



College of Education Scholarship and Research Report

Calendar Year 2023

Published February 2024

Table of Contents

School of Teaching and Learning.....	2
Department of Special Education.....	20
Department of Educational Administration and Foundations.....	28
Centers.....	31
ISU Laboratory Schools.....	33
Dean’s Office.....	34

Teaching and Learning

Journal Articles

Antink-Meyer, A., Brown, M., & Wolfe, A. (2023). Scientific curiosity and science teaching confidence: A study of elementary novice teachers. *Journal of Science Teacher Education*. doi.org/10.1080/1046560X.2023.2168858

Bempechat, J., Jimenez-Silva, M., Villegas-Reimers, E., & **Baca, E.C.** (2023). "I haven't had that conversation yet": How Homework is (or isn't) addressed in teacher preparation. *Journal of Education*.

Brooks, J. N. (2023). Loud, Proud, and Love a Crowd?: Put Black Voices Center Stage When Developing Language Skills. *Voices from the Middle*, 30(2).

Champion, K. & **Lucey, T. A.** (2023). Interpreting Twitter in preservice methods courses: Realizing the social dimensions. *Critical Issues in Teacher Education*, 29, 40-51 (Illinois Association of Teacher Educators).

Choi, W., Kim, W. H., Wright, W. E., & Morita-Mullaney, T. (2023). Improving English language arts instruction in Indiana dual language bilingual education classrooms. *Language and Education*, 37(2), 151-170. <https://doi.org/10.1080/09500782.2022.2032731>

Cline, E., Lingle, L., Ippolito, M., Ksiazek, K. & **Al-Bataineh, A.** (2023). Responsive Classroom Curriculum and its Impact on Student Behavior, *The Turkish Online Journal of Educational Technology*, 21(4), 43-58.

Doubet, S., Ostrosky, M. M., **Quesenberry, A. C.** (2023). The impact of young children's persistent challenging behavior on child care providers: "It's like floating in a sea with no paddle". *Topics in Early Childhood Special Education*. <https://doi.org/10.25384/SAGE.c.6781768.v1>

Falbe, K. N. & **Seglem, R.** (2023). Teaching is messy: Using lesson study to reimagine student-centered clinical experiences, *Education Sciences*, 13(7), 735. <https://doi.org/10.3390/educsci13070735>

Gonzalez, C.H., Burgin, X.D., Oamek, K., Byrd, M., Mayhall, D., **Hunt, C.S.**, Horn, S. (2023). Our journey with the ATE Inquiry Initiative: Growing into our role as disruptors. *The Teacher Educators' Journal*, 16(2), 3-20.

Handsfield, L. J. & Crumpler, T. P. (2023). Scaling and Scalar Analysis as a Framework for Research on Teacher Learning. *The New Educator*, 19(4), 349-367, DOI: 10.1080/1547688X.2023.2269250.

Husband, T. & **Walker, I.** (2023). Using multicultural children's literature to promote disability awareness in elementary classrooms. *Indiana Literacy Journal*, 51(2), 14-32.

Jones, S.A. (2023). Black girls' reading motivations: Centering their perspectives and experiences to redefine a hegemonic construct. *Urban Education*.

Litster, K., **MacDonald, B. L.** & Lewis, H. (2023). Exploring small group discourse as a strategy to encourage growth mindset. *Ohio Journal of Teacher Education*, 38(2), 26-41.

Lucey, T. A., Henning, M. B., Agnello, M. F., & Laney, J. D. (2023). Teaching for social empathy: Using the arts to contextualize financial literacy as social justice. *Great Lakes Social Studies Journal*, 3(2), 3-13.

Main, K. M., Pomykal Franz, D., **Falbe, K. N.**, & Ellerbrock, C. (2023). Re-Examining school structures of people, place, and time to promote equity at the middle level. *Middle Grades Review*, 9(2).
<https://scholarworks.uvm.edu/mgreview/vol9/iss2/3>

Martin, J. L., & **Brooks, J. N.** (2023). Multiculturalism as recovered memory: A new historical identity. Populism versus critical race theory in the U.S. *Encyclopedia of new populism and its responses in the 21st century*. New York, NY: Springer.

McBride, C., **Smith, A.** & Kalir, R. (2023). Tinkering toward teacher learning: A case for critical playful literacies in teacher education. *English Teaching: Practice and Critique*, 22(2), 221-233.

Meacham, S., Meacham, S. J., **Walker, I.**, & Davis, B. (2023). Disability representations and portrayals in picture books with the Coretta Scott King award. *Reading Horizons*.

Miller, K., & Arellanes, J. (2023). A father-friendliness survey: How do community organizations report engaging fathers? *The Journal of Community Engagement and Higher Education*.

Moss, D., Bertolone-Smith, C., Boyce, S., **MacDonald, B.**, Grabhorn, J., & Roman, C. (2023). Tensions between objectivism and constructivism in organizing and enacting student learning in online STEM education. *The Educational Forum*. 87(2), pp. 81-97. doi: 10.1080/00131725.2022.2149913

Reid, S. D. (2023). What have we learned from early childhood teachers' read-alouds in a digital space? *Ohio Journal of English Language Arts*, 63(1), 27-34.

Renn, J., Li, H., **Choi, W.**, Wright, W. E., & Morita-Mullaney, T. (2023). Making "small waves of change": Dual language and general education teacher transformation through sociocultural instructional coaching. *TESOL Quarterly*. Advance online publication. <https://doi.org/10.1002/tesq.3216>

Skillen, M., **Seglem, R.**, & Clark, S. (2023). Reclaiming Our Classrooms through Intellect. *Voices From the Middle*, 30(3), 7-8.

Skillen, M., **Seglem, R.**, & Clark, S. (2023). Annotations:... And Our Work Continues. *Voices from the Middle*, 30(4), 6-8.

Skinner, E. A. (2023). Emphasizing the professional in PDS. PDS Partners: *Bridging Research to Practice*.

Wellenreiter, B. R. (2023). Pictures Alone Don't Do It Justice: Using Spatial Learning in Middle Level Classrooms. *Middle Level Learning*, 78, 10-15.

Wellenreiter, B.R., Zhao, X., & Angleton, C. (2023). Messaging of Patriotic Symbols and Rituals in Picturebooks. *Social Studies Teaching and Learning*, 4(1), 1-22.

Yang-Heim, G. Y., & Dobson, S. (2023). A review of Language Literacy and Science: Enhancing engagement and achievement in Science. *International Journal of Inclusive Education*. DOI - 10.1080/13603116.2023.2258368

Zhao, X., Khan, M. & Wu, S. (2023). What does oppression look like in 2022 notable books? *Social Studies Research and Practice*, 18(2). <https://doi.org/10.1108/SSRP-08-2023-0042>

Books

Domínguez, M., & **Seglem, R.** (2023). *Decolonizing middle grades literacy instruction: A culturally proactive approach to literacy methods*. Routledge.

Iida, P. (deceased), **Mikulec, E.**, & Agnello, M.F. (Eds.) (2023). English language education in rural contexts: Theory, research, and practices. In W. Reynolds (Ed.), *Understanding Rural Education: Critical Studies of Forgotten Places*. Brill | Sense.

Jamison, A. (2023). *Decentering whiteness in school libraries through including policy development*. Lanham, MD: Rowman & Littlefield.

Lin, M., & **Lucey, T.** (2023). *Rekindling embers of the soul: An examination of spirituality issues relating to teacher education*. Information Age.

MacDonald, B. L. & Thomas, J. N. (2023). *Teaching Mathematics Conceptually: Guiding Instructional Principles for 5-10 year olds*. Sage.

Paugh, P. and **MacPhee, D.** (2023). *Learning to be literate: More than a single story*. Norton Publishing.

Yang-Heim, G. Y. (2023). *Cultural Perspectives on Indigenous Students' Reading performance: A Participatory and Exploratory Case Study at a Regional School in Australia*. Singapore: Springer Nature.

Book Chapters

Jamison, A. (2023). Preserving equity for young readers. In S. Oltmann (Ed) *The Fight Against Books Bans: Perspectives from the Field*. Libraries Unlimited.

Kessler, M. A. (2023). Promoting a critical-structural approach to new teacher care. In A. Webb & M. Shoffner (Eds.), *Care after COVID: Reconstructing understandings of care in teacher education*. Routledge.

Kline, S. (2023). CGScholar: Promoting Reflexive Pedagogy in a Web-Based Writing and Learning Ecosystem. In *Promoting Next-Generation Learning Environments Through CGScholar* (pp. 206-229). IGI Global.

Lake, V., Winterbottom, C., Jones, I., & **Lin, M.** (2023). Connecting the heart and soul of teaching through service-learning. In M. Lin & T. Lucey (Eds.), *Rekindling embers of the soul: An examination of spirituality issues relating to teacher education* (pp. 127-142). Information Age.

Lin, M. (2023). History of Asian American young children's educational experiences in the United States. In B. Hinitz & B. Liebovich (Eds.), *Oxford bibliography of the history of early childhood education in the United States*. Oxford University.

Mertens, S. B., & Caskey, M. M. (2023). Young adolescent health and wellbeing: The relevant literature. In K. Main & S. Whatman (Eds.), *Health and wellbeing in the middle grades: Research for effective middle level education* (pp. 19–53). Charlotte, NC: Information Age Publishing.

Mertens, S. B., & Falbe, K. N. (2023). Reflection on Illinois Horizon Schools: Initial findings from the Illinois Schools to Watch program. In D. C. Virtue (Ed.), *Dialogues in middle level education research (Vol 2): Insights from the AMLE New Directions 2021 Roundtable discussions* (pp. 21-41). Routledge. <https://doi.org/10.4324/b23258-5>

Presiado, V. E. (2023). “Like a Rubik’s Cube”: Families Multimodal Ways of Manifesting. In Brown, S. & Zhang, R. (Eds.) *Multimodal funds of knowledge in literacy: Countering deficit narratives of diverse families*. (Invited).

Roberts, A. M., & **Lucey, T. A.** (2023). Spiritual Underpinnings of a Teacher Education Program. In M. Lin & T.A. Lucey (Eds.). *Rekindling embers of the soul: An examination of spirituality issues relating to teacher education*. Information Age Publishing.

Suárez, M. I., Hawkman, A. M., Tofel-Grehl, C., **MacDonald, B. L.**, Searle, K., Feldon, D. F., Sommers, T., & Hernandez, M. (2023). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity. (pp. 56-75). In B. Wozolek & D. L. Carlson (Eds.), *Queer Battle Fatigue Education, Exhaustion, and Everyday Oppressions*. Routledge.

Wright, W. E., & **Choi, W.** (2023). DLBE program types for different target populations. In J. A. Freire, C. Alfaro, & E. de Jong (Eds.). *The handbook of dual language bilingual education*. Routledge. <https://doi.org/10.4324/9781003269076-9>

Wright, W. E., Morita-Mullaney, T., **Choi, W.**, & Li, H. (2023). Building bilingual teachers’ translanguaging repertoires in a new immigrant destination state. In Z. Tian & N. King (Eds.). *Developing translanguaging repertoires in critical teacher education*. De Gruyter Mouton. <https://doi.org/10.1515/9783110735604-007>

Presentations (presented, in-person or virtual)

Aldeman, M. Williams, J., **Antink-Meyer, A.**, Jo, J.H., and **Zamudio, M.L.** (2023). *An After-school STEM Program with a Novel Equitable and Inclusive Structure*. Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Angleton, C. (2023, Mar.). *Queering the preschool-primary classroom library*, Georgia Conference on Children’s Literature, Athens, GA.

Angleton, C., Zhao, X., & Falbe, K.N. (2023, April). *Ungrading as resistance: A collaborative self-study on detransactionalizing teacher education*. Roundtable paper presentation at the annual meetings of the American Educational Research Association, Chicago, IL.

Antink-Meyer, A., & Aldeman, M., & Jo, J. H., & Williams, J., & Zamudio, M. L. (2023). *Stakeholder*

Views in Building a Sustainable Engineering Learning Ecosystem: Afterschool Green Energy, Robotics, and Automation. Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, MD.
<https://peer.asee.org/42540>

Apraiz, K., Evans, G. N., **Bex, R. T.**, Miller, D., & Israel, M. (2023, June). *Testing the waters: Integrating computer science in the introductory UTeach courses* [Paper session]. UTeach STEM Educators Conference. Austin, TX.

Arellanes, J.A & **Miller, K.** (2023, November). *A community-based evaluation of father-friendliness programs and services.* National Council on Family Relations Annual Meeting. Orlando, FL.

Baker, W., Brosnan, M., Conway, T., Diacopoulos, M., Hall, K., **Harms, S.**, Lynch, M., McIntyre, C., Phaiah, J., Roselle, R., & Shattuck, T. (2023, July, 31) *Naming, identifying, and documenting opportunity gaps in clinical practice.* Association of Teacher Educators 2023 Summer Conference. Washington D.C. *Due to the collaborative nature of this work, listing authorship alphabetically was most appropriate.

Baker, W., Brosnan, M., Diacopoulos, M., Hall, K., **Harms, S.**, Lynch, M., Phaiah, J., Roselle, R., & Shattuck, T. (2023, March, 28) *Concept maps as a method of understanding: Teacher educators' perceptions of opportunity gaps in clinical practice.* Association of Teacher Educators 2023 Annual Meeting. Jacksonville, FL. *Due to the collaborative nature of this work, listing authorship alphabetically was most appropriate.

Bex, R. T., & Crippen, K. J. (2023, April). *Data driven personas for community science in paleontology* [Paper session]. Annual International Conference for the National Association for Research in Science Teaching (NARST), Chicago, IL.

Blum, C., & **Lin, M.** (2023, November). *Universal Design for Learning and culturally responsive teaching apps and instructional strategies in the early childhood setting.* Paper presented at the annual meeting of the National Association for the Education of Young Children, Nashville, TN.

Borders, C., Courtad, C., Kang, J., **MacPhee, D.**, Wu, S., Barrett, J., **Kang, G.**, **Mertens, S.**, & **Quast, E.** (2023, March 19-22). *Recruiting, Training, and Supervising Tutors: Illinois Statewide Tutoring Initiative Program* [Conference session]. Association for the Coaching and Tutoring Profession, Las Vegas, NV.
<https://www.myactp.com/conferences/2023-conference/>

Borders, C., Fails, J., Bernoteit, S., Barrett, J., Courtad, C., Godwyll, F., **Kang, G.**, Kang, J., **MacPhee, D.**, **Mertens, S.**, **Quast, E.**, & Wu, S. (2023, February 24-26). *Use of a State-Wide High-Impact Tutoring Program to Address the Teacher Pipeline* [Case Story Conference Session]. American Association of Colleges of Teacher Education, Indianapolis, IN. <https://aacte.org/professional-development-events/annual-meeting/>

Bowen, L., Dippre, R., Phillips, T. & **Smith, A.** (2023). *Writing, hope, and disruption: Intersections of writing, agency, and identity during major life transitions* [Symposium]. Conference on College Composition and Communication, Chicago, Illinois, USA.

Boyce, S., Bertolone-Smith, C., **MacDonald, B. L.**, Moss, D. L., & Roman, C. (2023, February). *Improving Assessment of Prospective Elementary Teachers' Knowledge for Teaching Fractions as Measures.*

Presentation conducted at the 27th Annual Conference of the Association of Mathematics Teacher Educators (AMTE), New Orleans, LA.

Brinegar, K., Harrison, L., & **Hurd, E.** (2023, November 4). *Writing for Publication*. Presented by the Research Advisory Committee (RAC) at the AMLE 2023 Annual Conference and Exhibit (50th). Baltimore, Maryland.

Brooks, J. N., & Martin, J. L. (2023, May). *Encouraging stories across borders*. Nineteenth International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Brooks, J. N., Martin, J. L., & Messmore, T. (2023, April) *Illuminating Effective Practices, Approaches, and Strategies in Urban Education: Publishing with JULTR*. AERA, Chicago, IL.

Brooks, J. N., Hoffman, J., & Wheeler, M. (2023, March) *Black Joy in Literature: Revolutionizing your classroom library*. Illinois Reading Council, Springfield, IL.

Brooks, J. N., & Martin, J. L. (2023, March). *Book banning in 21st century America: Is this dystopian YA fiction?* Illinois Reading Council Conference, Springfield, IL.

Brown, D. F., **Mertens, S. B.**, Mercurio, D., & Yeiter, K. (2023, Nov.). *Soundings: Celebrating 25 years of students designing curriculum based on their questions*. Paper presented at the annual conference of the Association for Middle Level Education, National Harbor, MD.

Byrd, M., Horn, S., **Hunt, C.S.**, et al. (2023, March 26-29). *How did we get here? Grouping strangers with like interests to form a group of researchers that aim to disrupt achievement gaps and student inequity* [Paper presentation]. Association of Teacher Educators Annual Meeting, Jacksonville, FL, United States.

Castro, A. J., & **Reid, S. D.** (2023, November). *Exposing a culture of willful ignorance and dehumanization: Story as racial literacy*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council of the Social Studies, Nashville, TN.

Castro, A. J., **Reid, S. D.**, & Williamson, J. (2023, November). Symposium: *Teaching history with young adult literature*. Symposium presenters at the annual meeting of the College and University Faculty Assembly of the National Council of the Social Studies, Nashville, TN.

Castro, A. J., & **Reid, S. D.** (2023, April). *Explosive silence in a culture of willful ignorance and dehumanization: Story as racial literacy*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Chan, V., & **Choi, W.** (2023, April 13). *Development of intercultural knowledge and competence in ELL teacher education* [Roundtable discussion]. American Education Research Association (AERA) Annual Meeting, Chicago, IL, USA.

Choi, W. (2023, April 15). *Machine translation use as a translanguaging practice in English language classrooms* [Paper presentation]. American Education Research Association (AERA) Annual Meeting, Chicago, IL, USA.

Choi, W. (2023, March 21). *A secondary ENL classroom and multilingual learners in Indiana* [Paper presentation]. TESOL Graduate Student Forum, Portland, OR, USA.

Choi, W. (2023, March 21). *Translanguaging in Indiana high school English as a new language classrooms* [Paper presentation]. American Association for Applied Linguistics (AAAL), Portland, OR, USA.

Chumpavan, S., Jiriyasin, T., Tampanich, S. & **Al-Bataineh, A.** (2023). *A Qualitative Investigation of Metacognition Strategies Used by Thai Students in Their English as A Foreign Language Writing at the University Level in Thailand*. Paper was presented at the International TESOL Conference UKI 70 on November 15-17, 2023, at Universitas Kristen in Indonesia.

Dever, R., **Hurd, E.**, Miller, N. C., & Whitaker, N. (2023, November 3). *MLER SIG Research Agenda: Updates, Recruitment, and Planning Ahead -- Middle Level Certification & Licensure*. Research presented at the AMLE 2023 Annual Conference and Exhibit (50th). Baltimore, Maryland.

Doubet, S., & **Quesenberry, A.** (October 2023). *The big 5 classroom strategies to reduce challenging behavior*. Sharing a Vision Conference, East Peoria, IL.

Doubet, S. & **Quesenberry, A.** (March, 2023). *The big 5; All day, every day*. Illinois Head Start Association Conference, East Peoria, IL.

Drageset, D., Crippen, K. J., Eom, J., & **Bex, R. T.** (2023, January). *Using virtual reality with pre service elementary science teachers to promote valid conceptions of the reason for the seasons* [Paper session]. Association for Science Teacher Educators (ASTE), Salt Lake City, UT.

Evans, G. N., Apraiz, K., **Bex, R. T.**, & Miller, D. (2023, October). *CS is for Everyone! Introducing Computer Science to Pre-service Teachers and Elementary Students*. Florida Association of Teacher Educators. St. Petersburg, FL.

Evans-Amalu, K., **Lucey, T.**, & **Lin, M.** (2023, December). *Using contemplative practice for pre-service teacher healing*. Paper presented at the National Council for Social Studies Conference, Nashville, TN.

Falbe, K.N, Zhao, X., & Angleton, C. (2023, March). *Examining our responsibilities in resisting traditional teacher roles: A self-study in anti-capitalist approaches to teacher education*. Paper presented at the annual meetings of the Association of Teacher Education, Jacksonville, FL.

Falbe, K. N., & Mertens, S. B. (2023, April). *Illinois Horizon Schools: Principal perceptions about becoming an Illinois Horizon Schools to Watch*. Paper presentation at the annual meetings of the American Educational Research Association, Chicago, IL.

Falbe, K. N., & Mertens, S. B. (2023, Nov). *Illinois Horizon Schools to Watch: Principals perceptions of becoming a Schools to Watch School*. Roundtable presentation for MLER SIG at the annual meeting of the American Middle Level Association, Baltimore, MD.

Farnum, S., Camargo, R., Arelleno, J. & **Lin, M.** (2023, March). *Get connected! Networking and affinity groups that support and uplift BIPOC library staff*. Panel presentation at 2023 Illinois Youth Service Institute. Normal, IL.

Frieson, B.L., & **Presiado, V.E.** (2023). *Black Liberation in Bilingual Education: A Case for Black Freedom Dreaming*. American Educational Research Association (AERA) Conference, Chicago, IL. April, 2023.

Frieson, B.L., & **Presiado, V.E.** (2023). *Centering Black Linguistic Freedom: Black Language as a Liberatory Practice in Elementary Multilingual Spaces*. American Educational Research Association (AERA) Conference, Chicago, IL. April, 2023.

Garcia, A., Corbitt, A., Bonner, S., **Seglem, R.**, Jones, K., Storm, S., & Domínguez, M. (2023, November). *#MakersInTheMiddle--Making Games: Play-Based Strategies for Middle Grades Classrooms*. Presentation at the National Council of Teachers of English National Convention, Columbus, OH.

Guzey, S., Tran, K., **Shim, S.**, Walker, Wl., & Canbazoglu-Bilici, S. (2023, April 13-16). *Assent-based pedagogies in science and engineering classrooms* [Paper presentation]. 2023 American Educational Research Association (AERA) Annual Meeting, Chicago, IL, United States.

Guzey, S., Tran, K., **Shim, S.**, Walker, W., & Canbazoglu-Bilici, S. (2023, April 18-21). *Building on students' assets in science and engineering classrooms* [Paper presentation]. 2023 NARST Annual Meeting, Chicago, IL, United States.

Handsfield, L. J., MacPhee, D., & Paugh, P. (2023). *Misrecognition and Media Representations of the "Science of Reading."* Roundtable paper presented at the American Educational Research Association Annual Meeting, Apr. 15, Chicago, IL.

Hattan, C., **MacPhee, D.**, Baumann, J., & Parkinson, M. (2023, November 29-December 3). *Supporting Context-Specific Social Studies-Literacy Integration*. Literacy Research Association Annual Conference.

Hattan, C., **MacPhee, D.**, Honegger, D., Carlson, S., Daley, A., & Kaiser, L. (2023, April 13-16). *Culturally Sensitive and Agentic Research-Practice Partnerships in and Around Chicago: Partnership Between the Borg Center for Reading and Literacy @ Illinois State University and Pontiac 429 Public School District*. American Educational Research Association Annual Meeting, Chicago, IL.

Hattan, C. & **MacPhee, D.** (2023, April 13-16). *Vocabulary Instruction During Elementary School Discourse: Observing First through Third-Grade Teachers' Instructional Practices*. American Educational Research Association Annual Meeting, Chicago, IL.

Hershey, G. G., & Anderson, G. L., & Svedman, S., & Miller, G., & Lakin, S. L., & Williams, J., & Jo, J. H., & **Antink-Meyer, A.**, & Aldeman, M. (2023). *Creating a Foundational STEM + Sustainability Curriculum for High Schools in Chicago (Resource Exchange)*. Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, MD. <https://peer.asee.org/42788>

Huang, R., Barrett, J. R., Strickland, C., Israel, M., Weisberg, L. R., Salgado A. R., & **Bex R. T.** (2023, March). *Into CS ed: An inclusive model for in-service teacher preparation and certification* [Poster session]. Technical Symposium on Computer Science Education, Association for Computing Machinery Special Interest Group for Computer Science Education National Conference (SIGCSE), Toronto, ON.

Hunt, C.S. (2023, November 29-December 2). *A critical content analysis of economic hardship in children's picture books*. [Paper presentation]. 73rd Literacy Research Association Conference. Atlanta, GA.

Hurd, E., Smith, K., Pettit, S., Poehner, P., & Wall, A. (2023, November, 3). *Teacher Preparation Ideas with the AMLE SPA Standards*. Presented by the Professional Preparation Advisory Committee (PPAC) at the AMLE 2023 Annual Conference and Exhibit (50th). Baltimore, Maryland.

Husband, T. (2023, October). *A Critical content analysis of main characters in Schneider Family award-winning picture books from 2013 to 2023*. Paper presented at the annual meeting of the Midwestern Educational Research Association (MWEREA). Cincinnati, OH.

Jamison, A., Jones, L., Knox, E., & Oltmann, S. (2023, June). *Book Bans and Censorship: Current Intellection Freedom Issues in Libraries*. Library 2.0 Worldwide Virtual Conference. San Jose, CA. [Opening Keynote Panel]

Jones, S.A. (2023, December). *Centering Black girls in pursuit of culturally sustaining reading motivation*. Paper presented at the Literacy Research Association's 73rd Annual Conference, Atlanta, GA.

Jones, S.A. (2023, April). Modern iterations of historical legacies: Black girls' reading motivations link the past to the present. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Jones, S.A. (2023, March). *Developing the Culturally Sustaining Adolescent Reading Motivation Q-Sort as a tool for supporting "thick solidarity" in reading motivation research*. Paper presented at the National Council for Teachers of English Assembly for Research Conference, Davis, CA.

Kang, G. Y., Peltier, M., Lemley, S., M., Hinman, T., B., Baumann, J., (2023, November). *What's community got to do with it?: Deconstructing and (re)constructing TCs perceptions of community, equity, solidarity, and social justice*. Paper presented at the Association of Literacy Researchers and Educators, Santa Fe, NM.

Kang, J., **Borders, C.,** Courtad, C. A., Barrett, J., **Kang, G., Mertens, S. B., Quast, E.,** & Wu, S., (2023, Nov). *Stakeholders' perceptions on tutor training: Implications on special education workforce recruitment route*. Paper presented at the Council for Exceptional Children Conference (Teacher Education Division), Long Beach, CA.

Kessler, M. A. (2023). *"We have to try": Politicization and the construction of culturally responsive teaching standards*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Kline, S., Tondreau, A., Chen, X., Ikpeze, C., **Kang, G.,** Scales, R., Smetana, L., Tracy, K., Wall, A., Yang, S. (November 2023) *Discourses of disruption: A multi-state study of teacher candidates' memories of writing*. Paper presented at the Association of Literacy Researchers and Educators, Santa Fe, NM.

Kline, S. & Kang, G. (2023, April). *Centering critical writing pedagogies through case studies: A curated online gallery of children's writing in context*. In A. West (chair), Understanding, Responding to, and Valuing Student Writers Through Reflective Tools and Practices. [Symposium]. Paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.

Lin, M. (2023, August). *Everyone is a hero/shero in community-based e-service-learning*. Paper presented at the 31st European Early Childhood Education Research Association, Lisbon, Portugal.

Lin, M., & Blum, C. (2023, April). *Challenges in infusing Universal Design for Learning concepts to support culturally responsive teaching in teacher education*. Paper presented at CAERDA international conference, Chicago, IL.

Lucey, T. A., (2023, November). *Towards a holistic vision of financial literacy. A compassionate perspective*. Invited keynote presentation, MIFE Financial Literacy Conference, Mannheim, Germany.

MacDonald, B. L., Kroesch, A. M., & Hunt, J. (2023, October). *Thirty, twenty, twenty-one: Third-grade students' unique counting and number development*. Poster presented at the 2023 International Conference on Learning Disabilities, Denver, CO.

MacDonald, B. L., Cullen, A. L., Kroesch, A. M., Bajwa, N. P., Mooney, E., & Corven, J. (2023, October). *Reimagining the Emergent Perspective within research-practice learning communities*. Paper presented at the 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Reno, NV.

MacDonald, B. L. & Tanck, H. (2023, April). *Number Talks Evidence Correlations Between Teachers' Use of Questions and Students' Agency*. [Roundtable session]. Paper presented to the 2023 American Educational Research Association Annual (AERA) Conference, Chicago, IL.

Machado E., **Hunt, C.S.**, et al., (2023, April 13-16). *Toward consequential research in language and social processes* [Alternative session]. American Educational Research Association Annual Meeting, Chicago, IL, United States.

Marsh, T. & **Smith, A.** (2023). *Relational resistance: Consequential freedom dreaming in divisive times* [Roundtable Paper]. American Educational Research Association, Chicago, Illinois.

Mattoon, C., **MacDonald, B. L.**, & Kroesch, A. M. (2023, October). *Sensemaking and problem solving in PK*. Illinois Council of Teachers of Mathematics (ICTM) 2023 Annual Conference, Naperville, IL.

McBride, C., **Smith, A.**, Kalir, R. (2023). *A case for critical playful literacies in teacher education* [Paper]. Literacy Research Association, Atlanta, Georgia.

McHatton, P., Burgin, X., **Hunt, C.S.**, et al., (2023, March 26-29). *The opportunity gap: Critical discourse on disrupting inequities* [Paper presentation]. Association of Teacher Educators Annual Meeting, Jacksonville, FL, United States.

Miller, K. & Arellanes, J. (2023, April). *A community-based father-friendliness survey: How do community organizations and schools report engaging fathers?* American Education Research Association Annual Meeting. Chicago, IL.

Omogun, L., Nalubega, K., Smith, P., Frieson, B.L., & **Presiado, V.E.** (2023). *(Re)defining Multilingualism: A Collective Conversation About Black Youth Multilingual Experiences Across Spaces*. Literacy Research Association (LRA) Annual Conference, Atlanta, GA. November, 2023.

Park, D. (2023). *Keynote: The Meaning of Learning in the Fourth Industrial Revolution and Gyeongnam's I-Tok Tok*. The Bi-Annual Meeting of Future Education International Conference, Gyeongnam, Korea, August 16 – 18.

Park, D. (2023). *The Meaning of Learning in the Fourth Industrial Revolution*. Sponsored by GNUE and the Korea Foundation for the Advancement of Science & Creativity (KOFAC), Gwangju National University of Education, Gwangju, Korea. Aug. 18.

Park, D. (2023). *Keynote: Integrated STEM education in the Digital Classrooms of the 4th Industrial Revolution*. The Annual Meeting of SOLERAMS (Sport, Language, Educational Technology, Multilingual, and Science) International Conference, Riau, Indonesia, June 12.

Park, D. (2023). *STEM education in the Digital Classrooms of the 4th Industrial Revolution*. Garut University, West Java, Indonesia. June 23.

Paugh, P., **MacPhee, D.**, & **Handsfield, L. J.** (2023). *Science or faith? How metaphor shapes what counts as "science" in media reporting on reading*. Roundtable paper presented at the Literacy Research Association Annual Meeting, Dec. 1, Atlanta, GA

Paugh, P., & **MacPhee, D.** (2023, November 16-19). *Learning to Be Literate: More than a Single Story*. National Council of Teachers of English Annual Convention, Columbus OH.

Phillips, T., Dippre, R., Bowen, L, & **Smith, A.** (2023) *Writing with and through disruption* [Paper Session] Writing Research Across Borders, Torgarden, Norway.

Quast, E. (2023, December), *A case study of teacher candidates' interpretations of and approaches to read alouds with diverse texts*. Paper presented at the annual meeting of the Literacy Research Association.

Quesenberry, A., White, E., & Marsh, L. (October, 2023). *Elevating the ECE workforce: Alternative pathways to degree completion*. Sharing a Vision Conference, East Peoria, IL.

Quesenberry, A., & Doubet, S. (March, 2023). *Why do they do that?!? Understanding children's behavior and how to respond*. Illinois Head Start Association Conference, East Peoria, IL.

Radloff, J. D., & **Antink-Meyer, A., & Brown, R.,** & Yeter, I. H., & Fantacone, D. (2023). *Exploring K-12 S,T,E,M Teachers' Views of Nature of Engineering Knowledge*. Paper presented at 2023 ASEE Annual Conference & Exposition, Baltimore, MD. <https://strategy.asee.org/42524>

Reid, S. D. (2023, November). *Interactive read-alouds as a space to (re)shape children's social imagination*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

Reid, S. D. (2023, October). *"That's when I got smart": Primary teachers' wisdom in their transitions to online read-alouds during the COVID-19 pandemic*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Louisville, KY.

Reid, S. D., Gilles, C., & King, C. U. (2023, April). *Using diverse children's literature to teach for social justice: Lessons from a novice teacher*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.

Renn, J., **Choi, W.**, Li, H., Wright, W. E., & Morita-Mullaney, T. M. (2023, March 20). *Exploring stages of teacher transformation during critical sociocultural instructional coaching* [Paper presentation]. American Association for Applied Linguistics (AAAL), Portland, OR, USA.

Rogers, C., McBride, C. & **Smith, A.** (2023). *The (im)possibilities of humanizing and resistant collegial online spaces for educators: A Black studies perspective on critical digital literacies in teacher education* [Paper]. Literacy Research Association, Atlanta, Georgia.

Seglem, R. (2023, November). *Meet the NCTE Editors*. Panelist at the National Council of Teachers of English National Convention, Columbus, OH.

Shim, S. (2023, April 18-21). *Elementary preservice teachers' competence in planning and implementing empathic design in cross-cultural STEM education* [Poster presentation]. 2023 NARST Annual Meeting, Graduate Student Research Symposium, Chicago, IL, United States.

Skinner, E. & Riley, A. (2023, April). *"There are never just negatives...": Community immersion for homegrown teachers*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Skinner, E. (2023, March). *Emphasizing the professional in PDS*. Paper presented at the annual meeting of the National Association of Professional Development Schools, Jacksonville, FL.

Smith, A. (2023). *Theorizing time and space in empirical research: Potentials and possibilities* [Discussant]. American Educational Research Association, Chicago, Illinois.

Smith, A. (2023). *Memory, community, and healing through writing with preservice and in-service teachers* [Discussant]. American Educational Research Association, Chicago, Illinois.

Smith, A. & Handsfield, L. (2023). *Meet the editors: Curating literacy research that fosters humanizing thought and practice* [Panel]. Literacy Research Association, Atlanta, Georgia.

Smith, A. & Hall, M. (2023). *"They're into it": Learning as resonance* [Paper in Symposium Acting-With as Research Ethic and Ethos in Transliteracies Inquiries]. Literacy Research Association, Atlanta, Georgia.

Smith, K.W., & **Falbe, K.N.** (2023, Nov). *Instructional designs for critical reflection in the middle: A critical friends endeavor*. Roundtable presentation for MLER SIG at the annual meeting of the American Middle Level Association, Baltimore, MD.

Smith, K.W., & **Falbe, K.N.** (2023, April). *Supporting middle grades pre-service teachers' competencies in critical reflection*. Roundtable paper presentation at the annual meetings of the American Educational Research Association, Chicago, IL.

Smith, K.W., & **Falbe, K.N.** (2023, March). *Supporting middle grades pre-service teachers' competencies in critical reflection: A Self-Study*. Paper presented at the annual meetings of the Association of Teacher Education, Jacksonville, FL.

Steinberg, S. & **Mikulec, E.** (2023, June 7-10). *Centering vs. decentering*. Curriculum Studies Summer Collaborative, Savannah, GA.

Steinberg, S., **Mikulec, E.**, Markides, J., Dunkerly, J., Adams, J., Kress, T., & Fowler, T. (2023, April 13-16). *Embodying social justice through curriculum: A world café* [Pre-Conference Symposium]. AERA Annual Meeting, Chicago, IL.

Sufiullah, S., **Jamison, A.**, Hack, S., (2023). *The New Normal: A Discussion About the Long-Term Impact of Covid on Library Staff, Diversity, and Patrons*. JCLC Annual Conference. St. Pete Beach, Florida.

Tanck, H. & **MacDonald, B. L.** (2023, February). *Elementary Teachers' Integration of Number Talks into Their Curriculum Assemblages*. Presentation conducted at the 27th Annual Conference of the Association of Mathematics Teacher Educators (AMTE), New Orleans, LA.

Urbanc, S., & **Hunt, C.S.** (2023, April 13-16). *Hegemonic language ideologies and positioning: A narrative of authored linguistic multilingual identities* [Roundtable paper] American Educational Research Association Annual Meeting, Chicago, IL, United States.

Waring, S., **Walker, I.**, Ellsworth, T. (December 2023). *Teaching with primary sources to develop critically thinking citizens*. Presented at the National Council for the Social Studies, Nashville, TN.

Warren, B., Albataineh, M., **Al-Bataineh, A.** (2023) *The Effects of Chromebook Use on Student Engagement*. Paper virtually presented at the International Conference on Social and Education Sciences (IConSES) held on October 19-22, 2023, in Las Vegas, NV, USA.

Wellenreiter, B. R. (2023, February). *Embrace, acknowledge, or avoid? State mandates and the sociopolitical contexts of social studies classrooms*. Presentation at the Illinois State University Department of History/Social Science Teacher Symposium, Normal, IL, February 2023.

White, E. S. (2023, March). *Teaching about the presidential election in K-8 classrooms: A qualitative study*. Paper presented at the annual Association of Teacher Educators Conference, Jacksonville, FL.

Williams, T., & **Walker, I.** (December 2023). *Ancestry research: Empowering students through self-discovery*. Presented at the National Council for the Social Studies, Nashville, TN.

Wright, W. E., & **Choi, W.** (2023, November 10). *DLBE program types for different target populations*. In J. Freire, C. Alfaro, & E. de Jong (Chairs), *Dual language bilingual education research, practice, and trends* [Panel presentation] La Cosecha Dual Language Conference, Albuquerque, NM, USA.

Zapata, A., **Reid, S. D.**, & Newberry-Wortham, M. (2023, November). *Enlivening visual thinking strategies to interrogate power in children's picturebooks*. Paper presented at the annual meeting of the National Council of Teachers of English, Columbus, OH.

Zhao, X. (2023, March). *What does oppression look like?: Children's literature for anti-oppressive education*. Paper presented at GCCL, Athens, GA.

Zhao, X., Lucey, T. A., Wellenreiter, B.R. (2023, April) *Intersections of Preservice Teachers' Feelings Toward "Patriotism" with Teaching Competing Historical Narratives*. Paper presented at the American Educational Research Association Annual Conference, Chicago, Illinois.

Other (including Grants, Awards and School Consultations)

EXTERNAL GRANTS

Lin, M. (Principal Investigator). (2022-2024) Early Childhood Faculty Preparation Program (Project No. A23-0080-001 & A23-0080-002) [intergovernmental agreement] Illinois Board of Higher Education. \$909,886.00.

Meyer, A. (Principal Investigator). (2022-2023) Green STEMS Project-Wild STEM Program (Project No. A23-0058-002) [award letter] Ameren. \$0.

INTERNAL GRANTS

Choi, W., McGraw, M., & Gilhuber, C. S. (Co-PIs). Preparing Pre-Service Teachers to Support Multilingual Learners Labeled Disabled. Illinois State University Teaching Grant. Amount \$2,700.

Jamison, A. & Jones, S. (2023, Nov). How Culturally Responsive Can Teachers Actually Be While Using A Scripted Curriculum?: A Critical Content Analysis of the Core Knowledge Language Arts Curriculum. Illinois State University College of Education, University Research Grant, \$5,000.

Kline, S., & Kang, G.Y. (2023, December). Investigating the Transformative Potential of Humanizing Writing Pedagogy in Teacher Education and Beyond Through Multi-State Collaborative Research, Illinois State University, \$2,500.

Kroesch, A.M., MacDonald, B.L. (2023). Longitudinal Problem-Solving Approaches in Early Childhood. (2024). University Research Grant, External Grant Development. Funded by Illinois State University [\$9,958.00].

MacDonald, B.L., Kroesch, A.M., & Hunt, J. (2023). The Utilizing Number to Initiate Fraction Inquiry (UNIFI) for Students with Learning Disabilities Project. Submitted to Advancing Research and Creative Scholarship (ARCS) at Illinois State University [Funded \$27,410.00].

Park, D., & Culbertson, C. (2023). High School Students' Self-Efficacy and Emotional Response to Makerspaces Using the Engineering Design Process. Illinois State University, University Research Grant, \$5,000.

Presiado, V., Baca, E., & Taber, K. (2023, November). Nurturing Dreams for Blooming Bilingual Leaders. EDIA Seed Grant, Illinois State University \$4,838.

Skinner, E. & Riley, A. (2023). ¡A la marcha!: Bilingual Education Majors re/unite with on-campus peers and faculty. COE EDIA Seed Grant, \$3,823.

White, E., & Quesenberry, A. (2023). Student Perspectives of an Alternative Bachelor's Degree Completion Program. Illinois State University, University Research Grant, \$5,000.

Yang-Heim, G. Y. (2023). Championing the Reevaluation and Decentralization of Prescriptive Pedagogical Paradigms in Literacy Instruction: Honoring teachers' voices on the Implementation of the Science of Reading Mandate. Illinois State University, University Research Grant, \$2,500.

Zhao, X. & Walker, I. (2023, November). Honoring Indigenous Voices: A Panel Discussion. EDIA Seed Grant, COE, ISU, \$4,000.

AWARDS

Antink-Meyer, A. (2023). Recognized by Cecilia J. Lauby Teacher Education Center as an ISU Influential Faculty Educator. Illinois State University. Normal, IL.

Kang, G. Y. (2022-2023). Global Teacher Education Fellowship, Longview Foundation. Falls Church, VA.

Lin, M. (2023). International Visiting Professor, National Tsing Hua University. Hsinchu City, Taiwan.

Lin, M. (2023). Collaborative Civic Engagement Champion Award (inaugurating). Illinois State University.

Mertens, S. B. (2023). Recognized by Cecilia J. Lauby Teacher Education Center as an ISU Influential Faculty Educator. Illinois State University. Normal, IL.

Park, D. (2023-2024). Third Fulbright Grant: STEM Education Professional Development in Rural Schools. Institute of International Education/Council for International Exchange of Scholars (IIE/CIES), U.S. Department of State, Washington, D.C. Amount: \$ 8,300.

Wellenreiter, B. (2023). Outstanding College of Education Service Award. College of Education, Illinois State University. Normal, IL.

Yang-Heim, G. Y. (2023). Nominated for Outstanding Book Award (AERA) for *Cultural Perspectives on Indigenous Students' Reading performance: A Participatory and Exploratory Case Study at a Regional School in Australia*.

SCHOOL CONSULTATIONS/COLLABORATIONS

Anderson, J., Caneva, J., **Jamison, A.**, Steiger, S., Thorstenson, K. (2023, January). Being Proactive Amid the Landscape of Censorship and Book Banning in Illinois. Central Illinois School Library Censorship Summit. Normal, Illinois.

Husband, T. (2023). Cultivating antiracist early childhood education. A comprehensive, systematic, and practical approach. Children's Services Division, Toronto, Canada.

Hunt C.S. (2023, August). Asset-Based Perspectives in Mentoring. Seminar Talk for PDS Mentors, Pekin District 108.

Hunt, C.S. (2023, May). Economic Diversity in Picture Books. Professional Development Course. Professional Development Course, Pekin District 108.

Kessler, M. A. (2023). Analyzing documents and art to explore aspects of Abraham Lincoln’s legacy: An IDM for middle school social studies. Lesson plans for Making Our History: Artists Render Lincoln’s Legacies. A project for the 2021 University of Illinois System Presidential Initiative: Expanding the Impact of the Arts and the Humanities. <https://www.civilwarprof.com/teacher>

Kessler, M. A. (2023). Complicating the “Great Emancipator”: An IDM for high school social studies. Lesson plans for Making Our History: Artists Render Lincoln’s Legacies. A project for the 2021 University of Illinois System Presidential Initiative: Expanding the Impact of the Arts and the Humanities. <https://www.civilwarprof.com/teacher>

Kessler, M. A. (2023). Understanding Abraham Lincoln through art: An IDM for 4th-5th grade social studies. Lesson plans for Making Our History: Artists Render Lincoln’s Legacies. A project for the 2021 University of Illinois System Presidential Initiative: Expanding the Impact of the Arts and the Humanities. <https://www.civilwarprof.com/teacher>

Nakamura, M. & **Miller, K.** (2022, 2023, April). Equitable and inclusive assessment, learning activities, and feedback. A workshop within their series on Foundations of Equitable and Inclusive Teaching Series. Center for Integrated Professional Development. Illinois State University.

Wellenreiter, B. (2023). Winston Campus Junior High School, Palatine School District 15, National Forum to Accelerate Middle-Grades Reform: Schools to Watch Initial review.

Wellenreiter, B. (2023). Arthur A. Libby Elementary School, Chicago, Illinois. National Forum to Accelerate Middle-Grades Reform: Schools to Watch.

OTHER

Angleton, C. (2023, invited). Authors, books, and beyond: Books for kids that affirm trans, queer, and nonbinary identities. *Illinois Reading Council Journal*.

Angleton, C. (2023, invited). Authors, books, and beyond: A conversation with Tyler Feder. *Illinois Reading Council Journal*.

Antink-Meyer, A. (2023). Reviewer and author for Kindergarten – Fifth grade Science Textbook Inquiry and Design Manual (Texas 2023 Edition).

Antink-Meyer, A. (2023). Education for Sustainability in Science Teacher Education. *Innovations in Science Teacher Education*, 8(2). <https://innovations.theaste.org/education-for-sustainability-in-science-teacher-education/>

Bex, R. T. (2023). Advancing Equity and Inclusion in K12 CS Education for Students with Disabilities: Scalable Professional Development, Grow with Google (\$100,000).

Brinegar, K. Harrison, L. M., & **Hurd, E.** (2023). Unpacking a successful middle school characteristic: Curriculum that is challenging, exploratory, integrative, and diverse. *Middle School Journal*, 54(5). 2-3. <https://doi.org/10.1080/00940771.2023.2255497>

Brinegar, K. Harrison, L. M., & **Hurd, E.** (2023). Gratitude. *Middle School Journal*, 54(1). 2-3. <https://doi.org/10.1080/00940771.2022.2147344>

Drageset, D., Crippen, K., Eom, J., & **Bex, R.** (2023). *Using virtual reality with pre-service elementary science teachers to promote valid conceptions of the reason for the seasons*. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference, (pp. 1375-1384). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).

Epplert, S., Nate Muckintubbee, N., O'Berry, J., Marshall, H., Marshall, K., O'Brien, R., Anderson, C., Schroeder, Y., Shroeder-Thinn, Y., & **Hurd, E.** (2023). *Sunset On The Longest Day*. Illinois State University. Horticulture Center.

Handsfield, L. J., Smith, A., et al. (Co-Editors) (2023-2027). *Literacy Research: Theory, Method, & Practice*. Literacy Research Association.

Harrison, L. M., **Hurd, E.**, & Brinegar, K. (2023). Critical race theory, books, and ChatGPT: Moving from a ban culture in education to a culture of restoration. *Middle School Journal*, 54(3). 2-4. <https://doi.org/10.1080/00940771.2023.2189862>

Hurd, E., Brinegar, K., & Harrison, L. M. (2023). Renewing the commitment for specialized middle grades teacher preparation and licensure. *Middle School Journal*, 54(2). 2-4. <https://doi.org/10.1080/00940771.2022.2162773>

Hurd, E. (2023). FINAL Program Accreditation Report for Middle Level Education: University One - Fourteen. Council for the Accreditation of Educator Preparation (CAEP).

Hurd, E. (2017-present). Co-Editor, *Middle School Journal*. Association for Middle Level Education.

Israel, M., Huang, R., Mak, J., Bennett, A. B., & **Bex, R. T.** (2023). *A community of practice for elementary teachers promoting inclusion of students with disabilities in CS instruction*. In Proceedings of the 54th ACM Technical Symposium on Computer Science Education (SIGCSE 2023) (pp. 1280). New York, NY, USA: Association for Computing Machinery (ACM).

Jones, S. Interview by Cristen Conger. Learning & unlearning with "Abbott Elementary". Unladylike. (2023, August 23). <https://www.unladylike.co/episodes/203/real-teachers-abbott-elementary>

Jones, S. Interview by Daniel Novak. (2023, July 10). TV show explores teaching at an urban public school. Voice of America. <https://learningenglish.voanews.com/a/tv-show-explores-teaching-at-an-urban-public-school/7193840.html>

Jones, S. Interview by Breanna Rittman. (2023, March 10). ISU professor's love for "Abbott Elementary" enters the classroom. WMBD, Nexstar Media. <https://bit.ly/HON205Interview>

LeBlanc, R., Aguilera, E., Burriss, S., de Rook R., Fassbender, W., Monea, B., Nichols, T.P., Zacher Pandya, J., Robinson, B., **Smith, A.** & Stornaiuolo, A. (2023). Digital platforms and literacy education. NCTE James R. Squire Office of Policy Research in English Language Arts.

Mertens, S.B. (2023). Book Series Editorship. Health and well-being in the middle grades: Research for effective middle level education (edited by Katherine Main and Susan Whatman). In *The Handbook of Research in Middle Level Education* (14).

Mertens, S. B., & Caskey, M. M. (2023, Sept). Show me the research: Why is research so important to middle level education? Part of the AMLE at 50: The Middle School Movement’s Rich Past and Bright Future podcast series (host: Erin Scholes).

Mikulec, E. (2023, October). Invited speaker and professional learning workshops onsite (Enacting Intention Scaffolding with Student-Centered Instructional Activities and Out- of-Class Learning: Research and Practice) for the 17th Annual Bangladesh English Language Teachers Association Development Conference, Dhaka, Bangladesh.

Percell, J., Sackstein, S., Frommert, C., (2023, August 13). Podcast interview. Jay Percell says, “don’t be afraid to shake it up” [Podcast]. Learner-Centered Spaces, S1, E9. <https://t.co/IGAGUi8mJz>

Percell, J., Gierhart, A. (2023, January 8). Dr. Jay Percell – What could be (gradeless classrooms). [Podcast]. Journeys in Teaching, Episode 77. <https://tinyurl.com/4dk3xv9z>

Percell, J., Gierhart, A. (2023, January 7). Dr. Jay Percell – Be you. [Podcast]. Journeys in Teaching, Episode 76. <https://tinyurl.com/y3zy3aks>

Renn, J., Li, H., **Choi, W.,** Wright, W. E., & Morita-Mullaney, T. (2023). How instructional coaching can help teachers of English language learners change their beliefs and practices. OASIS Summary of Renn et al. (2023) in TESOL Quarterly. <https://oasis-database.org/concern/summaries/cn69m489w?locale=en>

Seglem, R. (Co-Editor) (2021-present). *Voices from the Middle*. National Council of Teachers of English.

Walker, I. (2023). Imparting truths and yielding critical reflections in social studies classrooms. [Review of the book Teaching enslavement in American history: Lesson plans and primary sources, by C.H. Bohan, H. R. Baker, L.J. King, and W.H. Morris]. *Theory & Research in Social Education*, 52 (4).

Yang-Heim, G. Y. (2023-present). Section Editor, *International Journal of Education and Literacy Studies*. Australian International Academic Center PTY. LTD. Doncaster, VIC, Australia.

Zhao, X. (2018-present). Co-Editor, *Social Studies Education Review*. Georgia Council for Social Studies. University of Georgia. Athens, GA.

Special Education

Journal Articles

Ballard, S. L., & Dymond, S. K. (2023). Beliefs about secondary-age students with extensive Support needs participating in their health care at school. *Research and Practice for Persons with Severe Disabilities*, 48(2), 92–107. <https://doi.org/10.1177/15407969231173932>

Bhana Lopez, N., Raulston, T. J., & **Gilhuber, C. S.** (2023). Collateral effects of the Tell Me MORE! intervention on the joint reminiscing of mother of children with ASD. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-023-06103-6>

Biggs, E. E., Douglas, S. D., Therrien, M. C. S., & **Snodgrass, M. R.** (2023). Views of speech-language pathologists on telepractice for children and adolescents who use augmentative and alternative communication. *Intellectual and Developmental Disabilities*, 61(1), 31–48. <https://doi.org/10.1352/1934-9556-61.1.31>

Chudzik, M., Corr, C., & **Fisher, K. W.** (2023). Trauma-Informed care: The professional development needs of early childhood special education teachers. *Journal of Early Intervention*, 53(2), 128-145. <https://doi.org/10.1177/10538151231164898>

Chung, Y., & Douglas, K. H. (2023). A low-intensity paraprofessional-delivered peer training in inclusive high school classrooms. *Focus on Autism and Other Developmental Disabilities*, 38(4), 223-233. <https://doi.org/10.1177/108835762211379>

Corr, C., Chudzik, M., Oh, J. R., Love, H. R., & **Snodgrass, M. R.** (2023). Mixed methods journal reviewing in early childhood special education. *Topics in Early Childhood Special Education*. Advanced online publication. <https://doi.org/10.1177/02711214231170587>

Gilhuber, C. S., Raulston, T. J., & Galley, K. (2023). Language and communication skills in multilingual children on the autism spectrum – A systematic review. *Autism*, 72(6), 1516–1531. <https://doi.org/10.1177/13623613221147780>

Goodridge, W. H., **Shaheen, N. L.**, Bartholomew, S., & Cunningham, A. (2023). Proposing accessible line standards for tactile drafting accessibility for blind and low-vision students. *Technology and Engineering Teacher*. 82(7), 13-22. <https://www.proquest.com/scholarly-journals/proposing-accessible-line-standards-tactile/docview/2794908572/se-2>

Green, T., Goodridge, W. H., Kane, D, & **Shaheen, N. L.** (2023). Spatial strategies employed by blind and low vision (BLV) individuals on the Tactile Mental Cutting Test (TMCT). *International Journal of Engineering Pedagogy*. 13(5). 42-57. <https://doi.org/10.3991/ijep.v13i5.38021>

Haughney, K. L., **Kang, J.**, & Cheek, A. E. (2023). The journey behind and the road ahead. *The Journal of Case Learning and Exceptional Learners*, 1(1), 1. <https://doi.org/10.20429/jclcl.2023.010101>

Kang, J., Haughney, K., & VanUitert, V. (2023). How to review for JCLEL. *Journal of Case Learning and Exceptional Learners*. 1(1), 12. <https://doi.org/10.20429/jclcl.2023.010103>

Kang, J., Hong, E. R. (2023). Evaluation of the implementation fidelity of a special education teacher's use of modified dialogic reading: A case study. *Journal of Behavior Analysis and Support*, 10(1), 23-45. <https://doi.org/10.22874/kaba.2023.10.1.23>

Kim, E., & **Kang, J.** (2023). Teachers' perceptions on over-identification of English learners in special education during the COVID-19 pandemic. *Indiana Teachers of English to Speakers of Other Languages*, 20(1), 8-33. <https://doi.org/10.18060/27608>

Ousley, C. L., Raulston, T. J., & **Gilhuber, C. S.** (2023). Telecoaching for parents of young autistic children using strength-based video feedback. *Journal of Autism and Developmental Disorders*. Advance online publication. <https://doi.org/10.1007/s10803-023-06199-w>

Peeples, K. N., Kroesch, A. M., & VanUitert, V. J. (2023). Math is not a universal language: Supporting middle school students with learning disabilities using explicit vocabulary instruction in mathematics classrooms. *Learning Disabilities Research and Practice*, 38(2), 129-143. <https://doi.org/10.1111/ldrp.12303>

Peterson, J., **Borders, C., & Ely, M.** (2023). Prevalence of educationally significant disabilities in deaf and hard of hearing students. *American Annals of the Deaf*, 167(5), 583-596. <https://doi.org/10.1353/aad.2023.0001>

Raulston, T.J., Ousley, C.L. & **Gilhuber, C. S.** (2023) A Scoping Review of playdate literature with children on the autism spectrum. *Early Childhood Education Journal*. Advance online publication. <https://doi.org/10.1007/s10643-023-01616-2>

Schmeisser, A., & **Courtad, C.A.** (2023) Using technology to enhance education for students with learning disabilities In J. P. Bakken, & F. E. Obiakor (Ed.), *Using Technology to Enhance Special Education. Advances in Special Education.*, Volume 37, pp. 15–28. Bingley, United Kingdom: Emerald Group Publishing Limited. DOI:10.1108/S0270-401320230000037002

Scott, J. A., Kasun, G. S., & **Gardiner-Walsh, S. J.** (2023). Flipping the Interpreter Script: Perspectives on Accessibility. *Harvard Educational Review*, 93(4), 516-532. <https://doi.org/10.17763/1943-5045-93.4.516>

Shaheen, N. L. (2023). Crippling STEM education: 5 Principles for disrupting compulsory sightedness. *EdArXiv*. <https://doi.org/10.35542/osf.io/9gf2z>

Shaheen, N. L. (2023). Exploring blind/low-vision youth's digital access needs in school: Towards youth accessibility guidelines. *EdArXiv*. <https://doi.org/10.35542/osf.io/5c42v>

Snodgrass, M. R., Cook, B. G., & Cook, L. (2023). Considering social validity in special education research. *Learning Disabilities Research & Practice*, 38(4), 311-319. <https://doi.org/10.1111/ldrp.12326>

Snodgrass, M. R., Love, H., Roberts, C. A., Gilson, C. B., Yang, X., & Badgett, N. (2023). Is mixed methods bridging educational research divides? Using prevalence as an indicator of change. *Journal of Mixed Methods Research*. Advanced online publication. <https://doi.org/10.1177/15586898231184663>

Book Chapters

Johnston, S. S., Dimian, A. F., McCoy, A. R., Simacek, J. J., & **Snodgrass, M. R.** (2023). Knowledge/skill barriers: Exploring the evidence base. In S. S. Johnston, C. Gevarter, S. Sennott, & L. McLeod (Eds.), *Supporting individuals who use augmentative and alternative communication: Breaking down opportunity barriers*. Plural.

Presentations (presented, in-person or virtual)

Ballard, S. (2023, December 2). *Curriculum considerations for learners with IDD and chronic/complex health conditions*. Annual Conference of TASH, Baltimore, MD, United States. Accepted Presentation. <https://2023tashconference.sched.com/?searchstring=ballard>

Ballard, S. & Wirngo, C. N. (2023, November 2). *Promoting optimal school achievement and inclusion for learners with extensive support needs and co-occurring chronic conditions*. Illinois Council for Exceptional Children Conference, Naperville, IL. United States. <https://www.illinoiscec.net/ilcec/wp-content/uploads/2023/10/2023-ICEC-Fall-Convention-Announcement-updated-10.17..23-.pdf>

Ballard, S. (2023, June 5-7). *Transition Planning for Learners with Extensive Support Needs and Complex Health Care Needs*. American Association on Intellectual and Developmental Disabilities National Conference, Pittsburg, PA. United States. https://www.aaid.org/docs/default-source/annual-meeting/programs/2023-final_program_website.pdf?sfvrsn=b4c20321_2

Ballard, S., Chung, Y.C., & Yaccuci, A.L. (2023, March 1-4). *School mealtime experiences of secondary students with extensive support needs*. Council for Exceptional Children National Conference, Louisville, KY, United States. <https://ceconvention.org/sessions>

Borders, C., Courtad, C., Kang, J., MacPhee, D., Wu, S., Barrett, J., Kang, G., Mertens, S., & Quast, E. (2023, March 19-22). *Recruiting, Training, and Supervising Tutors: Illinois Statewide Tutoring Initiative Program* [Conference session]. Association for the Coaching and Tutoring Profession, Las Vegas, NV. <https://www.myactp.com/conferences/2023-conference/>

Borders, C., Kang, J., Courtad, C.A., Barrett, J., Kang, G., Mertens, S., Quast, E., & Wu, S., (2023, Oct.). *Stakeholders' Perceptions on Tutor Training: Implications on Special Education Workforce Recruitment Route* [Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Long Beach, CA.

Borders, C., Faila, J., Bernoteit, S., Barrett, J., Courtad, C., Godwyll, F., Kang, G., Kang, J., MacPhee, D., Mertens, S., Quast, E., & Wu., S. (2023, February 24-26). *Use of a State-Wide High-Impact Tutoring Program to Address the Teacher Pipeline* [Case Story Conference Session]. American Association of Colleges of Teacher Education, Indianapolis, IN. <https://aacte.org/professional-development-events/annual-meeting/>

Carpenter, M., **Snodgrass, M. R.**, Walker, V. L., & Pinczynski, M. (2023, November). *How is student voice represented in function-based interventions?* [Breakout Session]. 2023 TASH Conference, Baltimore, MD.

Carpenter, M., **Snodgrass, M. R.**, Walker, V. L., & Pinczynski, M. (2023, June). *Including student voice in the development and implementation of function-based interventions in school settings* [Poster for the Poster Symposium: Transitions]. The 147th Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), Pittsburgh, PA.

Carpenter, M., **Snodgrass, M. R.**, Walker, V. L., & Johnson, H. (2023, January). *Student voice informing FBIs* [Session]. Council for Exceptional Children (CEC)'s Division on Autism and Developmental Disabilities (DADD) 24th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Clearwater Beach, FL.

Causarano, A. (2023). Higher Education Consortium for Higher Education. Winter Session, *Education in Crisis: The Federal Role & Levers for Advocacy* (Participated, not presented, as an ISU Representative for the Department of Special Education). Washington, D.C, January 24-28 2023.

Chung, Y., & Douglas, K. H. (2023, January 18-20). *Engaging peers and empowering paraprofessionals in inclusive classrooms* [Conference session]. The 24th International Conference on Autism, Intellectual Disability and Developmental Disabilities (DADD), Clearwater Beach, FL, United States.

Corr, C., Love, H., **Snodgrass, M. R.**, Chudzik, M., Kern, J., & Oh, J. (2023, April). *The next generation of special education scholars and editorial board members* [Paper]. 2023 Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Ely, M. (2023). *Alex Program: What are people saying*. Illinois AER Conference. Presented virtually. 47 in attendance.

Ely, M. (2023). *Illinois Instructional Materials Center and Early Intervention*. Illinois AER Conference. Presented virtually. 53 in attendance.

Ely, M. (2023). *CVI in higher ed programs*. Illinois AER Conference. Presented virtually. 64 in attendance.

Fisher, K. W., Williamson, H. J., Hodges, LT, Nelis, T., Lulinski, A., & Rosen, C. (2023, June). *Shifting to Virtual Spaces Using Technology During the Pandemic: Perspectives and Future Directions*. Presentation at the Annual Meeting of the American Association on Intellectual and Developmental Disabilities, Pittsburgh, PA.

Fisher, K. W., Hodges, LT, Nelis, T., Lulinski, A., & Rosen, C. (2023, April). *Social, Civic, and Political Activity for Civic Engagement Using Technology: Perspectives and Future Directions*. Presentation at The Arc of Illinois Annual Convention, Lombard, IL.

Gardiner-Walsh, S. (October 20, 2023) *Shifting our perspectives of advocacy and social-emotional wellbeing in deaf education: Student level advocacy*. Canadian educators of the deaf and hard of hearing. Vancouver & Virtually

Gilhuber, C. S. (2023). *Comparative Research in Education – The Importance of Intersectionality and Positionality*. Presentation within the section “Intersectional Competence”. The Batschelet Conference on Intercultural and Intersectional Competence for School Leaders: Building an Empirical Base for Professional Development. State College, Pennsylvania.

Gilhuber, C. S. (2023). *Home Literacy Experiences of Multilingual Preschool Children with Autism*. Data Blitz presented at the Council for Exceptional Children 2023 Convention and Expo, Louisville, Kentucky.

Gilhuber, C. S. (2023). *School Experiences of Multilingual Elementary Students with Autism*. Poster presented at the Council for Exceptional Children 2023 Convention and Expo, Louisville, Kentucky.

Gilhuber, C. S. (2023). *Practitioners' Experiences and Perspectives Working with Multilingual Students with Autism*. Poster presented at the Annual Meeting of the Comparative and International Education Society, Virtual.

Hamilton, C., & Stratman, E., & Kane, D., & Blonquist, J. L., & **Shaheen, N. L.**, & Goodridge, W. H. (2023, June 25-28), *Parallel form reliability analysis of a tactile mental cutting test for assessing spatial ability in blind and low-vision populations*. Proceedings of the 129th Annual Conference of the American Society for Engineering Education, Baltimore, MD. <https://peer.asee.org/43855>

Kane, D., **Shaheen, N. L.**, & Goodridge, W. H. (2023, June 25-28). *An analysis of low scoring blind and low vision individuals' selected answers on a tactile spatial ability instrument*. Proceedings of the 129th Annual Conference of the American Society for Engineering Education, Baltimore, MD. <https://peer.asee.org/42603>

Kang, J., & Patton, K. (2023, Nov.). *Improving Digital Accessibility in Special Education Courses through Universal Design for Learning*. Teacher Education Division Conference, Council for Exceptional Children, Long Beach, CA.

Kang, J. (2023, Nov.). *How to Publish in the Journal on Case Learning Exceptional Learners*. Teacher Education Division Conference, Council for Exceptional Children, Long Beach, CA.

Kang, J. (2023, March). *How could make Preclinical Field Experience of Rural Areas beneficial?* Council for Exceptional Children Annual Convention, Louisville, KY.

Kang, J. (2023, March). *Preparing Special Education Preservice Teachers as Teacher Collaborators with Reflections*. Council for Exceptional Children Annual Convention, Louisville, KY.

Kim, E., **Kang, J.**, & Park, R. (2023, March). *Over-identification of English language learners in special education during COVID-19?* Council for Exceptional Children Annual Convention, Louisville, KY.

MacDonald, B. L., **Kroesch, A. M.**, & Hunt, J. (2023, October). *Thirty, twenty, twenty-one: Third-grade students' unique counting and number development*. Poster presented at the 2023 International Conference on Learning Disabilities, Denver, CO.

MacDonald, B. L., Cullen, A. L., **Kroesch, A. M.**, Bajwa, N. P., Mooney, E., & Corven, J. (2023). *Reimagining the emergent perspective within research-practice learning communities*. Presented at the 45th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics. Reno, NV.

Mattoon, C., MacDonald, B. L., & **Kroesch, A.M.** (2023, October). *Sensemaking and problem solving in PK*. Illinois Council of Teachers of Mathematics (ICTM) 2023 Annual Conference, Naperville, IL.

McGraw, M., Ender, S., & Wilhelm, A. (2023, October 31). *Teaching by Example: Engaging Anti Oppressive Pedagogies in Special Education Teacher Preparation* [Conversation Session]. Teacher Education Division of the Council for Exceptional Children, Long Beach, CA, United States. <https://tedcec.org/events/ted-conference/schedule-glance>

Pinczynski, M., Carpenter, M. E., **Snodgrass, M. R.**, & Walker, V. L. (2023, May). *Including student voice in the development and implementation of function-based interventions in school settings* [Poster]. 49th Annual Convention of the Association for Behavior Analysis International (ABAI), Denver, CO.

Roberts, C. A., **Snodgrass, M. R.**, Love, H. R., Gilson, C. B., Yang, X., Badgett, N., & Peterson, J. (2023, November). *Mixed methods research across education subfields*. In J. Root, C. A. Roberts, E. E. Biggs, D. Giley, & E. Lindstrom (Moderators), *Using mixed methods to examine the “devilish details” of research evidence* [Colloquium]. TASH Conference, Baltimore, MD.

Searle, D., & Kane, D., & **Shaheen, N. L.**, & Goodridge, W. H. (2023, June 25-28), *An analysis of pre and post-COVID-19 lockdown spatial ability performance in blind and low-vision individuals*. Proceedings of the 129th Annual Conference of the American Society for Engineering Education, Baltimore, MD. <https://peer.asee.org/42605>

Welsh-Young, N. & **Kroesch, A. M.**, (2023, October). *Seas the day! Training and supervising paraprofessionals to use constant time delay*. Single Paper Session at the Teacher Education Division (TED-CEC) Conference, Longbeach, CA.

Wilhelm, A., & **McGraw, M.** (2023, January 19). *Supporting Vocabulary Development for Multilingual Learners who use AAC* [Poster Presentation]. Division on Autism and Developmental Disabilities of the Council for Exceptional Children, Clearwater Beach, FL, United States, <http://www.daddcec.com/conference.html>

Other (including Grants, Awards, and School Consultations)

EXTERNAL GRANTS

Ely, M. (Principal Investigator). (2023-2024) FY19 Leveraging Instruction to Maximize Interdisciplinary Teaming in Learning Environments of Family Systems When Children Have Sensory Disabilities (LIMITLESS) (Project No. A20-0040-005) [grant] U.S. Department of Education. \$228,707.00.

Michalak, N. (Principal Investigator). (2023-2024) FY24 Center for Intensive Behavioral Supports (Project No. A24-0019-001) [grant] Illinois State Board of Education. \$933,729.00.

Michalak, N. (Principal Investigator). (2023-2024) FY24 Autism Professional Learning and Universal Supports Project (IDEA Discretionary) (Project No. A24-0025-001 & A24-0025-002) [grant] Illinois State Board of Education. \$1,239,899.00.

INTERNAL GRANTS

Choi, W., **McGraw, M.**, & **Gilhuber, C. S.** (Co-PIs). Preparing Pre-Service Teachers to Support Multilingual Learners Labeled Disabled. Illinois State University Teaching Grant. Amount \$2,700.

Drenckpohl, D., Ely, M., Kendall, L., Hochecker, T. (2023). Equipping Future and Current Teachers of the Visually Impaired for Success. Internal Development Grant from Illinois State University, College of Education, Equity Diversity Inclusion Access Seed Grant. Funded for \$5000.

Fisher, K. W. (2023). Digital Citizenship, the IEP, and Instruction: Training for Preservice Special Education Teachers. Provost Innovation and Enhancement Grant, \$16,000.

Hodges, LT., & **Fisher, K. W.** (2023). Technology Use in the IEP Process. FIREBIRD Research Grant, \$2,999.

Kang, J., & Causarano, A. (2023). Assessment Practices for English Language Learners (ELLs) in the state of Illinois. Illinois State University, University Research Grant, \$5,000.

Kroesch, A.M., MacDonald, B.L. (2023). Longitudinal Problem-Solving Approaches in Early Childhood. (2024). University Research Grant, External Grant Development. Funded by Illinois State University [\$9,958.00].

MacDonald, B., **Kroesch, A.M.,** & Hunt, J. (2023). The Utilizing Number to Initiate Fraction Inquiry (UNIFI) for Students with Learning Disabilities Project. Submitted to Advancing Research and Creative Scholarship (ARCS) at Illinois State University [Funded \$27,410.00]

AWARDS

Fisher, K.W. (2023). Education Award. American Association on Intellectual and Developmental Disabilities.

Gardiner-Walsh, S. (2023). Impact Award. Illinois State University. Normal, IL.

Kang, J. (2023). Outstanding University Teaching Initiative Award. Illinois State University. Normal, IL.

Kang, J. (2023). Impact Award. Illinois State University. Normal, IL.

Shaheen, N. L. (2023-2024). Research Initiative Award. Illinois State University. Normal, IL.

Snodgrass, M. R. (2023). Impact Award. Illinois State University. Normal, IL.

SCHOOL CONSULTATIONS/COLLABORATIONS

Ely, M. (2023). Part 2: CVI – The TSVIs role. Vision staff training for Special Schools of St. Louis County (invited).

Ely, M. (2023). Part 1: CVI – Meeting learners needs. Vision staff training for Special Schools of St. Louis County (invited).

Zablocki, M. (2023). Court Monitor- ensure compliance of a remedial plan regarding educational services and conditions at three Illinois Department of Juvenile Justice (IDJJ) facilities under the *R.J., et al., v. Mueller* lawsuit.

Zablocki, M. (2023). Expert Consultant- educational programming and disability access issues at the California Substance Abuse Treatment Facility and State Prison, Corcoran, CA with the Prison Law Office (Berkeley, CA), and Rosen Bien Galvan & Grunfeld, LLP. Authored collaborative report with Prison Law Office attorneys to be submitted to the Court in 2024.

OTHER

Drenckpohl, D. (2022-23). Association for Institutional Research, Data Literacy Institute. Illinois State University.

Fisher, K. W., Xia, Y., Zheng, Y., & Park, H. (2023). Identifying Social Capital Dimensions Using National Longitudinal Transition Study-2 Data. Submitted to Child Indicators Research. <https://doi.org/10.35542/osf.io/mbz2f>

Fisher, K. W., Bommel, V., Naatz, AJ., & Taylor, D. (2023). Considering technology across life domains. AAIDD Technology Interest Network Spotlight, American Association on Intellectual and Developmental Disabilities. <https://www.aaidtech.org/tech-spotlights/spotlight-v1-issue1>

Gardiner-Walsh, S. J., & Giese, K. (2023). Supporting home language access using Cued Speech. Journal of Deaf Studies and Deaf Education, <https://doi.org/10.1093/deafed/enad051>

Jordan, J. B., Lazar, J., Jaeger, P. T., Gorham-Oscilowski, U., Bradley-Montgomery, R. L., Singer Lucio, E., Van Hying, V., Mankoff, J., Fogarty, J., Harniss, M. **Shaheen, N. L.,** Wentz, B. (2023). Comments on the Department of Health and Human Services' NPRM on Section 504 Regulations. University of Maryland. <https://www.regulations.gov/comment/HHS-OCR-2023-0013-0895>

Jordan, J. B., Lazar, J., Jaeger, P. T., Gorham-Oscilowski, U., Bradley-Montgomery, R. L., Singer Lucio, E., Van Hying, V., Mankoff, J., Fogarty, J., Harniss, M. **Shaheen, N. L.,** Wentz, B. (2023). Comments on the Department of Justice's NPRM on Title II web and app accessibility. University of Maryland. <https://www.regulations.gov/comment/DOJ-CRT-2023-0007-0279>

Moon, A., & **Shaheen, N. L.** (2023, June). NFB EQ for Parents: A STEM Learning Toolkit for Parents of Blind Children. National Federation of the Blind. <https://nfb.org/programs-services/education/national-center-blind-youth-science/nfb-eq/nfb-eq-parents>

Peebles, K. (2019 – 2023). Author and producer, Content Acquisition Podcasts (CAPs) for Literacy.

Shaheen, N. L., & Curry, C. (2023). A southern story: Providing accessible educational materials. National Center on Accessible Educational Materials at CAST. <https://aem.cast.org/get-started/resources/2023/southern-story-aem>

Shaheen, N. L., Goodridge, W. H., Lopez, S, Anderson, P., Cunningham, A., Nietfeld, D., (2023, April). NFB Engineering Quotient Curriculum. National Federation of the Blind. <https://nfb.org/programs-services/education/national-center-blind-youth-science/nfb-eq/nfb-eq-teachers>

Educational Administration and Foundations

Journal Articles

Wagner, T. & **Weiser, G.** (2023) Queer digital forensics as methodology for documenting queer culture at higher education institutions. *Departures in Critical Qualitative Research*, 12(4): 102–132. <https://doi.org/10.1525/dcqr.2023.12.4.102>

Weiser, G. (2023). Activism as leadership: Supporting progressive activists within our work. *Journal of Campus Activities Practice and Scholarship*, 5(2), 23-37. <https://doi.org/10.52499/2023013>.

Weiser, G., DeMartino, L., & Stasicky, A. (2023). Like a Pig in Mud: Rejecting the Manicured Boundaries of the Patriarchy. *Journal of School Leadership*, 33(2), 214-236. <https://doi.org/10.1177/10526846221149218>

Weiser, G., & DeMartino, L. (2023). “We’re not going back to what was before, and we don’t know what the future will look like either”: Exploring the voices and images of educational administrators in crisis. *Transformative Dialogues: Teaching and Learning Journal*, 15(2), Article 2. <https://doi.org/10.26209/td2022vol15iss21633>

Book Chapters

Collins, J. D. & **Rockey, M.** (2023). Higher education access and attainment for rural youth of color in Illinois: A critical policy analysis. In T. Hallmark, S. Ardoin, & D. Means (Eds.), *Race and Rurality: Considerations for Advancing Higher Education Equity*. Routledge.

Decker, D., and **Lugg, E. T.** (2023). Best Practices in Addressing Legal Considerations for Professional Practice, *Best Practices in School Psychology*, 7th Edition published by the National Association of School Psychologists. (Contribution 40%)

Lugg, E. T. and Blanchard, J. (2023). Students in Higher Education. *Yearbook of Education Law 2023*, Charles Russo, ed., Education Law Association: Cleveland, OH. (Contribution 75%)

Rugutt, J. K. (January 2023). Exploring the Relationship Between Minority Status, Class Size, Per Pupil Expenditure and Student Achievement: A Multilevel Approach. In Keengwe, S. (Eds.), *Handbook of Research on Race, Culture and Student Achievement*. (pp. 359-375). IGI Global publishing. Available at <https://www.igi-global.com/book/handbook-research-race-culture-student/297022>.

Rugutt, J. K., **Nur-Awaleh M.**, & Chemosit, C. C. (February 2023). Assessing the Psychometric Properties of a Student Course Evaluation Instrument Using Rasch Measurement Approach. In Keengwe, S. (Eds.), *Innovative Digital Practices and Globalization in Higher Education*. (pp. 55-69). IGI Global publishing. Available at <https://www.igi-global.com/book/innovative-digital-practices-globalization-higher/301130>.

Presentations (presented, in-person or virtual)

Capelo, S., **Gardner Renn, D.**, et al. (2023). *A conversation with authors included in the themed issue of Impacting Education on reimagining research methods*. Panel presentation Thursday, October 5, 2023 at the CPED Annual Convening.

Dixson, A., **Perkins-Williams, R.**, Studamire, D., Minnett, J., & Livingston, C. (2023, April) *“Let your mind be free”: Examining the sociopolitical consciousness of Black teachers in the south*. [Paper presentation]. American Educational Research Association, Chicago, IL, United States.

Gardner Renn, D. (2023). *Only the shadow knows: The power of tacit assumptions*. Paper presented October 4, 2023 at the CPED Annual Convening.

Harris, L., & **Kyei-Blankson, L.** (2023). *Understanding parents of students with intellectual and development (IDD) perspective on post-school employment*. Poster presented at the Division on Career Development and Transition (DCDT) International Conference 2023 Reno, NV.

Otto, S. (2023, November). *That which we dare not speak: The scourge of wokeness, cancel culture, and the fight for justice*. Paper presented at the annual meeting of the Society of Philosophy and History of Education.

Rockey, M. (2023, November). *Supporting Illinois rural students in higher education*. [Conference session]. Illinois Academic Advising Association Annual Conference. Principia College, Elsah, Illinois.

Rockey, M. (2023, May). *Leading student success across geographic context* [Conference session]. Illinois Community College Leadership Institute, Office of Community College Research and Leadership. Parkland College. Champaign, IL.

Rockey, M. (2023, May). *Envisioning the future of student affairs graduate preparation programs* [Conference session]. Student Affairs Conference, Illinois State University. Normal, IL.

Rockey, M. (2023, March). *Understanding campus climate*. Harper College. Palatine, IL.

Rockey, M. (2023, January). *Supporting Illinois rural students in higher education* [Conference session]. 2023 Teaching and Learning Symposium, Illinois State University. Normal, IL.

Rugutt, J. K., Chemosit, C. C. (November 2023). *Student Teacher Interaction and Educational Technology Usage: Contributing Factors and their Impact on Educational Self-Perception*. Paper presented at the Annual Meeting of at the World Educational Research Association (WERA 2023), Singapore.

Rugutt, J. K., Chemosit, C. C. (October 2023). *Educational Technology Usage, Student Teacher Attachment and Language Instruction: Contributing Factors and Impact on Student’s Value of Education*. Paper presented at the Annual Meeting of Midwest American Educational Research Association (MWERA), Cincinnati, Ohio.

Rugutt, J., Chmoist, C., Nur-Awaleh, M. (Oct 2023) *Linkages between aspirations, leadership responsibilities, quality leadership, gender, and years of experience*. Paper presented at Midwestern Educational Research Association (MWEREA), Cincinnati, Ohio.

Other (including Grants, Awards, and School Consultations)

INTERNAL GRANTS

Kyei-Blankson, L., & O'Brien, K. (2023). A Critical Reconceptualization of Educational Leadership. Illinois State University, University Research Grant, \$7,500.

OTHER

Rockey, M., Georges, Jr., C. T., Bourne, J., & Delmastro-Jeffrey, N. (2023, February). Advancing program review: Supporting Illinois community college CTE programs through equity-centered resources. University of Illinois at Urbana-Champaign: Office of Community College Research and Leadership.

Centers

Grants

Bettis, S. (Principal Investigator). (2023-2024) FY21/22/23/24 National Board Certification Resource Center (Project No. A21-0008-004) [grant] Illinois State Board of Education. \$298,000.00.

Bettis, S. (Principal Investigator). (2023-2024) FY24 National Board Certification Initiative (E-Grant) (Project No. A24-0056-001) [grant] Illinois State Board of Education. \$1,500,000.00.

Julian, A. (Principal Investigator). (2022-2023) FY23 Homeless Liaison Training Center (HLTC) for the Illinois Community Colleges (Project No. A22-0091-001) [grant] Illinois Community College Board. \$75,000.00.

Julian, A. (Principal Investigator). (2023) FY23 Early School Leaver Transitions Program - Professional Development and Technical Assistance (Project No. A23-0020-002) [grant] Illinois Community College Board. \$0.

Julian, A. (Principal Investigator). (2023-2024) Job Training and Economic Development (JTED) Professional Development (Project No. A23-0100-001) [grant] Illinois Department of Commerce and Economic Opportunity. \$350,000.00.

Julian, A. (Principal Investigator). (2023) FY23 Early Childhood Initiative Professional Development (Project No. A23-0101-001) [grant] Illinois Community College Board. \$23,864.00.

Julian, A. (Principal Investigator). (2023) FY23 WEI Symposium Support (Project No. A23-0102-001) [grant] Illinois Central College. \$24,917.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 WIOA Professional Development (Project No. A24-0014-001) [grant] Illinois Department of Commerce and Economic Opportunity. \$1,000,000.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 Critical Components Tool for Special Education Programs (Project No. A24-0018-001) [grant] Illinois State Board of Education. \$50,000.00.

Julian, A. (Principal Investigator). (2023-2025) FY24 - FY25 Vocational Rehabilitation Council Support (Project No. A24-0033-001) [grant] Illinois Department of Human Services. \$129,712.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 Autism Training and Technical Assistance Project (ATTA) (Project No. A24-0034-001) [grant] Illinois State Board of Education. \$100,000.00.

Julian, A. (Principal Investigator). (2023) FY24 CAP-IT: Customized Apprenticeship Programming - Information Technology (Project No. A24-0035-001) [grant] Illinois Community College Board. \$24,999.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 ICCB CTE Improvement Project (Project No. A24-0038-001) [grant] Illinois Community College Board. \$519,195.00.

ISU Laboratory Schools

Presentations

Harnish, D. & Pole, K. (2023, December 1-3). *History, Nostalgia, or Memory? Teaching Race through Collective Memory* [Conference presentation]. NCSS 2023 Convention, Nashville, TN, United States. <https://www.socialstudies.org/conference/103rd-ncss-annual-conference>

Pessman, M., Paxson, S., Henninger, M., & Eberline, A. (2023, October 2-5). *Shared Voices from a University and High School Partnership Developed to Co-Create a Pre-Student Teaching Clinical Experience* [Conference presentation]. Engagement Scholarship Consortium International Conference, Michigan State University, East Lansing, MI, United States.

Strode, C. (2023, October 21). *Cultivating classroom culture* [Conference presentation]. Illinois Art Education Association Conference, St. Charles, IL, United States.

Tarr, B., & Surian, J. (2023, April 26-28). *The Hatch: Early childhood makerspace* [Conference Presentation] International Association of Laboratory Schools, University of Toronto, Toronto, ON, Canada.

External Grants

Brokaw, A. (Principal Investigator). (2022-2024) FY23 School District Library Grant (Project No. A23-0078-001) [award letter] Illinois State Library. \$891.20.

Internal Grants

Park, D., & **Culbertson, C.** (2023). High School Students' Self-Efficacy and Emotional Response to Makerspaces Using the Engineering Design Process. Illinois State University, University Research Grant, \$5,000.

Other

Sandy, H. (2023). [Review of the book *Common Ground: Second Language Acquisition Theory Goes to the Classroom*, by F. G. Henshaw & M. D. Hawkins]. *Hispania*, 106(1), 158-160.

Towler, K. (2023). National Board Certification Renewal Early Childhood Music/Band. National Board for Professional Teaching Standards.

Wells, R. Doctoral degree (Ed.D. in Special Education from Illinois State University) earned May 2023.

Dean's Office

Grants

Appel, K. (Principal Investigator). (2022-2024) FY24 ECE Online Workforce Program at Illinois State University (Project No. A22-0081-002) [intergovernmental agreement] Illinois Board of Higher Education. \$420,794.00.

Borders, C. (Principal Investigator). (2023-2024) Illinois Tutoring Initiative (Project No. A22-0027-005, A22-0027-006, A22-0027-007, A22-0027-008, A22-0027-009, A22-0027-010, & A22-0027-011) [intergovernmental agreement] Illinois Board of Higher Education. \$7,882,000.00.

Jones-Bock, S. (Principal Investigator). (2022-2024) Redbird Educator Scholars Program (Project No. A24-0028-001 & A24-0028-002) [intergovernmental agreement] Illinois State Board of Education. \$440,251.00.