



Table Of Content

GENERAL INFORMATION	
MISSION AND VISION	
MESSAGE FROM THE DEAN	
2021-2022 HIGHLIGHTS	9
SBEC COMMENDATION	
STEP UP PROGRAM	11
LYFORD CISD RESIDENCY PILOT PROGRAM	12
CHARLES BUTT SCHOLARSHIP	13
CLINICAL TEACHER PINNING CEREMONY	
CURRICULUM LITERACY PROJECT	
GRA PROGRAM	18
NEW PROGRAMS	
FACULTY RESEARCH HUB	26
GRANTS	33
COLLEGE OF EDUCATION AND P-16 INTEGRATION	
SMALL GRANTS PROGRAM	
EXTERNAL GRANTS	
SEED GRANTS	38



Table Of Content

FACULTY CHAMPIONS	
FACULTY & STAFF AWARDS	44
COLLEGE AWARDS	46
OTHER AWARDS AND HONORS	47
ENDOWED CHAIRS	
RETIREES	
NEW FACULTY FOR 2022-2023	50
FACULTY SCHOLARLY WORK	.55
EXTERNAL GRANTS	.56
FACULTY RECOGNITIONS	
FACULTY PUBLICATIONS	60
FACULTY SCHOLARSHIP PRESENTATIONS	70

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. Veronica Estrada

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 Guerra

Chair- Organization and School Leadership

Dr. James Jupp

Chair- Teaching and Learning

OFFICES AND CLINICS

Dr. Erica Villarreal

Director- Office of Educator Preparation and Accountability

Dr. Zulmaris Diaz

Director- Office of Field Experiences

Ms. Celinda Quintanilla

Director- Counseling and Training Clinic

Mission and 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 if 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, famlies, and policy makers.



Message from the **Dean**



The UTRGV College of Education and P-16 Integration continues to contribute to the educational success of our students and our communities. As one of the largest educator preparation programs in the state of Texas, our college has continued to prepare the educators our state needs, particularly at a time of increasing teacher shortages. We are very proud of having received a second commendation by the State Board of Educator Certification for the number of Hispanic teachers who graduate from our program.

In the College of Education and P-16 Integration we continue to place student success at the center of our work, and we remain committed to quality and continuous improvement. To that end, the college hosted a site visit by the Council for the Accreditation of Educator Preparation (CAEP) in the Spring 2022 semester after having gathered, analyzed, and submitted extensive evidence to support our pursuit of national accreditation for our educator preparation program.

This annual report contains highlights of the outstanding work accomplished by our faculty, staff, and students during 2021-2022. I invite you to take some time to explore this report to learn more about our faculty members' research and scholarly activities and our students' involvement in engaging and impactful projects with our school district partners and communities.

Thank you for your continued interest in our work! Respectfully,

Dr. Alma D. Rodríguez Dean







2021-2022 Highlights

SBEC Commendation

In 2019, the State Board for Educator Certification (SBEC) created a system for recognizing high-performing educator preparation programs in the following categories:

- Rigorous and Robust Preparation
- Preparing the Educators Texas Needs
- Preparing Educators for Long-Term Success
- Innovative Educator Preparation

At their February 11, 2022 meeting, the SBEC approved commendations and recognized programs based on the 2020-2021 reporting year. The College of Education and P-16 Integration was recognized for Commendations in Category 2 demonstrating commendable efforts for preparing and supporting teachers who identify as teachers of color.







STEP UP Program

Built on strong partnerships with the Harlingen, McAllen, Los Fresnos, and Brownsville school districts, STEP UP provides teacher candidates the opportunity to work with a highly effective mentor teacher in a P-12 classroom for an entire year. Educators from UTRGV teacher preparation and the school districts work together to create the clinically-rich program so that candidates can enter the teaching profession highly prepared as new teachers. STEP UP offers multiple means of support by drawing from the expertise of the College of Education (e.g., faculty liaisons) and participating school districts (e.g., mentor teachers, district liaisons, principals). In addition to offering forums for discussing highly effective teaching practices, STEP UP asks candidates to begin each semester in the classroom on the first day of school with their P-12 students, observing how teachers engage their new students and prepare them for the new year. Candidates are viewed as valuable co-teachers in the classroom, where they practice their teaching skills throughout the year as they are coached by their mentor teacher and faculty liaison. In addition, participating school districts provide onboarding activities throughout the school year to share district expectations, policies, and procedures as they prepare STEP UP candidates to begin their first year of teaching.

D

Completing its sixth year in spring 2022, STEP UP graduated 35 candidates over the academic year:

Litzy Aleman	Ivana Maldonado
Diana Alvarez-Tovar	Macario Martinez
Valeria Amaro Castillo	Yadira Martinez
Jacqueline Benavidez	Keyla Ochoa
Kathryn Cardenas	Jaclyn Ovalle
Sergio Castillo	Jenny Palacios
Brianna Chavez	Lizette Pruneda
Amanda Cruz	Giselle Ramirez
Carolina De Anda	Monica Rangel
Yasmin De La Cruz	Briana Resendez
Deztenee Flores	Odalis Robles
Adrian Garcia	Jennifer Rocha
Valerie Guerra	Sandra Salazar
Alma Gutierrez	Gustavo Torres
Alondra Gutierrez	Roberto Torres
Mayra Hernandez	Leisel Villarreal
Odalys Izaguirre	Kaly Zuviri
Kiara Jimenez	

STEP UP Faculty Liaisons for 2021-2022:

Ms. Alma Gonzalez	Brownsville ISD
Ms. Mary Atkinson	Harlingen CISD
Dr. Joy Esquierdo	McAllen ISD
Dr. Noe Moraida	McAllen ISD
Dr. Alfredo Salinas	McAllen ISD
r. Steve Chamberlain	Los Fresnos CISD

STEP UP Program Coordinator:

Dr. Steve Chamberlain



Lyford CISD Residency Pilot Program



For years, the College of Education and P-16 Integration has worked with Lyford Consolidated Independent School District as a partner district. But, during the past two years, this partnership not only has created stronger bonds but has come together to co-create the first yearlong paid residency program for UTRGV - one that provides great benefit to UTRGV teacher candidates. Not only this program prepares highly equipped educators ready to teach on day 1 of their career, but it also provides our students financial compensation.

In 2020, we invited Lyford CISD to be part of an application for qualifications to Texas Rural

Funders. The purpose of this request was to offer a program that would support emerging leaders in rural Texas. Our proposal called for a teacher residency model that would provide rural school districts with a sustainable teacher pipeline. During our conversations for this project, Dr. Kristin Brown, Lyford CISD Superintendent, with a visionary spirit took the initiative to establish the first teacher paid residency program in the Rio Grande Valley, without waiting for external funds. In 2021-2022, Lyford CISD hosted and funded UTRGV's first teacher resident cohort, which consisted of 8 undergraduate teacher candidates. This co-constructed program has catapulted in the creation of a paid pathway for clinical teaching. Thanks to Lyford CISD trailblazing initiative, other districts are interested in following suit.

Our first Teacher Residency cohort consisted of: Micaela Escamilla, Iris Garcia, Emily Hernandez, Samantha Molina, January Morin, Brandi Ramirez, Deyla Rodriguez, Paola Reyes.

Charles Butt Scholarship

The final cohort of UTRGV Charles Butt Scholars were announced in the summer 2022, joining an elite group of future teachers selected to receive the prestigious scholarship from the Charles Butt Foundation. The College of Education and P16 Integration (CEP) proudly welcomed 11 new scholars! The final cohort to join UTRGV Charles Butt Scholars consists of Alessandra Hernandez, Alondra Almaraz, Andrea De Lara, Angela Hernandez, Gilberto Hinojosa, Giselle Diaz, Jacqueline Briceno, Krystal Rubio, Miranda Guerra, Stefanie Gonzalez and Vanessa Alvarado.





Teacher Educator Preparation-University Partnership (STEP UP) and take lead roles in the collegiate chapter of Texas Association of Future Educators (TAFE) as part of their journey in becoming a teacher. The Charles Butt Scholarship for Aspiring Teachers was established to attract high achieving students into 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 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.

Charles Butt SCHOLARSHIP FOR ASPIRING TEACHERS

Clinical Teaching Pinning Ceremony

The clinical teaching graduation celebration commends students completing their final semester to become certified teachers in the State of Texas. Future teachers seeking certifications in all levels, secondary and elementary education are announced to the center stage where they receive their certificate and pin. At the end of the ceremony, each clinical teacher is given the opportunity to allow a special family member or loved one to pin them for assisting them along the way to becoming a certified teacher.



THE FUTURE OF TEXAS



Curriculum Literacy Project



Preparing Pre-Service Teachers to Support Math Instruction in a District using High Quality Curriculum

The University of Texas at Austin College of Education invited the UTRGV College of Education and P-16 Integration (CEP) to participate in a Curriculum Literacy Learning Community to explore the use of curriculum literacy in educator preparation supported by a planning grant from the Bill and Melinda Gates Foundation and Carnegie Corporation of New York. In partnership with Rio Grande City Grulla (RGCG) ISD, CEP launched a project to use the district's high-quality math curriculum, Agile Mind, Inc. in preparation of field/clinical experiences for a small group of pre-service teachers enrolled in a math methods course in the elementary teacher preparation program (TPP). Starr County teacher candidates received district

professional development in consuming, navigating and using high quality instructional materials and curriculum in mathematics for supporting 6th grade instruction in preparation of completing field/clinical experiences in spring 2022. Members of the UTRGV CEP-RGCG ISD Learning Community included Dr. Criselda Garcia, Associate Dean, Dr. Carmen Pena, Elementary Preparation Program Coordinator, Ms. Julie Pecina, Special Education Program Coordinator, Ms. Elsa Morris, Assistant Superintendent for Curriculum and Instruction, Ms. Hermelinda Ayala-Rios, Mathematics Director and Ms. Brenda Trevino, Math Strategist.

The projects goals were as follows:

- Examine professional learning in Agile Mind, Inc., a high-quality math curriculum, for a small cohort of teacher candidates in preparation for school field/clinical experiences for supporting district math instruction.
- Align preservice and in-service professional learning of teachers to co-construct field/ clinical experiences curriculum to better align field assignments and district curricular needs.

The use of high-quality instruction materials proved to be a valuable experience for

the cohort of teacher candidates as they recommend the curriculum to build theirown math content to support math instruction in schools along with added benefit of reviewing for the state certification exam in math.



Mixed Reality Simulation Program

17

The Mixed Reality Simulation program is a learning tool that provides virtual environments designed to help students improve their performance in an area of study. We use innovative technology to simulate real-world situations where students can put their skills into practice and interact in a safe environment. We offer a wide variety of scenarios in fields such as education, healthcare, customer service, among others. Users can also create and customize scenarios to meet their goals and objectives.

To request a demonstration, please email us at **mrs@utrgv.edu**.

Graduate Research Assistant **Program**

The College of Education and P-16 Integration (CEP) supports faculty research and Graduate Research Assistants (GRAs). In 2021-2022, the CEP once again issued a call for all CEP tenured/tenure-track faculty to apply to work with a GRA. Faculty applied and described how their research activities aligned with the missions and visions of the CEP and UTRGV, as well as UTRGV core priorities: student success; educational opportunity; community engagement; research impacting the Rio Grande Valley and beyond; and health and medical education. Faculty also described how they would mentor and support their GRA.

At the end of the year, there is the expectation for faculty to produce a minimum of one manuscript ready for submission to a peer-reviewed journal. The CEP Faculty Research Hub supported faculty publishing expectations by providing professional development sessions designed to strengthen GRA research skills. Below is information about faculty projects as well as their publications, manuscripts submitted for publication, and conference presentations.



2021-2022 Faculty Projects



Dr. Clarissa Salinas Assistant Professor

The Impact of COVID-19 for Grieving Children and Latinx Students' Perceptions of Online Teaching and Learning



Dr. Federico GuerraDepartment Chair

Exploring Factors that Influence Teacher Candidates' and College Students' Well-Being



Dr. Elena Venegas Assistant Professor

Dr. Isela AlmaguerProfessor

Literature Circles with Teacher Candidates Project SOAR: Spanish Opportunities that Accelerate Reading



Dr. Jair Aguilar Assistant Professor



Dr. Melissa Abeyta Assistant Professor

Hispanic Elementary Pre-Service Teachers' Reasons for Having a Negative Attitude toward Mathematics Environmental Scan for Formerly Incarcerated and System Impacted Students in Texas

UTRGV...

2021-2022 Faculty Projects



Dr. Michelle Abrego Assistant Professor

Building the Cultural Competence and Skills of Aspiring School Leaders to Engage Diverse Families



Dr. Ming-Tsan Lu Associate Professor

Investigating High-Impact Practices in a South Texas Hispanic-Serving Institution



Dr. Noushin Nouri Assistant Professor

nin Nouri Professor

Dr. Ralph CarlsonProfessor

Trends in the Nature of Science Research: A Systematic Review of a Quarter of a Century NOS Literature Deriving Psychometric Properties for Assessment Scales



Dr. Steve ChamberlainProfessor

The Effects of Professional Development on Coaching on STEP UP Cooperating Teacher and Supervisor Beliefs and Practices



Dr. Suzanne Maniss Associate Professor

Training Clinical Mental Health Counseling Students to Provide Mental Health Services to Immigrants at the U.S. Southern Border

2021-2022 Deliverables

- **Abrego, M.**, Abrego, J. Garcia, A. & **Guerra, B.** (August 5, 2022). *Effective school communication with marginalized families along the border.* [Presentation]. International Conference for Professors of Educational Administration. Denver, Colorado.
- **Abrego, M., Guerra, B.**, Abrego, J. & Garcia, A. *Essential considerations for home school communication along the Texas Mexico border.* [Manuscript in preparation].
- Aguilar, J. J., & Flores, Y. (2022). Analyzing the effectiveness of using mixed-reality simulations to develop elementary pre-service teacher's high-leverage practices in a mathematics methods course. Eurasia Journal of Mathematics, Science and Technology Education, 18(5), em2107. https://doi.org/10.29333/ejmste/12006
- **Aguilar, J. J. & Flores, Y.** (2022, February). *I am just not good at it! Reasons Why High School Students Don't Like Mathematics* [Presentation]. UTRGV STEM Consortium. South Padre Island, Texas.
- Aguilar, J. J., Lu, M. T. P., & Flores, Y. (2022). Factors influencing Elementary-Pre-Service Teacher's Dispositions Toward Mathematics: An Exploration of Causes, Perceptions, and Origins. Manuscript submitted for publication to International Journal of Science and Mathematics Education.
- Aguilar, J., Lu, M. T. P., & Flores, Y. (2022). Aversión a las Matemáticas de Maestros de Primaria en Formación: Causas, Razones y Percepciones. Elementary Pre-Service Teacher Aversions Toward Mathematics: Perceptions, Reasons, and Origins. Conference Paper accepted. PME-NA44.
- Aguilar, J. J., Lu, M. T. P., & Flores, Y. (2022, March). Breaking Misconceptions with Model-Eliciting Activities: Fostering interest, motivation, and positive attitude in the high-School Level. Virtual Poster Presentation hosted by the International Consortium for Research in Science and Mathematics Education.
- Almaguer, I. & Esquierdo, J. J. (2022). Analyzing Reading Scores of Elementary Latinx Bilingual Learners in a One-Way Dual Language Education Program.

 Manuscript submitted for publication consideration to NABE Journal of Research and Practice.



- Almaguer, I. & Esquierdo, J. J. (April 2022). Examining Dual Language Latinx Bilingual Learners' Reading Scores. A research presentation at the American Educational Research Association (AERA) Annual Meeting.
- Almaguer, I., & Esquierdo, J. J. (February 2022). Accelerating Emergent Bilinguals' Academic Success Through Dual Language Enrichment Education. A research presentation at the National Association for Bilingual Education (NABE) Conference.
- Avila, R, **Abrego, M. H.** & **Guerra, B.** (in press). Student Mobility. In J. Abrego, M. H. Abrego & Pankake, A. (Eds.). *Administrative Leadership of Operational Systems that Support Special Instructional Programs.* (1st ed.) Kendall Hunt Publishing.
- **Esquierdo, J. J.**, & **Almaguer, I.** (2022). Examining One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on a State Standardized Reading Assessment. Journal of Latinos and Education [revisions currently under way].
- Guerra, F., Zamora, R., Vela, J. C., & Zamora, E. (2022). Superintendent perceptions of the role of principal preparation programs to assist in the behavioral, emotional, and psychological needs of Latina/o students [Manuscript in preparation].
- Olvera, C., Carlson, R., Carlson, C., & Medrano, H. (2022, April). *Personality Profile of Rapist on the MMPI-2*. Western Psychological Conference, Portland, OR.



- Pankake, A., Rodriguez M., & **Guerra, B.** (in press). Students in foster care. In J. Abrego, **M. H. Abrego** & Pankake, A. (Eds). *Administrative Leadership of Operational Systems that Support Special Instructional Programs.* (1st ed.) Kendall Hunt Publishing.
- Salinas, C., Lerma, E., Zamora, E., & Vela, J. C. (2022). Graduate counseling students' preparedness to practice tele-mental health [Manuscript in preparation].
- Salinas, C., Vela, J., & Zamora, E. (2022). The impact of COVID19 on grieving children [Manuscript in preparation].

- Vela, J. C., **Guerra, F.**, Diaz, Z., & **Zamora, E.** (2022). Exploring Factors that Influence Teacher Candidates' and College Students' Well Being [Manuscript in preparation].
- Vela, J. C., **Guerra, F.**, **Zamora, E.**, & Perez, E. (in press). Exploring Latinx High School Students' Experiences with High School Counselors. *Professional School Counseling*.
- Vela, J. C., Salinas, C., Guerra, F., Lu, M. T. P., & Zamora, E. (2022). Counseling Graduate Students' Perceptions of their Instructors' Online Teaching Practices. Manuscript submitted for publication consideration to Journal of Latinos and Education.
- **Venegas, E. M.** & **Guanzon, A.** (2022 May). Reflecting practice: Teacher Self-Captured Video as a Tool for Improving Interactive Read-Alouds and Instructional Self-efficacy." *Manuscript submitted for publication consideration to The Reading Teacher.*
- **Venegas, E. M.**, & **Guanzon, A.** (2022). Teacher Self-Captured Video as Professional Development: A Plausible Solution to Improving Teacher Self-efficacy regarding Interactive Read-alouds. To be presented at Literacy Research Association conference.

New Program

PRIMARY CARE
BEHAVIORAL
HEALTH

The Department of Counseling placed two internship students (Brooklyn McDonald and Fabian Pedraza) in a School of Medicine/Department of Psychiatry program. TCHATT or the Texas Child Health Access Through Telemedicine provides no-cost telehealth services in schools with the aim to increase access and reduce wait time for mental health services for children across Texas. TCHATT is designed to provide short-term school-based access to a limited number of telehealth visits with a child and adolescent mental health professional for high-risk children and adolescents identified by school personnel.

The first cohort of Counseling students

enrolled in the Primary Care Behavioral Health certificate program (a collaboration among the UTRGV School of Medicine/Family Practice, the Department of Counseling, the Department of Psychological

Services, the School of Social Work, and the School of

Rehabilitation Services) will graduate in

August 2022. The second cohort has been admitted for fall 2022.

The UTRGV Primary Care
Behavioral Health (PCBH)
Certificate focuses on upskilling
mental health trainees as
proficient primary care team
members and expanding
the behavioral healthworkforce
in the Rio Grande Valley.





Bob Clark Social Services Center

LEARNING TO TEACH LAB



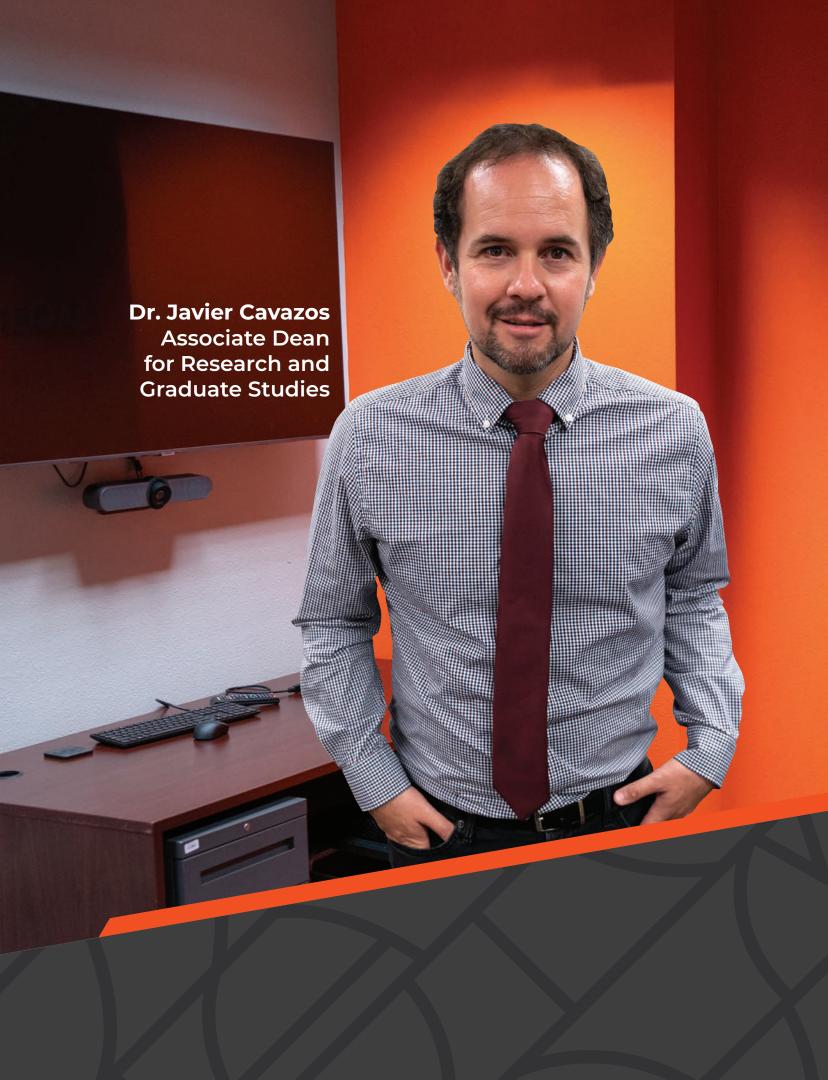
The Texas Examination of Educator Standards (TEXES) is the exam series for teachers in the state of Texas. Every teacher in the state of Texas must take a test demonstrating they understand the content they will teach.

The University of Texas Rio Grande Valley offers the following Representative exams to teacher candidates who want to teach the following content or subjects.

- EC-6 Core Subject (391)
- Pedagogy and Professional Responsibilities (160)
- PK-3 Early Childhood (292) Science of Teaching Reading (293)
- Specializations Exams
- · Secondary and All-Level Content

Request a Study Plan Appointment

Email certificationexamsupport@utrgv.edu to receive information on scheduling your appointment for assistance with the development of a study plan.



CEP FACULTY RESEARCH HUB

Faculty Research Hub

Faculty Research Hub

In Fall 2021, Dean Alma D. Rodriguez invited interested CEP faculty member to join a design team to develop and implement a Faculty Research Hub. The vision of the CEP Faculty Research Hub is to provide faculty development and support in the area of applied, pure/basic, and theoretical research in education; provide faculty development and support in the area of grant writing; promote and support student scholarly opportunities; and provide oversight of all graduate research assistants in the college, including building capacity among them and supporting faculty who are awarded a GRA. The Faculty Research Hub is composed of the following components and initiatives: (1) Graduate Research Assistants program, (2) College Research Grants and Grant Support, (3) College Journal, and (4) Professional Development and Resources. All design teams came together throughout the year to share objectives, progress, and outcomes, as well as to obtain feedback from the overall design team. Below is information regarding the design teams as well as their work so far and plans.

Graduate Research Assistants Program









Dr. Fred Guerra (Lead)

Dr. Michelle Abrego Ms. Germaine Tondji

Dr. Javier Cavazos

The purpose of the GRA design team is to provide oversight of all GRAs in the college, including building capacity among them and supporting faculty who are awarded a GRA. This design team partnered with faculty and various centers, including the University Writing Center and University Library, to lead workshops focused on University Library instruction; Writing, Requesting, and Integrating feedback; American Psychological Association (APA) 7th edition; How to Write a Lot; and How to Write a Strong Institutional Review Board Proposal. A total of 72 CEP or UTRGV students attended a Fall 2021 or Spring 2022 workshop. Additionally, this design team created a Blackboard Organization course with videos and resources available for GRAs and their faculty mentors, and they revised and sent out the call

for 2022-2023 GRAs. They also revised and implemented fall and spring semester evaluations for both GRAs and faculty mentors. In Fall 2022, they will finalize the Blackboard organization for GRAs, design Fall 2022 professional development for GRAs and mentors; and design an orientation for new and returning GRAs.

College Research Grants and Grant Support









Dr. Noushin Nouri (Lead)

Dr. Ana Carolina Diaz Beltran

Dr. Israel Aguilar

Dr. Maria Perez

The purpose of this design team is to provide faculty development and support in the area of grant writing. This design team met with college grant experts to identify ideas and searched for grants databases/spreadsheets. They also designed and implemented a survey to identify faculty expertise. Based on survey results, the design team created an infographic and a coded spreadsheet with faculty expertise and fields of research interests. In Fall 2022, they will send a revised survey to CEP faculty to further identify areas of expertise; work on the grant repository based on the areas of expertise; create a handout for grant-seeking initial steps; and provide feedback and support for CEP Small Grant awardees.

College Journal



Dr. Jesus Abrego (Co-Lead)



Dr. David Martinez-Prieto (Co-Lead)



Dr. Ana Carolina Diaz Beltran



Dr. Laura Jewett



Dr. Noushin Nouri

This design team aimed to re-design the goals and scopes of the Borderlands journal. With this purpose, they re-defined the different sections of the journal to provide clear guidelines for the prospective editors, board members, authors, and audience of Borderlands. The re-defined sections and descriptions include Borderlands of Practice; Multilingual, Transnational Literacies, and Multicultural Studies in the Borderlands; Curriculum Dialogues; and Community Voices. They also identified board members for each section. In Fall 2022, this design team aims to re-define the general scopes and goals for the journal; create a plan to incorporate editors, board members, and prospective reviewers; and create a description of the functions of a prospective managing editor for the journal.

Professional Development and Resources







Dr. Alejandro Garcia (Lead)

Dr. Javier Cavazos Dr. Ralph Carlson

The purpose of this design team is to provide faculty development and support in the area of applied, pure/basic, and theoretical research in education and to manage the Faculty Research Hub resources. This design team distributed a needs survey to CEP faculty to determine interests and needs related to professional development. In response to needs and interests, this design team partnered with CEP faculty to facilitate professional development workshops in fall 2021 and spring 2022. Workshops focused on (1) Developing and Sustaining a Research Collective; (2) How to Find the Right Places to Publish your Journal Articles; (3) Scales/Measures/ Instruments Using SPSS to Derive Psychometric Properties of Reliability and Validity; (4) How to Obtain a Book Contract; and (5) Getting Started with Qualtrics. A total of 82 faculty from CEP and throughout UTRGV participated in these professional development workshops. The design team also began working on the CEP lending library and Faculty Research Hub space allocation and reservation system. In Fall 2022, this design team will make the Lending Library operational; finalize Faculty Research Hub space allocation; finalize the Faculty Research Hub webpage; and collaborate with Research Grants and Grants Support design team to design future professional development related to grant writing.







College of Education & P-16 Integration Small Grants Program

In 2021-2022, Dean Alma Rodriguez announced a call for the CEP Small Grants program. The purpose of the CEP small grants program is to support CEP faculty with opportunities and support to perform pilot studies that can provide data for publication and/or an external grant proposal. The small grants program targets CEP and UTRGV goals and core priorities. Below is information about the CEP faculty who were awarded a CEP Small Grant.

Dr. Clarissa Salinas (Principal Investigator, Department of Counseling): The Impact of COVID-19 on Grieving Children

This pilot project examined the impact of an expressive arts intervention on children's PTSD symptoms and hope. Project findings will be significant and influence knowledge and society. These results are expected to have a positive impact to advance knowledge and benefit our community by providing evidence of the impact of a research intervention that can be used for further development in testing innovative strategies for Hispanic children who experience grief. This contribution is expected to have implications for clinical practice to improve quality of life among Hispanic children.

Dr. Jair Aguilar (Principal Investigator, Department of Teaching and Learning), Dr. Ming-Tsan Lu (Co-Principal Investigator, Department of Teaching and Learning), and Ms. Yajaira Flores (Graduate Research Assistant, College of Education and P-16 Integration): Elementary Pre-Service Teachers' Reasons for Disliking Mathematics: The Intersection among Perception, Attitude, Motivation, and Opinions

Student's experiences through their academic life affect their perceptions, belief, and opinions toward mathematics (Kane & Mertz, 2012) and whether or not they like mathematics or even how much they like it. For instance, students in secondary levels has depicted a negative attitude toward mathematics (Aguilar 2021), mainly because of a negative experience during their previous academic years (e.g. in elementary). In this study, approximately 150 EPSTs taking a mathematics methods course during Spring 2023 will be asked about their attitude, perceptions, opinions, and motivations toward mathematics. The importance of the project we are presenting here lies in fact that we will be uncovering the roots of elementary pre-service teacher's (EPSTs)mathematical misconceptions and mindsets.

This is relevant and significant because it will serve as the basis for developing strategies that improve EPST's mathematical proficiency, content knowledge, motivation, and attitude toward mathematics.

Dr. Julia G. Cuevas-Guerra (Principal Investigator, Department of Human Development and School Services) Para Delante: Moving Forward with Developmentally Appropriate Practices in Early Childhood Education During COVID

This project explored how bilingual early childhood educators across the Rio Grande Valley integrate Developmentally Appropriate Practices (DAP) in their classrooms during the COVID pandemic. Qualitative data was collected through a twelve-question survey and a focus group interview to determine how teachers plan and implement intentional developmentally appropriate learning experiences to promote the social, emotional, physical, and cognitive development of young dual language learners. This research expands the body of knowledge of developmentally appropriate practices to promote dual language learners' optimal development and learning through a strengths-based and play-based approach to joyful and engaged learning.

Dr. Noushin Nouri (Principal Investigator, Department of Teaching and Learning): Trends in the Nature of Science Research: A Systematic Review of Quarter of a Century NOS Literature

This project looked over the past 25 years in core science education journals and considered what trends might be seen with respect to studies of Nature of Science (NOS). This research is important because clarified the current situation of NOS research and provided future direction for NOS research. A systematic literature review method as presented by Denyer and Tranfield (2009) was used, which consisted of the identification, selection, analysis, and synthesis of existing research on a particular topic and its presentation in a clear manner in order to meet what is known and not known about the topic (Denyer & Tranfield, 2009 as cited in Zimmerman, 2016). The following five steps proposed by Denyer and Tranfield (2009) were used: (1) definition of the research question; (2) location of studies; (3) selection and evaluation of studies; (4) analysis and synthesis; (5) presentation of results.

External Grants

\$625,000 Grant from U.S. Department of Health and Human Services

Dr. Suzanne Maniss (PD), Dr. Nancy P. Razo (CO-PD), Dr. Javier Cavazos (Project Evaluator), Dr. Selma Yznaga (Co-Project Evaluator), Dr. Christine Berger (Training Specialist), Dr. Erica Villarreal (Training Specialist) and Dr. Zulmaris Diaz (Training Specialist) were awarded a 5-year, \$625,000 grant for Project Bridging the Way.

The Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS) provided this funding as part of their Mental Health Awareness Training grants (MHAT). Project Bridging the Way will train school personnel (e.g., teachers, counselors, administrators, school law enforcement, Human Resources employees), parents, and undergraduate clinical teachers in the UTRGV College of Education and P-16 Integration to recognize signs and symptoms of mental illness and/or emotional disturbances in youth and school district staff and make appropriate referrals to licensed mental health providers.

\$7,727,166 Grant from U.S. Department of Health and Human Services

Dr. Hilda Medrano (Principal Investigator) led the Early Head Start Child Care Partnership Program which is funded by a 5-year Grant from the Office of Head Start and Administration for Children and Families. Through this program, 372 children from ages six weeks through three years of age are served annually at six EHS CCP sites in the PSJA areas.

\$314,997 Grant from National Science Foundation

Dr. Maria Diaz (Co-PI) was awarded by the National Science Foundation (NSF) with \$314,997.00 for three years. The research initiative, titled *Families and University Together as a Unit for Research and Education (FUTURE): Connecting Hispanic Families to Geosciences Through Community Informal Learning,* is in collaboration with the faculty from the School of Earth, Environmental, and Marine Sciences and the Department of Civil Engineering (UTRGV). These faculty are Dr. Chu-Lin Cheng (PI), Dr. Hudson Deyoe, Dr. Juan Gonzalez, and Dr. Engil Pereira (Co-PIs). The purpose of this initiative is to examine an approach to stimulate Hispanic participation in geosciences by connecting families (parents and students/children) through a community informal learning network.

\$5,000,000 Grant from National Science Foundation

Dr. Constantine Tarawneh (Principal Investigator), Dr. Angela Chapman (Co-Principal Investigator), Dr. Mohamadhossein Noruzoliaee (Co-Principal Investigator), Dr. Fatemeh Nazari (Co-Principal Investigator), and Dr. Jianzhi Li (Co-Principal Investigator) were awarded a \$5,000,000 grant from the National Science Foundation (NSF) to establish the Center for Multidisciplinary Research Excellence in Cyber-Physical Infrastructure Systems (MECIS). The goal of MECIS is to achieve excellence in cyber-physical infrastructure systems (CIS) research and integrate CIS research into education as a way to diversify the STEM workforce.

\$125,610 Grant from Meadows Foundation

Dr. Ming-Tsan Lu (Co-Principal Investigator) was awarded a \$125,610.00 grant with the Student Health and Academic Success Initiative (SHASI) for a 3-year, collaborative research project with several universities in Texas. It aims to investigate HSI college student health and its possible impact on academic success by tracking related variables in longitudinal settings.



College of Education and P-16 Integration faculty in collaboration with faculty from other UTRGV colleges were awarded \$13,792,773 in external grants.

Seed Grants

In AY21-22, the UTRGV Office of Faculty Success & Diversity called for proposals for Faculty Seed Research Grants, which provided funding for new research and scholarly projects to strengthen proposals for external funding. The Faculty Seed Research Grants are designed to encourage scholarly research that leads to discovery and dissemination of knowledge. Below is information about the proposals that were funded with a Principal Investigator or Co-Principal Investigator from the College of Education and P-16 Integration.

Arts+JSTEM





Dr. Angela Chapman (Principal Investigator), Megan Keniry (Co-PI), Javier Macossay-Torres (Co-PI), Elena Venegas (Co-PI), and Lilia Cabrera (Co-PI) received a seed grant to engage Latinx Students through STEM, Arts, and Journalism that will expand on the existing Journalism STEM (JSTEM) high school summer program at The University of Texas Rio Grande Valley (UTRGV). The proposal offered an

innovative approach that will lead to broader participation of Latinx students in STEM education and strengthen the SUBIR program in the Office of Engaged Scholarship and Learning. SUBIR is a high school to college bridge program that facilitates undergraduate research and creative works experiences for incoming freshmen through mentor-mentee matching. The project leveraged and expanded an existing program (Journalism STEM/JSTEM) that has engaged Latinx high school students from Vanguard Academy and La Joya ISD in research. Arts+JSTEM draws on a project-based learning model to provide students with interdisciplinary learning in STEM, journalism, and the arts. The main objective of this project was to develop and test a model of interdisciplinary learning.

Who is a Better Teacher? AI-Based Calibration of Teaching Quality



Dr. Seokmin (Chandler) Kang (Principal Investigator) and Dr. Doungchul Kim (Co-PI) received a seed grant to create an automated teaching performance evaluation tool. They will build a web-based tool that measures teachers' behaviors to calibrate teaching quality, especially teacher behaviors helping students more engage in their learning such as teachers' gaze and engaging gestures toward students. The specific goals for the project are to (1) develop a standalone system (TBAT) that measures teaching

quality by analyzing nonverbal behaviors such as the frequency and length of teacher gaze toward students and hand gestures; (2) examine whether the results obtained from TBAT correspond to the results from manual coding to check correspondence of teaching quality; and (3) evolve the standalone system to a web-based system.

Best Classroom practices in the Nature of Science Research: A Systematic Review of a Quarter of a Century NOS Literature



Dr. Noushin Nouri (Principal Investigator) received a seed grant to identify the best practices for NOS classroom practices in re sponse to the concern of the researcher about the failure of teachers in transferring their NOS knowledge to the students. To fulfill this goal, in the first phase of project the NOS articles published in major science education journals in the last 25 years will be categorized based on their main subject. While reporting these categories itself is one of the outcomes of this project, this step will be used to reach the category that includes articles

about NOS classroom practices. By meta-synthesizing these articles, a framework with specific components that can contribute to successful NOS instruction will be proposed.

Exploring STEM Undergraduate Latina Students' Learning Experiences, Resilience, and Equity Ethic



Dra. Alyssa Cavazos (Principal Investigator), Dr. Javier Cavazos (Co-Principal Investigator), and Mr. Alonso Troncoso (Co-PI) received a seed grant to transform teaching and learning practices for undergraduate Latinx students in STEM education. To respond to national and institutional calls for helping more Latinas pursue STEM careers, they aimed to discover Latina STEM undergraduate students' learning experiences, perceptions of equity ethic, and stories of resilience. Forty Latina STEM undergraduate students in courses with high

Drop-Failure-Withdrawal rates were interviewed. This project generated new knowledge regarding approaches to improve STEM learning environments for Latina students. New knowledge on evidence-based teaching and learning methods with resilience and equity ethic generated through research in the current project will increase understanding of effective undergraduate STEM teaching and learning. Project findings also have potential to create targeted professional development for instructors to ensure adoption of effective pedagogical techniques within a resilience and equity ethic mindset.

Faculty Champions



Dr. Ralph Carlson

Faculty Champion for Research

Ralph Carlson, Professor, Department of Human Development and School Services, appointed as Faculty Champion for Research, assisted, and consulted faculty and graduate students with their research studies. The consultation and assistance included research design and methodology, deriving psychometrics properties for scales/measurements/instruments used in their research studies, and statistical analysis. As

part of this work, a survey instrument was developed and administered to assess faculty members and graduate students' needs, interests, and/or questions about research. These data provided a basis for developing a series of professional development workshops.



Dr. Jacob Neumann

Faculty Champion for Research

Jacob Neumann, Professor, Department of Teaching and Learning, who received the position of Faculty Champion for Research, assisted faculty with their research and publication ideas. As part of Dr. Neumann's objectives, two resources were created: A Blackboard organization was created to serve as a clearing house for research tools and collaboration across the college.

In addition, Dr. Neumann sent out an invitation to faculty to receive feedback on manuscripts before sending them to a journal for peer review.

Faculty Champions



Dr. Leticia Deleon

Faculty Champion for Digital Pedagogies

Leticia de Leon, Professor, Department of Teaching and Learning, served as Faculty Champion for Digital Pedagogies. Dr. De Leon, in collaboration with Dr. Rene Corbeil and Dr. Maria Elena Corbeil, created and launched the program, The Empowered Educator Program for 21st Century Teaching. This program was designed to help the pre-service teachers enhance their knowledge of technology integration, build

online professional profile of digital literacy accomplishments, and determine ways to fit the roles outlined by the ISTE. The program was implemented with the students in all teacher preparation programs, and they were enrolled in a Blackboard course in which two modules per semester were launched. Two workshops were synchronously planned and implemented to help students get started with their professional portfolio. Dr. De Leon will continue executing the program to complete the full cycle of implementation and more workshops will become available during Fall 2022 to continue helping students build their professional portfolio.



Dr. Sandra Musanti

Faculty Champion for Teacher Educator Development

Sandra Musanti, Professor, Department of Bilingual and Literacy Studies, appointed as the Faculty Champion for Teacher Educator Development, launched the Transforming Teacher Educator PD modules which focus on implementing a professional development for teacher educators aligned with the College of Education and P-16 Integration teacher preparation

transformation efforts. These modules were developed in collaboration with Dr. Leticia De Leon, Dr. Veronica Estrada, and Dr. Zulmaris Diaz. As part of this work, a collaboration with CEP stakeholders was created to support teacher educators involved in field experience and clinical teaching, especially focusing on, but not limited to, field supervisors, cooperating teachers, adjuncts, lecturers, and new faculty. In collaboration with Dr. Zulmaris Diaz, Director of Field Experiences, Dr. Musanti will continue to use these modules to introduce new field supervisors and new assistant professors of practice to CEP framework for teacher preparation.





Faculty and Staff Awards

College Awards



Dr. Maria Elena CorbeilProfessor

Outstanding Faculty Teaching Award



Dr. Selma YznagaAssociate Professor

Outstanding Faculty Service Award



Dr. Noushin NouriAssistant Professor

Outstanding Faculty
Research Award



Dr. Zulmaris DiazProfessor

Outstanding Faculty
Contributions to Continuous
Improvement Award



Ms. San Juana Monreal Administrative Assistant II

Outstanding Staff Award

Other

Awards and Honors



Dr. Selma YznagaAssociate Professor



ACES 2021 CONFERENCE

OCTOBER 5-10

At the annual fall conference, Dr. Selma Yznaga was awarded the 2021 Distinguished Professional Service Award by the Association for Counselor Education and Supervision - a division of the American Counseling Association.

Endowed Chairs



C.B. Slemp Endowment
Dr. Hilda Medrano
Professor



Houston Endowment
Dr. Isela Almaguer
Professor



The Miguel Nevarez Endowment
Dr. Joy Esquierdo
Professor

Faculty Retirees



Dr. Cynthia Galvan Lecturer II

Department of Teaching and Learning



Dr. Carmen Garcia-Caceres Senior Lecturer

Department of Teaching and Learning



Dr. Peter KranzProfessor

Department of Counseling



Dr. Denise Love Lecturer III

Department of Teaching and Learning



Dr. Alcione OstorgaProfessor

Department of Bilingual and Literacy Studies

New Faculty for 2022-2023

Department of Bilingual and Literacy Studies



Ms. Tabitha Hornby Lecturer I



Ms. Sarahi Pacheco Assistant Professor in Practice



Dr. Lileanna Rios-LedezmaAssistant Professor
in Practice



Dr. Erika Zavala Lecturer I

The Department of Bilingual and Literacy Studies supports the education of diverse students in monolingual, bilingual and multilingual settings.

Department of Organization and School Leadership



Dr. Debra ArceAssistant Professor in Practice



Dr. Albert IrlasAssistant Professor in Practice



The mission of the Department of Organization and School Leadership is to continuously improve leadership development through teaching, research, and service that includes the cultural and linguistic history of the Texas-Mexico border.

New Faculty for 2022-2023

Department of Teaching and Learning



Dr. Sara AhmadiAssistant Professor in Practice



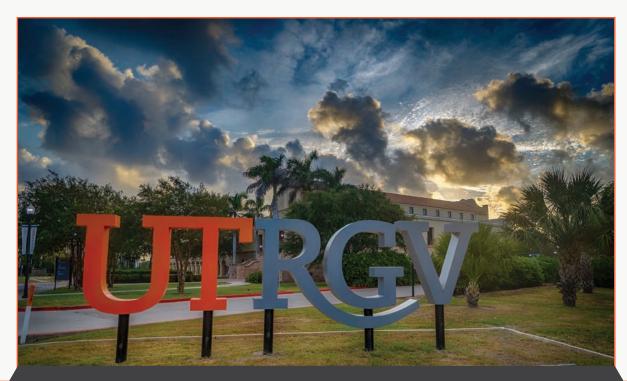
Dr. Melissa Adams CorralAssistant Professor



Ms. Johanna Esparza Assistant Professor in Practice



Ms. Patricia Ramirez Biondolillo Assistant Professor in Practice



The Department of Teaching and Learning is committed to student success and providing resources and support for faculty to engage in teaching, research, and service, with an emphasis on community engagement in the Rio Grande Valley. It is this collaborative spirit that guides all we do. We believe in the power of education to transform our community.





Faculty Scholarly Work

External Grants

DEPARTMENT OF COUNSELING

Maniss, S. (PI), Razo, N. (Co-PI), Cavazos, L. J. (Senior Personnel), Yznaga, S. (Senior Personnel), Berger, C. (Other), (2021 - 2026). PROJECT Bridging the Way - UTRGV Mental Health Awareness Training Initiative, Funding Source: U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Mental Health Awareness Training Grant, Federal, (\$625000).

DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

- **Lowdermilk, J. (PI)**, (2021 2022). Marketing for TAB, Funding Source: Texas Higher Education Coordinating Board, State, (\$30,000).
- Maniss, S. (PI), **Razo, N. (Co-PI)**, Cavazos, L. J. (Senior Personnel), Yznaga, S. (Senior Personnel), & Berger, C. (Other), (2021 2026). PROJECT Bridging the Way UTRGV Mental Health Awareness Training Initiative, Funding Source: U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Mental Health Awareness Training Grant, Federal, (\$625,000).
- Medrano, H. (PI) (2021). FY22 Texas School Ready. University of Texas Health Science Center Houston (\$357,480).
- Medrano, H. (PI), (2021). FY22 Early Head Start Grant. U.S. Department of Health & Human Services. (\$7,727,166.00).

DEPARTMENT OF TEACHING AND LEARNING

- Aguilar, J. (PI), Lu, M.-T. (Co-PI), Flores, Y. (Other), (2022). Elementary Pre-Service Teachers' Reasons for Disliking Mathematics: The Intersection Among Perception, Attitude, Motivation and Opinions, Funding Source: College of Education and P-16 Integration, The University of Texas Rio Grande Valley, (\$5000).
- Chapman, A. M. (PI), Keniry, M. E. (Co-PI), Macossay-Torres, J. (Co-PI), Venegas, E. M. (Co-PI), Cabrera, L. D. (Co-PI), (2022). Arts+JSTEM, The University of Texas Rio Grande Valley, (\$10000).

- Estrada, V., Pena, C., Love, D., (2020 2021). Implementing High Leverage Practices in Virtual and F2F Classroom Environments at a Hispanic Serving Institution, The University of Texas Rio Grande Valley, (\$1500).
- Forman, T. M., Sanchez, J., (2021 2022). Effective Utilization of Academic Coaches for Instructional Support in the Online Course, Funding Source: Instructional Connections, LLC., Private, (\$10000).
- Lu, M.-T. P. (PI), Aguilar, J. (Co-PI), Diaz, M. E. (Co-PI), Haas, J. (Co-PI), Nouri, N. (Co-PI), Salinas, C. (Co-PI), (2021 2026). Nita M. Lowey ACE 21st Century Community Learning Centers, Funding Source: TEA- DOE, State, (\$1700000).
- Lu, M.-T. P. (PI), Aguilar, J. (Co-PI), Nouri, N. (Co-PI), (2020 2021). Investigating Hispanic Serving College of Education Pre-Service Teacher (PT) Students' Perception of Effective Technology Integration in the Classroom (ETIC), Funding Source: Hispanic Serving Institution SIRG Research Initiative, The University of Texas Rio Grande Valley, (\$1500).
- Torres-Avila, M. (PI), Torres-Avila, M. (Co-PI), Torres-Avila, M. (Co-PI), Mito, S. (Co-PI), (2021). SABES: Spanish as a Bridge to Educational Success, Funding Source: College of Education and P-16 Integration, Other, (\$1500).

Faculty Recognitions

DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

- Musanti, I. S. received Bilingual Research Journal 2021 Senior Scholar Reviewer Award, National Association of Bilingual Education (NABE). (2022).
- **Venegas, E. M.** received ELEVATE Fellow, Rutgers Graduate School of Education Center for Minority Serving Institutions. (2021).

DEPARTMENT OF COUNSELING

Yznaga, D. S. received ACES Distinguished Professional Service Award - Counselor Education, Counselor Education, Association of Counselor Education and Supervision (ACES). (August 2021).

DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

Fielding, C. is a Board member of the Children's Defense Fund.

Lowdermilk, J. is a Board member of three journals for Technology and Cognitive Systems.

Medrano, H. received Honor Society in Education, Kappa Delta Pi.

Medrano, H. is the C. Bascom Slemp Endowed Chair.

DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

- **Abeyta, E. M.** received Latinx Inclusion 2022 Mena/Valdez Award Nomination, NASPA Latinx/a/o Knowledge Community. (December 20, 2021).
- **Aguilar, I.** received Texas State Teacher's Association Friends of Education Award Region 1 2022, Texas State Teacher's Association. (May 3, 2022).
- **Aguilar, I.** received UTRGV Accessibility Achievement Award Recipient 2021, UTRGV Office of Student Accessibility Services. (November 1, 2021).
- Guerra, R. F. received Kappa Delta Pi, Honor Society in Education, Kappa Delta Pi.

- **Guerra, R. F.** received Phi Delta Kappa, International Honor Society in Education, Phi Delta Kappa.
- Hernandez, R. received Kappa Delta Pi.
- Hernandez, R. received Phi Delta Kappa.

DEPARTMENT OF TEACHING AND LEARNING

- **Corbeil, J. R.** received 2022 EdTech Leadership Award Finalist Higher Education Technology Leader, EdTech Digest. (April 4, 2022).
- **Corbeil, J. R.** received 2021 AECT Division of Distance Learning Distance Education Book Award, Association for Educational Communications and Technology. (August 13, 2021).
- Invited panel discussion. A.L. Gallardo Gutiérrez; **Jupp, J.C.**; J. Villalobos (2022, May) Curriculum, interculturalidad, decolonialidad, e intercambio académico: La formacion de educadores, decolonialidad, e interculturalidad. Universidad Pedagógica Nacional Unidad 203. Ciudad Ixtepec, Oaxaca. May 26th, 2022.
- Jupp, J. C. (2022, May) Invited research presentation. El Diálogo Curricular-Pedagógico Decolonial, Sur-Sur, Cosmopolitia, no Derivado. Ponencia Invitada del Grupo de Curriculum Latinoamericano. Unidad: Estudios de Posgrado, Universidad Nacional Autónoma de México (UNAM). Ciudad de México.
- **Lu, M.-T.** received 2022 ACUE Effective Online Teaching Practices, ACUE. (December 3, 2021).
- Monreal, S. J. received the Staff Excellence Award, College of Education and P-16 Integration (2021-2022).
- **Nouri, N.** received Outstanding Faculty research award, College of Education and P-16 integration. (April 28, 2022).
- **Valdes-Corbeil, E. M.** received Outstanding Faculty Teaching Award, UTRGV College of Education and P-16 Integration. (May 2, 2022).
- **Valdes-Corbeil, E. M.** received 2021 AECT DDL Distance Education Book Award, Association for Educational Communications & Technology (AECT). (October 2021).

Faculty Publications

DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

- Almaguer, I. (2021). (Re) Actualizing culturally sustaining read aloud practices: Enriching Latinx bilingual learners' literacy development. *Journal of Education and Social Development*, 1(5), 1-7.
- **Almaguer, I.** (2022). (Re)Envisioning reading research through multicultural learners' life literacies: Finding voice in our practices by harnessing spaces of opportunity grounded in culturally innovative literacy practices. *The International Journal of Learner Diversity and Identities*, 29(1), 113-125.
- Cavazos, A., & **Musanti, S. I.** (2021). Insights from a faculty learning community on translingual community-engaged pedagogy at a Hispanic Serving Institution. *Language & Education*, 1-15.
- De La Trinidad, M., Alvarez Martinez, S., **Esquierdo, J.**, & Guajardo, F. (2021). Historias Americanas: Implementing Mexican American Studies in K-12 social studies curriculum in the Rio Grande Valley. *Association of Mexican American Educators Journal*, 2(15), 36-63.
- Du, J., & **Zhou, X.** (2022). Translanguaging practices of Chinese/English bilingual engineers' communications in the workplace. *Applied Linguistics Review*, 3(13), 389-402.
- **Espinosa-Dulanto, M.**, Calderon-Berumen, F., & O'Donald, K. (2021). "Yo no me se vender, y no me quiero vender": Latina women navigating personal and professional lives. In K.A. Lewis, K. Banda, M. Briseno, & E. J. Weber (Eds.), *The kaleidoscope of lived curricula* (pp. 29). Information Age.
- **Esquierdo, J. J.** (2021). Acknowledging and affirming university students' linguistic and cultural capital in an education preparation course. *Journal for Bilingual Education Research and Instruction*, 23(1).
- **Esquierdo, J.**, & De La Trinidad, M. (2022). Instructional framework for integrating cross-cultural content using culturally and linguistically affirming pedagogies. In J. Keengwe (Ed), *Handbook of research on race, culture, and student achievement*. Hershey, PA: IGI Global.

- Fain, J.G., Ahiyya, V., Bemiss, E.M., **Schall, J.M.**, Summerlin, J., Will, K., & Wilson, F. (2022). The 2021 notable children's books in the English language arts. *Language Arts*, 99(4), 281-290.
- Fain J.G., Ahiyya, V., Bemiss, E.M., **Schall, J.M.**, Summerlin, J., Will, K., & Wilson, F. (2021). The 2021 notable children's books in the language arts. *Journal of Children's Literature*, 47(2), 61-74.
- **Guerrero, M.** (2021). Gauging the adequacy of translanguaging allocation policy in two-way immersion programs in the U.S. *Journal of Latinos and Education*. DOI: https://doi.org/10.1080/15348431.2021.1971086.
- Jupp, J. C., & **Espinosa-Dulanto, M.** (2021). Beyond US-centered multicultural foundations on race in critical transformative educational leadership & policy studies: A reader. Discussions & solutions from the leading voices in education. Myers Education Press, LLC, 267-286.
- **Kambara, H.**, Lin, Y.-C., & Adachi, S. (2022). Self-construal predicts reading motivation: A comparison between Hispanic American and Japanese college students. *Social Psychology of Education*. DOI: DOI:10.1007/s11218-022-09698-3.
- **Kambara, H.**, & Lin, Y.-C. (2022). Investigating reading motivation in Latinx college students: Qualitative insights from bilingual readers. *Journal of Multilingual and Multicultural Development*.

 DOI: https://doi.org/10.1080/01434632.2021.2021212.
- **Kambara, H.**, & Lin, Y.-C. (2021). Differences in reading motivation between American and Japanese students. *Journal of Literacy Research*, 3(53), 361-381.
- Lerma, E., **Espinosa-Dulanto, M.**, Lewis, K. A., & Viren, V. (2021). Someone smells Like poop: Stories of mothering while being an academic. In K.A. Lewis, K. Banda, M. Briseno, & E. J. Weber (Eds.), *The kaleidoscope of lived curricula* (pp. 81-90). Information Age.
- Lewis, K. A., **Banda, K.**, Briseño, M. & Weber, E. J. (Eds.). 2021. *The kaleidoscope of lived curricula*. Information Age.
- Li, Z., & **Zhou, X.** (2021). Flipping a virtual EFL public speaking class integrated with MOOCs during COVID-19. *International Journal of TESOL Studies*, 1(3), 88-104.
- Martinez Prieto, D. (2022). Nations within nations: The heterogeneity of Mexican transnationals of indigenous descent From Anzalduan lenses. In G. S. Kasun & I. Mora-Pablo (Eds.) Applying Anzalduan Frameworks to Understand Transnational Youth Identities:Bridging Culture, Language, and Schooling at the US-Mexican Border, pp. 52-68.

- Mehta, R., Weninger, C., & Martinez-Prieto, D. (2021). Literacies under neoliberalism: Enabling ethnonationalism and transnationalism. In J. Zacher Pandya, et al (Eds.) *The Handbook of Critical Literacies*, pp 24-39. Routledge.
- Nouri, N., **Rodríguez, A. D.**, & Saberi, M. (2021). Proposing a Framework for Science Teachers' Competencies Regarding Translanguaging: A Meta-Synthesis Approach in International Handbook of Research on Multicultural Science Education *Springer*.
- **Ostorga, A. N.** (2021). Translingual pedagogies for the development of Latinx teacher candidates: A pedagogy for the border. *Association of Mexican American Educators (AMAE) Journal*, 3(15), 60-87.
- Ramos-Lopez, L., & **Musanti, S. I.** (2021). "I don't like English because it is jard." Exploring multimodal writing and translanguaging practices for biliteracy in a dual language classroom. *NABE Journal of Research and Practice*. DOI:10.1080/26390043.2021.1974803.
- Rodríguez, A. D., & Musanti, S. I. (2022). Episode 5: Transforming Teacher Preparation in AACTE's Revolutionizing Education podcast. *AACTE Podcast*.
- **Schall, J. M.**, McHatton, P. A., Saenz, E. L. (2021). How a college of education makes the Hispanic-Serving designation Meaningful. *Journal of Latinos in Education*. DOI https://doi.org/10.1080/15348431.2021.2013227.
- **Zhou, X.**, & Fu, D. (2022). Translanguaging in bilingual social studies classroom in a NYC Chinatown middle school. *Journal of Applied Linguistics Review*, 3(13), 359-372.
- **Zhou, X.**, Li, Z., & Yeh, S. (2022). Teaching English and Solar Terms through a multimodal approach to young Chinese children in multimodal literacies in young emergent bilinguals: Speaking back to print-centric practices. *Multilingual Matters*, 74-85.
- **Zhou, X.** (2021). On the road to translanguaging in a dual language classroom: Teaching math and science in Mandarin and English. *Journal of Multilingual Education Research*, 2021(11), 103-130.
- **Zhou, X.** (2021). Nurturing Hybrid Student Voice in the US and China. *Academic Perspectives*, 1, 1-22.
- **Zhou, X.** (2021). Latina Voices in Dialogue with Literacy. *Journal of Language, Identity & Education*, 18.

DEPARTMENT OF COUNSELING

- Haas, J., O'Grady, K. A., Fox, J. D., Shuermann, H., Toscano, M. E., & Taylor, C.-S. (2022). Responses to the 2014 Police Shooting of Michael Brown: Cosmology Episodes and Enacted Environments. *MDPI Multidisciplinary Digital Publishing Institute*, 133(13), 23.
- **Lerma, E.**, Espinosa-Dulanto, M., Lewis, K. A., & Viren, V. (2021). Someone Smells Like Poop: Stories of Mothering While Being an Academic in The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises. *Curriculum & Pedagogy Group via Information Age Publishing*.
- Ramos, N., **Maniss, S.**, Lowdermilk, J., Ramirez, E., Rangel, C., & Nevarez, N. (2022). Key Components and Critical Steps when using Restorative practices in the Schools: Lack of Cited Research within the Special Education Population. *National Social Science Association*, 2(52).
- **Sparrow, G.**, & Thurston, M. A. (2022). Viewing Dreams as Process: A Key to Effective Dreamwork. *International Journal of Dream Research*.

DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

- Alanis, I., Arreguín, M., & **González, I.** (2021). The Essentials: Supporting Dual Language Learners in Diverse Environments in Preschool and Kindergarten. *National Association for the Education of Young Children*.
- **Curiel, E.**, & Curiel, H. (2021). Teaching receptive money identification using matrix training: A preliminary investigation. *Behavioral Interventions (Advance Online Publication)*.
- Espinosa-Dulanto, M., **Lewis, K. A.**, & Viren, V. (2022). Straddling Differences: Celebrating contradictions and confusion at the frontera in Special Issue: The Im/Possibility of Finding Home in Academia: Personal Narratives of Transnationally Minoritized Scholars in Higher Education Part 2. Editors: Ahmet Atay and Kakali Bhattacharya. *Qualitative Inquiry, SAGE, 6(28), 645-653.*
- Lerma, E., Espinosa-Dulanto, M., Lewis, K. A., & **Viren, V.** (2021). Someone Smells Like Poop: Stories of Mothering While Being an Academic in The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises. *Curriculum & Pedagogy Group via Information Age Publishing*.
- Ramos, N., Maniss, S., Lowdermilk, J., Ramirez, E., Rangel, C., & Nevarez, N. (2022). Key Components and Critical Steps when using Restorative practices in the Schools: Lack of Cited Research within the Special Education Population. National Social Science Association, 2(52).

Weimer, A. A., Cortez, N., & **Razo, N. P.** (2022). Does Chess-playing Relate to Theory of Mind? An examination of the interrelations amonth Theory of Mind, Perspective-taking, and Empathic Concern in Chess-Players in No. Studies in Psychology/Estudios de Psicologia/Taylor and Francis Online, 2(43), 389-413.

DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

- **Abeyta, M. E.** (2022). Academic Pathways for Formerly Incarcerated Students. *Journal Committed to Social Change on Race and Ethnicity*, 1(8), 37-49.
- **Abeyta, M.** (2022). Working Beyond Borders to Cultivate Knowledge and Support for Puerto Rican Colleges and Universities. 48 pgs.
- **Abeyta, M.**, Hernandez, J. L., Torres, A., & Duran, O. Las Voces De Las Calles: Lived Experience of Formerly Incarcerated Latina/o/x students. *American Educational Research Association*.
- **Abeyta, M.**, Hernandez, J. L., Torres, A., Duran, O. Homies Sit in the Front: The Experiences of Formerly Incarcerated Latinx/a/o Students in Higher Education. *American Educational Research Association*.
- **Abeyta, M.**, & Hernandez, J. L. Realizing Equity In & Through Community College: Un Plática en Formerly Incarcerated & System Impacted Students. *Council for the Study of Community Colleges*.
- **Abeyta, M.**, Hernandez, J. L., & Olivares-Urueta, M. Exploring the disparities that formerly incarcerated Latinx students face in the postsecondary educational system. *National Association of Student Personnel Administrators*.
- **Abeyta, M.**, Mutsalkisana, A., & Vasquez, M. Impacting Latina/o/x Community College Undergraduate Scholar Identities Through Mentorship/Femtorship Relationship. *American Association of Hispanics in Higher Education*.
- **Abeyta, M.**, Vasquez, M., Horg-Aaron, C., Arellano, A., Ramirez, N., & Mutsalklisana, A. Fostering Scholar Identities among Latina/o/x Community College Students through Undergraduate Research. *Association for the Study of Higher Education*.
- **Abeyta, M. E.**, Torres, A., Hernandez, J. L., & Duran, O. (2021). Rising Scholars: A Case Study of Two Community Colleges Serving Formerly Incarcerated and SystemImpacted Students. *Journal of Applied Research in the Community College*, 1(28), 99-109.

- **Abrego, M. H.** (2022). Crystal Ball Predictions: What will Education for ELL students look like in 10 Years? *Education Week*,.
- Del Real Viramontes, J., Vasquez, **M., Abeyta, M.**, & Hernandez, J. L. Book Author Plática: Understanding the Latina/o/x Community College to Four-Year College/University Transfer Pipeline in Yes, part of a chapter in a book. *Council for the Study of Community Colleges*.
- Flores, H., **Aguilar, I.**, McPhetres, J., & Hernandez, F. (2021). The impact of GSAs, school size, and school location on school climate. *Consortium for Educational Development, Evaluation, and Research (CEDAR) Yearbook.*
- Hernandez, R., Duran, O., **Abeyta, M.**, Hernandez, J. L., & Gonzalez, A. Familismo in the Latinx/a/o Community. *National Association of Student Personnel Administrators*.
- Menchaca-Ochoa, V. D., & Garcia, A. (2022). Educating the Migrant Student in The Administrative Leadership of Operational Systems that Support Special Instructional Programs. *Kendall Hunt Publishing Company, 5th Edition*.
- Menchaca-Ochoa, V. D., & Estrada, V. L.. Exploring Common Challenges of Superintendents in Small Rural Schools. *Journal of Behavioral and Social Sciences*, (8), 200-211.
- Padilla, G., & Zamora, R. (2022). Effective School Parent Relations in High Performing Schools in South Texas in No. *International Journal of Arts Humanities and Social Sciences Studies*, 3(7), 14-21.
- **Padilla, G.** (2021). Great Leaders Need GAS. International Journal of Arts, Humanities & Social Science, 8(2), 1-4.
- Padilla, G., Zamora, R., & Guerra, F. (2021). The Role of the School District in High-Performance Title One Schools in South Texas. *Journal of Educational Leadership in Action*, 7(2). https://digitalcommons.lindenwood.edu/cgi/view content.cgi?article=1095&context=ela
- Rubin, R., **Abrego, J. H.**, & Sutterby, J. A. (2021). Engaging the families of ELs and immigrants: Ideas, resources and activities (2nd Ed.). *Routledge*.
- Valdez, M., Hernandez, R., & Garcia, A. (2021). The Relationship between Cardiovascular Fitness and Body Mass Index to Student Achievement in 5th grade Hispanic Children of the Lower Rio Grande Valley of South Texas in N/A. Noble International Journal of Social Sciences Research, Number 4 June 2021(Volume 6), 9.

DEPARTMENT OF TEACHING AND LEARNING

- **Aguilar, J. J.**, & **Flores, Y.** (2022). Analyzing the Effectiveness of using Mixed-Reality simulation to develop Elementary Pre-service teacher's High-leverage practices in the context of a Mathematics methods course. *Eurasia Journal of Mathematics, Science and Technology.*
- **Aguilar, J.** (2021). High School Students' Reasons for disliking Mathematics: The Intersection Between Teacher's Role and Student's Emotions, Belief and Self-efficacy. *International Electronic Journal of Mathematics Education*, 3(16), 11.
- Aponte-Safe, G., **Diaz Beltran, A. C.**, & Christ, R. (2022). Aspiring Nepantleras: Conceptualizing Social Studies Education From the Ruputure/La Herida Abierta.
- Badenhorst, P. (2021). Predatory White antiracism. Psychoanalysis of Culture & Society.
- **Badenhorst, P.** (2021). Developing professional dispositional resilience among teacher candidates: Reframing chaotic experience as resource for teacher learning. *The Texas Forum for Teacher Education*,(11).
- **Badenhorst, P.**, Shim, J. M. (2021). The limitations of being a good antiracist. *Journal of the American Association for the Advancement of Curriculum Studies*, 2(14).
- Boyce, L., Norris, K., Fitzpatrick- Doria, G., Gomez Witmer, M., Terrel, S., Kuriloff, G., Curci, J., Goode, F., **Fregoso Bailon, R. O.**, Elmore, E., & Harrison, V. (2021). Diversifying The Teacher Pipeline: A Toolkit For Recruiting More High School Students Of Color Into Pennsylvania Teacher Prep Programs And Schools. *Pennsylvania Educator Diversity Consortium*.1-33.
- **Chapman, A.**, & Alvarez McHatton, P. M. (2022). "It helps a lot to know Spanish!" Tapping into Latino/a learners' native language to promote learning science in International Handbook on Multicultural Science Education. *Springer*.
- **Chapman, A. M.** (2021). Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science.
- Corbeil, J. R., Tufan, D., Corbeil, M. E. (2021). Designing microlearning multimedia for how people learn in International Association of Computer Information Systems 61st International Conference Proceedings. *Proceedings of the International Association for Computer Information Systems 61st International Conference*.

- **Corbeil, M. E., Corbeil, J. R.** (2022). Establishing trust in artificial intelligence in education in Trust, Organisations and the Digital Economy: Theory and Practice. *Routledge, Taylor, and Francis,*.
- De Lissovoy, N., & **Fregoso Bailón, R. O.** (2021). Colonialidade: dimensões-chave e implicações críticas in Dossiê Especial Estudos decoloniais em tradução. *Revista X*, 1(16), 16.
- **Deleon, L., Corbeil, J. R., Corbeil, M. E.** (2021). The development & validation of a teacher education digital literacy and digital pedagogy evaluation. *Journal of Research on Technology in Education,*.
- **Diaz Beltran, A. C.**, Abril-González, P., Saavedra, C., & Salazar Pérez, M. (2021). Enlaces in Reflections and (Re)memberings as Latina Border-Crossers: Journeys of Childhood and Professional Un/Welcomings.
- Estrada, V., Pena, C., & Love, D. (2021). Learning to Teach with Mixed-Reality Simulated Virtual Environments at a Hispanic Serving Institution in Developing a Post-Pandemic Paradigm for Virtual Technologies in Higher Education. *IGI Global*.
- Fregoso Bailon, R. O.. Epistemologías poéticas y maestr@s normalistas en el giro decolonial: Pedro Mariscal, Martin Adalberto Sánchez Huerta y Gloria Nahaivi reflexionan sobre la pandemia in Epistemologías poéticas y maestr@s normalistas en el giro decolonial: Pedro Mariscal, Martin Adalberto Sánchez Huerta y Gloria Nahaivi reflexionan sobre la pandemia. Revista Historia de la Educación Latinoamericana, 37(23), 30.
- **Garza, R.**, Eufracio, G., & **Jupp, J.** (2021). Resistant, transnational, and translanguaging traditions of the Rio Grande Valley, Aztlán: Advancing the decolonizing imperative in critical pedagogies. *Journal of Curriculum Studies*.
- **Gulson, K. N.**, McKenzie, M., Kraftl, P., **Fregoso Bailón, R. O.**. UNESCO Informal learning in the virtual in Latin America. Learning Spaces: Built, Natural and Digital Considerations for Learning and Learners. in UNESCO International Science And Evidence Based Education Assessment. *UNESCO*, 1.
- Hesse, C., **Jewett, L.** (2022). "Intersections of Identity, Culture and Curriculum on the threshold of a Latinx transforming EdD program at a Hispanic Serving Institution". *Impacting Education: Journal on Transforming Professional Practice*, 15.

- Ibarra, B., & Lu, M.-T. P. (2021). Maintaining Middle School Students' Engagement in Virtual Learning Environments. *Frontiers of Contemporary Education*, 2(2), 1-20.
- Iglesia, M., & **Lu, M.-T. P.**. College students' well-being during the COVID-19 pandemic: A systematic review of the literature. *Global Research in Higher Education*.
- James, M., **Diaz Beltran, A. C.**, Williams, J., Young, J., Neshyba, M., & Ogletree, Q. (2021). We matter too: Employing counterstorytelling to expose the equity paradoxes arresting mattering and racial healing among faculty of color.
- James, M., Williams, J., **Diaz Beltran, A. C.**, Neshyba, M., & Ogletree, Q. (2021). The Equity Paradox Typology: An Application of Critical Race Methodology to Redress Racial Harm Against Faculty of Color.
- **Jupp, J. C.**, & Espinosa-Dulanto, M. (2021). Beyond US-Centered Multicultural Foundations on Race in Critical Transformative Educational Leadership & Policy Studies: A Reader. Discussions & Solutions from the Leading Voices in Education. *Myers Education Press, LLC*, 267-286.
- Kang, S., & Kim, S. (2022). Lessons Learned from Topic Modeling Analysis of COVID-19 News to Enrich Statistics Education in Korea. *Sustainability*,(14).
- **Kang, S.**, Lu, M., Black, J., Kim, S. (2022). Mindful Movements Matter: Differentiating Active Body Movements in Underprivileged Students' Learning of Physics Concepts. *Research in Science & Technological Education*,.
- Kim Bossard, M., **Badenhorst, P.** (2022). Racialized language, identity, and social complexity: The multilayered plurilingual lives of filipina migrants in South Korea. **Journal of International Migration and Integration**,.
- Lerma, E., Espinosa-Dulanto, M., **Lewis, K. A.**, & Viren, V. (2021). Someone Smells Like Poop: Stories of Mothering While Being an Academic in The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises. *Curriculum & Pedagogy Group via Information Age Publishing*.
- **Lewis, K. A.**, Weber, E., **Banda, K.**, & Briseno, M. (2021). The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises 13th Annual Curriculum & Pedagogy Group 2021 Edited Collection. *Information Age Publishing*.
- Lu, M.-T. P. (2022). Brief: STEM Education in The Administration & Supervision of Special Programs in Education. 4th, 207-212.

- **Lu, M.-T.**, & Setayesh, S. A. (2022). The Effectiveness of the Link2Success Program on Freshman Level Math Course Achievement. *International Journal of Educational Methodology*, 2(8), 391-404.
- Luo, Y. F., Yang, S. C., & **Kang, S.** (2022). New media literacy and news trustworthiness: An application of importance–performance analysis. *Computers & Education*, (185).
- Mansour, V., **Nouri, N.**, & Saberi, M. (2022). Promoting Understanding of Several Elements of Nature of Science Using an Analogy: Tangram Activity. in no. *innovation in science teaching*, 1(7).
- Menchaca-Ochoa, V. D., & **Estrada, V. L.** Exploring Common Challenges of Superintendents in Small Rural Schools. *Journal of Behavioral and Social Sciences*, (8), 200-211.
- **Nouri, N.**, Rodríguez, A. D., & Saberi, M. (2021). Proposing a Framework for Science Teachers' Competencies Regarding Translanguaging: A Meta-Synthesis Approach in International Handbook of Research on Multicultural Science Education *Springer*.
- Ogletree, Q., & **Diaz Beltran, A. C.** (2021). Treading Water: Faculty of Color Teaching Multicultural Classes during the Pandemic.
- Serriere, S., Kirkham, A., & **Diaz Beltran, A. C.** (2021). Supporting "Lived Civics": Taking informed action in a fourth-grade classroom.
- Williams, J., James, M., **Diaz Beltran, A. C.**, Young, J., Neshyba, M., & Ogletree, Q. (2021). Employing the Urban Education Typology Through a Critical Race Spatial Analysis.
- **Zhang, Z.** (2022). A Mixed Methods Design for Assessing Physics Learning in the Online Learning Environment. *July Press*, 2(6), 1-8.
- **Zhang, Z.** The association between systemic disease and affliction with both glaucoma and macular degeneration. *Investigative Ophthalmology & Visual Science*, 6(62).

Faculty Scholarship Presentations

DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

- Almaguer, I., (2021). Re(Examining) the Critical Need for Culturally Authentic Pedagogical Practices to Promote Bilingual Learners' Language and Literacy Development, *Twenty-eighth Annual International Conference* on Learning in Jagiellonian University Kraków, Poland virtual presentation.
- Almaguer, I. (2021) It Works in Unison! Channeling Language, Literacy and Learning Through Heritage Frameworks. A research presentation at the *Clute International Conference on Education*. Las Vegas, Nevada.
- **Almaguer, I.** (2022) Fueling Bilingual Learners' Agency Through Culturally Inclusive Literacy Practices. A research presentation at the 7th Annual Effective Border Schools Conference (EBSC). South Padre Island, TX.
- Almaguer, I. (2022) (Re)Framing Multicultural Learners' Literacy Practices: Establishing Conduits to Language and Learning. A research presentation at the *International Conference on Education and Social Development (ICESD)*. Dallas, TX.
- **Almaguer, I.** (2022) Reading Research as a Catalyst for Change: Crossing Borders of Language, Literacy and Culture. A research presentation at the *National Social Science Association (NSSA) Annual conference*. Las Vegas, NV.
- Almaguer, I. (2022) Re(Appraising) Reading Research Through Indigenous Literacy Practices for Inclusive Pedagogy. A research presentation at the International Organization of Social Sciences and Behavioral Research (IOSSBR) Conference. New Orleans, LA. (Due to COVID-19 and presentation platform changes, this session was not delivered)
- **Almaguer, I.** (2022) Establishing Intersectionality of Bilingual Learners Through Manifestation in Culturally Rich Language and Literacy Practices. A research presentation at the *National Association of Bilingual Education (NABE) Annual conference*. New York, NY.
- **Almaguer, I.**, & **Esquierdo, J. J.** (2022). Accelerating Emergent Bilinguals' Academic Success Through Dual Language Enrichment Education. Research presentation in the *National Association for Bilingual Education*, New York, NY.

- Almaguer, I., & Esquierdo, J. J. (2022). Examining dual language Latinx bilingual learners' reading scores. Research presentation in the *American Education Research Association Annual Meeting*, San Diego, CA.
- **Almaguer, I.**, & **Esquierdo, J.J.** (2021). Highlighting Latinx bilingual learners' academic achievement through Project SOAR: Spanish opportunities that accelerate reading. Research presentation in the *American Education Research Association Annual Meeting*, Virtual presentation.
- Badenhorst, P., **Musanti, S. I.**, & Estrada, V., (2021). Reconceptualizing Teacher Preparation through a Community Engaged Approach, *TxATE's Summer Conference 2021 Texas Association of Teacher Education in Virtual.*
- **Espinosa-Dulanto, M.**, Lewis, K. A., Lerma, E., & Viren, V., (2022). Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective. 18th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry.
- **Esquierdo, J.**, Rocha, X., & Hernandez, O. (2021). Series 2: Sustaining Dual Language Programs, *TABE Talks! Texas Association for Bilingual Education*.
- **Esquierdo, J.**, Rocha, X., & Hernandez, O. (2021). First Steps to an Effective Dual Language Program, *TABE Talks! Texas Association for Bilingual Education*.
- **Esquierdo, J. J.**, & Almaguer, I. (2022). Identification of Latinx bilingual students in gifted programs: What should we be looking for? *American Education Research Association Annual Meeting*, San Diego, CA.
- **Esquierdo, J. J.**, & De La Trinidad, M. (2022). Instructional framework for designing Mexican American studies lessons for social studies/history content with culturally relevant pedagogies. *NABE Research Institute*, New York, NY.
- **Esquierdo, J. J.**, & Almaguer, I. (2022). Accelerating emergent bilinguals' academic success through dual language enrichment education. *National Association for Bilingual Education*, New York, NY.
- **Esquierdo, J. J.**, & Stehn, A. (2022). Strengthening partnerships entre las familias, las escuelas, y la universidad for dual language B3 education. *National Association for Bilingual Education*, New York, NY.
- **Esquierdo, J. J.**, & Almaguer, I. (2021). Project GIFT: The Identification and Service Gap in Gifted of Gifted Latinx Bilingual Students. *American Education Research Association Annual Meeting*, Virtual presentation.

- Estrada, V., **Musanti, S.**, Badenhorst, P., **Robles, P.**, & Robles, A., (2021). Transforming Teacher Education in the Borderlands: A Community-Based Pedagogical Approach, *Curriculum & Pedagogy Group Conference 2021*.
- Estrada, V., **Musanti, S. I.**, Badenhorst, P., Robles, P., Montoya, A., (2021). Co-Creating a Community-Based Pedagogy for HSI Teacher Preparation, *2021 CSOTTE Conference Consortium of State Organizations for Texas Teacher Education* in San Marcos, TX.
- Fain, J. G., & **Schall, J. M.**, (2022). Exploring Notable Children's Books, *Tucson Festival of Books- Parent/Educator Strand*.
- Fain, J. G., Ahiyya, V., Bemiss, E. M., **Schall, J. M.**, Summerlin, J., Will, K., & Wilson, F., (2021). 2021 Notable Children's books in the Language Arts, *National Council of Teachers of English Annual Convention* in Virtual.
- Garcia, C., Lewis, K., **Espinosa-Dulanto, M.**, Lerma, E., (2021). Mentoring First Year Latinx Students at an HSI: Working with Photovoice While Building a Learning Community, 22nd Annual Conference of the Curriculum & Pedagogy Group in Virtual.
- **Guerrero, M.**, Lachance, J., & Rogers, D. (2021). Our teacher crisis: EMMA responds. Plenary Session. *La Cosecha 26th Annual Dual Language Conference*. Virtual.
- **Hinton, K. A.**, (2022). Implementing TWIOP to Promote Spanish for Bilingual Classrooms, *NABE 2022 National Association for Bilingual Education* in New York, NY.
- Hinton, K. A., Ostorga, A. N., & Zuniga, C. E., (2021). Explorando pedagogía fronteriza docente, Fifth Annual 2021 International Conference on Border Studies UTRGV Office of Global Engagement in Matamoros, Tamaulipas & Edinburg, Texas.
- **Kambara, H.**, Chen, P.-Y., Adachi, S., & Lin, Y.-C., (2022). Validating the adult motivation for reading scale with Japanese college students, *Association for Reading and Writing* in Asia.
- Koonce, J., & Musanti, S. I., (2022). UTRGV Excellence Award Recipients in Teaching Reflect on Practices in Culturally Relevant Care and Culturally and Linguistically Inclusive Approaches in Teacher Preparation, *UT System Academy of Distinguished Teachers Conference UT System* in Brownsville, TX.

- **Koonce, J. B.**, (2021). "The Makings of Resilience in the Midst of Multiple Jeopardy: 114-Year-Old Alelia Murphy's Life as a Black Woman in America", *IGALA11* (International Gender and Language Association) Conference Gender and Language Association in Online.
- Lewis, K. A., Lerma, E., **Espinosa-Dulanto, M.**, & Viren, V., (2022). Creating space for transformation: collective decolonizing autoethnography, *5th Annual STEM Education Conference UTRGV STEM Education Consortium* in Texas.
- Martinez-Prieto, D., (2021). (I)legitimidad: Ideologías Irreflexivas en el Desarrollo de Futuros Profesores de Lenguas, *1er Congreso Internacional de Innovación Tecnológica y Educación Benemérita Universidad Autónoma de Puebla* in Puebla, México (online).
- Martinez-Prieto, D., (2021). Educational Stratification: The Ideological Influence of the U.S. Army among Mexican Transnationals, *Annual Meeting of the American Anthropological Association American Anthropological Association* in Baltimore, Maryland.
- Martinez-Prieto, D., (2021). Mexicans vs Mexicans: The Role of Formal Schooling in the Development of Citizenship among Mexican (Trans)nationals Teachers, Fifth Annual International Conference on Border Studies University of Texas Rio Grande Valley in Texas.
- Monroy Velasco, I. R., **Espinosa-Dulanto, M.**, Romero Fonseca, E., & Valdes Garcia, K. P., (2021). *Identidades Culturales en Jovenes Mexicanos, IV^a Bienal Latinoamericana y Caribeña en primera infancia, niñez y juventud Consejo Latinoamericano de Clencias Sociales* in Online.
- Musanti, S. I., (2022). Preparing Bilingual Teachers: Cultivating a Translanguaging Mindset for a Socially Just Pedagogy, NABE Annual Conference. Research Institute 2022 National Association for Bilingual Education in New York, NY.
- Musanti, S. I., & Mercuri, S., (2021). Estrategias para desarrollar la biliteracidad a través de la enseñanza interdisciplinaria en el aula bilingüe, La Cosecha 2021. *Annual Dual Language Conference Dual Language New Mexico* in Virtual.
- Ostorga, A. N., Zúñiga, C. E., & Hinton K. A. (2022). Pedagogogias fronterizas para el desarrollo docente: Perspectivas de las comunidades de la frontera. Webinar Center of Transnational and Multilingual Education, Georgia State University,
- **Rodriguez, A. D.**, (2022). HERE Act panel moderator, *HACU's 27th Annual National Capitol Forum on Hispanic Higher Education Hispanic Association of Colleges and Universities (HACU)* in Virtual.

- **Rodriguez, A. D.**, & Estrada, V. L., (2022). Developing a Culture of Inquiry for Continuous Improvement, *AACTE 74th Annual Meeting* in New Orleans, LA.
- **Rodriguez, A. D.**, Stuckey, D., & Tuss, P., (2021). Data for Improvement: EPPs and the Educator Effect, ed-fi Summit 2021 ed-fi Alliance in Austin, TX.
- **Venegas, E.**, & **Koonce, J.**, (2022). Hypervisible yet Invisible: Black and Asian women faculty experiences at Hispanic-Serving Institutions, *World Education Summit Osiris Educational*.
- **Venegas, E. M.**, (2022). Story Lines: Readers Negotiating Their Situated Identities in Literature Circles Through Positioning, 2022 Annual Meeting American Educational Research Association.
- **Venegas, E. M.**, (2022). Cultivating social and affective growth in literature-based discussion groups, 2022 Annual Meeting American Educational Research Association.
- **Zhou, X.**, (2022). Translanguaging in a Dual Language Classroom; Asian Portrayal in Popular Culture, *AERA* in San Diego, CA.
- **Zuniga, C. E., Hinton, K. A.**, & **Ostorga, A. N.**, (2022). Cultivating Equity through Latinx Teacher Development: (Re)conceptualizing a "Border Pedagogy", *American Educational Research Association Annual Meeting American Educational Research Association* in San Diego, CA.

DEPARTMENT OF COUNSELING

- **Albert, C. J.**, & Croyle, K.. Mexican-American acculturation and response to suicidology, Presented at the *41st Annual Conference of the American Association of Suicidology* in Boston, Massachusetts.
- Castillo, Y. (Author & Presenter), & Maniss, S. (Author & Presenter), (2021). Infusing Cultural Competency in Emergency Responses for Multicultural Communities, 2021 Caribbean Regional Conference of Psychology Caribbean Alliance of National Psychological Associations in St. Croix, Virgin Islands.
- Castillo, Y. A. (Author & Presenter), & Maniss, S. (Author & Presenter), (2021).

 Undocumented Experience in the American Context, 2021 APA Division 45

 Research Conference Biennial Meeting American Psychological Association in Virtual.

- **Castro, V.**, (2021). Are mental health graduate students prepared to provide services to the GLB community? *2021 ACES Conference Association for Counselor Education and Supervision* in Atlanta, Georgia.
- Espinosa-Dulanto, M., Lewis, K. A., **Lerma, E.**, & Viren, V., (2022). Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective., 18th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry.
- Fielding, C. (Presenter), Ramos, N. (Author & Presenter), Maniss, S. (Author & Presenter), & Lowdermilk, J. (Author & Presenter), (2021). Restorative Practices with Students Receiving Special Education Services, National Social Science Association Virtual Fall Conference 2021 National Social Science Association in Virtual.
- Garcia, C. (Chair), Lewis, K. (Presenter), Espinosa-Dulanto, M. (Presenter), & Lerma, E. (Presenter), (2021). Mentoring First Year Latinx Students at an HSI: Working with Photovoice While Building a Learning Community, 22nd Annual Conference of the Curriculum & Pedagogy Group Cartographies of the (Sur)Real: Curriculum and Pedagogy in These Times Hybrid Conference Curriculum & Pedagogy Group in Virtual.
- Lewis, K. A., Lerma, E. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), & Viren, V. (Author & Presenter), (2022). Creating space for transformation: collective decolonizing autoethnography, 5th Annual STEM Education Conference UTRGV STEM Education Consortium in Texas.
- Maniss, S. (Author & Presenter), & Castillo, Y. A. (Author & Presenter), (2021).

 Humanizing Class Content: Working with Community-Based Organizations, The 4th International Conference on the Future of Education 2021 Educational Innovations The International Institute of Knowledge Management (TIIKM) with collaboration of Liceo de Cagayan University, Philippines, Open Learning University, Democratic Republic of the Congo, Institut Teknologi Bandung, Indonesia and Universidade Autónoma de Lisboa, Portugal as Academic Partners of the Conference in Virtual.
- Ramos, N. (Author & Presenter), Fielding, C. (Author & Presenter), Maniss, S. (Author & Presenter), & Lowdermilk, J. (Author & Presenter) (2022). Students Receiving Special Education Services Removed to Disciplinary Placements: A Texas Public School Trend, National Association of African American Studies & Affiliates 2022 Virtual National Conference NAAAS & Affiliates in Virtual.

- **Sparrow, G.**, (2021). Encounters in Lucid Dreams, Second Annual "Many Worlds of Lucid Dreaming" international conference IASD in Online.
- **Sparrow, G.**, (2021). The Analysis of Dream Metaphors from the Standpoint of Co-Creative Dream Theory, *Annual Conference of the International Association for the Study of Dreams International Association for the Study of Dreams* in Online.
- **Sparrow, G. (Author)**, & Mallett, R. (Author & Presenter), (2021). An Exploration into an Integrated Lucid Dream Induction Protocol, *Annual Conference of the International Assn. for the Study of Dreams International Assn. for the Study of Dreams* in Online this year due to pandemic.
- Sparrow, G. (Author & Presenter), Maich, P. (Author), & Marable, M. (Author), (2021). A Comparison of the Common and Idiosyncratic Aspects Three Advanced Lucid Dreamers Using Galantamine to Induce WILD (Waking State Initiated) Lucid Dreams, Annual Conference of the International Association for the Study of Dreams International Association for the Study of Dreams in Online.
- Yznaga, S. (Author & Presenter), Maniss, S. (Author & Presenter), & Haas, J. (Author & Presenter), (2021). Critical Storytelling, Mutual Empathy, and Relational Witnessing: Counter-narratives at the US/Mexico Border, 3rd Annual Association for Multicultural Counseling and Development Conference: When and Where I Enter Intersectional Leadership Across Regions, Class, and Classification Association for Multicultural Counseling and Development in Virtual.
- **Yznaga, S. (Author & Presenter)**, (2021). Understanding of Trauma and How it Impacts Migrant People and Their Loved Ones, *Healing Circle Training Latinx Therapist Action Network* in Virtual.
- **Yznaga, S.**, (2021). Critical Storytelling, Mutual Empathy, and Relational Witnessing: Counter-narratives at the U.S./Mexico Border, *University of Maryland Global Campus Diversity and Equity Programs University of Maryland Global Campus Europe* in Virtual/Germany.

DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

Cuevas-Guerra, J. G. (Author & Presenter), & Barbosa, A. (Presenter), (2022). Peleando las opreciones con platicas: Fighting oppressions with platicas, 51st National Association for Bilingual Education Annual International Conference National Association for Bilingual Education in New York, NY.

- Cuevas-Guerra, J. G. (Author & Presenter) (2022). Empowering Bilingual Teachers with Effective Indicators of Emergent Biliteracy Teaching Practices, 51st National Association for Bilingual Education Annual International Conference National Association for Bilingual Education in New York.
- Cuevas-Guerra, J. G. (Author & Presenter), & Medrano, H. (Presenter), (2021).
 Integrating research-based indicators of emergent biliteracy teaching practices for emerging bilingual learners, *National Association for the Education of Young Children Annual Conference* in Virtual.
- Diaz, T. (Author & Presenter), Rayburn, R., Resendiz, R. (Presenter), & **Sale, P. (Presenter)**, (2022). Intimate Partner Violence in the Rio Grande Valley: The Role of Culture, *Southwestern Social Science Association Southwestern Social Science Association* in San Antonio, Texas.
- Espinosa-Dulanto, M., Lewis, K. A., Lerma, E., & **Viren, V.**, (2022). Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective., 18th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry.
- Fielding, C. (Presenter), Ramos, N. (Author & Presenter), Maniss, S. (Author & Presenter), & Lowdermilk, J. (Author & Presenter), (2021). Restorative Practices with Students Receiving Special Education Services, *National Social Science Association Virtual Fall Conference 2021 National Social Science Association* in Virtual.
- **Gonzalez, I. (Presenter)**, & Medrano, H. (Presenter), (2021). Una escuela, dos idiomas: Young dual language learners exploring and learning in two languages in an Early Head Start program in South Texas, *Region VI Head Start Conference Region VI*.
- Lewis, K. A., Lerma, E. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), & Viren, V. (Author & Presenter), (2022). Creating space for transformation: collective decolonizing autoethnography, 5th Annual STEM Education Conference UTRGV STEM Education Consortium in Texas.
- Lowdermilk, J. L. (Presenter), & Pecina, J. H. (Presenter), (2022). Families & Schools Working Together, Community Engagement: Early Childhood Education Conference C. B. Slemp Endowed Chair for Community Engagement in Edinburg, TX.

- Pecina, J. H. (Presenter), & Lowdermilk, J. L. (Presenter), (2022). Can my child go to school? Navigating through the system for Early Intervention & Special Education Services, Community Engagement: Early Childhood Education Conference C. B. Slemp Endowed Chair for Community Engagement in Edinburg, TX.
- Ramos, N. (Author & Presenter), Fielding, C. (Author & Presenter), Maniss, S. (Author & Presenter), & Lowdermilk, J. (Author & Presenter), (2022). Students Receiving Special Education Services Removed to Disciplinary Placements: A Texas Public School Trend, National Association of African American Studies & Affiliates 2022 Virtual National Conference NAAAS & Affiliates in Virtual.
- Ramos, N. (Presenter), Fielding, C. A. (Presenter), Lowdermilk, J. (Presenter), & Pecina, J. (Presenter), (2022). Autism in School Aged Students, 28th Annual SPI Counselor Tip of Texas Counseling Association in South Padre.
- **Razo, N. P. (Presenter)**, Mire, S. (Presenter), (2021). The Jurisprudence Exam and How to Get Licensed, Texas Association of School Psychologists 29th Annual Convention TASP in Georgetown Texas.

DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

- Abeyta, M. (Author & Presenter), Vasquez, M. (Author & Presenter), Horg-Aaron, C. (Author & Presenter), Arellano, A. (Author & Presenter), Ramirez, N. (Author & Presenter), (2021). Fostering Scholar Identities among Latina/o/x Community College Students through Undergraduate Research, 46th General Conference ASHE Association for the Study of Higher Education in San Juan, Puerto Rico.
- Abeyta, M. E. (Presenter), Hernandez, J. L. (Panelist), (2021). Decolonizing Injustices and Exposing the Impact of Mass Incarceration on Our Gente, NASPA Latinx/a/o Knowledge Community NASPA Student Affairs Administrators in Higher Education.
- **Abeyta, M. E. (Presenter)**, J. L. (Presenter), Torres, A. (Presenter), Duran, O. (Presenter), (2021). Las Voces De Las Calles: Knowledge contained through lived experiences of formerly incarcerated *Latina/o/x students*, *Latinx Connect Conference University of Pittsburgh* in Virtual.
- **Abrego, M. H., Abrego, J.**, (2022). The potential of mixed reality simulations for leadership preparation, *International Academy of Educational Leadership Forum 2022 International Academy of Educational Leadership* in Virtual.

- **Abrego, M. H.**, **Abrego, J.**, (2021). Preparing leaders to build strong family school partnerships, *35th Women in Educational Leadership Conference University of Nebraska Lincoln* in Virtual.
- Abrego, M. (Presenter), Abrego, J. C. (Panelist), Benavides, E. (Presenter), (2021). Building the capacity of aspiring school leaders to engage diverse families, International Council of Professors of Educational Leadership 2021 Virtual Conference International Council of Professors of Educational Leadership.
- **Aguilar, I.**, Flores, H. (Author), McPhetres, J. (Author), Hernandez, F. (Author & Presenter), (2022). The impact of GSAs, school size, and school location on school climate, *American Educational Research Association* in San Diego, CA.
- Aguilar, I. (Chair), Ramirez, N. (Author & Presenter), Benavidez, E. (Author & Presenter), Mercado, F. (Author & Presenter), Camacho, J. (Author & Presenter), (2021).

 Mentoring during COVID-19: What's Working? Building HSI Learning Resilience in the Face of Crises Conference. New Mexico State University.
- Felix, D. (Presenter), Hernandez, J. L. (Presenter), V. R. (Presenter), & **Abeyta, M. E.** (**Presenter**), (2021). Roses that Rise from Concrete: Developing supports for formerly incarcerated students, *COE's 40th Anniversary Annual Conference Council for Opportunity in Education* in Hybrid/Atlanta, GA.
- Garcia, A. (Author & Presenter), & Menchaca, V. (Author & Presenter), (2021). Leadership Perspectives on High-Stakes Testing in a South Texas, CSOTTE Fall 2021 Conference Consortium of State Organizations for Texas Teacher Education in San Marcos, Texas.
- Hernandez, R. D. (Moderator), **Abeyta, M. E. (Panelist)**, Martin, B. Z. (Panelist), & Quinones-Ortega, D. (Panelist), (2021). Chingonas in their Own Way: Re-defining Professionalism, *Latinx Connect Conference University of Pittsburgh* in Hybrid.
- Padilla, G. (Author & Presenter), Zamora, R. (Author & Presenter), (2022). Effective School Parent Relations; School Staff and Parent Perceptions, International Virtual Conference February 14-19, 2022 National Association of African American Studies & Affiliates in Virtual.
- **Silva, H. (Author & Presenter)**, (2022). National Association of Hispanic and Latino Studies' Annual Conference. Virtual., *National Association of Hispanic and Latino Studies' Annual Conference* in Virtual.

Zhang, Z. (Author & Presenter), Castaneda, M. (Author), **Abrego, J. (Author)**, (2022). Examining the Association Between Professional Learning Community and Teacher Leadership, *AERA Annual Meeting* in San Diego CA.

DEPARTMENT OF TEACHING AND LEARNING

- Aguilar, J. J. (Author & Presenter), Lu, M.-T. (Author), Flores, Y. (Author & Presenter), (2022). Breaking Misconceptions with Model-Eliciting Activities: Fostering interest, motivation, and positive attitude in the high-School Level., Virtual Conference of the International Consortium for Research in Science and Mathematics Education in Virtual.
- Aguilar, J. J. (Author & Presenter), Flores, Y. (Author & Presenter), (2022). I am just not good at it! Reasons why high school students don't like mathematics., *RGV STEM Education Conference* in South Padre Island, TX.
- Aguilar, J. J. (Author & Presenter), Mendoza, A. (Author & Presenter), Leal (Author & Presenter), (2021). Applied Technology in Education: The Use of Mixed-Reality Simulation in the Preparation of Elementary Pre-service Teachers in a Mathematics Methods Course., Congreso Internacional de Innovación Educativa Tech of Monterrey in Monterrey, MX.
- Aguilar, J. (Author & Presenter), (2021). Argumentación, Descripción o Explicación: Discusiones matemáticas durante el proceso de modelación por alumnos de secundaria con diferentes niveles de rendimiento al resolver un Model-Eliciting Activity (actividad-reveladora de pensamiento)., Reunión Latinoamericana de Matemática Educativa CLAME in Guatemala.
- Aponte-Safe, L. F., T., **Diaz Beltran, A. C.**, E., B., C., (2021). Insurgente: A familia in conversation about Latinx voices in the field of education., *College & University Faculty Assembly (CUFA) graduate forum*.
- Arthurs, L. A. (Author & Presenter), Cheng, C.-L. (Presenter), C. F. (Presenter), Lu, M.-T. P. (Presenter), Shabram, P. (Presenter), (2021). Pedagogical Professional Development for STEM Faculty Part 2, 2021 AAAS-IUSE workshops American Association for the Advancement of Science in AAAS-IUSE.
- Arthurs, L. A. (Author & Presenter), Cheng, C.-L. (Presenter), C. F. (Presenter), Lu, M.-T. P. (Presenter), Shabram, P. (Presenter), (2021). Pedagogical Professional Development for STEM Faculty, 2021 AAAS-IUSE workshops American Association for the Advancement of Science in AAAS-IUSE.

- **Badenhorst, P.**, (2022). Caring for BIPOC Students is More Than a Feeling: Practically Building Capacity for Empathy (Invited talk), 2022 Philadelphia Urban Seminar.
- Badenhorst, P. R., Musanti, S. I., Estrada, V. L., Robles, P., (2022). A
 Community-Engaged Pedagogy in HSI Teacher Preparation: Voices from the
 Borderland in South Texas, 2022 AERA Annual Meeting American Educational
 Research Association in San Diego, CA.
- Badenhorst, P. R. (Author & Presenter), (2022). Empathy and Emotional Capacity-Building for Multilingual Language Learner Support, *Pennsylvania Department of Education 2022 English Language Development Virtual Professional Learning Summit Center for Schools and Communities* in Online.
- Badenhorst, P. R. (Author & Presenter), Kim-Bossard, M. (Author & Presenter), (2022). Racialized English, Identity, and Education: The Case of Filipina Migrants in South Korea, 2022 AERA Annual Meeting American Educational Research Association in San Diego, CA.
- Badenhorst, P., Musanti, S. I., Estrada, V., (2021). Reconceptualizing Teacher Preparation through a Community Engaged Approach, *TxATE's Summer Conference 2021 Texas Association of Teacher Education* in Virtual.
- **Bahrami, S. (Author)**, **Nouri, N. (Author & Presenter)**, (2022). Energy literacy among high school students, *RGV STEM Conference UTRGV* in South Padre Island.
- Carvajal, V. (Presenter), Caddel, C. (Presenter), Montoya, A. (Presenter), **Jupp, J.** (Coordinator/Organizer), (2021). Stream B Works in Progress Decolonial options in critical curricular-pedagogical praxes: Testimonio research in transnational contexts, *Curriculum Studies Summer Collaborative Georgia Southern University* in Online.
- Chapman, A. (Author & Presenter), Bailey, A. (Author & Presenter), Garza Garcia, A. (Author), Rodriguez, F. (Author), Lazo, J. (Author), (2022). A community of practice contextualized within sociocultural phenomena: Mitigating teaching and learning of STEM through counter-praxis, *National Association for Research in Science Teaching NARST* in Vancouver, BC.
- Cone, N. (Presenter), Garcia, C. (Presenter), Sande, B. (Presenter), (2021). Equity Features of edTPA, edTPA Webinar Texas Education Agency in Virtual.
- Corbeil, J. R. (Author & Presenter), Corbeil, M. E. (Author & Presenter), (2022).

 Designing Microlearning for How People Learn, Webinar Spartanburg
 Community College Spartanburg Community College in Spartanburg, SC.

- Corbeil, J. R. (Author & Presenter), Valdes-Corbeil, M. E. (Author & Presenter), (2021). Did you know? Eight questions people ask about microlearning in the digital age., 2021 AECT International Convention Association for Educational Communications & Technology in Virtual.
- Corbeil, J. R. (Author & Presenter), Tufan, D. (Author & Presenter), Corbeil, M. E. (Author & Presenter), (2021). Designing Microlearning Multimedia for How People Learn, 61st Annual International Association of Computer Information Systems (IACIS) International Association of Computer Information Systems in Virtual International Conference.
- **Deleon, L.**, (2022). Reinvention, Innovation, and Heart, Innovations in *Teaching Conference UTRGV College of Health Professions* in Edinburg, Texas.
- **Deleon, L. (Presenter)**, (2021). Hybrid Best Practices, Teaching For Student Engagement in the Hybrid Classroom UTRGV Center for Teaching Excellence in Online Synchronous Zoom.
- **Diaz Beltran, A. C.**, Fúnez-Flores, J. I., (2022). Toward an equivocal translation of decolonial theory, *American Educational Research Association (AERA)*.
- Espinosa-Dulanto, M., **Lewis, K. A.**, Lerma, E., Viren, V., (2022). Daring, Venturing, Trusting into Vulnerability: An Unlikely Plural, Organic Recursive Collective., 18th International Congress of Qualitative Inquiry International Congress of Qualitative Inquiry.
- Estrada, V. (Author), Musanti, S. (Author), Badenhorst, P. (Author & Presenter), Robles, P. (Author), Robles, A. (Author), (2021). Transforming Teacher Education in the Borderlands: A Community-Based Pedagogical Approach, Curriculum and Pedagogy Group 22nd Annual Conference 2021 Curriculum & Pedagogy Group in Online.
- **Estrada, V.**, Musanti, S. I., **Badenhorst, P.**, Robles, P., Montoya, A., (2021). Co-Creating a Community-Based Pedagogy for HSI Teacher Preparation, *2021 CSOTTE Conference Consortium of State Organizations for Texas Teacher Education* in San Marcos, TX.
- **Fregoso Bailon, R. O. (Chair)**, (2022). Rebel epistemologies: from theory to assignments, *AERA American Educational Research Association* in San Diego, California.

- Fregoso Bailon, R. O. (Author & Presenter), (2021). Epistemologías metafóricas de maestr@s normalistas en el giro decolonial: Pedro Mariscal, Martin Adalberto Sánchez Huerta y Gloria Nahaivi reflexionan sobre la pandemia, VI International Conference Repensar América Latina: Decolonial epistemologies from "otros" saberes, creaciones y subjetividades University of Costa Rica in San José, Costa Ricda.
- **Fregoso-Bailon, R. (Chair)**, (2022). Discomforts Toward Reconciliations in Higher Education: Critical Perspectives, *AERA American Educational Research Association* in San Diego, California.
- **Fregoso-Bailon, R. (Chair)**, (2022). Latinx-American scholars and teachers making the decolonial turn a reality, *AERA American Educational Research Association* in San Diego, California.
- Fúnez-Flores, J. I., **Diaz Beltran, A. C.**, (2022). A Theoretical Review of Decolonial Studies in Education, *American Educational Research Association (AERA)*.
- Fúnez-Flores, J. I., **Diaz Beltran, A. C.**, (2022). A Theoretical Review of Decolonial Studies in Education., *Curriculum and Pedagogy*.
- Fúnez-Flores, J. I., **Diaz Beltran, A. C.**, (2022). Inter-Epistemic Dialogue with Latin American Decolonial Studies., *Curriculum and Pedagogy*.
- Funez-Flores, J., **Diaz Beltran, A. C.**, **Jupp, J.**, (2021). Towards an Inter-Epistemic Dialogue with Latin American Decolonial Studies., *Thinking at the Border:* Post- and decolonial theory and epistemic injustice. Department of Education, University of Oxford, UK.
- Fúnez-Flores, J., **Diaz Beltran, A. C.**, (2022). The elephants in the (post)colonial room: Decolonial thought and praxis from Latin America., *American Educational Research Association (AERA)*.
- **Garcia, C., Estrada, V. (Author & Presenter)**, (2022). Equity Focused Coaching Using Mixed Reality Simulations, *Cultivating Equitable Education Systems for the 21st Century American Educational Research Association (AERA)* in San Diego, CA.
- Garcia, C. (Author & Presenter), Garcia, R. (Author & Presenter), (2022). Using Mixed Reality Simulation Learning Environment for Preparing Tomorrow's Teachers and OTs, National Technology and Social Science Conference National Social Science Association in Virtual.

- Garcia, C. (Chair), Lewis, K. (Presenter), Espinosa-Dulanto, M. (Presenter), Lerma, E. (Presenter), (2021). Mentoring First Year Latinx Students at an HSI: Working with Photovoice While Building a Learning Community, 22nd Annual Conference of the Curriculum & Pedagogy Group Cartographies of the (Sur)Real: Curriculum and Pedagogy in These Times Hybrid Conference Curriculum & Pedagogy Group in Virtual.
- Garza, R. (Author & Presenter), Jupp, J. C. (Author), (2022). Arrebatando Experiencias Escolares: Infusing Chicanx Studies into Chicana Preservice Teachers Social Studies Methods Classes, 2022 AERA Annual Meeting AERA in Virtual/San Diego.
- Garza, R. (Author & Presenter), (2022). Un mundo ráro: Transnational students' perspectives on teaching U.S. history in transnational (borderland) spaces, 27th Annual Curriculum Camp: International Conference for graduate students for the LSU Curriculum Theory Graduate Student Collaborative LSU Curriculum Theory Graduate Student Collaborative in virtual.
- Garza, R. (Author & Presenter), Jupp, J. C. (Author), (2021). Arrebatando experiencias escolares: An Itinerant Curriculum Theory approach to conscientizing Chicana pre-service educators, 22nd Annual Conference of the Curriculum & Pedagogy Group Curriculum & Pedagogy Group in Virtual.
- Garza, R. (Author & Presenter), (2021). Un mundo ráro: Transnational students' perspective on teaching U. S. history in transnational (borderland) spaces, 22nd Annual Conference of the Curriculum & Pedagogy Group Curriculum and Pedagogy Group in Virtual.
- Garza, R. (Author & Presenter), Jupp, J. (Author & Presenter), (2021). Arrebatando experiencias escolares: An Itinerant Curriculum Theory approach to conscientizing Chicana pre-service educators, 2021 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual.
- **Garza, R. (Author & Presenter)**, (2021). Decolonizing the curriculum via Gloria Anzaldúa, 2021 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual.
- Garza, R. (Author & Presenter), Eufracio, G. (Author & Presenter), Jupp, J. (Author & Presenter), (2021). Resistant, Transnational, and Translanguaging Traditions of the Rio Grande Valley, Aztlán, 2021 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual.

- Jewett, L. (Author & Presenter), Smolen-Santana, J. (Author & Presenter), (2022). Exquisite Corpses: Surrealist Portraiture, Covid Curriculum & the Bio-Educational Child, 2022 Annual Meeting American Educational Research Association AERA in San Diego CA/online.
- **Jewett, L. (Author & Presenter)**, (2021). Contemplating Ethnographic Desire through Bloodless Bullfighting, 2021 Curriculum & Pedagogy Conference C & P in Virtual.
- **Jewett, L. M. (Author & Presenter)**, Kittleman, E. (Author & Presenter), (2021). Curriculum Inside Out, *2021 Curriculum & Pedagogy Conference C & P* in Virtual.
- **Jewett, L. M. (Author & Presenter)**, Smolen-Santana, J. (Author & Presenter), (2021). Surrealist Portraiture: A Phantasmagorical Account of Curricular Coronas, *2021 Curriculum & Pedagogy Conference C & P* in Virtual.
- Jewett, L. (Author & Presenter), Kittleman, e. (Author & Presenter), (2021). Solastalgia and the Curriculum of Place: An Emotional Cartography, 2021 Curriculum Studies Summer Collaborative Conference Curriculum Studies Collaborative in Virtual.
- Jupp, J. C. (Author & Presenter), Garza, R. (Author), Montoya, A. (Author & Presenter), Badenhorst, P. (Author), Jewett, L. M. (Author), (2022). Why Does Our Collective Work Feel Empowering? Toward a Historicized In Situ Critical Curricular-Pedagogical Praxis in Aztlán, Gran México, 2022 AERA Annual Meeting AERA in Virtual/San Diego.
- Jupp, J. C. (Author & Presenter), Garza, R., Montoya, A., Badenhorst, P., Jewett, L. M., (2022). Why Does our Collective Work Feel Empowering? Toward a Historisized in Situ Critical Curricular-Pedagogical Praxis in Aztlan Gran Mexico, 2022 Annual Meeting American Educational Research Association AERA in San Diego CA/online.
- Kang, S., Lu, M.-T., (2022). Knowledge Representation From Learning Activities Corresponding to a Different Symbolic System, *The European Conference on Education (ECE2022) The International Academic Forum* in London, UK.
- Kang, S. (Author & Presenter), Lu, M.-T. P. (Author & Presenter), (2022). Working with Physical or Virtual Tools for Student Learning, 2022 World Education Research Association (WERA) Focal Meeting World Education Research Association in San Diego, CA.
- Kang, S. (Author & Presenter), Lu, M.-T. (Author), (2022). The benefit of knowledge generation using hands, 8th Annual Conference of Cognitive Science Amrita Mind Brain Center.

- Kang, S., (2021). Analyzing peer interaction, Kappa Delta Pi in Online.
- Kim-Bossard, M. (Author & Presenter), **Badenhorst, P. R. (Author & Presenter)**, (2021). Racialized English, Identity, and Education: The Case of Filipina Migrants in South Korea, *Curriculum and Pedagogy Group 22nd Annual Conference 2021 Curriculum & Pedagogy Group* in Online.
- King, L. W. (Author & Presenter), Tondji, G. (Author & Presenter), **Badenhorst, P. R.** (Coordinator/Organizer), (2021). Implementing Socio-constructivist Pedagogies in Online Preservice Teacher Education: How Challenges Inform Practice, Curriculum and Pedagogy Group 22nd Annual Conference 2021 Curriculum & Pedagogy Group in Online.
- La Serna, J. (Author & Presenter), Hesse, C. (Author & Presenter), Jewett, L. M. (Author & Presenter), (2022). Social Justice in Dual Language Elementary Curriculum, 2022 National Association for Bilingual Education NABE in New York City.
- **Lewis, K. A.**, Lerma, E. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), (2022). Creating space for transformation: collective decolonizing autoethnography, 5th Annual STEM Education Conference UTRGV STEM Education Consortium in Texas.
- Lu, M.-T. P. (Author & Presenter), Killham, J. (Author & Presenter), Ekpe, L. (Author & Presenter), (2021). Navigate, Establish, and Accomplish: A Graduate Student's Guide to Thriving as a Scholar, 24th Annual AABSS Conference American Association of Behavioral and Social Sciences in Online; Las Vegas, NV.
- **Lu, P. P. (Author & Presenter)**, (2022). PRIMERS for STEM Ed during the Pandemic, *5th Annual RGV STEM Education Conference The University of Texas Rio Grande Valley* in South Padre Island, TX.
- Luna, N. (Presenter), Caddel, C. (Presenter), Garza, R. (Presenter), Ramirez, P. (Presenter), Jupp, J. (Coordinator/Organizer), (2021). Stream B Works in Progress: Critical pedagogies of Place in Atzlán, Gran México, Curriculum Studies Summer Collaborative Curriculum and Pedagogy Group in Online.
- Luna, N. (Presenter), Garza, R. (Presenter), Jupp, J. C. (Presenter), Eufracio, G. (Presenter), Jupp, J. (Coordinator/Organizer), (2021). Stream B Works in Progress: Resistant traditions of the RGV Atzlán, *Curriculum Studies Summer Collaborative Georgia Southern University* in Online.

- Musanti, S. I. (Author), **Badenhorst, P. R. (Author)**, **Estrada, V. L. (Author)**, (2022). Community-Engaged Pedagogy for Socially Just HSI Teacher Preparation, *Association of Teacher Educators' 2022 Annual Meeting Association of Teacher Educators* in Chicago.
- **Nouri, N. (Author & Presenter)**, McComas, W. F. (Author & Presenter), (2022). Proposed Teacher Competencies to Support Effective Nature of Science Instruction: A Meta-Synthesis of the Literature, *National Association for Research in Science Teaching*. in Vancouver, Canada.
- **Nouri, N. (Author & Presenter)**, Saberi, M. (Author & Presenter), (2022). High school physics teacher's attitude and rationales about integrating history of science into science classes (Hybrid Presenters), *RGV STEM conference UTRGV* in South Padre Island.
- **Nouri, N. (Author & Presenter)**, Frady, V. (Author & Presenter), Ramirez, P. (Author & Presenter), Flores, Y. (Author & Presenter), (2022). Supporting Latinx Preservice Teachers' Understanding of Nature of Science Through Culturally Re levant Workshop Designed Based on their Autobiographies., *Association for Science Teacher Education*, in virtual.
- Peña Rojas, D. C., Soler, D. M., **Diaz Beltran, A. C.**, (2022). Teacher yo soy negro": prácticas discursivas sobre raza y clase social. Una autoetnografía colaborativa a partir de las trayectorias laborales de tres profesoras., *Conferencia Latinoamericana y Caribeña de Ciencias Sociales (CLACSO)*.
- Pena, C. M. (Author & Presenter), Estrada, V. (Author & Presenter), (2021). The Use of Mursion in a Teacher Education Program, *Texas Association of Teacher Educators* (*TxATE*).
- Poza, L. (Author & Presenter), **Fregoso Bailon, R. O. (Author & Presenter)**, (2022). A Generosity to Ourselves: Teacher and Student Poetry Generating Educational Theory, Colorado Association for Bilingual Education Education Conference. **Colorado** Association for Bilingual Education in Denver, Colorado.
- Rodriguez, A. D., Estrada, V. L., (2022). Developing a Culture of Inquiry for Continuous Improvement, *AACTE 74th Annual Meeting* in New Orleans, LA.
- Serriere, S., Kirkham, A., **Diaz Beltran, A. C.**, (2021). This is Possible: Critical Elementary Inquiries in Action., *College & University Faculty Assembly (CUFA) graduate forum*.

- **Shirvani, H.**, (2021). the relationship between emotional intelligence and gender, Twenty-eight International Conference on Learning The Leaner Conference in University of Valencia, London.
- Song, S. (Author & Presenter), Lu, M.-T. P. (Author & Presenter), Kang, S. (Author & Presenter), (2022). Examining Gender Gap in Mathematics: Role of Math Anxiety, 2022 World Education Research Association (WERA) Focal Meeting World Education Research Association in San Diego, CA.
- Suriel, R. (Author & Presenter), **Gallard, A. (Author & Presenter)**, **Chapman, A.**, Rojas-Perilla, D. F. (Author & Presenter), Suarez, E. (Author & Presenter), Camacho, D. (Author & Presenter), (2022). Latinx Science Learners and Scientific Literacy: Successes and Challenges, National Association for Research in Science Teaching NARST in Vancouver, BC.
- Williams III, J., Neshyba, M., **Diaz Beltran, A. C.**, Ogletree, Q., James, M., Young, J., (2021). Words Are Not Neutral: The Lexicon of Multicultural Terms and Phases., *National Association for Multicultural Education*.
- **Williams, Z. (Author & Presenter)**, (2021). Forced Identity Transformation: From Death to Grief to Healing Through the Arts, *22nd Annual Curriculum & Pedagogy Conference* in McAllen, Texas.
- Young, J., Ogletree, Q., James, M., Williams, J., Neshyba, M., **Diaz Beltran, A. C.**, Turner, M., Edosomwan, K., Harmon, F., Harmon, W., (2021). Tea at the Table: A Year in Review of Multicultural Students and Faculty Experiences of Virtual Mentorship., Annual Conference of the Texas Chapter of the National Association for Multicultural Education (TX NAME).
- **Zhang, Z. (Author & Presenter)**, Castaneda, M. (Author), Abrego, J. (Author), (2022). Examining the Association Between Professional Learning Community and Teacher Leadership, *AERA Annual Meeting AERA* in San Diego CA.
- **Zhang, Z.**, (2022). A Mixed Methods Design for Assessing Physics Learning in the Online Learning Environment, AERA Annual Meeting AERA in San Diago CA.
- **Zhang, Z. (Author & Presenter)**, (2022). SERA Presentation 1: Assessing Physics Learning in the Online Learning Environment with a Mixed-Methods Design, Southwest Educational Research Association Conference 2022 Southwest Educational Research Association.

- **Zhang, Z. (Author & Presenter)**, Smith, D. (Author), (2022). SERA Presentation 2: Phenomenological Mixed Model for Exploring Academic challenge and Resources, Southwest Educational Research Association Conference 2022 Southwest Educational Research Association.
- **Zhang, Z. (Author & Presenter)**, (2022). SERA Presentation 3: Phenomenological Mixed Methods Designs in a Cognitive Assessment Model, *Southwest Educational Research Association Conference 2022 Southwest Educational Research Association*.
- **Zhang, Z.**, (2021). The association between systemic disease and affliction with both glaucoma and macular degeneration, *UNC Medical Education*.





THE FUTURE OF TEXAS

utrgv.edu/cep

Contact Us:

- (956) 665-3627 (956) 882-5708
- cep@utrgv.edu
- 1201 West University Dr.Edinburg, TX 78539One West University Blvd.

One West University Blvd. Brownsville, TX 78520

The University of Texas Rio Grande Valley