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*Program for the*



## 53rd Annual Meeting

*of the*

New England Educational Research Organization

(NEERO)

Expanding Equity in Educational Research

*Sheraton Portsmouth Harborside Hotel Portsmouth, NH*

*April 6–8, 2022*

Follow us on Twitter at @NEEROconference Tweet about the conference using #NEERO2022

New England Educational Research Organization

The mission of the New England Educational Research Organization is to promote, improve, and disseminate information about all forms of educational research. In doing so, NEERO aims to:

* Provide a stimulating, supportive and welcoming forum for presentations;
* Identify and disseminate new research and practice;
* Encourage the application of innovative and sound research and evaluation and methodology.

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The New England Educational Research Organization would like to acknowledge and thank our colleagues who graciously served as strand leaders and reviewers for the 2022 conference. Without their generosity and expertise, this conference would not be possible.

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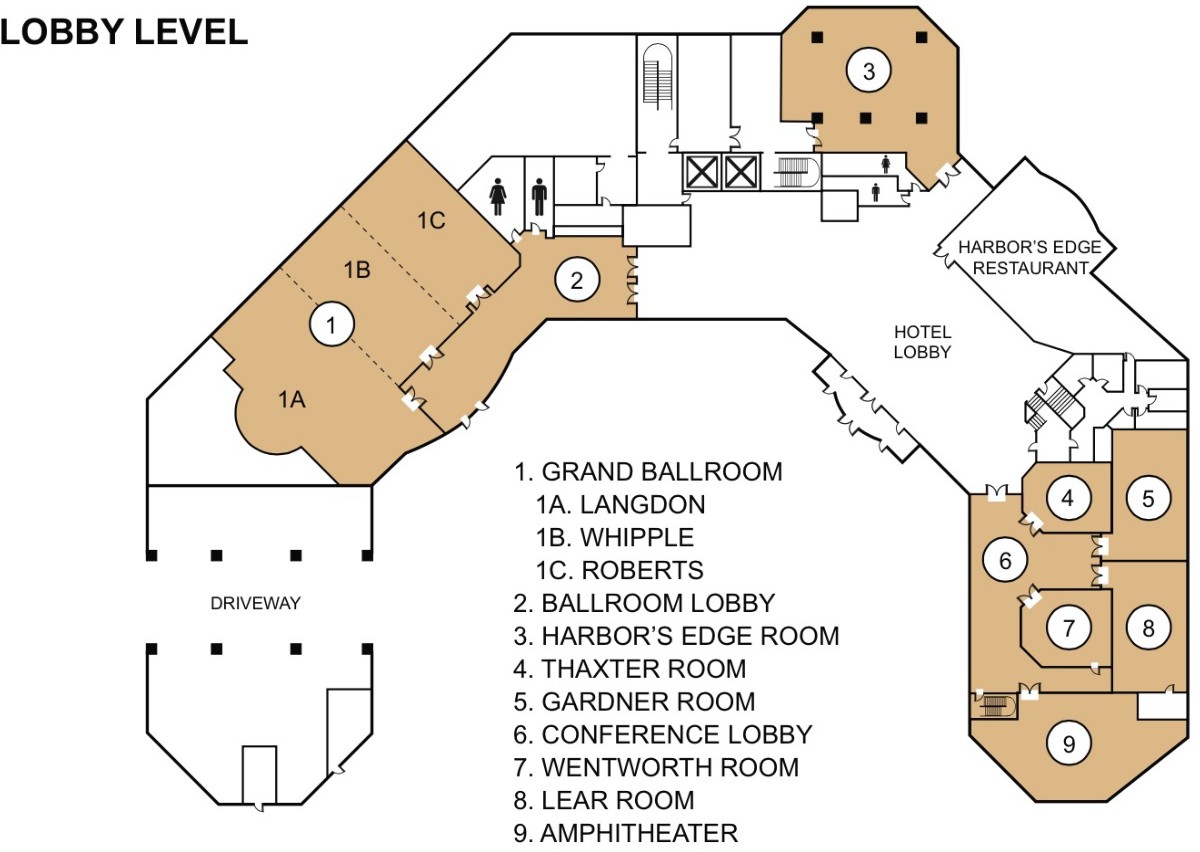
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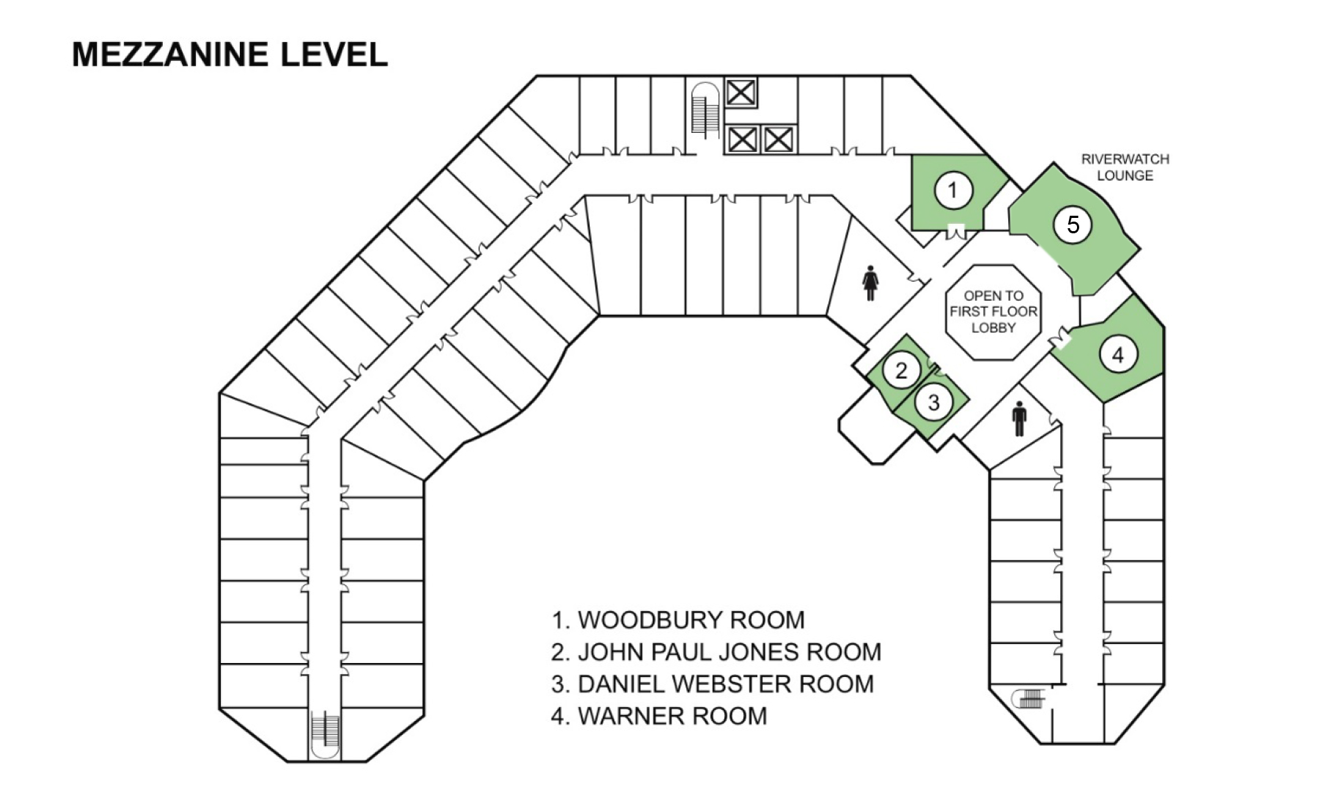
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The Sheraton Portsmouth Harborside Hotel

Portsmouth, New Hampshire





5. RIVERWATCH

Wednesday, April 6, 2022

**Wednesday, April 6, 9:30am-10:30am**

**Graduate Student Pre-Conference Networking Virtual**

***Session Chair:***Lakshmi Frechette

Join us for online Speed Networking to meet and greet your 2022 NEERO colleagues!

Here’s what you can expect:

* ZOOM session will begin with an overview of the event.
* Active participation in Speed Networking for all attendees will follow.
* During Speed Networking segment, participants will be randomly paired in breakout rooms to meet/greet, share research interests, future plans, etc.
* Remainder of segment will rotate new pairs of participants to engage in conversation.
* A group wrap-up and information for upcoming events will end the session.
* The goal is to create a welcoming community, facilitate professional networking, and kick off the 2022 conference with a little fun!

Presented by the NEERO Graduate Committee

Hosts: Lakshmi Frechette, Ellen Swider

**Wednesday, April 6, 11:30am - 5:00pm**

**Virtual Welcome Desk Virtual**

Visit the virtual welcome desk to say hello and ask any questions that you have.

**Wednesday, April 6, 12:15pm – 1:30pm**

**NEERO 2022 Conference Registration Hotel Lobby**

**Keynote:**

**Practicing Educational Research as Collective Care Virtual**

***Session Chair:***Sue Baglieri, Montclair State University

Collective care is a concept essential to understanding disability justice and to developing more inclusive and equitable schools and communities. It calls attention to the interconnectedness of people and reveals interdependence as a community value and humanizing experience. Engaging in equity-focused educational practice, inquiry, and research comes from a place of care about people. How, as educational inquirers, do we express care about critical and pressing issues, as well as practice caring for our communities in the context of research? While the popular idea of self-care focuses on inward renewal to gain respite from the divisiveness, conflict, vulnerability, and fatigue that characterize the context of equity work, collective care locates sources of strength and survival in community, continuity, and interconnection. Together we will explore perspectives on disability justice initially put forth by activists of Sins Invalid as a springboard to examine and expand understandings and methods that aim to practice educational research for and as collective care.

**Wednesday, April 6, 1:45pm - 3:15pm**

**Virtual**

**Paper 1.1**

**Engagement, Identity, and Practice in Pre-Service Teacher Education**

***Session Chair:*** Ginny Dembek, *Brooklyn College*

**Opening Pandora’s Box: A Culturally Relevant Perspective on Elementary Teachers’ Approaches to Educating Immigrant and Refugee Students in Turkey**

Sibel Akin-Sabuncu, *TED University (Postdoctoral Researcher at Teachers College, Columbia University)*

Michelle Knight-Manuel, *Teachers College, Columbia University*

Crystal Chen-Lee, *North Carolina State University*

Due to the ever-growing number of immigrant and refugee populations, the education of immigrant and refugee students has received global interest worldwide. Particularly, Turkey has been home to the world’s largest refugee population, which not only has brought challenges for teachers, but also demonstrated the urgent need for teacher education to form long term policies to meet immigrant and refugee students’ linguistic, social, and cultural needs and foster their inclusion into the Turkish education system. By drawing on culturally relevant pedagogy as a theoretical lens, this study aimed to examine the approaches that elementary teachers in Turkey use to educate immigrant/refugee students in their classes. To uncover the participants’ common lived experiences, the study utilized phenomenological research. The data were collected through in-depth individual interviews with 21 elementary teachers and analyzed by content analysis method using NVivo 10. The findings raise questions about prevalent practices of elementary teachers for the education of immigrant/refugee students particularly concerning their academic success, cultural competence, and critical consciousness. In addressing these critical elements of culturally relevant pedagogy, the study also highlights the systemic barriers and lack of educational policies for the education of immigrant/refugee students within the times of unprecedented global mobility and immigration.

**Teachers’ Use of the Workshop Model to Improve Student Learning and Engagement in Secondary Education**

Joseph Marangell, *East Haven Public Schools*

Regine Randall, *Southern Connecticut State University*

The workshop model, frequently implemented in elementary schools, allows students greater choice and autonomy in their learning. At the secondary level, however, its use declines often due to teachers’ perceptions that delivering content is their primary responsibility versus facilitating inquiry. The purpose of this case study was to examine how 12 weeks of job-embedded professional development influenced high school content area teachers’ perceptions and practices related to the workshop model. Participants included two high school social studies teachers who employed strategies they learned during the professional development sessions in their own classes. Qualitative data collected included semi-structured interviews, classroom observations, teacher-developed artifacts, and meeting minutes from weekly coaching sessions. Using a constant comparative approach, analysis of data showed three broad themes: setting expectations, promoting engagement through more equitable practices, and sustaining engagement through responsive assessment. Teachers’ perceptions about the workshop model improved over the course of the study, with both participants citing greater student engagement and improved student outcomes. Consequently, participants used more inquiry-based approaches in their classrooms. Although the study focused on one content area, its structure might be useful for practitioners who wish to consider the same questions within their own contexts.

**Wednesday, April 6, 1:45pm - 3:15pm**

**Virtual**

**Paper 1.2**

**Ideology and Critical Examinations of Race**

***Session Chair:***Peter McDermott, *Pace University*

**Ideological Wars over Racial Justice: Critical Analysis of News Discourse on California’s Ethnic Studies Curriculum**

Hangil Kim, *Boston College*

This paper aims to analyze the online newspaper released by the US news companies about California's ethnic studies model curriculum, using a critical discourse analytic lens. For this purpose, the two research questions are set: 1) How is the adoption of California’s ethnic studies model curriculum represented in the online newspaper? 2) How do languages in the online newspaper legitimize power relations and hegemony concerning ethnic studies? This paper found that the three different and even conflicting discourses emerged in the news coverage; legitimizing the necessity of California’s model curriculum, disclosing the divisive atmosphere, and criticizing the model curriculum as being ‘impure’. Also, this analysis revealed that the three ideologies operated concerning the history of white colonialism in the United States, the unequal racial relations, the dominant understanding of ‘which ethnic groups are considered a default group? As one of the first scholarly examinations of California’s model curriculum, this contributes to the body of scholarly work on discursive settings of ethnic studies curriculum and the politics of curriculum development in general.

**Personal Experiences and Critical Race Theory Uncovering Greater Societal Issues**

Jacquelynne Boivin, *Bridgewater State University*

In the newly published book, Exploring the Role of the School Principal in Predominantly White Middle Schools: School Leadership to Promote Multicultural Understanding, an explanatory sequential mixed methods study is delineated as a research monograph. What sets this book apart from a typical research analysis is that the study is contextualized through both a detailed lens of personal experience and a wider view through a Critical Race Theory (CRT) lens. As a former fifth grade teacher in a rural, predominantly white school in Massachusetts, the author discusses the lack of administrative support when attempting to encourage and implement school-wide multiculturalism and anti-racism practices. This trying experience inspired a research study looking at principals of predominantly white, rural middle schools and their perspectives related to fostering multiculturalism in their schools. The study led to a series of recommendations for principals, but CRT played an integral role in ensuring that such a list is a minimal way to support white students in their anti-racism journeys. CRT highlights the idea that studies focusing on predominantly white educational settings are an opportunity to emphasize the fact that the nation’s schools are racially and socio-economically segregated.

**Identity tensions in teaching Arabic as a foreign language in the US: A case study of non-native Arabic university teachers**

Brahim Oulbeid, *Westfield State University*

This multiple case study explored how six NN Arabic university teachers navigate their identities. Little is known about these teachers and the tensions they face. Therefore, this paper answers two questions: (a) What identities do NN Arabic teachers construct with students, Arabic language colleagues, and other faculty? and (b) How do they experience and respond to tensions between their self-concepts and the reactions of others? This study draws on Wenger’s (1998) concept of communities of practice and modes of belonging (engagement, imagination, and alignment). The data were collected via a survey questionnaire, interviews, and teacher documents. The analysis shows that the participants enact multiple and sometimes conflicting identities. Identity tensions arise from the teachers’ awareness of limited linguistic and cultural knowledge in Arabic. Hence, some teachers feel concerned about the quality of their teaching. Others still consider themselves continuing learners, which affects their self-esteem. However, some teachers view their challenges as opportunities for “academic training.” While most of the participants enjoy productive relationships with their students and other Arabic faculty, some find themselves isolated and intimidated. Implications point to the need for innovative teacher preparation programs that understand teacher identity development and foster empowerment and mentorship of NN teachers.

**Wednesday, April 6, 1:45pm - 3:15pm**

**Virtual**

**Roundtable 1.3**

**Topics in Higher Education**

***Session Chair:***Bo Zhang, *University of Hartford*

**A collaborative learning relationship between two teacher education departments: A case study of a rural Indian and United States university**

Champa Das, *University of Hartford*

Global collaborative learning relationships are providing benefits in the field of education. This case study examines an international learning collaboration in higher education between a university in rural India and a private university in the United States in teacher education. It defines three major concepts of a collaborative learning relationship (i.e, sharing complex disciplinary problems, developing faculty learning and providing intellectual companionship) and examines what faculty in teacher education programs report regarding the benefits of this relationship.

**Student Perspectives on Faculty’s Instruction of Writing For Their Honors Projects**

Andrés Madera, *University of Hartford*

The purpose of this research is to examine what undergraduate pupils at a private university report regarding the faculty instruction of writing while working with student’s honors projects. The goal is to determine what current instruction is being utilized by honors programs in private higher education institutions nationwide. The study results may be used in higher education institutions to implement or adjust the composition pedagogy being used by honors education faculty.

**The Effectiveness of Redesigning Undergraduate Developmental Mathematics: A Longitudinal Examination of Two Teaching Methods**

Beth Miller, *Indiana University of Pennsylvania*

Redesigning undergraduate developmental mathematics courses has been a topic of concern for decades as evidenced by research (Ariovich & Walker, 2014; Bonham & Boylan, 2011; Cafarella, 2016; Scott, 2016; Snyder et al., 2019; Thiel, Peterman, & Brown, 2008; Witkowsky, 2008). Administrators and educators are continually searching for ways to enhance developmental mathematics courses serving as a foundation for students to reach their educational goals. In the redesign of developmental mathematics, technology has become a powerful tool. Technology has been incorporated in multiple ways to engage students and enhance their educational experiences. Specifically, the emporium and corequisite models have been the focus of several redesign efforts in developmental mathematics. The purpose of this study is to identify and understand the potential benefits of the emporium model and the corequisite model for remedial mathematics courses at a moderate sized public universities. This research study will examine how remedial mathematics courses incorporating technology through the emporium model or the corequisite model impact students’ mathematics course outcomes. The impact these models have on students’ success in remedial mathematics courses in beginning algebra, as well as their impact on future credit bearing mathematics courses following the successful completion of remedial mathematics courses, will be investigated.

**Wednesday, April 6, 1:45pm - 3:15pm**

**Virtual**

**Roundtable 1.4**

**Special Topics in Leadership and Research**

***Session Chair:***Karl Hubner, *Londonderry High School/SNHU*

**Standards and Practices: Leadership Styles and Traits of Deputy Fire Chiefs Serving Career Fire Departments**

Sydney Kern, *University of Hartford*

Firefighting has a long history steeped in tradition, paramilitary rank structure and leadership within the community. However, emphasis has not been placed on the process of leader development within this field. This research proposes an investigation of the development of leadership styles and the potential changes in style as firefighters pass through multiple levels of promotion to a deputy fire chief rank through the lens of current deputy chiefs. Leadership in this high-risk environment is an amalgamation of styles with an emphasis on adaptation to environment and follower skill/ability. Further, textbooks used in the education of fire officers and fire chiefs indicate a change in leadership style between certification levels. Through a mixed methods approach, the reports of career deputy fire chiefs will be evaluated to ascertain details on the leadership styles used at each promotional level through their career. Findings provide the foundation for the potential addition or integration of specific leadership skills into existing certification programs.

**Administrator and LEA Representative Awareness of Transition Legislation**

Lacy Lawhon, *Notre Dame of Maryland University*

Students with IEP's are required to have transition related services at the age of 14. These services are clearly defined by legislation. Transition services support students with IEP's and their understanding of college and career readiness options as well as outside agency linkages. Administrators awareness of such legislation is unclear in research. This research in progress is designed to better understand the Administrator and LEA representatives understanding of legal requirements and understanding of transition related supports that impacts direct services received by students.

**What Have I Missed? Explorations in Equity Through a Bibliometric Analysis of Adult Education Quarterly (2011-2020)**

Wendy Jean Sonstrom, *LEARN*

The field of adult education is smaller and less well-known in comparison to other fields of study in education. With one principal American journal, Adult Education Quarterly, the literature in this field is created and disseminated primarily through a single portal, which leads to questions of equity and representation. Through conducting a bibliometric analysis of ten years of the journal (2011-2020), themes and trends in this group of research articles will be explored along with uncovering issues of equity in the literature.

**Wednesday, April 6, 1:45pm - 3:15pm**

**Virtual**

**Session 1.5:**

**Poster Presentations**

**Three decades of research in mathematics teacher knowledge**

Eunhye Cho, *Stonehill College*

Sunghwan Hwang, *Seoul National University of Education*

Gina Herosian, *Stonehill College*

Mathematics teachers are the most critical factor in increasing students’ equitable access to mathematics learning. Extensive research on this topic has been implemented to enhance mathematics teachers’ knowledge, however, there is no systematic literature that identifies the research trends in mathematics teacher knowledge. This study aims to identify the major topics of this topic by analyzing an entire collection of 3,485 scholarly articles published over the last three decades (from the 1980s to 2020s). Using a text-mining technique, we found 11 underlying topics in the articles in the literature, including the topic, “professional development.” We also created an Intertopic Distance Map to find the relationships between these 11 topics. Last, the analysis of research trends over time revealed that the popularity of these topics did not greatly change over time, which implies that the imbalances in the topics of research perpetuated.

**Exploring Effective Support Methods for Developmental English Students**

Nicole Brewer, *Northeastern University and Anna Maria College*

This action research study explored the reasons for low course completion and retention rates for students who take developmental English classes at a small open-enrollment university in New England. It was designed to determine support methods for both students and faculty that improve success rates for these students. Developmental English courses are non-credit courses intended to support underprepared students, many of whom are from underrepresented groups, and help them improve their basic reading and writing skills; however, these courses often function as gatekeeping courses that prevent students from enrolling in college-level courses. The experiences of students who enroll in these courses were explored through faculty and student interviews to further understand the multifaceted reasons for the low course completion and retention rates for this student population. These interviews suggest that significant barriers to students’ success are related to the structure of the students’ educational environment. Using the data collected from the faculty and student interviews, the action research study also investigated, through a series of focus group sessions with faculty and staff at the research site, appropriate support methods for both students and faculty that address ways to assist students in navigating the educational environment to improve their academic success.

**Understanding English learner parents' perceptions towards reading disabilities to empower their diverse children to succeed**

Ellen Ho, *UMss Amherst;* Alexandra Lauterbach, *UMASSAmherst*

There has been a serious concern for the U.S. educators about the climbing number of English learners (ELs), both with and without reading difficulties/ disabilities (RD), are not obtaining a high school diploma. Previous studies have revealed that ELs’ academic performance is far below their native English-speaking peers. ELs who have lower academic performance are more likely to drop out of school. Research also shows that parent involvement significantly promotes their children’s academic success. However, no research has been done to examine how EL parents perceive their own RD and relate these experiences to their children's learning to read, specifically for the two most rapid growing immigrant populations: Latino and Chinese. To address this research gap, I investigated what experiences EL parents with RD encounter during their parent involvement at home and school levels. I furthered examine what support the EL parents with RD need for assisting them and their children to overcome their difficulties. This study was designed to understand the perceptions of EL parents with RD, so educators would know how to help reduce the chances of EL dropout rates and strengthen home-school collaboration to make these diverse children succeed.

**Wednesday, April 6, 3:30pm - 4:45pm**

**Virtual**

**Paper 2.1**

**Program Design and Graduate Student Support**

***Session Chair:***Champa Das, *University of Hartford*

**Asian American Interventions for Anti-Racism Education in Teacher Development**

Andrew W. Habana Hafner, *Westfield State University*

Juliet Lee, *Westfield State University*

This paper explores how Asian Pacific American (APA) teacher educators’ situated identities and understandings inform the ways of engagement in an Anti-Racism Education (ARE) Project in a predominantly white institution (PWI). This paper takes an Asian Critical Race Theory (AsianCrit) perspective to center an APA perspective, and praxis framework of Comm.Unity, for production of transformative third spaces for pre-service teachers (PST). The paper shares research findings on how an APA lens in ARE Project activities, in department programs and course-based learning, strengthened PST historical knowledge and cultural consciousness of anti-Asian violence amidst the coronavirus pandemic. Implications indicate needs for deeper education U.S. historical oppressions against APA communities, and more engagement with APA-focused PK12 curriculum, students, and communities.

**The Inner and Outer Work of Third Order Change: Making Shift Happen in an Ed.D. Program**

Antoinette Ryan, *Central Connecticut State University*

This conceptual paper explores one university’s Ed.D. program and its engagement in ongoing redesign to maximize impact on the field and to cultivate activism in program graduates. It centers the concept of transcendent third-order change leadership as a structure for dismantling structural inequities in schools and creating new approaches to education. A review of dissertations produced in the Ed.D. program revealed a disconnect between the social justice orientation of the Ed.D. program and research topics pursued by students in their dissertations. Common approaches in first- and second-order change for school improvement have deepened the entrenchment of unjust systems. To engage in third-order change, leaders may benefit from parallel processes of inner (personal) and outer (systems) work, using tools from Theory U, a framework for organizational learning and transcendent change leadership. A framework for transcendental systems change, focused on the external examination of school systems and the internal work of reflection and recognition of students’ journey through the “U” process, emerges as a potential driver for shifting perspectives, intention and purpose toward social innovation, not just transforming, but transcending outdated paradigms in education to meet the challenges of burgeoning social crises.

**Wednesday, April 6, 3:30pm - 4:45pm**

**Virtual**

**Roundtable 2.2**

**Mindfulness, Mental Health, and Room for Mistakes**

**Session Chair:**Ginny Dembek, *Brooklyn College*

**Refining the Teacher Leveraging of Student Mistakes Scale**

Maleka Donaldson, *Smith College*

Selma Benmoussa, *Smith College*

Making mistakes is key part of learning, and teachers’ attitudes towards student mistakes help to shape the quality and effectiveness of classroom instruction. This proposal reports on the process of refining the Teacher Leveraging of Student Mistakes Scale, a quantitative measure of self-reported teacher responses to student mistakes, in advance of an upcoming validation study. The scale consists of 22 items investigating teachers’ willingness to engage with students’ mistakes, the flexibility of their expectations, and the opportunities they give students to self-correct.

**Retention of Single Mothers in Higher Education by Providing Improved Mental Health and Resources and Links to Basic Needs on campus during the COVID-19 Pandemic**

Bharati Shah Chakraborty, *University of Hartford*

Role of mothers’ in raising their children is very important; therefore, they needed to be educated. If the mother is a single mother, she needs higher education not only for a better job but to have her children educated too. Increasing single mothers’ retention in higher education can strengthen the well-being and economic safety of families. According to the Institute for Women’s Policy Studies (2010), about 8 percent of single mothers, who are enrolled in higher education, complete their studies and graduate with degree in six years. The research will be conducted using qualitative research method in a Four-Year College in New England with assistance from the higher education institution to gather 8-10 single mothers enrolled in higher education to conduct a Focused Group Discussion. It is anticipated that the information can be gathered regarding what are the needs and offered resources available on campus for the single mothers regarding their mental health, housing, and employment needs. The researcher will collect data based on open-ended interview questions. Data will be analyzed using qualitative analysis with the researcher’s identifying codes, concepts, and categories.

**Creating a Culture of Mindfulness in the Special Education Classroom: A Quantitative Pilot Study of “Happy Teachers Change the World” Mindfulness Curriculum**

Matthew Ristau, *Notre Dame University of Maryland*

The research proposed is an exploratory experimental study with the aim of adding to the body of knowledge regarding the use of mindfulness-based interventions (MBI) as delivered through a mindfulness-based curriculum (MBC) “Happy Teachers Change the World” to induce behavior/affective change among students in a non-public school with multi-faceted disabilities. The results of this study will help elucidate the ability of classroom centered MBI to have a therapeutic effect on teenagers with disabilities. MBI are currently being utilized as a therapeutic treatment for various disabilities with mixed results. Yet, the data to support the therapeutic efficacy of classroom-centered mindfulness-based interventions as those delivered through an MBC on students most in need of therapeutic intervention remains elusive. This study seeks address this need by testing the effect of MBI as delivered through an MBC amongst a target population in the special education classroom against treatment as usual (TAU), a teacher designed wellness program. The researcher will determine treatment effectives through the triangulation of three quantitative measures: scores on PAWs, changes in pre and post responses on the MAAS--A, and performance on a TMAT before and after treatment. A correlation between positive changes to behavior, affect, and attention is anticipated.

**Wednesday, April 6, 3:30pm - 4:45pm**

**Virtual**

**Roundtable 2.3**

**Racial Equity and Teaching Anti-Racism**

***Session Chair:***Adrienne Goss, *Rhode Island College*

**Social Justice Leadership in Suburban Elementary Schools for Awareness, Agency, and Action: A Phenomenological Study**

Kristine Woleck, *University of Bridgeport*

Social justice leadership that attends not only to equity for marginalized students, but also to critical consciousness for all students has been largely ignored in empirical research in the demographic of high-performing, high socioeconomic suburban schools. To address this research gap, this qualitative study utilizes a phenomenological approach that captures the lived experiences of eight suburban elementary school principals to describe the understandings, practices, and challenges of social justice leadership in these schools, specifically as it relates to deepening awareness and agency of students who belong to majority groups. Interviews give voice to these principals and focus groups provide for praxis experiences, aligned with a transformative paradigm. Grounded in critical theory and transformative leadership theory, the study’s conceptual framework integrates multiple spheres of principal influence and a care-critique continuum as a lens for examining social justice leadership. The intent is to position social justice leadership as relevant not only in urban schools to address the needs of marginalized students, but also in suburban schools for all students. This can enhance research in the field and inform professional learning and leadership preparation programs.

**Money is no object: High school principals’ and institutional constraints in promoting racial equity post COVID-19**

Carla Silva-Muhammad, *University of Hartford*

The purpose of this qualitative research is to examine the reports of Connecticut suburban high school principals regarding the hiring of teachers of color given current minority recruitment incentives and access to federal and state funds post 2020 COVID-19 school closings. It will investigate the associations between institutionalized racism and the recruitment of teachers of color in Connecticut high schools after the first period of school closings caused by COVID-19. Examining principals’ reports regarding confronting racism via hiring practices and access to funds post 2020 COVID-19 school closings by employing Jones’ (2000) framework of levels of racism, allows for paying particular attention to the ways institutionalized racism may influence the persistent racial diversity disparities in the state’s teaching workforce.

**Tiptoeing Around Race Talk: Teacher Candidates’ Attitudes and Perceptions Towards Teaching BIPOC Students**

Jacquelynne Boivin, *Bridgewater State University*

Sheena Manuel, *Bridgewater State University*

Emily Spitzman, *Bridgewater State University*

Melissa Winchell, *Bridgewater State University*

Kevin McGowan, *Bridgewater State University*

Jeanne Ingle, *Bridgewater State University*

This explanatory sequential mixed methods study (Creswell, 2017) explored teacher candidates' thoughts and feelings about teaching BIPOC (Black, Indigenous, People of Color). A quantitative survey was designed to collect data from teacher candidates within one large, predominantly white university within the Northeast; survey participants were invited to participate in follow-up focus groups. The goal of the study was to not only explore candidates' thoughts and feelings about teaching BIPOC, but also to analyze why they have those feelings and beliefs and what experiences, within and outside of the university, have impacted their attitudes. The results revealed that the positive attitudes expressed by the teacher candidates on the SJ-IS were in conflict with their feelings and experiences shared during the focus groups. In this roundtable session, presenters will share findings from their explanatory sequential mixed methods study and their analysis of teacher candidates’ perceptions of teaching BIPOC. Presenters will solicit feedback from the group regarding next steps.

**Wednesday, April 6, 3:30pm - 4:45pm**

**Virtual**

**Roundtable 2.4**

**Student Support and Building on Student Strengths**

***Session Chair:***Rebecca Buchanan, *University of Maine*

**Conceptualizing Strengths in Hawaiian students through Leveraging Community ʻĀina-based Education**

Nahid Nariman, *Transformative Inquiry Design for Schools and Systems (TIDES)*

Jaymee Nanasi Davis, *UH Maui College*

This ʻĀINA IS (Advancing Informal Native ʻĀina-based Inspirations in STEM) Project, an NSF AISL Innovations in Development project (# 2116116), connects Native Hawaiian youth (ages 12+) and their families to STEM by channeling their innate cultural relationship with ʻāina (the sustaining elements of the natural world including the land, sea, and air). ʻĀINA IS centers STEM learning around ʻāina through Problem-based Learning (PBL) to challenge participants in designing solution pathways to local environmental problems. This is research in progress to determine the experiences that effectively and efficiently empower youth and their families to solve environmental community-related real-world problems by deepening their relationship with their ʻāina. Culturally Relevant Education (CRE) (Ladson-Billings, 1995) and Nature-based Learning (NBL) (La Belle, 1982) will provide lenses to explore the hands-on experiences of the participants in STEM Problem-Based Learning (PBL) setting to increase environmental science literacy and Conservation Related Behavior (CRB). The project expands knowledge on CRE and PBL, and builds research for ʻĀina-based Learning.

**Promoting Situational Interest Through Bookmaking for Struggling Readers**

Louise J Shaw, *Southern Connecticut State University*

Yan Wei, *Southern Connecticut State University*

The research presented at this roundtable session is a mixed method pilot study investigating the effectiveness of bookmaking as a hands-on activity to engage and enhance students’ situational interest in reading and writing. This research project involves students in a non-traditional transitional high school who struggle with literacy learning and pre-service special education teachers serving as tutors in a clinical setting. The results of this study could have implications for future preparation of teachers working with struggling readers and writers.

**Integrative Social Contract Theory and Unintentional Plagiarism: How micro-credentialling/badging can support a common norm on “acceptable use” and provide clarity on expectations in an academic community**

Jess L. Gregory, *Southern Connecticut State University*

Jenna C. Retort, *Southern Connecticut State University*

Jessica D. Holman, *Southern Connecticut State University*

Unintentional plagiarism continues to be a problem for universities and has costs for both the students accused and the faculty accusing. This project seeks to leverage the promise of micro-credentials and badging to reduce the incidence of unintentional plagiarism at a New England Public University with a mission of access. Through the lens of integrative social contract theory, this proposed work will ensure that a common norm of correct behavior exists so that faculty and students both know what the University policy is regarding academic conduct and how that policy is applied. According to integrative social contract theory, individuals must understand the expected norms of behavior before they can consent to be a part of a contract. The shared understanding of correct behavior is anticipated to reduce the incidence of unintentional plagiarism and thereby reduce the overall number of cases of plagiarism.

**Virtual**

**The Research-Practice Gap: Open Discussion**

***Session Chair:***NEERO Board

Want to help close the K-12 research-practice gap in education?

Join us for a continued facilitated discussion on strategies to use research itself to help bridge this gap – what’s “counted” as research, how different methods work, what are opportunities for implementation, and what venues exist or can be developed for professional sharing? Bring your questions and experiences engaging K-12 practitioners and clinically-oriented teacher educators with educational research to this interactive Circle! This discussion is a follow-up to the December 2021 virtual NEERO circle – we welcome past attendees and newly interested participants.

Co-Discussants Bryan Mascio and Kathryn Welby

# Rubovits Award Presentation

### Wednesday, April 6, 2022

### 5:30-6:45pm

Harbor’s Edge and Virtual

Rubovits Award Presentation for Best Paper NEERO 2021 Conference

Adapt and Serve the Community!: Voices of Families of Youth of Color in Predominantly White, Rural Communities

Carie Ruggiano, University of Massachusetts, Amherst

There is limited research that centers the voices of youth of Color and their families, living and attending school in predominantly white rural communities in the United States. This qualitative case study explores the experiences of parents of children who identify as youth of Color, and  who reside or attend school in predominantly white, rural settings. Drawing from in-depth interviews with 5 parents from 4 families, findings reveal that same-race biological parents and transracial adoptive (TRA) parents enact multiple forms of cultural capital as they navigate their communities and their children’s schooling experiences within a broader culture and climate of onlyness. Additional findings indicate the critical need for culturally competent and sustaining practices in predominantly white, rural schools.

*Keywords:* youth of Color; families of youth of Color; transracial adoption; white rural; cultural competence; onlyness

Session Chair: Dr. Emilie Reagan, NEERO President

Thursday, April 7, 2022

#### Thursday, April 7, 8:00am - 5:00pm

**NEERO 2022 Conference Registration Hotel Lobby**

#### Thursday, April 7, 9:00am - 10:15am

**Table Talk Networking: Graduate Student Committee Harbor’s Edge**

***Session Chair:***Lakshmi Frechette

Come talk and learn about how NEERO supports graduate research.

**Table Talk Networking: NEERO Board Harbor’s Edge**

***Session Chair:***Emilie Reagan, *Claremont Graduate University*

Come talk and learn about the NEERO Board and the organization.

**Table Talk Networking: NEERO Circles Committee Harbor’s Edge**

***Session Chair:***Deb Patterson, *Western New England College*

Come talk and learn about the NEERO Circle events that occur throughout the year and share your ideas for 2022-2023 events.

#### Thursday, April 7, 10:30am – 12:00pm

**Amphitheater**

**Symposium 3.1**

**Issues Affecting Secondary/Postsecondary Decisions and Identity in Rural Areas**

***Session Chair:***Mara Tieken, *Bates College*

**Issues Affecting Secondary/Postsecondary Decisions and Identity in Rural Areas**

Jayson Seaman, *University of New Hampshire*

Andrew Coppens, *University of New Hampshire*

Cindy Hartman, *University of New Hampshire*

Erin Sharp, *University of New Hampshire*

Sarah Jusseaume, *University of New Hampshire*

Rural regions in the United States have faced challenges related to population outmigration and workforce retention since extractive and manufacturing industries declined throughout the late 20th century. Schooling often contributes to these patterns by promoting college attendance over other alternatives, which may be limited in under-resourced rural regions. Young people therefore frequently experience a “mobility imperative” at the secondary/postsecondary transition that contributes to the phenomenon known as rural brain drain. One potential solution in so-called amenity/decline areas has been to promote natural assets as a source of economic revitalization. Maine and New Hampshire, for example, have each launched “boomerang” campaigns designed to recruit and retain new and former residents, based in part on the quality of life afforded by their bucolic character. The research papers in this symposium examine current trends shaping the experience of rural New Hampshire youth undergoing the secondary/postsecondary transition in this context. They address the following questions: What postsecondary pathways are different youth pursuing? What messages are influencing the decision to pursue one pathway over another? How do youth encounter these messages and experience the subsequent choices? What are the effects on identity of choosing one postsecondary pathway over another as youth transition to adulthood?

#### Thursday, April 7, 10:30am – 12:00pm

**Wentworth**

**Paper 3.2**

**Critical Questions about Teacher Beliefs, Dispositions and Practices in Context**

***Session Chair:***Christine Clayton, *Pace University*

**Whiteness, Emotions, and Antiracist Teacher Education**

Abby Emerson, Teachers College, Columbia University

Antiracist teacher education (ATE) located at universities has given attention to the emotionalities that permeate learning and the impact they have upon teacher educators’ pedagogy. However, despite this understanding, little research exists exploring the emotions of ATE taking place in school-based settings. This leaves questions concerning the pedagogies of teacher educators who work with teachers at schools around antiracism. To that end, this literature review explores whiteness, emotions, and antiracist teacher education.

**Teachers’ Perceptions of Administrator Support Around Classroom Community and Challenging Behavior**

Sara Scribner, *Springfield College*

This study was aimed at better understanding how educators conceptualize and operationalize classroom community and challenging behavior and students who fall on the margins. As a part of this inquiry, participants also discussed the supports that were offered to them by educational administrators around challenging behavior and students falling at the margins of the classroom community. While participants detailed an overall lack of structural and administrative support for classroom community and challenging behavior, they outlined social emotional learning (SEL) and crisis response teams as the main or only supports provided to them in to support both classroom community and student behavior in the classroom.

**An examination of urban teachers' beliefs surrounding their school's alignment with national family and community engagement standards**

Eileen Cyr, *Springfield College*

Kathleen Neville, *Springfield College*

In this mixed methods study, forty-three working teachers from an urban district in Massachusetts, enrolled in a graduate level Family and Community Engagement (FACE) course, used the PTO FACE survey instrument to examined their perceptions regarding their schools' alignment with national FACE standards. Resultant from the survey data analysis participants then selected a standard and worked with classmates to assess and develop a strategy to positively impact family engagement within the school district. Three significant trends emerged from this research. First, all of the participants indicated that their school did not meet the majority of the standards. Second, participants chose to address standards most related to their teaching practices. Lastly, when given the opportunity to design an initiative that could address systematic issues facing families, the participants chose to address issues within their perceived area of expertise and center of authority. Implications and recommendations for teacher leader development are provided.

**Dis/ability and the Ideal Teacher: Expanding the Norm for More Inclusive Teacher Education Approaches**

Katie Roquemore, *Landmark College*

This paper is part of a larger research project that explored the ways teacher education faculty employ dispositions in their interactions with disabled teacher candidates. Interviews with current teacher education faculty and document analysis of dispositions rubrics revealed the connection between dispositions and ideologies of dis/ability. Underlying the use of dispositions is the concept of an ideal teacher which I argue becomes an essentialized, normative teacher. This paper explores how examining the norm allows for more inclusive approaches to assessing and addressing dispositions in teacher education programs.

#### Thursday, April 7, 10:30am – 12:00pm

**Gardner**

**Paper 3.3**

**Supervision and Teacher Leadership**

***Session Chair:***Adrienne Goss, *Rhode Island College*

**Supervision in a Rural State: Position, Spatiality, and Leadership Lessons to Drive Instructional Improvement Efforts**

Ian Mette, *University of Maine*

The purpose of this mixed-methods study was to investigate teachers' and administrators’ perceptions about the supervision and evaluation provided in a rural Northern state. Despite the clear differences in formative and evaluative assessment of teacher performance, school districts typically treat both processes as equivalent, resulting in the conflation of supervision and evaluation practices which are arduous and not differentiated based on teachers’ varied needs (Burns & Badiali, 2015). To better understand how the perceptions of how teacher supervision and evaluation are provided to teacher, this study implemented a survey (overall Cronbach alpha = 0.90) and analyzed the responses of teachers (N = 556) and administrators (N = 282) on three constructs which included supervision (formative feedback), professional growth, and evaluation (summative feedback). When examining the differences in teachers and principals, there were statistically significant differences between the perceptions of supervision and evaluation practices. Additionally, there was a statistically significant difference between NCES locales regarding perceptions of professional growth supports, supervision, and evaluation. When analyzing open-ended items, themes emerged that include the importance of clarifying what is expected for evaluation purposes as well as giving greater attention to formative efforts to help teachers drive their own improvement processes.

**Who Are You? A study of Authentic Leadership in Action.**

Dan Chadbourne, *University of Maine*

Title: Who Are You? A study of Authentic Leadership in Action. Abstract: The building leader is the pulse of the school. The behavior and emotions of building leaders set the tone for short term and long-term outcomes in schools. The ability of the school principal to be aware of the characteristics they have, what they believe in, and the goals they desire to achieve is critical. Principals who follow up with their own awareness and put into action those beliefs are served well. Research suggests that principals who consistently exercise their core values, establish goals, understand their purpose and lead with their heart are considered genuine in their leadership. Authenticity was the desired goal of this study, to find out if principals walk the life they say they believe. This study is presented with the framework of personal journeys of building principals and their awareness of their own authenticity and ability to act on their authentic beliefs. This study will inform the field of authentic leadership through the role of the building principal and how they stay authentic in the face of external challenges.

**Equity-Focused Deeper Learning for Educators**

Laura Bradley, *Upper Valley Educators Institute;* Chris Ward, *Upper Valley Educators Institute;* Gerlisa Garrett, *Stowe Middle School;* Jennifer Bradley, *Hanover Street School;* Emily Marshia, *Tunbridge Central School;* Elizabeth Spriggs, Shar*on Elementary School;* Colby Baker, *Keene High School;* Kristen Downey, *Upper Valley Educators Institute*

This networked design development study sought to create deeper learning opportunities for educators that would foster their collaboration, action, and reflection in addressing inequitable practices in their schools. Six teacher-researchers collaborated to identified a common problem of practice, across their schools, related to educator deeper learning with a focus on equity; developed a theory of action; and designed an intervention to address the problem. Each co-researcher worked with a small group of teachers at five educational sites to implement the design. Data collected to evaluate the impact of the design included video recordings of professional learning conversations, entry and exit tickets, and initial and final surveys of participants. Qualitative analysis of data showed positive impacts in the expected changes related to teacher awareness, teacher discourse, and teacher action. Design improvements are discussed and a revised design is included.

**An Autoethnographic Analysis of Teacher Leadership of Collaborative Efforts in Challenging Times**

George Mayfield, *University of Maine*

An informal teacher leader in a medium sized high school sought to develop and implement a structure for professional learning groups (PLGs) in a school where none had previously existed. The structural concept for the PLGs had several facets including small size (4-5 educators), and interdisciplinarity to include staff who were not parts of departments as well as special education staff. This strategy helped promote a focus of discussions around solid educational practices in lieu of the normal departmental conversations which comprised existing staff development meetings. Facilitators for the groups were chosen based on demonstrated technological proficiency and varied in experience from 4 to 25 years. This paper is a narrative account of the challenges to this effort in the climate of the pandemic and focuses particularly on an autoethnographic analysis of the researcher's effort to lead this collaborative work. Compounding those challenges is the fact that the school has no formal teacher leadership roles. The findings suggest that PLGs are an effective tool, even in the face of tremendous disturbance, at bringing the power of collaborative work to bear when schools face difficult adaptive challenges, and that teacher leadership plays a key role in that effectiveness.

#### Thursday, April 7, 10:30am – 12:00pm

***Session Chair:***Lakshmi Frechette, *University of Hartford*

**Woodbury**

**Roundtable 3.4**

**Addressing Persistent Issues in Teacher Education**

**“Feeling Overwhelmed:” Identifying and Responding to Stress and Anxiety during Student Teaching**

Jeanine Pocoski, *Southern Connecticut State University*

Laura Bower-Phipps, *Southern Connecticut State University*

Teacher retention has become an increasing concern in recent years (e.g. Darling-Hammond et al, 2017; Ingersoll, 2014). Even prior to the Covid-19 pandemic, which has caused global labor shortages, an estimated 13.8% of teachers either left their schools or left teaching altogether (Garcia & Weiss, 2019). During the 2020-2021 school year, upwards of a quarter of teachers reported considering leaving the profession (Education Week, 2021). Teacher burnout, a key factor in teacher attrition, begins as early as student teaching (Fives, Hamman, & Olivarez, 2007). To fully understand teacher attrition, we must examine the student teaching experience. This study aims to identify stressors experienced during student teaching and the times during the semester when teacher candidates experience the most stress. Through weekly surveys including a rating gauging levels of stress and an accompanying comment, data was used to inform seminar instruction and support for student teachers.

**Creativity, Care, and Community: Broadening Critical Reflection in Teacher Education**

Rebecca Buchanan, *University of Maine*

Margaret Clark, Massachusetts College of Liberal Arts

In this self-study, the authors describe an aesthetic turn in their critical reflective practices as teacher educators. Using a framework based on a set of core questions about their teaching practices and sociopolitical contexts, the authors found themselves moving beyond the written form in their reflections, towards one using creative means (painting, fiber arts, and poetry) as a way to make sense of their experiences teaching during a pandemic. In doing so, they discovered a series of foundational themes emerge in their work: creativity, collectivism and care. These themes in turn altered how they began to examine, design, and instruct their students. This paper provides an analysis of pedagogical moves and course assignments as they reimagined their methods of teaching and reflection.

**Special education teachers’ perceptions about vicarious trauma, compassion fatigue and the coping mechanisms they use to reduce stress.**

Theresa Black Gouveia, *University of Hartford*

Educating students with disabilities is a rewarding and stressful experience, but little is known about the experiences of special education teachers who provide instruction to students with disabilities. This study will interview elementary special education teachers employed at 10 urban schools in the Northeast United States, investigating their understanding of compassion fatigue and coping mechanisms these teachers employ to reduce experienced stress. The use and availably of support within the school setting will also be explored. This research is important to special education teachers’ mental health, because it explores the importance of having appropriate and effective coping strategies to prevent compassion fatigue which can lead to teachers leaving the profession. Despite concerns about teacher shortages, little is known about the vicarious trauma, compassion fatigue and coping strategies of special education teachers.

**Decolonizing Classroom Management**

Flynn Ross, *University of Southern Maine*

Classroom management is inherently cultural. This historical study is an epistemological examination of classroom management practices, models, and frameworks to better understand the complicity with white supremacy of many classroom practices (Crenshaw, Harris, Hosang, Lipsitz, 2019). Findings include a common theme in decolonizing classroom management strategies that support student agency so that behaviors are addressed WITH students rather than practices that teachers do TO students. To empower teachers to build culturally responsive learning environments with their students teacher educators can help new teachers interrogate the cultural origins of the frameworks and practices commonly used in schools.

#### Thursday, April 7, 10:30am – 12:00pm

**Warner**

**Roundtable 3.5**

**Women of Academe: Erasure, Under-Representation, and Resilience**

***Session Chair:***Stacy Maddern, *University of Connecticut*

**Acting in the Academy: The Lived Experience of Female Interim Leaders in Higher Education**

Jennifer Boulay, *Johnson & Wales University*

Women comprise the majority of both the college-educated workforce (Fry, 2019) and higher education professionals (Silbert & Dubé, 2021), yet a proverbial glass ceiling remains intact for female leaders within this industry (Bichsel & McChesney, 2017; DeFrank-Cole et al., 2014; Diehl & Dzubinski, 2016; Gagliardi et al., 2017; McChesney, 2017). While the number of female senior leaders has increased in recent years, the academy remains a male-dominated sector (DeFrank-Cole et al., 2014; Diehl & Dzubinski, 2016; Eveline, 2004; Gagliardi et al., 2017). Interim appointments can groom internal candidates for long-term leadership positions (Browning & McNamee, 2012; Farrell, 2016; Huff & Neubrander, 2015), yet in the academy they often face unique obstacles, including the institutional environment, personal circumstances, and invisible but impactful rules (Airini et al., 2011). These obstacles can inhibit female-interim leaders in many overt and covert ways. In the absence of significant research regarding female interim leaders, the experiences of these individuals remain unheard. Thus, the purpose of this hermeneutic phenomenological study was to explore the lived experience of women in mid- and senior-level interim leadership roles in the academy. The guiding research question is: RQI: How do women describe their lived experiences as interim leaders within higher education?

**Deepening Public Health’s Roots: Rediscovering the Women Who Shaped Public Health's Entry in Higher Education**

Krista Heybruck, *University of Hartford*

When elite, White men established the standard for public health’s entry into higher education, the contributions of women, especially women of color, were suppressed. Deliberately omitting female public health professionals negates their contributions to the public health movement and formalization the discipline. The dual purpose of this study will be to examine institutional higher education histories in public health degree programs in the U.S. between 1900 through 2017 and analyze current foundational course texts and materials of CEPH accredited standalone baccalaureate programs. It will use the direct approach method within content analysis (Hsieh & Shannon, 2005) and blend feminist historiography with critical pedagogy. Recovering lost stories asserts women as actors and leaders in public health thereby increasing the visibility of the gender-subordinated group (Hammarström, 1999). This disrupts the paradigm of domination (hooks, 1989) by altering their position, power, energizing the discipline, and deepening public health’s roots while adding value to the discipline, profession, and people of public health. Such recovery work provides guidance to better shape curriculum and pedagogy by challenging the dominant paradigm (Freire, 2000; Giroux, 2011) and provides a more inclusive professional narrative of the public health profession.

**Creativity for Leadership: Traits, Processes, and Environmental Factors in the Practices of University Presidents Trained in Artistic Creative Disciplines**

T Stores, *University of Hartford*

University presidents who rise from the ranks of tenured faculty and whose expertise has previously been established within traditional creative disciplines offer a unique opportunity to discover how creative traits, creative processes and creative press are applied in executive leadership practices. Seeking to identify aspects of university presidents’ creativity, this qualitative interview study will be conducted with eight presidents of comprehensive mid-size or large universities. More specifically, the research will examine those university presidents who are accomplished and tenured full professors in a creative discipline (creative writing, musical performance or composition, dance or choreography, or visual arts) prior to becoming executives in higher education. This study will examine university presidents’ creative personality traits and processes as applied to their leadership of a comprehensive mid- to large-size university.

#### Thursday, April 7, 10:30am – 12:00pm

**Riverwatch**

**Roundtable 3.6**

**Building our Creative, Social, and Emotional Human Capital**

***Session Chair:***Floyd Green III, *University of Hartford*

**Strategic Management of Human Capital as Rural Praxis**

Scott Harrison, University of Maine

The purpose of this mixed-methods study was to investigate teachers' and administrators’ perceptions about the management of human capital in a rural Northern state. The study sought to uncover ways in which rural districts could better leverage their unique advantages and minimize their place-based challenges by investing in a strategic approach to human capital management (HCM). Strategic HCM is a crucial underutilized approach to helping districts deliver on their vision of equitable access (Odden et al., 2011; Tran, 2015). To better understand educator perceptions of how HCM practices are being carried out, this study implemented a survey (overall Cronbach alpha = 0.974) and analyzed responses of teachers (N = 127) and administrators (N = 18) on eight constructs which included human resource planning, recruitment, selection, new teacher support, performance evaluation and professional growth, recognition and reward, community engagement, and school environment. When examining the differences in teachers and administrators, there were statistically significant differences between their perceptions of certain constructs. When analyzing survey data in conjunction with open-ended items and interviews, themes emerged that included the importance of integrating and aligning HCM practices, strengthening alliances with higher education, formalizing hiring, streamlining evaluation, and using data and professional development more strategically.

**The Connecticut Comprehensive School Counseling Framework, COVID-19, and Collaboration: Perspectives from Connecticut School Administrators and School Counselors**

Christopher Trombly, *Southern Connecticut State University*

Olçay Yavuz, *Southern Connecticut State University*

Jennifer Parzych, *Southern Connecticut State University*

Margaret Generali, *Southern Connecticut State University*

The proposed article will describe findings from a study of Connecticut school administrators and school counselors about their progress implementing the Connecticut Comprehensive School Counseling Framework (CCSCF), and in helping their school communities navigate the COVID-19 pandemic.

**Integration of intercultural communication skills in German companies' employees located in New England**

Ina Marshall, *University of Hartford*

Organizations in today’s globalized marketplace have an international component, dependent on staff who can navigate diverse teams within the host company. These companies may have their headquarters in one country, but the fabrication and product sales are taking place across several countries. The recruitment of employees with communication skills becomes of paramount importance. Study abroad staff organize internships for undergraduates to dually prepare them for these organizations. However, undergraduates face linguistic barriers and cross-cultural clash struggles when they sojourn to other countries during their internship experience (Goldini, 2015; Oliver et al. 2019). Despite challenges, students return from study abroad and overseas internship experiences more mature with a greater global understanding and increased intercultural communication skills (Doerr, 2019). Although research exists regarding integrating intercultural communication into language learning and study abroad in general (Godwin-Jones, 2013; Goertler, 2019; Levine & Garland, 2015; Tucker et al., 2011), limited studies examine intercultural communication skills following an internship-based study abroad program and students’ graduation. More particularly, scant work examines intercultural communication expectations between study abroad graduates and recruiters of German companies with U.S. headquarters in Connecticut.

#### Thursday, April 7, 10:30am – 12:00pm

**Daniel Webster**

**Roundtable 3.7**

**Examining Elements of Building Teacher Knowledge in Pre-Service Teacher Education**

***Session Chair:***Lisa D'Souza, Assumption University

**Incorporating Fluency and Practice Routines for Students In Foster Care**

Mark Lauterbach, *Brooklyn College;* Ginny Dembek, *Brooklyn College*

The current paper will share the results from year two of an after-school reading intervention program for students in foster care. Developed in conjunction with a large urban social services provider, the tutoring began as in-person and transitioned to remote tutoring in year two due to Covid-19. The tutoring instruction is built around assessing students for their current level of instructional need in literacy. Next, the tutor and research consultants select the appropriate practice and tutoring materials to address student skill level. Materials and practice routines are based on principles of Precision Teaching. In the preliminary analysis all students made progress in oral reading fluency and nonsense word reading. The Paper will discuss the implementation and transition process, key factors that allow for its success and a detailed analysis of the results.

**Preservice Teachers’ Mathematical Knowledge for Teaching: A Literature Review**

Kyunghoon Son, *Boston College;* Lillie Albert, *Boston College*

The purpose of this literature review is to explore the research on teaching about elementary preservice teachers’ mathematical knowledge for teaching (MKT). 24 peer-reviewed research papers were selected and then categorized into three different groups. The analyzed articles discussed teacher preparation program, preservice teachers’ knowledge, and teacher educators’ knowledge, respectively. More than a half of studies specifically focused on teacher preparation program and specialized content knowledge. An abundance of studies viewed that preservice teachers’ MKT can be acquired by presenting substantial mathematical concepts and content. Although the increasing social demands of more equitable educational environment, only one study focused on diverse learners. Many of studies considered that knowledge is based on instruction, suggesting that higher educational institutions is the most plausible way to improve preservice teachers’ knowledge. This review revealed a research tendency that discussing elementary preservice teachers’ knowledge and their teaching, underscored each literature’s unique findings, and highlighted gaps in which the research of mathematics education had not covered.

**Culturally Responsive Teaching (CRT) in Teacher Preparation: The Mathematics Classroom**

Ingrid Everett, *Bloomsburg University of Pennsylvania;* Amanda Stutzman, *Bloomsburg University of Pennsylvania*

Culturally Responsive Teaching (CRT) in Teacher Preparation: The Mathematics Classroom Situated in Critical Race Theory, this mixed-method study seeks to identify Culturally Responsive Teaching (CRT) resources and strategies used successfully in P-12 mathematics classrooms that support students from racially diverse populations. Using the Culturally Responsive Teacher Self-Efficacy (CRTSE) survey (Siwatu, 2007) and identifiers of CRT practice based on Gay's four key practices (2013), the researchers will code qualitative feedback from math teachers of record within racially diverse school districts demonstrating success in mathematics instruction. These data will be used to update teaching of mathematics in teacher preparation programs so that new teachers are better prepared to equitably meet the needs of all learners.

**Scientific Observation for Assessment in Montessori Teacher Practice**

Courtney Reim, *University of Hartford*

Dr. Maria Montessori spoke to the importance of observation of the child and placed upon teachers the responsibility to prepare them for the future. While practitioner research utilizing scientific observation procedures has been documented in non-Montessori classroom environments (Beirne, 1997; DiLucchio & Leaman, 2012; Strickland, 1988), limited, if any, research exists regarding Montessori educators’ use of scientific observation for assessment (SOFA). This exploratory convergent mixed methods study, using surveys and teacher observations, will address how and to what extent novice and expert Montessori teachers (MT) with students ages three to six in the northeastern United States (US) report using SOFA in practice. The Montessori trinity—child, prepared environment, and prepared adult (Montessori, 1989)—will provide the framework to assess how novice and expert MT report using SOFA to evaluate the child, the child’s use of didactic materials and progression through the curriculum, and the physical and social environment of the community, as well as how SOFA informs their deliberate practice. This study is significant because examination of the novice-expert dichotomy in relation to the use of SOFA by MT in practice has not yet been explored. Furthermore, this study has potential to contribute to assessment practice in Montessori teacher training.

NEERO 2022 Keynote Address

**The Identity-Conscious Educator: Building the Habits and Skills for More Inclusive Schools**

12:15 – 1:45pm

Ballroom and Virtual

Liza Talusan, University of Massachusetts Boston

Identity matters; it has always mattered. But the global pandemic brought that truth into the spotlight in a multitude of ways. Class differences (as evidenced by access to technology, internet, and food security) affected how quickly and successfully students transitioned to online learning environments. Americans witnessed the rise of racial injustice and the resulting public outcry in communities, towns, and schools across their nation. Yet, with this movement forward also comes backlash. Books are being banned. Theories are being misused to monitor educators. And bills are being introduced that limit truth telling. As we slowly come out of the global pandemic of COVID-19 that thrust us into examining inequities in our school, we also risk reverting back to practices where identity-conscious learning is an afterthought. If educators are to continue the important work of building skills for identity conscious practice, we need to create meaningful pathways for learning, growing, and leading as educators. How do we do that? We begin the process of building habits and skills for more inclusive schools.

Attention Graduate Students:

*Make sure to attend the keynote on Thursday to be entered into Frank Corbett’s Graduate Student Five for Fifty Award.*

*Five graduate students in attendance will be awarded cash!*

*You must be in attendance to accept the award.*

**Thursday, April 7,** **2:00pm - 3:30pm**

**Harbors Edge**

**Symposium 4.1**

**Teacher Learning Across the Lifespan: Models, Roles, and Perspectives**

***Session Chair:***Marilyn Cochran-Smith, Boston College

For more than three decades, there has been general consensus that continuous and sustained teacher learning is a necessary condition for rich student learning and for the success of multiple curricular, instructional, and equity-related initiatives. Although there is agreement that teacher learning is important, there are many different ideas about what this actually means and how it can be supported. This session brings together four papers that unpack models, roles, and/or perspectives on teacher learning across the lifespan. Paper 1 reviews 47 articles that capture teacher educators’ roles supporting teachers’ "inquiry stance"; the paper argues that enactment of these roles pushes teachers'; learning while simultaneously validating  teachers as knowers. Paper #2 examines models of urban teacher education, including teacher residencies and "grow your own" programs; the paper compares underlying definitions of teacher "effectiveness"; and their implications for practice and policy. Paper 3 problematizes the roles of school leaders as the gatekeepers of teachers’ professional learning by critiquing varying models of leadership and their implicit assumptions about teacher learning and development. Paper 4 argues that while teachers have historically been conceptualized as agents in teacher education research, the structure of schooling as the context in which agency is achieved has been neglected.

Paper # 1.  Fostering an inquiry stance: The roles of a teacher educator  
Kierstin M. Giunco, *Boston College*  
Paper #2. Unpacking urban teacher education models: Reimagining ‘effectiveness’  
Aaron Coleman*, Boston College*  
Paper #3. Leading for teacher learning: Unpacking school leadership Models  
Rachael E. McKinnon, *Boston College*  
Paper #4. Teacher agency and the structure of schools: A neglected perspective  
Ksenia Filatov, *Boston College*

**Amphitheater**

**Symposium 4.2**

**Expanding the Radius of Epistemic Equity and Inclusion in Education and its Study: Critical Arts-Based Ways of Knowing, Inquiring, and Communicating**

***Session Chair:***Kelly Clark/Keefe, *University of Vermont*

**Expanding the Radius of Epistemic Equity and Inclusion in Education and its Study: Critical Arts-Based Ways of Knowing, Inquiring, and Communicating**

Kelly Clark/Keefe, *University of Vermont*

Lakshmi Frechette, *University of Hartford*

Chalais Carter, *University of Massachusetts*

Kelly Demers, *Anslem College*

Deb Patterson, *University of Massachusetts*

Public schools and universities in the United States and elsewhere are commonly upheld as democratic institutions that manifest a strong equity orientation. However, like other social structures, educational institutions are susceptible to interpretive blind spots that if unchecked, can perpetuate intellectual hegemony. Often unevenly valued in policy making and funding arenas and hardly neutral in the ways they can be assessed as “impactful,” educational research frameworks can also perpetuate exclusionary epistemic conditions for researchers, participants, and audiences. In this symposium, the notion of epistemic oppression and the “unlevel knowing fields” (Bailey, 2020) that this type of bias can produce provides the premise upon which a group of five education researchers will discuss and describe their arts-based ways of knowing and inquiring. This symposium will open with a brief overview of the history of the diverse modes for inquiring that come under the general banner of arts-based educational research (ABER), placing emphasis on ABER’s use in critiquing issues of epistemic inequity in education generally, and research specifically. Next, symposium presenters will each highlight ABER’s capacity for uplifting under-acknowledged epistemic resources, illustrating some of the diverse topics and approaches that ABER scholars have centered in their work.

**Thursday, April 7,** **2:00pm - 3:30pm**

**Gardner**

**Paper 4.3**

**Influences and Organizational Systems**

***Session Chair:***T Stores, *University of Hartford*

**The Effect of Leadership Change on School Climate**

Brian Bannen, *University of Maine*

The purpose of this mixed methods study was to analyze the impact of leadership change, at the principal level, on school climate through a framework established by Cohen, McCabe, Michelli, and Pickeral (2009) which identified four major components of school climate: safety, teaching and learning, relationships, and the school environment. Recent data suggest that about one in five principals leaves the profession every year (Bradley & Levin, 2020), which means that every year, one in every five schools experiences a change to its climate, and a change to its achievement, safety, and teacher satisfaction. If this trend continues, schools are going to continue to feel the effects of inconsistency in the principalship. Through studying the effect of leadership change on school climate, we can better understand the ways in which climate is impacted by frequent changes in the principalship. Additionally, aspiring principals can learn a lot about the potential impact of their entrance into a school, and thus prepare for a successful transition into their new school and their new profession. Lastly, if administrators are prepared for the change in climate, hopefully they will have more success staying as the principal during those first challenging years.

**Let Us Decide: A Systematic Literature Review of Education Equity Indicator Systems and the Radical Notion of Community Power**

Adrienne Goss, *Rhode Island College*

Brenda Santos, *Rhode Island College/University of Rhode Island*

This systematic review of existing educational equity indicator systems examined the degree to which community members meaningfully participate in educational equity indicator projects. Findings showed that only one indicator system involved community in the leadership of indicator system development; most indicator systems that appear to be community-derived engage community members superficially; and indicator systems appear to have an indirect impact on communities. We draw on critical participatory action research (CPAR) as an epistemology, and radical community-based research to illustrate the need for indicator systems to privilege community participation at each phase of indicator development. Without such engagement, indicator development projects risk reinscribing existing inequities and power dynamics.

**The impact of per pupil expenditures on New Hampshire student outcomes**

Karl Hubner, *Londonderry High School/SNHU*

The study that I am submitting to be discussed for NEERO is my completed dissertation. The study is a hierarchical multiple regression based on the current educational production function doctrine examining the State of New Hampshire. The study used a cohort of students tracking the expenditures on students and their student academic outcomes from 2006-2017 based on data gathered from the department of education for the State of New Hampshire. The study was undertaken on its face to examine the most efficient way for school districts to use their spending for student success. The study’s origins were to examine and help solve the educational funding inequities within the State of New Hampshire. All examined variables were found to have a high level of statistical significance (p < .0005). The knowledge from this study can aid educators in helping shape fiscal policy at district and state levels and push for additional funding for districts of need.

**Thursday, April 7,** **2:00pm - 3:30pm**

**Wentworth**

**Paper 4.4**

**Practices in Pre-Service Teacher Education**

***Session Chair:***Lisa D'Souza, *Assumption University*

**The experience of preservice teachers student teaching during the COVID-19 pandemic**

Marcy Zipke, P*rovidence College*

Lori Dunn, *Boston College*

The COVID-19 global pandemic wreaked havoc on elementary teaching and learning. A mixed-methods study using surveys and focus groups explored the experience of preservice teachers completing teaching practicums at the beginning of the pandemic in the United States. The majority of the student teachers were forced to teach remotely for the first time. Findings show that the experience was transformative. Key themes about their preparation for teaching with technology, for understanding assessment and their students’ needs, and the formation of their identity as teachers emerged. The resulting implications for schools of education suggest opportunities for expanded instruction on educational technology and strategies for establishing connections with students.

**Teacher Perceptions of In-Service Training on Their Development of Culturally Relevant Classroom Management**

Amy Zapatka Cedin, *Johnson and Wales University*

This mixed methods study examined teacher perceptions of in-service training on culturally relevant classroom management. While the study concluded that in-service training helped teachers develop some elements of CRCM, it did not fully contribute to their ability to reflect on how their identity and biases can impact students of color.

**Learning assessment: Developing conceptualizations and practices of assessment for learning during the COVID-19 pandemic**

Christine Clayton, *Pace University*

This research aims to explore candidate perspectives in developing conceptualizations for the practice of using assessment for learning (Tovani, 2011). A part of a larger study developed to track several cohorts of teacher candidates as they move from an assessment course, through methods courses, into the field, and, then, eventually into teaching, this paper will examine data from the first cohort who took the assessment course in Fall 2019 and completed methods coursework, fieldwork, and student teaching during the pandemic. Research participants are pre-service undergraduate candidates at one private, teacher education program. The pilot study design involves mixed methods, including both qualitative and quantitative measures designed to get at students’ perceptions as reflected in soliciting their perspectives and examining samples of candidate work. A smaller group of secondary candidates participated in two rounds of interviews before student teaching and as they moved through early teaching experiences and the disruptions of pandemic learning to teach. The unprecedented moment of the pandemic represents simultaneously disruption and opportunity (Hughes, 2020). Understanding the development of conceptualizations and practices as candidates move through this moment offer lessons to better prepare candidates for futures unknown.

**A Case for Integrating Hybrid Spaces into Education Methods Courses**

Tamara Shattuck, *Western New England University*

“A perennial problem in traditional college-and -university- sponsored teacher education programs has been the lack of connection between campus-based, university-based teacher education courses and field experiences” (Zeichner, 2010 p. 91). In response to the harmful impact of sink-or-swim teaching placements, and the growing literature on the benefits of hybrid/ third space connections in university courses (Beck, 2016; Imants et al., 2020; Janzen, Petersen, 2020; Martin et al.,2011; Sawyer et al., 2016; Williams, 2014)-- I created a methods course in which students have several opportunities to interact in hybrid/ third spaces connected to the material being taught in class. Answering Zichner’s call to action I collected data from an elementary education methods course to investigate the impact hybrid space has on learning to teach. This research project is designed to inform and improve college level teaching practices, specifically in education methods courses. Results from this study contribute to better understanding how to create meaningful teaching experiences for elementary education methods students through the integration of hybrid/third spaces.

**Thursday, April 7,** **2:00pm - 3:30pm**

**Lear**

**Paper 4.5**

**Teaching and COVID-19**

**Session Chair:** Pamela Thompson, *Thomas College*

**Citizenship Education in Middle School Classrooms During the COVID-19 Pandemic**

Tom Adams, *University of Maine;* Rebecca Buchanan, *University of Maine*

Public schools exist, at least in part, to develop citizens. The extent to which this is the primary purpose of education has shifted over time. Existing literature suggests that citizenship education improves students’ civic and community engagement. This paper explores the approaches to citizenship education in middle school social studies classrooms in a state in the northeast part of the United States. In particular, we examine the content and pedagogies teachers use to develop citizenship in their students. Using a mixed-methods approach, we analyze how middle school teachers conceive of and approach citizenship in their classrooms. Findings reveal broad commitment to citizenship, but typically through historical studies, and limited attention to service learning and community engagement in middle school classrooms.

**The Role of Technology in the Development of PK-12 Teacher Leadership During Covid-19**

Mia Morrison, *University of Maine*

In March, 2020, school buildings were closed in response to the global health crisis. Administrators and teachers were forced to reimagine education to meet the needs of students and the community, effectively over a single weekend across an ever changing landscape. Servant and distributive styles of leadership were needed to face these unprecedented, adaptive challenges. Because connecting in a virtual environment requires technological acuity in skill, pedagogy, and practice, effective teachers who had developed cultures of choice, creativity, and autonomy in their student-centered classrooms weathered this rapid shift more easily than others. These effective teachers modeled successful, productive communication and collaboration norms and many were called upon to share their expertise to support colleagues and administrators. This study explores the experience of teachers as they navigated the dynamic, ever shifting pandemic conditions to identify how elements of technology interacted with teacher leadership development by way of effective instruction, collegial interactions, recognition, and opportunity.

**Technological inequities among New England higher education learners: A university case study of a COVID-19 pandemic shutdown.**

Gregory Freidline, *University of Hartford*

This case study explores the digital divide, or technological inequity among undergraduate learners at one university located in New England. Using the framework of Bourdieu’s forms of capital, the research seeks to answer in what ways did a private university in New England work to create greater undergraduate equity in access to technology during the shutdown of the COVID-19 pandemic. A case study employing mixed methods, this research examined the support requests received by the information technology helpdesk. It is an attempt to glean information on demonstrable actions that were put in place to alleviate student challenges. There are significant social implications to helping institutions increase digital equity among all students to provide for a diverse populous that is increasingly better educated and prepared for the future.

**Teachers’ approaches to student engagement in mathematics teaching during the COVID-19 pandemic in hybrid and online settings**

Grace Gaultier, *Emmanuel College;* Jack Tata, Emman*uel College;* Miriam Gates, *Emmanuel College;* David Earls, *Emmanuel College*

Little research exists about best practices in remote, elementary-level settings (Arnesen, Hveem, Short, West, & Barbour, 2019). As a result, teachers needed to find new approaches to student engagement in their pandemic-constrained settings. In this study, we used qualitative methods to understand how participating elementary school teachers encouraged student engagement in their mathematics classes. Four teachers who taught in a variety of online, blended, and face-to-face settings participated. Collected data was analyzed using content analysis. Based on the data analysis, teachers suggested that explicit relationship building, adjusting classroom participation expectations, and using new avenues for academic participation encouraged student engagement. The study supports existing research on student engagement and reveals some new conclusions in light of the online setting. First, it suggests that academic time should be used to support relationship-building in the online setting. Second, participation approaches can be shifted in multiple modes of instruction; new avenues of participation, such as chat boxes online, can increase the number of students who are able to participate in any lesson. Finally, student engagement can be maintained in online settings thus these strategies can be used for children who need to be in online environments for health or other reasons.

**Thursday, April 7,** **2:00pm - 3:30pm**

**Woodbury**

**Roundtable 4.6**

**Current Topics in Education: Teacher Perspectives**

***Session Chair:***Bryan Mascio, *University of New Hampshire*

**A discourse analysis of teacher's conceptualizations of inclusive education and what it means to be an inclusive educator**

Brianna Dickens, *Syracuse University;* Sara Scribner, *Springfield College*

The purpose of this paper is to critically examine practicing educators’ conceptualizations of what it means to be an “inclusive educator” and/or to provide inclusive learning opportunities for students with disabilities and other diverse backgrounds. Utilizing discourse analysis to analyze 15 educators' interviews, the authors identify three different categories including conceptualizations of what inclusion is, implementation of inclusion, and what it means to be an inclusive educator. Overall, while some of the conceptualizations around inclusive education mirror that of the literature, when it comes to what it means to be an inclusive educator and implementation of inclusive education, the patterns among these educators acted separate from and/or in direct contrast to the literature within inclusive education.

**Teacher Inquiry as a Tool to Explore Social Learning Practices and Environmental Sustainability in a K-12 Setting**

Jonathan Hart, *Readington Township School District;* Catherine Patrick, *Readington Township School District;* Jenna Nagel, Readington *Township School District*

This research in progress roundtable proposal seeks to explore the intersection of teacher inquiry with social issues such as social and emotional learning, equity in the classroom, and environmental sustainability. Grounded in the inquiry framework by Dana and Yendol-Hoppey (2020) and the ongoing need for social and emotional learning (CASEL, 2021) to occur in the classroom, we seek to ask three cohorts of teacher participants engaged in inquiry about their selections of social issue research projects including the following: social and emotional learning (SEL), equity, and environmental sustainability.

**Teacher Misery: Teachers’ Perceptions of Neoliberal Professional Development as Documented on Instagram**

Abby Emerson, *Teachers College, Columbia University*

The Instagram account Teacher Misery provides an important perspective on how teachers are viewing professional development (PD) at their schools. This particular study asks: How is PD portrayed on a social media account targeted towards and created by teachers? And, how does neoliberalism show up in these depictions of PD? Findings indicate that teachers experience PD as deprofessionalizing, unnecessary, insulting, ridiculous, out of touch, and the cause of anger and frustration. While the account’s emphasis is on the absurd and miserable parts of teaching, PD has a solid home in its posts as well as a consistent narrative. By exploring the teachers’ viewpoints, it is clear that neoliberalism has a deep impact on the lived experiences of teachers in schools.

**Educators’ Perceptions of Equity in Trauma-Sensitive Schools**

Alicia Gray, *Lesley University;* Katelyn DeLaRosa, *Lesley University*

Trauma-sensitive schools engage in trauma-related education and action planning to support educators’ learning and practice. As states encourage and fund trauma-sensitive educational practices, questions arise about the relationship between trauma and equity. Does education on trauma lead to more equitable practices within schools? This mixed-method research study investigates how educators see trauma education impacting their understanding and enactment of equity. Utilizing a system change framework alongside critical race theory and intersectionality theory, researchers unpack how teachers’ knowledge of trauma has influenced their attitudes and practices related to equity. This research uses consensual qualitative research and pictorial systems mapping. It integrates educator interviews, survey data, focus groups, and statewide data to portray how educators perceive trauma education has impacted their definition, attitudes, and practices related to equity within their trauma-sensitive schools. Unpacking educator perceptions and practices related to equity for students of color, for students in special education programs, for students in English Language Learning programs, for students in the LGBTQ+ community, and for students who experience financial hardship, researchers provide an in-depth portrait of how equity and trauma education intersect within trauma-sensitive schools.

**Distribution of New Teachers in Maine Schools**

Flynn Ross, *University of Southern Maine*

This qualitative research study examines the distribution of teachers with one to three years of experience across school districts in Maine. Using a structural equity framework, the study compares teacher experience with district and student factors including rates of students qualifying for free and reduced lunch, racial demographics, average per pupil spending, and average teacher salary. Trends mirror national research findings with districts with higher rates of new teachers correlating with districts with high rates of students living in poverty and racial minorities, as well as lower per pupil spending and teacher compensation. Implications include policy recommendations to strengthen the teacher workforce as a profession and incentives to support experienced, quality teachers to work in districts with higher portions of new teachers.

**Thursday, April 7,** **2:00pm - 3:30pm**

**Riverwatch**

**Roundtable 4.7**

**Promoting Social Change to Become a More inclusive Society**

***Session Chair:***Ina Marshall, *University of Hartford*

**Chinese international STEM doctoral students’ experiences during employment seeking in the United States: A qualitative study**

Bo Zhang, *University of Hartford*

Chinese international students pursue doctoral degrees in the U.S. due to considerations regarding future employment prospects and permanent immigration in the U.S. Despite a decrease in enrollment due to the COVID pandemic from 2019 to present and the Asian hate crimes, U.S. remains popular for Chinese international students. Research has studied the experiences of Chinese international students at the undergraduate and graduate level in the U.S. and their adjustment to the cultural, linguistic, and academic challenges, however, little is known about Chinese international STEM doctoral students’ experiences regarding their seeking of employment in the U.S. Guided by the framework of human capital and neo-racism theory, this exploratory qualitative research will investigate what Chinese international STEM doctoral students at one public university located in the northeast report regarding their experiences seeking employment in the U.S. These frameworks were chosen to guide the interview schedule to gather data on the perceptions of discrimination encountered during the employment seeking process. The policy implications for U.S. higher education institutions and for hiring organizations will be discussed.

**Embracing Biculturalism and Developing Self-esteem and Self-efficacy among Immigrant Youths**

Tham Tran, Tuong *Van Buddhist Temple INC*

While adapting to the American culture, immigrant youths have been reported to encounter many socio-cultural challenges including intergenerational conflicts and racism. This qualitative study examines the role of a youth program in helping second-generation Vietnamese youth navigate such challenges, embrace biculturalism, and develop their self-esteem and self-efficacy to promote peace, justice, and cultural inclusiveness.

**Isolation and underrepresented 'peace officers": An Action research study**

James Nealy, *University of Hartford*

Underrepresented officers may feel isolated within their respective police departments and neighborhoods. Although some supports have been put in place, they are too few. Navigating between the two worlds with the ongoing hopes of being accepted by both, they are affected by wrongful social justice violations enacted by some police officers. These officers have begun to openly express their lack of support for such actions and their dissatisfaction with the aberrant actions. They seek to recruit other underrepresented members to their departments but the historical image and perceptions of policing within these communities affect the desires of others to join police departments. This qualitative action research study will solicit the views of police officers of color by using focus groups and one on one interviews.

**Navigating complex racial dynamics as Korean international graduate students attending a U.S. university**

Adam Agostinelli, *Boston College*

Lillie Albert, *Boston College*

Racialization due to COVID-19 and the perpetuation of racist ideologies through media and by certain public officials has intensified xenophobia in the U.S., particularly towards Asians. In this continuing ethnographic case study of three Korean international graduate students’ experiences navigating a religiously-affiliated U.S higher education institution, we draw upon the theory of raciolinguistic ideologies to investigate and interpret their lived experiences related to Othering in their host context over the past two years. Ultimately, we hope that this research will lead to a better understanding of how an institution can adapt their policies and practices to encompass COVID-19 and politically-situated realities of discrimination during this unprecedented time in international education. The overarching research questions is are: How do Korean international graduate students navigate the complex contemporary racial dynamic of a US university? And, How have they negotiated their own racial identities since enrolling in their university? Emerging themes in the data relate to feelings of marginalization due to US-centric and Western-oriented curricula and epistemologies, Othering due to raciolinguistic ideologies held by members of the host context, and how governmentality of immigration shapes interactions with domestic peers.

**Thursday, April 7, 3:45pm-4:45pm**

**Ballroom**

**Session 5.1:**

**Poster Presentations**

**Exploring parents’ use and beliefs towards technology and broadband in supporting K12 education.**

Zhexun Xin, *Boston College;* Damian Bebell, *Boston College;* Michael Russell, *Boston College*

This poster and accompanying data dashboard explore the results of a May 2021 parent survey documenting COVID-era practices and beliefs. As part of a larger multi-year study examining longitudinal use and impacts for one of the nation’s largest community broadband initiatives, these parent survey results provide an insightful, important, and often overlooked perspective. Building on prior research, this study examines a range of technology and broadband and perspectives and how such factors may be evolving to accommodate emergency remote home learning, blended learning models, and increased educational technology. A telephone parent survey was conducted with a random sample of 416 households stratified by broadband connectivity/access, focusing on capturing frequency of practice, attitudes, and beliefs towards digital devices and education. Respondents' broadband connectivity levels were collected along with a range of demographic information to provide a greater context to the results. The results include a summary of the frequency of how parents use technology across a variety of their own purposes and parents’ perception and attitude of using digital devices for educational purposes. This study provides new perspectives and research opportunities in understanding parents’ support of education through the lens of broadband access, with rich nuances across parents’ and students’ demographics.

**Creating a healthy rural ecosystem for community vitality: Equity in Educational Research**

Karalyn Kutzer, *University of Southern Maine;* Nicole LaPlant, *University of Maine Orono*

The objective of this project is to create a model of and mechanism for statewide, systematic data collection to support workforce development pathways for P-20 students in rural Maine to ensure the long-term vitality and success of these communities. Schools, as sites of human and community capital development, can be more thoughtfully calibrated to local workforce needs in these communities. However, data is not currently available to school and community leaders that allow them to make thoughtful decisions about how to use community resources and time in order to create these partnerships. School and community well-being in rural places are intertwined -- the development of the community is intrinsically linked to the success of their small businesses and without qualified and educated workers businesses cannot thrive (Bird, Sapp, & Lee, 2001; Schafft, 2016; Tigges & Green, 1994). Despite challenges in providing a quality education with diverse opportunities, these communities still have the potential to be successful. Through a series of interviews with stakeholders in two rural Maine communities the researchers will utilize their preliminary research to gain a deeper understanding of the towns and collect data through the interviews in order to aid the development of education in the communities.

# NEERO Reception

Celebration, Appetizers, & Conversation

### Thursday, April 7, 2022 4:45 – 5:45pm

Ballroom

Session Chair: Emilie Mitescu Reagan, Claremont Graduate University

Friday, April 8, 2022

#### Friday, April 8, 8:00am - 10:30am

**NEERO 2022 Conference Registration and Information Hotel Lobby**

**Session Chair:** NEERO Board

#### Friday, April 8, 9:00am - 10:15am

**Panel: Looking Forward, Looking Back: Presidents’ Reflections Ballroom and Virtual**

***Session Chair:***Marilyn Cochran-Smith, Larry Ludlow, Tom Schram, *Boston College, University of New Hampshire*

NEERO is pleased to bring together a panel of three past NEERO and AERA presidents to reflect on educational research and their professional careers. Together the panelists will share reflections on research from the fields of teacher education, educational anthropology, educational measurement and statistics. The panelists will discuss major changes to the field, lessons learned, and high points over their careers. They will also offer insights into challenges facing their fields and topics that researchers might take up in the future.

 The Distinguished Panel is one of the plenary sessions held during the annual NEERO conference. Instituted in 2010, the purpose of the session is to explore timely topics of critical interest to our research community from a variety of perspectives. Panelists have included educational researchers and evaluators from universities and nonprofit organizations, school and district educators, and state policy makers.

#### Friday, April 8, 10:30am - 12:00pm

**Amphitheater**

**Symposium 6.1**

**Voices from the Classroom: A National Study of Teachers’ Pandemic Experiences**

***Session Chair:***Amy Ryan, *Boston College*

**Voices from the Classroom: A National Study of Teachers’ Pandemic Experiences**

Lisa D'Souza, *Assumption University*

Patricia Mason, *South Shore Educational Collaborative*

Elizabeth Stringer Keefe, *Stonehill College*

Rebekah Louis, *Stonehill College*

The Project SOLVE inquiry group came together as a response to the national crisis in education during the spring of 2020. The first challenge was to understand how teachers and teacher educators were experiencing the shift to remote learning, and then to develop/propose potential solutions, resources and guides, while keeping an overall focus on equity and inclusivity throughout the work. During the 2020-21 academic year, Project SOLVE shifted to focus on development of a national mixed-methods research project. Phase 1 included a national survey (N = 623) which aimed to examine teachers’ experiences during the pandemic. Phase 2 identified interviewees (N = 60) from a subset of survey participants in order to gain further insight from teachers. Our symposium focuses on the voices of teachers across the United States as they shared their experiences teaching during the pandemic. The authors share four themes from our qualitative research: teacher burnout, teacher departure, teacher adjustment, and teacher resilience. While the pandemic ultimately impacted interviewees differently, specific factors emerged as contributing to their long term career decisions, adjustments, and resilience. These findings may offer significant insight for teacher preparation programs and PreK-21 schools as we consider the future of the teaching profession.

#### Friday, April 8, 10:30am - 12:00pm

**Gardner**

**Paper 6.2**

**Anti-Racism and Social Justice in Teacher Education: Exploring Research in Practice**

***Session Chair:***Mark Lauterbach, *Brooklyn College*

**Planning for Justice: A comparative examination of how two different cohorts of teacher candidates integrate social justice pedagogies into their instructional planning**

Rebecca Buchanan, *University of Maine;* Annemarie Kaczmarczyk, *SUNY Cortland;* Karyn Allee, *Mercer University;* Erica Warren, *Mercer University;* Danielle McKinney-Harris, *University of Maine*

This mixed-methods study examines the evidence of social justice teaching practices in two different cohorts of initial teacher certification elementary education candidates, one traditional undergraduate and the other students in an alternative graduate program. Candidates created integrated units infused with social justice practices for their writing methods course. Results indicate a greater breadth and depth of social justice practices exhibited by the older, more diverse, cohort of candidates. The findings suggest more explicit guidance may be needed to support teacher candidates as they attempt the complex work of planning for instruction both aligned to standards and incorporating social justice education.

**Creating a K-12 Trauma-Sensitive Education Program**

Julieandra Morgan, *Lesley University;* Leah Hough, *Lesley University;* Salvatore Terrasi, *Lesley University*

Cultural awareness of childhood traumatic stress has become significantly heightened not only during the ongoing COVID-19 pandemic, but also given relatively recent changes in our national sociopolitical climate. Children who have experienced trauma often have prolonged periods of elevated stress levels that results in the development of heightened arousal, or the experience of being on constant alert. The impacts of traumatic experiences on children and families warrants the investigation into the implementation of structured, programmatic trauma-informed interventions in schools. The purpose of this research was to examine the experiences of site-based education leaders in the process of creating trauma-sensitive schools. Moreover, this research sought to examine leaders’ identification of the foundational elements, methods of defining success, and barriers to achieving trauma-sensitive goals. We hope our research will inform the development of a procedural framework that will allow many more schools and districts to begin the process of learning about trauma and its effects and engage a trauma-sensitive education program in their settings.

**Taking the fear out of edgy teaching: Exploring critical literacy and the design of social action curricula in graduate coursework for elementary teachers**

Christine Woodcock, *Medaille College*

This qualitative action research project follows a case study format as a means of exploring critical literacy and the design of social action curricula in graduate coursework for elementary teachers. Teachers created Social Action Literacy Units (SALUs), which each consisted of five lesson plans focused on literacy components, accompanied by a two-page rationale for the curriculum. As we engaged in the planning and conversations surrounding these projects, our questions were: what are the edgy issues of our time, and how do we tackle them? Findings revealed two major trends. First, analysis indicated that the environment/climate change was the most frequently identified topic for teachers’ projects, followed by poverty and racism. Second, results indicated that the act of crafting their own SALUs provided the teachers with a sense of control and ownership in how they approached literacy instruction and critical engagement with tough topics, which helped to ease any fears associated with edgy teaching. Practical suggestions are provided, including topics, lesson ideas, lists of children’s literature, and photos.

**Teacher Preparation for Social Justice: A Synthesis of the Literature from 1999-2019**

Elyse Hambacher, *University of New Hampshire;* Emilie Reagan, *Claremont Graduate University*

Social justice is prevalent in teacher preparation and encompasses a large body of conceptual and empirical literature. In this paper, we provide an overview of theories of justice in teacher preparation. We review 125 empirical articles published in the U.S. and Canada between 1999 and 2019, and we examine preservice and novice teachers’ opportunities and experiences with learning to teach for social justice. Looking across the literature, we identified themes of identity, tensions between teacher preparation and school contexts, community, resistance, and emotions. We highlight gaps and redundancies across the literature, and we conclude with implications and recommendations for advancing the field.

#### Friday, April 8, 10:30am - 12:00pm

**Lear**

**Paper 6.3**

**Changing Times, Changing Contexts, Changing Needs: Exploring Shifts in Access, Safety, Support and Engagement in Contemporary Higher Education**

***Session Chair:***Brenda Santos, *Rhode Island College/University of Rhode Island*

**Effect of a free-tuition program on community college mental health counseling**

Kyle Gamache, *Community College of Rhode Island*

Tanekar Alexander, *Community College of Rhode Island*

A growing number of states are enacting programs offering free or reduced tuition at community colleges. These programs have increased access and reduced costs for students attending post-secondary institutions, increasing the number of students attending these colleges. Increases in enrollment have a significant effect on the staffing and management of institutions, particularly counseling centers. This study investigates changes observed at a community college counseling center after the enactment of a “Promise Program” which offered free tuition at the host institution. A secondary data analysis of six years of chart audits suggests significant changes in population of students utilizing mental health services, as well as clinical needs of the students. The authors conclude with recommendations for community college counseling centers at institutions starting similar programs.

**Camera Use in Remote and Hybrid Classrooms: Students and Educators’ Perspectives on Creating Community and Supporting Student Engagement and Participation**

Christian Williams , *Assumption University*

Cinzia Pica-Smith, *Assumption University*

This study focused on students’ and higher education faculty’s perspectives on camera use in the hybrid and remote learning asynchronous classroom. With few exceptions (Castelli & Savary, 2021; Reich et al., 2020), little research exists on the experiences and perceptions of students and educators on camera use and whether this technology enhances or hinders their academic, psychological, socioemotional experiences. This study aimed to garner an understanding of student and faculty perspectives on the use of cameras in the classroom in order to support both students’ and faculty in their teaching and learning goals, to help design inclusive, equitable, trauma-aware camera use policies and procedures for instructors and institutions, and generate meaningful conversations on effective online, remote, and hybrid pedagogies.

**Towards a culturally engaging campus environment for international students: A phenomenological study of needed innovations**

Adam Agostinelli , *Boston College*

This phenomenological study investigates the culturally engaging nature of a US campus for international students using Musues’ (2014) Culturally Engaging Campus Environment model. Semi-structured interviews were conducted with the director of the office of international students and the director of English language programs for international students with the aim of answering the overarching question: how can the insights of university employees with the most experience working with international students be used to innovate existing support to create a more culturally engaging campus environment? Their accounts indicated that innovation is most needed in the areas of opportunities for meaningful cross-cultural engagement and more culturally validating environments.

**Investigating Universal Design for Learning: Multiple Content Modalities and Course Effects**

Catherine Manly, *University of Massachusetts Amherst*

This study investigates the effect of offering multiple means of representing content, one aspect of Universal Design for Learning (UDL). Undergraduates across the full range of dis/ability too often struggle to achieve course success. UDL-based course design promises to help students with disabilities (whether disclosed or not) as well as all students, but research is needed to verify UDL’s specific benefits for student learning outcomes. This study aims to better understand the efficacy of offering multiple means of representing course content, one aspect of UDL pertaining to perception. It investigates the efficacy of representing content in multiple ways (i.e., text, video, audio, interactive, or mixed format) for online courses taught with an adaptive learning system at a women’s institution. An instrumental variables analysis investigated the connection between use of multiple modalities and student grades on weekly assignments and quizzes as well as the overall course grade.

#### Friday, April 8, 10:30am - 12:00pm

**Wentworth**

**Paper 6.4**

**Using a Critical Lens to Move Toward Diversity, Equity, and Inclusion**

***Session Chair:***Cara Mulcahy, *Central Connecticut State University*

**“Well There’s Those Kids…:” Trends in Who Falls to the Margins of Classroom Community and Behavior Norms from the Perspectives of Educators**

Sara Scribner, Springfield College

This paper highlights trends that were revealed in educators’ descriptions of which students are and are not seen as being a part of classroom community and in who is and who is not framed as demonstrating “school appropriate” behavior during semi-structured interviews. This paper details a portion of a larger study looking at classroom community and challenging behavior. The larger study included 15 educators, all with degrees from the same institution that promotes inclusion, diversity and equity. There were commonalities among who teacher’s described as being on the margins of the classroom community and who exhibits challenging behavior, specifically: students with disabilities and students with certain disability labels, boys, students of color, and/or students who come from lower socioeconomic backgrounds. The author offers direct examples from the interviews, and discussions of what areas of need these trends highlight when thinking about promoting truly inclusive classrooms and preparing inclusive educators.

**Social Justice in the Classroom: How Critical Literacy Can Help Teachers and Students Move Toward Empowerment, Equity, and Education for Liberation**

Katharine Covino, *Fitchburg State University*

Cara Mulcahy, *Central Connecticut State University*

Educators have a moral imperative to work against forces of injustice to create a society that is compassionate and equitable (Morrell, 2017). A philosophy and practice that allows educators to work toward this goal is critical pedagogy. Although there is no one way to create a critical classroom, research provides some common understandings (Harste, 2014; Irwin, 1996; Lewison, Flint and Van Sluys, 2000; Shor 1999; Vasquez, 2011). This presentation addresses the importance of critical conversations to identify underlying biases and the need to empower student voices to question dominant paradigms.

**Social Justice Stories: An Analysis of Teacher Candidates’ Compositions**

Kathleen A. Gormley, *Russell Sage College*

Peter McDermott, *Pace University*

This study consisted of an analysis of social justice stories composed by teacher candidates in graduate literacy courses. The study generated from two teacher-researchers’ interest in helping their teacher candidates reflect on how their identities and life experiences could improve their ability to teach for social justice. A case study method was used to examine the candidates’ (N=50) compositions about events relating to a social justice event in their own lives. The teacher candidates consisted of graduate students completing coursework at two institutions in the Northeast. The teacher-researchers initially analyzed the candidates’ compositions for emerging themes and patterns and later cross-checked and corroborated their analyses by sharing the compositions with one another. Results of the analyses indicated that the candidates’ narratives clustered into five categories: narratives about racism, bullying and disability, gender identity, homelessness and community violence. The experience of composing and discussing social justice stories offers promise that teacher candidates can become more critically aware of ways that justice and equity issues can affect the education of the children they teach.

**Daniel Webster**

**Paper 6.5**

**Rasch Workshop**

***Session Chair:***Larry Ludlow, *Boston College*

#### Friday, April 8, 10:30am - 12:00pm

**Woodbury**

**Roundtable 6.6**

**Learning Environments and Curriculum Implementation**

***Session Chair:***Christine Clayton, *Pace University*

**Online and Lonely? How Faculty Can Cultivate a Sense of Belonging in the Virtual Classroom – A Community College Perspective**

Carla Adams, *University of Hartford*

The appeal of online learning to students at the community college has skyrocketed. Offering the most flexible format for the busy student who is managing competing work and family responsibilities, the asynchronous (not in real-time) online format has become a popular modality. Although it offers the most convenience to students, disengagement and isolation can result from a lack of belonging causing poor course performance or withdrawal. The purpose of this study is to investigate specific ways in which faculty cultivate a sense of belonging in online (asynchronous) classes thus promoting retention and success. This research will examine the question: “What do community college faculty report about creating a sense of belonging in asynchronous online classes?” This study is significant in that it hopes to improve online pedagogical practices for community college faculty teaching in this online modality. Other faculty may learn best practices to improve teaching and ultimately, improve the sense of belonging for students in the online space.

**Analyzing Mental Health Curriculums: Recommendations for the Implementation of a Mental Health Curriculum for Middle Grade Students**

Lauren Bendheim, *Colby College*

More than ever students are struggling with their mental health in the classroom and especially after the trauma and isolation of COVID-19. Education instruction and curriculum need to adjust to this increase in need and implement well-researched and informed curriculums specifically addressing mental health to their students. Social-emotional learning has been heavily discussed in the past years in education, but as mental illness rates continue to rise, other aspects of mental health education need to be addressed in the classroom such as teaching early signs of mental illness, when to get help, and vocabulary around mental health disorders and treatment. My project will outline best practice curriculums that I have researched through interviews with educators, counselors, curriculum developers, and department of education representatives. It will also provide student outcome data through survey results and observation notes from case studies of classrooms implementing mental health curriculums that I will be observing. Overall, my project will inform educators about the importance of mental health education for middle school students, outline what types of mental health curriculums are being used currently by educators, and recommend aspects of these curriculums to educators based on my findings from observation, interviews, and survey results.

**Science Identity Development in Informal Science Learning: A Mixed Methods Approach with Self-Portraits, Interviews, and Surveys**

Aubrey Scheopner Torres, *Saint Anselm College*

Carmela Amato-Wierda, *University of New Hampshire*

This roundtable presentation will provide an overview the research design of a study scheduled for Summer 2022 that explores the role of science learning in informal settings (i.e., non-school settings) on middle- and high-school science identity development. Science identity shapes how students perceive themselves and whether or not they are capable of engaging in science and even future careers in science and engineering (e.g., Carlone & Johnson, 2007). We hope to examine how informal science learning environments impact science identity for both girls and boys. Much has been written about the underrepresentation of women and people of color in STEM education and careers (e.g., Ireland et al., 2018; Meiksins et al., 2018). We hypothesize that science learning environments and informal science learning opportunities have an impact not just on girls, but boys as well. The data we can gather, which will include student self-portraits, qualitative interviews with students, and pre- and post-surveys of students, can also explore how the science identity of youth from different racial and socioeconomic backgrounds are impacted by informal science learning.

**Love & Legos: Reflections from Quarantine**

Margaret Clark, *Massachusetts College of Liberal Arts*

This ongoing research reports on an 18-month auto-ethnographic study from the perspective of a college professor who was teaching her students remotely, while also homeschooling her five-year-old son. This self-study provides insight into a collection of artifacts that were created and analyzed during the Covid-19 pandemic and school year of 2020-2021. The goal of this study was to better understand not only how one child learned in isolation and at home during a pandemic, but also how we can emerge from this space - as students, educators, parents, and caregivers.

#### Friday, April 8, 10:30am - 12:00pm

**Riverwatch**

**Roundtable 6.7**

**School Improvement Through Research Based Decision** **MAKING**

***Session Chair:***Kelly Clark/Keefe, *University of Vermont*

**The Sustainability of STEAM – Urban Arts Education in a Competitive STEM World**

Floyd Green III, *University of Hartford*

Abstract While STEM (science, technology, engineering, and math) schools have grown in adoption across the country, preparing students for college and STEM careers. (Peters-Burton et al., 2019). STEAM (science, technology, engineering, the arts, and math) education has not expanded at a corresponding rate. The purpose of this qualitative case study is to examine the reports of faculty and administrators regarding best practices in sustaining an urban high-performing STEAM school in Connecticut. This study will use pre-visit data collection, interviews, in-person site reviews, and post-data information regarding administrators' functional areas of organizational operations (Ozkan & Topsakal, 2019). Although this research has not been completed, it is expected that functional organizational operations (Nawaz & Koc, 2019) impact the school's sustainability. The framework will provide insights and tools to demonstrate a sustainable model for educators and administrators, presenting a holistic view of a STEAM school.

**Implementing SEL: A Philosophy or a Set of Skills? Implications for Leadership in Two Differing Districts**

Jonathan Hart, *Readington Township School District*

Rick Falkenstein, Kingwood Township School/Milford Borough School

In recent years, social and emotional learning (SEL) has become an important facet in a well-rounded education. As schools reopen fully after the COVID-19 pandemic, the need to address student social, emotional, and mental deficiencies is as concerning as learning loss . This research in progress roundtable paper seeks to investigate best practices in implementing SEL programs. Our research identifies two school districts with differing approaches to implementation and explores the framework in each implementation strategy to determine efficacy for the individual school districts.

**The Unique Challenges of Equity Training in White Majority Schools**

Susan Thibedeau, *University of Maine*

In recent times, increased public scrutiny and outcry over police shootings of unarmed Black, Indigenous, and People of Color (BIPOC), including George Floyd and Breonna Taylor to name just two, have further revealed a culture of demonizing and criminalizing certain groups based on racial stereotype, prejudice, and discrimination. This examination of one element of systemic racism then spawned a broader look at how BIPOC face racism in every aspect of their lives, including in education. As districts heed the call to understand the experiences of BIPOC in order to provide more equity in education, training for staff becomes the natural step forward. White majority settings face unique challenges in equity training with White educators who often having limited personal experience with racism, sometimes resulting in disbelief or lack of understanding about systemic racism. This research will evaluate how a White majority school district’s equity training impacts White teachers’ racial literacy. Evaluation of both implementation of and response to equity training will provide thick description into benefits and challenges of such training. The combination of examination of context and evaluation of responses to trainings will result in findings that have pragmatic application to develop further equity training for schools.

#### Friday, April 8, 10:30am - 12:00pm

**Warner**

**Roundtable 6.8**

**Innovations in Teaching and Learning**

***Session Chair:***Bo Zhang, *University of Hartford*

**Instructional Equality: Writing to Learn in Higher Education**

Stacy Maddern, *University of Connecticut*

A conceptual understanding of equity is essential in the dissemination of instruction, particularly with regards to the writing curriculum in higher education. While equal opportunity provides access to education, it does not necessarily result in education. The ideological function of discourse within instruction may often contribute to the maintenance of social relations of power and privilege. Student experience in the dissemination of knowledge regarding writing as process and product addresses a range of issues pertaining to social inequality. Based on the general acceptance in higher education that writing should be a “basic” academic skill, there remains a long-standing practice that renders writing instruction a remedial tool. Students entering their first year at a college or university often feel anxious about their writing skills. Having to write, let alone improve their writing skill, is an underlining cause of anxiety for some students. Whether it is a struggle to find their voice or not generating a response to a given prompt, there is reason to view writing as the cause of stress and anxiety.

**Transcending the Lectern: Effective Applications and Evaluation of Mixed Realites in the College Classroom**

Pamela Thompson, *Thomas College*

The main objective of this paper is to share key observational data highlighting the application of mixed realities as an instructional tool and methods of evaluation that faculty and administrators are using in the university and college setting. Findings from primary research through interviews and observations with college faculty using augmented, virtual, 360 immersive, also known as mixed realities will be examined.

**Storytelling as an element in career education**

Barbara Haines, *University of Hartford*

Behavioral-based undergraduate student employment interviews are growing in popularity and are commonly used by corporate recruiters to evaluate future job performance based on experience. This classroom-based action research study will use narrative theory as a framework in a course that provides undergraduate students with the tools by which they can develop stories to take with them in an employment interview. Creating stories, practice, and one-on-one coaching has the potential to provide students with confidence and skills to relay how their narratives may answer the needs of the employer.

#### Friday, April 8, 12:30pm - 1:30pm

**NEERO Board Information Session Harbor’s Edge**

***Session Chair:***Sarah Enterline Roch, *St. Mark's School*

Are you interested in becoming more involved with NEERO? Would you like help with the review process?

Do you have ideas on how we can continue to improve the NEERO conference?

If you have answered yes to any of these questions, please join us for an information session to discuss ways to get more involved in NEERO, along with suggestions for next year’s conference. Graduate students are encouraged to attend!

We look forward to seeing you next year!

2023 Conference Location & Dates: Sheraton Portsmouth Harborside Portsmouth, NH

May 3-5, 2023