



COLLEGE OF EDUCATION AND P-16 INTEGRATION

ANNUAL REPORT

2022-2023





*“The residency experience is a great opportunity for teacher candidates to obtain real hands-on experience in the classroom from day one to the last day of school. It allows you to observe every aspect of being a teacher, instruction, classroom management, collaborating with colleagues, parent and administration communication, and everything in between. Over the school year, I observed various situations and learned how to handle them from a teacher's perspective.”*

**Yearlong Clinical Teaching Residency  
Program, UTRGV Graduate**



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# General Information

## DEAN'S OFFICE



**Dr. Alma Dolores Rodríguez**  
*Dean*



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



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



**Dr. 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



**Ms. Celinda Quintanilla**  
*Director- Counseling and Training Clinic*



**Dr. Erica Villarreal**  
*Director- Office of Educator Preparation and Accountability*



**Dr. Zulmaris Diaz**  
*Director- Office of Field Experiences*



## Mission and Vision

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

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

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





## Message from the Dean



Academic year 2022-2023 marks the eighth year of our young institution and the UTRGV College of Education and P-16 Integration continues to advance and position ourselves at forefront of innovation and excellence. Our prioritization of quality and continuous improvement over the last eight years has translated into evident results.

In 2022-2023, the UTRGV College of Education and P-16 Integration

- ◆ Was the largest producer of teachers in The University of Texas System.
- ◆ Was the seventh largest producer of teachers in the state of Texas among university-based educator preparation programs.
- ◆ Had the highest number of total certifications issued and teachers employed among UT System institutions.
- ◆ Had the highest 5-year retention rate of employed graduates among UT System institutions.
- ◆ Earned national accreditation by the Council for the Accreditation of Educator Programs (CAEP) for initial and advanced programs.
- ◆ Earned 100% performance in the Texas Accountability System for Educator Preparation programs (ASEP) index.
- ◆ Received two commendations by the Texas State Board for Educator Certification (SBEC) for preparing the educators Texas needs.



It is a great pleasure to showcase the accomplishments of our faculty, staff, and students through this annual report.

Sincerely,  
Dr. Alma D. Rodríguez  
Dean







# 2022 - 2023 HIGHLIGHTS

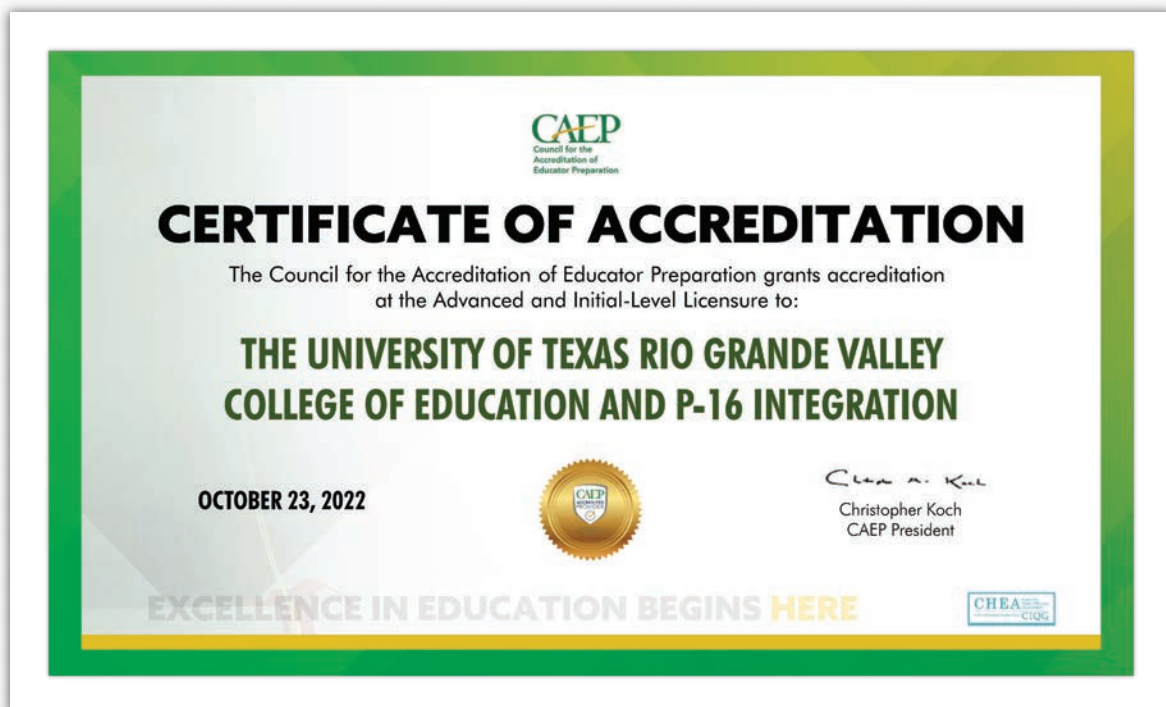
## CAEP Accreditation



EXCELLENCE IN  
EDUCATOR PREPARATION  
ACCREDITATION

The College of Education and P-16 Integration embraces a culture of inquiry for continuous improvement and collaboration with P-16 partners as reflected in its vision and mission. National accreditation is quality assurance through external programmatic peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation the institution or program must undergo a similar review on a regular basis. Typically, reviews are conducted every 7 to 10 years.

The UTRGV Educator Preparation (EPP) Program, consisting of the Teacher Preparation Program, the Superintendent Certification Program, and the School Psychology Program was accredited by the Council for the Accreditation of Educator Preparation (CAEP) on October 23, 2022, meeting rigorous standards and processes for educator preparation through quality assurance and continuous improvement.





## SBEC Commendations



In addition to earning national accreditation through CAEP, The Texas Education Agency (TEA) approved the 2021-2022 Educator Preparation Program (EPP) Commendations during their February 10, 2023, State Board for Educator Certification (SBEC) meeting. The University of Texas Rio Grande Valley Educator Preparation Program was recognized with commendations for the third consecutive year. This year the EPP received commendations in Category 2, Preparing the Educators Texas Needs, for preparing and supporting teachers who identified as Hispanic, and for recruiting, preparing, and supporting the certification of mathematics teachers in content shortage area.



## Teacher Residency Program

On May 18 and 19, the Office of Field Experiences celebrated the accomplishments of UTRGV-CEP's first Teacher Residency cohort. The inaugural class was composed of 28 teacher residents who were mentored and guided by site coordinators, Dr. Sara Ahmadi, Mr. Raul Garza, and Ms. Patricia Robles. Thanks to our partner districts, Edcouch Elsa ISD, Los Fresnos CISD, Lyford CISD, McAllen ISD, and Vanguard Academies, that accepted the challenge of hosting and paying UTRGV teacher residents; therefore, trailblazing teacher preparation in the state and our region.

The overarching goal of the program is to create a highly qualified candidate, with a developed teacher identity, who is prepared and ready to enter the teaching profession from day one, reducing the first-year learning curve and acclimation, which in turn benefits P-6 students' learning. In fact, one of the teacher residents explained.

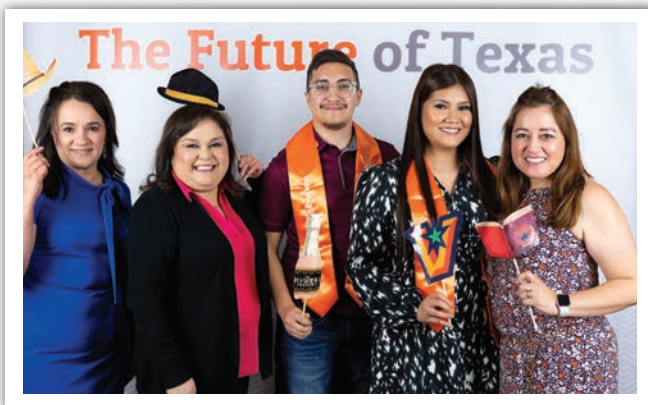
*"The residency experience is a great opportunity for teacher candidates to obtain real hands-on experience in the classroom from day one to the last day of school. It allows you to observe every aspect of being a teacher, instruction, classroom management, collaborating with colleagues, parent and administration communication, and everything in between. Over the school year, I observed various situations and learned how to handle them from a teacher's perspective."*

Another resident added *"Different from the traditional student teaching, future teachers are able to have a deeper and meaningful experience. From personal experience, I felt very supported by both my mentor teacher and site coordinator. I would have been overwhelmed with going into a classroom without that year of experience."*

Members of the inaugural teacher residency cohort were:

Lizeth Beltran	Alison Esquivel	Melissa Martinez	Itzaleny Saucedo
Carla Bermudez	Abigail Garcia	Yenedith Martinez	Liliana Segura
Thanya Bravo	Luis Gonzalez	Dalila Ramirez	Vivian Sosa
Stephanie Castro	Josie Govea	Kamila Rincones	Ahiled Vazquez
Adelita Chapa	Priscilla Hernandez	Cesar Rivera	Leesly Verdin
April Compean	Danyel Leal	Fatima Rodriguez Carreon	Rachel Yeupell
Rocio Cruz	Amanda Leyva	Janet Ruiz	Paulina Zamora





## Teacher Residency Inaugural Class



**Lizeth Beltran**  
Elementary EC-6  
Bilingual Generalist



**Alison Esquivel**  
Elementary EC-6  
Bilingual Generalist



**Carla Bermudez**  
Elementary EC-6  
Special Education



**Abigail Garcia**  
Elementary EC-6  
Bilingual Generalist



**Thanya Bravo**  
Elementary EC-6  
Bilingual Generalist



**Luis Gonzalez**  
Elementary EC-6  
Bilingual Generalist



**Stephanie Castro**  
Elementary EC-6  
Bilingual Generalist



**Josie Govea**  
Elementary EC-6  
Bilingual Generalist



**Adelita Chapa**  
Elementary EC-6  
Bilingual Generalist



**Priscilla Hernandez**  
Elementary EC-6  
E.S.L.



**April Compean**  
Elementary EC-6  
Bilingual Generalist



**Danyel Leal**  
Elementary EC-6  
Special Education



**Rocio Cruz**  
Elementary EC-6  
Bilingual Generalist



**Amanda Leyva**  
Elementary EC-6  
Early Childhood





**Melissa Martinez**  
Elementary EC-6  
Bilingual Generalist



**Itzaleny Saucedo**  
Elementary EC-6  
Special Education



**Yenedith Martinez**  
Elementary EC-6  
Bilingual Generalist



**Liliana Segura**  
Elementary EC-6  
E.S.L.



**Dalila Ramirez**  
Elementary EC-6  
Bilingual Generalist



**Vivian Sosa**  
Elementary EC-6  
Bilingual Generalist



**Kamila Rincones**  
Elementary EC-6  
Bilingual Generalist



**Ahiled Vazquez**  
Elementary EC-6  
Bilingual Generalist



**Cesar Rivera**  
Elementary EC-6  
Bilingual Generalist



**Leesly Verdin**  
Elementary EC-6  
Bilingual Generalist



**Fatima Rodriguez Carreon**  
Elementary EC-6  
Special Education



**Rachel Yeupell**  
Elementary EC-6  
E.S.L.



**Janet Ruiz**  
Elementary PK-3  
Early Childhood



**Paulina Zamora**  
Elementary EC-6  
Bilingual Generalist



## 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 a 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.

During the 2022-2023 academic year two cohorts completed the STEP UP Program. The Spring 2022- Fall 2022 cohort saw 5 elementary candidates and 3 secondary candidates complete the program in the McAllen and Brownsville school districts. The Fall 2022- Spring 2023 cohort saw 16 elementary candidates and 5 secondary candidates who completed the program in the Los Fresnos, Harlingen, and McAllen school districts. In addition, two cohorts were recruited during the academic year, one for Spring 2023- Fall 2023 and the other for Fall 2023- Spring 2024 (which is still pending). The Spring 2023- Fall 2023 cohort was comprised of 9 elementary candidates and 8 secondary candidates in the McAllen and Brownsville school districts.

Members of the two STEP UP cohorts were:

### Fall 2022

Andrea Carranza Pena  
Leslie Castillo  
Santos Flores  
Kimberly Garcia  
Lydia Guerra  
Roger Juarez  
Damaris Sanchez  
Priscilla Valencia

### Spring 2023

Crystal Espinoza  
Alondra Garcia  
Priscilla Garcia  
Cynthia Garza  
Elizabeth Gonzalez  
Zully Hernandez  
Joann Moreno  
Jennifer Navarro

Jose Noriega  
Sophia Olivares  
Paola Palacios  
Briselda Ramirez  
Brisa Saldana  
Moyra Solis  
Ashley Torres  
Denise Trevino

Aileen Valdez  
Megan Vela  
Stacy Villarreal Leon



## STEP UP Program Cohorts



**Andrea Carranza Pena**  
*Fall 2022 Cohort*



**Priscilla Valencia**  
*Fall 2022 Cohort*



**Leslie Castillo**  
*Fall 2022 Cohort*



**Crystal Espinoza**  
*Spring 2023 Cohort*



**Santos Flores**  
*Fall 2022 Cohort*



**Alondra Garcia**  
*Spring 2023 Cohort*



**Kimberly Garcia**  
*Fall 2022 Cohort*



**Priscilla Garcia**  
*Spring 2023 Cohort*



**Lydia Guerra**  
*Fall 2022 Cohort*



**Cynthia Garza**  
*Spring 2023 Cohort*



**Roger Juarez**  
*Fall 2022 Cohort*



**Elizabeth Gonzalez**  
*Spring 2023 Cohort*



**Damaris Sanchez**  
*Fall 2022 Cohort*



**Zully Hernandez**  
*Spring 2023 Cohort*





**Joann Moreno**  
*Spring 2023 Cohort*



**Moyra Solis**  
*Spring 2023 Cohort*



**Jennifer Navarro**  
*Spring 2023 Cohort*



**Ashley Torres**  
*Spring 2023 Cohort*



**Jose Noriega**  
*Spring 2023 Cohort*



**Denise Trevino**  
*Spring 2023 Cohort*



**Sophia Olivares**  
*Spring 2023 Cohort*



**Aileen Valdez**  
*Spring 2023 Cohort*



**Paola Palacios**  
*Spring 2023 Cohort*



**Megan Vela**  
*Spring 2023 Cohort*



**Briselda Ramirez**  
*Spring 2023 Cohort*



**Stacy Villarreal Leon**  
*Spring 2023 Cohort*



**Brisa Saldana**  
*Spring 2023 Cohort*

## Clinical Teaching Graduation Celebration

The Clinical Teaching Graduation Celebration takes place at the end of the Fall and Spring semesters for both Edinburg and Brownsville campus sites. The Office of Field Experiences takes pride in helping celebrate UTRGV students successfully completing the College of Education and P-16 Integrations' Teacher Education Program. At the end of each ceremony, students select a special person to pin them with the college's gonfalon to show their appreciation.

The Charles Butt, Denison, Palimar, and Van Burkleo Scholarships and Scholars were recognized in the Fall 2022 graduation celebration. Generous scholarships awarded to our students have an immense impact on our students' experience in the Rio Grande Valley.

Spring 2023 Charles Butt, Isaura Escandon Castro, and Van Burkleo scholarship recipients were also recognized for successfully completing the program to become certified teachers in the State of Texas.

UTRGV's College of Education and P-16 Integration is honored to award scholarships from generous donors and foundations and hopes to continue to offer these amazing opportunities providing student support as future educators.



### The College of Education and P-16 Integration gonfalon

The torch represents the guiding light – the ability of graduates to serve as a beacon for others and for the college to serve as a light that will lead the way for others. The multi-colored flame symbolizes the forward-thinking nature of the college, bringing power to ideas. The background's light blue color signifies education, wisdom, intelligence, and integrity.







## Fall 2022 Scholars



**Roger Juarez**  
*Charles Butt Scholarship*



**Lisset Gonzalez**  
*Palmiar Scholarship*



**SanJuana De La Cruz**  
*Denison Scholarship*



**Iris Guzman**  
*Palmiar Scholarship*



**Itsel Guadiana**  
*Denison Scholarship*



**Litzy Ibarra**  
*Palmiar Scholarship*



**Andrea Lopez**  
*Denison Scholarship*



**Eric Lopez**  
*Palmiar Scholarship*



**Omar Reyes**  
*Denison Scholarship*



**Azeneth Olvera**  
*Palmiar Scholarship*



**Kathleen Salinas**  
*Denison Scholarship*



**Analiza Amaya**  
*Palmiar Scholarship*



**Jesus Villarreal**  
*Denison Scholarship*



**Fermin Castillo**  
*Van Burkleo Scholarship*



**America Corpus**  
*Van Burkleo Scholarship*



**Bryanna Salazar**  
*Van Burkleo Scholarship*



**Lydia Guerra**  
*Van Burkleo Scholarship*



**Arely Solis-Gonzalez**  
*Van Burkleo Scholarship*



**Kassandra Leal**  
*Van Burkleo Scholarship*



**Marlin Medrano**  
*Van Burkleo Scholarship*



**Cecilia Quezada**  
*Van Burkleo Scholarship*



**Adriana Rodriguez**  
*Van Burkleo Scholarship*



**Brenda Rodriguez**  
*Van Burkleo Scholarship*



## Spring 2023 Scholars



**Briselda Ramirez**  
*Charles Butt Scholarship*



**Nidia Bolanos**  
*Van Burkleo Scholarship*



**Aileen Valdez**  
*Charles Butt Scholarship*



**Cindy Cantu**  
*Van Burkleo Scholarship*



**Leonela Morales**  
*Isaura Escandon Castro Scholarship*



**Crystal Carrillo**  
*Van Burkleo Scholarship*



**Amy Lopez**  
*Van Burkleo Scholarship*



**Yesenia Contreras**  
*Van Burkleo Scholarship*



**Paola Palacios**  
*Van Burkleo Scholarship*



**Ashley Esquivel**  
*Van Burkleo Scholarship*



**Andrea Trejo**  
*Van Burkleo Scholarship*



**Inkery Flores Trujillo**  
*Van Burkleo Scholarship*



**Marleen Aza**  
*Van Burkleo Scholarship*



**Iliana Indalecio**  
*Van Burkleo Scholarship*



**Sarai Leal**  
*Van Burkleo Scholarship*



**Denise Rodriguez**  
*Van Burkleo Scholarship*



**Jasmin Martinez**  
*Van Burkleo Scholarship*



**Stefania Rodriguez**  
*Van Burkleo Scholarship*



**Santana Martinez**  
*Van Burkleo Scholarship*



**Alejandra Rojo**  
*Van Burkleo Scholarship*



**Adriana Nava**  
*Van Burkleo Scholarship*



**Joe Valdez**  
*Van Burkleo Scholarship*



**Sophia Olivares**  
*Van Burkleo Scholarship*



**Clarissa Vasquez**  
*Van Burkleo Scholarship*



**Julian Ramos**  
*Van Burkleo Scholarship*



**Airam Villarreal**  
*Van Burkleo Scholarship*



**Jose Rios**  
*Van Burkleo Scholarship*



## TAFE Area 1 Conference

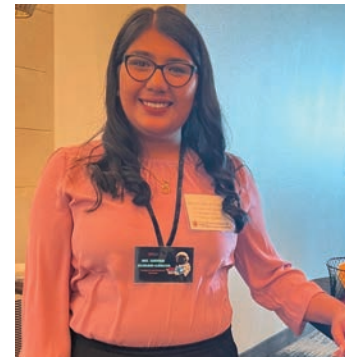


Dayan Duran-Garcia, Dr. Criselda Garcia, Allison Silva

The Texas Association of Future Educators (TAFE) is a co-curricular statewide student organization created to allow middle, high school and college-level students to explore the teaching profession. UTRGV College of Education and P-16 Integration collegiate Texas Association of Future Educators (TAFE) members participated at the regional Area 1 Conference in Laredo, Texas on December 9th. Faculty advisor, Dr. Criselda Garcia joined Dayan Duran-Garcia, sophomore, who competed in the Teacher Created Materials event while Allison Silva, senior, competed in the Interactive Bulletin event.

### TAFE Member advances to State Competition at the Texas Association of Future Educators 39th Annual Teaching Tomorrow Summit 2023

TAFE member, Dayan Duran-Garcia, sophomore, advanced to the state-level competition at the Kalahari Resort in Round Rock, Texas on March 2-4, 2023. With over 2,400 middle, high school, and college TAFE members, prospective teachers from across the state and their teacher leaders convened for state-level competitions, professional learning sessions, and exhibitions. Dayan Duran-Garcia competed in the Teacher Created Materials event, and teacher leader, Dr. Criselda Garcia delivered a session to an audience of aspiring teachers entitled, *Creating Self Portraits to Develop Positive Learning Environments*.



Dayan Duran-Garcia

## Special Field Experiences Project Launches Interest in Teaching Middle School Math

*"I want to be the teacher that changes my students' lives and someone they remember when they grow old,"* Karen Arevalo, a teacher candidate seeking a Bachelor of Interdisciplinary Studies in Bilingual Education EC-6th expressed. As Karen began her academic trajectory of becoming an elementary school teacher, she found

herself contemplating becoming a math teacher so when an opportunity surfaced to explore a high-quality curriculum in a 6th-grade math classroom through a special field/clinical experiences project, she jumped at the chance to participate.

The College of Education and P16 Integration in partnership with Rio Grande City Grulla (RGCG) ISD, designed a special project to use the district's high-quality math curriculum, Agile Mind, Inc. in preparation for field/clinical experiences for a small group of teacher candidates enrolled in a math methods course at the Starr County Campus last spring. The district's math strategist, a former UTRGV CEP graduate, provided the teacher candidates with the same professional development that the district delivers to their 6th-grade math teachers. As the academic year started in the fall of 2022, the district reached out to Karen regarding a temporary substitute position at Veteran's Middle School as a 6th-grade teacher. With her experience and success in the field/clinical experiences project, school district administrators felt confident that Karen would be able to take on the challenge.

Karen has successfully completed an academic year in the position and tributes much of her efficacy to the professional development with the high-quality math curriculum. *"When I first received professional development in the curriculum for the curriculum literacy project, I was amazed at how it taught me the reasoning and different concepts associated with each objective. And the fact that I was able to prepare as the actual teacher made it even better. The Agile Minds curriculum provides everything from introductory TEKS to application for the 6th-grade curriculum. It includes assignments, quizzes and creative ideas for students to work collaboratively to learn the math material. The curriculum provides the 'why' to every objective."* Karen said.

She went on to add, *"The curriculum follows an order that guides learning from one objective to the next objective. It gives opportunities to keep incorporating what has been learned onto what is next. This boosted my confidence when teaching because it gave me time to go back and double check when supporting instruction without difficulty."*

However, not all of her success this year with her middle school students is based on the training and caliber of the curriculum. Listening to her reflect on her first year of teaching, it appears that Karen has a strong understanding of what is at the root of good teaching. *"I learned that teaching does not only revolve around what we teach our students, but how we teach it to them and being there for them. Teaching is about listening to our students even if they are not speaking. It is about being someone who provides support to them with deep guidance. Teaching is not a job, it is a profession,"* she concluded.



## A Preview into the Teacher Preparation Program for High School Students



Over 150 high school students, prospective teachers from Brownsville ISD, Los Fresnos CISD, and Point Isabel ISD visited our UTRGV College of Education and P-16 Integration campuses in Edinburg and Brownsville for a day full of activities including professional development sessions and campus tours.

The goal was to provide high school students and teachers, with learning sessions and guided campus learning tours to highlight the brief history of the university, showcase state-of-the-art technologies in our college spaces along with showcasing the Learning to Teach Lab.

*"These high school students have the energy and drive to be tomorrow's teachers. They're up for the challenge of changing the teaching landscape. Our sessions provided them a preview into what to expect if they join our program,"* explained Dr. Criselda Garcia, a professor who delivered one session.

## FALL 2022

The professional development sessions were designed to be highly interactive, engaging, and relevant to the professional needs of future teachers delivered by the Teacher Preparation Program professors. The three sessions highlighted the program's teaching vision of:

- ◆ Reflective thinking and practice
- ◆ Practice-based teacher preparation
- ◆ Technology integration for 21st-century skills

### Building Social and Emotional IQ for forming a Teacher Identity

Engaging aspiring teachers, the session-oriented them toward today's need for enhanced social and emotional IQ. Emotionally intelligent teachers tend to better motivate their students and understand their behavioral and psychological well-being-all of which leads to more engaged and productive classrooms.

### Classroom Culture and Management 101 in Mixed Reality Simulated Learning Environments



Aspiring teachers participated in a practice-based Mursion® mixed-reality simulation coaching session to learn basic communication skills and strategies for being proactive and solution-oriented when dealing with unengaged and off-task students to create a positive classroom environment.

### Empowered Educators for the 21st Century Teaching and Learning

Aspiring teachers explored the need to develop student-centered digital and technological tools for 21st-century skills learning and teaching. The prospective teachers learned the basics of how to use digital tools to create dynamic learning experiences.



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*SPRING 2023*

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The professional development sessions during the Spring 2023 semester were delivered by Dr. Jair Aguilar, Dr. Zulema Williams, Dr. Leslie Garrido, and Dr. Ana Diaz Beltran.

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*SUMMER 2023*

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### **L-STEAM Camp**

During the summer 2023, the L'STEAM camp was designed and delivered by Dr. Jair Aguilar, Dr. Zulema Williams, and Dr. Leslie Garrido.

The goal of the L-STEAM camp was to expose high school students to a set of combined STEAM activities with a leadership component that promoted personal growth, sense of community and teamwork.

Students participating in the camp experienced the use and programing of robotics, the combination of arts with math concepts, the implementation and development of science tasks, and the creation of engineering structures while reporting and reflecting their achievements.







## Learning to Teach Lab

The vision of the Learning to Teach Lab (LTT lab) is to support and challenge teacher candidates from admission to certification through resources and activities that engage them in practice-based teacher education, digital pedagogies, and successful certification, so that they may be 21st-century classroom-ready by the time they graduate. The LTT lab is composed of the following components and initiatives: (1) The Empowered Educator Program, (2) Practice-Based Teacher Education, (3) Mixed Reality Simulation, (4) Certification Exam Support Hub, and (5) Teacher Educator Development.

The Teacher Educator Development has two initiatives (1) Transforming Teacher Educator Online Modules and (2) Critical Conversations with Colleagues to Advance Culturally and Linguistically Sustaining Pedagogies (CLSP).

- ◆ Transforming Teacher Educator Online Modules: Four online asynchronous modules reflecting our Teacher Preparation Conceptual Framework designed to introduce teacher educators to central principles and approaches to the teacher preparation transformation: cognitive coaching, co-teaching strategies, culturally and linguistically sustaining pedagogies, and digital communities of practice.
- ◆ Critical Conversations with Colleagues to Advance Culturally and Linguistically Sustaining Pedagogies: This series of monthly hour-long conversations with colleagues are meant to be a space to share our successes and our struggles around practices designed and implemented to promote cultural and linguistic inclusiveness and asset-based pedagogies in teacher preparation.

### **Critical Conversations with Colleagues: Teacher Education Pedagogies to Advance Culturally and Linguistically Sustaining Pedagogies (CLSP)**

During the 2022-2023 school year, we implemented the CLSP Critical Conversations series with the goal to engage teacher educators and educators in the community to advance the transformation of our teacher preparation programs.

We hosted a total of four CLSP critical conversations. For each event, we invited two teacher educators in the College of Education and P-16 Integration to share a puzzle of practice related to culturally and linguistically sustaining pedagogies in teacher preparation. Dr. Sandra Musanti conceptualized, organized, and facilitated this series in collaboration with Dr. Jim Jupp and Dr. Veronica Estrada.

To accomplish our goal, we promoted each event through social media, the LTTL website, and via email. We invited CEP faculty and faculty in other colleges who are



involved in teacher education, B3 affiliate faculty, field supervisors, graduate students, doctoral students, part-time faculty, as well as educators in the community. To further the reach of these events, we hosted the conversations via Zoom and scheduled them after school hours to facilitate the attendance of graduate students, teachers, and district administrators. In addition, we recorded each conversation, and we shared the videos and handouts through the CEP Learning to Teach Lab website.

### Critical Conversations with Colleagues:

Teacher Education Pedagogies to Advance Culturally and Linguistically Sustaining Pedagogies



### Critical Conversations with Colleagues:

Teacher Education Pedagogies to Advance Culturally and Linguistically Sustaining Pedagogies



Dr. Noushin Nouri  
Assistant Professor  
Teaching and Learning



Dr. Xiaodi Zhou  
Assistant Professor  
Bilingual and Literacy Studies

### Critical Conversations with Colleagues



Dr. Veronica Estrada



Dr. Criselda Garcia



Dr. Irasema Gonzalez

## CLSP Critical Conversation 1

October 19th, 2022

Mr. Raul Garza

Lecturer,  
C&I Doctoral Student

Dr. Sandra Musanti

Professor, BLS

## CLPS Critical Conversation 2

November 30th, 2022

Dr. Angela Chapman

Associate Professor, TL

Dr. Christian Zúniga

Associate Professor, BLS

## CLPS Critical Conversation 3

March 7th, 2023

Dr. Xiaodi Zhou

Assistant Professor, BLS

Dr. Noushin Nouri

Assistant Professor, TL

## CLPS Critical Conversation 4

April 18, 2023

Dr. Veronica Estrada

Professor, TL

Dr. Criselda Garcia

Professor, TL

Dr. Irasema González

Professor, BLS

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BLS - Department of Bilingual and Literacy Studies  
TL - Department of Teaching and Learning



## RGV STEM Education Conference

The 6th Annual STEM Education Conference took place on South Padre Island from February 15-17, 2023. The 2023 conference was titled “Building Interdisciplinary Collaborations in STEM Education: Toward Transformative Practices.” A total of 351 registrants included high school, undergraduate, and graduate students as well as informal and formal educators and scholars. The conference fills a long overdue niche in STEM education as it focuses on bringing together all P-20 STEM education stakeholders to address issues around equity. It does so by centering the student's voice and experience.

The College of Education and P-16 Integration and the Department of Teaching and Learning supports the STEM Conference in order to build interdisciplinary collaborations in STEM. The Conference strives to support an intentional space that brings everyone involved in P-20 STEM education together. This includes higher education faculty, P-12 educators and administrators, informal educators, and P-12 students. The Conference seeks to transform STEM education through critical dialogue, dissemination, and implementation of best practices, research, and policy. A fundamental goal of this conference is to ensure that all STEM educators are prepared to successfully implement best practices in STEM education, from preschool to college. The conference is for those who have a willingness to have discussions around difficult conversations about what is transpiring in STEM classrooms and how to unpack how our presence, actions, and inactions contribute to the sociocultural landscape and influence those around us.

This year's conference theme was centered on building interdisciplinary collaborations in STEM education. The conference continues to gain a national and international presence with participants and presenters from the RGV, Texas, Georgia, Florida, Massachusetts, Vermont, Minnesota, Canada, Mexico, Nepal, and Iran with an emphasis on indigenous ways of knowing and learning.







## Decolonial Research Symposium

The Doctoral Program in Curriculum and Instruction and the Department of Teaching and Learning had the opportunity to realize one of its most cherished goals: to bring UTRGV doctoral students and alumni to engage in intellectual conversations, in person, side by side with top intellectuals such as Dr. Nelson Maldonado-Torres. Thanks to the support of Dean Dr. Alma Rodriguez, Dr. James Jupp, Dr. Laura Jewett, Dr. Angela Chapman, and the support of other colleagues and staff, graduate students and alumni had the unique opportunity to receive feedback and engage in face-to-face intellectual conversations with internationally renowned intellectuals as a world-class experience. This was the goal of the Decolonial Research Symposium within the 6th Annual STEM Education Conference on February 16, 2023.



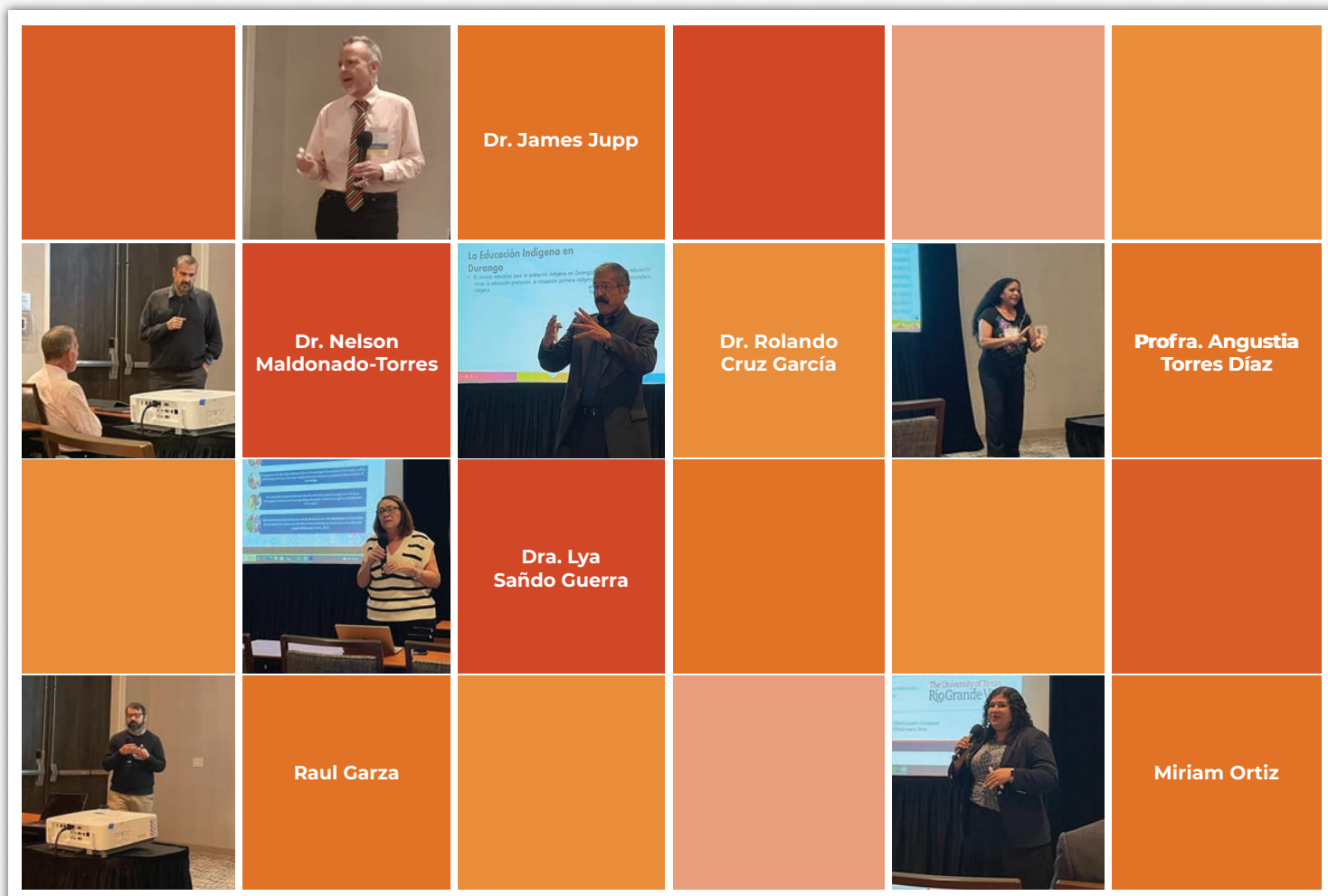
Drs. James Jupp, Nelson Maldonado-Torres, Raul Fregoso Bailon

Held on February 16, 2023, at the Marriott County Hotel in South Padre Island, Texas, the Decolonial Research Symposium was a great success. The Dean, Dr. Alma Rodriguez, personally offered words of welcome, highlighting the presence of Dr. Nelson Maldonado-Torres and how the graduate students were able to have this world-class opportunity. Dr. James Jupp gave a detailed overview of the landscape of decolonial studies in education prior to Dr. Maldonado-Torres' presentation. Dr. Maldonado-Torres is part of the Modernity/Coloniality Group, an active network of intellectuals across generations and disciplines who are

expanding the notion of the colonality of power. Dr. Maldonado-Torres is one of the most internationally renowned philosophers in the field of decolonial studies. His work is at the forefront of global research on the colonality of being, and the decolonial stance, and is the founder of the decolonial turn as a philosophical current. Other international scholars included Dr. Sylvia Bettez, professor in the Department of Educational Leadership and Cultural Foundations at the University of North Carolina, Greensboro, and former president of the American Educational Studies Association, Dr. Rolando Cruz Garcia, Subsecretary of Education of the State of Durango, Mexico; Angustia Torrez Diaz, C.E.O. of Africa A.C. and *Red por el Reconocimiento Constitucional del Pueblo Negro de Mexico*; and Dr. Lya Sañudo, who is the Chief Researcher of *La Comisión Estatal Para la Mejora Continua de Jalisco, Mexico*.

The format of the Decolonial Research Symposium was designed to allow graduate students to receive one-on-one feedback from international scholars, so this format went beyond the traditional lecture format. Dr. Sylvia Bettez gave the only online presentation, "Epistemologies of Belonging," and Dr. Rolando Cruz Garcia offered the presentation "Epistemologies from Indigenous O'dam Normalistas





teachers,” and then UTRGV alumni and doctoral students Raul Garza and Miriam Ortiz presented on how their dissertations can be enriched and informed by decolonial studies. Then, Dr. Lya Sañudo Guerra presented on “Epistemologies of Indigenous Wixaritari Educators” followed by Johana Esparza Zulerma Williams. Angustia Torres Diaz presented on “Epistemologies of Afro-Mexican Normalistas teachers from Oaxaca, México,” and then the doctoral students Luisa Valdez and Dalia Mendoza presented their dissertations in progress on the challenges and opportunities of relating decolonial perspectives in the Rio Grande Valley. Importantly, both the international scholars and the UTRGV’s graduate students and alumnae received their certificates of participation so that they can show in the future that they were part of this great experience. Dr. Nelson Maldonado-Torres gave the closing presentation on the state of decolonial studies today. It is important to note that during this program, UTRGV’s graduate students and alumni received feedback and comments directly from Dr. Nelson Maldonado-Torres and the other international scholars, as well as from the audience, creating an organic, personal intellectual dialogue that UTRGV graduate students will carry with them forever.

## Pinar Online Seminar

Internationally renowned curriculum studies scholar, Dr. William F. Pinar gave a talk on Mexico's recently introduced curricular framework "Plan de Estudio". Hosted by Drs. Badenhorst and Jewett. Dr. Pinar presented a new paper highlighting central tensions in this national curriculum framework within the context of contemporary curriculum studies and in relation to the history of curriculum reform initiatives in Mexico. Attendees included a pool of 50 doctoral students, professors, C & I doctoral program alumni as well as practitioner-scholars from Mexico. After the talk, Dr. Pinar took questions from both the Zoom™ and in-person audience and then shared a meal and curricular conversation with the in-person audience.



William F. Pinar is the Tetsuo Aoki Professor in curriculum studies at the University of British Columbia in Vancouver, Canada, and the Canada Research Chair at UBC from 2005-2022. He is the editor of *Curriculum Studies in Mexico: Intellectual Histories, Present Circumstances* (2011, Palgrave Macmillan) and the author of *A Praxis of Presence in Curriculum Theory: Advancing Curricula against Cultural Crises in Education* (2023, Routledge). He has lectured widely, including at Harvard University, McGill University, the University of Wisconsin-Madison as well as the Universities of Chicago, Helsinki, Oslo, Tokyo, and Vienna. In 2000, he was also awarded a Lifetime Achievement Award from the American Educational Research Association.

**Dr. William Pinar**  
Tetsuo Aoki Professor in Curriculum Studies  
Professor, Department of Educational Studies  
The University of British Columbia





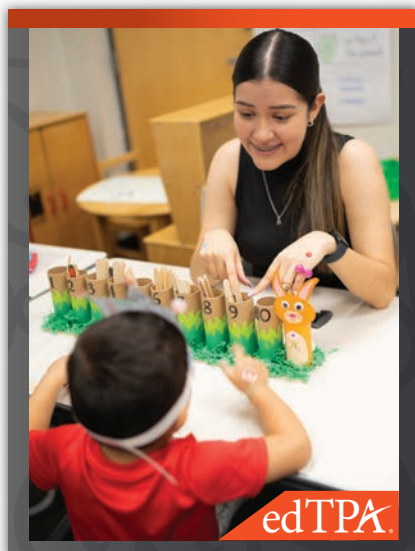
## Mixed Reality Simulation

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, and 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](mailto:mrs@utrgv.edu).



## edTPA PILOT AY 2022 - 2023

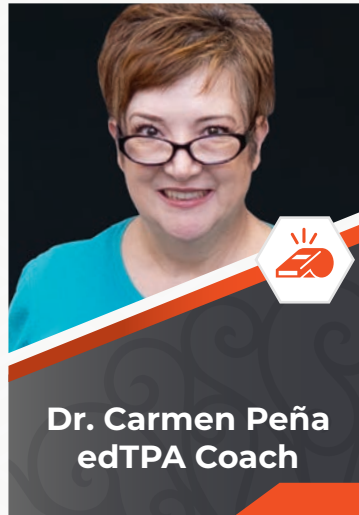
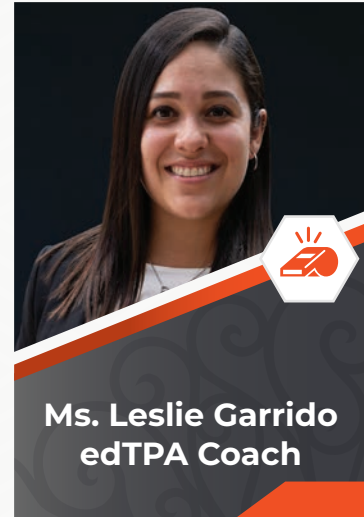


In AY 2022-2023, the CEP and the Department of Teaching and Learning continued a pilot of the Educative Teacher Performance Assessment (edTPA). The edTPA portfolio is a performance-based assessment for aspiring teachers in the United States. It is designed to evaluate a teacher candidate's readiness to enter the teaching profession by assessing their knowledge, skills, and abilities in planning, instruction, and assessment. The edTPA portfolio is completed by teacher candidates during their clinical teaching. It consists of a collection of artifacts and evidence that demonstrate the candidate's ability to plan effective lessons, engage students in meaningful learning experiences, and assess their progress. It also emphasizes video of students' actual teaching competencies for documentation. Altogether,

the portfolio includes written commentaries, lesson plans, video recordings of teaching, student work samples, and assessments. This is a comprehensive assessment, and it demonstrates readiness for classroom teaching.

The piloting of edTPA was started by Dr. Denise Love prior to her retirement in AY 2021 - 2022. For AY 2022 - 2023, the faculty continued her model that focused on weekly workshops, coaching, and writing days. Across both semesters, Dr. Jupp organized the meetings, created presentations, and focused on due dates. Others that helped with edTPA included Dr. Erica Villarreal, Mr. Luis Machuca, and Mr. Juan de la Rosa. Dr. Villarreal supported students in processing vouchers and handling video permissions. Mr. Luis Machuca created a detailed submission system in Tk20, and he conducted a training session on submission. Mr. De la Rosa created a training session on video of students' lessons, supported students' use of video equipment, and then assisted students at the time of submission. Coaches for the Fall of 2022 included Dr. Pauli Badenhorst, Dr. Carmen Peña, Dr. Zulema Williams, Ms. Leslie Garrido, and Mr. Raul Garza. During the fall, 24 clinical teachers successfully submitted portfolios and passed edTPA. Coaches for Spring of 2023 included Dr. Carmen Peña and Mr. Raul Garza. During the Spring of 2023, 8 clinical teachers successfully submitted their portfolio.

Overall, the edTPA support system that was started by Dr. Denise Love was successfully continued. Six faculty in the Department of Teaching and Learning conducted hands-on edTPA coaching sessions with 47 students. Even though we have more to learn about edTPA, we have successfully forged a model for edTPA, and we are well-situated to scale edTPA for the future as Texas moves to a portfolio assessment.



## UTRGV at Starr County Exhibits Scientist Dioramas



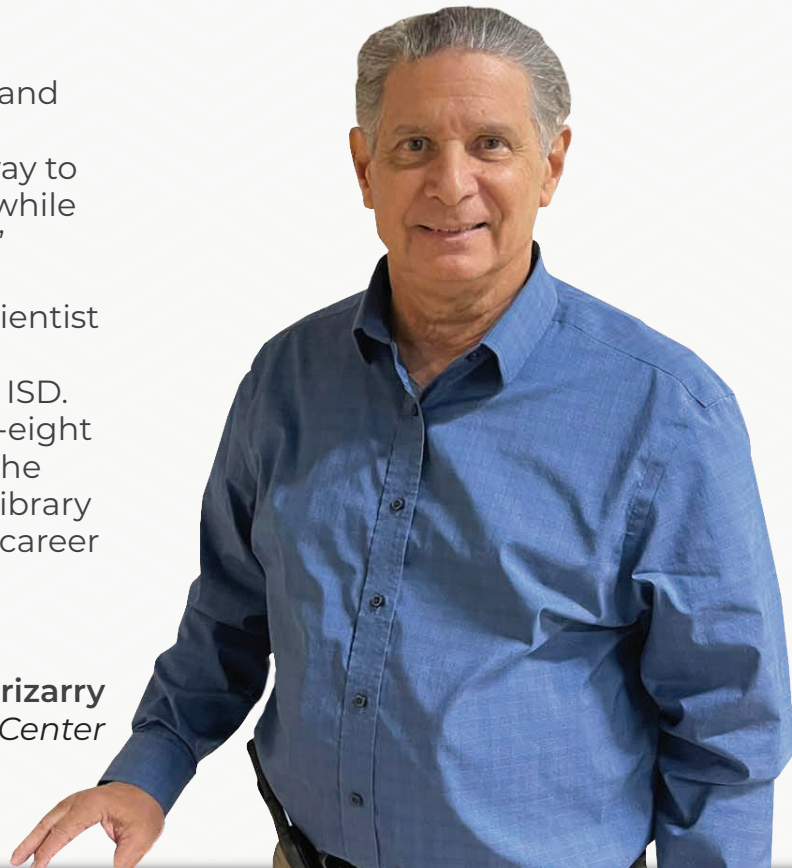
As part of the CEP Elementary Teacher Training course requirements for EDCI 3333, "Teaching Science to Elementary Students", each university student was expected to research a scientist who may be African American, Hispanic, Asian, or a Woman. The instructor, Dr. Richard Irizarry randomly distributed by computer the names of American scientists as members of one of these minority groups. The purpose was to highlight the significant contributions by these scientists to the American scientific community and to prepare our young teachers to encourage their own students to the potential of Science Technology Engineering and Mathematics or STEM as an achievable career goal.

The dioramas include an image of the scientist, the birthplace, and the outstanding contributions to science despite real and significant obstacles in their lives. Some of

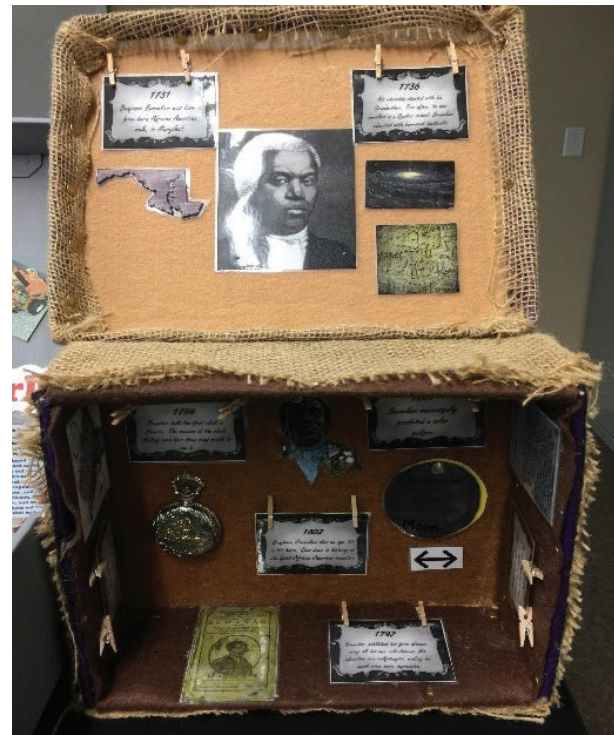
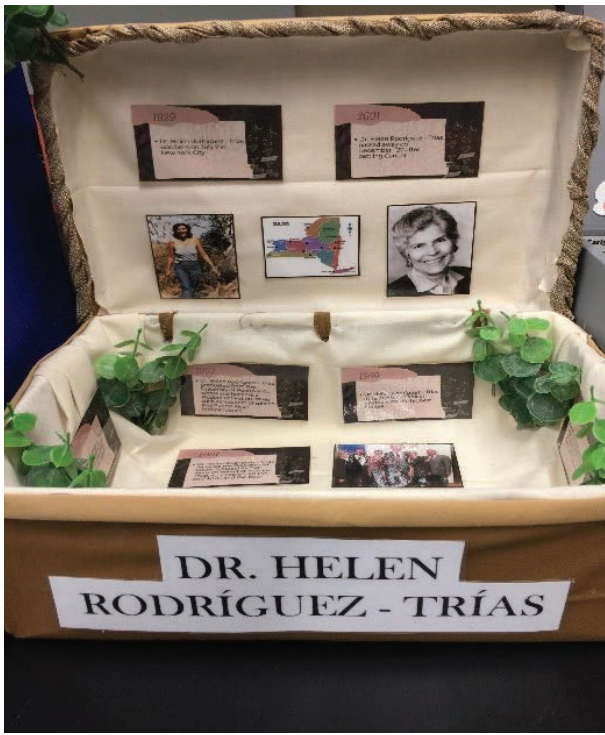
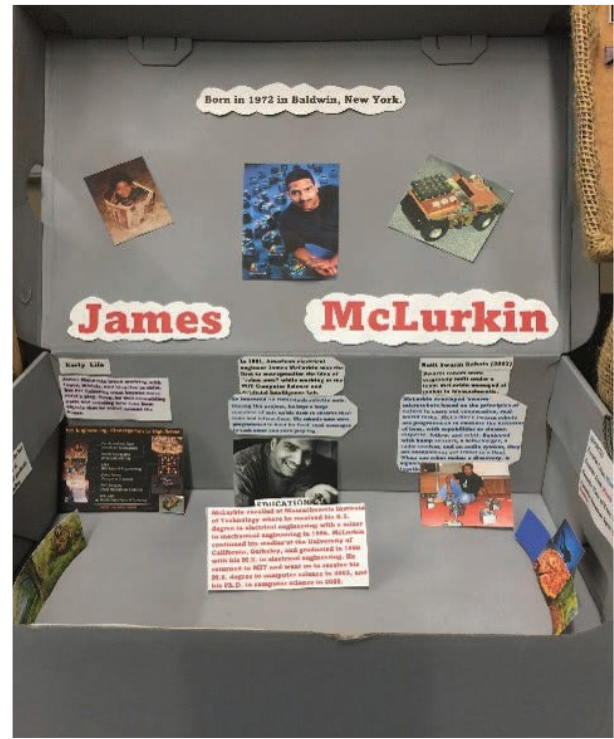
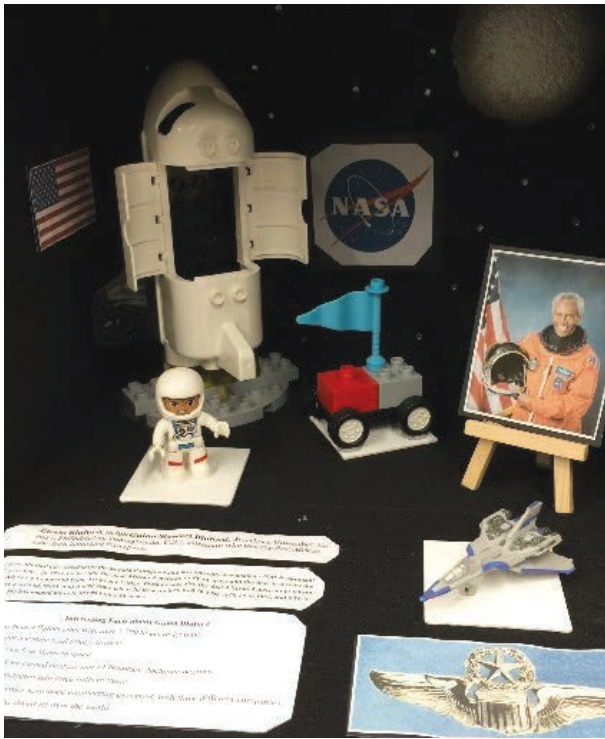
the scientists include Guion S. Bluford, Jr., Dr. Helen Rodriguez-Trias, James McLurkin, and Benjamin Banneker. One of the students, Jocelynn Garza, stated that "it was a great way to showcase our creativity through a shoebox while also informing students about our scientist."

Each year we have been able to place the scientist dioramas at various elementary and middle school libraries in the Rio Grande City Grulla ISD. However, this year Dr. Irizarry placed twenty-eight dioramas at the Rio Grande City Library for the community to enjoy and to educate young library visitors about the wonders and the joys of a career in science.

**Dr. Richard Irizarry**  
*Director Starr County Upper Level Center*









## New Programs



The Master of Arts in Higher Education Administration program within the Department of Organization and School Leadership at UTRGV prepares those aspiring to leadership positions in key college or university administrative areas with the knowledge, skills, and competencies higher education administrators need to enter these positions. Students are prepared comprehensively and with an emphasis on social justice for entry and advancement in higher education, student affairs, and the school-to-university transition. The program combines classroom and field-based instruction. Graduates of the program are eligible for employment in various postsecondary institutions, including community and technical colleges, research universities, liberal arts colleges, and colleges serving minorities.

Responding directly to the development sector requirements identified by community stakeholders through analysis, the program prepares students for professional careers in various higher education contexts. The Master of Arts in Higher Education Administration consists of 30 credit hours of required coursework, including an approved practicum course that exposes students to the various specializations in the field. Student Affairs, Academic Affairs, Advising, Recruitment and Outreach, Admissions and Financial Aid, Housing and Residential Life, Career Services, Student Retention and Success Programs, and Institutional Research, Policy, and Planning are administrative areas where program graduates can obtain positions or promotions.







UTRGV employees were selected to participate in the new Master of Arts in Higher Education Administration degree program in fall 2022. The initial program for university employees will be unique in that it will also include an experiential learning component. The first cohort of 50 began the program on October 26, 2022, while the second group of 50 will begin January 11, 2023.

Dr. Federico Guerra, chair of the Department of Organizational and School Leadership and program coordinator for the MA in Higher Education Administration, said the program empowers graduates to be administrators at the level required in higher education.

*“With a deeper understanding of how the university system functions, an employee can move from one department to another – wherever their talents and interests best align – and be highly qualified to lead.”*



# Grants and

## Design Team Members

Noushin Nouri (co-chair)

Ana Carolina Díaz Beltrá

Israel Aguilar

Maru Perez

Mica G. Caevas Guerra

ley



# Grant Support Workshop

Guest Presenters

Erika Zavala

Melissa Abeyta

December 9, 2022 - 1:00PM-3:00PM

Faculty Research Hub-Edinburg EEDUC 1.304



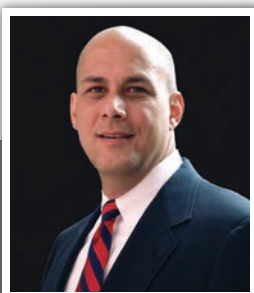
**FACUTLY RESEARCH  
ENTERPRISE**

## CEP Faculty Research Hub

In 2022-2023, Dean Alma D. Rodriguez led the design team to continue to develop and implement the Faculty Research Hub. The vision of the CEP 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 2022-2023 accomplishments.

### Graduate Research Assistants Program

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 facilitated seven (7) professional development workshops for GRAs on various topics, including *How to Use the Publication Manual of the APA 7th edition* and *Organizing and Writing a Literature Review*. A total of 376 CEP or UTRGV students attended a Fall 2022 or Spring 2023 workshop or had access to a video recording. Additionally, this design team (1) facilitated a faculty mentor and GRA orientation; (2) designed a CEP faculty mentor and GRA evaluation survey; and (3) implemented a CEP GRA blackboard organization.



**Dr. Federico  
Guerra (Lead)**



**Dr. Michelle  
Abrego**



**Ms. Germaine  
Tondji**



**Dr. Javier Cavazos**





### College Research Grants and Grant Support

The purpose of this design team is to provide faculty development and support in the area of grant writing. Their work accomplished included: collecting data with an updated CEP faculty expertise survey; coding data from CEP faculty expertise survey; using data from survey to create a visual representation of CEP faculty expertise; and hosting two (2) workshops at the Research HUB spaces in Edinburg and Brownsville.



**Dr. Noushin Nouri**  
(Co-Chair)



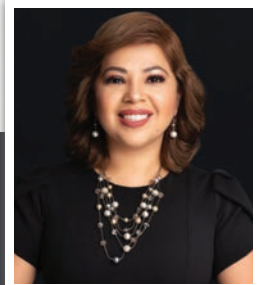
**Dr. Ana Carolina  
Díaz Beltrán**  
(Co-Chair)



**Dr. Israel Aguilar**



**Dr. Maria E. Perez**



**Dr. Julia  
Cuevas-Guerra**



## College Journal

This design team aimed to re-design the goals and scopes of the *Borderlands Journal*. Their work accomplished included: revising the scope of the journal; finalizing sections of the journal; updating the business plan for the journal; updating roles within the journal (e.g., editors, assistant editors, advisory board); implementing processes within the journal; recovered access to the journal and to repository of articles; and reviewed repository of articles. This design team also described the roles of the managing editor, assistant editors, associate editors, and board members.



**Dr. Jesús Abrego**



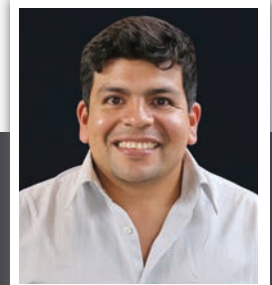
**Dr. Ana Carolina  
Díaz Beltrán**



**Dr. Miryam  
Espinosa-Dulanto**



**Dr. Laura Jewett**



**Dr. David  
Martínez-Prieto**





### Professional Development and Resources

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 Research Hub resources. This design team facilitated numerous professional development workshops on various topics, including *Establishing Construct/Theoretical Validity for Survey Instruments/Scales/Measures through Exploratory Factor Analysis* and *How to Begin a Qualitative Study with Qualtrics*. A total of 166 faculty from CEP and throughout UTRGV participated in these professional development workshops or had access to a video recording. The design team also launched a reservation system for the hub spaces in Brownsville and Edinburg and implemented the CEP lending library.



**Dr. Alejandro  
Garcia (Lead)**



**Dr. Javier Cavazos**



**Dr. Ralph Carlson**

## CEP Faculty Spotlight Series in Research and External Grants

One area of improvement identified in the climate survey report involved recognition and rewards for faculty accomplishments. In AY22-23, Dean Alma D. Rodriguez announced the CEP Faculty Spotlight Series in Research and External Grants to recognize CEP faculty members' accomplishments and successes. Aligned with the climate survey report, CEP strategic plan, and UTRGV's goal to become an R1 university, this spotlight series showcases CEP faculty members' accomplishments in external grants and research. The key goals of this series are to celebrate and recognize CEP faculty members' significant accomplishments in research and external grants; cultivate a research enterprise by fostering research and external grants conversations among faculty members; and stimulate interest in external grant writing.

### CEP Faculty Spotlight in Research Recipient

The Research Council, which is a sub-committee of the College Council, selected Dr. Angela Chapman as the CEP Faculty Spotlight in Research recipient for 2022-2023. The Research Council selected Dr. Chapman for her accomplishments and successes in research. In recent years, Dr. Chapman has served as Co-PI on two very important funded grants for UTRGV. One was the NSF sponsored UTRGV



**Dr. Angela Chapman**

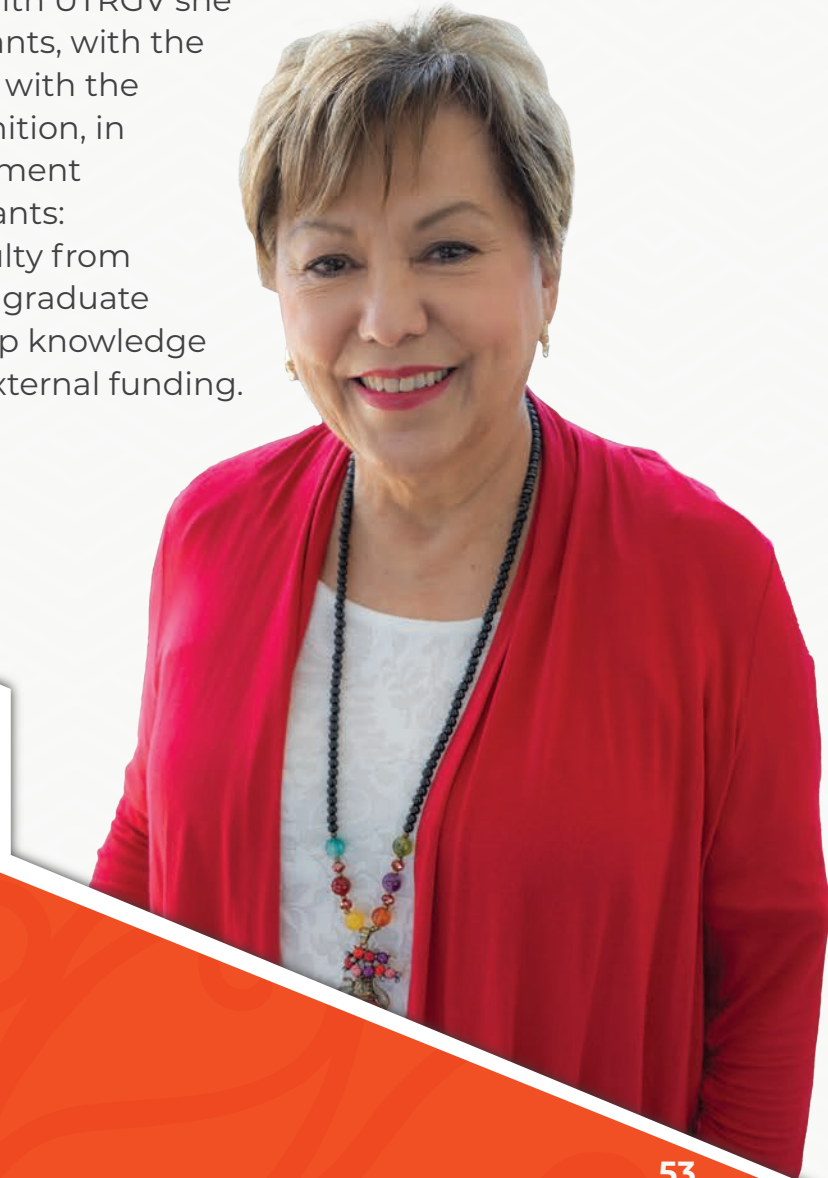
**CEP Faculty Spotlight  
in Research  
2022-2023 Recipient**



Center for Equity in Engineering: Engage, Educate, Enrich (CEE-E3) grant which received funding in the amount of \$1,199,998.00 in 2022 and as CO-PI on the UTRGV's University Transportation Center for Railway Safety (UTCRS) which was awarded a \$10 million grant in 2023 by the U.S. Department of Transportation (USDOT). As part of this recognition, in April 2023, Dr. Chapman led a faculty development conversation, "Spanish as a Linguistic Resource in the Teaching and Learning of Math and Science" where faculty from CEP and throughout UTRGV had an opportunity to develop knowledge in understanding how Spanish is a linguistic resource in Math and Science college courses.

### **CEP Faculty Spotlight in External Grants Recipient**

The Research Council also selected Dr. Hilda Medrano as the Faculty Spotlight in External Grants recipient for 2022-2023 based on her accomplishments and successes in external grants. Throughout her tenure with UTRGV she has been awarded close to \$90 million in grants, with the UTRGV-EHS-CCP being the longest running with the largest overall funding. As part of this recognition, in May 2023, Dr. Medrano led a faculty development conversation "From Proposals to Funded Grants: \$89,070,280 and Counting!" where faculty from CEP and throughout UTRGV, as well as graduate students, had an opportunity to develop knowledge and skills in submitting proposals for external funding.



**Dr. Hilda Medrano**

**CEP Faculty Spotlight  
in External Grants  
2022-2023 Recipient**

## Graduate Research Assistant Program

The College of Education and P-16 Integration (CEP) supports faculty research by providing funding for Graduate Research Assistants (GRAs) to assist them with their projects. In 2022-2023, 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's core priorities. Faculty also described how they would mentor and support their GRA. As part of the program, 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. Additionally, the CEP Faculty Research Hub supported faculty publishing expectations by providing professional development sessions designed to strengthen the GRA's research skills.

Below is information about faculty projects as well as their publications, manuscripts submitted for publication, and conference presentations.



Second Chance Pell  
Project and  
Peer-to-Peer  
Project

**Dr. Melissa  
Abeyta**



Teachers'  
Perceptions of  
the Use and  
Implementation  
of Mixed-Reality  
Simulations as a  
Professional  
Development

**Dr. Jair  
Aguilar**



Correlation of L1  
Early Literacy to L2  
Intermediate  
Literacy for  
Emergent  
Bilinguals

**Dr. Isela  
Almaguer**



Deriving  
Psychometric  
Properties for  
Assessment Scales

**Dr. Ralph  
Carlson**





Difference in  
Outcome Measures  
between STEP UP  
and Non-STEP UP  
Teacher Candidates

**Dr. Steve  
Chamberlain**



Para Delante:  
Moving Forward  
with  
Developmentally  
Appropriate  
Practices in Early  
Childhood  
Education  
During COVID.

**Dr. Julia  
Cuevas-Guerra**



Exploring Factors  
that Influence  
Teachers' Mental  
Health and  
Exploring Students'  
Experiences with  
HS Counselors

**Dr. Federico  
Guerra**



Equity and  
Resilience Research

**Dr. Jessica  
Haas**



Toward a  
Mindfulness  
Curriculum Using  
Technology

**Dr. John  
Lowdermilk**



Internship II  
Students'  
Experiences  
Providing  
Telemental Health  
Counseling and  
LPC Associates'  
Experiences  
Providing  
Telemental Health  
Counseling

**Dr. Clarissa  
Salinas**



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

**Dr. Selma  
Yznaga**

## Graduate Research Assistants

### Alexander Hernandez, Graduate Student in the Curriculum & Instruction (EdD)

Alexander notes that he went into education because he struggled to find his voice growing up. Further noting: I was shy and introverted, and I felt I had nothing valuable to say. But as I got older, I realized that my education gave me a voice. I was learning about the world and how to think critically, and I was starting to feel like I had something to contribute. I've been teaching for seven years and have seen the power of education firsthand. I've seen students who were once shy and withdrawn blossom into confident and articulated young adults. I've seen students struggling academically overcome their challenges and achieve success. And I've seen students once marginalized and excluded find their place in the world.



*"Through my research with Dr. Cuevas and Dr. Abeyta, I saw a correlation between our participants' narratives and research in both studies. Their guidance and research taught me that embracing diversity at the forefront shows us that anything is possible in and out of the classroom. I also learned education is the key to opportunity, and I'm so grateful to be a part of this amazing opportunity."*

### Marissa Marroquin, Graduate Student in Clinical Mental Health Counseling (MEd)

Marisa is a Counseling M.Ed. student from Rio Grande City on the Clinical Mental Health Counseling track at UTRGV. Devoted to her profession, Marisa believes that a little bit of support can go a long way to helping people achieve their goals. With this in mind, her post-graduation plans include embarking on her journey to attain her LPC and serve her community in addition to pursuing further education not only to advance her own knowledge as a clinician but also the field of counseling itself.



*"Throughout my position as a GRA over the past year and under the guidance of Dr. Yznaga, Dr. Haas, and Dr. Maniss, I have garnered invaluable knowledge and experience relating to research and the research process, from the very initial planning phases of a study to drafting manuscripts, IRB proposals, and finally, helping refine articles in preparation for publication. I feel that these experiences, in turn, have enabled me to move forward with confidence into the next phase of my academic career."*



**Cindy Olvera, Graduate Student in Clinical Mental Health Counseling (MEd)**

Cindy Olvera is an aspiring mental health counselor currently pursuing a master's degree in Clinical Mental Health Counseling. With a strong passion for supporting others, Cindy aims to make a positive impact on people's lives. She plans to continue her education by pursuing a doctoral degree in Counseling. In her free time, Cindy enjoys walking her three dogs and going to the movies with her husband. With her dedication, empathy, and advocacy for mental health, Cindy is poised to become a compassionate counselor, empowering individuals to overcome challenges and discover their inner strength. Cindy enjoys working as a Graduate Research Assistant.

*"This past year has been an incredible journey of self-discovery and intellectual growth. It has taught me the value of curiosity and the power of perseverance. I have learned to embrace challenges as opportunities for growth and to never shy away from asking questions. I've come to understand that research is not just about finding answers; it's about asking the right questions and pushing the boundaries of understanding. This role has been a rewarding experience that has shaped me into a tenacious and dedicated research assistant."*

**Mariann Villarreal, Graduate Student in Clinical Mental Health Counseling (MEd)**

Mariann has completed two semesters as a graduate student. She has been working as a Graduate Research Assistant since Fall 2022, and it has been a great learning experience for her so far.

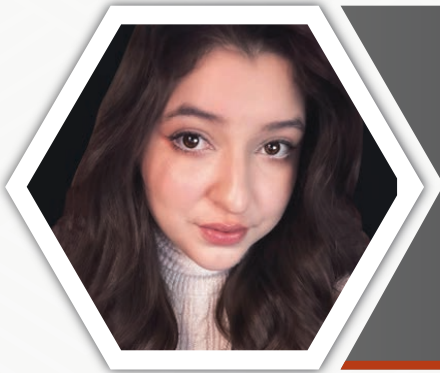
*"I am currently working with two professors, Dr. Jair Aguilar and Dr. Steve Chamberlain who have been awesome mentors for me when it comes to learning and working on research. This opportunity has provided me with knowledge on conducting quantitative and qualitative research as well as practicing my public speaking skills."*



## Graduate Research Assistants

Elizabeth Zamora, Graduate Student in School Psychology (MA)

Elizabeth is a dedicated student with roots in the culturally diverse Rio Grande Valley. Her Hispanic family nurtured a strong sense of community, steering her toward a career aimed at giving back. Elizabeth's mission is twofold: provide necessary mental health services within schools and dismantle associated stigmas, particularly in her beloved home community. Additionally, Elizabeth harbors a unique interest in video games, believing in their potential therapeutic benefits for children's mental health—a topic she plans to explore in future research. As Elizabeth strides forward in her journey, her goal of transforming mental health services within schools remains a beacon of hope for her community. Alongside her studies, she's been gaining practical experience as a Graduate Research Assistant, further preparing her to serve as a future School Psychologist.



"Working as a Graduate Research Assistant this past year, I used the information I learned to think about how mental health and school life connect. It's made me more determined than ever to help every student get the mental health help they need."

## Graduate Student Research Conversations

The Graduate Research Assistants (GRAs) Program offered nine Graduate Student Research Conversations sessions in the Fall 2022 - Spring 2023 semesters providing GRAs with the development of new research skills and tools to support faculty research projects and their own future projects and publications. The professional development topics supported GRAs on *How to Write a Lot and Prepare a Manuscript for Submission to a Peer-Reviewed Journal*, *How to Use the Publication Manual of the American Psychological Association (APA) 7th Edition*, *A Paired Sample T-Test with Estimates of Percent Improvement: A Hidden Gem in the Scholarship of Teaching and Learning*, *How to Write a Strong Institutional Review Board (IRB) Application*, *Organizing and Writing a Literature Review*, *Developing Strong Qualitative Interviewing Skills*, and *How to Conduct Qualitative Data Analysis*.



## 2022 - 2023 Deliverables

ACA NARTIC members (2023). *A 30-Year (1993-2023) Content analysis of racism and antiracism scholarship in Counseling and related journals*. Manuscript in preparation.

**Aguilar, J.**, Kand, S., **Villarreal, M.** (2023, February, 15-17). *Teacher's Perceptions and Opinions of Mixed-Reality Simulation as a Professional Development Tool*. RGV STEM Education Consortium Conference. South Padre Island, TX, USA.

**Almaguer, I.**, & Esquierdo, J. J. (2023). Analyzing Reading Scores of Elementary Latinx Bilingual Learners in a One-Way Dual Language Education Program. *Journal of Research and Practice*, 12, 148-156. <https://DOI: 10.1080/26390043.2022.2151855>

**Almaguer, I.**, & Esquierdo, J.J. (April 2023). *Examining One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on a State Standardized Reading Assessment*. Presentation at the American Educational Research Association (AERA) Annual Meeting. Chicago, IL.

**Almaguer, I.**, & Esquierdo, J. J. (February 2023). *Investigating One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on STAAR Assessment*. A research presentation at the National Association of Bilingual Education (NABE) Annual Conference. Portland, OR.

**Carlson, R.** (2023). *Reading Achievement and Sociocultural and Linguistic Backgrounds in Hispanic Children*. Presentation at the American Association for Psychological Science.

Cavazos, L. J., **Guerra, F.**, **Zamora, E.**, & Perez, E. (2023). *Exploring Latinx Students' Perceptions of Their High School Counselors' Capitalization of Community Cultural Wealth*. Manuscript submitted for publication.

Cavazos, L. J., **Salinas, C. L.**, Lu, M. T., **Guerra, F. R.**, **Zamora, E.** (2023). Exploring Latinx Graduate Students' Experiences in Online Classes at a Hispanic Serving Institution. *Journal of Latinos and Education*.

Cavazos, L. J., Ikonomopoulos, J., **Salinas, C. L.**, **Zamora, E.** (2023). *A Guide to Conduct Mixed Methods Outcome Based Research with Children and Adolescents*. Manuscript accepted for publication.

- Cuevas-Guerra, J. G.** (PI) (October 2022). *Para delante: Moving forward with Developmentally Appropriate Practices for linguistically and culturally diverse young children in low-income preschool programs*. Sponsored by the Foundation for Child Development: 2023 Young Scholar Program, \$228,000.
- Cuevas-Guerra, J. G.** (2023). *Culturally and linguistically responsive practices for multilingual learners in preschool*. NAEYC Teaching Young Children. Manuscript submitted for publication consideration.
- Cuevas-Guerra, J. G.** (2023). *Equitable Practices for Dual Language Learners: Using pláticas as a cultural tool for oral language development*. NAEYC Teaching Young Children. Manuscript submitted for publication consideration.
- Cuevas-Guerra, J. G., & Hernandez, A.** (May, 2023). *Para adelante: Moving forward with developmentally appropriate practices in Early Childhood Education during COVID*. Manuscript submitted for publication consideration.
- Cuevas Guerra, J. G., & Hernandez, A.** (February, 2023). *Para delante: Moving forward with Developmentally Appropriate Practices in Early Childhood Education during COVID*. 51st National Association for Bilingual Education Annual International Conference. Portland, OR.
- Esquierdo, J. J., & **Almaguer, I.** (February 2023). *Underrepresentation of Bilingual Gifted Students in GT Programs: Investigating Schools' GT Identification Matrices*. A research presentation at the National Association of Bilingual Education (NABE) Annual conference. Portland, OR.
- Esquierdo, J. J., & **Almaguer, I.** (2023). *Examining One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on a State Standardized Reading Assessment*. Manuscript submitted for publication.
- 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 submitted for publication.
- Haas, J.,** Walsh, D., & Marroquin, M. (2023). *Enhancing multicultural competency in counselor education through sociolinguistic awareness*. Manuscript in preparation.
- Salinas, C.,** Cavazos, L. J., **Zamora, E.,** Waddle, C. (2023) *Using Creative Arts to Help Latinx Adolescents Cope with Grief: A Case Study*. Manuscript submitted for publication.



**Salinas, C. L.,** Lerma, E., Cavazos, L. J., **Zamora, E.** (2023). *Graduate Counseling Students' Preparedness to Practice Tele-mental Health*. Manuscript submitted for publication.

**Salinas, C. L., Zamora, E.** (2022, December 10). *COVID and Grief: Play Therapy Techniques Addressing Trauma with Children*. Association for Creativity in Counseling Association for Creativity in Counseling. Melbourne, FL.

## Faculty Research Hub Lending Library

The Faculty Research Hub has a lending library initiative under the Professional Development and Resource component with a variety of books related to Qualitative Research, Writing, and Quantitative Research. The following books are available to the College of Education and P-16 Integration faculty.

### Qualitative Research

- ◆ Qualitative Data Analysis A Methods Sourcebook
- ◆ Qualitative Inquiry & Research Design Choosing Among Five Approaches
- ◆ The Coding Manual for Qualitative Researchers

### Writing

- ◆ Publication Manual of the American Psychological Association The Official Guide to APA Style
- ◆ The Grant Application Writer's Workbook
- ◆ How to Write a Lot

### Quantitative Research: Statistics

- ◆ Statistics for People Who (Think They) Hate Statistics



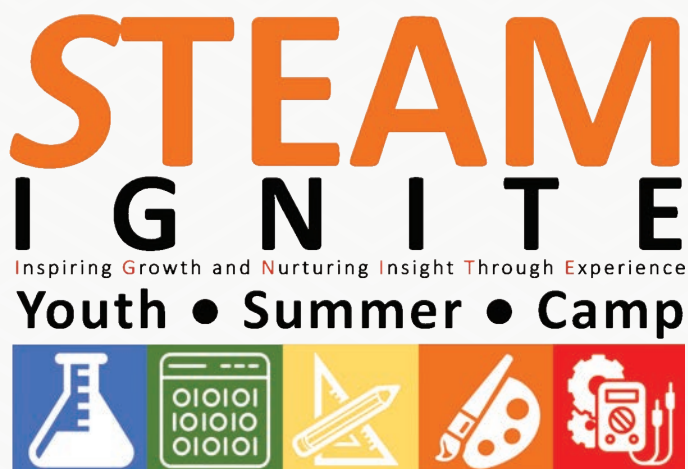
To request a resource for check out from the Faculty Research Hub Lending Library submit a request on the website or scan the QR code. The College of Education and P-16 Integration staff will assist you with filling your request.



## CEP Small Grants

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.

During the 2021-2022 academic year Dean Alma D. Rodriguez awarded faculty four CEP Small Grants. Following its success for the 2021-2022 academic year, Dean Rodriguez announced another call for the CEP Small Grants program. Below is information about the CEP faculty who were awarded a CEP Small Grant for 2022-2023.



**IGNITE [inspire-imaGine-inNovate-envision-nurTure-crEate] Youth Summer Camp: Transforming Mindsets into a STEM Career Path in the RGV.**

**Dr. Jair Aguilar (Principal Investigator), Mr. Alfonso Mendoza (Co-PI), Mr. Hugo Leal (Co-PI), and Dr. Melissa Adams-Corral (Co-PI)** were awarded a CEP small grant to implement three projects. The first project was the implementation of a STEM summer camp for Rio Grande Valley (RGV) youth. The intention was to ignite and transform the mindset of young scholars to sow the seed of a STEM career path while being engaged in a series of activities and tasks where they integrate, design, and develop science, technology, engineering, and mathematics ideas and concepts. The project team is in the process of launching the IGNITE STEAM Youth Summer Camp.





*The second project was a replication of a study where research team members analyzed the factors impacting elementary Pre-service teachers' mathematical dispositions and their aversions toward it. This study was conducted at the high school level by students at local school districts (e.g., Edinburg CISD and Donna ISD).*

*The third project was related to the development of secondary teachers' pedagogical content knowledge in teaching in a school located in Panama, Panama. This project considered secondary students' perceptions and dispositions toward mathematics to provide an action plan the school could follow and implement to improve students' experiences and learning outcomes.*

<https://www.ignitecamp.us.ignitecamp.us/>



### Transforming Our World via Educational Resilience for STEM Education in an HSI

**Dr. Ming-Tsan Lu (Principal Investigator), Dr. Seokmin Kang, Dr. Teresa Patricia Feria, Dr. Clarissa Salinas, and Dr. Nancy Razo** were awarded a CEP small grant to cultivate students' 21st-century skills such as resilience and essential soft skills. The Transforming Our World via Educational Resilience (TOWER) for STEM Education in an HSI is an interdisciplinary, collaborative project between CEP and College of Sciences (COS) at UTRGV where faculty members with specialties in educational positive psychology, counseling, STEM education, STEM pedagogies, and intervention research collaborated to design and develop TOWER professional development (PD) workshops for STEM faculty and students at UTRGV to increase their 21st Century skills, such as resilience and essential soft skills, which will enhance student success and wellness.





**Supporting Latinx Preservice Teachers for implementing Phenomenon-based Science to Promote their Understanding the Four Dimensions of Science learning (4D)**

**Dr. Noushin Nouri (Principal Investigator)** was awarded a CEP small grant to support Latinx preservice teachers to implement Phenomenon-based Science.

According to the *Next Generation Science Standards* [NGSS] (NGSS Lead States, 2013) and the *Framework for K-12 Science Education* (NRC, 2012), the aim of science education is to understand four interrelated dimensions (called 4D): science and engineering practices, disciplinary core ideas, crosscutting concepts, and the nature of science.

Right now, one gap in the literature is designing instructional materials for this kind of instruction (Trauth & Mulvena, 2021). In addition, there is no research so far that examined the results of taking such instruction in increasing teachers' competencies in science instruction. To overcome this problem, Dr. Nouri designed and implemented a 15-hour workshop for implementing phenomenon-based science and investigating the effect of taking it on, consequently enhancing UTeach preservice teachers' knowledge, skills, and attitude regarding phenomenon-based science instruction. The project both modeled phenomenon-based science teaching and supported participants in developing phenomenon-based curricula and classroom assessments. Post-assessment showed preservice teachers used the knowledge and skills obtained from the workshop to design a phenomenon-based lesson plan and had a positive attitude about using this method in their instruction.

## Faculty Seed Grants

In AY22-23, The 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 the discovery and dissemination of knowledge. Below is information about the proposals that were funded by a Principal Investigator or Co-Principal Investigator from the College of Education and P-16 Integration.



### Developmentally and Culturally Appropriate Practices for Young Dual Language Learners in the Rio Grande Valley

**Dr. Julia Cuevas-Guerra (Principal Investigator)** received a seed grant to explore culturally appropriate practices for dual language learners. This research explores how certified bilingual early childhood educators across the Rio Grande Valley integrate Developmentally Appropriate Practices (DAP) in their classrooms after receiving training from the National Association for the Education of Young Children (NAEYC). The training focused on Developmentally Appropriate Practice: What Do Teachers



Need to Know core considerations, principles of child development, and guidelines for DAP in action. The learning objectives were to understand DAP and how to implement DAP in the classroom, focusing on children's developmental norms, individual strengths, and needs, and valuing social and cultural contexts. Teachers were trained to implement a strengths-based and play-based approach to create responsive learning environments that provide equitable learning opportunities for young Dual Language Learners (DLLs). This mixed-method research collected qualitative and quantitative data through surveys, focus group interviews, and classroom observations to determine how teachers implement developmentally appropriate learning experiences and what practices are most effective in promoting DLLs' optimal development and learning. The data will be analyzed using constant comparison analysis and grounded theory stages of open, axial, and selective coding to formulate themes that answer the research questions. Dr. Cuevas-Guerra will disseminate the findings through a final report, manuscript(s) to NAEYC Young Children Journal and NAEYC Teaching Young Children Journal, and presentations to national conferences such as NABE, NAEYC, and AERA. She also will use the findings as preliminary data to apply for the Young Scholars Program Research Grant from the Foundation of Child Development.

### **In-The-Moment Coaching for Building Cultural Competence of Future Teachers and Occupational Therapists using Innovative Space**

**Dr. Criselda Garcia (Principal Investigator)**, Dr. Roel Garcia (Co-PI), **Dr. Veronica Estrada**, and Dr. John Luna were awarded a seed grant to explore the impact of coaching on building cultural competence among future teachers and occupational therapists. As university-based programs in a bilingual community, the development of cultural competence is integral to the practice of future teachers and occupational therapists in this US-Mexican border region. While both professions strongly advocate for embedding curricula with aspirations of developing these dispositions and skills, the explicit practices of how to do this remain ambiguous (King & Butler, 2015; Munoz, 2007). The multidisciplinary mixed-methods study utilizes an improvement in science and design research to explore the pedagogical practice of in-the-moment coaching in a mixed reality simulation (MRS) Mursion™ learning environment for developing the cultural competence of future professionals. Research addressing the use of mixed reality simulations for training professionals in education and healthcare is emerging (Bethea, D. et al., 2014; McPherson et al., 2011). The outcomes of this work will build and extend local knowledge about coaching students in MRS environments for developing cultural competence with implications for the pedagogical use of these innovative safe spaces.

### Exploring Phonological Units in Bilingual Spoken Word Recognition via a Mouse Tracking Paradigm: An Experimental Psychology Investigation

Dr. Yu-Cheng Lin (Principal Investigator) and **Dr. Hitomi Kambara (Co-PI)** were awarded a seed grant to explore phonological units in bilingual spoken words. Awareness of phonological units in a spoken language is the best single predictor of successful reading development among monolingual and bilingual speakers. However, there is a dearth of knowledge about whether bilingual listeners can determine the grain sizes of phonological units depending on the specific language they used in spoken word recognition. This project aims to fill the gap and help us better understand the cognitive mechanisms involved in recruiting different grain sizes of phonological units for monolingual and bilingual listeners, particularly phonological processing that has not undergone sufficient study to date. Our findings will offer new insights into the current dyslexia screening assessment and phonological awareness instruction (e.g., syllable and phoneme segmentation) for educators to teach the growing number of students from diverse linguistic backgrounds to become successful and skilled readers.

### Transforming Our World via Educational Resilience for STEM Education in an HSI (TOWER)

**Dr. Ming-Tsan Lu (Principal Investigator)**, Dr. Jenq-Jong Tsay (Co-PI), and **Dr. Seokmin Kang (Co-PI)** received a seed grant to design and develop TOWER professional development (PD) workshops for both STEM faculty and STEM students (SS) to increase their 21st-Century skills, such as resilience and soft skills, to enhance student success and wellness. The TOWER is a collaborative project among the College of Education and P-16 Integration, University College, and College of Sciences at UTRGV where faculty members with specialties in STEM, educational positive psychology, counseling, STEM education, STEM pedagogies, and intervention research, will collaborate to design and develop TOWER workshops for STEM faculty and students at UTRGV to increase their 21st-Century skills, such as resilience and essential soft skills. UTRGV is the second largest Hispanic-Serving Institution in the nation with 92% of the student population (n=32,441) being Hispanic.

The project goal is to understand how a STEM-focused TOWER Initiative at UTRGV can increase STEM students' 21st-Century skills in an HSI by establishing a TOWER Institute that offers related training and education. Project objectives are to:

- 1) Establish the TOWER Institute and a series of programs by designing and developing TOWER professional development (PD) workshops;
- 2) Increase stakeholders' knowledge about EPP, active learning, and 21st-Century skills;
- 3) Increase STEM graduate students' resilience, active learning, and 21st-Century skills;
- 4) Build a culture of resilience which integrates Educational Positive



Psychology into STEM curriculum (e.g., in various STEM courses); 5) Measure the impact of the TOWER Initiative from this study. The TOWER Initiative's PD workshops will include PD training on: A) active learning and learner-centered research-based instructional strategies (RBIS); B) Educational positive psychology constructs and applications in the 3 R's of the 21st-Century skills, such as resilience, reflectivity, and risk-taking; and C) The 7 C's of the 21st-Century soft skills, such as critical thinking, creativity, communication, collaboration, cross-cultural understanding, computer technology, and career learning. The project team intends to provide a comprehensive PD framework centered on cultivating educational resilience to help Hispanic STEM students.

### **Exploring Pathways to Better Support EC-6 Bilingual Teacher Candidates towards Graduating as Fully Certified Teachers in Texas**

**Dr. Sandra Musanti (Principal Investigator), Dr. Michael Whitacre (Co-PI),** and Mr. Jose Orozco received a seed grant to support EC-6 bilingual teacher candidates toward graduation. To respond to the national, state, and local certified bilingual teacher shortage, this project aims at impacting the graduation rates of certified bilingual teacher candidates in the EC-6 bilingual teacher preparation program by exploring how to better support bilingual teacher candidates to successfully complete the teacher preparation program and attain Texas teacher certification. Using a mixed methods design, the project will explore bilingual teacher candidates' culturally and linguistically inclusive pedagogical experiences that favor learning, the development of language competencies in Spanish, and their resilience to persist in the program and seek certification. Findings from this project will inform how to better prepare teacher candidates to lead students toward linguistic fluency and academic achievement in Spanish and English. In addition, this project will contribute evidence-based findings and practices in teacher preparation to effectively prepare bilingual teachers for the region and the state.

## Faculty Champions

**Ralph Carlson**, Professor, Department of Human Development and School Services, appointed as Faculty Champion for Research, conducted a workshop on establishing construct/theoretical validity for survey scales/measuring/ instruments through exploratory factors analysis as well as consultation and assistance with research studies for faculty and graduate students. The consultation and assistance which occurred via phone, Zoom, email and/or face-to-face included research design and methodology, deriving psychometrics properties for scales/ measurements/instruments used in their research studies, and statistical analysis.



### FACULTY CHAMPION FOR RESEARCH

**Dr. Ralph Carlson**  
Department of Human Development  
and School Services



Dr. Carlson will continue with professional development workshops on the impact that measurement error has on validity coefficients and continue assisting with research studies for faculty and graduates.



**Leticia de Leon**, Professor, Department of Teaching and Learning, served as Faculty Champion for Digital Pedagogies. Dr. De Leon, in collaboration with Dr. Maria Elena Corbeil and Dr. Rene Corbeil, continues to work on the Empowered Educator Program for 21st-Century Teaching. During this academic year, they continued the goals of increasing and improving digital pedagogy in teacher preparation by targeting faculty in the College of Education and P 16 Integration. Dr. De Leon took an important role in being an advocate for students in order to establish balance and legitimacy to the Empowered Educator Program for 21st Century Teaching. In collaboration with Dr. Rene and Maria Elena Corbeil, Dr. De Leon focused on the fourth goal of the ISTE pledge:

## FACULTY CHAMPION FOR DIGITAL PEDAGOGIES

**Dr. Leticia de Leon**  
Department of Teaching and Learning



*"Equip all faculty to continuously improve expertise in technology for learning."* Therefore, they created the Empowered Educator Faculty Community of Practice. Five sessions were planned and delivered over the year, to begin building the community, the topic and items covered during these sessions included: determining goals from faculty needs, creating a collaborative vision for future work, beginning a plan of action with digital tools, featured ChatGPT for Digital Teaching and Learning, empowered educator faculty and students' final showcase. All this effort resulted in the establishment of the groundwork for continuing this work in the next academic year and established the foundation of interest for faculty to continue participating next year.

## Faculty Champions

**Veronica Estrada**, Professor, Department of Teaching and Learning, was appointed as the Faculty Champion for Practice-Based Teacher Education. Dr. Estrada created a Professional Learning Community consisting of 14 members and during Fall 2022 two meetings were held with the members and a Spring Retreat was hosted. This group of educators shared expertise and worked collaboratively to improve teaching skills and the academic performance of students. Dr. Estrada facilitated the work of a team of teacher educators across three departments in the College of Education and P-16 integration including



**FACULTY CHAMPION  
FOR PRACTICE BASED  
TEACHER EDUCATION**

**Dr. Veronica Estrada**  
Department of Teaching and Learning



the Department of Teaching and Learning, the Department of Bilingual and Literacy Studies, and the Department of Human Development and School Services. Dr. Estrada is currently working on getting a Practice-Based Teaching Certificate at the University of Teaching Works Coaching Institute in which she was awarded the tuition to take the corresponding courses.

**Sandra Musanti**, Professor, Department of Bilingual and Literacy Studies, was appointed as the Faculty Champion for Teacher Educator Development. Dr. Musanti in partnership with Dr. James Jupp and Dr. Veronica Estrada implemented the Culturally and Linguistically Sustaining Pedagogies (CLSP) Critical Conversations Series with the goal of engaging teacher educators in the community to advance the transformation of our teacher preparation programs. This series of conversations were designed to be a space to share successes and struggles around practices designed and implemented to promote cultural and linguistic inclusiveness and asset-based pedagogies in teacher preparation.

**FACULTY CHAMPION  
FOR TEACHER EDUCATOR  
DEVELOPMENT**

**Dr. Sandra Musanti**  
Department of Bilingual and Literacy Studies



A total of four CLSP critical conversations were hosted and for each event, two teacher educators from the College of Education and P-16 Integration were invited to share a puzzle of practice related to culturally and linguistically sustaining pedagogies in teacher preparation.







# FACULTY AND STAFF **AWARDS**



## College Awards



### Faculty Contributions in Continuous Improvement Award



Dr. Leticia De Leon

The Outstanding Faculty Contributions to Continuous Improvement Award honors a faculty member who draws on their professional expertise to lead the department and/or college in continuous improvement. Dr. Leticia De Leon, Professor Department of Teaching and Learning, was recognized by the CEP College Council to receive the 2022 – 2023 Outstanding Faculty Contribution to Continuing Improvement Award.



### Faculty Teaching Award



Ms. Leslie Garrido

The Outstanding Faculty Teaching Annual Award is given to a full-time tenure-track, tenured, professor of practice, and/or lecturer faculty from the UTRGV College of Education and P-16 Integration for excellence in teaching. The award is designed to bring visibility to one outstanding faculty member and to reward them for leading students toward distinction in learning. Ms. Leslie Garrido, Assistant Professor of Practice Department of Teaching and Learning, was recognized by the CEP College Council to receive the 2022 – 2023 Outstanding Faculty Teaching Award.



## Faculty Research Award

The Outstanding Faculty Research Award honors a faculty member whose research contributions have impacted the field, has been recognized by the professional community, and/or has demonstrated new or creative approaches to research methodologies. Dr. Elena Venegas, Assistant Professor Department of Bilingual and Literacy Studies, was recognized by the CEP College Council to receive the 2022 - 2023 Outstanding Faculty Research Award.



**Dr. Elena Venegas**

## CEP Staff Excellence Award

The College of Education and P-16 Integration (CEP) is proud of its staff members who are invaluable members of the CEP. They are important partners in our efforts to achieve our goals and fulfill our mission. The CEP Annual Outstanding Staff Excellence Award recognizes a staff member who has consistently demonstrated excellence in service to their department or College. Aliver Lozano, Program Manager Office of Field Experiences, was selected by the CEP College Council to receive the Staff Excellence in Service for 2022 – 2023.



**Mr. Aliver Lozano**

## Other Honors and Awards



NASPA Community Colleges Research & Scholarship Award

The NASPA Community College Division recognized Dr. Abeyta for her achievements and impressive research on formerly incarcerated and system-impacted students seeking completion of higher education degrees at community colleges.

**Dr. Melissa Abeyta**  
*Assistant Professor*



President-elect of the International Academy of Educational

**Dr. Jesus Abrego**  
*Professor*



President of the Board, Great Beginnings Early Childhood Center, and Preschool Harlingen Texas. (This nonprofit organization serves families in Harlingen, Texas, and surrounding communities.)

In August 2023, I will begin as a regent for Concordia University in Austin, Texas. (Concordia is a private Christian university in Austin, Texas.)

**Dr. Michelle Abrego**  
*Assistant Professor*





Dr. Israel Aguilar is the recipient of the 2023 Region 6 (Rio Grande Valley) Texas State Teachers Association "Friend of Education" award. His passion, vision, and unyielding perseverance to ensure our children receive opportunities for quality education with quality educators are the assets that have earned him this recognition.

**Dr. Israel Aguilar**  
*Assistant Professor*



Recipient of the 2023 UTRGV Faculty Excellence Award for Online Teaching.

**Dr. Maria Elena Corbeil**  
*Professor*



Dr. Velma Menchaca is on the Advisory Board for Our Lady of Sorrows Catholic School, McAllen, Texas

**Dr. Velma Menchaca**  
*Professor*





## Other Honors and Awards



Recipient of the Elevate 2022 Fellowship, Rutgers Center for Minority Serving Institutions Graduate School of Education Rutgers University.

**Dr. David Martinez-Prieto**  
*Assistant Professor*



Governor Greg Abbott reappointed Dr. Alma D. Rodríguez to the State Board for Educator Certification for a term set to expire on February 1, 2029. She serves as the Dean of a College of Education representative, which is a non-voting position and not subject to Senate confirmation. The Board develops certification and continuing education requirements and standards of conduct for public school teachers.

**Dr. Alma D. Rodríguez**  
*Dean*

## Endowed Chairs

RECIPIENT OF  
**The Houston Endowment**

**Dr. Isela Almaguer**  
*Professor*



RECIPIENT OF  
**The Miguel Nevarez Endowment**

**Dr. Joy Esquiedo**  
*Professor*



RECIPIENT OF  
**The C.B. Slemo Endowment**

**Dr. Hilda Medrano**  
*Professor*



## Faculty Retiree



**Dr. Roberto Zamora**, assistant professor in the Department of Organization and School Leadership, has extensive experience in public education that includes developing and mentoring school leaders and leading and managing systemic change. He served as a junior and high school science teacher, elementary school principal, junior high and high school assistant principal, high school principal, assistant superintendent for curriculum and instruction, and superintendent.

As a professor, Dr. Zamora capitalized on his vast public school experiences to relate theory and research to practice. He taught courses that focus on organizational leadership, instructional leadership, and change. His students' learned experiences are enhanced by engaging with excellent schools leaders who share their experiences and add relevance to the course work. His research areas of interest included the impact of organizational health on student achievement and the relationship between leadership on change and student achievement.

## New Faculty

Welcome new faculty members to the College of Education and P-16 Integration.



**Tabitha Hornby,**  
**MEd, MA**  
*Lecturer I*



**Sarahi Pacheco**  
**Flores, MEd**  
*Assistant Professor*  
*in Practice*



**Lileana Rios**  
**Ledesma, Ph.D.**  
*Assistant Professor*  
*in Practice*





**Erika Zavala, PhD**  
*Lecturer I*



**Debra Arce, EdD**  
*Assistant Professor  
in Practice*



**Albert Irlas, EdD**  
*Assistant Professor  
in Practice*



**Melissa Adams  
Corral, PhD**  
*Assistant Professor*



**Sara Ahangar  
Ahmadi, PhD**  
*Assistant Professor  
in Practice*



**Johanna Lynn  
Esparza, MEd**  
*Assistant Professor  
in Practice*



**Patricia Ramirez  
Biondolillo, MEd**  
*Assistant Professor  
in Practice*

Department of Bilingual & Literacy  
Studies (BLS)

Department of Organization and  
School Leadership (OSL)

Department of Teaching and  
Learning (TL)

## New Staff

**Patricia Orozco**, Financial Analyst, Office of the Dean



Ms. Patricia Orozco began her career in higher education in 2010 after receiving her bachelor's degree in business from UTB/TSC. She began as an Administrative Assistant and later as a Business Analyst with Academic Affairs Service Center. In 2015, as UTRGV was created, she became the Program Coordinator for The Office of Health Professions Careers and aided their mission to enhance pre-health student success. She joined the School of Medicine in 2017 where she supervised and managed activities and personnel to coordinate the delivery

of the clinical educational program during the third and fourth years for students earning their Doctor of Medicine degree. Ms. Orozco received her Master of Science in Health Sciences, with a concentration in Health Care Administration in 2020 and joined UTRGV Graduate Medical Education where she was a Program Coordinator for the upcoming Neurology Residency Program. In January 2023, she joined our team at the College of Education and P-16 Integration, as a Financial Analyst. She was born and raised in Harlingen where she continues to live. She enjoys working with faculty, staff, and students where she continues to gain knowledge daily.

**Daniela A. Garza**, Program Specialist, Office of Educator Preparation & Accountability

Daniela A. Garza is a UTRGV alumni from the Liberal Arts College who graduated in May 2021 with a bachelor's degree in psychology. She also earned a degree in Pedagogy from UMA University in Tamaulipas, Mexico (April 2019). Prior to working as Program Specialist for the College of Education, her work experience mainly encompasses Office Clerk, Teaching, and Administration in Higher Education. She ambitions to keep preparing to succeed in her current role and future career goals.

**Jaclyn Gutierrez**, Program Specialist, Office of Educator Preparation & Accountability

Jaclyn Gutierrez is a former teacher and UTRGV alumni from the College of Liberal Arts who graduated in May 2020 with a bachelor's degree in English education. Certified in ESL, she taught at a National Blue Ribbon middle school for two years before working as a Program Specialist for the College of Education in December 2022. Her goal is to continue assisting teacher candidates on their journey of becoming certified teachers and into a classroom of their own.





**Lorie Navarro**, Program Specialist, Office of Educator Preparation & Accountability



Lorie Navarro is a UTRGV alumni who graduated with both a Bachelor of Arts degree in English and a Master of Educational Administration. She also has a Master of Library Science from Texas Woman's University. Her work experience includes eleven years of teaching in the public-school setting.

**Krystal Saucedo**, Program Specialist, Office of Educator Preparation & Accountability



Mrs. Krystal Saucedo is a current UTRGV student who is majoring in Multidisciplinary Studies with minors in Human Resource Management, Psychology, and Communication. Prior to working as an Office Assistant at the College of Education, she was mostly an instructor and an office clerk. She aspires to earn her bachelor's degree and make a difference in her future professional pursuits.

**Lilia Brown**, Program Manager, Office of Field Experiences

Lilia Brown, Strategic Staffing Program Manager for the University of Texas Rio Grande Valley, supports area school districts with Strategic Staffing work and program development for the yearlong teacher residency program. Mrs. Brown graduated from the University of Texas San Antonio with a B.A. in Education and a M.Ed. in Educational Leadership, she has over 20 years of experience in education serving in various capacities, most recently serving as a campus administrator prior to her current role.

**Brenda Luevanos**, Office Assistant I, Department of Bilingual & Literacy Studies

Brenda Luevanos is a UTRGV alumni from the Liberal Arts College who graduated in May 2019 with a bachelor's degree in psychology. Her previous experience mainly targets administration work in higher education. She strives to achieve success not only in her current position, but also for her future goals.











# FACULTY SCHOLARLY WORK

## External Grants



### DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

Colegrove, K. S. S. (PI), McManus, M. (Co-PI), & **Zuniga, C. E. (Co-PI)**, (2023 - 2026).

Developing teacher conscientization using video-cued ethnography to center Latinx immigrant parents' knowledge of bilingual/bicultural development, Funding Source: Spencer Foundation, Foundation, (\$59,541).

**Rodriguez, A. D. (PI)**, & **Diaz, Z. (Co-PI)**, (2022 - 2024). CEP Paid Teacher Residency Pathway, Funding Source: Gates Foundation, Foundation, (\$750,000).

**Rodriguez, A. D. (PI)**, & **Diaz, Z. (Co-PI)**, (2022 - 2024). CEP Paid Teacher Residency Pathway, Funding Source: Meadows, Foundation, (\$125,000).

**Rodriguez, A. D. (PI)**, & **Diaz, Z. (Co-PI)**, (2022 - 2024). CEP Paid Teacher Residency Pathway, Funding Source: Schustermann, Foundation, (\$125,000).

**Venegas, E. (Co-PI)**, & Chamberlain, S. P. (Co-PI), (2022 - Present). Modifying an Evidence-Based Peer-Mediated Reading Program to Differentiate Instruction and Accelerate Learning Among Underrepresented Groups: Implementing PALS in the Rio Grande Valley, Funding Source: Institute of Education Sciences, Federal, (\$999,903).

### DEPARTMENT OF COUNSELING

**Haas, J.** (2022-2023). Fostering the Integration of Spiritual Competency Training into Mental Health Graduate Education (SCT-MH). University of South Alabama, regrant with the generous support of the John Templeton Foundation. Funded: \$40,000.

Pournik, M. (PI), Crown, S. W. (Co-PI), Kim, J. M. (Co-PI), Parsons, J. G. (Co-PI), Lu, M.-T. (Co-PI), Nouri, N. (Co-PI), Ashraf, A. (Co-PI), Erwin, A. (Co-PI), **Cavazos, L. J. (Supporting)**, (2022 - 2026). Collaborative Effort to Enhance Water Supply for Agriculture and Food Development through Educational Training of Hispanic Professionals, Funding Source: USDA - NIFA, Federal, (\$249,999).



Ramos, N. (PI), **Maniss, S. (Co-PI)**, Razo, N. P. (Co-PI), **Haas, J. (Co-PI)**, Rodriguez, N. (Other), **Cavazos, L. J. (Other)**, **Yznaga, S. D. (Other)**, (2023 - 2027). Project MHS-DGP: A Mental Health Initiative Demonstration Grant Program for Non-traditional Schools in the Rio Grande Valley, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,796,891).

Ramos, N. (PI), Fielding, C. A. (Co-PI), **Cavazos, L. J. (Senior Personnel)**, & Pecina, J. H. (Senior Personnel) (2022 - 2024). Building Behavior Bridges: A Parent-Directed Treatment Program for Hispanic Children and Adolescents with Autism, Funding Source: Texas Higher Education Coordinating Board, State, (\$500,000).

Razo, N. P. (PI), **Maniss, S. (Co-PI)**, Ramos, N. (Co-PI), **Haas, J. (Co-PI)**, Longoria, D. A. (Other), Rodriguez, N. (Other), **Cavazos, L. J. (Other)**, **Yznaga, S. D. (Other)**, (2023 - 2027). Project MHS ACCESS 2: Accessing Mental Health Services, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,598,047).

Razo, N. P. (PI), Ramos, N. (Co-PI), **Maniss, S. (Co-PI)**, Rodriguez, N. (Other), **Cavazos, L. J. (Other)**, **Yznaga, S. D. (Other)**, (2023 - 2027). Project MHS ACCESS: Accessing Mental Health Services, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,747,685).

## DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

**Gonzalez, I.**, (2022 - Present). Mobilizing Storybook Sharing, Funding Source: Dollar General Literacy Foundation, Foundation, (\$4,000).

**Lowdermilk, J. L. (PI)**, (2022). Educator Preparation Planning Grant, Funding Source: Texas Higher Education Coordinating Board, State, (\$50,000).

**Ramos, N. (PI)**, **Fielding, C. A. (Co-PI)**, Cavazos, L. J. (Senior Personnel), **Pecina, J. H. (Senior Personnel)**, (2022 - 2024). Building Behavior Bridges: A Parent-Directed Treatment Program for Hispanic Children and Adolescents with Autism, Funding Source: Texas Higher Education Coordinating Board, State, (\$500,000).

**Ramos, N. (PI)**, Maniss, S. (Co-PI), **Razo, N. P. (Co-PI)**, Haas, J. (Co-PI), Rodriguez, N. (Other), Cavazos, L. J. (Other), Yznaga, S. D. (Other), (2023 - 2027). Project MHS-DGP: A Mental Health Initiative Demonstration Grant Program for Non-traditional Schools in the Rio Grande Valley, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,796,891).



**Razo, N. P. (PI)**, Maniss, S. (Co-PI), Ramos, N. (Co-PI), Haas, J. (Co-PI), Longoria, D. A. (Other), Rodriguez, N. (Other), Cavazos, L. J. (Other), Yznaga, S. D. (Other), (2023 - 2027). Project MHS ACCESS 2: Accessing Mental Health Services, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,598,047).

**Razo, N. P. (PI), Ramos, N. (Co-PI)**, Maniss, S. (Co-PI), Rodriguez, N. (Other), Cavazos, L. J. (Other), Yznaga, S. D. (Other), (2023 - 2027). Project MHS ACCESS: Accessing Mental Health Services, Funding Source: U.S. Department of Education, Office of Elementary and Secondary Education, and Office of Safe and Supportive Schools, Federal, (\$5,747,685).

Venegas, E. (Co-PI), & **Chamberlain, S. P. (Co-PI)**, (2022 - Present). Modifying an Evidence-Based Peer-Mediated Reading Program to Differentiate Instruction and Accelerate Learning Among Underrepresented Groups: Implementing PALS in the Rio Grande Valley, Funding Source: Institute of Education Sciences, Federal, (\$999,903).

## DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

**Abeyta, M. E. (PI)**, (2022). Emerging Faculty Leaders Academy, Funding Source: NASPA, Other, (\$450).

**Salinas, C. L., Salinas, C. L., Guerra, F. R.**, (2022 - 2025). Exploring Latinx Graduate Students' Experiences with Instructors' Use of Culturally Relevant Teaching Practices, Funding Source: Dr. Miguel Nevarez Endowment, The University of Texas Rio Grande Valley.

## DEPARTMENT OF TEACHING AND LEARNING

Carr, P. R. (PI), Thesse, G. (Co-Investigator), Rivas Sanchez, E. (Co-Investigator), Orellana, I. (Co-Investigator), Bergeron, J. (Co-Investigator), Hoechsmann, M. (Co-Investigator), Stéphanie, S. (Co-Investigator), McKibbon, A. (Researcher), Gambino, A. (Researcher), MacDonald, C. (Researcher), LeVert-Chiasson, I. (Researcher), Yang, M. (Researcher), Burrows, N. (Researcher), **Fregoso Bailon, R. O. (Researcher)**, Lee, S. M. (Researcher), Kim, Y. C. G. (Researcher), (2023 - 2024). UNESCO Chair in Democracy, Transformative Education and Global Citizenship, Funding Source: National Council of Social Sciences of Canada, Other, (\$25,000).

**Chapman, A. M.**, (2022 - 2023). JSTEM, Funding Source: Rio Grande Valley School Districts, The University of Texas Rio Grande Valley, (\$31,000).

**Lu, M.-T. P. (Co-PI)**, Yoo, S. J. (Co-PI), (2022 - 2024). The Student Health and Academic Success Initiative (SHASI), Funding Source: Meadows Foundation, Foundation, (\$125,610).

Pournik, M. (PI), Crown, S. W. (Co-PI), Kim, J. M. (Co-PI), Parsons, J. G. (Co-PI), **Lu, M.-T. (Co-PI)**, **Nouri, N. (Co-PI)**, Ashraf, A. (Co-PI), Erwin, A. (Co-PI), Cavazos, L. J. (Supporting), (2022 - 2026). Collaborative Effort to Enhance Water Supply for Agriculture and Food Development through Educational Training of Hispanic Professionals, Funding Source: USDA - NIFA, Federal, (\$249,999).

Qubbaj, A. (PI), Tarawneh, C. M. (Co-PI), Benitez, L. (Co-PI), **Chapman, A. (Co-PI)**, Vargas Hernandez, N. (Co-PI), Fuentes, A. (Senior Personnel), Orozco, E. (Senior Personnel), Cavazos, A. (Senior Personnel), Nazmul, I. (Senior Personnel), Vu, T. (Senior Personnel), **Kang, S. (Senior Personnel)**, (2022 - 2024). NSF Center for Equity in Engineering: Engage, Educate, Enrich (CEE-E3), Funding Source: National Science Foundation (NSF), Federal, (\$1,199,998).

Tarawneh, C. (PI), & **Chapman, A. (Co-PI)**, (2022 - 2023). 2022 UTCRS Summer Camps Program for K-12 Students, Funding Source: Local School Districts in the Lower Rio Grande Valley, Local, (\$150,000).

Tarawneh, C., **Chapman, A. (Co-PI)**, Foltz, H. (Co-PI), Dera, D. (Co-PI), Amjadian, M. (Senior Personnel), Rahmaninezhad, M. (Senior Personnel), Fuentes, A. (Senior Personnel), Pena-Caballero, C. (Senior Personnel). University Transportation Center for Railway Safety: Smart Technologies for Safer Railways, Funding Source: U.S. Department of Transportation (USDOT) UTC Program, Federal, (\$10,000,000).

Vargas Hernandez, N. (PI), Ortega, J. (Co-PI), Lozano, K. (Co-PI), Marquez, E. (Co-PI), **Lu, M.-T. (Senior Personnel)**, (2022 - 2025). HSI Implementation and Evaluation Project: The Freshman Year Innovator Experience (FYIE) - Bridging the URM Gap in STEM, Funding Source: NSF, Federal, (\$499,998).

# Faculty Recognitions



## DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

**Almaguer, I.**, (2022 - 2025). Houston Endowment Endowed Chair in Education,  
Funding Source: Houston Endowment Endowed Chair in Education.

**Martinez Prieto, D.** received Elevate 2022 Fellowship, Rutgers Center for Minority  
Serving Institutions Graduate School of Education Rutgers University.  
(July 22, 2022).

**Venegas, M. E.** received Outstanding Faculty Research Award, College of Education  
and P-16 Integration. (February 16, 2023).

**Zavala, E.** received ACUE Fellow, UTRGV, Office of Faculty Success & Diversity.  
(October 5, 2022).

## DEPARTMENT OF COUNSELING

**Yznaga, S.** (2022). Inaugural Founder's Award, Texas Counselors for Social Justice, 66th  
*Annual Professional Growth Conference, Texas Counseling Association*. Dallas,  
Texas.

**Yznaga, S.** (2022) Elected Secretary of the Board of Directors for The Young Center for  
Immigrant Children's Rights.

## DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

**Abeyta, E. M.** received Amigx/a/o - 2022 Mena/Valdez Award Nomination, NASPA  
Latinx/a/o Knowledge Community. (December 20, 2022).

**Aguilar, I.** received Texas State Teacher's Association Friends of Education Award  
Region 1 2023, Texas State Teacher's Association. (May 3, 2023).

**Aguilar, I.** recognized in the Fall 2022 Winter Issue of The Advocate Magazine for  
Excellence in Leadership Advocacy: Higher Education Faculty Model and Teach  
Social Responsibility. Advocate Magazine, 42 (2). 21.

**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.

**Padilla, G.** received Organization and School Leadership Faculty Senator, UTRGV. (May 8, 2023).

### **DEPARTMENT OF TEACHING AND LEARNING**

**Adams Corral, M.** received AMTE Dissertation Award, Association of Mathematics Teacher Educators. (September 22, 2022).

**Badenhorst, R. P.** received College of Education and P-16 Integration Research Award (Nominated), College of Education and P-16 Integration. (2023).

**Corbeil, J. R., & Cobeil, M. E.** received 2022 Excellence in Instructional and Teaching Practice, Online Learning Consortium. (November 14, 2022).

**Deleon, L.** received 2023 College of Education and P-16 Integration Continuous Improvement Award, College of Education and P-16 Integration. (2023)

**Garrido, L.** received 2023 College of Education and P-16 Integration Teaching Award, College of Education and P-16 Integration. (2023)

**Nouri, N.** received SEED Grant, College of Education and P-16 integration. (2023).

**Valdes-Corbeil, E. M.** received 2023 UTRGV Faculty Excellence Award in Online Teaching, The University of Texas Rio Grande Valley. (May 8, 2023).

# Faculty Publications



## DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

- Almaguer, I., & Esquierdo, J.** (2023). Analyzing Reading Scores of Elementary Latinx Bilingual Learners in a One-Way Dual Language Education Program. *NABE Journal of Research and Practice*, 3-4(12), 148-156.
- Badenhorst, P. R., **Musanti, S. I.**, Estrada, V. L., Robles, P., & Montoya, A. (2023). Community-Engaged Pedagogy for Equitable HSI Teacher Preparation: Bridging Community, School, and University Cultures. *Journal of Latinos and Education*.
- Calderon-Berumen, F., **Espinosa-Dulanto, M.**, & O'Donald, K. (2022). Testimonio at Work: The power of Malintzin researchers. *International Journal of Research & Method in Education*, 4(45), 370-380.
- Dong, R., Wu, S., Wang, B., Ding, Y., & **Zhou, X.** (2022). Teachers' Changing Beliefs through Professional Development. *Journal of Second Language Writing*, 1(4), 61-78.
- Espinosa-Dulanto, M.**, Lerma, E., Lewis, K. A., & Viren, V. (2023). Unchoreographed dance. Trust & Venture into Vulnerability: Building a Plural, Organic, and Recursive Collective. *Journal of Autoethnography*, 1(4), 15.
- 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.
- Fu, D., & **Zhou, X.** (2023). Community-Based Chinese Heritage Language Education in the US. *California Association for Bilingual Education: Multilingual Educator*, (3), 77-79.
- Fu, D., **Zhou, X.**, Murray, N., & Ni, Y. (2022). Collaboration between the Intervention Team and Frontline Teachers in China. *Journal of Second Language Writing*, 1(4), 25-41.
- Fu, D., Murray, N. T., & **Zhou, X.** (2022). Editorial Introduction: Studies on the Intervention Design and Implementation. *Journal of Second Language Writing*, 1(4), 1-6.

- Kasun, S., Sánchez, P., & **Martinez Prieto, D.** (2022). Transnationalism and education in the United States in Oxford Research Encyclopedia of Education. *Oxford Research Encyclopedia*.
- Martinez Prieto, D.** (2023). Ideologías y Políticas de Perpetua Ilegitimidad: El Caso de la Enseñanza de Lenguas en México. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativa*, 31, 1-19.
- Martinez-Prieto, D.**, & Lindahl, K. (2022). National Perspectives on Mexican Transnational EAL Teachers: Ideological and Professional Challenges in Transnational Research in English Language Teaching: Critical Practices and Identities. *Multilingual Matters*.
- Monroy-Velasco, I. R., **Espinosa-Dulanto, M.**, Valdés-García, K. P., & Flores Valdés, L. (2023). Voces y relatos de la violencia en jóvenes universitarias: Coahuila-Texas in Violencias en los adolescentes y los jóvenes: estudios psicosociales. *Universidad de Ciencias y Artes de Chiapas (UNICACH)*, 275.
- Musanti, S. I.** (2023). "A veces encuentro más palabras en español": Taking a Stance towards Translanguaging as a Socially Just Pedagogy for Bilingual Teacher Preparation in Developing Teachers' Translanguaging Repertoires in Critical Teacher Education. *De Gruyter Mouton, Critical Approaches in Applied Linguistics book series*.
- Rodriguez, A. D.**, & **Musanti, S. I.** (2022). Episode 5: Transforming Teacher Preparation in AACTE's Revolutionizing Education podcast. *AACTE Podcast*.
- Schall, J. M.** (2023). Exploring Schools and Schooling Around the World. *WOW Currents*.
- Schall, J. M.** (2023). WOW Dozen: Books on Schools and Schooling. *WOW Dozen*.
- Venegas, E. M.** (2022). Positioning as a Mediator of Reader Self-efficacy: A Case Study of Literature Circles. *Literacy Research and Instruction*, 24.
- Will, K., Ahiyya, V., Andrus, P., Harrison, D., Henderson, L., **Schall, J. M.**, & Wilson, F. (2023). The 2022 Notable Children's Books in the English Language Arts. *Language Arts*, 4(100), 307-316.
- Will, K., Ahiyya, V., Andrus, P., Harrison, D., Henderson, L., **Schall, J. M.**, Wilson, F. (2022). Stories as Provisions of Hope: The 2022 Notable Children's Books in the Language Arts. *Journal of Children's Literature*, 2(48), 63-76.



- Zavala, E.** (2022). The Trojan Burra/Mula of Gloria Anzaldúa: Characterizing the Other and Facing Challenges in Education. in El Mundo Zurdo: Selected Academic aln Cantú, N. E., Santos, A.M. & Urquijo-Ruiz, R. (Eds.). *El Mundo Zurdo: Selected Academic and Creative Works from the 2019 Meeting of The Society for the Study of Gloria Anzaldúa.*, 8th edition, 75-88.
- Zhou, X.** (2023). Growing up Multilingual. *California Association for Bilingual Education: Multilingual Educator*,(3), 65-66.
- Zhou, X., Li, Z., & Yeh, S.** (2022). A Young Chinese Emergent Bilingual Child's Growth as a Writer in English. *Journal of Second Language Writing*, 1(4).
- Zhou, X.** (2022). Composing her Growing Identities as a Mexican American. *Journal of Education*, 3(202), 296-310.
- Zúñiga, C. E., Ostorga, A.N., Hinton, K.A.** (2023). (Re)Constructing Border Pedagogy: Centering the Borderlands in Latinx Teacher Education. *Journal of Latinos and Education*.
- Zúñiga, C. E.** (2022). Talking about language in bilingual teacher education: A teacher educator's approach to guiding teacher candidates' understandings of holistic bilingualism in Enhancing bilingual education: A transdisciplinary lens for improving learning in bilingual contexts. *Taylor & Francis*.
- Zúñiga, C. E., & Barko-Alva, K.** (2022). Nuevas metas: Apoyando posturas heteroglosicas y translinguisticas en la preparacion de maestrxs bilingues in Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education. *Information Age Publishers*.

## DEPARTMENT OF COUNSELING

- Cavazos, A. G., Trejo, C., Cavazos, L. J., Garza-Ochoa, S., Marin, Y., & Racelis, A. E.** (2022). Teaching Philosophy Statements: The Impact of a Culturally Relevant Pedagogy Faculty Learning Community at a Hispanic Serving Institution. *Journal of Latinos and Education*, 1-16.
- Cavazos, L. J.** (2023). Latino Males and Mental Health Practices in Latino Male Identity: A Mental Health Crisis of Otherness, Indifference, and Exclusion. *Information Age Publishing (IAP)*.
- Cavazos, L. J., Guerra, F. R., Zamora, E., & Perez, E. Y.** (2023). Exploring Latinx College Students' Experiences with High School Counselors. *Professional School Counseling*.

- Cavazos, L. J.**, Salinas, C. L., Lu, M.-T., Guerra, F. R., Zamora, E. (2023). Exploring Latinx Graduate Students' Experiences in Online Classes at a Hispanic Serving Institution. *Journal of Latinos and Education*.
- Castillo, Y. A., Cartwright, J., Greaves, M., & **Maniss, S.** (2023). Let's practice: Shaping crisis management of preservice counseling professionals. *Journal of Counselor Preparation and Supervision*, 17(2).
- Espinosa-Dulanto, M., **Lerma, E.**, Lewis, K. A., & Viren, V. (2023). Unchoreographed dance. Trust & Venture into Vulnerability: Building a Plural, Organic, and Recursive Collective. *Journal of Autoethnography*, 1(4), 15.
- Ikonomopoulos, J., Garza, K., **Cavazos, L. J.** (2022). Exploring the Impact of a Brief Counseling Intervention for Improving Mental Health and Learning Strategies among College Students at an HSI. *Journal of Academic Underperformance*, 1(1), 1-29.
- Lerma, E.**, **Salinas, C. L.**, & **Cavazos, L. J.** (2023). Critical Consciousness through an Anti-Racism Lens: Teaching Strategies for Counselor Educators and Counselors in Training. *Teaching Practices Briefs*.
- Ortega, K., Ikonomopoulos, J., & **Cavazos, L. J.** (2022). Evaluating the Impact of Solution Focused Brief Therapy on Hope and Clinical Symptoms with Latine Clients. *The Professional Counselor*.
- Sparrow, G. S.**, & Thurston, A. (2022). Discerning the Ontology of Dream Characters from the Standpoint of Co-Creative Dream Theory. *International Journal of Dream Research*, 2(15), 235-241.
- Whittenberg, J. F.** (2022). Educating Counselors-in-Training to Collaborate with Parents of Minor Clients. *NAAAS Monograph*, 351-362.

## DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

- Alanis, I., & **Gonzalez, I.** (2023). Integrating Families' Funds of Knowledge Into Daily Teaching Practices in Focus on Developmentally Appropriate Practice: Equitable and Joyful Learning in Preschool. *National Association for the Education of Young Children*.
- Curiel, E., Kranak, M. P., **Fielding, C.**, Curiel, H., & Miller, M. M. (2023). Behavior Analysis in College Classrooms: A Scoping Review. *Behavioral Interventions*, 1(38), 219-254.

Espinosa-Dulanto, M., Lerma, E., Lewis, K. A., & **Viren, V.** (2023). Unchoreographed dance. Trust & Venture into Vulnerability: Building a Plural, Organic, and Recursive Collective. *Journal of Autoethnography*, 1(4), 15.

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.

**Fielding, C.** (2022). Supporting Teachers of Students with Autism Spectrum Disorder in The Administration and Supervision of Special Programs in Education. *Kendall Hunt Publishing Company*, 53-58.

Valdez, M., Stewart, J. R., Crutchfield, R. O., Chang, W.-L., & **Carlson, R.** (2022). Autism Spectrum Disorder Screening Practices in the United States and Mexico. *Contemporary Research in Disability and Rehabilitation*, 2(3), 3-20.

Valdez, M., Stewart, J. R., Chang, W.-L., Crutchfield, R. O., & **Carlson, R.** (2022). Assessment and Diagnostic Practices Relating to Autism Spectrum Disorder in the United States and Mexico. *Internet Journal of Allied Health Sciences and Practices*, 4(20), 1-13.

## 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.

**Abrego, J. C., Abrego, M., & Pankake, A.** (2022). Administrative Leadership of Operational Systems that Support Special Instructional Programs. *Kendall Hunt Publishing*, First, 238.

**Abrego, M., Abrego, J. C., & Pankake, A.** (2022). The administration and supervision of special programs in education. (5th ed.). *Kendall Hunt Publishing*, 301.

**Abrego, M. H.** (2022). Strengthening Diverse Families' Engagement in Schools in The Administration and Supervision of Special Programs in Education. *Kendall Hunt Publishing Company*, 5th, 1-26.

**Abrego, M. H., & Magallanez, D.** (2022). Title I and the Every Student Succeeds Act in The Administration and Supervision of Special Programs in Education. *Kendall Hunt Publishing Company*, 5th, 101-118.



- Abrego, M. H.** (2022). Texas principal standards and implications for EL and immigrant family engagement in schools in Chapter in book. *Kendall Hunt*, 18th (Texas Public School Organization and Administration), 357-378.
- Aguilar, I.**, Wieczorek, D., & Mette, I. (2022). System-level Leaders' Local Control of Supervision and Evaluation Under the Every Student Succeeds.
- Arce, L., **Menchaca-Ochoa, V. D.**, **Silva, H.**, & Watt, K. M. (2022). Elementary Teachers' and Principals' Concerns in the Implementation of Inclusion in a South Texas School District. *Journal of Leadership, Accountability and Ethics*, 3(19).
- Avila, R., **Abrego, M.**, & Guerra, B. A. (2022). Student Mobility in Administrative Leadership of Operational Systems that Support Special Instructional Programs. *Kendall Hunt Publishing Company*, 1, 17-26.
- Cavazos, L. J., **Guerra, F. R.**, Zamora, E., & Perez, E. Y. (2023). Exploring Latinx College Students' Experiences with High School Counselors. *Professional School Counseling*.
- Cavazos, L. J., Salinas, C. L., Lu, M.-T., **Guerra, F. R.**, & Zamora, E. (2023). Exploring Latinx Graduate Students' Experiences in Online Classes at a Hispanic Serving Institution. *Journal of Latinos and Education*.
- De Saro, T., **Garcia, A.**, & **Menchaca-Ochoa, V. D.** (2023). The Impact of Distance Learning on Nontraditional High School Student's Attendance and Dropout Prevention at a predominant Hispanic Alternative High School in South Texas. *International Journal of Management Studies and Social Science Research*, 2(5), 1-13.
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Salaiz, M., **Simonsson, M.**, & **Menchaca-Ochoa, V.** (2022). Lessons Learned: Effective Reading Practices for the Struggling Reader. *Journal of Liberal Arts and Humanities*, 10(3), 1-16.

**Zamora, R. G. & Padilla, G.** (2022). Funding Federal Programs: Frequently Asked Questions in Administrative Leadership of Operational Systems that Support Special Instructional Programs Supervision of Special Instructional Programs. *Kendall Hunt Publishing Company*, Pages -199.

## DEPARTMENT OF TEACHING AND LEARNING

**Adams Corral, M.** (2022). Tenemos que seguir nuestra cultura: Whiteness as Property at Hillside Elementary and Sam Houston Middle Schools in Gentrification and Bilingual Education: A Texas TWBE School across Seven Years. *Lexington Books*, 105-132.

Aguirre, J., & **Adams Corral, M.** (2022). Respecting Our House: Protecting Our Salmon Neighbors in Early Elementary Mathematics Lessons to Explore, Understand, and Respond to Social Injustice. *Corwin*, 199-208.

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Aponte-Safe, G., **Diaz Beltran, A. C.**, & Christ, R. (2022). Aspiring Nepantleras: Conceptualizing Social Studies Education From the Rupture/La Herida Abierta.

Aponte-Safe, G. J., Tirado, J., **Diaz Beltran, A. C.**, Ender, T., Busey, C., Christ, R. (2022). Insurgente: A familia in conversation about Latinx voices in the field of social studies.

**Badenhorst, P. R.**, Musanti, S. I., **Estrada, V. L.**, Robles, P., & Montoya, A. (2023). Community-Engaged Pedagogy for Equitable HSI Teacher Preparation: Bridging Community, School, and University Cultures. *Journal of Latinos and Education*.

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- Badenhorst, P., Jupp, J.,** Shim, J. M., Lensmire, T. J., Casey, Z., Tanner, S. J., Watson, V., & Miller, E. (2022). Doesn't your work just re-center whiteness? The fallen impossibilities of White allyship. *Journal of Curriculum Theorizing*.
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- Chapman, A.,** Weimer, A., Torres Avila, M., Trejo-Vasquez, A. C., Racelis, A. E. (2022). The Effects of Teaching Undergraduate Freshmen Biology Courses in Spanish and English. *SN Social Sciences*.
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- Deleon, L.** (2023). Redefining the Paradigm of Engagement for a Digital Age. *International Journal of Technology, Knowledge, and Society*, 1(19), 1-19.
- Espinosa-Dulanto, M., Lerma, E., **Lewis, K. A.,** Viren, V. (2023). Unchoreographed dance. Trust & Venture into Vulnerability: Building a Plural, Organic, and Recursive Collective. *Journal of Autoethnography*, 1(4), 15.
- 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.
- Fúnez-Flores, J. I., **Díaz Beltrán, A. C., & Jupp, J. C.** (2022). Editorial Introduction: Inter-Epistemic Dialogues with Decolonial Thought from Latin America and the Caribbean. *Educational Studies*.
- Fúnez-Flores, J. I., **Díaz Beltrán, A. C., & Jupp, J. C.** (2022). Decolonial discourses and practices: Geopolitical contexts, intellectual genealogies, and situated pedagogies. *Educational Studies*.



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- Gallo, S., **Adams Corral, M.** (2023). Documentation Status and Youth's Critical Consciousness across Borders. *Social Sciences*, 4(12).
- Gallo, S., **Adams Corral, M.** (2023). Transborder Literacies of (In)Visibility. *Journal of Literacy Research*.
- García Torres, G., García Torres, A. K., Reyes Jurado, D., & **Jupp, J. C.** (Trans) (2023). Territorializing and deterritorializing the curriculum: The tireless path of becoming less incomplete in Itinerant curriculum theory. Decolonial praxes, theories, and histories (pp. 135-152). *Peter Lang*.
- Huang, C. L., Alimu, Y., Yang, S. C., **Kang, S.** (2023). What you think is a joke is actually cyberbullying: The effects of ethical dissonance, event judgment and humor style on cyberbullying behavior. *Computers in Human Behavior*, (142).
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- Jewett, L.** (2023). A Place Called Trouble. *Curriculum Histories in Place, in Person, in Practice: The Louisiana State University Curriculum Theory Project*.
- Jewett, L. M.** (2023). A Review of: At the Center of All Possibilities: *Transforming Education for our Children's Future*. Institute for Critical Education Studies, University of British Columbia.
- Juarez, L. M., Wetzel, M., Brower, S., Sanchez-Sosa, P., **García, C.**, **Estrada, V.**, Davilla, D., Whiteside, E., Alexander, K. (2022). Preparing Teachers in Clinical Field Experiences through Improvement Science: A Conceptual Analysis. *The Texas Forum of Teacher Education*, (12), 21-36.
- Jupp, J. C.**, **Badenhorst, P.**, & Shim, J. M. (2022). Why antiracism and whiteness now? A conceptual (tentative, subjunctive) (self-)geography of the empire of whiteness. *International Journal of Qualitative Studies*.
- Jupp, J. C.** (2023). Introduction to Itinerant Curriculum Theory: Decolonial Praxes, Theories, and Histories. In J. C. Jupp (Ed.), *Itinerant Curriculum Theory: Decolonial Praxes, Theories, and Histories* (pp. 1-30). *Peter Lang*.

- 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*.
- Krause, G., **Adams Corral, M.,** Maldonado Rodriguez, L. (2022). Developing Awareness Around Language Practices in the Elementary Bilingual Mathematics Classroom. *Journal of Urban Mathematics Education*, 2(15), 32.
- Lu, M.-T. P.** (2022). Brief: STEM Education in The Administration & Supervision of Special Programs in Education., 4th, 207-212.
- Luna, N., Jupp, J. C. (2023). The pernicious coloniality of whiteness in elementary science classroom: The multigenerationality of subtractive schooling in El Sur de Tejas, Atzlán. *Cultural Studies of Science Education*.
- Luo, Y. F., **Kang, S.,** Yang, S. C., Lu, C. M. (2023). The relationships among Taiwanese youth's polychronicity, multitasking behavior and perceived learning performance in online learning. *Frontiers in Psychology*, 1131765(14).
- Martínez Hinstroza, J., Peña Pincheira, R., **Adams Corral, M.** (2023). In couple numbers and dedómetros: Listening for meaning in bilingual children's mathematical lexical inventions. *ZDM*.
- Neumann, J.** (2022). How social media harms kids. *The Social Studies Texan*, 3(37), 51-53.
- Park, H., **Kang, S.,** Kim, S. (2023). A longitudinal study of the effect of individual and socio-cultural factors on students' creativity. *Frontiers in Psychology*, (14).
- Puigrrós, A., **Jupp, J. C. (Trans), Fregoso, R. O. (Trans)** (2023). Selection of From Simón Rodríguez to Paulo Freire: Education toward the integration of Iberoamérica. In J. C. Jupp (Ed.), *Itinerant Curriculum Theory: Decolonial Praxes, Theories, and Histories* (pp. 229-256). Peter Lang.
- Pithadia, K., Strelow, B., **Zhang, Z.,** Ulrich, J. N., Zhang, A. Y., & Fleischman, D. (2021). *The association between systemic disease and affliction with both glaucoma and macular degeneration Investigative Ophthalmology & Visual Science*, 8(6), 2-4.
- Salaiz, M. M., **Simonsson, M., Menchaca-Ochoa, V.** (2022). Lessons Learned: Effective Reading Practices for the Struggling Reader. *Journal of Liberal Arts and Humanities*, 10(3), 1-16.

- Williams III, J. A., James, M., **Díaz Beltrán, A. C.**, Young, J., Vasquez Neshyba, M., Ogletree, Q. (2022). Employing the Urban Education Typology Through a Critical Race Spatial Analysis. *The Urban Review*, 1-31.
- Zhang, Z.**, Ramos, L. (2023). The Exploratory Sequential Design With Generalized Linear Models for the Learning Strategy Analysis. *Journal of Education and Development*, 7(2), 1-7.
- Zhang, Z.**, & Garcia, L. (2023). Examining dimensionality and validity of the academic integrity survey instrument. *Journal of Education and Development*, 7(1), 46-51.
- Zhang, Z.**, & Ramos, L. (2023). Exploring a cooperative learning model with a mixed methods design, *Journal of Education and Development*, 7(1), 76-79.
- Zhang, Z.**, & Guanzon, A. (2022). A mixed assessment for the science learning via a Bayesian network Representation. *Journal of Education and Development*, 6(5), 1-7.
- Zhang, Z.** (2022). Diagnostically cognitive assessment of complex semantic explanations and learning: A Bayesian network approach. *Journal of Education and Development*, 6(4), 1-14.
- Zhang, Z.** (2022). A mixed methods design for assessing physics learning in the online learning environment. *Journal of Education and Development*, 6(2), 1-8.





# Faculty Scholarship Presentations

## DEPARTMENT OF BILINGUAL AND LITERACY STUDIES

**Almaguer, I., & Esquierdo, J. J.**, (2023). Examining One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on a State-Standardized Reading Assessment, *American Educational Research Association (AERA) Annual Meeting in Chicago, IL*.

**Almaguer, I.**, (2023). Literacy Epistemology: Exemplifying Praxis Through Cross-Cultural Literacy Practices, *American Educational Research Association (AERA) Annual Meeting in Chicago, IL*.

**Almaguer, I.**, (2023). (Re)Centering Culturally Relevant Pedagogy and Practices in Literacy, *National Social Science Association (NSSA) Annual Conference in Las Vegas, NV*.

**Almaguer, I.**, (2023). (Re)Claiming Language, Literacy and Learning: A Cultural Repository and a Medium for Communication, *National Association of Bilingual Education (NABE) Annual conference in Portland, OR*.

**Almaguer, I., & Esquierdo, J. J.**, (2023). Investigating One-Way Dual Language Elementary Latinx Bilingual Learners' Trajectory on STAAR Assessment, *National Association of Bilingual Education (NABE) Annual conference in Portland, OR*.

**Almaguer, I.**, (2022). Will You Walk in My Shoes? Drawing From Cross-Cultural Literacy Praxis to Find Voice in Culturally Empowering Frameworks, *Clute International Conference on Education in Las Vegas, NV*.

**Almaguer, I.** (Chair), (2022). Affirming Cultural Epistemology in Literacy Studies Through Experiential Practices, *National Social Science Association (NSSA) Annual conference in San Diego, CA*.

**Almaguer, I.**, (2022). Appreciation of Cultural Intentionality: Leveraging Organic Literacy Rich Practices in Multicultural Contexts, *Twenty-ninth Annual International Conference on Learning in Universidad de Valencia - Facultad de Magisterio, Valencia, Spain - virtual presentation*.

Ashe, T. J. (Author & Presenter), & **Zavala, E. (Author & Presenter)**, (2022). The need for more dual language high school programs to facilitate bilingual student success in Texas, *104th AATSP Annual Conference UTRGV in San Juan, Puerto Rico*.



Colegrove, K. S. S. (Author & Presenter), **Zuniga, C. E. (Author & Presenter)**, (2022). Latinx immigrant parents' raciolinguistic ideologies in the U.S.-Mexico borderlands, *American Anthropology Association Annual Meeting American Anthropology Association in Seattle, WA*.

Colegrove, K., & **Zúñiga, C.E.** (2023). "Putting myself in other people's shoes": Dialogue and inquiry for transformative teacher education. *American Education Research Association Annual Meeting, Chicago, IL, USA*.

**Espinosa-Dulanto, M. (Chair)**, Fernandez, S. C. (Author & Presenter), Guevara, N. (Author & Presenter), Diaz, C. (Author & Presenter), Sanchez, A. (Author & Presenter), Ramirez, J. (Author & Presenter), (2023). Place, Memory & Community Resistance Through Art, *Confronting/Resisting the Colonizer Within: A History of Violence, Discrimination/Oppression and Shame National Association of Chicana & Chicano Studies (NACCS) Tejas Foco in University of Texas - Rio Grande Valley. Brownsville, TX*.

**Espinosa-Dulanto, M.**, (2023). NACCS Tejas Letras de Aztlan Community Award, *Confronting/Resisting the Colonizer Within: A History of Violence, Discrimination/Oppression and Shame National Association of Chicana & Chicano Studies (NACCS) Tejas Foco in University of Texas - Rio Grande Valley. Brownsville, TX*.

**Espinosa-Dulanto, M. (Author & Presenter)**, **Viren, V. (Author & Presenter)**, **Esparza, J. L. (Author & Presenter)**, (2023). Developing Equity Oriented Practices in Secondary STEM Education, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium. 6th Annual Conference in Texas*.

**Espinosa-Dulanto, M. (Coordinator/Organizer)**, Lopez, A. (Author & Presenter), **Montiel, J. D. (Author & Presenter)**, **Garcia, G. S. (Author & Presenter)**, (2022). "Muxerista Colectiva: Identity and Belonging on the Border", *IX Coloquio Internacional del Noreste Mexicano y Texas: "Shared Histories in the Borderlands" Texas A&M University. Melbern G. Glasscock Center for Humanities Research in Texas A&M University. College Station, TX*.

**Espinosa-Dulanto, M. (Author & Presenter)**, Resendiz, R. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Bridges, M. (Author & Presenter), (2022). Muxeristas Inter/weaving, Inter/lacing Conscientização & Resistance: Decolonizing Practices, Intersectionality & Aesthetics, *2022 NWSA ANNUAL CONFERENCE killing rage: Resistance on the Other Side of Freedom National Women Studies Association in Minneapolis, MN*.



**Espinosa-Dulanto, M. (Author & Presenter)**, Calderon-Berumen, F. (Author), O'Donald, K. (Author & Presenter), (2022). *Acá/demicas: On Embodied articulations of Border/lands, Geography, and Healing, 9th Annual El Mundo Zurdo conference: Love, Loss, and Healing: Confronting Coatlicue and Embracing Coyolxauhqui in Corona The Society for the Study of Gloria Anzaldúa in The University of Texas at San Antonio.*

**Espinosa-Dulanto, M. (Author & Presenter)**, Resendiz, R. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), Lerma, E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Viren, V. (Author & Presenter), Lomeli, A. S. (Author & Presenter), (2022). *Decolonizing Academia: Inter/weaving, Inter/lacing Conscientização & Resistance, 23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*

**Espinosa-Dulanto, M. (Coordinator/Organizer)**, Resendiz, R. (Author & Presenter), (2022). *Endangered Human Rights: Systemic Racism, the USA's Broken System of Justice, and the Overturn of Roe v. Wade, 23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*

**Espinosa-Dulanto, M.,** (2022). *Autoethnografia, Investigacion Cualitativa y las Relaciones Emocionales Humanas, I Foro Nacional de Investigacion Multidisciplinaria y V Foro Institucional de Investigacion Multidisciplinaria Universidad de Ixtlahuaca, Secretaria de Docencia, Direccion de Investigacion in Ixtlahuaca, Mexico.*

**Espinosa-Dulanto, M. (Panelist)**, Espinoza, L. E. (Panelist), Espinoza, L. E. (Panelist), Garcia, J. J. (Panelist), (2022). *Decolonizing fairy tale narratives of the ivory tower, CMAS Graduate Scholars Initiative 2022 - From Margin to Center: Voices from the Tejas/Mexico Borderlands Center for Mexican-American Studies - UTRGV in Edinburg - Texas.*

**Espinosa-Dulanto, M. (Author & Presenter)**, Lewis, K. A. (Author & Presenter), Lerma, E. (Author), Viren, V. (Author), (2022). *An Unlikely Meeting Collective: Daring, Venturing, Trusting into Openness, 31st International Conference Reconceptualizing Early Childhood Education Reconceptualizing Early Childhood Education in Vancouver, BC, Canada.*

- Espinosa-Dulanto, M. (Author & Presenter)**, Calderon-Berumen, F. (Author & Presenter), Viren, V. (Author), (2022). Creating a Place for Grieving in an Academic Space, *31st International Conference Reconceptualizing Early Childhood Education Reconceptualizing Early Childhood Education in Vancouver, BC, Canada*.
- Esquierdo, J. J., Almaguer, I.**, (2023). Underrepresentation of Bilingual Gifted Students in GT Programs: Investigating Schools' GT Identification Matrices, *National Association of Bilingual Education (NABE) Annual conference in Portland, OR*.
- Esquierdo, J. J.**, (2022). Gifted and talented students from diverse backgrounds, *Gifted & Talented Emergent Bilinguals Symposium, Region VIII in Mt Pleasant, Texas*.
- Estrada, V. L., & Rodriguez, A. D.**, (2023). Transforming our Teacher Preparation Program with our School Partners: Lessons Learned from our Accreditation Journey, *Association of Teacher Educators (ATE) 2023 Annual Meeting in Jacksonville, Florida*.
- Garcia-Mateus, S. (Author & Presenter), **Zuniga, C. E. (Author & Presenter)**, (2023). A tale of two Latinx teachers: A borderlands perspective about the constructions of translanguaging, *Annual Meeting of the American Education Research Association American Education Research Association in Chicago, IL*.
- Garcia, C., **Rodriguez, A. D.**, Estrada, V. L., **Diaz, Z.**, Villarreal, E., (2022). A HSI Practice-Based Teacher Preparation Program Remains Resilient and Innovative Post-Pandemic, *TxATE 2022 Summer Conference Texas Association of Teacher Educators in San Antonio, TX*.
- Garza-Reyna, G. (Author & Presenter), **Diaz, Z. (Author & Presenter)**, (2022). Developing Spanish language proficiency in pre-service teachers: a mindful reflection, *Texas Association of Teacher Educators (TxATE) Summer Conference TXATE in Houston*.
- Guerrero, M. D.**, Lachance, J., Johnson, E., Di Stefano, M., & Martin Beltran, M. (2022). Leveraging the National Dual Language Standards: Four different contextual applications, *La Cosecha Annual Conference 2022 Dual Language Education of New Mexico in Santa Fe, NM*.
- Hinton, K. A.**, (2023). UndocuScholars at UTRGV: Improving Institutional Support for Undocumented Students in the Borderlands, *NACCS Tejas Foco National Association for Chicana and Chicano Studies in Brownsville TX*.
- Kambara, H.**, Lin, Y.-C., Lin, H.-C., (2023). Exploring College Students' Motivation to Read: Inside from Eastern and Western Perspectives., *The Asian Conference on Arts & Humanities. Tokyo, Japan. in Tokyo, Japan*.

**Kambara, H.,** Lin, Y.-C., Lin, H.-C., Wen, H., (2023). Investigation of Reading Motivation in College Students: A cross-cultural approach., *The 10th Hwashan Conference on Education in Taiwan.*

**Kambara, H.,** Wen, H., Lin, Y.-C., Lin, H.-C., (2023). A Cross-Cultural Investigation of Reading Motivation Between China and U.S., *Association for Reading and Writing in Asia.*

**Kambara, H.,** Lin, Y.-C., Adachi, S., (2022). Self-Construal Predicts Reading Motivation: A Comparison between Hispanic American and Japanese College Students, *Psychonomic Society.*

Lewis, K. A. (Author & Presenter), **Espinosa-Dulanto, M. (Author & Presenter)**, Viren, V. (Author & Presenter), Martinez Prieto, D. (Author & Presenter), Solis, S. P. (Author & Presenter), (2023). Reimagining teaching and learning in STEM: Cultivating sustainable symbiotic relationships among faculty and students at an HSI, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium- 6th Annual Conference in South Padre Island, Texas.*

Lewis, K. A. (Author & Presenter), **Espinosa-Dulanto, M. (Author & Presenter)**, Viren, V. (Author & Presenter), Lerma, E. (Author & Presenter), (2022). Reimagining teaching and learning in academe: cultivating wholistic symbiotic relationships among women faculty and students through a culturally relevant ethic of care, *Research on Women in Education (RWE), 47th RWE Annual Fall Conference 2022 American Educational Research Association (AERA) in Houston, TX.*

Malewski, E. (Presenter), Lewis, K. A. (Presenter), **Espinosa-Dulanto, M. (Presenter)**, Dantas-Rocha, M. A. (Coordinator/Organizer), (2022). Mentoring Panels - Roadway to Academe, *23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*

**Martinez Prieto, D. (Author & Presenter)**, (2023). Inwards" and "Outwards" Translanguaging among Indigenous Communities in Mexico., *AERA 2023 American Educational Research Association in Chicago, Illinois and online.*

**Martinez Prieto, D. (Author & Presenter)**, (2023). The Promotion of U.S. Imperialism: the Role of the U.S. Army amongst Mexican Transnationals, *Tejas Foco Conference National Association for Chicana and Chicano Studies in Brownsville, Texas.*



- Martinez Prieto, D.**, (2022). Nations Within Nations: The Heterogeneity of Mexican Transnationals of Indigenous Descent From Anzaldúan Lenses, *El Mundo Zurdo 2022 Society for the Study of Gloria Anzaldúa in San Antonio, Texas*.
- Martinez Prieto, D.**, (2022). Transnational youth identities through Anzaldúan frameworks: Bridging culture, language, and schooling at the US-Mexican border, *American Educational Studies Association 2022 American Educational Studies Association in Pittsburgh, PA*.
- Martinez Prieto, D.**, (2022). Transnational Pre-Service Teachers and Indigeneity (part of the webinar “Applying Anzaldúan Frameworks to Understand Transnational Youth Identities”), *Center for Transnational and Multilingual Education Webinar Georgia State University. Co-sponsored by the American Education Research Association - Peace Education SIG, Online*.
- Musanti, S. I.**, (2023). Equidad lingüística y conciencia metalingüística crítica en la preparación de maestras/os bilingües, *2023 AERA Annual Meeting American Educational Research Association in Chicago*.
- Musanti, S. I.**, (2023). Proyecto Aula Virtual: Self as Teacher and The Power of Imagining the Bilingual Classroom, *6th EOLC Digital Generation: Learners in the 21st Century and Beyond! UTRGV in Edinburg*.
- Musanti, S. I.**, (2023). Developing Translanguaging Repertoires in Critical Teacher Education. Z. Tian and N. King (Panel Organizers), *NABE 2023 Annual Conference. National Association for Bilingual Education in Portland, OR*.
- Musanti, S. I.**, Badenhorst, P. R., Estrada, V. L., **Robles, P.**, (2023). Exploring “Voces de la frontera” for Culturally and Linguistically Inclusive Teacher Preparation., *NABE Annual Conference. Research Institute 2023 National Association for Bilingual Education in Portland, OR*.
- Musanti, S. I. (Author & Presenter)**, Mercuri, S. (Author & Presenter), (2023). El desarrollo de la biliteracidad a través de la enseñanza interdisciplinaria en el aula bilingüe., *30ma Jornada Pedagógica Internacional para la Educación Plurilingüe Loyola Marymount University - School of Education in Los Angeles*.
- Musanti, S. I.**, (2022). *CLSP Critical Conversations with Colleagues College of Education and P-16 Integration. Learning to Teach Lab*.

- O'Donald, K. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), **Espinosa-Dulanto, M. (Author & Presenter)**, (2023). ENGAGE IN PLATICAS AND TESTIMONIOS: A MALITZIN RESEARCHER, *Confronting/Resisting the Colonizer Within: A History of Violence, Discrimination/Oppression and Shame National Association of Chicana & Chicano Studies (NACCS) Tejas Foco in University of Texas - Rio Grande Valley. Brownsville, TX.*
- Ortiz, A. (Author & Presenter), Lang, M. (Moderator), **Hinton, K. A. (Presenter)**, (2022). María Lang and Amalia Ortiz, *Women, gender, and labor: reframing the work and refusing femicide The Spencer Foundation in the University of Pittsburgh.*
- Ortiz, A. (Author & Presenter), **Hinton, K. A.**, Rocha-Zivadinovic, L. (Author & Presenter), (2022). An Excerpt from The Cancion Cannibal Cabaret: Post-Apocalyptic Xicanx Punk from la Frontera de Tejas, *XII Congreso Internacional sobre la Literatura Chicana y Estudios Latinos HispaUSA; Universidad Pompeu Fabra; Instituto Franklin-UAH in Barcelona, Spain.*
- Rodriguez, A. D., Diaz, Z.,** & Villarreal, E., (2023). One Program's Innovative Approach to Ensuring Latinx Teacher Candidates are Profession-Ready, *AACTE 75th Annual Meeting American Association of Colleges of Teacher Education in Indianapolis, IN.*
- Rodriguez, A. D.**, Deleon, L., (2023). EPP Spotlight, *2nd Digital Equity and Transformation Roundtable ISTE in Virtual.*
- Rodriguez, A. D.**, (2022). *EPP Panel, Summit 2022 Ed-Fi Alliance in Austin, TX.*
- Rodriguez, A. D. (Author & Presenter)**, Estrada, V. L., (2022). Our Journey Towards National Accreditation: Lessons Learned, *Fall Texas Teacher Education Conference CSOTTE in San Marcos, TX.*
- Rodriguez, A. D.**, (2022). EPP study reflections: context and perspectives, *The Teacher Tipping Point The University of Texas at Austin College of Education and Educate Texas in Austin, TX.*
- Sanchez Suzuki Colegrove, K. (Author & Presenter), & **Zuniga, C. E. (Author & Presenter)** (2023). "Putting myself in other people's shoes": Dialogue and inquiry for transformative teacher education, *Annual Meeting of the American Education Research Association American Education Research Association in Chicago, IL.*
- Venegas, E. M.**, (2023). Black lives still matter: How Freedom Schools reiterate social justice activism through critical literacy, *2023 Annual Meeting American Educational Research Association in Chicago, IL.*

**Venegas, E. M. (Presenter)**, & Guanzon, A. (Presenter) (2022). Teacher Self-Captured Video as Professional Development: A Plausible Solution to Improving Teacher Self-efficacy regarding Interactive Read-aloud, *2022 Annual Meeting Literacy Research Association in Phoenix, AZ*.

**Whitacre, M. A., & Almaguer, I.**, (2022). Bridging Oracy to Literacy in the Dual Language and Bilingual Classroom, *Texas Association for Bilingual Education (TABE) Annual Conference Texas Association for Bilingual Education (TABE)*.

Will, K., Henderson, L., Andrus, P., Wilson, F., Harrison, D., Ahiyya, V., & **Schall, J. M.**, (2022). 2022 Notable Children's Books in the Language Arts, *National Council of Teachers of English Annual Conference National Council of Teachers of English*.

**Zavala, E. (Presenter)**, (2023). Rondas infantiles: un espacio de juego y deiversión en el aprendizaje. "Celebrando a Nuestros Niños" *Celebrating Children Inaugural Conference at the College of Education in Edinburg, Texas*.

**Zavala, E. (Author & Presenter)** (2023). Practicing the literary genres of children's literature in Spanish., *NABE 52th Annual International Meeting UTRGV in Portland, Oregon*.

**Zavala, E. (Author & Presenter)**, (2022). The Trojan Burra/Mula of Gloria Anzaldúa. A connection between art, literature, and education, *UTRGV's Arts Education Conference UTRGV in Edinburg, Texas*.

**Zavala, E. (Author & Presenter)**, (2022). Literatura Infantil en español: una aproximación a la historia, teoría y prácticas., *104th AATSP Annual Conference UTRGV in San Juan, Puerto Rico*.

**Zhou, X. (Author & Presenter), Martinez Prieto, D. (Author & Presenter)**, (2023). Identity Negotiations of a Mexican Transnational in the Rio Grande Valley: Crossing the Border Daily, *AERA 2023 American Educational Research Association in Online*.

**Zhou, X. (Author & Presenter)**, (2023). One Emergent Bilingual Chinese writer's experience learning process writing in English with the help of a peer tutor, *Writing Research Across Borders in Trondheim, Norway*.



## DEPARTMENT OF COUNSELING

- Espinosa-Dulanto, M. (Author & Presenter), Resendiz, R. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), **Lerma, E. (Author & Presenter)**, Espinoza, L. E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Viren, V. (Author & Presenter), Lomeli, A. S. (Author & Presenter), (2022). Decolonizing Academia: Inter/weaving, Inter/lacing Conscientização & Resistance, *23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*
- Haas, J.** (2022, November) Sociolinguistics: Language that acknowledges social privilege. Presented at the Southern Association for Counselor Education and Supervision Biennial Conference (SACES) Baltimore, Maryland.
- Haas, J.** (2022, November) Intersectional invisibility: Disability in Diversity, Equity, and Inclusion. Presented at the Southern Association for Counselor Education and Supervision Biennial Conference (SACES) Baltimore, Maryland.
- Lerma, E.,** (2022). Mental Health Support, *CIS Staff Development Meeting Communities in Schools.*
- Lewis, K. A. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), & **Lerma, E. (Author & Presenter)** (2022). Reimagining teaching and learning in academe: cultivating wholistic symbiotic relationships among women faculty and students through a culturally relevant ethic of care, *Research on Women in Education (RWE), 47th RWE Annual Fall Conference 2022 American Educational Research Association (AERA) in Houston, TX.*
- Mercado, A. & **Yznaga, S.** (2023). Psychosocial Support and Mental Health of Migrants, Refugees, and Asylum Seekers. Panel Discussion, External Advisory Board, *South Texas Alzheimer's Disease Research Center, Brownsville, Texas.*
- Salinas, C. L. (Author & Presenter)**, & Zamora, E. (Presenter), (2022). COVID and Grief: Play Therapy Techniques Addressing Trauma with Children, *Association for Creativity in Counseling Association for Creativity in Counseling in Melbourne, FL/ Zoom.*
- Sparrow, G. S.,** (2022). Consciousness in the Lucid Void: What it Tells Us About Consciousness in General, *Many Worlds of Lucid Dreaming International Assn. for the Study of Dreams, Online.*

**Yznaga, S.** (2022). Flash Technique and Global Humanitarian Groups. *First Annual Flash Technique Conference. San Francisco, CA/Virtual.*

**Yznaga, S., Haas, J.,** Perales, E. & Villareal, J. (2023, January) Counselors Without Borders-Texas: Training counseling interns and licensed volunteers. Presented at the *8th Annual South Padre Island Conference, Tip of Texas Counseling Association (TTCA), South Padre Island, Texas.*

**Yznaga, S.** (2023). Counselors Without Borders: Providing Humanitarian Mental Health Relief at the U.S.-Mexico Border. *Border Shelter Network. Virtual.*

**Yznaga, S.** (2023). Trauma-Informed Care for Child Migrants. *Child Advocate Training, The Young Center for Immigrant Children's Rights, Harlingen, Texas.*

**Yznaga, S.** (2023). Healing Trauma: Reflections on the Immigration Crisis at the U.S.-Mexico Border. *Loyola University Immigration Law Clinic. Brownsville, Texas.*

**Yznaga, S.** (2023). Counselors Without Borders: Providing Humanitarian Mental Health Relief at the U.S.-Mexico Border. *U.S.-Mexico Border Alliance. Virtual.*

**Yznaga, S.** (2023). Trauma Informed Care for Migrants, Refugees, and Asylum Seekers. *City of Brownsville, Brownsville, Texas.*

**Yznaga, S.** (2023). Counseling Without Borders. *Latinx Therapist Action Network Membership Training. Virtual.*

**Yznaga, S. & Saint-Jean, F.** (2023). Counseling at the Margins: Decolonizing Research Through Transformative Action. *Counselors for Social Justice Member Webinar, American Counseling Association.*

## DEPARTMENT OF HUMAN DEVELOPMENT AND SCHOOL SERVICES

Alanis, I. (Author & Presenter), Arreguin, M. G. (Author & Presenter), **Gonzalez, I. (Author & Presenter)**, (2022). Culture, Language, and Learning: Ensuring Equity in Early Childhood Settings, *Texas Association for the Education of Young Children 2022 Conference Texas Association for the Education of Young Children in San Antonio, Texas.*

Arms, D., **Razo, N.**, (2023). Reducing School Violence Through Community Grounded Approaches, *Black & Latino Communities: Addressing Mental Health Needs, Social Histories, and Collective Trauma National Hispanic & Latino Mental Health Technology Transfer Center Network in Dallas, Texas.*

**Cuevas Guerra, J. G. (Author & Presenter)**, (2023). Play-Based STEAM Experiences for Preschool Children, *The University of Texas Rio Grande Valley Preschool Teacher Conference: Celebrando Nuestros Niños (Celebrating Children) College of Education & P16 Integration - Department Human Development and School Services in Edinburg, TX.*

**Cuevas Guerra, J. G. (Author & Presenter)**, Hernandez, A. (Presenter), (2023). Para Delante: Moving Forward with Developmentally Appropriate Practices in Early Childhood Education During COVID, *51st National Association for Bilingual Education Annual International Conference National Association for Bilingual Education in Oregon, Portland.*

**Cuevas Guerra, J. G. (Author & Presenter)**, (2022). Emergent biliteracy teaching practices for emergent bilinguals, *TXAEEYC 2022 Annual Conference TXAEEYC in San Antonio.*

Espinosa-Dulanto, M. (Author & Presenter), **Viren, V. (Author & Presenter)**, Esparza, J. L. (Author & Presenter), (2023). Developing Equity Oriented Practices in Secondary STEM Education, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium. 6th Annual Conference in Texas.*

Espinosa-Dulanto, M. (Author & Presenter), Resendiz, R. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), Lerma, E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), Espinoza, L. E. (Author & Presenter), **Viren, V. (Author & Presenter)**, Lomeli, A. S. (Author & Presenter), (2022). Decolonizing Academia: Inter/weaving, Inter/lacing Consscientização & Resistance, *23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*

Espinosa-Dulanto, M. (Author & Presenter), Lewis, K. A. (Author & Presenter), Lerma, E. (Author), **Viren, V. (Author)**, (2022). An Unlikely Meeting Collective: Daring, Venturing, Trusting into Openness, *31st International Conference Reconceptualizing Early Childhood Education Reconceptualizing Early Childhood Education in Vancouver, BC, Canada.*

Espinosa-Dulanto, M. (Author & Presenter), Calderon-Berumen, F. (Author & Presenter), **Viren, V. (Author)**, (2022). Creating a Place for Grieving in an Academic Space, *31st International Conference Reconceptualizing Early Childhood Education Reconceptualizing Early Childhood Education in Vancouver, BC, Canada.*



Lewis, K. A. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), **Viren, V. (Author & Presenter)**, Martinez Prieto, D. (Author & Presenter), Solis, S. P. (Author & Presenter), (2023). Reimagining teaching and learning in STEM: Cultivating sustainable symbiotic relationships among faculty and students at an HSI, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium- 6th Annual Conference in South Padre Island., Texas.*

Lewis, K. A. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), **Viren, V. (Author & Presenter)**, Lerma, E. (Author & Presenter), (2022). Reimagining teaching and learning in academe: cultivating wholistic symbiotic relationships among women faculty and students through a culturally relevant ethic of care, Research on Women in Education (RWE), *47th RWE Annual Fall Conference 2022 American Educational Research Association (AERA) in Houston, TX.*

**Lowdermilk, J. L. (Presenter), Rangel, C. (Presenter), Nevarez, N. (Presenter), Pena, M. (Presenter)**, Cantu, A. (Presenter), (2022). Translational Study of Special Education Students in Mexico, *4th World Conference on Social Science AVACAVENT in Oxford University, Oxford, UK.*

**Ramos, N., Lowdermilk, J. L., Pecina, J. H., Fielding, C. A.,** (April 3, 2023). From TEAMWORK to making the DREAM WORK: Fostering a climate of support in higher education, *Las Vegas National Conference NSSA in Las Vegas, NV.*

**Ramos, N., Lowdermilk, J. L., Pecina, J. H., Fielding, C. A.,** (February 17, 2023). "Proactive vs Reactive: Teacher(s) Servicing Special Needs Students Incorrectly and the Consequences Associated—A Case Study," *National Association of Hispanic and Latino Studies NAAS & Affiliates in Arlington, Tx.*

**Ramos, N., Fielding, C. A., Maniss, S., Lowdermilk, J. L., Pecina, J. H.,** (January 27, 2023). Restorative Practices in the Schools, *29th Annual Counselor's Institute TTCA in South Padre Island.*

**Razo, N. P. (Presenter),** (2023). Youth Mental Health First Aid USA: Spanish-Primeros Auxilios para la Salud Mental de los Jovenes en Estados Unidos, *SAMHSA MHAT Grant Training SAMHSA in McAllen, Texas.*

**Razo, N. P.,** (2023). How to Support Students With Limited Language in Both English and Spanish, *Region Thirteen ESC Meeting Region Thirteen ESC in Virtual.*

**Razo, N. P.,** (2022). Supporting the Evaluations of Bilingual Students as a Monolingual Evaluator, *Region Thirteen ESC Meeting Region Thirteen ESC in Virtual.*

**Razo, N. P.**, (2022). Supporting the Evaluations of Bilingual Students as a Monolingual Evaluator, *Region Ten ESC Meeting Region Ten ESC in Virtual*.

**Razo, N. P.**, (2022). Assisting Students with Attention Deficit Hyperactivity Disorder, *Region One Special Education Institute 2022 Region One ESC in South Padre Island, Texas*.

**Razo, N. P.**, (2022). Addressing Executive Functioning Issues, *Region One Special Education Institute 2022 Region One ESC in South Padre Island, Texas*.

Weimer, A. (Author & Presenter), Cortez, N. (Author), **Razo, N. P. (Author & Presenter)**, (2022). How Does Chess-Playing Build Our Understanding of Others? A study of the relations among chess-playing and social psychological aspects, *Chess in Education International Online Conference 2022 Chess in Education in Virtual*.

## DEPARTMENT OF ORGANIZATION AND SCHOOL LEADERSHIP

**Abrego, M. H., Abrego, J., & Garcia, A.**, A., B. G., (2022). Effective School Communication with Marginalized Families Along the Border, *International Conference of Professors of Educational Leadership International Conference of Professors of Educational Leadership in Denver, Colorado*.

**Abrego, M. H.**, Cavazos, L.J., & Rodriguez, A. (2023). *Effective faculty mentoring of graduate research assistants at a Hispanic-serving institution*. International Academy of Educational Leadership. New Orleans, LA.

**Aguilar, I.** (2023). Ethical Leadership: The Journey Starts with the Self. Delivered research presentation for *Leadership Week at the University of Texas Rio Grande Valley (Brownsville Campus) for UTRGV Center for Student Involvement*.

**Garcia, A. (Author & Presenter), & Menchaca, V. D. (Author & Presenter)** (2022). Lessons Learned from Switching to Online Learning: Creating Supportive Conditions for Teachers, *CSOTTE Fall 2022 Conference The Consortium of State Organizations for Texas Teacher Education (CSOTTE) in San Marcos, Texas*.

**Garcia, A. (Author & Presenter), & Hernandez, R. (Author & Presenter)**, (2022). Perceptions of Academic Coaching in Accelerated Online Courses at a Hispanic Serving Institution, *Anthology Together 2022 Conference Anthology Together in Orlando Florida*.

Hernandez-Moreno, E. (Presenter), **Menchaca, V. (Author & Presenter)**, & **Garcia, A. (Author & Presenter)**, (2022). Teacher Support for Engaging Families of Elementary Children Living in Colonias in Their Children's Education, *CSOTTE Fall 2022 Conference The Consortium of State Organizations for Texas Teacher Education (CSOTTE) in San Marcos, Texas*.

**Padilla, G. (Author & Presenter)**, **Menchaca-Ochoa, V. D. (Author & Presenter)**, & Gandaria, A. (Author & Presenter) (2023). Texas School Social Workers: Who and Where are They? *International Conference on Education and Social Development in Houston, Texas*.

Silva, Elizabeth (Author & Presenter), **Silva, Hilda, (Author & Presenter)**, **Simonsson, M.V., (Author & Presenter)**, Addressing Campus Safety by Utilizing Threat Assessment Teams at a *Texas University 2023 International Conference on Education and Social Development (ICESD'23) in Houston, Texas*.

## DEPARTMENT OF TEACHING AND LEARNING

**Adams Corral, M. (Author & Presenter)**, (2023). "Tenemos que seguir nuestra cultura": Whiteness as Property at Hillside Elementary, *American Educational Research Association in Chicago, IL*.

**Adams Corral, M.**, (2023). Teacher's Development Group Leadership Seminar, *Teacher's Development Group in Portland, OR*.

**Aguilar, J. J. (Author & Presenter)**, **Lu, M.-T. (Author)**, **Flores, Y. (Author)**, (2022). Elementary Pre-Service Teacher Aversions Toward Mathematics: Perceptions, Reasons, and Origins as Factors Affecting their Dispositions., *44th Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education in Nashville, Tennessee*.

**Aguilar, J. J. (Author & Presenter)**, (2022). La Aversión a Las Matemáticas por parte de Maestros De Primaria en Formación y sus Causas, Razones Y Percepciones., *Reunión Latinoamericana de Matemática Educativa in Republica Dominicana*.

Arthurs, L. (Author & Presenter), **Lu, M.-T. (Discussant)**, (2023). Teaching evaluation and active learning, *NSF PRIMERS Roundtable CUB NSF in Boulder, CO*.

**Badenhorst, P. R.**, (2023). Colorblindness (re)considered, *2023 Philadelphia Urban Seminar*.

**Badenhorst, P. R.**, Kim-Bossard, M., (2023). Examining Race as Sliding Signifier via Hall in Global Migratory Contexts: Implications for Schools and Society, *2023 Annual Meeting of the American Educational Research Association*.



**Badenhorst, P. R.**, Kim-Bossard, M., (2022). Examining Race as Sliding Signifier in Global Migratory Contexts: Implications for Teacher Education and Curriculum Studies, *2022 Curriculum & Pedagogy Conference*.

**Badenhorst, P. R.**, (2022). Pessimism as Political Necessity for Antiracist Whiteness Work, *2022 Curriculum & Pedagogy Conference*.

Behzadipour, M. (Author & Presenter), Jahanifar, M. (Author), **Nouri, N. (Author & Presenter)**, (2023). Investigating the Role of Context in Student's Answers to Kinematic Questions., *6th Annual RGV STEM Education Conference in South Padre Island, TX*.

**Brownlow, J. A., Sanchez, J. (Presenter)**, (2022). Pedagogical Byways to Engagement: Integrating SoftChalk and Blackboard, *Anthology Together: The Premiere EdTech Event Anthology in Walt Disney World, FL*.

Chao, T. (Author & Presenter), **Adams Corral, M. (Author)**, Ozturk, A. (Author & Presenter), Lin, H.-C. (Author & Presenter), Hidayat, A. (Author & Presenter), (2022). Eliciting youth digital mathematics stories: the impact of a digital mathematics storytelling summer camp experience, *Psychology of Mathematics Education-North America in Nashville, TN*.

**Chapman, A. M. (Leader), Ortiz, M. M. (Author & Presenter), Ramirez, P. (Author & Presenter)**, Gomez, Y. (Author & Presenter), Gallard, A. (Moderator), (2023). Voices from Students: Making Sense of Research, *2023 Annual NARST Conference NARST in Chicago, IL*.

**Chapman, A. M. (Author & Presenter)**, (2023). Spanish as a Linguistic Resource in the Teaching and Learning of Math and Science, *UTRGV Faculty Research Hub*.

**Corbeil, J. R. (Author & Presenter), Corbeil, M. E. (Author & Presenter)**, (2022). Did You Know? Questions People Ask About Developing Effective Microlearning., *Microlearning: The Art of the Possible. Learning & Knowledge Europe in Farnham, England, UK*.

**Diaz Beltran, A. C.** (2023). (De)Coloniality: Higher Education Leadership, Research, and Scholarship, panel discussant, *(AERA), Chicago, IL*.

**Diaz Beltran, A. C.** (2023). Inter-epistemic dialogues with Decolonial Thought and Praxis from Latin-America and the Caribbean, panel discussant, *(AERA), Chicago, IL*.

**Diaz Beltran, A. C.** (2023). Modernity, Coloniality, and Indigenous Knowledges, panel discussant (AERA), panel discussant, virtual session, *(AERA), Chicago, IL*.

- Diaz Beltran, A. C.,** Fúnez-Flores, J. I., (2022). Toward an equivocal translation of decolonial theory, *American Educational Research Association (AERA)*.
- Diaz Beltran, A. C.,** (2022). A curriculum of dislocation, *Curriculum and Pedagogy*.
- Diaz Beltran, A. C.,** Seraphin, W., (2022). Schooling Narratives: How do everyday community, institutional, and schooling practices sustain or disrupt white supremacy in schools?, *Curriculum and Pedagogy*.
- Diaz Beltran, A. C.,** Seraphin, W., Cole-Malott, D.-M., (2022). Unsettling coloniality in everyday pedagogical praxis, *Curriculum and Pedagogy*.
- Diaz Beltran, A. C.,** Seraphin, W., (2022). Schooling Narratives: How do everyday community, institutional and schooling practices sustain or disrupt white supremacy in schools?, *Curriculum & Pedagogy Conference in State College, PA*.
- Diaz Beltran, A. C.,** (2022). A curriculum of dislocation, *Curriculum and Pedagogy in State College, PA*.
- Esparza, J. L. (Other),** (2022). Math as a Superpower: Turning Mathematics from a Phobia to an Asset., *Branch Alliance for Educator Diversity in Raleigh, North Carolina*.
- Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), **Esparza, J. L. (Author & Presenter),** (2023). Developing Equity Oriented Practices in Secondary STEM Education, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium. 6th Annual Conference in Texas*.
- Espinosa-Dulanto, M. (Author & Presenter), **Lewis, K. A. (Author & Presenter),** Lerma, E. (Author), Viren, V. (Author), (2022). An Unlikely Meeting Collective: Daring, Venturing, Trusting into Openness, *31st International Conference Reconceptualizing Early Childhood Education Reconceptualizing Early Childhood Education in Vancouver, BC, Canada*.
- Estrada, V. L. (Author & Presenter), Garcia, C. (Author & Presenter),** (2023). Equity-Centered Coaching with Mixed Reality Simulations in a Teacher Preparation Program, *Association of Teacher Educators (ATE) 2023 Annual Meeting in Jacksonville, Florida*.
- Estrada, V. L., Rodriguez, A. D.,** (2023). Transforming our Teacher Preparation Program with our School Partners: Lessons Learned from our Accreditation Journey, *Association of Teacher Educators (ATE) 2023 Annual Meeting in Jacksonville, Florida*.

- Fregoso Bailon, R. O.**, (2022). The importance of Normal Schools in the formation of future educators, *V Coloquio Internacional Formacion de Educadores en Escuelas Normales Universidad Pedagogica y Tecnologica de Colombia in Colombia*.
- Fregoso Bailon, R. O. (Author & Presenter)**, (2022). Epistemologies from Women Teachers, *Latin American Philosophy of Education Society Symposium Latin American Philosophy of Education Society and University of Washington in Seattle, Washington*.
- Fregoso Bailón, R. O. (Keynote)**, (July 20, 2022), “Zapatista Indigenous knowledge”, Department of Sociology, *University National Mayor of San Marcos, Peru* in virtual.
- Fregoso Bailón, R. O. (Chair session)**, (October 26, 2022), “Epistemologies from normalistas teachers in the decolonial turn”, UNESCO Chair in Democracy, *Global Citizenship and Transformative Education Symposium 2022, Valparaíso, Chile*.
- Fregoso Bailón, R. O. (Author & Presenter)**, (November 4, 2022), “Workshopping the revolution, rooted in hospitable friendship and community: Ilich’s unsettling of education, colonized and otherwise” *American Educational Studies Association, (AESA)*.
- Fregoso Bailón, R. O. (Keynote in person, Durango, Dgo, Mexico.)**, (January 12, 2023), “Dialogos con Investigadores del CIIDE”. *La Secretaría de Educación del Estado de Durango La Subsecretaría de Servicios Educativos*.
- Fregoso Bailón, R. O. (Keynote)**, (January 13, 2023), “La Importancia del pensamien to metafórico de los docentes en la construcción del pensamiento en educación”, La Secretaría de Educación del Estado de Durango, Mexico, La Subsecretaría de Servicios Educativos y El Centro de Investigación e Innovación para el Desarrollo Educativo, *Durango, Dgo, Mexico* in person.
- Fregoso Bailón, R. O. (Author and Presenter)**, (April 11, 2023), “Decolonial epistemology from normalistas instructors from Mexico”, Coordinates of decolonial combativity, from Ayotzinapa to Purto Rico and across the U.S. Mexico border. *Department of Philosophy at University of Connecticut and Frantz Fanon Foundation* in virtual.
- Fregoso Bailón, R. O. (Author & Presenter)**, (April 13, 2023), “Education System for the Second and Definitive Independence of Latin America”, *American Educational Research Association (AERA)*.
- Fregoso Bailón, R. O. (Author & Presenter)**, (April 13, 2023), “Indigenous Zapatista Anti capitalist Feminism”, *American Educational Research Association (AERA)*.



**Fregoso Bailón, R. O. (Author & Presenter)**, (April 15, 2023), "Indigenous Zapatistas Epistemologies", *American Educational Research Association (AERA)*.

**Fregoso Bailón, R. O. (Keynote)**, (April 23, 2023), "Epistemologías de las/los normalistas en el giro decolonial", *Consejo Mexicano de Investigación Educativa Conference, Retos de las nuevas metodologías para la justicia social, región occidente, (COMIE), Mexico* in virtual.

Fúnez-Flores, J. I., **Díaz Beltrán, A. C.**, (2022). A Theoretical Review of Decolonial Studies in Education, *American Educational Research Association (AERA)*.

Fúnez-Flores, J. I., **Díaz Beltrán, A. C.**, (2022). A Theoretical Review of Decolonial Studies in Education., *Curriculum and Pedagogy*.

Fúnez-Flores, J. I., **Díaz Beltrán, A. C.**, (2022). Inter-Epistemic Dialogue with Latin American Decolonial Studies., *Curriculum and Pedagogy*.

Fúnez-Flores, J., **Díaz Beltrán, A. C.**, (2022). The elephants in the (post) colonial room: Decolonial thought and praxis from Latin America., *American Educational Research Association (AERA)*.

Gallo, S. (Author & Presenter), **Adams Corral, M. (Author)**, (2022). Young Transborder Children's Critical Consciousness and Schooling, *Rethinking the Mobilities of Migrant Children and Youth Across the Americas* SUNY Albany.

Gallo, S. (Author & Presenter), **Adams Corral, M. (Author & Presenter)**, (2023). Passports. Papeles, and Transborder Literacies of (In)Visibility, *American Educational Research Association (AERA) in Chicago, IL*.

**García, C. (Author & Presenter), Estrada, V. L. (Author & Presenter)**, (2023). Equity-Centered Coaching with Mixed Reality Simulations at an HSI Teacher Preparation Program, *American Association of Colleges of Teacher Education (AACTE) in Indianapolis, Indiana*.

**García, C., Rodríguez, A. D., Estrada, V. L.**, Díaz, Z., Villarreal, E., (2022). A HSI Practice-Based Teacher Preparation Program Remains Resilient and Innovative Post-Pandemic, *TxATE 2022 Summer Conference Texas Association of Teacher Educators in San Antonio, TX*.

**García, C.**, (2023). Creating Self Portraits to Develop Positive Learning Environments, *TAFE 39th Annual Teach Tomorrow Summit 2023 Texas Association of Future Educators in Round Rock, Texas*.

- Garcia, C. (Author & Presenter)**, (2022). Using High-Quality Math Curriculum to Prepare Pre-Service Teachers for Field Experiences and the State Exam, *CSOTTE 2022 Fall Conference Consortium of State Organizations for Texas Teacher Education in San Marcos, Texas*.
- Garza, R. (Author & Presenter)**, (2023). Itinerant Curriculum Theory: Introducing A Broad Array of Criticalities to Chicana Preservice Teachers in Llano Grande, Aztlán, Gran México, *6th Annual STEM Education Conference College of Education and P-16 Integration and the University of Texas Rio Grande Valley in South Padre Island, Texas*.
- Garza, R. (Author & Presenter), Jupp, J. C. (Author & Presenter)**, (2022). Arrebato's Arc of Meaning: Chicana Preservice Teachers, Llano Grande, Aztlán, *2022 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual*.
- Garza, R. (Author & Presenter)**, (2022). Un Mundo Ráro: Transnational Students Teaching U. S. History in Transnational (Borderland) Spaces., *2022 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual*.
- Jewett, L. M. (Author & Presenter), Tondji, G. D. (Author & Presenter)**, (2023). Existential Encounters: Self-Care, Curriculum and Currere's "Cruel Scrutiny", *2023 Annual Meeting of the American Educational Research Association (AERA) in Chicago, IL*.
- Jupp, J. C. (Author & Presenter), Montoya, A. (Author & Presenter), Garza, R. (Author & Presenter), Caddel, C. M. (Author & Presenter), Badenhorst, P. R. (Author & Presenter), Jewett, L. M.**, (2023). Why Do Our Critical Curricular-Pedagogical Praxes Feel Empowering? Shattering and Reterritorializing US-Based and Anglophone Critical Curriculum Theory, *2023 Annual Meeting of the American Educational Research Association (AERA) in Chicago, IL*.
- Jupp, J. C. (Author & Presenter), Montoya, A. (Author & Presenter), Caddel, C. (Author & Presenter), Garza, R., Badenhorst, P. R. (Author & Presenter), Jewett, L. M. (Author)**, (2022). Why Do Our Critical Curricular-Pedagogical Praxes Feel Empowering? A Broad Array of Decolonial Criticalities in Aztlán, Gran México., *2022 Curriculum Studies Summer Collaborative Georgia Southern University in Virtual*.
- Jupp, J. C.**, (2023). Narrating a decade of itinerant curriculum theory: Decolonial praxes, theories, and histories, *2023 Annual AERA Meeting in Chicago, IL*.
- Jupp, J. C. (Chair)**, (2023). What can White people do? Whiteness and education in the current moment, *2023 AERA Annual Meeting*.

**Jupp, J. C.**, (2022). Introduction to itinerant curriculum theory: Decolonial histories, theories, and praxes., *Curriculum Studies Summer Collaborative Georgia Southern University in Online/Hybrid conference*.

**Jupp, J. (Keynote), Fregoso Bailón, R. O.**, (October 6, 2022), "Por qué los diálogos Sur-Sur y Sur-Norte?", *Department of Sociology, University National Mayor of San Marcos, Peru in virtual*.

Kim-Bossard, M., **Badenhorst, P. R.**, (2022). Examining Race as Sliding Signifier via Hall in Global Migratory Contexts: Implications for Teacher Education & Curriculum Studies, *American Anthropological Association Annual Meeting*.

Krause, G. (Author & Presenter), **Adams Corral, M. (Author & Presenter)**, Maldonado, L. A. (Author & Presenter), (2023). Ni de aquí ni de allá: Borders in Educational Spaces, *Association of Math Teacher Educators*.

**Lewis, K. A. (Author & Presenter)**, Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), Martinez Prieto, D. (Author & Presenter), Solis, S. P. (Author & Presenter), (2023). Reimagining teaching and learning in STEM: Cultivating sustainable symbiotic relationships among faculty and students at an HSI, *Building Interdisciplinary Collaborations in STEM Education: Towards Transformative Practices UTRGV STEM Education Consortium- 6th Annual Conference in South Padre Island., Texas*.

**Lewis, K. A. (Author & Presenter)**, Espinosa-Dulanto, M. (Author & Presenter), Viren, V. (Author & Presenter), Lerma, E. (Author & Presenter), (2022). Reimagining teaching and learning in academe: cultivating wholistic symbiotic relationships among women faculty and students through a culturally relevant ethic of care, *Research on Women in Education (RWE), 47th RWE Annual Fall Conference 2022 American Educational Research Association (AERA) in Houston, TX*.

**Lu, M.-T. (Coordinator/Organizer)**, (2023). Past, Presence, and Future of Harvard Club RGV, *Harvard Global Networking Night Harvard Alumni Association in Online*.

**Lu, M.-T. P. (Coordinator/Organizer)**, (2023). Calligraphy and Culture Demonstration, *LNy Festival IMAS in McAllen, TX*.

**Lu, P. P. (Author & Presenter), Kang, S. (Author & Presenter)**, (2023). Flipped Virtual Classrooms for Promoting Active Learning: Using EDFR 6302 As an Example, *6th Annual RGV STEM Education Conference The University of Texas Rio Grande Valley in South Padre Island, TX*.



Malewski, E. (Presenter), **Lewis, K. A. (Presenter)**, Espinosa-Dulanto, M. (Presenter), Dantas-Rocha, M. A. (Coordinator/Organizer), (2022). Mentoring Panels - Roadway to Academe, *23rd Annual Conference of the Curriculum & Pedagogy Group - "Practicing and Cultivating Humanizing Ways of Being in Education in the Pursuit of Social Justice" Curriculum & Pedagogy Group in State College, PA & Virtual.*

Musanti, S. I., **Badenhorst, P. R., Estrada, V. L.,** Robles, P., (2023). Exploring "Voces de la frontera" for Culturally and Linguistically Inclusive Teacher Preparation., *NABE Annual Conference. Research Institute 2023 National Association for Bilingual Education in Portland, OR.*

**Nouri, N. (Author & Presenter)**, Saberi, M. (Author), (2023). Comparing Latinx and Iranian Preservice Teachers' Conception of Nature of Science (NOS) Using Culturally Contextualized Pictures., *American Educational Research Association (AERA). 2023, in Chicago.*

**Nouri, N. (Author & Presenter)**, McComas, W. (Author & Presenter), Saberi, M. (Author), (2023). A Systematic Review of NOS Research in Science Education: Varieties of Scholarship, Trends and Considerations, *National Association for Research in Science Teaching (NARST) in Chicago.*

**Nouri, N. (Author & Presenter)**, Saberi, M. (Author), (2023). Promoting Understanding of Four Dimensions of Science learning (4D) Using Phenomenon-Based learning: Candle Experiment, *6th Annual RGV STEM Education Conference, in South Padre Island, TX.*

**Nouri, N. (Author & Presenter)**, Saberi, M. (Author), (2023). Enhancing Latinx Preservice Teachers' Conception of Nature of Science (NOS) Using Culturally Contextualized Pictures, *Annual Meeting of the Association for Science Teacher Education(ASTE) in online.*

Park, H. (Author & Presenter), **Kang, S. (Author)**, (2022). Interaction of individual and social factors in students' creativity, *The 22nd International Conference on Education Research Education Research Institute, Seoul National University in Seoul, Korea.*

Peña Pincheira, R. (Author & Presenter), Martinez Hinestroza, J. (Author & Presenter), **Adams Corral, M. (Author & Presenter)**, (2023). Listening For Meaning: Incouple Numbers, Dedómetros, And Bilingual Children's Meaningful Mathematical Inventions, *American Educational Research Association (AERA) in Chicago, IL.*

- Peña Rojas, D. C., Soler Osuna, D. M., **Díaz 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)*.
- Peña-Rojas, D. C., Soler Osuna, D. M., **Díaz Beltran, A. C.**, (2022). Ciudadanía, raza y clase social: Una reflexión autoetnografía de tres profesoras frente a sus trayectorias laborales y territorialidades, *XIII Encuentro de la Red Colombiana de Investigación en Didáctica de las Ciencias Sociales*.
- Rodriguez, A. D., **Deleon, L.**, (2023). EPP Spotlight, *2nd Digital Equity and Transformation Roundtable ISTE in Virtual*.
- Rodriguez, A. D. (Author & Presenter), **Estrada, V. L.**, (2022). Our Journey Towards National Accreditation: Lessons Learned, *Fall Texas Teacher Education Conference CSOTTE in San Marcos, TX*.
- Seifollahi, F. (Author & Presenter), **Nouri, N. (Author & Presenter)**, Sabei, M. (Author), (2023). Students’ misconceptions about the electric field Submitted to 6th Annual RGV STEM Education Conference, *6th Annual RGV STEM Education Conference in South Padre Island, TX*.
- Shabram, P. (Author & Presenter), **Lu, M.-T. (Discussant)**, (2023). Institutional teaching and learning assessments, *NSF PRIMERS Roundtable FRCC NSF, Online; FRCC*.
- Shabram, P. (Author & Presenter), Arthurs, L. (Author), Cheng, C.-L. (Author), **Lu, M.-T. (Author & Presenter)**, (2022). Professional Development for STEM Learning and Teaching, *AAAS-IUSE Summit AAAS in Washington, DC*.
- Silva, J. (Author & Presenter), **Adams Corral, M. (Author & Presenter)**, Martinez, R. (Author & Presenter), Krause, G. (Author & Presenter), Myers, M. (Author & Presenter), Maldonado Rodriguez, L. (Author & Presenter), Amidon, J. (Author & Presenter), (2022). Coming out on the other side of “the equity group”: from choque to harmony, *Psychology of Mathematics Education-North America in Nashville, TN*.
- Smith, K. C., **Chapman, A.**, (2022). Preparing science and mathematics majors to teach in high-need school districts, *2022 Noyce Summit in Washington, DC*.
- Tondji, G. (Author & Presenter)**, **Jewett, L. M. (Author & Presenter)**, (2023). Engaging Currere and Postcolonial Discourse Toward Survivance, *2023 Annual Meeting of the American Educational Research Association (AERA) in Chicago, IL*.

- Valdes-Corbeil, M. E. (Author & Presenter), Corbeil, J. R. (Author & Presenter),** (2022). Digital transformation of higher education through disruptive pedagogies: Wrapping a course around a course to promote learner agency, *International Association of Computer Information Systems in Las Vegas, Nevada*.
- Williams, Z. M.,** (2023). Science Improvisations: Becoming Primary Agents of Transformation, *6th Annual STEM Education Conference University of Texas Rio Grande Valley in South Padre Island, Texas*.
- Zhang, Z.,** (2023). "A Mixed Methods Research Design for Generalized Linear Modeling a Cooperative Learning with Semantic Representations, *2023 American Educational Research Association (AERA) Annual Meeting in Chicago*.
- Zhang, Z.,** Guanzon, A., (2023). Developing a Mixed Assessment Model for the Science Learning via a Bayesian Network Representation, *2023 American Educational Research Association (AERA) Annual Meeting in Chicago*.
- Zhang, Z.,** (2023). A Bayesian Network as a Model Assessing Complex Semantic Explanations and Learning, *The 21st IEEE/ACIS International Conference on Software Engineering Research, Management and Applications (SERA 2023) in San Antonio*.
- Zhang, Z.,** (2023). Examining Dimensionality and Validity of a Survey Instrument, *The 21st IEEE/ACIS International Conference on Software Engineering Research, Management and Applications (SERA 2023) in San Antonio*.
- Zhang, Z.,** Guanzon, A., (2023). The Science Learning via A Bayesian Network Representation, *The 21st IEEE/ACIS International Conference on Software Engineering Research, Management and Applications (SERA 2023) in San Antonio*.





***“ The one-year residency program is truly an experience that will help future educators. Different from traditional student teaching, future teachers are able to have a deeper and more meaningful experience. From personal experience, I felt very supported by both my mentor teacher and site coordinator. ”***


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