COLLEGE OF EDUCATION AND P-16 INTEGRATION





The University of Texas Rio Grande Valley





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GENERAL INFORMATION

Dean's Office

Dr. Alma Dolores Rodríguez, Dean

Dr. Criselda Garcia, Associate Dean for Initial Preparation Programs and Academic Affairs

Dr. Javier Cavazos, Associate Dean for Research and Graduate Programs

Dr. Bobbette Morgan, Interim Associate Dean for Assessment and Accreditation

Ms. Kayla Reyes, Assistant Dean for Administration

Academic Departments

Dr. Janine M. Schall, Chair - Bilingual and Literacy Studies

Dr. Suzanne Maniss, Chair - Counseling

Dr. John Lowdermilk, Chair – Human Development and School Services

Dr. Velma Menchaca, Chair – Organization and School Leadership

Dr. James Jupp, Chair – Teaching and Learning

Offices and Clinic

Ms. Erica Villarreal, Director – Office of Educator Preparation and Accountability

Ms. Celinda Quintanilla, Director - Counseling and Training Clinic





MESSAGE FROM THE DEAN

t is an honor for me to have been appointed Dean of the UTRGV College of Education and P-16 Integration. I have had the privilege to serve in this capacity since February 2019 after serving as interim dean since April of 2018. During this year, I have had the opportunity to work with the wonderful faculty, staff, and students that make up our college as well as with our school district partners and other stakeholders. The 2018-2019 academic year was an exciting one for the UTRGV College of Education and P-16 Integration. Our faculty engaged in numerous projects. Of significance are the increasing number of partnerships with school districts in teacher and principal preparation. Several of our faculty also partnered with the UTRGV School of Medicine on a variety of research projects of benefit to our community. Our teacher preparation program embarked in a 3-year transformation journey by becoming members of the inaugural cohort of the Branch Alliance for Educator Diversity Transformation Center. Our doctoral programs in Curriculum & Instruction and Education Leadership became members of the Carnegie Project for the Education Doctorate, and several of our master's programs received national recognitions for their excellent quality. By reading this annual report, you will be able to learn in more detail the excellent work that took place in the UTRGV College of Education and P-16 Integration during 2018-2019. Thank you for taking the time to learn more about our college, and hope you visit us soon.

Sincerely,

Dr. Alma D. Rodríguez

VISION AND MISSION

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.

The mission of the College of Education and P-16 Integration 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 multi-culturally 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.

PARTNERSHIPS

School Leadership Partnerships

The Department of Organization and School Leadership has created School Leadership; Partnerships with eight school districts: PSJA ISD, Mission CISD, Weslaco ISD, Mercedes ISD; Donna ISD, Harlingen CISD; Edinburg CISD and Lyford CISD. The purpose of the partnerships is to develop and enhance leadership effectiveness of prospective educational leaders. Weslaco ISD, Mercedes ISD, and Donna ISD have joined to form a Mid-Valley Cohort that serves aspiring leaders from the three districts.

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.

The PSJA ISD Cohort I, graduated nine students in August 2015. Cohort II began in summer 2016 with nine students and graduated August 2017. Mission CISD graduated its first cohort in August 2016 with nine students. The second cohort graduated in December 2018. The Mid-Valley Cohort comprised of Weslaco ISD, Mercedes ISD, and Donna ISD, started a cohort of 23 students in spring 2017. They graduated in May 2018. The second cohort started in fall 2018 with eleven students and will graduate in December 2019. The Edinburg CISD cohort and the Willacy County cohort began in January 2018. Both cohorts will graduate in May 2020.

The University of Texas Rio Grande Valley



Gauging the Pulse of the Husky School Culture to Embrace the ——Process of School Improvement ———

by Dr. Criselda Garcia, Dr. Roberto Zamora

In the crowded halls of Husky Nation, the overwhelming sense of pride fills every corner of Juarez-Lincoln High School (JLHS). About 2,510 Huskies proudly stride the halls of JLHS, immersed in a school environment flooded by positive affirmations of encouragement, respect, and recognition for students. Academic and athletic victories and special "shout outs" adorn the walls. Mr. Ricardo Estrada, new campus principal of eight months, constantly echo's his message to all, "...our priority is setting the standards high and placing meaningful, engaging learning opportunities for all our students." Through the solid engagement and energies of students, parents, teachers, staff and school leadership, these endeavors are slowly coming to fruition. Although creating change is arduous and gradual, in the words of Dr. Roberto Zamora, assistant professor and project lead from the University of Texas Rio Grande Valley, "Celebrating early wins along the way is integral to creating a culture of success!"

In fall 2017, the University of Texas Rio Grande Valley College of Education and P-16 Integration (UTRGV CEP) and Juarez Lincoln High School **UTS K-12 School Turnaround Partnership**, joined forces to tackle challenges of low student academic performance, and a high turnover rate of campus leadership-an enormous undertaking engaging numerous academic initiatives and a less than stellar campus climate.

The Concerns Based Adoption Model (Hall & Hord, 2015) is being used to: a) enhance staff understanding of initiatives being implemented; (b) identify staff concerns; (c) monitor levels of implementation of change initiatives, and (d) deliver targeted supports

needed to effectively implement the redesign initiatives. The CBAM is comprised of three dimensions: (1) Innovation Configuration Maps, which provide clarity of what the initiative will look like when fully implemented; (2) Stages of Concern Questionnaire, which yield information about how the faculty thinks about the change initiative, and (3) Levels of Use Interviews, which provide information pertinent to fidelity of implementation (Hall & Hord, 2015). Drs. Roberto Zamora, Rosalinda Hernandez, and Federico Guerra, faculty in the Department of Organization and School Leadership, will conduct a study, utilizing the CBAM constructs, to identify information essential for leading, managing, and evaluating change initiatives aimed at improving student achievement in large, high-poverty high schools.

Following a review of data yielded by a 2017 Southern Association of Schools Accreditations self-study and External visiting Review Team Report, Texas STAAR and TELPAS assessment data, teacher leaders and district and campus administration convened for two days with Drs. Roberto Zamora and Gene A. Hall, lead developer of the CBAM, and engaged in a deliberate examination of campus improvement initiatives. When asked to identify school improvement initiatives implemented on campus, teacher leaders and campus administrators identified 39 initiatives. Teachers expressed they felt overwhelmed by the number of initiatives and grants being implemented. However, everyone expressed a commitment to improve student achievement. However, everyone expressed a commitment to improve student achievement. Teachers were then

asked to examine the initiatives and determine 2-3 common themes that cut across all initiatives and that would target teaching the Texas knowledge and skills assessed by the STAAR end-of course assessments. The intent was to engage teacher leaders and administration in determining "common themes" for which all campus faculty could take ownership for implementing. Two common themes quickly emerged: building relationships and teaching higher order thinking skills (HOTS). Results of this work were presented to the faculty at an in-service day for review and feedback. Since then, English Language development has been added as a common theme to be addressed as everyone focuses on improving the achievement of all students with an emphasis on the high number of English Learners (ELs) at 43.6% and 7.7% students with special needs. Innovation Configuration Maps (ICMs) were created to facilitate the process of forging strong positive relationships between teachers and students along with the process of planning and delivering instruction aligned to HOTS.

Although time consuming, but necessary, engagement in the CBAM process entailed immersing in multiple levels of phases for collecting data to shed light on faculty perceptions. A Stages of Concern Questionnaire (SOCQs) was administered in November 2018 to determine assistance needed by faculty with implementation of the building relationships



innovation configuration maps (ICMs). The intent was to assist faculty grow from concern for how the initiative affects them personally, to concern for how the initiative is to be implemented, to concern for how the initiative impacts student learning. Results emerging from this SOCQ survey indicated teachers: (a) believed school had a positive start; (b) building relationships is not a program but a way of working with students and each other; (c) time considerations are important for implementing change; (d) continued skills development is needed, and (e) collaboration across the school community will strengthen relationships. Change facilitators - administrators, department chairs, master and mentor teachers indicate that (1) the change process has been difficult; (2) building a culture of trust and respect is imperative; (3) listening to teacher voices is essential; (4) additional assistance through reading and discussion of articles and professional development is needed, and (5) influencing the change process requires modeling by school leaders.

The SOCQ, as it relates to Higher Order Thinking Skills will be administered in May. Results of the SOCQs pertaining to implementation of Building Relationships and Teaching Higher Order Thinking Skills ICMS will be analyzed with teacher leaders and administration to determine action for assisting all faculty in 2019 -2020. Also, planned for the summer of 2019 is professional development on Levels of Use Interviews (LoU). These interviews will assist administrators and UTRGV faculty determine the degree of expertise that school faculty have related to the initiative and assistance needed to assist school faculty grow from nonuse to routine use of the initiative.

A sense of shared leadership is evident as administration encourages that decisions be made at the closest point of implementation and that decision making be guided by the campus mission, vision, goals, and be research-based, data-driven and student-focused. Common understandings throughout this change experience have been that change is a process, not an event, and that implementing the change initiatives requires team effort.

This Turnaround Partnership is truly an example where all partners view each other as co-learners, co-doers and co-problem solvers.

Easily considered as early wins, this significant progress created synergy for executing a research-supported structured field experiences between the university and school. Change is slow but small wins are seeping through.

HEB READ3 PARTNERSHIP



The long-standing partnership between UTRGV and Brownsville Independent School District (BISD) continued in 2018-2019. The Fall semester of 2018, the Read3 Program took place in 9 BISD identified schools with service to a total of 165 3-year old pre-literacy children. There was a total of 55 UTRGV student volunteers who were trained and delivered the weekly curriculum to the children. Parents involved received an additional nutritional component. A total of 35 parents were served. During the spring semester the Read 3 project was conducted, with the focus on per-literacy curriculum in 2 BISD schools, serving 2 classrooms in each of these schools bringing the total to 77 children being served. There was a total of 13 UTRGV student volunteers working in a team coordinated by a UTRGV school team leader.



HEB Read3, Edinburg Housing Authority and UTRGV Create New Partnership by Dr. Criselda Garcia



EB Read3 and UTRGV College of Education and P-16 Integration partnered to bring early literacy and health/nutrition awareness to the residents of the Edinburg Housing Authority (EHA) communities in the summer 2018. Dr. Hermelinda Hesbrook, HEB Read3 Consultant, and UTRGV's Professor Dr. Criselda Garcia along with future teachers from the College of Education taught the HEB Read3 curriculum comprised of literacy, health and nutrition lessons targeting pre-school children and their parents.

As reading remains key to academic success, early exposure and promoting literacy at home allows parents opportunities to support their children's development of essential language and literacy before entering schools. "The Read3 program brings excitement to language and literacy activities through various activities such as singing rhyming songs, engaging in read alouds, and playing games—this sparks interest in young children and helps them learn," explained Dr. Criselda Garcia. Aside from the benefits to the children and families, future teachers gained valuable experiences working with pre-school children and delivering lessons as part of honing their craft. As part of Read3 program, children received one free book in either English or Spanish, each day along with receiving a back-to-school backpack and school supplies provided by HEB. As the culminating activity, children participated in Graduation Day demonstrating their successful completion of the program!



NOTEWORTHIES

Eleven UTRGV students named Charles Butt Scholars by Amanda Alaniz



Hand Texas Foundation, includes 11 recipients from UTRGV. More than 370 candidates submitted written applications, and finalists participated in interviews, group activities and demonstrations of teaching lessons. The candidates are attending, or planning to attend, one of 10 partner universities in Texas. A total of 134 new scholars were selected and are committed to teaching in majority economically disadvantaged Texas public schools or in hard-to-fill subject areas. Each will receive an \$8,000 scholarship annually for up to four years, as well as ongoing training, mentorship and networking opportunities provided by the foundation.

The 11 UTRGV students are:

- Carolina De Anda, of Tamaulipas, Mexico
- Rosalinda Flores, of Mission
- Patricia Fuentes, of Pharr
- Gasper Garcia, of Brownsville
- Theresa Garza, of McAllen
- Roger Juarez, of Pharr

- Idalia Meza, of Pharr
- Keyla Ochoa, of San Benito
- Diana Salas, of Brownsville
- Robert Torres, of Donna
- Lariza Vazquez, of Houston

To fulfill the scholarship requirements, the students are to enroll in the UTRGV Student Teacher Educator Preparation University Partnership (STEP UP), the program selected by the Raise Your Hand Foundation as a partner for its Raising Texas Teachers Initiative. Several in this cohort of recipients graduated from their respective high schools and are entering freshman at UTRGV in fall 2019.

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BranchED



the UTRGV College of Education and P-16 Integration received a three-year award by the Branch Alliance for Educator Diversity (BranchED) to support its efforts to transform teacher preparation. UTRGV was one of four minority serving institutions, and the only Hispanic serving institution invited to join BranchED, recently recognized by the Bill and Melinda Gates Foundation as a national Teacher Preparation Transformation Center. Dr. Alma Rodriguez, College of Education and P-16 Integration Dean, and Dr. Sandra Musanti, Associate Professor in the Bilingual and Literacy Studies Department worked on the grant proposal. They are co-leads of the grant implementation aimed to provide training, technical assistance, and funding to UTRGV College of Education and P-16 Integration to advance the outcomes, and amplify the unique contributions as the second largest Hispanic Serving Institution in preparing highly effective diverse teachers who will educate America's citizens. Central to this grant is the partnership with local school districts such as Harlingen CISD that joined the initial leadership team to spearhead the teacher preparation transformation initiative.



THE BRANCHED TRANSFORMATION CENTER IS MADE POSSIBLE BY A GIFT FROM

BILL & MELINDA GATES foundation

CARNEGIE PROJECT ON THE EDUCATION DOCTORATE

The College of Education and P-16 Integration doctoral programs were accepted into the Carnegie Project for the Education Doctorate.

Dr. Laura Jewett will lead the work. Faculty from the Curriculum and Instruction and Educational Leadership EdD programs have engaged in parallel, redesign activity including:

- Gathering and analyzing data regarding completers as well as current students;
- Forming joint Ed.D. committee;
- Identifying key program issues such as time-to degree, professional relevance, and dissertation expectations;
- Bringing current, best-practice literature, and research to bear on these issues through collective inquiry;
- Embarking on a faculty-led syllabus review process aimed at redesign; and
- Regularly convening each EdD program together and separately to deliberately redesign process and make changes

This work on CPED makes the CEP a driving force in UTRGV's becoming a research intensive institution.





Mobile Literacy Unit

The Mobile Literacy Unit is a community outreach vehicle designed to travel across the Rio Grande Valley to provide low-income children with equitable literacy opportunities. The overarching purpose of the Mobile Literacy Unit is to promote literacy and reading achievement by taking university resources into the local community, particularly targeting areas that have been historically underserved.

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PATHWAYS TO TEACHING

Student Teacher Educator Preparation: University Partnership



TEP UP (Student Teacher Educator Preparation: University Partnership) provides a year-long internship for teacher candidates with guided support from university faculty and school district teachers. During the year, candidates experience all the activities and procedures of a school year, develop strong relationships with their cooperating teacher and classroom students, and engage in induction opportunities with the school district.

The STEP-UP program is built on strong partnerships with districts where university faculty work together with school district teachers and administrators to plan a program to best meet the needs of candidates. Candidates are provided with multiple opportunities to observe excellent classroom teachers, practice their planning and instructional skills, receive critical feedback, analyze data, reflect on their practice, and integrate feedback into future planning and instruction.

All members of the partnership engage in the discourse of excellent teaching. The program just completed its third year and has been expanded from its initial partnership with Harlingen CISD, with cohorts now in McAllen ISD, Los Fresnos CISD, and Brownsville ISD.



SPECIAL EVENTS

Critical Issues Leadership Conference



International Critical Issues Leadership Conference on October 30, 31 and November 1, 2018. The theme of the Conference was School Safety and Student Wellness. The primary goal was to assist districts in providing a safe and secure learning environment for all students and employees. The focus was to provide participants – school district officials, including superintendents, principals, teachers, counselors, campus security/resource officers, members of the school/district safety team, and local law enforcement officials – evidenced based practices, processes and strategies to improve campus safety and to recognize and respond to behaviors that may interfere with productive teaching and learning.

John Michael Keyes, Executive Director of the I Love You Guys Foundation was the keynote speaker on School Safety: Standard Response Protocols and School Safety: Reunification Methods. Other speakers were State Representative Juan "Chuy" Hinojosa who presented on School Safety and Student Wellness: Implications for the 86th Legislative Session. Senator Eddie Lucio provided an update on the Work of the Texas Senate Select Committee to Address School Safety: Implications for the 86th Legislative session.



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Hispanic Serving College of Education Convening



n 2017, the College of Education and P-16 Integration began exploring what it means to be a Hispanic Serving College of Education and how we can better serve our students in ways that honor and build on their cultural and linguistic backgrounds. In 2018-2019 we completed our third cycle of collaborative faculty research projects on this topic.

In addition, we expanded the conversation to a national level through a Hispanic Serving College of Education Convening, which saw representatives from 12 universities and four education professional organizations from across the United States come together in McAllen, Texas. During the two days of the Convening participants discussed how to make the label "Hispanic Serving" truly meaningful in ways that could transform educator preparation for Hispanic students.



RGV STEM CONFERENCE



Dr. Ken Tobin providing the introductory keynote address on the roles of contemplative practices in harmonizing sustainable lifestyles and educating citizens on a pre-birth through death continuum.

The 2nd Annual RGV STEM Education conference was held February 8-9, 2019 at the Casa de Palmas in McAllen. This year's theme was "Challenging our Assumptions: Towards Transformative Practices in STEM Education. The conference was organized by Angela Chapman, hosted by the College of Education and P-16 Integration, and supported by funding from the Greater Texas Foundation and the office of the Executive Vice President for Research, Graduate Studies, and New Program Development. More than 250 participants included local, national, and international faculty from the colleges of education, engineering, and sciences as well P-12 educators, graduate students, undergraduate students, high school students, and STEM educators. Participants left the conference with tools and resources to ensure all students have the same opportunity for success in their STEM learning.



Emmanuel Matamoros, High School Student Ambassador from La Joya ISD



Dr. Irasema Gonzalez facilitating a workshop on creating enriching STEAM learning experiences for young children.

TARLETON STATE VISIT



he Department of Organization and School Leadership hosted 33 doctoral students and two professors of Educational Leadership from Tarleton State University. The doctoral students were from three different campuses: Fort Worth, Stephenville and Waco. As part of the doctoral residency requirement, the doctoral students complete a residency plan requiring them to participate in activities related to cultural diversity, research, service, and professional development, more specifically experiences in diverse and bilingual/bicultural settings. As a result, the doctoral students came to UTRGV.

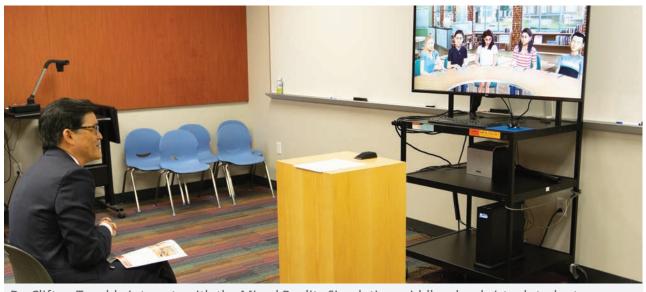
The Center for Bilingual Studies presented the programs' visions/missions and organizational goals. The director shared unique features, students' success stories, and student activities and engagement. She also shared collaborative efforts with different school districts, parents and the community. The doctoral students were given opportunities to engage in meaningful conversations with an elementary school principal who leads a campus with high numbers of English learners and at-risk students. A schoolteacher who had taught in various bilingual settings also presented and shared his experiences in working with English learners. The doctoral students gained much knowledge from the information presented to them.



TEACHER PREP LEARNING TOUR



he College of Education and P-16 Integration (CEP) hosted Dr. Clifton Tanabe, Dean from the College of Education at The University of Texas El Paso, Dr. Sarah Beal, Executive Director of US PREP, and Calvin Stolker, Director of Partnerships at Teaching Excellence, for a learning tour. The visit was organized by RGV FOCUS. The tour began in the Edinburg campus, where guests learned about the research CEP faculty are conducting on what it means to be a Hispanic Serving college of education. They also experienced how Mixed Reality Simulations are used to enhance teacher candidates' preparation. The learning tour included a visit to Lee Means Elementary in Harlingen Consolidated School District to learn how the CEP and the district have partnered in teacher preparation. The visit concluded in the Brownsville campus where the guests learned about the CEP's quality assurance system and culture of inquiry priority.



Dr. Clifton Tanable interacts with the Mixed Reality Simulation middle school virtual students.

FACULTY & STAFF AWARDS

UTRGV FACULTY EXCELLENCE AWARDS

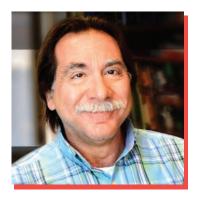


r. Sandra I. Musanti, associate professor in the Bilingual and Literacy Studies Department was 2019 recipient of the UTRGV Faculty Excellence Award in Teaching for tenure-track/tenured faculty. The Faculty Excellence Award in Teaching recognizes, encourages, and rewards superior teachers and their contributions to the development and delivery of effective teaching and learning experiences. The Faculty Excellence Awards Program recognizes, celebrates, and honors the exceptional accomplishments of the faculty at The University of Texas Rio Grande Valley.



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COLLEGE FACULTY & STAFF AWARDS



CEP Faculty Excellence Award in Teaching

Dr. James A. Telese, Professor Department of Teaching and Learning

Dr. Telese was awarded the College of Education and P-16 Integration's Excellence in Teaching Award. He establishes high expectations for his students. Dr. Telese is a student-centered professor of Mathematics Education. He guides students dissertation work in the Ed.D in C&I with specialization in mathematics education program, and teaches undergraduate mathematics methods courses. Dr. Telese is highly regarded by his students whether at the undergraduate or graduate level.



CEP Faculty Excellence Award in Research

Dr. Angela Chapman, Assistant Professor Department of Teaching and Learning

Dr. Chapman is gifted in the purposeful manner in which she weaves teaching, service, community engagement, and research, specifically through her sustained focus on addressing equity issues in science, technology, engineering, and mathematics (STEM). Moreover, her combination of teaching, service, and research is the focus for several of her publications including a book chapter in a book titled *Science Research and Service-Learning*, so community engaged research is a direct area of expertise for Dr. Chapman. She authored a peer-reviewed publication focused on developing science identity and engaging high school students in authentic science practices who have been

marginalized, titled "Cultivation of science identity through authentic science in an urban high school classroom" in *Cultural Studies of Science Education*. In the last years, Dr. Chapman was a Co-PI on two NSF grants and a Greater Texas Foundation Faculty Fellow, bringing in 2.5 million to the university.



CEP Faculty Excellence Award in Service

Dr. Carmen Garcia-Caceres, Lecturer III Department of Teaching and Learning

The READ 3 Literacy Program is an H-E-B Corporate initiative, which formed a partnership with The University of Texas Rio Grande Valley Brownsville campus and the Brownsville Independent School District. The primary objective of the Read3 program is to demonstrate the importance of early literacy education and nutrition to young children 3 to 4-year old, not enrolled in any educational institution. UTRGV student volunteers join the program, receiving training, and receiving supervision as they become the main deliverers of this curriculum, which helps to provide a hands-on teaching experience for our students aspiring to become a fully certified teachers.

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CEP Faculty Contributions to Continuous Improvement Award

Dr. Jesus Abrego, Associate Professor Department of Organization and School Leadership

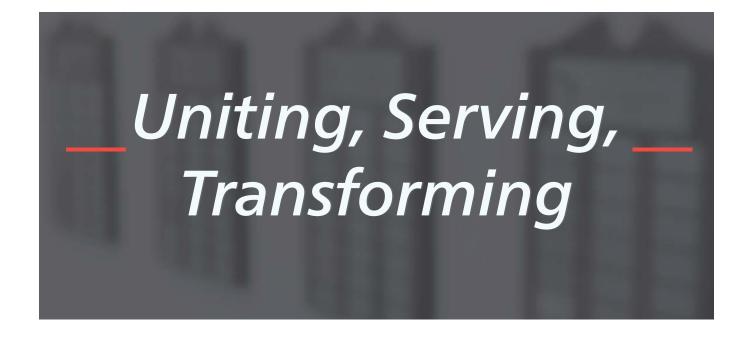
Dr. Jesus 'Chuey" Abrego has served in different leadership roles with regards to leading the work of continuous improvement within the Organization and School Leadership department and college. He serves as Co-chair of the college assessment committee. He also serves as the Chair of the department Assessment Committee. He is actively involved in reviewing assessments for other departments and has volunteered to review numerous SLO plans for other programs from across the college. He's been involved every year, and this past fall 2018, in the review and scoring of the Teacher Work Sample. Dr. Abrego exemplifies a servant leader. He is always ready and willing to lead.



CEP Staff Excellence in Service Award

Mrs. Ruby Sens, Administrative Assistant II
Department of Organization and School Leadership

Ruby Sens has worked at UTPA/UTRGV for 10 years. She is very commitment to her work. She is highly organized and extremely detail oriented. It is because of this attribute that she was highly commended by the Texas Education Agency staff members during an audit visit. They were very impressed by the organization of student files and the detail involved in the task. Ruby is part of the department team. She is aware of having a positive work environment by making sure the office is pleasant for students and visitors.



OTHER AWARDS & HONORS



UTRGV School Psychology Program Representative

Dr. Nancy Razo
Department of Human Development and School Service

Dr. Nancy Razo was invited to represent the UTRGV School Psychology Program during School Psychology Awareness Week at their School Board meeting.



UTRGV Community of Scholars Award

Dr. Velma Menchaca Department of Organization and School Leadership

Dr. Velma Menchaca was elected to the UTRGV's 2018 Community of Scholars for serving as PI for the \$1.0 million MOU with Region One and was recognized at the 2019 UTRGV Faculty Excellence Awards & Recognition ceremony.



Office of Graduate Studies Outstanding Program Director Award

Dr. James A. Telese Department of Teaching and Learning

Dr. Telese has been the M.Ed. in C&I program coordinator since 2015. He is passionate about the role the program has on improving teachers' professionalism and practice. The program helps to develop mathematics and science teacher leaders. Many of the graduates have obtained mathematics or science curriculum specialist positions in surrounding school districts. The ultimate goal is to help mathematics and science teachers improve their K-12 students' achievement.



RGVTABE Treasurer

Dr. Zulmaris Diaz Department of Bilingual and Literacy Studies

Dr. Zulmaris Diaz was elected Treasurer for RGVTABE (Rio Grande Valley Texas Association for Bilingual Education).

WELCOME NEW DEAN

r. Alma Dolores Rodríguez is Dean of the College of Education and P-16 Integration at The University of Texas Rio Grande Valley (UTRGV) and Professor in the department of Bilingual and Literacy Studies. Her research and scholarship focus on bilingual and ESL teacher preparation from three interconnected dimensions: 1) issues of

language and how those impact teaching and learning; 2) the use of culturally and linguistically responsive and sustaining approaches to teacher preparation with the goal of impacting teacher candidates' practice; and 3) the improvement of teacher preparation programs with an emphasis on meeting the needs of Latina/o emergent bilingual students, teachers, and communities.

Dr. Rodríguez received her Doctor of Education degree from The University of Houston. She has served in multiple leadership roles including Interim Chair of the Department of Language, Literacy and Intercultural Studies at The University of Texas at Brownsville and Associate Dean for Assessment and Accreditation at UTRGV. Dr. Rodriguez was president of the Texas Association of Teacher Educators (TxATE) and served on the board of the Consortium of State



Organizations for Texas Teacher Education (CSOTTE). She was also a member of the Council of Unit Presidents of the Association of Teacher Educators (ATE). Dr. Rodríguez is now member of the Texas Association of Colleges of Teacher Education (TACTE) and a member dean of Deans for Impact.

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WELCOME NEW FACULTY



r. Roberto Peña is the new doctoral program coordinator in the Department of Organization & School Leadership. He obtained his Ph.D. from the University of Wisconsin at Madison. He has served as a teacher of students from pre-school to the University level. His specialization is in educational leadership and policy studies and the implication of these areas for students, families and communities from marginalized backgrounds. Dr. Peña has chaired more than fifty students' dissertations. In total, he has served as chair and committee member for nearly two hundred dissertations. Dr. Peña has published in numerous pier one journals including the Bilingual Research Journal, Educational Administration Quarterly, Educational Administration Archives, and the Middle Level Education Journal. Dr. Pena has obtained numerous scholarships,

grants, and awards. These awards have totaled over nine million dollars. Dr. Peña's current research involves examining the educational experiences of Latino students.



r. Denise Love earned her BA in elementary education and MA in Literacy (K-8) both from the University of Michigan and her PhD in Teaching and Learning (K-12) from Capella University. She is also certified in Online Course Design and Facilitation and has created online courses for over 10 years. She has been in education for 45 years as of January 2019, having taught elementary grades PreK through 6th grade for 27 of those years and higher education since 2001. She has worked with student teachers in the classroom as well as in the cohorts especially with the edTPA. She was the Director of Teaching and Learning for Faculty at Keuka College in Keuka Park, NY and was responsible for giving guidance to new faculty as well as providing and planning retreats for all faculty professional development. She earned her tenure of Associate Professor of Education at Keuka College in 2016 and is presently a Lecturer at UTRGV.



r. Pauli Badenhorst earned his dual Ph.D. in Curriculum & Instruction and Comparative & International Education from The Pennsylvania State University. A teacher educator and educational anthropologist, he specializes in integrated research surrounding politically sustainable and culturally relevant educational approaches and practices generative of psycho-emotional, embodied wellbeing and equity. Consequently, his research is deeply rooted in psychoanalytic and new materialist thought. He is also particularly focused on the design of holistic epistemological and pedagogical frames to inform antiracism and intersectional teaching, learning, and curriculum. Pauli is Assistant Professor of Teacher Education in the Department of Teaching & Learning at The University of Texas Rio Grande Valley.



r. Cynthia Wise Galvan earned an Ed.D. in Curriculum and Instruction with a specialization in Bilingual Education at the University of Texas-Brownsville. Before joining UTRGV as a Lecturer for The College of Education, Teaching and Learning Department, she taught bilingual students in Austin and the Rio Grande Valley. Dr. Galvan was also a school district administrator responsible for innovative afterschool programs for at-risk students and director of parental programs. Her research interests are focused on strategies to increase educational equity in opportunities and outcomes through innovative, nontraditional bilingual education programs by promoting an asset-based view of biculturalism of Latino English Language Learners.



ulema Williams is a Brownsville native and former elementary teacher who served children in Title 1 settings for fifteen years. She has also worked as an elementary science curriculum consultant for the Rio Grande Valley. In 2008, she won the Milken National Educator Award where she was 1 in 4 Hispanics that year to receive the Oscars of Teaching recognition. Since 2013, she has been serving as the Milken Family Foundation liaison for Texas. As an Adjunct Professor, she taught Elementary Science and Pedagogy courses at the University of Texas at Brownsville. Ms. Williams is a former television soap opera actress who attended La Academia de Andres Soler Theatre Arts School and graduated from El Centro de Educación Artística de Televisa (CEA) while living in Mexico City for ten years. Currently, Ms. Williams is pursuing a Doctorate in Curriculum & Instruction with a

concentration in science education from UTRGV and has several research presentations and publications including "Do not Allow Me to Forget You: Daughter Care, Dementia and Curriculum in the Moment" at the 2018 American Educational Research Association. In Fall 2018, "Faraway Eyes: A Lived Curriculum of Daughter Care" was published in a chapter of Critical Intersections in Contemporary Curriculum and Pedagogy book.



r. Emily Curiel began her career as a special education teacher for children with autism spectrum disorder (ASD). After earning her PhD from The Ohio State University in their special education and applied behavior analysis program, she worked as a Board-Certified Behavior Analyst- Doctoral Designation (BCBA-D) and clinical coordinator for an autism center. Dr. Curiel is currently an assistant professor at the University of Texas Rio Grande Valley. She teaches coursework in their Board-Certified Behavior Analysis program. Along with teaching and mentoring students, Dr. Curiel conducts research related to the education and treatment of individuals with ASD and other developmental delays. Her area of expertise is on generative language development with matrix training. She has published articles in the Journal of Early Intervention, Behavior Analysis in Practice, and Young Exceptional Children. She has served as a peer reviewer for the Journal of Applied Behavior Analysis and Behavior Analysis: Research and Practice.



r. Johanna Esquivel joined the Bilingual and Literacy Studies department as an Assistant Professor. She received her Ph.D. in Curriculum and Instruction with a concentration in Language, Literacy and Instruction and a minor in Bilingual Education in 2018 from New Mexico State University. Her research interests include the use of cognates in reading and language learning and multicultural children's literature.



r. Jaime Lopez joins us as a Three-Year Lecturer in the department of Bilingual and Literacy Studies. He received his Ed.D. in Educational Leadership from the University of Texas-Brownsville/Texas Southmost College in 2015 and his M.Ed. in Reading from the University of Texas-Pan American in 2002. He has worked as a bilingual teacher and a principal as well as a One Year Lecturer for the University of Texas Rio Grande Valley.



r. Fernando Hernandez joined the department of Bilingual and Literacy Studies as a Three-Year Lecturer. He received his Ph.D. in Curriculum and Instruction with Literacy Specialization in 2016 from the University of Texas A&M- Corpus Christi and his M.Ed. in Reading from the University of Texas-Pan American in 2003. He has worked as a reading specialist and a teacher in addition to being a lecturer at the University of Texas-Pan American and the University of Texas Rio Grande Valley.



r. Clarissa Salinas is an Assistant Professor in the department of counseling at The University of Texas Rio Grande Valley. She also works as a Licensed Professional Counselor and is a Registered Play Therapist. She enjoys using play therapy techniques in counseling with children and adolescents impacted by trauma. She has published research on the topic of play therapy and presented at both local and national conferences on topics of childhood traumatic grief. She enjoys spending time with family, watching Netflix, and tasting new foods.



r. Suzanne Maniss. As chair of the Department of Counseling, Dr. Suzanne Maniss, brings more than twenty years of experience to UTRGV as faculty and program coordinator in Counseling programs, Coordinator for graduate programs in a College of Education, and Director of the Freshman Experience Program for undergraduate students. Dr. Maniss' clinical experience includes work in private practice and community-based organizations, at private psychiatric hospitals, and at a university counseling center. In addition, she worked for more than ten years with HIV/AIDS in San Antonio with the University Health System, the Audie L. Murphy VA Hospital, and as the Director of two Mental Health and Substance Abuse Service programs funded by the Ryan White Care Act. Her current interests include transformative educational practices for training professional counselors and integrated behavioral health in primary care.



WELCOME NEW STAFF



nna C. Aleman joined the department of Human Development and School Services on February 2019. She previously worked for the college in the Deans Office. Ms. Aleman has been with the University for 3 1/2 yrs. Previously she worked for Women's Hospital at Renaissance under the Neonatal ICU. She was at that hospital for almost 10 years.



orma Itzelh Cabrera joined the Deans office in the College of Education on February 2019. She previously worked for International Admissions and Student Service as a work-study, and later joined the Deans office as a graduate assistant. Ms. Itzelh has been with the University for 6 years after receiving her bachelor's in biology. She is currently pursuing her master's degree in Public Administration.



s. Briana Garcia, a native of Brownsville, Texas, is a new member of the UTRGV family. She joined the Department of Counseling Training and Counseling Clinic in Brownsville as an Office Assistant II. Prior to coming to UTRGV, Ms. Garcia worked with the Texas Workforce Commission in case management. She has a heart for helping people and hopes to instill that quality in her young daughters.

HONORING RETIREES



r. Jerry M. Lowe was a professor in the Department of Organization & School Leadership at The University of Texas Rio Grande Valley. He taught courses in the master's program, principal program, and doctoral program. His research areas included educational facilities, school law, and rural school leadership. Dr. Lowe was a school principal in rural schools for 21 years and a university professor nineteen years.

NEW PROGRAMS

Master of Education in Teacher Leadership

This 30 semester credit hour Master of Education program is designed to prepare teachers as instructional leaders, coaches, and mentors based upon national professional standards. This program is designed to respond directly to a growth-sector need identified through an analysis conducted collaboratively with regional community partners. This program will help graduates diversify and extend their professional brand while allowing them to market themselves as highly effective teachers who have demonstrated their ability to facilitate positive instructional effectiveness on their campus and cultivate a positive school climate.

The M.Ed. in Teacher Leadership degree is designed to provide career opportunities upon completion that will help to retain teachers in the South Texas region. Overall, the M.Ed. in Teacher Leadership provides remunerated pathways for developing teachers' careers and thereby ameliorates teacher retention that is so critical in the RGV region.

PROGRAM HIGHLIGHTS

Best Master's in Educational Leadership Programs for 2019

OnlineMasters.com selected UTRGV as one of the Best Master's in Educational Leadership Programs for 2019. OnlineMaster.com also found the program to be Best for Bilingual Leaders. Courses focus on how to best prepare school leaders to lead schools that may have bilingual learners and high need students.

2019 Online Learning Consortium Effective Practice Award

Rene and Maria Elena Corbeil's submission titled, INTEGRATING COMPETENCY-BASED MICRO-CREDENTIALS INTO STACKABLE GRADUATE DEGREES, was selected for a 2019 Online Learning Consortium Effective Practice Award. This award recognizes "successful efforts that help make quality online education accessible and affordable for anyone, anywhere, at any time" (OLC, 2019). The effective practice award recognizes high quality in five inter-related areas of online learning: learning effectiveness, access, scale, faculty satisfaction, and student satisfaction.

Online Master of Education in Educational Technology

#1 BEST Online Master of Education in Educational Technology by bestcolleges.com.

Online Master of Education in Curriculum and Instruction

#26 BEST Online Master of Education in Curriculum and Instruction by bestcolleges. com.

EXTERNAL GRANTS

College of Education and P-16 Integration

Rodriguez, A. D. (Co-Lead), & Musanti, S. (Co-Lead). BranchEd Performance-Based Coaching. Branch Alliance for Educator Diversity (BranchED). \$374,998. (2019-2021).

Bilingual and Literacy Studies

Esquierdo, J. (PI), & Alvarez, S. (Co-PI). Project SSTARC (Social Studies Through Authentic and Relevant Content): Promoting Humanities Learning in Elementary Schools. National Endowment for the Humanities. \$99,991. (2019-2020).

Counseling

- Cavazos, F. (Project Director), Hruska, J., (PI), & Cavazos, J. (Co-Project Evaluator). Texas 21st Century Community Learning Centers, Cycle 10, Year 1: Harlingen CISD. Texas Education Agency. \$1,500,000. (August 1, 2018 July 31, 2019).
- Roca Tipton, P. (Project Director), Fuentes, A. M. (PI), Lu, M. T. P. (Lead Project Evaluator), & Cavazos, J. (Co-Project Evaluator). Texas 21st Century Community Learning Centers, Cycle 10, Year 1: Texas Southmost College. Texas Education Agency. \$1,500,000. (August 1, 2018 July 31, 2019).

Human Development and School Services

- Ehrhardt, K. (PI), Summy, S. (Co-PI), Ross, D. (Co-PI), **Curiel, E. (Co-PI)**, Frieder, J. (Co-PI), (2017 2018). Interdisciplinary Preparation in Autism Services (IPA), Funding Source: U.S. Department of Education, Federal, (\$1,180,000).
- **Gonzalez, I., Medrano, H.**, (2017 2019). Texas School Ready Lead Agent Grant, Funding Source: Children's Learning Institute UTHealth Science Center Houston, Foundation, (\$348,720).
- Gonzalez, I. (PI). Early Childhood Certification Support. Texas Education Agency. \$11,800.
- **Lowdermilk, J. (Co-PI), Viren, V. (Co-PI)**, Peek, K. (Senior Personnel), (2019 2024). Develop an Affordable 100% Online Competency-Based Bachelor of Science Degree in Early Care and Early Childhood Studies, Funding Source: Texas Higher Education Coordinating Board, State, (\$233,576).
- **Medrano, H.**, (2018 2019). Early Head Start Continuation Proposal, Funding Source: Administration for Children and Families, Federal, (\$7,052,093).
- **Medrano, H.**, (2017 2018). Early Head Start Continuation Proposal, Funding Source: Administration for Children and Families, Federal, (\$7,052,093).

- Ward, H. C. (2015). External grant award of \$1,212, 000 Department of Education, Office of Special Education, H325K150411 (2015-2019).
- Ward, H. C. (PI), & Chamberlain, S. P. (Other), (2018 2020). Individualized 4-C Treatment for Hispanic Parents and Their Children with Autism, Funding Source: Texas Higher Education Coordinating Board, State, (\$500,000).

Teaching and Learning

- **Chapman, A.,** (2017 2020). Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science, Funding Source: Greater Texas Foundation, Individual, (\$89,000).
- **Chapman, A.**, Garza, A. (Researcher), Rodriguez, F. (Researcher), (2017 2018). Agency and Identity Among Science and Math Educators in the Rio Grande Valley, Funding Source: FocusRGV, Other, (\$1,750).
- Cheng, C.-L. (PI), Lu, M.-T. P. (Co-PI), (2018 2023). Collaborative Research: Promoting Research-based Instructional Methods for Enhancing and Reforming STEM Education (PRIMERS), Funding Source: NSF, Federal, (\$634,612).
- Faver, C. (PI), Martinez, J. (Co-PI), Buhidar, P. (Co-PI), Ledingham, C. (Co-PI), (2018 2019). A Literacy and Empathy Program for Children in the South Texas Border Region, Funding Source: Dollar General Literacy Foundation, Foundation, (\$3,000).
- Racelis, A. (PI), Chapman, A. (Co-PI), Guajardo, F. (Co-PI), Trejo-Vasquez, A. Cristina (Co-PI), Salinas, J. (Co-PI), Cavazos, L. J. (Senior Personnel), (2018 2023).

 Transforming Undergraduate Education in STEM Through Culturally Relevant Pedagogy and Community Engagement, Funding Source: National Science Foundation, Federal, (\$1,480,002).
- Rocha Tipton, P. (PI), Fuentes, A. M. (PI), **Lu, M.-T. P. (Other), Cavazos, L. J. (Other)**, (2018 2019). Texas 21st Century Community Learning Centers (CCLC), Funding Source: Texas Education Agency, State, (\$1,500,000).
- **Smith, K. (PI), Chapman, A. (Co-PI)**, (2018 2023). Supporting the Preparation of Science and Mathematics Teachers in Rural South Texas, Funding Source: National Science Foundation, (\$1,199,508).
- **Telese, J. A.**, (2017 2018). Texas Regional Collaborative for Excellence in Mathematics Teaching, Funding Source: Texas Education Agency/University of Texas Austin, State, (\$86,248).

Organization and School Leadership

Zamora, R., (2017 - 2020). (UT System) UTRGV - La Joya ISD Juarez Lincoln HS Turn Around Grant, Funding Source: University of Texas Rio Grande Valley, State, (\$300,000).

FACULTY RECOGNITION

Bilingual and Literacy Studies

Esquivel, J. received Alumni Outstanding Graduate Award for the Graduate School—Ph.D., New Mexico State University, Alumni Office. (May 11, 2019).

Counseling

Kranz, L. P. received Who's Who, Marquis, LLC. (January 1, 2019).

Kranz, L. P. received Alumni Award, Grinnell College. (June 2, 2018).

Human Development and School Services

Razo, P. N. received School Psychology Awareness Week, McAllen ISD School Board. (November 12, 2018).

Teaching and Learning

Deleon, L. received iLRN 2018 Best Paper Award, Immersive Learning Research Network. (June 28, 2018).

Jones, S. I. received July 2018 Faculty Spotlight on Teaching Newsletter, Center for Teaching Excellence. (July 30, 2018).

FACULTY PUBLICATIONS

Bilingual and Literacy Studies

Almaguer, I. (2019). Magnifying English Language Learners' Success through Culturally Relevant Teaching and Learning Frameworks: Acknowledging the Multidimensional Implications on Language, Literacy and Learning in Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners. *IGI Global*,.

- **Bussert-Webb, K., Diaz, M. E.** (2019). Published Bk Ch. Apr 2019. Myth Busting: Low-income Latinx Immigrant Parental Involvement. *IGI Global. Handbook of Research on Engaging Immigrant Families and Promoting Academic Success for English Language Learners*, 265-292.
- **Bussert-Webb, K., Lewis, K. A.** (2019). Published conf. proceeding Jan. 2019. Third Space, Language, and Culture. *SIXTEENTH INTERNATIONAL SYMPOSIUM ONSOCIAL COMMUNICATION*, Center for Applied Linguistics.,.
- **Bussert-Webb, K.**, Masso, H., **Lewis, K. A.** (2018). Published article Nov 2018: Latino Children's Push and Pull of Spanish Literacy and Translanguaging. Note: Dr. Lewis did the work of 2nd author, but she and I wanted to mentor our GRA, 2nd author, who had never published. *The Qualitative Report, Nova Southeastern University*, 11(23), 2648-2669.

- **Bussert-Webb, K.**, Hannah, M. (2018). Published July 2018. Conference Proceeding in Spain: Latinx Children's Spanish and Translanguaging Perceptions and Strategies for Writing in Slemp Endowed Chair. In F. Ramos (Ed.), *Proceedings of the 4th International Colloquium on Languages, Cultures, Identity, in School and Society.*,.
- Colegrove, K., **Zuniga, C.** (2018). Finding and enacting agency: An elementary ESL teacher's perception of teaching and learning in the era of standardized testing. *International Multilingual Research Journal*, 3(12), 188-202.
- **Esquivel, J.** (2018). Exposing Neoliberal Ideologies in Children's Books and Films through Critical Media Literacy. *Athens Institute for Education and Research ATINER*,.
- **Guerrero, M. D.**, Lachance, J. (2018). National Dual Language Education Teacher Preparation Standards in No. *Fuente Press*,.
- **Guerrero, M. D.**, Guerrero, M. C. (2018). Book review: The changing landscape of Spanish language curricula: Designing higher education programs for diverse students in No. *Teachers College Record*,.
- **Koonce, J.** (2018). Critical Race Theory and Caring as Channels for Transcending Borders between an African American Professor and her Latina/o Students. *International Journal of Multicultural Education*, 2(20), 101-116.
- Lopez, C., **Musanti, S. I.** (2019). Fostering Identity Negotiation in Sixth Grade ELLS: Examining an Instructional Unit on Identity in English Language Arts. *NABE Journal of Research and Practice*, 1(9), 1-17.
- Mercuri, S., **Musanti, S. I.** (2018). Interdisciplinary biliteracy: Leveraging biliteracy development for all bilingual learners. *Language Magazine*, October.
- Pini, M. E., **Musanti, S. I.**, Feldfeber, M., Bravo, M. (2019). Teacher education and professional development in the context of Argentinean educational policies: Current trends and challenges. in International Handbook of Teacher Education Worldwide. *HM Studies*, 2nd Edition (1), 113-128.
- **Rodriguez, A. D.** (2018). Amplifying the Culture of Inquiry at UTRGV through the Common Indicators System Network in Deans for Impact Blog. *Deans for Impact*,.
- **Schall, J.** (2018). Winter Holiday Picture Books with Latinx Characters. WOW Currents,.
- **Schall, J.** (2018). Agency and Community in Latinx Immigrant Journey Picturebooks. *WOW Currents*, November 5, 2018.
- **Venegas, E.** (2019). "We listened to each other": Social-emotional growth in literature circles. *The Reading Teacher*, 0(0), 1-11.
- **Venegas, E.** (2018). Strengthening the reader self-efficacies of reluctant and struggling readers through literature circles. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 5(34), 419-435.

Counseling

- **Cavazos, L. J.**, Fisk, J., Ikonomopoulos, J. (2019). Exploring Clinical Mental Health Counseling Students' Perceptions of Teaching Practices. *Teaching and Supervision in Counseling*, (1), 6-18.
- Cavazos, L. J., Sparrow, G., Whittenberg, J. F., Rodriguez, B. (2018). The Role of Character Strengths and Importance of Family on Mexican American College Students' Career Decision Self-Efficacy. *Journal of Employment Counseling*, (55), 16-26.
- Foster, A., Chen, R., Reed, B., Miller, E., Carlson, R. (2019). Exploring the Effectiveness of a Prevocational Seminar on Self-Efficacy and Work Motivation among Adults Residing in an Inpatient Mental Health Facility. *Journal of Rehabilitation*, 2(85), 4-12.
- **Karaman, M., Cavazos, L. J.**, Aguilar, A., Montenegro, M. C. (2019). Psychometric Properties of the U.S. Spanish Versions of the Grit and Resilience Scales with a Latinx Population. International Journal for the Advancement of Counseling,.
- Richmond, A. S., Woody, W. D., Fleck, B. K.B., Becker, S. E., Mace, B. L., Manuel, L., **Kranz, P.** (2019). An Evidenced-Based Roadmap for Success: Part 1-The Bumpy Road of Graduate School. *Scholarship of Teaching and Learning in Psychology*,(Advanced Online Edition), 16.
- **Sparrow, G.** (2019). A Two-Dimensional Model of Consciousness in Lucid Dreams. International Journal of Dream Research, 12, 1, 82-88.

Human Development and School Services

- **Curiel, E.**, Sainato, D. M., Goldstein, H. (2018). Matrix Training for Toddlers With Autism Spectrum Disorder and Other Language Delays. *Journal of Early Intervention*, 3(40), 268-284.
- Foster, A., **Miller, E., Carlson, R.** Exploring the effectiveness of a prevocational seminar of self-efficacy and work motivation among adults residing in inpatient mental health services. *Journal of Rehabilitation*,.
- Terry, V., **Sandoval, A.**, Garza, J., **Lowdermilk, J.**, Lerma, E., Lapka, S., **Dingle, A.**, **Manusov, E.** (2018). What Drives Members of an Interprofessional Care Team: A Sense of Self. *Journal of Interprofessional Education & Practice*,.

Teaching and Learning

- **Aguilar, J., Telese, J. A.** (2019). Learning Productive Mathematical Talk Moves Through Mix-Reality Simulation: The case of Pre-service Elementary Teachers in a Hispanic Serving Institution. *Society for Information Technology & Teacher Education International Conference*, 2129-2133.
- **Aguilar, J., Telese, J. A.** (2019). Mathematics Understanding of Elementary Pre-Service Teachers: The Analysis of their Procedural-Fluency, Conceptual-Understanding, and Problem-Solving Strategies. *Mathematics Teaching Research Journal*, 10 (3-4), 24-37.

- **Aguilar, J., Telese, J. A.** (2018). The Implementation of Mixed-Reality Simulations: An Innovative Approach to Train First-Year Pre-Service Elementary Mathematics Teachers. *Connections*, Winter, online: https://amte.net/connections/2018/12/implementation-mixed-reality-simulations-innovative-approach-train-first-year
- **Badenhorst, P.** (2019). Raced encounter on a hilltop: A call for soulful justice alongside social justice work. *English Education*, 51(2), 200-208.
- Calderón Berumen, F.; **Espinosa-Dulanto, M.; Jupp, J.** C.; O'Donald, K; & **Jewett, L.** (2018). Book Review: Chicana/Latina testimonios as pedagogical, methodological, and activist approaches to social justice. *Educational Studies*, 54, 681-687.
- **Corbeil, J. R.**, Khan, B. H., **Corbeil, M. E.** (2019). Responsible Analytics and Data Mining in Education: Global Perspectives on Quality, Support, and Decision Making. *Routledge Taylor & Francis Group*.
- **Corbeil, J. R.**, Khan, B. H., M. E. C. (2018). MOOCs revisited: Still transformative or passing fad? *Asian Journal of University Education*, 14(2), 12-24.
- **Corbeil, J. R., Corbeil, M. E.**, Koohang, A., Pratt, J., De Lorenzo, G. (2018). The convergence of information systems and educational technology. *Proceedings of the International Association for Computer Information Systems 58th International Conference*,.
- **Corbeil, M. E., Corbeil, J. R.**, Khan, B. H. (2019). A framework for implementing responsible data mining and analytics in education in Responsible Analytics and Data Mining in Education: Global Perspectives on Quality, Support, and Decision Making. *Routledge Taylor & Francis Group, 3-15*.
- **Corbeil, M. E., Corbeil, J. R.** (2018). Using screen capture to provide formative feedback and promote teacher presence in an online course. *Proceedings of the International Association for Computer Information Systems 58th International Conference*.
- **Deleon, L., Martinez, J., Diaz, Z., Whitacre, M.** (2019). Transformation or Resistance? A Case Study of Pre-Service Teachers Engaged in Technology Integration. *Association for the Advancement of Computing in Education (AACE)*, 1785-1792.
- **Deleon, L.** (2018). Learning Child Development Through Immersion in III-Structured Problems Using a Virtual Environment in Communications in Computer and Information Science. *Immersive Learning Research Network* (840).
- **Diaz, M. E.** (2019). Exploring Latino preservice teachers' attitudes and beliefs about learning and teaching science: What are the critical factors? *International Journal of Research in Education and Science*, 5(2), 574-586.
- **Espinosa-Dulanto, M.** (2018). Finding Home in Memory: Stories of Immigration, Diaspora, and Dis/location. The Ethnographic Edge, *International Contemporary Ethnography Across the Disciplines (CEAD) Association Incorporated*, (tee.v2i1.31), 11.

- **Espinosa-Dulanto, M.** (2018). an immigrant to stay forever: Deisy Mendez in Resilience en el valle. Remembering Bazan y Longoria.
- **Jewett, L.**, Williams, Z. (2018). Faraway Eyes: A Lived Curriculum of Daughter Care in Critical Intersections in Curriculum and Pedagogy. *Information Age*, 239-249.
- **Jewett, L. M., Williams, Z. M.** (2018). Faraway Eyes A lived Curriculum of Daughter Care in Critical Intersections in Contemporary Curriculum and Pedagogy.,.
- **Jones, I. S., Blankenship, D.** (2018). Learning Styles of Hispanic Students. *Association of Business and Behavioral Sciences*, (25).
- **Jupp, J. C.**; Leckie, A.; Cabrera, N. L.; & Utt, J. (2019). Race-evasive White teacher identity studies 1990-2015: What can we learn from twenty-five years of research? *Teachers College Record*, 121, 1-58.
- **Jupp, J. C.**; Berry, T. R.; Morales, A; Mason, A. M. (2018). What is to be done with curriculum and educational foundations' critical knowledges: Toward critical and decolonizing education sciences. *Teaching Education*, 29, 305-317.
- Jupp, J. C.; Mason, A. M.; Berry, T. R.; Morales, A. (Eds.) (2018). Special Issue of TEJ: What is To Be Done with Curriculum Studies and Foundations' Critical Knowledges? New Qualitative Research on Conscientizing Preservice and In-service Teachers. *Teaching Education*, 29, 301-428.
- **Jupp, J. C.**; Mason, A. M.; Berry, T. R.; Morales, A; (2018). Introduction to the special issue of TEJ: What is to be done with curriculum and educational foundations' critical knowledges? New Qualitative Research on Conscientizing Preservice and In-service Teachers. *Teaching Education*, 29, 301-304.
- **Lewis, K. A., Espinosa-Dulanto, M., Viren, V.** (2018). Embracing complexities, contradictions and plurality: Three voices from a Hispanic-Serving Institution at the frontera. In Curriculum and Pedagogy Group 10th Edited Collection. *Information Age Publishing*, 10.
- **Lewis, K. A.** (2018). A Digital Immigrant Venture into Teaching Online: An Autoethnographic Account of a Classroom Teacher Transformed. *The Qualitative Report*, 23(7), 1752-1772.
- **Morgan, B. M., Bussert-Webb, K.**, Masso, H. M. (2018). Latino undergraduate perspectives of traditional and collaborative culminating presentations. *Comparative Professional Pedagogy*, 2(8), 107-121.
- Morgan, B. M., Garcia, C., Jauregui, J. (2019). Teacher Candidate Immersion into Bilingual/ Dual Language Classrooms in Largest Urban District in Texas. *Universal Journal of Educational Research*, 5(7), 1247-1254.
- **Neumann, J.** (2018). Engaging Elementary Social Studies: Doing Inquiry. *The Social Studies Texan*, 3(34).

- **Neumann, J.** (2018). Engaging Elementary Social Studies: Devoting Time. *The Social Studies Texan*, 2(34).
- **Tapia, B.**, Carter, K., **Corbeil, J. R., Nelson, R.** (2018). Pilot Study of Smart Watch Use by Clinicians and Community Health Workers in the Lower Rio Grande Valley of South Texas. *Information Technology in Academic Medicine Conference*,.

Organization and School Leadership

- Abrego, J., Lopez, J. (2019). Some "central" issues in creating professional learning communities" A superintendent's perspective. In U. 0. W. Meredith Mountford Florida Atlantic University. Leigh E. Wallace (Ed.), Research on the Superintendency Book 1: The Contemporary Superintendent: (R)evolutionary leadership in an Era of Reform (Vol I). Charlotte, NC, USA: Information Age Publishing.
- **Garcia, A., Abrego, J.**, Jauregui, J. (2019). Technologies frequently used by elementary principals. *Universal Journal of Educational Research*. 7(1) 11. http://www.hrpub.org/journals/article_info.php?a id= 7649
- **Garcia, C., Cavazos, J.**, Guerra, F., Garcia, C. (2018). Understanding Relevant Predictors of Latina/a Adolescents' Vocational Outcome Expectations. *The Journal of Multidisciplinary Graduate Research*, 16.
- Hernandez, R., Zamora, R. (2018). The Relationship between Organizational Health and Student Achievement in High Poverty Schools. *International Journal of Learning, Teaching and Educational Research*, No. 11(Vol. 17), 56-76.

FACULTY SCHOLARSHIP PRESENTATIONS

Bilingual and Literacy Studies

- Almaguer, I., (2019). Acknowledging the Multidimensional Implications of Bilingual Students' Cultural Empowerment in their Learning, Language and Literacy, American Education Research Association (AERA) Annual Meeting in Toronto, CA.
- **Almaguer, I.**, (2019). Enhancing Literacy Development through Culturally Empowering Teaching and Learning Frameworks, *National Social Science Association (NSSA) Conference in Las Vegas, NV*.
- **Almaguer, I.**, (2019). Culturally Relevant Teaching and Learning Frameworks: Amplifying Bilingual Students' Success, *National Association of Bilingual Education (NABE) Annual Conference in Lake Buena Vista, FL*.
- **Almaguer, I.**, (2018). Addressing the Impact of Culture on Life Literacies to Support Agency and Identity in a Multicultural World, National Social Science Association (NSSA) Conference in New Orleans, LA.

- **Bussert-Webb, K., Lewis, K. A.**, (2019). Invited presentation on 2-12-19 Language and Culture: Third Space Possibilities, *UTRGV Linguistics Seminar Series, Writing and Language Studies UTRGV Writing and Language Studies Dept. in BMAIN first floor*.
- Bussert-Webb, K. (Author & Presenter), Lewis, K. A. (Author & Presenter), Garcia-Caceres, C. (Author & Presenter), (2019). Digital Literacies in the STEM Classroom, 2nd Annual RGV STEM Education Conference UTRGV STEM Education Consortium in McAllen, TX.
- **Bussert-Webb, K., Lewis, K. A.**, (2019). Presented in January 2019. Third Space, Language, and Culture, 16th International Symposium on Social Communication, Santiago de Cuba, Cuba Centre for Applied Linguistics: Ministry of Science, Technology and Environment in Santiago de Cuba, Cuba.
- **Bussert-Webb, K.** (Author & Presenter), **Lewis, K. A.** (Author & Presenter), (2019). Latinx Children's Push and Pull of Spanish Literacy and Translanguaging, *10th Annual Conference of Teaching and Learning Qualitative Research The Qualitative Report in Fort Lauderdale, FL.*
- Bussert-Webb, K., Masso, H. (Author & Presenter), (2018). Presented in July 2018: Latinx Children's Spanish and Translanguaging Perceptions and Strategies for Writing, 4th International Colloquium on Languages, Cultures, Identity, in School and Society. Loyola Marymount University School of Education (Los Angeles, CA), with the support of the Department of Culture of the City of Soria. in Soria, Spain.
- **Bussert-Webb, K.**, Masso, H., (2018). Invited presentation for September 2018: RGV Children's Spanish and Translanguaging Beliefs and Strategies for Writing, *UTRGV Linguistics Seminar Series Linguistics Seminar Series, Writing and Language Studies in UTRGV, Brownsville*.
- **Diaz, Z.**, Garza-Reyna, G. L., (2019). Start Up Essential: Aligning Reading and Writing Curriculum for Biliteracy, *National Association of Bilingual Education (NABE) Annual Conference NABE in Orlando, FL*.
- **Diaz, Z.**, (2019). Transforming Writing: Helping ELLs Become Confident Writers., *Rio Grande Valley Texas Association for Bilingual Education (RGVTABE) Annual Conference, RGVTABE in South Padre Island, TX*.
- **Diaz, Z.**, Garza-Reyna, G. L., (2018). An Authoethnography: A Professor's Impact on Preparing Bilingual-Biliterate Elementary Teachers., *Texas Association of Bilingual Education (TABE) Annual Conference. Texas Association for Bilingual Education in Dallas, TX.*
- **Dibrell, N., Cavazos, A., Musanti, S. I.**, Gonzalez-Leal, L. (Presenter), (2018). Translingual Framework: Escribiendo en colaboración, *National Conference on Peer Tutoring in Writing in South Padre Island, Texas*.
- **Esquierdo, J.** (Author & Presenter), **Almaguer, I.** (Author & Presenter), Munoz, Y. (Presenter), (2019). Examining how a One-Way Dual Language Program Affected the Bilingual Students' Reported Reading Achievement Gap, *American Education Research Association (AERA) Annual Meeting in Toronto, CA.*

- **Esquivel, J.** (Author & Presenter), (2019). Explicit Instruction of Cognate Rules Facilitates Cross-linguistic Transfer of English-Spanish Cognate Vocabulary, *31st Association for Psychological Science (APS) in Washington, DC.*
- **Esquivel, J.** (Author & Presenter), Carlson, R. (Presenter), (2019). English-Spanish Academic Vocabulary and Rules: An Experimental Study, 22nd Annual American Association of Behavioral and Social Science Conference (AABSS) in Las Vegas, NV.
- **Esquivel, J., Lu, M.-T. P.**, (2018). Asian Professionals' Experiences and Perspectives of Living and Working in a Borderland Region: Taking Professors at an HSI as an Example, 2nd Southwest Texas Asian Symposium (SWTAS) Texas A&M University-CC; UTRGV; Texas Coastal Band of Korean Scientist and Engineering Association; Association of Chinese Political Studies in Corpus Christi, TX.
- **Esquivel, J.** (Author & Presenter), (2019). Cognate Academic Vocabulary Teaching Strategies in the Dual Language Classroom, 24th Annual Rio Grande Valley Texas Association for Bilingual Education (RGV-TABE) RGV-TABE in South Padre Island, Texas.
- **Esquivel, J.** (Author & Presenter), (2018). Examining the Neoliberal Culture in Children's Disney Books., 3rd Annual International Symposium on Culture and Civilization ATINER in Athens, Greece.
- **Hinton, K. A.** (Coordinator/Organizer), Bustos Flores, B. (Discussant), (2019). Forging an HSI Identity: Institutionally-Supported Research and the Meaning of 'Hispanic-Serving', American Educational Research Association Annual Meeting American Educational Research Association in Toronto, Ontario, Canada.
- **Hinton, K. A.**, (2019). Introducción a la Pedagogía Fronteriza, *BESO Professional Development Series Bilingual Education Student Organization in UTRGV Brownsville*.
- **Hinton, K. A.**, (2019). Bilingual Supplemental Exam Workshop, *TExES Exam Workshops UTRGV College of Education & P-16 Integration in UTRGV Brownsville*.
- Hinton, K. A. (Author), Ostorga, A. (Author), Zuniga, C. (Author), (2018). Becoming a True HSI: A Border Pedagogy for Teacher Preparation, Texas Association for Bilingual Education Conference Texas Association for Bilingual Education in Dallas, TX.
- **Kambara, H.**, (2019). A Counter-Story of an Asian Literacy Education Professor at a Hispanic Serving Institution, *Association of Teacher Educators (ATE) Annual Conference ATE in Atlanta, Georgia*.
- **Kambara, H.**, Ruan, J., Lijin, J., (2018). Chinese and Japanese Fourth Graders' Reading Motivation., *The 68th Annual Conference Literacy Research Association (LRA) in Indiana Wells, CA*.
- Kambara, H., Zhang, Z., Ruan, J., (2018). Gender Differences in Reading Motivation between American and Japanese Fourth Grade Students in Suburban Communities., The 68th Annual Conference Literacy Research Association (LRA) in Indiana Wells, CA.

- **Kambara, H.**, (2018). The Impact of Cultural Values and Sociocultural Factors on Japanese Fourth Grade Students' Motivation to Read., *The 68th Annual Conference Literacy Research Association (LRA) in Indiana Wells, CA*.
- **Koonce, J.**, (2019). A Case Study on the Experiences of a 113-year-old African American Woman and the Implications for Others, *2019 NAAAS & Affiliates Conference in Dallas, TX*.
- **Leija, M., Lara, G., Kambara, H., Aponte Martinez, G.**, (2019). Reflections on Teacher Education Practices of First-Year Tenure-Track Professors at a Hispanic Serving Institution, Forging an HSI Identity: Institutionally-Supported Research and the Meaning of 'HispanicServing' American Educational Research Association (AERA) in Toronto, Canada.
- Musanti, S. I., Rodriguez, A. D., Alvarez McHatton, P. M., (2019). Stepping it Up: Re-framing Latinx Teacher Candidates Clinical Field Experiences, AERA 2019 Annual Meeting American Educational Research Association in Toronto, CA.
- **Musanti, S. I., Cavazos, A.**, (2019). Leveraging Students' Bilingualism and Embracing a Translanguaging Stance in a Hispanic Higher Education Institution, *AERA 2019 Annual Meeting American Educational Research Association in Toronto, CA*.
- Musanti, S. I., Cavazos, A., Rodriguez, A. D., (2019). Redefining Bilingual Teacher Preparation Practices in a Hispanic-Serving Institution through a Translanguaging Stance. In K. Hinton, A. Ostorga, & C. Zuniga (Chairs) "Forging an HSI Identity: Institutionally-Supported Research and the Meaning of 'Hispanic-Serving'", AERA 2019 Annual Meeting American Educational Research Association in Toronto, CA.
- Musanti, S. I., Rodriguez, A. D., (2018). Embracing a Translanguaging Stance and Redefining Bilingual Teacher Preparation Practices in a Hispanic-Serving Institution, La Cosecha 2018. 23rd Annual Dual Language Conference Dual Language New Mexico in Santa Fe, NM.
- Ostorga, A. (Author & Presenter), Zuniga, C. (Author), Hinton, K. A. (Author), (2018). Agency and Advocacy: Important Practices For The Development Of Dual Language Teachers, La Cosecha 23rd Annual Dual Language Conference Dual Language New Mexico in Santa Fe, NM.
- Rodriguez, A. D. (Author & Presenter), Chamberlain, S. P. (Author & Presenter), Jauregui, J. (Author & Presenter), (2018). Re-designing Clinical Experiences at a Hispanic Serving Institution: A Change in the Right Direction, CSOTTE Fall 2018 Teacher Education Conference The Consortium of State Organizations for Texas Teacher Education in San Antonio, TX.
- **Rodriguez, A. D.** (Panelist), Martinez-Aleman, A. (Panelist), Darling-Hammond, L. (Panelist), Williams, D. (Panelist), Byrne-Jimenez, M. (Moderator), (2019). Reauthorization of the Higher Education Act: Preparation and Retention of Educational Professionals Act, *AERA 2919 Annual Meeting in Toronto, Canada*.

- Rodriguez, A. D., (2019). BranchED Roundtable, AACTE 2019 in Louisville, KY.
- **Rodriguez, A. D.** (Panelist), Williams, N. (Panelist), Bennett, L. (Panelist), Williams, R. (Panelist), Diaz, A. L. (Moderator), (2019). Minority Serving Institution Luncheon Panel, *AACTE* 2019 in Louisville, KY.
- **Rodriguez, A. D.**, (2018). Teaching Excellence: Achieving a more Data-Informed Practice, RGV FOCUS Leadership Annual Retreat RGV FOCUS in South Padre Island.
- **Rodriguez, A. D.**, (2018). *Teacher Preparation Legislative Briefing Educate Texas in Texas State Capitol*.
- **Schall, J.** (Author & Presenter), **Venegas, E.** (Author), **Estrada, V.** (Author), **Deleon, L.** (Author), (2019). Understanding the Language and Literacy Practices of Latinx Teacher Candidates at a Hispanic-Serving College of Education, *AACTE 71st Annual Meeting American Association of Colleges for Teacher Education in Louisville, KY.*
- **Schall, J.**, Fain, J. G. (Author & Presenter), (2019). Latinx Immigrant Journeys in Picture Books, Parent/Educator Strand of the Tucson Festival of Books Tucson Festival of Books in Tucson, Arizona.
- **Schall, J.** (Moderator), (2019). STEM Panel Discussion, 2nd Annual RGV STEM Education Conference UTRGV STEM Education Consortium in McAllen, TX.
- **Schall, J.** (Moderator), (2019). Practitioner & Research Discussion: Chemistry, 2nd Annual RGV STEM Education Conference UTRGV STEM Education Consortium in McAllen, TX.
- **Schall, J.** (Moderator), (2019). Practitioner & Research Discussion: Physics, 2nd Annual RGV STEM Education Conference UTRGV STEM Education Consortium in McAllen, TX.
- **Schall, J.**, (2018). Becoming a Critical Reader of Visual Images in Picture Books, *National Council of Teachers of English Annual Convention National Council of Teachers of English in Houston, Texas*.
- Scott, L. M. (Author & Presenter), **Venegas, E.** (Author & Presenter), Zhu, T. (Author & Presenter), LeCompte, K. (Author & Presenter), Moody-Ramirez, M. (Author & Presenter), (2019). Engaging in "dangerous discussions": Fostering cultural competence through the analysis of depictions of college life in popular films, *The18th Annual Region 5 Conference The Texas Chapter of the National Association for Multicultural Education in Nacogdoches, Texas*.
- **Venegas, E.**, (2019). Untapped Potential? Nurturing Self-efficacy in the Context of Peer-led, Text-based discussion groups, 2019 Annual Meeting American Educational Research Association in Toronto, Canada.
- **Venegas, E.**, (2018). Fostering the reader self-efficacies of marginalized readers through peer-led, literature-based discussion groups, *The 68th Annual Conference Literacy Research Association in Palm Springs, CA*.

- **Venegas, E.**, (2018). Multiple roads to agency: Cultivating critical consciousness and youth efficacy through local and cultural literacy practices, *2018 Annual Convention National Council of Teachers of English in Houston, Texas*.
- **Whitacre, M., Diaz, Z.**, (2019). Utilizing Technology as a Medium for Learning in the Dual Language Classroom: Making the Most of Technology with Pre-Service Teachers, *National Association of Bilingual Education (NABE) NABE in Orlando, FL*.
- **Zuniga, C.** (Author), **Hinton, K. A.** (Author), **Ostorga, A.** (Author), (2019). New Paradigms and Familiar Contexts: A Border Pedagogy for Latinx Preservice Teachers, *American Educational Research Association Annual Meeting American Educational Research Association in Toronto, Ontario, Canada.*
- **Zuniga, C., Ostorga, A., Hinton, K. A.**, (2018). Supporting a 'border pedagogy': A situated paradigm for bilingual teacher preparation at U.S. HSIs, *American Education Studies Association Annual Conference American Education Studies Association in Greenville, SC*.
- **Zuniga, C.** (Author & Presenter), Sanchez-Suzuki Colegrove, K. (Author & Presenter), (2019). 'Mixteando': Language ideologies of bilingual teachers and Latinx immigrant parents in the U.S. borderlands, *Annual Meeting of the American Education Research Association American Education Research Association in Toronto, Canada.*
- **Zuniga, C.**, (2019). Preparing Bilingual Teachers for Dual Language Bilingual Education on the U.S.-Mexico Border: Insights of a Teacher Educator, *Heritage Language Symposium in McAllen, TX*.

Counseling

- Alvarado, V. I. (Author & Presenter), (2018). Student Wellness: One Student at a Time, 3rd International Critical Issues Leadership Conference UTRGV, Ed Leadership Department in McAllen, TX.
- Ikonomopoulos, J., **Cavazos, L. J.**, (2018). Integrating Wellness within Group Counseling for Latinx Adolescents, *44TH ANNUAL NATIONAL ASSOCIATION FOR RURAL MENTAL HEALTH CONFERENCE National Association for Rural Mental Health*.
- Ikonomopoulos, J., **Cavazos, L. J.**, (2018). Overcoming Challenges to Parent-Child Relational Problems in Rural Communities, *44TH ANNUAL NATIONAL ASSOCIATION FOR RURAL MENTAL HEALTH CONFERENCE National Association for Rural Mental Health*.
- **Kranz, P.**, (2019). A Unique Intervention for Dealing with Race Relations, *Annual Convention Southwestern Psychological Association Southwestern Psychological Association in Albuquerque, NM*.
- **Kranz, P.**, Mira, W. (Panelist), Tidwell, N. (Panelist), Murray, F. (Panelist), Woody, W. D. (Coordinator/Organizer), (2019). Building Inclusive Classrooms, *National Meeting of the Rocky Mountain Psychological Association Rocky Mountain Psychological Association in Denver, CO.*

- **Kranz, P.**, (2019). A University Race Relations Class that Made a Positive Difference, 65th Annual Meeting Southeastern Psychological Association Southeastern Psychological Association in Jacksonville, FL.
- **Kranz, P.**, (2019). A unique class in race relations that made difference, 27th Joint National Conference National Association of African American Studies National Association of African American Studies in Dallas, TX.
- **Kranz, P.**, (2018). A Unique University Race Relations Class that Made a Positive Differences, *Critical Questions in Education Symposium The Academy for Educational Studies in Kansas City, Missouri*.
- **Lerma, E.**, (2018). An introducation to The Texas Model for Comprehensive School Counseling Program, San Benito Consolidated Indepent School District Professional Development San Benito Consolidated Indepent School District in San Benito, TX.
- **Lerma, E.**, (2018). The Texas Model for Comprehensive School Counseling Programs: Scope and Sequence Development, *San Benito Consulidated Indepent School District in San Benito*.
- Maniss, S. (Author & Presenter), Solmonson, L. (Presenter), Castillo, Y. (Presenter), (2019). Collaborative Documentation as Part of the Golden Thread: A Transformative, Client-Centered Approach, 25th Annual South Padre Island Counselors' Institute Tip of Texas Counseling Association in South Padre Island.
- **Reed, J.** (Presenter), **Cavazos, L. J.** (Presenter), **Lomeli, A.** (Presenter), (2018). Developing Collaborative Learning Activities, *Faculty Professional Development Workshop Center for Teaching Excellence in EEDUC 1.525*.
- **Solmonson, L.** (Author & Presenter), **Maniss, S.** (Author & Presenter), (2019). Can Accommodations Make a Student More Disabled?, *25th Annual American Counseling Association Conference American Counseling Association in New Orleans*.
- Salinas, C., (2018). Introduction to Play Therapy, in The University of Texas Rio Grande Valley.
- **Shen, Y.-J.** (Author & Presenter), (2018). Asian American schoolchildren's counseling concerns, The 2018 annual meeting of the Asian American Psychological Association, San Francisco, CA Asian American Psychological Association in San Francisco, CA.
- **Sparrow, G.**, (2018). How Cocreative Dreamwork Facilitates Psychotherapy and Personal Growth, *Annual conference of the International Assn. for the Study of Dreams International Assn. for the Study of Dreams in Scottsdale, AZ*.
- **Sparrow, G.**, (2018). Exploring the Effects of Galantamine Paired with Meditation and Dream Reliving on Recalled Dreams: Toward an Integrated Protocol for Lucid Dream Induction and Nightmare Resolution, *Annual Conference, International Assn. for the Study of Dreams International Assn. for the Study of Dreams in Scottsdale, AZ.*
- **Whittenberg, J. F.**, (2019). Children of alcoholics: A hidden population of students at-risk, Counselors' Institute Tip of Texas Counseling Association in South Padre Island, TX.

- **Whittenberg, J. F.**, (2019). Hot topics: Social media challenges, what are children and adolescents are doing, *Counselors' Institute Tip of Texas Counseling Association in South Padre Island, TX*.
- **Whittenberg, J. F.**, (2019). Bipolar students: Learning barriers and disruptive behaviors, Counselors' Institute Tip of Texas Counseling Association in South Padre Island, TX.
- **Whittenberg, J. F.**, (2019). Using superheroes as metaphors in counseling, *Counselors'* Institute Tip of Texas Counseling Association in South Padre Island, TX.
- **Whittenberg, J. F.**, (2018). Advanced counseling techniques: Solution-Focused Therapy, School Counselors' In-Service San Benito CISD in San Benito, TX.
- **Whittenberg, J. F.**, (2018). Teen dating violence, *School Counselors' In-Service San Benito CISD in San Benito, TX*.
- **Whittenberg, J. F.**, (2018). Group counseling: What techniques work best?, School Counselors' In-Service San Benito CISD in San Benito, TX.
- **Whittenberg, J. F.**, (2018). Hot topics in counseling: What are children and adolescents doing?, *School Counselors' In-Service San Benito CISD in San Benito, TX*.
- **Whittenberg, J. F.**, (2018). Be cool give and take: Conflict is when differences become personal, *Faculty In-Service Egly Elementary, BISD in Brownsville, TX*.

Human Development and School Services

- Alvarez Martinez, S., Dawkins, M., De La Trinidad, M., Garcia, L. M., Mata-Pistokache, T., Altema McNeely, N., Medrano, H., Paccacerqua, C., Perez, K., Rocha, M., Salinas, S., (2019). Challenges and Recommendations to Improve Workplace Equity for Women of Color and Women at UTRGV, NSF INCLUDES Symposium for Advancing Latinas in STEM careers UTRGV, NSF Includes in South Padre Island.
- **Chamberlain, S. P.** (Author & Presenter), (2018). Curriculum (R)evolution: Leading College Efforts Toward Clinically-rich Teacher Preparation, *Council for Learning Disabilities 40th Annual Conference Council for Learning Disabilities in Portland, Oregon.*
- Cuevas, J., **Medrano, H.**, (2019). Empowering emergent bilingual infants using picture book sharing experiences: An autoethnography narrative, *National Association of Bilingual Education 2019 48th Annual Conference National Association of Bilingual Education in Lake Buena Vista, Florida*.
- **Fielding, C.**, (2018). Antecedent Strategies to Encourage Compliance, *ABA* in the Classroom: Behavior Reduction and Prevention The Mocha Tribe Diaries and The Shape of Behavior in Harlingen, Texas.
- **Lowdermilk, J.**, (2019). Working with Challenging Behaviors, *Early Head Start in PSJA*.

- **Lowdermilk, J., Ramos, N.**, (2018). The Role of Translational Research at the Intersection of Medicine & Communication/Interprofessional Collaboration, *Translational Research in Public Health University of Texas Houston School of Medicine, Public Health in Brownsville*.
- Manusov, E. G. (Presenter), Garza, J. (Presenter), Diego, V. (Presenter), Lowdermilk, J. (Presenter), Blangero, J. (Presenter), Williams-Blangero, S. (Presenter), (2018). UniMovil: A Mobile Health Clinic Providing Primary Care to the Colonias of the Rio Grande Valley, Texas., UTRGV Annual Scientific Conference UTRGV in Edinburg Texas.
- **Medrano**, H., (2018). Brain-based, play-based pre-service professional development, *UTRGV-PSJA ISD-CCP-Program Summer Camp PSJA in Pharr, TX*.
- **Pecina, J.**, (2018). Special Education Process, Adaptive Kinesiology UTRGV Department of H&K in UTRGV Edinburg.
- **Pecina, J.**, (2018). Special Education Process, *Adaptive Kinesiology UTRGV Department of H&K in UTRGV Edinburg*.
- Ramos, N., Lowdermilk, J., Pecina, J., (2019). Cultural Issues on Diagnosis and Treatment of ADHD, 25th Annual South Padre Island Counselors Institute Counselors Institute in South Padre Island.
- **Razo, N.**, (2019). Una Platica Sobre la Importancia de la Salud Mental y Bienestar, *McAllen ISD 2nd Annual Mental Health Summit McAllen ISD in McAllen, Texas*.
- **Razo, N.** (Presenter), (2019). Youth Mental Health First Aid USA, *Boys and Girls Club of Pharr in Pharr, Texas.*
- **Razo, N.**, (2019). Understanding and Communication with Your Adolescent, *Sharyland ISD Parent Summit 2019 Straight Talk for Parents Sharyland ISD in Mission, Texas*.
- **Razo, N.** (Presenter), (2019). The Role of the Licensed Specialist in School Psychology (LSSP), Region One Education Service Center Regional Advisory Council of Superintendents Region One ESC in Edinburg, Texas.
- **Razo, N.** (Presenter), (2019). Ethical Issues in School Psychology 2017-2018 Update, *Region One Educational Service Center in Edinburg, Texas*.
- Razo, N., (2019). Mental Health and Wellness, Sharyland ISD Workshop in Mission, Texas.
- **Razo, N.**, (2019). Working with Dynamics of Behavior, *Sharyland ISD Workshop in Mission, Texas*.
- Razo, N. (Presenter), (2019). Youth Mental Health First Aid USA, in McAllen, Texas.
- Razo, N. (Presenter), (2019). Youth Mental Health First Aid USA, in McAllen, Texas.

- **Razo, N.**, (2018). The Connection Between Mental Illness & Substance Abuse in Youth, Community Interventions Conference Redirecting the Pipeline: A Focus on Solutions UNIDAD in Weslaco, Texas.
- Razo, N. (Presenter), Garza, A. A. (Presenter), (2018). Depression: Warning Signs and Interventions, UTRGV 3rd Annual International Critical Issues Leadership Conference: School Safety and Student Wellness UTRGV Organization & School Leadership Department in McAllen, Texas.
- **Razo, N.**, (2018). Addressing Mental Health Issues in Schools, *Raising Awareness, Ending Stigma Rio Grande Valley Mental Health Coalition in Edinburg, Texas*.
- **Razo, N.** (Presenter), (2018). QPR Training, QPR Training UTRGV School of Medicine in UTRGV McAllen Teaching Center.
- Razo, N. (Presenter), (2018). Youth Mental Health First Aid USA, *Sharyland ISD in Mission, Texas.*
- **Razo, N.** (Presenter), (2018). Youth Mental Health First Aid USA, *UTRGV-Continuing Education UTRGV in McAllen, Texas*.
- Razo, N., (2018). Mental Health Training, Leadership Academy La Joya ISD in La Joya, Texas.
- **Razo, N.** (Presenter), (2018). QPR Training, Youth Recovery Community Summit Behavioral Health Solutions of South Texas in Pharr, Texas.
- **Razo, N.** (Presenter), (2018). QPR Training, QPR Training UTRGV School of Medicine in Edinburg, Texas.
- **Razo, N.**, (2018). Differential Diagnosis in Emotional Disturbance, *Special Education Evaluation Institute Region One Education Service Center in South Padre Island, Texas.*
- Razo, N. (Presenter), (2018). Youth Mental Health First Aid USA, *Sharyland ISD in Mission, Texas*.
- **Razo, N.**, (2018). Mental Health Awareness, *Father's Engagement Summit ADAP Coalition in La Joya, Texas*.
- **Salinas-Gonzalez, I.** (Author & Presenter), (2018). Scaffolding Language and Literacy of Young Dual, *Child Care Symposium Texas Workforce in McAllen, Texas*.
- **Viren, V.** (Author & Presenter), (2018). The importance of talking to your infants and how to do it., 54th Annual Conference Texas AEYC in Galveston, Texas.
- Ward, H. C. (Author & Presenter), Ignacio, R. (Author & Presenter), bedolla, I. (Presenter), Pereles, S. (Presenter), Peralez, M. (Presenter), Gonzales, C. (Presenter), (2018). Trans forming Parent-Practitioner Collaboration through Mixed-Reality Intervention, DEC 34th Annual International Conference on Young Children with Special Needs Division for Early Childhood, Council for Exceptional Children in Orlando, FL.

- **Ward, H. C.** (Author & Presenter), (2018). Transforming Parent-Practitioner Collaboration for the Education of Children with Autism through Mixed-Reality Intervention, 2018 OSEP Leadership Conference Office of Special Education Program, U. S. Department of Education in Arlington, VA.
- **Ward, H. C.** (Author & Presenter), Rodriguez, i. (Author & Presenter), Bedolla, L. (Presenter), (2018). Transforming Parent-Practitioner Collaboration for the Education of Children with Autism through Mixed-Reality Intervention, *Texas Autism Research Conference* 2018 Texas State Human Health Services in Austin.

Teaching and Learning

- **Aguilar, J.** (Author & Presenter), (2019). TeachLive as an Instructional Technological Tool: The perceptions and beliefs of Pre-Service Elementary Mathematics Teachers, 7th Annual International TeachLive Conference University of Central Florida in Florida.
- **Aguilar, J.** (Author & Presenter), **Telese, J. A.** (Author & Presenter), (2019). Learning Productive Mathematical Talk Moves Through Mix-Reality Simulation: The case of Pre-service Elementary Teachers in a Hispanic Serving Institution, *SITE conference 2019 The Society for Information Technology & Teacher Education in Las Vegas, NV.*
- **Aguilar, J.**, (2019). The Use of Mix-Reality Simulation To Enhance Pre-Service Mathematics Teachers' Learning and Understanding of Productive Talk-Moves, *RGV STEM Education Conference The University of Texas RGV, College of Education in Edinburg*.
- **Aguilar, J.** (Author & Presenter), Telese, J. A. (Author), (2018). Realidad Virtual como medio pare entrenar Profesores de Matemática en Formación en El Uso de Movimientos de Conversación Matemática., Congreso Internacional de Innovación Educativa Monterrey Tech (Monterrey Institute of Technology and Higher Education) in Monterrey, MEX.
- **Aguilar, J.** (Author & Presenter), (2018). The Mathematical Discourse in a Thought Revealing Activity: Case study of the process to obtain a model., *Latin American Meeting of Mathematics Education Latin American Association of Mathematics Education in Medellin*.
- **Aguilar, J.** (Author & Presenter), (2018). Making binomial multiplication meaningful., *Annual Meeting of the Texas Regional Collaboratives for Excellence in Mathematics and Science Teaching in Austin, TX*.
- **Anckle, S., Kambara, H.**, (2019). The Impact of the Mixed-Reality Simulation on Pre-Service Teachers' Preparation., *Association of Teacher Educators (ATE) Annual Conference ATE in Atlanta, Georgia*.
- **Aponte Martinez, G.**, Diaz Beltrán, A. C., (2019). Epistemologías del Sur/Borderland Pedagogies: Stories of wandering and wondering about the beauty and darkness of decolonial praxis and borderland teacher education, *CUFA Social Studies Retreat College and University Faculty Assembly of the National Council for the Social Studies in Miami, FL*.

- Ariana, G. G. (Author & Presenter), Felicia, R. (Author & Presenter), Juanita, R. (Author & Presenter), Eva, H. (Author & Presenter), **Chapman, A.** (Author), (2019). Agency and Identity of Science and Math Teachers in the Borderlands, *RGV STEM Education Conference UTRGV CEP in McAllen, TX*.
- **Badenhorst, P.** (Author), **Jupp, J.**, Berumen, F. C. (Author), O'Donald, K. (Author & Presenter), (2019). Can research respondents of color identify White? Approaching Critical White Studies in education's unspoken taboo, *Annual Meeting of the American Educational Research Association AERA in Toronto, Canada.*
- **Badenhorst, P.** (Author & Presenter), **Jupp, J.**, Berumen, F. C. (Author & Presenter), O'Donald, K. (Author & Presenter), (2018). Can Research Respondents of Color Identify White? Research Notes Approaching CWS's in Education's Unspoken Taboos, *Curriculum and Pedagogy Conference The Curriculum and Pedagogy Group in New Orlean, LA*.
- **Badenhorst, P.** (Author & Presenter), (2018). Can "intellectual masturbation" be decolonized? Merging critical pathways between decolonizing and whiteness, *Curriculum & Pedagogy Group Annual Conference Curriculum & Pedagogy Group in New Orleans, LA.*
- **Badenhorst, P.** (Panelist), Jupp, D. J. (Panelist), Tanner, D. S. (Panelist), (2018). White and antiracist: Motivations, complexities, and challenges for education and beyond, *Curriculum & Pedagogy Group Annual Conference Curriculum & Pedagogy Group in New Orleans, LA.*
- **Badenhorst, P.** (Author & Presenter), Jupp, D. J. (Author & Presenter), Calderón Berumen, D. F. (Author & Presenter), O'Donald, K. (Author & Presenter), (2018). Can research respondents of color identify white? Research notes approaching CWS in education's unspoken taboos, *Curriculum & Pedagogy Group Annual Conference Curriculum & Pedagogy Group in New Orleans, LA*.
- Benken, B. (Presenter), **Telese, J. A.** (Presenter), (2019). Publishing Opportunities with the Association of Mathematics Teacher Educators, *Annual Meeting of the American Association of Mathematics Teacher Educators Association of Mathematics Teacher Educators in Orlando, FL*.
- **Chapman, A.**, Pinales, S. (Author & Presenter), Anthony, B. (Author & Presenter), Shania, P. (Author & Presenter), Alicia, C. (Author & Presenter), (2019). Leveraging Cultural and Linguistic Capital to Learn Academic Vocabulary in Math and Science, *RGV STEM Education Conference UTRGV CEP in McAllen, TX*.
- Christ, R. (Author & Presenter), Ender, T. (Author & Presenter), Friedman, A. (Author & Presenter), Diaz Beltrán, A. C. (Author & Presenter), Southall, A. (Author & Presenter), **Aponte Martinez, G.** (Author & Presenter), Blanco, Y. (Author & Presenter), (2018). Interrumpiendo las fronteras de epistemologías, ontologías, y lenguajes en estudios sociales, College and University Faculty Assembly of the National Council for the Social Studies in Chicago, IL.

- **Corbeil, J. R.** (Author & Presenter), **Corbeil, M. E.** (Author & Presenter), (2018). Leveraging Social Media to Promote Teaching, Scholarship, and Service, *2018 Lyford Tech Bash Conference Lyford ISD in Lyford, Texas*.
- **Corbeil, M. E.** (Author & Presenter), **Corbeil, J. R.** (Author & Presenter), (2019). Transforming Feedback through Video Capture, *TCEA 2019 Convention & Exposition TCEA (Texas Computer Education Association) in San Antonio, Texas*.
- **Deleon, L.**, (2019). Immersion as Heart-Dimensional: Confessions of a Storyteller's Journey to Gamify Learning, 10th Annual VCARA Conference Virtual Center for Archives & Records Administration (VCARA) in Virtually in Second Life.
- **Deleon, L., Diaz, Z., Martinez, J., Whitacre, M.**, (2019). Transformative Practice Through Technology Integration in a Hispanic-Serving Institution, 2019 American Educational Research Association Annual Meeting American Educational Research Association in Toronto, Ontario, Canada.
- **Deleon, L., Martinez, J., Diaz, Z., Whitacre, M.**, (2019). Transformation or Resistance? A Case Study of Pre-Service Teachers Engaged in Technology Integration, Society for Information Technology & Teacher Education International Conference Association for the Advancement of Computing in Education in Las Vegas, Nevada.
- **Deleon, L.**, (2019). Building Community in Merged Realities: Using Augmented Reality with a Real-World Experiential Approach, *Excellence in Online Learning Conference Center for Online Learning and Teaching Technology in Edinburg, Texas*.
- **Deleon, L.**, (2018). Learning Child Development Through Immersion in III-Structured Problems Using a Virtual Environment, *Immersive Learning Research Network Conference Immersive Learning Research Network in Missoula, Montana*.
- **Diaz, M. E.** (Author & Presenter), (2019). "I thought that to be a scientist you had to be a boy": Young Latinas' perceptions about STEM, 42th Southwest Educational Research Association (SERA) in San Antonio, TX.
- Erica, H. (Author & Presenter), Nina, O. (Author & Presenter), Yakeline, T. (Author & Presenter), Elizabeth, L. (Author & Presenter), **Chapman, A.** (Author), **Pena, C.** (Author), **Tarawneh, C.** (Author), (2019). Nothing is Impossible: Developing Persistence in Hispanic Females in STEM, *RGV STEM Education Conference UTRGV CEP in McAllen, TX*.
- **Espinosa-Dulanto, M.** (Author), Berumen, F. C. (Author), **Jupp, J.** (Author & Presenter), (2019). Who is speaking in testimonio research: An empirically-based performative rendering, *Annual Meeting of the American Educational Research Association AERA in Toronto, Canada*.
- **Espinosa-Dulanto, M.**, (2018). Fictionalized Testimonio: Immigrant Stories, *XII Catedra Nacional CUMEX 2018 Consorcio de Universidades Mexicanas and Universidad Michoacana de Hidalgo in Morelia, Michoacan, Mexico*.

- Espinosa-Dulanto, M. (Author & Presenter), Monroy Velasco, I. R. (Panelist), Valdés García, K. P. (Panelist), de la Pena Astorga, G. (Panelist), (2018). Transfronteriza Youth: Public and Private Identities Jóvenes Transfronterizas: Identidades Públicas y Privadas, Permeable Borders: Third International Conference of Border Studies UTRGV, Autonomous University of Tamaulipas (UAT), Autonomous University of Sinaloa (UAS), Colegio de la Frontera Norte, Universidad de Sevilla, and University of Texas at Austin in Universidad Autónoma de Tamaulipas Matamoros & UTRGV.
- **Espinosa-Dulanto, M., Lewis, K. A., Viren, V.,** (2018). Permeable Borders. Contradictions, incongruent experiences, and collaborations at the USA-Mexico border., *New Awakenings and Democratic Futures: Activist Voices Within Curriculum and Pedagogy Curriculum & Pedagogy Group in New Orleans, LA.*
- **Espinosa-Dulanto, M.** (Author & Presenter), **Lewis, K. A.** (Author & Presenter), **Viren, V.** (Author & Presenter), (2018). Permeable Borders. Contradictions, incongruent experiences, and collaborations at the USA-Mexico Border., 19th Annual Curriculum and Pedagogy Conference Curriculum & Pedagogy Group in New Orleans, LA.
- **Espinosa-Dulanto, M.** (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), (2018). Recognizing Decolonizing Aesthetics: Testimonio in Curriculum Theory. Decolonial Imaginary: Border Crossing Testimonios, 2018 MALCS Summer Institute: Convivencia y Resistencia: Fronterizas for Social Justice Mujeres Activas en Letras y Cambio Social (MALCS) in El Paso, TX.
- Espinosa-Dulanto, M. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), (2018). Reflexiones auto etnográficas sobre nuestra práctica educativa, Encuentro Académico ITESO 2018 "Las lenguas: una vía para enfrentar tiempos de incertidumbre. Lenguas maternas, originarias y extranjeras en la vida académica y profesional" Universidad Jesuita de Guadalajara in Guadalajara, Mexico.
- **Estrada, V.** (Author & Presenter), **Schall, J.** (Author & Presenter), **Deleon, L.** (Author), **Venegas, E.** (Author), (2019). Language and Literacy Practices of Latinx Preservice Teachers at a Border HSI, 2019 ATE Annual Meeting Association of Teacher Educators in Atlanta, GA.
- **Estrada, V.**, (2019). The Teacher Intrapreneurs Initiative: Responding to Priorities of Teaching and Learning in the Classroom, *2019 Annual Meeting ATE in Atlanta, Georgia*.
- **Estrada, V.**, (2018). Teacher Intrapreneurs: Creating and Leveraging Hybrid Spaces at an HSI, CSOTTE Conference 2018 Consortium of State Organizations for Texas Teacher Education (CSOTTE) in San Antonio, Texas.
- **Estrada, V.**, (2018). The Teacher Intrapreneurs Initiative: A Different Kind of School-University Partnership, *TxATE Summer Conference 2018 in St. Edward's University Austin, Texas*.
- **Galvan, C. W.** (Moderator), (2019). Engineering, 2nd Annual RGV STEM Education Conference Challenging the Assuumptions Towards Transformative Practices in STEM Education UT Rio Grande Valley and Grant Funds in Casa De Palma Hotel McAllen Tx.

- **Galvan, C. W.** (Moderator), (2019). Nature of Science, 2nd Annual RGV STEM Education Conference Challenging the Assuumptions Towards Transformative Practices in STEM Education UT Rio Grande Valley and Grant Funds in Casa De Palma Hotel McAllen Tx.
- **Garcia, C.** (Coordinator/Organizer), (2019). Pre-Literacy Strategies for Parents, *Read3 Seminar UTRGV/BISD in Perez Elementary School*.
- **Garcia, C.** (Coordinator/Organizer), (2019). Parent Involvement in Pre-Literacy, *Read3* Seminar UTRGV / BISD in Victoria Heights School.
- **Garcia, C.** (Author & Presenter), **Garcia, R.** (Author & Presenter), (2019). Utilizing Culturally-Relevant Pedagogies to Prepare Future Occupational Therapists in a Latino Community, *National Technology and Social Science Conference National Social Science Association in Las Vegas, Nevada.*
- **Garcia, C.**, (2018). Creating an Accelerated Pathway to Teaching in an Undergraduate University-Based Program, CSOTTE 2018 Consortium of State Organizations for Texas Teacher Education in San Antonio, Texas.
- **Hesse, C.** (Author & Presenter), **Jupp, J.** (Author & Presenter), **Jewett, L.** (Author & Presenter), (2018). Activating Potential Powerhouses: Transforming HSIs into Sites of Social Justice, 2018 Annual National Curriculum & Pedagogy Conference Curriculum & Pedagogy Group in New Orleans, LA.
- **Jewet, L. M.** (Author & Presenter), (2018). Corrido & Curriculum as Expressive Culture, 2018 Meeting of International Association for the Advancement of Curriculum Studies IAACS in Melbourne, Australia.
- Jewett, L. M. (Author & Presenter), Calderon Berumen, F. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), (2018). Critical Intersections of Curriculum & Pedagogy, 2018 Annual National Curriculum & Pedagogy Conference Curriculum & Pedagogy Group in New Orleans, LA.
- **Jewett, L. M.** (Author & Presenter), **Williams, Z.** (Author & Presenter), (2018). Dementia's Dutiful Daughters: Engendering the Curriculum of Daughter Care Paper, 2018 Annual Curriculum & Pedagogy Conference Curriculum & Pedagogy in New Orleans, LA.
- **Jewett, L. M.** (Author & Presenter), Yanez, K. (Author & Presenter), (2018). The Story Circle as Locally Grown, Critical Pedagogy, 2018 Annual National Curriculum & Pedagogy Conference Curriculum & Pedagogy Group in New Orleans, LA.
- **Jewett, L.**, (2018). Complexifying Curriculum, Inspiriting Education: Reawakenings via the Vision and Voice of William Doll Jr, 2018 Annual National Curriculum & Pedagogy Conference, Curriculum & Pedagogy Group in New Orleans, LA.
- **Jewett, L. M.** (Presenter), **Williams, Z. M.** (Presenter), (2019). Dementia's Dutiful Daughters: Narratives of Memory and its Caregivers, 2019 Annual Meeting of The American Educational Research Association in Toronto, Canada.

- **Jones, I. S., Blankenship, D.**, (2019). The effect of procrastination on academic performance of online students at a Hispanic serving institution., *26th National Conference Proceedings ASBBS in Las Vegas, NV*.
- Jupp, J. (Chair), Tanner, S. (Author & Presenter), Flynn, J. (Author & Presenter), Casey, Z. (Author & Presenter), Matias, C. (Author & Presenter), Mason, A. (Discussant), (2019). Four Recent Books' Contributions to White Teacher Identity Studies: A Discussion With the Authors, Annual Meeting of the American Educational Research Association AERA in Toronto, Canada.
- **Jupp, J.** (Author & Presenter), (2019). Intellectual resources for the place of race in the cracker state: A synoptic rendering, *Annual Meeting of the American Educational Research Association AERA in Toronto, Canada*.
- Jupp, J. (Co-Chair), Mason, A. M. (Co-Chair), Alvarez, A. (Author & Presenter), Milner, R. (Author & Presenter), McManimon, S. (Author & Presenter), Whitaker, W. (Author & Presenter), Hardee, S. (Author & Presenter), Pour-Kourshid, F. (Author & Presenter), Caldas, B. (Author & Presenter), Morales, A. (Author & Presenter), Berry, T. (Discussant), (2019). What is to be done with curriculum and educational foundations' critical knowledges: New qualitative research on conscientizing pre-service and in-service teachers, Annual Meeting of the American Educational Research Association AERA in Toronto, Canada.
- **Jupp, J.** (Author & Presenter), Berry, T. (Author & Presenter), (2018). What is to be done with curriculum and educational foundations' critical knowledges: Toward critical and decolonizing education sciences, *Curriculum and Pedagogy Conference The Curriculum and Pedagogy Group in New Orlean, LA*.
- Leckie, A. (Author & Presenter), **Jupp, J.** (Author & Presenter), (2019). An empirical model of linguistic conscientization: Teachers work with culturally and linguistically diverse students., Annual Meeting of the American Educational Research Association AERA in Toronto, Canada.
- **Lewis, K. A.** (Author & Presenter), **Espinosa-Dulanto, M.** (Author & Presenter), **Viren, V.** (Author & Presenter), (2019). A Case for Collaborative Research and Writing: A Collective Autoethnographic Research Process, *Ethnographic and Qualitative Research Conference EQRC in Las Vegas, NV*.
- Lewis, K. A. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), (2018). Celebrating disparate experiences on the USA-Mexican frontera: Three colleagues at a Hispanic Serving Institution, 2018 World Curriculum Studies Conference Melbourne International Association for the Advancement of Curriculum Studies (IAACS) in Melbourne, Australia.
- **Lewis, K. A.** (Author & Presenter), **Espinosa-Dulanto, M.** (Author), **Viren, V.** (Author), (2018). Celebrating Disparate Experiences on the USA-Mexican Frontera: Three Colleagues at a Hispanic-Serving Institution, 6th World Curriculum Studies Conference nternational Association for the Advancement of Curriculum Studies (IAACS) in Melbourne, Australia.

- **Lewis, K. A.**, (2019). A Treasure Trove of Instructional Technology Tools: Free and Accessible for Instructors and Students, *Excellence in Online Learning: The Art of Leveraging Resources Center for Online Learning & Teaching Rechnology in Brownsville, TX.*
- **Lewis, K. A.**, (2019). A Digital Immigrant Venture into Teaching Online: An Autoethnographic Account of a Classroom Teacher Transformed, 10th Annual Conference of Teaching and Learning Qualitative Research The Qualitative Report in Fort Lauderdale, FL.
- **Lewis, K. A.**, (2018). Nuanced, Layered Challenges and Innovative Practices of a Teacher Educator: Preparing Future Teachers for the Rapidly Changing Field of Education in an Increasingly Diverse, Digital World, 2018 TxATE Summer Conference Texas Association of Teacher Educators in Austin, TX.
- **Love, D.**, (2018). Why don't they participate?: Cognitive Overload, *Online Learning Walden University in Virtual*.
- **Lu, M.-T. P., Cavazos, L. J.**, (2018). Quality Assessment Measurement and Evaluation, *TSC LESI THECB in Texas Southmost College*.
- **Lu, M.-T. P., Diaz, M. E., Esquivel, J.**, (2019). Investigating Hispanic Serving College of Education Students' Perspectives and Experiences Regarding High Impact Practices: Instrument Development, 2019 SIRG Showcase UTRGV College of Education and P-16 Integration in Edinburg, TX.
- **Lu, M.-T**. (Presenter), **Diaz, M**. (Presenter), **Esquivel, J**. (Presenter), (2019). Validating Experiential Learning Instruments, 22nd Annual American Association of Behavioral and Social Science Conference (AABSS).
- **Lu, M.-T. P., Diaz, M. E., Esquivel, J.**, (2019). Validating Experiential Learning Instruments, AABSS 22nd Annual Conference American Association of Behavioral and Social Sciences (AABSS) in Las Vegas, NV.
- **Lu, M.-T. P., Diaz, M. E., Esquivel, J.**, (2018). Developing Instruments for Understanding HSI students' HIP perspectives and experiences, 2nd Southwest Texas Asian Symposium (SWTAS) Texas A&M University-CC; UTRGV; Texas Coastal Band of Korean Scientist and Engineering Association; Association of Chinese Political Studies in Corpus Christi, TX.
- **Lu, M.-T. P.**, (2019). Live and Learn: Lifelong Learning and Success, 2019 Annual Engaged Scholar Institute Office of Engaged Scholarship and Learning in UTRGV, TX.
- **Lu, M.-T. P.**, (2019). High-Impact Practices in an HSI: An Exploratory Investigation, 31st Annual APS Convention Association of Psychological Science (APS) in Washington, D.C.
- **Lu, M.-T. P.**, (2019). Instrument Validation for High-Impact Practices in an HSI, 31st Annual APS Convention Association of Psychological Science (APS) in Washington, D.C.
- **Lu, M.-T. P.**, (2019). Incorporating Experiential Learning in Effective Teaching, International Center for Sustainability Across the Curriculum Conference Office of Sustainability, *UTRGV in Embassy Suites by Hilton McAllen Convention Center*.

- **Lu, M.-T. P.**, (2019). Collaborative Research: Promoting Research-based Instructional Methods for Enhancing and Reforming STEM Education, *PRIMERS Roundtable NSF-PRIMERS in UTRGV*.
- **Lu, M.-T. P.**, (2019). Transforming Through Engagement: Experiential Learning and Student Success, *Transforming Through Engagement: Community Engagement and Experiential Learning UTRGV Office of Community Engagement and Economic Development in Edinburg, TX.*
- **Lu, M.-T. P.**, (2019). Experiential learning and student success, *PRIMERS Roundtable NSF-PRIMERS in University of Colorado Boulder*.
- **Lu, M.-T. P.**, (2019). High-Impact Practices in an HSI: Past, Present, and Future, *AABSS 22nd Annual Conference American Association of Behavioral and Social Sciences (AABSS) in Las Vegas, NV*.
- **Lu, M.-T. P.** (Author & Presenter), (2019). Research Methods and Designs Used for HIPs Studies: An Extensive Retroactive Analysis, *High Impact Practices in the States Annual Conference Western Kentucky University in Bowling Green, Kentucky*.
- **Lu, M.-T. P.** (Author & Presenter), De La Garza, E. (Author & Presenter), Chavez, C. (Author), (2019). Successful Stories of HIPs in an HSI in South Texas, *High Impact Practices in the States Annual Conference Western Kentucky University in Bowling Green, Kentucky*.
- **Lu, M.-T. P.**, (2019). High-Impact Practices in STEM Learning, 2nd Annual RGV STEM Education Conference UTRGV STEM Education Consortium in Casa de Palmas RENAISSANCE Hotel, McAllen, Texas.
- **Lu, M.-T. P.**, (2018). Lessons Learned from Educational Positive Psychology Initiatives at an HSI, 2nd Southwest Texas Asian Symposium (SWTAS) Texas A&M University-CC; UTRGV; Texas Coastal Band of Korean Scientist and Engineering Association; Association of Chinese Political Studies in Corpus Christi, TX.
- **Lu, M.-T. P.**, (2018). Han Character Learning for CFL: 3D Embodied Animation Design, *The American Association for Chinese Studies (AACS) 60th Annual Conference American Association for Chinese Studies (AACS) in Baltimore, MD*.
- **Lu, M.-T. P.**, (2018). ACE PD: Life-Work Balance, Weslaco ISD ACE Professional Development Weslaco ISD in Weslaco, TX.
- **Lu, M.-T. P.**, (2018). Stay Active/ Stay Positive: ACE PD for Coordinators, Weslaco ISD ACE Professional Development Weslaco ISD in Weslaco, TX.
- **Lu, M.-T. P.**, (2018). International HIPs in Higher Education: Mutually Beneficial International Exchange Program., *Chung Hua University International Program Convention Chung-Hua University in Hsinchu, Taiwan*.

- **Lu, M.-T. P.**, (2018). Higher Education in America and Taiwan: Review and Prospect., Rotary International of Taipei Sunlight Annual Conference Rotary International in Taipei, Taiwan.
- **Morgan, B.**, (2019). Networked Collaboration So That All Students Have Equitable Access to Great Teachers, National Association of State Directors of Teacher Educators Conference Ted Andrews Winter Symposium in San Diego, California.
- **Morgan, B.**, (2018). Bilingual Teacher Candidate Experiences: From the Valley and Immersed into Largest School District in Texas, *Curriculum and Pedagogy Conference in New Orleans, Louisiana*.
- **Nouri, N.** (Author), **Aguilar, J.** (Author), Ramirez, P. (Author), (2019). *American Educational Research Association. UTRGV in Toronto, Canada.*
- **Nouri, N.** (Author & Presenter), McComas, W. F. (Author), **Aponte Martinez, G.**, (2019). Impact of Instructor Teaching Orientations on their Pedagogy for Teaching History of Science., *National Association for Research in Science Teaching UTRGV in Baltimore, MD*.
- **Nouri, N.** (Author & Presenter), Frady, V. G. (Author & Presenter), (2019). Promoting Understanding of Elements of Nature of Science, 2nd annual RGV STEM Education Conference UTRGV in McAllen, Tx.
- **Nouri, N.** (Author & Presenter), Mryam, s. (Author), (2019). Investigating the Result of Using an Analogy (Tangram) In Increasing Teachers' Understanding of Nature of Science., *Association for Science Teacher Education UTRGV in Savannah, Georgia*.
- Ortiz, R. (Presenter), **Garcia, C.** (Presenter), (2019). Using Photovoice, *International Society for Educational Biography 36th Annual Conference International Society for Educational Biography in San Antonio, Texas*.
- Ramirez, P. (Author & Presenter), Nouri, N. (Author & Presenter), (2019). Designing Instructional Strategies for Teaching Nature of Science: Using Hispanic Preservice Elementary Teachers' Autobiographies to make learning culturally relevant., Association for Science Teacher Education in Savannah, Georgia.
- **Rodriguez, I. E.**, (2018). Transforming Parent-Practitioner Collaboration for the Education of Children with Autism through Mixed-Reality Intervention, 2018 Texas Autism Research Conference Texas Autism Research and Resource Center in Austin, Texas.
- **Shirvani, H.** (Author), (2018). Math anxiety and emotional intelligence, *Twenty-fifth International Conference on Learning Twenty-fifth International Conference on Learning in Atenas, Grecia*.
- **Telese, J. A.** (Author & Presenter), **Aguilar, J.** (Author & Presenter), (2019). Assessing rural students prop reasoning in an era of Accountability., *46th Annual Conference of the Research Council on Mathematics Learning Research Council on Mathematics Learning in Charlotte, NC.*

- **Telese, J. A.** (Author & Presenter), **Aguilar, J.** (Author), (2018). Contextualizing Binomial Multiplication and its Application to Problem Solving, *Annual Meeting of the Texas Regional Collaborative Center for STEM Education, UT Austin in Austin, TX*.
- **Telese, J. A.** (Author & Presenter), **Aguilar, J.** (Author & Presenter), (2018). Multiplication a Concept or a Procedure: Teaching Multiplication Conceptually., *Rio grande valley council of teachers of mathematics The University of Texas RGV in Edinburg*.
- **Telese, J.** (Author & Presenter), **Aguilar, J.** (Author), (2018). Contextualizing Binomial Multiplication and it is Applications in Problem Solving, *Annual Meeting of the Texas Regional Collaborative Center for STEM Education The University of Texas at Austin in Austin, TX.*
- **Telese, J.** (Author & Presenter), **Diaz, M. E.** (Author & Presenter), (2018). Pre-service STEM teachers' self-efficacy and preparedness for teaching mathematics and science, *School Science and Mathematics Association in Little Rock, AR*.
- **Telese, J. A.** (Presenter), **Aguilar, J.** (Presenter), (2019). Assessing Pre-service Teacher's Development of Problem-Solving Skills in a Hispanic Serving Institution., *Bi-Annual Meeting of the Research Consortium in Science and Mathematics Education Research Consortium in Science and Mathematics Education in San Jose, Costa Rica.*
- **Vizcaino, V.** (Author & Presenter), (2019). Effects of Social Constructivist Learning Theory on Latino Students' Proportionality, 42nd Anual Conference 2019, Southwest Educational Research Association Southwest Educational Research Association in San Antonio, Tx.
- Williams, Z. W. M. (Presenter), Alcocer, L. (Presenter), (2019). Hegemonic Thinking in Students Selection Process and Expected Outcomes of Educational Experiences, *Ethnographic & Qualitative Research Conference in Las Vegas, Nevada*.

Organization and School Leadership

- **Abrego, J.** (Panelist), **Lopez, J.** (Panelist), (2018). Meaningful Research on 21st Century Superintendent & District Leadership: UCEA Program Center Special Session, *Houston 2018 Revolution University Council of Education Administration in Houston, Tx*.
- Arreguin-Anderson, M. (Author & Presenter), Alanis, I. (Author & Presenter), Salinas-Gonzalez, I. (Author & Presenter), (2018). Parejas translingües en la educación inicial y primaria: Estrategias que promueven el involucramiento social, lingüístico y cognitivo de todos los estudiantes, National Association for the Education of Young Children Annual Conference in Washington, DC.
- Farris, T. (Moderator), Schmidt, M. (Panelist), **Jauregui, J.** (Panelist), Stuckey, D. (Panelist), Olofson, M. (Panelist), Reddick, C. (Panelist), Churchill, J. (Panelist), (2018). Teacher Prep Program Extensions: Lessons Learned from the Field, *Ed-Fi Summit and Bootcamp 2018 Ed-Fi Alliance in Austin, Texas*.

- Garcia, A., Abrego, J. C., Jauregui, J., (2018). Technologies Frequently Used by Elementary Principals, The Consortium of State Organizations for Texas Teacher Education Conference The Consortium of State Organizations for Texas Teacher Education (CSOTTE) in San Antonio, Texas.
- **Garcia, A., Menchaca-Ochoa, V.**, (2019). Latino/a Receptivnes to Online Instruction, NAAAS & Affiliates 27th Joint National Conference National Association of African American Studies National Association of Hispanic and Latino Studies National Association of Native American Studies International Association of Asian Studies in Dallas, Texas.
- **Garcia, A., Menchaca-Ochoa, V., Guerra, F., Padilla, G.,** (2018). School District and University Principal Preparation Partnerships: Preparing Principals for Predominantly Latino Schools, *University Council for Educational Administration 32nd annual Convention University Council for Educational Administration in Houston, Texas.*
- **Garcia, A., Menchaca-Ochoa, V.**, (2019). Latino/a Receptivnes to Online Instruction, NAAAS & Affiliates 27th Joint National Conference National Association of African American Studies National Association of Hispanic and Latino Studies National Association of Native American Studies International Association of Asian Studies in Dallas, Texas.
- **Garcia, A., Menchaca-Ochoa, V., Guerra, F., Padilla, G.,** (2018). School District and *University Principal Preparation Partnerships: Preparing Principals for Predominantly Latino Schools, University Council for Educational Administration 32nd annual Convention University Council for Educational Administration in Houston, Texas.*
- **Padilla, G.**, (2018). School Safety, *Third Annual Critical Issues Conference UTRGV OSD in McAllen, Texas*.
- **Watt, K.**, (2018). AVID for Higher Education Roundtable adn Panel Discussion, *AVID National Conference in San Diego, CA*.
- **Watt, K., Sears, T.**, (2018). UTRGV's UTeach/AVID Collaborative: Preparing Math and Science Majors for Rewarding Teaching Careers, *AVID National Conference AVID Center in San Diego, CA*.
- **Zamora, R.** (Author & Presenter), (2019). The University of Texas Rio Grande Valley La Joya ISD Juarez Lincoln High School Partnership, *University of Texas K-12 Turnaround Convening University of Texas System in Austin, Texas*.
- **Zamora, R.** (Author & Presenter), (2018). Student Wellness: Relationships Matter, 3rd Annual International Critical Issues Leadership Conference UTRGV College of Education & P-16 Integration, Department of Organization and School Leadership in Double Tree Suites, McAllen, Texas.
- **Zamora, R.** (Coordinator/Organizer), Alvarado, V. (Presenter), (2018). Improving Mental Climate in a School, *LaJoya ISD Administrators Training La Joya ISD in UTRGV Learning Center, McAllen, Tx*.







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