



*Program for the  
54th Annual Meeting  
of the*

**New England  
Educational Research Organization  
(NEERO)**

**Expanding Equity in Educational  
Research**

*Sheraton Portsmouth Harborside Hotel  
Portsmouth, NH*

*May 3-5, 2023*

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# 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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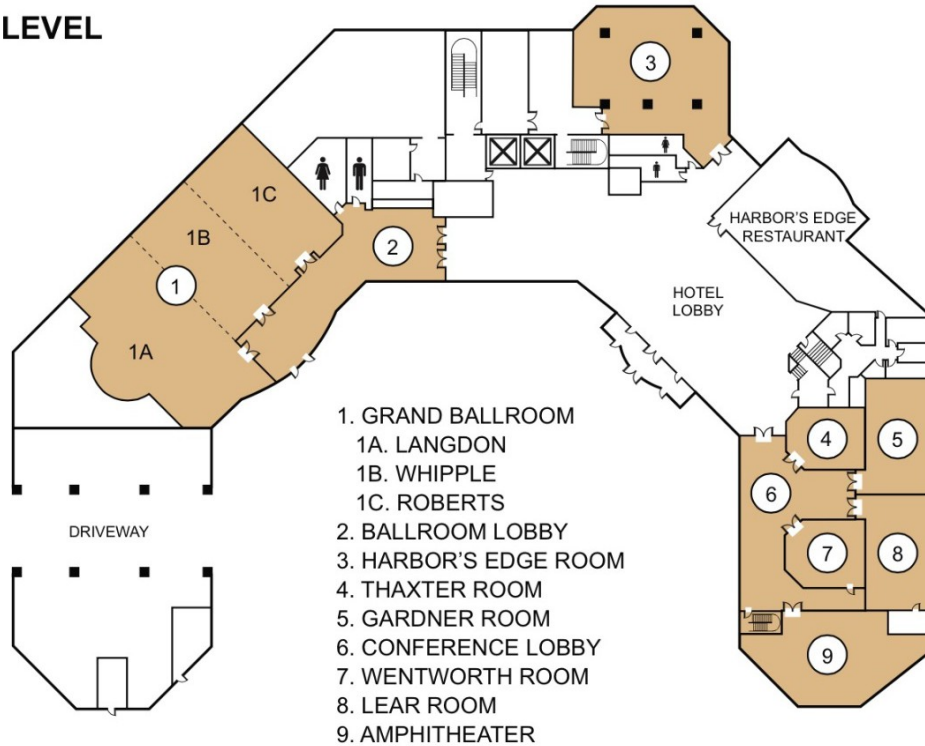
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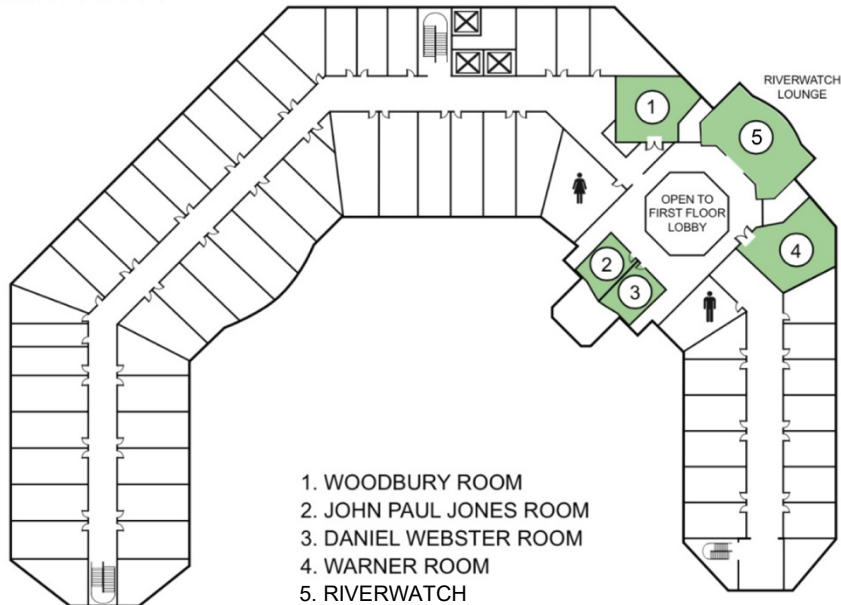
# The Sheraton Portsmouth Harborside Hotel

Portsmouth, New Hampshire

## LOBBY LEVEL



## MEZZANINE LEVEL



Wednesday, May 3, 2023

Wednesday, May 3, 12:00 – 5:00 pm

NEERO 2022 Conference Registration

Hotel Lobby

Wednesday, May 3, 12:00 – 1:45pm

Pre-Conference Workshop

Thaxter

**Writing and Submitting a Journal Article in 12 Weeks!**

Presenter: Mary Grasseti

In this workshop participants will examine the process of academic publishing. from getting started to responding to journal decisions. Topics include examining attitudes and beliefs about writing, planning for writing, finding and selecting an appropriate journal for your work, and responding to an editor's decision. Participants are asked to bring in a sample piece of writing (no matter what stage it is in) so that they may begin to examine the piece as a potential future journal article.

Wednesday, May 3, 2:00 - 3:30pm

**Paper 1.1**

**Paper Session: Examining Influences on Identity and Psychological Capital Higher Education Contexts**

Wentworth

*Session Chair:* Hany Zaky, Hudson County Community College- Kean University

**Constructing Identity and Navigating College Admissions on Reddit: A Discursive Narrative Analysis of /r/applyingtocollege**

Shadman Islem, Boston College

Marisa Lally, Boston College

Social media is an important tool for students in navigating college admissions, and online interactions contribute to the decisions that students make. One site that deserves further exploration is reddit.com. This study explores the construction of identity through narratives on one of reddit's most popular higher education forums. The study finds that the authors use positioning as a way to construct identity, indexicality through taking a stance, and constructing images of themselves in the past.

**The Bolstering Effect of Psychological Capital on Community College Student Success**

Kyle Gamache, Community College of Rhode Island

Community colleges have an important, civic mission to serve the educational needs of the public. Unfortunately, community college students experience lower levels of academic success, often displaying lower academic achievement and degree completion. Positive psychological constructs that have been shown to have a positive influence on personal outcomes, including academics (Luthans et al., 2015). This study explores the influence of PsyCap on academic achievement in community college students. A total of 209 students attending a Northeastern community college were recruited to participate in this study. At the start of the semester, student participants were given a series of scales related to PsyCap, academic distress, and collegiate adjustment, and their GPA at the end of the semester was recorded. Parallel mediation analysis was conducted on the data to investigate effects between PsyCap and the mediating variables on GPA. Evidence for a complete mediation effect between PsyCap and academic distress was uncovered. This could suggest that PsyCap has a positive influence on student GPA, by reducing students' amount of anxiety about academics, allowing them to be successful in their classes. The limitations and implications of this finding are discussed, and recommendations for policy and future research are offered.



**Paper 1.2**  
**Disability Through a Critical Lens (DSCP)**

**Gardner**

*Session Chair:* Michelle McAnuff Gumbs, *University of Maine*

**Blindness in a Crip's Classroom: An Autoethnography**

Katie Roquemore, *Landmark College*

This autoethnography explores the question of who we believe should teach through vignettes of my experiences during the semester I hosted an intern who is blind when I was a high school English teacher. As a wheelchair user myself, these experiences help illuminate the complexities of internalized ableism, dysconscious ableism (Broderick & Lalvani, 2017), and structural oppression that teachers and pre-service teachers encounter and navigate.

**The Need for Education and Healthcare Collaboration to Address the Educational Needs of Youth with Special Education Concerns and their Families**

Hilana Scott, *Boston Medical Center*

Soukaina Adolphe, *Boston Medical Center*

Ivys Fernandez-Pastrana, *Boston Medical Center*

Michelle Stransky, *Boston Medical Center*

The COVID-19 pandemic, civil unrest, and the public charge rule have highlighted the need for cross-sector collaborations to ensure that youth receive appropriate school services and that their families are supported partners in their child's health and education. We describe the efforts of a primary care-embedded specialty healthcare clinic focused on children with special education needs and their families. Founded in 2017, the clinic has served 308 children through 452 clinic visits, many of whom identify as part of minority racial, ethnic and language communities and receive care via public health insurance. Surveys conducted with parents who received clinic services show numerous examples of poor relationships with school personnel and systems; for example, 50% of parents reported that the school did not provide them with interpreter services for special education meetings at no charge and that their child was evaluated more than 30 days after they agreed to an evaluation. The services provided to families in this one-of-a kind clinic can assist families in their understanding of the special education process, advocacy efforts for their children, and collaboration with schools. Communication between families, school systems, and health systems is integral to addressing gaps in equity for this group of individuals.

**Crippling Methodology: A Neurodiverse Working Group's Understanding of Research**

Brianna Dickens, *Syracuse University*

Taylor (2018) explains that the power that comes from being in the academy is a product of the construct of intelligence and the intelligence as gatekeeper ideology. The academy is steeped in the notion of intelligence, of its members being knowledge citizens and knowledge creators which is reliant on others being seen as incapable of being knowledge citizens and knowledge creators. While scholars are actively pushing against this, and making efforts to include individuals with intellectual disabilities in research, there is a need to continue to diversify research methods from design involving individuals who identify as neurodiverse and have historically been left out of knowledge creation. Intelligence as gatekeeper seems then to still be an acting force in who defines, designs and ultimately chooses research methods. The aim of this project was to start to begin to understand how individuals with intellectual and developmental disabilities who have been a part of previous research, understand and define research, and then to create a set of considerations in terms of research methodology that is more inclusive and open to different ways of knowing.

**Paper 1.3**  
**Models and Technology Integration in Educational Contexts**

**Lear**

*Session Chair:* Wendy Sonstrom, *LEARN*

**Are Regression Models (in)congruent With Intersectionality Theory? Applying Intersectionality Theory to Education Research and Interrogating Limitations**

Olivia Szendey, *Boston College*

Through critical analysis of the conceptual and statistical limitations approaches to capturing intersectional identities in regressions, this paper guides researchers who wish to examine educational issues through an intersectional frame. This paper encourages education researchers to critically interrogate existing research tools and assumptions to better account for intersectionality.



Wednesday, May 3, 2023

## **Do Parents Act as They Believe?: Exploring Discrepancies Between Parents' Beliefs and Practices Toward Technology**

Zhexun Xin, *Boston College*

Damian Bebell, *Boston College*

Gareth Cleveland, *Boston College*

Michael Russell, *Boston College*

Using Spring 2022 survey results from a larger equity evaluation, this paper explores discrepancies between parents' surveyed beliefs and practices about technology, as well as the relationships between parent discrepancy and various demographic variables. There are statistically significant differences in the discrepancy between race groups. The biggest discrepancies between beliefs and practices were observed among parents who identified as White, followed by parents who identified as Black or African American, and the least discrepancies were observed among parents who identified as Hispanic or Latinx. Additionally, a tendency of bigger discrepancies was found in households that refused to adopt broadband compared to households that actively adopted broadband. Parents who reported positive beliefs but low use frequency in technology may need support accessing broadband and digital devices. Parents who reported negative beliefs but high use frequency may need support in teaching and learning how to use technology for their children's education. Finally, parents with big discrepancies in general may be struggling with technology because they have unrealistic expectations or preconceived biases about technology. Limitations are discussed, and future studies should explore specific instruments measuring the discrepancy and clarify potential interpretations.

### **Roundtable 1.4**

#### **Exploring Stressors in Teaching and Learning Environments (HDL)**

**Riverwatch**

*Session Chair:* Emilie Reagan, Claremont Graduate University

#### **Reimagining Rural School Districts as Sites of Anti-Racist Possibility**

Niralee Patel-Lye, *University of Connecticut*

Violet Jiménez Sims, *CT Teacher Residency Program*

Jess Gregory, *Southern Connecticut State University*

Extant research has overlooked the impact of racial isolation on identity development in hyper-segregated rural communities. This case study examines teachers' perceptions of three key areas in a rural school district that is over 90% White: how community members discuss race, how community members discuss the efforts of the school district to address racial isolation, and in what ways specific local incidents guide the discussion of race in the community. Further, the study investigates who chooses to participate in the discussions. The identity formation of students is impacted by the cultural homogeneity of the community and curricula but there is hope and possibility that this can be changed. We apply Critical Race Theory to interpret the qualitative data derived from local media and from public social media posts on community pages and local education pages. The movement for anti-racist curricula, and protests for change have become strong forces in the community. We conclude that this hyper-segregated rural district has many possibilities for being a place in which the movement for Black Lives can realize educational equity and justice for students of color.

#### **Exploring Inservice Teachers' Emotional Experiences in Antiracist Professional Development Through Image Elicitation**

Abby Emerson, Teachers College, *Columbia University*

Antiracism has become a prominent area of in-service teacher professional learning in New York City since the Spring of 2020. However, the wealth of research in antiracist teacher education over the last thirty years has largely been derived from studies taking place in preservice programs at universities. This study seeks to build understandings about antiracist teacher learning or antiracist professional development, but grounded in the context of school-based settings. In addition, emotions are seen to be integral to all learning, but especially counter-hegemonic learning like antiracism. The study asked, what emotions and feelings do practicing teachers experience and see in the context of school-based antiracist professional development? This study used image elicitation to learn about educators' experiences of emotions within the context of school-based antiracist PD. Findings reveal that they feel confusion, stuckness, and complexity, but also feelings of care, love, and heart work. These feelings have important implications for the pedagogies of PD facilitators and school leaders.

Wednesday, May 3, 2023

## **“If They Have Our Backs, I’d Just Go for It”: Teacher Experiences with Antibias and Antiracist Practices in Dangerous Times**

Jessica Powell, *Southern Connecticut State University*

Jessica Kenty-Drane, *Southern Connecticut State University*

In our current historical moment, schools are experiencing an onslaught of pushback against any attempts at antiracist and antibias teaching practices. How teachers choose to engage in antiracist practices are potentially shaped by their perceptions of their school leaders, fellow teachers, and the families which they serve as well as their own sense of power to make change. In this qualitative study, the researchers interviewed public school teachers, who identify as white, to better understand their perspectives and experiences with antiracist and anti-bias teaching in K-12 public schools. In particular this study explores how teachers navigate the community push-back and perceived tensions around antiracist and anti-bias teaching and how they understand the role of power in these dynamics. Findings from this study may inform teacher preparation and educational leadership pedagogies as well as approaches to in-service teacher supports.

### **Roundtable 1.5**

#### **Building Empathy and Connection in the Classroom: Exploring the Intersection of Trauma, Art, and Education (HDL)**

**Riverwatch**

*Session Chair:* TBA

#### **Educators’ Perceptions of Trauma in Higher Education**

Sarah Kipp, *Lesley University*

Congmin Zhao, *Lesley University*

Christine Fallon, *Lesley University*

Kelly Vogel, *Lesley University*

Constance Chung, *Lesley University*

Educators in higher education settings interact with students who navigate significant challenges in learning related to present or past experiences of trauma. Educators, however, may not recognize the behaviors exhibited by these students as trauma responses. Furthermore, while working with an adult population, educators may vary in their perceptions regarding the importance of creating trauma-sensitive learning environments. This research study is designed to explore the perceptions held by educators in a higher education setting with regard to four areas: 1) their conceptions of trauma; 2) the prevalence of trauma in their student population; 3) their responsibility as educators to create trauma-sensitive environments; 4) and their needs as educators to address the impact of trauma on learning.

#### **Perspectives in Education: Definitions of Trauma**

Natalya Rakevich, *Lesley University*

Eldine Beaubrun Montauban, *Lesley University*

Kelly McDermott, *Lesley University*

Nicholas Suchecki, *Lesley University*

This proposed qualitative exploratory case study is a pilot study that is intended to be the precursor of future research. The study is being conducted by a group of graduate students and will be using the roundtable to seek feedback on categorizing themes in the data, the use of the structured tabular approach for working with brief survey responses, and are open to additional comments and suggestions. We will be investigating educators’ definition of trauma utilizing a narrative frame and gathering short answer survey responses. This study seeks to ask educators the question, ‘How do you as an educator define trauma?’ This study will engage educators at four varied sites. The objective of this exploratory case study is to understand how educators in these four varied settings define trauma.

#### **Made By Us: Reflective Folkart & The Craft of Teaching**

Margaret Clark, *Massachusetts College of Liberal Arts*

Rebecca Buchanan, *University of Maine*

We are two teacher educators who have engaged in collaborative self-study for the last five years. Our shared examination has explored critically reflective teacher education and the challenges we face enacting our own critical pedagogies within constraining and hierarchical institutions. During the pandemic, we merged some of our long-term personal creative interests with our critical-reflection processes in order to process living, working, and teaching during the COVID-19 pandemic. We found that creative sensemaking provided opportunities for healing as part of our reflective practice and allowed us to better integrate our personal and professional identities as teacher educators. This paper reports on an extension of that work, a collaborative creative critical reflection, where we co-create folkart and analyze how this creation informs our ongoing development as critical teacher educators.

Wednesday, May 3, 2023

### **Using Mindfulness and Psychotherapy-Related Techniques to Manage Disequilibrium**

Peter Oliver, *University of Hartford*

In the teaching-learning process it is inevitable that students will experience some disequilibrium (frustration or confusion). Instructors' responses to disequilibrium often include providing hints and strategies to help students "think" their way to solutions. While such assistive strategies have their rightful place, teachers who rely solely on hints or external supports may unwittingly convey a negative message to students that disequilibrium is a problem, and that help must come from external sources. Moreover, teachers may not notice their own negative responses to disequilibrium. Disequilibrium is a potentially valuable experience in the classroom and can serve as an opportunity to cultivate useful learning (and life) skills. Specifically, learning to work through disequilibrium may help students and teachers to better manage stressful negative emotions and debilitating thoughts which interfere with their ability to think creatively and to solve problems. In essence, this means becoming comfortable with being uncomfortable. Several mindfulness and psychotherapy-related practices can be integrated into classroom teaching, including diaphragmatic breathing, body awareness, grounding or centering, and normalizing thoughts. Such practices help students reframe academic challenges, thereby further cultivating internal resources to enhance self-confidence and self-efficacy. To reflect on the impact of these practices, an auto-ethnography will be employed.

Wednesday, May 3, 3:30pm - 4:45pm

### **Paper Session 2.1**

#### **Topics in Curriculum and Instruction (Lear)**

**Lear**

*Session Chair:* Kristen Lech, Bay Path University

#### **From Trauma to Healing: Learning as Witnessing and Testimony**

Adrienne Vitullo, *Teachers College, Columbia University*

As schools continue to deal with impacts from the COVID-19 pandemic, teachers currently grapple with seemingly contradictory requirements forced upon them: increase student academic performance and act as emotional first-responders for students. Conceiving schools as places for either academic or social-emotional development is primarily a neoliberal construct (Au, 2018) rather than a reality for teachers in the field, meaning teaching now necessitates both. Identifying the pandemic as collective trauma means understanding its increasingly devastating impacts and requires those in education to chart a path forward, perhaps by reanalyzing the tools educators use to assess and approach students' needs in the classroom. Trauma-informed pedagogy is included within current practices that may need re-examining. The current moment asks all educators to question how learning happens amidst trauma and how schools contribute to trauma (Abdi et al., 2020). Doing so can allow educators to transition from a place where they are either providing a place for teaching or healing to a place where educators are teaching through healing and healing through teaching.

#### **Designing Literacy Instruction to Support Critical Consciousness: The Case of One Sixth-Grade Student**

Kierstin Giunco, *Boston College*

Leighton Christine, *Emmanuel College*

Grace Tumushabe, *Emmanuel College*

This proposal describes an English Language Arts sixth-grade unit centered on nurturing students' views of themselves as social justice advocates. We explore how a unit grounded in critical literacy may have created space for one student to further develop his critical consciousness. Our findings support teachers and teacher researchers taking a critical literacy stance in their work by providing concrete steps they can use to develop students' critical consciousness.

#### **A New Framework for Critical Engagement, Multimodal Learning, and Compassion in Literacy Instruction**

Cara Mulcahy, *Central Connecticut State University*

Louise Shaw, *Southern Connecticut State University*

This paper presents a literature review to support the development of a new framework for literacy instruction that centers critical engagement, multimodal learning and compassion. Literacy instruction and learning are always embedded in the social, cultural, and economic complexities of the world (Beck, 2005; Freire, 1970). For learning to be purposeful, relevant and engaging, students' literacies and funds of knowledge must be at the center of learning (Moll, Amanti, Neff, & Gonzalez, 1992). Allowing students' voices to emerge and be heard creates possibilities for respectful and trusting relationships to develop between students and teachers and for authentic learning to take place. The English Language Arts (ELA) provide educators with a degree of latitude when it comes to literacy instruction and classroom practice. Integrating literacy practices with critical literacy and multimodal learning creates possibilities for teaching to be grounded in students' lived experiences with respect to their social and cultural backgrounds. This paper considers how an instructional framework, grounded in theories of critical pedagogy, critical literacy, cultural responsiveness, and social semiotics, may forefront critical pedagogies and multimodal learning to create an engaged and critically compassionate classroom.

## Paper 2.2

### Exploring Relationships of Theory, Practice and Pedagogy in University Classrooms: Centering Diverse Personal and Professional Identities

Wentworth

*Session Chair:* Ellen Belitzky, *University of New Haven*

#### Clinical Instructor and DPT Student Reports of Affective Behavior Issues During a Clinical Experience

Bruce Elliott, *MCPHS University*

Jon Rizzo, *University of Connecticut*

The purpose of this study was to investigate the reports of clinical instructors (CIs) and Doctor of Physical Therapy (DPT) students regarding their opinions on the teaching and evaluative techniques of three Red Flag items from the Professional Practice section of the Clinical Performance Instrument (CPI) during a clinical experience. Methods/Descriptions: Three items from the professional practice section of the Clinical Performance Instrument (CPI) (accountability, communication, and professional behavior), were utilized to create the conceptual framework around which survey questions were constructed. The primary survey asked both CIs and students whether a lapse in student accountability, communication, and/or professional behavior occurred in a given week. Results/Outcomes: During the affiliation, there were five instances where a student indicated that their clinical instructor addressed accountability, communication, or professional behavior with them in regard to their patient care. Three of the five responses identified communication as the attribute that required further instruction, while there was one instance of a lapse in both professional behavior and accountability. Conclusions: The study concluded that students in their second or third affiliations were adequately prepared regarding accountability, communication, and professional behavior as evidenced by the low response rate of all participants.

#### Considering Technology Shifts in Mathematics Teacher Preparation

Miriam Gates, *Emmanuel College*

David Earls, *Emmanuel College*

Jack Tata, *Emmanuel College*

Maeve Keane, *Emmanuel College*

In this mixed-methods study, we sought to understand the shifts taking place in mathematics teacher education with a focus on technology. We used interviews with teachers impacted by the COVID-19 pandemic to derive an analytic framework that highlighted the technology needs they described. Then using publicly available syllabi, we sought to determine if any shifts in these areas had occurred. We found significant changes in support for future mathematics teachers to teach with technology. However, we found that courses were not addressing how to use learning management systems, homework apps, or how to build online community. Implications of this study for the field are discussed.

## Roundtable 2.3

### Professional Development: Boundaries, Facilitators and Coaching

Gardner

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

#### An Action-Research Case Study: The Impact of a Coaching Cycle on Implementation of Next Generation Science Standards Within Grade Four Science Classrooms

Shelby Hale, *University of Bridgeport*

Elementary school teachers are faced with numerous challenges when teaching science using the Next Generation Science Standards (NGSS). This action-research case study looked to explore the effects of a coaching cycle on teacher's increased perceived understanding of NGSS and its three-dimensional design as a way to better implement the standards. This study answered the question of how elementary teachers perceive a coaching cycle to impact implementation of NGSS in elementary school science using Malcolm Knowles' Adult Learning Theory (1980), Jack Mezirow's Transformational Learning Theory (1990), and Albert Bandura's Social Cognitive Theory (1986). This study used semi-structured interviews, participant surveys, targeted professional development, and coaching conversations and teacher reflections to provide teachers with the information they needed to improve their self-efficacy for including NGSS in their grade four science classrooms. The findings revealed that the coaching cycle was successful in growing teachers' perception of understanding the NGSS. Teachers increased their participation in NGSS-related professional development time, increased their weekly science teaching time, and grew in their understanding of components of the NGSS. The teacher-participants suggested their perception of the most meaningful component of the coaching cycle while also suggesting improvements to the coaching cycle based on their experiences.

Wednesday, May 3, 2023

### **Teacher Leadership Collaborative: Boundary-Crossing Spaces for Teacher Empowerment**

Rebecca Buchanan, *University of Maine*

Tammy Mills, *University of Maine*

Bailey Edward, *University of Maine*

Kari Thurman, *University of Maine*

Moriah Weitman, *Ecology Learning Center*

Miranda Snyder, *Mount Desert Island High School*

Ethan Mathieu, *University of Maine*

Carleen Goodsell, *University of Maine*

The cultivation of teacher leaders is key to addressing the complex challenges that the field of education faces. Over the past two years, we have participated in a group we call the Teacher Leadership Collaborative (TLC). The TLC is a community of educators - from preservice to highly experienced - committed to equity-oriented teaching and interested in creating change in their schools and communities. Rooted in a framework for teacher leadership that emphasizes teacher inquiry, an expanded notion of teachers' role, and an emphasis on social justice (Authors, 2020), the TLC has provided a generative setting for educators across the career span to process their experiences, name their challenges, and identify ways to enact equity-oriented change. This paper will present what we have learned about this collaboration over the last two years. We begin with an exploration of the framework that guides our understanding of teacher development. Then, we share our approach in the TLC and what we have learned from the empirical data we've collected. To best illustrate these findings, we include embedded-unit case examples - written by participating teachers that detail how participation in the TLC has empowered them and supported their development as educational leaders.

### **Resisting White Supremacy Culture: Black Antiracist Facilitators' Mindsets When Providing Professional Development for Schools and Teachers**

Abby Emerson, *Teachers College, Columbia University*

One of the central goals of antiracist professional development is to support teachers with the development of antiracist teaching practices so that learning experiences for students are less racist. Facilitators who lead these professional developments come up against teacher resistance and must have the mindsets and skills to navigate them. This study probes the mindsets of two Black women antiracist facilitators as they engage in this work, finding that their approaches are in direct opposition to white supremacy culture. I found that these facilitators demonstrated commitments to collectivity over individualism, a trust in process over sense of urgency, and a conviction in truth over fear of conflict. These understandings have implications for the pedagogies and mindsets of all facilitators that seek to support classroom teachers in antiracist work.

## **Roundtable 2.4**

### **Exploring Ways to Best Support College Student Success and Persistence: A Focus on Populations Facing Social, Emotional and Economic Adversity**

**Riverwatch**

*Session Chair:* Kyle Gamache, *Community College of Rhode Island*

### **Faculty Perceptions Regarding the Implementation of an Early Alert System at a Multi-Campus Statewide Institution**

Michael Goemans, *University of Hartford*

The focus on student success and retention continues to be at the forefront for institutional goal-planning given the struggle that higher education institutions are having with declining enrollments due to the increasingly competitive recruitment market for new and continuing students. Institutions are beginning to rely heavily on analytical data regarding their students to inform decision making concerning institutional policies and procedures. As technology becomes more sophisticated and ubiquitous on college campuses, institutional agents are working to evaluate student behaviors, academic performance trends, and engagement rates more consistently through an early alert system (EAS). A key component to design and implementation of an EAS is transparent and consistent engagement with institutional stakeholders that will play a role in facilitating the systems success. Specifically, incorporating faculty and their perceptions of the system, including its adoptability and trialability amongst their peers, is paramount. The purpose of this mixed method research will be to evaluate faculty reports regarding the effectiveness of an EAS throughout a multi-campus, statewide institution. Employing a survey and interviews based on Rogers' theory of innovation, the study will examine reports regarding the adopter status of faculty utilizing EAS, as well as the trialability and compatibility of the system.



Wednesday, May 3, 2023

### **The Role of College Undermatching in College GPA and Persistence Among First-Generation College Students**

Ling Chen, *University of Massachusetts Amherst*

College undermatching occurs when academically qualified students enroll in a less selective postsecondary institution. The negative consequences of college undermatching are well documented. There is an overlap in population between college undermatching and first-generation college students. However, seeing undermatched students as a homogenous group may overlook how the interplay between college undermatching and first-generation college student status shapes postsecondary outcomes. Utilizing an interdisciplinary theory of college student success as a framework, this study investigated how the differences between undermatched students and non-undermatched students in postsecondary outcomes vary based on first-generation college student status. Analyses reveal that a) college undermatching was positively related to college GPA; b) college undermatching was negatively related to college persistence, and the relationship is pronounced for four-year institutions and high-achievers in high school; c) among high-achievers, first-generation college students who are college undermatched have lower predicted probabilities of college persistence than first-generation college students who are not undermatched. These findings reinforce the fact that the interplay among college undermatching, first-generation college students, and postsecondary outcomes vary in different contexts. Given these findings, recommendations are provided with the intent of solving college undermatching by assisting the population who need it most.

### **Supporting NSF S-Stem Scholars: Examining First-Year Student Services**

Tamara Shattuck, *Western New England University*

Raymond Ostendorf, *Western New England University*

Jingru Benner, *Western New England University*

The NSF S-STEM Scholar project is an initiative which emphasizes immersed research experiences and entrepreneurial skill development for Mechanical Engineering (ME) students at a private university in New England. Two course-based sequences are being implemented to provide research experience and develop entrepreneurial skillsets. The project also has a focus on strengthening the existing service programs at the university, such as mentoring and career path consultation. The program aims to increase enrollment of academically talented low-income students and increase retention of ME students. There are six main project objectives, for this presentation we focus on Objective 2: Strengthen student service programs to increase the first-year retention rate. We examine data collected on the Student Service Programs which consists of: (1) team advising, (2) career consultation, and (3) conference participation. All activities and services in this project aim to boost the self-efficacy of low-income students early in their college careers so that they are better prepared to tackle challenges and become successful both academically and in life. The findings from this project will add new knowledge toward defining what effective curricular and co-curricular activities work to improve the persistence and success rate of college students from low-income communities in STEM fields.

## **Roundtable 2.5**

### **Culturally Responsive Practices and Immigrant Lived**

**Riverwatch**

*Session Chair:* Jeff Beaudry, *University of Southern Maine*

### **Amplifying Youth Voice in Developing Culturally Relevant SEL Models; The Intersection of Culturally Responsive Practices (CRP) and Social Emotional Learning (SEL)**

Hannah Andry, *Plymouth State University*

Despite the emphasis in recent years on the importance of social and emotional learning for students, there is a dearth of culturally responsive social emotional learning (SEL) opportunities for youth from historically marginalized populations (Schlund et al., 2022), a phenomenon that is at odds with SEL's founding aims (Comer, 1968). This contributes to the opportunity gap that afflicts students from these populations, specifically in urban out-of-school-time (OST) settings. Presently defined by The Collaborative for Academic, Social and Emotional Learning (CASEL), SEL is the process through which individuals acquire the skills to develop healthy identities and relationships and set goals. Culturally responsive [practices] (CRP) is defined as "using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for [students]" (Gay, 2010; Ladson-Billings, 2009). Culturally responsive SEL in OST connects to local and national conversations around equity, inclusion, and representation. There is a gap that lies within some current popular SEL models that reflect only American, heteronormative standards for social and emotional development. This research will focus on shifting responsibility from students adapting to inequitable expectations to the social and systemic barriers that some students are exposed to.

Wednesday, May 3, 2023

**Language, Ideologies, Capital, and The Culturally Engaging Nature of a US Campus for International Students: a Survey Study**

Adam Agostinelli, *Boston College*

The survey instrument utilized in this study is designed to account for racial and immigration-related experiences of international students to gain a more comprehensive view of identity, cultural engagement, and support within a private university in on the east coast. The overarching research questions of this study are: (1) How do international students report about their experiences regarding the racial, linguistic, and immigration-related dynamics of their campus community? and (2) how can the reports of international students inform the creation of a more identity affirming and culturally engaging campus environment? A pilot survey has revealed three key measurement components: cultural engagement, sources of marginalization, and satisfaction with support systems. Emerging trends from the finalized survey data will be discussed.

**Culturally Responsive Teaching (CRT): What Works in The Early Childhood Mathematics Classroom**

Ingrid Everett, *Commonwealth University of PA*

The racial disproportionality rate - the percentage of students of color divided by the percentage of teachers of color (Fontana & Lapp, 2018) - may significantly impact P-12 student-of-color achievement (Chetty et al., 2011; Wright, Gottfried, & Le, 2017), creating barriers to student success (Everett, 2020; Kidd, Sanchez, & Thorp, 2008). Optimum outcomes are achieved when P-12 students see themselves reflected in their teachers (Boser, 2011; Khalifa, Gooden & Davis, 2016) however today's educators are primarily White (NCES, 2013). Culturally Responsive Teaching (CRT) is a way to meet racially diverse student need and is defined as "using the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant...(Gay, 2002). This study will identify factors and resources implemented by early childhood mathematics teachers in school districts reporting better than average mathematics test score outcomes for students-of-color as reported in public standardized testing data. These data from this mixed-method study will provide currently practicing teachers with CRT factors and resources to facilitate improved mathematics outcomes for students-of-color, and to inform teacher preparation programs in curricular change to better prepare new teachers in supporting their future students.

**Reflections of Immigrants, Refugees, and New Americans Living in The United States**

Diane HARRIS, *Merrimack College*

Resettling in the United States can present a number of challenges for refugees and immigrants in the United States (Ludwig, 2016). When considering developing and maintaining positive identities during the acculturation process and beyond, when the needs of individuals are not met, additional motivational challenges may exist (Maslow, 1943). Without those positive identities, immigrants, refugees, and New Americans can struggle to reach Maslow's level of self-actualization which can influence how they participate as democratic citizens in the United States. This qualitative study uses photovoice methodology and unstructured interviews to explore how the lived experiences of immigrants, refugees, and New Americans, in the context of home, school, and community settings, influenced their cultural integration into the United States. The hope is that information gained from this study will be used to provide teachers, administrators, teacher preparation programs, community agencies and institutions, and local and State policymakers with suggestions to plan in order to maximize opportunities and minimize risks for this population.



# Rubovits Award Presentation

Wednesday, May 3, 2023

6:00 - 7:15 pm

Harbor's Edge

## Rubovits Award Presentation for Best Paper NEERO 2022 Conference

### **Katie Roquemore**

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.

Session Chair: Sarah Enterline, NEERO President

Wednesday, May 4, 7:30pm - 8:30pm

**Dinner on your own or in groups!**

Thursday, May 4, 2023

Thursday, May 4, 8:00am - 5:00pm

**NEERO 2023 Conference Registration**

**Hotel Lobby**

Thursday, May 4, 8:30am

**Continental Breakfast**

**Harbor's Edge**

Thursday, May 4, 9:00am - 10:15am

**Networking and NEERO Committee Open Meetings**

**Harbor's Edge**

Join us in Harbor's Edge for an open networking and meetings:

- Information about the NEERO Board, including opportunities to get involved!
- Job searching
- Mid-career topics
- Conference theme discussions
- Graduate student networking

Thursday, May 4, 10:30am – 12:00pm

**Symposium 3.1**

**Research in New England Catholic Education**

**Amphitheater**

**Session Chair:** Myra Rosen-Reynoso, *Urban Teacher Corps of Boston College*

**Research in New England Catholic Education**

Charles Cownie, J.d., Ph.d., *Boston College, Lynch School of Education and Human Development*

Andrew Miller, Ph.d., *Boston College, Lynch School of Education and Human Development*

Aubrey Scheopner Torres, Ph.d., *Saint Anselm College, Department of Education*

Elizabeth Stringer Keefe, Ph.d., *Stonehill College, Stonehill College, Thomas and Donna May School of Arts and Sciences*

Amy H. Ryan, Ph.d., *Boston College, Lynch School of Education and Human Development*

This symposium gathers together three current studies related to Catholic Education conducted by Catholic Institutions of Higher Education in the New England region. Each study offers a unique or novel approach to educational research in or on Catholic education. The symposium will include discussion on the relationship between these discrete pieces of scholarship and the needs of New England Catholic Education through the lens of two discussants with experience as Catholic educational practitioners and researchers. The session will conclude with facilitated conversation on opportunities for collaboration amongst researchers for the explicit benefit of the future of Catholic education in New England.

Thursday, May 4, 2023

**Paper 3.2**

**Exploring Relationships of Anti-racism, Equity, Otherness and Multicultural Competencies**

**Gardner**

*Session Chair:* Ellen Belitzky, *University of New Haven*

**Preservice Teachers Developing Anti-Racist and Multicultural Competencies Via Book Study**

Jacquelynne Boivin, *Bridgewater State University*

Marlene Correia, *Bridgewater State University*

The researchers will share their experiences investigating the impact that an anti-racist book study, using Tiffany Jewell's *This Book is Anti-Racist*, had on elementary pre-service teachers the semester before their full-time practicum. Rooted in Critical Race Theory, the researchers will share the results of a mixed methods phenomenology, including data from a survey (quantitative) and discussion board questions (qualitative). Information collected aimed to answer two guiding research questions: 1.) Does participation in an anti-racist book club increase the value that pre-service teachers place on anti-racism work personally, professionally, or both? 2.) What is the multicultural proficiency of pre-service teachers before and after completing an anti-racist book club and online learning community? Survey responses, combined with discussion posts and anecdotal data collected from the synchronous sessions were used for quantitative and qualitative analysis. The session will include discussion about how these results inform educator preparation programs to improve anti-racist programming and the cultural responsiveness of future teachers. Participants will have the opportunity to discuss how these ideas connect to their anti-racism work in educator preparation or inspire next steps

**Internalizing Black Otherness: A Foucauldian Discourse Analysis of Black@ Instagram Accounts in U.S. Independent Schools**

Andrew Greene, *Teachers College, Columbia University*

In the summer of 2020, closely following renewed public outcry and protest over the murders of unarmed Black Americans at the hands of police, students and recent alumni of independent schools throughout the U.S. created a series of anonymously moderated Instagram accounts to share personal experiences of Black students in these historically and predominantly white institutions (PWI). For this study these accounts, generally sharing a handle beginning with "Black@name of independent school", were analyzed using Foucauldian Discourse Analysis (FDA). The intention of the study was to unearth both how Black students in these schools experience power relationships with the institutions, peers, and teachers, and how they alternately internalize and resist broader discourses about "diversity" and otherness in PWI.

**District Level Community Communications: A Critical Analysis Of educational Leaders' Responses to Racial Violence**

Nicole Deronck, *Western CT State University*

Tricia Stewart Stewart, *Western CT State University*

One crucial function of educational leaders is to communicate effectively and efficiently to a diverse stakeholder audience. Therefore, educational leaders must strive to be anti-racist leaders who can challenge policies and practices within a school district to ensure a safe and supportive environment for all members of the school community. Utilizing primary source documents, written by educational leaders to their communities in one state in the Northeast, this qualitative case study focused on communication as a public relations tool following a critical incident, the murder of George Floyd, which prompted a widespread response from educational leaders across the United States. The authors suggest that additional training and resources are necessary for educational leaders to enhance effective crisis response from an anti-racist stance, especially in response to issues of social justice. This chapter highlights the challenges for educational leaders in creating culturally responsive, appropriate, and timely communication.

**Paper Session 3.3**

**Challenges and Opportunities in the Teaching Profession:  
Exploring Teacher Recruitment, Retention, and Support**

**Lear**

*Session Chair:* Flynn Ross, University of Maine

**Pipeline Leavers: Covid-19'S Impact on the Teacher Supply Chain**

Lisa D'Souza, *Assumption University*

Aubrey Scheopner Torres, *Saint Anselm*

The United States faces a teacher shortage. At the same time school-age children are projected to rise, the teacher pipeline has been leaking. Many enter teacher preparation and even complete licensure requirements, yet many never enter teaching or leave early in their careers. While there is growing research on the impact of the pandemic on those already in teaching, research is limited on how these factors have impacted those preparing to enter the field. This research study hopes to fill this gap in the literature and build a stronger teacher pipeline. Using qualitative data from secondary teacher candidates who left traditional teacher preparation programs, the study aims to provide insight into why teacher candidates left their traditional teacher preparation programs during the Covid-19 pandemic. Candidates expressed how their entire college experience was overshadowed by the pandemic, and ultimately impacted their decision to leave the preparation pipeline. The pandemic added a layer of complexity across participants' experiences including feeling unprepared to teach, experiencing remote coursework, having limited clinical experiences, and holding a fear of missing out on college and the love of their content area.

**Self-Efficacy of Teacher Candidates in a SPED Preparation Program Post COVID-19**

Vinette McCaulsky-Walker, *University of Hartford*

The COVID-19 pandemic transformed teaching in unprecedented ways, especially for special education (SPED) teachers. SPED students and their parents also experienced unique challenges during the pandemic. Computer technology, internet access, and remote learning were major challenges for many students to participate and complete school work from their homes. Teachers had to master the skill of designing IEPs/lesson plans geared for remote/hybrid classrooms. Learning to use computer technology while managing, engaging, and keeping their students on task from a remote location. Narratives by SPED teachers mimic the analogy of building a plane while simultaneously learning how to fly it (Sayman & Cornell, 2021). The same might be said of novice teacher candidates. This research will examine what novice special education teacher candidates report regarding how the pandemic changed SPED teaching, by utilizing psychologist Albert Bandura's self-efficacy framework to illuminate the efficacy levels of in-service teachers and teacher candidates who faced problems during clinical practice.

**Facing Attrition: Emerging Adult Teachers in Education a Multiple Case Study**

Amanda Dolan, *Southern New Hampshire University*

This multiple case study was conducted for the purpose of exploring the developmental readiness of emerging adult teachers in relation to teacher attrition. Introduction to the notion of development in relation to teacher readiness was explored specifically in response to the rising rate of attrition among emerging adult teachers and the overall decline in student achievement in the United States. Consideration of readiness in respect to cognitive and psychological development was explored using the tenets of Jeffrey Arnett's theory of Emerging Adulthood with a total of six study participants. Specifically, this study examined the impact of life decisions in relation to identity formation occurring between the ages of 18 and 29. With emerging adults being precariously and metaphorically affixed in a position of having one foot in adulthood and the other in adolescence, this study sought to reveal relevant factors that attributed to both the professional and personal identity of emerging adult teachers who had left the teaching profession. The findings gained from this study suggest that there is a perspective for attrition that is developmental in nature and worthy of continued research.

**Paper Session 3.4**  
**Critical Analysis of Support: For Students and Professionals**

Riverwatch

*Session Chair:* Jess Gregory, *Southern Connecticut State University*

**From Policy to Practice: The Support and Protection of Transgender Students in A K-12 District**

Wendy Jean Sonstrom, *LEARN*

How do we move from laws and policies to their translation and implementation in everyday practice? This research uses the principles of participatory action research to inform the praxis of a public school district in Connecticut. Focusing on the protection and support of transgender and gender non-conforming students, this study examines the work surrounding student records, including the district's SIS (student information system), corresponding state databases, and third-party platforms. These efforts towards developing practices aligns with the district's commitment to providing a safe and equitable learning environment for all students

**Flexing Supplemental Instruction: How Students Access Support Across Modes**

Catherine Manly, *City University of New York Graduate Center*

Lin Tang, *University of Massachusetts Amherst*

Elizabeth Williams, *University of Massachusetts Amherst*

This study investigates how students chose to attend Supplemental Instruction (SI) sessions when provided with flexible options to attend in person, attend synchronously online, or watch recorded online sessions and access review materials asynchronously. These Flex SI sessions supported one undergraduate Introduction to Chemistry section in Fall 2022 at a flagship public university in the northeast being taught through a flexible attendance format suite inspired by the HyFlex approach to instruction. Student intentions for mode of attendance at SI as indicated at the beginning of the semester via an in-class survey will be compared to actual SI attendance patterns seen throughout the semester in different delivery modes. Students were given the opportunity to discuss their attendance choices in an end of semester survey, and these qualitative responses will be coded and analyzed for themes. Comments illustrating the findings will be shared, offering insight into student utilization and evaluation of Flex options for providing academic support. Given that offering SI in a Flex delivery format is a new academic support innovation, implications for future research and practice will be discussed.

**A Qualitative Case Study Identifying Supports for the Career Trajectories of Black Male Principals K-12**

Breon Parker, *University of Hartford*

Black males remain a disproportionate presence in education and with that disparity comes a lost perspective for both the field of education and society (Walker et al., 2019). Black males continue to comprise only approximately 2% of the teachers in United States public schools (United States Department of Education, 2016). This is significant as many K-12 principal candidates advance from the teaching ranks. Black males that do matriculate to colleges and universities, arrive at educator preparation programs with inadequate amounts of academic training, resources, depleted confidence, social stigmas, and lack of support from leadership (Colbert 2007). Little is known regarding their experiences in predominantly white institutions (PWI). This phenomenological study will investigate the career trajectories of Black male K-12 principals who have graduated from PWIs. It aims to magnify the voices and cultivate the courageous leadership that is necessary and intentional in the journeys that elevate Black males into the role of K-12 principal.

Thursday, May 4, 2023

**Roundtable 3.5**  
**Systemic Success Planning**

**Harbor's Edge**

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

**Teachers' Experiences with Controversial Content: Re-Imagining the U.S. Educational System**

Kierstin Giunco, *Boston College*

Sarah Fogelman, *Boston College*

Babatunde Alford, *Boston College*

Rachael McKinnon, *Boston College*

Qinghua Liu, *Boston College*

Teachers in the U.S. are navigating challenging and constricting working environments, wherein their decisions are overwhelmingly restricted and their voices are increasingly censored (Benson, 2022). In this study, we explored teachers' reactions to their teaching experiences during a time of polarizing educational policy debates. The data set for this proposal is composed of teachers' responses to two questions that asked participants to articulate their ideas about the role of teachers and their thoughts about needed changes to the school system. 42 U.S. teachers were interviewed, and their responses were thematically analyzed. Our preliminary findings highlight that teachers are critically aware of public perceptions of teaching, the importance of building professional capital, and the opportunities for shared decision-making. In this roundtable, we hope to refine this study's significance for practice and research and receive support on framing how we situate it within the existing conversations around teacher professionalism.

**Examining the Potential Benefits of a State-Wide Network of School and District Leaders Working Towards Equitable Education**

Haylea Hubacz, *Boston College*

Emily Gates, *Boston College*

High-quality leadership within schools is necessary for school-wide student success and equitable change (Rigby, 2016, Hitt & Tucker, 2016). Leaders, specifically principals, have described the work being very lonely (Gill & Arnold, 2015). Coupled with a general lack of formal training that prepares an individual for this role many individuals are forced to learn alone as they go (Gill & Arnold, 2015). In this roundtable we will explore how leaders, participating in an educational leadership development program plan to address inequities within their schools and the anticipated benefits of being involved in a network of leaders. This discussion will be supplemented with data from 25 school leaders who participated in four focus groups. Results suggest that, as a member of a larger network, beyond the scope of their school, leaders are able to learn from individuals with similar and vastly different experiences. Additionally, in order to disrupt inequities, it is essential to build communities of individuals who share this mindset.

**Roundtable 3.6**  
**Teachers and COVID-19: Pedagogies and Identities**

**Riverwatch**

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

**Historical Thinking and Culturally Sustaining Pedagogies in the Secondary History Classroom**

Brenda Santos, *University of Rhode Island*

Despite a shift in the dominant mode of secondary history instruction from heritage narrative history to historical thinking, secondary history instruction is not connecting with students. The experiment has not resulted in an improved student experience or better learning outcomes. The historical thinking shift has especially fallen short when it comes to students in historically marginalized communities, and it now risks competing for attention with movements for culturally sustaining and antiracist pedagogies in secondary history and emphasize counternarrative and criticality. The purpose of this case study with secondary history teachers and their students is to answer the call of those who have pointed to the need for examination of history teaching and learning that embraces both historical thinking pedagogy (HTP) and culturally sustaining pedagogy (CSP) as a step toward fulfilling the transformative potential of both movements. The goals of the study are to improve secondary history teachers' frameworks and strategies for integrating culturally sustaining and historical thinking pedagogies, and to improve secondary history students' experience and learning through integrated CSP and HTP.

Thursday, May 4, 2023

**Pre-Service Teachers in Crisis: Rebuilding Teacher Identity Post Pandemic**

Lori Ann Dunn, *Providence College*

Marcy Zipke, *Providence College*

As pre-service teachers (PST) move through their preparation programs, they learn pedagogical skills and further develop their professional identity. During the Covid-19 pandemic, changes in practicum experiences caused PST to question their career choice. In a multiple case study design, seven pre-service teachers from a primarily undergraduate college in the Northeast reported specific pedagogical experiences and relationships in developing resiliency and rebuilding their teacher identity.

**Exploring New Hampshire Teachers' Experiences with and Perspectives on a State-Promoted SEL Program**

Allison Tompkins, *University of New Hampshire*

Social Emotional Learning (SEL) programs are prevalent and encouraged in many American public schools. Teachers are often tasked with becoming the main implementers of these programs, in addition to instructing their students in academics, monitoring their progress, communicating with families, along with a variety of other responsibilities. SEL programs are a stated policy priority of the New Hampshire Department of Education and there is an office of Social Emotional Wellness within the department. These programs claim to teach students important wellness and self-regulation skills that help encourage positive behavior and decrease behaviors like bullying in our public schools. The programs are complex and variable, and implementation may look markedly different across contexts. The support provided to teachers and community involvement in these programs varies from district-to-district, school-to-school and even classroom-to-classroom. Through interviews conducted with classroom teachers who have experience implementing the ChooSELove program in New Hampshire this study aims to understand the experiences of teachers who are implementing this state-promoted SEL program in their own classrooms.

**System Efforts to Reform Special Education Service Delivery in Boston Public Schools**

Aashna Khurana, *Lynch School of Education and Human Development, Boston College*

Martin Scanlan, *Lynch School of Education and Human Development, Boston College*

For decades, educators and administrators have worked hard towards improving educational opportunities for students with disabilities in Boston Public Schools (BPS). However, their efforts have yet not empowered the schools to ensure equitable learning opportunities. The purpose of this study is twofold. First, we are conducting a historiography of special education reforms that have changed the course of special education delivery models in BPS. Second, we are engaging in a research-practice partnership to advance inclusive learning opportunities for students with disabilities in BPS. This research practice partnership involves an emergent initiative of BPS that aims to strengthen the capacity of school leaders, administrators, and educators by focusing on increased collaborative planning and continuous evaluation of practices. Further, the partnership is focused on supporting school administrators in articulating and refining a theory of action and designing the organisational learning processes to dictate this theory of action. In the round-table discussion proposed here, we will talk about the work we have done so far and seek critical input from colleagues on both our historiography and our research-practice partnership that will help us strengthen this project.



Thursday, May 4, 12:15pm – 2:30pm

Keynote, Poster Session, & Business Meeting

Ballroom

# NEERO 2023 Keynote Address

## Re-Committing to Truthful, Ethical And Accountable Research: Perspectives to See with New Eyes, Principles to Live By

12:15 – 2:30 pm

Ballroom

A. Lin Goodwin (葛文林), Boston College

We seem to be living in an era where truthfulness and ethical behavior both seem to be elusive and infinitely manipulable, escaping the reach of any notions of accountability. And yet, Heather Cox Richardson, BC historian well-known for her blog “Letters from an American,” reminds us how “truth” has perennially been manufactured for political advantage, control of *public*, financial gain, geopolitical dominance, to justify injustice. Deceitfulness as a weapon has a long history.

As scholars who strive to use our research to teach and improve the human condition, how do we combat untruths and stay faithful to the basic tenets of meaningful research—accuracy, honesty, inclusivity and significance? How can we remain accountable to ourselves, our public and our profession? In her talk, Dr. A. Lin Goodwin shares five perspectives to help us see, un-see and re-see as we critically assess and reflect upon our purposes, choices, and conclusions. She then offers a set of principles suggested by these perspectives that can maximize impact, minimize harm and keep us honest as researchers.

A. Lin Goodwin (葛文林) is the Thomas More Brennan Chair of Education at the Lynch School of Education and Human Development at Boston College. Prior to joining Boston College, she was Dean of the Faculty (School) of Education at the University of Hong Kong (2017-2022) and Vice Dean at Teachers College, Columbia University (TCCU) in New York (2011-2017), where she also held the Evenden Foundation Chair in Education. Professor Goodwin served as Vice President of the American Educational Research Association (AERA)—Division K: Teaching and Teacher Education (2013-2016), and is a Senior Research Fellow of the Learning Policy Institute. She received the 2022 Spencer Foundation Mentor Award honoring her work with emerging academics and doctoral students. She is the recipient of several multi-million-dollar U.S. federal grants to support TR@TC, an innovative teaching residency program at TCCU that she designed and launched in 2009, a program that has prepared 13 cohorts—and counting—of exceptional teachers for NYC 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.*

**A Program Evaluation of an English Language Acquisition Program at a Connecticut Public, Urban High School**Philip (pj) Wax, *University of Bridgeport*

This study sought to evaluate an English language acquisition program at a public, urban high school in Connecticut. To that end, qualitative and quantitative data was compiled and analyzed. Qualitative data was mined to determine teacher perceptions about the program and levels of supports and interventions provided to those students identified as EL. Archival quantitative data was collected using the scores from the LAS Links assessment for students identified as EL for the 2017-2020 school years inclusive. Review of archival quantitative data of the 73 students who received the intervention at both the high school and middle school level demonstrated an increase in target language acquisition in English as measured by the LAS Links Assessment over a two-year period. While gains appear to be nominal in the examination of proficiency scores, there were larger gains when looking at scale scores. The results provided the school with specific information about the current impact of the 95% Group intervention as well as recommendations for supplemental changes to support the EL program moving forward.

**Empowering, Honoring, and Elevating Through Storytelling: Teachers on Self-Care**Lindsay Turgeon-Brown, *Keene State College*

This Dissertation in Practice was designed to explore teachers' experiences with self-care individually, interpersonally, and in their schools. Teachers are dealing with at-work risk factors such as compassion fatigue and burnout (Farber, 2000; Figley, 2017; Garcia & Weiss, 2019; Goldhaber & Gratz, 2021; Hammel, 2021). A review of the literature showed that self-care for teachers can have positive benefits that mitigate and buffer at-work risk factors (Ansley, 2021; Jensen, 2019; Kearney et al., 2009; Lee & Miller, 2013; Yang et al., 2021; Smullens, 2021). This study emphasizes the value of self-care to teachers and spotlights the role organizations have in facilitating or hindering self-care. Teachers reflected on self-care at many levels during data collection. This study provided self-care support to teachers through storytelling. The data suggests that self-care is a valuable practice for teachers professionally and personally and can buffer against burn-out and compassion fatigue. Each of the teacher self-care stories suggest that self-care support is valuable at the organizational level. Each teacher participant shared they had positive experiences sharing their self-care stories.

**Designing Deeper Learning Experiences for Students with an Emphasis On Equity, Justice, and Democracy**Adam Norwood, *Upper Valley Educators Institute*Anik Avar, *Sun Valley Community School*Amy Burlock, *Groveton High School*Cheyann Ellis, *Penacook Elementary School*Jessica Sperling, *White River Valley High School*

This networked design development study sought to address an identified problem of practice related to the design of deeper learning experiences for students with an emphasis on equity, justice, and democracy. Through a needs assessment administered at eight different schools within Northern New England, it was determined that teachers' understanding of deeper learning and equity, justice, and democracy as frameworks for teaching and learning are shallow and fragmented. Consequently, teachers' ability to design deeper learning experiences through a lens of equity, justice, and democracy is limited. Through a series of structured and facilitated conversations, fifteen participants were able to provide and receive feedback on the work of other educators as well as their own which used design elements of deeper learning as well as elements from the Social Justice Standards. Analysis of data indicates that through this intervention, participants were able to develop a common language and a deeper understanding of deeper learning and Social Justice Standards. However, while participants indicated that they would incorporate deeper learning and Social Justice Standards into their curricula more often, no significant changes were found regarding participants' comfort level with collaborating with colleagues on this type of work in the future.

**Exploration: Nature-Based Preschools and Forest Kindergartens**Susan Norton, *The Upper Room*

The purpose of this study was to examine the impact of nature-based preschools on the level of job satisfaction of early childhood educators. This phenomenological study is in response to the crisis in the early childhood care and education (ECCE) field, specifically as it pertains to the staffing crisis. The sites for this study consisted of one Forest Kindergarten and four nature-based preschools. Additionally, this study examined how teaching in a nature-based preschool affects the intentionality of early childhood educators to pursue a sustained career in the early childhood care and education field. Furthermore, this study explored what the primary factors are for early childhood educators that relate to advancement and commitment to nature-based preschools. The result of this study provides a lens to explore alternative policies that impact education.

Thursday, May 4, 2023

**Exploring Parents' Evolving Educational Technology Usage and Beliefs in a Post-Pandemic Era**

Gareth Cleveland, *Boston College Lynch School of Education and Human Development*

Damian Bebell, *Boston College Lynch School of Education and Human Development*

Zhexun (cinna) Xin, *Boston College Lynch School of Education and Human Development*

Michael Russell, *Boston College Lynch School of Education and Human Development*

Parents have experienced the recent, dramatic changes at the intersection of education and technology, yet research is lacking on how their usage of and beliefs about technology have evolved during this time. As part of an equity evaluation of one of the nation's largest broadband initiatives, household surveys were administered in 2021 and 2022 asking parents about their usage of and beliefs toward digital devices. This poster presents results from these surveys in order to understand whether usage and beliefs changed and if so, for whom. Findings reveal that usage related to supporting children's education remains high and attitudes about digital devices' impacts on children's development remain mostly positive. Nevertheless, results are not consistent across all subgroups. Households enrolled in the broadband program have become more similar to non-enrolled households with regards to use, but less similar with regards to beliefs. Additionally, households with at least one Black child no longer report higher use than households with all White children, and those with at least one Hispanic/Latinx child report decreased use. These results provide insight into the post-pandemic trajectory of parent usage and beliefs in the context of a community broadband initiative.

**Applying Universal Design Learning to Teaching and Learning of Global Public Health**

Mita Saksena, *University of Bridgeport*

Applying Universal Design Learning to Teaching and Learning of Global Public Health Implementation of Universal Design for Learning (UDL) to promote student engagement and learning through a critical reflection approach in an undergraduate public health course.

Thursday, May 4, 2:30pm – 4:00pm

**SRERA-AERA Distinguished Paper Session (Virtual)**

Zoom Link: <https://go.hawaii.edu/Ztk>

Zoom Password: 699163

Presentation of distinguished papers awarded by the Consortium of State and Educational Research Associations (SRERA). Authors will present their research and evaluation studies followed by a presentation of awards.

**Chair:** Mary Millikin, Rogers State University      **Discussant:** Kymberly Harris, Georgia Southern University

**Florida Educational Research Association (FERA)**

*Organizational Structure, Instructional Quality, and Student Achievement: The Case of Public and Private Schools*  
Yusuf Canbolat, Indiana University

**New England Educational Research Organization (NEERO)**

*Dis/ability and the Ideal Teacher: Expanding the Norm for More Inclusive Teacher Education Approaches*  
Katie Roquemore, Landmark College

**Eastern Educational Research Association (EERA)**

*Teacher Reading Motivation: Factors and Latent Profiles*

Robert A. Griffin, Department of Literacy and Special Education, University of West Georgia

Diana Mindrila, Department of Leadership, Research, and School Improvement, University of West Georgia

**Northern Rocky Mountain Educational Research Association (NRMERA)**

*The Complex Web of Teacher Leadership: Examining the Relationships between Instructional Support, Shared Leadership, and Teacher Satisfaction*

Peter D. Wiens, University of Nevada, Las Vegas

Jori Beck and KaaVonnia Hinton, Old Dominion University

**California Educational Research Association (CERA)**

*Institutional Culture of Care*

Robert Cooper, Zee Cline, Jonathan Davis, UCLA

Thursday, May 4, 2023

Thursday, May 4, 2:30pm – 4:15pm

**Session Chair:** Brian Mascio, *Plymouth State College*

### **Symposium 4.1**

#### **K-12 Practitioner's Evidence-Based Shared Successes**

**Amphitheater**

#### **K-12 Practitioner's Evidence-Based Shared Successes**

Kathryn Welby, *Merrimack College*

Bryan Mascio, *Plymouth State University*

Stephanie Letourneau, *Methuen Public Schools and Merrimack College*

Laurie Bakker, *Methuen Public Schools*

Philip Jerome, *Methuen Public Schools*

In response to the persistent gap between educational research and K-12 educational practices, members of the NEERO community have been conducting discussion “circles” and investigating ways that we may rethink some of our structures to help bridge this gap. This symposium is comprised of three presentations from expert practitioners, sharing specific practices with attendees (including invited K-12 practitioners). The first practice to be shared is Expressing Gratitude to improve Adolescent Emotional Wellbeing. The second practice Lights On Writing – Nonverbal Communication. The third practice is Mindful Breathing in the Elementary Classroom. Feedback from the presenters and invited practitioner attendees will be used to inform possible reimagining of future events.

### **Paper Session 4.2**

#### **Empowering Educators to Teach Science: Innovative Approaches to Enhancing Attitudes, Knowledge, and Practice in STEM Education**

**Gardner**

**Session Chair:** Amanda Dolan, Southern New Hampshire University

#### **Exploring Attitudes Towards Science Among Elementary Educators and Identifying Experiences that Support Educator's Confidence in their Capacity to Teach Young Children Science**

Emily Lyons, *Springfield College*

The early elementary grades are an important time for children to develop interest in science and foundations in scientific reasoning (Morgan et al., 2016). Yet, science instruction in the early elementary grades is infrequent (Kena et al., 2016). One reason for this may be that both preservice and in service elementary educators sometimes experience anxiety around STEM subjects (e.g., Schaeffer et al., 2020). Many report low confidence in their science aptitude and capacity to teach science to young children (e.g. Baxter et al., 2016; Noble 2013). The current study examines more deeply preservice educators' attitudes towards science and their self-reported reasons for experiencing low confidence in teaching this subject and aims to identify those experiences that most meaningfully support preservice elementary educators' confidence in their capacity to teach young children science. Utilizing a mixed methods approach, the study examined the relative role of four different types of experiences (observing model science instruction; observing business-as-usual science instruction; leading hands-on science activities for elementary students; engaging in hands-on science activities as a participant) in supporting preservice educators' confidence to teach science.

#### **Moving from the Ontological to the Epistemological: (re)framing Scientific Knowledge, Literacy, Teaching, and Learning**

Evan Mooney, *Husson University*

Vanessa Klein, *The University of Maine*

This theoretical paper proposes a reconceptualization of science education in K-16 schools. We contend that current approaches to teaching science are ineffective in developing scientific literacy in our increasingly politicized and divided society. While pedagogically valuable, these approaches retain an ontological focus on scientific content knowledge. In concert, the standardized testing movement has reinforced content proficiency at the expense of understanding the nature of knowledge and how knowledge is created. We propose shifting the goal of science teaching and learning from scientific content knowledge (ontological) to deep understandings of ways of scientific knowing and being (epistemological). Making this shift will begin to equip students to meet the existential crises society is currently facing. We believe that we have reached a point of global peril where we can no longer afford to conflate different ways of knowing (science, politics, religion, economics) as equally capable of providing solutions to scientific and social crises. At this moment, we must advance epistemological scientific literacy as the primary goal of science education.

Thursday, May 4, 2023

## **Engaging Teachers, Education Researchers, and Scientists in Authentic Investigations with Forestry Data**

Franziska Peterson, *University of Maine*

Regina Toolin, *University of Vermont*

Christina Siddons, *University of Maine*

Sara Lindsay, *University of Maine*

Susan McKay, *University of Maine*

Marina Van der Eb, *University of Maine*

New England forests are primary drivers in the ecology and economy of the Northern Forest Region and rural communities strongly depend on the health of these forests. The multi-institute NSF EPSCoR project was organized across integrated themes one of which focused on education and outreach pertaining to the project's research goals directly involving middle and high school science teachers in the scientific work. The research focus of this theme was: (1) To examine the types of knowledge and supports that are helpful for science teachers in developing integrated modules to support student learning of quantitative reasoning in forestry contexts, and (2) to identify strategies helpful for building trust and fostering relationships among teachers, education researchers, and scientists in a research-practice partnership. Community-building and setting clear goals and expectations are key elements in developing and implementing teacher professional learning that focus on data literacy, data integration and quantitative reasoning in the context of authentic forestry research. Successful and useful strategies that helped build trust and foster relationships amongst all participants included engaging in respectful discourse with each other and making sure all voices were being heard.

### **Paper Session 4.3**

#### **Intersection of Race in the Context Areas: History, Science, Literacy**

**Lear**

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

#### **Who Are Literacy's Most Underserved Groups and How do We Know?**

Michelle McAnuff Gumbs, *The University of Maine*

The presentation reports on a study that used a needs-based perspective to identify literacy's most underserved populations, and to understand ways in which these groups can be better served. It is a part of a series of studies to understand dimensions of under-service in literacy for historically underserved groups (HUGs), and to explore ways to bring about change and close the 30-year performance divide between dominant and non-dominant groups. Critical systems thinking and critical ethnography help determine areas of unmet need. Identifying weak points can help determine the relative value of current remedies and whether they are sufficient when applied in an integrated way, or whether additional solutions are necessary. An emerging finding is that psychosocial challenges and the ways in which the different stakeholders respond to these are at the core of problems plaguing students and their families as they try to navigate a system that was not specifically built with their needs in mind.

#### **Science Identity in Informal Science Learning: A Mixed Methods Study Exploring the Intersection of Gender, Race, and Science Identity**

Aubrey Scheopner Torres, *Saint Anselm College*

Carmela Amato-Wierda, *University of New Hampshire*

Kelly Clark/keefe, *University of Vermont*

This mixed-methods study explores the role of science learning in informal settings (i.e., non-school settings) on middle- and high-school science identity development, particularly among students of color who participated in a science summer camp designed to center the Black experience. 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). Results from pre- and post-surveys, interviews, and self-portraits indicate that students perceive the informal learning environment of the summer camp to offer more hands-on learning opportunities with science, technology, engineering, and mathematics (STEM) professionals and in a community of students who like science and engineering when compared to their experiences in school. These experiences in many ways affirmed student interest in STEM. The findings also highlight the ways in which gender identity and science identity intersect: male and female students perceived their experiences in the camp and their sense of belonging in science and engineering in different ways.

Thursday, May 4, 2023



### **“I Can't Just Talk About the Men:” Black Girl Resistance in The History Classroom**

Eliana Castro, *The University of Vermont*

Drawing from Black Feminist Thought (Collins 2000) and Black Girl Cartography (Butler 2018) the author uses the domain-of-power framework (Collins 2009) to analyze the Black girl charting practices of a Black girl student navigating racial history in a high school classroom. She encounters the physical space as a site of interpersonal oppression and the U.S. history curriculum as a space of cultural, hegemonic domination. Most importantly, she resists those constraints with her reframing of Blackness, girlhood, and youth through her coursework. After examining her essay, her presentation, her exchange with the principal, and her responses to interview questions, the author reimagines the focal conversation as a pathway to empowering learning. The paper concludes with a note on the potential of fugitive learning and abolitionist teaching, as well as implications of the study for teacher education and education research.

**Session Chair:** Jess Gregory, Southern Connecticut State University

### **Roundtable Session 4.4**

#### **Investing in the Future: Nurturing New Teachers through Residency and Mentorship Programs**

**Harbor's Edge**

### **Cultivating A Mentorship Community to Foster Retention and Success for Preservice Special Educators and School Adjustment Counselors**

Kristin Murphy, *UMass Boston*

Laura Hayden, *UMass Boston*

Amy Cook, *UMass Boston*

Chris Denning, *UMass Boston*

Project Teachers Learning with Counselors (TLC) was launched with the goal of ensuring the interdisciplinary preparation of 15 master's level candidates across two disciplines: Special Education (SE) and School Adjustment Counseling (SAC) at a public research university in the Northeast. In Massachusetts, the term school adjustment counselor is used to denote school mental health counselors. Faculty from Special Education and Counseling (with a concentration in SAC) programs at one urban public university in New England, are collaborating to prepare personnel to support academic outcomes for students with emotional and behavioral disorders (EBDs), with particular attention on social-emotional learning (SEL). The purpose of this roundtable session will be to share our preliminary and ongoing findings and processes related to mentorship of our racially diverse cohort of scholars who are working full-time in the Boston Public Schools while pursuing their Master's degrees. In this roundtable session, we are eager to share our ongoing processes, findings, and lessons learned. In turn, we seek feedback and to engage in dialogue with roundtable attendees about their own experiences, lessons learned, and feedback/recommendations about mentorship of graduate students balancing graduate study with full-time work in schools.

### **Teacher Residency Models to Recruit and Retain Teachers**

Flynn Ross, *University of Southern Maine*

Mandy Cyr, *Biddeford Schools*

Teacher Residencies, year-long mentored apprenticeships paired with certification coursework, are a strategy to address the growing need for qualified teachers (Guha, Hyler, & Darling-Hammond, 2016; NCTR, n.d.). This is a descriptive study of a grant funded statewide teacher residency program in a rural northern state. This study identifies the variety of models of residencies at graduate and undergraduate programs in public and private universities across the state. The SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis identifies shared elements of the models across the state, grade level spans, and over 20 participating school districts and compares these elements against the eight key elements of 'strong teacher residency' models identified by previous research primarily on large urban residency programs at the graduate level (Guha, Hyler, & Darling-Hammond, 2016). Program evaluation tools will be shared in the roundtable with requests for feedback and suggestions to strengthen program evaluation.

Thursday, May 4, 2023

**The Use of Shared Language in Developing a Socially Just Teacher Education Program**

David Salas, *Claremont Graduate University*

Amanda Spiegelberg, *Claremont Graduate University*

As Social Justice Oriented Teacher Education Programs (SJOTEPs) continue in their endeavor to prepare socially just educators, many questions arise as to how stakeholders might align in this shared mission. In particular, research has sought to understand questions of coherence in SJOTEPs. For those teacher education programs that work in close partnership with local districts and communities, this question can bring even more complexity. This study investigates the use of one key programmatic component- that of a shared language - to better understand how stakeholders at the university and school districts approach their shared work in one SJOTEP. The research uses a case study design approach to investigate the development and adoption of shared language at one SJOTEP program in the western United States. Employing the CHAT framework in the analysis of key program artifacts and stakeholder interviews, this study sheds light on how shared language may be leveraged toward SJOTEP mission and program alignment.

## **Roundtable Session 4.5 Curriculum in PreK-12 Classrooms**

**Riverwatch**

**Session Chair:** Kiersten Giunco, *Boston College*

### **Deconstructing Normal: How Preservice Teachers Respond to Normal Sucks by Jonathan Mooney**

Cheryl Jones, *Montclair State University*

Susan Baglieri, *Montclair State University*

Many students with disabilities are denied opportunities in schools because of the ways in which disability is conceptualized. This paper examines ways that 30 preservice teachers responded to the book, *Normal Sucks*, by Jonathan Mooney (2019), which brings attention to the ways ability and disability are constructed and raises awareness about how the concept of “normal” privileges some learners and disadvantages others within schools. The researchers believe that engagement with Mooney’s account in a teacher education course enables prospective teachers to deconstruct “normal” and contributes to facilitating a perceptual shift in terms of how they think about ability and disability, which is important to their development of dispositions toward students with disabilities and inclusive education.

### **Writing Curricula for Students with Specific Learning Disabilities: Reports of 3-4th Grade Elementary Teachers**

Jennifer Guzman, *University of Hartford*

Writing is a complex, cognitively demanding process. Due to metacognitive complexity, the teaching of writing is complicated when students have a specific learning disability. Writing characteristics of students with specific learning disabilities include a weakness in overall writing quality, organization, vocabulary, sentence fluency, conventions and grammar (Graham et al., 2017). Teachers may feel most prepared to teach writing to students within the general education classroom but report being less prepared to teach writing to students with specific learning disabilities (SLD) (Hall et al., 2015). The objective of this qualitative study will be to examine reports of elementary teachers regarding writing curricula for students with specific learning disabilities. The proposed study will include a thematic analysis of semi-structured interviews of third and fourth grade general education teachers’ perceptions of writing curricula for students with diagnosed specific learning disabilities. Employing the framework of Gillepsie and Graham (2014) the study will solicit teachers reports regarding the use of dictation while writing, process writing, strategy instruction, and goal setting for teaching writing to students with SLD.

### **Preschool Teachers’ Concerted Efforts and Beliefs Connected to Building Self-Regulation Learning**

Lori Blake, *CCSU*

Self-Regulation is a relatively complex area of development that crosses the cognitive, psychological, and social emotional domains of learning. Learners who have built self-regulation skills maintain the capacity to be independent learners and are able to put more focused energy into academic tasks that are required in work and school settings. Development of self-regulation begins as early as the preschool years. However, these skills do not just build themselves. In the same ways math and literacy are intentionally planned for and implemented, and subsequently age appropriately assessed in classrooms, so too should self-regulation skills be treated with the same concerted planning and attention. This study aims to see if intentional planning and implementation of self-regulation learning experiences yield increased scores using a direct and reliable measure of self-regulation skills. This study also seeks to see if teachers, through intentional planning and use of learning experiences to build self-regulation, put more of an emphasis on encouraging self-regulation even when not engaged in specific lessons. The results of this study will inform in-service educators of learning experiences and methodology of implementation and assessment in order to build self-regulation.



Thursday, May 4, 2023

**NEERO Social**

**Ballroom**

# NEERO Reception

Celebration, Appetizers,  
Refreshments &  
Conversation

Thursday, May 4, 2023

4:45 – 5:45pm

Ballroom

Thursday, May 4, 6:30pm - 8:00pm

**Dinner on your own or in groups!**

Friday, May 5, 2023

Friday, May 5, 7:30am – 11:00am

**Registration**

**Main Lobby**

Friday, May 5, 7:30am – 8:00am

**Breakfast**

**Prescott**

Friday, May 5, 8:00am – 9:00am

**Keynote Address**

**Prescott**

## Kim Marshall

Research has helped bring about important changes in educators' and the lay public's attitudes on a number of key issues in K-12 schools. This keynote will explore positive shifts from these old beliefs:

- Intelligence and talent are fixed at birth.
- Poverty is destiny.
- Principals are primarily managers.
- Great teachers are born, not made.
- Teacher evaluation is mostly a waste of time.
- Students' feedback on teachers can't be taken seriously.
- Tests are tests.
- Teachers cannot be held responsible for student learning.

With each one, new thinking provides brighter prospects for improving teaching and learning for all students. Participants will ponder whether colleagues, students, and other stakeholders still hold the old beliefs, share success stories on how beliefs have been changed, and think through specific plans for making progress in one or two key areas "back home."

Friday, May 5, 2023

Friday, May 5, 9:15am – 10:45am

**Symposium 5.1**  
**Trauma-Sensitive Schools: An Update**

**Amphitheater**

*Session Chair:* Patricia Crain de Galarce, *Lesley University*

### **Trauma-Sensitive Schools: An Update**

Sal Terrasi, *Lesley University*

Joe Ristuccia, *Lesley University*

Marissa Del Rosario, *Trauma and Learning Policy Initiative/Harvard University*

Patricia Crain de Galarce, *Lesley University*

This symposium, entitled Trauma-Sensitive Schools: An Update, will examine the topic of trauma in school-aged children from three perspectives: principal, student, and teacher. It will address three primary objectives. First, it will acquaint participants with recent developments regarding the concept of trauma and traumatic stress in students and examine new research on the perceptions of principals who have successfully led the process of whole-school change to trauma-sensitivity. Second, it will discuss the results of a recent study on student voice which examined students' perceptions of what they need to succeed in school. Third, it will highlight outcome data on specific trauma-sensitive practices that have been successfully implemented by K-12 educators. A brief Q&Q will follow each presentation; A Discussant will conclude the symposium by identifying key takeaways from each presentation and making connections across all three perspectives (principal, student, teacher).

### **Paper Session 5.2**

#### **Building Resilience and Empathy in Education: Exploring Innovative Approaches and Strategies**

**Lear**

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

#### **Promoting Social-Emotional Learning through Heart Mapping**

Fran Falk-Ross, *Pace University*

Peter McDermott, *Pace University*

Sharon Medow, *Pace University*

Children's social and emotional learning (SEL) is increasingly important. Although SEL has always been part of educators' concerns, teachers now more frequently report that many children lack social and emotional skills to understand and interact appropriately during classroom activities. In this case study, we examined the efficacy of Heart Mapping to foster students' social-emotional expression and development. Heart Mapping involves use of alphabetic text, graphics, color and images to illustrate one's salient life experiences. Fifty teacher education candidates composed Heart Maps with descriptive essays in graduate literacy methods courses. One teacher educator analyzed the Heart Maps and essays for patterns and themes, and two outside readers provided cross-checks of the analysis. Results indicated that the Heart Maps displayed detailed information about the candidates' social and emotional experiences and development. The mapping required artistic representation of meaning, and they provided a visually appealing and engaging strategy for many of the candidates. Heart Mapping connects with current research about the multimodal nature of literacy, and the study's results indicate that Heart Mapping is an effective strategy for eliciting students' social and emotional experiences and backgrounds for sharing and discussing with others.

#### **Journey to Resilience: Impactful Relationships and Supports of Adults with a History of Childhood Adversity**

Maria Ivers, *Nashua School District*

This study aims to examine the impact of relationships, social supports and resilience on adults with a history of childhood adversity using an Interpretive Phenomenological Approach (IPA). Adults between the ages of 18-29 were interviewed, all having at least three or more adverse childhood experiences, showing resilience using the Connor-Davidson Resilience Scale and had at least one relationship that aided in their journey towards resilience. Participants were interviewed using a semi-structured approach. Open-ended questions were used to explore the relationship that aided in their resilience, the characteristics of the impact, and how they gained access to the support.

Friday, May 5, 2023

#### **“If You’re Compliant... Then You Get the Reward:” Educator’s Valuing of Compliant “Workers” within Classroom Communities**

Sara Scribner, *Springfield College*

Diversity, equity, and inclusion are words that are used frequently in current discourse around education. Within discourse around inclusion, there is an emphasis on creating classroom spaces where diversity is valued and student

needs are met so that they can be their most authentic selves. This study aimed to understand how educators conceptualize challenging behavior and classroom community and the relationship between them. To do this, educators were asked to define classroom community and challenging behavior, and then share past experiences that illuminated their understanding of these concepts in their own classroom. Throughout these discussions one theme that emerged was the prevalence of “work” as a measure of both behavior and community. The purpose of this paper is to critically engage around notions of compliance and “work” completion in educators’ discussions around who is valued within a classroom community and positioned as demonstrating school appropriate behavior, within a Constructivist Grounded Theory study.

### **Nurturing Teacher Agency through Universal Design for Learning**

Jenna Gravel, CAST

Beth Fornauf, CAST

Melissa Sanjeh, CAST

This paper shares findings from a study of 665 educators’ participation in the Northeastern Universal Design for Learning Opportunity (NUDLO), a multi-year professional learning opportunity launched across a state in New England. NUDLO supports educators to leverage UDL, a framework for designing accessible, inclusive, and challenging learning environments for all learners. Findings reveal that learning about and applying UDL to practice is serving to nurture teachers’ sense of agency; UDL is offering teachers a sense of “permission” to teach in the ways that resonate with their personal values and commitments. Teachers are experiencing a sense of freedom to break away from traditional, teacher-centered approaches; to follow students’ curiosities; and to experiment with new ideas. These data reveal the promise of UDL in supporting educators to come to understand their work and themselves in new ways. Although today’s reform context often stifles educators’ sense of agency, the data suggest that supporting educators to apply UDL is a promising way to invigorate educators’ professional identities.

### **Paper Session 5.3**

#### **Prioritizing Diversity, Gender Equity, Social Justice, and Anti-Racism**

#### **Teacher Education and Practice**

**Gardner**

*Session Chair:* Evan Mooney, *Husson University*

#### **Creating Collective Commitment: Instantiating Social Justice, Inclusivity, Democracy, and Equity (inside) in Teacher Education Practices**

Elizabeth Stringer Keefe, *Stonehill College Graduate Ed*

Rebekah Louis, *Stonehill College Graduate Ed*

Equity, democracy, social justice, and inclusivity are frequently invoked in the missions and philosophies of teacher education programs or their larger institutional ideologies (Author, 2022). However, they may lack meaningful connection to coursework, practice, and program outcomes and as a result, the complexities involved in actually addressing and instantiating these ideals in teaching, learning, and schooling are seldom interrogated, understood, or realized. This self-study of teacher education practices examined the extent to which teacher educators’ commitments to program ideologies were reflected within the context of teacher education practice, and how this translated to candidates’ practice. Study goals included determining the extent to which our methods for preparing and supporting teacher candidates aligned with our stated program values, mission, and philosophy, and to find authentic and valid ways to measure enactment of equity-centered teaching practice. Findings contribute to understanding how teacher candidates understand, apply, and enact justice, equity, democratic, and inclusive ideologies beyond the preparation phase, providing valuable insight into how to measure complex and “messy” constructs.

Friday, May 5, 2023

#### **New England Teacher Preparation Program Professors’ Prioritization of Gender Equity**

Amanda Murchison, *Southern New Hampshire University*

This paper in process discusses results from a quantitative research study completed in 2019. That research was conducted in response to previous research findings that teacher gender biases negatively impact students. The study

gathered data on how professors in teacher preparation programs in New England are prioritizing gender equity among other social justice issues, and what those professors' gender attitudes are. The results from the one hundred eighty-one surveyed participants indicate that institutional and personal priority of gender equity among other social justice issues is low, yet surveyed participants had highly positive gender attitude scores. This suggests that teacher candidates may not be adequately exposed to gender equity as a topic in their programs, and that professors' positive gender attitude scores may not be passed on to these teacher candidates. Therefore, the results have direct bearing for policy and course design in teacher preparation programs in New England, and for the professors who help shape future teachers.

### **Confronting Extremist Ideology Through Anti-Racism Education for Pre-Service Teachers**

Andrew Hafner, *Westfield State University*

David Raker, *Westfield State University*

This paper analyzes the Anti-Racism Education (ARE) Project in a public teacher preparation program in an Historically White University. Following practitioner inquiry, critical race theory and critical pedagogy frameworks, the paper explores the research question is: How do pre-service teachers make connections of youth vulnerability to rising extremist ideology with the work of becoming a critical, anti-racist educator? Findings indicated an overwhelmingly positive response to the event in the following areas: overall event effectiveness (87.16%); event effectiveness to understanding racial injustice in the U.S.? (90.54%); event effectiveness to build dialogue on white supremacist extremism (93.24%); event effectiveness in connecting to the current issues (93.24%); and overall effectiveness in connection to key course topics (89.19%). The findings of this paper indicate that PSTs are open and engaged to learn more about extremist ideology in society and how it might connect to strengthening anti-racism and critical pedagogy in their teaching and leadership in schools.

### **An Examination of Classroom Teachers' Preparation to Meet the Literacy Needs of Culturally and Linguistically Diverse Students**

Kelly Michel, *Orange Board of Education*

There are currently over five million Multilingual Learners (MLs) in U. S. schools (National Center for Educational Statistics, 2018). Yet, most teachers do not have the knowledge and skills needed to improve student achievement with this population. A lack of preservice coursework and ongoing, effective professional development for teachers in evidenced-based instruction and culturally responsive practices is contributing to the achievement gap between high needs populations and non-high needs populations (Gandara, 2013; Darling-Hammond, 2017; Haas & Brown, 2019). The increasing cultural, linguistic, and educational diversity of today's students necessitates changes to the policies regarding pre-service teacher requirements and approaches to in-service teacher professional development in literacy. This quantitative analysis of archived data from the Teaching and Learning International Survey (TALIS) conducted by the Organization for Economic Co-operation and Development (OECD) in 2018 seeks to examine the relationship between certain types of structured professional learning opportunities, including pre-service coursework, coaching, collaboration, and feedback, with teachers' feelings of self-efficacy in meeting the literacy needs of multilingual students in a multilingual general education classroom.

## **Roundtable Session 5.4**

### **Exploring Topics in Higher Education**

**Riverwatch**

*Session Chair:* Hany Zaky, Hudson County Community College

### **Effects of Social Support on Professors' Motivation and Persistence: The Case of Lebanon**

Ibrahim M. Karkouti, *The American University in Cairo*

Given the international community's commitment to help Lebanon overcome its protracted crisis, particularly helping universities and schools continue their daily operations, a study that brings to light faculty members' perceptions of the social support they need to continue teaching and persist in the profession during political crises, economic instability, and social turmoil seems both timely and important. Today, more than ever, Lebanese policymakers and educational leaders are morally obligated to supply faculty with the social support they need to cope with unprecedented times, serve their community through education, and teach their classes in-person and virtually. Failure to do so will leave students behind and create a new lost generation incapable of rebuilding its homeland after crisis. As a starting point, this study explores the social needs for teaching in times of crises from the point of view of faculty members themselves.

Friday, May 5, 2023

### **Autoethnography as Pedagogy: Teaching Research Methods through Students' Stories**

Laura Bower-Phipps, *Southern Connecticut State University*

Fallon Daniels, *Southern Connecticut State University & Stratford Public Schools*

Jeanine Pocoski, *Southern Connecticut State University*

Nicole Pendolphi, *Southern Connecticut State University*

We propose collaborative autoethnography (Chang, Ngunjiri, & Hernandez, 2013) as a pedagogical tool for bridging the theory to practice gap in research methods classes. Our presentation shares both the methodology used to teach research methods through the development of a class-wide collaborative autoethnography (CAE) and the findings of our CAE. Authored by eight graduate students and presented by three graduate students and the course instructor, our CAE shares our journeys as scholars. Findings include emergent themes from our journeys: identities, family, identity, education, oppression, resistance and trauma. These findings of our CAE speaks to the transformative power of education to empower resistance and healing from trauma for people with diverse identities, and our process affirms the use of collaborative autoethnography to enhance the education of emergent researchers.

### **The Implications of Faculty and Staff Organizational Commitment on Student Success at a Public Regional Comprehensive University**

Gene Martin, *UNH*

Public higher education finds itself in a tumultuous time, given the government disinvestment, a decline in the population of high school students, and degree completion concerns. These collective challenges are not observed in a vacuum, and each of the preceding problems affects the institutions' employees through job instability, compensation, workload, morale, among other factors. Institutions have prioritized increasing student retention and persistence to alleviate the financial and public concerns. However, workplace culture issues for faculty and staff are missing in the dialogue. This proposed study aims to explore how employees' level of organizational commitment can impact the institution's student retention levels at a Northern New England public regional comprehensive university. Previous research has found that the organizational commitment of faculty and staff (institutional agents) can impact a student's success. To better understand these organizational outcomes, we must first have a baseline understanding of whether higher education employees' psychological state affects student success metrics.

### **Paper Session 5.5**

#### **Exploration of Science and Math Education: Perceptions, Engagement and Interventions**

**Riverwatch**

*Session Chair:* Ana Roman Sanchez

#### **Does Pressure Cause Adults to Rely on Stereotypes When Evaluating Children's Potential in Math?**

Emily Lyons, *Springfield College*

Liam North, *NYU*

Isabel Winn, *NYU*

Andrei Cimpian, *NYU*

Classrooms can be busy, bustling, and sometimes even chaotic spaces, where teachers face intense time pressures and competing demands on their attention. Prior research has suggested that such complex environments often exacerbate the extent to which people rely on cognitive shortcuts such as stereotypes—when interacting with and evaluating others (e.g., Bodenhausen & Lichtenstein, 1987; Macrae, Hewstone, & Griffiths, 1993). In the current study, we tested whether the types of cognitive pressures teachers are likely to encounter in a typical classroom increase the extent to which gender and racial stereotypes influence how they evaluated children's mathematics potential. 223 participants completed an online study in which they were asked to rate children's potential in math based on what was described to them as work samples from actual children. The child's gender and race was suggested by the name on the work sample (see Bertrand & Sendhil, 2004). We found no main effects of or interactions between race, gender or pressure on ratings of children's math potential. There was however a main effect of pressure condition, such that participants rated children's potential in math more negatively when experiencing heightened pressure – regardless of the child's purported race or gender.

Friday, May 5, 2023

#### **Engaging Developmental Science to Remove the “Hardness” from Science Learning**

Carmela Amato-Wierda, *University of New Hampshire*

Aubrey Scheopner Torres, *Saint Anselm College*

Kelly Clark/keefe, *University of Vermont*



This roundtable will provide a summary about a research study in progress that examines how students from kindergarten to college develop their understanding of foundational science concepts using dynamic skill theory, developed by Kurt Fischer. The exodus of students from the STEM pipeline due to perceptions that STEM is “hard” is a long-standing problem, from college down to middle school (Gates, Jr. and Mirkin, 2012; Archer et al., 2010; and Kim et al., 2018). We hypothesize that there is a misalignment of a student’s development of understanding about a topic versus the developmental level of the curriculum, including pedagogy and assessment. The data we gather will include focus groups and individual student self-constructed responses about a foundational science concept from grades 5 and first-year college, as well as pre-and-post surveys. The responses will be coded to determine the range of developmental levels according to skill theory, and themes across groups will be determined.

### **Developing an Educator Guide for the Bioethics Card Deck Faces**

Hayden Rogers, *Saint Anselm College*

Loretta Brady, *Saint Anselm College*

Using games as education intervention tools has been seen to promote positive learning outcomes. This assumably can be replicated in STEM education and programs such as design bioethics and Tracing Tomorrow have already seen success in doing so. This Project, building upon the finding of previous literature, seeks to develop an educator guide to support the use of the bioethics card deck FACES. FACES is a bioethical education tool that was developed at Saint Anselm College in the Summer of 2022 as part of an NH-INBRE grant. Through utilizing essential principles from Universal Design for Learning and Learning Pedagogy, FACES aims to improve learning outcomes of bioethical principles as well as heighten awareness regarding the historical perspective of biomedical education.

## **Roundtable Session 5.6**

### **Resiliency, Change, and Empowerment in Educational Contexts**

**Harbor’s Edge**

*Session Chair:* Ellen Swider, *Goodwin University*

#### **Civic Engagement to Ignite Change**

Jo Hoffman, *Bridgewater State University*

Jacquelynne Boivin, *Bridgewater State University*

Civic learning and engagement are essential when educating students in any field across colleges and programs. Specific and intentional connections to civic minded actions on behalf of the greater good exist in every discipline and professional pathway. At this roundtable, an Endowed Professor of Civic Engagement will share how she structured a summer professional development initiative and opportunity for faculty across her university with a focus on civic engagement with intent of fostering growth and capacity for civic-mindedness in one required course syllabus each and at least one class activity/assignment. A faculty member who participated in this summer institute will share her experiences and implementation of civic dispositions in her second year seminar in Education. Presenters will share plans for an upcoming research study to collect information on students’ civic dispositions with the hopes of gleaning insights about how to improve the study’s plans. Pilot data will be shared with the intention of getting advice for refinement/next steps.

#### **"Canning" Social Capital: Rural Literacy and Community Resiliency**

Sean Robinson, *Plymouth State University*

Over the last fifty years, the rural communities of Northern New Hampshire have faced socio-economic pressures and turmoil. This has led to a decrease in population, and the collaborated investment of many organizations to improve community strength and success. By viewing rural educational practices through the lens of social capital, this research hopes to understand how supporting rural learners in turn helps support a more resilient community. By utilizing publicly available data through the American Community Survey, as well as interviews and document reviews of educational leaders, this relationship can be identified and operationalized in service of communities and schools.

Friday, May 5, 2023

#### **Constructing Critical Coherence in a Social Justice-Oriented Teacher Education Program**

Emilie Reagan, *Claremont Graduate University*

Kris Benefield, *Claremont Graduate University/San Diego State University*

Rachael Horn Langford, *Claremont Graduate University/San Diego State University*



Danielle Huddleston, *Claremont Graduate University/San Diego State University*  
Kim Megyesi-Brem, *Claremont Graduate University*  
Mayeen Quader, *Claremont Graduate University*  
Yoné Rodríguez, *Claremont Graduate University*  
David Salas, *Claremont Graduate University*  
Amanda Spiegelberg, *Claremont Graduate University*

Over the past 30 years, scholars have noted the prevalence of "social justice," and the persistent problem of coherence in teacher education. While there is a broad research base in both areas, there is limited research that brings these lines of inquiry together. This concurrent mixed methods study explores how key program stakeholders (i.e., teacher education faculty, clinical faculty supervisors, teaching mentors, school/district partners, teacher candidates, graduates) conceptualize, engage with, and describe implementing critical social justice practices in a Critical Social Justice Teacher Education Program (CSJ TEP). Additionally, this study seeks to explore structures that support or hinder coherence across the CSJ TEP. This study aims to explore each individual's contextualized critical social justice practices, experiences, and perceptions of coherence with CSJ TEP, and the variation of perceptions across individuals and contexts within CSJ TEP. As such, this study has the potential to shed light on the tensions and complexities of constructing coherence in a critical, social justice-oriented teacher education program.

**Friday, May 5, 11:00am – 12:30pm**

**Paper Session 6.1**  
**Interventions to Make a Difference**

**Lear**

*Session Chair:* Kierstin Giunco, *Boston College*

**The Efficacy of Response to Intervention on Academic Outcomes at the Secondary School Level**

Kimberly Sanborn McGlinchey, *Marshwood High School*  
Suzanne Graham, *University of New Hampshire*

Response to intervention (RTI) provides instructional resources for students with low levels of literacy proficiency. Given its goal of improving educational outcomes, RTI has been widely implemented. However, research reveals inconsistent results and few studies examine long-term impacts. This study compared average track-level placement and weighted GPA for a group of high school students who participated in RTI during elementary school with comparable peers who had not received RTI but who would have if their school had provided it (N = 74). No significant long-term impacts of RTI program participation were found. Given the large financial investment needed to implement RTI, the lack of positive long-term impacts has important policy implications. A comprehensive study at the national level is needed.

**The Covid Pandemic, The Return to “Normal,” and the Persistence of Curricular and Instructional Change**

Lauren Yoshizawa, *Colby College*  
Nancy Lu, *Colby College*

The COVID pandemic forced educators to problem-solve, adapt, and innovate. However, as time passes, there is growing pressure to “return to normal.” This study draws on organizational and institutional theories to understand when and why some curricular and instructional changes persist even as regulatory, normative, and logistical conditions revert. We surveyed K-12 educators in the state of Maine on what changes they engaged in to respond to the pandemic, the impetus and context for those changes, and whether and how they were still implementing those changes in the 2022–2023 school year (N=72). The most common changes described in the sample were new uses of technology and supports for student mental health and well-being. We found that teachers described both novel solutions and ideas that they held before but started to implement with more depth or to a greater degree during the pandemic. Most of the participants were still implementing their changes, though many had adjusted, scaled back, or finetuned them. Their reasons for keeping those changes included a range of technical rationales, new or strengthened beliefs about teaching, and growing momentum for new habits.

**Friday, May 5, 2023**

**Exploring Educator and School Professional Perspectives of Restorative Practices Implementation**

Peter Knox, *University of Vermont*  
Bernice Garnett, *University of Vermont*  
Colby Kervick, *University of Vermont*  
Lance Smith, *University of Vermont*

Amanda Simpfinderfer, *William & Mary*

Restorative practices (RP) have been identified as an effective alternative to traditional, punitive school disciplinary practices. However, a limited studies have examined the implementation of RP from the unique perspectives of different groups of school professionals (e.g., teachers, paraprofessionals, and non-classroom staff) and their perceptions of these elements of implementation (i.e., support, efficacy, use). Even fewer studies have investigated such differences in perceptions of RP support, efficacy, and use among different groups of school professionals at varying school levels (e.g., elementary, middle, and high school). This study asks 1) What is the relationship between adult perceptions of RP support, and efficacy on its use in schools?; 2) What is the relationship between school level (elementary, middle, and high school) and perceptions of RP support, efficacy, and use?; and 3) What is the relationship between school role (e.g., teacher, paraprofessional, non-classroom staff) and perceptions of RP support, efficacy, and use at varying school levels? Results indicate significant differences in perceptions of RP support, efficacy, and use between school roles and school roles at varying school levels. Implications for implementing RP amongst various school roles and within diverse school contexts and levels are discussed.

## **Paper Session 6.2 Anti-Racism and Integration**

**Gardner**

*Session Chair:* TBA

### **Editor's Reflections toward Anti-Racist Action**

Jacquelynn Boivin, *Bridgewater State University*

Heather Pacheco-Guffrey, *Bridgewater State University*

The co-editors of *Education as the Driving Force for Equity of the Marginalized*, use their book and experiences editing to explore implications for their field of educator-preparation. The book's chapters each address a county and the role that education plays in promoting equity. The Promotion for Social Change framework guided the co-editor's inception and execution of this international text. By implementing qualitative meta-synthesis of the text, editors analyzed the book's content for themes that led to recommendations framed within the Promotion for Social Change framework. These recommendations are targeted toward a variety of school stakeholders.

### **A Systems 'Analysis of Latine Education in Massachusetts: A Call for Critical Intercultural Integration**

Melissa Colon, *Gaston Institute, UMASS*

Carmen N. Veloria, *Central Connecticut State University*

Cinzia Pica, *Assumption University*

Rina Manuela Contini, *University of Chieti-Pescara*

Despite attending schools in a state internationally recognized for innovation, research, and education, Latine students in Massachusetts, USA continue to disproportionately experience discrimination, economic segregation, health disparities, and racial inequities that have shaped their schooling experiences and outcomes across the educational pipeline (Colón, 2019). Grounded in critical analysis of intercultural education towards social justice (Pica-Smith, Contini, & Veloria, 2019), and employing case study approaches, this paper examines the barriers, opportunities, and need for educational researchers, policymakers, and administrators to collectively reimagine an educational project that attends to the needs of this population, particularly in light of the disparate impact of the Covid-19 across all areas of social life. We argue that this reimagination is grounded in the dynamic conception of culture (Levitt & Glick Schiller, 2004), strengthen an intercultural perspective to education that is based on critical notions of intergroup contact, dialogue, and exchange (Allport, 1954; Council of Europe, 2008) and focus on the multidimensional notion of belonging at the micro and macro levels for a more just education writ large.

Friday, May 5, 2023

### **We Learning, Too: Toward a Principles-Focused Evaluation of Participatory Action Research**

Adrienne Goss, *Rhode Island College*

Juan Pablo Blanco, Center for Youth and Community Leadership in Education

Too often, parents, students, and families have been left out of decision-making spaces in schools. Our participatory

## **Roundtable Session 6.3**

### **Trends in Postsecondary Learning Outcomes, Impacts of Teaching Strategies on Student Success, and Educational Measurement**

**Riverwatch**

action research (PAR) project centered the experiences and needs of parent and youth co-researchers as they worked to develop an educational equity indicator system for their school district. The purpose of this paper is to evaluate our efforts to support parent and youth co-researchers during the PAR project. We examined our dispositional, methodological, and epistemological commitments in accordance with established frameworks on community-based research and critical participatory action research. Findings showed that our project aligns with some principles, but there is much potential for growth if we hope to fully support co-researchers on future PAR projects.

**Session Chair:** Mita Saksena, *University of Bridgeport*

### **Online Learning in Higher Education: Students' Perceptions and their Academic Performance Post-COVID-19**

Hany Zaky, *Hudson County Community College- Kean University*

Ramy Shaaban, *Utah State University*

The covid-19 pandemic directs the entire world to voluntary lockdown during 2019 and 2020. Consequently, Higher Education institutions transformed into online instruction. To this point, organizational leadership, students' attitudes, and academic performance were changed concurrently. These experiences shaped students' attitudes toward the post-COVID-19 learning and teaching era. Post-Covid-19, teachers and students alike have encountered unprecedented challenges in educational environments. The researcher, therefore, explored the factors that triggered these challenges—to this end, examining these factors could guide educators' efforts to foster students' online learning experiences. Students' attitude toward delivered online content is a significant factor in directing those students' learning satisfaction. Consequently, educators should consider the factors shaping students' perceptions of online learning and teaching. This quantitative study investigates factors such as learners' academic performance, information literacy, risk perception, and institutional leadership that foster educators' awareness of their student's attitudes Post COVID-19. Keywords Online learning- Students' Perceptions- Information Literacy- Academic Performance-Institutional leadership.

### **Integrating UDL Principles in a Business Analytics Course**

Ellen Belitzky, *University of New Haven*

Yevgeniya Rivers, *University of New Haven*

With declining undergraduate enrollments, many universities seek revenue by recruiting international graduate students. These learners arrive in the US with unique personal goals and individual challenges. Universal Design for Learning (UDL) is a framework to promote learner engagement, means of representation, and means of action and expression. UDL has been applied in K-12 education and there have also been studies with its applications in other disciplines, notably healthcare. Documentation of the impact of UDL implementation in the graduate school setting has been less common. This work-in-progress research aims to examine the application of UDL in higher education with a particular reference example using a graduate business analytics course. The research will include a concept map of the literature, the role of instructor UDL training in learner course outcomes, and identification of areas for further study.

### **Empowering Schools to Measure, Enhance, Monitor, and Sustain Educational Equity**

Brean Witmer, *Great Schools Partnership*

Katie Thompson, *Great Schools Partnership*

We believe that educational equity is a journey and not a destination. It is important for every school and community to be on that journey. In order for this to occur, schools and communities must be equipped with the tools needed to assess and advance their path to achieving educational equity. Our objective is to develop a self-assessment tool (Educational Equity Index) that will be publicly accessible and can be utilized by school staff and leaders to measure the degree to which equitable practices are in place and equitable student outcomes are achieved. This instrument will serve as an evaluation tool for schools interested in assessing pre/post equity-enhancing programming, as well as a measurement tool for schools that are looking to collect data on the current status of education equity in their school community. The purpose of this roundtable presentation will be to gather feedback and input on additional modules for consideration, as well as additional best practices and indicators for consideration.

Friday, May 5, 2023

### **Declining First-Time Pass Rate on the National Art Certification Exam in Radiography**

Daniel Demaio, *University of Hartford*

Educating and clinically training new radiologic technologists to enter the workforce so that they might help diagnose and treat an aging U.S. population is the mission of the nearly 700 accredited radiologic technology programs in this country. To be eligible for clinical practice, the graduate of an accredited program must earn a credential by passing a comprehensive written exam, assessing their understanding of patient care, radiation safety and technical aspects of radiographic image acquisition, including the optimization of image quality to maximize the diagnostic efficacy of performed procedures. Student first-time success on this credentialing exam has been in decline nationally over the past 10 years. This research proposes to query directors of accredited radiography programs regarding the teaching strategies

and activities they use to improve first-time certification exam pass rates of the students. It will investigate the potential causes of this decline, as well as identify teaching approaches and techniques that might serve to improve students' first-time pass rate on the radiography credentialing exam.

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

### **Conceptualizing and Implementing Family Engagement Practices as a New Teacher: The Narratives of Social Justice-Oriented Teacher Education Program Graduates**

Mayeen Quader, *Claremont Graduate University*

Yoné Rodríguez, *Claremont Graduate University*

Danielle Huddlestun, *Claremont Graduate University/San Diego State University*

This study seeks to understand how recent graduates of a social justice-oriented teacher education program conceptualize family engagement practices, as well as the contextual factors that appear to shape new teachers' implementation of such practices. Informed by Ishimaru's (2019) framework for reciprocal relationships and equitable collaborations, this study analyzes interviews with 15 recent graduates to understand whether and how recent graduates describe implementing collaboration strategies with families. Researchers discuss how new teachers' conceptualization and implementation of social justice-oriented family engagement have positive implications for practice, while also addressing the negotiation of various contextual factors, framed as both barriers and supports. To contextualize findings about such family engagement practices, researchers draw on the theoretical framework of Ishimaru (2019) to design a continuum that situates practices from traditional family engagement to equitable collaborations. Researchers further explicate the effectiveness of social justice teacher preparation through these findings, while underscoring the importance of teachers' social justice-oriented family engagement practices in K-12 classrooms.

### **Imagining Madcrip Futures Via Madcrip Pedagogies: A Practice in Collective Access, Collective Resistance, and Collective Care**

Jersey Cosantino, *Syracuse University*

Katie Roquemore, *Landmark College*

This presentation reimagines traditional pedagogical practices through mad and cripp epistemologies. Building on disability as pedagogy scholarship that centers the personal experience of disabled educators as models for resistance and justice in the classroom, the authors consider how mad and crip identities of both instructors and students can transform educational spaces. The presenters consider how disclosing mad and crip identities at the complex intersections of various privileged and marginalized social locations create dynamic learning environments where collective access is the goal. Additionally, the presenters theorize how this MadCrip Pedagogy becomes a type of care work, including analysis of personal examples from classrooms as professors and students, experiences that are deeply embodied, relationally constructed, and perpetually in a state of becoming and unfurling.

Friday, May 5, 2023

### **Parents' Voices Regarding Their Role in Supporting Student Achievement: A Qualitative Study on Parent Engagement**

Andrea Jean Andell Salem-Larson, *Notre Dame of Maryland University*

Parent engagement, also known as parent involvement, plays an important role in helping middle school students achieve academic success. The unique relationship between parents and their children as co-partners in education at home has the potential to help establish learning consistency in both school and home environments. Furthermore, the Every Student Succeeds Act (ESSA, 2015) called for the sharing of power between families and those who educated their children with the term parent "engagement". This highlights the reciprocal nature that needs to be promoted between parents, and the school community. For the proposed study, parents from grades 6-8 from one Title I middle school with a student population of 1500 will be asked to participate. A sample size of at least 60 would be the goal to capture ideal representation of the different demographics of parents with children from all performance bands/levels. Purposeful sampling, specifically maximum variation sampling, to pool participants with a variety of characteristics and

interest to serve as resources. This case study will be conducted in one school year with the goal of generating targeted recommendations which can help craft a prescriptive program to increase parent involvement for the next school year.

### **Trauma Informed Equity Centered Education Practices: From Theoretical to Empirical Study**

Melissa Wyman, *Plymouth State University*

Nearly half of all students in the US experience at least one adverse childhood traumatic event before they reach the age of 18. That number nearly doubles for students of color and nearly quadruples for students with disabilities (Sacks & Murphey, 2018). Students who experience trauma can struggle with academic achievement (Bethell et al., 2017). When the brain is busy surviving, it cannot focus on complex tasks such as learning. Schools have responded to the growing body of research on trauma and the brain by implementing trauma-informed practices. At the same time, educators are also acknowledging the profound impact of trauma because of racism, poverty, antisemitism, homophobia, and other forms of bigotry on marginalized students and have moved to implement more equity-centered practices. Layering equity-centered practices with trauma-sensitive practices makes sense on paper, and this literature review will seek to understand how these practices have been studied and what has been learned when they are intentionally implemented and applied in school environments.

## **Roundtable Session 6.5**

### **Supporting Teachers Through Awareness of Action Research, Reader Profiles and Critical Literacy**

**Harbor's Edge**

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

#### **Using Action Research to Support Student Teachers**

Jeanine Pocoski, *Southern Connecticut State University*

Laura Bower-Phipps, *Southern Connecticut State University*

The challenges of teaching lead to teacher stress and burnout. As a result, teacher retention continues to be an issue. In fact, 44% of teachers leave the classroom within the first five years, and 10% within the first year (Gerald, 2019). Research notes the potential of burnout surfacing during the student teaching experience (Fives, Hamman & Olivarez, 2007). To prevent this from occurring, we used the action research framework of Carr and Kemmis (1986) to identify student teachers' sources of stress during the student teaching experience over the course of four research cycles. Through the analysis of quantitative and qualitative data, specific supports have been implemented during student teacher seminar to address areas of need, and ultimately, prevent burnout from surfacing during student teaching.

#### **Connecting the Dots Between Assessment and Intervention through a Heightened Awareness of Reader Profiles**

Jenna Almagno, *Rhode Island College*

Cara McDermott-Fasy, *Rhode Island College*

Improving literacy outcomes for all students, especially at-risk students and students with special needs, remains a challenge for professionals in the field of education. With the passage of Right to Read Acts across the country has come the recommendation to increase teacher knowledge about the Science of Reading and Structured Literacy. This call to action seems warranted, especially in light of recent NAEP data which indicates that the average 4th grade student in the United States is not reading with proficiency. The report suggests that students need high quality core instruction coupled with regular, ongoing assessment to improve literacy outcomes. Recent literature indicates that teachers who demonstrate an understanding of common Reader Profiles can more effectively connect the dots between assessment and intervention to promote student outcomes in the area of literacy. The present study contributes to the research base by investigating teacher knowledge of common reading profiles in one northeastern state.

Friday, May 5, 2023

#### **Autobiographical Memory Study: Universal Design for Learning Personalized Simulation for Implementation**

Natsuko Takemae, *Central Connecticut State University*

Megan Mackey, *Central Connecticut State University*

John Foshay, *Central Connecticut State University*

The goal of Universal Design for Learning (UDL) is to help individuals become expert learners, and learners have different progressions to because of their individual background experiences (CAST, 2022, Edyburn, 2010). UDL is defined and endorsed in educational laws in the United States including Individuals with Disabilities Education Act of 2004 and Higher Education Opportunity Act of 2008 as a scientifically valid framework to facilitate varied learning experiences among learners in K-12 and higher education. Connecting students' prior experience to their learning is an essential element to becoming expert learners (CAST, 2018). Thus, our study examines how these teacher candidates (TCs) and educational practitioners (1) interact with their (own) learning and contents in the past (Edyburn, 2010), and



(2) learn to apply the UDL framework to designs for learning, instructions, and environments (Navarro et al., 2016; Scott et al., 2017; Spooner et al., 2007). This autobiographical memory study is a longitudinal phenomenological research. The research explores teacher candidates' perception, understanding, and application of UDL to removing barriers in various learning contexts.

### **Implementing Critical Literacy: Early-Career Transitions from TEP to the Elementary Classroom**

Kris Bell, *Claremont Graduate University and San Diego State University*

Kimberly Megyesi, *Claremont Graduate University*

Rachael Horn Langford, *Claremont Graduate University and San Diego State University*

Critical literacy (CL) research has examined how and why teachers implement CL practices in various contexts, but there is limited research on precisely how and why early-career graduates of teacher education programs (TEPs) that emphasize social justice implement CL in K-12. This proposal for a research in progress roundtable outlines a qualitative study exploring how early-career elementary teachers, graduates of one social justice-oriented TEP, implement CL practices in their elementary classrooms following graduation. Framed by Lewison et al.'s (2002, 2015) critical literacy framework, this study involves both deductive and inductive analyses of TEP program documents and interviews with early-career teachers to investigate relationships between the teachers' implementation of CL, their preservice exposure to those practices, and related factors such as perceived supports and barriers to implementing CL in their specific contexts. As such, this work contributes to bodies of literature that investigate teachers' critical literacy practices in K-12 contexts and that draw connections between preservice teacher education and practices related to teaching for social justice.

**Friday, May 5, 12:45pm – 2:00pm**

**NEERO Annual Board Meeting & Information Session**

**Harbor's Edge**

*Session Chair:* Sarah Enterline, *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!**

**2024 Conference Location & Dates:  
Sheraton Portsmouth Harborside  
Portsmouth, NH  
May 1-3, 2024**