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# **GENERAL INFORMATION**

#### **Dean's Office**

Dr. Patricia Alvarez McHatton, Dean

Dr. Alma Dolores Rodríguez, Interim Dean

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

Dr. Janine M. Schall, Interim Associate Dean for Graduate Programs

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

Mr. David Granado, Assistant Dean for Administration

Mrs. Claudia Dole, Assistant Dean for Administration

#### **Academic Departments**

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

Dr. Cynthia Wimberly, Chair – Counseling

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

Dr. Velma Menchaca, Chair – Organization and School Leadership

Dr. James Jupp, Chair – Teaching and Learning

#### **Centers and Clinic**

Dr. John Jauregui, Director – Office of Educator Preparation and Accountability Ms. Celinda Quintanilla, Director – Counseling and Training Clinic

# MESSAGE FROM THE INTERIM DEAN

his annual report includes a few of the very many exciting and innovative activities that took place during 2017-2018 in the College of Education and P-16 Integration. This academic year marks the third year in the life of the college. This report aims to highlight either new initiatives or special accomplishments. Most of the initiatives that started on year one or two have successfully continued and may not be included in this report. Nevertheless, we thank all of the faculty, staff, and students who have made them possible. Some of those activities have evolved or have special accomplishments, so they are highlighted in the upcoming pages.

In three short years our college has received national attention and was selected to be visited by two important national groups: Deans for Impact and Branch Alliance for Educator Diversity.

Our STEP UP program was recognized by the Raise Your Hand Texas Foundation awarding scholarships to teacher candidates. Our college is also being recognized at the state level for answering the call to support a school through the Turnaround Partnership. These accomplishments would have not been possible without the hard work and dedication of our faculty and staff.

Our faculty have continued to engage in research on what it entails to be a Hispanic Serving Institution through Special Interest Research Groups (SIRGs). Endowed chairs have also continued to impact school districts and the community through their research projects. Our doctoral programs are growing, and new programs have been approved to continue to expand the educational opportunities that our college affords our communities in the Rio Grande Valley and beyond.

Please explore this annual report to get a better glimpse of the quality of work accomplished this year in the College of Education and P-16 Integration.

All the best,

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The College of Columbian and

The College of Education and P-16 Integration has received national attention by the Deans for Impact and Branch Alliance for Educator Diversity.







# **VISION AND MISSION**

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

#### The mission of the College of Education and P-16 Integration is to:

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



# **PARTNERSHIPS**

# STEP UP Completes Its Second Year in Partnership with Harlingen CISD

Student Teacher-Educator Preparation University Partnership (STEP UP) is a partnership designed to transform the field experience of the teacher preparation program. For two consecutive years we worked with Harlingen Consolidated School District to develop and implement this program graduating the second cohort in May 2018. Ten teacher candidates completed the program at the elementary level and one at the secondary level.

# This second year, the goal was to strengthen key features of the program, specifically:

- A competitive selection process of teacher candidates to participate in the program
- A collaborative approach between the district, school principal and UTRGV faculty liaison in the identification of cooperating teachers as well as in the placement of teacher candidates
- Work on consolidating a co-teaching model to approach the clinical teaching experience
- Annual collaborative planning between district, school and faculty liaison to identify areas of needs and determine clinical experience emphasis
- Monthly planning meetings co-facilitated by faculty liaison and district representative



with cooperating teachers and teacher candidates to assess needs and program development

• Ongoing work with cooperating teachers to promote a structured approach to the clinical teaching experience emphasizing areas of development and practice for teacher candidates, identified as "high leverage practices" such as student data interpretation, creating positive learning environment, and fostering small group work.



As part of the support provided to STEP UP teacher candidates, Dr. Musanti designed a TeachLive Scenario to practice interviewing skills. Each teacher candidate had the opportunity to interview with a district representative and a school principal and they receive feedback from peers, field supervisor, and faculty liaison.

On March 28, 2018 Deans for Impact visited Lee Means Elementary and met with cooperating teachers and teacher candidates to discuss the program. HCISD Superintendent, Dr. Cavazos, Mrs. Veronica Kortan, Administrator for Organizational Development, and Mrs. Mindy Sanchez, school principal, joined the meeting, as well as Dr. Sandra Musanti, faculty liaison and Mrs. Alma Gonzalez, Field Supervisor. Visitors were impressed with the partnership accomplishments. They specifically highlighted the effectiveness of communication, the high level of commitment, teacher candidates' sense of belonging to school culture, and their self-perception as key members of the classroom team. On May 2, STEP UP received a visit of Branch Alliance for Educator Diversity.



#### Teacher Candidates' One-Week Placement in Houston ISD

n May 2018 ten teacher candidates from the College of Education and P-16 Integration experienced living in Houston and working as teachers in Houston ISD. During this experience, UTRGV teacher candidates were assigned a mentor teacher at an HISD campus where they worked in small groups, had a chance to teach full lessons and see firsthand how the district implements the Dual Language and Transitional Bilingual Education programs while also getting to know what the city has to offer. The program started in 2015 and has provided teacher candidates with the experience of teaching in an urban school district.

Here is what some of our students had to say about their time in Houston:



Anais Morin: "This one-week placement was very beneficial because I was able to observe the students, interact with them and see how it is to build a closer relationship with them. I learned a lot from my mentor. It was great to see how she applies the strategies I've learned in the university and the best part, to apply them to a daily lesson."



**Melissa Gudino:** "It was definitely an experience! The kids by the end of the week were interacting more. I had the hands-on experience I was expecting as a teacher. The school environment and the different things the campus offers in comparison to the Valley makes me like it a lot."



**San Juanita Puga:** "This was a good experience. It was great to interact with the students and see how they are taught in Spanish and English. Most importantly, it was wonderful to see how students are able to make connections or answer what the teacher is asking. I see myself teaching here and it is something I will be looking forward to."



**Jyssania Gonzalez:** "It was awesome! I learned a lot from my mentor Ms. Jimenez. My biggest takeaway is how she uses her time and the different methods implemented. It was very inspiring. I am very interested in teaching 2nd grade. I want to thank Houston ISD for this initiative that allowed us to see how different it is from the Valley. It is really a full experience."

**Elizabeth Verdin:** "I felt really welcomed not only by the school but also by my host family. This has been a great experience, being able to see the city and learn firsthand from my mentor teacher."



**Clarissa Garcia:** "It was an eye-opener. I saw that there are many types of learners in one classroom, that there are multiple ways to teaching and it is definitely different from the valley."



**Yvonne Amaro:** "It is very different to be in an atmosphere that I have not experienced before because the structure of the school, the program is very different from back home. Being immersed in a real dual language program and seeing it in action is just great."



**Alexandra Escandon:** "Since the beginning, I felt welcomed. My host family was wonderful and has given me a lot of insight not only regarding instruction but also in terms of the administration and management. What I really like about Durham was being able to have students from diverse backgrounds in the classroom."



## **Turnaround Partnership with La Joya ISD**

•he UTRGV College of Education and P-16 Integration was one of five University of Texas colleges of education that responded to a call to action from the Texas Education Agency to help low-performing schools improve student outcomes and achievement. Dr. Roberto Zamora, Assistant Professor in the Organization and School Leadership department, is leading the Turnaround Partnership project with Juarez Lincoln High School (JLHS), which serves about 2,600 students in La Joya Independent School District. The Concerns Based Adoption Model (CBAM), initially developed by researchers at the University of Texas at Austin, is being used to assist JLHS teachers develop an understanding of initiatives being implemented; identify staff concerns; monitor levels of implementation and design; and deliver targeted supports needed to effectively implement school improvement initiatives. The work commenced with a campus orientation, followed by work on the school change process and an introduction to Innovation Configuration Maps (ICMs) and Stages of Concern (SoC). JLHS department chairs identified areas for priority attention: (1) relationships and (2) teaching problem solving and higher order thinking skills. Work has commenced on development of ICMs for relationships. Analysis and review of student achievement data is ongoing. Faculty from the College of Education and P-16 Integration will provide assistance in areas of need. Leadership development meetings have focused on enhancing relationships within the administrative team and within and across faculty departments/PLCs. Planning for next year is also ongoing. As leaders of this initiative, we are committed to work collaboratively with JLHS faculty and administration as "co-learners, co-doers, and co-problem solvers".

# **PATHWAYS TO TEACHING**

# **PREP-A Alternative Teacher Certification Program**

n late spring 2017, a faculty planning committee began the development of the new alternative teacher certification program. With a strong foundation in conceptual understanding that teacher preparation must begin with teacher reflection and from inquiry-based stance, PREP-A, Practitioner Reflection-Based Preparation Academy was designed.

Teachers Preparation for Student Learning: Training teachers within an authentic K-12 classroom experience hold tremendous promise in effectively preparing them to adopt a solution-based frame of thinking with a focus on student learning outcomes. The key to developing this mindset is receiving strong mentorship and support during this process. UTRGV PREP-A employs university-affiliated experts and experienced teachers to serve teaching candidates with a high level of support as they progress through the program and develop as professional educators.

# IMPACT (Intensive Mentorship & Preparation in Acceleration for a Career in Teaching)

mpact, a new accelerated teacher preparation program has a highly selective admission process for candidates with high grade point average, an Associate's of Arts in Teaching (AAT), letters of recommendation and interview. The year-long accelerated program is clinically-rich as teacher candidates in the first cohort spend three full days at PSJA school district while taking over 18 hours of coursework in one semester and completing full-time clinical teaching/student teaching at the same campus the subsequent semester along with additional coursework. Some innovative features of the program include a "Learn to Teach Summer Bootcamp" for developing data literacy skills and working with bilingual students in classrooms. Candidates use Mursion TeachLivE, a mixed-reality simulation experience for developing communication skills as bilingual teachers, receive coaching in reflective practice and learn high-leverage practices. Another unique feature is the collaboration with the school district which offers candidates the same professional development experiences offered to teachers in their district such as the New Teacher Institute as part of professional induction.



IMPACT Inaugural Cohort pictured left to right: Cruz Rivera, Jacqueline Fernandez, Angela Gamez, Juanny Posada, Alexandra Corpus, Isabella Villarreal, Valeria Zepeda, Liza Trevino and Dr. Criselda Garcia, Associate Dean for Initial Preparation Programs and Academic Affairs.

# **NOTEWORTHIES**

## **The Counseling Program Achieves National Accreditation**

**he** Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors met July 12-15, 2018, in Alexandria, VA. The CACREP board rendered the decision that the Clinical Mental Health Counseling and School Counseling specializations at The University of Texas Rio Grande Valley earned national accreditation by the agency. The faculty of the UTPA and UTB/TSC legacy campuses-initiated preparations in Fall 2014, one year before UTRGV opened its doors, and began the process of conducting the self-assessment CACREP requires of programs to ensure that all professional standards are met. On April 2017, the UTRGV Department of Counseling applied for CACREP accreditation, submitting the results of this self-assessment to CACREP in the form of a 63-page self-study report and supporting evidence consisting of 86 appendices. A CACREP initial review committee then reviewed the self-study and determined that the UTRGV Department of Counseling had earned an on-site campus visit to verify that the results of the self-assessment were accurate. The on-site visit team conducted an extensive accreditation review of all counseling programs at both the Edinburg and Brownsville campuses April 8-11, 2018 and found that all 190 CACREP standards had been met. As a result, the CACREP Board of Directors decided that the UTRGV counseling programs earned national accreditation.





## **Charles Butt Scholarships Awarded**

Aspiring Teachers recipients with the Raise Your Hand Foundation selected across the state. Chosen from a pool of 350 candidates through a highly competitive process, each student receives a \$8,000 scholarship each year for up to four years by participating in a rigorous, clinically rich program STEP UP (Student Teacher Educator Preparation University Partnership). Through a year-long residency with partner school districts, teacher candidates gain authentic classroom experience under the supervision and mentorship of experienced cooperating teachers and university faculty. The goal is to provide collaborative teacher preparation of teacher candidates through a strong partnership between the university and school district in the context of a K-12 school. The first seven Charles Butt Scholars are Jimena Gamboa of La Feria, Clarissa Guerra of Edinburg, Raquel Perez of Edinburg, Brenda Olvera of Brownsville, Cristina Ortiz of Laredo, Clarissa Rodriguez of Weslaco and Kasandra Salinas of La Feria.



Pictured from left to right are teacher candidates Jimena Gamboa, Clarissa Rodriguez, Kasandra Salinas and Clarissa Guerra.

## **Deans for Impact Visit**

Deans for Impact is committed to the improvement of student learning outcomes through their work on the transformation of educator preparation through a variety of initiatives. As part of this work, Deans for Impact regularly visits educator preparation programs to gain a better understanding of the challenges faced by teacher educators. Deans for Impact visited the UTRGV College of Education and P-16 Integration in March 2018 to conduct a learning tour. Members of the Deans for Impact team met with college leadership and with faculty. They also met with students and visited partner schools. They had the opportunity to observe different programs such as STEP UP, LITE, and IMPACT. The visiting team also attended several classes where they had the opportunity to observe the use of mixed reality simulations.

#### **BranchED Visit**

The Branch Alliance for Educator Diversity (BranchED) is committed to diversifying the teaching workforce through their work to support Minority Serving Institutions. BranchED visited the UTRGV College of Education and P-16 Integration in May 2018. During their visit, they met with college leadership and with faculty. They also observed courses where they had the opportunity to interact with faculty and students. The BranchED team also visited our partner schools, where they met with cooperating teachers, teacher candidates, and alumni. STEP UP cooperating teachers and school principal are pictured below with UTRGV faculty and BranchED Visitors.



# **FACULTY AND STAFF AWARDS**

The College of Education and P-16 Integration is proud to recognize the following faculty and staff members for their dedication to outstanding teaching, research, service, and contributions to continuous improvement.

Irasema Gonzalez, Ed.D.
Outstanding Faculty Teaching Award



UTRGV College of Education and P-16 Integration award for excellence in teaching. It is designed to bring visibility to one outstanding faculty member and to reward him or her for leading students toward distinction in the field of teaching students.

Javier Cavazos, Ph.D.
Outstanding Faculty Research Award



This award honors a faculty member whose research contributions has positively impacted the field, has been recognized by the professional community, or has demonstrated new or creative approaches to research methodologies.

**Outstanding Faculty Contributions to Continuous Improvement Award** 

This award honors a faculty member who draws on his or her professional expertise to lead the department and/or the college in its goal of continuous improvement.





This award honors a faculty member who draws on his or her professional expertise to serve the university, the profession, and/or the broader community in a variety of ways.

**Bertha Martinez Staff Excellence in Service Award** 



Our staff members are invaluable members of the CEP. They are important partners in our efforts to achieve our goals and fulfill our mission. The College's annual Outstanding Staff Award recognizes staff members who have consistently demonstrated excellence in service to their department or to the College.

# **INSTITUTIONAL AWARDS**

Maria Elena Corbeil - UTRGV 2017-2018 Faculty Excellence Award in Service



James Telese - UTRGV 2017-2018 New Faculty Mentor of the Year Award





# WELCOME NEW FACULTY

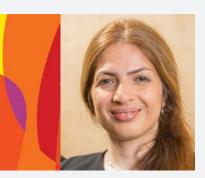
### **Department of Teaching and Learning**



ames C. Jupp, Ph.D. joined the College of Education and P-16 Integration as Professor and Chair of the Department of Teaching and Learning. He worked in rural and inner-city Title I settings for eighteen years before accepting a position working with teachers, administrators, and researchers at the university level. A public school teacher in diverse rural poor and inner-city Title I schools, his first line of research focuses on White teachers' understandings of race, class, language, and difference pedagogy in teaching across cultural and racial difference. Drawing on his experiences as teacher and researcher, he was the Lead Editor of a special

issue of the *International Journal of Qualitative Studies* on "Second-wave White Teacher Identity Studies," and he recently published a review of literature on the same theme in *Review of Educational Research*, the top-ranked journal in education research in 2016.

Additionally, drawing on his experiences living and studying in Spanish language traditions in Mexico and Texas, his second line of research develops internationalized sensibilities in education with an emphasis on decolonial Hispanophone curriculum targeted at informing education in Latin@ serving institutions, teacher education programs, and preservice and professional teacher education. Overall, he has published more than thirty scholarly articles in a variety of journals including the Review of Educational Research, Teachers College Record, Curriculum Inquiry, Gender and Education, Whiteness and Education, International Journal of Qualitative Research in Education, Multicultural Perspectives, Urban Education, the Journal of the American Association for the Advancement of Curriculum Studies, the Journal of Curriculum and Pedagogy, the English Journal, and Multicultural Review. His second book, Becoming Teachers of Inner-city Students, was published by Sense Publishers in 2013.



oushin Nouri, Ph.D. joined the College of Education and P-16 Integration as an Assistant Professor in the Department of Teaching and Learning. In Iran, where she earned her Master's in physics education, she majored in physics and, at the same time, was a physics and mathematics high school teacher. For her master thesis, she investigated students' schema of "velocity" and "acceleration". She applied a phenomenological research method with forty junior college students before they received instruction in Kinematics to determine all the experiences the students had about these concepts from childhood. After

she completed that degree, she extended the same research protocol to other area of physics including electromagnetism, force and motion, and quantum mechanics. During her doctoral studies at the University of Arkansas she started to conduct research in the area of the nature of science (NOS). This topic has always been a primary interest of her since such knowledge is both an outcome expected from students after taking science courses and part of the knowledge base that students must possess as they learn new science content. After preliminary studies in the topic, she analyzed the Next Generation Science standards regarding NOS with the results published in the Journal of Science Teacher Education.

For her dissertation project, she used recommendations from the science education research literature to analyze a model curriculum that features history and nature of science within the UTeach teacher preparation program. She is working on publishing three articles from result of this job. Recently, she worked as a co-author on an introductory chapter for the second edition of a book, The Nature of Science in Science Education: Rationales and Strategies. Working at UTRGV, she got interested in cultural aspects of learning science, so after getting a small university grant, she has used autobiography of students to propose a cultural responsible curriculum. Currently she is working on different research and practical articles and enjoys teaching classes and preparing future science teachers.



air J. Aguilar, Ph.D. joined the department of Teaching and Learning as an assistant professor of mathematics education. He holds a PhD. In STEM Education with a concentration in mathematics from The University of Texas at Austin, a Master in Education, an MBA, and a Bachelor in Engineering with a concentration in mathematics and computer science. Dr. Aguilar is an advocate for bringing and opening opportunities to all students, in particular with the so called "low-performing or at-risk". He has more than 20 years of teaching experience in all levels and internationally, which gives him the expertise needed to

provide his students with countless opportunities for learning and development. He has participated in more than twenty research projects, and has presented his work in national and international conferences. Dr. Aguilar's research interest are the use of mixed-reality simulations as a technological tool to prepare pre-service teachers, the learning of proportional reasoning in middle school, the development of problem solving skills among teacher candidates, and the use of open-ended mathematical activities to enhance problem solving at the secondary level.

## **Department of Bilingual and Literacy Studies**



itomi Kambara, Ph.D. joined the Department of Bilingual and Literacy Studies as an Assistant Professor of Literacy Education. She received her Ph.D. in Instructional Leadership and Academic Curriculum with specialization in Language and Literacy Education at the University of Oklahoma. Dr. Kambara's research focuses on literacy motivation, attitudes, habits, and practices across different racial and ethnic groups and also in international contexts.



lena Venegas, Ph.D. joined the Department of Bilingual and Literacy Studies as an Assistant Professor in Literacy Education. She received her Ph.D. in Curriculum and Teaching with an emphasis in literacy from Baylor University in 2017. Dr. Venegas has varied research interests, including reader self-efficacy, literature circles, and social issues in education.



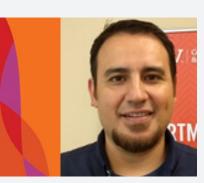
ilberto P. Lara, Ph.D., joined the Department of Bilingual and Literacy Studies as an Assistant Professor. He is an LRA STAR Fellow (Literacy Research Association, Scholars of color Transitioning into Academic Research institutions). His research focuses on the pedagogical practices and contributions of Latina/o bilingual elementary teachers, the use of children's literature in the elementary classroom with social justice and gender equity themes. He earned his Ph.D. in Bilingual/Bicultural Education from The University of Texas at Austin.



aría Leija, Ph.D., an NCTE CNV Fellow (National Council of Teachers of English, Cultivating New Voices among Scholars of Color), joined the Department of Bilingual and Literacy Studies as an Assistant Professor. Dr. Leija earned her Ph.D. from The University of Texas at Austin. Her research focuses on elementary Latinx preservice and in-service teachers' pedagogical practices in Spanish/English bilingual classrooms. She utilizes Latino Critical Race theory to examine classroom discourse and pedagogical practices. She has examined and published on the use of children's literature for teaching the social studies and language arts by

analyzing themes such as immigration and Latino community cultural practices.

## **Department of Human Development and School Services**



oe Ramos Jr., Ph.D., LSSP joined UTRGV fall of 2017 as an Assistant Professor in the department of Human Development and School Services. Dr. Ramos earned a Ph.D. in School Psychology from Texas A&M University in 2008. While in graduate school he was selected for a United States Department of Education Fellowship, which was a leadership grant that specifically focused on training bilingual school psychologists to become advocates and experts in children who are disabled and/or come from at-risk populations.







# **WELCOME NEW STAFF**

## **Dean's Office**



laudia Dole, MBA, MACC, joined the College of Education and P-16 Integration in July 2018 as the Assistant Dean for Administration. She holds a Master in Business Administration and a Master in Accountancy. She comes with extensive experience in the corporate world as well as in higher education. After working in manufacturing for over 13 years, she joined UTPA in 2010 as an Accountant for Payroll Office and as a Financial Analyst for UTPA Graduate Studies. Claudia had been working at UTRGV since 2015 as a Senior Financial Analyst in the Office of the Executive Vice President for Academic Affairs.



uis Azpeitia, MBA, joined the staff of the College of Education and P-16 Integration in January 2018. He holds a Master in Business Administration with an emphasis in Information Technology and has worked over 9 years in higher education. His institutional research and assessment background has given him experience in state and federal reporting. He also has experience with the use and implementation of various technologies towards building a continuous improvement model such as survey tools, database applications and assessment management systems. Currently, he serves under the

Associate Dean for Assessment and Accreditation ensuring that college-wide assessment activities are in line with standards of quality set forth by national and regional accreditors.



# **Office of Educator Preparation and Accountability**



rica Celinda Villarreal, MPA joined the Office of Educator
Preparation and Accountability this 2017-2018 academic year
as a Program Manager. She holds a Bachelor of Applied
Technology and a Master of Public Administration. She is currently
pursuing a PhD in Leadership Studies with Our Lady of the Lake
University.



r. Luis A. Machuca joined the Office of Educator Preparation and Accountability this 2017-2018 academic year as a Systems Analyst III. He holds a Bachelor of Science in Engineering Physics – Mechanical Engineering.



rs. Coral De La Cruz joined the Office of Educator Preparation and Accountability this 2017-2018 academic year as a Program Coordinator. She holds a Bachelor of Arts in Interdisciplinary Studies.

# **HONORING RETIREES**



ynthia Wimberly, Ph.D. retired August 2018 from the Department of Counseling. Before coming to the University of Texas Pan American in 2008, Dr. Wimberly worked in public schools in Texas and Louisiana as a teacher and school counselor PreK through 12 grades. During her time as chair, the Department of Counseling was granted national accreditation through the Council of Accreditation of Counseling and Related Educational Programs (CACREP). She wishes to express her gratitude to the faculty and students she has had the privilege of working with the last 10 years. With her retirement, she

looks forward to continuing to work with clients in a private setting and playing with grandchildren.



**Stephanie Brickman, Ph.D.**, Professor of Educational Psychology, in the department of Human Development & School Services retired August 2017. Dr. Brickman was faculty at UTPA and later UTRGV since 2004. She served as past chair of the Educational Psychology Department at UTPA. Dr. Brickman also served as chair of IRB committee for many years. She taught graduate courses in educational research and educational psychology.



olores Munoz, Ph.D. retired as an Assistant Professor in Practice from the Department of Organization & School Leadership at UTRGV. Prior to UTRGV, she was a lecturer at UTPA since 2006. She was the Coordinator of the Principal Practicum and taught graduate courses. She is a former superintendent at Edgewood ISD and Point Isabel ISD. She is a former Bilingual Director and Instructional Supervisor at Dallas ISD. She was in public education 33 years prior to working at UTPA and UTRGV.

# **NEW PROGRAMS**

# **Board Certified Behavior Analyst**

The Department of Human Development and School Services obtained approval from the Texas Higher Education Coordinating Board and the Behavior Analyst Certification Board to offer the required preapproved coursework for students earning certification as Board Certified Behavior Analysts® (BCBA®). The Board Certified Behavior Analyst (BCBA) is a graduate-level certification in behavior analysis. These professionals are certified at the master's level and work as independent practitioners who provide behavior-analytic services.

In addition, BCBAs supervise the work of Board Certified Assistant Behavior Analysts (BCaBAs), Registered Behavior Technicians (RBTs), and others who implement behavior-analytic interventions. To earn the BCBA credential, coursework must be taken from a qualifying institution (master's or doctoral level). The first cohort of students will begin the 18-hour preapproved course sequence in the Fall 2018 semester.

#### BS in Early Care and Early Childhood Studies Degree

The Department of Human Development and School Services obtained approval to offer a Bachelor of Science in Early Care and Early Childhood Studies. This program provides students the opportunity to meet the needs of young diverse learners ages Birth to 8 Years in both the public school and community settings. This program also provides the option to select a certification or non-certification track. The goal of this program is to create a well-rounded graduate that is able to implement developmentally appropriate practices (age appropriate, individual needs, and language & culture) for young children across settings. Moreover, this new program will increase the seamless transition for students transferring from a community college to UTRGV. This new BS degree is available to any incoming Freshman student starting in the Fall 2018 semester.

#### **Graduate Certificates**

The Department of Bilingual and Literacy Studies has received approval for two new graduate certificate programs. The 15 hour graduate certificate in Bilingual Education, taught through Spanish language coursework, will support educators in their knowledge about bilingual education and their ability to teach in English/Spanish bilingual contexts. There is a high, unmet demand for teachers who understand the needs of bilingual learners and who have the language abilities to work in English/Spanish bilingual education classrooms. This program will help current teachers prepare to work with these learners. The 16 hour graduate certificate in Secondary Bilingual Education provides students with content and pedagogical knowledge needed for working with bilingual learners and teaching in two languages at the middle and high school levels. As bilingual education programs are expanded to secondary schools, there is a need for middle and high school teachers who have the knowledge and skills to teach adolescents in bilingual settings.

#### **New Minors**

An option for prospective teachers is a new secondary/all-level education 21-hour advance hour minor that may be attached to an academic major degree. The new minor is for students who wish to teach specialized subjects in secondary school settings (7-12 or EC-12). The new minor allows the integration of strong content background and the teacher certification track to combine expertise and pedagogy for those with desire to teach in elementary, middle or high schools. Formal admission, and field experiences and clinical teaching along with passing appropriate state certification exams are required components of this minor/certificate. The Department of Bilingual and Literacy Studies is also offering a new minor in Secondary Bllingual Education. This minor provides content and pedagogical expertise needed to work with bilingual learners at the secondary level.

# PROGRAM HIGHLIGHTS

#### **Ed.D** in Curriculum and Instruction

The Ed.D. in Curriculum and instruction had several achievements and hit several milestones as a program in the year 2017-2018. Program achievements include:

- Created 4 new courses
- Increase in number of doctoral student assistantships awarded
- Thirty student presentations at state, national, and international conferences
- Five graduates
- Five student publications
- Graduate student Carmen Garcia elected to Curriculum and Pedagogy governing council Program milestones include
- Tripled number of full time students
- Largest number of applicants in program history and more than doubled size of incoming cohort (from 17 to 42)
- The appointment of three new specialization leads: Gilberto Lara, Bilingual Studies; Angela Chapman, Science Education; Kathy Bussert-Webb, Literacy.

Both the achievements and the milestones drive at the increasing academic strength of the Ed.D. in CI and the ability of the program to produce researchers as well as practitioners.

### **Educational Tech Programs**

Here are some of the highlights of the EdTech programs for the past year:

- 1. The Ed.D. Doctoral Specialization in Educational Technology was recognized by Grad School Hub as one of the most affordable online doctorates in educational technology in the country. It ranked 3rd nationwide and 1st in Texas. https://www.gradschoolhub.com/?p=15790
- 2. The Master of Education in Educational Technology becomes an accelerated program starting in the Fall 2018 semester. In addition to becoming accelerated, the course load has been reduced from 36 to 30 hours, making the degree more affordable and quicker to complete.
- 3. Recruitment efforts are beginning to pay off. In the 2017-2018 academic year, the Educational Technology faculty have recruited at the following local, state, and regional conferences:
  - Region I Spring Extravaganza February 2, 2018
  - Texas Distance Learning Association Annual Conference March 20-23, 2018
  - Region I Technology Conference May 16-18, 2018
  - BayTown ISD TECH-Xpedition Conference June 20, 2018
  - Donna ISD Technology Conference August 23, 2018

In addition to these conferences, the EdTech faculty also recruited at UTRGV sponsored

- recruiting events, including the UTRGV Alumni Reception (April 24, 2018), UTRGV Expo (January 27, 2018), and two Graduate College Information Sessions (September 8 & 11).
- 4. Enrollment in the M.Ed. and Ed.D. specialization in Educational Technology is growing. Since July 2016, 58 new graduate students have enrolled in the M.Ed. in Educational Technology, 24 (41%) of which have enrolled since January 1, 2018. The Doctoral Specialization in Educational Technology currently has over 55 active students. 12 new students will be joining the Educational Technology specialization in Fall 2018 bringing the total of EdTech doctoral students to 67.

### **Program Revisions**

In 2017-2018, the Secondary/All Level Teacher Preparation Program faculty met consistently throughout the year to work on making program revisions for continuous program improvement. Faculty engaged in "re-visioning" the program through deep dive discussions informed by multiple sources of data. Re-visioning the program resulted in a need to develop a conceptual framework which we used to guide our new vision of the program. The vision of the Secondary/All Level Program includes moving towards a practice-based program that prepares and supports beginning teachers through high-leverage teaching practices that connect students to the content and supports their understanding of social, historical, economic, racial, and political contexts in which teaching is situated, and how these contexts are critically implicated in the work of teaching. It also includes an emphasis on the cultivation of ethical and professional teacher dispositions and practices.

# **FACULTY RECOGNITION**

### **Tenure and Promotion to Associate Professor**



Dr. Kip Hinton



Dr. Hsuying Ward

#### **Promotion to Full Professor**



Dr. Alma D. Rodríguez



Dr. Jean Shen



Dr. Hossein Shirvani

# **FACULTY RECOGNITION**

### **Bilingual and Literacy Studies**

**Zuniga, E. C.** received the Concha Delgado Gaitán Early Career Presidential Fellowship, American Anthropological Association.

#### **Counseling**

**Lerma, E.** received Presidential Recognition Award, Texas School Counseling Association.

#### **Teaching and Learning**

**Aguilar, D. J.** received Graduate School Fellowship Award, The University of Texas at Austin. Jones, S. I. received Best Paper in Track Award, American Society of Business and Behavioral Sciences.

# **EXTERNAL GRANTS**

### **Bilingual and Literacy Studies**

**Esquierdo, J.**, Alvarez Martinez, S., Weimer, A. (2017). CRESS: Culturally Relevant Education through Social Studies, Funding Source: Humanities Texas, State, (\$10000).

#### **Counseling**

- Cavazos, L. J., Smith, W. (Co-PI), Rodriguez, K. (Co-PI), (2016 2017). Peer-Led Positive Psychology for Hispanic Youth in South Texas, Funding Source: Hogg Foundation for Mental Health, State, (\$22000).
- Garcia, J., Vega, A., Infante, E., Tipton, P., **Cavazos, L. J.**, (2017 2018). Texas 21st Century Community Learning Centers, Cycle 9, Year 2, Funding Source: Texas Education Agency, Other, (\$1774641).
- Garcia, J. (PI), Vega, A., Infante, E., Brown, K., Tipton, P., **Cavazos, L. J.** (Other), (2016 2017). Texas 21st Century Community Learning Centers, Cycle 9, Year 1., Funding Source: Texas Education Agency, Division of Federal and State Education Policy, State, (\$1774641).
- Smith, W. (PI), Cavazos, L. J. (Co-PI), Rodriguez, S. (Co-PI), Bacon, K. (Co-PI), Wei, L. (Co-PI), Vafa, S. (Co-PI), Tucker, R. (Co-PI), (2016 2018). Allies Building Allied Health Pathways to Success., Funding Source: Texas Higher Education Coordinating Board, State, (\$300601).
- **Sparrow, G.** (PI), **Carlson, R.** (Co-PI), (2016 2017). Exploring the Effects of Galantamine Paired with Meditation and Dream Reliving on Recalled Dreams, Funding Source: Dream Science Foundation, Foundation, (\$1950).

### **Human Development and School Services**

**Gonzalez, I., Medrano, H.**, (2017 - 2019). Texas School Ready Lead Agent Grant, Funding Source: Children's Learning Institute UTHealth Science Center Houston, Foundation, (\$348720).

- Kuang, W. (PI), Kumar, S. (Co-PI), **Carlson, R.** (Co-PI), (2017 2018). Developing remote laboratory for improving engineering undergraduate education, Funding Source: Internal Seed Research Program (ISRP), The University of Texas Rio Grande Valley, (\$10000).
- **Medrano, H.**, (2017 2018). Early Head Start Continuation Proposal, Funding Source: Administration for Children and Families, Federal, (\$7052093.00).
- Sale, R., (2016 2017). An Evaluation of the Pedagogical Impact of ApprenNet™ On Skills Demonstration in an Online Teaching Environment, Funding Source: Academic Partnerships, LLC, Corporate, (\$6000).
- Trant, J. (Other), Rampersad-Ammons, J. (Co-PI), Dearth, R. (Co-PI), Terry, M. (Co-PI), Ahmad, H. (Senior Personnel), **Carlson, R.** (Senior Personnel), Zeng, L. (Senior Personnel), Wrinkle, R. (Senior Personnel), Ammons, D. (Senior Personnel), Ernst, F. (Supporting), Weimer, A. (Supporting), Tomai, E. (Supporting), Chebotko, A. (Supporting), Reilly, C. (Supporting), Tidrow, S. (Supporting), Lavariega-Monforti, J. (Other), Schembri, S. (Supporting), Saavedra, D. (Supporting), Pearson, T. (Supporting), Aldridge, J. (Supporting), (2012 2017). UTPA/UTRGV HHMI Leaders in Research Program, Funding Source: Howard Hughes Medical Institute, Private, (\$1200000).

#### **Teaching and Learning**

- **Chapman, A.**, (2017 2020). Project ACCESS: Acquisition of Curricular Content for Exceptional Success in Science, Funding Source: Greater Texas Foundation, Individual, (\$89000).
- **Chapman, A.**, Garza, A. (Researcher), Rodriguez, F. (Researcher), (2017). Agency and Identity Among Science and Math Educators in the Rio Grande Valley, Funding Source: FocusRGV, Other, (\$1250).
- **Garcia, C.**, (2017 Present). Raising Texas Teachers Program, Funding Source: Raise Your Hand Foundation, Foundation. Jones, L. K. (PI), Lu, M.-T. P. (Other), Fuentes, A. (Co-Investigator), Casquette, M. (Co-Investigator), (2015 2017). Stimulating Research on Effective Strategies in Understanding STEM Education at Two-Year Hispanic Serving Institutions, Funding Source: NSF, Federal, (\$299733).
- Faver, C. (PI), Martinez, J. (Co-PI), **Buhidar, P.** (Co-PI), (2017 2018). An After School Literacy Program for English Language Learners, Funding Source: Dollar General Literacy Foundation, Foundation, (\$3990.00).
- Smith, K. (PI), **Chapman, A.** (Co-PI), (2018 2023). Supporting the Preparation of Science and Mathematics Teachers in Rural South Texas, Funding Source: National Science Foundation, (\$1199508).
- **Telese, J. A.**, (2017 2018). Texas Regional Collaborative for Excellence in Mathematics Teaching, Funding Source: Texas Education Agency/University of Texas Austin, State, (\$86248).

# **FACULTY PUBLICATIONS**

## **Bilingual and Literacy Studies**

- **Bussert-Webb, K.**, & **Zhang, Z.** (2018). Positive reading attitudes of low-income bilingual latinos. *Reading Psychology*, 39(1), 90-119.
- **Bussert-Webb, K.**, & Henry, L. A. (2017). Promising digital practices for nondominant learners. International Journal of Educational Technology, 4(2), 43-55.
- **Guerrero, M. D.**, Guerrero, M. C., Soltero, L., & Escamilla, K. (2017). *Abriendo brecha: antología critica sobre la educación bilingüe de doble inmersión. Fuente Press Dual Language Education of New Mexico*.
- **Lara, G.** (2017). La poda y nuestros retoños: Linguistic and literary sprouting against a legacy of pruning. *Bilingual Research Journal, 40*(4), 442-443.
- Mercuri, S. P., & **Musanti, S. I.** (2017). Chapter 5. Argentina. In J. Egbert & G. Ernst-Slavit (Eds.) Views from inside: *Languages, cultures, and schooling for K-12 educators (pp. 137-152). Information Age Publishing*.
- **Musanti, S. I.** (2017). Challenging inquiry and building community: Analyzing ESL and bilingual teachers' narratives. *Action in Teacher Education, 39*(3), 1-15.
- **Musanti, S. I.** (2017). A novice bilingual teacher's journey: Teacher's noticing as a pathway to negotiate contradictory teaching discourses. *International Journal of Multicultural Education*, 19(2), 142-162.
- **Ostorga, A. N.** (2018). The Right to Teach: Creating Spaces for Teacher Agency. *Lanham, MD:* Rowman and Littlefield.
- **Ostorga, A.**, & Farruggio, P. (2018). Preparing bilingual teachers on the U.S./Mexico border: including the voices of emergent bilinguals. *International Journal of Bilingual Education and Bilingualism*, 1-13. DOI: 10.1080/13670050.2018.1438348.
- **Rodriguez, A. D., Musanti, S. I.** (2017). Pre-service bilingual teachers and their Spanish academic language proficiency as measured by the BTLPT: Perceptions and performance. *Journal of Bilingual Education Research & Instruction, 19*(1), 1-25.
- **Rodriguez, A. D.** (2017). AACTE Workshop Participant Notes: Value of Bringing a Team. *EdPrepMatters*. AACTE.
- Scott, L. M., Crenshaw, C., & **Venegas, E. M.** (2017). Bodies are not commodities: Examining A21 Curriculum's impact on students' knowledge, attitudes, and advocacy about anti-human trafficking rights and issues. *Journal of Human Trafficking*, DOI: 10.1080/23322705.2017.1393742.

### Counseling

- Cavazos, L. J., Sparrow, G., Whittenberg, J. F., Rodriguez, B. (2018). The Role of Character Strengths and Importance of Family on Mexican American College Students' Ca reer Decision Self-Efficacy. *Journal of Employment Counseling*, (55), 16-26.
- Cavazos, L. J., Ikonomopoulos, J., Lenz, A. S., Hinojosa, Y., Saldana, K. (2017). Evaluation of the Meaning in Life Questionnaire and Dispositional Hope Scale With Latina/o Students. *Journal of Humanistic Counseling*, (56), 166-179.
- Cavazos, L. J., Sparrow, G., Lenz, A. S., Gonzalez, S. (2017). Positive psychology and interpersonal factors as predictors of Mexican American adolescents' college-going beliefs. *Hispanic Journal of Behavioral Sciences*, (39), 66-81.
- Karaman, M., Nelson, K., **Cavazos, L. J.** (2017). The mediation effects of achievement motivation and locus of control between academic stress and life satisfaction in undergraduate students. *British Journal of Counselling and Guidance.*,.
- **Lerma, E.** (2017). The Texas Model for Comprehensive School Counseling Programs, 5th ed. *Texas Education Agency*, 5th.
- **Shen, Y.-J.** (2017). School counselors' training, ethnicity, and experience associated with comfort and challenge levels of counseling Asian Americans. *Journal of Intercultural Disciplines*, (16), 9-23.
- **Sparrow, G.** (2017). Spiritual Dreams, book chapter in Dreams that Change Our Lives. *Chiron*,, 323.
- Asgba, R. B., Agberotimi, S. F., **Wimberly, C.** (2017). Meaning in life and life orientation as predictors of self-esteem among first year undergraduate students of a Nigerian university. *International Journal of Existential Psychology and Psychotherapy*, 1(6).
- **Yznaga, S. D.**, Bailey, D. F. (2017). Issues of social justice and advocacy. in Counseling children and adolescents: Working in school and clinical mental health settings. *Routledge*,.

# **Human Development and School Services**

- Prater, M. A., Correa, V., Gallagher, P., **Alvarez McHatton, P.**, Robinson, S. M., & Black, S. (2017). Thirteen "must reads" in special education teacher education. *The Professional Educator, 41*(2), Fall.
- Cramer, E. D., Little, M., & **Alvarez McHatton, P.** (2017). Equity, equality, and standardization: Expanding the conversation. *Education and Urban Society*, June 9, 2017. DOI: https://doi.org/10.1177/0013124517713249
- **Ward, H. C.** (2018). Mixed-reality Simulations with Spanish-speaking Avatars and Summer Camp for Unique Learners: A case study of effective multi-path intervention, 2.

### **Organization and School Leadership**

- **Abrego, J.**, Pankake, A. M. (2017). Lead With Me: A Principal's Guide to Teacher Leadership. *Routledge Taylor & Francis Group*, 2 edition, 192.
- **Garcia, A.**, Salinas, M. H. (2018). Best leadership practices from an exemplary charter school district in South Texas. *The Charter Schools Resource Journal*, 2(12), 32.
- Guajardo, M. A., **Guajardo, F.**, Locke, L. A. (2018). Ecologies of Engaged Scholarship. *Routledge*,, 115.
- Kirk, R., **Watt, K.** (2017). Networks for Success: Preparing Mexican American AVID College Students for Credentials, Completion, and the Workforce. *Journal of Latinos and Education*,.
- **Menchaca-Ochoa, V.**, Mills, S., Leo, F. (2017). Latina School Leadership: Breaking the Mold and Rising to the Top. *Journal of Women in Educational Leadership*,.
- **Watt, K.**, Huerta, J. J., Butcher, J. (2018). The African American Male AVID Initiative: A Study of Implementation and Impact on Student Aspirations and School Performance. *International Journal of School Reform.*, 2(27), 208-228.
- **Watt, K.**, Huerta, J. J., Martinez, J. (2017). A Mixed Methods Examination of Gender Disparity in High Schools Implementing Advancement Via Individual Determination (AVID). *Educational Studies*, 4(53).

# **Teaching and Learning**

- **Corbeil, J. R., Corbeil, M. E.** (2017). The EdTech Blog: Learning beyond the classroom through social spaces for informal learning. *Issues in Information Systems*, 4(18), 57-64.
- Diaz Baez, E. G., Monroy Velasco, I. R., Valdez Garcia, K. P., **Espinosa-Dulanto, M.** (2017). Identidad cultural en jovenes de la region Centro-Desierto de Coahuila, Mexico. 2016 *International Research Forum*,, 45-51.
- **Diaz, M. E.**, **Bussert-Webb, K.** (2017). Published July 2017. Latino youth's out-of-school math and science experiences: Impact on teacher candidates. *International Journal of Research in Education and Science (IJRES)*, 2(3), 624-635.
- **Diaz, M. E.**, **Bussert-Webb, K.** (2017). Mothers's intimate, imaginative literacy as pushback. *NABE Journal of Research and Practice*, 1(8), 133-154.
- **Espinosa-Dulanto, M.**. Finding Home in Memory: Stories of Immigration, Diaspora, and Dis/location. Book One.,.
- Hinojosa, Y., **Lu, M.-T. P.**, **Cavazos, L. J.** (2017). Exploring Positive Psychology, Cultural, and Family Predictors of Latina/o Students Psychological Grit. *Journal of Multidisciplinary Graduate Research*,.

- **Jones, I. S.**, Blankenship, D. (2017). Learning Style Preferences in the Online Classroom. *Research in Higher Education Journal*,(33), 9.
- **Jupp, J., Espinosa-Dulanto, M.** (2017). "Beyond US-Centered Multicultural Foundations on Race". *International Journal of Multicultural Education*, 2(19), 20-43.
- **Jupp, J. C.** (2017). What learning is needed for white teachers' race-visible teaching? Racialised curriculum recoding of cherished knowledges. *Whiteness and Education*, 1(2), 15-31.
- **Jupp, J. C.** (2017). Introduction to decolonizing and de-canonizing curriculum studies: An engaged discussion organized around João M. Paraskeva's recent books in Yes, this is the introduction to special issue I organized and edited for the Journal of the American Association for the Advancement of Curriculum Studies. *Journal of the American Association father the Advancement of Curriculum Studies*, 1(12), 1-25.
- **Jupp, J. C.** (2017). Special issue on decolonizing and de-canonizing curriculum studies: An engaged discussion organized around João M. Paraskeva's recent books. *Journal of the American Association for the Advancement of Curriculum Studies*, 1(12), 174.
- **Lewis, K. A., Koonce, J. B.** (2017). Outsider Transplants at a Hispanic Serving Institution (HSI): Teacher Educators Enacting an Ethic of Care. *Texas Association of Teacher Educators*, (7), 99-106.
- **Lu, M.-T. P.**, Gonzalez, S. L., Munoz, Y., **Colom, L.** (2017). Biomedical Research Careers Pipeline in a Southern Hispanic-Serving Institution (HSI): Perspectives of Faculty and Students on Efficacy of Mentoring Workshops. *Journal of Continuing Education and Professional Development*, 2(4), 55-70.
- Martinez, J. (2017). Navigating the Complexity of Blackboard ePortfolios in Proceedings of the National Association of Hispanic and Latino Studies and The University of Texas Rio Grande Valley International Research Conference Monograph.,.
- **Morgan, B.** (2018). The lived experience: A study in teaching online in Contemporary Issues in Education Research. *Contemporary Issues in Education Research*, 2(11).
- **Neumann, J.** (2018). Engaging Elementary Social Studies: Creating Topics. *The Social Studies Texan*, 1(34), 53-55.
- Neumann, J. (2018). How power really works in schools. Phi Delta Kappan, 8(99), 30-35.
- **Neumann, J.** (2017). Freire's Christian faith in Encyclopedia of Educational Philosophy and Theory. *Springer*,, 879-883.
- **Neumann, J.** (2017). Searching for the goal of social studies education: 1964 and 2017. *The Social Studies Texan*, 2(33), 57-59.

Weber, E. J., **Lewis, K. A.** (2017). Fear and the Unknown: Harrowing Experiences of LGBTQ Students in Higher Education in in VOL 7, A Guide to LGBTQ+ Inclusion on Campus, Post-PULSE in Peter Lang series, Equity in Higher Education Theory, Policy, and Praxis. *Peter Lang Publishing, Inc.*,(7).

# **FACULTY PRESENTATIONS**

## **Bilingual and Literacy Studies**

- Almaguer, I., Chapman, A., De Leon, L., Esquierdo, J., Espinosa-Dulanto, M., Estrada, V., Garza, A., Koonce, J., Lewis, K. A., Alvarez McHatton, P. A., Ramirez, D. E., Rodriguez, F., Saavedra, C., Saenz, E. L., Schall, J., & Viren, V. (2017). Building Identity, Practice and Research at a Hispanic Serving College of Education, Pt. 2, 45th Texas Association for Bilingual Education Annual Conference. McAllen, TX.
- **Almaguer, I.** (2017). Literacies of Life: Examining the Pivotal Nature of Culture on Language, Literacy and Learning, *International Conference on Learning and the Learner Research Network*. Honolulu, Hawaii.
- **Almaguer, I.** & **Esquierdo, J.** (2017). The Matrix for the Identification of GT Students and Its Impact on Gifted Bilingual Students, *Texas Association for Gifted and Talented (TAGT) Gifted Plus*. San Antonio, TX.
- **Buhidar, P., Martinez, J.**, Faver, C., **Ledingham, C.** (2018). Engaging Diverse Learners and Fostering Empathy through Reading, *Region One ESC: 2018 Effective Border Schools Conference*. South Padre Island, TX.
- **Bussert-Webb, K.**, & Masso, H. (2018). Latinx Children's Spanish and Translanguaging Perceptions and Strategies for Writing, 4th International Colloquium on Languages, Cultures, Identity, in School and Society. Soria, Spain.
- **Bussert-Webb, K.**, & Lewis, K. A., (2018). Latino/a Youth: Language and Literacy Possibilities amid Monoglossia, *American Educational Research Association*. New York, NY.
- **Bussert-Webb, K., Lewis, K. A.**, & Masso, H. (2017). Latino Children's Push and Pull of Spanish Literacy and Translanguaging, *The National Association of Hispanic and Latino Studies NAAAS*. South Padre Island, TX.
- **Esquierdo, J.**, & **Almaguer, I.** (2017). Latino Bilingual Students' Identification for Gifted Programs: An Analysis of Matrices Utilized in Texas, *Texas Association for Gifted and Talented Annual Conference*. Houston, TX.
- **Esquierdo, J.**, & **Almaguer, I.** (2017). Teacher Perception of Bilingual Gifted Students, *Texas Association for Gifted and Talented Annual Conference*. Houston, TX.
- **Guerrero, M.** (2017). Creating a Healthier Discourse Related to Non-English Language in TWIPs, Two Way Immersion Network for Catholic Schools Summer Academy Boston College.

- **Hinton, K. A.** (2017). Immigrants, Migrants, Refugees, Deportees: Human Migration During Crisis, *Texas Association for Bilingual Education Conference*. McAllen, TX.
- **Hinton, K. A.** (2017). Spanish Is Not a "Foreign" Language, *Texas Association for Bilingual Education Conference Texas Association for Bilingual Education*. McAllen, TX.
- **Kambara, H.** (2018). Examining Instructional Practices in Japan through Textual Analysis: Awareness of Japanese Educators about Benefits of Constructivist Approaches, *Association of Teacher Educators Annual Meeting*. Las Vegas, NV.
- **Kambara, H.**, & Karasu, E. (2018). Re-thinking about Teacher Education Programs from Global Perspectives, *Association of Teacher Educators Annual Meeting*. Las Vegas, NV.
- **Kambara, H.**, Ruan, & J., Jin, L. (2017). A Comparative Study of Motivation to Read between American and Japanese Fourth Grade Students., *Literacy Research Association Annual Conference*. Tampa, FL.
- **Kambara, H.** (2017). Literacies in Second languages: Teaching and Learning of English in International Contexts, International Education Study Group, *Literacy Research Association Annual Conference*. Tampa, FL.
- **Kambara, H.**, Ruan, J., & Jin, L. (2017). Reading Motivation: The Difference Between American and Japanese Fourth Grade Students, *Literacy Research Association Annual Conference*. Tampa, FL.
- **Kambara, H.** (2017). Textual Analysis Study: Examining Constructivist Approaches in Japan, The First Southwestern Texas Asian Symposium. Edinburg, TX.
- Lara, G. P., Aponte Martinez, G., & Leija, M. (2018). Lessons in Mentoring Young Education Researchers: A Holmes Cadets Partnership between UTRGV and the South Texas, 70th Annual Meeting of the American Association of Colleges for Teacher Education. Baltimore, MD.
- **Lara, G. P.** (2018). Paradoxes of Hypervisibility and Imposed Invisibility: Identity Negotiations of a Latino Gay Elementary Teacher, *American Educational Research Association Annual Meeting*. New York City, NY.
- **Lara, G.** & **Leija, M.** (2018). Identity Texts: Literature that Affirms Intersecting Languages and Literacies, *National Association of Bilingual Education Annual Conference*. Albuquerque, NM.
- **Lara, G.** (2017). Using Critical Literacy to Explore Gender Roles in the Bilingual Classroom, *Literacy Research Association Annual Conference*. Tampa, FL.
- **Lara, G.**, & **Leija, M.** (Author & Presenter), (2017). Recognizing Heterogeneity in Latino Cultural Knowledge, *Literacy Research Association (LRA) Annual Conference Literacy Research Association (LRA) in Tampa, FL*.
- **Lara, G.**, & **Leija, M.**, (2017). Culturally Relevant Children's Literature as Mentor Texts, *Literacy Research Association Annual Conference*. Tampa, FL.

- **Lara, G.** (2017). Latino Children's Literature as Mentor Texts in the Bilingual Classroom, *Texas Association for Bilingual Education Annual Meeting*. McAllen, TX.
- **Leija, M. G.** (2018). Read-Alouds on Immigration: Second Graders Learning About Multiple Meanings of Words, *American Educational Research Association Annual Conference*. New York, NY.
- **Leija, M.**, & Martínez, M. (2017). Using Interactive Read Alouds to Discuss Immigration Issues, *Texas Association for Bilingual Education Annual Meeting*. McAllen, TX.
- **McHatton, P.A., Schall, J. M.**, & Saenz, E.L. (2018). Hispanic Serving Designation: Implications for a COE's Identity and Practice, *South Texas College's 13th Annual Summit on College and Career Readiness*. Edinburg, TX.
- Mercuri, S., **Musanti, S. I.**, & **Rodriguez, A. D.** (2018). Teaching Reading and Writing with a Bi literacy Lens: ¿Cuál es la diferencia?, *47th Annual Conference of the National Association for Bilingual Education*. Albuquerque, NM.
- Mercuri, S. P., **Musanti, S. I.**, & **Rodriguez, A. D.**, (2017). Teaching Writing With a Biliteracy Lens: ¿Cuál es la diferencia?, *La Cosecha 2017: 22nd Annual Dual Language Conference*. Albuquerque, NM.
- Mercuri, S. P., **Musanti, S. I.**, **Rodriguez, A. D.**, (2017). Teaching Reading With a Biliteracy Lens: ¿Cuál es la diferencia?, *Texas Association for Bilingual Education in McAllen*, Texas.
- Musanti, S. I., Alvarez McHatton, P. M., Rodriguez, A. D., Jauregui, J., & Castillo, N. (2017). University-School District Partnerships for Hispanic Teacher Success: Transforming the Clinical Teaching Experience, *Texas Association for Bilingual Education*. McAllen, TX.
- **Musanti, S. I.** (2018). "I Felt I Lost Them." Bilingual Novice Teacher Noticing, Language Ideology, and Identity, *47th Annual Conference of the National Association for Bilingual Education*. Albuquerque, NM.
- **Musanti, S. I.**, & **Rodriguez, A. D.**, (2017). Exploring Translanguaging Pedagogy in Bilingual Teacher Preparation: *Desafíos y posibilidades, La Cosecha 2017: 22nd Annual Dual Language Conference*. Albuquerque, NM.
- **Ostorga, A.**, & Rios-Ledezma, L. (2018). The Right To Teach: Creating Spaces For Teacher Agency, *Association of Teacher Educators Conference*. Las Vegas, NV.
- **Ostorga, A.** (2017). Negotiating Ideologies of Language and Pedagogy, *14th Inter-American Symposium on Ethnographic Research in Education*. El Paso, TX.
- Rios-Ledezma, L., & **Ostorga, A.** (2018). Teacher Agency: Key Elements for Educators, *2018*Annual Meeting American Educational Research Association. New York City, NY.
- **Rodriguez, A. D.**, & **Carlson, R.** (2017). Deriving Psychometric Properties for the Teacher's Dis positions Scale, *Consortium of State Organizations for Texas Teacher Education*. Corpus Christi, TX.

- **Rodriguez, A. D.** (2017). Service Learning and the Preparation of Bilingual/ESL Teachers, Consortium of State Organizations for Texas Teacher Education. Corpus Christi, TX.
- Schall, J. M., Alvarez McHatton, P. A., Saenz, E. L., Almaguer, I., Chapman, A., Espinosa-Dulanto, M., Esquierdo, J., Estrada, V., Garza, A., Koonce, J., De Leon, L., Lewis, K. A., Ramirez, D. E., Rodriguez, F., Saavedra, C., & Viren, V. (2017). Building Identity, Practice and Research at a Hispanic Serving College of Education, Pt. 1, 45th Texas Association for Bilingual Education Annual Conference. McAllen, TX.
- **Schall, J. M.** & Saenz, E. L. (2018). Making the Hispanic Serving Designation Meaningful: Exploring Implications for Identity, Research and Practice, *26th Joint National Conference National Association of African Studies and Affiliates*. Dallas, TX.
- **Schall, J. M.**, **Alvarez McHatton, P. A.**, & Saenz, E. L. (2017). Hispanic Serving Designation: Implications for a COE's Identity and Practice, *HACU 31st Annual Conference*. San Diego, CA.
- **Venegas, E. M.**, & Koonce, J. B. (2018). Underrepresented: Women of Color in the Professoriate, *Women in the Academy Baylor University*. Waco, TX.
- **Venegas, E. M.** (2017). "At First I Was Intimidated:" Preparing Pre-service Teachers through a Course-based Field Experience in a Majority-minority School, 24th Annual Conference of the American Association for Teaching & Curriculum. Denver, CO.

### Counseling

- Alvarado, M. (Presenter), **Lerma, E. (Presenter)**, Bolin, C. (Presenter), (2017). Tools for Fostering Social and Emotional Wellness Among Children and Adolescents, Texas Counseling Association Personal Growth Conference Texas Counseling Association in Galvestion, TX.
- **Alvarado, V.**, (2017). How to react after a criminal event in the deistrict, *How to react after a criminal event in the deistrict RGCISD Counselors in Conference by phone.*
- Garcia, J. V. (Panelist), Stoves, D. (Panelist), **Whittenberg, J. F. (Panelist)**, Montoya, C. (Panelist), Cook, J. A. (Moderator), (2017). Sexual Harassment Panel Discussion UTRGV, Communications Department in Brownsville.
- Gillespie, A. K., **Wimberly, C.**, (2017). Meaning in marriage: A logotherapeutic approach to couples therapy, *Twentieth-First World Congress of Logotherapy. World Congress of Logotherapy in Dallas*, TX.
- **Kranz, P., Sale, R.**, Mosack, V. (Author & Presenter), (2018). Resilience & Agility in Teaching Psychology, *Southwestern Psychological Association Southwestern Psychological Association in Houston, TX*.
- **Kranz, P.**, (2017). A University Class in Race Relations that Made A Positive Difference, *Race Relation Texas A & M in Kingsville, TX*.

- **Kranz, P.**, (2017). A University Class in Race Relations that Made A Positive Difference, *Race Relation Jackson State in Jackson, MS*.
- **Reed, D. H. (Author & Presenter)**, (2017). Immersion into New Culture: Teaching, Learning, and Growing in Multicultural Awareness A Heuristic Experience, *International Research Conference National Association of Hispanic and Latino Studies and The University of Texas Rio Grande Valley in South Padre Island, Texas.*
- **Reed, D. H.**, (2017). Distance Counseling, Distance Learning, Distance Supervision, and Ethics, Louisiana Counseling Association Annual Conference Louisiana Counseling Association in Baton Rouge, Louisiana.
- **Reed, D. H. (Presenter)**, (2017). Problem Behavior, ACA Ethical Standards, and Gatekeeping, American Rehabilitation Counseling Association Annual Conference American Rehabilitation Counseling Association in Orlando, Florida.
- **Reed, D. H. (Presenter)**, (2017). Attachment Theory and Disability Research, *American Rehabilitation Counseling Association Annual Conference American Rehabilitation Counseling Association in Orlando, Florida*.
- **Reed, D. H. (Presenter)**, (2017). Relationships: Satisfaction, Self-efficacy, Optimism, and Disability of Vocational Rehabilitation Clients, *American Rehabilitation Counseling Association Annual Conference American Rehabilitation Counseling Association in Orlando, Florida*.
- **Shen, Y.-J.**, (2017). Play therapy with adolescents: Counselors' experiences in secondary schools. Poster presented at the 2015 Annual Convention of the American Psychological Association, Washington D.C., Annual Convention of the American Psychological Association in Washington D.C.
- **Shen, Y.-J.**, (2017). Invited Presentation. Infusing multicultural elements of movies into counselor education in Taiwan. Invited presentation. National Chengchi University, Taipei, Taiwan, R.O.C., *National Chengchi University, Taipei, Taiwan, R.O.C.*
- **Sparrow, G. (Presenter)**, (2017). Informed Love as a Curative Factor in Counseling: An Intervention Based on the Dual View of Human Nature, *Contemporary Issues in Counseling, Psychotherapy and Coaching: Contributions from the Cayce Legacy Atlantic University in Virginia Beach, VA.*
- **Sparrow, G. (Presenter)**, (2017). Adaptive Responses in Dreams and Waking Relationship as an Example of Karma from the Standpoint of the Edgar Caye Legacy, Contemporary Issues in Counseling, Psychotherapy and Coaching: Contributions from the Cayce Legacy Atlantic University in Virginia Beach, VA.
- **Sparrow, G.**, (2017). Incorporating the Co-Creative Paradigm into Your Dreamwork Practice: Beyond A Structured Approach, *Annual Conference of the International Association for the Study of Dreams, Berkeley, June, 2012. IASD in Anaheim, California*.

- **Sparrow, G.**, (2017). Fading Light and Sluggish Flight: A Two-Dimensional Model of Consciousness in Lucid Dreams, *Annual Conference of the International Association for the Study of Dreams, Berkeley, June, 2012. IASD in Anaheim, California*.
- **Sparrow, G.**, (2017). Using Dream Reliving for Alleviating Distress Caused by Nightmares, and for Inducing Greater Awareness and Responsiveness in Future Dreams., *Annual Conference of the International Association for the Study of Dreams, Berkeley, June, 2012. IASD in Anaheim, California.*
- **Wimberly, C.**, (2017). But I didn't do anything: working with disruptive students., 23nd Annual SPI Counselor's Institute. RGV Counselor's Association in South Padre Island, TX.
- **Wimberly, C.**, (2017). Education: Immunizing Against an Existential Vacuum., 3nd Future of Logotherapy Congress. World Congress of Logotherapy in Vienna, Austria.
- Wimberly, C., Mitchell, M., (2017). Meet me where I am at: Meaning centered strategies to meet the needs of children and youth in foster care, Child Welfare League of America's National Conference: Advancing Excellence in Practice and Policy: Highlighting Successful Strategies to Address the Needs of Children, youth, and Families. Child Welfare League of America in Washington, DC.
- **Wimberly, C.**, (2017). Putting me together: Meaning centered strategies for address individual needs., Putting It All Together for Children and Families: 18th Annual Statewide Child Abuse Prevention Conference. utting It All Together for Children and Families in Abilene, TX.
- **Wimberly, C.**, (2017). ogo Education: Looking for what is right., *Twentieth-First World Congress of Logotherapy. World Congress of Logotherapy in Dallas, TX*.
- **Yznaga, S.**, (2017). Supporting immigrants families in a time of fear and uncertainty, American Counseling Association Counselors for Social Justice Webinar Series American Counseling Association Counselors for Social Justice (CSJ) in Webinar.
- Zambrano, E. (Chair), Cox, E. (Presenter), Scott, K. (Presenter), Lerma, E., Le'Ann, S. (Presenter), Lisa, W. (Presenter), (2017). The 5th Edition of the Model Guide for School Counselor Program, Texas Counseling Association Personal Growth Conference Texas Counseling Association in Galvestion, TX.

# **Human Development and School Services**

- **Alvarez McHatton, P.** (2018). Reframing the Place of Teaching in Our University, NEXUS, The College of Liberal Arts' Research, Teaching, and Service Symposium, Brownsville, TX.
- **Alvarez McHatton, P.** (2017). Leveraging collaboration for Hispanic teacher success: Transforming the clinical teaching experience. Hispanic Association of Colleges & Universities 31st Annual Conference, San Diego, CA.

- **Alvarez McHatton, P.**, Cavazos, A., Owen, M., Rincones, M., Valenta, R., & Zavala, L. (2018). Grow your own models for teacher recruitment. Learning Roundtable: *Recruiting, Preparing, and Retaining Top Teachers conference sponsored by the State Board of Education & State Board for Educator Certification (January 2018).*
- **Alvarez McHatton, P.** (2018). Teaching Excellence. *RGV Focus Leadership Team Meeting. Harlingen, TX*.
- **Alvarez McHatton, P.** (2017). Mixed-reality simulation environments in the College of Education and P-16 Integration. *South Texas Conference and Expo, McAllen, TX*.
- **Alvarez McHatton, P.** (2017). Interdisciplinary curriculum units. **South Texas Academy**.
- **Alvarez McHatton, P.** (2017). Mixed-reality simulations in education. *Leadership Brownsville, Brownsville, TX*.
- **Alvarez McHatton, P.**, Zimmer, K., Driver, M., & Murphy, K. (2018). Mixed-reality simulation environments to develop teacher candidates: The power of new technologies. *AACTE 70th Annual Meeting, Baltimore, MD*.
- **Alvarez McHatton, P.**, & Zimmer, K. (2017). Developing expertise in high-leverage practice through mixed-reality simulations. *American Institutes for Research Convening, Washington, D.C.*
- Reddick, C., Hoxie, A., & **Alvarez McHatton, P.** (2017). Developing an open source data standard for teacher preparation to scale improvement conversations. *2017 NCES Stats-DC Data Conference, Washington, DC*.
- **Alvarez McHatton, P.**, Schall, J., Estrada, V., De Leon, L., Esquierdo, J., Almaguer, I., ... & Saenz, E. (2017). *Building Identity, Practice, and Research at a Hispanic Service College of Education, Part 1. Texas Association for Bilingual Education, McAllen, TX.*
- **Alvarez McHatton, P.**, Schall, J., Estrada, V., De Leon, L., Esquierdo, J., Almaguer, I., ... & Saenz, E. (2017). *Building Identity, Practice, and Research at a Hispanic Service College of Education, Part 2. Texas Association for Bilingual Education, McAllen, TX.*
- Borden, R., **Alvarez McHatton, P.**, Hoxie, A., Quintana, A., & Reddick, C. (2017). Developing an open source data standard for teacher preparation to scale improvement concentrations. *Ed-FI Alliance Summit and Boot Camp, Austin, TX*.
- Bulga, A., Raya, R., Hall, K., Leal, S., Diego, V., Pasupuleti, S., **Lowdermilk, J.**, Nelson, L., Fernandez, F., Manusov, E., (2017). ESTABLISHING THE INTEGRATED CARE COLLABORATIVE UNIT AT THE JOHN AUSTIN PENA MEMORIAL CENTER: INSIGHTS ON PROGRAM DEVELOPMENT, *Inaugural Research Symposium UTRGV School of Medicine & Doctors Hospital at Renaissance in Doctors Hospital at Renaissance.*
- Castillo, A., Salazar, N., Perez, E., **Medrano, H.**, (2017). School Readiness in an Infant and Toddler Classroom, *Texas Headstart Association Summer Training Conference Texas Headstart Association in Sugar Land, TX*.

- **Garcia de Alba, R.**, (2017). Autism Spectrum Disorders in Young Children: Symptoms and Strategies, South by Southwest Summer Conference Head Start/Early Head Start in South Padre Island.
- Garza, J., Nelson, L., Manusov, E., Diego, V., Leal, S., Lopez, M., **Lowdermilk, J.**, Pasupuleti, S., (2017). INITIAL DATA FROM INSTRUMENTS USED FOR TRIPLY DIAGNOSED ADOLESCENTS IN AN INTEGRATED INTERPROFESSIONAL CLINIC, *Inaugural Research Symposium UTRGV School of Medicine & Doctors Hospital at Renaissance in Doctors Hospital at Renaissance.*
- Kyzar, K. (Leader), Beaver, E. (Panelist), Fontenot, C. C. (Panelist), **Ward, H. C.**, (2017). Building Early Childhood Advocacy Community Network, *Texas Council for Exceptional Children Summer Conference Texas Council for Exceptional Children in Austin, TX*.
- Kyzar, K. (Leader), Beaver, E. (Panelist), Fontenot, C. C. (Panelist), **Ward, H. C.**, (2017). Early Childhood Advocacy in Texas: Identifying Issues and Solutions, *Texas Council for Exceptional Children Summer Conference Texas Council for Exceptional Children in Austin, TX*.
- **Lowdermilk, J.**, (2017). Introduction to Human Model, *RGV Rehabilitation Counseling School of Rehabilitation in UTRGV Edinburg*.
- **Lowdermilk, J., Pecina, J.**, (2017). On the Move: Educational Diagnostician Goes Online, National Fall Professional Development Meeting National Social Science Association in San Antonio, TX.
- **Medrano, H.**, Vela, J., Guerrero, Y., (2017). Early Head Start-Child Care Partnerships, South by Southwest Regional Head Start Conference South by Southwest in South Padre Island, TX.
- Raya, R., Hall, K., Bulga, A., Leal, S., Diego, V., Pasupuleti, S., **Lowdermilk, J.**, Nelson, L., Manusov, E., (2017). Impact of Integrated Interprofessional Care Unit on Triply-Diagnosed Adolescents, *Inaugural Research Symposium UTRGV School of Medicine & Doctors Hospital at Renaissance in Doctors Hospital at Renaissance.*
- Razo, N., Guerra, F., Cavazos, L. J., Tiwari, A., (2017). Middle School Teachers' Mental Health Training, Knowledge, & Perceived Roles: School Psychologists' Potential Contribution, Texas Association of School Psychologists 2017 Annual Convention Texas Association of School Psychologists in Dallas, Texas.
- Razo, N., Guerra, F., Cavazos, L. J., Tiwari, A., (2017). Middle School Teachers' Mental Health Knowledge, Perceived Roles, and Training, *Healthy Communities 2020-Mental Health, Substance Abuse & HIV Prevention 2017 Conference UTRGV School Of Medicine in Edinburg, Texas*.
- Razo, N., Guerra, F., (2018). Teachers' Mental Health Training and Intervention: School Psychologists' Potential Impact, *National Association of School Psychology in Chicago, Ill.*

- Razo, N., Guerra, F., (2018). Teachers' Mental Health Training & Intervention: School Psychologists' Potential Impact, National Association of School Psychologists 2018

  Annual Convention National Association of School Psychologists in Chicago, Illinois.
- **Razo, N. (Presenter)**, (2018). Stress Awareness, *UTRGV Women's Faculty Network End-of-Year Meeting UTRGV Women's Faculty Network in Edinbrug, Texas*.
- **Razo, N. (Presenter)**, (2018). The Role of the Licensed Specialist in School Psychology (LSSP), Region One Education Service Center Special Education Directors' Meeting Region One ESC in Edinburg, Texas.
- **Razo, N. (Presenter)**, (2018). QPR Training, QPR Training UTRGV School of Medicine in Edinbrug, Texas.
- Razo, N. (Presenter), (2018). Youth Mental Health First Aid USA, in Edinbrug, Texas.
- **Razo, N. (Presenter)**, (2017). Youth Mental Health First Aid USA, *UTRGV-Continuing Education UTRGV in McAllen, Texas*.
- **Razo, N., (2017)**. Grief and Loss, San Benito CISD Professional Development Workshop San Benito CISD in San Benito, Texas.
- **Razo, N., (2017)**. Self-Injurious Behavior: What Counselors Need to Know, San Benito CISD Professional Development Workshop San Benito CISD in San Benito, Texas.
- **Razo, N., (2017).** Working With Students in Distress, San Benito CISD Professional Development Workshop San Benito CISD in San Benito, Texas.
- **Razo, N., (2017)**. Staying Mentally Healthy, *Behavioral Health Solutions of South Texas 2017* Youth Retreat Behavioral Health Solutions of South Texas in McAllen, Texas.
- **Razo, N., (2017)**. Raising Awareness on Suicide Prevention, *Prevention Across the Spectrum Behavioral Health Solutions of South Texas in South Padre Island, Texas*.
- Saenz, E., & **Alvarez McHatton, P.** (2017). Thinking forward: Understanding teacher landscape and meeting teaching excellence. *PSJA College of All Conference, McAllen, TX*.
- Villanueva, M. (Author & Presenter), Ward, H. C. (Author & Presenter), (2017). The Impact of School Culture on Special Education Teacher Retention, Texas Council for Exceptional Children Summer Conference Texas Council for Exceptional Children in Austin, TX.
- Viren, V., Espinosa-Dulanto, M., (2017). Debunking Stereotypes: Working together with EC-teacher candidates at the frontera, 2017 Reconceptualizing Early Childhood Education Conference RECE in Ryerson University, Toronto, Canada.
- **Viren, V.**, (2017). This class is made for you and me: Supporting Equity in Diverse Classrooms, TAEYC 53rd Annual Conference Texas Association for the Education of Young Children in San Antonio.

- **Viren, V.**, (2017). Anti-Bias Education, *Child Care Conference 2017 Workforce Solutions camer on in South Padre Island TX*.
- Ward, H. (Author & Presenter), Chamberlain, S. (Presenter), (2017). Assessing Practitioners' Family-Centered Practice Using Teach LIVE Simulation and Self-Assessment, 39th International Conference on Learning Disabilities Council of Learning Disabilities in Baltimore, Maryland.
- Ward, H. C. (Author & Presenter), Werkheiser, I. (Author), Christoffersen, B. (Author), Rodriguez, I. E. (Author), Lomeli, A. (Author), Kariyat, R. (Author), Chapman, A. (Author), (2018). Accessibility Learning Community: Creating Student Success through Universal Design for Learning, UTRGV Teaching Excellence Symposium Center for Teaching Excellence in Edinburg.
- Ward, H. (Author & Presenter), Lewis, K. A. (Presenter), (2017). Assessing Practitioners' Perceptions of Family-Centered Practice, DEC 33rd Annual International Conference on Young Children with Special Needs Division for Early Childhood, Council for Exceptional Children in Portland, OR.
- Ward, H. C. (Author & Presenter), Rodriguez, I. (Author & Presenter), (2018). Generating Positive Programming for Hispanic Children with Disabilities through Mixed-Reality Simulations, *Teach LIVE 2018 Conference University of Central Florida in Orlado, FL*.
- **Ward, H. (Leader)**, (2018). Accessibility Learning Community, *Accessibility Community Project: Student Engagement UTRGV CLT in BMain 1212*.
- Ward, H. C. (Author & Presenter), Perez, S. (Presenter), Sanchez, C. (Presenter), Garcia, A. (Presenter), Garcia, Z. (Presenter), (2018). WHAT WORKS WITH CHILDREN WITH \
  AUTISM: STRATEGIES FROM PARENTS AND professionals, Southmost AEYC SMAEYC in UTRGV Brownsville Campus.
- **Ward, H. (Leader)**, (2018). Accessibility Learning Community, *Accessibility Community Project: Syllabus and Feedback UTRGV CLT in BMain 1212*.
- **Ward, H. (Leader)**, (2017). Accessibility Learning Community, *Accessibility Community Project* #4: Student Expression UTRGV CLT in BMain 1212.
- **Ward, H. (Leader)**, (2017). Accessibility Learning Community, *Accessibility Community Project* #2: What is Representation? UTRGV CLT in BMain 1212.
- **Ward, H. (Leader)**, (2017). Accessibility Learning Community, *Accessibility Community Project UTRGV CLT in BMain 1212*.
- **Ward, H. C. (Author & Presenter)**, (2017). Engaging Families of Children with Autism through Summer Camp Experience, *UTRGV Healthy Communities 2017 School of Medicine in Edinburg Campus*.
- **Ward, H. C. (Author & Presenter)**, (2017). A Systems Approach to Scholar and Program Assessment, 2017 OSEP Leadership Conference Office of Special Education Program, U. S. Department of Education in Arlington, VA.

- Ward, H. C. (Author & Presenter), (2017). Assessing and Changing Practitioners' Family-Centered Practice Using Mixed Reality Simulation and Self-Assessment, Texas Council for Exceptional Children Summer Conference Texas Council for Exceptional Children in Austin, TX.
- Ward, H. C. (Author & Presenter), Perales, S. (Presenter), Gomez, C. (Presenter), (2017). The Interdisciplinary SOUL, Texas Council for Exceptional Children Summer Conference Texas Council for Exceptional Children in Austin, TX.

### **Organization and School Leadership**

- Cerda, S., **Menchaca-Ochoa, V.**, **Estrada, V.**, (2017). "Teacher Retention in Rural Schools Nested in Large Districts: An Ethnographic Qualitative Study", *NAHLS International Re search Conference National Association of Hispanic and Latino Studies*, South Padre Island, Texas.
- Padilla, G., Garcia, A., Menchaca-Ochoa, V., Guerra, F. (2017). Partnerships between the University of Texas-Rio Grande Valley and School Districts: Collaborating to Prepare Future Leaders, *The International Research Form National Association of Hispanic and Latino Studies*, South Padre Island, Texas.
- Menchaca-Ochoa, V., Garcia, A., Padilla, G., Guerra, F. (2017). University Partners with Local School Districts: Collaborating to Prepare Future School Leader, *The Consortium of State Organizations for Texas Teacher Education*, Corpus Christi, Texas.
- **Garcia, A.**, Salinas, M. H., (2017). Best practices from a Charter school: Lessons learned that can be applied to all public schools, *The Consortium of State Organizations for Texas Teacher Education (CSOTTE)*, Corpus Christi, Texas.
- **Garcia, A.**, (2017). Best practices from a Charter school: Lessons learned that can be applied to all public schools, Second Annual International Critical Issues Leadership Conference: Building Systemic Leadership for Culturally Diverse Populations. The University of Tex as-Rio Grande Valley, South Padre Island, Texas.
- **Guerra, F., Padilla, G., Zamora, R.**, (2017). In Search of Excellence: Effective Practices in High Performing Culturally Diverse South Texas Schools, *2nd Annual International Critical Issues Leadership Conference Department of Organization & School Leadership*, South Padre Island, Texas.
- **Hernandez, R., Zamora, R.**, (2018). Organizational Health: It's Impact on Student Achievement, *National Assn of Hispanic & Latino Studies*, Dallas, TX.
- **Watt, K.**, Ibarra, J., (2017). AMIKids Rio Grande Valley, *Critical Issues Conference UTRGV Department of Organization and School Leadership*, South Padre Island, Texas.
- **Watt, K.**, (2017). UTRGV's AVID Teacher Preparation and Uteach Collaborative and Voices from the Field, *Critical Issues Conference UTRGV Department of Organization and School Leadership*, South Padre Island, Texas.

**Zamora, R., Guerra, F., Hernandez, R., Menchaca-Ochoa, V.**, (2017). Strategic Planning: A Catalyst for Transforming a Principal Preparation Program, National Association of Hispanic & Latino Studies, Dallas, Texas.

## **Teaching and Learning**

- **Aguilar, J. (Author & Presenter)**, Telese, J. (Author), (2018). Productive Talk Moves for Understanding through Virtual Reality: The case of elementary pre-service mathematics teachers Preliminary Results, *TeachLivE University of Central Florida in Orlando, Florida*.
- **Aguilar, J. (Author), Nouri, N. (Author & Presenter), Ramirez, P. (Author)**, (2018). The impact of a 15 hours workshop on Hispanic preservice teachers' attitudes and beliefs toward teaching science, *Texas Academy of Science in Midland, TX*.
- **Aguilar, J. (Author & Presenter)**, (2018). Changes in preservice elementary teachers' problem solving ability., *Annual Meeting of the Research Council on the Learning of Mathematics Research Council on the Learning of Mathematics in Baton Rouge, LA*.
- **Aponte Martinez, G. (Panelist)**, Busey, C. (Panelist), Christ, R. (Coordinator/Organizer), Cruz, B. C. (Discussant), Diaz Beltran, A. (Panelist), Ender, T. (Panelist), Salinas, C. (Discussant), (2017). Atravesando Fronteras de Lenguajes y Epistemologías en los Estudios Sociales, College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in San Francisco, California.
- Berumen, F. C., Espinosa-Dulanto, M., Jupp, J. C. (Author & Presenter), O'Donald, K. (Author & Presenter), Jewett, L. (Author & Presenter), (2018). A review essay Chicana/Latina testimonios as pedagogical, methological, and activist approaches to to social justice, American Educational Research Association AERA in New York, NY.
- Calderon Berumen, F. (Author & Presenter), **Espinosa-Dulanto, M. (Author)**, (2017). Collective memories of migration: Testimonios of Latina women, *Memory, Remembering & Forgetting: Re-Envisioning Educational Worlds American Educational Studies Association in Pittsburgh, Pennsylvania*.
- Calderon-Berumen, F. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Jupp, J. (Author & Presenter), O'Donald, K. (Author & Presenter), Jewett, L. (Author & Presenter), (2018). A Review Essay on Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice, AERA Annual Meeting The Dreams, Possibilities, and Necessity of Public Education American Educational Research Association in New York City, NY.
- Chapman, A., Lewis, A. (Author), Shareff, B. (Author & Presenter), Ramirez, L. (Author & Presenter), Dsouza, N. (Author & Presenter), Rodriguez, F. (Author & Presenter), (2018). Cultural Connections Hispanic and Latin American Teachers and Students, *National Association for Research in Science Teaching NARST in Atlanta, Georgia*.

- Chapman, A., Garza, A. (Author & Presenter), Rodriguez, F. (Author & Presenter), Hernandez, M. (Author & Presenter), Rojas, J. (Author & Presenter), Rojas, E. (Author & Presenter), Palomino, E. (Author & Presenter), Zarinana, C. (Author), (2018). Towards Cultural Relevance: Developing Agency In Science and Math Educators in the Borderlands, Association for Science Teacher Education ASTE in Baltimore, Maryland.
- Corbeil, J. R. (Author & Presenter), Corbeil, M. E. (Author & Presenter), (2018). Leveraging social media to promote teaching, scholarship, and service, 2018 Texas Distance Learning Association Conference Texas Distance Learning Association in Dallas, Texas.
- Corbeil, J. R. (Author & Presenter), Corbeil, M. E. (Author & Presenter), (2017). The EdTech Blog: Learning beyond the classroom through social spaces for informal learning, International Association of Computer Information Systems (IACIS) in Philadelphia, Pennsylvania.
- **De Leon, L. (Author & Presenter), Diaz, Z. (Author & Presenter), Martinez, J. (Author & Presenter), Whitacre, M. (Author & Presenter)**, (2018). Transformative Learning through Technology Integration, *Hispanic Serving College of Education Research Initiative Final Exhibition UTRGV College of Education in IMAS International Museum of Art & Science*.
- **Espinosa-Dulanto, M. (Author & Presenter)**, (2018). Decolonial Imaginary: Testimonio Aesthetics, Congress of Qualitative Inquiry 2018 "Qualitative Inquiry In Troubled Times." University of Illinois at Urbana-Champaign in Urbana-Champaign, Illinois.
- **Espinosa-Dulanto, M., (2018)**. Decolonizing Aesthetics: The Multivocality Nature of Testimonio, Congress of Qualitative Inquiry 2018 "Qualitative Inquiry In Troubled Times." University of Illinois at Urbana-Champaign in Urbana-Champaign, Illinois.
- **Espinosa-Dulanto, M. (Coordinator/Organizer)**, (2018). The Multivocality Nature of Testimonio: Decolonizing Efforts, Congress of Qualitative Inquiry 2018 "Qualitative Inquiry In Troubled Times." University of Illinois at Urbana-Champaign in Urbana-Champaign, Illinois.
- Espinosa-Dulanto, M. (Coordinator/Organizer), Jupp, J. (Discussant), (2018). Decolonizing Aesthetics: The Multivocality of Testimonio, From 'Hood' to 'High Line': Of Poetry, Protest, and the People in Curriculum Studie American Association for the Advancement of Curriculum Studies in New York City, NY.
- **Espinosa-Dulanto, M. (Author & Presenter)**, (2018). Decolonial Imaginary: Global South Testimonio Aesthetics, *From 'Hood' to 'High Line': Of Poetry, Protest, and the People in Curriculum Studies American Association for the Advancement of Curriculum Studies in New York City, NY.*
- Espinosa-Dulanto, M. (Coordinator/Organizer), Jupp, J. (Discussant), (2018). Decolonizing Aesthetics from the Global South: Enlazando/Rompiendo Fronteras with Qualitative Research, From 'Hood' to 'High Line': Of Poetry, Protest, and the People in Curriculum Studies American Association for the Advancement of Curriculum Studies in New York City, NY.

- **Espinosa-Dulanto, M. (Author & Presenter)**, (2018). Decolonial Imaginary: Testimonio Aesthetics, From 'Hood' to 'High Line': Of Poetry, Protest, and the People in Curriculum Studies American Association for the Advancement of Curriculum Studies in New York City, NY.
- **Espinosa-Dulanto, M. (Author & Presenter)**, (2018). Finding Home in Memory: Stories of Immigration, Diaspora, and Dis/Location, "Voices of Hope in Turbulent Times" Latinx Coalition of Indiana, Annual Conference, Latinx Community-University Research Coalition of Indiana in Indianapolis, Indiana.
- Espinosa-Dulanto, M. (Author & Presenter), (2018). Neplanta Connection: Testimonio and Anzaldua's poetry work, "Voices of Hope in Turbulent Times" Latinx Coalition of Indiana, Annual Conference, Latinx Community-University Research Coalition of Indiana in Indianapolis, Indiana.
- Espinosa-Dulanto, M. (Coordinator/Organizer), Jupp, J. C. (Author & Presenter), Espinosa-Dulanto, M. (Author & Presenter), Calderon Berumen, F. (Author & Presenter), Donald, K. (Author & Presenter), (2017). Advancing testimonio in curriculum theory: Recognizing decolonizing aesthetics, Curriculum and Pedagogy Group Annual Conference of the Curriculum and Pedagogy Group in New Orleans, LA.
- **Espinosa-Dulanto, M. (Author & Presenter)**, Calderon Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), (2017). How the hell did we get here? Theorizing multiple journeys of searching and (not)finding a HOME, *Curriculum and Pedagogy Group Annual Conference of the Curriculum and Pedagogy Group in New Orleans, LA*.
- **Espinosa-Dulanto, M. (Author & Presenter)**, Monroy Velasco, I. R. (Author), (2017). Jóvenes transfronterizos: formación de identidades públicas y privadas, *Simposio InterAmerica no De Etnografia Y Educacion University of Texas at El Paso in El Paso, TX*.
- **Espinosa-Dulanto, M. (Author & Presenter)**, Viren, V. (Coordinator/Organizer), (2017). De bunking Our Own Stereotypes: Teaching "The Other", Simposio InterAmericano De Etnografia Y Educacion University of Texas at El Paso in El Paso, TX.
- **Estrada, V., Chamberlain, S. P.**, (2017). "Will they stay or will they go?" Responding to the challenge of attracting high school students to the teaching profession, 2nd Annual Critical Issues Conference Dept. of Organization and School Leadership in South Padre Island, Texas.
- **Estrada, V.**, (2017). Attracting Gen Z Students to Teaching Via Summer Camps and Dual Enrollment Course, CSOTTE Conference CSOTTE in Corpus Christi, Texas.
- **Estrada, V. (Author & Presenter)**, (2017). "Creating an Educator Pipeline Along the Texas-Mexico Border", National Social Science Association Fall Professional Development Meeting National Social Science Association in San Antonio, Texas.
- **Garcia-Caceres, C. (Coordinator/Organizer)**, Larrasquitu, R. (Coordinator/Organizer), (2018). Pre-Literacy Tips for Parents, *Read3 Parent Seminar UTRGV/Bisd in Victoria Heights Elemenrary School*.

- **Garcia-Caceres, C. (Coordinator/Organizer)**, Larrasquitu, R. (Coordinator/Organizer), (2018). Pre-Literacy Tips for Parents, *Read3 Parent Seminar UTRGV/Bisd in Perez Elemenrary School*.
- **Garcia-Caceres, C. (Chair)**, Larrasquitu, R. (Co-Chair), Hesbrook, H. (Co-Chair), (2018). Read3 Spring Curriculum Training, *HEB Read3 Spring Curriculum Training HEB/UTRGV/BISD in Brownsville*.
- **Garcia-Caceres, C. (Chair)**, Larresquitu, R. (Co-Chair), Hesbrook, H. (Co-Chair), (2017). Read3 Curriculum Training, HEB Read3 Curriculum Training HEB/UTRGV/BISD in Brownsville.
- **Garcia, C.**, Garcia, R., (2018). Relevant Pedagogy in Occupational Therapy Coursework in a Latino Underserved Community, 26th Annual NAAAS & Affiliates National Conference National Association of African-American Studies & Affiliates in Dallas, Texas.
- **Garcia, C.**, (2017). Teacher Candidates' Reasons for Poor Performance on TExES PPR, 2017 International Research Conference National Association of Hispanic and Latino Studies & The University of Texas Rio Grande Valley in South Padre Island, Texas.
- Garcia, J. (Author & Presenter), **Lewis, K. A. (Author & Presenter)**, (2018). Educational Activism: Providing Services to Children in South Texas and Oaxaca de Juarez, *NACCS XLV The Queer Turn National Association for Chicana and Chicano Studies (NACCS) in Minneapolis, MN*.
- **Jewett, L.**. Testimonio as curriculum and pedagogy, 14th Annual Curriculum and Pedagogy Conference Curriculum and Pedagogy Group in New Orleans, LA.
- **Jewett, L.**. Phantasmagorical nature of cadavre exquis: Surrealist narrative inquiry, 2014

  Annual Meeting of the American Educational Research Association AERA in Philadelphia, PA.
- **Jewett, L.**, (2017). Secondary Mathematics Teachers' Professional Development and Their Beliefs About Mathematics Education, *2017 Conference on in Fort Worth, TX*.
- Jin, L. (Presenter), Ruan, J. (Presenter), **Kambara, H.**, (2017). Chinese 4th Grade Students' Motivation to Read, *20th European Conference on Literacy 2017 in Madrid, Spain*.
- Jones, I. S., Blankenship, D., (2018). Learning Styles, Online Teaching Strategy, Gender and academic Achievement of Hispanic Students in Higher Education, Academic and Business Research Institute International Conference AABRI in San Antonio, TX.
- **Jones, I. S.**, Blankenship, D., (2018). Learning Styles of Hispanic Students, *Association of Business and Behavioral Sciences 25th Anniversary Conference ASBBS in Las Vegas, NV*.
- Jupp, J. (Coordinator/Organizer), Espinosa-Dulanto, M. (Author & Presenter), Jewett, L. (Author & Presenter), Calderon Berumen, F. (Author & Presenter), O'Donald, K. (Author & Presenter), (2017). Advancing Testimonio in Curriculum Theory, Simposio InterAmericano De Etnografia Y Educacion University of Texas at El Paso in El Paso, TX.

- Jupp, J. C. (Coordinator/Organizer), Berry, T. (Author & Presenter), Malewski, E. (Author & Presenter), Jaramillo, N. (Author & Presenter), Whitlock, U. (Author & Presenter), Jewett, L. (Discussant), Jupp, J. C. (Discussant), (2017). Administrative praxis of curriculum studies: A discussion on the work of curriculum generalists in higher education, Annual Conference of the Curriculum and Pedagogy Group in New Orleans, LA.
- Jupp, J. C. (Coordinator/Organizer), Moon, S. (Author & Presenter), Altheiani, D. (Author & Presenter), Price, T. (Author & Presenter), Jupp, J. C. (Author & Presenter), Lopez, L. (. (Author & Presenter), Paraskeva, J. (Discussant), (2018). A decolonized curriculum future: Toward geopolitical traditions of educational and cultural criticism, American Educational Research Association AERA in New York, NY.
- Jupp, J. C. (Coordinator/Organizer), Susskind, M. L. (Author & Presenter), Argott, L. (Author & Presenter), Moriera, M. (Author & Presenter), Barbosa de Oliveira, I. (Author & Presenter), Cheema, A. (Author & Presenter), Paraskeva, J. (Discussant), Jupp, J. C. (Chair), (2018). Curriculum research lines from the Global South: Toward a dialogic encounter with Southern place, American Educational Research Association AERA in New York, NY.
- Leckie, A. (Author & Presenter), **Jupp, J. C. (Author & Presenter)**, (2018). Documenting race-visible teaching and learning in-action: A review of the literature, *American Educational Research Association in New York, NY*.
- **Leija, M., Lara, G., Aponte Martinez, G., Kambara, H.**, (2018). Reflections on Teacher Education Practices of First-Year Tenure-Track Professors at a Hispanic Serving Institution, Hispanic Serving Institution The University of Texas Rio Grande Valley in McAllen, TX.
- **Lewis, K. A., Espinosa-Dulanto, M., Koonce, J., Viren, V.**, (2017). Cultivating and Ethic of Care at a Hispanic-Serving Institution (HSI): Individual Stories and a Collective Narrative, *Simposio InterAmericano De Etnografia Y Educacion University of Texas at El Paso in El Paso, TX*.
- **Lewis, K. A.**, (2018). "Self-Coaching and Self-Care for Adult Learning and Faculty Well-being: Enhancing Teaching, Learning, and Assessment Practices in Academy, *Teaching Excellence Symposium Center for Teaching Excellence in Edinburg, TX*.
- **Lewis, K. A.**, **Reed, J.**, (2017). Applying Active Learning Methods to facilitate engaged learning, *Faculty Professional Development Workshop Center for Teaching Excellence in Brownsville*.
- **Lewis, K. A., Ward, H. C.**, (2017). Accepted: Border SPICES (Special Interventionists, Childcare & Education Services): Creating Communities of Practice, DEC 33rd Annual International Conference on Young Children with Special Needs Division for Early Childhood, Council for Exceptional Children in Portland, OR.
- **Lewis, K. A.**, (2017). Applying Positive Discipline in Home and Structured Learning Centers, Texas Rising Star Child Care Conference 2017 Workforce Solutions Cameron in South Padre Island, TX.

- **Love, D.**, (2017). Online learning: Is it for me?, *Student Teacher Meeting Keuka College Education Department in Keuka College*.
- **Lu, M.-T. P.**, (2018). Stay Engaged: Scholarship and Learning, 2018 Annual Engaged Scholar Institute Office of Engaged Scholarship and Learning in UTRGV, TX.
- **Lu, M.-T. P.**, (2018). 3D Embodied Animations for Beginning Learners of Chinese Characters, American Educational Research Association (AERA) Annual Convention AERA in New York, NY.
- **Lu, M.-T. P.**, (2018). Educating Self, Kappa Delta Pi (KDP) International Honors Society in Education Omicron Eta (OE) Chapter Special Talk Event Kappa Delta Pi (KDP) International Honors Society in Education Omicron Eta (OE) Chapter.
- **Lu, M.-T. P.**, (2018). Evaluating Link2Success (L2S) Program for HSI Community College Students' STEM Achievement, *AABSS 21st Annual Conference American Association of Behavioral and Social Sciences (AABSS) in Las Vegas, NV*.
- **Lu, M.-T. P.**, Weimer, A., Cavazos, A., (2018). Exploring HIPs in a Large HSI: Using Student Experiential Learning Experience as an Example, *High Impact Practices in the States Annual Conference California State University Dominguez Hills and Taking Student Success to Scale in Carson, California.*
- **Lu, M.-T. P. (Author & Presenter)**, Jones, L. K. (Author & Presenter), (2018). Improving HSI Students' Achievement through Linik2Success: Lessons Learned, *UTRGV Teaching Excellence Symposium CTE in UTRGV*.
- **Lu, M.-T. P.**, (2017). Imagine and Action! Innovative Chinese Character Learning Approaches, 1st Southwest Texas Asian Symposium UTRGV; Texas Coastal Band of Korean Scientist and Engineering Association; Association of Chinese Political Studies.
- **Lu, M.-T. P. (Author & Presenter)**, Weimer, A., Cavazos, A., (2017). Assessing High Impact Practices (HIP) at a Southern State Hispanic-Serving Institution (HSI) of Higher Education: A First Look at the Initiatives, *NAHLS International Research Conference National Association of Hispanic and Latino Studies in South Padre Island, TX*.
- **Lu, M.-T. P. (Author & Presenter)**, (2017). Bad Examples from the United Airlines; Good Lessons for Social Justice: HSI Students' Perspectives of Learning and Teaching Equity and Equality, NAHLS International Research Conference National Association of Hispanic and Latino Studies in South Padre Island, TX.
- **Lu, M.-T. P. (Author & Presenter)**, Jones, L. K., (2017). Improving STEM Academic Achievement for an HSI Community College through Link2Success: Perspectives of Students and Student Leaders, NAHLS International Research Conference National Association of Hispanic and Latino Studies in South Padre Island, TX.
- **Lu, M.-T. P.**, (2017). Tips and Insights from Faculty: What I wish I knew about teaching, research, and service when I was a first-year faculty member?, *2017 New Faculty Support Program Center for Teaching Excellence, UTRGV in CTE- Main1212*.

- **Martinez, J.**, Faver, C., **Buhidar, P.**, **Ledingham, C.**, Gonzalez, M., (2018). Humane education for underserved and at risk children:, *Association of Professional Humane Educators in Orlando, Florida*.
- **Martinez, J.**, Faver, C., **Buhidar, P.**, (2017). RedRover Readers Program, National Association for Hispanic and Latino Studies International Research Conference in South Padre Island, Texas.
- Martinez, J. (Presenter), Ledingham, C. M. (Presenter), (2018). Education and Health Professions, *Professional Career Exploration Day Rancho Verde Elementary in Brownsville, TX*.
- Martinez, J. (Author & Presenter), Ledingham, C. (Author & Presenter), Faver, C. (Author), Buhidar, P. (Author), (2018). Humane Education for Undeserved and At Risk Children: Maximizing Resources through Academic-Community Partnerships, Association of Professional Humane Educators Conference 2018 APHE in Orlando, Fl.
- Martinez, J. (Author & Presenter), Faver, C. (Author & Presenter), Buhidar, P. (Author & Presenter), (2017). The RedRover Readers Program, International Research Conference of the National Association of Hispanic and Latino Studies NAHLS in South Padre Island, TX.
- McComas, W. F. (Author), **Nouri, N. (Author & Presenter)**, (2018). History of Science in the Preparation of Future Science Teachers: Illustrations from Multiple Cases with Implications for Science Teacher Education, *Association for Science Teacher Education in Baltimore, MD*.
- Monroy Velasco, I. (Author & Presenter), **Espinosa-Dulanto, M. (Author)**, (2017). Identidades públicas y privadas en jóvenes transfronterizos, *V Conferencia sobre Etnicidad, Raza y Pueblos Indigenas ERIP- Latin American and Caribbean Studies Association; LACES and the Universidad Michoacana San Nicolas de Hidalgo in Morelia, Michoacan, Mexico.*
- Morgan, B. (Author & Presenter), Bussert-Webb, K. (Author & Presenter), Masso, H. (Author & Presenter), (2018). Presented in April 2018. Traditional and cooperative presentations and undergraduate Latinos, AERA in New York, NY.
- **Morgan, B.**, (2017). Formative Assessment of Latino Undergraduates, Curriculum and Pedagogy Conference Curriculum and Pedagogy Conference in New Orleans, Louisiana.
- Murtadha, K. (Moderator), **Espinosa-Dulanto, M. (Panelist)**, Adams, A. (Panelist), Shrock, E. (Panelist), (2018). Immigration/Migration Panel Discussion, "Voices of Hope in Turbulent Times" Latinx Coalition of Indiana, Annual Conference, Latinx Community-University Research Coalition of Indiana in Indianapolis, Indiana.
- **Nouri, N. (Author & Presenter)**, Aguilar, J. (Author), Ramirez, P. (Author), (2018). The position of nature of science (NOS) in teacher preparation programs, *Texas Academy of Science (TAS) in Midland, TX*.

- **Nouri, N. (Author & Presenter)**, (2018). Introducing NOS Box as an Educational Tool for Teaching Nature of Science in Elementary Science Method Classes, *Association for Science Teacher Education in Baltimore, MD*.
- Ramirez, P. (Author), Aguilar, J. (Author), Nouri, N. (Author & Presenter), (2018). The position of nature of science (NOS) in teacher preparation programs in Texas, *Texas academy of science Texas academy of science in Midland, TX*.
- **Rodriguez, I. E.**, (2018). Generating Positive Programming for Hispanic Children with Disabilities through Mixed-Reality Simulations, 6th TeachLIVE 2018 Conference: Virtual Human Interactive Performance (VHIP) University of Central Florida in Orlando, Florida.
- **Rodriguez, I. E.**, (2018). Improving Hispanic Family Engagement Practice through Mixed Reality Simulation of Admission, Review, Dismissal Meetings, *Special Interest Research Groups (SIRG) Poster Session Communities Foundation of Texas. Educate Texas in McAllen, TX*.
- Shulsky, D. (Author & Presenter), Bledsoe, C. (Author & Presenter), Dickerson, K. (Author & Presenter), Anderson, G. (Author & Presenter), **Estrada, V. (Author & Presenter)**, Frederickson, B. (Author & Presenter), Van Overschelde, J. (Author & Presenter), (2018). Advocacy Groups in Action: TxATE as a Model, *98th Annual Conference of Association of Teacher Educators Association of Teacher Educators (ATE) in Las Vegas, Nevada*.
- Tanner, S. J. (Coordinator/Organizer), **Jupp, J. (Author & Presenter)**, Tanner, S. J. (Author & Presenter), Badenhorst, P. (Author & Presenter), (2017). Second-wave White teacher identity studies: Toward whiteness pedagogies in teaching and learning about race, *Annual Conference of the Curriculum and Pedagogy Group Curriculum and Pedagogy Group in New Orleans, LA*.
- **Telese, J. (Author & Presenter), Aguilar, J. (Author & Presenter)**, (2018). Assessing Pre-Service Elementary Teachers' Mathematical Understanding And Problem Solving, *Research Council on Mathematics Learning (RCML) in Louisiana*.
- **Telese, J. A. (Presenter)**, Jewett, L. (Presenter), (2017). Secondary Mathematics Teachers' Professional Development and Their Beliefs about Mathematics Education, Association of Mathematics Teacher Educators-TX sessions for Conference for the Advancement of Mathematics Teaching 2017 Texas Council of Teachers of Mathematics in Fort Worth, TX.
- Weimer, A., Lu, M.-T. P., Stegall, S., (2018). Effective Experiential Learning Practices: Stories of Latinx Student Success, Alliance of Hispanic Serving Institution Educators (AHSIE) 10th Annual Conference Alliance of Hispanic Serving Institution Educators (AHSIE) in Chicago, IL.





#### COLLEGE OF EDUCATION AND P-16 INTEGRATION

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