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# **College of Education Scholarship and Research Report**

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**Calendar Year 2022**

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## Teaching and Learning

### Journal Articles

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**Angleton, C. & Zhao, X.** (2022). Storying identity through arts-based readerly responses: Fourth-grade girls represent gender and race. *Language Arts*, 100(2), 110-121.

**Antink-Meyer, A. & Arias, A.M.** (2022). Teachers' incorporation of epistemic practices in K 8 engineering and their views about the nature of engineering knowledge. *Science & Education*, 31, 357–382

Caasi, E. & Dutro, E., Campano, G. **Handsfield, L.J.**, Luong, Q, Sykes, Z. Toliver, S., Valente, P., & Wan, C. (2022). Responsive teaching in action: Working with and in community. *Language Arts*, 9(6), 421-425.

Cline, E., Lingle, L., Ippolito, M., Ksiazek, K. & **Al-Bataineh, A.** (2022). Responsive Classroom Curriculum and its Impact on Student Behavior, *The Turkish Online Journal of Educational Technology*, 21(4), 43-58.

**Falbe, K. N. & Smith, K.W.** (2022). Middle grades IRL: A collective self-study of practices and problems of practice in the context of middle grades teacher education. *Middle School Journal* (53)3, 15-21.

Frieson, B. L., & **Presiado, V. E.** (2022). Supporting Multilingual Black Children: Building on Black Language Genius. *The Reading Teacher*.

Hawkman, A. M., Tofel-Grehl, C., Searle, K., & **MacDonald, B. L.** (2022). Successes, challenges, and surprises: Teacher reflections on using children's literature to explore complex social issues in the elementary classroom. *Teachers and Teaching*, 28(5), pp. 584-602.  
doi.org/10.1080/13540602.2022.2062747

**Husband, T. & Escayg, K.** (2022). Safe and sound: Antiracist curriculum models for the early childhood years classroom. *Mid-Western Educational Research Journal*, 34(2), 168-182.

**Jadallah, M.**, Green, C. S., & Zhang, J. (2022). Video Game Play: Any Association with Preteens' Cognitive Ability Test Performance? *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000364>

**Jones, S.** (2022). Who are you and whose are you? Centering students' identities in how we understand their reading motivations. *Voices from the Middle*, 30(1), 17-20.

**Jones, S.** (2022). Turning away from anti-Blackness: A critical review of adolescent reading motivation research. *Reading Research Quarterly*, 57(4), 1107-1127.

**Kang, G. Y.** (2022). (Re)thinking and (Re)shifting literacy practices toward Culturally Sustaining Ways. *Pathways to Research in Education*, EDU091, 1-17.

**Kline, S., & Kang, G.** (2022). Reflect, reimagine, revisit: A framework for centering critical writing pedagogy. *Language Arts*, 99(5), 300-311.

**Lin, M.** (2022). Practical instructional strategies to support diversity in P-20 classrooms. *Pathways to Research*. EBSCO. [https://www.pathways2research.com/education-1?topic\\_entry=210&page=1](https://www.pathways2research.com/education-1?topic_entry=210&page=1)

**Lucey, T. A.** (2022). Teaching and Integrating Women's Studies into the Classroom: Perspectives of Elementary Teachers. *The Councilor, A Journal of the Social Studies*, 80(2), 4. (Illinois Council for the Social Studies)

**Miller, K.** (2022). Six father-centered strategies for family engagement. *The Teacher Advocate*.

**Miller, K., Stipp, K., & Bertrand, S.** (2022). The intersection of classroom management, student trauma and self-care: Experiences of preservice teachers. *Teacher Development*.

**Miller, K., & Hunt, C.** (2022). A picture is worth a thousand words: Visual microaggressions in teacher education. *The Urban Review*.

Myers, J., Tracy, K., Wall, A., Smetana, L. D., Ikpeze, C. H., **Kline, S. M.**, Raskauskas, J., Scales, R. Q., McQuitty, V., & Hickey, P. (2022). The Teacher's Role in Writing: A Study of Teacher Candidates' Perceptions. *Reading Horizons: A Journal of Literacy and Language Arts*, 61 (3). Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol61/iss3/2](https://scholarworks.wmich.edu/reading_horizons/vol61/iss3/2)

Pacheco, M., Rowe, L., & **Handsfield, L. J.** (2022). Tres estrategias para pedagogías translingüísticas en la ecología del aula. *NABE Journal of Research and Practice*, DOI: 10.1080/26390043.2022.2036081.

**Park, D.**, Park, M., & Walters, L. M. (2022). Innovative teaching to foster teacher candidates' educational cultural competence. *Childhood Education*, 98(5), 36-45. DOI: 10.1080/00094056.2022.2115818

**Percell, J. C.** (2022, October 20). Same old same old: The futility of traditional grading in American schools. *Pathways to Research in Education*. <https://www.pathways2research.com/pte/Same%20Old%20Same%20Old%3A%20The%20Futility%20of%20Traditional%20Grading%20in%20American%20Schools>.

**Reid, S. D.**, Zapata, A., Adu-Gyamfi, M., & Hoffmann, W. (2022). "It might be different from what we think": Critical encounters with linguistically diverse picturebooks in the elementary classroom. *Language Arts*, 100(2), 122-134.

Robinson, A., & **Reid, S.** (2022). An investigation of embodied literacy in an inclusive preschool setting through a critical disability lens. *The International Journal of Early Childhood Learning*, 29(2), 11-23. <https://doi.org/10.188482327-7939/CGP/v29i02/11-23>

Sanden, S., **MacPhee, D. A.**, Hartle, L., Poggendorf, S., & Zuiderveen, C. (2022). The status of phonics instruction: Learning from the teachers. *Reading Horizons: A Journal of Literacy and Language Arts*, 61 (1). Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol61/iss1/5](https://scholarworks.wmich.edu/reading_horizons/vol61/iss1/5)

Searle, K. A., Tofel-Grehl, C., Hawkman, A. M., Suárez, M. I., & **MacDonald, B. L.** (2022). Examining white fragility in the elementary classroom: A case study. *Teaching and Teacher Education*, 17(1), pp. 875-898. doi:10.1007/s11422-022-10121-8.

**Seglem, R.** & Garcia, A. (2022). Multiliteracies in classrooms. In *Oxford Research Encyclopedia of Education*.

**Smith, A.** & Thakurta, A. G. (2022). Feedback redux: Affirming youths' learning lives through a design thinking approach to feedback. *Voices from the Middle*, 29(4).

Suárez, M. I., Hawkman, A. M., Tofel-Grehl, C., **MacDonald, B. L.**, Searle, K., Feldon, D. F., Sommers, T., & Hernandez, M. (2022). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity. *International Journal of Qualitative Studies in Education*, 35(9), pp. 960-979. doi: 10.1080/09518398.2022.2031333

Thakurta, A. G. & **Smith, A.** (2022). Flexibility by and for design: Reimagining learning structures in unsettled times. *Voices from the Middle*, 29(3).

**Wellenreiter, B. R.** & **Lucey, T. A.** (2022). The influence of loyalty on historical truth and the entanglement of teacher education. *Critical Issues in Teacher Education*, (CITE), 29, 40-51.

Wilkins, J. L. M., **MacDonald, B. L.**, & Norton, A. (2022). Construction of subitizing units is related to the construction of arithmetic units. *Educational Studies*, 109, pp. 137-154.

**Zhao, X.** (2022). What kinds of agents?: A framework for creating inclusive classroom libraries. *Talking Points*, 34(1), 2-9.

**Zhao, X.** & **Angleton, C.** (2022). Critical identity literacy with young learners: Exploring gender and race at the intersection of social studies and art. *Social Studies and the Young Learner*, 35(1), 19-31.

## **Books**

Bataineh, M., Abu Al-Rub, M. & **Al-Bataineh, A.** (2022). *Principles of Teaching and Learning*, Cognella, San Diego, CA.

Compton-Lilly, C., Shedrow, S., Hagerman, D., Hamman, L., Chi, Y.K., Kim, J., Lee, S.Y., Papoi, K., **Quast, E.**, Ward, B., Zheng, B. (2022). *Children in Immigrant Families Becoming Literate: A Window Into Identity Construction, Transnationality, and Schooling*. Routledge.

**Hurd, E.** (2022). (Ed.). *2022 Revised Middle Level Teacher Preparation Standards*. Columbus, OH: The Association for Middle Level Education (AMLE).

**Mikulec, E.** & Ramalho, T. (Eds.) (2022). Enacting Critical Pedagogy Online. In S. Steinberg (Ed.), *Counterpoints: Studies in Criticality*. Peter Lang Publishing, Inc.

Roberts, S. L., **Wellenreiter, B. R.**, Strachan, S. L., and Palmer, K. L. (2022). *Teaching Middle Level Social Studies: A Practical Guide for 4th-8th Grades*, 3rd Ed. Charlotte: North Carolina. Information Age Publishing.

**Seglem, R.**, & Bonner, S. (2022). *Igniting social action in the ELA classroom: Inquiry as disruption*. Teachers College Press.

## Book Chapters

**Baca, E.C. & Fruja, R. (2022).** "I know you are trying to help me, but ...": Complexity in supporting immigrant youth and communities through schooling. In M.J. Strickland & L. Roy (Eds.), *Composing Storylines of Possibilities: Immigrant and Refugee Families Navigating School*. Information Age Publishing.

Frieson, B. L., & **Presiado, V. E. (2022).** Using our voices for Black liberation: A letter to dual-language bilingual education teachers from young Black language speakers. In L. Dorner, D. Palmer, E. Crawford-Rossi, C. Cervantes-Soon, & D. Heiman (Eds.), *Activating Critical Consciousness in Dual Language Bilingual Education: From Policy to Pedagogy*.

Hosek, V., & **Percell, J. C. (2022).** Reaching critical depths: Developing teacher candidates' critical pedagogy online. In E. Mikulec and T. Ramalho (Eds.), *Best Practices in Teaching Critical Pedagogy Online*. Peter Lang Publishing.

Lavonen, J., & **Park, D. (2022).** Finnish STEM Education Featured in Middle School Biology, Chemistry and Physics Curricula with Emphasis on PISA Scientific Literacy and Transversal Competencies. In J.V., Clark (Ed.), *STEM Education in the Nation's Schools: A Call to Action for Linking Equity, Access, and Excellence for Effective Teaching and Learning of Underserved Students*. Johns Hopkins University Press.

**Lucey, T. A., & Cooter, K. S. (2022).** "I am not a field hand.": Spirituality, mindfulness, and financial literacy. In N. Keefer & T. Flint. *Mindful Social Studies: Frameworks for Social Emotional Learning and Critically Engaged Citizens* (pp. 243-259). Lexington Books.

Miller, P.C. (deceased), & **Mikulec, E.A. (2014/2022).** Pre-service teachers confronting issues of diversity through a radical field experience. In J.W. Schwieter, J.A. Rivera Torres, & P. Iida, (deceased) (Eds.), *ISLS Readings in Language Studies Volume 9 Engaging in Critical Language Studies*, (169-188). Information Age.

**Presiado, V. E., & Frieson, B. L. (2022).** Black multimodal magic: Exploring the multimodal flexibility of Black children participating in an elementary dual-language bilingual education program. In S. Brown & L. Hao (Eds.) *Multimodal Literacies in Young Emergent Bilinguals: Speaking back to Print-Centric Practices*.

Williams, P. & **Skinner, E. (2022).** A District's Dual Needs: Bilingual Teachers Who "Look Like Our Students." In C. Gist and T. Bristol (Eds), *Handbook of Research on Teachers of Color and Indigenous Teachers*. American Educational Research Association.

## Presentations (presented, in-person or virtual)

Adu-Gyamfi, M., Zapata, A., & **Reid, S. (2022, February).** *Entering into reflections toward change as critical literacy social educators*. Paper presented at the annual meeting of the National Council of Teachers of English Assembly on Research

**Angleton, C. & Zhao, X. (2022, Mar.).** *Storying Identity: Fourth Grade Girls Construct Meaning in an Arts-Based Book Club*. Georgia Conference on Children's Literature, Athens, GA.

**Angleton, C., Wellenreiter, B. R., Zhao, X.** (2022, March). *Who are the Patriots? Troubling Diverse Representation in "Patriotic" Picturebooks*. Presentation at the Georgia Conference on Children's Literature. Athens, GA.

**Antink-Meyer, A., & Brown, R.** (2022). *Teachers' curiosity about engineering, engineered objects and phenomena and their confidence for teaching elementary engineering*. Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. <https://strategy.asee.org/41650>

Arellanes, J., Aceves, L., & **Miller, K.** (2022, November). *Latina mothers' educational support positively influences adolescent academic resilience*. National Council on Family Relations Annual Meeting, Minneapolis, MN.

Blum, C. & **Lin, M.** (2022, November). *Access for all learners: Using Universal Design for Learning and culturally responsive pedagogy with developmentally appropriate and culturally responsive apps in the early childhood classroom*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Washington DC.

Bresnahan, C., Peterson, E. G., & **Hattan, C.** (2022, July). *Why teachers might choose a neuromyth: The relationships among beliefs about learning styles, educational priorities, and instructional decisions* [Poster session]. International Mind, Brain, and Education Society, Montreal, Canada.

Brinegar, K., Harrison, L., & **Hurd, E.** (2022, November 5). *Writing for Publication*. Presented by the Research Advisory Committee (RAC) at the AMLE 2022 Annual Conference and Exhibit (49th). Orlando, Florida.

Brough, J., Bergmann, S., **Mertens, S. B.**, Chandler, A., Cort, J. & Williams, J. (2022, Nov). *John Lounsbury and Conrad Toepfer – A discussion of the founders' visions*. Paper presented at the annual conference of the Association for Middle Level Education, Orlando, FL.

**Brown, R., & Antink-Meyer, A.** (2022). *Views about the nature of engineering knowledge among secondary (6-12) technology and engineering teachers*. Paper presented at 2022 ASEE Annual Conference & Exposition, Minneapolis, MN. <https://strategy.asee.org/41655>

Castro, A., & **Reid, S.** (2022, October). *Teaching racial civic literacy with young adult fiction*. Paper presented at the annual meeting of the Association of Teaching and Curriculum, Chicago, IL.

Cline, E., Lingle, L., Ippolito, M., Ksiazek, K. & **Al-Bataineh, A.** (2022). Co-presented research paper virtually at the International Educational Technology Conference (IETC 2022). Cyprus International University in Nicosia (Lefkosa), North Cyprus (TRNC).

**Falbe, K. N.**, & Smith, K. W. (2022, Nov). *Supporting middle grades pre-service teachers' competencies in critical reflection*. Roundtable presentation for MLER SIG at the annual meeting of the American Middle Level Association, Orlando, FL.

**Falbe, K. N.**, & Smith, K. W. (2022, April). *Course Correction: Reimagining 21st century teacher education through a critical anti-racist lens, a collective self-study*. Paper presented at the annual meetings of American Educators Research Association, San Diego.

Gilles, C., Pierce, K. M., & Reid, S. (2022, November). *Searching for the openings: Exercising teacher agency for social justice in ELA classrooms*. Paper presented at the annual meeting of the National Council of Teachers of English, Anaheim, CA.

**Handsfield, L. J., Hunt, C. S., & Valente, P. M.** (2022). *Metapositional awareness for language and literacy teaching*. Paper presented at the Literacy Research Association's 72nd Annual Meeting, November 29, 2022, Phoenix, AZ.

**Harms, S.E.** (2022, April 8). *Perceptions and Needs of Cooperating Teachers*. Paper presented at the 35th Annual Meeting of the Association of Teacher Educators Midwest Conference, Normal, IL.

**Harms, S. E.** (2022, July 29). *Cooperating Teachers: Experts or Co-Learners?* Paper presented at Association of Teacher Educators 2022 Summer Conference, Nashville, TN.

**Hattan, C.** (2022 November) (Discussant). *Language, literacy, and early learning* [Paper session]. Literacy Research Association, Phoenix, AZ.

**Hattan, C.** (2022, April) (Discussant). *Effective and equitable literacy instruction* [Paper session]. American Educational Research Association, San Diego, CA.

**Hattan, C., & Hunt, C.S.** (2022, April 21-26). *Elementary school: Equitable literacy assessments*. In H. Fives (Chair), *Ethical dilemmas in teaching practice: Considerations for teacher education* [Working Group Roundtable]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

Hinman, T., B., Baumann, J., **Kang, G. Y.**, Lemley, S., M., Peltier, M. (2022, December). *The Potential of Tender Geographies: A Cartographical Analysis of Teacher Candidates' Conceptualizations of Community*. Paper presented at Literacy Research Association Annual Conference, Phoenix, AZ

**Hurd, E., Diaz, C., Pettit, S., Poehner, P., & Wall, A.** (2022, November, 5). *Using Rubrics and Supporting Teacher Preparation Ideas with the New AMLE SPA Standards*. Presented by the Professional Preparation Advisory Committee (PPAC) at the AMLE 2022 Annual Conference and Exhibit (49th). Orlando, Florida.

**Husband, T.** (2022, October). *Improving literacy outcomes in Black boys across the P-12 spectrum: What does the research say?* Paper presented at the annual meeting of the Midwestern Educational Research Association (MWERA). Cincinnati, OH.

**Jones, S.A.** (2022, November). *Definitional, conceptual and methodological challenges in adolescent theory, research, and practice*. Panel discussion accepted at the Literacy Research Association's 72nd Annual Conference, Phoenix, AZ.

**Jones, S.A.** (2022, November). *Culturally sustaining adolescent reading motivation: Eliciting students' perspectives to reimagine a hegemonic construct*. Paper presented at the International Conference on Urban Education Biennial Meeting, Cancun, Mexico.



**Jones, S.A.** (2022, April). *Collaboration, skills integration, and liberation: How Black girls' collective reading motivation redefines a prevalent concept*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA/Virtual.

Jones, S.A. (2022, February). *What does reading motivation mean to you?: Employing artifact-elicited interview methods to center the perspectives of Black girl readers*. Paper presented at the National Council of Teachers of English Assembly for Research, Virtual.

**Kang, G.**, Tondreau, A., **Kline, S.**, Raskauskas, J., Wall, A., Chen, X., Yang, S., Ikpeze, C., Hong, H., Smetana, L. (2022, December). *"It never occurred to me to question the idea of standard English all together": Teacher Candidates Grappling with Critical Language Awareness*. Roundtable paper presented at Literacy Research Association Annual Conference, Phoenix, AZ

**Kang, G.**, & **Kline, S.** (2022, November). *Toward Transformative and Humanizing Critical Writing Pedagogy*. Paper at National Council of Teachers of English Annual Conference, Anaheim, CA.

**Kang, G.**, & **Kline, S.** (2022, November). *Towards a critical approach: A tool and framework to analyze and transform writing pedagogy*. Presented at the National Council of Teachers of English Convention, Anaheim, CA.

**Lin, M.** (2022, November). *Collaboration between the teacher education program and the community: It's a win-win*. Paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators, Washington DC.

**Lin, M.** (2022, April). *Preservice teachers' perceptions of short-term study abroad*. Paper presented at the annual meeting of the CAERDA, San Diego, California.

**Lin, M.** (2022, January). *E-service-learning in a global pandemic: A continuous service-learning program for teacher candidates*. Poster presented at the 2022 Symposium on Teaching and Learning.

Litster, K. & **MacDonald B. L.** (2022, November). *Relationship Between Discourse and Students' Evaluation of Strategies to Subtract Fractions with Mixed Numbers*. Paper presented at the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Nashville, TN.

**Lucey, T. A.**, & **Zhao, X.** (2022, April). *"We need to be unbiased but not complacent": Changes in PK-6 Preservice teachers' Views on Teaching about the Presidential Election*. Midwest Association of Teacher Educators. Normal, IL.

**MacDonald, B. L.** & Tanck, H. (2022, November). *Number Talks: Preliminary Relationships Between Teachers' Use of Questions and Students' Agency*. Paper presented at the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Nashville, TN.

**MacDonald, B. L.**, Zwanch, K., Kerrigan, S., Boyce, S., Byerley, C., Moss, D., Bertolone-Smith, C. M., Grabhorn, J., & Roman, C. (2022, November). *Complex Connections: Reimagining Units Construction and Coordination with Algebraic and Covariational Reasoning*. Working Group Paper presented at the 44th

Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Nashville, TN.

**MacDonald, B. L.** (2022, November). *Number Talks: Teachers' Use of Questions, Students' Agency, and Teacher Planning*. HAMTE-KAMTE FALL 2022 Virtual Preservice Teacher Conference, IN/KY.

**MacDonald, B. L.** (2022, June). *Young Children's Subitizing Related to Their Ability to Count On*. STEM Best Practices Conference, Ogden, UT

Main, K., Whatman, S., **Mertens, S. B.**, & Caskey, M. M. (2022, Nov). *Building shared knowledge: The health and well-being of middle grades youth*. Symposium presented at the annual conference of the Australian Association for Research in Education, Adelaide, South Australia.

Martinez, D.C., Wong, C.P., **Hunt, C.S.**, et al. (2022, April 21-26). *Considering culture as/through language and social processes* [Workshop]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

**Mertens, S. B.**, Caskey, M. M., Main, K., & Whatman, S. (2022, Nov). *Building shared knowledge: The health and well-being of middle grades youth*. Symposium presented at the annual conference of the Association for Middle Level Education, Orlando, FL.

**Mertens, S. B.**, & **Falbe, K. N.** (2022, Nov). *Effectiveness of the Illinois' Schools to Watch Program: A Summary of the Research*. Paper presented at the annual conference of the Association for Middle Level Education, Orlando, FL.

**Mertens, S. B.**, Caskey, M. M., Main, K., & Whatman, S. (2022, April). *Building shared knowledge: The health and well-being of middle grades youth*. Symposium accepted for presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

**Mikulec, E.** & Adams, J. (2022, October 9-14). *The emerging tropes of equity, diversity, and inclusion. Critical Pedagogy and Transformative Leadership* Congress Annual Meeting, A Coruña, Spain.

**Miller, K.**, James, L., Arellanes, J., & Weissgerber-Mellett (2022, April). *Examining the role of mothers in supporting or limiting father involvement*. American Education Research Association Annual Meeting. San Diego, CA.

**Miller, K.** & Stipp, K. (2022, April). *Deficit-based ideologies and trauma-informed teaching in teacher education*. American Education Research Association Annual Meeting. San Diego, CA.

**Miller, K.**, & Arellanes, J. (2022, May). *Bringing criticality and consensus to community-based research on father engagement*. International Congress on Qualitative Research Annual Meeting, Champaign, IL (remote).

**Miller, K.** (2022, November). *The consequences of "trauma-informed" messages in preservice preparation and perceptions of families*. National Council on Family Relations Annual Meeting, Minneapolis, MN.

Moss, D. L., Bertolone-Smith, C., Boyce, S., **MacDonald, B. L.**, & Grabhorn, J., (2022, February). *Teaching Online Mathematics Methods While Staying True to Your Teaching Philosophy*. Presentation conducted at the 26th Annual Conference of the Association of Mathematics Teacher Educators (AMTE), Las Vegas, NV.

Olgun-Baytas, M., Zapata, A., Kuby, C. R., Price, E., & **Reid, S. D.** (2022, December). *Early childhood teachers' beliefs and understandings about early language and literacy instruction in the United States Midwest*. Paper presented at the annual meeting of the Literacy Research Association, Phoenix, AZ.

**Park, D.** (2022). *Inquiry-based STEM Education: Engineering Design Focus*. Paper presented at CONGRESS 2022 TECNOEDU: Educational Digital Transformation in the Evolution of the Curriculum, UNAN University in Managua, Nicaragua, Nov. 18, 2022.

**Quast, E.** (2022, July). *I Talk Normal: Attending to Raciolinguistics in Early Learning Environments*. Session presented at the summer meeting of the National Council for Teachers of English, Louisville, GA.

**Quesenberry, A.**, & Zaghawan, H. (September, 2022). *Using action research to improve practice: Got questions? We've got answers*. Division of Early Childhood (DEC) of the Council for Exceptional Children's (CEC) International Conference, Chicago, IL.

**Quesenberry, A.**, White, E., Walter, M., & Meeker, L. (October, 2022). *Elevating the ECE workforce through education*. Illinois Association for the Education of Young Children, Springfield, IL.

**Quesenberry, A.**, & Doubet, S. (October, 2022). *Supporting social and emotional development in a post-pandemic world*. Illinois Association for the Education of Young Children, Springfield, IL.

**Reid, S. D.** (2022, December). *Investigating early childhood teachers' perspectives and practices about read-alouds with diverse children's literature: A multiple case study*. Paper presented at the annual meeting of the Literacy Research Association, Phoenix, AZ.

**Reid, S. D.** (2022, November). "Why can't we go a little bit deeper?" *How primary teachers add layers of complexity in their read-alouds with diverse books*. Paper presented at the annual meeting of the National Council of Teachers of English, Anaheim, CA.

Reynolds, D. & **Hattan, C.** (2022, December). *Fair or foul? Interrogating the outsized role of baseball knowledge in studies of knowledge and comprehension*. In M. Fitzgerald (Chair), Examination of meaning making processes and contexts [Paper session]. Literacy Research Association, Phoenix, AZ.

Sanden, S. & **Quesenberry, A.** (January, 2022). *Student teaching in a pandemic world: Perspectives and implications*. Association of Teacher Educators Conference, Chicago, IL.

**Seglem, R.**, Clark, S., Skillen, M., & Muhammad, G. (2022, November). *Genius in the Middle: Voices from the Middle Explores Culturally and Historically Responsive Literacy in the ELA Classroom*. Presentation at the National Council of Teachers of English National Convention, Anaheim, CA.

**Seglem, R.** (2022, November). *Meet the NCTE Editors*. Panelist at the National Council of Teachers of English National Convention, Anaheim, CA.

**Seglem, R.** (2022, November). *#Why Middle Matters – Illuminating the Middle: Censorship, Sustainability, and Finding Light in a Climate of Fear*. Roundtable leader at the National Council of Teachers of English National Convention, Anaheim, CA.

**Seglem, R.** (2022, November). *Nurturing and Sustaining Critical Educators: A Mentoring and Network Session*. Roundtable leader at the National Council of Teachers of English National Convention, Anaheim, CA.

**Smith, A.** (September, 2022). *Ethical dimensions of community mapping for combating online disinformation*. Canadian Government PCH-SSHRC Initiative for Digital Citizen Research (Connection). University of Lethbridge, Lethbridge, Canada.

Smith, K. W., & **Falbe, K. N.** (2022, Nov). *Architecting change: Building classroom communities for equity and access*. Speed Learning presentation at the annual meeting of the American Middle Level Association, Orlando, FL.

Smith, K. W., & **Falbe, K. N.** (2022, Nov). *The power of annotation: A tool for critical friendship & effective instruction*. Roundtable presentation for NAPOMLE at the annual meeting of the American Middle Level Association, Orlando, FL.

Tanck, H. & **MacDonald, B. L.** (2022, November). *Elementary Mathematics Teachers' Assemblage of Number Talks: An Inquiry Guided Approach*. Paper presented at the 44th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA), Nashville, TN.

Waring, S., & **Walker, I.** (December 2022). *Teaching with Primary Sources in Revolutionary Ways*. Presented at the National Council for the Social Studies, Philadelphia, PA.

**Wellenreiter, B. R.** (2022, December). *Political Positioning of Social Studies Teachers in the Classroom*. Paper Session Chair and Discussant. College and University Faculty Assembly Annual Conference, Philadelphia, PA.

**Wellenreiter, B. R.** (2022, October). *What can ICSS do for you? Conversations with ICSS Leadership*. Presentation at the Illinois Council for the Social Studies Fall Conference, Harper College, Palatine, Illinois.

**Wellenreiter, B. R.** (2022, February) *Patriotism in the middle level classroom: Deliberative discussions of "love of country."* Presentation at the Illinois State University Department of History History/Social Science Teacher Symposium, Normal, IL.

**White, E. S.** (2022, February). *Preservice teachers' future civic teaching*. Paper presented at the annual Association of Teacher Educators Conference, Chicago, IL.

Zapata, A., Adu-Gyamfi, M., **Reid, S.**, Hoffmann, W., Johnson, K., & Bushman, L. (2022, November). *Enlivening critical reader response encounters with picturebooks in the early childhood and elementary classroom*. Accepted for presentation at the annual meeting of the National Council of Teachers of English, Anaheim, CA.

**Zhao, X., Angleton, C., & Wellenreiter, B.R.** (2022, February). *P is for patriotism: Red, (very) white, and blue narratives in children's patriotic picturebooks*. ISU Department of History History/Social Science Teacher Symposium, Normal, IL.

**Zhao, X., & Angleton, C.** (2022, April). *"I Imagined her with brown hair and peach skin": Examining Children's Assumptions in Their Transactions with Books*. AERA Annual Meeting, San Diego, CA.

## **Other (including Grants, Awards, and School Consultations)**

### **GRANTS**

**Bates, A.** (Principal Investigator). (2022-2024) ECE Online Workforce Program at Illinois State University (Project No. A22-0081-001) [grant] Illinois Board of Higher Education. \$1,758,964.90.

**Lucey, T.** (Principal Investigator). (2022-2023) The Art of Teaching Feminism and Women's Rights in Urban Contexts using Primary Sources (Project No. A22-0029-002) [grant] Library of Congress. \$0.

### **AWARDS**

**Angleton, C.** (2022). Illinois State University Impact Award. Illinois State University. Normal, IL.

**Meyer, B.** (2022). Outstanding Leadership Award, College of Education, Illinois State University. Normal, IL.

**Falbe, K.N.** (2022). University of Illinois Service Initiative Award. Illinois State University. Normal, IL.

**Percell, J.** (2022). IPA Building Bridges Award, RAS-Illinois State University Partnership.

**Presiado, V.E.** (2022). University Research Initiative Award Nominee for the College of Education. Illinois State University. Normal, IL.

**Seglem, R.** (2022). Multicultural Leadership Program. Illinois State University. Normal, IL.

**Smith, A.** (2022). College of Education Outstanding Teaching Award. Illinois State University. Normal, IL.

**Wellenreiter, B. R.** (2022). Teaching Initiative Award Nominee. Illinois State University. Normal, IL.

**Wellenreiter, B. R.** (2022). Outstanding Service Award Nominee. Illinois State University. Normal, IL.

**Zhao, X.** (2022). University Research Initiative Award Nominee for the College of Education. Illinois State University. Normal, IL.

### **SCHOOL CONSULTATIONS/COLLABORATIONS**

**Hattan, C., & MacPhee, D.** (Fall 2022). Pontiac Professional Learning: Developing an Interdisciplinary Unit of Study. Pontiac School District 429.

**Husband, T.** (2022). Helping children develop positive racial attitudes. Early Learning Children's Services Division. Durham, Canada.

**Husband, T.** (2022). Building anti-racist partnerships between racially diverse families and early childhood professionals. Early Learning Children's Services Division. Durham, Canada.

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

**Quesenberry, A.** (September 2022). Pyramid Model Fidelity. Decatur Public Schools, Decatur, IL.

Stipp, K., & **Miller, K.** (2022, June). Stepping into trauma: Resilience-building for Nurses. ISU Symposium on Ambulatory Care – Mennonite College of Nursing. Illinois State University.

## **OTHER**

**Falbe, K.N.** (2022). AMLE Advocacy Committee. Professional Preparation and Credentialing of Middle Level Teachers: Executive Summary. <https://www.amle.org/professional-preparation-and-credentialing-of-middle-level-teachers/>

**Hattan, C.**, (Presenter), Lupo, S. M. (Presenter), Downs, J. (Host/Co-Producer), & Wells, P. (Co-Producer). (2022, August 31) Knowledge and Literacy Instruction with Dr. Courtney Hattan and Dr. Sarah Lupo [Audio Podcast]. Retrieved from <https://teachingliteracypodcast.com/e36-knowledge-and-literacy-instruction-with-dr-courtney-hattan-and-dr-sarah-lupo/>

**Hurd, E.** (2022). Executive Summary: Professional Preparation and Credentialing of Middle Level Teachers. *Association of Middle Level Education (AMLE)*. Available: <https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf>

**Hurd, E.** (2022). (Ed.). 2022 Revised AMLE Middle Level Teacher Preparation Standard: Public copy. *Association of Middle Level Education (AMLE)*. Available: <https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf>

**Hurd, E.** (2022). (Ed.). 2022 Revised AMLE Middle Level Teacher Preparation Standards: Member copy. *Association of Middle Level Education (AMLE)*. Available: <https://www.amle.org/professional-preparation/>

**Hurd, E.** (2022). *FINAL Program Accreditation Report for Middle Level Education: University One - Eighteen*. Council for the Accreditation of Educator Preparation (CAEP).

**MacPhee, D.** & Paugh, P. (2022, November 10). Literacy assessment as advocacy: Learning to be literate: More than a single story, part II. <https://ncte.org/blog/2022/11/literacy-assessment-advocacy-part-ii/>

Paugh, P. & **MacPhee, D.** (2022, September 21). Literacy assessment as advocacy: Learning to be literate: More than a single story, part I. <https://ncte.org/blog/2022/09/literacy-assessment-advocacy-part-i/>

## Special Education

### Journal Articles

Andzik, N. R., & **Chung, Y.** (2022). Augmentative and alternative communication for adults with complex communication needs: A review of single-case research. *Communication Disorders Quarterly*, 43(3), 182-194. <https://doi.org/10.1177/1525740121991478>

Appenzeller, M. C., & **Gardiner-Walsh, S.** (2022). Confronting genetic research and genetic counseling in historical deaf research: Review of the book *Eradicating deafness? Genetics, pathology, and diversity in twentieth-century America*. *American Annals of the Deaf*, 167(4), 533-542. ISSN: 0002-726X

Bakken, J.P., **Courtad, C.A.**, & \*Stassen, D. (2022). Technology and Accommodations at University Centers for Students with Disabilities. In: Uskov, V.L., Howlett, R.J., Jain, L.C. (eds) *Smart Education and e-Learning - Smart Pedagogy*. SEEL-22 2022. *Smart Innovation, Systems and Technologies*, vol 305. Springer, Singapore. [https://doi.org/10.1007/978-981-19-3112-3\\_22](https://doi.org/10.1007/978-981-19-3112-3_22) Peer Reviewed

Biggs, E. E., Rossi, E. B., Douglas, S. N., Therrien, M. C. S., & **Snodgrass, M. R.** (2022). Preparedness, training, and support for augmentative and alternative communication telepractice during the COVID-19 pandemic. *Language, Speech, and Hearing Services in Schools*, 53(2), 335–359. [https://doi.org/10.1044/2021\\_LSHSS-21-00159](https://doi.org/10.1044/2021_LSHSS-21-00159)

Biggs, E. E., Therrien, M. C. S., **Snodgrass, M. R.**, Douglas, S. N., & Rossi, E. B. (2022). Voices from the field: Strategies for effective telepractice for children with autism who use augmentative and alternative communication (AAC). *Perspectives of the ASHA SIG Group #1*. [https://doi.org/10.1044/2021\\_PERSP-21-00229](https://doi.org/10.1044/2021_PERSP-21-00229)

Biggs, E. E., Therrien, M. C. S., Douglas, S. D., & **Snodgrass, M. R.** (2022). Augmentative and alternative communication telepractice during the COVID-19 pandemic: A national survey of speech-language pathologists. *American Journal of Speech-Language Pathology*, 31(1), 303–321. [https://doi.org/10.1044/2021\\_AJSLP-21-00036](https://doi.org/10.1044/2021_AJSLP-21-00036)

Bonnike, D., Douglas, K. H., **Chung, Y.**, & Peterson-Karlan, G. (2022). Social positioning to increase communication of adults with severe and multiple disabilities. *Intellectual Developmental Disabilities*, 60(1), 1-15. <https://doi.org/10.1352/1934-9556-60.1.1>

Carlisle, L., VanUitert, V., Kennedy, M., Rodgers, W., Romig, J., Morris-Mathews, H., & **Peeples, K.** (2022). Intersectionality in inclusive science classrooms: Enhancing student performance via multimedia teacher PD. *Journal of Special Education Technology*. Advance online publication. <https://doi.org/10.1177/01626434221088023>

**Causarano, A.R.** (2022). Self-study, Ideology, and Teacher's Self-Knowledge in Guiding Curriculum Decisions," *Northwest Journal of Teacher Education*: Vol. 17(2), 1-11. <http://dx.doi.org/10.15760/nwjte.2022.17.2.8>



**Causarano, A.** (2022). Courageous Conversation: Looking Back Looking Forward as a Literacy Instructor in Higher Education. A Self-Study in Teaching and Learning. *The Educational Forum*. Published online. <https://doi.org/10.1080/00131725.2021.2017532>

Chudzik, M., Corr, C., & **Fisher, K. W.** (2022). Trauma: Early childhood special education teachers' attitudes and experiences. *Early Childhood Education Journal*, <https://doi.org/10.1007/s10643-021-01302-1>

**Chung, Y.,** & Douglas, K. H. (2022). A low-intensity paraprofessional-delivered peer training in inclusive high school classrooms. *Focus on Autism and Other Developmental Disabilities*. Advance online publication. <https://doi.org/10.1177/108835762211379>

Corr, C., Love, H., **Snodgrass, M. R.,** Kern, J., & Chudzik, M. (2022). Methodological training in special education doctoral programs: A mixed methods exploration. *Teacher Education and Special Education*. Advance online publication. <https://doi.org/10.1177/08884064221103902>

**Ely, M.** (2022). A Book Review of Babies with CVI: Nurturing Visual Abilities and Development in Early Childhood, by Anne McComiskey. *Journal of Visual Impairment and Blindness*, 116(3), 440-441. <https://doi.org/10.1177/0145482X221112005>

**Ely, M.,** Ostrosky, M., & Barton, A. (2022). The social validity of using the matrix approach in early intervention with children who are blind or visually impaired. *Journal of Visual Impairment and Blindness*, 116(2), 230 – 239. <https://journals.sagepub.com/doi/10.1177/0145482X221086644>

**Ely, M.** & Ostrosky, M. (2022). Single case design: Changing practices of early intervention professionals serving children with visual impairments. *Early Childhood Education Journal*, 50(6), 937-947. <https://doi.org/10.1007/s10643-021-01222-0>

Kaczorowski, T, McMahon, D., **Gardiner-Walsh, S.,** Hollingshead, A (2022) Designing an Inclusive Future: Including diversity and equity with innovations in special education technology. *Teaching Exceptional Children*. <https://doi.org/10.1177/00400599221090506>

**Kang, J.,** & Shin, M. (2022). Special Education of South Korea: Policies and Issues. *Journal of Special Education Preparation*, 2(1), 70-78. <https://doi.org/10.33043/JOSEP.2.2.70-78>

**Kang, J.,** Haughney, K., & Cheek, A. (2022). Case studies on students with IDD and moderate to extensive support needs: Document analysis. *DADD Online Journal*, 9(1), 97-117. <https://files.constantcontact.com/195b0203701/10d2965e-caf4-4626-8a75-4588a4c533fc.pdf?rdr=true>

**Kang, J.,** & **Gardiner-Walsh, S.** (2022). Early career special education teachers' views on preclinical field experience in rural areas. *Theory and Practice in Rural Education*, 12 (1), 41-63. <https://doi.org/10.3776/tpre.2022.v9n1p4-63>

**Kroesch, A. M.,** Jozwik, S., Douglas, K. H., **Chung, Y.,** Uphold, N. M., & Baker, E. (2022). Using technology to support academic learning. *The Journal of Special Education*, 56(3), 158-167. <https://doi.org/10.1177/00224669211070563>

Park, R., & **Kang, J.** (2022). Parenting and educational involvement of Korean mothers during the COVID-19 pandemic. *International Journal of the Whole Child*, 7(2), 28-38.  
<https://libjournals.mtsu.edu/index.php/ijwc/article/view/2307/1343>

**Shaheen, N. L.** (2022). Technology accessibility: How U.S. K-12 schools are enacting policy and addressing the equity imperative. *Computers & Education*. 179(April, 2022), 1-12.  
<https://doi.org/10.1016/j.compedu.2021.104414>

**Shaheen, N. L.** (2022). Accessibility4Equity: Crippling technology-mediated compulsory education through sociotechnical praxis. *British Journal of Educational Technology*. 53(1), 77-92.  
<https://doi.org/10.1111/bjet.13153>

**Snodgrass, M. R.**, Chung, M. Y., Kretzer, J., & Biggs, E. (2022). Rigorous assessment of social validity: A scoping review of a 40-year conversation. *Remedial and Special Education*, 43(2), 114–130.  
<https://doi.org/10.1177/07419325211017295>

VanUitert, V. J., Kennedy, M. J., **Peeples, K. N.**, Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2022). Enhancing science performance of middle school students with and without developmental and behavioral-based disabilities using the Content Acquisition Podcast Professional Development approach. *Journal of Research in Science Teaching*. <https://doi.org/10.1002/tea.21808>

Walker, V. L., & **Chung, Y.** (2022). Augmentative and alternative communication in an elementary school setting: A case study. *Language, Speech, and Hearing Services in Schools*, 53(1), 167-180.  
[https://doi.org/10.1044/2021\\_LSHSS-21-00052](https://doi.org/10.1044/2021_LSHSS-21-00052)

## Books

Thompson, J. R., Walker, V. L., Wehmeyer, M. L., Edyburn, D. L. **Snodgrass, M. R.**, Carlson, S. R., Carpenter, M. E., Nelson, J. A., Lyon, K. J., Dinero, A. P., Shogren, K. A., Palmer, S. B., Michalak, N., Layden, S. J., & Tapp, M. (2022). Planning for the success of students with IEPs: A support-based approach to inclusive education. W. W. Norton & Company.  
<https://wwnorton.com/books/9781324016410>

## Book Chapters

Kilpatrick, J. R., **Gardiner-Walsh, S. J.**, & Scott, J. A. (2022). EmBRACE the Transition: Reflections from three deaf education faculty. in teacher reflections on transitioning from k-12 to higher education classrooms (pp. 86-102). IGI Global. <https://doi.org/10.4018/978-1-6684-3460-4.ch008>

Turner, M., & **Gardiner-Walsh, S.** (2022). Literacy Strategies for the d/DHH/EL Population. In M. Musyoka (Ed.) Deaf Education and Challenges for Bilingual/Multilingual Students. IGI Publications. ISBN 9781799881810

## Presentations (presented, in-person or virtual)

**Arora, S., & Engler, K.** (2022, February). *Are cochlear implant users disproportionately served?* Paper presented at the annual meeting of the Association of College Educators – Deaf and Hard of Hearing (ACE-DHH), Omaha, NE.

**Ballard, S., Blum, C., & Patton, K.** (2022, June) *Preparing pre-service teachers to design culturally responsive systematic instructional programs.* American Association on Intellectual and Developmental Disabilities National Conference, Jacksonville, FL. United States.  
[https://www.aaid.org/docs/default-source/annual-meeting/programs/2022-final-programweb.pdf?sfvrsn=b2573e21\\_6](https://www.aaid.org/docs/default-source/annual-meeting/programs/2022-final-programweb.pdf?sfvrsn=b2573e21_6)

**Ballard, S.** (2022, April 25-26) *High school curriculum considerations to support employment and social relationships in youth with autism.* Illinois Center for Transition and Work Symposium. Champaign, Il, United States. <https://ictw.illinois.edu/support/conferences/ictw-symposium/ictwsymposium-schedule>

**Ballard, S.** (2022, April 25-26) *Parent Perspectives on Transition from School to Work.* Illinois Center for Transition and Work Symposium. Champaign, Il, United States.  
<https://ictw.illinois.edu/support/conferences/ictw-symposium/ictw-symposium-schedule>

Bakken, J.P., **Courtad, C.A.**, & Stassen, D., (2022, June) *Technology and Accommodations at University Centers for Students with Disabilities.* KES SEEL Smart Digital Futures 2022 International Conference, Rhodes, Greece.

**Blum, C.** & Lin, M. (2022, November). *Access for all learners: Using Universal Design for Learning and culturally responsive pedagogy with developmentally appropriate and culturally responsive apps in the early childhood classroom.* Paper presented at the annual meeting of the National Association for the Education of Young Children, Washington DC.

Carpenter, M., **Snodgrass, M. R.**, Walker, V. L., & Johnson, H. (2022, November). *Student input in their function-based interventions* [Facilitated discussion]. OCALICONLINE 2022, virtual.

**Causarano, A.** (2022). *Teaching with the Students in the Mind and the Heart: Feedback Quality and Students' Support in an Online Undergraduate Literacy Course.* Association of Teacher Educators, February 11-16, Chicago Illinois.

Cheek, A., **Kang, J.**, Haughney, K., & Fisher, L. (Nov, 2022). *Publishing in the Journal of Case Learning and Exceptional Learners* (JCLEL). TED CEC, Richmond, VA.

**Chung, Y.** (2022, June 13-16). *Implementing paraprofessional facilitation to increase peer engagement* [Poster presentation]. American Association on Intellectual and Developmental Disabilities (AAIDD) 146th Annual Meeting, Jacksonville, FL, United States.  
[https://www.aaid.org/docs/default-source/annual-meeting/programs/2022-final-program-web.pdf?sfvrsn=b2573e21\\_6](https://www.aaid.org/docs/default-source/annual-meeting/programs/2022-final-program-web.pdf?sfvrsn=b2573e21_6)

Corr, C., Love, H., **Snodgrass, M. R.**, & Chudzik, M. (2022, February). *The hidden curricula: Issues of equity in doctoral training programs* [Poster]. 2022 Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

Douglas, K. H., & **Chung, Y.** (2022, November 8-11). *Enhancing inclusion outcomes using positive behavior support and trauma-informed practices*. [Conference session]. Council for Exceptional Children Teacher Education Division (TED) Annual Conference, Richmond, VA, United States.  
[https://s3.goeshow.com/tedcec/annual/2022/conf\\_schedule.cfm](https://s3.goeshow.com/tedcec/annual/2022/conf_schedule.cfm)

**Ely, M.** & O'Brien, S. (2022). *An assessment framework for CVI: Including ventral and dorsal stream* (part 1). Illinois AER Conference. Presented virtually. 103 in attendance.

**Fisher, K. W.**, Williamson, H. J., Hodges, LT, Nelis, T., Lulinski, A., & Rosen, C. (2022, December). *Social, Civic, and Political Activity for Civic Engagement Using Technology*. Presentation at the Annual Meeting of TASH, Phoenix, AZ.

**Fisher, K. W.**, Williamson, H. J., Kupferman, S., & Lulinski, A. (2022, June). *Social, Civic, and Political Participation in Digital Spaces*. Poster presentations at the Annual Meeting of the American Association on Intellectual and Developmental Disabilities, Jacksonville, FL.

**Gardiner-Walsh, S.** (October 21, 2022). *Not deaf enough: Stories of the "forgotten" deaf*. Canadian educators of the deaf and hard of hearing. Vancouver.

**Gardiner-Walsh, S.** & Giese, K. (March 3-5, 2022). *Evolving needs in the field of deaf education*. 58th conference of ITDHH. Springfield, IL and Virtual.

Green, T., Kane, D. **Shaheen, N. L.**, Timko, G., & Goodridge, W. H. (2022, June 26). *Advantages and disadvantages of a virtual engineering experience during COVID-19 for blind and low-vision high school students*. Proceedings of the 128th Annual Conference of the American Society for Engineering Education, Minneapolis, MN.

Green, T., Kane, D., **Shaheen, N. L.**, Timko, G. and Goodridge, W. H. (2022, June 28). *Spatial language used by blind and low-vision high school students during a virtual engineering program* (Research). Proceedings of the 128th Annual Conference of the American Society for Engineering Education, Minneapolis, MN.

Harris, L, **Shelden, D.**, & **Snodgrass, M.** (May, 2022). *Community cultural wealth and the experiences of Black parents of young adults with intellectual disabilities*. Paper presented at the Division of Career Development Annual Conference, Myrtle Beach, SC.

Haughney, K., **Kang, J.**, & Cheek, A. (2022, Jan). *Building diverse and research-informed practice-based learning: A critical review of case studies on students with moderate to severe disabilities*. Division of Autism and Developmental Disabilities (DADD) of Council for Exceptional Children (CEC), Clearwater Beach, FL.

Haughney, K., Cheek, A., **Kang, J.**, & Fisher, L. (Nov, 2022). *Journal of Case Learning and Exceptional Learners (JCLEL) Board Meeting*. TED CEC, Richmond, VA.

Jobb, J., & **Kang, J.** (2022 Nov). *Trauma Informed Care: Barriers to Implementation in Scholars and Professional Development for Educational Staff*. Illinois CEC (ICEC), Naperville, IL.

Kaczorowski, T., McMahon, **Gardiner-Walsh, S.**, & D, Hollingshead, A (January 16-18 and Feb 1-4, 2022). *ISET Showcase: intersectional diversity and technology: equitable and accessible solutions*. Council for Exceptional Children. Orlando, Florida and Virtual.

Kane, D., Green, T., **Shaheen, N. L.**, Goodridge, W. H., (2022). *A Qualitative Study of Spatial Strategies in Blind and Low Vision Individuals*. 2022 ASEE Zone IV Conference Proceedings, Vancouver, BC.

**Kang, J.** (2022, Feb). *Impacts of professional development plus coaching on teachers' use of modified dialogic reading in the classroom*. Council for Exceptional Children. Virtual conference.

**Kang, J.**, Haughney, K., & Cheek, A. (Nov, 2022). *Critical review of case studies on students with moderate to severe disabilities*. TED CEC, Richmond, VA.

**Kang, J.**, & Kim, E. (Nov, 2022). *Work environments and burnout and stress of special education teachers during COVID-19*. TED CEC, Richmond, VA.

**Kang, J.**, & Greene, B.\* (2022 Nov). *ESY Fun? Using Modified Dialogic Reading for Students with autism spectrum disorders*. Illinois CEC (ICEC), Naperville, IL.

Kim, E., **Kang, J.**, & Park, R. (Nov, 2022). *Over-identification of English language learners in special education during COVID-19?* TED CEC, Richmond, VA.

**Kroesch, A.M.**, Mattoon, C., & Hatch, A. (2022, October). *Problem Solving with Number Lines*. Presentation at ICTM Annual Conference, Naperville, IL.

**Kroesch, A. M.** & Otto, A. (2022, August). *Magic and mathematics*. Presentation Session for the Mathematics Education 16th International Conference. King's College, Cambridge, UK.

**Kroesch, A.M.**, Palmer, E., & Southall, S. (2022, June). *Training paraprofessionals and collecting data in today's classroom*. Heart of Illinois Low Incidence Association Morning Presentation for the Regional Office of Education #17. Normal, IL.

**Kroesch, A.M.** & **Fisher, K.W.** (2022, January). *Universally Designed: Effectively Instructing Future Teacher Educators for an Inclusive Classroom*. Presentation Session for the Division of Autism and Developmental Disabilities 2022 Annual Conference. Clearwater Beach, FL.

Lartz, M. & **Ely, M.** (2022). *Meeting needs of children with sensory disabilities: DEC/DCD/BVI standards*. Council for Exceptional Children. Orlando, FL.

Lubinski, C.A. & **Kroesch, A. M.** (2022, August). *Developing, not teaching, Problem-Solving strategies*. Presentation Session for the Mathematics Education 16th International Conference. King's College, Cambridge, UK.

Lund, A. & **Ely, M.** (2022). *Perspectives on CVI: A survey of professionals*. Illinois AER Conference. Presented virtually. 57 in attendance.

Metcalf, H., & **Arora, S.** (2022, April). *The use of GoReact to foster student-centric learning and success.* ReAction 2022 (Virtual Conference).

Mullen, K., Smyth, C., Clougherty, A., Cornwall, S., **Ely, M.**, Borg, K., Stordahl, L., & Snyder, D. (2022). *Early intervention programs across the US: What's working for US, can work for you.* International AER Conference. St. Louis, MO.

O'Brien, S. & **Ely, M.** (2022). *Building individualized CVI teaching strategies by utilizing assessment results (part 2).* Illinois AER Conference. Presented virtually. 86 in attendance.

Park, R. & **Kang, J.** (2022, April). *A comparative study of Korean married single mothers' parenting and education involvement during COVID-19.* Highlighted Session: Connecting Families, Schools, and Employment in East Asia. Comparatives & International Education Society 2022: Illuminating the Power of IDEA/ LISM. Minneapolis, MN.

**Peeples, K., Kroesch, A. M.,** & Alves, K. D. (2022, November). *Crossing into the classroom: Experiences in preparing paraprofessionals & provisionally licensed SPED teachers.* Panel presentation & discussion at the Teacher Education Division (TED-CEC) Conference, Richmond, VA.

**Peeples, K., & Kroesch, A. M.** (2022, January). *Investigating special education teacher candidates' readiness to teach literacy skills & interventions.* Poster presented at the Council for Exceptional Children (CEC) Conference, Orlando, FL.

**Snodgrass, M. R.,** Roberts, C., Love, H., Gilson, C., Yang, X., & Badgett, N. (2022, April). *Exploring the intersection of disability and methodology in education research through mixed methods* [Paper]. In M. H. Smill (Chair) The role of equity in mixed-methods research [Paper Session]. 2022 American Educational Research Association (AERA) Annual Meeting, San Diego, CA.

Sullivan, S. & **Ely, M.** (2022). *Learning with, from, and about Aiden: A case study of a younger child with CVI.* PreConference event at the International AER Conference in St. Louis, MO.

Thornton, B., & **Zablocki, M.** (2022, November). *Adjudicated youth of color with high incidence disabilities: A literature review.* Paper presentation. Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.

## **Other (including Grants, Awards, and School Consultations)**

### **GRANTS**

**Michalek, N.** (Principal Investigator). (2022) Center for Intensive Behavioral Supports (Project No. A22-0065-001) [grant] Illinois State Board of Education. \$422,282.16.

**Michalek, N.** (Principal Investigator). (2022-2023) FY23 Autism Professional Learning and Universal Supports Project (IDEA Discretionary) (Project No. A23-0026-001) [grant] Illinois State Board of Education. \$686,312.75.

**Michalek, N.** (Principal Investigator). (2022-2023) FY23 Center for Intensive Behavioral Supports (Project No. A23-0052-001) [grant] Illinois State Board of Education. \$783,729.00.

**Wolowiec-Fisher, K.** (Principal Investigator). (2022) Going Home Coalition Advocates' Experience Using Technology (Project No. A22-0043-002) [grant] The Arc of Illinois, Illinois Council on Developmental Disabilities. \$0.

## **AWARDS**

**Ballard, S.** (2022). Provost Initiative and Enhancement Grant. Illinois State University. Normal, IL.

**Causarano, A.** (2022). Provost Initiative and Enhancement Grant. Illinois State University. Normal, IL.

**Ely, M.** (2022) Outstanding University Research Award Nominee. College of Education, Illinois State University. Normal, IL.

**Gardiner-Walsh, S.** University Impact Award. University College, Illinois State University. Normal, IL.

**Kang, J.** (2022) Outstanding Initiative Teaching Award Nominee. College of Education, Illinois State University. Normal, IL.

**Peebles, K.** (2022). Outstanding University Teaching Initiative Award. Illinois State University. Normal, IL.

**Peebles, K.** (2022). Outstanding College Teaching Award Nominee for Special Education. Illinois State University. Normal, IL.

**Snodgrass, M. R.** (2022). Research Initiative Award. Illinois State University. Normal, IL.

## **SCHOOL CONSULTATIONS/COLLABORATIONS**

**Chung, Y.** (2022). Advisory Council on the Education of Children with Disabilities, Illinois State Board of Education (ISBE).

**Gardiner-Walsh, S.** ISBE/ ILTS Test Evaluation Team, Deaf and Hard of Hearing.

**Peebles, K.** (Fall 2021 – Spring 2022). Instructional Designer, Illinois Tutoring Initiative. ISBE-funded grant directed by Dr. Christy Borders, Illinois State University.

**Shaheen, N.L.** (2022). Educational Consultant. Sole Proprietor. Normal, IL.

**Zablocki, M.** (2022). Court Monitor- ensure compliance of a remedial plan regarding educational services and conditions at three Illinois Department of Juvenile Justice (IDJJ) facilities under the *R.J., et al., v. Mueller* lawsuit.

**Zablocki, M.** (2022). Expert Consultant- educational programming and disability access issues at the California Substance Abuse Treatment Facility and State Prison, Corcoran, CA with the Prison Law Office (Berkeley, CA), and Rosen Bien Galvan & Grunfeld, LLP.

**Zablocki, M.** (2022). Expert Consultant- Evaluator of special education services and educational program delivery for the Wisconsin Division of Juvenile Corrections, Lincoln Hills facility in Irma, WI.

## **OTHER**

**Chung, Y.** (2022). A guide to implementing paraprofessional facilitation. In E. E. Biggs & E. Carter (Eds.), *The Power of Peers*. TIES Center. <https://publications.ici.umn.edu/ties/peer-engagement/practice-guides/paraprofessional-facilitation>

**Fisher, K. W.**, Hodges, LT, & Williamson, H. J. (2022). Going Home Coalition’s Shift to Virtual Spaces Using Technology During the Pandemic: Perspectives and Future Directions. Report prepared for the Going Home Coalition and the Illinois Council on Developmental Disabilities.

**Gardiner-Walsh, S.** (Winter 2022). Literacy and advocacy: Book review of *The Oxford Handbook of Deaf Studies in Literacy*. *American Annals of the Deaf*. <https://doi.org/10.1353/aad.2022.0005>

**Kang, J., & Peebles, K.** (2022). *Six Shifts to Improve Special Education and Other Interventions: A Commonsense Approach for School Leaders* by Nathan Levenson. *Teachers College Record*. Retrieved from <https://www.tcrecord.org/Content.asp?ContentId=24027>

Kupferman, S., Williamson, H., & **Fisher, K.W.** (2022, April). Digital Citizenship, Technology Access, and Internet Safety for Youth and Adults with Intellectual and/or Developmental Disabilities (I/DD). Invited webinar JFK Partners

Llewellyn, M., McMahon, P., & Piantanida, M. (Hosts). (2022, August 8). The space between— A conversation about hearing loss & identity [Audio podcast episode]. In *Speaking of education*. Part 2 with Megan Reister, Jane Ammon, and **Stef Gardiner-Walsh**.

Llewellyn, M., McMahon, P., & Piantanida, M. (Hosts). (2022, August 1). The space between— A conversation about hearing loss & identity [Audio podcast episode]. In *Speaking of education*. Part 1 with Megan Reister, Jane Ammon, and **Stef Gardiner-Walsh**.

**Peebles, K.** (2019 – 2022). Author and producer, Content Acquisition Podcasts (CAPs) for Literacy.

Reister, M., Ammon, J., & **Gardiner-Walsh, S.J.** (2022, January 22). Three cups of coffee: Finding connection during disconnected days. *Nexus: Scholar-Practitioner*. <https://scholarpractitionernexus.com/three-cups-of-coffee-finding-connection-during-disconnected-days-by-megan-reister-jane-ammon-and-stephanie-j-gardiner-walsh/>

Snyder, D. & **Ely, M.** (2022). Family centered practices and the coaching model: Using the matrix approach. 90 minutes webinar. Available through the American Printing House for the Blind’s Access Academy at <https://www.youtube.com/watch?v=Xo140af32hk&list=PLUj6DcM1nN3ETBrf17n6IKIxSihSU-gx0&index=8&t=4s>



Spencer, W., & **Kang, J.** (2022). Calling All Administrators: How Can You Help Special Education Teachers? *Teachers Connecting to Advance Retention and Empowerment (T-CARE)*, XIII, 6. Retrieved from <https://www.csun.edu/sites/default/files/T-CARE-Vol-XIII-Fall-2022.pdf>

## Educational Administration and Foundations

### Journal Articles

**DeMartino, L.** (2022). Transforming educators: A framework for developing accomplices for racial justice in PreK-12 schools. *Mid-Western Educational Researcher Special Issue: Anti-Racist Education*, 34(2), 156-167.

**DeMartino, L.** Fetman, L., Tucker-White, D., & Brown, A. (2022). Every student, every day: Adopting transformative abolitionist social emotional learning (TASEL) in schools. *Theory into Practice Special Issue: The Application of SEL: Deconstructing Racist Structures in K-12*, 61(2), 156-167.

Ghosh, S. & **DeMartino, L.** (2022). Global universities' COVID-19 scientific knowledge production: Collaborative sense-making during a crisis. *Journal of Comparative & International Higher Education Special Issue Part I: International and Comparative Impact of COVID-19 on Institutions of Education*, 14(3), 146-160.

**Nur-Awaleh, Mohamed A.** and Reda Mohammed (2022) "The Role of Islamic Schools: Between Muslim Immigrant Families'/Students' Perceptions and Institutional Realities." *Journal of Education in Muslim Societies*, vol. 3 no. 2, 2022, p. 79-99. Project MUSE [muse.jhu.edu/article/856340](https://muse.jhu.edu/article/856340).

### Books

**Lugg, Elizabeth T.**, Susan Jacob, and Dawn M. Decker. (2022) *Ethics and the Law for School Psychologists*, Eighth Edition, John Wiley & Sons, Inc.: Hoboken, New Jersey.

### Book Chapters

**DeMartino, L.** (2022). Resist becoming Karens and Kens in the classroom: Transforming from allyship to the role of accomplice for racial justice in schools. In T. A. Fowler (Ed.), *Countering the mythology of inclusion and wellness in schooling*. Dio Press.

**DeMartino, L., & Weiser, S. G.** (2022). The Desert Flowers Always Bloom Following the Monsoon: Activism, School Boards, and COVID-19. In S. McCarther (Ed.), *Snapshots of History: Portraits of the 21st Century Pandemic*. Information Age Publishing.

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

Troxel, W. G., **Kyei-Blankson, L.**, & Campbell, S. M. (2022). The conduct of scholarly inquiry in academic advising using quantitative methods. In C. M. McGill, S. Gizerian, & P. Hagen, *Scholarly Inquiry in Academic Advising* (2nd Edition). Stylus.

**Weiser, S. G.**, Stasicky, A., Jones, C., & Lynch, M. (2022). Sexual Identity Development Among College Students. In N. Zhang, P. McCluskey-Titus, & T. Cawthon (Eds.), *Theory of College Student Development: Integration of Knowledge, Skills, and Application*. Charles C Thomas Pub LTD.

## **Presentations (presented, in-person or virtual)**

Al Murshidi, G. & **Nur-Awaleh, M.** (April 2022). *Ambiguity Tolerance Towards Learning English as a Foreign Language and Accuracy of Oral Speech in the United Arab Emirates University*. Annual Meeting of the Comparative and International Education Society (CIES). Minneapolis, MN.

**Applegate, J.L.** (2022). *How Midwest colleges can survive and thrive in the demographic tsunami*. Associated Colleges of Illinois Conference. Chicago, IL.

**DeMartino, L.** Fetman, L., & Tucker-White (2022, November). *Working for/with equity in schools: Towards a Transformative, Abolitionist Social- Emotional Learning (TASEL) framework*. University Council of Educational Administration, Seattle, WA.

**DeMartino, L.**, Skelly, L., Hunt, E., & Hood, L. (2022, April). *Re/imagining leadership coaching for school improvement: Partnerships across schools, districts, and regional offices of education*. American Educational Research Association, San Diego, CA.

Fetman, L. **DeMartino, L.**; Belville, R., & Gilbert, J. (2022, November). *If not now, when? Troubling the disconnect between social justice scholarship and equity in action*. University Council of Educational Administration, Seattle, WA.

**Kyei-Blankson, L.** (2022) *What online teaching revealed during COVID and recommendations for change*. Paper presented at AACE EdMedia+Innovate Learning Online Conference.

**Kyei-Blankson, L.** (2022). *Adapting, adopting, and building resilience online during and after a crisis* [61620]. Paper presented at AACE SITE Online Conference.

**Otto, S.** (2022). *Ridicule in Real Time: How Memes Can Undermine Totalitarianism and Save the World!* The 2022 Drake Lecture at The Foundations of Education Society Annual Meeting, San Antonio, TX.

**Renn, D. C.** & McCoy, J. (2022). *The evolution of problems of practice as radical shifts in school/district leader perceptions*. Paper presented at the Carnegie Project for the Education Doctorate (CPED) Convening 2022, Pittsburgh, PA.

**Rockey, M.** (2022). *Moving beyond numbers: Centering the voices of racially minoritized students in rural community colleges*. Activating Equity-Conscious, Data-Informed Institutional Effectiveness Efforts Virtual Summit. Office of Community College Research and Leadership.

**Weiser, G., DeMartino, L.,** Buschman, P. (2022). *Moving beyond town gown divide: A study in crisis leadership*. Paper presented at NASPA Conference. Baltimore, MD.

## **Other (including Grants, Awards, and School Consultations)**

### **AWARDS**

**DeMartino, L.** Research Productivity Award. Educational Administration and Foundations, Illinois State University, 2022.

**DeMartino, L.** Office of the Provost Scholarship for the Faculty Success Program sponsored by the National Center for Faculty Development and Diversity, Illinois State University, 2022.

### **OTHER**

**DeMartino, L.** (2022, May). Supporting Neurodivergent Students at the Post-Secondary Level. Sponsored by the Illinois Center for Specialized Professional Support at Illinois State University.

**Rockey, M.** & Bourne, J. A. (2022, August). The value of an annual program review process. University of Illinois at Urbana-Champaign: Office of Community College Research and Leadership.

**Rockey, M.**, Georges, C. T., Bourne, J. A., & Delmastro-Jeffrey, N. (2022). Advancing program review: Supporting Illinois community college CTE programs through equity centered resources. University of Illinois at Urbana-Champaign: Office of Community College Research and Leadership.

## Centers

### Book Chapters

**Noraian, M.** (2022) "*Samantha: An American Girl Holiday* is a Snapshot of the Progressive Era but Not the Whole Picture." In *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity throughout History*. Charlotte, NC: Information Age Publishing. Ch. 28, pages 413-430.

**Noraian, M.** (2022) "*Zootopia: Exploring Themes, Perspectives & Intersectionality of Contemporary American Society*." In *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach About Inequality and Inequity throughout History*. Charlotte, NC: Information Age Publishing. Ch. 31, pages 475-492.

### Presentations (presented, in-person or virtual)

**Higham, G., & Percell, J.** (2022, February). Putting the PD in PDS. National Association For Professional Development Schools, Chicago, IL.

**Noraian, M. & Mikulec, E.** (2022). International Teaching. Future Teacher Conference, Illinois State University, Normal, IL.

**Noraian, M.** (2022). Panel Member: Student Teachers doing Short Term Substituting. IACTE Licensure Meeting & Conference, Normal, IL.

**Noraian, M., et al.** (2022). International Teaching: Voices from the Field. History Symposium, Illinois State University, Normal, IL.

### Grants

**Julian, A.** (Principal Investigator). (2022) Adult Education Statewide Outreach and Technical Assistance (Project No. A22-0053-001) [grant] Illinois Community College Board. \$100,000.00.

**Julian, A.** (Principal Investigator). (2022) FY 22 Illinois Special Education Leadership Academy (ISELA) project (Project No. A22-0036-002) [grant] Illinois State Board of Education. \$0.

**Julian, A.** (Principal Investigator). (2022) Workforce Innovation and Opportunity Act (WIOA) Professional Development and IWIB Support (Project No. A22-0011-003) [grant] Illinois Department of Commerce and Economic Opportunity. \$160,000.05.

**Julian, A.** (Principal Investigator). (2022-2023) Learning Renewal Technical Assistance and Professional Development for Illinois Community Colleges (Project No. A22-0079-001) [grant] Illinois Community College Board. \$275,000.00.

**Julian, A.** (Principal Investigator). (2022-2023) FY23 WIOA Professional Development and IWIB Support Project (Project No. A23-0007-001) [grant] Illinois Department of Commerce and Economic Opportunity. \$935,000.05.

**Julian, A.** (Principal Investigator). (2022-2023) FY23 Early School Leaver Transitions Program - Professional Development and Technical Assistance (Project No. A23-0020-001) [grant] Illinois Community College Board. \$55,721.52.

**Julian, A.** (Principal Investigator). (2022-2023) FY23 CAP-IT (Project No. A23-0027-001) [grant] Illinois Community College Board. \$26,000.00.

**Julian, A.** (Principal Investigator). (2022-2023) TPM Career-Readiness Academy (Project No. A23-0059-001) [grant] Illinois Department of Commerce and Economic Opportunity. \$775,000

**Julian, A.** (Principal Investigator). (2022-2023) Workforce Innovation and Opportunity Act (WIOA) Professional Development and IWIB Support (Project No. A22-0011-001) [grant] U.S. Chamber of Commerce Foundation. \$10,000.00.

**Julian, A.** (Principal Investigator). (2022-2023) Adult Education Statewide Outreach and Technical Assistance (Project No. A22-0053-002) [grant] Illinois Community College Board. \$0.

**Julian, A.** (Principal Investigator). (2022-2023) FY23 Critical Components Tool (Project No. A23-0074-001) [grant] Illinois State Board of Education. \$50,000.00.

**Smith, J.** (Principal Investigator). (2022-2023) FY21/22/23 National Board Certification Resource Center (Project No. A21-0008-003) [grant] Illinois State Board of Education. \$298,000.00.

**Smith, J.** (Principal Investigator). (2022-2023) FY23 National Board Certification Initiative (E-Grant) (Project No. A23-0042-001) [grant] Illinois State Board of Education. \$1,500,000.00.

**Zamudio, M.** (Principal Investigator). (2022-2023) Together Everyone Achieves More Through Integrated Leadership (TEAM Lead) (Project No. A18-0059-009) [grant] U.S. Department of Education. \$0.

## **Other**

**Noraian, M.** (January 2022). "During ongoing educator shortage, some student teachers are stepping up as classroom subs." WGLT Interview with Lyndsay Jones. <https://www.wgl.org/local-news/2022-01-31/during-ongoing-educator-shortage-some-student-teachers-are-stepping-up-as-classroom-substitute-teachers>

**Noraian, M.** (March 2022). "ROE 35, conversations about Teacher Shortages." Interview with Zach Shaw and Tyler Amm. Teacher shortage documentary.

**Noraian, M.** (March 2022). "Explaining the Teacher Shortage." Interview with Meghan Fortunato. TV 10 *The Bottom Line*.

**Noraian, M.** (August 2022). "Perspectives on the TEAACH ACT." *The 21st* Interview with Brian Mackey. NPR, Illinois Public Radio.

**Noraian, M.** (September 2022). "Illinois State University is working with local school districts to fill teacher shortages." WJBC Interview with Blake Haas. <https://www.wjbc.com/2022/09/21/illinois-state-university-is-working-with-local-school-districts-to-fill-teacher-shortages/>

**O'Malley, J. and Riley, A.** (February & April 2022) Facilitation of Exploring the Neuroscience of Learning with an Equity Lens Learning Community for Center for Integrated Professional Development.

**O'Malley, J. & Riley, A.** (May 2022 & November 2022). Culturally Responsive Professional Practices. Webinar series designed to support participants to have an equity lens in their professional practice including modules on Exploring Identity & Community Building and Connecting & Supporting in Professional Practice.

**O'Malley, J., Riley, A. & Zamudio, M.** (2022). Listening Circles. Facilitation of a specific type of restorative practice circle designed to support participants to process an event or issue that poses a challenge or harm to their community through the structured use of empathetic listening. (April 22-WKSOA, May 6-WKSOA, August 16-School of Agriculture, December 9-WKSOA).

## **ISU Laboratory Schools**

### **Grants**

**Brokaw, A.** (Principal Investigator). (2022-2023) FY22 School District Library Grant (Project No. A22-0067-001) [grant] Illinois State Library. \$887.59.

**Meyer, S.** (Principal Investigator). (2022-2024) American Rescue Plan (ESSER III) (Project No. A23-0056-001) [grant] Illinois State Board of Education. \$142,045.00.

### **Presentations (presented, in-person or virtual)**

**Graziano, V.,** Smith, K. (2022, October 29). *Math Research Round Up*. Illinois Council of Teachers of Mathematics Annual Conference, Naperville, IL.

**Graziano, V.,** Smith, K. (2022, October 29). *So You Want to be a Cooperating Teacher?* Illinois Council of Teachers of Mathematics Annual Conference, Naperville, IL.

**Zehr, H.** (2022, September 13). *Fall Books for Elementary Learners*. Mid-State Reading Council. Bloomington, IL

### **Other**

**Pessman, M.** (2022). Completion of a Doctoral Degree in Education. School of Teaching and Learning, College of Education. Illinois State University Normal, IL.