COLLEGE OF EDUCATION& P-16 INTEGRATION

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

2019-2020

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

Dr. James Telese

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. Federico R. Guerra

Chair – Organization and School Leadership

Dr. James Jupp

Chair - Teaching and Learning

OFFICES AND CLINICS

Ms. Erica Villarreal

Director - Office of Educator Preparation and Accountability

Ms. Celinda Quintanilla

Director – Counseling and Training Clinic



Education Complex

MISSION & VISION

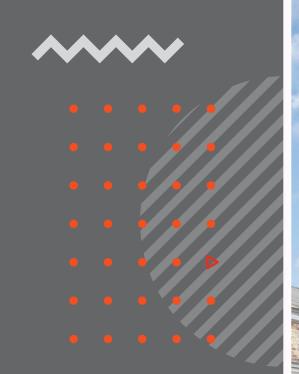
The College of Education and P-16 Integration's mission is to

- provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- develop highly qualified, 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.

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.







Academic year 2019-2020 will forever be remembered for being impacted by the COVID-19 pandemic. Despite the sudden disruption of the spring semester in March of 2020, our college had many accomplishments thanks to the hard work and dedication of our faculty and staff. Moreover, instruction continued without interruption in a remote format, affording all our students safe access to their courses and their faculty. In this annual report, you will be able to learn in more detail about the 2019-2020 highlights and faculty accomplishments. Thank you for your interest in our college!



MESSAGE FROM THE DEAN







UTRGV





AUTISM GRANT PROJECT

The Texas Higher Education Coordinating Board awarded \$499,265 for an Autism Grant Project (AY 2020-AY 2021) to PI, Dr. Hsuying C. Ward, Co-PI Dr. Emily Curiel, Co-PI, Dr. Noe Ramos, and Evaluator, Dr. Javier Cavazos of CEP-16 for their Fit-in Hang-out Move-forward Parent –directed Treatment Project. The project provides parent training to 300 parents to address social communication needs of their children and adolescents with Autism in 4 Rio Grande Valley counties. Specifically, the project maximizes benefits to children and adolescents from different regions and economic groups and empowers parents through developing parent leadership and teaching capacities so they can help their children or adolescents in social and communication skill development using evidence-based strategies.



PROJECT PLEASE

The U.S. Department of Education, Office of Special **Education Programs awarded a special education** leadership personnel training grant of \$1,243,658.00 to Dr. Hsuying Ward (Principal Investigator), Dr. Federico Guerra (Co-PI), and Dr. Velma Menchaca (Co-PI). Project PLEASE (Program for Leaders to Educate and Advocate for Special Education) (2019-2024) is a collaborative initiative between Human Development and School Services and Organization and School Leadership and nine partner school districts. Project PLEASE trains 15 scholars in a doctoral program in Educational Leadership with a specialization in Special Education Leadership. The project curriculum emphasizes special education law literacy, high-leverage and evidence-based special education practices, practice-based experiences, and advocacy for the rights of families and their children with disabilities.



TURNAROUND PARTNERSHIP PROVES MUTUALLY BENEFICIAL

As the College of Education and P-16 Integration nears the final year of the UT System Pre-K-12 School Turnaround Partnership Grant, faculty leads Dr. Roberto Zamora and Dr. Criselda Garcia reflect on the reciprocal partnership created by the grant, and the tremendous strides made toward improving student learning at both Juarez-Lincoln High School and the university campus.

The university-school partnership established strong ties between the college, the school district and the community. In the first year, university educational leaders examined the school culture to assist in leading and managing the change process using the Concerns Based Adoption Model (CBAM) utilizing expertise provided by lead developer, Dr. Gene Hall. Through professional development and technical supports, the focus was on building the school's turnaround capacity to improve student achievement. While the university faculty expertise and research strengthened the campus curriculum, instructional planning, and teaching practices, Juarez-Lincoln High School teachers and leaders provided learning opportunities in return. The College of Education and P-16 Integration's secondary teacher education program launched research-supported clinical experiences at Juarez Lincoln High School beginning spring 2019. Preparing teacher candidates through intentional clinical experiences, placements in K-12 classrooms remains a vital and highly valued component of developing professional practice. Research in teacher education illuminates the effectiveness and significance of practice-based models delivered through high quality field experiences as a key element in teacher preparation (Zeichner and Bier, 2015).

With the unexpected pandemic affecting schools with a quick shift to remote learning in the spring 2020, La Joya ISD faced multiple challenges. The district pivoted to an "at-home distance learning" model which included paper packets of lessons to online Google Meets sessions for instruction. In a parent survey, 56% of the parents believed that their child needed some help in completing at home distance learning while 20% believed they needed a lot of help. For the district's at home distance learning, 48% used the paper curriculum packet, with 50% used computer devices. With these new challenges and uncertainty of the new academic year, grant goals have been modified to respond to the current needs of the school. During 2020-2021, continued partnership efforts include co-planning and delivery of online learning for Juarez-Lincoln students along with exploring alternatives for those without access to the technology. As for Juarez-Lincoln High School teachers, the use of online modules for professional development and training will be utilized. The commitment to continuing the mutually beneficial partnership remains a priority for both the school and the university.

FUTURE PUBLIC SCHOOLS

UTRGV CEP WELCOMES LARGEST COHORT OF CHARLES BUTT SCHOLARS 2020-2021

The third cohort of UTRGV Charles Butt Scholars were announced in the spring 2020, making it the largest group of future teachers selected to receive the prestigious scholarship from the Raise Your Hand Foundation. The College of Education and P16 Integration (CEP) proudly welcomed 16 new scholars! Since the inception of the student scholarship program, the university has received over \$376,000 in scholarship funds. The new cohort consists of Denise Cerda, Joana Duran, Jacqueline Elizondo, Andrea Escalante, Eloisa Garcia, Iris Gonzalez, Juan Gutierrez, Divine Lippolt, Maria Lomas, Jackie Martinez, Patricia Mojica, Marina Nacianceno, Abigail Ollave, Paola Isabel Trevino, Aileen Valdez, and Azaria Vasquez.

The Charles Butt Scholarship for Aspiring Teachers as part of Raising Texas Teachers initiative of Raise Your Hand Foundation was established to attract high achieving students to the teaching profession. Charles Butt Scholars receive up to \$8,000 in annual funding for up to four years, as well as ongoing professional development opportunities, mentorship from sitting public school educators, and participation in a statewide aspiring teachers' network. To be eligible for the scholarship, students must be committed to teaching in a majority-economically disadvantaged school or in a shortage subject area (in a school where more than 50% of students are eligible for free or reduced lunch, or as a math, science, bilingual, or special education teacher) in a Texas public school.

Through a competitive process, UTRGV was one of 11 Texas universities selected to receive the Charles Butt Scholarship for prospective teachers. The programs from across the state work closely with Raise Your Hand Texas Foundation to identify, implement and scale promising practices in teacher preparation. With support from Carnegie Foundation for the Advancement of Teaching and Raise Your Hand Texas Foundation, the preparation programs created a Networked Improvement Community (NIC) that have been in engaged in continuous improvement for the past three years.



CEP STARTS A TAFE COLLEGIATE CHAPTER

During 2019-2020, the Charles Butt scholars started a Texas Association of Future Educators (TAFE) collegiate chapter at UTRGV with several them serving as officers. TAFE with national affiliation to Educators Rising, is a student organization that encourages students to explore careers in education primarily offered in high schools. The chapter's inaugural officers include Nick Torres as president, Carolina De Anda as vice president, Mayra Hernandez as secretary, and Clarissa Guerra as events coordinator. The organization's faculty advisor is Dr. Criselda Garcia, Associate Dean for Initial Preparation Programs and Academic Affairs.

As the new collegiate chapter was planned, the goal of the association was to create a pipeline from high school to the university of high achieving students entering the teaching profession through strong visibility and a dvocacy of the profession. TAFE encourages exploration of careers in education along with the elevation of the teaching profession by promoting professional dispositions, leadership and service to the Rio Grande Valley community. Focus of recruitment efforts are based on areas and needs of the region's teaching job market.

3RD ANNUAL STEM EDUCATION CONFERENCE

The 3rd Annual STEM Education Conference, Be the Disruption: Towards Transformative Practices in STEM Education, hosted more than 300 participants including RGV high school students, P-16 STEM educators and researchers, as well as informal STEM educators across the country, Canada, Mexico and Puerto Rico. The goal of this conference is to ensure that all STEM educators are prepared to successfully implement best practices in STEM education, from preschool to college. Topics explored include how STEM teacher agency, promoting social justice through integration of arts and STEM in today's youth, and sociopolitical consciousness of marginalized group.



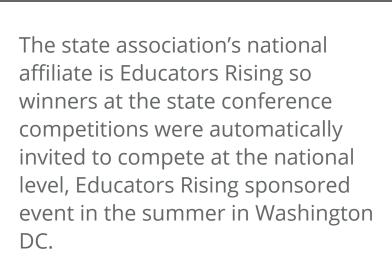


UTRGV HOSTS TEACH TOMORROW'S SUMMIT

UTRGV College of Education and P16 Integration, the largest producer of teachers in the University of Texas System, co-hosted the 2020 Teach Tomorrow Summit with the Texas Association of Future Educators (TAFE), February 20-22, at the McAllen Convention Center. A total of 250 schools and 2,500 educators and students from across the state attended the state conference. The summit offered high school students the opportunity to hear from keynote speakers, participate in breakout sessions related to the teaching profession and teaching competitions and events. In addition, approximately conference attendees toured the UTRGV campus in Edinburg and attended a mixed-reality simulation session.



United Together Caring Adults
Reaching Early Childhood Students
(UTCARES), a college student
organization showcased the Mobile
Literacy Uni (MLU), a community
outreach vehicle at the conference.
Various literacy-based instructional
activities were hosted during visits.









Teaching Works: Practice-based Teacher Preparation Faculty Development

UTRGV faculty collaborating during one of Teaching Works workshops.

TeachingWorks is an organization within the University of Michigan under the direction of Dr. Deborah Ball that provides professional development for teacher educators to design and implement practice-based teacher preparation for teachers "that intertwines attention to high-leverage practices of teaching, challenging and powerful academic content and skills, and the pursuit of equitable learning opportunities for students. The mission of TeachingWorks is to ensure that all students have skillful teachers who are committed to and able to support their growth." (TeachingWorks.org)

As part of the Branch Ed grant sponsored initiatives for the transformation of teacher preparation, The College of Education and P-16 Integration hosted two faculty professional development workshops lead by TeachingWorks to support the teacher preparation transformation initiative that involves promoting practice-based teacher preparation. All faculty (tenured, tenure-track, lectures, and clinical supervisors) involved in preparing educators at the undergraduate or graduate level across colleges were invited to participate. In addition, Branch Ed Grant district partner, Harlingen Consolidated School district, was also invited and participated from each workshop, including administrators, school principal and teachers.

Teaching Works two intensive two-day workshops took place in Weslaco and involved approximately 40 participants each. The first workshop in the Fall 2019 (October 3-4) provided attendees with an Introduction to Practice Based Teacher Education. The second workshop in the Spring 2020 (January 30-31) focused on expanding the exploration and understanding of Practice-Based Teacher Education model from the perspective of culturally and linguistically sustaining pedagogy.





Promoting Equity

Texas Association of School Psychologists
The University of Texas Rio Grande Valley
& SEL4TX

Summer Institute 2020 June 18-19 Virtual Convention

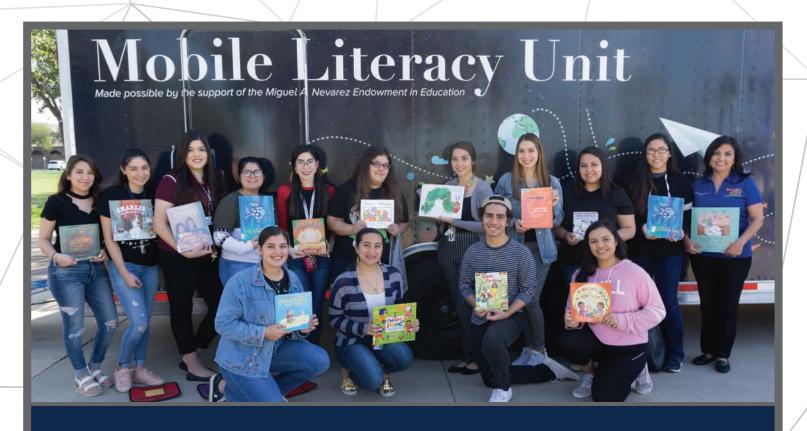




TEXAS ASSOCIATION OF SCHOOL PSYCHOLOGIST SUMMER INSTITUTE VIRTUAL CONFERENCE

The Texas Association of School Psychologists (TASP), in partnership with the University of Texas Rio Grande Valley, and SEL4TX hosted the TASP 2020 Virtual Summer Institute on June 18-19, 2020. With almost 200 in attendance, it was deemed a huge success by attendees. Sister Norma Pimentel, Executive Director from Catholic Charities of the Rio Grande Valley, started the conference on Thursday, June 18th with her keynote message regarding accompanying the suffering and treating everyone as human beings. Her powerful message resonated throughout the rest of the conference and set the tone for some meaningful and candid conversations about "Promoting Equity," which was the theme of the conference.

Attendees learned about human trafficking from Maria Cansino, representing BCFS Common Thread. Executive Director of the newly formed Texas Behavioral Health Executive Council, Darrel Spinks, was also an invited guest providing updates for all Licensed Specialists in School Psychology (LSSP). Donna Black, SEL4TX President, and members of her organization provided additional training on social emotional learning (SEL) that is now required to be implemented in Texas schools, as directed by SB11. Day two of the conference started with the recognition of Juneteeth and the importance of continuing our work as school psychologists to promote equity. The SEL4TX group spoke in regard to equity solutions through SEL, culturally responsive programming for SEL and SEL competencies from an equity lens. One attendee said this summer institute was very timely given the current circumstances and appreciated the opportunity to start these important conversations.



MOBILE LITERACY UNIT

The Mobile Literacy Unit (MLU) is a community outreach vehicle that promotes literacy achievement across the Rio Grande Valley (RGV). This project was awarded \$20,000 in 2019 under the direction of Dr. Janine Schall, in the department of Bilingual and Literacy Studies. The award supports MLU programming during literacy events designed to benefit local children, families, and UTRGV education students. At the end of October 2019, Dr. Irasema Salinas-González in the department of Human Development and School Services assumed responsibility for the MLU. She was granted access to MLU funding November 1, 2019.





Community Events:

The MLU was used for a literacy event with Hidalgo County Head Start students on December 3, 2019. At this event 34 children were served, with 20 UTRGV EC teacher certification students involved in organizing and leading the event. The MLU was also used on February 20-21, 2020 for two literacy events that included 8 UTCARES students. These events provided literacy-related professional development to 100 preservice teachers during the TAFE conference at the McAllen Convention Center. All other school and community events planned for March and later were cancelled due to closures caused by the pandemic. When it is safe to hold events in person we will begin scheduling them again.

Future Plans:

Currently, Dr. González is planning to hold safe curbside book fairs to give away books to low-income children in the RGV community following health precautions. She is also developing plans to continue the work of the MLU through virtual storytime with the creation of a MLU YouTube Channel titled "La Hora del Cuento" for young children ages 3-8.





New Specializations

NEW SPECIALIZATIONS IN M.ED. CURRICULUM & INSTRUCTION

In May, 2020, our Master of Education- Curriculum and Instruction degree has received approval of two Content Specialization programs: MED-CI in Mathematics Education and MED-CI in English Education. In addition to our current growing MED-CI in Elementary Mathematics and Science Education program, these two Content Specialization programs will serve our Dual Enrollment teaching needs in the Valley and beyond. The program coordinator would like to thank CEP Dean, Dr. Alma Rodriguez, CEP Associate Dean, Dr. Javier Cavazos, Teaching and Learning Department Chair, Dr. James Jupp, Graduate College, and MED-CI previous coordinators, Dr. James Telese and Dr. Angela Chapman, for their support and assistance. We also expect to expand Content Areas to other subject matters in the near future.



Faculty Awards

UNIVERSITY AWARDS



2019-2020 UTRGV Faculty Excellence Award in Teaching



2019-2020 UTRGV Faculty Excellence Award in Service

COLLEGE AWARDS



Dr. Laura Jewett

Outstanding Faculty Teaching Award



Dr. Karin Lewis

Outstanding Faculty Service Award



Dr. Pierre Lu

Outstanding Faculty Research Award

OTHER AWARDS AND HONORS



Dr. Selma Yznaga

American Counseling Association Presidential Citation for Human Rights Advocacy

Association of Multicultural Counseling and Development Comadrazgo/a Award



DEPARTMENT: BILINGUAL AND LITERACY STUDIES

- Musanti, S. I., Estrada, V., Badenhorst, P. (2020 Present). Towards a practice-based community engaged pedagogy in HSI teacher preparation: Leveraging Voices from the Field, Funding Source: Branch Alliance for Educator Diversity, Foundation, (\$12000).
- **Schall, J. M.** (2020). CEP Mobile Literacy Unit, Funding Source: Raul Tijerina Foundation, Foundation, (\$20000).

DEPARTMENT: COUNSELING

Sparrow, G., Carlson, R. (2019 - 2020). Testing an Integrated Protocol for the Treatment of Nightmares and Other PTSD-Related Symptoms in Psychotherapy, Funding Source: IASD/Dream Science Foundation, Foundation, (\$1880).

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

- **Medrano, H.** (2019 2020). Early Head Start, Funding Source: U.S. Department of Health and Human Services, Federal, (\$6,928,251.00).
- **Medrano, H.** (2019-2020). Early Head Start, Funding Source: U.S. Department of Health and Human Services, Federal (\$326, 916).
- Ward, H. C. (PI), Curiel, E. (Co-PI), Ramos, N. (Co-PI), Cavazos, L. J. (2020 2022). Fit-in Hang-out Move-forward Parent-directed Treatment for Hispanic Children and Adolescents with Autism, Funding Source: Texas Higher Education Coordinating Board, State, (\$499265).
- Ward, H. (PI), Guerra, F. (Co-PI), Menchaca-Ochoa, V. (Co-PI), Chamberlain, S. P., McHatton, P. A., Sale, P., Cavazos, J. L. (2019 2024). Project PLEASE: Program for Leaders to Educate and Advocate for Special Education, Funding Source: U.S. Department of Education, OSEP, Federal, (\$1243658).

DEPARTMENT: TEACHING AND LEARNING

Lu, M.-T. P. (2019 - Present). PCBH PATHS, Funding Source: US Health Resources & Services Administration, Federal, (\$1500000).



EXTERNAL GRANTS





FACULTY RECOGNITION

DEPARTMENT: BILINGUAL AND LITERACY STUDIES

Ostorga, N. A. received Member in Print Award, Delta Kappa Gamma Society International-Texas State Organization. (June 20, 2019).

DEPARTMENT: TEACHING AND LEARNING

- **Corbeil, J. R.** received 2019-2020 Outstanding Graduate Program Coordinator, UTRGV Graduate College. (May 5, 2020).
- **Corbeil, J. R.** received 2019 AECT Best Practice Award, Association of Educational Communications and Technology (AECT) Division of Organizational Training and Performance. (October 2019).
- **Corbeil, J. R.** received 2019 Outstanding Book Award, Association for Educational Communications and Technology (AECT) Systems Thinking & Change Division. (October 2019).
- **Corbeil, J. R.** received 2019 Outstanding Publication Award: Book, Association for Educational Communications and Technology (AECT) Division of Culture, Learning and Technology. (August 28, 2019).
- **Corbeil, J. R.** received 2019 Online Learning Consortium Effective Practice Award, Online Learning Consortium. (July 26, 2019).
- **Corbeil, M. E.** received 2019 AECT Outstanding Book Award, Systems Thinking & Change Division, Association for Educational Communications & Technology (AECT). (October 2019).
- **Corbeli, M.E.** received 2019 Best Practice Award Association for Educational Communications & Technology (AECT)- Organizational Training & Performance Division October 2019
- **Corbeil, M. E.** received 2019 Culture, Learning, and Technology Outstanding Publication Book Award, Association for Educational Communications & Technology (AECT). (August 28, 2019).
- **Corbeil, M. E.** received 2019 OLC Effective Practice Award, Online Learning Consortium. (July 26, 2019).
- **Espinosa-Dulanto, M.** received Unconditional Commitment & Enduring Service, Curriculum & Pedagogy Group Inc. (October 2019).

- **Espinosa-Dulanto, M.** received Scholarship to MALCS Creative Writing Workshop, Mujeres Activas en Letras y Cambio Social. (July 8, 2019).
- Jewett, L. M. received Certificate of Achievement, UTRGV Graduate College. (June 4, 2019).
- **Jewett, L. M.** received Outstanding Program Coordinator Award For Highest Enrollment Growth, UTRGV Graduate College. (June 4, 2019).
- **Jupp, J. C.** inducted into selective Curriculum Honor Society, *Professors of Curriculum* for life-time contributions to curriculum studies (May, 2020)
- **Lu, P. M.-T.** received 2019-2020 Outstanding Graduate Program Coordinator, UTRGV Graduate College. (May 5, 2020).
- **Lu, P. M.-T.** Faculty Grant Award Incentive Program, The University of Texas Rio Grande Valley. (September 2019).
- **Morgan, B.** received Texas Council of Faculty Senates, Service Award for outstanding work as Vice President of the Texas Council of Faculty Senates and as a founder of the National Council of Faculty Senates.
- **Telese, A. J.** received Certificate of Recognition for Program, Office of Research, Graduate Studies, and New Program Development. (June 6, 2019).





FACULTY PUBLICATIONS

DEPARTMENT: BILINGUAL AND LITERACY STUDIES

- **Almaguer, I.** (2019). Addressing Implications of Culturally Empowering Pedagogical Frameworks: The Influence on Language, Literacy and Learning for Mexican Americans and Native Hawaiians. *NABE Journal of Research and Practice (NJRP)*, 3-4(9), 181-190.
- **Bussert-Webb, K.**, **Lewis, K. A.** (2019). Published in June 2019: Lessons Learned: Teaching Latinx Teacher Candidates through Digital Literacy and Community Service-learning. *Handbook of Research on Innovative Digital Practices to Engage Learners. IGI Global*, 198-223.
- **Díaz, Z.**, Garza-Reyna, Gina L. (2019) I Influence Too: The Role of Professors in Developing Bilingual Teachers' Spanish Proficiency. *Teacher Education Quarterly*, 46(3) 99-119.
- Dong, R., Fu, D., **Zhou, X.**, Wang, B. (2019). Writing instruction in China: Challenges and efforts. *International Journal of Information and Education Technology*, 10(9), 715-723.
- **Guerrero, M. C.**, **Guerrero, M.** (2020). "La creación de un nuevo espacio: se buscan profesores de español y educación bilingüe comprometidos". *Latinos and Education*.
- **Kambara, H.** (2020). Exploring Constructivism in Japan through Textual Analysis. *Asia Pacific Journal of Education*.
- **Kambara**, **H.** (2019). Transcending boundaries and borders through the implementation of culturally sustaining pedagogy: A Japanese literacy professor at a Hispanic-Serving Institution in Consortium for Educational Development, Evaluation, and Research.
- **Koonce, J. B.**, Brooks-Yip, M., Gibson, K. (2019). Using Inquiry in Teacher Professional Learning to Build Efficacy for Writing Instruction. *Language Arts Journal of Michigan*, 1(35), 28-33.
- **Koonce, J., Lewis, K. A.** (2020). Culturally Relevant Care Through the Lens of Duoethnography. *The Qualitative Report*, 6(25).
- Leija, M., Lara, G., Aponte, G., **Kambara, H.** (2020). Reflections on teacher education practices of first-year tenure-track professors at an HSI. In *Teacher Education at Hispanic Serving Colleges of Education: Exploring Identity, Practice and Culture.* Routledge.
- **McHatton, P. A.**, **Schall, J. M.**, Saenz, E. L. (2020). The Hispanic-Serving Designation and Educator Preparation in Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture. Routledge.

- **Musanti, S. I.**, **Cavazos, A.**, **Rodriguez, A. D.** (2020). Embracing a Translanguaging Stance and Redefining Teacher Preparation Practices in a Hispanic-Serving Institution. In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice, and Culture*. Routledge, 69-87.
- **Musanti, S. I.**, **Rodríguez, A. D.**, **McHatton, P. A.** (2019). "It's Making Me a Better Teacher." Transforming Latinx Teacher Candidates Clinical Field Experiences in a Hispanic Serving Institution. *Texas Educator Preparation Journal*, (3), 39-49.
- Ostorga, A. N., Zúñiga, C., Hinton, K. A. (2020). Bilingual Teacher Educators at an HSI: A Border Pedagogy for Latinx Teacher Development . In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice, and Culture*. Routledge.
- 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.
- Saavedra, C., **Esquierdo, J.** (2019). Pláticas on Disrupting Language Ideologies in the Borderlands. *Routledge, Taylor & Francis Group*.
- Saavedra, C., **Esquierdo, J.**, Ramirez, D. E., **Almaguer, I.** (2020). Conducting Research through the Eyes of Chican@ Researchers at a Borderlands his. In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice, and Culture*, Routledge, 178.
- Saenz, E. L., **McHatton, P. A.**, **Schall, J.** (2020). Building Meaning for an HSCOE Designation: Learnings and Proximations. In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture*. Routledge, 156-162.
- **Schall, J.**, Lopez-Robertson, J., Fain, J. G. (2019). Examining the Visual in Latinx Immigrant Journey Picture Books. In *Critical Content Analysis of Visual Images in Books for Young People: Reading Images*. Routledge.
- **Schall, J., McHatton, P. A.**, Saenz, E. L. (2020). *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture*. Routledge.
- **Schall, J. M.**, **McHatton, P. A.**, Saenz, E. L. (2020). The Hispanic-Serving Institution Special Interest Research Group Initiative: Building Community Around a Question. In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture*, Routledge.
- Scott, L. M., **Venegas, E.** (2019). White pre-service teachers' perceptions and their development of culturally relevant literacy practices. *The Journal of Multicultural Affairs*, 1(4), 1-21.

- **Venegas, E.** (2020). Separate is never equal: Utilizing question-answer relationships to foster students' reading comprehension. In *Multicultural literature in the content areas: Transforming K-12 classrooms into engaging, inviting, and socially conscious spaces.*Rowman & Littlefield, 19-42.
- **Venegas, E., Estrada, V., Schall, J., Deleon, L.** (2020). Language and Literacy Practices of Bilingual Education Preservice Teachers at a Hispanic Serving Institution. In *Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture*. Routledge, 88-106.
- **Venegas, E.**, Scott, L. M., LeCompte, K. N., Moody-Ramirez, M., Zhu, Y. (2019). Engaging in "dangerous discussions": Fostering cultural competence through the analysis of depictions of college life in popular films. *Journal of Diversity in Higher Education*, 13.
- **Zhou, X.** (2019). Daoism and Dialogism: Dialogue of China and the West. *Culture and Psychology*, 4(25), 517-543.
- **Zhou, X.** (2019). Global Identity. Global Journal of Human-Social Science, 9(19), 1-11.
- **Zúñiga, C.** (2020). Cultural Narratives and Counterstories: Examining Representation in 'Prietita y la Llorona'. *Rio Bravo: A Journal of the Borderlands*, (24).
- **Zúñiga, C.** (2019). Supporting 'Pedagogical' Spanish language competencies: Bilingual teacher education en la frontera. *Teacher Education Quarterly*.

DEPARTMENT: COUNSELING

- Cavazos, L. J., Ikonomopoulos, J., Garcia, C., Whittenberg, J. F., Gonzalez, S. (2019). Integrating Wellness within Group Counseling for Latinx Adolescents. *Journal of School Counseling*, 17(20), 1-25.
- Cavazos, L. J., Lerma, E., Whittenberg, J. F., Hinojosa, Y., Rodriguez, K. (2019). The Role of Positive Psychology, Cultural, and Family Factors on Latina/o College Students' Vocational Outcome Expectations. *Journal of Employment Counseling*, 56, 164-179.
- Karaman, M. A., **Cavazos, L. J.**, Garcia, C. (2020). Hope: A mediator between Resilience, Meaning of Life and Life Satisfaction among Latinx Students. *British Journal of Guidance and Counseling*.
- Garcia, C., **Cavazos, L. J.**, Guerra, F., Garcia, C. (2019). Understanding Relevant Predictors of Latina/o Adolescents' Vocational Outcome Expectations. *Journal of Multidisciplinary Graduate Research*, 5, 10-24.
- **Haas, J.** (2019). The importance of counselor competence when administering assessments in *The School Counselor's Guide to Multi-Tiered Systems of Support*. Routledge, 1st, 31.

Sparrow, G. (2020). Understanding and Working with Dream Metaphors from the Standpoint of Co-Creative Dream Theory. *International Journal of Dream Research*, 1 (April, 2020) (13), 90-98.

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

- Alanis, I., **Salinas-Gonzalez, I.**, Arreguin-Anderson, M. (2019). Developing Biliteracy with Intentional Support: Using interactive word walls and paired learning in Spotlight on Young Children: Equity and Diversity. *National Association for The Education of Young Children*.
- Arreguin-Anderson, M. G., **Salinas-Gonzalez, I.**, Alanis, I. (2019). Translingual play that promotes cultural connections, invention, and regulation: A LatCrit perspective. *International Multilingual Research Journal/Taylor & Francis*, IMRJ-D-17-00013R1.
- **Curiel, E. S. L.**, Axe, J. B., Sainato, D. M., & Goldstein, H. (2020). Systematic review of matrix training for individuals with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 35(1), 55–64. https://doi.org/10.1177/1088357619881216
- **Curiel, E. S. L.**, Curiel, H., Li, A. (2020). Generative Time Telling in Adults with Disabilities: A Matrix Training Approach. *Behavioral Interventions*, 2(35), 295-305.
- **Lowdermilk, J.**, **Ramos, N.**, **Pecina, J.**, **Rangel, C.**, **Nevarez, N.** (2019). Students with Emotional Disorders and their Television Viewing Habits: A Case Study. *The National Social Science Technology Journal*, 2(51).
- Manusov, E., Diego, V., Smith, J., Garcia, J., Lowdermilk, J., Blangero, J., Williams-Blangero, S., Fernandez, F. (2019). UniMóvil: A Mobile Health Clinic Providing Primary Care to the Colonias of the Rio Grande Valley, South Texas. Frontiers in Public Health, 215(7).
- **Ramos, N.**, **Lowdermilk, J.** (2020). CULTURAL ISSUES: TREATING & DIAGNOSING ADHD. *Journal of the American Academy of Special Education Professionals*, (Winter 2020).
- **Salinas-Gonzalez, I.**, Arreguin-Anderson, M. G., Alanis, I. (2019). Supporting language through culturally rich dramatic play in Serious Fun: How guided play extends children's learning. *National Association for The Education of Young Children*.
- **Ward, H. C.**, Smith, A. (2019). Successful Partnership with Hispanic Families—Border SPICES Endeavors. *Texas Division of Early Childhood Council for Exceptional Children Newsletter*.



DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

- Edwards, D., **Aguilar, I.**, Nino, J. M. (2020). What's Love Got to do with Educational Leadership? A case study in Principal Practice., 1(5), 28-44.
- **Garcia, A.**, **Menchaca-Ochoa, V.**, **Padilla, G.**, **Guerra, F.** (2020). School Districts and a University Principal Preparation Program Partnership. *Journal of Educational Leadership in Action*, 3(6), 44.
- Guerra, F., Tiwari, A., Razo, N., Cavazos, L. J. (2020). Teachers' Knowledge, Perception, Sense of Self-Efficacy & Role of Mental Health for Middle School Students. A Commitment to Teaching: Toward More Efficacious Teacher Preparation (pp. 113-134). Rowman and Littlefield Publishing Company. https://rowman.com/ISBN/9781475854831
- **Menchaca-Ochoa, V., Garcia, A.** (2020). Ensuring Success for Migrant Students in The Administration AND Supervision of Special Programs in Education 4th edition. *Kendall Hunt Publishing*; 4th edition, 4th, 151-172.
- Mette, I., **Aguilar, I.**, Wieczorek, D. (2020). A Thirty State Analysis of Teacher Supervision and Evaluation Systems in the ESSA Era. *Journal of Educational Supervision*.
- **Padilla, G., Guerra, F., Menchaca-Ochoa, V., Garcia, A.** (2020). University and School District Principal Partnership Program. *International Journal of Educational Reform*, 3(29), 236-255.
- **Padilla, G., Guerra, F., Zamora, R.** (2019). Effective School Leadership in High-Performing High-Poverty Elementary Schools in South Texas. *Journal of Global Business Management*, 2(15), 7-14.

DEPARTMENT: TEACHING AND LEARNING

- **Aguilar, J. J.**, **Telese, J. A.** (2020). Perceptions and Opinions of the Usability of Simulations in a Mathematics Methods Course for Elementary Pre-Service Teachers. *Journal of Education and Practice*, 12(11), 9-14.
- **Badenhorst, P.** (2019). Immersion in "othered" spaces for teacher preparation: Encountering different knowledges. In D. Martin & E. Smolcic (Eds.), *Redefining Competence through Cultural Immersion: Teacher Preparation for Linguistic and Culturally Diverse Classrooms* (pp. 259-288). Palgrave.
- **Badenhorst, P.** (2019). Creating Force Field: Rethinking uses and consequences of anti-oppressive pedagogical activities in Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching, and Research. *Information Age*.

- **Chapman, A.** (2019). Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science.
- **Chapman, A.**, Rodriguez, F., **Pena, C.**, Hinojosa, E., Morales, L., del Bosque, V., Tijerina, Y., **Tarawneh, C.** (2019). Nothing is Impossible: Characteristics of Persistent Hispanic Females in STEM. *Cultural Studies of Science Education*.
- **Corbeil, M. E., Corbeil, J. R.** (2019). Integrating stackable, competency-based microcredentials into academic programs. *Proceedings for the 59th Annual International Association for Computer Information Systems Conference*.
- **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*.
- **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, 2(5), 574-586.
- **Garza Garcia, A.**, Rodriguez, F., **Chapman, A.** (2020). Counter-storytelling to Build STEM Teacher Agency in Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice, and Culture in Schall, J. M., McHatton, P. A., & Sáenz, E. L. (Eds.). (2020). Teacher Education at Hispanic-serving Institutions: Exploring Identity, Practice, and Culture. Routledge.
- **Jewett, L. M.** (2020). Between Hope and Fear: Story Circles as Liminal Transnational Dialogue. *Curriculum & Pedagogy*, 10.
- **Jones, I. S.**, Blankenship, D. (2020). Year two: Effect of procrastination on academic performance of undergraduate online students. *Research in Higher Education Journal*, 2020(39), 1-11.
- **Jones, I. S.**, Blankenship, D. (2020). Mentoring as seen through the lens of doctoral students. *Research in Higher Education*, 2020(38), 1-9.
- **Lewis, K. A., Espinosa-Dulanto, M., Koonce, J., Viren, V.** (2020). Cultivating an Ethic of Care at a Hispanic-Serving Institution (HSCOE): Individual Stories and a Collective Narrative in Teacher Education at Hispanic-Serving Institutions: Exploring Identity, Practice and Culture. *Routledge*, 1st Edition.
- Monroy Velasco, I. R., **Espinosa-Dulanto, M.** (2019). Entre Dos Tierras: Identidades Culturales de Mujeres Jovenes Transfronterizas (Mexico/EEUU). In G.Garcia Hernandez; M. Alba Gonzales; J. Mendoza Garcia; J. Nateras Dominguez (Ed.), *Estudios de Psicologia Social en Mexico* (pp. 397-428). Ciudad Mexico, Estado de Mexico: Universidad Autonoma Metropolitana Unidad Iztapalapa

- **Nouri, N.**, **Aguilar, J.**, Ramirez, P. (2020). How Autobiographies of Latinx Preservice Teachers Build Culturally Relevant Instruction for the Nature of Science. *Routledge*, 1(1).
- **Nouri, N.**, William, M. F. (2019). History of Science (HOS) as a Vehicle to Communicate Aspects of Nature of Science (NOS): Multiple Cases of HOS Instructors' Perspectives Regarding NOS. *Research in Science Education*.
- **Pena, C.**, **Badenhorst, P.**, **Love, D.** (2020). Using TeachLivE to foster the development of high-leverage practices in a teacher education program in Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1816-1821). *Online: Association for the Advancement of Computing in Education (AACE*), 978-1-939797-48-3, 1816-1821.
- Cerda, S., **Estrada, V.**, **Menchaca-Ochoa, V.** (2019). Teacher Retention in Rural Schools Nested in Large Districts. *Texas Forum of Teacher Education*, 2019(9), 81-90.
- **Shirvani, H.** (2019). The relationship between math anxiety and emotional intelligence. *Journal of Basic and Applied Research International*, 4(25), 168-176.
- **Telese, J. A., Aguilar, J. J.** (2020). Assessing Rural Students' Proportional Reasoning in an Era of Accountability in Advancing Science and Mathematics Education for a Sustainable Future. *International Consortium for Research in Science and Mathematics Education*, 85-99.
- **Telese, J. A.**, Chamblee, G. (2019). Assessing Program Outcomes of an M.Ed. Curriculum and Instruction Program: A Comparison of Face-to-Face to Completely Online Deliverables in Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education. *IGI Global*, 22-40.
- **Telese, J. A., Zhang, Z., Diaz, M. E.** (2020). The Role of Self-Efficacy and Other Characteristics of Elementary Mathematics Teachers: A Model to Predict Student Achievement in A Commitment to Teaching: Toward More Efficacious Teacher Preparation. *Rowan & Littlefield*.
- Yanez Medrano, K., **Jewett, L. M.** (2019). Concentric Circles of curriculum and pedagogy: Story Circles, Dialogue, and Complicated Conversations in Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching, and Research. *IAP*, 237-247.
- **Zhang, Z.**, Zhang, Z. Y. (2020). Alternatively Assessing Conceptual Learning in an Emergency Clinical Environment—A Mixed Methods Design. *July*

FACULTY SCHOLARSHIP PRESENTATIONS

DEPARTMENT: BILINGUAL AND LITERACY STUDIES

- **Almaguer, I.** (2020). Advocating for Cultural Empowerment of Bilingual Students: Building Bridges Across Learning, Language and Literacy, *National Social Science Association* (*NSSA*) *Annual conference* in Los Vegas, NV.
- **Almaguer**, I. (2019). Distinguishing Bilingual Students' Literacy Development through Cultural Resourcefulness, *Texas Association of Bilingual Education (TABE)* in Corpus Christi, Texas.
- **Almaguer, I.** (2020). Distinguishing Bilingual Students' Language and Literacy Assets through Culturally Revitalizing Teaching and Learning Frameworks, *International Conference on Education and Social Development (ICESD)* in Houston, TX.
- **Almaguer, I.** (2020). Highlighting Bilingual Learners' Resiliency: Strengthening Cultural Identity As A Means for Promoting Agency and Self-Efficacy, *National Social Science Association (NSSA) Annual conference* in Las Vegas, NV.
- **Almaguer, I.**, **Esquierdo, J.** (2019). Correlating Bilingual Learners' Reading Success to Academic Success, *Texas Association of Bilingual Education (TABE)* in Corpus Christi, TX.
- Arreguín-Anderson, M, Alanis, I., **Gonzalez, I.** (2019). Vales por dos!: Un modelo de doble inmersión, *National Association for the Education of Young Children Conference NAEYC* in Nashville, TN.
- **Díaz, 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.
- **Díaz, 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.
- **Esquierdo, J., Almaguer, I.** (2020). An Attribute Scale Based on the Characteristics of Gifted Latinx Bilingual Students Used to Address the Identification and Service Gap in Gifted Programs, *American Education Research Association (AERA) Annual Meeting* in San Francisco, CA.
- Jang, B. G., Kambara, H., Wen, H., Lee, K. (2019). What have we learned from the 60 years of literacy education with standardized national curriculum and assessment?: An Critical Analysis of Three Cases of China, Japan, and Korea, *Literacy Research Association's 69th* Annual Conference Literacy Research Association (LRA) in Tampa, FL.

- **Kambara, H.** (2020). Transcending the Boundary and Border Through the Implementation of Culturally Sustaining Pedagogy: A Japanese Literacy Professor at a Predominately Hispanic-Serving Institution, 2020 ATE meeting Association of Teacher Educators (ATE) in Atlantic City, NJ.
- **Kambara**, H., Anckle, S. (2020). Understanding Preservice Teachers' Self-Efficacy Through Mixed Reality Simulation, 2020 AERA Annual Meeting American Educational Research Association (AERA) in San Francisco, CA.
- **Kambara, H.**, Jang, B. G. (2020). Sociocultural Factors of Fourth Graders' Reading Motivation in the United States and Japan, 2020 AERA Annual Meeting American Educational Research Association (AERA) in San Francisco, CA.
- **Kambara, H.**, **Telese, J. A.** (2019). Latinx Elementary School Teachers' Beliefs about Students' Digital Literacy Use and Motivation, *Association of Literacy Educators and Researchers ALER* in Corpus Christi, TX.
- **Kambara**, **H.**, Zhang, Z., Adachi, S. (2019). Examining Japanese Pre-service Teachers' Reading Motivation, *Literacy Research Association's 69th Annual Conference Literacy Research Association (LRA)* in Tampa, FL.
- **Kambara**, **H.**, Zhang, Z., Adachi, S. (2019). Reading Practices of Japanese Pre-Service Teachers, *CPH2019 Conference on Literαcy* in Copenhagen, Denmark.
- **Kambara, H.**, Zhang, Z., Adachi, S. (2019). Understanding Japanese pre-service teachers' reading motivation: gender and parents' education background, *Association of Literacy Educators and Researchers ALER* in Corpus Christi, TX.
- **Koonce, J. B.**, **Lewis, K. A.** (2019). Culturally-Relevant Care Through the Lens of Duoethnography, 2019– *Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders* in McAllen, TX.
- **Koonce, J. B.**, **Venegas, E. M.**, **Lancaster, L.**, Bazan, J. (2019). The Experiences of Female Teacher Educators of Color, Texas Association of *Teacher Educators Conference Texas Association of Teacher Educations (TxATE)* in Austin, TX.
- **Koonce, J. B., Venegas, E. M., Lancaster, L.**, Bazan, J. (2020). The Experiences of Women Faculty of Color (Non-Latina) at Hispanic-Serving Institutions, *American Educational Research Association Conference 2020 American Educational Research Association* in San Francisco, CA.
- **Musanti, S. I.** (2020). Equal opportunities for Dual Language Learners in an Early Exit Bilingual Classroom: A Novice Teacher Journey, *49th Annual Conference of the National Association for Bilingual Education, National Association for Bilingual Education* in Las Vegas, NV.

- Musanti, S. I., Cavazos, A. (2020). Translingual Community Engaged Pedagogies "en la Frontera": Striving for Linguistically Inclusive Instruction in Higher Education, 49th NABE Annual Conference. NABE Research Institute National Association for Bilingual Education, in Las Vegas, NV.
- Olofson, M., **Rodríguez, A. D.**, Hinojosa, J., Chavez, P., Beal, S., Smith, N. (2019). TEA Data Conversation, *Webinar Texas Education Agency*.
- **Ostorga, A., Zúñiga, C., Hinton, K. A.** (2019). Border Pedagogies for Social Justice in Teacher Preparation, *C&P 2019: Curriculum & Pedagogy Conference 2019 Curriculum & Pedagogy Group* in McAllen, TX.
- **Rodríguez, A. D.** (2019). Transforming Educator Preparation in the Rio Grande Valley, *Curriculum and Pedagogy Curriculum and Pedagogy Group* in McAllen, TX.
- **Rodríguez, A. D.**, Capps, J., Preston, M. (2019). How Institutions are Increasing Equity and Driving Economic and Social Mobility, *HACU 8th Annual Dean's Forum on Hispanic Higher Education Hispanic Association of Colleges and Universities* in Chicago, IL.
- **Rodríguez, A. D.**, Reddick, C. (2019). Case Study of Connecting Teacher Pre-Service to In Service, *2019 Ed-Fi Summit Ed-Fi Alliance* in Austin, TX.
- Ruan, J., Hong, J., Monobe, G., **Kambara, H.** (2019). A study of the job satisfaction of reading teachers in three Asian countries, *CPH2019 Conference on Literacy* in Copenhagen, Denmark.
- Ruan, J., Jin, L., **Kambara, H.** (2019). Reading Motivation of Sixth Graders in China, CPH2019 Conference on Literacy in Copenhagen, Denmark.
- **Schall, J. M.**, **Venegas, E.**, & **Estrada, V. L.** (2020). Learning from Latinx Teacher Candidates in order to Develop Inclusive Programs. Part of a sesión titled *Perspectives and Lessons from Latinx Teachers in the Field*. American Association of Colleges for Teacher Education. 72nd Annual Meeting, Atlanta, Georgia.
- **Schall, J. M.**, **Venegas, E.**, **Estrada, V. L.**, & **De Leon, L.** (2019). Exploring the Reading and Writing Practices of Latinx Preservice Teachers at a Hispanic Serving Institution. Part of a sesión titled *Spirited Classroom Inquiry with Communities of Color*. National Council of Teachers of English Annual Convention, Baltimore, Maryland.
- Scott, Lakia M., & **Venegas, E.** (2020). Examining the influence of a content- and contextspecific field experience for White preservice teachers. *American Educational Research Association*. San Francisco, CA.
- Smith, N. J., **Rodriguez, A. D.** (2020). Teacher Preparation Data Model, *TACTE 2019 Spring Meeting Texas Association of Colleges of Teacher Education* in Austin, TX.

- **Whitacre, M.** (2020). Developing Authentic Outcomes for your Dual Language Lessons: How do I do it?, *49th Annual Conference of the National Association for Bilingual Education National Association of Bilingual Educators* in Las Vegas, NV.
- **Whitacre, M.** (2019). Connecting to Literacy: Writing Across the Curriculum in the Dual Language Early Childhood Classroom, *The Power of B3: Bilingual, Biliterate, Bicultural Texas Association of Bilingual Educators TABE* in Corpus Christi, TX.
- **Whitacre, M.**, **Díaz, 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.
- **Zhou, X**. (2019). Leveraging Student Bilingualism in Mandarin/English Dual Language Bilingual Education Programs, *LRA* in Tampa, FL.
- **Zhou, X.** (2019). Promising Pedagogical Approaches to Dual Language Bilingual Programs, *NCTE* in Baltimore, MD.
- **Zhou, X.** (2019). What Does Translanguaging Mean for Literacy Instruction?: Inquiries into Translanguaging Theory and Practice, *NCTE* in Baltimore, MD.
- **Zúñiga, C., Díaz, Z., Esquierdo, J., Gonzalez, I.**, Sanchez Suzuki Colegrove, K. (2019). Valuing Borderland Communities' Cultural and Linguistic Wealth: Developing Socially Conscious Pre-Service Bilingual Teachers to Work with Young Children, *27th International Reconceptualizing Early Childhood Education* in Las Cruces, NM.

DEPARTMENT: COUNSELING

- **Curet, E., Maniss, S.** (2019). Mental Health and Suicide Prevention: Children, Adolescents and College Students, *Healthy People 2020 Conference Mental Health, Suicide Prevention and Wellness: Addressing the Needs of Children, Adolescents, and College Students UTRGV School of Medicine* in Region I ESC, 1900 W. Schunior St., Edinburg, TX.
- Garcia, M. M., Salvatore, J., **Yznaga, S.**, Busquet, A., Watkins, J. (2020). Challenges and opportunities for underrepresented leaders at emerging and Hispanic Serving Institutions., *American Association of Hispanics in Higher Education (AAHHE) Fifteenth Annual National Conference American Association of Hispanics in Higher Education (AAHHE) in Costa Mesa, CA.*
- **Haas, J.** (2019). A Phenomenological Study Design using the Multicultural Social Justice Counseling Competencies, 2019 AARC Assessment & Research Conference Association for Assessment and Research in Counseling (AARC) in San Antonio, TX.
- **Haas, J.** (2019). Creative Interventions for Teaching Empathy in the Counseling Classroom, Association for Counselor Education and Supervision (ACES) Annual Conference Association for Counselor Education and Supervision (ACES) in Seattle, WA.

- **Haas, J.** (2019). Health privilege and the invisible elephants of chronic illness and pain, Association for Counselor Education and Supervision (ACES) Annual Conference Association for Counselor Education and Supervision (ACES) in Seattle, WA.
- **Haas, J.** (2019). Historical & Community Trauma in Ferguson, MO: Applying Research to Trauma Treatment, EB-ACA Annual Conference European Branch of the American Counseling Association (EB-ACA) in Vienna, Austria.
- **Haas, J.** (2019). Historical & Community Trauma in Ferguson, MO: Applying Research to Trauma Treatment, 2019 AARC Assessment & Research Conference Association for Assessment and Research in Counseling (AARC) in San Antonio, TX.
- **Haas, J.** (2019). The role of religion and spirituality in bridging racial divisions: Restoration after community uprisings in Ferguson, Missouri and Baltimore, Maryland, Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) Annual Conference Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) in Colorado Springs, CO.
- **Kranz, P., Salinas, C., Haas, J.** (2020). Recommendations and Suggestions for Doing Well in Graduate School, 26th Annual South Padre Island Counselor Conference RGV Counseling Association in South Padre Island, TX.
- **Lerma, E.**, Gracia, K., Perez, A. M. (2019). Working with Undocumented Minors: Counseling Implications, C&P 2019: Curriculum & Pedagogy Conference 2019 Curriculum and Pedagogy Group in McAllen,TX.
- **Maniss, S.**, **Haas, J.** (2020). 26th Annual South Padre Island Counselors Institute Rio Grande Valley Counseling Association in South Padre Island, TX.
- Mullen, LMFT (CA), C., Cruz, LMFT (CA), A., Hernandez, LMFT (CA), L., **Yznaga, LPC (TX), S.**, Williams, LPC (TX), J. W., **Maniss, LCDC (TX), S.**, Sawyer, C. (2020). Counselors Without Borders: Providing Culturally Responsive Humanitarian Counseling, Counselors Without Borders.
- **Salinas, C.** (2019). Play Therapy, *Healthy People 2020 Conference: Mental health, suicide prevention & wellness: addressing the needs of children, adolescents and college students UTRGV* in Edinburg, TX.
- **Salinas, C.**, **Lerma, E.**, **Shen, Y.-J.**, **Ruiz, D.** (2020). Training Graduate Students in a Hispanic Serving Institute to Practice Child Centered Play Therapy, *National Association of Hispanic and Latino Studies* in Dallas, TX.
- Salvatore, J., **Yznaga, S.**, Garcia, M. M., Busquet, A., Watkins, J. (2020). Equity and inclusion in leadership development: Creating university leaders to transform our institutions., *American Association of Hispanics in Higher Education (AAHHE) Fifteenth Annual National Conference American Association of Hispanics in Higher Education (AAHHE)* in Costa Mesa, CA.

- **Sparrow, G.** (2019). The Challenges and Opportunities of Group Dreamwork, *Annual conference of the International Assn. for the Study of Dreams IASD* in Kerkegrade, The Netherlands.
- **Yznaga, S.** (2019). Cuentos desde la jaula de oro: Tales from the golden cage., *Trauma and Resilience in the Borderlands International Conference El Paso Professional Counselors' Association* in El Paso, TX.
- **Yznaga, S.** (2019). On the ground at the U.S./Mexico border, *Multicultural Counseling, The University of Georgia* in Athens, GA.

DEPARTMENT: HUMAN DEVELOPMENT AND SCHOOL SERVICES

- **Chamberlain, S. P.**, Garza, P., Carlos, M., Moctezuma, L. (2020). Success Stories in Clinical Teaching: The STEP UP Program, *Texas Association of Future Educators 2020 Conference TAFE* in McAllen, TX.
- **Curiel, H., Curiel, E.**, Cadigan, A. S. (2020). Video Preferences and their Relative Reinforcing Effects, *Association for Behavior Analysis International in Online*.
- **Gonzalez, I.** (2019). Extendiendo el aprendizaje de los niños de manera seriamente divertida, National Association for the Education of Young Children NAEYC-Washington DC in Nashville, TN.
- **Gonzalez, I.** (2020). Supporting Young Dual Language Learners Through Culturally Rich Dramatic Play Centers, *National Association for Bilingual Education NABE* in Las Vegas, NV.
- **Gonzalez, I.**, **Medrano, H.**, **Díaz, Z.**, **Whitacre, M.** (2019). Una escuela, dos idiomas: Young dual language learners exploring and learning in two languages in an Early Head Start program, *National Association for the Education of Young Children NAEYC* in Nashville, TN.
- **Lowdermilk, J.** (2020). Competency Education Goes Online: Overview of an Undergraduate Early Childhood Education Program Moving to Competency Based, Online Education, *International Conference on Education International Academic Forum* in Honolulu, HI.
- **Lowdermilk, J.**, **Ramos, N.**, **Pecina, J.**, **Fielding, C.** (2020). Development and Design of Competency Based Online Early Childhood Undergraduate Program: A Texas Grant, National Social Science and Technology Conference National Social Science and Technology Association in Las Vegas, NV.
- **Ramos, N.**, **Pecina, J.**, **Lowdermilk, J. l.** (2019). Cultural Issues on Diagnosis and Treatment of ADHD. *25th Annual Counselor's Conference RGV Counselors' Association* in SPI.
- Ramos, N., Pecina, J., Lowdermilk, J. l. (2020). TEA's Child Find & Evaluation, 26th Annual Counselor's Conference RGV Counselors' Association in SPI.

- **Razo, N.** (2020). Recognizing and Dealing with Stress and Anxiety During COVID-19, *TEDx McAllen TEDxMcAllen* in Virtual.
- **Razo, N.**, (2020). Mental Health 101, *Redirecting the Pipeline Conference UNIDAD* in Weslaco, TX.
- **Razo, N.** (2019). Raising Awareness on Suicide Prevention, *ADAP Coalition Focus On Prevention Conference 2019 Alliance for Drug Abuse Prevention Coalition (ADAP)* in La Joya, TX.
- **Razo, N.** (2019). The Impact of Law Enforcement Wellness on Family, *CAVE 4th Annual Conference UTRGV OVAVP & STC Counseling and Disability Services* in McAllen, TX.
- **Razo, N.** (2019). Youth Mental Health First Aid, *Healthy People 2020 Conference-Mental Health, Suicide Prevention & Wellness: Addressing the Needs of Children, Adolescents and College Students UTRGV School of Medicine* in Edinburg, TX.
- **Razo, N.** (2019). What Every School Nurse Should Know about Anxiety in Children and Teens, *Region One School Nurse Conference* in Edinburg Conference Center.
- **Razo, N.**, Garza, A., Schluter, T., Rodriguez, C., Short, R. (2019). School Based Mental Health Services Delivery Models, *Texas Association of School Psychologists 27th Annual Convention TASP* in Houston, TX.
- **Razo, N.**, Spinks, D. D., Black, D. L. (2019). LSSPs, LPCs, Psychologists, and Diagnosticians: What's the difference and what should every superintendent know about these professionals?, *Region One Superintendents Summer Academy Region One ESC* in South Padre Island, TX.
- Smith, A., **Ward, H. C.** (2019). Successful Partnership with Hispanic Families of Young Children with Autism, *DEC 35th Annual International Conference on Young Children with Special Needs Division for Early Childhood, Council for Exceptional Children* in Dallas, TX.
- **Viren, V.** (2019). Identity articulation and enactment of children growing up on the borderlands of India and Nepal., *27th International RECE Conference Reconceptualizing Early Childhood Education* in Las Cruces, NM.
- **Ward, H. C.** (2019). Successful Partnership with Hispanic Families—Border SPICES' Endeavors, 2019 OSEP Leadership Conference Office of Special Education Program, U. S. Department of Education in Arlington, VA.
- **Ward, H. C.**, Perez, S. (2019). Successful Partnership with Hispanic Families of Young Children with Autism, *DEC 35th Annual International Conference on Young Children with Special Needs Division for Early Childhood, Council for Exceptional Children* in Dallas, TX.

DEPARTMENT: ORGANIZATION AND SCHOOL LEADERSHIP

Aguilar, I., Ian, M., Doung, W. (2019). Thirty State Analysis of Teacher Supervision and Evaluation Systems in the ESSA Era., *UCEA* in New Orleans, LA.

- **Aguilar, I.**, Murakami, E., Edwards, D. (2019). Leadership and Professional Learning for Cultural Proficiency in Higher Education: Increasing Postsecondary Completion Rates., *UCEA* in New Orleans, LA.
- **Garcia, A.**, **Menchaca-Ochoa, V.** (2020). The Role of the School Administrator for Today's Migrant Students, 28th Joint National Conference of National Association of African American Studies National Association of African American Studies /Latino/Asian Studies in Dallas/Addison Marriott Quorum by the Galleria Dallas, TX.
- **Guerra, F., Zamora, R., Padilla, G.** (2019). Effective School Practices in Title 1 Schools Exceeding Educational Expectations, *University Council for Educational Administrators* in New Orleans, LA.
- **Padilla, G., Guerra, F., Zamora, R.** (2019). Effective School Leadership in High-Performing High-Poverty Elementary Schools in South Texas, *Global Business & International Management Conference The Journal of Global Business Management* in Las Vegas, NV.
- **Salaiz, M. M.** (2020). Communicating with Students About the Information in RGV LEAD's 2019 Labor Market Report, *Regional Meeting of P-16 Council with Regional Counselors' Network RGV LEAD* in Edinburg CESS Building.
- **Zamora, R.**, **Guerra, F.**, **Menchaca-Ochoa, V.**, **Guajardo, F.** (2019). Developing Culturally Competent School Leadership., 2019 (33rd) Annual UCEA Convention University Council for Educational Administration in New Orleans, LA.
- **Zamora, R., Padilla, G., Guerra, F.** (2020). School Culture in High-Performance Title One Schools in South Texas, 2020 28th National Association of African Studies & Affiliates National Association of African Studies & Affiliates in Dallas/Addison Marriott Quorum by the Galleria Dallas, TX.

DEPARTMENT: TEACHING AND LEARNING

- **Aguilar, J.** (2019). Using Mixed-Reality Simulation in the preparation of pre-service mathematics teachers, *STEM consortium in Education, The University of Texas Rio Grande Valley* in Edinburg.
- **Aguilar, J., Telese, J. A.** (2020). Using Mixed-Reality Simulations with Preservice Teachers in a Mathematics Methods Course: Preliminary Study of Perceptions, *Annual Conference of the Association of Mathematics Teacher Educators Association of Mathematics Teacher Educators* in Phoenix, AZ.
- **Aguilar, J.**, **Vizcaino, V.**, **Diaz, M. E.** (2020). Latinx Pre-Service Bilingual Elementary Teachers: Exploring the intersections of mathematical proficiency and language use when solving non-routine tasks, National Association of Hispanic and Latinos Studies Special Interest Research Group (UTRGV) in Dallas, TX.

- **Badenhorst**, **P.** (2019). Creating Force Field: Rethinking uses and consequences of anti-oppressive pedagogical activities, *Curriculum & Pedagogy annual conference* in McAllen, TX.
- **Badenhorst, P.** (2019). Developing professional dispositional resilience among teacher candidates: Reframing chaotic experience as resource for teacher learning, 2019 TxATE Summer Conference and Joint Meetings Texas Association of Teacher Educators (TxATE) in Austin, TX.
- **Badenhorst**, **P.** (2019). From racial to relational conscientization: Movement beyond the white confession-silence dyad, *Curriculum & Pedagogy annual conference* in McAllen, TX.
- **Badenhorst, P.** (2019). Notes on the African honey Badger: Using zoology to inform teacher dispositional development in complex environments, *Curriculum & Pedagogy annual conference* in McAllen, TX.
- **Badenhorst**, **P.** (2019). Racial literacy as relational learning process: Movement through literature towards relationship, *National Council of Teachers of English* in Baltimore, MA.
- **Badenhorst**, **P.** (2019). Synchronously self and social: Antiracism work among whites as Möbius strip, *National Council of Teachers of English* in Baltimore, MA.
- **Badenhorst, P.** (2019). 봄 여름 가을 겨울 그리고 봄 (Spring, Summer, Fall, Winter, and Spring): Korean Yaesul cinema as new materialist lens for ethnographic research into the emergence of racialized subjectivity, *3rd Southwest Texas Asian Symposium* in Kingsville, TX.
- **Badenhorst, P.** (2020). Theory Construction through Analogy: Cinema as Generative Heuristic Device for Grappling with Ethnographic Data, *16th International Congress of Qualitative Inquiry*.
- **Badenhorst, P.** (2020). What is "Resilience"? Crucial skill building for teacher success, *2020 Texas Association of Future Educators: Teach Tomorrow Summit Texas Association of Future Educators* in McAllen, TX.
- Bailey, A., **Nouri, N.**, **Chapman, A.** (2020). Exploring Student Learning of the Nature of Science through a Culturally Relevant Authentic Science Summer Program, *RGV STEM conference* in McAllan, TX.
- Brower, S., Culpepper, S., **Estrada, V.**, **Garcia, C.**, Thompson, A., Allen, L., Brasher, D. (2019). Leveraging Cross-Institutional Partnerships to Address Problems of Practice in Teacher Education Using Tools to Conduct Causal Systems Analyses, *CSOTTE 2019 Conference* in Frisco, TX.
- Calderon-Berumen, F., **Espinosa-Dulanto, M.** (2020). Exploring Digital Testimonios as a Decolonizing Praxis in Teacher Education, *Critical Race Studies in Education Association (CRSEA) University of Delaware* in DE.

- **Corbeil, J. R., Valdes-Corbeil, M. E.** (2019). What Do Educational Technologists Do? How EdTech Professionals Define their Discipline and Characterize the Work They Do, *2019 AECT International Convention Association for Educational Communications & Technology* in Las Vegas, NV.
- Corbeil, M. E., Corbeil, J. R. (2019). Integrating Stackable, Competency-Based Microcredentials into Academic Programs, 59th Annual International Association of Computer Information Systems (IACIS) International Association of Computer Information Systems in Clearwater Beach, FL.
- **Deleon, L.** (2020). Avatars on the Edges of Space: An Immersive Model, *Virtual Worlds Best Practices in Education Rockcliffe University Consortium* in Online.
- **Deleon, L.**, Feenan, K. (2019). Capturing Learning Experiences Through Extended Realities, *ISTE 2019 International Society for Technology in Education* in Philadelphia, PA.
- **Diaz, M. E.** (2020). Gender gap in STEM: Perspectives of young Latinas, *National Association of Hispanic and Latino Studies* in Dallas, TX.
- **Diaz, M. E., Telese, J. A.** (2020). The Impact of a UTeach program on Latino pre-service STEM teachers' self-efficacy for future teaching, *American Educational Research Association* in San Francisco, CA.
- **Espinosa-Dulanto, M.** (2020). Voices from the Field/Researcher Positionality/Decolonizing Research: Paradoxical & Needed Struggle, *Doing Autoethnography 2020 Doing Autoethnography* in Dolphin Beach Resort, St Pete, FL.
- **Espinosa-Dulanto, M.**, Calderon-Berumen, F., O'Donald, K. (2019). Digital Testimonios as De colonial Tool in Teacher Education, *MALCS "Sin Fronteras ni Barreras: Mujeres Activas and the Unmaking/Remaking of a New World" Mujeres Activas en Letras y Cambio Social (MALCS)* in UMass Amherst, MA.
- **Espinosa-Dulanto, M.**, Calderon-Berumen, F., O'Donald, K. (2019). Digital Testimonios as De colonizing tool in Teacher Education, 20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: *Immigration Across and Beyond Borders Curriculum & Pedagogy Group* in McAllen, TX.
- **Espinosa-Dulanto, M.**, Calderon-Berumen, F., O'Donald, K. (2019). Exploring Identities and Teaching Positionalities through Digital Testimonios, *AESA Annual Meeting "¡El pueblo unido jamás será vencido!": Critical community building for social justice in divisive times American Educational Studies Association (AESA) in Baltimore, MD.*
- **Espinosa-Dulanto, M.**, **Jupp, J.** (2019). Symposium 20 Years of Curriculum and Pedagogy Group: A Performed Synoptic History of C&P, 20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders Curriculum & Pedagogy Group in McAllen, TX.

- **Espinosa-Dulanto, M.**, **Lewis, K. A.** (2019). Activism & Scholarship at the USA/Mexico border Workshop, 20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders Curriculum & Pedagogy Group in McAllen, TX.
- **Estrada, V.** (2019). Learning to Teach: Using Virtual Learning Environments for Teacher Preparation at a Border HSI, 2019 Curriculum and Pedagogy Conference in McAllen, TX.
- **Estrada, V.** (2019). Teaching High Leverage Practices with Mixed Reality Simulations in an Online Class, *CSOTTE Conference 2019* in Frisco, TX.
- **Garcia, C.**, **Estrada, V.**, Thompson, A., Culpepper, S., Brower, S. (2020). Using Improvement Science Plan-Do-Study-Act (PDSA) Tool in Multiple Institutional Contexts, *ATE Conference 2020 ATE* in Atlantic City, NJ.
- **Garcia, C.** (2019). Using Mixed-Reality Simulations (MRS) for Preparing Tomorrow's Teachers, *Teacher Leaders' Workshop Texas Association of Future Educators (TAFE)* in Dallas, TX.
- Guillen, E., **Williams, Z.** (2019). Two Hispanic Women Educators Moving Towards a 21st Century STEM Vision, *20th Annual Conference of the Curriculum & Pedagogy Group* in McAllen, TX.
- **Jewett, L. M.** (2019). A Room of Her Own: Mapping the Spaces of Women's On-line Learning, 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice.
- **Jewett, L. M.** (2019). Crossing curricular borders: Moving from Hispanic enrolling to a Latinx serving EdD program at a Hispanic serving institution, *2019 Critical Questions in Education National Symposium* in Chicago, IL.
- **Jewett, L. M.** (2019). Curriculum in Embordered Existential Spaces, 40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice Journal Curriculum Theorizing in Dayton Ohio.
- **Jewett, L. M.** (2019). Curriculum Aquatic, 20th Annual Conference Curriculum and Pedagogy Group Curriculum & Pedagogy Group in McAllen Texas.
- **Jewett, L. M.** (2020). Examining Difference through Narrative, *The Annual Meeting of the American Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.** (2020). Narrative Inquiry in Blue Spaces, *The Annual Meeting of the Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.** (2020). Narrative Methods and Methodology, *Annual Meeting of the American Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.** (2019). Nothing Left to Lose: Curriculum as a Self-Making Act, *20th Annual Conference Curriculum and Pedagogy Group* in McAllen, TX.

- **Jewett, L. M.** (2020). The Lived Terms of Dewey's Pedagogical Thinking, *The Annual Meeting of the American Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.**, Amaril Yanez Medrano, K. (2020). Curricular Liminality in Embordered Spaces: Story Circles as Complicated Conversation, *The Annual Meeting of the American Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.**, **Badenhorst, P.** (2020). Be like water: Qualitative research[er] as aquanaut[ics], 16th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in University of Illinois, Urbana-Champaign.
- **Jewett, L. M.**, **Badenhorst, P.** (2020). Bloodless bullfighting: Field notes on thanatos as ontological grounding for anthropological research, *16th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in University of Illinois, Urbana-Champaign*.
- **Jewett, L. M.**, Hesse, C. (2020). Curricular Contrabandistas, "Tempered Radicals," and "Complicit Colonists": Exploring Critical Discourse in a Latinx-Serving Institution, *The Annual Meeting of the American Educational Research Association AERA* in San Francisco, CA.
- **Jewett, L. M.**, **Williams, Z.** (2020). Daughter Care, Dementia, and the "Fragile Freight" of Memory, 16th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry in University of Illinois, Urbana-Champaign.
- **Jewett, L. M.**, Yanez Medrano, K. (2019). Between Hope and Fear: Story Circles as Liminal Transnational Dialogue, *20th Annual Conference Curriculum and Pedagogy Group in McAllen, TX*.
- **Jones, I. S.**, **Blankenship, D.** (2020). Mentoring as Seen Through the Lens of Doctoral Students, *27th Annual Conference Proceedings American Society of Business and Behavioral Sciences* in Las Vegas, NV.
- **Jones, I. S.**, **Blankenship, D.** (2020). Mentoring as Viewed Through the Lens of Doctoral Students, *AABRI* in San Antonio, TX.
- Jupp, J., Badenhorst, P., Tanner, S. J., Lensmire, T. J., Shim, J. M., McManimon, S., Casey, Z. (2019). Doesn't your work on White identity just re-center whiteness? Tensions, dialectics, and real dangers in research on whiteness, *Annual Meeting of the Curriculum and Pedagogy Group Curriculum and Pedagogy Group* in McAllen, TX.
- Jupp, J., Garza, R., Yañez Medrano, K., Guillen, E., Landeros, J., Armonda, A., Lissovoy, N. (2019). Highlighted UT-Austin and UT Rio Grande Valley graduate student panels titled "What is the state of critical cultural studies in education?, Annual Meeting of the Curriculum and Pedagogy Group Curriculum and Pedagogy Group in McAllen, TX.

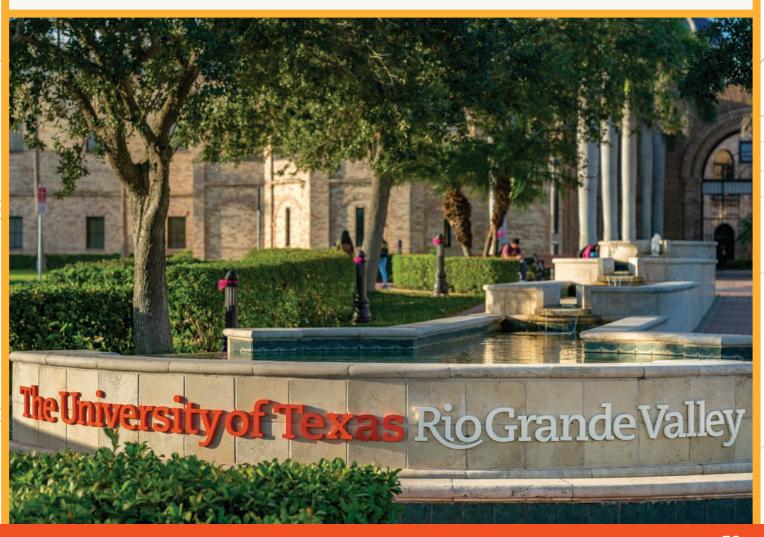
- **Jupp, J.**, Lensmire, T. J. (2019). Workshop conducted by Timothy J. Lensmire titled "The craft and process of writing as critical scholar.", *Annual Meeting of the Curriculum and Pedagogy Group Curriculum and Pedagogy Group* in McAllen, TX.
- **Jupp, J.**, Lissovoy, N. (2019). Workshop conducted by Noah Lissovoy titled "Traditions of critical scholarship and pedagogy.", *Annual Meeting of the Curriculum and Pedagogy Group* in McAllen, TX.
- Khan, B. H., **Corbeil, J. R.**, **Corbeil, M. E.**, Ossiannilsson, E. (2020). Microlearning and Quality for Lifelong Learning in the Digital Age, *Open Education Week 2020 European Distance and E-Learning Network*.
- **Lewis, K. A., Bussert-Webb, K.**, Suarez Brand, J. (2019). Lived Curricula of Cuba: A Layered Narrative Account, 20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders Curriculum & Pedagogy Group in McAllen, TX.
- **Lewis, K. A., Espinosa-Dulanto, M., Viren, V.** (2019). Lived Curricula of Frontera Community: A Collective Autoethnography, 20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders Curriculum & Pedagogy Group in McAllen, TX.
- **Lu, M.-T. P.** (2019). Academic Career and Professional Development for YSPers, *2019 North America Taiwanese Professors' Association Annual Conference North America Taiwanese Professors' Association (NATPA*) in Houston, TX.
- **Lu, M.-T. P.** (2020). Closing the Achievement Gap in Mathematics, *15th annual Summit on College and Career Readiness South Texas College in Mission Event Center*, Mission, TX.
- **Lu, M-T. P.** (2019). Education Making a difference, *Horizon Montessori Public Schools Annual Professional Development Conference Horizon Montessori Public Schools* in Pharr, TX.
- **Lu, M.-T. P.** (2019). HSI Students' Experiential Learning Experience at a Borderland University, *Curriculum & Pedagogy Conference 2019 Curriculum & Pedagogy Group* in Casa De Palmas Renaissance McAllen Hotel.
- **Lu, M.-T. P.** (2020). Investigating HIPs Literature for Student Academic Success, the 23rd Annual American Association of Behavioral and Social Sciences Conference (AABSS) American Association of Behavioral and Social Sciences Conference (AABSS) in Las Vegas, NV.
- **Lu, M.-T. P.** (2020). Preparing Tomorrow's Leaders through Global Education and Partnership, *2nd Annual Panel Event: Building Tomorrow's International Leaders Today PSJA, UTRGV, and DOE* in Pharr Development and Research Center, Pharr, TX.

- **Lu, M.-T. P.** (2020). Student Perception of High Impact Practices in an Hispanic-Serving Institution, the 23rd Annual American Association of Behavioral and Social Sciences Conference (AABSS) American Association of Behavioral and Social Sciences Conference (AABSS) in Las Vegas, NV.
- **Lu, M.-T. P.** (2019). Validating Your Survey: Methods and Procedures, *Curriculum & Pedagogy Conference 2019 Curriculum & Pedagogy Group* in Casa De Palmas Renaissance McAllen Hotel.
- **Lu, M.-T. P.**, Killham, J., (February 2020). *All You Need to Know about Graduate Career*, AABSS Graduate Student Colloquium American Association of Behavioral and Social Sciences Conference (AABSS) in Las Vegas, NV.
- **Lu, M.-T. P.**, Killham, J., (February 2020). *Publish or Perish: Publication Do's and Don't's*, AABSS Graduate Student Colloquium American Association of Behavioral and Social Sciences Conference (AABSS) in Las Vegas, NV.
- **Lu, M.-T. P., Yoo, S.**, Lee, S., Kowalsk, R. (2020). Exploring Mental, Physical and Educational Factors that Influence Freshman-Year College Students' Health, *College of Health Professions Annual Research Symposium University of Texas, Rio Grande Valley* in Edinburg, Brownsville, TX.
- **Lu, P. P.** (2020). LxD for STEM Education, the 3rd Annual RGV STEM Education Conference The University of Texas Rio Grande Valley in the DoubleTree Suites by Hilton, McAllen, TX.
- McComas, W., **Nouri, N.** (2020). Multiple Cases of HOS Instructors' Perspectives Regarding NOS, *National Association for Research in Science Teaching (NARST)* in Portland, OR.
- Monroy Velasco, I., **Espinosa-Dulanto, M.** (2019). Violence and Youth at the Border, *20th Annual Conference Curriculum & Pedagogy Group: Curriculum and Pedagogy in Transnational Contexts: Immigration Across and Beyond Borders Curriculum & Pedagogy Group* in McAllen, TX.
- **Morgan, B.** (2019, October). Networked collaboration so that all students have equitable access to great teachers. *National Association of State Directors of Teacher Educators Conference*, San Diego, CA.
- **Morgan, B., Jones, I. S.** (2019). First year teaching: Comparing and contrasting Hispanic Teachers with national results., *Curriculum and Pedagogy Conference* in McAllen, TX.
- Morgan, B. M., Rodríguez, A. D., Jones, I. S., Telese, J. A., Musanti, S. I. (2020). Collaboration of Researchers and Stakeholders: Transforming Educator Preparation, *American Educational Research Association AERA*.
- **Nouri, N.**, **Aguilar, J.**, Ramirez-Biondolillo, P., Gene, F. (2020). Using Autobiographies of Latinx Preservice Teachers (LPTs) to Build a Culturally Relevant Instruction, *National Association for Research in Science Teaching (NARST)* in Portland, OR.

- **Nouri, N.**, McComas, W. F. (2019). Teaching Aspects of the Nature of Science: A Review of the Literature with Implications for Effective NOS Instruction, *International History, Philosophy, and Science Teaching conference* in Thessaloniki, Greek.
- **Nouri, N.**, Moalei, I., Lanzo, J. (2020). An Examination of Preservice Teachers' Classroom practice regarding the nature of science in a Mixed-Reality Simulated Classroom., *Association for Science Teacher Education* in San Antonio, TX.
- **Nouri, N.**, Saberi, M., Mohammadi, M. (2019). A Proposed Curriculum to Facilitate Effective Nature of Science Instruction to Latinx Preservice Teachers: a MetaSynthesis Approach, *Curriculum & Pedagogy* in McAllen, TX.
- **Nouri, N.**, Saberi, M., Mohammadi, M. (2020). A Proposed Framework of Teachers' Competencies to Facilitate Nature of Science Instruction: A Meta-Synthesis Approach, *American Educational Research Association (AERA)* in San Francisco, CA.
- O'Donald, K., **Espinosa-Dulanto, M.**, Calderon-Berumen, F. (2019). Testimoniando: Utilizing Digital Testimonio in Teacher Education Programs, *El Mundo Zurdo: "Planetary Citizenship: Anzaldúan Thought across Communities, Histories, and Cultures." The Society for the Study of Gloria E. Anzaldúa in Trinity University.* San Antonio, TX.
- **Pena, C.**, **Badenhorst, P.**, **Love, D.** (2020). Using TeachLivE to foster the development of high-leverage practices in a teacher education program, 31st International Conference of the Society for Information Technology & Teacher Education (SITE) 2020 Society for Information Technology & Teacher Education in New Orleans, LA.
- Saberi, M., **Nouri, N.**, Mansour, V., Mohammadi, M. (2020). The development of Iranian In-Service Physics Teachers' Understanding of Nature of Science (NOS) within a Competency-based NOS Course, *Association for Science Teacher Education* in San Antonio, TX.
- **Schall, J., Venegas, E., Estrada, V.** (2020). Learning from Latinx Teacher Candidates in Order to Develop Inclusive Programs, *AACTE 72nd Annual Meeting American Association of Colleges for Teacher Education* in Atlanta, GA.
- **Schall, J., Venegas, E., Estrada, V., Deleon, L.** (2019). Exploring the Reading and Writing Practices of Latinx Preservice Teachers at an HSI, *National Council of Teachers of English Annual Convention National Council of Teachers of English* in Baltimore, MD.
- Scott, L. M., **Venegas, E.** (2020). Examining the influence of a content- and context-specific field experience for White preservice teachers, *American Educational Research Association* in San Francisco, CA.
- Smith, K., **Chapman, A.** (2019). Preparing Science and Mathematics Majors to Teach in High-Need School Districts, 2019 Noyce Summit in Washington, DC.

- Song, S., **Lu, M.-T. P.** (2020). Examining gender gap in mathematics: Role of mathematics anxiety, *18th Annual Hawaii International Conference on Education The Hawaii International Conference on Education* in Honolulu, HI.
- **Telese, J. A., Aguilar, J.** (2020). Polya Revisited: Developing a Problem-Solving Self-Efficacy Instrument, *Annual Meeting of the Research Council on Mathematics Learning Research Council on Mathematics Learning* in Las Vegas, NV.
- **Telese, J. A.**, Aguilar, J., Avalos, B. (2019). Assessing Levels of Proportional Reasoning, Conference for the Advancement of Mathematics Teaching (CAMT) Texas Council of Teachers of Mathematics in San Antonio, TX.
- **Telese, J. A.**, Chamblee, G. (2019). Perceptions of Algebra Before and After and Online Graduate Mathematics Education Course, *Annual Meeting of the School Science and Mathematics Association School Science and Mathematics Association* in Salt Lake City, UT.
- **Telese, J. A.**, Columba, L. (2019). Women in Mathematics: Why so few?, *Annual Meeting of the School Science and Mathematics Association School Science and Mathematics Association* in Salt Lake City, UT.
- Thompson, A., Culpepper, S., Brower, S., **Estrada, V.**, **Garcia, C.**, Huie, C. (2020). Implementing a Causal Systems Analysis Protocol to Address Problems of Practice in Teacher Education Programs, *ATE Conference 2020* in Atlantic City, NJ.
- Thompson, A., Huie, C., Culpepper, S., Brower, S., **Garcia, C.**, **Estrada, V.**, Brasher, D., Allen, L., Mauer, A., Ferrell, A. (2019). Testing Change Ideas Through Disciplined Inquiry Using Plan-Do-Study-Act Cycles, *CSOTTE Conference 2019 CSOTTE* in Frisco, TX.
- **Vizcaino, V.** (2019). Effects of Social Constructivist Learning Theory on Latino Students' Proportionality, *42nd Annual Conference 2019, Southwest Educational Research Association* in San Antonio, TX.
- **Williams, Z.** (2019). The Importance of Arts-Based Research Through Role-Play, *20th Annual Conference of the Curriculum & Pedagogy Group* in McAllen, TX.
- **Williams, Z.**, Alcocer, L. (2019). Who Am I? Student's Perspectives of Multiculturalism in a Crossing-Border Context, *20th Annual Conference of the Curriculum & Pedagogy Group* in McAllen, TX.
- Yanez Medrano, K., **Jewett, L. M.** (2019). In-between: The liminal and border spaces of critical dialogue in Latinx dual enrollment classrooms, *2019 Critical Issues in Education National Symposium* in Chicago, IL.

- **Zhang, Z.** (2019). An Exploratory Sequential Design: A Mixed Methods Model for the Statistics Learning Assessment with a Bayesian Network Representation, *ICDPHDT* 2019: 21st International Conference on Developmental Psychology, Human Development and Theories WASET in Denmark.
- **Zhang, Z.**, **Kambara, H.** (2020). A Multidimensional Scaling of Undergraduate Students' Perception of Reading Motivation in South Texas, *2020 AERA Annual Meeting American Educational Research Association (AERA)* in San Francisco, CA.
- **Zhang, Z.**, **Kambara, H.** (2020). Multidimensional scaling of undergraduate students' perception of reading motivation in South Texas, *AERA*.
- **Zhang, Z.**, **Kambara, H.** (2019). The Examination of the Reliability of Motivations for Reading Questionnaire with USA and Japanese Samples, *ICDPHDT 2019: 21st International Conference on Developmental Psychology, Human Development and Theories in Copenhagen, Denmark.*
- **Zhang, Z.**, Yang, Y. (2019). Diagnostic Assessment for Mastery Learning of Engineering Students with a Bayesian Network Model, *ICDPHDT 2019: 21st International Conference on Developmental Psychology, Human Development and Theories WASET in Denmark.*



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