, and learned about technologies that help support and model inquiry, reflection, and practice. An essential question asked throughout the training was, “How does technology impact the learning experience?” Faculty were asked to reflect on this as they learned how to use technological tools and apply them to teaching activities, which they shared with one another throughout the training. In addition, faculty were asked to apply what they were learning in the training to an action research project of interest. The results of those projects will be shared at a symposium during the 2016-2017 academic year.

In order to continue our efforts in developing expertise in instructional technology, Dr. Leticia De Leon attended the Apple Academy, which is a weeklong train-the-trainer initiative. Dr. De Leon will provide professional development throughout the 2016-2017 academic year.



SPECIAL INITIATIVES

TeachLive™ | Mursion | Immersive Training Simulator

An exciting new initiative called Teach Live™ has changed the way that we are assisting pre-service teachers with communication skills, teaching of instructional strategies, and classroom management. Teach Live™ is a mixed-reality simulation experience that allows pre-service teachers an opportunity to “learn new skills and craft their practice without placing ‘real’ students at risk during the learning process (TeachLive™, 2016). Teacher candidates are able to develop pedagogical expertise as well as classroom management techniques. In addition to working with the TeachLive™ students, teacher candidates are also able to practice engaging in parent-teacher conferences. We can also design other experiences to support principal preparation, staff development, and family advocacy.

In the spring, information sessions were held and a small group of faculty from the Department of Teaching and Learning and from the Department of Bilingual and Literacy Studies

visited the University of Central Florida, where Teach Live™ was initially developed. We also provided demonstrations to individuals throughout the university including the School of Medicine, Student Services, and Human Resources. We are fully equipped to provide TeachLive™ experiences at both of our campuses as well as at other locations through our mobile lab, and are exploring collaborative opportunities to enhance student learning.

This summer, students in several undergraduate teacher education classes used Teach Live™ and the response was extremely positive. Students described the student avatars as “very realistic,” “engaging” and “challenging.” They commented that teaching is “harder than it seems” and that they now have a more realistic understanding of the challenges of effective teaching.

Distinguished Lecturer | Dr. Louie F. Rodriguez

The College of Education & P-16 Integration was honored to host Dr. Louie F. Rodriguez as its inaugural Distinguished Lecturer on April 18, 2016. Dr. Rodriguez is an associate professor in Educational Leadership and Technology and co-director of the Doctoral Program in Educational Leadership at California State University, San Bernardino (CSUSB). Dr. Rodriguez is a leading voice in the areas of urban education and issues related to Latina/o dropout rates, having recently published two books: *The Time is Now: Understanding and Responding to the Black and Latina/o Dropout Crisis in the U.S.* (2014), and *Intentional Excellence: The Pedagogy, Power, and Politics of Excellence in Latina/o Schools and Communities* (2015).

The distinguished lecture, entitled *Pedagogy, Power, and Politics of Excellence in Latina/o Schools and Communities*, took place on the Brownsville campus at the PlainsCapital Bank El Gran Salon and was live streamed online. In addition to his lecture, Dr. Rodriguez met with students, faculty, and school district leaders in separate meetings to discuss different aspects of his work.



Dr. Temple Grandin

UTRGV's Department of Human Development & School Services (HD&SS) teamed with local community organizations - TEAM MARIO and the RGV Brahmin & F1 Association - to host Dr. Temple Grandin. She is a professor of animal science at Colorado State University and a leading expert in the field of cattle/animal science. Diagnosed with autism as a child, she is also a prominent author and speaker on the subject of autism. In 2010, HBO premiered a biographical film, *Temple Grandin*, starring Claire Danes.

Dr. Grandin presented two lectures and met with students, faculty, administrators, and community members during her two days at UTRGV. Her first lecture focused on her experiences with autism and the need to help children with autism fully develop their potential. Her second lecture centered on her work on cattle behavior. Dr. Grandin's ability to visualize images in her mind helped her design feedlots that are less frightening to cattle. She has authored six books, including two national bestsellers *Thinking in Pictures* and *Animals in Translation*.

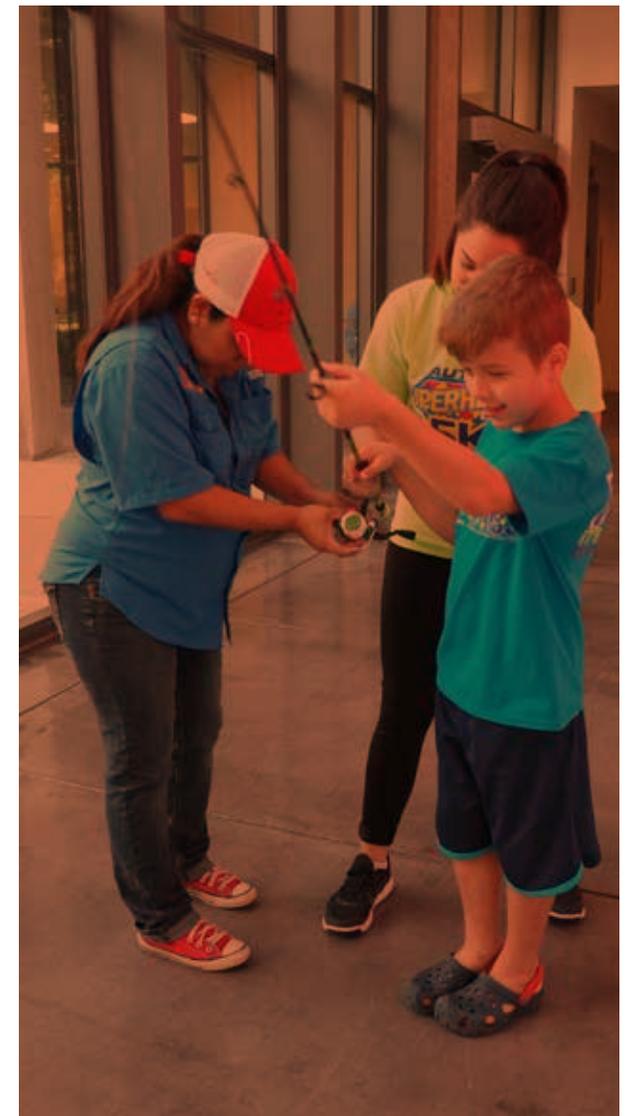




TEAM MARIO originated out of Mrs. Melinda Moreno's desire to help her own son, Mario, who was diagnosed with ASD at age 2, reach his full potential. TEAM MARIO seeks to educate individuals about ASD and advocate for early intervention and more services for families who have a child affected by ASD.

TEAM MARIO: Fun Friday's Summer Camp

HD&SS is continuing the annual TEAM MARIO summer camp for children with autism. This camp began at one of our legacy institutions, The University of Texas-Pan American, in the summer of 2014. HD&SS, along with TEAM MARIO and the UTRGV Student Council for Exceptional Children, provided a series of Friday camps designed to focus on structured play and social skills development using games, music, role-playing, crafts, and group activities with their peers and UTRGV student volunteers. Campers were paired with students not on the autism spectrum so the children with autism could practice social skills interactions. The volunteer instructors included special education teachers, speech therapists, and a Board Certified Behavior Analyst.



Open House

In June 2016, the College of Education and P-16 Integration held two Open Houses, one on the Brownsville campus and one on the Edinburg campus. Students, prospective students, community members and others were invited to the events to learn about what our college has to offer. Faculty, students, and staff worked together to develop activities for the Open House, which included

Teach Live™ demonstrations, free book giveaways for children, a puppet show, math/science/literacy activities for children, information tables for each department, a photo booth, and more. The college is currently planning our next Open House events, which will take place in spring 2017.



Critical Issues Leadership Conference

The Department of Organization and School Leadership held its first Inaugural Critical Issues Leadership Conference on September 11-12, 2015. The theme of the conference was Exploring the Future: Leading Change. The purpose of the conference was to explore events and trends that would transform the future of education and what leaders needed to do to effectively lead, manage and sustain change.

The conference brought together school district teams comprised of educational leaders such as superintendents, assistant superintendents, central office staff and principals from across South Texas. The participants were engaged in interactive

work sessions, led by faculty, to guide them to examine and apply strategies that facilitated implementation of change initiatives. Team leaders shared district and campus leadership challenges they had encountered and experienced. The team leaders examined and applied research; assessed change readiness levels, analyzed their stakeholders – supporters, opponents and groups of indifferences; developed early win strategies, identified actions for managing resistance, set parameters for collaborative planning, and planned for sustainability of change initiative. Approximately 120 participants made up of 10 school districts and three education foundations attended the conference.



Toddler Curricula

Didactic activities

- Blocks and manipulative, book reading, writing centers, activities, discovery activities

Teacher mediated activities

- Book sharing, songs, outdoor activities

Active activities

- Sensory, music/drama/dance, dramatic



SPECIAL INITIATIVES

Early Care Early Childhood Education Conference

The 4th Annual Early Care Early Childhood Education Conference funded by UTRGV-PSJA ISD-CCEHS Partnership Grant was held April 30, 2016 at UTRGV's College of Education and P-16 Integration. Dr. Hilda Medrano is the principal investigator of this grant. The goal of the conference was to bring together Early Head Start and child-care center caregivers/teachers, early childhood educators, program administrators, UTRGV students, researchers, and teacher educators to explore the latest research and developmentally appropriate instructional practices for children from birth to eight years old. Two hundred eighty seven individuals attended this year's event. The breakout sessions provided opportunities to learn about strategies for addressing children's behavior; opportunities to discover the latest knowledge related to children's needs; and opportunities to learn about health and safety issues.

Dr. Julia T. Reguero de Atilas, associate professor and coordinator of the Early Childhood Education Program at the

University of Missouri-Kansas City, served as keynote speaker. Dr. Reguero de Atilas has spent the last 25 years working as a teacher educator and researcher. Her professional interests include cultural and linguistic diversity in the classroom, teaching efficacy, and behavior guidance practices. Prior to becoming a teacher educator, she taught infants and toddlers, and a mixed-age group age group of three, four and five year olds.

Mrs. Patricia Kuskos was the second keynote speaker. She is an educator, mentor, and leader with expertise in early childhood education. Mrs. Kuskos is a consultant for Lakeshore Learning Materials and the special services coordinator for the Harris County Department of Education. The closing speaker, Dr. Anita Pandey, serves as secretary for the Executive Board and is also the regional representative of the National Association for Bilingual Education as well as professor of linguistics and coordinator of Professional Development and Communication at Morgan State University in Baltimore, Md.

LUNCH AND LEARN • PRESENTATIONS

An important consideration in developing a culture of inquiry is providing opportunities for faculty to learn from each other. One way we addressed this during the 2015-2016 academic year was to provide biweekly Lunch and Learns during which faculty presented their research and engaged in rich discussions in a variety of topics. Below is a list of all of the sessions that were held.

Paul Sale

UTRGV Special Education Consortium: Interdisciplinary Work by Design

This session described the work of the UTRGV Special Education Consortium and provided recommendations on how to engage in collaborative initiatives.

Alcione Ostorga

Developing Critically Reflective Practitioners

The role of critical reflection in the development of effective teachers was discussed.

**Alma Rodriguez
& Michael Guerrero**

The Teacher Work Sample: Exploring Scholarship Opportunities

This Lunch and Learn encouraged faculty to explore connections that existed between their own research questions and the Teacher Work Sample. Facilitators provided examples of how faculty from other institutions have used the Teacher Work Sample to conduct research on their own programs and guide discussions on how CEP faculty can engage in similar or related scholarship activities.

Deborah Koolbeck

The Every Student Succeed Act (ESSA) and Implications and Opportunities for Colleges of Education

Deborah A. Koolbeck, director of Government Relations for AACTE, provided an update on ESSA and shed a light on areas of opportunities for colleges of education.

Sandra Musanti

Revisiting Bilingual Teacher Preparation: Implications of a Dynamic Understanding of Bilingualism and Biliteracy

Grounded on a self-study approach to teacher preparation, she shared insights on the challenges and possibilities to prepare bilingual teachers in the midst of predominant monoglossic tendencies that delegitimize instruction in languages other than English. She argued for a dynamic understanding of bilingualism and biliteracy, and fluid language pedagogies to revisit teacher education practices. In addition, she proposed that these language pedagogies should be grounded in discourse community building as a catalyst for knowledge construction and equitable teaching.

- Angela Chapman** **Accessing Bilingualism as a Source of Linguistic Capital in an Anatomy Classroom**
This pilot study examined the effect of a novel vocabulary and bilingual focused anatomy and physiology curriculum (APB) with respect to learning, and motivation to learn science. Significant differences in mean and median scores were observed with respect to learning gains, intrinsic motivation and self-efficacy. These findings suggested APB curriculum has potential to be an effective type of instruction, especially for bilingual learners.
- Francisco Guajardo** **Toward the Engaged University**
This session explored ways to engage community partners through meaningful curricular approaches. Guajardo facilitated a conversation with faculty and community members that looked at thematic areas of interest for faculty members to integrate into their instructional, research, and service approaches.
- Laura Jewett** **A Room of Her Own? Mapping the Spaces of Latina's Online Learning**
This discussion drew from data from an ongoing auto/ethnography looking at the experiences of Latinas (and their teacher) in synchronous online graduate curriculum courses. Wedged in the literal nooks and crannies of Latina's screened lives, this study explored the spatial practices that shaped the spaces of women's curricular worlds where the epistemological labor of learning merges with notions of home/house work and the arguably public sphere of educational institutions interpenetrates domestic spheres.

CRITICAL FRIENDS FEEDBACK SESSION

- Karin Lewis** **Reflections and Insights from a Reluctant Digital Immigrant Venturing into Online Teaching**
The discussion used an autobiographical case, which explored and reflected on experiences as a seasoned traditional classroom educator teaching online for the first time. The context, challenges and obstacles to implementation were described, and effective, user-friendly pedagogical strategies applied in an asynchronous online course were explored. The purpose of the discussion was to provide ideas and an example for other traditional classroom instructors, who may be reluctant to explore teaching 100% online. Participants gained insight into ways to venture into the digital classroom, and how we as a faculty and a college may better support those new to online teaching and learning.

Hsuying Ward

Academic Language Lab Experiences: On Route to ESSA

This study explored qualitatively the impact of Academic Language Lab, a public speaking structure, to engage teacher candidates in their application of content knowledge and pedagogical skills in university classrooms. Data sources of this study include teacher candidates' post-ALL reflections, post course feedback, and completers' open-ended survey results.

Maria Diaz

Family Literacy Practices in a Texas Border Community

This qualitative study explored literacy practices in homes of Latino families who lived in a low-socioeconomic neighborhood of South Texas. Participants included eight recent immigrant Latino/a parents whose children attended kindergarten. Data was collected through semi-structured interviews and drew from a sociocultural framework, specifically New Literacy Studies (NLS) and Funds of Knowledge (FOK). Results showed that parents used different resources and strategies to maintain their children's heritage language.

Ashwini Tiwari

What, Why, and How of Mathematics Instruction for Struggling Learners

This session discussed common math difficulties faced by students with disabilities. It also included a discussion on why students with disabilities have difficulty in mathematics. The session concluded with the presentation of a number of strategies that assisted students with disabilities in mathematics.

Velma Menchaca

Preparing a Quality Dossier

This workshop provided insights to assist faculty as they prepare their dossier for tenure and promotion. The emphasis of this session was on writing a compelling narrative detailing efforts and impact of teaching, research, and service.

STUDENT ORGANIZATIONS

Student Council for Exceptional Children

Ms. Sandra Scott, President
Ms. Karla Garza, Secretary
Ms. Keila Trevino, Treasurer
Ms. Mayte Gonzalez, Historian
Ms. Hoelia Garcia, Representative
Mrs. Julie Pecina, Faculty Advisor
Dr. John Lowdermilk, Co-Faculty Advisor

Student Organization for Unique Learners (SOUL)

Ms. Susanna Perales, Co-President
Mr. Rigoberto Perez, Co-President
Ms. Jasmine Luke, Vice President
Ms. Clasissa Gomez, Treasurer
Ms. Michelle Villarreal, Secretary
Ms. Amanda Rodriguez, Secretary
Dr. Hsuying Ward, Faculty Advisor

United Together Caring Adults Reaching Early Childhood Students (UTCARES)

Ms. Veronica Fonseca
Laura Flores
Audrey Estrada
Jennifer Garcia
Briana Barajas
Dr. Irasema Gonzalez, Faculty Advisor
Dr. Isela Almaguer, Faculty Advisor
Dr. Hilda Medrano, Faculty Advisor

Kappa Delta Pi International Honor Society in Education Lambda Psi Chapter at Edinburg

President: Meghan Garcia
Vice President: Briana Fonseca
Secretary: Tammy Riojas
Treasurer: Dr. Veronica Estrada
Foundations Representative: Isaac Riojas
Counselor: Dr. Veronica Estrada
Associate Counselor: Dr. Velma Menchaca

BESO

Advisors:
Dr. Jennifer J. Esquierdo
Dr. Michael Withacre
Officers:
President: Michelle Cavazos
Vice President: Daleth Garcia
Secretary: Ianelly Treviño
Vice President of Professional Development: Yurubi Garcia
Asst. VP of Professional Development: Valeria Garcia
Vice President of Community Service: Pamela Perez
Asst. VP of Community Service: Leslie Perez
Vice President of Fundraising: Edna Parra
Asst. VP of Fundraising: Karla Lopez
Treasurer: Dayana Cano
Parliamentarian: Deyra Pecina
Historian: Kacy Mora

Kappa Delta Pi International Honor Society in Education Omicron Eta at Brownsville

President: Dr. Jacqueline Koonze
Vice President: Jessica Martinez
Secretary: Dr. Irma Jones
Treasurer: Jorge Jasso
Counselor: Dr. Irma Jones
Associate Counselor: Dr. Hsuying Ward

EXTERNAL GRANTS

Cavazos, J. (2016). *Peer-led Positive Psychology for Hispanic Youth in South Texas*. Funding source: Hogg Foundation (\$80,000).

Smith, W.D., Cavazos, J., Rodriguez, S., Bacon, K., Wei, L., Vafa, S., & Tucker, R. (2016). *Allies Building Allied Health Pathways to Success* (Funded). Texas Higher Education Coordinating Board. September 1, 2016-August 31, 2018. Total: \$300,601.

Ramirez, R. (Project Director), Paull, G. (Co-PD), & Cavazos, J. (Evaluator). *Regional Collaborative for Excellence in Science Teaching 2016-2017*, The University of Texas at Austin Center for Science and Mathematics Education: *Texas Regional Collaborative for Excellence in Science and Mathematics Teaching* (May 1, 2016-July 31, 2017). Total: \$150,000.

Sale, P. (2016). *An Evaluation of the Pedagogical Impact of ApprenNet™ on Skills Demonstration in an Online Teaching Environment*. Sponsored by Academic Partnerships (\$6,000).

Telese, J. (2016). *Texas Regional Mathematics Collaborative for Excellence in Mathematics Teaching*. Funding source, MSP, University of Texas (\$22,000).

Dr. Ming-Tsan Pierre Lu was awarded access to Texas ERC's (Education Resource Center) restricted data sets working in collaboration with **Dr. Stella M. Flores** (New York University) and **Toby J. Park** (Florida State University).

RECOGNITION

Drs. Rene and MariaElena Corbeil received the second place book award at the Association for Educational Communications and Technology (AECT)'s Division of Distance Learning (DDL) for their edited text titled: *The MOOC Case Book: Case Studies in MOOC Design, Development and Implementation*. This award recognizes an "outstanding book published within the last three years that describes important aspects of distance education, theory or examples that can help others involved in distance education, or research on an important aspect of distance education" (AECT, 2016).

Dr. Joy Esquierdo received the RGV-TABE Higher Education Honoree for 2016. This award is given each year by the Rio Grande Valley affiliate of the Texas Association of Bilingual Education to honor a postsecondary educator who works to promote bilingual education.

Dr. Myriam Espinosa-Dulanto was one of 15 teacher educators nationwide selected to take part in the 2016 Holocaust Institute for Teacher Educators (HITE), which took place at the United States Holocaust Memorial Museum. HITE is a weeklong extensive and intensive learning experience addressing content and pedagogy focused on teaching about the Holocaust. HITE is offered in partnership with the American Association for Colleges of Teacher Education (AACTE) and

is made possible through a generous grant from the Arthur and Rochelle Belfer Foundation. Dr. Espinosa-Dulanto will be infusing what she learned in her coursework and is developing a teaching module on Citizenship and Democracy based on her experiences at HITE.

Dr. Francisco Guajardo received the Community Service Award, awarded by the National Association of Housing and Redevelopment Officials (NAHRO). This award is given for work in helping to build education and other programming at the Edinburg Housing Authority.

Dr. Kip Hinton received the Outstanding Author Contribution Award 2016 from Emerald, for best book chapter (series Advances in Research on Teaching). The chapter, titled "'We Only Teach in English': An Examination of Bilingual-in-Name-Only Classrooms," appeared in *Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*, edited by Yvonne Freeman and David Freeman.

Dr. James Telese was awarded access to IES restricted data sets for four years (2016-2020) working in collaboration with Dr. Laura Jewett, Dr. Sandra Musanti, Dr. Maria Diaz, and Dr. Zhidong Zhang.

FACULTY PUBLICATIONS

Alaniz-York, I., Gonzalez-Salinas, I. & Arreguin-Anderson, M. (2015). *Developing biliteracy with intentional support: Using interactive word walls and paired learning. Young Children, 70 (4). National Association for the Education of Young Children.*

Arreguin-Anderson, M., Alaniz-York, I., & Gonzalez-Salinas, I. (2016). *Using acorns to generate an entire alphabet! Nature walks empower young bilingual learners. Science and Children, 53 (6). National Science Teachers Association.*

Asagba, R. B., & Wimberly, C.L. (2015). *Developing a logotherapeutic model for victims of sexual assault. Journal of Gender and Behavior. 13(2), 6784-6788.*

Asagba, R. B., & Wimberly, C.L. (2015). *Developing logotherapeutic interventions for victims of sexual assault. Journal of Gender and Behavior. 13(2), 6795-6803.*

Azadi-Setayesh, S. & Lu, M. (2015). *Parents' Perspectives on Homeschooling: A Case Study in Southern U.S. Home School Researcher, 31(2), 1-7.*

Bussert-Webb, K. (2015). *Parrying the pathologization of a strong, unified Mexican-American community. Creative Approaches to Research, 8(2), 46-69 Retrieved from http://creativeapproachestoresearch.net/wp-content/uploads/CAR8_2x1.pdf*

Bussert-Webb, K., & Zhang, Z. (2015). *Reading attitudes of Texas high school students. Reading Psychology, 37(3), 424-448. doi: 10.1080/02702711.2015.1059396.*

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- Cavazos, J., Lenz, A. S., Sparrow, G. S., & Gonzalez, S. L. (2016).** *Using humanistic and positive psychology to understand Mexican American adolescents' subjective happiness.* Journal of Humanistic Counseling, 55, 66-81. doi:10.1002/johc.12025
- Cavazos, J., Lenz, A. S., Sparrow, G. S., Gonzalez, S. L., & Hinojosa, K. (2015).** *Positive psychology and humanistic factors as predictors of Mexican American adolescents' vocational outcome expectations.* Journal of Professional Counseling: Theory, Practice, and Research, 42, 16-28.
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- Cavazos, J., Lu, M. E., Lenz, A. S., & Hinojosa, K. (2015).** *Positive psychology and familial factors as predictors of Latina/o college students' psychological grit.* Hispanic Journal of Behavioral Sciences, 37, 287-303. doi:10.1177/.0739986315588917
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- Espinosa-Dulanto, M. & Lerma, E. (2015).** *Exploring the Impact that Family and Gender Roles Play in the Lives of Latina First Generation College Students.* [Monograph]. *Journal of Intercultural Disciplines*.
- Garcia, A. & Abrego, J. (2015).** *Elementary Principal's Technology Leadership Dispositions.* *Global Journal of Human-Social Science (GJHSS)*, 14(10), Version 1.0
- Garcia, C. & Garcia, R. (2016).** *Lessons for the general classroom: Strategies for working with autistic children in a predominately Latino classroom.* *National Social Science Journal*, 45(2), 22-30.
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- Whittenberg, J. F. (2015).** *Responding to a school shooting incident: The need to improve school crisis response. In Ideas and Research You Can Use: VISTAS 2015.* Retrieved from <http://www.counseling.org/knowledge-center/vistas>.
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Zhang, Z., & Zhang, Z-C. (2015). *Hierarchically modeling cognition and behavioral problems of an under-represented group.* *International Journal of Social, Behavioral, Educational, Economic and Management Engineering*, 9 (6), 11-16.

Zhang, Z., & Duarte, G. (2015). *Experimental methods and data collection.* In C. I. O. Okeke & M. M. V. Wyk (Eds.), *Educational Research: An African approach* (pp. 259-279). Oxford, UK: Oxford University Press.

FACULTY SCHOLARSHIP PRESENTATIONS

Abrego, J. & Lopez, J. (January 2016). *School Leadership Preparation and Development Between Two University Programs that Merged into One: A Critical Insight.* 2016 Annual Meeting of the International Academy of Educational Leaders (IAEL) in Orlando: FL.

Almaguer, I., Esquierdo, J. & Diaz, Z. (2016). *Advancing Bilingual Learner's Linguistic and Content Literacy: An Instructional Framework for Academic Success.* Paper presented at National Association of Bilingual Education (NABE) Annual Conference. Chicago, IL.

Alvardo, V. (2015). *Reflections at Sunset.* Presented at the Annual Conference of Association for Creativity in Counseling, San Antonio, TX.

Alvarez McHatton, P. (2016). *Education Careers.* I Am Conference, Region Center for Excellence in College and Career Readiness and the GEAR UP: Ready, Set, College! Partnership, March 8, 2016.

Alvarez McHatton, P. (2015). *We're here: Now What?* Distinguished Lecture in Teacher Education: Miami University, Oxford, OH.

Alvarez McHatton, P. (2015). *Why you need a college education.* Twenty-eighth Annual LMC South Texas Junior round Up and Futurity, hosted by the Carlos & Sister Guerra Family.

Alvarez McHatton, P. (2015). *Building Capacity for P-16 Integration: The Role of Colleges of Education.* Exploring the Future: Leading Change: Critical Issues Leadership Conference September 12, 2015.

Arreguin-Anderson, M., Gonzalez-Salinas, I. & Alanis, I. (March 2016). *Student-Generated alphabet: Empowering dual language learners through alphabets in authentic contexts.* National Association for Bilingual Education Annual Conference. Chicago, Illinois.

Bussert-Webb, K., Díaz, M. E., & Yanez, K. A. (2015). *Colonia strengths amid negative media and Texas government portrayals.* Paper presented at the National Association of African American Studies and Affiliates, October, South Padre Island, Texas.

Bussert-Webb, K., Diaz, M. E., & Yanez, K. (2015, October). *Colonia strengths and negative media Texas government.* National Association of Hispanic and Latino Studies, South Padre Island, TX.

- Castaneda, M., Adefuye, I., Lewis, K., Lu, M. E. (May, 2016).** *Working with resilience*. Poster presented at the Supporting Student Resilience Program Showcase, University of Texas Rio Grande Valley, Brownsville, TX.
- Cavazos, J., Ikonopoulou, J., & Smith, W.D. (2015, October).** *Effects of triadic supervision on counseling practicum students' self-efficacy*. Presentation at the bi-annual conference of the Association for Counselor Educators and Supervisors, Philadelphia, PA.
- Cavazos, J., Lenz, A. S., Hinojosa, K., & Gonzalez, S. L. (2015, November).** *Using humanistic and positive psychology to understand Mexican American adolescents' subjective happiness*. Presentation at the meeting of the Texas Counseling Association, Austin, TX.
- Cavazos, J., Lu, M. E., Lenz, A. S., Hinojosa, J., & Aguilar, A. (2015).** *Positive psychology and familial factors as predictors of Latina/o students' psychological grit*. The biannual conference of the Counselors' Institute, South Padre Island, TX.
- Corbeil, J. R., & Corbeil, M. E. (2016, March).** *Implementing Digit Badges in a Fully Online Undergraduate Program*. Texas Distance Learning Association (TxDLA) 2016 Conference, San Antonio, TX.
- Chapman, A. (2016).** *First and Second Language Vocabulary Strategies in High School Anatomy Classrooms*. Texas Association for Bilingual Education, Edinburg, TX.
- Chapman, A., Duran, J.; Tiwari, A. & Ward, H. (February, 2016).** *Bridging languages to learn anatomy: Spanish as linguistic capital?* Texas Language Education Research (TexLER) Conference, San Antonio, TX.
- Chapman, A., Fleming, M., Walls, L., Hinojosa, L., Rojas, E., & Hernandez, M. (2016, April).** *A Critical Examination of Social, Cultural, and Gender Research in Science Education*. Annual Meeting of National Association for Research in Science Teaching (NARST), Baltimore, MD.
- Das, A. & Tiwari, A. (2016, February).** *What, Why, and How of Mathematics Instruction for Struggling Learners*. Annual International Conference of Learning Disability Association of America, Orlando, FL.
- Díaz, M. E., & Bussert-Webb, K. (2015).** *Mothers' intimate, imaginative literacy practices as pushback*. Paper presented at the annual meeting of the Literacy Research Association, December, Carlsbad, California.
- Diaz, Z. & Almaguer, I. (2016).** *Writing and Learning: Developing Spanish Writing in the Bilingual-Dual Language Classroom*. Paper presented at National Association of Bilingual Education (NABE) Annual Conference. Chicago, IL.
- Diaz, Z. (2015).** *Desarrollando la escritura en el salón dual: Escribiendo un texto narrativo de experiencia personal*. Paper presented at the Texas Association for Bilingual Education Annual Conference, El Paso, TX.
- Espinosa-Dulanto, M. & Lerma, E. (February, 2016).** *Exploring the Impact that Family and Gender Roles Play in the Lives of Latina First Generation College Students*. Presented at The International Conference on Poverty, Globalization and Schooling: A Holistic Approach - University of Central Florida.

Espinosa-Dulanto, M. & Lerma, E. (November, 2015). *Exploring the Impact that Family and Gender Roles Play in the Lives of Latina First Generation College Students.* Presented at the Curriculum and Pedagogy Group 16th Annual Conference. Cleveland, Ohio.

Espinosa-Dulanto, M. & Lerma, E. (October, 2015). *Exploring the Impact that Family and Gender Roles Play in the Lives of Latina First Generation College Students.* Presented at National Association of Hispanic and Latino Studies International Research Conference. South Padre Island, TX.

Espinosa-Dulanto, M., & Viren, V. (April, 2016). *Teaching the “Other.” Debunking Our Own Stereotypes.* Presented at The American Association for the Advancement of Curriculum Studies 15th Annual Meeting. George Washington University, DC.

Esquierdo, J., Rivera, Y., Salinas, L., Mata, A.K., & Guajardo, F. (2016). *Lessons learned from four Mexican students in the borderland: A conversation among friends.* Research presented at the Annual Conference of the National Association for Bilingual Education in Chicago, IL.

Esquierdo, J. (2016). *Addressing the Underrepresentation of Bilingual Students in Gifted Programs: How Can Research Influence Practice.* Featured presentation at the Annual Conference of the National Association for Bilingual Education in Chicago, IL.

Esquierdo, J., & Almaguer, I. (2015). *Pedagogical Practices for Bilingual Learners: Assessing Bilingual and ESL Classrooms.* A research presentation at the American Education Research Association Annual Meeting. Chicago, IL. for Preschool Dual Language Learners. National Association of Bilingual Educators (NABE), Chicago, Ill. March 2-5, 2016.

Estrada, V.L., & Menchaca, V. D. (2015, October). *Recruitment and Retention of High Quality Teachers in Rural Schools.* Kappa Delta Pi International Honor Society in Education 50th Biennial Convocation. Orlando, FL.

Fu, T. & Tiwari, A. (2015, March). *Institutional barriers of education for sustainable development: Examples from China and India.* 59th Annual Conference of the Comparative and International Education Society (CIES), Washington DC.

Garcia, A. & Abrego J. (2015, October). *Changing how we teach: The jigsaw method in higher education.* Teacher Education Council of State Colleges and Universities (TECSCU). San Antonio, Texas.

Garza-Reyna, G., Goswami, J., & Esquierdo, J. (2016). *A Review: ACT Math/Reading Performance of English Language Learners in Transitional Bilingual Education and Dual Language Education Programs in a Texas School District.* Research Presentation at the Annual American Education Research Association in Washington, D.C.

Gawenda, P. (2016, February-March). *The Children’s War, Germany 1939 to 1945.* “Talk Nation” – Five Radio Talk Shows on East Coast, Discussion of Impact of war on children and families during WW II, Publication: IBSN-13: 079-1-934812-70-9

Generett, G., Guajardo, F., Militello, M., & Tredway, L. (April 2016). *Community Learning Exchanges: Transformative Pedagogies for Research and Practice.* Two-Day Professional Development Workshop facilitated at American Educational Research Association. Washington, DC.

Gonzalez, I., & Whitacre, M. (March 2016). *Natural Support for Language and Literacy Development for Preschool Dual Language Learners.* National Association of Bilingual Educators (NABE), Chicago, Ill. March 2-5, 2016.

Gonzalez, I., & Whitacre, M. (Oct. 2015). *Creating an Engaging Classroom Environment that Facilitates Content and Academic Proficiency in Two Languages Through Bilingual Learning Centers.* Texas Association of Bilingual Educators. (TABE), Galveston, TX. October 19-22, 2015.

Gonzalez-Salinas, I. (2015). *Language and Literacy Development of Young Emergent Bilinguals Through Symbolic Play.* 30th National Training Institute, National Center for Infants, Toddlers, and Families. Seattle, Washington. December 2015.

Gonzalez-Salinas, I. (2015). *Young dual language learners' socio-dramatic play: Creating contexts for cultural and linguistic learning through funds of knowledge.* National Association for the Education of Young Children 2015 Annual Conference. Orlando, Florida. November 2015.

Gonzalez-Salinas, I., & Arreguin-Anderson, M. (2016). *Student-Generated Alphabet: Empowering dual language learners through alphabets in authentic contexts.* National Association for Bilingual Education 2016 Annual Conference. Chicago, Illinois. March 2016.

Gonzalez-Salinas, I., Arreguin-Anderson, M. & Whitacre, M. (2015). *Providing natural support for language and literacy development for Preschool dual language learners.* National Association for Bilingual Education 2016 Annual Conference. Chicago, Illinois. March 2016.

Gonzalez-Salinas, I., Alanis, I. & Arreguin-Anderson, M. (2015). *Young dual language learners' socio-dramatic play: Creating contexts for cultural and linguistic learning through funds of knowledge.* National Association for the Education of Young Children 2015 Annual Conference. Orlando, Florida.

Guajardo, M., Guajardo, F., Janson, C., Militello, M. (November 2015). *Reframing Community Partnerships in Education.* Presentation on content of authored book at UCEA annual conference, San Diego, CA.

Guajardo, M., Guajardo, F., Locke, L, et al. (November 2015). *Ecologies of Engaged Scholarship: Stories from Activist Academics.* Panel presentation at UCEA annual conference, San Diego, CA.

Guerra, F. (2016, March). *Principal's Perceptions of Their Knowledge in Special Education.* Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.

Guerra, F. (2015). *Preparing Special Educational Leaders for Predominately Hispanic Schools.* Paper presented at the American Educational Research Association. Chicago, IL

Guerra, F. (2015). *The Need for Special Education Courses in Principal Preparation.* Paper presented at the National Council of Professors of Educational Administration. Washington, DC

Guerra, F., Zamora, R., Guajardo, F., & Menchaca, V. D. (November 2015). *Engaging in Transformative and Culturally Competent School Leadership.* Paper presented at UCEA annual conference, San Diego, CA.

Guerra, F., Zamora, R., & Guajardo, F. (2015). *Engaging in Transformative and Culturally Competent School Leadership.* Paper presented at the University Council of Educational Administrators. San Diego, Calif.

Guerra, F., Zamora, R., & Hernandez, R. (2015). *A Districts & University Partnership for Developing 21st Century School Leaders*. Paper presented at the Texas Association of School Administrators. Austin, TX.

Guerrero, M. (Discussant), Rodriguez-Valls, F. (Chair), Bustos Flores, B., Mudrick, B., Alfaro, C., Aquino Sterling, C. (2016). *Preparing Linguistically Qualified Bilingual/Dual Language Teachers: Challenges and Opportunities in Spanish Language Assessment and Development*. Division K - Teaching and Teacher Education. American Educational Research Association Conference, Washington, DC.

Guerrero, M., Blum Martinez, R., & C. Guerrero (Co-Organizer) (2015). *Pre-Conference Institute on the preparation of dual language education teachers*. La Cosecha: 20th Annual Dual Language Conference. Albuquerque, NM.

Guerrero, M., Blum Martinez, R., & C. Guerrero (2015). *Panel presentation on the preparation of dual language education teachers*. La Cosecha: 20th Annual Dual Language Conference. Albuquerque, NM.

Hernandez, R. (September 2015). *Exploring the Future: Leading Change*. Critical Issues Leadership Conference, The University of Texas Rio Grande Valley.

Hinton, K.A. & Lu, M. (2015, October). *Tips and Challenges of Chinese Language Learning: A Novice's Experience*. 2015 American Association for Chinese Studies (AACS) 57th Annual Conference, Houston, TX.

Hinton, K.A. (2016, April). *"How Spanish Became a Foreign Language: The Othering of the Majority in the Rio Grande Valley."* Paper presentation at AERA Annual Meeting 2016. Washington, D.C. April 12.

Ho, M., Lee, P. C., & Ward, H. C. (2016). *Using "Event-Chain Analysis" to Increase Problem-Solving Abilities of College Students with ASD*. Paper presented at 17th International Conference on Autism, Intellectual Disabilities, and Developmental Disabilities, Waikiki Beach, Hawaii, January 20-22, 2016.

Jewett, L. (2016, April). *Mapping the Mashup: A Curricular Cartography of the Domestic Labors of Online Learning*. National Annual Meeting of the American Educational Research Association AERA, Washington DC.

Jewett, L. (2016, April). *A Room of Her Own? Mapping the Spaces of Latinas' Online Learning*. Invited Presentation for the CEP Lunch & Learn Series, Brownsville & Edinburg, TX.

Jewett, L. (2016, March). *Latinas' Online Learning as Domestic Labor: A Critical Cartography*. National, Annual Meeting Critical Issues in Education, San Antonio, TX.

Jewett, L. & Yanez, K. (2016, February). *Building Theory, Cultivating Community: Critical Conversations in Post Socratic Circles*. 24th Annual, National Meeting of the National Association for African American Studies (NAAAS) and Affiliates (National Association of Hispanic and Latino Studies, National Association of Native American Studies, and International Association of Asian Studies), Baton Rouge, LA.

Jewett, L. (2015, November). *A Room of Her Own: Nooks and Crannies of Latinas' Online Learning*. Paper presented at the 15th Annual National Curriculum & Pedagogy Conference, Cleveland, OH.

Jones, I., Ward, H., & Rivas, M.O. (2016, October). *Traditional vs Holistic Faculty Mentoring Program.* University of New Mexico Mentoring Institute - 2016 9th Annual Mentoring Conference “Developmental Network”, Albuquerque, NW.

Jones, I., & Blankenship, D. (2016, February). Comparing Learning Preferences and the Online Classroom Experience for Students at a Southern Predominately Hispanic University. American Society of Business and Behavioral Sciences (ASBBS) 23rd Annual Conference, Las Vegas, NV.

Jones, I., Ward, H. C., & Rivas, O. (2015). *Faculty Mentoring through the Lenses of Different Roles.* Paper presented at the UNM Mentoring conference, Albuquerque, NM, October 20-23, 2015.

Jones, I., Ward, H., Rivas, O. (2015). *Mentoring through the lenses of different roles.* Paper presented at the UNM Mentoring conference, Albuquerque, NM, October 20-23-2015.

Koonce, J.B. (October 2015). *An African American Female Teacher- Researcher Relating to Hispanic/Latino Students at an HSI.* Presented at the International Research Conference for the National Association of African American Studies & Affiliates.

Lerma, E., Flores, Z., & Mendoza-Davila, V. (February, 2016). *Helping Adolescents with Anger Issues.* Presented at the 22nd Annual SPI Counselors’ Institute. South Padre Island, TX.

Lerma, E. (October, 2015). *Mentoring the Non-Traditional and Latino Counseling Students.* Proposal accepted at the Association for Counselor Education and Supervision National Conference. Philadelphia, PA.

Lewis, K. (May, 2016). *Integrating Positive Psychology and Resiliency Lessons into the Curriculum.* Poster presented at the Supporting Student Resilience Program Showcase, University of Texas Rio Grande Valley, Edinburg, TX.

Lewis, K. (April, 2016). *Cultivating resiliency through collaboration with families and caregivers.* Presentation at the Special Education Early Childhood Symposium sponsored by: Border SPICES grant, Texas State Representative Eddie Lucio III, Brownsville Independent School District, Los Fresnos Independent School District, San Benito Independent School District, and Point Isabel Independent School District, Brownsville, TX.

Lewis, K. (March, 2016). *Overview of cognitive and psychosocial development: Theory in practice (birth through adolescence).* Presentation at the Southmost Association for the Education of Young Children spring professional development workshop, Celebrating Our Youngest Learners, Brownsville, TX.

Lewis, K. (February, 2016). *Tae bo for the brain: Memory enhancement and Effective team interpreting & parameters for ethical debriefing.* Presented at the Eastern Kentucky University ASL and Interpreting Education Outreach Team’s Continuing Education Spring Workshop.

Lewis, K. & Weber, E. (October, 2015). *Leveraging Interdisciplinary Partnerships to give a stronger voice to marginalized students.* Paper presented at the Association for Interdisciplinary Studies National Conference.

Lewis, K. (2015). *Service-Learning in an educator preparation program: Impact on pre-service educators' epistemological beliefs about difference and diversity.* International Academy of Technology, Education, and Development, ICERI 2015 conference proceedings.

Lowdermilk, J., & Pecina, J. (March 22, 2016). *National Technology and Social Science Conference, Bullying and Children with Disabilities: A Practical Guide,* National Social Science Association, Las Vegas, NV.

Lowdermilk, J., & Pecina, J. (February 5, 2016). 22nd Annual Counselor's Institute, *Bullying and Children with Disabilities: A Practical Guide,* Rio Grande Valley Counseling Association, South Padre Island, TX.

Lopez, J. & Abrego, J. (2016, April). *Professional learning communities and school culture: A case study in district-wide PLC implementation.* 2016 Annual Meeting of AERA in Washington, D.C.

Lu, M. (2016, February). *Educate to Motivate: Educational Positive Psychology.* 2016 RGV Counseling Association (RGVCA) 22nd Annual Convention, South Padre Island, TX.

Lu, M. & Tsay, J. J. (2015, October). *Latina/o Graduate Students' Perceptions of a Newly-Established Hispanic-Serving Institution in the Rio Grande Valley: Using Vision and Community Statements as an Example.* National Association for Hispanic and Latino Studies International Research Forum, South Padre Island, TX.

Lu, M. & Gonzalez, S. L. (2015, October). *Latina/o Graduate Students' Autoethnography and Self Reflections on the Doctoral Program at the Hispanic-Serving Institution in the Rio Grande Valley.* National Association for Hispanic and Latino Studies International Research Forum, South Padre Island, TX.

Lu, M., Wu, C.Y., & Sandoval, Z.V. (2015, October). *The Effect of 3D Avatar Animation Videos on Chinese Character Learning.* 2015 American Association for Chinese Studies (AACS) 57th Annual Conference, Houston, TX.

Lu, M. (2015, October). *Innovative Instructions on Hanzi Shufa (Chinese Calligraphy) for Beginning Learners.* 2015 American Association for Chinese Studies (AACS) 57th Annual Conference, Houston, TX.

Martinez, J. & Ledingham, C. M. (2016, March). *Common Issues and Pitfalls in Distance Education.* Critical Questions in Education Conference. San Antonio, TX.

Martinez, J. & Diaz, M. (2016 January). *Fostering Biliteracy through the Use of Technology.* Texas Association for Bilingual Education Conference, South Padre Island, TX.

Martinez, J. & Diaz, M. E. (2016, January). *Fostering biliteracy through the use of technology.* Texas Association for Bilingual Education (TABE). South Padre Island, TX.

Martinez, J. & Ledingham, C. M. (2015, October). *Language, Access Issues and Other Common Pitfalls in Distance Education.* National Association for Hispanic and Latino Studies Research Forum. South Padre Island, TX.

Medrano, H., Gonzalez, I., Whitacre, M. (Dec. 2015). Language and Literacy Institute 0-3 (NTI 0-3) Seattle, WA. December 2-4, 2015.

Medrano, H., Gonzalez-Salinas, I. & Whitacre, M. (December 2015). *Language and Literacy Development of Young Emergent Bilinguals Through Symbolic Play*. 30th National Training Institute, National Center for Infants, Toddlers, and Families. Seattle, Washington.

Menchaca, V. D. & Mills, S. J. (2105, October). *Latina Leaders in Higher Education: Success Stories*. Paper presented at the International Research Conference: National Association of Hispanics and Latino Studies, University of Texas Rio Grande Valley, & Universidad Autonoma de Coahuila. South Padre Island, Texas.

Menchaca, V. D, Estrada, V.L., & Lowe, J.L. (2015, October). *What Superintendents say About Leading Small, Rural Schools: Results of a Grounded Survey*. Paper presented at the National Rural Education Association Conference. St. Louis, Missouri.

Mercuri, S. (2016). *Language Practices in the Dual Language Classroom: Challenges and Successes*. TESOL – Teachers of English to Speakers of Other Languages Conference. Baltimore, Maryland.

Mercuri, S., Hinton, K.A., Burchett, J., & Burgin, X. (2016, April). *Additive Bilingualism in English-Only and Bilingual Settings*. Presentation at TESOL International Convention 2016. Baltimore, MD. April 8.

Mercuri, S. (2015). - La adquisición del lenguaje académico: De la teoría a la práctica. La Cosecha Dual Language Conference. Albuquerque, New Mexico.

Mercuri, S. (2015). *Videogames and Writing development for EBLs*. La Cosecha Dual Language Conference. Albuquerque, New Mexico.

Mills, S. J. & Menchaca, V. D. (2016, February). *Latina Leaders in Public Schools: Success Stories*. Paper presented at the National Association of Hispanics and Latino Studies. New Orleans, Louisiana.

Mills, S. J. & Simonsson, M. (2015, October). *Review of current educational leadership books*. Paper presented at the Women of Educational Leadership Conference, Lincoln, Nebraska.

Morgan, B. & Alcocer, L. (2015, November). *Qualitative and comparative results of Hispanic doctoral students (2007-2014) with Carnegie initiative of the doctorate national survey results*. Curriculum and Pedagogy Group, 16th Annual Conference. Cleveland, OH.

Morgan, B. & Alcocer, L. (2015, October). *Carnegie initiative of the doctorate survey results compared to South Texas Hispanic doctoral students (2007-2014)*. National Association of Hispanic and Latino Studies, South Padre Island, TX.

Morgan, B. & Alcocer, L. (2015, April). *Qualitative and comparative results of Hispanic doctoral students (2007-2014) with Carnegie initiative of the doctorate national results*. American Education Research Association, Washington, D.C.

Morgan, B. & Alcocer, L. (2015, February). *Qualitative results: Hispanic doctoral student challenges*. Ethnographic and Qualitative Research Conference. Las Vegas, NV.

Morgan, B. (2015, February). *Drama in the ESL classroom! Using drama, music, and cooperative learning to increase learning*. American Association of Behavioral and Social Sciences Conference. Las Vegas NV.

- Musanti, S., & Rodríguez, A. D. (2016, April).** *Translanguaging in bilingual teacher preparation: Challenges and possibilities.* Presentation at the Teachers of English to Speakers of Other Languages conference, Baltimore, Maryland.
- Musanti, S., & Rodríguez, A. D. (2016, April).** *Exploring Translanguaging Pedagogies in Bilingual Teacher Preparation: A Case Study.* Presentation at the American Educational Research Association conference, Washington, DC.
- Negy, C., Livia, J., & Carlson, R. (March 31- April 3, 2016).** *Erotophilia and Homonegativity: United States versus Peru.* Southeastern Psychological Association, New Orleans, LA.
- Olivarez, E., Manusov, E., Herrera Erdem, H., Alvarez McHatton, P., & Jones, A. (2016).** *Interprofessional Communication and "New" Models of Collaboration,* 7th Annual PACE Ethics Conference, April 7, 2016 (Moderator: John Ronnau).
- Ostorga, A. N. (2016).** *The Right to Teach: Valuing the Professional Knowledge of the Teacher,* Presented at the Association of Teacher Educators National Conference in Chicago, IL.
- Overton, T., Chamberlain, S., & Ward, H. C. (2015).** *Diagnostic issues in assessing autism: From referrals to interventions.* Paper presented at CEC Annual Convention and Expo. San Diego, CA. April 8-15, 2015.
- Pan, C. (2016, April).** *Factors explaining instructor integration of student mobile technology use at an institution of higher education: A mLearning student perspective.* 21st Technology, Colleges & Community Worldwide Online Conference (TCC 2016), Honolulu, HI.
- Pan, C., Sivo, S., & García, F. (2016, March).** *Exploring factors that explain possible needs of mobile devices integrated in elearning through learning profiling.* 27th International Conference for the Society for Information Technology and Teacher Education (SITE 2016), Savannah, Georgia.
- Pan, C., Sivo, S., García, F., & Goldsmith, C. (2015, November).** *Using two-step cluster analysis in learner profiling to better serve elearning learners: A customer/student perspective.* Annual conference of the Association for Educational Communications and Technology (AECT), Indianapolis, Indiana.
- Pan, C., & Garcia, F. (2015, October).** *Using perceived separation of school life and personal life and affinity for technology to categorize college students and predict their eLearning needs.* 2015 NAHLS International Research Forum, South Padre Island, Texas.
- Reyes, M.E. & Estrada, V.L. (2016, February).** *Moving forward: Comparing U.S. and Indian Education Reforms.* 19th Annual American Association of Behavioral and Social Sciences Conference (AASSB), Las Vegas, NV.
- Reyes, M.E. & Estrada, V.L. (2016, February).** *Secondary Alternative Education Programs in the U.S. and India: A Comparative Case Study.* 28th Annual Ethnographic and Qualitative Research Conference (EQRC), Las Vegas, NV
- Rodríguez, A. D. (2016).** *Service Learning: High Quality Clinical Practice for Bilingual and ESL Teacher Candidates.* Presentation at the 2016 Meeting of the Association of Teacher Educators, Chicago, IL.

Rodríguez, A. D. (2015). *Service learning by Latinas and for Latino/as: A project in a bilingual and ESL teacher preparation program.* Presentation at the National Association of African-American Studies International Research Conference, South Padre Island, TX.

Rodríguez, A. D., & Musanti, S. I. (2015). *Preservice bilingual teachers and their Spanish academic language proficiency as measured by the BTLPT.* Presentation at the Consortium of State Organizations for Texas Teacher Education, Dallas-Frisco, Texas.

Sale, P. (2016). *Using Web 2.0 Tools To Facilitate Synchronous and Asynchronous Interaction In Online Learning Environments: Experiences From The Trenches Southwestern Teachers of Psychology.* Southwest Psychological Association, Dallas, TX.

Sale, P. & Srinivas, R. (2016). *An Intercontinental Perspective on Inclusive Educational Practices: Implications for Teacher Preparation.* Texas Council for Exceptional Children, June 29-July 1, 2016, Austin, TX.

Sale, P. (January 21, 2016). *Helping Hispanic Individuals with Autism and Intellectual Disabilities Reach Employment through Post-Secondary Education: Processes, Outcomes and Lessons Learned.* 17th Annual International Conference on Autism and Developmental Disabilities, Division on Autism and Developmental Disabilities, Council for Exceptional Children, Waikiki Beach, Hawaii.

Sale, P. & Godinez, L. H. (December 7, 2015). *Project HIRE: Employment through Post-Secondary Education-Processes, Outcomes, Lessons Learned.* TASH International Conference, Portland, OR.

Sale, P. & Chapman, A. (November 7, 2015). *Fostering Critical Thinking in Online Instruction: Results from a 4 Question Technique Teacher Education International Conference,* Council for Exceptional Children, Phoenix, AZ.

Schall, J. M. (2015). *Using Case Studies to Rediscover and Reclaim Community and Family Knowledge.* Part of a session titled, *Literacy Research as a Struggle for Equity: The Use of Ethnographic Case Studies in Literacy Education Classes.* Literacy Research Association, Carlsbad, California.

Schall, J. M. (2015). *Representations of Same Sex Marriage in Children's Picture Storybooks.* Part of a session titled, *Critical Content Analysis: Reimagining Process, Perspective, and Positioning.* Literacy Research Association, Carlsbad, California.

Simonsson, M. (2015, October). *Demographics of a doctoral program serving predominantly Hispanic students.* Paper presented at the National Association of Hispanic and Latino Studies' International Research Conference, South Padre Island, Texas.

Simonsson, M., & Mills, S. J. (2015). *Educators' perceptions of the abolishment of two higher education institutions and the establishment of a new university.* Paper presented at the Women of Educational Leadership Conference, Lincoln, Nebraska. October 4, 2015.

Singh, A., Yeh, C., & Tiwari, A. (2015, March). *The role of field-based experiences in special education programs.* Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.

- Telese, J. A. (2015, November).** *Mathematical knowledge of middle school students related to the LCM.* Annual meeting of the School Science and Mathematics Association, Oklahoma City, OK.
- Telese, J. A., & Avalos, B. (2015, November).** *Fun with Fibonacci.* Annual meeting of the Rio Grande Valley Council of Teachers of Mathematics, Edinburg, TX.
- Telese, J. A., & Avalos, B. (2015, June).** *Revealing middle school students' proportional reasoning.* Annual meeting of the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, Austin, TX.
- Telese, J. A. & Butler, J. (2015, March).** *Teachers' propensity to use technology for instruction.* Annual meeting of the Society for Information Technology and Teacher Education, Las Vegas, NV.
- Telese, J. A., & Avalos, B. (2015, February).** *Middle school students' algebraic reasoning of the Least Common Multiple.* Annual meeting of the Research Council on Mathematics Learning, Las Vegas, NV.
- Telese, J. A., & Zhang, Z. (2015, February).** *Determining a model to predict student achievement from characteristics of elementary mathematics teachers.* Annual meeting of the Southwest Education Research Association, San Antonio, TX.
- Tevis, M. M. (2016, April 15).** *Reflections on Using Biography in the Classroom: Review of the Literature and Personal Reflections.* International from Educational Biography, San Antonio, TX.
- Tevis, M. M. (2016, April 14).** *Response to Pedagogue meets publicist: S.S. McClure and Maria Montessori.* International from Educational Biography, San Antonio, TX.
- Tevis, M. M. (2015, October).** *The Influence of Stories on a Community.* Society of Philosophy and History of Education (SOPHE), St. Louis, MO.
- Tiwari, A. & Fu, T. (2016, April).** *Understanding oblivious and non-oblivious barriers to education.* American Educational Research Association (AERA), Washington DC.
- Tiwari, A. (2015, April).** *Corporal Punishment in India: Caste system context.* American Educational Research Association (AERA), Chicago, IL.
- Tiwari, A., Park, M., & Das, A. (2015, April).** *A teacher's decision making and practices to increase student engagement.* American Educational Research Association (AERA), Chicago, IL.
- Tiwari, A., Singh, A., & Yeh, C. (2015, March).** *Responding to students' misbehavior on Facebook: Examining teachers' beliefs and perceptions.* Society for Information Technology & Teacher Education International Conference, Las Vegas, NV.
- Viren, V. (April, 2016).** *Talking to Infants: Engage, Extend, & Expand.* Presented at the Early Care and Early Childhood Education Conference. UTRGV.
- Viren, V. (April, 2016).** *Child development: When you know what to look for, we know what to see.* Special Education Early Childhood Symposium. UTRGV.

- Viren, V. (March, 2016).** *Playing Around. Proposal accepted for presentation at The Association for the Study of Play.* (Did not travel). Rutgers University, NJ.
- Viren, V. (January, 2016).** *Teachers Matter.* Presented at the Southmost Association for the Education of Young Children. Brownsville, TX. (Spring)
- Viren, V. (November, 2015).** *Untangling knots: Teacher perspectives on working with rescued children.* Presented at The National Association for the Education of Young Children Annual Conference. Orland, FL.
- Viren, V. (September, 2015).** *Inclusion in Infant and Toddler Settings.* Presented at Child Care Conference. South Padre Island, TX.
- Viren, V. (September, 2015).** *Conscious Discipline.* Presented at Child Care Conference. South Padre Island, TX.
- Viren, V. (August, 2015).** Presented a workshop for Early childhood Teachers of the Delhi Public School in Siliguri, India.
- Viren, V. (July, 2015).** 3-Day workshop for Early childhood Teachers of Teresa Academy. Maiti Nepal. Kathmandu, Nepal.
- Viren, V. (March, 2015).** *Play among the rescued.* Presented at The Association for the Study of Play. San Antonio, TX.
- Viren, V. (2015).** Presented at the Southmost Association for the Education of Young Children. Brownsville, TX. (Fall)
- Vizcaino, V. M., Lu, M. & Tsay, J. J. (2015, October).** *Collaborative Learning and the Use of Graphic Organizers for Middle-school Latina/o Student Mathematics Achievements: Research Design and Development.* National Association for Hispanic and Latino Studies International Research Forum, South Padre Island, TX.
- Ward, H. C., Chamberlain, S., & Frias-Perez, P. (2016).** *LD Teacher Education Model for Developing ESSA Teacher Competencies.* Paper presented at 38th International Conference on Learning Disabilities., October 13-14, 2016.
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