



College of Education Scholarship and Research Report

Calendar Year 2024

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Teaching and Learning

Journal Articles

Albataineh, M., Warren, B., & **Al-Bataineh, A.** (2024). The effects of Chromebook use on student engagement. *International Journal of Technology in Education and Science (IJTES)*, 8(1), 138-151. <https://doi.org/10.46328/ijtes.530>

Angleton, C. (2024). A tale of two riots: A critical content analysis of two picturebooks about the Stonewall Uprising. *Journal of Children's Literature*, 50(1), 37-48.

Antink-Meyer, A., Lorsbach, A., & Brown, R.A. (2024). Children's Nature Play: Access to the Outdoors and Interactions with Biodiversity. *Journal of Adventure Education & Outdoor Learning*, 1-17. DOI: <https://doi.org/10.1080/14729679.2024.2420316>

Arellanes, J., **Miller, K.** & Wesselmann, E. (2024). A mixed method approach to understanding fathers' roles in emerging adults' education expectations. *Journal of Latinos and Education*, 1-13. <https://doi.org/10.1080/15348431.2024.2388635>

Baca, E.C. (2024). Teaching in two-way dual language-bilingual education: An analysis of teacher language ideologies and linguistic practices. *Journal of Language, Identity, and Education*, 1-16. <https://doi.org/10.1080/15348458.2024.2392647>

Brandon, H., and **Hurd, E.** (2024). Translanguaging in middle level education. *Current Issues in Middle Level Education (CIMLE)*, 28(2), 1-26. <https://digitalcommons.georgiasouthern.edu/cimle/vol28/iss2/2/>

Brinegar, K. M., Moulton, M., **Falbe, K. N.**, Rintamaa, M., & Ellerbrock, C. R. (2024). Navigating Opportunities for Middle Level Education Research: The MLER SIG Research Agenda. *RMLE Online*, 47(8), 25-53. <https://doi.org/10.1080/19404476.2024.2389754>

Caponegro, R., Alteri, S., Aronson, K., Laboy, L., & **Jamison, A.** (2024, February 21). Forming and sustaining a community of practice for volunteer-based EDI work. *In the Lead with the Library Lead Pipe*. Retrieved from <https://www.inthelibrarywiththeleadpipe.org/>

Champion, K., Hawkins, J. M., & **Lucey, T. A.**, (2024). Pre-Service elementary teachers' views about professional development: A perspective for elementary social studies. *Trends & Issues*, 30(1), 18-38.

Deal, E. E., Mooney, E. S., Cullen, A. L., Kroesch, A. M., Bajwa, N. P., Corven, J., & **MacDonald, B. L.** (2024). Accessing and assessing components of elementary and middle school students' mathematical disposition through metaphors. *Investigations in Mathematics Learning*, 1-17. <https://doi.org/10.1080/19477503.2024.2419291>

Dever, R., **Hurd, E.**, Miller, N. C., & Whitaker, N. (2024). Directions for New Research: Middle Level Certification & Licensure. In K. M. Brinegar, M. Moulton, K. N. Falbe, M. Rintamaa, & C. R. Ellerbrock (Eds.), *Navigating Opportunities for Middle Level Education Research: The MLER SIG Research Agenda* (pp. 25-53). *RMLE Online*, 47(8), DOI: 10.1080/19404476.2024.2389754.

Dever, R., **Hurd, E.**, Miller, N. C., & Whitaker, N. (2024). Middle-level teacher certification/ licensure: Current status and future directions. *Education Sciences*, 14(12), 1-17. Available: 10.3390/educsci14121303.

Ellerbrock, C., **Falbe, K.N.**, Brinegar, K.M., Rintamaa, M., & Moulton, M. (Eds.) (2024). Moving forward: Research to guide middle level education. *Education Sciences*, 14.

Evans-Amalu, K., **Lucey, T. A.**, & **Lin, M.** (2024). Using contemplative practice for pre-service teacher healing. *Journal of Curriculum Studies Research*, 6(2), 20-35.
<https://doi.org/10.46303/jcsr.2024.9>

Falbe, K.N., **Angleton, C.**, & **Zhao, X.** (2024). From our ivory towers: Enacting our collective daily resistance through ungrading in a feminist co-mentoring group. *Journal of Curriculum and Pedagogy*, 1–20. <https://doi.org/10.1080/15505170.2024.2368583>

Falbe, K.N. (2024). Finding the humanity in policy work: A teacher educators' response to the 2023 AMLE policy agenda. *Middle School Journal*, (55)2, 19-21. DOI: 10.1080/00940771.2024.230728

Handsfield, L.; **Smith, A.** & Patel, V. Editors' introduction to volume 73. *Literacy Research: Theory, Method & Practice*, 73(1), 12-17.

Hao, L. (2024). Uplifting the voices of Asian American parents through an online family book club: Elicited and silenced cultural knowledge. *Literacy Research: Theory, Method, and Practice*, 73(1), 126-149. <https://doi.org/10.1177/23813377241285839>

Hattan, C., Peterson, E., & **Miller, K.** (2024). Revising teacher candidates' beliefs and knowledge of the learning styles neuromyth. *Contemporary Educational Psychology*, 77.
<https://doi.org/10.1016/j.cedpsych.2024.102269>

Husband, T. (2024). Using diverse children's literature and critical literacy to promote disability awareness and advocacy. *Texas Literacy Journal*, 11(2), 8-19.

Jones, S. & Some, K. (2024). Pop culture media as curricular text: Designing an interdisciplinary undergraduate seminar using *Abbott Elementary*. *Education Sciences*.

Jones, S. (2024). Situative Black girlhood reading motivations: Why and how Black girls read and comprehend text. *Education Sciences*, 14(5), 474.

Kessler, M. A. (2024). Middle school teacher enactment of state curricular mandates. *Critical Questions in Education*, 15(1), 55-73.
<https://academyforeducationalstudies.org/journals/journal/current-and-pastissues/volume-15-issue-1/>

Kessler, M. A. & Jones, A. L. (2024). "We're not going to give our lives": Pandemic Emotions and Selves. *Critical Issues in Teacher Education*.
https://www.iate1.org/uploads/1/1/5/5/11556349/cite2024_to_convert_to_pdf_for_website.pdf

King, C. U., Boyd, M. P., & **Reid, S. D.** (2024). Creating dialogic space around purposeful selection for reading and teaching diverse children's literature. *Theory Into Practice*, 3(2), 170-181. <https://doi.org/10.1080/00405841.2024.2323426>

Kroesch, A.M., Bajwa, N. P., Mattoon, C., Hatch, A. M., **MacDonald, B. L.**, Cullen, A. L., Mooney, E., & Corven, J. (2024). Kindergarteners as sense makers!. *Mathematics Teacher: Learning and Teaching Pre-K-12*, 117(11), pp. 802-812. <https://doi.org/10.5951/MTLT.2023.0284>

Lorsbach, A.W., & **Antink-Meyer, A.** (2024). Using Darwin's pangenesis correspondences to examine science as a human endeavor. *The American Biology Teacher*, 86(2), 56-61. DOI: <https://doi.org/10.1525.abt.2024.86.2.56>

Lucey, T. A., & Zhao, X., (2024). Seeking the masculine with the feminine: P-6 pre-service teachers' views on teaching about the 2020 US presidential election. *Citizenship, Social, and Economics Education*. 23(1), 3-16.

Lundgren, L., **Bex, R. T.**, Bauer, J., Lam, A., & Slater, E. (2024). Characterizing an online, science-based affinity space using topic modelling, diversity indices, and social network analysis. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2402158>

Lynch, M. E., **Harms, S. E.**, Shattuck, T., Phaiah, J., Hall, K., Baker, W., & Roselle, R. (2024). Identifying Opportunity Gaps in Clinical Practice: A Concept Map Analysis. *The New Educator*, 20(3-4), 183-200. <https://doi.org/10.1080/1547688X.2024.2411341>

Mertens, S. B., & Caskey, M. M. (2024). Risk factors and their effect on young adolescents' health and well-being. *Middle Grades Review*, 10(2), Article 2.

Miller, K. & **Hunt, C.S.** (2024). Reducing visual microaggressions in higher education courses. *College Teaching*, 1-3. <https://doi.org/10.1080/87567555.2024.2326434>

Miller, K., & Flint-Stipp, K. (2024). The unintended consequences of integrating trauma-informed teaching into teacher education. *Teaching Education*, 35(4), 424-442. <https://doi.org/10.1080/10476210.2024.2307360>

Miller, K., Arellanes, J., Beasley, T., & Kybartas, M. (2024). How father-friendly are K-12 schools?: Findings from a community survey. *The School Community Journal*, 34(1), 85-108.

Miller, K. (2024). Book review for Family and community partnerships: Promising practices for teachers and teacher educators. *The School Community Journal*, 34(2), 257-261.

Paolucci, C., Vancini, S., **Bex II, R. T.**, Cavanaugh, C., Salama, C., & de Araujo, Z. (2024). A review of learning analytics opportunities and challenges for K-12 education. *Heliyon*, 10(4). <https://doi.org/10.1016/j.heliyon.2024.e25767>

Reeves, S. M., Bolch, C. A., **Bex, R. T.**, & Crippen, K. J. (2024). Learner experience and motivational beliefs for a VR Lab in advanced undergraduate biology. *Interactive Learning Environments*, 1-14. <https://doi.org/10.1080/10494820.2024.2307601>

Renn, J., **Choi, W.**, Li, H., Wright, W. E., & Morita-Mullaney, T. (2024). Supporting bilingualism during the COVID-19 pandemic: Dual language bilingual education teachers' experiences and challenges. *International Journal of Bilingual Education and Bilingualism*, 1-14. <https://doi.org/10.1080/13670050.2024.2432509>

Renn, J., Li, H., **Choi, W.**, Wright, W. E., & Morita-Mullaney, T. (2024). Making “small waves of change”: Dual language and general education teacher transformation through sociocultural instructional coaching. *TESOL Quarterly*, 58(1), 138-167. <https://doi.org/10.1002/tesq.3216>

Skinner, E.A. (2024), "Emphasizing the professional in PDS", *PDS Partners: Bridging Research to Practice*, Vol. 19 No. 1, pp. 16-26. <https://doi.org/10.1108/PDSP-07-2023-0029>

Smith, K.W, & **Falbe, K. N.** (2024). Course Correction: Reimagining middle level teacher education through a critical antiracist lens. *Current Issues in Middle Level Education*. <https://digitalcommons.georgiasouthern.edu/cimle/vol28/iss1/2/>

Szech, L. & **Young, M.** (2024). Subjugated learning: Caregiver perceptions of literacy, learning, and school. *Australian Journal of Language and Literacy*, 47, 365–378. <https://doi.org/10.1007/s44020-024-00069-3>

Tarr B. & **Meyer. B. B.** (Spring 2024). The Hatch Lab: A Case for Early Childhood STEM. *International Association of Lab Schools Journal*, 14(1).

Tofel-Grehl, C., Hawkman, A.M., Searle, K., Suarez, M., **MacDonald, B. L.**, & Feldon, D. (2024). “I can be the weird STEM kid who is also gay”: Queer rightful presence in STEM. *Journal of the Learning Sciences*, pp. 1-4 <https://doi.org/10.1080/10508406.2024.2409101>

Tracy, K.N., Scales, R.Q., Myers, J., Scales, W.D., **Kline, S.**, Wall, A., Ikpeze, C., Raskauskas, J., McQuity, V., **Kang, G. Y.**, Smetana L. (2024). A Study of teacher candidates' changing perceptions of confidence within writing-focused methods courses. *The Journal of Teaching Writing*, 49 (1), 1-26.

Wang, Y., Arslan- Ari, I., **Hao, L.**, & Hwang, K. (2024). Reading alphabetic and nonalphabetic writing system: A case study of bilingual teachers' reading processes through eye movement miscue analysis. *Journal of Adolescent & Adult Literacy*, 0(0), 1–11.

Weiler, C. S., **Mertens, S. B.**, Nagle, J. F., Pettit, S. K., & Wall, A. (2024). A framework for middle level curriculum: A literature review to support the MLER SIG research agenda. *Education Sciences*, 14(12), 1316. <https://doi.org/10.3390/educsci14121316>

Weiler, C. S., Downes, J. H., **Mertens, S. B.**, Nagle, J. F., Pettit, S. K., & Wall, A. (2024). Directions for new research: Middle grades curriculum. In K. M. Brinegar, M. Moulton, K. N. Falbe, M. Rintamaa, & C. R. Ellerbrock, “Navigating opportunities for middle level education research: The

MLER SIG Research Agenda," *Research in Middle Level Education Online*, 47(8), 27–30.
<https://doi.org/10.1080/19404476.2024.2389754>

Wellenreiter, B. R., Zhao, X., Lucey, T.A. (2024). Preservice teachers and the patriotism of the 1619 and 1776 history narratives. *Social Studies Research and Practice*, 19(3), 351-364.
<https://doi.org/10.1108/SSRP-12-2023-0073>

White, E. S. (2024). Preservice elementary teachers and future civic teaching. *The Journal of Social Studies Research*, 48(4). <https://doi.org/10.1177/23522798241252939>

Yang, B., **Hao, L.**, Song, Y., Zhang, X., Zuo, F., & Qu, X. (2024). Demographics, approaches, and conceptions: Understanding Computer Science learning. *The Journal of Computing Sciences in Colleges*, 40(1), 38-48.

Yang-Heim, G. Y., & Lin, X. (2024). Teacher Candidates' Perspectives on the Integration of Digital Tools in Teacher Training Programs: A Case Study of Using Seesaw. *International Journal of Technology-Enhanced Education*, 3(1). doi:10.4018/IJTEE.362622

Books

Cole, D., Rafe, M., & **Yang-Heim, G. Y.** (Eds.). (2024). *Education, Research, Questions of Time*. Singapore: Springer Nature.

Lucey, T. A., & Cooter, K. C. (2024). *Critical Empathy as Teacher Education Reform: Dissecting the Principles that Constrain Socio-Historical and Moral Vision*. Information Age Publishing.

Pennington, L.K., Fortune, D., Horst, P., Tackett, M. & **Kessler, M. A.** (2024). *Hollywood or history? An inquiry-based strategy for using film to teach salient societal issues in elementary social studies*. A volume in: *Hollywood or History?* Series Eds. S. Roberts & C. Elfer. Information Age Publishing. <https://www.infoagepub.com/products/Hollywood-or-History-Elementary-Social-Studies>

Book Chapters

Castro, A. J., **Reid, S. D.**, & Williamson, J. (2024). Using Ghost Boys in the practice of critical witnessing: From Emmett Till to Tami Rice. In P. Greathouse, M. Hundley, & A. Hostetler (Eds.), *Exploring History Through Young Adult Literature: Middle School*, Volume 1. Rowman & Littlefield.

Cole, D., Rafe, M., & **Yang-Heim, G. Y.** (2024). Educational Research and the Question (s) of Time. In D. Cole, M. Rafe, & G. Y. Yang-Heim (Eds.), *Educational Research and the Question (s) of Time* (pp.1-16). Singapore Springer Nature.

Fortune, D., **Kessler, M. A.**, & Pennington, L. (2024). Engaging in social action: Kid activists: In P. J. Yoder & A. P. Johnson (Eds.), *Hollywood or history? An inquiry-based strategy for using cartoons to teach topics in elementary and secondary social studies*. Information Age Publishing.

Handsfield, L. J., **MacPhee**, & Paugh, P. (2024). Misrecognition, the “Science of Reading,” and the ongoing struggle for the legitimate discourse of the field of reading education. In G. Stahl, M. Mu, P. Ayling, and E. B. Weininger (Eds.), *The Bloomsbury Handbook of Bourdieu in Educational Research*. Bloomsbury Press.

Hosek, V. A., & **Percell, J. C.** (2024). Learning from chaos: The complexity of students’ needs in online learning. In Mustafa Kayyali (Ed.), *Rebuilding Higher Education Systems Impacted by Crises: Navigating Traumatic Events, Disasters, and More*. IGI Global.

Lin, M. (2024). Everyone is a hero/shero. In C. Winterbottom, V. Lake, & A. Malek (Eds.), *Community-based transformational learning in early childhood settings: Integrating experiences of teachers, students, and the community* (pp. 31-48). Routledge.

MacDonald, B. L. (2024). Using the constructs of genetic epistemology to develop agendas of research: Research in subitizing to examine early number construction. (pp. 573-584). In P. C. Dawkins, A. J. Hackenberg, & A. Norton (Eds.), *Piaget’s Genetic Epistemology in and for ongoing Mathematics Education Research*. Springer.

Presiado, V. E. (2024). “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).

Presentations (presented, in-person or virtual)

Al-Bataineh, A., Pankow, K., & Albatineh, M. (2024). *Middle School Student Perception of Teacher’s Use of Written Feedback and Face-to-Face Conferences*. This paper was virtually presented at the International Conference on Social and Education Sciences (IConSES), which took place on October 17-20, 2024, in Chicago, USA.

Aldeman, M., Williams, J., Jo, J., **Antink-Meyer, A.** (2024). *Board 302: Implementation of an Equitable and Inclusive After-school STEM Program*. Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, OR.

Angleton, C. & Reid, S.R. (2024, Nov.). *Breaking up is hard to do: Disrupting the enduring popularity and publication of oppressive children’s literature*. National Council of Teachers of English Annual Convention, Boston, MA.

Angleton, C. & Zhao, X. (2024, May). “We see the trees but we don’t really know them”: *Embodied place-based inquiry rooted in play. Rooted in Play: The Power of Place*. A Conference for Early Childhood Educators, Carbondale, IL.

Angleton, C. (2024, Mar.). *A tale of two riots: White supremacy and trans erasure in two picturebooks about the Stonewall Riots*. Georgia Conference on Children’s Literature, Athens, GA.

Antink-Meyer, A., Williams, J., Aldeman, M., Jo, J. (2024). *The Roles of Curriculum Designers and After School STEM Teachers as Environmental Features for High School Students’ STEM Career Access (Fundamental)*. Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, OR.

Antink-Meyer, A., **Ruhe Marsh, L.**, Durako, S., **Harms, S.E.**, & Offutt, N. (2024, June 30). *State early childhood content test: Challenges and preparation* [Conference presentation]. NAEYC Professional Learning Institute. New Orleans, LA.

Arellanes, J.A., **Miller, K.**, & Hicks, T. (2024, November). *Fishing for father relationships: An evaluation of a community-based event*. National Council on Family Relations Annual Meeting. Bellevue, WA.

Bass, E., & **Young, M. J.** (2024, November). *The 2023 Whippoorwill Award for Rural Young Adult Literature*. A poster presentation presented at the 2024 Assembly on Literature for Adolescents of NCTE (ALAN) Workshop, Boston, MA.

Bex, R. T., Crippen, K. J., Yun, M., Drageset, D., Barrett, J., & Israel, M. (2024, March). *Teaching elementary science content to future teachers using VR and CS tools* [Paper session]. Annual International Conference for the National Association for Research in Science Teaching (NARST 2024), Denver, CO.

Bex, R. T. (2024, March). *Examining networked participation patterns within a community science project* [Paper session]. Annual International Conference for the National Association for Research in Science Teaching (NARST 2024), Denver, CO.

Blum, C., & **Lin, M.** (2024, Nov.). *Using early childhood apps, infused with Universal Design for Learning, culturally responsive pedagogy, and developmentally appropriate practices to enrich learning*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA.

Brinegar, K., & **Falbe, K.N.** [chairs] (2024, Apr) *Contributions & Connections: Establishing a Comprehensive Agenda for Middle Level Education Research*. [Symposium]. Annual conference of the American Education Research Association, Philadelphia, PA.

Brown, R., **Antink-Meyer, A.**, & **Shim, S.**, (2024, June 23-26). *Green STEMS Activities for STEM and Sustainability* [Resource exchange]. 2024 ASEE Annual Conference & Exposition, Portland, OR, United States.

Burgin, X.D., **Hunt, C.S.**, Horn, S., Mayhall, D., Droog, A. (2024, March 26-30). *Comprising a literature analysis of peer reviewed articles showing how K-12 schools are using asset-based teaching*. [Roundtable]. Association of Teacher Educators Annual Meeting. Anaheim, CA.

Choi, W. (2024, October 26). *How can multilingual learners and teachers benefit from using AI technology? Research-based guidelines and discussion* [Research-to-practice presentation]. International Conference on Literacy, Culture, and Language Education (ICLCLE), West Lafayette, IN, USA.

Choi, W., Kim, N., & Yu, W. (2024, July 6). *A systemic review of AI-integrated English language classrooms in Korea* [Research presentation]. Korea Association of Teachers of English (KATE) Conference, Yeosu, South Korea.

Choi, W. (2024, March 23). *Multilingual learners' use of machine translation in ESL classes* [Research presentation]. TESOL International Convention, Tampa, FL, USA.

Choi, W., Renn, J., Li, H., & Wright, W. E. (2024, March 17). *Dual language bilingual education teachers' experiences during the pandemic* [Paper presentation]. American Association for Applied Linguistics (AAAL), Houston, TX, USA.

Courtad, C.A., Kang, J., Borders, C., Barret, J., **Kang, G.**, **Mertens, S.**, **Quast, E.**, Wu, S., (2024, November 5-8). *One State's Story on High Impact Tutoring and Students with IEPs*. [Paper Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Courtad, C.A., Borders, C., Wu, S., Kang, J., **Mertens, S.**, Failla, J., **Kang, G.**, **Quast, E.**, Barrett, J., (2024, April 11-14). *Dismantling Educational Injustices: Outcomes of Implementing Statewide High Impact Tutoring*. [Roundtable Panel Session]. The American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

Falbe, K. N., **Kessler, M.A.**, Jones, M. (2024, Nov). *But what do I say to them: SEL Groups & Lab School Partners*. Roundtable presentation for NAPOMLE at the annual meeting of the American Middle Level Association, Nashville, TN.

Gao, H., & **Yang-Heim, G. Y.** (2024, April). *Social class, digital literacies, agency: A study of Indigenous and mainstream students in Australia*. Presented at AAAL (American Association of Applied Linguistics) conference in Houston, TX.

Gardiner, W., **Reid, S. D.**, Bollinger, C. M. B., Chen, X., Ikpeze, C., **Kang, G. Y.**, **Kline, S. M.**, Outlaw, J., Smetana, L., & Wall, A. (2024, December). *Centering critical inquiry of texts and technologies: Pre-service teachers engage with generative artificial intelligence*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

Hao, L. (2024, December 4-7). *Empowering young bilingual children: Agency through multimodal responses*. [Conference session]. Paper presented at the Literacy Research Association's 74th Annual Conference, Atlanta, GA, United States.

Hao, L., & Hwang, K. (2024, April 11-14). *Empowering Asian American heritage language learning: Exploring multimodal activities for full linguistic and semiotic repertoires*. [Conference session]. Paper presented at the American Educational Research Association 2024 Annual Meeting, Philadelphia, PA, United States.

Harms, S.E., Phaijah, J., Brosnan, M., Roselle, R. (2024, November 1). *The inconsistent requirements of school-based teacher educators* [Conference presentation]. Illinois Association of Teacher Educators 2024 Fall Conference. Carbondale, IL.

Harms, S.E. (2024, April 19). *"Focus in the chaos:" Cooperating teachers' perceptions of a structured conferencing guide, a three-article dissertation* [Keynote presentation]. Illinois State University, School of Teaching and Learning Research Celebration. Normal, Illinois.

Hattan, C., Parkinson, M., **MacPhee, D.**, & Baumann, J. (2024, July 10-13). *Enhancing K-5 students' literacy and knowledge through content-rich curricula: Social studies-literacy integration: The influence of a teacher developed unit on 2nd grade students' vocabulary knowledge, comprehension, and interest*. Society for the Scientific Studies of Reading. Copenhagen, Denmark.

Hattan, C., **Jones, S.**, **Jamison, A.** (2024, February). *Examining Representations of Race, Ethnicity, Gender, and (Dis)ability in the Core Knowledge Language Arts Curriculum*. Paper presented at the National Council for Teachers of English Assembly for Research Conference. Austin, TX.

Hildebrandt, S., Godoy, E., **MacDonald, B. L.**, & Adelman-Mullally, T. (2024, January). *The Faculty Success Program: Learning to Thrive as an Academic*. Thriving at Illinois State: The 2024 University Teaching & Learning Symposium, Illinois State University, Normal, IL.

Hruby, G., Gabriel, R., Rowe, M., **MacPhee, D.**, Thrailkill, D., Havazelet, M., Compton-Lilly, C., and Champeau, K. (2024, December 3-7). *Troubling the Science of Reading: A Sampler of Current Critiques*. Symposium. Literacy Research Association Annual Conference. Atlanta, GA.

Hunt, C. S. & Harnish, D. (2024, April 11-14). *Evangelical Christian literacies and understandings of race and racism in Post World War II America*. [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA.

Hunt, C.S., & Hassenfeld, Z. (2024, April 11-14). *Interpreting race and racism: Young Woman's Auxiliary of the Southern Baptist Convention read scripture*. In Z. Hassenfeld (Chair), *The seductive power and harm of religious rhetoric in literacy* [Symposium]. American Educational Research Association Annual Meeting, Philadelphia, PA.

Hurd, E., Dever R., **Falbe, K.**, Diaz, C. (2024, November 8). *Teacher Preparation in the middle: Conversation and ideas*. Presented by the Professional Preparation Advisory Committee (PPAC) at the AMLE 2024 Annual Conference and Exhibit (51st). Nashville, Tennessee.

Husband, T. (2024, October). *Creating equitable literacy outcomes for Black boys in p-12 learning contexts: A 30-year integrative literature review*. Paper presented at the annual meeting of the Midwestern Educational Research Association (MWERA). Cincinnati, OH.

Ikpeze, C., Finkbeiner, C., **Kline, S.** (2024, December 3-December 7). *Repositioning Literacy Research and Pedagogy in the Age of AI: Methodological and Practical Considerations*. [Symposium Presentation]. Literacy Research Association Annual Conference, Atlanta, GA, United States.

Jamison, A. & McNamara, E. (2024, March). *Do I have to read that?: How collection development policies aid student reading choices*. The Summit on the Research and Teaching of Young Adult Literature by the National Council of Teachers of English (NCTE) and English Language Arts Teacher Educators (ELATE) Commission on the Study and Teaching of Adolescent Literature. Online Conference.

Jamison, A. & **Jones, S.** (2024, November). *Culturally oppressed: An analysis of how scripted curriculum undermines culturally responsive teaching practices*. Paper presented at the International Conference on Urban Education Biennial Meeting, Cancun, Mexico.

Jamison, A. & Jones, S. (2024, February). *I want to be a culturally responsive teacher, but I have to use this curriculum: Designing a tool to navigate the tension*. Paper presented at the National Council for Teachers of English Assembly for Research Conference, Austin, TX.

Jang, B.G., Jerasa, S., & **Jones, S.** (2024, December). *Innovative methodological approaches to literacy motivation research*. Paper presented at the Literacy Research Association's 74th Annual Conference, Atlanta, GA.

Jerasa, S. & **Jones, S.** (2024, April). *Call to expand reading motivation constructs: Examining reading experiences of Black girls and #BookTok users*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Jo, J., Aldeman, M., Williams, J., **Antink-Meyer, A.** (2024). *Development of Air Quality Assessment Activities Using a Coding-Based Microcontroller for an After-School STEM Program (Work in Progress)*. Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, OR.

Jones, S. (2024, December). *Situative Black girlhood reading motivations: Understanding why and how Black girls read and comprehend text*. Paper presented at the Literacy Research Association's 74th Annual Conference, Atlanta, GA.

Jones, S. (2024, November). *Pop culture and perceptions of urban public education: How "Abbott Elementary" changes hearts and minds*. Paper presented at the International Conference on Urban Education Biennial Meeting, Cancun, Mexico.

Jones, S. & **Jamison, A.** (2024, February). *I Want to Be a Culturally Responsive Teacher, But I have to Use This Curriculum: Designing a Tool to Navigate Tension*. National Council of Teachers of English Assembly for Research: Literacy Research that Matters. Austin, TX.

Kang, G.Y. (2024, November 7-9). *(Re)Making Writing: Instantiations of Humanizing and Critical Writing Pedagogy*. [Presentation]. The Association of Literacy Researchers and Educators, Orlando, FL, United States.

Kang, J., Courtad, C.A., Borders, C., Barret, J., **Kang, G., Mertens, S., Quast, E.,** Wu, S., (2024, November 5-8). *Providing Effective Tutor Trainings: Implications to the Special Education Teacher Educators for future Special Education Workforce*. [Multiple Paper Session]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Kessler, M. A. (2024, April). *Transformative vs. performative: Positioning teacher educators in the development of culturally responsive teaching standards*. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Kessler, M. A., Jones, A. L., & Saclarides, E. S. (2024, February). *"I was a naggy voice for teachers": How coaches and principals cared for teachers during the early days of the COVID-19 pandemic*. Paper presented at the Annual Meeting of the Midwest Association of Teacher Educators, Normal, IL.

Kim, N., Yu, W., & **Choi, W.** (2024, April 14). *AI-Integrated English language teaching in Korean K-12 classrooms: A systematic literature review* [Roundtable discussion]. American Education Research Association (AERA) Annual Meeting, Philadelphia, PA, USA.

King, C. U., Boyd, M. P., & **Reid, S. D.** (2024, April). *Creating dialogic space around purposeful selection for reading and teaching diverse children's literature*. Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Kline, S., Tondreau, A., Wall, A., Yang, S., Ikpeze, C., **Kang, G.**, Tracy, K., Chen, X., Scales, R., Smetana, L. (2024, April 11-14). *Illuminating discourses of disruption: Teacher candidates' personal writing experiences as potentially subversive*. [Roundtable presentation]. The American Education Research Association Annual Meeting, Philadelphia, PA, United States.

Kroesch, A. M. & **MacDonald, B. L.** (2024, July). *Part-whole and Fraction Understanding: Dalton and Angela's conceptual understanding*. Paper presented at the 15th International Congress of Mathematics Education Conference, Strand A, TSG 2.1: Mathematics education for students with special learning needs, Sydney, Australia.

Kroesch, A. M., **MacDonald, B. L.**, & Hunt, J. (2024, January). *Part-Whole and Fraction Understanding: Journeys of Two 3rd Graders with Learning Differences*. Presentation conducted at the 22nd Annual Hawaii International Conference on Education, Waikoloa, Hawaii.

Lin, M. (2024, Nov.). *Lessons learned from a grant-supported online master's program to support diverse student populations*. Poster presented at the annual meeting of the National Association of Early Childhood Teacher Educators, Anaheim, CA.

Lin, M., & Hinitz, B. (2024, April). *History of Asian American early childhood education in the United States and future directions*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Lucey, T., & **Lin, M.** (2024, June). *Avoiding the great divorce: Reconciliation as a pathway to sustainable societies*. Paper presented at the Social Studies Education Consortium Conference, Marrakech, Morocco.

MacDonald, B. L., Kroesch, A. M., Hunt, J. H., Bajwa, Neet Priya, Tobias, J., & Barrett, J. (2024, November). *Revisiting Reorganization Learning Theories to Inform Early Childhood Mathematics Education*. Brief Paper presented at the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Cleveland, OH.

MacDonald, B. L., Kroesch, A. M., Hunt, J. H., Bajwa, Neet Priya, Tobias, J., & Barrett, J. (2024, November). *Nuanced Relationships Between Whole Number and Fraction Understandings: Dalton and Angela's Conceptual Resources*. Paper presented at the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Cleveland, OH.

MacDonald, B. L., Mattoon, C., & Wargo, J. (2024, September). *Counting and Grouping Strategies in Prekindergarten Problem Solving, Fostering Teaching Practices to Nurture Opportunities for*

Students to Shine. Presentation at the 2024 Annual National Council of Teachers of Mathematics (NCTM) Conference, Chicago, IL.

MacDonald, B. L., Hunt, J. H., & Kroesch, A. M. (2024, July). *Reorganization Learning Theories Revisited to Inform Early Childhood Mathematics Education*. Paper presented at the 15th International Congress of Mathematics Education Conference, Strand B, TSG 3.1: Mathematics education at early childhood and primary level, Sydney, Australia.

MacDonald, B. L., Kroesch, A. M., & Hunt, J. (2024, January). *Young Children's' Whole Number Activity Reorganized for Early Instruction in Mathematics*. Presentation conducted at the 22nd Annual Hawaii International Conference on Education, Waikoloa, Hawaii.

Mainzer, E., **MacDonald, B. L.**, Matney, G., Cavanna, J. M., Jackson, B., Matranga, A., Pak, B., Silverman, J., & Tanck, H. (2024, November). *Identifying and studying black holes of mathematics education research on instructional practice*. Working Group led at the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Cleveland, OH.

Malone, E., **Wellenreiter, B.R.**, (2024, February). *Bridging Primary Source Analysis Techniques with Big, Transferable Questions*. Presentation at the Illinois State University Department of History/Social Science Teacher Symposium, Normal, IL, February 2024.

Mertens, S. B., Falbe, K. N., Brummel, F., Calixto, G., Harris, E., Lenschow, E., & Minkalis, A. (2024, Nov). *Innovative Approaches to Preparing Large Cohorts of Middle Grades' Teacher Candidates*. Presentation at the annual meeting of the American Middle Level Association, Nashville, TN.

Mertens, S. B., & Caskey, M. M. (2024, Nov). *The status, health, and well-being of young adolescents*. Paper presented at the annual conference of the Association for Middle Level Education, Nashville, TN.

Mertens, S. B., Borders, C., Courtad, C. A., **Kang, G., Quast, E.**, Kang, J., Wu, S., & Barrett, J. (2024, Nov). *The Illinois Tutoring Initiative: Findings from a statewide, high-impact tutoring initiative*. Paper presented at the annual conference of the Association for Middle Level Education, Nashville, TN.

Meyer, B. (2024, April) *Teachers are Researchers Every Day*. Presentation at the International Association of Laboratory Schools Conference, Muncie, Indiana: Burriss Laboratory School, Ball State University.

Meyer, B. (2024, April) *Cooperating Teachers' Expectations for a Secondary Teacher Preparation Field*. Presentation at the International Association of Laboratory Schools Conference, Muncie, Indiana: Burriss Laboratory School, Ball State University.

Miller, K., Arellanes, J., & Joujoute, C. (2024, October). *Making schools father-friendly*. Webinar at the National Association of Family, School and Community Engagement [NAFSCE] annual meeting (virtual portion). Denver, CO.

Miller, K. & McLean County Fatherhood Coalition. (2024, April). *Promoting father engagement in schools: A community-based initiative*. Paper presented at the American Education Research Association Annual Meeting. Philadelphia, PA.

Percell, J. C., and Higham, G., (2024, March). *Taking PDS on the road: Boundary-spanning roles for mentors and candidates*. Round table discussion at the 2024 National Association of School and University Partnerships (NASUP) in Anaheim, CA.

Phaiah, J., **Harms, S.E.**, Brosnan, M., Roselle, R. (2024, March 28). *Investigating mentor requirements in the 50 states* [Conference presentation]. Association of Teacher Educators 2024 Annual Meeting. Anaheim, CA.

Pierce, K. M., Essig, K., Price, E., **Reid, S. D.**, Rice, P., & Van Wig, A. (2024, December). *Troubling state standards for initial elementary teacher preparation regarding literature for children*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

Pleasants, J., **Antink-Meyer, A.**, Aydin-Gunbatar, S., Roehrig, G., Barak, M., Erduran, S., Deniz, H., Kaya, E., & Yesilyurt, E. (2024, March). *The Nature of Engineering: Exploring Key Questions to Move Research Forward*. National Association of Research in Science Teaching (NARST), Denver, CO.

Quast, E. (2024, November). *They Had a Lot to Say: Elementary Teacher Candidates' Facilitation and Reflections of Read Alouds with Culturally Relevant Text*. Paper presented at the annual meeting of the Association of Literacy Education Research, Orlando, FL.

Quesenberry, A. (2024, October). *Creating supportive, inclusive environments*. Illinois Association for the Education of Young Children, Springfield, IL.

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

Reid, S. D., & Anggriawan, R. (2024, November). *Critically engaging with children's environmental media to teach about climate change in elementary classrooms*. Paper presented at the annual meeting of the National Council of Teachers of English, Boston, MA.

Reid, S. D. (2024, October). "Wow, that has happened to people?": *Teacher candidates' (dis)connections to a character's storyworld in a graphic novel memoir*. Paper presented at the annual meeting of the American Association for Teaching and Curriculum, Denver, CO.

Reid, S. D., & Castro, A. J. (2024, April). *Affirming who we are: Teaching with diverse children's literature*. Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Ruhe Marsh, L., & White, E. S. (2024, June). *Flexible student teaching models*. Presentation at the Early Childhood Access Consortium for Equity (ECACE) Convocation in Springfield, IL.

Sararit, J., Sathongey, S., Suksaeresup, N., Chumpavan, S., & **Adel Al-Bataineh** (2024, June). *Incorporating Gamified Activities to Motivate EFL Students to Learn Collocation*. Paper presented virtually at the 14th National and the 10th International PIM Conference, Nonthaburi, Thailand.

Schmitt, J., Urbina, M., Perhay, A.M., Sheridan, O.M., Tyler, C.W., Williams, J., Aldeman, M., Jo, J., **Antink-Meyer, A.** (2024). *Smart Wireless Weather Station and Climate Console (Resource Exchange)*. Paper presented at 2024 ASEE Annual Conference & Exposition, Portland, OR.

Seglem, R., & Sutter, K. (2024, April). *Re-Imagining Education and the Next Iteration of Teaching and Learning*. International Association of Laboratory Schools Conference, Muncie, IN.

Seglem, R., & Sutter, K. (2024, April). *Designing an Integrated, Community-Based Curriculum*. International Association of Laboratory Schools Conference, Muncie, IN.

Shim, S., Lorsbach, A., Antink-Meyer, A., & Brown, R. (2024, June 23-26). *Empathic Design in Cross-cultural STEM education: Playground Project* [Resource exchange]. 2024 American Society for Engineering Education (ASEE) Annual Conference & Exposition, Portland, OR.

Shim, S. (2024, March 17-20). *Elementary preservice teachers' competence in planning and implementing empathic design in cross-cultural STEM education: Qualitative analysis* [Paper presentation]. 2024 National Association for Research in Science Teaching (NARST) Annual International Conference. Denver, CO.

Smith, A., Kerr, R.; Rogers, C. & Kaosayapandhu, M. (2024). *Seeking the promise of critical community mapping in teacher education* [Paper in Symposium]. American Educational Research Association, Philadelphia, PA.

Smith, A. (2024). *Social media sensemaking within and across cultures* [Discussant]. American Educational Research Association, Philadelphia, PA.

Smith, A. (2024). *Digital methods in a postdigital world: Ethical and participatory considerations for multiscale inquiry* [Discussant]. Literacy Research Association, Atlanta, GA.

Smith, A. (2024). *Examining critical and civically oriented writing* [Discussant]. Literacy Research Association, Atlanta, GA.

Smith, K.W., & **Falbe, K. N.** (2024, Nov). *Critical Approaches to AI Literacy in Middle Grades Teacher Preparation*. Roundtable presentation for NAPOMLE at the annual meeting of the American Middle Level Association, Nashville, TN.

Smith, K.W., & **Falbe, K.N.** (2024, April). *Leveraging Critical Reflection to Promote Racial Literacy*. Annual conference of the American Education Research Association, Philadelphia, PA.

Szech, L. & **Young, M. J.** (2024, March). *Subjugated learning: Caregiver perceptions of literacy, learning, and school*. A paper presented at the 2024 Critical Questions in Education Conference presented by the Academy of Educational Studies, New Orleans, LA.

Van Wig, A., Pierce, K. M., Essig, K., Price, E., **Reid, S. D.**, & Rice, P. (2024, December). *Empowerment through knowledge: Pre-service teachers' perceptions of application of children's literature in their field placements*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.

Vasudevan, V.; Boulder, T.; Re, M. & **Smith, A.** (2024). *Engendering critical technology and digital media studies in teacher education* [Paper in Symposium]. American Educational Research Association, Philadelphia, PA.

Waring, S., **Walker, I.**, Ellsworth, T. (November 2024). *Amplifying Voices and Stories Through the Use of Primary Sources*. Presented at the National Council for the Social Studies, Boston, MA.

Weiler, C. S., **Mertens, S. B.**, Nagle, J. F., Pettit, S. K., & Wall, A. (2024, Nov). *Middle level curriculum and the MLER SIG Research Agenda*. Paper presented at the annual conference of the Association for Middle Level Education, Nashville, TN.

Weiler, C. S., Downes, J. M., **Mertens, S. B.**, Nagle, J. F., Pettit, S. K., & Wall, A. (2024, April). *Directions for new research: Middle level curriculum*. In K. Brinegar (Chair), Contributions & connections: Establishing a comprehensive agenda for middle Level education research. Symposium presented at the American Educational Research Association Annual Meetings, Philadelphia, PA.

Wellenreiter, B. R. (2024, February). *Asking Big Questions of History's Narratives: Exploring the 1619 Project and the 1776 Commission Report*. Presentation at the Illinois State University Department of History/Social Science Teacher Symposium, Normal, IL.

White, E. & Quesenberry, A. (2024, February). *Student experiences in an alternative teacher preparation program for early childhood educators*. Paper presented at the annual SoTL Commons Conference, Savannah, GA.

Wilkenson, A., Bhattacharya, A., Borders, C., Barrett, J., Courtad, C. A., Kang, G., Kang J. **Mertens, S. B.**, Quast, E., & Wu. S. (2024, Feb). *One state's story of high impact tutoring as a post-pandemic approach to learning renewal*. Paper presented at the National Organization for Student Success Annual Conference, Las Vegas, NV.

Woodward, J., Bhattacharya, A., Courtad, C. A., Borders, C., Barrett, J., **Kang, G., Mertens, S. B., & Quast, E.** (2024, March). *How to tutor diverse learners: Illinois' statewide tutoring initiative program*. Paper presented at the Association for the Coaching and Tutoring Profession Conference, Charlotte, NC.

Wu. S., Kang, J., Barrett, J., Borders, C., Courtad, C. A., Kang, G., **Mertens, S. B., & Quast, E.** (2024, March). *Make training stick: How to improve fidelity and engagement*. Paper presented at the Association of Teacher Educators Annual Meeting, Anaheim, CA.

Wu. S, Kang, J., Courtad, C. A., Borders, C., Barrett, J., **Kang, G., Mertens, S. B., & Quast, E.** (2024, Feb). *A comparison of self-report and observational measures of state-wide tutoring fidelity*. Poster presented at the National Association for School Psychologists Annual Convention, New Orleans, LA.

Yang, B., Tang, H., **Hao, L.**, & Rose, J. (2024, April 11-14). *Temporal analysis of meaningful forum posts for online learners in MOOCs*. [Conference session]. Paper presented at the American Educational Research Association 2024 Annual Meeting, Philadelphia, PA.

Yang, B., **Hao, L.**, Song, Y., Zhang, X., Zuo, F., & Qu, X. (2024, October 11-12). *Demographics, approaches, and conceptions: Understanding Computer Science learning*. [Conference session]. Paper presented at the 2024 CCSC Northwestern Regional Conference, Salem, OR.

Yang-Heim, G. Y. (2024, June). *Creating an Equitable Space: Unveiling the Significance of EALD Learners' Background Knowledge in Reading Materials*. Presented at ICERP -International conference of Education, Research and Policy in Guangzhou, China.

Yang-Heim, G. Y. (2024, April). *Empowering Indigenous Learners: A Cultural Capital Journey into Reading Achievement in Australia*. Presented at AERA annual conference of AERA in Philadelphia, PA.

Young, M. J. (2024, December). *Digging in and playing it safe: Co-constructing racial literacies at a primarily white institution*. A paper presentation presented at the 2024 Literacy Research Association Annual Meeting, Atlanta, GA.

Young, M. J. (2024, November). *Structured, scripted, and erased: Recasting the science to cultivate a humanity of readers*. A roundtable presented as part of Resisting Scripted Curriculum as Erasure: Reclaiming the Heart, Hope, and Humanity of Reading for the 2023 National Council for Teachers of English (NCTE) Annual Convention, Boston, MA.

Young, M. J. (2024, April). *The State and the science: Examining the ideological apparatus of reading policy through teachers' lived experience*. A paper presented at the 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Zhang, R., **Hao, L.**, Murray, L., Hogue, B., & Xue, M. (2024, December 4-7). *Treasure hunt: Connecting, exploring, and valuing the space of home*. [Alternative Format session]. Paper presented at the Literacy Research Association's 74th Annual Conference, Atlanta, GA.

Zhao, X., Khan, M., & Wu S. (2024, April). *Picturebooks as anti-oppressive artifacts for young learners: A critical analysis*. Paper presented at AERA, Philadelphia, PA.

Zhu, Y., Karki, T., & **Choi, W.** (2024, March 19). *A collaborative autoethnography of three Asian international teaching assistants at an American university* [Paper presentation]. American Association for Applied Linguistics (AAAL), Houston, TX.

Other (including Grants, Awards, and School Consultations)

EXTERNAL GRANTS

Smith, A. (Principal Investigator). (2023-2027) Co-Editorship of Literacy Research: Theory, Method, and Practice (Project No. A24-0075-001) [service agreement] Literacy Research Association. \$84,000.00.

INTERNAL GRANTS

Baca, E., Presiado, V., & Choi, W. (2024). Growing the bilingual teacher pipeline: A high school mentoring initiative. EDIA Seed Grant. College of Education, Illinois State University, \$5,100.

Baca, E., & Presiado, V. (2024, September). Bilingual Advocacy Week Speaker 2025, SAGE Grant, Illinois State University, \$5,100.

Beucher, B., **Hurd, E.**, Garard, Remy, & Gaston-Spears, Treyce'. (2024). Teaching Beyond Genocide. Seed Grant for Equity, Diversity, Inclusivity, and Accessibility. College of Education, Illinois State University. \$5,500.

Choi, W. (2024). Multilingual learners' use of machine translation in ESL classes: A translanguaging perspective. First-Year Research Fellowship University Research Grant. Illinois State University, \$1,000.

Kang, J., & **Shim, S.** (2024). Project PROPEL: Promoting Readiness of Preservice Educators in AI Literacy. Scholarship of Teaching and Learning University Research Grants (SoTL URGs), FY25, Illinois State University, \$5,000.

MacPhee, D. & Handsfield, L. (2024). Understanding Media Messaging on the Science of Reading through Metaphor Analysis. University Research Grant Small Grant. Illinois State University. \$750.00.

McGraw, M., **Choi, W. Presiado, V., & Baca, E.C.** (2024, September). The Intersections of Multilingualism and Disability: Keynote Speak and Panel Event. Internal faculty grant submitted to the Office of the Provost's Sage Fund. Amount: \$5,000.

Park, D., Choi, W., & Shim, S. (2024). ISU global outreach program (I-GO): Fostering diverse and inclusive learning experiences through innovative online education for overseas school students. EDIA Seed Grant. College of Education, Illinois State University, \$4,775.

Presiado, V. & Baca, E.C. (2024, September). Bilingual Advocacy Week Keynote Speaker. Internal faculty grant submitted to the Office of the Provost's Sage Fund. Amount: \$5,100.

Shim, S. (2024) Analyzing elementary preservice teachers' integrated STEM lessons through an empathic lens. First-Year Faculty Research Fellowship University Research Grant, Illinois State University, \$1,000.

Smith, A. (2024). Lives in the Age of Mass Writing. University Research Grant Research Fellowship. Illinois State University. \$5,000.

Wellenreiter, B. R. & Chung, Y. (2024). Exploring Friendships Between Middle School Students with Disabilities and without Disabilities. University Research Grant Research Fellowship. Illinois State University. \$10,000.

Yang-Heim, G. Y. (2024, April). Creating an Equitable Space: Unveiling the Significance of EALD Learners' Background Knowledge in Reading Materials. First-Year University Research Grant. College of Education, Illinois State University, \$1000.

Zhao X. & Angleton C. (2024, November). Supporting the academic success, well-being, and professional development of historically underrepresented teacher candidates. COE EDIA Seed Grant. \$4,900.00.

Zhao X. & Shim, S. (2024). Zooming in on Socio-Scientific Issues (SSI): Exploring Social Studies and Science Integration with Preservice Teachers. University Research Grant Research Fellowship. Illinois State University. \$10,000.

Zhao, X. (2024, June). Redesign your course for civic engagement. Center for Integrated Professional Development, Illinois State University, \$1,000.

AWARDS

Antink-Meyer, A. (2024). Outstanding College Researcher Award. College of Education, Illinois State University, Normal, IL.

Antink-Meyer, A. (2024). Faculty Impact Award. University College, Illinois State University, Normal, IL.

Harms, S.E. (2024). Association of Teacher Educators Robert F. Schuck Distinguished Three-Article Dissertation in Teacher Education Award.

Hurd, E. (2024). In recognition of impacting first year student retention and academic success. Office of the Provost and University College, Illinois State University, Normal, IL.

Husband, T. (2024). Recognized as Influential ISU Faculty/Staff Educator by graduating student teachers and alumni. College of Education, Illinois State University, Normal, IL.

Kang, G.Y. (2024). EDI Civic Engagement Award, Center for Civic Engagement, Illinois State University, Normal, IL.

Lin, M. (2024). Faculty Impact Award. University College, Illinois State University, Normal, IL.

Mertens, S. B. (2024). Recognized by Cecilia J. Lauby Teacher Education Center as an ISU Influential Faculty Educator. College of Education, Illinois State University. Normal, IL.

Presiado, V.E. (2024). College of Education Outstanding Teacher Award. College of Education, Illinois State University. Normal, IL.

Quast, E. (2024). Recognized by Cecilia J. Lauby Teacher Education Center as an ISU Influential Faculty Educator. College of Education, Illinois State University. Normal, IL.

Ruhe Marsh, L. (2024, September). Outstanding Service to the College from a Staff Member. College of Education, Illinois State University. Normal, IL.

Smith, A. (2024). Divergent Award for Excellence in Research on Literacy in a Digital Age, Initiative for Literacy in a Digital Age.

Smith, A. (2024). Emerald Literati Award for Most Outstanding Article in English Teaching: Practice and Critique for 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.

SCHOOL CONSULTATIONS/COLLABORATIONS

Choi, W. (2024, October 4). Inclusive classroom practices for minoritized students [Practice-oriented workshop]. LGBTQ+ Teacher Interest Group in South Korea, Virtual.

Hunt C.S. (2024, August). Exploring Culturally Responsive Teaching & Leading Standards. Seminar Talk for PDS Mentors, Pekin District 108.

Jamison, A. (2024, July). Maintaining Inclusive Library Services in an Era of Censorship. University of Chicago Professional Development Session. Chicago, IL.

Jamison, A. (2024, June). How to Balance Equity and Freedom in Libraries. The Chicago School Library Professional Development Session. Chicago, IL.

MacPhee, D. (2024, March 7 & April 29). Illinois Comprehensive Literacy Plan Implementation. ROE 9.

Park, D. (2024). Invited: Teaching AI and Coding in K-12 Classrooms: Professional Development Workshop for Nicaraguan Teachers, Tipitapa, Nicaragua. Nov. 25-29.

Park, D. (2024). Invited: STEM Education and Ethnic Groups of Teachers and Students in Indonesia. Maybrat Regency, Jitmau School and Suwiam School, West Papua, Indonesia. July 28-31. Sponsored by Global Educational Organization.

Park, D. (2024). Invited: Professional Development Workshop for Indonesian English Teachers (10-12) on STEM Education and Engineering, Negeri 1 Tabanan, Rural Bali, Indonesia. Aug 5-6. Sponsored by Global Educational Organization.

Presiado, V.E. (January 2024). Panel for Dual Language Bilingual Education, Arcola School District, Panelist.

Quast, E. (2024, October) Creating Inclusive Multilingual Classrooms. Virtual Professional Development for Illinois Regional Office of Education 9.

Quast, E. (2024, October) Effective Instructional Approaches for Multilingual Learners. Virtual Professional Development for Illinois Regional Office of Education 9.

Quast, E. (2024, October) Leveraging Technology with Multilingual Learners October 2024. Virtual Professional Development for Illinois Regional Office of Education 9.

Wellenreiter, B. R. (2024) Gibson City Middle School, Gibson City Illinois, National Forum to Accelerate Middle-Grades Reform: Schools to Watch.

OTHER

Antink-Meyer, A. Co-Editor. *Journal of STEM Teacher Education*, 2018 – present.

Arellanes, J., **Miller, K.**, & Hicks, T. (2024, January). “*I like being with my dad*”: An evaluation for the Father-Child Fishing Event. McLean County Fatherhood Coalition 5-Year Anniversary Event. Bloomington, IL

Baca, E., & Lin, M. (2024, Oct.). *International teaching opportunities*. Workshop presented at the Future Teacher Conference, Illinois State University, Normal, IL.

Boyce, S., **MacDonald, B. L.**, & Hackenberg, A. H. (2024). Units construction and coordination: Past, present, and future. *Investigations in Mathematics Learning*, 16(3), pp. 153-162.

Brinegar, K., Harrison, L. M., & **Hurd, E.** (2024). Toward a culturally sustaining science of reading. *Middle School Journal*, 55(3), 2-4. <https://doi.org/10.1080/00940771.2022.2047576>

Falbe, K.N. (2024). *Book Study: Demystifying Disability: What to Know, What to Say, and How to Be an Ally*. A professional development workshop series on accessibility in the classroom for TCH Non-Tenure Track Faculty.

Gasinski, Z., Schafer, M., Hopkins, K., & **Percell, J. C.** (2024, April). *Looking at education through a different lens: Witnessing and actively participating in an alternative style of education at the regional alternative school Bloomington*. Presentation at 2024 University Research Symposium at Illinois State University in Normal, IL.

Green, K., **Quesenberry, A.**, Gunn, S., Wadsworth, D., & Rutland, J. (September, 2024). *Survivor: Starting, reviving, and keeping your subdivision alive*. Division of Early Childhood of the Council for Exceptional Children’s International Conference, New Orleans, LA.

Hao, L. (2024, October 10). *Navigating the academic writing process*. College of Education, University of South Carolina, Columbia, SC.

Hao, L. (2024, March 18). *So you think you know about reading: Myths and realities about Asian American students’ reading process*. Office of Democracy, Education and Inclusivity, University of South Carolina, Columbia, SC.

Hao, L. (2024, February 5). *Let’s do a book talk: Windows and mirrors of Asian American literature books*. Office of Democracy, Education and Inclusivity, University of South Carolina, Columbia, SC.

Hao, L. Guest Coeditor. Special theme issue for *English Journal* (NCTE), 2024.

Harms, S.E. (2024, October 25). Mentoring Preservice Teachers. Workshop presented at Future Teacher Conference, Illinois State University, Normal, Illinois.

Harrison, L. M., **Hurd, E.**, & Brinegar, K. (2024). Being middle schoolers: The vortex of demands, tracks, and expectations. *Middle School Journal*, 55(5). 2-3.
<https://doi.org/10.1080/00940771.2022.2123652>

Harrison, L. M., **Hurd, E.**, & Brinegar, K. (2024). The possibilities and limitations of educational policy: AMLE's National Policy Agenda for middle grades. *Middle School Journal*, 55(2), 3-5.
<https://doi.org/10.1080/00940771.2024.2308490>

Hurd, E., Brinegar, K., & Harrison, L. M. (2024). Avoiding "fight theory" when supporting youth and educators post-Covid. *Middle School Journal*, 55(4). 2-3.
<https://doi.org/10.1080/00940771.2024.2377042>

Hurd, E., Brinegar, K., & Harrison, L. M. (2024). Go the Distance. *Middle School Journal*, 55(1). 2-3.
<https://doi.org/10.1080/00940771.2023.2282870>

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

Hurd, E. (2024). *FINAL Program Accreditation Report for Middle Level Education: University One*. Council for the Accreditation of Educator Preparation (CAEP).

Hurd, E. (2024, November 9). *CAEP Reviewers*. Expert Panel workshop training developed and conducted for reviewers of middle grades programs at the AMLE 2024 Annual Conference and Exhibit (51st). Nashville, TN.

Hurd, E. (2024, November 9). *CAEP Institutions*. Workshop training developed and conducted for institutions with middle grades programs at the AMLE 2024 Annual Conference and Exhibit (51st). Nashville, TN.

Jamison, A. (2024, February). *Decentering Whiteness in Libraries: A Framework for Inclusive Collection Management Practices*. American Library Association: Intellectual Freedom Roundtable Book Discussion. Chicago, IL.

Jamison, A. (2024, May). Beyond Talk: Innovative DEIA Practices. Illinois State University's CTLT's Scholar and Residence Series Development Session. Normal, IL.

Jones, A. L. & **Kessler, M.A.** (2024, March). *Video as Connection in Online Asynchronous Coursework*. Eastern Illinois University Pedagogy Day 2024, Charleston, IL.

Jones, M., Sirach, K., & **Young, M. J.** (2024, November). Understanding literacy data, Capacity Builders: Illinois Comprehensive Literacy Plan, Illinois State Board of Education (ISBE).

Kessler, M. A. (25 October 2024). Introduction to Middle Level Education. Presentation for the Future Teacher Conference, Illinois State University, Normal, IL.

Kessler, M. A. & Jones, A. L. (2024, June). Prioritizing teacher well-being: A research-based approach. Illinois New Teacher Collaborative 2024 Annual Mentor Conference. Urbana, IL.

Klopmann, E., Davis, D., Brown, E., Love-Jones, C., Lewis, D., **Miller, K.**, & Arellanes, J. (2024, March). Are fatherhood coalitions a game changer for father engagement? Circle of Parents Fatherhood Webinar. National Council for Parents Care & Share.

Lin, M. (2024, Oct). Diversity and inclusion in lesson planning and student engagement. Workshop presented at YWCA Mclean County, Bloomington, IL

Lucey, T. A. Editor. *Social Studies Research and Practice*, Themed Issue, 2024.

MacDonald, B.L. Associate Editor – *Mathematics Teacher, Learning and Teaching* – National Council of Teachers of Mathematics, 2023-2026.

MacDonald, B. L. (2024). Loving our students' mathematical reasoning. *Mathematics Teacher, Learning and Teaching*, 117(2), pp. 82-83.

Miller, K. & Arellanes, J. (2024, September). *Preservice teachers and a father engagement*. McLean County Fatherhood Coalition. Bloomington, IL.

Miller, K. (2024, January). *Father engagement in McLean County: A five-year study*. McLean County Fatherhood Coalition 5-Year Anniversary Event. Bloomington, IL.

Peck, G. & **Kessler, M. A.** (2024, February). *Using art to teach American history: Artists render Lincoln's legacies*. Presentation at the Illinois State University 2024 History Social Sciences Teacher Symposium. Normal, IL.

Presiado, V.E. (October, 2024). "*Elementary and Bilingual Education.*" Future Teacher Conference, Illinois State University.

Presiado, V.E. (March, 2024). "*Exploring Bilingual Education- Changing the World in Many Languages.*" Educators Rising Conference, Illinois State University.

Quesenberry, A. & Ross-Lowery, B. (November 2024). *Focusing on relationships*. Presented for practitioners at Heartland Child Development Lab, Normal, IL.

Reid, S. D. (2024, October). Disciplinary literacies in K-12 classrooms: Strategies to facilitate student engagement and meaning-making. Workshop for MPER (MU Partnership for Education Renewal-University of Missouri) early-career teachers.

Ruhe Marsh, L. & **White, E.** (2024, June). *Flexible Models for Student Teaching*. Illinois ECACE Convocation.

Seglem, R. Co-Editor, *Voices from the Middle*, 2021 – present.

Seglem, R., & Skillen, M. (2024, November). *Meet the NCTE Editors*. Panelist at the National Council of Teachers of English National Convention, Boston, MA.

Smith, A., Higgs, J., Lizárraga, J., & Watson, V. (2024). Guest co-editors. Special Issue: AI and composing just education futures. *English Teaching: Practice & Critique*, 32(1).

Smith, A. Co-Editor. *Literacy Research: Theory, Method, and Practice*, 2023 – present.

Smith, A., Hunt, C. & Patel, V. (2024). *Meet the editors: Curating literacy research that fosters “good trouble”* [Panel]. Literacy Research Association, Atlanta, GA.

Talbot, J., Sutter, K. & **Meyer, B. B.** (Fall 2024) Empowering Students to Influence Change through Research. Stories from the Illinois State University Laboratory Schools. Illinois State University.

Wellenreiter, B.R. (2024). Tuesday Night Lights: Preparing Students to Engage in Public Comment Opportunities at School Board Meetings. *Voices from the Middle*. National Council of Teachers of English. <https://doi.org/10.58680/vm202431448>

Wellenreiter, B. R. (2024, October). *The Joys and Challenges of Middle School Teaching*. Presentation for Future Teacher Conference, Illinois State University, Normal, Illinois. (October 25, 2024).

Wellenreiter, B. R. (2024, October). *The Possibilities and Challenges of Politics in the Classroom: (Yes, There Are Possibilities)*. Presentation for Future Teacher Conference, Illinois State University, Normal, Illinois. (October 25, 2024).

Young, M. J. (2024). Perspectives on Practice: I am queer, not obscene: Disrupting policy mandates that censor readers and reading. *Language Arts*, 101(4), 268-271. <https://doi.org/10.58680/la20241014268>

Zhao, X. Co-Editor, *Social Studies Education Review*, 2019 – present.

Special Education

Journal Articles

Deal, E. E., Mooney, E. S., Cullen, A. L., **Kroesch, A. M.**, Bajwa, N. P., Corven, J., & MacDonald, B. L. (2024). Accessing and assessing components of elementary and middle school students' mathematical disposition through metaphors. *Investigations in Mathematics Learning*, 1-17. <https://doi.org/10.1080/19477503.2024.2419291>

Ely, M., Strausbaugh, A. & Yount, A. (2024). Roles and responsibilities in assessment when learners have CVI: perspectives from practitioners. *Journal of Visual Impairment & Blindness*, 188(6), 395-407. <https://doi.org/10.1177/0145482X241297975>

Garcia, B., **Shin, M.**, Clifton, A., Bingham, T., Coneway, B., & Hughes, C. (2024) Journey for crafting excellence: West Texas A&M University teacher educator standards development and implementation of standards for rural educators. *Texas Forum of Teacher Education*, 15, 20-36.

Kang, J., Patton, K., & Gardiner-Walsh, S. (2024). Success for all: Maximizing digital accessibility in special education teacher preparation courses through universal design for learning. *Journal of Special Education Preparation*, 4(3), 4–15. <https://doi.org/10.33043/4a6kfo46>

Ko, D., Mawene, D., **Lee, Y.**, Lim, S., & Yoo, J. (2024). When good intentions go awry: Critical policy analysis of equity-focused policies intended to reduce racial disparities in special education. *Exceptional Children*, 91(2), 187-210. <https://doi.org/10.1177/00144029241292589>

Kroesch, A.M., Bajwa, N. P., MacDonald, B.L., Mattoon, C., Gonzalez Hatch, A.M., Cullen, A. L., Mooney, E., & Corven, J. (2024). Kindergarteners As Sense Makers! *Mathematics Teacher: Learning and Teaching PK-12*, 117(11). <https://doi.org/10.5951/MTLT.2023.0284>

Kroesch, A.M., Southall, S., Welsh-Young, N., & **Peeples, K. N.** (2024). Paraprofessionals' implementation of constant time delay procedures with elementary students with high-intensity behavioral support needs. *Behavioral Disorders*, 49(4), 236-249. <https://doi.org/10.1177/01987429241231793>

Lee, Y. (2024). Special education services for students with disabilities experiencing homelessness: A systematic review. *Outlines. Critical Practice Studies*, 26, 6–36. <https://doi.org/10.7146/ocps.v26i.148596>

Lee, Y., Ko, D., & Lim, S. (2024). Marginalization at the intersection of language, culture, and disability: Systemic contradictions perceived by special education teachers in serving culturally and linguistically diverse students with disabilities in South Korea. *Peabody Journal of Education*, 99(1), 42–64. <https://doi.org/10.1080/0161956X.2024.2307800>

MacDonald, B. L., **Kroesch, A. M.**, Bajwa, N. P., Barrett, J., Hunt, J. H., & Tobias, J., (2025). Reorganizing whole number understandings to develop fraction relationships: A case of Dalton and Angela, two Third Grade children with intensive supports in mathematics. *Journal of Mathematical Behavior*, 77(1). <https://doi.org/10.1016/j.jmathb.2024.101212>

Park, J., Bryant, D. P., & **Shin, M.** (2024) Effects of a synchronous online fraction intervention using virtual manipulatives for students with learning disabilities. *Journal of Special Education Technology*, 39(2), 234-246. <https://doi.org/10.1177/01626434231195313>

Roberts, C. A., **Snodgrass, M. R.**, Love, H. R., Badgett, N. M., Gilson, C. B., Yang, X., & Peterson, J. (2024). Individuals with extensive support needs and mixed methods research: A systematic literature review across education subfields. *Research and Practice for Persons with Severe Disabilities*, 49(4), 303–326. <https://doi.org/10.1177/15407969241291475>

Shaheen, N. L. (2024). Blind and Low-Vision Students as Surveyors of In/accessibility in Technology-Mediated Formal Education. EdArXiv. <https://doi.org/10.35542/osf.io/cua39>

Shaheen, N. L. (2024). Exploring blind and low-vision youth’s digital accessneeds in school: Towards accessible instructional technologies. *ACMTransactions on Accessible Computing*. 17(3). Article 15. <https://doi.org/10.1145/3688805>

Shin, M., & Park, J. (2024) Technology-assisted instruction with teacher prompts on fraction multiplication word problems: A single-case design with visual analysis and Bayesian multilevel modeling. *Assistive Technology*. <https://doi.org/10.1080/10400435.2024.2415366>

Shin, M., Hart, S., & Simmons, M. (2024) Meta-analysis of single-case design research: Application of multilevel modeling. *School Psychology*, 39(6), 625–635. <https://doi.org/10.1037/spq0000637>

Simmons, M., **Shin, M.**, & Hart, S. (2024) Dyslexia identification: Texas legislative trends in prevalence rate of students by school district locale. *Texas Education Review*, 12(2), 6-24. <https://doi.org/10.26153/tsw/51997>

Snodgrass, M. R., Love, H., Roberts, C. A., Gilson, C. B., Yang, X., & Badgett, N. (2024). Is mixed methods bridging educational research divides? Using prevalence as an indicator of change. *Journal of Mixed Methods Research*, 18(4), 430–446. <https://doi.org/10.1177/15586898231184663>

Snodgrass, M. R., Douglas, S. N., Walker, V. L., & **Chung, Y.** (2024). Instructional decision-making approaches of AAC experts. *Topics in Early Childhood Special Education*, 44(1), 20-32. <https://doi.org/10.1177/02711214241237424>

Syifa, M., Feng, F., Yin, C. H., & Ding, L. (2024). Solar Energy and Midwestern Farms: Utilizing Place-Based Socio-Scientific Issues to Foster Students’ Literacy. *The Science Teacher*, 91(5), 31–37. <https://doi.org/10.1080/00368555.2024.2385895>

Wilhelm, A., **McGraw, M.**, & Roberts, C. (2024). A front row seat to my kid's learning': How caregivers of children with IDD leveraged community cultural wealth to support virtual learning. *International Journal of Inclusive Education*, 1-21. <https://doi.org/10.1080/13603116.2024.2405036>

Book Chapters

Brzuszkiewicz, S.M., & **Courtad, C.A.** (2024) Teaching students with learning disabilities: Best practices for student success (pp. 18-39). In J. P. Bakken, (Ed.), *Teaching Students with Disabilities: Best Practices for Student Success*. Cambridge Scholars Publishing Newcastle upon Tyne, UK. ISBN:9781036407940

Fisher, K. W., Kupferman, S., Wisner, A. (2024). Supporting digital participation of youth with intellectual disability. In Shrogren, K. A., Scott, L. A., Dean, E., & Linnenkamp, B. (Eds.). *Research-Based Practices for Educating Students with Intellectual Disability* (2nd Edition). Invited chapter. Taylor Francis. <https://doi.org/10.4324/9781003363422>

Fisher, K. W., Kupferman, S., Williamson, H. J., & Hobson, J. (2024). Embedding technology in the UDT process using an equity literacy framework. In Scott, L. A., & Thoma, C. A. (Eds.). *Universal Design for Transition: The Educators' Guide for Equity Focused Transition Planning* (2nd Edition). Invited chapter. Brookes Publishing. <https://products.brookespublishing.com/Universal-Design-for-Transition-P1525.aspx>

Kennedy, M. J., Kunemund, R. L., Coleman, O. F., Griendling, L. M., **Peeples, K. N.**, Day, J., Waterfield, D*, McClain, S. (2024). *Harnessing technology to prepare special education teachers*. In McCray, E., Sindelar, P., Bettini, E., McLeskey J., & Brownell, M. (Eds.), *Handbook of Research on Special Education Teacher Preparation*.

Kim, E. J., Zhang, J., & **Kang, J.** (2024). Historical, cultural, and social influence on Asian families' perspectives to disability categories and the implication to the teachers in the U.S. In Williams-Johnson & Rickert (Eds), *Critical Analysis of Parental Involvement in Schools: Working with Families Across Sociocultural Context*. Doi:10.4324/9781003407362-6

Presentations (presented, in-person or virtual)

Ballard, S., (2024, December 7). *Addressing health self-management skills for learners with extensive support needs*. Annual Conference of TASH, New Orleans, LA. <https://2024tashconference.sched.com/>

Ballard, S. (2024, March14). *Mealtimes for students with individualized healthcare plans: Safety and selfmanagement*. Annual Conference of Council for Exceptional Children, San Antonio, TX. United States. Accepted Presentation. <https://ceconvention.org/2024/session-browser>

Barrett, J. **Kang, J.** Zuiderveen, C. Borders, C., **Courtad, C.A.** (2024, September 25-27). *Adapting Lesson Study to Enhance Tutors' Understanding of Professional Knowledge for Tutoring*. [Research Report]. 2024 National Council of Teachers of Math (NCTM) Research Conference, Chicago, IL.

Blum, C., & Lin, M. (2024, November). *Using early childhood apps infused in universal learning design, culturally responsive pedagogy, and developmentally appropriate practices to enrich student learning*. Presented to National Associate for the education of Young Children, Anaheim, CA

Brobston, S. & **Chung, Y.** (2024, October 16-19). *College and career readiness program constructs for students with disabilities: A systematic review* [Conference session]. The 2024 Division on Career Development and Transition (DCDT) International Conference, Chantilly, VA, United States.

Chlada, A., & **Shelden, D.** (2024, November 15). *Promoting success through policy: Applying culturally responsive principles to teacher advocacy* [Poster presentation]. Illinois Council for Exceptional Children Fall Convention, Naperville, IL.

Choo, S., An, J., & **Shin, M.** (2024, October). *Embedded assessment in educational games: Optimizing NumberShire gameplay data* [Roundtable session]. 46th International Conference on Learning Disabilities, Charlotte, North Carolina.

Chung, Y. (2024, October 16-19). *Peer-implemented strategies for promoting social interactions of college students with intellectual disabilities* [Conference session]. The 2024 Division on Career Development and Transition (DCDT) International Conference, Chantilly, VA, United States.

Chung, Y., Douglas, K. H., & **Kroesch, A. M.** (2024, January). *Equipping paraprofessionals with an inclusive mindset and practices* [Conference presentation]. The 25th International Conference on Autism, Intellectual Disability and Developmental Disabilities (DADD), Honolulu, HI, United States.

Corr, C., **Snodgrass, M. R.**, Chudzik, M., & Oh, J. (2024, May). *Qualitative research in the field of special education: Prevalence, training, and gatekeeping* [Panel]. 20th International Congress of Qualitative Inquiry, Champaign, IL.

Courtad, C.A., **Kang, J.**, Borders, C., Barret, J., Kang, G., Mertens, S., Quast, E., Wu, S., (2024, November 5-8). *One State's Story on High Impact Tutoring and Students with IEPs*. [Paper Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Courtad, C.A., Borders, C., Wu, S., **Kang, J.**, Mertens, S., Failla, J., Kang, G., Quast, E., Barrett, J., (2024, April 11-14). *Dismantling Educational Injustices: Outcomes of Implementing Statewide High Impact Tutoring*. [Roundtable Panel Session] American Educational Research Association Annual Meeting, Philadelphia, PA.

Cuenca-Carlino, Y., **Drenckpohl, D.**, **Lewis-Pratl, K.**, **Peeples, K.N.**, & **Kroesch, A.M.** (2024, February). *Special Education Teacher Preparation: An Innovative Approach to Growing Your Own Special Educators*. Presentation conducted at the 75th Annual American Association of Colleges for Teacher Education (AACTE) Conference. Denver, CO.

Drenckpohl, D., Ramirez, M. (2024, July 18). *Helping communities develop special educators from within* [Conference presentation]. ISAC College Changes Everything Conference, Tinley Park, IL.

Fisher, K. W., Wang, J., & Christensen, B. (2024, December). *Why Should We Teach Digital Citizenship? A Curriculum for Preservice Special Educators*. Poster session at the annual meeting of TASH, New Orleans, LA.

Fisher, K. W., **Ballard, S.**, & Rosen, C. (2024, December). *Grassroots Supported Civic Engagement*. Presentation session at the annual meeting of TASH, New Orleans, LA.

Gremp, M.A. (2024, February). *Using the Past to Elevate Outcomes in the Future*. Poster Presentation at Association of College Educators-Deaf and Hard of Hearing (ACE-DHH), Las Vegas, NV

Hagaman, M. & **Shaheen, N. L.** (2024, May 10). *Collaborating on an accessible cover crop curriculum*. 2024 American Association for Agricultural Education Poster Session Proceedings, Manhattan, KS. <https://aaae.agedweb.org/downloadfile.asp?ID=5968>

Hartle, L., **Kang, J.**, **Causarano, A.**, & Sohn, H. (2024, November 5-8). *Assessment Practices for English Language Learners (ELLs) in the State of Illinois*. [Round Table]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Hatala, E., Simmons, M., & **Shin, M.** (2024, October). *Practices and preferences when using the WJ-IV battery in culturally/linguistically diverse evaluation* [In-progress research roundtable session]. 46th International Conference on Learning Disabilities, Charlotte, North Carolina.

Haughney, K., **Kang, J.**, Fisher, L., VanUitert, V., Devine, S. (2024, November 5-8). *Workshop a JCLEL Case Study, Start Your Next Publication Today!* [Round Table]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Haughney, K., **Kang, J.**, & Cheek, A. (2024, January). *How to Publish in the Journal of Case Learning and Exceptional Learners (JCLEL)*. Division of Autism and Developmental Disabilities (DADD) of Council for Exceptional Children (CEC), Honolulu, HI.

Hossain, G., **Shin, M.**, & Afrose, M. (2024, October). *Bridging the gap: Exploring cybersecurity careers for high school students* [Full paper session]. Frontiers in Education 2024, Washington, DC.

Hossain, G., Hurt, T., & **Shin, M.** (2024, October). *Fundamentals on cyber fraud detection and investigation: Empowering high school students for a secure digital future* [Full paper session]. Frontiers in Education 2024, Washington, DC.

Hossain, G., **Shin, M.**, & Afrose, M. (2024, January). *Empowering K-12 STEM educators: Enhancing cybersecurity awareness through professional development* [Paper presentation]. 42nd IEEE International Conference on Consumer Electronics, Las Vegas, Nevada.

Jackson, H., Yang, S., & **Kang, J.** (2024, November 5-8). *Forge Ahead! Special Education Teachers' AI Use for Students with Disabilities and Ethical Considerations*. [Paper Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Kang, E., Park, H., & **Shin, M.** (2024, February). *Educational policy proposals for students with learning disabilities based on the direction of future education development analyzed through Delphi survey* [Lecture presentation]. 2024 Korea Learning Disabilities Association Winter Academic Conference. Republic of Korea.

Kang, J., **Courtad, C.A.**, Borders, C., Barret, J., Kang, G., Mertens, S., Quast, E., Wu, S., (2024, November 5-8). *Providing Effective Tutor Trainings: Implications to the Special Education Teacher Educators for future Special Education Workforce*. [Multiple Paper Session]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Kang, J., Haughney, K., Cheek, A., Fisher, L., & Devine, S. (2024, November 5-8). *How to Publish in the Journal of Case Learning and Exceptional Learners (JCLEL)*. [Paper Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Kim, E., Zhang, J., & **Kang, J.** (2024, November 5-8). *Forge Ahead with Culturally Responsive Practice by Understanding International Differences in Intellectual Disability, Learning Disability, and Autism Categories in China, Korea, and U.S.* [Multiple Presentations]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Kim, E., Zhang, J., & **Kang, J.** (2024, January). *International Comparisons on Autism and Intellectual Disabilities in China, Korea, and the USA*. DADD CEC, Honolulu, HI.

Ko, D., Mawene, D., Lim, S., **Lee, Y.**, & Yoo, J. (2024, April). *A critical policy analysis of local policy implementation to reduce racial disparities in special education*. [Symposium presentation]. American Educational Research Association (AERA) 2024 Conference. Philadelphia, PA.

Ko, E. H., Bowman-Perrott, L., Park, J., Kang, G., **Kang, J.**, & Park, H. (2024, March). *A metaanalysis of Reading Interventions for Students with EBD*. CEC, San Antonio, TX.

Kroesch, A., Bajwa, N. B., & Hatch, A. (2024, September). *Number lines, cubes, fingers, and more! Kindergarteners are problem solvers*. Presentation conducted at the National Council of Teachers of Mathematics' 2024 Annual Meeting and Exposition. Chicago, IL.

Kroesch, A.M. & MacDonald, B. L. (2024, July). *Part-whole and Fraction Understanding: Dalton and Angela's conceptual understanding*. 15th International Congress of Mathematics Education Conference, Strand A, TSG 2.1: Mathematics education for students with special learning needs, Sydney, AU.

Kroesch, A.M., MacDonald, B. L., & Hunt, J. (2024, January). *Part-Whole and Fraction Understanding: Journeys of Two 3rd Graders with Learning Differences*. Presentation conducted at the 22nd Annual Hawaii International Conference on Education, Waikoloa, HI.

Lee, Y., & Ko, D. (2024). *Decoding the Politics of Power at the Intersection of Disability, Race/Ethnicity, and Language: Policy Discourse and Culturally and Linguistically Diverse Students with Disabilities in South Korea*. [Roundtable presentation]. Korean-American Educational Research Association (KAERA) Conference. Philadelphia, PA.

Lee, Y., Strassfeld, N. M., Choi, S., Choudhury, S., & Manser, S. (2024, April). *Challenging invisibility and restoring hope through the voice of transition-age youths with intellectual and developmental disabilities*. [Roundtable presentation]. American Educational Research Association (AERA) 2024 Conference. Philadelphia, PA.

Lee, Y., Cooc, N. (2024, April). *National trends in homeless students with disabilities*. [Poster presentation]. American Educational Research Association (AERA) 2024 Conference. Philadelphia, PA.

Lee, Y., Handy, T. (2024, April). *Special education services for students with disabilities experiencing homelessness: A systematic review*. [Symposium presentation]. American Educational Research Association (AERA) 2024 Conference. Philadelphia, PA.

MacDonald, B. L., **Kroesch, A. M.**, Hunt, J. H., Bajwa, Neet Priya, Tobias, J., & Barrett, J. (2024, November). *Revisiting Reorganization Learning Theories to Inform Early Childhood Mathematics Education*. Brief Paper presented at the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Cleveland, OH.

MacDonald, B. L., **Kroesch, A. M.**, Hunt, J. H., Bajwa, Neet Priya, Tobias, J., & Barrett, J. (2024, November). *Nuanced Relationships Between Whole Number and Fraction Understandings: Dalton and Angela's Conceptual Resources*. Paper presented at the 46th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Cleveland, OH.

MacDonald, B. L., **Kroesch, A.M.**, & Hunt, J. H. (2024, July). *Reorganization Learning Theories Revisited to Inform Early Childhood Mathematics Education*. 15th International Congress of Mathematics Education Conference, Strand B, TSG 3.1: Mathematics education at early childhood and primary level, Sydney, AU.

MacDonald, B. L., **Kroesch, A.M.**, & Hunt, J. (2024, January). *Young Children's' Whole Number Activity Reorganized for Early Instruction in Mathematics*. Presentation conducted at the 22nd Annual Hawaii International Conference on Education, Waikoloa, HI.

McGraw, M., & Wilhelm, A., Fisher, K. (2024, October). *Sustaining Language for All*. [Interactive Workshop]. International Conference on Literacy, Culture, and Language Education, West Lafayette, IN, United States.

McGraw, M. (2024, July). *Language Awareness Among Special Educators in the United States*. [Poster Presentation]. Association for Language Awareness, Karlsruhe, Germany.

McGraw, M. (2024, April). *Disrupting Deficit Thinking Through Personal Experience* [Roundtable]. American Educational Research Association, Philadelphia, PA, United States.

Mertens, S., Borders, C., **Courtad, C.A.**, Kang., G., Quast, E., **Kang, J.**, Wu, S., Barret, J. (2024, November 6-9). *The Illinois Tutoring Initiative: Findings from A Statewide, High-Impact Tutoring Initiative*. [Paper Presentation]. Association for Middle Level Education (AMLE) Annual Conference. Nashville, TN.

Mertens, S., Borders, C., **Courtad, C.A.**, Kang., G., Quast, E., **Kang, J.**, Wu, S., Barret, J. (2024, McGraw, M. & **Fisher, K. W.** (2024, October). *Sustaining Language for All*. Presentation at the International Conference on Literacy, Cultural, and Language Education, West Lafayette, IN.

Mohammed, S. P., Hossain, G., Ameen, S. Y. Q., Keosouvanh, S., & **Shin, M.** (2024, March). *Designing educational games to teach ethical hacking course in high school (grades 9-12)* [Full paper session]. 14th IEEE Integrated STEM Education Conference. Princeton University, NJ.

Panganiban, J. N., **Ballard, S.**, Bielak, N., Barra, T., & Barrientos, J. (2024, December 6). *National advocacy for federally regulating restraint and seclusion in US schools: A 30-year document analysis study*. Annual Conference of TASH, New Orleans, LA. <https://2024tashconference.sched.com/>

Panganiban, J. N., **Ballard, S.**, Bielak, N., Barra, T., & Barrientos, J. (2024, November 16). *National advocacy for federally regulating restraint and seclusion in US schools: A 30-year document analysis study*. Illinois Council for Exceptional Children Conference, Naperville, IL. United States. <https://www.illinoiscec.net/ilcec/wp-content/uploads/2024/08/2024-ICEC-Fall-Convention-November-14-16-Announcement-rev.pdf>

Panganiban, J. N., **Ballard, S.**, Bielak, N., Barra, T., & Barrientos, J. (2024, November 16). *Preventing the misuse of restraint and seclusion in Illinois schools*. Illinois Council for Exceptional Children Conference, Naperville, IL. United States. <https://www.illinoiscec.net/ilcec/wpcontent/uploads/2024/08/2024-ICEC-Fall-Convention-November-14-16-Announcement-rev.pdf>

Park, J., **Grep, M.A.**, & Ok, M. (2024, March). *Effects of assistive technology instruction on pre-service teachers: A synthesis of literature*. Poster Presentation at the Annual Conference of the Council for Exceptional Children (CEC), San Antonio, TX.

Peeples, K.N., & **Kroesch, A.M.** (2024, October). *Anything AI can do, teachers can do ... better? Examining special education preservice teacher knowledge and experiences with AI*. Presentation at the International Conference on Learning Disabilities (Council for Learning Disabilities), Charlotte, NC.

Roberts, C. A., **Snodgrass, M. R.**, Gilson, C. B., Love, H. R., Yang, X., Badgett, N., & Peterson, J. (2024, April). *Extensive support needs and mixed methods research: A systematic literature review across education subfields* [Paper for Crafting Mixed Methods Research Designs for Unique Educational Contexts and Purposes Roundtable Session]. 2024 Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Shin, M., Park, J., & Kim, S. (2024, April). *Technology-enhanced mathematics instruction for students with learning disabilities* [Concurrent session]. Council for Exceptional Children 2024 Annual Convention. Virtual Conference.

Shin, M., Park, J., & Kim, S. (2024, March). *Technology-enhanced mathematics instruction for students with learning disabilities* [Concurrent session]. Council for Exceptional Children 2024 Annual Convention, San Antonio, TX.

Shin, M. (2024, February). *Knowledge mapping of single-case design research: An analysis with the use of large language transformer model* [Poster presentation]. 32nd Annual Pacific Coast Research Conference, Coronado, CA.

VanUitert, V., Zepp, L., McGuire, S., Deger, G., Malone, J., Haughney, K., & **Kang, J.** (2024, November 5-8). *Considering Diversity, Equity, and Inclusion in Case Writing Recommendations and Guidelines from the Journal of Case Learning and Exceptional Learners DEI Committee*. [Poster Presentation]. Teacher Education Division of Council for Exceptional Children Conference, Pittsburg, PA.

Wells, R., Arora, S., and **Kroesch, A.M.** (2024, January). *Empowering Caregivers to Facilitate Communication with Deaf/Hard of Hearing Children*. Presentation conducted at the 50th Annual Association of College Educators - Deaf and Hard of Hearing (ACEDHH) Conference. Las Vegas, NV.

Wilhelm, A., & **McGraw, M.** (2024, December). *Embracing Intersectionality and Advocating for Asset-Based Pedagogies in Special Education*. [Breakout Session]. The Association for the Severely Handicapped, New Orleans, LA, United States.

Wilhelm, A., Allred, B., Roberts, C., & **McGraw, M.** (2024, January). *Literacy Learning for Elementary Students with Intellectual and Developmental Disability: Teacher Conceptions and Understandings* [Poster Presentation]. Division on Autism and Developmental Disabilities of the Council for Exceptional Children, Honolulu, HI, United States.
<https://custom.cvent.com/D83F2FFFA39B45CAA206CB42ED7F3DC9/files/4f2f1c63d0224d4d8e82c88f234d8921.pdf>

Wilhelm, A., & **McGraw, M.** (2024, January). *Strategies for Supporting Multilingual Learners who use AAC during Shared-Reading* [Roundtable Presentation]. Division on Autism and Developmental Disabilities of the Council for Exceptional Children, Honolulu, HI, United States.
<https://custom.cvent.com/D83F2FFFA39B45CAA206CB42ED7F3DC9/files/4f2f1c63d0224d4d8e82c88f234d8921.pdf>

Wilkenson, A., Bhattacharya, A., Borders, C., Barrett, J., **Courtad, C.A.**, Kang, G., Kang J. Mertens, S., Quast, E., & Wu. S. (2024, February 14-17). *One State's Story of High Impact Tutoring as a Post-Pandemic Approach to Learning Renewal* [Presentation]. National Organization for Student Success Annual Conference, Las Vegas, NV.

Wilkenson, A., Bhattacharya, A., Borders, C., Barrett, J., Courtad, C.A., Kang, G., **Kang J.**, Mertens, S., Quast, E., & Wu. S. (2024, February 14-17). *One State's Story of High Impact Tutoring as a Post-Pandemic Approach to Learning Renewal* [Presentation]. National Organization for Student Success Annual Conference, Las Vegas, NV.

Woodward, J., Bhattacharya, A., **Courtad, C.A.**, Borders, C., Barrett, J., Kang, G., Mertens, S., & Quast, E. (2024, March 17-20). *How to Tutor Diverse Learners: Illinois Statewide Tutoring Initiative Program* [Presentation] Association for the Coaching and Tutoring Profession Conference, Charlotte, NC.

Wu. S., **Kang, J.**, Barrett, J., Borders, C., **Courtad, C.A.**, Kang, G., Mertens, S., & Quast, E. (2024, March 28-30). *Make Training Stick: How to Improve Fidelity and Engagement* [Presentation]. Association of Teacher Educators Annual Meeting, Anaheim, CA.

Wu. S., **Kang, J.**, **Courtad, C.A.**, Borders, C., Barrett, J., Kang, G., Mertens, S., & Quast, E. (2024, February 14-17) *A Comparison of Self-Report and Observational Measures of State-Wide Tutoring Fidelity* [Poster]. National Association for School Psychologists Annual Convention, New Orleans, LA.

Other (including Grants, Awards, and School Consultations)

EXTERNAL GRANTS

Michalak, N. (Principal Investigator). (2023-2024) FY24 Center for Intensive Behavioral Supports (Project No. A24-0019-002) [intergovernmental agreement] Illinois State Board of Education. \$0.

Michalak, N. (Principal Investigator). (2023-2024) FY24 Autism Professional Learning and Universal Supports Project (IDEA Discretionary) (Project No. A24-0025-004) [intergovernmental agreement] Illinois State Board of Education. \$0.

Michalak, N. (Principal Investigator). (2024-2025) FY25 Center for Intensive Behavioral Supports (Project No. A25-0015-001) [intergovernmental agreement] Illinois State Board of Education. \$933,729.00.

Michalak, N. (Principal Investigator). (2024-2025) FY25 Autism Professional Learning and Universal Supports Project (IDEA Discretionary) (Project No. A25-0022-001) [grant] Illinois State Board of Education. \$1,239,899.00.

Shaheen, N. (Principal Investigator). (2024-2029) CAREER: Teachers Learning to be Technology Accessibility Allies to Blind and Low-Vision Students in Science (Project No. A24-0089-001) [grant] National Science Foundation. \$1,543,933.00.

INTERNAL GRANTS

Drenckpohl, D., Grep, M., Kendall, L., & Hochecker, T. (2024). Equipping future teachers of the deaf and hard of hearing for success. Internal Development Grant from Illinois State University, College of Education, Equity Diversity Inclusion Access Seed Grant. Funded for \$5500.

Kang, J., & Shim, S. (2024). Project PROPEL: Promoting Readiness of Preservice Educators in AI Literacy. Scholarship of Teaching and Learning University Research Grants (SoTL URGs), FY25, Illinois State University, \$5,000.

McGraw, M. (2024). Multimodal Data Analysis: Disrupting Marginalization Through Translanguaging in Special Education. University Research Grant Research Fellowship. Illinois State University. \$5,000.

McGraw, M., Choi, W. Presiado, V., & Baca, E.C. (2024, September). The Intersections of Multilingualism and Disability: Keynote Speak and Panel Event. Internal faculty grant submitted to the Office of the Provost's Sage Fund. Amount: \$5,000.

Shin, M. (2024). Linguistics Complexities Impacting Elementary School Students' Difficulty in State-Level Mathematics Assessments: Large Language Models and Bayesian Multilevel Models. University Research Grant External Grant Development. Illinois State University. \$2,800.

Wellenreiter, B. R. & Chung, Y. (2024). Exploring Friendships Between Middle School Students with Disabilities and without Disabilities. University Research Grant Research Fellowship. Illinois State University. \$10,000.

AWARDS

Ely, M. (2024) Million Dollar Club in recognition of individuals who have secured in excess of \$1 million of extramural funding in support of research during their tenure at Illinois State University, Normal, IL.

Peeples, K. (2024). Recognized by Cecilia J. Lauby Teacher Education Center as an ISU Influential Faculty Educator. College of Education, Illinois State University. Normal, IL.

Peeples, K. (2024). Faculty Impact Award. University College, Illinois State University, Normal, IL.

Shaheen, N. L. (2024). Faculty Impact Award. University College, Illinois State University, Normal, IL.

Snodgrass, M. R. (2024). Student Access and Accommodation Services Advocacy Award, Illinois State University, Normal, IL.

SCHOOL CONSULTATIONS/COLLABORATIONS

Ballard, S., & Wirngo, C.N. (2024, March 1). Supporting student achievement: Collaborative school professional partnerships in applying evidence-based practices. North DuPage Special Education Cooperative, Roselle, IL.

Ballard, S., Maloney, C., Steffen, C., & Wirngo, C.N. (2024, February 16). Trauma-informed practices. Benjamin Elementary School, Normal, IL.

Chung, Y. (2024, June 1). Promoting inclusive practices using AAC [Invited presentation]. Department of Special Education at National Chiayi University, Taiwan.

Shin, M. (2024, Winter). Evidence-Based Mathematics Interventions for Students With Learning Difficulties and Learning Disabilities. Special Education Seminar, Catholic University of Korea, Republic of Korea.

Shin, M. (2024, Fall). Cyber Text Mining and Metaverse. PERFECT Cybersecurity Intermediate Online Module, University of North Texas/West Texas A&M University.

Zablocki, M. (2024, October). Special education services in juvenile and adult correctional facilities: Failed policies and procedures in the carceral state. Education Justice Project, Champaign, IL. Invited paper presentation.

OTHER

Ballard, S. Associate Editor. *Research and Practice for Persons with Severe Disabilities (RPSD) Journal*, 2024 – present.

Blum, C. Consulting Editor. *Journal of Emotional and Behavior Disorders*, 2007- Current.

Calabrese Barton, A., Lussenhop, A., **Shaheen, N. L.**, & Menezes, S. (2024, October 23). Connecting Research & Practice, from the Research Perspective. Virtual panel presentation at the Research Infrastructure for Informal Science, Technology, Engineering, and Math Education Conference.

Chung, Y. Consulting Editor. *Intellectual and Developmental Disabilities*, 2019 – present.

Drabek, S. R., Kaniewski, E. O., Millane, G. J., Ruvoli, E. R., & **Shaheen, N. L.** (2024, May 19). *Disability dongle: Another thinking tool for the technoskeptical toolbox*. Civics of Technology. <https://www.civicsoftechnology.org/blog/disability-dongle-another-thinking-toolfor-the-technoskeptical-toolbox>

Ely, M. (2024). *An assessment framework for CVI: Including ventral and dorsal stream*. Illinois AER Conference, Naperville, IL.

Ely, M. (2024). *Developing friendships: Considerations for preschoolers with visual impairments*. 60-minute webinar. Available from StarNet Region I & II.

Ely, M. (2024). *CVI – Meeting Learning Needs Together*. Vision staff training for the state of Kansas.

Fisher, K. W., Bemmell, V., & Wang, J. (November/December 2024). Attending to accessibility and universal design in digital spaces. In J. E. Kramme and C. Tschetter (Eds.). *Frontline Initiative: Supporting and Using Technology*. Institute on Community Integration: University of Minnesota. <https://publications.ici.umn.edu/frontlineinitiative/20-2/attending-to-accessibility-and-universal-design-in-digital-spaces>

Fisher, K. W., Bemmell, V., & Wang, J. (Fall 2024). *Creating accessible and universally designed digital spaces*. Technology Spotlight, AAIDD Technology Interest Network. <https://www.aaiddtech.org/tech-spotlights>

Fisher, K. W. & Davis, M. *Hatch 2024 Campaign for Technology to Support Students with Extensive Support Needs* [Fundraising campaign for SEAT Center], \$3,078.

Hauser, P., Burgstahler, S., **Shaheen, N. L.**, Kunda, M., & Leddy, M. (2024, June14). *Full participation of persons with disabilities in STEM*. Virtual pane lpresentation to the NSF Committee on Equal Opportunities in Science and Engineering.

Johnson, H., Garcia, M., **Kroesch, A. M.**, & Oakes, W. (2024). *Policy to Practice: A Web Based Repository of Individuals, Strategies & Resources Focused Upon the Prevention of & Response to the Maltreatment of Children with Disabilities*. Submitted to the 2024 CEC Interdivisional Grant Program [Funded: \$5,000]

Kang, J. Founder and Editor in Chief. *Journal of Case Learning and Exceptional Learners*, 2022 – present.

Kang, J., Cheek, A. E., & Haughney, K. L. (2024). Bridging Gaps in Special Education: JCLEL's Focus on Diverse Case Studies and Inclusive Practices. *The Journal of Case Learning and Exceptional Learners*, 2(1), 1. <https://doi.org/10.20429/jclel.2024.020101>

Kroesch, A. M. Editor in Chief. *Research, Advocacy, and Practice for Complex and Chronic Conditions: A Journal for Physical, Health, and Multiple Disabilities*, 2023 – present.

Park, J., **Grep, M.**, & Shin, M. (2024). *Integrating educational technology for Individuals with disabilities: Interactive, hands-on, student-centered learning experience*. [R code]. Center for Open Science. https://osf.io/cgmdj/?view_only=c98ebb08447c4ca0b5e1a28f1b0269f2

Shaheen, N. L. (2024). *Getting unstuck: How a few determined educators strategically and serendipitously advanced accessible educational materials*. National Center on Accessible Educational Materials at CAST. <https://aem.cast.org/get-started/resources/2024/getting-unstuck>

Shaheen, N. L., Ruvoli, E., Moore, W., & Kaniewski, E, Ratajczak, M. (2024). *Disability, Learning, and Education: A Guidebook*. Illinois State University. <https://doi.org/10.30707/1728998113.847324>

Educational Administration and Foundations

Journal Articles

James-Galloway, C. D., James-Galloway, A. D., **Rockey, M.**, & Dawson, R. A. (2024). Evading race: A critical race analysis of vocational/career and technical education policy. *Educational Policy*, 38(3), 700-726. doi 10.1177/08959048241231956

Rockey, M. & Collins, J. D. (2024). An introduction to rural minority-serving community colleges. In E. Doran (Ed.), *New Directions for Community Colleges Special Issue on Minority-Serving Community Colleges*. Wiley.

Books

Kyei-Blankson, L., Keengwe, J., & Ntuli, E. (Eds.) (2024). Designing equitable and accessible online learning environments. IGI Global. <https://www.igi-global.com/book/designing-equitable-accessible-online-learning/321653>

Sutton, L. C. (2024). A Higher Education Equity Walk in the Struggle for American Identity: A Case Study in Tempered Radicalism and Innovation.

Book Chapters

Collins, J. D. & **Rockey, M.** (2024). Higher education access and attainment for rural communities 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.

Lugg, Elizabeth T. and Blanchard, Joy. "Students in Higher Education." *Yearbook of Education Law 2024*, Charles Russo, ed., Education Law Association: Cleveland, OH (2022). (Contribution 75%)

Rugutt, J. K., Chemosit, C. C. & Kaloki, P. K. (2024). The Pandemic Influence of Educational Technology: Student Teacher Attachment, and Language: A Quantitative Approach. In Carbonara, D. D., & Tomei, L. A. (Eds.), *Instructional Technology Theory In the Post-Pandemic Era*. (pp. 172-197). IGI Press. Available at: <https://www.igi-global.com/chapter/the-pandemic-influence-of-educational-technology-student-teacher-attachment-and-language-instruction-on-value-of-education/351629>

Weiser, G., DeMartino, L., Bushchman, P. (2024). Towns & Gowns: A Study in Crisis Leadership. In Reardon, J. & Leonard, J. (Eds.) *Volume X: Justice, Equity, Diversity, and Inclusion in Education: School-University-Community Research*. Information Age Publishing

Weiser, G., Dennie, T., & Jallas, M. (2024) Hitting the Books: Scholars and Practitioners Partnering for Intersectional Education. In Mitchell, D. (Ed). *Intersectionality and Higher Education: Theory, Research, and Practice* (3rd ed.). Peter Lang.

Presentations (presented, in-person or virtual)

Ardoin, S., Means, D. R., Cain, E., Wright, N. L., Combs, L. D., & **Rockey, M.** (2024, March). *Race and rurality: Intersections in policy, STEM, and multiraciality* [Conference session]. ACPA College Student Educators International Annual Conference, Chicago, IL.

Emmanuel, A., **Rugutt, J. K.**, Bounouader, M. & Jegede, K. (October 2024). *Impact of Age, Gender, Technology Knowledge, Teacher Preparedness, and ICT Skills on the Use of Technology in Mathematics Instruction*. Paper presented at the Annual Meeting of Midwest American Educational Research Association (MWERA), Cincinnati, OH.

Lugg, Elizabeth T. (2024, November). *Affirmative Action Today: Social Policy and Judicial Reality*, ELA 70th Annual Conference, Orlando, FL.

Nur-Awaleh, M. and Lynch, D. (2024). *An Exploration of Early Intervention Services to Help Struggling Students in General Education*, International Conference on Information Literacy and Education. Virtual presentation in Chicago, IL.

Otto, S. (2024, October 4). *In the Wake: Awash in the Watery Depths of Grief, Loss, & Mourning* [research paper]. Presented at the joint annual meetings of the Society of Philosophy and History of Education and the International Society for Educational Biography, Clayton, MO.

Renn, D.C., Delgado, L., & Thomas, S. (October 2024). *The evolution of problems of practice in the dissertation in practice: Take II*. CPED Annual Convening, Honolulu, HI.

Renn, D.C., Delgado, L., & Thomas, S. (October 2024). *Supporting tempered radical leadership in CPED Ed.D. program for PK12 leaders*. CPED Annual Convening, Honolulu, HI.

Rockey, M. (2024, October). *Student affairs careers in community colleges* [Conference session]. Student Affairs 101, Western Illinois University.

Rockey, M. (2024, August). *Creating an inclusive school environment*. Warrensburg-Latham High School, Warrensburg, IL.

Rockey, M. (2024, May). *Geographic context and opportunity* [Conference session]. Illinois Community College Leadership Institute, Office of Community College Research and Leadership.

Rockey, M. (2024, March). *Best of region 5: Supporting Illinois rural students in higher education* [Conference session]. 2024 National Academic Advising Association Region 5/Region 6 Conference, Milwaukee, WI.

Rockey, M. (2024, March). *Political polarization and inequitable college access*. Redbird Edge, Mid-Level Career Development, Illinois State University.

Rugutt, J. K., Chemosit, C. C., & **Nur-Awaleh, M. A.** (April 2024). *Relational Analysis of Personal Involvement of Student, Critical Thinking Skills, and Collaborative Learning*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA 2024), Philadelphia, PA.

Ruggt, J. K., Chemosit, C. C. & Kaloki, P. K. (February 2024). *The Influence of Individual and School Factors on School Leadership*. Paper presented at the A paper presentation at the Annual Meeting of the National Association of African American Studies & Affiliates (NAAAS), Austin, TX

Other (including Grants, Awards, and School Consultations)

SCHOOL CONSULTATIONS/COLLABORATIONS

Lugg, Elizabeth T. (2024). Professional Development for school psychologists on the law and risk management, Oakland County Intermediate School District, Waterford, MI.

OTHER

Kyei-Blankson, L. Associate Editor. *Multidisciplinary Journal of Distance Education Studies (MJDES)*, 2024.

Otto, S. Co-Editor. *Journal of Philosophy & History of Education*, 2009 – 2024.

Otto, S. (2024). That which we dare not speak: The scourge of wokeness, cancel culture, and the fight for justice [editor's essay]. *Journal of Philosophy and History of Education*, 74(1), v–xviii.

Renn, D.C. Faculty Editor. *Planning & Changing*, 2024.

Centers

Grants

Bettis, S. (Principal Investigator). (2024-2025) FY25 National Board Certification Resource Center (Project No. A21-0008-005) [grant] Illinois State Board of Education. \$298,000.00.

Bettis, S. (Principal Investigator). (2024-2025) FY25 National Board Certification Initiative (E-Grant) (Project No. A25-0041-001) [grant] Illinois State Board of Education. \$4,500,000.00.

Julian, A. (Principal Investigator). (2023) FY24 Homeless Liaison Training Center (HLTC) for the Illinois Community Colleges (Project No. A24-0065-001) [intergovernmental agreement] Illinois Community College Board. \$200,000.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 Early Childhood Professional Development (Project No. A24-0071-001) [intergovernmental agreement] Illinois Community College Board. \$25,000.00.

Julian, A. (Principal Investigator). (2023-2024) Job Training and Economic Development (JTED) Professional Development (Project No. A23-0100-002) [grant] Illinois Department of Commerce and Economic Opportunity. \$0.00.

Julian, A. (Principal Investigator). (2024-2025) ICCB Behind Every Employer (Project No. A24-0076-001) [intergovernmental agreement] Illinois Community College Board. \$320,000.00.

Julian, A. (Principal Investigator). (2024) FY24 WEI Symposium Support (Project No. A24-0082-001) [service agreement] Illinois Central College. \$32,999.00.

Julian, A. (Principal Investigator). (2024-2025) FY25 WIOA Professional Development (Project No. A25-0007-001) [intergovernmental agreement] Illinois Department of Commerce and Economic Opportunity. \$1,100,000.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 Critical Components Tool for Special Education Programs (Project No. A24-0018-002) [intergovernmental agreement] Illinois State Board of Education. \$50,000.00.

Julian, A. (Principal Investigator). (2024-2025) FY25 Developmental Education Reform Act DERA Professional Development Project (Project No. A25-0011-001) [intergovernmental agreement] Illinois Community College Board. \$95,000.00.

Julian, A. (Principal Investigator). (2023-2024) FY24 Autism Training and Technical Assistance Project (ATTA) (Project No. A24-0034-002) [grant] Illinois State Board of Education. \$0.00.

Julian, A. (Principal Investigator). (2024-2025) FY25 Autism Training and Technical Assistance Project (ATTA) (Project No. A25-0037-001) [grant] Illinois State Board of Education. \$100,000.00.

Julian, A. (Principal Investigator). (2024-2025) FY25 ICCB CTE Improvement Project (Project No. A25-0016-001) [grant] Illinois Community College Board. \$420,000.00.

Julian, A. (Principal Investigator). (2024) FY24 IBHE HOUSE Summit (Project No. A24-0088-001) [intergovernmental agreement] Illinois Board of Higher Education. \$24,000.00.

Julian, A. (Principal Investigator). (2024) Learning Renewal Summit (Project No. A24-0103-001) [intergovernmental agreement] Illinois Community College Board. \$95,721.00.

Julian, A. (Principal Investigator). (2024-2025) FY25 Community College Skill Enhancement Conference (Project No. A24-0117-001) [intergovernmental agreement] Illinois Community College Board. \$100,000.00.

Julian, A. (Principal Investigator). (2024-2025) Data Center Curriculum Project (Project No. A24-0118-001) [intergovernmental agreement] Illinois Community College Board. \$45,000.00.

Julian, A. (Principal Investigator). (2024-2025) Allyship Curriculum Enhancement (Project No. A24-0119-001) [intergovernmental agreement] Illinois Community College Board. \$33,000.00.

Julian, A. (Principal Investigator). (2024-2028) Pathways to Partnerships: Improving Transition Outcomes of Illinois Students with Disabilities (Project No. A25-0005-001) [intergovernmental agreement] Illinois Department of Human Services. \$300,000.00.

Julian, A. (Principal Investigator). (2024-2025) ATOMAT COMMUNITY MAPPING PROJECT (A25-0006-001) [intergovernmental agreement] Illinois Community College Board. \$100,000.00.

ISU Laboratory Schools

Journal Articles

Ely, M., Strausbaugh, A., & Yount, A. (2024). Roles and Responsibilities When Learners Have CVI: Perspectives From Vision Professionals. *Journal of Visual Impairment & Blindness*, 118(6), 395-407. <https://doi.org/10.1177/0145482X241297975>

Grants

Brokaw, A. (Principal Investigator). (2024-2026) FY24 School District Library Grant (Project No. A24-0074-001) [award letter] Illinois State Library. \$933.42.

Meyer, S. (Principal Investigator). (2024-2026) SR220056 University High School Facility Improvements (Project No. A24-0107-001) [intergovernmental agreement] Illinois Department of Commerce and Economic Opportunity. \$100,000.00.

Presentations (presented, in-person or virtual)

Hunt, C. S. & **Harnish, D.** (2024, April 12). *Evangelical Christian Literacies and Understandings of Race and Racism in Post-World War II America*. [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA.

Proctor, M & Schahrer, S. (2024). *Problem Based Learning: Engineering a Water Filtration Device*, [Conference presentation]. NISE: Northern Illinois Science Teachers Conference, Naperville, IL.

Seglem, R., **Sutter, K.** (2024 April 25). *Re-imagining Education & the Next Iteration of Teaching and Learning*, [Conference Presentation]. International Association of Laboratory Schools Annual Conference, Ball State University, Muncie, IN.

Seglem, R., **Sutter, K.** (2024 April 25). *Designing an Integrated, Community-based Curriculum*, [Conference Presentation]. International Association of Laboratory Schools Annual Conference, Ball State University, Muncie, IN.

Strode, C. (2024, October 19). *K & 8th Collaborative Animation* [Conference presentation]. Illinois Art Education Conference, Normal, IL.

Strode, C. (2024, December 9). *Enhancing Your Curriculum with Creative Applications* [Conference presentation]. Raising Student Achievement Conference, Oak Brook, IL.

Sutter, K. (2024, December 4). *STEAM Stories* [Monthly Webinar Presentation]. STEAM Stories Learning Network, Northern Illinois University, DeKalb, IL.

Sutter, K. (2024, June 7). *STEAM Stories: Connecting STEAM and Literacy*, [Conference Presentation]. STEAMING It UP! Using MTSS to Support Students in Literacy and STEAM Conference, Aurora, IL.

Sutter, K. (2024, June 7). *Developing a Makers Mindset*, [Conference Presentation]. STEAMING It UP! Using MTSS to Support Students in Literacy and STEAM Conference, Aurora, IL.

Wargo, J. (2024). *Counting and Grouping Strategies: PreKindergarten Problem Solving* [Conference presentation]. National Council of Teachers of Mathematics Fall Conference, Chicago, IL.

Zehr, H. (2024, November 8). *Making Room to Reflect*, [Conference Presentation]. Librarians Educating, Advocating, Making a Difference. Association of Illinois School Library Educators Conference. Tinley Park, IL.

Other

Strode, C. (2024, May 2). Adobe Creative Educator Leader [Awarded designation]. Adobe, San Jose, CA.

Dean's Office

Grants

Appel, K. (Principal Investigator). (2023-2024) FY24 ECE Online Workforce Program at Illinois State University (Project No. A22-0081-003) [grant] Illinois Board of Higher Education. \$89,262.84.

Borders, C. (Principal Investigator). (2023-2024) FY24 Illinois Tutoring Initiative (Project No. A22-0027-015) [intergovernmental agreement] Illinois Board of Higher Education. \$150,000.00.

Borders, C. (Principal Investigator). (2024) Illinois Tutoring Initiative Comprehensive Close-out Report (Project No. A25-0027-001) [intergovernmental agreement] Illinois Board of Higher Education. \$172,829.16.

Jones-Bock, S. (Principal Investigator). (2023-2025) FY25 Redbird Educator Scholars Program (Project No. A25-0028-001) [grant] Illinois State Board of Education. \$288,032.00.