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| Education & Educational Psychology, with the Doctor of Education in Instructional Leadership Conference |  C:\Users\stewartt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FD843FF2.tmp |
| Several students of diversity posing with smiles and wearing yellow t-shirts that say Western Rec. |
| Enhancing Education & Equity in Challenging Times! |
| “Open Ended-Educational Resources”**Kevin Corcoran**KEYNOTE SPEAKER   |  |
| * ***Non-violent Communication in Turbulent Times***

Drs. Piro & Lomas* ***Teachers of Color: Missing in Action***

Dr. Daria* ***Addressing the Needs of Students with Gifted and Talented Potential***

Drs. Delcourt & Monte* ***Digital Technologies: Tele Mental Health and Opportunities for Health Education***

Dr. Mariotti * ***Our Ever-Evolving Journey to Meet the Needs of English Language Learners***

Dr. Zaleta* **Poster Gallery**

WCSU Cohort 8* **Professional Learning Sessions**

WCSU Cohort 9 | **DATE:** April 10, 2021 (Saturday) **TIME:** 9:00-12:00 **On-line** **Registration\* @:** [**https://forms.office.com/Pages/ResponsePage.aspx?id=vC1i4bqUrUiHu6fygHTuPUlhhcTQ1HRKgGFgqnB\_4kNUNTU0NDgyRkE2TE9MTVdRVFBGTzNRMzBRViQlQCN0PWcu**](https://forms.office.com/Pages/ResponsePage.aspx?id=vC1i4bqUrUiHu6fygHTuPUlhhcTQ1HRKgGFgqnB_4kNUNTU0NDgyRkE2TE9MTVdRVFBGTzNRMzBRViQlQCN0PWcu)**Website:** [**https://www.wcsu.edu/celt/events/eep-conference/**](https://www.wcsu.edu/celt/events/eep-conference/)\*(Conference Link Provided 4/7/2021 with FREE Registration) |

Provost Welcome

Dear Colleagues,

Welcome to this very important conference on equity in education. While questions of access to quality education for all students has always been important, we find ourselves in a moment of heightened awareness of the barriers to that access. COVID-19, of course, has made it very clear that education does not consist of equal opportunities for all students. Cost is a barrier, including those beyond our tuition and fees. Culture can be a barrier, both in terms of the values of specific communities and the ways in which we might fail to support those values in our curriculum. Language matters, both in terms of the specific needs of students whose first language was not English and in terms of the words we use to discuss supporting students. Perspective matters, as we endeavor to think of our diverse student bodies as talented and experienced learners, rather than just lacking some specific skill. And, of course, everything surrounding the classroom matters and requires us to acknowledge the lived experiences of our students.

As educators, we are tasked with thinking of everything all at once and continuing to broaden our thinking as we become aware of the next challenge to or opportunity for creating great learning experiences. It is a lot to ask, but it is only what is necessary.

I commend you for taking it on and I hope that the conversations today are rich and inspiring. After all, it is these conversations that will sustain us and help us grow. We are a community of life-long learners, inspired by each other, and ready to explore new ideas in our effort to create that equitable educational opportunity to which we all aspire.

All the best,

Dr. Missy Alexander

Provost and Vice President for Academic Affairs

Western Connecticut State University

**Department of Education and Educational Psychology**

<http://www.wcsu.edu/education/>

 The Education and Educational Psychology Department seeks to prepare innovative and creative teachers and leaders to join us in our work to improve K-12 education in the state and region. Our programs, which address education professions including teaching, counseling, applied behavior analysis, and instructional leadership, are known in the region for their standard of excellence. Our graduates currently serve as teachers, school principals, counselors, and superintendents throughout Connecticut, New York, and the northeast region. The E & EPY Department works closely with many local school districts to provide multiple opportunities for our students to teach, tutor, mentor, and collaborate with P-12 students in field settings. We hope you will use this site to explore our nationally recognized programs as we strive to create teachers, counselors, and leaders for the 21st century.

**Vision Statement**

**WCSU will lead the region in preparing education and counseling professionals who lead, innovate, and create environments where all students can learn for today’s diverse classroom**.

**Mission Statement**

The mission of the Education and Educational Psychology Department is to prepare candidates for careers as teachers, counselors, and specialized professionals committed to the continuous support and development of collaborative projects with area schools and community agencies. We embrace the broader mission of Western Connecticut State University by providing our students with a quality education by fostering their growth as individuals, scholars, professionals, and leaders in a global society.  To achieve this mission students will:

* Participate in field experiences and service in the community,
* Demonstrate academic competence in their selected fields,
* Value and infuse cultural diversity,
* Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and,
* Demonstrate the ability to incorporate appropriately the use of technology in instructional practice.

The department includes the following program areas <http://www.wcsu.edu/education/>:

 Undergraduate <http://www.wcsu.edu/education/undergraduate/>

1. Elementary Education (Grades 1-6)
2. Secondary Education (Grades 7-12)

Graduate

1. Master of Arts in Teaching <http://catalogs.wcsu.edu/grad1819/sps/programs/master-of-arts-in-teaching/>
2. Master of Science in Applied Behavior Analysis <http://www.wcsu.edu/education/graduate/bacb/>
3. Master of Science in Counselor Education <http://www.wcsu.edu/education/graduate/ms-counselor/>
	1. Master of Science in School Counseling
	2. Master of Science in Clinical Mental Health Counseling
4. Master of Science in Education <http://www.wcsu.edu/catalogs/graduate/sps/programs/master-of-science-degree-program-in-education/>
	1. Literacy and Language Arts
	2. Special Education
5. Doctor of Education in Instructional Leadership [www.wcsu.edu/edd](http://www.wcsu.edu/edd)

**Doctor of Education in Instructional Leadership Program**

[www.wcsu.edu/edd](http://www.wcsu.edu/edd)

**Program Description**

WestConn’s EdD program in Instructional Leadership is the only doctorate of its kind in Connecticut and is one of only 15 doctoral programs in the country to focus on instructional leadership. The dynamic curriculum prepares educators, such as teachers, curriculum specialists, counselors, school psychologists, and administrators to create innovative learning environments; to respond to reform at the national, state and local levels; and to transform educational organizations.Therefore, program experiences are designed to strengthen the knowledge, skills, and dispositions of candidates as they lead educational reform efforts.

The EdD Program is organized to accept a new cohort of students every other year. The cohort model provides a peer group for students as they progress through the program together. With approximately 20 participants per Cohort, the first graduates received their doctorates in May 2008. The program faculty members also strive to maintain a strong commitment to both the community and to the students by consistently examining and updating the program where appropriate.

Candidates in the program also have the opportunity to pursue the Certificate for Intermediate Administration and Supervision (Endorsement #092). This is an optional program available only to individuals accepted to the EdD in Instructional Leadership program and is offered through WCSU in collaboration with Central Connecticut State University.

This **Doctor of Education in Instructional Leadership** is approved by the Connecticut State Department of Education (CSDE), the **New England Association of Schools and Colleges** (NEASC), and the **National Council for Accreditation of Teacher Education** (NCATE). The program to obtain a **Certificate in Intermediate Administration and Supervision (Endorsement #092)**, which is available for students who are admitted to the EdD in Instructional Leadership, is accredited by the CSDE and has received **national accreditation from the Educational Leader Constituent Council (ELCC) of the National Policy Board for Educational Administrators (NPBEA)**.

**Three Major Components**

**Leadership Theory and Foundation.** In one of our first courses of the program, students participate in a leadership exercise and construct an individualized Leadership Development Plan. This plan acts as a blueprint for the acquisition and enrichment of leadership behaviors and skills. Additionally, students develop individual, group, and organizational competencies through planned study in these areas.

**Area of Specialization in Curriculum and Instruction.** Students investigate cognitive-developmental and socio-cultural theories and data-based strategies to design and modify classroom curricula as well as to create professional development experiences in schools.

**Inquiry Strategies and Dissertation Sequence.** Doctoral students interpret and apply a full complement of in-depth research strategies to educational settings. Students develop skill and knowledge in the areas of evaluation, interpretation, and research implementation.

**The Poster and Professional Learning Sessions are by Students of the Doctor of Education Program**

Student and graduate presentations at this conference are the result of course projects, areas of interest, or dissertation research. Most sessions represent either completed studies or research in progress. The variety of projects and depth of study attest to the diversity of interests by our candidates. All projects are related to improving educational services in local schools and districts.

**Counselor Education**

<http://www.wcsu.edu/education/graduate/ms-counselor/>

**Program Mission, Goals, and Objectives**

 We are committed to standards of excellence in the counseling profession. The graduate program in counselor education acknowledges a commitment to the students who will pursue professional preparation as community and school counselors and to the larger public served by these graduates. We believe in the inherent worth, respect, and dignity of each person. Our preparation program incorporates the need to develop throughout the life span a greater sense of self-realization with a commitment to serve a diverse society. We are committed to the service of others for the prevention and remediation of life’s problems. We seek to meet the larger goals of Western Connecticut State University, which serves as an accessible, responsive, and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the needs of a diversified student body through instruction, scholarship, and public service.

1. Students will be exposed to a wide range of theoretical perspectives with an appreciation of students’ own belief systems.
2. Students will be prepared to understand human developmental issues from cognitive, affective, behavioral, and contextual perspectives.
3. Students will be educated to view human issues from a multicultural perspective.
4. Students will demonstrate the ability to facilitate interpersonal and intrapersonal growth in both individual and group process.
5. Students will be educated to a life-span developmental model for viewing human behavior, including career development.
6. Students will be educated in methods of contextual evaluation, appraisal, and goal setting.
7. Students will demonstrate their ability to research and develop interventions for counseling issues.
8. Students will be encouraged to develop a strong identity with the counseling profession, including an understanding of its history and philosophy, and its present manifestations, through the American Counseling Association.
9. Students will be educated to the ethical and legal parameters of the counseling profession.
10. Students will be encouraged to view professional development as a career-long process that includes continuing education and involvement with professional organizations beyond the attainment of the master’s degree.
11. Students will attain the knowledge and skills necessary to be successful entry-level counselors within their specific majors.

**Education Undergraduate Programs**

[**https://www.wcsu.edu/education/**](https://www.wcsu.edu/education/)

**Elementary Education: Interdisciplinary Program**

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| The goals, objectives and learning outcomes of WCSU’s Elementary Education: Interdisciplinary Program are varied and are critical to facilitate the development of elementary educators to work in diverse classrooms. The program is designed to prepare educators to: |
| 1. Graduates of the program will demonstrate and apply knowledge of content;
	1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for elementary candidates as indicated by the design of learning segments.
2. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;
	1. Understand the role of professional judgment and practical knowledge for improving all candidates’ development and achievement as indicated by performance in residency.
	2. Accurately assess and analyze candidate learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on candidate learning.
3. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals.
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**Secondary Education Program**

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| The goals, objectives and learning outcomes of WCSU’s Secondary Education Program are varied and are critical to facilitate the development of secondary educators to work in diverse classrooms. The program is designed to prepare educators to: |
| 1. Graduates of the program will demonstrate and apply knowledge of content;
	1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for secondary students as indicated by the design of learning segments.
2. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;
	1. Understand the role of professional judgment and practical knowledge for improving all students’ development and achievement as indicated by performance in student teaching.
	2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.
3. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals.
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**Education Graduate Programs**

[**https://www.wcsu.edu/education/**](https://www.wcsu.edu/education/)

**Master of Arts in Teaching: Secondary Education/TESOL**

**Purpose of the Program**

The mission of the MAT in Secondary Education/TESOL is to prepare secondary educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares secondary educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in secondary schools and communities to impact student learning.

**Goals, Objectives, and Learning Outcomes**

The goals, objectives and learning outcomes of WCSU’s MAT Secondary Education/TESOL Program are varied and are critical to facilitate the development of secondary educators to work in diverse classrooms. The program is designed to prepare educators to:

A.  Graduates of the program will be demonstrate and apply knowledge of content;

         1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for secondary students as indicated by the design of learning segments.

B.  Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;

         1. Understand the role of professional judgment and practical knowledge for improving all students’ development and achievement as indicated by performance in residency.

         2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.

C.  Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services   in support of relevant educational goals;

         1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in residency.

D.  Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

         1. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in residency.

**Master of Science in Education: Literacy and Language Arts (Remedial Reading Specialization)**

**Program Overview and Mission**

The mission of the MSED in Literacy and Language Arts Program is to prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, recognize access to literacy education, and work to impact student learning in culturally diverse populations in K-12 schools and communities.

**Goals, Objectives, and Learning Outcomes of the MSED in Literacy and Language Arts Program**

The goals, objectives, and learning outcomes of WCSU’s MSED in Literacy and Language Arts Program are varied and critical to facilitate the development of reading specialists, literacy coaches, and professional leaders. The program is designed to prepare K-12 educators as follows:

A. Graduates of the program will use their knowledge of cognitive, linguistic, motivational, and socio-cultural foundations of literacy to sustain and connect classroom communities;

1. Synthesize and apply major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components as indicated by the design of an action research project in literacy.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;

1. Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students as indicated by case studies of struggling readers and writers.
2. Accurately assess and analyze student learning and reflect on adjustments needed for both instruction and assessment as indicated by the student learning project.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals;

     1.  Demonstrate the ability to apply their knowledge of theory and empirical research to impact student learning as indicated by clinical performance in the practicum.

D. Graduates of the program will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, and other community members to meet the needs of all learners

     1.  Work collaboratively with administrators, colleagues, parents, and community members to design literacy instruction as indicated by their portfolio in the practicum.

**Master of Science in Education: Special Education (K-12)**

[**https://www.wcsu.edu/education/**](https://www.wcsu.edu/education/)

**Program Overview and Mission**

The mission of the MSED in Special Education (K-12) Program is to prepare special educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares special educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

**Goals, Objectives, and Learning Outcomes of the MSED in Special Education (K-12) Program**

The goals, objectives and learning outcomes of WCSU’s MSED in Special Education (K-12) Program are varied and are critical to facilitate the development of special educators to work in diverse classrooms. The program is designed to prepare K-12 educators to:

A. Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities;

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.

B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education;

1. Understand the role of professional judgment and practical knowledge for improving all students’ development and achievement as indicated by case studies of diverse learners
2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum;

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.

D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.

1. Demonstrate expertise in designing, implementing, evaluating, and improving special education to reflect research-based practices as indicated by portfolio in the practicum.

**Session Descriptions**

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| **Kevin Corcoran, MBA** | **Open Ended-Educational Resources**This presentation will explore the role that Open Educational Resources (OER) play in supporting equity efforts, focusing on the challenges of access, representation, and opportunity for our students.**Keynote Address** |
| **Davide Mariotti, PhD** | **Digital Technologies: Tele Mental Health and Opportunities for Health Education**Digital technologies have transformed our lives. Now the data-driven revolution is beginning to transform healthcare. The world’s response to the pandemic has highlighted the importance of telemedicine. Telehealth is quickly changing the way to provide clinical interventions, new technologies are challenging the physical worlds and are impacting the human relationship. Where does the so-called Digital Revolution in the health field and where is it going? This presentation will explore current issues facing teaching Telehealth as well as possible implications in interprofessional collaboration. |
| **Marsha Daria, PhD** | **Teachers of Color: Missing in Action**There are a number of research studies that show the need for Teachers of Color. Teachers of color matter for all students, but most assuredly students of color. Yet, the number of teachers of color in the workplace continues to lag far behind the number of students of color in schools. Preparation, recruitment, and retention are areas that must be addressed in order to maintain teachers of color. In this presentation, participants will learn what preservice teachers of color say about preparation programs, why teachers of color leave the workforce, and what teachers of color believe would help solve the retention problem. Selected responses from interviews with over 25 teachers of color representing a Historically Black College, a linguistic conference, and local schools will be shared. |
| **Kristy Zaleta, EdD** | **Our Ever-Evolving Journey to Meet the Needs of English Language Learners**In this session, presenters will share their experiences working with their large Bilingual/ESL student population. They will describe the path they have taken over the past three years to adjust and meet the needs of this growing population of students. These building administrators will share tips and strategies that have worked and some of the challenges they faced with tight budgets and the pandemic. |
| **Marcia A. B. Delcourt, PhD & Lorrie-Anne Monte, PhD, MPH, CHES** | **Addressing the Needs of Students with Gifted and Talented Potential**Every classroom, school, and community has students with high potential. It is imperative that educators identify these youths to help them achieve all that they are capable of becoming. This presentation will focus on classroom strategies used to identify and address the needs of potentially gifted and talented students. Legislation and how it can impact teacher evaluation will also be reviewed. Commonly used terms, models of best practice, related research, and comprehensive resources will be shared, along with creative teaching strategies focused on increasing student curiosity, motivation, and engagement. |
| **Jody S. Piro, EdD & Gabriel Lomas, PhD** | **Non-violent Communication in Turbulent Times**The systems in which we engage have become increasingly difficult to manage. Studies have documented a clear rise in hate crimes, otherizing, and general intolerance among people and groups. There may be no better time than now to learn Nonviolent Communication (NVC) strategies. Strategies introduced in this presentation may be used in any context. Nonviolent Communication is rooted in the work of Dr. Marshall B. Rosenberg and has a strong psychological research base. Attendees will learn the four key components of NVC, discuss how these components can be used to improve communication, and practice the four components. |

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| **Professional Learning Sessions** |
| ***NOTE: At a practitioner conference, Professional Learning Sessions are often examples of topics fitting for Professional Development in K-12 Schools, such is the case with Professional Learning Sessions offered at this conference. For those who would like to interact with the presenters, email contact information is provided below. Additional information can be found on the conference website:*** [**//www.wcsu.edu/celt/events/eep-conference/**](https://www.wcsu.edu/celt/events/eep-conference/) |
| **Choreographing Controversial Conversations In The Classroom**Within the past year alone, Americans collectively have experienced a global pandemic, widespread racial protests, and a polarizing presidential election. These events have exposed a critical need for dialogue between differing viewpoints. John Dewey said that democracy begins in conversation but educators may feel discomfort addressing controversial conversations within their classrooms. Research shows that students who engage in discussion about controversial topics actually become more open-minded and tolerant.  To that end, providing students with a platform to have controversial and courageous conversations, educators are giving students the opportunities to deepen knowledge, and to agree or disagree with others in an inclusive and equitable manner. To assist educators with critical dialogue in the classroom, discussion protocols and Intellectual Standards offer some guidelines. Students who develop the skills necessary to evaluate their thinking and the thinking of others by applying the standards and discussion protocols can improve their thinking.**Jennifer Blue (**blue015@wcsu.edu)**& Sara Dalton (**dalton034@wcsu.edu) |
| **Understanding the Impact of Identity in the Classroom** Identity is unique to each human being and can be composed of race, gender, culture, economic status, education, marital status, disabilities, personal values as well as other factors. Understanding someone's identity is initially limited by what is seen or assumed by using stereotypes or biases. The factors that one visualizes are just the tip of the iceberg, as much more lies within the individual other than physical characteristics. Many of these attributes can be considered privileged and therefore afford an individual greater opportunity, or the attribute can be marginalized where the individual may be treated as insignificant to those with less privilege. Understanding the holistic aspect of someone's identity could be the remedy for making connections with students in the classroom.  A solution to generating rapport is acknowledging there are differences in identities. A mutual respect can be created to foster a more engaging classroom with less bias. Learn more about your own identity to assist in creating an identity safe classroom. **Jessica Coronel (**coronelj@wcsu.edu), **Peter Dittmar (**dittmar001@wcsu.edu)**, & Karen Thompson (**thompson129@wcsu.edu) |
| **Trauma-Informed Approach to Teaching Strategies Using the ARC Framework**Although the current pandemic and the social justice movement have brought impactful conversations into the classroom, for some, it has also brought traumatic experiences to students and their families. Whether it be emotionally, physically, or mentally, traumatic experiences can be daunting for anyone, especially for children still going to school daily. There is currently an increasing need for teachers to recognize when a student is going through trauma, engage a student while going through a traumatic event, and maintain self-care while teaching students with adverse childhood experiences (ACE). The Attachment, Regulation, and Competency (ARC) framework is a researched and component-based intervention that sets supportive standards for children with ACE and caregivers of children with ACE. The ARC framework provides a supportive trauma-informed culture through three primary domains of intervention: attachment, regulation, and competency. This presentation will provide a more in-depth analysis of the three domains and how teachers can integrate the ARC framework into their classrooms. **Kara Mia Colon (**colon091@wcsu.edu)**, Antonia Madison (**loconte001@wcsu.edu), **& Brienne Shea (**shea071@wcsu.edu) |

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|  | **Poster Sessions** |  |
| ***NOTE: At an academic conference, Poster Sessions are often examples of ongoing research that is available to be viewed by conference participants. This information is provided in a static poster, given the virtual nature of this conference, individual conference posters are available on the conference website, as is a handout for additional information. For those who would like to interact with the lead researcher, email contact information can a be found on the individual posters on the website:*** [**//www.wcsu.edu/celt/events/eep-conference/**](https://www.wcsu.edu/celt/events/eep-conference/) |
| **A Mixed Methods Study on the Effect of Emotional Awareness Exercises on Adaptiveness in Coping and Empathy with Preservice Teachers in Mixed Reality Simulations**The purpose of this study is to gain insight into the perceived importance of emotional awareness with pre-service teachers (PSTs) participating in a mixed reality simulator (MRS), as well as the impact of emotional awareness exercises in an MRS on adaptiveness in coping and empathy. Emotional awareness includes the cognitive skills of appraisal, emotional recognition, and emotional regulation. A mixed-methods convergent research design will be employed. The quantitative aspect of the study will follow a quasi-experimental design and utilize a convenience sample of approximately 32 PSTs enrolled in a practice-based teacher preparation course that uses an MRS. This sample will be assigned by section to either treatment or comparison group. Participants in the treatment group will be asked to complete an emotional awareness check in prior to each simulation as well as an emotional awareness reflection exercise immediately after each simulation. **Ashley Brooksbank; Jody S. Piro, EdD (Chair); Carrie Straub, PhD; Erik Gundel, EdD** |
| **A Multiple Case Study of the Perceived Influence of Visual Thinking Strategies on Teacher Practice**Visual thinking strategies (VTS) is a constructivist teaching approach in which students create their own meaning for a work of art through group discussion. This qualitative, multiple case study will examine the quintain of visual thinking strategies practice and what influence, if any, VTS practice has on general teacher practice. Participants for the study will be educators with experience using VTS with students. The research for this qualitative study will be guided by three questions: How does VTS teacher training and classroom practice influence independently-practicing participants’ perceptions of their teaching practice in general classroom instruction? How does VTS teacher training and classroom practice influence VTS School participants’ perceptions of their teaching practice in general classroom instruction? How, if at all, do the perceived experiences of teacher participants engaged in the VTS School program differ from those of teachers with VTS training who are practicing independently? **Christina O’Connors; Jody S. Piro, EdD (Chair); Patricia Cosentino, EdD; Pauline Goolkasian, EdD** |
| **Students’ and Educators’ Perspectives on Student Connectedness to School: Social Support, Engagement, & Belonging**A student’s level of connectedness to their school community can have a number of short and long-term positive impacts on their well-being. However, not all students appear to be as connected to their school as others. The purpose of this study is to gain a deeper understanding of students’ and educators’ perspectives regarding student connectedness to school and its relationship to social support, engagement, and belonging at the secondary level. A mixed-method parallel research design was selected in order to understand the phenomenon of school connectedness from the vantage point of both students and educators. The quantitative portion of the study will include the analysis of pre-existing survey data from a high school within the Northeastern region of the United States. The qualitative portion of the study includes educator interviews and document analysis. Both the quantitative and qualitative portions will be merged to better understand student connectedness to school.**Thomas R. Fox; Tricia J. Stewart, PhD (Chair); Dee Lisa Cothran, PhD; Nicole G. DeRonck, PhD, EdD** |
| **Examining the relationship between science teachers’ epistemology and self-efficacy on science instructional practices and conceptualization of student research experiences rooted in the next generation science standards**Teachers’ values, beliefs, and self-confidence are critical components of decisions educators make every day, especially as they implement the Next Generation Science Standards. The purpose of the study is to examine the relationship between secondary science teachers’ epistemology and self-efficacy on science instructional practices and conceptualization of student research experiences rooted in the Next Generation Science Standards. A mixed methods explanatory sequential design will be utilized to examine the variables. The Science Teachers Beliefs about Science Survey (STBAS), Self-Efficacy to Teach Science in Integrated STEM Framework (SETIS), and the Science Instructional Practice Survey (SIPS) will be administered to secondary science teachers. A follow up semi-structured interview will be administered to secondary science teachers, chosen based upon STBAS scores, to gather an understanding of the conceptualization of science instructional practices related to student research experiences. **Nicole Griffin; Catherine O’Callaghan PhD (Chair); Harry Rosvally, EdD; Wes DeSantis, EdD** |
| **Crossing the Threshold to Teacher: The Role of Liminality in the Formation of Teacher Identity in Preservice Teachers**Educational research from the last twenty years indicates a growing interest in teacher identity; however, preservice teachers are not often the subject of inquiry. At stake is the connection between teacher identity and factors that immediately and directly impact the quality, effectiveness, and staying power of in-service teachers. The research design for this study is an interpretive case study, intended to explore how preservice teachers understand the formation of their teacher identities within the notion of liminality, foregrounded by their experiences in mixed reality simulations (MRS) of teaching. Data collection includes a demographic survey, an observational protocol, pre/post simulation brief interviews, a comprehensive end-of-course semi-structured interview protocol, and documents. Data will be analyzed deductively and inductively. Because MRS simulations effectively activate liminality, it is hoped that this study will contribute to a better understanding of the connection between teacher identity formation and liminality.**Emily Kilbourn; Jody S. Piro, EdD (Chair); Catherine O’Callaghan, PhD; Laurie Mullen, PhD** |
| **Teacher Perceptions of Principal Support and Teacher Self-Efficacy**Teacher perceptions of their principal are an important element in how teachers view themselves and the profession. The proposed study will be used to understand the relationship between teachers’ perceptions of their principal’s support and teacher self-efficacy. Approximately 100 full-time educators across the United States will be surveyed. A mixed-methods, convergent parallel design will include a multiple linear regression analysis and responses to open-ended questions.**Britany Kuslis; Marcia A. B. Delcourt, PhD (Chair); Pauline Goolkasian, EdD; Wes DeSantis, EdD** |
| **Predictors of Educator Wellness and Burnout**Educator wellness is an important component in the success of educators in the classroom, and for the longevity of their careers. The purpose of this mixed methods survey research study is to explore the connections between demographic factors as well as personal wellness of educators and indicators of educator burnout. Approximately 130 full-time educators across the United States will be surveyed. Three instruments will be administered to educators who agree to participate. A mixed-methods, convergent parallel design will include a multiple linear regression analysis and responses to open-ended questions. Three regression analyses will be utilized to predict demographic factors and wellness indicators on three subscales of burnout. Qualitative data will include four open-ended questions to address educators’ perceptions wellness and burnout. **Mykal Kuslis; Marcia A. B. Delcourt, EdD (Chair); Pauline Goolkasian, EdD; Reine Issa, EdD** |
| **Pre-Service Teachers’ Perceptions of a Written Feedback Intervention in Response to Mixed-Reality Simulations**This qualitative multicase study examines student perceptions of a written feedback intervention that utilizes data, formative, and caring feedback to promote feedback literacy. The study is being conducted with students in an undergraduate pre-service teacher program that makes use of the Mursion™ augmented reality simulation. The instruments and interventions used in this study are crafted around two overarching constructs. First is John Hattie’s conception of effective feedback as a three-part process including (a) where the student going; (b) how the student going; and (c) where the student going next. The second construct is care ethics as explored by Nel Noddings where caring relations, including confirmation, empathy, and reciprocity, are posited as integral to effective pedagogy. These constructs are being explored in relation to students' perceptions of feedback literacy, or a student’s ability to make sense of and use information to improve their performance. **Eric Mendelson; Jody S. Piro, EdD (Chair); Catherine O’Callaghan, PhD; Kevin Smith, PhD** |
| **An Exploration of Therapy Dogs in Educational Settings As Told Through the Experiences of Multiple Stakeholders**In education, therapy dogs are used in a variety of manners, such as, but not limited to, reading assistance programs, stress reduction visits, or welcome ambassadors after community trauma. This study was designed to explore the use of therapy dogs in educational settings through the descriptions of key stakeholders related to the experience. The research questions are: (a) How and why are therapy dogs being used in educational settings? (b) What are the experiences of students and educators who engage in therapy dog programs? The participants to be interviewed will include representatives from nationally recognized therapy dog programs, therapy dog handlers, school/personnel site coordinators, and students. The qualitative, multi-case study design will compare the perspectives of how and why therapy dogs are employed in educational settings, and what the participants describe as their sense of interaction with therapy dogs. **Lauren A. Moyer; Marcia A. B. Delcourt, EdD (Chair); Frank LaBlanca, EdD; Katherine Roe, PhD** |
| **Middle Level Teachers’ Perceptions of Educating and Supporting Students Who Have Experienced Trauma: An Exploratory Case Study**This exploratory case study seeks to explore middle level teachers’ perceptions of their ability to educate and support students who have experienced trauma. More than ever, children are experiencing events in their life that can potentially cause traumatic responses. Little research has been explored regarding teachers’ perceptions of their ability to educate and support middle level students, who have endured traumatic stress, in the middle level, grades, 6-8, who have endured traumatic stress. This study is in progress, beginning in fall 2020, and the participants are located in an urban middle school in Connecticut. The researcher utilized a criterion sample of 11 middle level teachers of all core content areas (English, Mathematics, Science, and Social Studies) and conduct semi-structured interviews and teacher open-ended reflective prompts to better understand the overarching research question of, “What are middle level teachers’ perceptions of educating and supporting students who have experienced trauma?” Additionally, the researcher will collect demographic data through a brief questionnaire. Data will be analyzed by each and across cases for emerging patterns and themes using the constant comparative method.**Sheri Wenzel Prendergast; Tricia J. Stewart, PhD (Chair); Jody S. Piro, EdD; Aimee Cordero-Davis, EdD** |
| **Organizational Mindfulness in Recognition Schools: Mindful Leadership Practices of Principals that Build High Reliability Learning Organizations**The purpose of this study is to examine and to understand leadership practices of principals in Recognition Schools determined by the New York State Education Department and how they contribute to developing, managing, and sustaining a mindful learning organization. This research will be a qualitative examination of the phenomena associated with mindful leadership and will be conducted through a multiple case study design. This study will be conducted in two, independent, data collection phases. During Phase One of the study, the researcher will use demographic survey data to provide descriptive statistics to develop a profile of a Recognition School principal. Phase Two of the study is comprised of two semi-structured interviews. An initial interview and a follow-up interview with three (*n* = 3) elementary Recognition School principals and three (*n* = 3) secondary Recognition School principals, is designed to investigate the phenomenon of mindful leadership practices demonstrated by the individual building leaders and the learning organizations they represent. **Joseph W. Sullivan; Catherine O’Callaghan, PhD (Chair); Jody S. Piro, EdD; Jeanette Moore, EdD** |
| **Personalized Learning and Educators’ Perceptions of Student Agency and Empowerment: A Case Study**This qualitative research study will focus on personalized learning as an instructional model and its influence on educators’ perceptions of student agency and empowerment in the school setting. The purpose of this study is to better understand the ways personalized learning takes place in schools and how this relates to student agency and student empowerment. This case study will be conducted in an overall affluent school district that has a socioeconomically diverse student population that is known to support the concept of personalized learning for students. Participants will be drawn at random from educators in this district, who express an interest in participating in the study. The qualitative data collection will be based on semi-structured interviews, followed by a coding analysis of the transcribed interviews using open/axial coding strategies, which will be expanded for the development of theme creation. This will support an emergence of new knowledge and understanding between the concepts of personalized learning, student agency, and student empowerment.**Scott Gregory Trungadi; Tricia J. Stewart, PhD (Chair); Lesley Anne Evans, PhD; Elizabeth Spencer, EdD** |

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