

University of Connecticut Neag School of Education



MESSAGE FROM THE DEAN



Jason G. Irizarry, Ed.D.
DEAN AND PROFESSOR

Thank you for taking the time to visit the Neag School of Education's 2022-23 Annual Report. Throughout the following pages, we provide an in-depth review of faculty scholarship, national rankings, academic department highlights, media coverage, and much more.

Every year I am increasingly impressed by the dedication and innovation displayed by each member of our Neag School community. Amid the continuing challenges facing the field of education, our faculty, staff, and students have remained committed to our mission to improve educational and social systems to be more equitable, effective, and just for all. Our alumni, donors, and school district partners continue to be our steadfast champions, engaging with and advocating for our student body, building relationships with stakeholders, offering generous contributions, or serving as ambassadors of the School as they excel in their chosen fields. The Neag School would not be the renowned academic and research hub it is today without them.

In April, we were heartbroken by the loss of our dear friend and generous benefactor Carole Neag. Carole and her husband Ray, who predeceased her, are among the most prominent figures in UConn's history, transforming our Neag School of Education and many other University programs. We miss Carole every day, just as we do Ray, but their legacy and vision lives on in the daily work undertaken by our School community.

My hope is that this report provides you with a glimpse into that incredible and courageous work from the past academic year.

Sincerely,

A handwritten signature in dark ink, which appears to read "Jason G. Irizarry". The signature is fluid and cursive, with a large loop at the end.

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SCHOOL HIGHLIGHTS

Mission

The Neag School's mission is to improve educational and social systems to be more effective, equitable, and just for all. We develop educators, professionals, and scholars; conduct rigorous and relevant research; and engage in reciprocal and responsible partnerships with students, practitioners, policymakers, and community members in Connecticut and around the world.

National Rankings

For the eighth consecutive year, *U.S. News & World Report* has ranked UConn's Neag School among the top 25 public graduate schools of education in the nation. The Neag School stands at No. 22 among public graduate schools of education and at No. 31 for all graduate schools of education nationwide. [Read more online about the Neag School's U.S. News & World Report rankings](#), which were released in Spring 2023.

Goals

Beyond maintaining its strength in national rankings and celebrating the widely recognized eminence of its faculty research experts, the Neag School of Education and its faculty, staff, and administration are continually improving students' access to education, pursuing the next level of excellence, and striving to increase engagement among its broad range of stakeholders.

ACCESS

The Neag School of Education is actively expanding access to educational opportunities for its own students, as well as for students across the state of Connecticut.

- The Neag School expanded its reach in the Early College Experience Program, providing the opportunity to earn college credits to 356 high



STUDENT TEACHING April 28, 2023



NATIONAL RANKINGS

Top 25 public graduate school of education in the nation

No. 22 among all public graduate schools of education nationwide

No. 17 ranked special education program in the specialty program rankings

SCHOOL HIGHLIGHTS

schoolers in 21 districts, an increase from five districts in 2021-2022.

- The Teacher Certification Program for College Graduates (TCPCG) began offering a hybrid cohort at UConn Stamford in May 2023, making the program adaptable to students' busy lives and schedules, no matter where they work or live. Paid internships were offered to TCPCG students in select school districts for the first time in 2021-2022, and several additional districts were brought on board in 2022-2023.
- Support for aspiring teachers, sport management professionals, and educational leaders expanded in 2022-2023, with the Neag School providing over \$452,239 in scholarships to 379 students.



EXCELLENCE

Neag School alumni never fail to shine in their chosen fields, serving as CEOs and coaches, publishing books, and taking on the role of school leaders.

Widely published and sought-after, Neag School of Education faculty bring their expertise to media outlets around the world, including The New York Times, NPR, the Associated Press, and EducationWeek.

ENGAGEMENT

From holding its annual Celebration of Diversity in Education in support of students of color who aspire to careers in education to featuring its faculty in lively panel discussions, the Neag School commits itself throughout the year to connect with prospective and current students, donors, alumni, and the public alike, on as well as far beyond campus.

- Through the National Holmes Scholars Program, the Neag School has been able to support students from historically underrepresented backgrounds who are pursuing graduate degrees in education.
- This spring marked the inaugural publication of the Neag School's first academic journal, the Neag School of Education Journal, an editor-reviewed, open-access publication run by Neag School graduate students. (See More on Page 65.)
- Now in its 30th year, the annual Letters About Literature Contest continues to be co-sponsored by the Neag School of Education and led by Douglas Kaufman. The contest engages students across the state of Connecticut in Grades 4 through 12.

ALUMNI

Neag School of Education Alumni Outreach Efforts, 2022-23

Alumni outreach for the Neag School of Education continued to focus on meeting and connecting with alumni to better understand their interests and ideal involvement. Following a two-year hiatus, in-person events resumed with hybrid and virtual options offered where appropriate. From July 2022 to June 2023, Emily Auger Murray, Senior Director of Alumni Relations, completed 40 remote and in-person personal visits. Collaborative work with our development operation continues with the aim of building a broad base of Neag School advocates and supporters, strengthening the pathway towards involvement, giving, and support for the School.

ALUMNI EVENTS AND PROGRAM HIGHLIGHTS

This year the Neag School of Education returned to in-person programming focused on alumni engagement and collaboration among different departments.

- A tailgate was held at the homecoming football game for awardees of the 2020, 2021, and 2022 virtual Neag Alumni Awards, which had close to 50 registrants.
- A reception was held for HESA alumni at the UConn Hartford campus following the NASPA Region 1 Conference, with 33 registrants.
- Neag Alumni Networking Night returned following the January hybrid Alumni Board meeting with 40 registrants.
- A revamp of the Strong Beginnings program was held virtually with alumni from Teacher Education, Sport Management, and Higher Education and Student Affairs sharing their experiences of how they built their professional networks, with over 74 in attendance.
- Sport Management collaborated with The Center for Career Development on a series of virtual career panels for students. These two panels featured 5 alumni panelists in various careers and were well attended with between 35-50 students participating at each.
- Music Education and the School of Fine Arts' Music Department collaborated on an alumni reception following the CT Music Educators Conference, with close to 50 participants.



ALUMNI AWARDS TAILGATE Oct. 22, 2022



CMEA CONFERENCE RECEPTION March 31, 2023

ALUMNI



📷 **ALUMNI AWARD WINNERS** March 11, 2023

25TH ANNUAL NEAG ALUMNI AWARDS CELEBRATION

The Neag School's 25th Annual Alumni Awards Celebration was held in-person in March 2023 at the UConn Alumni Center and consisted of an awards ceremony that recognized 1 Rogers Award winner and 8 Alumni Awardees. This event was attended by over 100 alumni, faculty, staff, family, and friends.

2023 Alumni Award Recipients:

- Outstanding School Educator: Kristen Negron, Counselor, Middletown Public Schools
- Outstanding Professional: Margery Daniels, Executive Director, Massachusetts Partnerships for Youth, Inc.
- Outstanding Early Career Professional: Andrew Alexi Almazan Anaya, Director of the Department of Psychology and Coordinator of the Projects Research Unit at the Talent Attention Service Center (CEDAT), Mexico City
- Outstanding School Administrator: Emily Gomes, Principal of Ivy Drive Elementary School, Bristol Public Schools
- Outstanding School Superintendent: Joseph Macary, Superintendent, Vernon Public Schools
- Outstanding Higher Education Professional: Raymond Pecheone, Professor of Practice (Retired) and Executive Director, Stanford Center for Assessment, Learning & Equity (SCALE), Stanford University
- Outstanding Diversity, Equity & Inclusion: Roszena Haskins, Executive Director of Equity Advancement, West Hartford Public Schools & Town of West Hartford
- Distinguished Alum: Richard Schwab, Dean Emeritus, Neag School of Education

ALUMNI

NEAG ALUMNI BOARD ENDOWED SCHOLARSHIP

The Neag Alumni Board Endowed Scholarship, funded by gifts from Neag alumni, supports current Neag School students who are continuing their education.

2023 Recipients:



Megan Go

Master's student in higher education and student affairs (HESA)



Kenya Overton

Doctoral student in curriculum and instruction with a concentration in secondary mathematics education;



Amanda Sutter

Doctoral student in research methods, measurement, and evaluation



HYBRID ALUMNI BOARD MEETING June 1, 2023

ALUMNI

ALUMNI BOARD MEMBERS

The Neag School Alumni Board has a history of influencing the School's outreach in the alumni community and supporting current and future students. Board members who supported all the efforts are listed below.

TABLE 1. 2022-23 ALUMNI BOARD MEMBERS

2022-23 BOARD MEMBERS	TERM(S)
MADISON COUTU '16,'17	2021-24
LISA CUSHING '17	2017-20, 2021-24
ANNA CUTAIA '07, '13	2020-23
DANIELLE DEROSA '09, '16	2022-25
ELIZABETH DEVITTO '14, '15 (SECRETARY)	2018-21, 2021-24
SHARON FULLER '83, '87, '94	2021-24
RYAN HAYNES '20	2022-25
CARL JOHNSON '03, '04, '15 (PAST PRESIDENT)	2019-22
BRYAN KIRBY '18, '19	2020-23
SHAY LEWIS '20	2020-23
KELLY LYMAN '92, '93, '10	2017-20, 2021-24
FAITH CELESTE MCCARTHY '17, '18	2022-25
TIMOTHY NEVILLE '06, '18	2018-21, 2021-24
EMMANUEL OMOKARO '11, '12	2021-24
JOCELYN TAMBORELLO-NOBLE '03, '04, '09 (VICE PRESIDENT)	2017-20, 2021-24
KIM WACHTELHAUSEN '08 (PRESIDENT)	2018-21, 2021-24
JEFFREY WIHBEY '95, '06, '16	2021-2024

UConn Gives 2023

The Neag Alumni Board raised \$3,450 from 69 donors for the Neag School of Education Alumni Board Scholarship.

FUNDRAISING

Neag School Development Efforts

Each year, a Strategic Fundraising Plan is developed that outlines funding priorities, which include:

- Undergraduate & Graduate Student Support (e.g., scholarships, doctoral support, etc.)
- Faculty Support (e.g., endowments, research support, etc.)
- Program Support (e.g., teacher education, global education, Centers, etc.)

Working collaboratively with the UConn Foundation's Neag School Director of Development, we implemented a multi-pronged strategic approach to engage multiple stakeholders in the Neag School's fundraising efforts as part of our FY23 Strategic Plan. The return to in-person allowed Dean Irizarry to host several Neag events and travel to meet with donors out of state. The team increased the solicitation of foundation and corporate support for the Neag School. This also marked the fifth year of the Dean's Board of Advocates, and a successful UConn Gives campaign. Collectively, these efforts resulted in the generation of \$1,244,392 of new funding for the Neag School. Table 2 below provides a summary.

TABLE 2. SUMMARY OF FUNDRAISING PROGRESS AND ACTIVITY, FY23

	2018	2019	2020	2021	2022	2023
CAPITAL IMPROVEMENTS				\$50		
				1		
RESEARCH SUPPORT		\$130,001	\$90,000	\$228,882	\$10,000	\$259,328
		2	1	1	2	2
FACULTY SUPPORT	\$3,125	\$252,650	\$1,935	\$875	\$250,550	\$2,025
	4	6	26	6	4	16
PROGRAM SUPPORT	\$611,890	\$3,797,861	\$1,505,991	\$416,318	\$2,389,534	\$428,209
	484	803	319	307	561	190
STUDENT SUPPORT	\$1,157,804	\$488,951	\$380,465	\$1,401,738	\$663,534	\$554,830
	325	361	285	1,063	399	515
TOTAL	\$1,772,819	\$4,669,462	\$1,978,391	\$2,047,863	\$3,313,618	\$1,244,392
	791	1,128	613	1,326	935	720

FUNDRAISING

Advancement Team

The goal of the Neag School's Advancement Team is to support the mission of the Neag School and its Development, Alumni Relations, and Communications Divisions. The members of the Advancement Team work individually with the dean in areas of responsibility and collaboratively as a unit in consultation with the dean. In FY23, the members of the Advancement Team included the following:

- Senior Director of Alumni Relations, Emily Auger Murray
- Director of Development, Marcy Jarzabek
- Director of Communications and Digital Strategy, Mikala Kane
- Publicity & Marketing Administrator, Shawn Kornegay
- Dean's Assistant, LeShonda Owens

Working collaboratively with the dean and UConn Foundation, the Neag School Advancement Team:

- Leverages their individualized areas of expertise to maximize the dean's ability to engage in high-value advancement efforts and promote the Neag School's mission and funding priorities.
- Identifies programming and events to support the advancement mission of the Neag School; events are planned by the individuals whose role most closely matches the nature of the activity (e.g., alumni relations and development for donor specific events)
- The team partnered with University Events to host the annual fall Scholarship Celebration event in-person at the Student Union. There were 92 attendees including registrants who opted for the livestream option. Marcy hosted virtual one-on-one donor and student introductions post event.
- The September donor and alumni event at the Stamford campus featured the Neag School's expansion to this regional campus including the TCPCG, ELP and UCAPP programs.



ADVANCEMENT TEAM

Members of the Neag School's Advancement Team at the annual Scholarship Celebration in September 2022.

FUNDRAISING

Development Efforts

Marcy Jarzabek, Director of Development, led the implementation of our FY23 Strategic Fundraising Plan. Much of her time was spent engaging alumni, philanthropists, private foundations, and corporations to determine specific areas of interest in which to partner. Marcy conducted a total of 115 donor visits, including 17 qualification visits and completed more than 286 substantive interactions with alumni and donors including email and phone conversations. Marcy and Emily Murray conducted 25 joint visits this year with Neag School alumni and donors to determine the most appropriate engagement strategies.

Marcy partnered with Dean Irizarry on 50 alumni and donor visits including meetings with foundations and corporations. Dean Irizarry demonstrated his commitment to engagement and building the donor pipeline by traveling to meet with Neag alumni and donors in NY, NJ, NC, and FL. The team hosted alumni and donors at the regional campuses including events in Hartford and Stamford. Dean Irizarry cultivated and stewarded donor relationships by hosting donors in the provost's suite at football games and several UConn basketball games. The development team in partnership with Dean Irizarry and faculty produced funding proposals for individual donors and to secure grant funding. This resulted in the solicitation of several gifts including a transformative commitment to help fund the launch of the Licensed Professional Counselor program.

Dean's Board of Advocates

The goal of the Dean's Board of Advocates is to support the Neag School's mission and dean's vision for growth. The members promote and advocate for the advancement of the Neag School locally and nationally. They assist in efforts to raise funds and build relationships through their networks and engage in Neag School activities. There were three meetings held during the academic year including two hybrid meetings at the Storrs campus and one virtual.

Board of Advocates Members:

- Crisanne Colgan '72 (CLAS), '81, '84 Ph.D.
- Steven Edwards '85 MA, '90 Ph.D.
- Carmen Effron '72 (ED), '81 MBA - Chair
- Sandra Hastings '89 MA, '94 Ph.D.
- Terrell Hill, Ph.D.
- John Robert "Bob" Jones '73 (BUS)
- Karen Jones
- Julie Wood '71 (ED), '72 MA, Ph.D. – Past Chair

During FY23, the Board of Advocates accomplished the following:

- Raised a total of \$25k from personal contributions to the Neag School
 - This included a collective contribution for a \$3,300 match gift for UConn Gives.

FUNDRAISING

- Members participated in a social media campaign test targeted to promote philanthropic support of the Neag School.
- Several members helped to host the fall alumni and donor event at the Stamford campus promoting the Neag School's expansion across the state.
- The board members attended several Neag events including the annual scholarship celebration, Alumni Awards, "Neag networking night" and even hosted golf outings to introduce prospective donors.

UConn Gives

In conjunction with advancement team members in each academic unit, the UConn Foundation conducted the annual UConn Gives on March 8-9, 2023. The Neag School launched an internal competition and yielded fantastic results with \$15,300 raised from 275 donors. The Dr. Sue Saunders HESA Professional Development fund project came in first place among the Neag School projects and therefore received the matching gift funds from the BOA challenge (\$3,300) raising \$7,260 total.

- Dr. Sue Saunders HESA Professional Development Fund — 114 donors, \$3,960
- Alumni Board Endowed Scholarship — 69 donors, \$3,540
- Dept. of Curriculum & Instruction: Forging a Path for Aspiring Educators — 40 donors, \$2,765
- UConn Collaboratory on School & Child Health — 51 donors, \$1,775



FACULTY HIGHLIGHTS

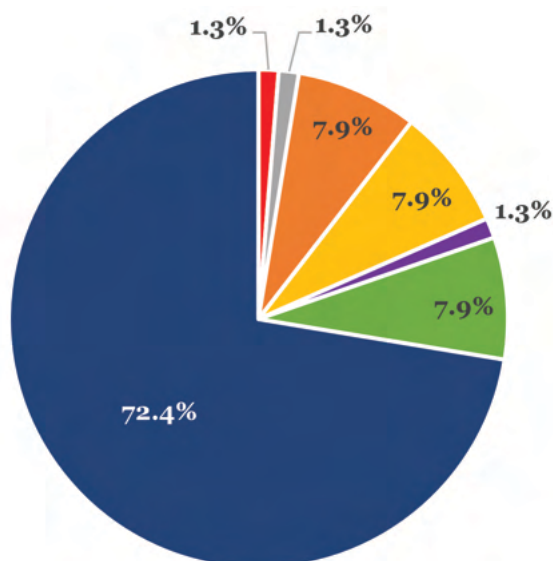
Demographics

The following totals represent a head count, including faculty with joint appointments, for AY 2022-23.

76
faculty

59
tenure-line

17
non-tenure-track



■ American Indian ■ Asian ■ Black ■ Hispanic ■ International ■ Unknown ■ White

FACULTY HIGHLIGHTS

TABLE 3. FACULTY RANK AND TENURE STATUS, AY 2022-23

	CURRICULUM & INSTRUCTION	DEAN'S OFFICE	EDUCATIONAL LEADERSHIP	EDUCATIONAL PSYCHOLOGY	TOTAL
TENURED	15	2	9	22	48
PROFESSOR	6	2	5	12	25
ASSOCIATE PROFESSOR	9		4	10	23
TENURE-TRACK	3		3	5	11
ASSISTANT PROFESSOR	3		3	5	11
NON-TENURE-TRACK	5		5	7	17
ASSOCIATE PROFESSOR	4		2	1	7
ASSISTANT PROFESSOR	1		1	6	8
INSTRUCTOR			1		1
LECTURER			1		1
GRAND TOTAL	23	2	17	34	76

Faculty Hires

- Sakeena Everett, Assistant Professor
- Alyssa Hadley Dunn, Associate Professor
- Latoya Haynes-Thoby, Assistant Professor
- Katie Nagrotsky, Assistant Clinical Professor
- Sandra Quiñones, Associate Clinical Professor

Annual Neag School Awards

- **Dr. Perry A. Zirkel Distinguished Teaching Award** – Danielle Filipiak
- **Outstanding Mid-Career Researcher Award** – Jennie Weiner
- **Outstanding Early-Career Researcher Award** – Ido Davidesco

Journal Editorships

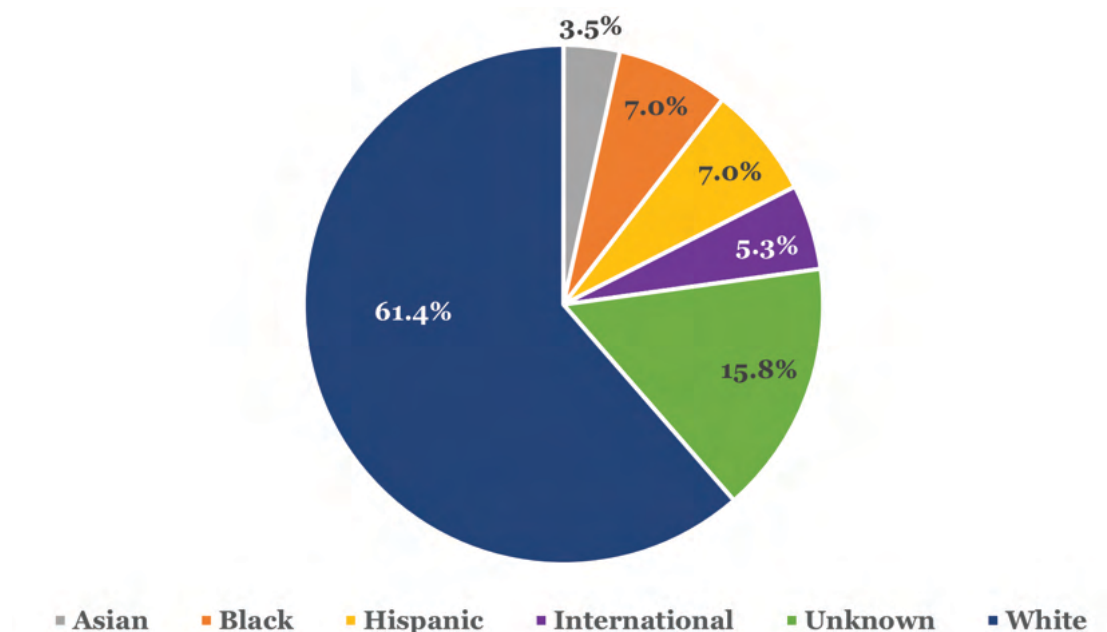
During AY 2022-23 nearly 20 Neag School faculty served in editorial leadership positions at 20 academic journals including:

- *Journal of Deaf Studies and Deaf Education*
- *New Directions for Evaluation*
- *Reading Teacher*
- *Research and Practice for People with Severe Disabilities*
- *Visions of Research in Music Education*

Please visit Appendix B for further information on editorships.

STAFF HIGHLIGHTS

Demographics



2022-23 Staff Hires and Promotions

HIRES

- Joseph Condren
- Mikala Kane
- Leslie Villaneuva
- Ryan Wellington

PROMOTIONS

- Alyssa Dillon
- Katie Gelsomini
- Li He
- Diane Matteau
- Liz Moussette
- Matt Parkinson

Valerie J. Pichette Outstanding Staff Award



2023 RECIPIENT: MEGAN PICHETTE

Named in honor of the late Valerie J. Pichette, this award recognizes an individual who has gone above and beyond in their work at the Neag School over the past academic year. The 2023 recipient is Megan Pichette, who is the program administrator for the Teacher Certification Program for College Graduates. Meg started in 2012 as the TCPCG program assistant at UConn Avery Point and, in 2019, moved up to the role of program administrator. In the past year, Meg took on a leadership role for the entire program, supporting and training new coordinators and serving as the primary program liaison for recruitment, scheduling, and certification.

DEPARTMENTS

Curriculum and Instruction (EDCI)

SELECT AWARDS AND HIGHLIGHTS

- **Joe Abramo** sat on the Diversity, Equity, and Inclusion committee of the National Association for Music Education (NAfME). He served as senior editor for the *Visions of Research in Music Education* journal. He, along with colleagues, also contributed to the following resources for the National Association for Music Education:
 - Co-authored with **Cara Bernard** and **Liz Howard**: [A Resource Guide for Implementing Sheltered Instruction for English Learners in Music](#)
 - Co-authored with **Cara Bernard**: [Divisive Concepts Laws and Music Education: A Report for the National Association for Music Education](#)
- **Michele Back** engaged in several international collaborations in the Iberian peninsula while on sabbatical during the Fall 2022 semester. She presented on translanguaging and multilingual identity work to aspiring language teachers at the Universidad de Navarra (Pamplona), the Universidad de Sevilla, and the Universidade de Lisboa. She also collected data in Lisbon and Seville for a study on multiliteracies in supercolonial contexts, and is currently collaborating with three researchers at the Universidad de Sevilla on a series of papers that examine identity work among preservice teachers in Spain. In January 2023, she started a three-year tenure as an at-large Higher Education member for [ACTFL](#), a national organization whose mission is to provide vision, leadership and support for quality teaching and learning of languages.
- **Cara Bernard** is President of the American Choral Directors Association (ACDA) Connecticut Chapter. She is also program chair of the International Association of the Philosophy of Music Education (ISPME) Biannual conference in Oslo, Sweden. She served as associate editor for the *Visions of Research in Music Education* journal. She also edited a special issue on School Improvement and the Arts in *Arts Education Policy Review*.
- **Tutita Casa** served the National Council of Teachers of Mathematics (NCTM) in the following ways:
 - She served on the *Journal for Research in Mathematics Education* [Editorial Panel](#). The panel supports the Editorial Board, sets its policies, and at least one member is involved in the review of each manuscript.
 - She continues to serve NCTM as a member of their conference program planning committees. She contributed to their 2022 Baltimore Regional Conference in December 2021-December 2022 and has started to prepare for the 2024 Annual Conference.
- **Hannah Dostal** was elected Editor-In-Chief of the *Journal of Deaf Studies and Deaf Education* (JDS-DE), a peer-reviewed scholarly journal, published by Oxford University Press. She also led an interdisciplinary/cross-college, one-week study abroad program with UConn students in Kingston, Jamaica. An article about this work in Jamaica was published in April 2023 in an International Literacy Association journal. Finally, she designed and hosted two intensive and sustained professional development pro-

DEPARTMENTS

grams focused on addressing the language and writing needs of deaf students while taking into consideration their diverse linguistic backgrounds for teachers of the deaf across the U.S. An empirical manuscript about teachers' knowledge, beliefs and efficacy has been accepted for publication in *Frontiers in Psychology*.

- **Takeena Everett** received a [Spencer Foundation grant](#) to support the following research: All humans grieve. Strikingly though, most bereavement science and grief research offer race, gender, and socioeconomic class “neutral” grief experiences and resources. In other words, grief research lacks much-needed race, gender, and class specific analysis and resources. Also, university bereavement policies and practices are severely detached from the daily and long-term realities of grief—for all people. This four-phase sequential mixed-methods national study was designed to investigate and center the experiences of grieving tenure-track Black women faculty who often experience amplified “intersectional impacts” of racism, sexism, classism, and occupational vulnerability (rank) in addition to their grief. At the request of grieving Black women faculty across the ranks (assistant, associate, full, and administrators) in higher education, within the first few months of this three-year project, this work has expanded to include Black women faculty across the ranks. Creating space for grief among Black women faculty in higher education directly benefits Black women faculty. At the same time, this study also expects to create shifts in grief research, policies, and practices for all faculty.
- **Rachael Gabriel** published an edited book with Springer titled “How Education Policy Shapes Literacy Instruction: Understanding the Persistent Problems of Policy and Practice.” Additionally, she was named Editor of the [Reading Teacher](#). Highlights from The Reading and Language Arts Center, under the leadership of Gabriel, can be read on page 50.
- **Liz Howard**, together with Dr. Manuela Wagner of Literatures, Cultures, and Languages, has been leading a three-year grant from the U.S. Department of Education’s Office of Postsecondary Education entitled, “Reimagining Dual Language Education: Promoting Equitable Bilingualism Outcomes through a Focus on Sociocultural Competence.” In the third year of the grant, which builds from a DRIA award, the team has finalized a draft version of a measure of students’ sociocultural competence development, the first measure of its kind in the field. The team has also completed the second year of a professional learning community with dual language teachers in grades three through eight, focusing on the development of sociocultural competence and its connections to equitable bilingualism and biliteracy attainment. In the remaining months of the grant, the team will pilot and revise the measure, and work with participating teachers to create an activity bank that can be shared with the field. In May 2023, the team also submitted a proposal to the same funder to create a Sociocultural Competence Toolkit for practitioners, building on the work of the current grant. They have also drafted a related IES proposal to extend the work further.
- **Alan Marcus** collaborated with the nonprofit [Common Circles](#) to support their work with secondary students in exploring issues of identity, reducing bias, promoting empathy, and building bridges between members of their community. The work in schools and parallel research brought a museum exhibition into middle and high schools and featured the first-ever use of the Shoah Foundation’s Dimension in Testimony virtual interactive Holocaust survivor experience.

DEPARTMENTS



SAKEENA EVERETT Dr. Everett received a Spencer Foundation grant to support her research.



MTL PROGRAM The CT Noyce Math Teacher Leaders program has completed its first year.

- **John Settlage**, collaborating with colleagues in ecology, is applying systems theory to investigate STEM teacher turnover in Connecticut. Easy explanations about science and math teachers leaving the profession rely on “just” — if we would “just” pay teachers more, if we could “just” use more technology, if kids would “just” put away their phones, if they would “just” stop using standardized tests, etc. In contrast, this study explores the complex combination of individual, workplace, and institutional features that cause some schools to diversify their faculty and keep strong math and science teachers while others seem unable to retain those educators most vital to their students. This project is funded by the National Science Foundation.
- **Megan Staples** led work on the following two National Science Foundation Funded Grants:
 - CT Noyce Math Teacher Leaders program — In partnership with UConn’s math department and the CT State Department of Education, the [CT Noyce Math Teacher Leaders \(MTL\) program](#) has completed its first year of a five-year professional learning and service program with a cohort of 20 veteran, secondary math teachers in Alliance districts. Collectively, the teachers participated in a year-long sequence of activities of continuous reflection and advancement of practice; six credits of graduate coursework; multiple workshops and conferences; and the development of resources for statewide use. In Year 2, we turn attention to leadership activities, as Fellows expand their leadership capacity to support peers and mentees with strong mentorship for retention and the advancement of high-quality mathematics teaching.
 - NSF Core Grant: Justification as an Equity Practice — The aim of this exploratory basic research grant project is to examine how justification — which is a powerful mathematical and learning practice — can be leveraged to advance more equitable participation and outcomes in mathematics classrooms. In the first year of the project, we collaborated closely with a team of Algebra II teachers to identify how justification is currently incorporated and strategies for incorporating justification more extensively throughout the Algebra II curriculum. In Year 2, we focus on how teachers can leverage the practice to promote more equitable engagement and outcomes.

DEPARTMENTS

Office of Teacher Education

The teacher education program includes faculty and students from across all three Neag School of Education departments (EDCI, EDLR, EPSY). The program offers two pathways toward initial teacher certification: IB/M and TCPCG, explained more below.

The Integrated Bachelor's/Master's (IB/M) program is a three-year program that serves students at the Storrs campus. Successful completers of the program earn a bachelor's and master's degree and meet the requirements for state licensure. At the start of the Fall 2022 semester, there were 131 juniors, 114 seniors, and 99 master's students in the IB/M program. By the end of the Spring 2023 semester, there were 126 juniors and 106 seniors in the program, with the number of master's students remaining unchanged.

The Teacher Certification Program for College Graduates (TCPCG) is designed for individuals who already hold a degree in a content area and are seeking the needed credentials and certification to become a teacher. They matriculate at one of four campuses: Avery Point, Hartford, Stamford, or Waterbury. Students are either recent college graduates or change-of-career individuals who learn to become educators of English, Special Education, Science, Mathematics, Agriculture, World Language, or Social Studies. In Summer 2023, the new TCPCG cohort included 51 students across campuses.

NEW TEACHER EDUCATION LEADERSHIP TEAM

This year held big changes as three new faculty members joined the Office of Teacher Education:

- In August 2022, Dr. Sandra Quiñones, Clinical Associate Professor of Curriculum and Instruction, became the new Director of School-University Partnerships. In this role, Dr. Quiñones reconnected with existing partner districts and reinvigorated connections to support student teaching and internship placements.
- In January 2023, Dr. Alyssa Hadley Dunn, Associate Professor of Curriculum and Instruction, became the new Director of Teacher Education. In this role, Dr. Dunn established a program-wide focus on justice and equity and coordinated programming efforts between IB/M and TCPCG.
- In March 2023, Dr. Tracy Sinclair, Clinical Assistant Professor of Special Education, became the new Director of the Teacher Certification Program for College Graduates. In this role, Dr. Sinclair leads the TCPCG program and coordinates the Office's efforts to reimagine program structures to better support all teacher candidates.

Program administrators whose hard work supported the Office include Anna Roberts, Megan Pichette, Christine Pearson, and Ann Marie Shanahan.

DEPARTMENTS

2022-2023 OFFICE OF TEACHER EDUCATION HIGHLIGHTS

- Visited all IB/M partner district offices and partner schools, met with district and school leaders, and attended community events as a way to reinvigorate our commitment post-pandemic.
- Visited all TCPCG campuses to meet with program staff, current students, and instructors.
- Revised program handbooks and modified several program requirements to better suit the needs of current students.
- Distributed fellowships and scholarships to students to assist with costs for transportation to student teaching and required certification exams.
- Held two Office of Teacher Education highlights at the UConn Hartford campus to align goals and efforts across IB/M and TCPCG.
- Initiated the “Thank a Teacher Educator” program where students can highlight outstanding faculty or doctoral student instructors.
- Initiated student feedback surveys to gauge students’ experiences and needs when completing their programs.
- Initiated the first annual Equity Fellowship for faculty to collaborate with the Director of Teacher Education to revise a course to include more focus on equity and justice. Funding for this effort was provided by the OTE, EDCI, and EPSY. Eight faculty fellows were selected for the inaugural fellowship.
- Started an Alumni Advisory Board. Our first meeting will be held next year.
- Held an appreciation event for Neag partner cooperating teachers and district leaders to thank them for their service to UConn students.
- Began planning for a new Residency program, aligned with new state initiatives, that will fund teacher candidates during their student teaching or internship placements. Discussions and planning will continue next year.



STUDENT TEACHING A Neag School student teacher works with a student in Mansfield in April 2023.



APPRECIATION EVENT The Neag School honored cooperating teachers and district leaders in June 2023.

DEPARTMENTS

Educational Leadership (EDLR)

SELECT AWARDS AND HIGHLIGHTS

Grants:

- **Casey Cobb** and **Richard Gonzales** received a grant from Appalachian State University (via Winston-Salem Forsyth County and Wallace Foundation) to advance equity-centered leadership.
- **Alex Freidus** is Co-PI on a project titled “Moving Beyond the Binary: Re-Conceptualizing School Integration” that was recently awarded a \$75,000 Spencer Vision Grant. The Vision Grant is a new Spencer initiative designed to provide scholars with the time, space, resources, and scaffolding to plan a large-scale study or program of research: geared toward real-world impact on equity; based on research across disciplines and methods; reliant on meaningful collaboration with practitioners, policymakers, and communities; and focused on transforming educational systems.
- **Chen Chen** received the 2023 NASSM Janet Parks Research Grant Award “Tribal Ownership and the Management of Professional Sport Franchise” is fully funded at \$1,430
- **Adam McCready** received a \$500,000.00 grant funded through the State of Connecticut to study “Adolescent student social media use and mental health “
- **Saran Stewart** is part of a research team including colleagues at Florida State U received NSF grant funding to support their project: Adaptation: Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systematic Equity for Women STEM Faculty (INCREASE-Women). [UConn portion approximately \$100,000]

Awards:

- **Preston Green** (174) and **Casey Cobb** (184) were recognized as 2023 RHSU Public Influence Educ-Scholars.
- **Chen Chen** received the 2023 North American Society for Sport Management (NASSM) Research Fellow Award.

Service:

- **Chen Chen** was appointed as one of the two inaugural Faculty Affiliates for Inclusive Excellence at the Graduate School to provide support for graduate students from minoritized communities.
- **Danielle DeRosa**, along with the Neag Alumni Board, presented a panel as part of Elevate featuring Neag alumni broadly. More information can be found on the [UConn Foundation website](#).

Invited Talks:

- **Jennie Weiner** presented a talk entitled “Just do it for the Kids:” the Feminization of the Teaching Profession at FIU Center for Humanities forum on the Crisis in Education: A National Conversation on America’s Teacher Shortage.
- **Richard Gonzales** participated on an invited panel at the 10th Annual Ed-Fi Conference on Nov. 7. He

DEPARTMENTS



📷 **FUTURE LEADERS** UConn Administrator Preparation Program (UCAPP) students kick off their cohort in June 2023.

spoke on the Neag Educator Preparation Data & Analytics System which is the first educator pipeline data system in higher education developed at the program level.

- **Kelly Lyman** presented a half-day pre-conference workshop at the NEASC Annual Event focused on using a systems approach to bring about change. The focus was use of the seven systems found in the LEAD CT Capacity and Coherence Framework. This model was established through a partnership with the CT State Department of Education, the Neag School at the University of Connecticut, and the Connecticut Center for School Change (now known as Partners in Educational Leadership). It is employed in many districts across Connecticut.
- **Erin Murray** was a panelist on the SchoolSims webinar “The Impact of Simulations on the Resilience and Well-Being of School Leaders and Teachers” on March 31, 2023.
- **Laura Burton** gave an invited talk “Women in Sport Leadership: Challenges and Benefits” at the Equality on the Move Conference organized by the General Secretariat of Sport and Physical Activity through the National Institute of Physical Education of Catalonia (INEFC), and with the coordination of the Presidency and Equality and Feminism departments of the Government of Catalonia (Generalitat de Catalunya) in Barcelona, Spain.

DEPARTMENTS

Educational Psychology (EPSY)

RESEARCH

EPSY continues to be one of the most research productive departments across the University with increases in new grant submissions, new grant awards, and overall research expenditures.

FACULTY AWARDS

Betsy McCoach

- Recipient of Distinguished Scholar award from The National Association of Gifted Children.

Lisa Sanetti

- Thomas Oakland Mid-Career Scholar Award from American Psychological Association (APA) Division 16

Ido Davidesco

- Neag Outstanding Early Career Researcher Award

E Jean Gubbins, Del Siegle, Betsy McCoach, and Susan Dulong Langley

- Gifted Child Quarterly Paper of the Year Award

Diandra Prescod

- Outstanding Service through Board Leadership Award – National Career Development Association

James Kaufman

- 2023 International Creativity Award from the World Council for Gifted and Talented Children

Melissa Bray

- 2023 Trainer of the Year Award in Scholarship from the Trainers of School Psychologists

Jackie Caemerrer

- 2022 Young Investigator Award from the Journal of Intelligence

STUDENT AWARDS

Pam Peters

- National Association for Gifted Children doctoral student award

Rae Slattery

- Connecticut School Counseling Association (CSCA) Intern of the Year.

Kimberly Richmond

- National Board for Certified Counselors Fellowship

Elizabeth Zagatta

- Jane West Spark Award from Council for Exceptional Children – Teacher Education Division (CEC-TED)

Ashley Taconet

- Council for Exceptional Children – Division on Career Development and Transition (CEC-DC-DT) Graduate Student Scholarship
- Neag Outstanding Student Researcher Award

Amanda Sutter

- Winner of the Evaluation Capacity Case Challenge, Max Bell School of Public Policy, McGill University

Lihong Xie

- Research fellowship from the Wood/Raith Gender Identity Living Trust

“EPSY continues to be one of the most research productive departments across the University with increases in new grant submissions, new grant awards, and overall research expenditures.”

— MICHAEL COYNE, DEPARTMENT HEAD

DEPARTMENTS

CONFERENCES & SYMPOSIA

- Confratute (410 attendees)
- NEPBIS Network Leadership Forum (480 attendees)
- Postsecondary Disability Training Institute (350 attendees)
- M3 Modern Modeling Methods Conference (200 attendees)
- Teaching and Learning with Technology Conference (150 attendees)
- Frontiers in Playful Learning Conference
- AI and Evaluation Symposium

JOURNAL EDITORSHIPS

- **Bianca Montrosse-Moorhead:** Editor-in-Chief, New Directions for Evaluation
- **Craig Kennedy:** Editor-in-Chief, Research and Practice for People with Severe Disabilities

BOOKS

- **Melissa Bray:** “Health-Related Disorders in Children and Adolescents: A Guidebook for Educators and Service Providers”
- **Catherine Little:** “Content-Based Curriculum for Advanced Learners”
- **James Kaufman:**
 - “Cambridge Handbook of Creativity and Emotions”
 - “Creativity and Morality”
 - “The Creativity Advantage”
 - “Innovation, Creativity and Change Across Cultures”
 - “Intelligence, Creativity and Wisdom: Exploring their connections and Distinctions”



FEEL YOUR BEST SELF Sandy Chafouleas' collaborative project won a Kidscreen award and four Telly awards.

OTHER

- **Counselor Education** launched their new Licensed Professional Counselor (LPC) Program
- **Catherine Little** was elected as President-Elect of the National Association for Gifted Children (NAGC)
- **Diandra Prescod** is the President Elect of the Connecticut Career Counseling and Development Association
- **Tracy Sinclair** was elected Vice President of Exceptional Children – Division on Career Development and Transition (CEC-DCDT)
- **Latoya Haynes-Thoby** is a founding trustee of the International Association for Resilience and Trauma Counseling
- **Craig Kennedy** chaired the IES NCSE grant panel
- **Sandy Chafouleas'** Feel Your Best Self collaborative project won a 2023 Kidscreen award and four Telly awards.

DEPARTMENTS



IDO DAVIDESCO

What if high school students could harness the data they collect on their smart phones and watches to assess their physical and cognitive health and, while making those assessments, discover what it's like to be a data scientist? That's the idea behind Brain Healthy, an initiative led by Ido Davidesco with the support of a \$1.3 million Science Education Partnership Award from the National Institutes of Health.

NEW GRANTS

Bianca Montrosse-Moorhead

- OSEP: OSEP subaward for the Early Childhood Intervention Personnel Center for Equity (ECIPC-E) (formerly known as the Early Childhood Personnel Equity Center)

Ido Davidesco

- NSF: Utilizing Neurophysiological Measures to Better Understand and Improve Engagement and Learning with Intelligent Tutoring Systems
- NIH: Brain Healthy: Engaging Students in Citizen Science Brain Health and Wellness Investigations to Promote Data Science Literacy (Sandy Chafouleas, Todd Campbell, Eric Loken)

Del Siegle

- U.S. DOE: Project Eagle (Betsy McCoach)

Kathleen Lynch

- NSF: Early childhood science, technology, and engineering education: A meta-analysis of learning and teaching innovations.

Mary Beth Bruder

- OSEP: Early Childhood Personnel Equity Center (Bianca Montrosse-Moorhead)

Sandy Chafouleas

- IES: Project EASS-E: Expanding Approaches to School Screening With Equity (Jackie Caemmerer)
- U.S. DOE: Project PSYCHS: Preparing School Psychologists for Equitable and Effective Service Coordination (Melissa Bray, Lisa Sanetti, Jackie Caemmerer)

Allison Lombardi

- NSF subaward for the INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM

Sandy Chafouleas and Latoya Haynes-Thoby

- Co-PIs on the CCERC funded research grant "Identifying effective and equitable socio-emotional supports for students and educators"

Jackie Caemmerer

- Woodcock Institute for the Advancement of Neurocognitive Research and Applied Practice

Kylie Anglin

- Mind & Life PEACE Grant.

Assessment

The Neag School embraces a culture of assessment that uses data for improvement purposes. The Office of Assessment, Accountability and Accreditation (OAAA) works with the Neag School community to oversee assessment and evaluation services that provide valid data-based decisions. The goal is to improve educational outcomes within the Neag School of Education for the three departments and for the Teacher Education unit.

The OAAA works diligently with the dean, associate dean, department chairs, directors, program leaders, other administrators, faculty, staff, students, and key stakeholders in the School and the University. It encourages adherence to the national student, program, and personnel evaluation standards developed by the Joint Committee on Standards for Program Evaluation, Guidelines and Standards for Educational Evaluation (AERA, APA, NCME), Standards for Educational and Psychological Testing (AERA, APA, NCME), and Code of Fair Testing Practices in Education (Joint Committee on Testing Practices – APA, AERA, NCME, ASHA, NASP, NATD). More information on OOA services can be found on [the Office of Assessment, Accountability, and Accreditation website](#).

The Neag School Assessment Advisory Committee (AAC), advises, provides direction, and oversight for all matters related to school-wide and program-level assessment systems that inform program evaluation and accreditation efforts. The AAC helps develop, implement, evaluate and refine the Neag Assessment Plan and to ensure a participatory model across all departments and programs. The committee work may include the development of instruments and protocols, the implementation of assessment designs, the analyses of data, and feedback on assessment initiatives.

ASSESSMENTS SUPPORTED BY THE OAAA

Fall 2022:

- Integrated Bachelor Masters Program (IBM)
 - Junior Clinical Evaluations
 - Senior Clinical Evaluations
 - Internship (5th Year) Evaluations
- Teachers Certification Program for College Graduates (TCPCG)
 - Mid-term Evaluations in Ag. Ed, English, Math, Special Education, Science and Social Studies
 - Final Evaluations in Ag. Ed, English, Math, Special Education, Science and Social Studies
- School Psychology
 - Entrance Survey
 - Practicum Assessment
 - Practicum Self-Assessment
 - Internship Assessment
 - Internship Self-Assessment

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- Counseling
 - Practicum Assessment
 - Practicum Self-Assessment
 - Internship Assessment
 - Internship Self-Assessment

Spring 2023:

- Integrated Bachelor Masters Program (IBM)
 - Junior Clinical Evaluations
 - Senior Clinical Evaluations
 - Mid-term Evaluations in Elementary Ed, English, Math, Special Education, Science and Social Studies
 - Final Evaluations in Elementary Ed, English, Math, Special Education, Science and Social Studies
 - Internship (5th Year) Evaluations
 - University Supervisor Evaluation
 - Cooperating Teacher Evaluation
 - Preservice Teacher Professional Dispositions Self-Evaluation
- Teachers Certification Program for College Graduates (TCPCG)
 - TCPCG Internship Evaluations
 - Internship self-evaluation
 - University Supervisor evaluation of student teachers
 - Cooperating Teacher evaluation of University Supervisor
- School Psychology
 - Practicum Assessment
 - Practicum Self-Assessment
 - Internship Assessment
 - Internship Self-Assessment
- School Counseling
 - Practicum Assessment
 - Practicum Self-Assessment
 - Internship Assessment
 - Internship Self-Assessment
 - Supervisor Satisfaction of Program Survey
 - Employer Feedback Survey
 - Alumni Survey
- Neag Evaluations and Surveys Administered
 - Entrance Survey
 - IBM/TCPCG Entrance Survey

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- Counseling Entrance Survey
- School Psychology Entrance Survey
- IBM/TCPCG Employment Survey
- School Psychology Alumni Survey
- Neag Exit Survey

DATA REPORTING SUPPORTED BY THE OFFICE OF ASSESSMENT

Fall 2022:

- U.S. News & World Report Graduate Schools of Education survey

Spring 2023:

- CAEP Annual Report
- Title II Annual Report

OFFICE OF ASSESSMENT SELECT 2022-23 HIGHLIGHTS

- Collaborated with a variety of stakeholders to redesign the Teacher Education Student Teaching Clinical Evaluations and created new evaluation forms for each concentration in both Teacher Education Programs.
- Piloted a Preservice Teacher Professional Dispositions Self-Evaluation for juniors and interns to reflect on their dispositions at key points in their programs.
- Conducted a national search for and hired a new Director of Assessment, Accountability and Accreditation, Dr. Kimberly Sorrentino, to run the Office of Assessment. A particular area of focus for Dr. Sorrentino will be on leading faculty in using data for on-going program improvement efforts. Dr. Sorrentino began work in May 2023.
- Staff member Cory Joyce worked with Dr. Ann Traynor, Assistant Dean, to administer a grant from the Connecticut State Department of Education that provided funds to pay the cost to teacher candidates' of two state teacher certification test requirements: edTPA and Foundations of Reading exam.



SPECIAL THANKS TO CORY JOYCE

The previous Director of the Office of Assessment left the University in October 2022. Special thanks to staff member Cory Joyce for taking on additional duties to ensure the timeliness and quality of the Office's work.

Global Education

SEMESTER-LONG AND SHORT-TERM EXPERIENTIAL GLOBAL LEARNING PROGRAMS

In the AY 22-23, the Neag School's Global Education was able to add five new EGL programs for a total of 10; expanding offerings across all three departments and providing new programs in the Global South. We also increased the number of first generation, and racially/ ethnically diverse students accessing experiential global learning programs. Through ICARE4Justice (see below for description and details), Global Ed continues to support undergraduate and graduate students' participation in Global Education research, panel presentations, experiential global learning abroad and curriculum development.

Table 4 provides an overview of the growth in Neag School Global Ed programs as well as the increase in students accessing experiential global learning programs. Over the past year, the global education programs doubled from previous years along with the total number of students accessing Neag global education programs.

TABLE 4. NEAG SCHOOL GLOBAL EDUCATION OPPORTUNITIES AND PARTICIPANTS

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
DISTINCT GLOBAL ED OPPORTUNITIES APPROVED	2	1	2	4	4	5	2	0	5	10
STUDENT PARTICIPANTS	39	14	27	31	39	39	31	0	25	57



CAPE TOWN

Neag School of Education IB/M students with program faculty Douglas Kaufman and colleagues in Cape Town, South Africa in Fall 2022.

DEAN'S OFFICE

TABLE 5. AVAILABLE NEAG SCHOOL OF EDUCATION ABROAD OPPORTUNITIES

APPROVED SEMESTER-LONG PROGRAMS	PROGRAMS (INCLUDING SHORT-TERM) UNDER REVISION/DEVELOPMENT
<p>LONDON, U.K.</p> <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M - 5TH YEAR) FACULTY SPONSOR: DAVID MOSS <p>CUSCO, PERU</p> <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M) FACULTY SPONSOR: MICHELE BACK <p>NOTTINGHAM, U.K.</p> <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M) FACULTY SPONSOR: ALAN MARCUS (SOCIAL STUDIES); MEGAN STAPLES (MATHEMATICS) <p>CAPE TOWN, SOUTH AFRICA</p> <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M) FACULTY SPONSOR: DOUG KAUFMAN 	<p>COSTA RICA</p> <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M) AND DOCTORAL STUDENTS FACULTY SPONSOR: ELIZABETH HOWARD <p>KINGSTON, JAMAICA - APPROVED AY 21-22</p> <ul style="list-style-type: none"> OPEN TO ASL AND DEAF EDUCATION NEAG SCHOOL STUDENTS (U/G) (WINTER/ JANUARY 2023) WINTER PROGRAM: JAMAICA FACULTY SPONSORS: HANNAH DOSTAL (NEAG) & LINDA PELLETIER CLAS <p>THE HAGUE, NETHERLANDS - APPROVED AY 21-22</p> <ul style="list-style-type: none"> OPEN TO ALL UNDERGRADUATE STUDENTS SUMMER 2023 FACULTY SPONSOR: SARAN STEWART <p>TEL AVIV, ISRAEL - APPROVED AY 22-23</p> <ul style="list-style-type: none"> OPEN TO EPSY STUDENTS SUMMER 2023 FACULTY SPONSOR: IDO DAVIDESCO <p>NEW ZEALAND, - APPROVED AY 22-23</p> <ul style="list-style-type: none"> OPEN TO ALL UNDERGRADUATE STUDENTS SUMMER 2023 FACULTY SPONSORS - RICH SWAB & DANIELLE DEROSA <p>PUERTO RICO</p> <ul style="list-style-type: none"> TEACHER EDUCATION (MUSIC) (MAY-MESTER - 2 WEEKS) FACULTY DEVELOPMENT TEAM: CARA BERNARD AND JOSEPH ABRAMO *CHANGE OF HOST-SITE <p><u>PROGRAMS IN-PROGRESS AND UNDER DEVELOPMENT:</u></p> <p>ABU DHABI, UNITED ARAB EMIRATES UNIVERSITY - PROPOSED FOR AY 23-24</p> <ul style="list-style-type: none"> OPEN TO NEAG STUDENTS AND ALL UNDERGRADUATES/ GRADUATE STUDENTS SUMMER 2024 FACULTY SPONSOR: TBA <p>BARBADOS, UWI, CAVE HILL - PROPOSED FOR AY 23-24</p> <ul style="list-style-type: none"> OPEN TO EPSY (COUNSELING PSYCHOLOGY) STUDENTS SUMMER 2024 FACULTY SPONSOR: DIANDRA PRESCOD

DEAN'S OFFICE

KEY HIGHLIGHTS FOR SEMESTER-LONG AND SHORT-TERM EGL PROGRAMS

Our semester-long programs were a success with 34 IB/M students traveling and working in schools in Nottingham, London and South Africa during Fall 2022. Below are a few images of our IB/M students in Cape Town, South Africa with our program faculty, Dr. Douglas Kaufman.



CAPE TOWN Neag School of Education IB/M students teaching and leading instruction in Cape Town schools.

DEAF EDUCATION IN JAMAICA

Hannah Dostal (Neag) and Linda Pelletier led the inaugural cohort to Kingston, Jamaica to work with The Caribbean Christian Center for the Deaf. This program is open to American Sign Language and Deaf Education students in Neag and CLAS. [Here is a video](#) of the students and their incredible experience in Jamaica.

TWO-WAY LANGUAGE IMMERSION IN COSTA RICA

Students in the Costa Rica program were awarded the inaugural La Paz Scholarship to offset incurred expenses with the program. The La Paz Scholarship is awarded annually by La Paz Global to aid students who are accepted to the Costa Rica program.

RACIAL AND SOCIAL JUSTICE IN THE NETHERLANDS

In May 2023, Saran Stewart with EDLR, PhD student Ayaa Elgoharry led a group of undergraduate students to the Netherlands for a honors program designed from the ICARE4Justice core areas on racial



COSTA RICA Neag School students standing in front of La Paz School in Costa Rica.

DEAN'S OFFICE

and social justice. This program provided critical access for first-generation, immigrant origin, racially and ethnically diverse students who traditionally do not access experiential global learning programs at the University of Connecticut.

GLOBAL ED SPEAKER SERIES

The inaugural Global Ed Speaker Series spearheaded by Yasmin Elgoharry, the graduate assistant for Global Education started in Spring 2023. The Speaker Series is a program led by Neag's Global Education to offer the Neag community and beyond the opportunity to learn, connect, and engage in topics around social justice, advocacy, equity, inclusion, and antiracist academic practices through international educational research. There were two sessions in Spring 2023: the first on March 29th and second on April 18th. [Here is the recording](#) for the second speaker series on April 18, 2023.



📷 NETHERLANDS UConn undergraduate students in the Netherlands alongside Dr. Saran Stewart, Ayaa Elgoharry (EDLR Ph.D. student) and members of the Dutch ECHO Center for Diversity and Policy team.

ICARE4JUSTICE

The Neag Global Education along with the Office of Diversity and Inclusion and Office of Global Affairs supported the inaugural [Intersectional and Comparative Advancement of Racial Equity \(ICARE\) for Social Justice Summer Summit](#) in Connecticut from May 8 to May 13 (see the [Neag School Facebook page](#) for photos of some of the Summit). The purpose of this international summit was to bring together a group of scholar-practitioners from the University of Nottingham, University of Connecticut and another 7 institutions throughout the Netherlands. With the award of an AERA conference grant, ICARE4Justice 2023 was able to invite colleagues from Brazil, Botswana, New Zealand, Trinidad, and Canada.

Participants in this summit had the opportunity to collaborate in establishing a transnational strategy and framework for advancing equity for racially and ethnically minoritized communities in higher education. This framework addresses institutional barriers impacting the integration of racial justice goals into research, praxis, and policy, and the summit will support faculty who conduct this research. Amongst the many deliverables from this program, has been conference presentations, grant applications and most recently the podcast episodes. For Summer 2024, ICARE4Justice, will be hosted by the University of Nottingham in the UK.

Click here to listen to the [podcast for ICARE4Justice](#).

Please see Appendix A for additional Global Education accomplishments.

Faculty Development

The Associate Dean for Academic Affairs' Office hosted several professional workshops for faculty across the career trajectory, with a special focus on supporting faculty pursuing tenure and promotion.

TENURE-EARNING AND CIRE FACULTY WITHIN THE FIRST FOUR YEARS OF THEIR APPOINTMENT

- **New Faculty Orientation:** September 1, 2022
- **New Faculty Workshop: Launching & Sustaining Successful Mentoring Relationships,** October 14, 2022
- **Annual Review & HuskyDM Reporting,** January 10, 2023
- **New Faculty Workshop: Supervising & Supporting Doctoral Students** February 10, 2023
- **Preparing to Submit Your Dossier for Mid-Tenure Review,** May 10, 2023
- **Preparing to Submit Your Dossier for Tenure and Promotion: Individual Meetings.**

Throughout April, May and June, 2023, the Associate Dean and Marci Lombardo, Dean's Office Administrative Assistant, met individually with all faculty (6) planning to submit their dossier for Tenure or Promotion in August 2023. Meetings addressed faculty questions and reviewed Neag and University policies. In addition, all faculty members were provided an orientation to Interfolio, the platform newly adopted for the University for organizing PTR/PR reviews.

- **Individual Meetings:** Throughout October and December, 2021, the Associate Dean met individually with all tenure-earning and CIRE faculty within four years of their initial appointment. Meetings addressed faculty questions and concerns and identified resources to support faculty efforts in teaching, research and service.
- **Mentoring:** Tenure-earning and CIRE faculty in the first two years of their initial appointment were provided a department mentor and a school-wide mentor to provide guidance and support in navigating early career roles, challenges and opportunities.

WORKSHOPS OPEN TO ALL FACULTY

- **Practices for Creating Humanizing Learning Environments,** with Dr. Maria Carmen del Salazar, University of Denver & Dr. Frank Tuitt, University of Connecticut, October 7, 2022
- **Engaging in Equity-Oriented Teaching from Your Positionality,** with Dr. Milagros Castillo-Montoya, March 3, 2023 – canceled due to weather
- **Culturally Sustaining & Disrupting Pedagogies,** with Dr. Timothy San Pedro, Ohio State University, March 31, 2023
- **Neag PR Forum: Promotion and Reappointment Overview for CIRE Faculty,** April 28, 2023
- **Neag PTR Forum: Promotion, Tenure and Reappointment Overview for Tenure Track Faculty** – Neag Breakout Session, April 28, 2022

Accreditation

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)

The Council for Accreditation of Educator Preparation (CAEP) is required by the State of Connecticut for programs leading to Connecticut educator certifications. This includes the Neag School Teacher Education programs (IB/M & TCPCG) and Advanced Educator Preparation Programs (School Psychology, Reading Specialist, University of Connecticut Administrator Preparation, and Executive Leadership Program).

The Site Visit occurred May 1- 3, 2022. The Final Site Visit Report concluded that all programs met all CAEP standards. No Areas for Improvement (AFIs) were identified. The Associate Dean represented the Neag School at the CAEP Accreditation Council Review in



October 2022. The CAEP Accreditation Council fully accredited the Neag School with no AFIs. Accreditation status is effective Fall 2022 to Fall 2029. The next site review will take place in Spring 2029.

The Associate Dean also represented the Neag School at the February 3, 2023, meeting of the Connecticut State Board of Education during which the Board officially granted the Neag School programs continuing approval until March 31, 2030.

COUNCIL FOR THE ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

The Counseling Education and Counseling Psychology program continued the accreditation process with CACREP in 2022-23. Due to staffing shortages, CACREP delayed the site visit; the program will continue to be accredited through the delay. Dr. Diandra Prescod, Associate Professor in the Department of Educational Psychology, has continued to lead the accreditation efforts. This year, she led the faculty in responding to initial CACREP response to the self-study submitted in July 2022. The Office of Assessment, Accreditation and Accountability has continued to provide data. Additionally, the Dean's Office has continued to fund Dr. Spencer ("Skip") Niles as a consultant to assist Dr. Prescod. We anticipate that the CACREP site visit will occur in the 2023-2024 academic year.



Advising, Recruitment, Retention, and Certification

STUDENT ADVISING, RECRUITMENT, AND RETENTION EFFORTS

Academic Advisors assist students in creating an educational plan aligned with students' academic, personal and career goals, and support students in making meaningful choices consistent with those goals. They provide information and support to students regarding courses, degree progress, career development, certification, transfer course evaluation, university and school policies and procedures, and other issues.

During the year, staff in the Advising and Certification Office continued their efforts to:

- Recruit teacher candidates and sport management students
- Recruit teacher candidates for critical shortage area teacher education programs (i.e., math, science, special education, and world languages)
- Diversify the Neag School teacher candidate population

TEACHER EDUCATION AND SPORT MANAGEMENT

The recruitment efforts implemented by the Advising and Certification Office are intended to supplement faculty recruitment and advising roles by supporting targeted recruitment for key strategic areas. Table 6 outlines the recruitment activities that were implemented during the year.



FUTURE EDUCATORS A Neag School student teacher works with students in Mansfield in April 2023.

TABLE 6. TEACHER EDUCATION AND SPORT MANAGEMENT RECRUITMENT EFFORTS

SUMMER/FALL 2022 – SPRING 2023	
K-12 STUDENT RECRUITMENT	<ul style="list-style-type: none"> • In-person and virtual meetings with prospective students and parents • Collaboration with K-12 school districts, especially partnership districts, such as, West Hartford, East Hartford, and Manchester.
UConn Storrs Recruitment	<ul style="list-style-type: none"> • Virtual and in-person meetings with prospective students • Prospective student meetings during freshman summer orientation • UConn Bound events, fall (2 in-person events) and spring (2 in-person events) • IB/M Pre-Teaching and Pre-Sport Management Information Sessions (1 virtual and 1 in-person), fall and spring • IB/M Application Workshop, fall (1 in-person and 1 virtual) • TCPCG prospective teacher candidate transcript evaluations • Collaborate with The Major Experience (TME) program to recruit IB/M & SPM TME mentors that work with prospective students • Recruitment postings in Daily Digest and Advising Digest, fall & spring
UConn Regional Campus Recruitment	<ul style="list-style-type: none"> • Pre-Teaching and Pre-Sport Management virtual and in-person information sessions: Avery Point, Downtown Hartford, Stamford, and Waterbury campuses • In-person and virtual meetings with prospective students • IB/M virtual Application Workshops, fall • Recruitment postings in Daily Digest and Advising Digest, fall and spring • Collaborated with regional ACES advisors for student recruitment and course schedule advising
Transfer Student Recruitment	<ul style="list-style-type: none"> • Transcript evaluations for prospective students • Virtual meetings with prospective students • Outreach to UConn Transfer Admissions to update major planning guides
Other Recruitment Activities	<ul style="list-style-type: none"> • Neag School Advising website for prospective education students (how to apply, program guidelines and sample semester sequences, frequently asked questions, etc.) • Recruitment flyers and postings disseminated via UConn Daily Digest & Advising Digest, Facebook & Twitter, Neag School website, cultural centers, academic buildings, and via email to prospective sophomores & advisors • Recruitment social media campaign with admitted students • TEACH Connecticut website • TCPCG Virtual Info Session • TCPCG Careers for the Common Good Job Fair, spring

DEAN'S OFFICE

TEACHER EDUCATION ENROLLMENT

TABLE 7. TCPCG ENROLLMENT (ADMITTED & PROVISIONAL), 2017-2023

TCPCG ADMITS	2017	2018	2019	2020	2021	2022	2023
Special Education	24	28	36	40	30	28	23
Teacher Candidates of Color	7	8	11	6	10	12	7
Agricultural Education	4	4	8	2	8	6	3
Teacher Candidates of Color	1	0	3	1	3	2	0
English	18	17	16	10	14	16	15
Teacher Candidates of Color	1	3	4	2	6	5	5
History/Social Studies	20	11	11	9	22	21	17
Teacher Candidates of Color	1	0	3	3	3	6	2
Mathematics	10	6	6	5	6	5	5
Teacher Candidates of Color	3	0	3	1	2	0	2
Science	25	24	15	14	18	12	9
Teacher Candidates of Color	5	1	7	4	4	1	1
World Language	4	2	6	9	4	6	3
Teacher Candidates of Color	0	1	1	4	2	4	1
Total Admits	105	92	98	89	102	94	75
Total Candidates of Color	18	13	32	21	30	38	18
Admitted Cohort Average GPA	3.27	3.30	3.34	3.36	3.35	3.36	3.33
Admitted Students of Color	3.11	3.09	3.20	3.24	3.12	3.28	3.35

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TABLE 8. IB/M ENROLLMENT, 2017-2023

IB/M ADMITS	2017	2018	2019	2020	2021	2022	2023
Elementary Education	44	43	45	44	44	40	43
Teacher Candidates of Color	19	14	14	13	21	23	8
Special Education	17	16	21	11	19	21	11
Teacher Candidates of Color	4	0	1	2	8	1	0
English	15	19	14	7	14	17	14
Teacher Candidates of Color	5	5	4	1	3	8	7
History/Social Studies	13	12	15	14	14	14	13
Teacher Candidates of Color	1	2	4	3	6	3	4
Mathematics	10	16	10	11	16	16	16
Teacher Candidates of Color	0	4	6	5	4	7	4
Music	14	14	15	18	18	20	11
Teacher Candidates of Color	3	4	4	2	4	0	2
Science	6	5	10	7	2	2	4
Teacher Candidates of Color	0	0	2	2	1	1	2
World Language	2	5	6	3	4	8	3
Teacher Candidates of Color	1	3	4	1	2	1	2
Total Admitted Students	121	130	136	115	131	139	115
Total Candidates of Color	33	32	39	29	49	44	29
Admitted Cohort Average GPA	3.51	3.52	3.51	3.56	3.59	3.60	3.56

DEAN'S OFFICE

SPORT MANAGEMENT ENROLLMENT

Table 9 provides the application and admissions information for the sport management program. Students apply in the spring semester of the previous academic year.

TABLE 9. SPORT MANAGEMENT ENROLLMENT, 2017-2023

ENTRY YEAR	APPLIED	ADMITTED	AVERAGE GPA	STUDENTS OF COLOR
2023-24	69	51	3.36	45%
2022-23	72	59	3.28	35%
2021-22	66	57	3.35	37%
2020-21	59	36	3.13	29%
2019-20	57	40	3.26	40%
2018-19	74	46	3.31	41%
2017-18	67	42	3.28	28%



SPORT MANAGEMENT Samantha Burke and Karina Vital are both sport management students interning in UConn's Athletics Department. (UConn Athletics photo)

DEAN'S OFFICE

CRITICAL TEACHER SHORTAGE AREAS

The Advising and Certification Office continued to engage in targeted recruitment efforts to increase student enrollment in low-enrollment teacher education disciplinary areas and critical teacher shortage areas (see Table 10). Through these efforts, the Neag School is helping to address shortage areas in the state of Connecticut and nationally, and to meet the requirements for Candidate Recruitment in CAEP Standard 3.

TABLE 10. CRITICAL TEACHER SHORTAGE AREA RECRUITMENT EFFORTS

SUMMER/FALL 2022 – SPRING 2023
<ul style="list-style-type: none">• Advisors, Neag School faculty and communication staff developed recruitment flyers for secondary science, math and world language, which describe the majors, career trajectories, and financial incentives
<ul style="list-style-type: none">• Promotion of critical shortage areas through outreach to Academic Center for Exploratory Students (ACES) and College of Liberal Arts and Sciences (CLAS) advisors, including targeted emails prior to admission deadlines
<ul style="list-style-type: none">• Science faculty advisor presented at large section science classes on the Storrs campus to recruit science candidates
<ul style="list-style-type: none">• Second admissions opportunity offered for open spots in critical shortage area majors; this year in history/social studies, math, science, special education, and world language. Special Education faculty reached out to Elementary Education applicants who were not admitted and encouraged them to apply during second admissions cycle.

DIVERSIFYING THE TEACHER EDUCATION WORKFORCE

A goal for the Neag School is to diversify its teacher candidate population. This goal is aligned with CAEP Standard 3, and the Neag School's ongoing commitment to equity, access, and inclusion. To that end, the advising staff conducted the activities listed in Table 11.

The Neag School teacher education faculty, staff, and academic advisors continued to develop strategies and initiatives to recruit more teacher candidates of color to its programs. Teacher candidates of color comprised 25% of the incoming AY 2023-24 IB/M and TCPCG cohorts. This remains significantly higher than the state average of 8.9%.

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TABLE 11. DIVERSIFYING THE NEAG SCHOOL TEACHER CANDIDATE POPULATION RECRUITMENT EFFORTS

SUMMER/FALL 2022 – SPRING 2023	
K-12 STUDENT RECRUITMENT	<ul style="list-style-type: none"> • Provide support to Neag Leadership in Diversity (LID) student group to host on-campus conference • Attended Today's Students, Tomorrow's Teachers College Fair, January 2023 • Presented to Bennet Academy (Manchester) fifth and sixth grade students, March 2023 • Presented to Early College Experience students taking Sport Management course at Farmington High School, Storrs, April 2023 • Provided workshop for students from CREC Academy of Aerospace and Engineering School (Windsor), March 2023 and Kennelly School (Hartford), May 2023
UNDERGRADUATE AND GRADUATE STUDENT RECRUITMENT	<ul style="list-style-type: none"> • Celebrating Diversity in Education – Prospective, current, and former students are invited to the Neag School's yearly Diversity celebration, fall • Center for Access & Postsecondary Success (CAPS) Pre-teaching Information Sessions at Avery Point, Hartford, Stamford, Storrs, Waterbury campuses, fall • Advisors co-teach UNIV 1820 – Education for Social Change course, for freshman and sophomore students interested in teaching, fall and spring • Advisors attend the summer Institute for the Recruitment of Teachers (IRT) virtual conference for the recruitment of graduate students • Development of relationships with partner districts with large presence of diverse candidates
TEACHER CANDIDATE SUPPORT	<ul style="list-style-type: none"> • Provide support to Neag Leadership in Diversity (LID) student group, including for fall and spring Conferences • Collaborate with IB/M faculty and staff on ways to support teacher candidates of color enrolled in the program • LID teacher candidates presented at the AACTE Annual Meeting, Indianapolis, Indiana, February 2023 • Selection of teacher candidates and K-12 teachers for D.E.M.O. Program, William Caspar Graustein Scholars Program Fund mentorship program
CRITICAL AND REFLECTIVE SERVICE	<ul style="list-style-type: none"> • Advisors present at Multicultural and Social Foundations course, Avery Point campus, Summer • Participate in CREC MTR Consortium Meetings • Advisors participate in AACTE Black and Hispanic/Latino Male Teacher Initiative Networked Improvement Committee

DEAN'S OFFICE

WILLIAM CASPAR GRAUSTEIN SCHOLARS

The purpose of the William Caspar Graustein Memorial Scholars Fund is to increase the number of educators of color (e.g., Black and Latinx) who are uniquely prepared to serve the needs of diverse student populations. Beginning in 2019, three cohorts of 10 teacher candidates of color who are deemed to have financial need (i.e., based on FAFSA application) receive a \$2,000 scholarship for each of the three years they are enrolled in the IB/M program. The funds are intended to defray costs associated with completing program requirements.

Selected teacher candidates participate in the Diverse Educators Making Outstanding Change program (D.E.M.O.). Graustein scholars are supported by practitioners of color, who have navigated white spaces both while attending college and professionally as K-12 teachers. These mentors support teacher candidates to navigate educational, emotional, and clinical teaching site challenges.

Mentors have:

- Invited their mentees into their classroom to introduce them to their colleagues and students, and shared personal and professional stories.
- Invited their mentees into their home for a group dinner, as a way to create a less formal, personal relationship.
- Advocated for their mentees to Neag staff when their mentees experienced academic, personal, or financial challenges.
- Maintained regular communication with mentees to provide support. Mentors have also provided support as mentees confront and experience racism, trauma, and racial injustice.



LEADERSHIP IN DIVERSITY The LID Executive Board spoke at the Neag School's annual Celebration of Diversity in Education in October 2022.



CELEBRATION OF DIVERSITY IN EDUCATION Superintendent at Windsor Public Schools, Dr. Terrell Hill gave the keynote address at the Neag School's annual Celebration of Diversity in Education in October 2022.

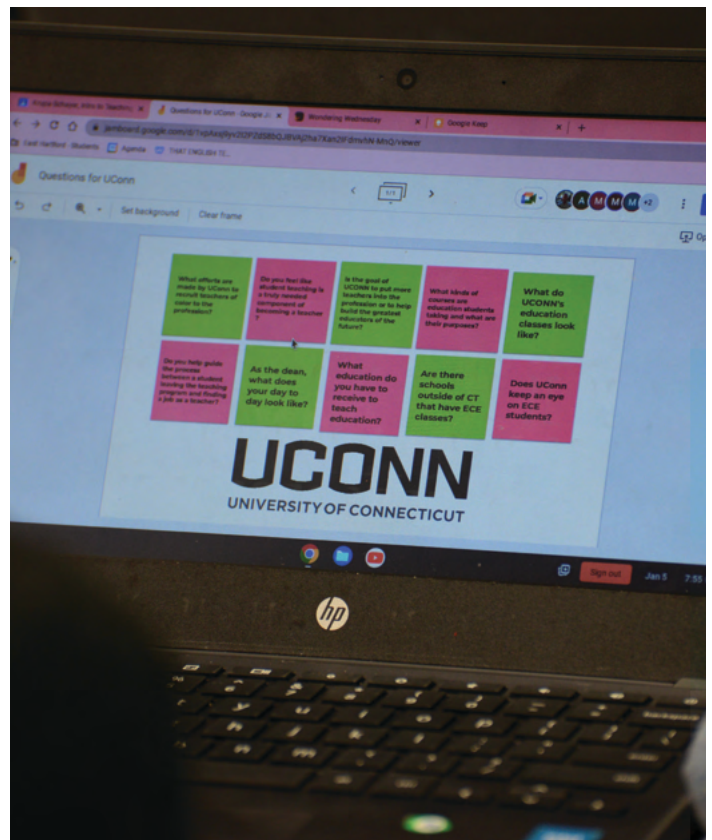
DEAN'S OFFICE

EARLY COLLEGE EXPERIENCE (ECE) PROGRAM

The Neag School of Education offers four education [ECE Program](#) courses with the goal of increasing the number of students of color who ultimately enter the field of education:

- EPSY 1100: Introduction to Special Education (3 credits)
- EDCI 1100: If You Love It, Teach It (3 Credits)
- EDLR 1162: Health and Education in Urban Communities (1 credit)
- EDLR 2001: Contemporary Issues in Sport (3 credits)

All courses offer high school students the opportunity to gain UConn credit, satisfy a UConn general education requirement, and explore teaching as a possible career path. The original pilot of the Neag School's ECE courses, in 2021-2022, included five districts, the majority of which are designated as Connecticut Alliance Districts: East Hartford, Farmington, Hartford, New Britain, and Waterbury. In 2022-2023, 21 districts offered education ECE courses, including Bridgeport, Bristol, Stamford, and Windsor.



📷 ECE CLASSES Dean Jason Irizarry and Assistant Dean Ann Traynor visited East Hartford High School in January 2023 to meet and engage with students in the Neag School's "If You Love It, Teach It" UConn Early College Experience class. Partnerships like these help cultivate the next generation of school-based professionals that are so desperately needed in our communities.

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EDCI 1100: IF YOU LOVE IT, TEACH IT

Three credits. Offered Fall, Spring, or Full-year.*

Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures. Eligibility Guidelines: Successful completion of three years of high school English is recommended.

EDLR 1162: HEALTH AND EDUCATION IN URBAN COMMUNITIES

One credit. Offered Fall, Spring, or Full-year.*



As an introductory course, EDLR 1162 explores the historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service-learning opportunities, class members analyze policies, norms and beliefs in our society. Students will be challenged to consider how these trends may lead us to a more just society and how these may perpetuate injustice. Eligibility Guidelines: Instructor consent is required.

EDLR 2001: CONTEMPORARY ISSUES IN SPORT

Three credits. Offered Fall, Spring, or Full-year.*



Socio-cultural, economic, political, and other related issues in sport. Sport as a social institution, the impact of sport in American culture, and the impact of American culture on sport. Sport at the youth, intercollegiate, professional, and international levels; how sport at these levels is experienced differently by individuals, communities, organizations, and society. Issues in sport relative to gender, race (ethnicity), differing physical and intellectual ability, sexual identity, and gender identity. Eligibility Guidelines: Instructor consent is required.

EPSY 1100: INTRODUCTION TO SPECIAL EDUCATION

Three credits. Offered Fall, Spring, or Full-year.*



Special education services in American education, including various exceptionalities and the roles of professionals. Eligibility Guidelines: Successful completion of three years of high school English and instructor recommendation.

** Students who qualify for the Federal Free/Reduced Lunch Program are eligible for a full program fee waiver.*

DEAN'S OFFICE

TABLE 12. STUDENT ENROLLMENT DATA, EDCI, EDLR, AND EPSY COURSES, 2022-2023

SCHOOL	NUMBER OF STUDENTS
ACADEMY OF SCIENCE AND INNOVATION	93
BRISTOL EASTERN HIGH SCHOOL	13
BUNNELL HIGH SCHOOL	12
CHESHIRE HIGH SCHOOL	12
CROSBY HIGH SCHOOL	28
EAST CATHOLIC HIGH SCHOOL	10
EAST HARTFORD HIGH SCHOOL	14
FARMINGTON HIGH SCHOOL	5
JOHN F. KENNEDY HIGH SCHOOL	16
JOSEPH A. FORAN HIGH SCHOOL	8
MONTVILLE HIGH SCHOOL	12
NAUGATUCK HIGH SCHOOL	17
NEW BRITAIN HIGH SCHOOL	13
NEWINGTON HIGH SCHOOL	12
PLAINVILLE HIGH SCHOOL	8
SPORT AND MEDICAL SCIENCES ACADEMY	22
STRATFORD HIGH SCHOOL	7
WARREN HARDING HIGH SCHOOL	9
WATERBURY CAREER ACADEMY HIGH SCHOOL	18
WATERBURY HIGH SCHOOL	24
WINDSOR HIGH SCHOOL	3
Total	356

DEAN'S OFFICE

RETENTION AND CAREER PLANNING INITIATIVES

The Advising and Certification Office engages in efforts to enhance student retention and success (see Table 13), which are aligned with CAEP Standard 3 Progression and Support and informed by research related to student support and retention. In addition, staff support candidates' career readiness (Table 14), employment and certification, in Connecticut and nationally.

TABLE 13. STUDENT RETENTION EFFORTS

STUDENT RETENTION EFFORTS	
ACADEMIC SUPPORT	<ul style="list-style-type: none"> • IB/M and SPM new student advising sessions by major, spring • IB/M and SPM preliminary/junior plan of study meetings by major, fall • IB/M junior, senior, and fifth year orientations, fall • IB/M senior student teaching orientation, spring • IB/M elementary senior-year rotating schedule meeting and hand-outs, spring • Course schedule emails to each IB/M and SPM cohort, fall & spring • Updating of advising syllabi for each major, spring • IB/M and SPM cohort sites in HuskyCT (repository for information on advising, career, clinic, and teacher licensure testing) • Academic Success Plan and meetings for students on university probation • Academic Success/Action Plans for IB/M and SPM students • Bi-weekly Teacher Education Unit (TEU) student support meeting (IB/M faculty and staff discuss students of concern) • Individual student meetings regarding course scheduling, plan of study, and academic support • Review prospective applicants academic advising reports/transcripts to ensure they are on track for fall admission
GENERAL STUDENT SUPPORT	<ul style="list-style-type: none"> • IB/M community-building events: Self-care and Wellness for Teaching Students, fall • Individual appointments with current students • Provide support to Neag student Groups: Teacher Education Student Association (TESA) and Leadership in Diversity (LID) • Provide financial support with the Advising Team graduate assistant position • Inaugural Junior Mentoring Program for IB/M campus change and transfer students
TEACHER LICENSURE TEST PREPARATION	<ul style="list-style-type: none"> • Development of test preparation materials for each major with information on test accommodations, fee waivers, and test preparation resources • Created culture of test preparation • Outreach to graduates missing tests • Praxis Learning Paths Prep to support elementary teacher candidate development of math content knowledge

TABLE 14. CAREER PLANNING EFFORTS

CAREER PLANNING
<ul style="list-style-type: none"> • Résumé and cover letter writing workshop • Interviewing workshop, led by K-12 school district administrators • Administrator virtual panel for TCPCG students • Education Career Fair, spring • School district job postings in HuskyCT Cohort Sites • Mock Interviews, spring • Connecticut Certification process presentations at Storrs (IB/M), Avery Point, Hartford, Stamford, and Waterbury campuses (TCPCG) • Out-of-State Certification Support <ul style="list-style-type: none"> • Certification information flyers for other states • Individual student meetings & fall in-person information session • Complete verification forms and letters for recent or previous program completers

JUNIOR MENTORING AND ORIENTATION PROGRAM FOR CAMPUS CHANGE AND TRANSFER STUDENTS

In fall 2022, a mentoring program was launched to support the successful transition of incoming junior campus change and transfer students to the IB/M program and the UConn Storrs campus. Participating junior mentees are paired with an IB/M master's student, typically in their subject area. Mentees receive support, knowledge of available resources and communities, and form connections with IB/M students. Mentors gain experience mentoring and have the opportunity to share their experiences with incoming students.

“The IB/M Mentoring Program is really important because, in the future, we all have to work as a team with our peers and fellow educators to do right by our students. So, building relationships now, in which we understand it's OK to ask for help or ask questions, is super beneficial.”

— LOUIS DORTENZIO JR. '24 (ED), FORMER MENTEE

CERTIFICATION

The Neag School of Education recommends qualified program completers for state certification and verifies students' completion to the other 49 states. This year, we recommended program completers in the following certification areas: Teaching (155), Intermediate Administration or Supervision (30), Reading and Language Arts Consultant (1), Remedial Reading and Remedial Language Arts (10), Superintendent of Schools (16), School Counselor (11), School Psychologist (11), and Speech and Language Pathologist (17). Thirty-five verifications were completed for recent or previous program completers for certification in states, including Massachusetts (9), New York (5), North Carolina (4), Pennsylvania (4), Virginia (2), and others.

Business and Grant Services

In 2020, under the direction of Dean Irizarry, the Neag School embarked on a mission to enhance its research fiscal and administrative support and infrastructure through reorganization. The Business Services Center expanded their operations to include grant support and were rebranded as Business & Grant Services (BGS). Staff dedicated to grant support were hired and others reassigned to ensure comprehensive fiscal oversight which included providing each Principal Investigator with ad hoc reports for every account and regular one on one meetings. Behind the scenes, staff have successfully created customized reports utilizing technology to improve efficiencies and save countless hours on manual processes. The result is the ability to reduce staff and eliminate expenditures associated with external support provided by OVPR while meeting the needs specific to faculty within the Neag School.

In addition to grant account support, the BGS also oversees the school's fiscal accounts and provides fiduciary management, professional development, and other administrative support. The staff in the BGS manage the Annual Budget Hearing, Budget Construction and Fiscal Year End Processes, support Search Administration process, and Facilities & Space and Technology Management. Collectively the BGS budget and grant support staff manage over 600 university, endowments and non-endowed foundation accounts. They review and approve thousands of transactions within seven separate financial reporting and processing systems.

In addition, BGS staff developed and/or facilitated multiple internal professional development opportunities during our bi-weekly schoolwide Grant and Administrative Staff meeting. With many new staff members due to retirements, this was an invaluable service. The sessions also provided opportunities to share best practices from experienced staff and speakers, in addition to the trainings. A list of dates and topics is below:

Date	Training Topic
9/14/22	Payroll (Hiring Best Practices)
10/12/22	Purchasing (POAs)
11/9/22	PCard vs. TCard
12/7/22	WebFocus
1/25/23	Participant Incentives
2/8/23	Policies & Practices for Food/Catering
2/22/23	Strategies to Avoid Burnout
3/8/23	Neag School Communications & FOIA
3/22/23	Additional Summer Compensation Review
4/23/23	Mindfulness with Guest Speaker
4/26/23	Public Speaking Webinar/Discussion
5/10/23	Goal setting with Guest Speaker
5/24/23	Team Building/Wrap Up

GRANTS AND CONTRACTS

Grants/Extramural Activities

Neag School faculty continued to be highly engaged in seeking extramural funds to support their scholarship. Appendix B lists all active grant projects in the Neag School during AY 2022-23. Table 15 reveals the number of proposed and funded grants and contracts by funding level. Table 16 identifies the total number of unique (i.e., unduplicated count of) faculty who submitted a grant proposal as a principal investigator or co-investigator.

TABLE 15. PROPOSED AND FUNDED GRANTS AND CONTRACTS BY FUNDING LEVEL

	AY 2020-21			AY 2021-22			AY 2022-23		
	Submitted	Funded	Success Rate	Submitted	Funded	Success Rate*	Submitted	Funded	Success Rate*
Federal	33	14	42%	51	16	31%	33	14	42%
State	1	1	100%	2	1	50%	1	1	100%
Private	16	6	38%	19	6	32%	17	7	41%
Other	0	0	0%	0	0	0%	0	0	0%
Total	50	21	42%	72	23	32%	51	22	43%
Success Rate	42%			32%			43%		

*Success Rate is calculated by dividing the number of grants funded in the AY by the number of proposals submitted in that AY. Because submissions and funding dates can cross academic years, the Success Rate can exceed 100%.

TABLE 16. NUMBER OF DISTINCT FACULTY SUBMITTING GRANT PROPOSALS BY ROLES ON THE PROPOSAL

FACULTY ROLES	FY20	FY21	FY22	FY23
Unique Principal Investigators who submitted a grant	23	30	35	33
Unique Co-Investigators on Submitted Grants	15	19	35	23

GRANTS AND CONTRACTS

TABLE 17. PROPOSED AND AWARDED GRANT BUDGET AMOUNTS BY FUNDING LEVEL

	AY 2020-21			AY 2021-22			AY 2022-23		
	Submitted	Funded	Success Rate	Submitted	Funded	Success Rate*	Submitted	Funded	Success Rate*
Federal	\$32,210,131	\$9,119,983	28%	\$88,531,057	\$12,486,680	14%	\$34,500,392	\$10,058,633	42%
State	\$18,953	\$18,953	100%	\$3,691,078	\$3,591,078	97%	\$100,000	\$100,000	100%
Private	\$3,056,262	\$412,309	13%	\$4,628,763	\$474,395	10%	\$5,037,964	\$523,762	41%
Other	\$0	\$0	0%	\$0	\$0	0%	\$0	\$0	0%
Total	\$36,285,346	\$9,551,245	26%	\$96,850,898	\$16,552,153	17%	\$39,638,356	\$10,682,395	43%
Success Rate	26%			17%			43%		

Note: Includes primary and proposal for which the Neag School is a sub award. Contains corrected information from previous report.

During the year, the Neag School was awarded \$10,682,395 of newly funded dollars. Table 17 indicates the total amount of funds requested on proposals and received on newly awarded grants or contracts projects by level (e.g., federal, state, etc.). Table 18 displays total grant expenditures through FY2023.

INDIRECT COSTS (IDC) (I.E., OVERHEAD)

The research enterprise in a university is primarily supported by funds generated from IDC received from grant- and contract-funded activity. To support ongoing faculty productivity in the area of extramural funding, the University provides 30% of the IDC allocation it collects from faculty research grants and contracts to Colleges and Schools. A 10% IDC return is provided from sponsored educational, service, and outreach activities. The 30% return that is distributed to the School is distributed in equal proportions to the Dean's Office, Department, and the Principal Investigator. The 10% return for non-research related outreach is distributed at the discretion of the Dean. The amount of IDC received by the University is based on the category to which IDC can be applied and the amount of those funds that are expended in a given fiscal year. The IDC allocation is typically determined after the funds are expended, so the first distribution from a funded project might not be received until a year after the project has been active.

GRANTS AND CONTRACTS

TABLE 18. RESEARCH EXPENDITURES BY TYPE OF FUNDING

FISCAL YEAR	SOURCE	RESEARCH	CONTRACTS	TOTAL EXPENDITURES
2019	Federal	\$3,521,351.63	\$455,701.51	\$3,977,053.14
	Federal Pass-Through	\$1,756,041.42	\$1,977,282.87	\$3,733,324.29
	Non-Federal	\$660,021.28	\$3,038,561.51	\$3,698,582.79
	Total	\$5,937,414.33	\$5,471,545.89	\$11,408,960.22
2020	Federal	\$3,196,334.47	\$632,831.19	\$3,829,165.66
	Federal Pass Through	\$920,922.12	\$1,735,942.93	\$2,656,865.05
	Non-Federal	\$695,797.68	\$1,239,562.04	\$1,935,359.72
	Total	\$4,813,054.27	\$3,608,336.16	\$8,421,390.43
2021	Federal	\$3,544,039.07	\$728,774.13	\$4,272,813.20
	Federal Pass Through	\$784,438.32	\$2,245,253.24	\$3,029,691.56
	Non-Federal	\$699,936.24	\$2,765,910.61	\$3,465,846.85
	Total	\$5,028,413.63	\$5,739,937.98	\$10,768,351.61
2022	Federal	\$4,993,701.78	\$769,211.85	\$5,762,913.63
	Federal Pass Through	\$1,289,185.21	\$3,246,681.46	\$4,535,866.67
	Non-Federal	\$509,406.60	\$3,341,818.00	\$3,851,224.60
	Total	\$6,792,293.59	\$7,357,711.31	\$14,150,004.90
2023	Federal	\$6,755,733.52	\$980,959.08	\$7,736,692.60
	Federal Pass Through	\$2,040,573.95	\$3,243,947.95	\$5,284,521.90
	Non-Federal	\$492,338.18	\$2,040,552.49	\$2,532,890.67
	Total	\$9,288,645.65	\$6,265,459.52	\$15,554,105.17

GRANTS AND CONTRACTS

Enhanced Support for Research

In 2022-23, the Neag School enhanced its support for research through several mechanisms outlined below. These were organized by Associate Dean Donaldson and funded by the Dean's Office.

LECTURES AND WORKSHOPS

- An Insider's Guide to Pursuing National Institutes of Health (NIH) Funding, Dr. Sherry Pagoto & Dr. Mike Copenhaver
- An Insider's Guide to Pursuing National Science Foundation (NSF) Funding, Dr. Todd Campbell & Dr. Ido Davidesco
- An Insider's Guide to Pursuing Funding for Critical Scholarship, Dr. Gil Conchas, Penn State
- CEPARE: "Where I Belong": Building Learning Communities through Trust, Authenticity, and Collaboration, Dr. Lauren Kelly, Rutgers
- CEPARE: Combatting Invisibility of Asian American Students: How Schools Can Support their Asian American Students & Their Families, Dr. Phitsamay Uy, UMass Lowell
- Funding Research Using PIVOT and Foundation Directory Online

ONGOING OPPORTUNITIES

- Watercooler Research Conversations-- These monthly drop-in meetings are part of our ongoing efforts to stimulate research. Held by Associate Dean for Research Morgaen Donaldson and pre-award specialist Dan Stolzenberg, these informal drop-in sessions allowed faculty and students to ask any question regarding research proposal development.
- Pizza with Post-Docs and Assistant Research Professors—We held two sessions with this group to answer role-specific questions and build community.
- Neag News Research Tips — This new addition to the Neag News consisted of brief tips to address common questions regarding research proposal development and administration.
- Natural Language Processing Brown Bag Conversations—three meetings over the spring semester that brought together faculty and students with an interest in research using NLP.

ADDITIONAL OPPORTUNITIES

- Spencer Foundation mentorship — Associate Dean Donaldson connected with the Spencer Foundation to set up a mentorship for Assistant Professor Grace Player. This relationship is on target to support Dr. Player in submitting a proposal to the Spencer Postdoctoral Research Associate competition.

AY 22-23 RESEARCH GRANTS

\$39.6M in submitted grant proposals (51 proposals total).

\$10.7M in awarded grant funding (22 awards total).

\$15.55M in grant expenditures.

Publications and Presentations

During the 2022 calendar year, Neag School faculty produced a total of more than 200 publications and gave upwards of 200 presentations at institutions around the world. Please refer to Appendix B for a complete list.

201
Publications
in 2022

2022 FACULTY PUBLICATIONS

7 books

158 journal articles

36 book chapters

238
Presentations
in 2022

2022 FACULTY PRESENTATIONS

67 international

133 national

33 state/regional

5 local

RESEARCH CENTER HIGHLIGHTS

Center for Behavioral Education and Research (CBER)

CBER is a research and education center in the Neag School of Education whose mission is to conduct rigorous research and translate and disseminate empirically supported practices that promote equity and improve educational outcomes for all learners, especially those with or at risk for learning and behavioral difficulties. Learn more about CBER on [its website](#) or in Appendix C.

The logo for the University of Connecticut (UConn) is displayed in a large, bold, dark blue serif font.

CENTER FOR BEHAVIORAL
EDUCATION AND
RESEARCH (CBER)

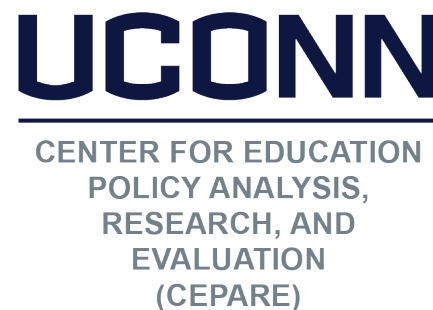
AY 22-23 UPDATES

- **Broad Public Engagement:** CBER faculty engage with educators, schools, families, communities, and agencies on reciprocal research and implementation partnerships at the local, state, national, and international levels.
 - CBER faculty have partnered with hundreds of schools across Connecticut.
 - CBER's reach extends to schools in all states and U.S. territories
 - CBER sponsors an ongoing series of conferences (and pre-pandemic sponsored a series of talks and events) to engage the Neag School and UConn communities as well as serve the needs of the larger educational community of parents, teachers, and leaders.
- **Research Impact:** CBER faculty are productive scholars, as evidenced by the following highlights.
 - \$50 M in federal and state research grants and contracts (2018-2022)
 - \$800 K per faculty per year (2018-2022)
 - 219 peer-reviewed articles, books, and chapters (2018-2022)
 - 4 publications per faculty per year (2018-2022)
- **Collaborative and Informed Scholarship:** CBER faculty form collaborative partnerships to inform and support scholarship and implementation.
 - Approximately 34% of funding is from state/local contracts
- **Shaping Tomorrow's Leaders:** CBER faculty actively prepare and mentor leaders to shape the future of education.
 - CBER faculty have been awarded leadership grants of more than \$5.5 million to prepare doctoral students. (2018-2022)
- **Events:** CBER Researcher Scientists have sponsored conferences and events including the Postsecondary Disability Training Institute and the Northeast PBIS Leadership Forum.

RESEARCH CENTER HIGHLIGHTS

Center for Education Policy Analysis, Research, and Evaluation (CEPARE)

CEPARE is a member of the Education Policy Alliance, a nationwide network of university-based research centers and organizations. The guiding principles of CEPARE are:



Learning

- We conduct research and advocate for policies that improve learning opportunities and environments for individuals and their communities.
- We strive to learn with and from individuals and their communities, practitioners, and policymakers.
- We affirm the knowledge of communities and the importance of building on and affirming that knowledge through our inquiries and partnerships.

Equity and Justice

- We place equity and justice at the center of our work.
- We engage in research with and for racially/ethnically minoritized and other marginalized groups and communities.

Partnership

- We inform, support, and enable change in educational systems, organizations, and communities.
- We partner with individuals, practitioners, policymakers, and each other, as well as communities and organizations.

Learn more about CEPARE on [its website](#) or in Appendix C.

AY 22-23 HIGHLIGHTS

- **The Center for Connecticut Education Research Collaboration (CCERC):** [CCERC](#) has gained a national reputation for bridging the divide between research, policy, and practice. With Ajit Gopalakrishnan, Chief Performance Officer at the CSDE, Morgaen Donaldson co-leads the CCERC, which was funded initially through a \$3 million ARP ESSER grant and will be continued through another \$3 million grant in summer 2023. This Collaborative brings together researchers from across Connecticut's universities to conduct important research. Findings from CCERC have been highlighted by The New York Times and the EduRecoveryHub, which produced, "[Funding What Works in Education: Connecticut's Unique Education Research Collaborative.](#)"
- **Rapid Research Briefs for Alliance Districts:** With the support of AERA's Education Research Service Project (ERSP) funding, CEPARE produced short-duration, fast-turnaround Rapid Research Briefs (RRB) that investigate pressing issues in Connecticut's Alliance Districts, 36 of the lowest-performing

RESEARCH CENTER HIGHLIGHTS

and lowest-resourced school districts in the state. Through the ERSP funding, CEPARE produced RRB on important topics: [fostering collaborative relationships between families for whom English is a second language and schools](#), [diversifying the teacher pipeline](#), and the characteristics of alliance districts. Graduate students and a postdoctoral research associate worked with CEPARE director Morgaen Donaldson to respond to RRB requests from Alliance districts, carry out the required research, write the briefs, and share findings with the requesting districts before disseminating the briefs more widely. In this way, CEPARE RRB directly and positively impacted the learning opportunities of children in Connecticut's most under-resourced school districts.

- **UConn Undergraduate Admissions:** This ongoing evaluation of the test-optional undergraduate admissions pilot program is led by Morgaen Donaldson and includes Eric Loken, Catherina Villafuerte, and Kiah DeVona.
- **CEPARE Speaker Series in 2022-23:**
 - “Where I Belong: Building Learning Communities through Trust, Authenticity, and Collaboration.” Led by Dr. Lauren Kelly of Rutgers, Hector Cruz of Fordham University, and Semaj Skillings of University of Connecticut on Nov. 2, 2022.
 - “Combatting Invisibility of Asian American Students: How Schools Can Support their Asian American Students & Their Families.” Led by Dr. Phitsamay Uy of University of Massachusetts-Lowell on March 22, 2023.

Reading and Language Arts Center

The Reading and Language Arts Center serves as a coordinating agency for the improvement of literacy instruction and literacy teacher education from the undergraduate through the doctoral levels. The center's faculty provides graduate programs and courses within the Department of Curriculum and Instruction that offer concentrations in reading and language arts, including programs that lead to state certifications. It is the intent of the Reading and Language Arts Center faculty to develop professionals with leadership potential who are prepared to improve reading and language arts instruction in Connecticut's schools. Learn more about the center on [its website](#) or in Appendix C.



AY 22-23 HIGHLIGHTS

- Hosted “Evaluating Cultural Responsiveness in Curriculum” speaker series, where the featured speaker was Dr. Leah Q. Peoples. Over 170 people registered to attend a presentation by the authors of this seminal report on the culturally responsiveness of ELA curriculum.
- In addition to the speaker series, the center produced the following podcasts:
 - [Classroom Caffeine Podcast](#)
 - [Phenomenal Student Podcast](#)
 - [To the Classroom with Jen Serravallo](#)
 - [Have You Heard Podcast](#)

RESEARCH CENTER HIGHLIGHTS

Renzulli Center for Creativity, Gifted Education, and Talent Development

The mission of the Renzulli Center is to promote enjoyment, engagement, and enthusiasm for learning in teachers and students at all levels of education through high quality research and outreach on innovative teaching strategies. Our work in talent development and gifted education is based on practical applications of over four decades of research, as are the direct services we provide to teachers, administrators, researchers, and policy makers throughout the world. Learn more about the Renzulli Center on [its website](#) or in Appendix C.

The logo for the University of Connecticut (UConn), featuring the letters "UConn" in a bold, dark blue, sans-serif font.

RENZULLI CENTER
FOR CREATIVITY, GIFTED
EDUCATION, AND TALENT
DEVELOPMENT

AY 22-23 HIGHLIGHTS

- **External Funding:** The Renzulli Center received one new grant for \$2.9+ million, has four continuing grants totaling over \$11 million, had two grants on no-cost extensions that totaled almost \$5 million, and had one grant finish for \$289,510.
- **Educational Training Opportunities:** Confratute continues to be the Center's major Educational Training event. It was held virtually in Summer 2022 and had both on-campus and virtual events in Summer 2023. The Center's webinar series expanded to include Center faculty as well as leading scholars in gifted education outside UConn. Thirteen webinars were held throughout the academic year that focused on issues of interest to parents and educators. The webinars were broadcast live, and recordings were offered on the Center website for parents and educators to view.
- **Mentorships:** Seven mentorships were hosted for postdoctoral students, visiting scholars, and others.
- **Faculty Honors and Awards:**
 - **D. Betsy McCoach** received the 2022 Distinguished Scholar Award from the National Association for Gifted Children for her extensive body of research in the field of gifted education.
 - **James Kaufman** received the 2023 International Creativity Award from the World Council for Gifted and Talented Children for his contributions to the field of creativity.
 - **E. Jean Gubbins, Del Siegle, Karen Ottone-Cross, D. Betsy McCoach, Susan Dulong Langley, Carolyn M. Callahan, Ann Brodersen, and Melanie Caughey** received the 2022 Paper of the Year award from *Gifted Child Quarterly* for their publication titled "Identifying and serving gifted and talented students: Are identification and services connected?"

IN THE MEDIA

Neag School in the News

In 2022-2023, Neag School faculty experts, research centers, alumni, departments, and students received coverage in news outlets worldwide, including **50 international and national media outlets**, and **more than 110 different local news outlets**, blogs, specialty websites, and University media. The Neag School of Education and its faculty were **mentioned in the media more than 230 times** throughout the 2022-23 academic year. The full list of media clips can be viewed in Appendix D.

230+
mentions in

160+
media outlets

The New York Times



AP

THE CONVERSATION

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IN THE MEDIA

Neag School on Social Media

The Neag School's social media accounts saw another year of growth in 2022-23. **Followers increased on all four major platforms** — Facebook, Instagram, Twitter, and LinkedIn — and Instagram continued to be a space of high engagement. **All top five performing posts across all platforms were on Instagram**, and included both photo and video posts.

510,380
impressions on Instagram

90,676
impressions on LinkedIn

16,253
engagements on Facebook

14,467
views on YouTube



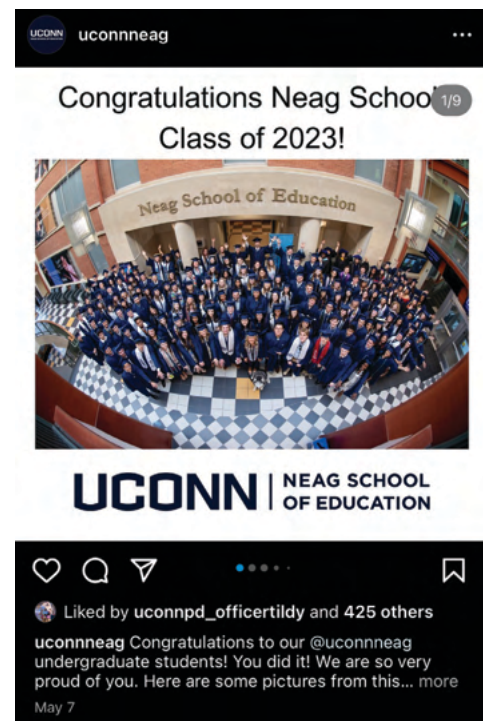
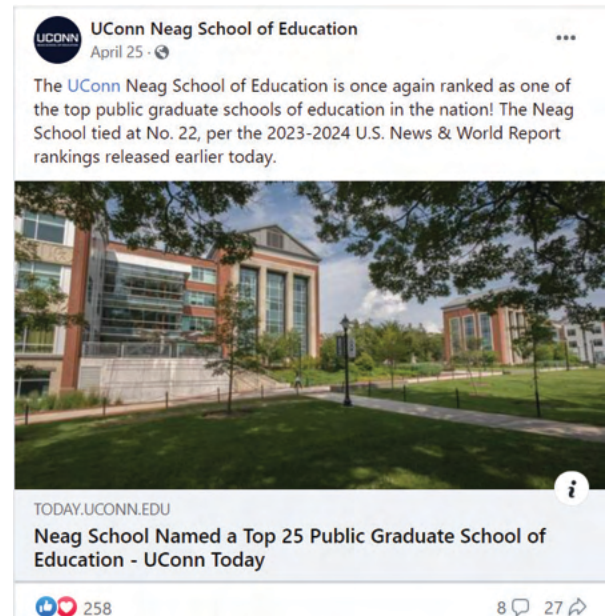
SOCIAL MEDIA GROWTH

17% increase in Instagram followers

15% increase in LinkedIn followers

7% increase in Facebook followers

3% increase in Twitter followers



SCHOLARSHIPS

In 2022-2023, the Neag School of Education provided **over \$452,239 in scholarships to 379 students**. That is an increase from \$414,619 to 320 students in 2021-2022. The scholarships include the following:

TABLE 19. SCHOLARSHIP SUPPORT FOR UNMET NEEDS

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
21	Dean's Fund	\$12,445
30	Neag School of Education Undergraduate Scholarship Fund	\$30,000 (\$1,000 each)
1	Neag School of Education Graduate Fellowship Fund	\$2,000
4	EDCI General Support Fund	\$801
60	Ray Neag School of Education Endowment Fund	\$50,250
2	Degnan	\$30,060
3	William Randolph Hearst Endowed Scholarship	\$4,500 (\$1,500 each)
121	TOTAL	\$130,056

TABLE 20. SCHOLARSHIP SUPPORT AWARDED THROUGH APPLICATION PROCESS*

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
106	Named Scholarships	\$141,500
7	Neag Foundation Scholarship for Neag School IB/M Program	\$49,290 (applied to Fall 2022 semester)
7	Neag Foundation Scholarship for Neag School IB/M Program	\$50,000 (applied to Fall 2023 semester)
2	Howard and Sandy Klebanoff Scholarship Fund	\$20,000
122	TOTAL	\$260,790

* We received a total of 708 applications this year, versus last year's 631.

SCHOLARSHIPS

TABLE 21. SCHOLARSHIP SUPPORT VIA MISCELLANEOUS FUNDS

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
3	Alumni Board	\$3,000 (\$1,000 each)
10	William Caspar Graustein Memorial Fund - Cohort 3	\$20,000 (\$2,000 each)
4	Gavin Family Fund	\$4,000 (\$1,000 each)
34	Robert E and Gladys B Dunn International Fund	\$15,060
6	La Paz Global Education Scholarship (New)	\$6,000
32	Ray Neag School of Education Endowment Fund	\$6,800
47	Foundations of Reading Scholarship - Grant G4EPP	\$6,533
136	TOTAL	\$61,393



SCHOLARSHIP CELEBRATION Donor Carla S. Klein '72 (ED) poses for a photo with her scholarship recipients at the Neag School's annual Scholarship Celebration in September 2022.

ACADEMIC PROGRAMS

Courses and Curriculum Committee (C&C)

The C&C Committee addresses matters related to the Neag School academic programs (i.e., program of study for majors, minors, certificates), courses, and academic policies; advises the Faculty Council, Dean, and Dean's designees on curriculum-related policy matters; and reviews policies related to academic programs in the Neag School. The C&C Committee provides oversight of the quality of courses and program offerings. Specific duties include consideration of new courses, substantial course changes, new programs, and program changes.

Committee members:

- John Zack – EDCI, chair (term expires spring 2023)
- Natalie Olinghouse – EPSY (term expires spring 2023)
- Michele Back – EDCI (term expires spring 2022)
- Adam McCready – EDLR (term expires spring 2022)
- Saran Stewart, EDLR (term expires spring 2023)
- Ann Traynor – Assistant Dean and Certification Officer (Dean's Designee Voting Member)
- Dorothea Anagnostopoulos – ADAA (ex-officio)
- Diane Matteau – Administrative Support

The Committee met on the following dates: September 14, 2021; October 12, 2021; November 9, 2021; December 14, 2021; January 11, 2022; February 8, 2022; March 8, 2022; May 10, 2022.

Governance Change:

In 2022-2023, the C&C Committee led the move to change the final faculty approval process for all proposals regarding the creation of new and revisions of programs and courses. The change removed the final approval from the Faculty Council's purview and returned it back to the full Neag faculty. The change reflects the Committee's efforts to increase the efficiency of the review process. The C&C Committee chair, John Zack, took the proposal for the change to the Faculty Council in Spring 2023. The Faculty Council moved the proposal forward for a full faculty vote. The change was approved by the faculty in Spring 2023 by a vote of 45 yes, 2 no, 1 abstain.

APPROVED NEW COURSES

1. EPSY 6710: Conceptions of Human Potential
2. EPSY 6730: Contemporary Issues in Giftedness, Creativity, and Talent Development
3. EPSY 6780: Affective Issues in Achievement and Talent Development
4. EDLR 1110: Introduction to Sport Management
5. EDLR 6468: Critical Race Theory in Higher Education
6. EDLR 6469: Decolonizing International and Comparative Higher Education
7. EDLR 6471: The Faculty Career
8. EPSY 5643: Text Analytics

ACADEMIC PROGRAMS

9. EPSY 3040: Learning Community Peer Mentoring, the Floor Mentor Experience
10. EDLR 6470: Racial Justice and Decoloniality in Higher Education Teaching

APPROVED REVISED COURSES

1. EPSY 6770: Concepts in Curriculum and Instruction for Talent Development
2. EDLR 5405: Instructional Leadership – Curriculum & Assessment
3. EDLR 5408: Leadership for Special Populations
4. EPSY 5304: Foundations and Content of School Counseling
5. EPSY 5316: Cross-Cultural Counseling
6. EDCI 6860: Educational Inequity – Research Methods
7. EDLR 1161: Introducing Food and Nutrition to Children through Reading

APPROVED NEW PROGRAMS

1. EDCI: new Graduate Certificate: Literacy Leadership
2. EDLR: Emerging Women's Leadership Graduate Certificate

APPROVED PROGRAM REVISIONS

1. EDCI: MA in Curriculum and Instruction and MA in Educational Psychology at UConn Stamford — This is already an approved program; GPAR submitted to reinstate the TCPCG program at the Stamford campus.
2. EPSY Motion — Remove minor in Creativity, Innovation, and Entrepreneurship from undergraduate catalog
3. EDLR: Sixth-Year Certificate Program in Educational Administration — The Sixth-Year Certificate Program in Educational Administration, University of Connecticut Administrator Preparation Program (UCAPP) recently had a program redesign. This consisted of an updated program of study, number of credits, and new courses that were established through C&C. The GPAR was submitted to update the graduate catalog copy.
4. EPSY: Cognition Instruction and Learning Technology — GPAR submitted to update the title of the degree program, with no substantive changes to the program description.
5. EPSY: Counselor Education and Counseling Psychology — GPAR submitted to change program title.

APPROVED PLAN OF STUDY REVISIONS

1. EDCI: IB/M English Education Program Guidelines — Added course options for the Genre requirement for IB/M English Education.
2. EDCI: English Education Program Guideline Updates — Changed to provide more flexibility for students to meet requirements for Neag and CLAS English majors, and to increase the focus on English from a non-white/Western perspective
3. EDCI: Secondary English Plan of Study Change — Added ENGL 2635E and ENGL 3240E as options to

ACADEMIC PROGRAMS

satisfy the English Education Genre requirement. These courses will also satisfy the Environmental Literacy general education requirement.

Doctoral Studies

Though doctoral studies are located within departments and programs, the Doctoral Studies Coordinator, Dr. Jennie Weiner, EDLR, works with the Neag Doctoral Studies Committee to coordinate recruitment, scholarship selections, programming for Neag doctoral students, and, to a lesser degree, curriculum, especially in special “professional” seminar courses.

Doctoral Studies Committee Members:

- Suzanne Wilson, EDCI, chair
- Sandra Silva-Enos, Doctoral Student, EDCI
- Betsy McCoach, EPSY
- Sandy Chafouleas, EPSY
- Pam Peters, Doctoral Student, EPSY
- Jennie Weiner, Doctoral Coordinator and EDLR
- Taylor Strickland, Doctoral student, EDLR
- Dorothea Anagnostopoulos, ADAA (ex officio)

Meeting Dates: Nov. 30, 2022; Jan. 25, 2023; Feb. 22, 2023; March 29, 2023.

DOCTORAL STUDENT PROGRAMMING

Dr. Weiner worked with the doctoral student representatives on the Doctoral Studies Committee to host the following panels for Neag doctoral students:

- In Person Doctoral Lounge Mixer and Launch of Neag Journal - 30 attendees
- Virtual Panel: Life Beyond Husky Nation - 29 attendees
- Dear Colleagues, a Neag Doctoral committee sponsored, student run virtual event for folx to ask questions, seek advice, gain new information, hear diverse perspectives, and find their community as they navigate doctoral studies - 10 attendees
- Research Speed Dating - virtual event
- Doctoral Student Orientation

Additionally, Dr. Weiner continued a Doctoral Buddies program for peer-to-peer mentoring, collegiality and support.



DOCTORAL STUDENT ENROLLMENT

81 Number of applications to Neag School doctoral programs for 2023-24 entry

28 Number of applicants accepted to Neag School doctoral programs for 2023-24 entry

21 Number of doctoral students enrolled in 2022-23

ACADEMIC PROGRAMS

GAVIN DOCTORAL COMPLETION SCHOLARSHIP

(See Gavin Family Fund in Scholarship section above). The Neag School awarded four doctoral students \$1,000 each to support completion of their doctoral dissertation research.

- Fall 2022: Alyssa Bunyea, Sarah R. Luria
- Spring 2023: Julie H. Delgado, Luis Ferreira

The Neag School of Education Journal

The Neag School of Education Journal is an editor-reviewed, open-access, annual journal. As highlighted on [the Journal's webpage](#), the Journal's "primary purpose is to offer a platform for graduate students to share their research and knowledge with academic communities, to broaden and deepen the literature of education, as written and experienced by graduate and doctoral students, as well as early-career scholars." The journal invites non-traditional academic writing including essays, pilot studies, personal experiences and reflective pieces, along with literature reviews and research articles. Authors can retain copyright of their materials and continue to develop these pieces to be sent to peer-reviewed publications later in their careers.

Dr. Jennie Weiner serves as the advisor for the Journal.

Current board members are:

- Caitlin Blacksmith, Research Methods, Measurement, and Evaluation Ph.D. student;
- Luis Orione Ferreria, Giftedness, Creativity, and Talent Development Ph.D. student;
- Brenna Fitzmaurice, School Psychology Ph.D. student;
- Talbot Hook, Giftedness, Creativity, and Talent Development Ph.D. ;
- Emily Lisy, Curriculum and Instruction doctoral student;
- Vaishnavi Sivaprasad, Educational Psychology doctoral student;
- Gina Norman, School Psychology Ph.D. student;
- Taylor Strickland, Learning, Leadership and Educational Policy doctoral student;
- Ani Terterian, Higher Education and Student Affairs Master's student;
- Charles Wentzell



The journal has a DOI: 10.59198/2493064. In 2022-2023, the Journal reviewed 12 manuscripts and [published one issue](#) that contained five articles.

APPENDIX A

I. GLOBAL EDUCATION: ADDITIONAL INFORMATION

TABLE 22. NEAG SCHOOL FACULTY REPRESENTATION FOR GLOBAL EDUCATION COMMITTEE MEMBERS FOR AY 22-23

NAME	DEPARTMENT	ROLE
SARAN STEWART	EDLR	CHAIR
CASEY COBB	EDLR	MEMBER
DANIELLE DEROSA	EDLR	MEMBER
ALAN MARCUS	EDCI	MEMBER
DOUGLAS KAUFMAN	EDCI	MEMBER
DIANDRA PRESCOD	EPSY	MEMBER
DOROTHEA ANAGNOSTOPOULOS	DEAN'S OFFICE	DEAN'S REPRESENTATIVE
ANN TRAYNOR	DEAN'S OFFICE	DEAN'S REPRESENTATIVE
YASMIN ELGOHARRY	EDLR	GRADUATE ASSISTANT
JONATHAN SIMMONS	EDCI	FINE LEADERSHIP REP.
DAVID MOSS	EDCI	EX OFFICIO

OTHER KEY ACCOMPLISHMENTS FOR GLOBAL EDUCATION:

- **Universitas 21 (U21).** Saran Stewart attended and presented on the US education critical issues at the U21 Deans of Education annual meeting at the American Educational Research Association conference in Chicago on April 2023. Collaborations with the University of Auckland in New Zealand, University of Nottingham in the UK and University of Amsterdam are ongoing given the current partnerships with U21.
- **Graduate Assistant Support.** Yasmin Elgoharry, a doctoral student in the department of Education Leadership was nominated and selected to be a member of the FINE leadership team starting in Fall 2022. Yasmin provides invaluable research and serves as the graduate assistant for the Global Education committee and spearheaded the Global Ed Speaker Series as well as worked on the logistics for ICARE-4Justice.

APPENDIX B

I. Neag School of Education Faculty Grants

II. Neag School of Education Faculty Representation on Committees and Councils

III. Neag School of Education Faculty Presentations

IV. Neag School of Education Faculty Intellectual Contributions

V. Neag School of Education Faculty Editorial Leadership Positions

VI. Neag School of Education Faculty Awards and Honors



Neag School of Education

Annual Report 2023

Neag School of Education Faculty Grants

July 1, 2022 – June 30, 2023

Prepared by Marci Lombardo
Dean's Office

FEDERALLY FUNDED

D. Todd Campbell (PI, EDCI). *Collaborative Research: Supporting Undergraduate Preservice Science Teachers Through the Development of an NGSS-Aligned Unit Planning Tool.* This project aims to serve pre-service science teachers and K-12 students nationally by positively impacting the ability of science teacher educators to support undergraduate pre-service science teachers in implementing the Next Generation Science Standards (NGSS) through the construction and testing of an innovative unit planning tool. The tool will provide a research-based structure to the unit design process while also providing “just-in-time” resources for pre-service teachers as they learn to merge ambitious science instruction with curriculum design. These efforts are timely as national, state, and district leaders are rapidly identifying the robust demands placed on educators and learners by the new standards. This Level 1 Engaged Student Learning IUSE project employs design-based research. By preparing and disseminating the ongoing work and results of the project at state and national levels, this project intends to contribute to the ongoing nationwide effort to generate a concrete model of research-based strategies to support pre-service science teachers to engage all students in the practices of science through model-based inquiry that are well aligned with the NGSS and supportive of students’ engagement in rich representations of science in classrooms. Funded by NSF for \$203,878 (10/1/2021 to 9/30/2024).

Milagros Castillo-Montoya (PI, EDLR); Co-PI: Jillian Ives (EDLR). *Using Communities of Practice to Transform STEM Education for Latinx Students at Two-Year Hispanic Serving Institutions.* The KickStarter 2.0 (KS2) program was developed to build cross-functional, cross-disciplinary communities of practice of faculty, administrators, staff, and students focused on improving STEM teaching and learning for Latinx students. The framework underlying the program comprises community of practice literature and a STEM Evidence-based Student Serving (STEM-ESS) Assessment and evidence-based practices. The goal of KS2 is to improve Latinx student outcomes in STEM and signal intentionality for institutional transformation. KS2 will serve one pilot institution and four cohorts of four two-year Hispanic Serving Institutions (17 institutions total) across the South and Southwestern United States. The program is currently in its second year of implementation, with the first cohort half way through the 18-month intervention and recruitment of the second cohort underway. Funded by NSF for \$267,822 (5/1/2022 to 4/30/2026).

Sandra Chafouleas (PI, EPSY); Co-PI: Jessica Koslouski (EPSY) *Connecticut: School-Based Interventions to Promote Equity and Improve Health, Academic Achievement, and Well-Being of Students.* The purpose of this 5-year cooperative agreement is to support schools and districts in using the Whole School, Whole Community, Whole Child (WSCC) model to protect and improve the health and well-being of school-age children and adolescents. Funded by DHHS/CDC/Centers for Disease Control and Prevention for \$2,033,231 (6/30/2023 to 6/30/2028).

Sandra Chafouleas (PI, EPSY); Multi-PI: Crystal Park (Psych Sciences), Fumiko Hoeft (Psychology). *Network to Advance the Study of Mechanisms Underlying Mind-Body Interventions and Measurement of Emotional Wellbeing (M3).* The overarching goal of the network is to provide researchers with the conceptual and methodological resources to appropriately assess EWB and to promote interdisciplinary research that illuminates the role of EWB in MBIs as both an outcome itself and a mechanism in improving mental and physical health outcomes. Funded by DHHS/NIH/NCCIH for \$2,431,836 (2/1/2021 to 1/31/2025).

Sandra M. Chafouleas (PI, EPSY); Co-PIs: **Jacqueline Caemmerer** (EPSY). ***Project EASS-E: Expanding approaches to school screening with equity.*** The purpose of the project is for researchers to develop and establish initial psychometric evidence for a school-based screening instrument designed to assess both child- and environmentally-focused indicators: the Comprehensive and Contextual Child Screener in Schools (C3SS). Screening assessments serve as a primary data driver in multi-tiered systems of support as data are provided to efficiently and effectively deliver information needed to direct supports. Psychometrically-sound screening assessments for social, emotional, and behavioral (SEB) domains have proliferated over the past two decades; however, the promise of these screeners has yet to be fully realized for multiple reasons. First, uptake of SEB screeners has not been widespread, with resource demands and capacity for data use as primary barriers. Second, although the rise in available SEB screening tools is promising, concerns about the narrow focus and potential rater bias of these screeners have been raised. That is, the vast majority of SEB screening tools are comprised of items that reinforce a child deficit view. A within-child perspective that does not also attend to contextual factors is problematic for many reasons, particularly with regard to its potential contribution to reinforcing bias and ultimately disproportionality. Equitable SEB screening must incorporate data collection that can efficiently screen across multiple independent risk factors and data use that incorporates contextually relevant information and addresses personal biases. In sum, SEB screening assessments offer critical information within integrated multi-tiered systems of support, but current iterations are inadequate at providing contextualized information about the whole child. Funded by U.S.ED/IES for \$1,924,244 (7/1/2022 to 6/30/2026).

Sandra Chafouleas (PI, EPSY); Co: PIs: **Melissa Bray**, (EPSY), **Lisa Sanetti** (EPSY), and **Jacqueline Caemmerer** (EPSY). ***PSYCHS: Preparing School Psychologists in Equitable and Effective Service Coordination.*** The purpose of the project is to provide graduate fellowships with the aim to increase the number of highly skilled school psychologists who can foster equitable and effective school environments through coordination of services across learning and health domains. Funded by U.S.ED for \$763,455 (10/1/2022 to 9/30/2025).

Michael Coyne (PI, EPSY); Co-PIs: **Brandi Simonsen** (EPSY). ***MTSS Network Lead.*** As the MTSS the goal of the I-MTSS Network Lead is to (a) move the field forward with regard to implementation of integrated MTSS approaches and (b) improve outcomes for all students, especially students with and at-risk for disabilities, in our nation's schools. The I-MTSS Network Lead coordinates activities across the network and its four research teams and ensures that the overall impact of the Research Network is greater than the sum of its parts. To develop a strong and cohesive network among distinct research teams nationwide, the I-MTSS Network Lead engages in network administration and coordination including leading the development of a shared vision of integrated MTSS, supporting aligned and complementary methodological and assessment approaches, and mentoring early career researchers. The I-MTSS Network Lead also coordinates the communication and dissemination of network findings. Funded by U.S.ED/IES for \$1,499,572 (7/1/2019 to 6/30/2024).

Michael Coyne (PI, EPSY); Co-PIs: **Brandi Simonsen** (EPSY), **D. Betsy McCoach** (EPSY), **Jennifer Freeman** (EPSY), and **Devin Kearns** (EPSY). ***MTSS Research Team.*** The goal of I-MTSS Research Team is to rigorously evaluate the impact of integrated behavior and reading practices in kindergarten through Grade 2 within a comprehensive, multi-tiered system of support (MTSS) framework. The I-MTSS Research Team will examine the impacts of integrating reading and behavior support at Tiers 1, 2 and 3 of an MTSS framework on students' reading and behavior outcomes as well as teachers' practice. This I-

MTSS Research Team involves a randomized controlled trial to evaluate the impact of integrated tier 1 classroom instruction; a regression discontinuity study to evaluate the impact of integrated tier 2 supplemental intervention; and a series of single case design studies to evaluate the impact of individualized integrated Tier 3 behavior and reading intervention on students' behavior and reading outcomes. The project will also examine whether there are school, teacher/classroom, or student factors that moderate outcomes. Finally, the I-MTSS Research Team will support schools and districts build their capacity to implement integrated school-wide MTSS leadership team trainings, professional development, and coaching. Funded by U.S.ED/IES for \$3,999,589 (7/1/2019 to 6/30/2024).

Michael Coyne (PI, EPSY); Co-PIs: **Brandi Simonsen-Gaines** (EPSY), **Allison Lombardi** (EPSY), and **Joseph Madaus** (EPSY). **Project NeXus II**. Project NeXus II is a five year doctoral leadership grant funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) to the Neag School's Special Education program for a project that will fully fund five doctoral students in the areas of literacy, positive behavioral supports, and transition, with four-year competitive fellowships for each student. The project, titled Project NeXus II, seeks to "serve as a means of connection between the most promising future scholars and the field of special education." Funded U.S.ED for \$1,127,452 (10/1/2017 to 9/30/2023).

Ido Davidesco (PI, EPSY); Co-PIs: **Todd Campbell** (EDCI), **Sandra Chafouleas** (EPSY), **Noah Glaser** (EPSY), and **Eric Loken** (EPSY). **Brain Healthy: Engaging Students in Citizen Science Brain Health and Wellness Investigations to Promote Data Science Literacy**. Brain Healthy will engage students from diverse backgrounds in citizen science investigations of their own brain health and wellness, which is particularly relevant given COVID-related increased concern about mental health and well-being. Funded by DHHS/NIH/NIGMS for \$1,336,626 (8/5/2022 to 7/31/2027).

Ido Davidesco (PI, EPSY). **BrainWaves: An EEG-based Neuroscience Curriculum Development and Teacher Training for Underserved High Schools**. This project focuses on the development, implementation, and assessment of BrainWaves, a semester-long neuroscience high school course, where students learn to design and carry out original brain experiments using brainwave scanning equipment. Funded by NIH for \$561,242 (7/2/2020 to 7/31/2023).

Ido Davidesco (PI, EPSY). **CAREER DBER: The role of Internal Attention in Undergraduate Biology Learning**. Attention is dynamic and tends to fluctuate between external and internal states, and thus focusing attention on an instructor in undergraduate science courses for a long period of time is extremely taxing. While external attention, the selection and modulation of sensory information (e.g., focusing on an instructor's voice while ignoring background noise), has been studied extensively, very little is known about the functional significance of internal attention, the selection and modulation of internally generated thoughts (e.g., quietly thinking about a prompt while ignoring distracting thoughts). Some researchers and practitioners have suggested that "thinking" periods can promote the development of student ideas, while others argue that internally-generated thoughts are primarily off-task and lead to poor learning. The current CAREER project at the University of Connecticut will attempt to reconcile these competing claims by exploring how opportunities to focus attention internally during a biology lecture can support or jeopardize student learning. Funded by NSF/EHR for \$1,325,817 (1/1/2022 to 12/31/2026).

Ido Davidesco (PI, EPSY); Co-PIs: **Bianca Montrosse-Moorehead** (EPSY), **Christopher Rhoads** (EPSY), **John Settlage** (EDCI). ***Fostering Computational Thinking Through Neural Engineering***. The project will engage high school biology students in rich data practices by gathering, manipulating, analyzing, simulating, and visualizing data of bioelectrical signals from neural sensors, and in so doing give the students opportunities to apply computational thinking principles. The project will produce curriculum materials for the neural sensors and associated data practices. It will develop an app to help students design and construct a brain-computer interface (BCI), including computational elements like coding blocks, sensor and data simulation, and connecting to external devices. Funded by NSF/Education and Human Resources for \$1,451,850 (8/1/2021 to 8/31/2025).

Ido Davidesco (PI, EPSY). ***NSF-BSF: Utilizing Neurophysiological Measures to Better Understand and Improve Engagement and Learning with Intelligent Tutoring Systems***. Computer-based intelligent tutoring systems (ITSs) provide students with a personalized learning experience that is tailored to their prior knowledge and learning progression. ITSs have been shown to support student learning and are implemented widely in classrooms, but not all students engage effectively with ITSs, leading to varying learning outcomes. Prior research primarily relied on data that is automatically collected by tutors (e.g., How many errors a student makes, how fast students answer a question posed by the tutor), but this data cannot provide sufficiently detailed information about learner engagement. For example, students might be slow in responding to a question either because they are distracted or because they are thinking deeply about the problem. In this proposed project, log-data will be complemented with an array of physiological measures, consisting of eye gaze, Electroencephalography (EEG), and heart rate, to provide a more comprehensive understanding of when and why students get disengaged with ITSs. Neurophysiological data is typically acquired in controlled laboratory environments, but this project will leverage recent technological developments in portable and wearable technologies to study student engagement with ITS in school environments. Additionally, the investigators will experimentally manipulate the level of tutor assistance (e.g., whether hints are provided automatically or on-demand) and measure its impact on student engagement. The proposed studies will be conducted concurrently in two countries - the U.S. and Israel which will contribute to the ability to generalize results to a wider range of students. The results of this project will support the design of more engaging and effective tutors, which could improve the learning experience of tens of thousands of students each year. Funded by NSF for \$849,999 (8/1/2022 to 7/31/2026).

Ido Davidesco (PI, EPSY). ***NSF-BSF: Utilizing Neurophysiological Measures to Better Understand and Improve Engagement and Learning with Intelligent Tutoring Systems***. Supplement funded by NSF for \$16,000 (2/1/2023 to 1/31/2024).

E. Jean Gubbins (PI, EPSY); Co-PIs: **Tutita Casa** (EDCI) and **Bianca Montrosse-Moorhead** (EPSY). ***Thinking Like Mathematicians: Challenging All Grade 3 Students***. The grant focuses on implementing pre-differentiated and enriched grade 3 mathematics lessons in algebraic thinking, multiplication, and division. It will also explore teachers' beliefs about their math teaching self-efficacy and recognizing the potential talent in academically, culturally, linguistically, or economically diverse communities. Funded by U.S.ED/Office of Elementary and Secondary Education for \$2,500,000 (10/1/2017 to 9/30/2023).

Elizabeth Howard (PI, EDCI); Co-PIs: **Manuela Wagner** (LCL). ***Reimagining Dual Language Education: Promoting Equitable Bilingualism and Biliteracy Outcomes through a Focus on Sociocultural Competence***. This research project has four major goals: 1) improve the equitable bilingualism and

biliteracy attainment of all DL students through a greater focus on SCC, 2) improve the measurement of SCC, 3) fostering SCC among dual language students, and 4) enhance dual language teachers' professional competence related to SCC-focused language and literacy instruction. Using a mixed methods research design that incorporates qualitative thematic analysis and multiple regression, the researchers will collect and analyze data from PLC activities and student outcomes. Project findings will be disseminated to researchers, practitioners, and policymakers through conference presentations and publications. Funded by U.S.ED/Office of Postsecondary Education, International and Foreign Language Education for \$179,690 (10/1/2020 to 9/30/2023).

Gladis Kersaint (PI, EDCI & Provost); Co-PI: **Ellen Puccia** (Anthropology). ***An Examination of How the Lived Experiences of African American Undergraduates Affect their Persistence in the Engineering Programs.*** Despite efforts to broaden their participation in STEM, African Americans continue to be underrepresented in the STEM disciplines. Even after enrolling to major in STEM degrees, African Americans are more likely to switch to non-STEM majors or leave college compared to other ethnic groups. The purpose of this project through the University of Connecticut is to examine the lived experiences of African American engineering undergraduates at three predominately white institutions (PWI). The investigators specifically focus on how students' encounters with racism, stereotyping, discrimination, and gender biases may increase their isolation and contribute to their decisions to switch to non-engineering degrees during the first two years in their programs. They also investigate the strategies of African American students who persist in their engineering programs, such as joining engineering professional organizations such as the National Society of Black Engineers (NSBE) or establishing a supportive social network (includes peer and faculty mentors) that provide cultural familiarity to reduce their isolation and likelihood to switch to non-engineering majors. To make large-scale, long-term change in the culture of engineering programs, the investigators will use their research findings to develop evidence-based materials that target the ongoing problem of racial and gender-based microaggressions (i.e., intended or unintended insults and disparaging comments that demean African Americans and other marginalized populations). Funded by NFS for \$499,987 (8/23/2020 to 8/31/2023).

Catherine Little (PI, EPSY); Co-PIs: **Rebecca Eckert** (EDCI) and **Christopher Rhoads** (EPSY). ***Learning Informs Focused Teaching: Project LIFT.*** This project focuses on teacher perceptions of advanced academic potential and the use of instructional practices that may encourage and develop students' potential. The project engages teachers at grades 1-3 in infusing increased emphasis on questioning and critical and creative thinking into language arts and mathematics lessons to promote student development of high-potential behaviors. Funded by U.S.ED for \$2,406,770 (10/1/2017 to 9/30/2023).

Allison Lombardi (PI, EPSY); Co-PIs: **Hariharan Swaminathan** (EPSY), **H. Jane Rogers** (EPSY), and **Jennifer Freeman** (EPSY). ***College and Career Readiness for Transition (CCR4T): Development and Validation of a Student Measure.*** This project will provide high school educators in Connecticut, Arkansas, Delaware, Massachusetts, and North Carolina with a validated tool for assessing college and career readiness (CCR) for students with disabilities. Funded by U.S.ED/IES, Special Education Research Grant for \$1,398,298 (7/1/2019 to 6/30/2023).

Allison Lombardi (PI, EPSY); Co-PI: **Eric Loken** (EPSY). ***Exploring relationships between College and Career Readiness, Self-Determination, and Transition Planning among Adolescents with Disabilities.*** The purpose of this project is to establish measurable constructs of college and career readiness (CCR)

using extant data from the National Longitudinal Transition Study 2012 (NLTS2012). Although CCR is identified as a necessary outcome of secondary special education and transition, is not well defined for adolescents with disabilities. The research team will explore the interrelationships with previously established constructs of self-determination and transition planning, as well as school counselor supports, to confirm a proposed conceptual framework of CCR for students. The project will also help determine how these relationships differ by disability status and category, race/ethnicity, and economic hardship. The ultimate goal is for the CCR framework to promote successful transition from adult life for diverse secondary students with disabilities and have meaningful implications for practitioners, researchers, district and state administrators, and students and their families. Funded by U.S.ED/IES for \$817,548 (7/1/2021 to 6/30/2023).

Kathleen Lynch (PI, EPSY); Co-PI: John Settlage (EDCI). *Early Childhood Science, Technology, and Engineering Education: A Meta-analysis of Learning and Teaching Innovations.* This project involves conducting a research synthesis of contemporary innovations in early childhood science, technology, and engineering education. Funded by NSF for \$598,586 (7/15/2022 to 6/30/2025).

Sally Reis (PI, EPSY); Co-PIs: Joseph Madaus (EPSY), Nicolas Gelbar (EPSY) and Susan Baum (EPSY). *Project Twice Exceptional with Autism Spectrum Disorder (2E-ASD).* Project Twice Exceptional With Autism Spectrum Disorder (Project 2e-ASD) focuses on academically talented students with autism who are traditionally underserved in gifted and advanced academic programs. This grant is examining how to identify and teach academically talented students who are on the autism spectrum. We are focusing on the academic and learning strategies, personal skills, and enrichment strategies that can be used by teachers and students themselves as they learn to achieve academic success. Funded by U.S.ED/Office of Elementary and Secondary Education for \$2,587,924 (10/1/2019 to 9/30/2024).

Lisa Sanetti (PI, EPSY); Co-PI: Sandra Chafouleas (EPSY). *Project I3-Prep: Interdisciplinary Preparation in Integrated and Intensive Practices.* Project I3-PREP will develop, implement, and evaluate an interdisciplinary master's level program of study to increase the number of master's trained special educators and school psychologists trained to provide integrated, high-intensity services. The 2-year program will result in supporting 10 graduate students through the successful completion of a master's degree in educational psychology at the University of Connecticut. Students will complete individual sub-field credit requirements in either special education or school psychology while additionally completing joint coursework and related experiences to develop interdisciplinary competencies focused on integrated and intensive practices that successfully meet the complex needs of school-age children with disabilities who have high-intensity needs. Project I3-PREP will increase the number of highly-skilled specialized personnel with capacity to deliver evidence-based integrated services for school-age children with disabilities who have high-intensity needs. Funded by U.S.ED/Office of Special Education and Rehabilitative Services for \$1,051,645 (10/1/2020 to 9/30/2025).

Lisa Sanetti (PI, EPSY); Co-PIs: Melissa Collier-Meek (EPSY) and Nedim Yel (EPSY). *Project PRIME2: Planning Realistic Intervention Implementation and Maintenance by Educators.* The purpose of this study is to evaluate the efficacy of Planning Realistic Intervention implementation and Maintenance by Educators (PRIME2) for improving elementary school teachers' implementation of function-based behavioral interventions for students with and at risk for disabilities. PRIME2 is a theory-informed, consultation-based, individually tailored, tiered system of implementation support developed with previous IES funding. Research-based interventions implemented with fidelity can improve behavioral

and academic outcomes for elementary students with or at risk for disabilities. Yet, research consistently indicates interventions are not implemented with sufficient fidelity. Insufficient implementation can result in referral for more intensive intervention, possibly resulting in expensive special education services or restrictive placements that could have been avoided. The current project aims to address this by evaluating the efficacy of PRIME2 relative to a condition representing behavioral consultation without tiered implementation support. Funded by U.S.ED/Institute of Education Sciences for \$3,769,253 (7/1/2021 to 6/30/2026).

Lisa Sanetti (PI, EPSY). *Total Teacher Health: A Total Worker Health Approach to Improving Teacher Mental Health.* The Total Teach Health (TTH) research project is a large and multi-phase research and intervention study focusing on the well-being of teachers in the public education system. There are more than 3.5 teachers in the U.S., and U.S. teachers are at high risk of stress, depression, and anxiety. The COVID-19 pandemic introduced even greater stressors for teachers as essential workers. The overall objective of our project is to generate actionable knowledge and tools, developing a process that school districts can use to promote and protect the well-being of their teachers. This is important not only for teacher health and safety but also to ensure high-quality public education for students. The TTH project involves several research elements: Phase 1 is a research study within three school districts to quantify associations between demands and resources and teach mental well-being (e.g., perceived stress, depression, and anxiety symptoms). Phase 2 is a partnership with teachers and schools in Connecticut to adopt the Healthy Workplace Participatory Program (HWPP) and create a Toolkit for the administration that fits within the context of public school systems. Phase 3 is testing the adapted HWPP program among six paired elementary schools. Innovative aspects of the TTH research include its focus on implementing a replicable and feasible organizational process to improve worker well-being; substantial stakeholder engagement across school organizations including principals, school district administrators, and labor unions; the application of an integrated theory of teacher well-being that incorporates unique aspects of teaching demands and environment; and multiple research elements that will help to inform the development of a tailored program for schools and assess factors for more widespread implementation. Funded by CDC/NIOSH for \$514,276 (9/1/2021 to 8/31/2026).

John Settlage (PI, EDCI); Co-PI: Robert Bagchi (Ecology & Evolutionary Biology). *Applying Ecological Theory to Model STEM Teacher Retention.* This project aims to serve the national need to increase the persistence of science and mathematics teachers in teaching careers, particularly in schools designated as high need. A distinctive feature of this project is its application of ecological theory to examine why science or math teachers in the state of Connecticut decide to remain in or to leave their teaching position. The project will also use innovative statistical analyses to identify factors from the individual classroom to the entire school system that affect the teachers' decisions. The research will be based on data from local, state, and federal educational agencies, together with qualitative information collected within specific settings. This research has the potential to improve understandings and explanations of STEM teacher retention and loss. In addition, the statistical modeling approaches and associated analyses could be transferable for similar investigations in other settings. Funded by NSF/EHR for \$799,495 (7/1/2020 to 6/30/2024).

John Settlage (PI, EDCI). *Science Education Campaign for Research, Equity and Teaching: A Working Conference.* The purposes of this conference are to organize scholarly work about equity in science education and to broaden the set of scholars in science education who have equity as a focus. Equity has become a niche focus for many science education scholars, but the idea that science education should

reach all students should be fundamental to all high quality teaching and learning. Scholars have documented policies and strategies that expand the diversity of individuals engaging in science. In turn, practitioners have incorporated these advances into science classroom practice. Better science learning opportunities can occur without diminishing expectations. However, many important projects are only known to local participants and a few outsiders. The conference will gather these scattered materials into a centralized collection. Producing consensus documents about equity-centered science education will provide a common body of knowledge. Having these shared referents will help to consolidate and coordinate research activity. Such documents will also have value for science education stakeholders engaged in professional development, policy enactments, and instructional reforms. The second purpose of this project is to plan for sustaining these efforts beyond the time of the conference. Because of current societal and educational dynamics, it is important to be strategic and planful about subsequent and synchronized ventures within an ongoing campaign for equity centered science education. Funded by NSF/EHR for \$99,746 (8/1/2020 to 7/31/2023).

Del Siegle (PI, EPSY); Co-PIs: **D. Betsy McCoach** (EPSY), **E. Jean Gubbins** (EPSY), **Christopher Rhoads** (EPSY), **Catherine Little** (EPSY). ***National Research and Development Center on Improving Access, Instruction, and Outcomes in Gifted Education***. The funding supports a National Center for Research on Gifted Education at the University of Connecticut to address issues of under representative populations in gifted programs. The Center examines the extent of gifted programming and student participation; identifying districts and schools that show high achievement growth rates among gifted students, including those from underserved groups; and exploring how these sites successfully identified, served, and retained students from underserved students in gifted programs. NCRGE is also examining gifted students' mathematics and reading/language arts achievement under different service options with a focus on underserved populations. Funded by U.S.ED/IES for \$5,000,000 (9/1/2020 to 8/31/2025).

Del Siegle (PI, EPSY); Co-PIs: **D. Betsy McCoach** (EPSY) and **E. Jean Gubbins** (EPSY). ***Project BUMP UP (Building Up Mathematics Proficiency Utilizing Push-in)***. Using the pedagogy of advanced instructional practices in general education classrooms, the researchers are developing a collaborative push-in model designed to effectively meet the needs of mathematically advanced elementary students in the general education classroom and help them reach their full potential. The program is designed to increase the identification of gifted students from underrepresented/underserved groups; to increase the math achievement of gifted students from underrepresented/underserved groups; to develop talents of high achieving students not identified as gifted; and to improve student motivation and attitudes toward school and math. Funded by U.S.ED/Office of Elementary and Secondary Education for \$2,234,120 (10/1/2019 to 9/30/2024).

Del Siegle (PI, EPSY); Co-PIs: **D. Betsy McCoach** (EPSY) and **Susan Langley** (EPSY). ***Project EAGLE (Eliciting Advanced Gifted Learning Evidence)***. English learners (ELs) are among the most underidentified of underserved populations, while being the fastest growing population. Static assessment measures (e.g., IQ and achievement tests) have not been effective in identifying the broad range of gifts evident across diverse populations, including ELs. Project EAGLE addresses this problem by refining and validating a dynamic identification approach that involves teachers reviewing a list of characteristics that mathematically talented students in Grades 3 and 4 exhibit while they interact with and observe the students engaging in problem-based activities. Funded by U.S.ED/Office of Elementary and Secondary Education for \$2,963,958 (9/1/2023 to 8/31/2024).

Megan Staples (PI, EDCI). *Collaborative Research: Leveraging Justification to Advance Equity Goals in Secondary Mathematics Classrooms.* Creating and justifying mathematical claims is an essential learning goal and valued outcome of a mathematics education. To advance equitable learning outcomes, it is essential that teachers pursue this goal in ways that ensure every student has opportunities to develop and share justifications in their classrooms. The intended outcomes of this pilot study are: (1) practice-grounded, foundational knowledge about how students' participation in mathematical justification can advance equity outcomes, and (2) an initial framework for design principles and teaching moves that engage students in mathematical justification to advance equity goals. To date, we collaborated with a team of Algebra II teachers at a CT high school to develop strategies for enhancing justification activity in secondary classrooms. We further engage them in bi-monthly meetings to discuss the role of justification in promoting equitable interactions and outcomes, as well as challenges in pursuing and achieving such goals. Funded by NSF for \$145,942 (7/15/2022 to 6/30/2024).

Megan Staples (PI, EDCI); Co-PIs: Gladis Kersaint (EDCI & Provost), Fabiana Cardetti (Math), Jennifer Michalek (). *Connecticut Noyce Master Math Teacher Leaders (MMTL) Program /Developing Mathematics Teacher Leaders for Connecticut Alliance School Districts.* This project aims to serve the national interest by developing highly effective mathematics teacher leaders (MTLs) who can address the mathematics-specific instructional needs of the 33 high-needs and low-performing school districts in Connecticut, collectively dubbed the Alliance Districts. Alliance Districts serve over 40% of the state's student population and most of its students of color, low-income students, and English learners. To support these districts, we will implement a 5-year mathematics leadership development program for MTLs, bolstered by, and to advance, the growing body of research on teacher leadership and its impact on supporting equitable outcomes in mathematics education. Participants will engage in workshops, a graduate certificate program, and a mathematics leadership academy. This program will augment the skills MTLs need to serve as mentors, coaches, and professional development providers for pre- and in-service mathematics teachers and enhance the state's capacity to deliver ongoing mathematic teacher professional development. Funded by NSF for \$1,499,875 (7/1/2021 to 6/30/2026).

FLOW-THROUGH

Kylie Anglin (PI, EPSY). *Developing Methodological Foundations for Replication Sciences.* This proposal is in response to an RFA for a "Regular" grant under the topic of "Statistical and Research Methodology in Education Research." Currently, replication efforts in education research are rare. A systematic review of the top 100 education journals ranked by 5-year impact factors found that only 0.13% of articles were replication studies. To promote high quality replication efforts in education research and elsewhere, a clear understanding of replication as its own scientific method is needed. This project seeks to address these concerns by developing the methodological foundations for a "replication science." The project will present replication through a Causal Replication Framework, which formalizes conditions under which replication success can be expected. Using potential outcomes notation, "replication" is defined as a research design that tests whether two (or more) studies produce the same causal effect (within the limits of sampling error). An important implication of the Causal Replication Framework is that it demonstrates how prospective and post-hoc research designs may be used to assess the replicability of

effects, and to evaluate potential sources of treatment effect heterogeneity when study results do not replicate. Funded by U.S.ED, awarded from University of Virginia for \$20,028 (1/1/2022 to 8/31/2022).

D. Todd Campbell (PI, EDCI). *COVID Connects US: Nurturing Novice Teachers' Justice Science Teaching (JUST) Identities*. This project relates to two contemporary concerns in the US: the devastation felt by racial and ethnic minoritized communities during the COVID-19 pandemic; and the challenges states face as they strategically navigate the adoption of the Next Generation Science Standards. These concerns necessitate a shift in the culture of science classrooms to align with the following findings from current research on learning. (a) Students are best motivated when they need to explain real world events and solve problems that are meaningful to them. (b) When students develop explanations of these real-world events or societal problems and are allowed to participate in creative ways, they can develop deep understandings of core science ideas similar to that of scientists and engineers. (c) Students need to develop a critical lens about what science is studied, how it is studied, and who is left out of what is studied to understand how science is impacted by issues of power and to engage in more just forms of participation. Realizing these cultural transformations in science classrooms will require teachers to develop professional identities that are justice-, student- and culture-centered. In COVID Connects Us, the project team investigates the challenges of learning how to support justice-centered ambitious science teaching (JuST). The project team will partner with networks of secondary science teachers as they first implement a common unit aimed at engaging youth in science and engineering practices in ways that are culturally-sustaining, focused on explanation-construction and intentionally anti-oppressive. The teachers will then use their shared experiences to revise future instruction in ways that are justice-centered and that engage students in the ways research suggests is important for their learning. Funded by NSF, awarded by University of Rochester for \$423,529 (7/1/2021 to 6/30/2024).

Rebecca Campbell-Montalvo (PI, EDCI). *RCN-UBE-Inclusive Environments and Metrics in Biology Education and Research (iEMBER): Novel Networking to Promote New Collaborations and Broaden Participation*. The Inclusive Environments and Metrics in Biology Education and Research (iEMBER) Network aims to improve the inclusion and retention of students in STEM fields. iEMBER aims to create a framework that will provide opportunities for researchers from different fields including biology, education, and the social sciences to work together. This is done through networking workshops, conferences, and the development of community resources and an online collaboration platform. As a part of their work, the network's research teams will examine educational environments to determine how they impact inclusion and retention. The goals of the network include creating a robust community of practice and hubs of research innovation and finding partners who share our vision of expanding the reach of diverse and effective STEM environments. Members of the network will use these resources to develop new knowledge, theories, and practices around issues of inclusion in STEM that would not have been possible without them. Furthermore, iEMBER will promote the training of a new generation of researchers that has the broad expertise needed to continue to tackle problems in STEM Education. Funded by NSF, awarded by Harris Stowe State University for \$46,025 (9/1/2019 to 8/31/2024).

Sandra Chafouleas (PI, EPSY). *Enhancing Ci3T: Building Professional Capacity for High Fidelity Implementation to Support Students' Educational Outcomes (Project ENHANCE)*. The purpose of this project is to conduct an efficacy trial of the Comprehensive, Integrated, Three-Tiered (Ci3T) model of prevention for elementary schools. In addition, the research team will further develop systems-level professional learning modules necessary for moving the Ci3T model to scale. Funded by U.S.ED/IES, awarded by University of Kansas for \$572,850 (7/1/2019 to 6/30/2024).

Michael Coyne (PI, EPSY); Co-PIs: **Craig Kennedy** (EPSY), Bernard Grela (Speech, Language & Hearing), and Cristina Wilson (Social Work Instruction & Research). ***Early Childhood Doctoral Leadership Consortia Focusing on Infants and Young Children with High-Intensity Needs Because of Significant Intellectual and Developmental Disabilities.*** Funded by U.S.ED, awarded by UConn Health for \$604,793 (11/1/2022 to 10/31/2023).

Michael Coyne (PI, EPSY); Co-PIs: **Craig Kennedy** (EPSY), Bernard Grela (Speech, Language & Hearing), and Cristina Wilson (Social Work Instruction & Research). ***Early Childhood Doctoral Leadership Consortia Focusing on Infants and Young Children with High-Intensity Needs Because of Significant Intellectual and Developmental Disabilities.*** Supplement funded by U.S.ED, awarded by UConn Health for \$38,300 (11/1/2019 to 10/31/2023).

Michael Coyne (PI, EPSY); Co-PIs: **Brandi Simonsen** (EPSY), **Jennifer Freeman** (EPSY), and **Devin Kearns** (EPSY). ***National Center for Leadership in Intensive Intervention (NCLII-2).*** The National Center for Leadership in Intensive Intervention (NCLII), is a consortium of universities including Vanderbilt, Southern Methodist University, University of Connecticut, University of Illinois at Chicago, University of Minnesota, University of Texas at Austin, and Virginia Commonwealth University. NCLII prepares and fully funds special education PhD students to become leaders and experts in research on intensive intervention for students with disabilities who have persistent and severe academic (e.g., reading and math) and behavioral difficulties. Funded by U.S.ED, awarded by Vanderbilt for \$903,398 (11/1/2019 to 10/31/2024).

Morgaen Donaldson (PI, Dean's Office, EDLR). ***Connecticut COVID-19 Education Research Collaborative (CCERC).*** The Connecticut COVID-19 Education Research Collaborative (CCERC) will bring together researchers from across Connecticut and the Connecticut State Department of Education (CSDE) to conceptualize and coordinate COVID-related research in K-12 education in the state. CSDE currently operates task forces on accelerating learning but there is no parallel research arm. CCERC will fill this void, coordinating the development and enactment of research on COVID related educational issues and ensuring strong connections between the research and Connecticut's districts and schools. Funded by U.S.ED/ESSER, awarded by CSDE for \$3,000,000 (11/8/2021 to 6/30/2025).

Sandra Chafouleas; Co-PIs: **Latoya Haynes-Thoby** (EPSY), Lee Morgan (Sacred Heart), Michael Strambler (Yale). ***CCERC - Identifying Effective and Equitable Socio-Emotional Supports for Students and Educators.*** The COVID-19 pandemic has affected the socio-emotional wellbeing of students, teachers, administrators, and communities in deep and ongoing ways. Isolation, trauma, challenge, and loss defined much of 2020 and 2021 for many and has had broad and not yet fully understood impacts. The purpose of this mixed methods project is to explore these issues, with the overall aim to identify how districts are supporting equitable socio-emotional outcomes. This aim will be addressed through the following research questions: (1) What do districts report as planned socio-emotional supports?; (2) What do districts and schools report as the socio-emotional supports actually being delivered, for whom and under what conditions?; (3) How do districts and schools report that the pandemic generally, periods of isolation due to remote learning, and return to in-person schooling have influenced the socio-emotional wellbeing of students, teachers, and administrators?; (4) How are school district and building leaders supporting teachers and other school staff to promote equitable socio-emotional

outcomes for students?; and (5) How do key groups perceive effectiveness of the supports being delivered? Funded by U.S.ED/ESSER, awarded by CSDE for \$225,000 (1/6/2023 to 9/30/2024).

Casey Cobb (PI, EDLR). Co-PI: **Jennifer McGarry** (EDLR). **CCERC – Evaluation of CT’s Summer Enrichment Program (I & II)**. The CSDE Summer Enrichment (SE) program aims to support “high-quality and accessible summer enrichment opportunities to children across Connecticut.” This study uses mixed methods to assess students’ experiences in SE programming and its effects on their social, emotional, and behavioral well-being. Site visits to a representative sample of Innovation and Expansion sites will provide a rich understanding of various programming activities and include interviews with students, camp staff, and site directors. The study also will examine the relationship between program features, activities and policies and students’ well-being and satisfaction. End-of-program surveys will be administered to students in grades 3-12. A site supervisor survey will also be administered to all sites. Finally, student intake data collected by camps and sent to CSDE will be linked to CSDE student administrative data; statistical modeling of these data will be explored to examine the impact of camp participation on measures of student engagement in school. Funded by U.S.ED/ESSER, awarded by CSDE for \$155,000 (7/1/2021 to 6/30/2023).

Morgaen Donaldson (PI, Dean’s Office, EDLR). Co-PIs: **Samuel Kamin** (EDLR), **Alexandra Lamb** (EDLR). **CCERC - Investigating variations in ARP-ESSER funding applications**. In response to disruptions brought about by the COVID-19 pandemic, the federal government has distributed over \$122 billion to states, districts, and schools. This unprecedented investment has served varied aims, including upgrading physical facilities and technological support for the nation’s schools, addressing learning gaps exacerbated by the pandemic, and bolstering connections between families, communities, and schools. American Rescue Plan-Elementary and Secondary School Emergency Relief Fund (ARP-ESSER) is the largest single injection of funds in schools in recent memory, but to date there is little systematic research on these investments at the district level. What have they targeted? Are there differences by district and school type? What are the implications for teaching and learning? For equity? Funded by U.S.ED/ESSER, awarded by CSDE for \$250,000 (1/6/2023 to 9/30/2024).

Morgaen Donaldson (PI, Dean’s Office, EDLR); Co-PI: **Lisa Sanetti** (EPSY). **CCERC - Teachers' and Leaders' Perceptions, Turnover, and Supply**. This study will examine Connecticut public school educators’ perceptions regarding the effects of the COVID-19 pandemic, sources of strain and support in their current positions, and broad patterns of educator certification, shortage, and mobility across school districts in Connecticut. It will take a mixed methods approach, including surveys, interviews with teachers and administrators and quantitative analyses of certification, shortage, and turnover data. Funded by U.S.ED/ESSER, awarded by CSDE for \$250,000 (1/6/2023 to 12/31/2024).

Eric Loken (PI, EPSY); Co-PIs: **John Settlage** (EPSY) and **Sam Kamin** (EDLR). **CCERC - Advanced Course Taking Patterns in Connecticut High School**. This study will examine advanced course taking among high school students in Connecticut, with attention to changes in supply and demand following the onset of the COVID-19 pandemic. Our work will begin with a thorough census to identify all relevant advanced course enrollments and the associated providers, from 2017 to present. We will summarize the longitudinal data by course, district, and student

groups, allowing us to identify distinct patterns and profiles. Subgroup analyses will address groups disproportionately impacted by the pandemic. We will conduct interviews and surveys with students, school counselors, district decision makers. We will also interview institutional providers of dual-enrollment classes to explore reasons for changes in supply in demand since the pandemic, and conduct a statewide survey of counselors. Funded by U.S.ED/ESSER, awarded by CSDE for \$150,000 (1/6/2023 to 9/30/2024).

Ido Davidesco (PI, EPSY). ***Crowdsourcing neuroscience: An interactive cloud-based citizen science platform for high school students, teachers, and researchers.*** This innovative student-teacher-scientists partnership program allows students to both participate and help design online citizen science experiments related to brain and behavior research. Funded by NSF/HER, awarded by New York University for \$79,604 (8/1/2020 to 7/31/2023).

Hannah Dostal (PI, EDCI). ***An Efficacy Study of Strategic and Interactive Writing Instruction for Deaf and Hard of Hearing Students.*** The purpose of this study is to investigate the efficacy of the Strategic and Interactive Writing Instruction (SIWI) professional development (PD) program for improving the knowledge and instructional practices of teachers and the writing and language outcomes for students in third through sixth grade who are deaf or hard of hearing (D/HH). Funded by U.S.ED/Department of Education, awarded by University of Tennessee for \$701,351 (8/1/2017 to 7/31/2022).

Jennifer Freeman (PI, EPSY). ***Supported College and Career Readiness for Secondary Students with Emotional and Behavioral Problems.*** Supported College and Career Readiness for Secondary Students with Emotional and Behavioral Problems,” will develop and evaluate an intervention package that will augment school-based activities in order to better prepare students with or at risk for emotional and behavioral problems for college and/or career. Funded by U.S.ED/IES, awarded by Lehigh University for \$497,173 (9/1/2020 to 8/31/2023).

Devin Kearns (PI, EPSY); Co-PIs: **Allison Lombardi** (EPSY), **Michael Coyne** (EPSY), and **Jennifer Freeman** (EPSY). ***Preparing Scholar Leaders to Study Interventions and Complex Systems Shaping Lives and Outcomes of Students with Disabilities: A Special Education Leadership Preparation Program.*** In partnership with Boston University, this project that will fully fund five doctoral scholars at each institution over the next five years in three key areas: 1) To understand interventions in literacy, social and behavioral skills, and transition; 2) To understand the complex educational systems that support students with disabilities, and 3) To conduct rigorous research related to these foci. Funded by U.S.ED, awarded by Boston University for \$1,249,257 (11/1/2019 to 10/31/2024).

Eric Loken (PI, EPSY). ***Preventing Obesity Through Intervention During Infancy.*** This project examines the impact of a responsive parenting intervention. Parents of newborns were trained to manage feeding and sleep patterns. BMI growth rates from birth to three years showed a difference between the intervention and control groups. The project has been extended to follow the children into middle childhood, and also to study the growth rates of younger siblings. Funded by NIH, awarded by Penn State University for \$145,757 (6/1/2018 to 3/31/2024).

Allison Lombardi (PI, EPSY); Co-PI: **Erin Scanlon** (Physics). ***INCLUDES Alliance Mentor Program.*** The Alliance of Persons with Disabilities (PWD) and Intersectionality for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM) consists of colleges and universities, organizations,

and government and corporate partners. Colleges and universities are grouped into 6 hubs. Under the leadership of PI Allison Lombardi, UConn is part of the Northeast Hub led by Ohio State University.

The goal is to enhance existing academic and social practices to produce a more robust framework that also addresses bias and discrimination in STEM disciplines to widen pathways for persons with disabilities. Programs will include the following interventions: mentoring, internships, research experiences in STEM, social science research, conferences, graduate fairs, professional development, capacity building institutes, consulting, advocacy student organizations, evaluation, and high school academic enrichment activities. Funded by NSF, awarded by Ohio State University for \$105,352 (9/1/2022 to 8/31/2023).

Allison Lombardi (PI, EPSY); Co-PI: Tracy Sinclair (EPSY). *TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities.* The goal of this project was to examine why families and students accept or decline school choice offers, as well as explore reasons why students in a choice school opt to leave it. To do so, we examined patterns among lottery acceptances, declines, and administrative declines of offers for interdistrict magnet schools and Open Choice schools in the Hartford metro region. Specifically, lottery offer outcome data were disaggregated by relevant demographic subgroups, geographies, offer rounds, applicant choice preferences, and choice programs. We looked for associations between lottery offer outcomes and various moderating variables that may explain those outcomes. Concomitantly, we conducted a qualitative analysis of data collected from interviews with families who declined offers from the lottery. The quantitative portion of the study allowed us to explore broader patterns behind what patterns exist among lottery acceptances, declines, and administrative declines. The qualitative inquiry complements this information by seeking understand why families actively or passively declined offers from the school choice lottery, as well as how families are experiencing the lottery process and what, if any, aspects of the lottery process may help explain their declining. The report issued for the first phase of the project was well received by the sponsor and other interested parties; in fact, \$2M in new funding to choice schools was allocated based on our study recommendations. Finally, ongoing research will investigate why some students leave a choice school. The forthcoming Attrition Study shall provide details regarding the study methodology; patterns, trends and correlations in demographic data relative to school attrition by families; survey results and analyses; statistical and analytical evaluations concerning the demographic trends of students who fail to remain at a Choice program school, including, but not limited to, trends related to racial/ethnic isolation of school communities; and conclusions. Funded by U.S.ED/IES, awarded by University of Oklahoma for \$399,715 (8/1/2021 to 7/31/2025).

D. Betsy McCoach (PI, EPSY). *Optimal Gifted and Talented Student Identification: Maximizing Efficacy, Efficiency, and Equity.* The goal of this project is to facilitate the final development, implementation, and dissemination of Optimal Identification, a system of gifted and talented student identification that is effective (high sensitivity), efficient in its low cost and assessment requirements, and equitable in the effect it can have on mitigating historic underrepresentation of minority and low income students. It will establish a knowledge base in the scientific literature and bring state-of-the-art identification methods to K-12 practitioners in a way that is understandable, sets a low barrier to implementation, conserves precious resources, and results in the best possible outcomes for all students. In addition to providing universal access to this improved and evidence-supported method of gifted identification, this project also addresses a deficiency in knowledge of psychometrics and measurement among practitioners in the field via the creation of an extensive suite of free, modular training materials, equipping educators with

the necessary technical understanding to make informed decisions regarding identification policies and procedures. Funded by U.S.ED, awarded from East Tennessee State University for \$80,066 (10/1/2020 to 9/30/2023).

Jennifer McGarry (PI, EDLR); Co-PI: **Justin Evanovich** (EDLR), Lindsay DiStefano (KINS), Loneke Blackman Carr (NUSC). **Husky Programs (SnapED FY 22-24)**. This grant provides funding for personnel, materials/supplies, and travel to support physical activity and nutrition programming for North Hartford youth who are eligible for SNAP benefits. Funded by USDA/Food and Nutrition Serviv, awarded by CTDSS for \$4,347,105 (10/1/2021 to 9/30/2024).

Bianca Montrosse-Moorhead (PI, EPSY). **Early Childhood Personnel Equity Center**. Early childhood intervention (ECI) combines efforts across early childhood special education and early intervention services to refer to the field of services provided to children birth through age 5 under the Individuals with Disabilities Education Act (IDEA). The newly funded Early Childhood Intervention Personnel Center for Equity (ECIPC-E) has five goals: (i) increase the capacity of institutions of higher education (IHEs) with early childhood intervention (ECI) preparation programs to develop, implement, and sustain a program of study centered within an equity framework that is aligned with national professional organization personnel standards, state personnel standards, and evidence-based practices; (ii) increase the capacity of States to revise and implement State personnel standards so that they are aligned to national professional organization personnel standards and define the knowledge, skills, competencies, and dispositions that early childhood intervention personnel need to deliver equitable interventions and services for young children with disabilities and their families; (iii) increase the capacity of IHEs at the associate, bachelor's, master's, and doctoral levels to attract, prepare, and graduate scholars from racially, ethnically, and linguistically diverse backgrounds that will lead to an ECI workforce that is more diverse; (iv) increase the capacity of states to address personnel shortages by partnering with IHEs to develop an infrastructure and implement programs and incentives that attract, prepare, and graduate scholars from racially, ethnically, and linguistically diverse backgrounds at the associate, bachelor's, master's, and doctoral levels and support them to enter and stay in the ECI profession; and, (v) increase the capacity of IHEs to recruit and retain faculty from racially, ethnically, and linguistically diverse backgrounds to improve scholar engagement and retention in ECI preparation programs. The ECIPC-E is the first center the U.S. Office of Special Education Programs (OSEP) has funded where racial, ethnic, and linguistic equity are a priority.

The external evaluation design is mixed methods and uses a combination of thematic analysis design, survey research, and most significant change case studies to answer key evaluation questions. Data analysis methods include descriptive statistics, construct validity assessment, inferential statistics, qualitative analysis, systems mapping, and ripple effect mapping. Aligned with the Center's focus on equity, each of these analyses will be done with an equity-lens (e.g., We All Count Data Equity framework, QuantCrit, QualCrit). Funded by U.S.ED, awarded by UCHC for \$394,074 (9/1/2022 to 8/31/2027).

Christopher Rhoads (PI, EPSY). **Investigating Whether Online Course Offerings Support STEM Degree Programs**. The assumption that online courses enable non-traditional students with work and family responsibilities to enroll in more courses has never been rigorously tested. This project is: 1) exploring the relationship between online course availability and STEM persistence, with a focus on "non-traditional" students; 2) exploring the role of student time poverty (i.e. quantity and quality of time

available for college) in mediating these patterns; and 3) exploring scarcity of alternate course sections as a potential moderating variable in explaining these patterns. The project is collecting data on 22,000 City University of New York (CUNY) students. CUNY's student population mirrors the groups traditionally under-represented in STEM: largely non-white, female, and low income, as well as a large proportion who are non-native English speakers and first-generation college students. Funded by NSF, awarded by City University of New York for \$164,417 (10/1/2019 to 9/30/2024).

Karen Robbie (PI, EPSY). *Maine Positive Behavior Intervention and Support (PBIS) State Personnel Development Grant (SPDG)*. The Maine Department of Education (MDOE) is actively scaling up the implementation of Positive Behavior Interventions and Supports (PBIS) throughout districts and schools within the state through a 5-year State Personnel Development Grant (SPDG). As a result, leadership, training, and coaching support are needed. Karen Robbie played an integral role in the MDOE's PBIS program prior to joining UConn and continued to provide consultation support after joining UConn. Once SPDG funds became available, Karen entered a contract for .5 FTE to serve as a state leadership team member, trainer, and coach with the MDOE's PBIS project. The project aims to build sustainable implementation support systems and increase the number of schools/districts implementing PBIS within the state. Funded by U.S.ED, awarded by Maine DOE for \$384,714 (10/1/2022 to 9/30/2026).

Brandi Simonsen-Gaines (PI, EPSY); Co-PIs: Jennifer Freeman (EPSY), Tamika La Salle (EPSY), Adam Feinberg (EPSY), and Susannah Everett (EPSY). *National Center on Positive Behavioral Interventions and Supports*. The purpose of the Center on PBIS is to define, develop, implement, and evaluate a multi-tiered approach to TA that improves the capacity of SEAs, LEAs, and schools to establish, scale-up, and sustain the PBIS framework to (a) improve supports and outcomes for students with or at-risk for disabilities (Priority 1) and (b) enhance school climate, school safety (Priority 2), and conditions for learning (Priority 3) to promote the well-being of all students. Funded by DOE/OSEP & OESE, awarded by University of Oregon for \$4,424,903 (10/15/2018 to 9/30/2023).

Jennie Weiner (PI, EDLR); Co-PI: Alexander Freidus (EDLR). *Evaluation of NETworkED: Creating Communities of Equity and Opportunity in Northeast Ohio*. This grant is for an external evaluation regarding NETworkED's continuous improvement model in Northeast Ohio and is meant to build capacity across the system (i.e., human, material, organizational and structural) and will include both formative and summative data. Funded by U.S.ED, awarded by Insight Education Group for \$358,150 (10/1/2021 to 9/30/2024).

Suzanne Wilson (PI, EDCI); Co-PI: Bianca Montrosse-Moorhead (EPSY). *Teacher Professional Development for Embedding Computational Thinking in Mathematics and Science High School Classes*. The research and development will combine an online teacher professional development program with research that investigates how well teachers learn computational thinking in an online setting and how and under what conditions they transfer the computational thinking concepts to students in their math or science classes. The research will result in a model for an online, scalable teacher professional development for the integration of computational thinking in science and mathematics education and how teachers gain content knowledge and pedagogical skills. Project results will include a cadre of teachers who understand how to engage students in computational thinking concepts within the traditional HS science and mathematics curriculum and who are able to use computational approaches within the science and mathematics disciplines with their students to solve disciplinary problems. Research results and professional development materials will be available for use by teacher educators,

professional developers, and others developing HS programs in computational thinking. Funded by NSF, awarded by Rutgers University for \$554,289 (9/15/2018 to 8/31/2022).

Grace Player (PI, EDCI). ***Soup Dumplings for the Soul: Ethnic Studies and Social-Emotional Learning.*** Dr. Player is supervising this project lead by undergraduate student, Karen Lau as she investigates what it means to design and implement an Asian American Ethnic Studies curriculum with high school students. Funded by Andrew W. Mellon Foundation, awarded by University of New Hampshire for \$3,000 (11/1/2022 to 7/31/2023).

Richard Gonzales (PI, EDLR). ***Wallace UPPI Initiative.*** UConn's Neag School of Education will receive approximately \$5.45 million over four years to achieve two primary goals: 1) redesign UCAPP and 2) develop a leader tracking system (LTS) with partner districts and the CSDE. Funded by Wallace Foundation for \$4,980,001 (7/1/2016 to 1/31/2023).

Franklin Tuitt (PI, EDLR); Co-PIs: **Milagros Castillo-Montoya** (EDLR) and **Saran Stewart** (EDLR). ***A Conference for the Advancement of a Comprehensive Intersectional and Anti-Blackness Framework for Decolonizing Higher Education.*** The ICARE4Justice 2023 summit was funded by the American Educational Research Association and brought together scholars and practitioners from across the Caribbean, Brazil, the UK, the US, Canada, New Zealand, the Netherlands and Botswana. The purpose of the Global Summer Summit is to bring together a group of transnational critical scholar-practitioners to analyze, assess and design important considerations for establishing a global strategy and framework for advancing equity for racially and ethnically minoritized communities in education research, praxis and policy. The Summit has three aims: first, to connect researchers, policy makers, administrators and students who engage in transnational approaches to decolonization and anti-Blackness in higher education. Second, we aim to analyze, collate, and design innovative global strategies for advancing decolonization and dismantling anti-Blackness in higher education. Third, we aim to examine and advance research and transnational understandings of decolonization and anti-Blackness in higher education research, praxis, and policy. The summit will also result in several conference deliverables to support the development of research, policy, and praxis. The proposed deliverables include a conference report; participation in policy and public forums at national levels; symposia panels at globally recognized peer reviewed conferences; and a white paper framework outlining tenets and areas for further research. Funded by American Educational Research Association (AERA) for \$35,000 (12/15/2022 to 12/31/2023).

Casey Cobb (PI, EDLR); Co-PI: Richard Gonzales (EDLR). ***Wallace Equity Centered Leadership Initiative.*** The Wallace Foundation is funding eight school districts from across the country to help develop principal pipelines for equity-centered leaders. Each district is partnered with one or more university leadership preparation programs. The universities each work with a "partner provider" that has successfully redesigned its program to be responsive to the on-the-job realities of the principal's job and the needs of the district. UCONN was selected as one of nine university partner providers and will assist the University of North Carolina Greensboro in their quest to develop aspiring building leaders for the Winston-Salem School District. Funded by Wallace Foundation/Winston-Salem School District/UNCG, awarded by University of North Carolina Greensboro for \$49,992 (9/22/2021 to 8/31/2023).

Christopher Rhoads (PI, EPSY). *Foundation for Success: Developing Effective Mathematics Educators through Cognitively Guided Instruction.* The program evaluation design will use several complementary methodological approaches, including (1) a mixed-methods evaluation of implementation to determine the extent to which the program is being implemented as intended, (2) a multisite cluster-randomized trial to support causal inference regarding the impact of the program on key teacher and student outcomes, and (3) an exploratory study investigating factors in classroom instruction that mediate the impact of the CGI intervention on student achievement. Funded by U.S.ED, awarded by Florida State University for \$181,338 (7/1/2020 to 9/30/2022).

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Sakeena Everett (PI, EDCI). *Unexpected: Supporting Grieving Tenure-Track Black Women & Cultivating Viable Institutional Supports.* All humans grieve. Strikingly though, most bereavement science and grief research offer race, gender, and socioeconomic class “neutral” grief experiences and resources. In other words, grief research lacks much-needed race, gender, and class specific analysis and resources. Also, university bereavement policies and practices are severely detached from the daily and long-term realities of grief—for all people. This 4-phase sequential mixed-methods national study was designed to investigate and center the experiences of grieving tenure-track Black women faculty who often experience amplified “intersectional impacts” of racism, sexism, classism, and occupational vulnerability (rank) in addition to their grief. At the request of grieving Black women faculty across the ranks (assistant, associate, full, and administrators) in higher education, within the first few months of this 3-year project, this work has expanded to include Black women faculty across the ranks. Creating space for grief among Black women faculty in higher education directly benefits Black women faculty. At the same time, this study also expects to create shifts in grief research, policies, and practices for all faculty. Funded by Spencer Foundation for \$74,999 (7/1/2022 to 8/31/2025).

Joseph Madaus (PI, EPSY). *Transitioning High Ability Students with Autism to College.* In-depth case studies of the parents of academically talented college students with autism spectrum disorder will be conducted. Personal, familial factors and educational practices that led to success in high school and college will be identified. An extensive literature review will be conducted, electronic resources will be developed and shared with students, families, and secondary schools regarding strategies to prepare for success in college. Funded by Neag Foundation for \$90,000 (5/1/2020 to 4/30/2024).

Sally Reis (PI, EPSY); Co-PI: Rachel Rubin (President's Office). *The BOLD Women's Leadership Network.* The BOLD Women's Leadership Network is a pioneering program cultivating courageous leadership in young women during the college years and beyond. BOLD focuses on facilitating opportunities for women's career development and networking through scholarship funding, programming, and post-graduation fellowships. Ultimately, the program will empower young college women to become leaders in their life and careers after college. The BOLD Network was launched at various institutions of higher education led by women presidents who have demonstrated their commitment to collaboration, innovation, diversity, and inclusion: California State University, Fullerton; Ithaca College; Middlebury College; Smith College; and Rutgers University—Newark. The University of Connecticut, The College of Saint Rose, and Colby-Sawyer College joined BOLD in 2018. Dr. Sally Reis is the UConn lead for the BOLD

Women's Leadership Network. Funded by Helen Gurley Brown Fund, Hearst Foundation for \$1,725,000 (7/1/2022 to 6/30/2026).

Joseph Renzulli (PI, EPSY); Co-PI: Lisa Muller (EPSY). ***Young Scholars Senior Summit - 2022***. The Young Scholars Senior Summit (YSSS) program engages students in high-level learning in areas of their interest. UConn faculty and graduate students mentors host YSSS participants in their labs and studios and work with them on projects in shared areas of interest. Students' time at the site is a balance of developing background knowledge and engaging in inquiry and experiments around new questions. Funded by Jack Kent Cooke Foundation for \$268,442 (2/15/2022 to 10/31/2022).

Milagros Castillo-Montoya (PI, EDLR). ***Reconceptualizing College Teaching for Equitable Student Outcomes: A Policy Playbook for Systemic Levers that Support Equity-Based Teaching***. This project is being led by the Equity-Based Teaching Collective, composed of faculty from American University, Florida International University, and the University of Connecticut. The focus of the project is to develop a policy playbook for broad-scale change of teaching in higher education. Specifically, the policy playbook will support organizational change to improve the use of equity-based teaching practices for Black, Latinx, Indigenous students, and those from low-income backgrounds (BILLI) in highest-enrolling gateway courses. Funded by Bill and Melinda Gates Foundation, awarded by American University for \$211,434 (9/1/2022 to 2/29/2024).

Alexandra Freidus (PI, EDLR). ***Young People as Policy Actors: School Integration and Educational Justice in New York City***. This project closely examines the implications of young people's efforts to interpret, negotiate, and interrupt racialized inequality within diverse learning environments. I will collect and analyze longitudinal data with youth activists for school integration to examine how these movements might expand or foreclose struggles for educational justice. This study will build on a previous ethnographic study of Teens Take Charge, a racially, socioeconomically, and academically diverse group of high school students organizing for school integration in New York City. I will conduct follow-up interviews and focus groups to explore participants' evolving identities as activists and students, as well as their current perceptions of diversity, segregation, and integration. I will then merge these data with previously collected field observations and interviews, allowing for a longitudinal analysis. My analysis will approach young people as actors, rather than objects, of educational policy. By examining the longer-term implications of young people's engagement in segregated schools and a multiracial movement for educational equity, this study will complicate current understandings of who can do integration policy and what integration policy can do. Funded by Spencer Foundation for \$74,932 (1/1/2023 to 12/31/2023).

Grace D. Player (PI, EDCI). ***Curators of Educational Dreams: Girls of Color as Visionaries and Creators of Educational Spaces***. This project invites a board of Girls of Color to engage a radical curatorial praxis in order to investigate how other Girls of Color use multimodal arts to critique school injustice and to envision the schooling they deserve and desire. This project will explore both how radical curatorial praxis can be leveraged as a community-engaged research method, while also co-creating knowledge alongside Girls of Color about their educational needs and theories of justice. Funded by Spencer Foundation for \$74,397 (1/1/2023 to 12/31/2024).

Casey Cobb (PI, EDLR). Co-PI: Richard Gonzales (EDLR). ***Wallace Equity Centered Leadership Initiative with ASU***. Funded by Wallace Foundation/Winston-Salem School District – ASU, awarded from Appalachian State University for \$50,000 (8/5/2022 to 7/31/2027).

Morgaen Donaldson (PI, EDLR). *Center for Education Policy Analysis, Research, and Evaluation (CEPARE) Rapid Research Briefs.* With Education Research Service Project funding, the Center for Education Policy Analysis, Research, and Evaluation (CEPARE) will produce short-duration, fast-turnaround Rapid Research Briefs (RRB) that investigate pressing issues in Connecticut's Alliance Districts, 33 of the lowest-performing and lowest-resourced school districts in the state. These districts have faced numerous challenges, many of which have been exacerbated by COVID. Alliance districts face numerous, urgent questions. What is the impact of COVID on student learning? Attendance? Engagement? Why are special education referrals increasing and how have students with special needs fared during remote learning? As key decisions confront them, superintendents in these districts often lack good information to inform their choices. As a result, superintendents operate largely on their own to make critical decisions, often under mounting pressure. CEPARE RRB will provide fast, high-quality, relevant information to guide superintendents' decisions. Graduate students will work with CEPARE director Morgaen Donaldson to respond to four RRB requests from Alliance districts, carry out the research, write the briefs, and share findings with the requesting districts before disseminating the briefs more widely. In this way, CEPARE RRB will directly affect learning opportunities for children in Connecticut's most under-resourced districts. Funded by American Educational Research Association (AERA) for \$5,000 (8/15/2021 to 8/31/2022).

Michael Coyne (PI, EPSY). *Connecticut K-3 Literacy Initiative (CK3LI) 2021-2023.* The goal of the Connecticut K-3 Literacy Initiative is to build state capacity to support schools and districts implement the systems and practices that are necessary to narrow the achievement gap in reading within a multi-tiered or RTI framework. CK3LI includes a model that incorporates a school-wide reading improvement plan, a comprehensive literacy assessment system, high-quality classroom reading instruction (Tier 1), evidence-based supplemental intensive reading interventions (Tier 2 & 3), ongoing coaching, targeted professional development for teachers, and partnerships with parents. Through CK3LI, CBER has supported over 70 schools across 19 districts in CT. Funded by CSDE for \$3,591,078 (11/30/2021 to 6/30/2023).

Adam McCready (PI, EDLR). *Social Media Study.* The purpose of the study is to examine and explore how social media and technology use affect the mental health of public school students in Connecticut. In addition, we are investigating the policies implemented within school districts to address students' social media and technology use, and exploring stakeholders' perceptions of the effectiveness of these policies. We aim to use our findings to provide the State of Connecticut with recommendations for policy and practice. Funded by CT/OPM for \$500,000 (7/1/2022 to 6/30/2023).

Ann Traynor (PI, Dean's Office). *G4EPP - Grant for Educator Preparation Programs.* The Connecticut State Department of Education G4EPP Grant is a \$2 million grant for two years (\$1 million disbursed each year, July 1-June 30) for Connecticut educator preparation programs. The grant award was based on current teacher education program enrollment. The purpose of the grant was to defray costs of certification for teacher candidates (including edTPA, licensure tests, fingerprinting/background checks). The Neag School of Education received \$74,634 for the first year of the grant, which was used for edTPA (a performance assessment that all teacher candidates submit during the student teaching semester - \$300 fee) and Foundations of Reading (a required test for elementary and special education teacher candidates - \$139 test fee) fees. Funded by CSDE for \$74,634 (7/1/2022 to 9/30/2024).

Casey Cobb (PI, EDLR). *Support for Early Childhood Leadership Certificate Program.* This grant builds upon the Connecticut Office of Early Childhood's partnership with the Neag School of Education's Executive PreK -3 Leadership Program created to bring new skills and leadership to local districts, preschools and the community. This program provides practical information designed for immediate application for elementary school principals, assistant principals, teacher leaders, early learning directors and program managers, including childcare center directors, school superintendents, assistant superintendents, and central office administrators. This will be done by engaging leaders (school district administrators, ELC directors, and teacher leaders) in three 30-hour modules. Equity is a cross cutting theme, as is leadership, curriculum, instruction, assessment, evaluation, and best practices. Based on cohort input and current research, our work will continue to refine program curriculum modules, as well as: provide guest speakers that are nationally recognized experts in their field; assist with the enrollment of identified populations into small, equitable cohorts; maintain an expert advisory panel that has national and local expertise; and continue to document the success of the Executive PreK -3 Leadership Program to include, but not limited to, the total number of cohort completions, individuals who have gone onto leadership roles, and schools that upgraded their curriculum, developed instructional and assessment practices, and utilized the CT Early Learning and Development Standards and CT Core Standards. Funded by Connecticut Office of Early Childhood for \$150,000 (7/1/2021 to 6/30/2023).

Casey Cobb (PI, EDLR). *Transportation Study.* The CSDE Regional School Choice Office contracted with us to conduct a mixed method study of transportation issues associated with RSCO school choice programs. Methods of data collection include interviewing 40-50 parents to ask about their experiences with RSCO transportation and whether and to what extent transportation has affected their decision making with regard to participation in choice programs. We will also send a survey to a larger sample of parents. We will also conduct a quantitative analysis of the administrative data relating to RSCO transportation for the years 2017-2022. We will generate a summary report of findings for submission to the CSDE by April 1, 2023. The report shall provide details regarding the study methodology; patterns, trends and correlations in demographic data relative to decision making related to transportation experiences; survey results and analyses; and conclusions. We will include in the summary report such other additional statistical and analytical evaluations required to assess patterns, trends, correlations and other conclusions relative to the impact of transportation programs on school choice participation. Funded by CSDE for \$100,000 (10/25/2022 to 12/1/2023).

Hariharan Swaminathan (PI, EPSY); Co-PI: H. Jane Rogers (EPSY). *Psychometric Analysis and Research for Student Assessment in Connecticut II.* The purposes of the project are to (a) conduct psychometric and statistical research to determine the best procedures for assessing student performance, and (b) serve as a resource to the CT Board of Education by providing technical advice on psychometric issues in state testing programs as requested by CSBE staff. Funded by CTSBOE for \$1,264,738 (10/1/2017 to 9/30/2022).

OTHER

Rebecca Campbell-Montalvo (PI, EDCI). *A Patient-centered, System-based Approach to Improve Informed Dialysis Choice and Outcomes in Veterans with CKD.* Across the U.S. Veteran's Health

Administration (VHA), many Veterans with Chronic Kidney Disease are identified too late to benefit from Comprehensive Patient Education (CPE); and even for those identified and under renal care, the availability of CPE is limited. This results in suboptimal pre-End Stage Renal Disease (ESRD) care and preparation, and continued low Home Dialysis utilization. Thus, there is an urgent systemic need to provide CPE to all pre-ESRD (stage 4 and 5 CKD) Veterans and study its effectiveness prospectively within the VHA. We propose such a systemic strategy that meets the needs of the Veterans with advanced CKD for CPE and investigates its effects on high-impact outcomes for Veterans and health services, across a local Veterans Healthcare System (VHS). We will compare the impact of CPE (intervention), delivered either in-person or through telemedicine, with the usual care (control) enhanced by the provision of the self-learning CKD information among Veterans with advanced CKD across the North Florida/South Georgia VHS. Funded by North Florida/South Georgia Veterans Health System for \$21,450 (8/1/2022 to 9/30/2023).

Rebecca Campbell-Montalvo (PI, EDCI). ***A Patient-centered, System-based Approach to Improve Informed Dialysis Choice and Outcomes in Veterans with CKD.*** Supplement funded by North Florida/South Georgia Veterans Health System for \$7,836 (4/1/2022 to 9/30/2022).

Alan Marcus (PI, EDCI). ***Evaluation of the Illinois Holocaust Museum virtual reality and virtual survivor exhibitions.*** This project unfolds in the context of a shifting field of Holocaust education and emerging theory on educational uses of technology. The study investigates how the interactive and immersive technologies used in VR installations create affordances not available when watching a recording of a survivor's testimony or a video tour of a Holocaust site. Specifically, we examine a VR project in a museum used for simulating concentration camp visits and engaging with testimony in Holocaust education programs. We ask how these affordances affect the perceptions and experiences of visitors and what they learn about the Holocaust – how they might motivate students or visitors to continue to learn or act after they leave the museums. These immersive technologies are viewed as valuable because they seem to help visitors believe that they are interacting with living survivors or that they themselves are being transported to a 'real' Holocaust site. These outcomes are particularly important for the school-based visitor programs at the evaluation sites, which is why we hope to find ways to understand both the immediate and longer-term impacts visits to these sites may wield on young people." Funded by Holocaust Educational Trust, awarded by University of Wisconsin, Madison for \$163,920 (3/15/2022 to 6/30/2023).

Jennie Weiner (PI, EDLR); **Morgaen Donaldson** (EDLR). ***Insight BIPOC Teacher Entry/Retention Study.*** **This study is focused on the recruitment,** hiring and retention of teachers and administrators of color. The study will include some retroactive analyses of turnover and focuses primarily on current BIPOC teachers and leaders and their decision to enter or exit their field during school years 2020-2021 and 2021-2022 focusing on spring and summer as peak hiring season for new teachers/administrators (and potentially exit). District leaders and principals would also be interviewed in the schools where shifts in BIPOC personnel occurred as well as to help give context to their efforts and history of the experience of BIPOC teachers and administrators in the district. Funded by Insight Education Group for \$49,758 (10/1/2020 to 9/30/2022).



Neag School of Education

Annual Report 2023

Neag Faculty Representation on Committees and Councils

This document identifies faculty who are serving as Neag School of Education representatives on university, school, or departmental committees and councils in AY 2022-23. It is not intended to identify all professional service faculty may provide.

Prepared by Marci Lombardo
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PRESIDENT'S OFFICE COMMITTEES

President's Athletic Advisory Committee (PAAC)

Charge/Purpose: The function of PAAC is to advise the President of the University of Connecticut on all matters relating to the Division of Athletics, including Recreational Services. PAAC's function is integral to the University's mission to maintain institutional control of intercollegiate athletics as required by the NCAA constitution section 3 2 (a). Of utmost importance is assuring that students in all sports maintain strong records of academic success. This university is fully committed to having our athletic programs meet the highest standards.

Representative to PAAC (Senate Rep.) and Faculty Athletics Representative (FAR):

Laura Burton

August 2021 – August 2023

PROVOST'S OFFICE COMMITTEES

Advising Council

Charge/Purpose: Brings together representatives from each School and/or College to discuss advising issues and initiatives.

Representative:

Ann Traynor

Academic Centers and Institutes Review Committee

Charge/Purpose: The Academic Center and Institute Review Committee will consist of six faculty members who will be named by the Provost. The Vice Provost for Academic Administration will serve as an ad hoc member of the Committee and his/her office will be responsible for the logistics of the reviews.

Representatives:

Betsy McCoach

Faculty Honors and Awards Committee

Representative:

Casey Cobb

Consulting Policy Oversight Committee

Charge/Purpose: The Consulting Oversight Committee (COC) is responsible for monitoring the University's compliance with Faculty Consulting policies and procedures. The COC reviews the semiannual reports submitted by the internal audit office for the University, makes recommendations to the Board of Trustees of the University concerning policies and procedures. The COC sends a copy of such recommendations, in accordance with section 11-4a of the Connecticut General Statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to higher education and government administration.

Representatives:

Casey Cobb

Del Siegle

Life-Transformative Education Task Force

Charge/Purpose: The University of Connecticut is committed to providing all its students with a life-transformative education to prepare them to meet the challenges of the 21st century. To this purpose, a team of visionary leaders from all levels of the university will be prepared to lead their peers in creating grassroots, bottom-up change with institutional support. The ultimate goal is to make life-transformative education the foundation of UConn's educational philosophy. Task Force is focused on identifying ways for UConn to provide life transformative education to all undergraduate students enrolled at the university.

Representatives:

Milagros Castillo-Montoya

Provost's Library Advisory Committee

Charge/Purpose: The Provost's Library Advisory Committee (PLAC) provides advice to the Vice Provost for UConn Libraries and to the Provost on such library policy matters as the PLAC Chair, Vice Provost for UConn Libraries, or the Provost elect to bring to the Committee. Appropriate issues for PLAC include all forms of scholarly information acquisition by the University and all forms of information delivery to its faculty and students. Appointed by the Provost's Office, membership includes representation from each of the schools and colleges, from disciplines within CLAS, and from at least one of the Regional Campuses. Undergraduate Student Government and the Graduate Student Senate are also invited to appoint a representative to the Committee. Appointments are for a two-year term and members may be reappointed at the end of a term.

Representative:

Susan Payne

SET Senate Taskforce

Charge/Purpose: Convened in Fall 2022, the SET Taskforce was commissioned by the University Senate to develop and recommend a supplement to the existing SET (student evaluations of teaching) to better reflect the purpose of this metric of instruction evaluation. The Taskforce has been charged with creating recommendations report to be shared with the University Senate and subsequently passed on to the Office of the Provost for consideration.

Representative:

Dorothea Anagnostopoulos
Franklin Tuitt

Student Learning Assessment Committee

Charge/Purpose: The University Student Learning Assessment Committee is charged with supporting academic programs in regard to advancing the assessment of student learning outcomes; gathering and interpreting information and evidence to demonstrate whether students are reaching such goals; and supporting and providing guidance in how this assessment data is used for the improvement of student learning.

Representative:

Bianca Montrosse-Moorhead

University Strategic Planning Committee

Representative:

Sandra Chafouleas

University Interdisciplinary Courses Committee (UICC)

Charge/Purpose: UICC serves to clarify and advise faculty members and staff who propose interdisciplinary and/or program-based, non-departmental courses on the approvals required. The committee carries out vetting and provides oversight of interdepartmental (INTD) and university (UNIV) courses. While the UICC will act as a 'gatekeeper' for the INTD and UNIV designations, UICC will not accredit new courses; schools and colleges, as well as Senate for particular types of courses, are the course accrediting bodies.

Representatives:

Laura Burton

Term ends 5/2023

Jaci VanHeest (alternate)

Term ends 5/2024

University Service Award Committee

Charge/Purpose: Committee will review nominations and select recipients. The award is designed to honor and recognize those who have demonstrated excellence in service to UConn that far exceeds reasonable expectations of their positions. The award will honor faculty whose volunteer service is exemplary in enhancing the University's mission in teaching, research, service, or engagement.

Representative:

Suzanne Wilson

2015 – Present

UNIVERSITY SENATE

University Senate

Charge/Purpose: The University Senate serves as a legislative body for the purpose of establishing minimum rules and general regulations pertaining to all undergraduate schools and colleges and with policy insofar as it pertains in a general way to the educational program of the institution and is not reserved to the Board of Trustees, to the administration, to the Graduate Faculty Council, or to the several faculties.

Senators:

	Term Ends
Catherine Little	2024
Joseph Madaus	2023
Betsy McCoach (Faculty at Large)	2023
Diandra Prescod	2025
Del Siegle (Faculty at Large)	2024
Suzanne Wilson	2023

Centers and Institutes Review Committee

Charge/Purpose:

Representative:

Betsy McCoach

Committee of Three

Charge/Purpose: The Committee of Three functions in faculty dismissal and grievance procedures. Complaints involving promotion, tenure, and reappointment decisions may be brought to the Committee of Three only at the end of a sequence of peer review procedures, including those of the Faculty Review Board. Other complaints may be brought to the Committee of Three only after appropriate administrative remedies have been exhausted.

Representative:

Preston Green

July 1, 2020 – June 30, 2023

Senate Curricula & Courses Committee

Charge/Purpose: This committee shall prepare legislation with the jurisdiction of the Senate on course requirements for general education of all undergraduate schools and colleges, ALL UNIV courses, and specific courses open to freshmen and sophomores.

Representative:

Suzanne Wilson (Chair)

Enrollment Committee

Charge/Purpose: This committee shall review all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.

Representative:

Catherine Little (Chair)

2022 – 2023

Senate Executive Committee

Charge/Purpose: The Executive Committee organizes and coordinates the business of the Senate and its committees. Its members constitute the membership of the Trustee-Administration-Faculty-Student Committee

Representative:

Del Siegle (Chair through 6/30/23)

Term expires 6/30/2024

Faculty Review Board

Representative:

Sandra Chafouleas (Chair)

July 1, 2020 – June 30, 2023

Faculty Standards Committee

Charge/Purpose: This committee shall continuously review University policies and practices relating to tenure, academic freedom, equitable distribution of work, rank and promotion, remuneration, retirement, and other matters affecting the faculty and shall propose any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations.

Representative:

Betsy McCoach

Justice, Equity, Diversity, and Inclusion (JEDI) Committee

Charge/Purpose: This committee shall review University policies, practices, and conditions relevant to supporting and promoting justice, equity, diversity, and inclusion among students, faculty, and staff.

Representative:

Diandra Prescod (Chair)

Nominating Committee

Representatives:

Laura Burton

June 2025

Betsy McCoach

June 2023

Senate Enrollment Committee

Charge/Purpose: This committee proposes legislation within the jurisdiction of the Senate and make recommendations on all matters relating to the recruitment, admission, enrollment, and retention of an outstanding and diverse student population.

Representatives:

Catherine Little (Chair)

2021 – 2023

Senate Faculty Standards Committee

Charge/Purpose: This committee continuously reviews University policies and practices relating to tenure, academic freedom, workloads, rank and promotion, remuneration, retirement, and other matters affecting the faculty and proposes any desirable expression of Senate opinion on these matters, including proposals to the Trustees for modifications in their rules and regulations on these matters.

Representatives:

Betsy McCoach

2022 – 2023

University Planning Committee

Charge/Purpose: This committee shall keep under review the general changes, actual and prospective, of the University over time and may recommend any desirable expression of Senate opinion on these matters. The committee may also provide on behalf of the Senate an evaluation and review of specific issues and activities related to institutional advancement. The committee shall include two undergraduate students and one graduate student.

Representative:

Tutita Casa

2022 – 2023

Senate Nominating Committee

Purpose/Charge: There shall be a Senate Nominating Committee consisting of six members of the Senate elected by the Senate.

Representatives:

Betsy McCoach

2021-2023

Laura Burton

2022-2025

Senate Scholastic Standards Committee

Charge/Purpose: This committee prepares legislation within the jurisdiction of the Senate concerning those scholastic matters affecting the University as a whole, and not assigned to the Curricula and Courses Committee, including special academic programs, the marking system, scholarship standards, and the like.

Representatives:

Joseph Madaus

2022-2023

OTHER UNIVERSITY COMMITTEES

Division of Student Affairs - The Office of Community Standards**Academic Integrity Hearing Board**

Charge/Purpose: The committee gives students who are contesting violations to *The Student Code* an opportunity to be heard. Members vote and make a decision on the student responsibility.

Representatives:

Robin Grenier

2012 - Present

Aetna Writing Project Advisory Board (Department of English)

Charge/Purpose: The Aetna Chair of Writing in the College of Liberal Arts and Sciences English Department celebrates outstanding UConn student writers with an awards ceremony and a reception. The Aetna Prize Night recognizes excellent academic writing from undergraduates across all disciplines, graduate students in English and teachers involved with the Connecticut Writing Project.

Representatives:

Hannah Dostal

Douglas Kaufman

Africana Studies Institute – Affiliate Faculty

Charge/Purpose: The primary mission of the Africana Studies Institute (formerly the Institute for African American Studies) is to enlighten and inform the University of Connecticut community and the people of the State of Connecticut, nation and the world about the history, culture, contributions and experiences of people of African descent in the United States and abroad. To achieve this goal, the ASI promotes high quality research, scholarship and teaching of the African American experience and sponsors a wide variety of programs on topics and issues that are critical to Black America and pertinent to a better understanding of the Black World.

Affiliate Faculty:

Preston Green

Jennifer McGarry

American Association of University Professors (AAUP)**Representatives:**

Jennifer Freeman (EPSY)

David Moss (EDCI)

Chris Rhoads (EPSY)

Connecticut Writing Project (CWP)

Charge/Purpose: The CWP offers a variety of professional development services to teachers and school districts, as well as a statewide student writing contest. Through its annual Invitational Summer Institute, the CWP offers opportunities for professional growth to teachers in all disciplines who recognize the worth of using writing as a means of learning any subject matter. Improving writing skills improves thinking skills and thus leads to higher levels of achievement in all areas.

Representative:

Douglas Kaufman

Spring 2007 – Present

Graduate Faculty Council (Graduate School)

Charge/Purpose: The Council's main function is to establish academic policy for graduate education. It represents the Graduate Faculty at large, exercising legislative authority in such areas as admissions criteria, curricular and degree requirements, new course approval, and academic program review.

Representatives:

Sandra Chafouleas (EPSY alt.)

2022 – 2023

D. Betsy McCoach (EPSY) Executive Committee

2022 – 2023

Jennie Weiner (EDLR alt.)

2022 – 2023

Alexandra Freidus (EDLR)

2022 – 2023

John Settlege (EDCI Alt.)

2022 – 2023

Hannah Dostal (EDCI)

2022 – 2023

Honors Program - Board of Associate Directors

Charge/Purpose: The Honors Board of Associate Directors is the oversight and advisory board for the Honors Program. Each of UConn's undergraduate schools and colleges is represented on the Honors Board by at least one faculty member. The Honors Board's Course Review Subcommittee, consisting of faculty members on the Board, makes decisions about certain categories of Honors courses. Three-year terms, renewable.

Representative:

Catherine Little

2020 – 2023

Honors Program - University Scholar Oversight & Selection Committee

Charge/Purpose: The University Scholar Oversight and Selection Committee oversees the administration of the University Scholar Program. Comprised of faculty members from diverse disciplines, this committee selects each cohort of University Scholars and recommends policy for the program to the Honors Board of Associate Directors.

Representative:

Catherine Little

Individualized and Interdisciplinary Studies Program (LISP)

Individualized Majors Advisory and Admissions Committee

Charge/Purpose: To review admissions applications for students applying to the Individualized Major Program, a program that permits students to design their own interdisciplinary major. Three-year term, renewable.

Representative:

Laura Burton

September 2019 – September 2022

Institute for Student Success - First Year Programs and Learning Communities

Faculty Courses & Curriculum Oversight Board

Charge/Purpose: Charged with setting the criteria for courses that satisfy content area and competency requirements for First Year Experience courses; reviewing and approving course proposals for UNIV 1840 and 3820 sections; developing policy for delivering the

FYE program; certifying and periodically monitoring courses and instructors for quality assurance purposes; and advising the FYP & LC Office in matters related to program management.

Representative:

Jaci VanHeest (Chair)

2016 – present

Committee on Access and Accommodations - Office of Institutional Equity

Charge/Purpose: To promote ongoing assessment and awareness of goals, needs, and requirements related to access and accommodations at the University. Considers ADA issues related to compliance and other legislation that related to disability and accommodations on campus.

Representative:

Joseph Madaus

2013 – Present

Fulbright U.S. Scholar Program Committee

Office of National Scholarships and Fellowships

Charge/Purpose: Reviews “Statement of Grant Purpose” forms for prospective Fulbright students. Selected Fulbrighters receive grants for individually designed study/research projects to take place during one academic year in a participating country outside the U.S.

Representative:

Robin Grenier

Learning Communities

La Comunidad Internacional – H. Kenny Nienhusser, Faculty Director
Public Health – Jaci VanHeest, Faculty Director

Office of Public Engagement (OPE) Internal Advisory Board

Charge/Purpose: Committee members serve as guides for Engagement Office activities.

Representative:

Jennifer McGarry (Co-Chair)

Office of Undergraduate Research - IDEA Grant Evaluator

Charge/Purpose: Reviews and selects UConn undergraduate students that apply for a UConn IDEA Grant. A prize of up to \$4,000 per student to fund self-designed work on a topic, project, problem, artistic product or performance, or other entrepreneurial or creative idea of their choice.

Representatives:

Robin Grenier

Fall 2014 – Present

OFFICE OF THE VICE PRESIDENT OF RESEARCH (OVPR)

OVPR Institute for Collaboration on Health, Intervention, and Policy (InCHIP)

Executive Committee

Charge/Purpose: The Executive Committee is comprised of InCHIP affiliates who serve in an advisory capacity to the InCHIP Director and Associate Directors. The Committee provides feedback on different aspects of InCHIP operations, assists with defining InCHIP's goals; suggest strategies for reaching those goals and helps monitor progress towards them. The Executive Committee meets four times per year and participates in various activities that help InCHIP achieve its annual objectives.

Representative:

Sandra Chafouleas

2019 – present

OVPR Internal Competitions Advisory Board (ICAB)

Charge/Purpose: The ICAB will help shape and guide the OVPR's internal programs and help grow research at UConn. Work will be done through board and subcommittee meetings.

Representative:

Devin Kearns

Spring 2020 – June 2022

OVPR Institutional Review Board (IRB)

Charge/Purpose: The University of Connecticut-Storrs Institutional Review Board is responsible for the review of all human subjects research conducted at or by the UConn-Storrs Campus, the five regional campuses, the School of Law and the School of Social Work.

Representative:

Catherine Little

Lisa Sanetti (alternate)

OVPR President's Research Advisory Council (PRAC)

Charge/Purpose: The membership of the PRAC consists of faculty representatives from each school and college, including UConn Health, as well as student and postdoctoral representatives. The PRAC will serve as a forum to discuss issues and concerns related to research, scholarship, and creative works at UConn and UConn Health and to provide input and guidance to the President and Vice President on relevant institutional policies, practices, and strategic initiatives.

Representative:

Brandi Simonsen

August 2018 – Present

OVPR Research Policy Review Committee

Charge/Purpose: To review all policies related to research at both UConn Health and the University.

Representative:

Del Siegle

January 2018 – Present

OVPR Research Working Group

Representative:

Brandi Simonsen

OVPRIE Search Committee

Representative:

Sandra Chafouleas (Chair)

Online Program Council

Representatives:

Council Chair (Betsy McCoach)

CILT (Mike Young)

GTC (E. Jean Gubbins)

RMME (Bianca Montrosse Moorhead)

Quantitative Learning Center Advisory Board

Charge/Purpose: Working with faculty teaching quantitative courses to improve student learning.

Representative:

Megan Staples

Service Learning Committee

Charge/Purpose: Assists and facilitates enhancing service learning initiatives throughout the University. To increase faculty engagement in efforts of service learning pedagogy.

Representative:

Jennifer McGarry (Co- Chair)

2019 – present

UConn Health - Center for Public Health and Health Policy Coordinating Committee (CPHHP)

Charge/Purpose: CPHHP provides opportunities for students from many academic disciplines to gain knowledge and experience to improve their skills. Utilizing strong community partnerships, students participate in programs that serve underserved, limited resource children, families, and adults throughout Connecticut. Husky Sport is a partner.

Representative:

Jennifer McGarry

2011 – Present

Women's Center Faculty Advisory Board - New Women Faculty Host Committee

Charge/Purpose: In conjunction with the goals of the Strategic Plan, the committee provides input into the content of the programs, contact invitees to encourage their attendance at events, and to attend events and discuss programs and services of the Women's Center to new female faculty in the Neag School. Volunteer terminus.

Representative:

Laura Burton

September 2014 – Present

Neag School of Education Faculty Council

EDCI Representatives: Hannah Dostal (term ends August 2024) and Douglas Kaufman (term ends August 2023)

Alternates: Tutita Casa (term ends August 2024) and David Moss (terms end August 2023)

EDLR Representatives: Jennifer McGarry (term ends August 2023) and Justin Evanovich (term ends August 2025)

Alternate: Robin Grenier (term ends 2023) and Adam McCready (term ends August 2025)

EPSY Representatives: Devin Kearns, Vice Chair (term ends August 2024) and Christopher Rhoads (term ends 2025)

Alternates: Del Siegle (term ends August 2024) and Joseph Madaus (term ends August 2025)

Non-tenure line Representative: Susannah Everett, Secretary (term ends August 2024)

Alternates: Richard Gonzales and Stephen Slota (terms end 2024)

Tenure-line Assistant Professor Representative: Grace Player (term ends August 2023)

Alternate: Danielle Filipiak (term ends August 2023)

Tenure-line Associate Professor or Professor Representative: Catherine Little, Chair (term ends August 2025)

Alternate: Melissa Bray and Brandi Simonsen (terms end August 2025)

STANDING COMMITTEES OF THE FACULTY COUNCIL

Assessment Advisory Committee

Charge/Purpose: To serve as the steering group related to directions in school-wide and program-level assessments.

Representatives:

On hiatus

Doctoral Studies Committee (DSC)

Charge/Purpose: Reviews and selects applicants to receive four years of full funding to earn a Ph.D.

Representatives:

Sandra Chafouleas – EPSY

Rachael Gabriel – EDCI

Betsy McCoach – EPSY

Jennie Weiner – EDLR

Suzanne Wilson – EDCI (Chair)

Dorothea Anagnostopoulos (ex-officio)

Neag School Promotion, Tenure and Reappointment Committee

Charge/Purpose: The Committee conducts independent reviews of faculty PTR dossiers to assess the performance and potential for teaching, scholarship and/or creative accomplishments and service and recommends appropriate action. The committee advises the Dean and records a formal vote.

Representatives:

Melissa Bray, Chair – EPSY

Rachael Gabriel – EDCI

Preston Green – EDLR

OTHER NEAG SCHOOL COMMITTEES

Neag Outstanding Researcher Awards Selection Committee

Representatives:

Hannah Dostal
Preston Green
Brandi Simonsen

Dr. Perry A. Zirkel Distinguished Teaching Award Review Committee

Representatives:

Milagros Castillo-Montoya
Alan Marcus
Betsy McCoach

Valerie J. Pichette Outstanding Staff Award Review Committee

Representatives:

Jeffrey Crouse
Danielle DeRosa
Barbara Sousa
Ann Traynor
Gary West

Center Review Committee

Representatives:

Craig Kennedy
H. Kenny Nienhusser
Suzanne Wilson

Curricula & Courses (C&C) Committee

Charge/Purpose: The main purpose is to review and approve proposed changes to the School's academic programs and courses. This includes the addition, revision and removal of courses and the creation and modification of majors/minors.

Representatives:

Rachael Gabriel – EDCI
John Zack – EDCI (Chair)
Saran Stewart EDLR
Alexandra Freidus – EDLR
Michael Young – EPSY
Jacki VanHeest – EPSY
Dorothea Anagnostopoulos – (Ex-officio, non-voting)
Ann Traynor, Director of Counseling – (Dean's Representative)

CEPARE Steering Committee

Charge/Purpose: The steering committee was established to support the development of the Center for Education Policy Analysis, Research, and Evaluation.

Representatives:

Morgaen Donaldson (EDLR)
Kathleen Lynch (EPSY)
Bianca Montrosse-Moorhead (EPSY)
H. Kenny Nienhusser (EDLR)
Grace Player (EDCI)
Megan Staples (EDCI)

Dean's Research Incentive Award Review Committee (DRIA Grants)

Charge/Purpose: The Dean's Research Incentive Award (DRIA) provides seed grant funding to multidisciplinary teams of faculty engaged in interdisciplinary or cross-disciplinary projects that facilitate acquisition of external funding. In FY20-21, the Center for Education Policy Analysis, Research, and Evaluation (CEPARE) assumed responsibility for administering the DRIA program. The DRIA Committee meets each spring to review applications and select recipients of the Dean's Research Incentive Award.

Representatives:

On Hiatus

Global Education Committee

Charge/Purpose: The GEC is established as an official committee of the Neag School. Encouraging global experiences among faculty and students, the Global Education Committee will help realize our potential for programmatic and scholarly excellence as a leading school of education.

Representatives:

Saran Stewart (EDLR), Chair
Alan Marcus (EDCI)
David Moss (EDCI)
Casey Cobb (EDLR)
Danielle DeRosa (EDLR)
Diandra Prescod (EPSY)
Ido Davidesco (EPSY)
Ann Traynor (ex-officio)
Dorothea Anagnostopoulos (Dean's office)

Global Education Scholarship Committee

Representatives:

Saran Stewart
Danielle DeRosa

School-wide Scholarship Selection Committee

Representatives:

Dorothea Anagnostopoulos
Dominique Battle-Lawson
Carlton Jones
Ann Traynor

NEAG SCHOOL DEPARTMENTAL COMMITTEES

DEPARTMENT OF CURRICULUM AND INSTRUCTION COMMITTEES (EDCI)

EDCI Curricula and Courses Committee

Representatives:

Liz Howard
Rachael Gabriel
Sandra Quiñones
Suzanne Wilson
John Zack

EDCI Doctoral Admissions and Program Review

Representatives:

Michele Back (on sabbatical)
Sakeena Everett
Rachael Gabriel
Grace Player

Suzanne Wilson

EDCI Elementary Education Program Coordinating Committee

Representatives:

Dominique Battle-Lawson (Advising)
Tutita Casa
Doug Kaufman
Tom Levine
David Moss
Grace Player
Ann Traynor (Advising)

EDCI Graduate (MA and 6th year) Admissions

Representatives:

Rachael Gabriel
Tom Levine
Michele Back (on sabbatical)
and other faculty who participate in reviews

EDCI Graduate Faculty Council

Representatives:

Hannah Dostal
Suzanne Wilson
John Settlage (alternate)

EDCI PTR and Annual Review Committee

Representatives:

Michele Back
Hannah Dostal
Rebecca Eckert
Megan Staples
Tom Levine
Suzanne Wilson

EDCI Scholarships and Awards

Representatives:

Cara Bernard
Alan Marcus
David Moss
Sandra Quiñones
John Settlage
Megan Staples
John Zack

EDCI Teacher Prep: IBM Admissions

Representatives:

Joe Abramo
Michele Back (on sabbatical)
Cara Bernard
Todd Campbell
Tutita Casa
Danielle Filipiak
Doug Kaufman
Tom Levine
Megan Staples
David Moss

Alan Marcus

EDCI Teacher Prep: TCPCG Admissions

Representatives

Michele Back (on sabbatical)

John Zack

EDCI Teacher Prep: Elementary Education Program Coordinating Standing Committee

Representatives:

Tutita Casa

Doug Kaufman

Tom Levine

David Moss

Grace Player

DEPARTMENT OF EDUCATIONAL LEADERSHIP COMMITTEES (EDLR)

EDLR Merit Committee

Representatives:

Casey Cobb

Jennie McGarry

Jennie Weiner

EDLR Promotion, Tenure & Review Committee

Charge/Purpose: The PTR committee reviews all faculty PTR documents for promotion and reappointment. They discuss the candidate's progress and write a letter that outlines and evaluates the candidate's progress in rank or qualifications for promotion or tenure. In cases of promotion and tenure, they schedule a time for other faculty members to share with them issues related the candidates' promotion or tenure.

Representatives:

Casey Cobb, Chair

Jennie McGarry

H. Kenny Nienhusser

Saran Stewart

Justin Evanovich

Ends Dec. 2023

End Dec. 2024

Ends Dec. 2024

Ends Dec. 2024

Ends Dec. 2024

EDLR Scholarship Committee

Representatives:

Chen Chen

H. Kenny Nienhusser

Ends May 2024

Ends May 2024

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY COMMITTEES (EPSY)

AAUP EPSY Departmental Representatives

Representatives:

Jen Freeman

Term (2 years)

Ends Spring 2023

Courses & Curriculum Committee

Charge/Purpose: The C&C committee reviews all curriculum for the Educational psychology department (course and program course changes/proposals and represents the interests of the Educational Psychology department on the Neag School of Education C&C committee.

Representatives:

Mike Young
Jaci VanHeest

Term (2 years)

Ends Spring 2024
Ends Spring 2023

EPSY Undergraduate Courses/Major Committee

Representatives:

Melissa Bray
Sandy Chafouleas
Bianca Montrosse-Moorhead
Jaci VanHeest
Nick Gelbar

Term (2 years)

Ends Spring 2023
Ends Spring 2023
Ends Spring 2023
Ends Spring 2023
Ends Spring 2023

EPSY Bylaws Committee

Charge/Purpose: To draft the Educational Psychology bylaws for voting by the entire department. Topics include SET+, workload policy, voting qualifications, etc.

Representatives:

Eric Loken
Catherine Little
Craig Kennedy
Jen Freeman
Graham Rifenbark

Term (2 years)

Ends Spring 2024
Ends Spring 2024
Ends Spring 2024
Ends Spring 2024
Ends Spring 2024

EPSY Merit Committee

Charge/Purpose: The merit committee reviews merit requests submitted by the faculty. Committee members rate scholarship, teaching, and service on a scale from 0 (no merit) to 3 (high merit). Once they have completed their work, the chair of the committee meets with the department head, who has also rated faculty members using the same system. The head of the committee and department head discuss any ratings that do not agree. After the discussion, the department head sets the final rating, which cannot vary more than 1 point from the committee rating.

Representatives:

Catherine Little
Del Siegle
Susannah Everett
Brandi Simonson
Allison Lombardi
Ido Davidesco
Steve Slota

Ends Spring 2023
Ends Spring 2023
Ends Spring 2023
Ends Spring 2023
Ends Spring 2024
Ends Spring 2024
Ends Spring 2024

EPSY Promotion, Tenure, & Review Committee

Charge/Purpose: The PTR committee reviews all faculty PTR documents for promotion and reappointment. They discuss the candidate's progress and write a letter that outlines and evaluates the candidate's progress in rank or qualifications for promotion or tenure. In cases of promotion and tenure, they schedule a time for other faculty members to share with them issues related the candidates' promotion or tenure.

Representatives:

Joe Madaus
Diandra Prescod
Nick Gelbar
Brandi Simonsen
Eric Loken

Ends Spring 2024
Ends Spring 2024
Ends Spring 2024
Ends Spring 2023
Ends Spring 2023

EPSY Program Coordinators

CILT (Mike Young)

Counseling (Diandra Prescod)

GTC (Catherine Little)

RMME (Chris Rhoads)

School Psychology (Melissa Bray)

Special Education (vacant)

EPSY Scholarship Committee

Charge/Purpose: The scholarship committee reviews all scholarship applications and makes scholarship recipient recommendations. The committee also works with department faculty to encourage students to apply for scholarships.

Representatives:

Joe Madaus	Ends Spring 2023
Kathleen Lynch	Ends Spring 2023
Kylie Anglin	Ends Spring 2024
Sara Renzulli	Ends Spring 2024

EPSY Salary Savings Committee

Representatives:

Betsy McCoach	Ends Spring 2022
Brandi Simonsen	Ends Spring 2023
Catherine Little	Ends Spring 2023
Allison Lombardi	Ends Spring 2024
Ido Davidesco	Ends Spring 2024

EPSY Scholar Selection Committee

Representatives: (one from each EPSY program)

Chris Rhoads	Ends Spring 2024
Jim O'Neil	Ends Spring 2024
James Kaufman	Ends Spring 2024
Sandy Chafouleas	Ends Spring 2024
Kathleen Lynch	Ends Spring 2024
Devin Kearns	Ends Spring 2023
Tracy Sinclair	Ends Spring 2023

Sunshine Committee

Charge/Purpose: Annually, the department collects donations towards the future purchase of cards and/or flowers in the event someone from the department experiences a life event that occurs requiring congratulatory or bereavement.

Representatives:

Melissa Bray	Ends Spring 2023
Tracy Sinclair	Ends Spring 2023
Jackie Caemmerer	Ends Spring 2023



Neag School of Education

Annual Report 2023

Neag School of Education Faculty Presentations
January 1, 2022 - December 31, 2022

Prepared by Marci Lombardo
Dean's Office

**Neag School of Education
Faculty Presentations
January 1, 2022 - December 31, 2022**

International n=67

- Back, M. P.** (2022, November). *Bilingualism, translanguaging, and student success: Examples from U.S. primary school contexts*. Presentation for the Didáctica de la lengua Inglesa, Seville.
- Back, M. P.** (2022, October). *Bilingualism, translanguaging, and student success in U.S. ESL contexts*. Presentation for the English in the World, Lisbon.
- Back, M. P.** (2022, October). *La inclusión en la educación: dimensión lingüística y cultural [Inclusion in education: Cultural and linguistic dimensions]*. Presentation for the Abordaje de la inclusión en la formación docente [Approaches to inclusion in teacher preparation], Lima.
- Back, M. P.** (2022, October). *Identidad e interculturalidad: Las tareas de “excavación cultural” y la enseñanza de ELE. [Identity and interculturality: “Cultural excavation” activities and the teaching of Spanish as a foreign language]*. Presentation for the Speaker series of the Instituto de Lengua y Cultura Española (ILCE) [Institute of Spanish Language and Culture], Pamplona.
- Bernard, C., & Bylica, K.** (2022, July). *Singing social change: An investigation of two US children’s choruses*. Presentation at the 35th World Conference of the International Society for Music Education.
- Bernard, C., & Talbot, B. C.** (2022, June). *Troubling tensions: Exploring an ethic of expectation surrounding the virtual ensemble*. Presentation for the May Day Colloquium 33: social media for good or evil in music teaching and learning, Windsor, ON.
- Chen, C.** (2022, November). *Neoimperialism and the sport-military-industrial-financial-media-entertainment complex*. Presentation for the North American Society for the Sociology of Sport Annual Conference, Las Vegas, NV.
- Chen, C.** (2022, June). *Be Good Ancestors: Is Sport Management Ready for Environmental Justice?* Presentation for the North American Society for Sport Management Annual Conference, Atlanta, GA.
- Chen, C.** (2022, April). *The essential yet invisible: Global South sport garment workers’ resistance and the question of internationalism in 21st-Century sport activism*. Presentation for the North American Society for the Sociology of Sport Annual Conference, Montreal, QC.
- Chen, C.** (2022, April). *Can sport be ‘decolonized’ with global capitalism intact? Bring Marx (back) in conversation with the Indigenous*. Presentation for the North American Society for the Sociology of Sport Annual Conference, Montreal, QC.
- Chen, C., Deol, S. K., & Vlcek, C.** (2022, April). *Black, Indigenous, and People of Color Caucus*. Workshop for the North American Society for the Sociology of Sport Annual Conference, Montreal, QC.

- Chen, C.,** Joseph, J., & Kim, K.-y. (2022, November). *Decolonial Research Projects*. Panel for the North American Society for the Sociology of Sport Conference, Las Vegas, NV.
- Chen, C.,** McLeod, C., Harrison, G., & Montez de Oca, J. (2022, November). *Grounding One's Self from Dissertation to Job Market (Panel)*. Panel for the North American Society for the Sociology of Sport Conference.
- Conner, A., Cirillo, M., Kosko, K., & **Staples, M.** (2022, October). *Conceptions and Consequences of What We Call Argumentation, Justification and Proof: Integrating our Frameworks*. Lead for a Working Group at PMENA for the Psychology of Mathematics Education - North American Chapter, Nashville, TN.
- Cooke, H., **Campbell, D. T.,** & **Anagnostopoulos, D.** (2022, March). *Environmental Service Learning as University-Community Partnership: Using Actor-Theory Network to Examine a New Model of Engagement*. Poster for the National Association for Research in Science Teaching (NARST) International Convention, Vancouver.
- Dostal, H.,** & Holcomb, L. (2022, July). *Deaf Emergent Writers*. Presentation for the Society for Text and Discourse.
- Dostal, H.,** Wolbers, K., & Holcomb, L. (2022, June). *Teacher Reports of Secondary Writing Instruction with Deaf Students*. Presentation for the International Association for Research in L1 Education.
- Evanovich, J. M.,** Morales, J., Dutta, S., **McGarry, J. E.,** & Ebron, K. (2022, June). *Community-Campus Partnership: A critical organizational analysis from the perspective of leadership team members*. Presentation for the North American Society for Sport Management.
- Evanovich, J. M.,** Morales, J., Dutta, S., **McGarry, J. E.,** & Ebron, K. (2022, June). *Community-Campus Partnership: A critical organizational analysis from the perspective of leadership team members*. Presentation for the North American Society for Sport Management.
- Everett, S.** (2022, February). *(Un)broken: Teaching and learning about justice and healing through creative literacy methods*. Keynote/Plenary Address for the Centre for Innovation in Teacher Education and Development (CITED).
- Feinauer, E., Whiting, E., & **Howard, E.** (2022, March). *School Leadership Envisions Cross-Cultural Competency at One Two-Way Immersion School in Costa Rica*. Presentation for the International Conference on Immersion and Language-Based Education.
- Filipiak, D.** (2022, June). *Pathways of Dignity in an Intergenerational, Youth Participatory Action Research Collaborative*. Presentation for the Engaged Research Series, London, UK.
- Freidenfelds, N., **Campbell, D. T.,** Chadwick, C., Cisneros, L. M., Dickson, D., Simmons, J., & Volin, J. C. (2022, May). *Impacts of Intergenerational Community Conservation*. Presentation for the 2022 NSF STEM for All Video Showcase: Access, Inclusion & Equity.
- Green III, P. R.** (2022, April). *Racial justice in education: Applying environmental justice principles to K-12 education in the U.S.* Presentation for the Lehrstuhl für US-amerikanisches Recht.
- Hill, H., & **Lynch, K.** (2022, September). *Making Meta-Analyses Easy: Guidelines for Reporting on Classroom-Level Instructional Interventions*. Presentation for the Society for Research on Educational Effectiveness, Washington, DC, DC.

- Howard, E.,** Silva-Enos, S., Feinauer, E., & Whiting, E. (2022, March). *Tensions between Equity and Elitism for Local Scholarship Students in an International Dual Language School*. Presentation for the International Conference on Immersion and Language-Based Education.
- Howard, E.,** & Simpson, S. (2022, November). *Making Dual Language Instruction Effective, Efficient, and Equitable*. Presentation for the La Cosecha.
- Howard, E.,** & Simpson, S. (2022, March). *Co-Planning for Success: Coordinating Instruction across Languages in a Dual Language Program*. Presentation for the International Conference on Immersion and Language-Based Education.
- Kaufman, J. C.** (2022, October). *The Creativity Advantage*. Presentation for the Pontifica University, Santiago, Santiago, Chile.
- Kearns, D. M.** (2022, November). *Research-to-Practice is a problem... and what can we do about it? [Paper presentation]*. In Clement-Lam, S.S.-Y. (Chair). *Implementing reading interventions in community outreach setting (symposium)*. Presentation for the International Dyslexia Association (IDA) Annual Reading, Literacy & Learning Conference, San Antonio, TX.
- Kearns, D. M.,** Walker, M., Borges, J., & Duffy, M. (2022, July). *Connecting research and practice: Identifying needs and implementing interventions: Sustainment of implementation of data-based individualization: Lessons from the New York City Department of Education*. Presentation for the Annual [International] Conference of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Lee, O., & **Campbell, D. T.** (2022, April). *Justice-Centered STEM Education to Address Pressing Societal Challenges Using the Case of the COVID-19 Pandemic*. Presentation for the National Association for Research in Science Teaching (NARST) International Convention, Vancouver.
- Lombardi, A.** (2022, November). *Promoting Inclusion via Schoolwide College and Career Readiness*. Presentation for the Council for Exceptional Children Division on Career Development and Transition annual conference., Little Rock, AR.
- Lombardi, A.,** & Mazzotti, V. (2022, November). *Submitting your Transition-Related Work to Research and Practitioner Journals*. Presentation for the Council for Exceptional Children Division on Career Development and Transition annual conference, Little Rock, AR.
- Lottero-Perdue, P., & **Settlage, J.** (2022, March). *Planning in science-integrated engineering: Kindergartners' incorporation of ideas about inertia in their design plans*. Presentation for the National Association for Research in Science Teaching, Vancouver., BC.
- Lynch, K.,** Lee, M., & Loeb, S. (2022, March). *An Investigation of Head Start Preschool Children's Executive Function, Early Literacy, and Numeracy Learning in the Midst of the COVID-19 Pandemic*. Presentation for the Association for Education Finance and Policy (AEFP), Denver, CO.
- Maas, A., Nicholson, G., & **Bernard, C.** (2022, July). *Subverting disempowerment in music education during times of rapid change*. Presentation for the 35th World Conference of the International Society for Music Education.

- Marcus, A. S.** (2022, December). *Developing Global Teachers: Exploring International Perspectives of History*. Presentation for the University of Nottingham School of Education Research Centre Seminar.
- Montrosse-Moorhead, B.,** & Kallemeyn, L. (2022, June). *Using teaching cases to surface and address broader questions about the role and responsibility of evaluators*. Presentation for the European Evaluation Society.
- Montrosse-Moorhead, B.,** Schroeter, D., & Becho, L. W. (2022, June). *Shifting how we think about and use evaluation theories, schools and approaches in practice*. Presentation for the European Evaluation Society.
- Montrosse-Moorhead, B.,** Wanzer, D., & Freise, L. (2022, June). *Lives on the boundaries: Evaluator role, identity, and self*. Presentation for the European Evaluation Society.
- Morningstar, M., **Lombardi, A.,** Taconet, A., & Langdon, S. (2022, May). *Perspectives of college and career readiness among educational stakeholders: Supporting development of a new measure*. Presentation for the Division on Career Development and Transition, Council for Exceptional Children annual conference, Myrtle Beach, SC.
- Nienhusser, H. Kenny,** Burgos-López, L., Romandia, O., & Werkmeister Rozas, L. (2022, November). *Equity-minded policy implementation: Role of institutional agents in achieving greater higher education access for minoritized communities*. Presentation for the Association for the Study of Higher Education Annual Conference.
- Park, B.-Y., **Campbell, D. T.,** Kelly, M., & Arnold, C. (2022, March). *Science Teachers' Interactions With and Conceptions of Curriculum Use*. Poster for the National Association for Research in Science Teaching (NARST) International Convention, Vancouver.
- Peers, D., Joseph, J., McGuire-Adams, T., & **Chen, C.** (2022, April). *Awakening to Elsewheres: Collectively Restorying Embodied Experiences of (Be)longing*. Presentation for the North American Society for the Sociology of Sport Annual Conference, Montreal, QC.
- Pugh, A., Hiebert, E., & **Kearns, D. M.** (2022, July). *Text types and their relation to efficacy in beginning reading interventions*. Poster for the Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Renzulli, S.** (2022, February). *How Strength-Based Pedagogy Engages and Nurtures Neurodiverse Students' Development: Current Research and a Personal Journey*. Presentation for the Gifted-Palooza Annual Conference, online.
- Rifenbark, G.,** & Jorgensen, T. (2022, July). *Accounting for uncertainty to remedy two-stage structural fit indices*. Presentation for the International Meeting of the Psychometric Society, Bologna, Italy.
- Rifenbark, G., Lombardi, A.,** & Hicks, T. (2022, February). *Open Science Approaches to Secondary Data Analyses*. Presentation for the Open Science Unconference, Charlottesville, VA.
- Schroeter, D., **Montrosse-Moorhead, B.,** & Becho, L. W. (2022, June). *Evaluation theory and approaches reclassified: Fostering comprehension of and communication about evaluation*. Presentation for the European Evaluation Society.

- Settlage, J., & Cooney, A.** (2022, April). *Valuing urban middle school student perspectives about science lessons: Formative assessments to inform instructional adjustments*. Presentation for the American Education Research Association.
- Siegle, D.** (2022, December). *Are we barking up the wrong tree with academic challenge?* Keynote/Plenary Address for the Sixth Internacional Event on Giftedness, Twice Exceptionality and Creativity - Institute C&S - Criatividade & Superdotação, Curitiba.
- Siegle, D.** (2022, July). *Addressing the elephant in the room with a three-legged gifted education approach*. Keynote/Plenary Address for the 17th Asia-Pacific Conference on Giftedness, Taipei.
- Siegle, D.** (2022, February). *Understanding and addressing student motivation and underachievement: Strategies for assisting gifted students*. Presentation for the Newman Selective Gifted Education Program Professional Development Series, Sydney.
- Siegle, D.** (2022, February). *Problems and promising practices for identifying EL gifted*. Keynote/Plenary Address for the 51st Annual International NABE Conference, New York City, NY.
- Simmons, J., & Moss, D.** (2022, July). *The Cosmopolitan Canopy: Enacting Intercultural Competence Abroad*. Presentation for the International Academy of Intercultural Research, Rapperswill, Switzerland.
- Singer, J. N., Chen, C., Walker, N., Melton, N., & Agyemang, K.** (2022, June). *What is Blackness to Sport Management? Reckoning with Anti-Black Racism in the Field*. Presentation for the North American Society for Sport Management Annual Conference, Atlanta, GA.
- Slota, S. T., Moos, C., Hirshfield, J., Quinn, D., Fox, M., & Anderson, Z.** (2022, June). *EOS-503: A case study in iterative design for playful instruction and assessment*. Panel for the Frontiers in Playful Learning, Storrs, CT.
- Slota, S. T., Travis, R. M., Coltrain, J., Hergenrader, T., Ladd, D., & Sierra, W.** (2022, June). *'Oh, the humanity!': Games, play, and the humanities in a STEM-focused world*. Keynote/Plenary Address for the Frontiers in Playful Learning, Storrs, CT.
- Slota, S. T., Young, M. F., Creane, J., Murphy, C., & Peterson, A.** (2022, June). *The 'big picture': Past, present, and possible futures for playful learning*. Keynote/Plenary Address for the Frontiers in Playful Learning, Storrs, CT.
- Stalega, M. V., & Kearns, D. M.** (2022, July). *Is phonological awareness only instruction helpful for reading? A meta-analysis*. Poster for the Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Staples, M., & Cavanna, J.** (2022, February). *What counts as good? Analyzing teachers' rationales for their evaluations of students' mathematical arguments*. Presentation for the Association of Mathematics Teacher Educators (AMTE), Henderson, NV.
- Staples, M.** (2022, February). *Supporting math teacher learning to address societal problems with data science*. Poster for the Association of Mathematics Teacher Educators (AMTE), Henderson, NV.

Taconet, A., Langdon, S., Esposito, C., **Lombardi, A.**, & Mazzotti, V. (2022, November). *Integrating College and Career Readiness Data into the IEP Process*. Presentation for the Council for Exceptional Children Division on Career Development and Transition annual conference, Little Rock, AR.

Taconet, A., **Lombardi, A.**, **Rifenbark, G.**, Mazzotti, V., & Kwiatek, S. (2022, May). *Are Independent Living Skills Related to College and Career Readiness?* Presentation for the Division on Career Development and Transition, Council for Exceptional Children Annual Conference, Myrtle Beach, SC.

Wilson, S. M. (2022, June). *Democracy and teacher education under siege?* Keynote/Plenary Address for the Association for Teacher Education in Europe (ATEE), Dublin.

Scanlan, M., & **Howard, E.** (2022, March). *Transformación: The Evolution and Development of a National Network of Two-Way Immersion Schools*. Presentation for the International Conference on Immersion and Language-Based Education.

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Anagnostopoulos, D. O., Cavanna, J., & **Casa, T. M.** (2022, April). *Personal sense and beginning teachers' development of ambitious instruction: How emotions and moral commitments shape beginning teachers' use of teacher education and school resources*. Presentation for the Annual Meeting of the American Research Association, San Diego, CA.

Anagnostopoulos, D. O. (2022, April). *Employing and expanding the Activity Theory toolkit to build knowledge for teacher education and beginning teacher development*. Presentation for the Annual Meeting of the American Educational Research Association, San Diego, CA.

Anagnostopoulos, D. O. (2022, April). *Teaching, Teacher Education and Democratic Crises: AERA Division K Vice Presidential Address*. Keynote/Plenary Address for the Annual Meeting of the American Educational Research Association, San Diego, CA.

Adelson, J., Assouline, S., **Little, C. A.**, Foley Nicpon, M., Olszewski-Kubilius, P., & Robinson, A. (2022, February). *Evidence for what works in gifted education: Programs addressing excellence and equity*. Presentation for the Council for Exceptional Children Annual Convention.

Aguilera, E., Bradenstein, A., Camarillo, J., Costanzo, R. A., **Femc-Bagwell, M.**, **Levine, T. H.**, Montoy-Wilson, M., Noor, H., & Sanders, N. (2022, June). *Artifacts in Action: Three Institutions' Tools and Processes for Promoting Racial Justice in Teacher/Educational Leader Preparation*. Stanford, Trinity, & University of Connecticut. Presentation for the EdPrepLab Annual Convening, virtual.

Anglin, K. (2022, September). *Threats to Validity in the Application of Machine Learning in Education*. Presentation for the Society for Research on Educational Effectiveness.

Anglin, K. (2022, March). *Identifying Policy Data using Web-Scraping and Natural Language Processing*. Presentation for the Association for Education Finance and Policy.

Back, M. P. (2022, March). *"Nunca olvides de donde vienes:"* Cultural excavation for language teachers' critical global competence. Presentation for the American Association of Applied Linguistics, Pittsburgh, PA.

- Bernard, C., & Abramo, J. M.** (2022, October). *Successful music instruction for English learners*. Clinical Presentation for the National Association for Music Education Webinar Series.
- Bernard, C., & Bylica, K.** (2022, November). *Singing social change: Design and enactment of children's chorus mission statements*. Presentation for the National Association for Music Education National Conference, National Harbor, MD.
- Bernard, C.** (2022, December). *Portrait of the artist as connector: What is our role?* Clinical Presentation for the Yale Music in Schools Initiative, New Haven, CT.
- Bernard, C., & McBride, N.** (2022, November). *An investigation of in-service choral music educators' perceptions of pre-service teacher readiness*. Presentation for the National Association for Music Education National Conference, National Harbor, MD.
- Bray, M., Winter, E., Theodore, E., Maykel, C., Sassu, K., Tiarks, J., & Trudel, S.** (February, 2022). *Growing Your Mind-Body Health Toolkit: Exploration of Eleven MBH Interventions*. Symposium presented to the annual National Association of School Psychologists, Boston, MA. Presentation for the National Association of School Psychologists, Boston, MA.
- Brown, T., Coleman-King, C., Haynes-Thoby, L., & Dowie-Chin, T.** (2022, April). *Reclaiming our time: Black mothers cultivating homeplace during the time of crisis*. Presentation for the American Educational Research Association, San Diego, CA.
- Campbell, D. T., Gray, R., Bai, Y., & Chase, S.** (2022, June). *Supporting Undergraduate Preservice Science Teachers with an NGSS-Aligned Unit Planning Tool*. Poster for the National Science Foundation's 2022 IUSE Summit Propelling Change: Moving from Strategy Toward Effective & Equitable Undergraduate STEM Education, Washington, DC.
- Campbell, D. T., Gray, & Sampson, V.** (2022, July). *Model-Based Inquiry in Biology: Three-Dimensional Instructional Units for Grades 9–12*. Presentation for the 2022 National Science Teachers Association (NSTA) National Convention, Chicago, IL.
- Casa, T. M., Grupp, L., & Suh, Y.** (2022, April). *Division K mid-career pre-conference workshop*. Panel for the American Educational Research Association, San Diego, CA.
- Ceglio, C., Thompson, K., & Slota, S. T.** (2022, June). *Courtroom 600: A Virtual Reality Encounter with Evidence of the Holocaust*. Panel for the Frontiers of Playful Learning Conference, Storrs, CT.
- Chafouleas, S. M., Iovino, E., & Hall, S.** (2022, October). *Feel Your Best Self: A New Toolkit to Promote Child Emotional Well-Being*. Presentation for the Advancing School Mental Health Conference.
- Chafouleas, S. M., & Koslouski, J.** (2022, October). *Coordinating Science, Practice, and Policy to Advance Emotional Well-Being for Children and Their Caregivers*. Presentation for the Yale Center for Emotional Intelligence Research Rounds.
- Chafouleas, S. M., & Koslouski, J.** (2022, September). *Whole School, Whole Community, Whole Child model: What is it and how can it be used to strengthen practices?* Presentation for the Arizona Department of Education.

- Chafouleas, S. M., & Schwartz, M. B.** (2022, September). *Supporting Whole Child Success Through School Policy Evaluation Aligned with the WSCC Model*. Presentation for the American School Health Association.
- Cobb, C. D.** (2022, April). *"Droppin' the Mic": Framing the Implications of Policy-Relevant Research for Maximum Impact*. Presentation for the American Educational Research Association, San Diego, CA.
- Cobb, C. D., & Wentzell, C.** (2022, November). *Understanding Why Students Leave Schools of Choice*. Presentation for the UCEA Annual Meeting, Seattle, WA.
- Coleman-King, C., Brown, T., **Haynes-Thoby, L.**, & Dowie-Chin, T. (2022, April). *Dreaming beyond boundaries: Reimagining the role of Black mothers in culturally sustaining pedagogy*. Presentation for the American Educational Research Association, San Diego, CA.
- Collier-Meek, M., **Sanetti, L. M.**, & Boyle, A. (2022, February). *How to maximize school psychology research by applying dissemination scholarship*. Presentation for the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Connery, C., & **Cobb, C. D.** (2022, April). *Parents' Experiences of Interdistrict School Choice: Empowered or Pushed to Choose?* Presentation for the American Educational Research Association, San Diego, CA.
- Cooke, H., **Campbell-Montalvo, R., Campbell, D. T., Park, B.-Y.**, Arnold, C., Volin, J., Chrysouchoou, M., & Diplock, P. (2022, April). *Learning environmental sustainability in community spaces through E-Corps': The establishment of an epistemic community*. Poster for the American Educational Research Association Annual Meeting, San Diego.
- Cooke, H., **Campbell-Montalvo, R., Campbell, D. T., Park, B.-Y.**, Arnold, C., Volin, J., Chrysouchoou, M., & Diplock, P. (2022, April). *Strengthening Community-based Learning in Higher Education: Developing High Leverage Practices in Environmental Service-Learning Courses*. Poster for the American Educational Research Association Annual Meeting, San Diego.
- Davidesco, I.** (2022, February). *Insights From Wearable Brain Technologies on Engagement and School Schedules*. Presentation for The Science of Teaching. Learning & the Brain Hybrid Conference of the International Conference for PreK through University Educators, Clinicians, and Parents, San Francisco, CA.
- Davis, E., Whitworth, B., Cofré, H., Luft, J., Jones, G., & **Campbell, D. T.** (2022, April). *NSTA/ASTE Building Tomorrow's Science Teachers: New Directions for Science Leaders, Researchers, and Educators*. Panel for the Transforming Science Learning Webinar Series – National Science Teachers Association, Online.
- DeJordy, R., Feinauer, E., & **Howard, E.** (2022, April). *Using Social Network Analysis to Investigate Sociocultural Competence in Two-Way Immersion Programs. Symposium: Defining and Operationalizing Sociocultural Competence in Dual Language Education, chair Elizabeth Howard*. Presentation for the American Educational Research Association.
- Deitz, C., Stambaugh, T., Azano, A., Gallagher, S., & **Little, C. A.** (2022, November). *The essential what and why of curriculum for gifted and talented students*. Presentation for the National Association for Gifted Children Annual Convention, Indianapolis, IN.
- Donaldson, M. & Kamin, S.** (2022, November). *Principals' Learning Needs and Experiences with Mentoring*.

Paper presented at the annual meeting of the University Council for Educational Administration, Seattle, WA.

Donaldson, M., Mavrogordato, M., Youngs, P., & Dougherty, S. (2022, April). *The Prominence of Teacher Evaluation in Principals' Priorities and Instructional Leadership*. Presentation for the American Educational Research Association Annual Meeting, San Diego, CA.

Dostal, H., Weir, J. & Wolbers, K. (2022, February). An Experimental Study of the Impact of Professional Development. Presentation for the Association of College Educators - Deaf and Hard of Hearing.

Dulong-Langley, S., Carpenter, A. Y., Hook, T. S., Wright, K., & **Siegle, D.** (2022, November). *BUMPing UP: A three-step method to increase cognitive complexity for advanced learners*. Poster for the 69th annual convention of the National Association for Gifted Children, Indianapolis, IN.

Ensminger, D. C., **Montrosse-Moorhead, B.**, & Tovey, T. L. S. (2022, November). *Cultivating your ability to create and use cases to teach evaluation*. Presentation for the American Evaluation Association, New Orleans, LA.

Evanovich, J. M., Condren, J., Burgess, J., DeRosa, D., & Bellamy-Mathis, P. (2022, February). *Developing Representative and Relevant Elementary-aged Virtual Curriculum for Sport and Nutrition Education*. Presentation for the IMPACT.

Everett, S., Coles, J., de los Rios, C., Gibbs Grey, T., Gyimah-Concepcion, M., Hsieh, B., Player, G., Qiu, T., & Smith, D. (2022, November). *Pursuing the Light Matters: Cultivating Community, Centering Creativity, and Activating Light as a Justice-as-Praxis Imperative*. Presentation for the National Council of Teachers of English, Anaheim, CA.

Everett, S. (2022, November). *Out of the darkness: Transformative teaching and healing in transformative times*. Presentation for the National Council of Teachers of English, Anaheim, CA.

Everett, S. (2022, November). *Humanizing people, practices, and policies: Pursuing the light of justice in an urban school district*. Presentation for the National Council of Teachers of English (NCTE), Anaheim, CA.

Everett, S. (2022, November). *Trauma-informed teaching: Cultivating healing-centered English language arts classrooms*. Keynote/Plenary Address for the National Council of Teachers of English (NCTE).

Everett, S. (2022, April). *Humanizing Professional Learning: Prioritizing Teachers' Curricular Power Within Deprofessionalizing Contexts*. Presentation for the American Educational Research Association (AERA).

Everett, S. (2022, April). *Justice as praxis: Cultivating community, centering creativity, and building viable pathways for equitable education systems*. Presentation for the American Educational Research Association (AERA).

Everett, S. (2022, April). *The pandemic and collective grief within and across communities: Cross-racial coalition and solidarity post-pandemic*. Keynote/Plenary Address for the American Educational Research Association (AERA).

Everett, S. (2022, April). *"An oasis in the Sahara": Cultivating teacher agency through humanizing professional development during the pandemic and beyond*. Presentation for the American Educational Research Association (AERA), San Diego, CA.

- Everett, S.** (2022, March). *Submitting to journals*. Keynote/Plenary Address for the English Language Arts Teacher Educators (ELATE) Graduate Strand.
- Everett, S.** (2022, February). *Mentor workshop: Turning a conference manuscript into a journal submission*. Keynote/Plenary Address for the National Council of Teachers of English Assembly of Research (NCTEAR).
- Everett, S.** (2022, February). *Humanizing professional learning: Implications for teachers and researchers*. Presentation for the National Council of Teachers of English Assembly for Research (NCTEAR).
- Everett, S.** (2022, February). *"Humans first": Leveraging literacy research to support teachers in a time of crisis*. Presentation for the National Council of Teachers of English Assembly of Research (NCTEAR).
- Firmender, J., Fogarty, E., & Little, C. A.** (2022, November). *Look out! Spotting high potential through inquiry-based experiences*. Presentation for the National Association for Gifted Children Annual Convention, Indianapolis, IN.
- Freidus, A.** (2022, November). *Collective Justice in Education: Lessons from the COVID-19 School Reopening Debates*. Presentation for the University Council for Educational Administration, Seattle, WA.
- Freidus, A., & Turner, E. O.** (2022, April). *Rethinking 'Learning Loss': Family, Community, and Educator Perspectives on Equity and Learning During COVID-19*. Panel for the American Educational Research Association, San Diego, CA.
- Gabriel, R.** (2022, December). *Definitional, Conceptual, and Methodological Challenges in Adolescent Literacy Theory, Research, and Practice*. Presentation for the Literacy Research Association, Phoenix, AZ.
- Gabriel, R.** (2022, December). *The Role of Policy in Shaping Literacy Instruction: Past Present & Future*. Presentation for the Literacy Research Association, Phoenix, AZ.
- Gelbar, N., Madaus, J. W., & Reis Renzulli, S.** (2022, February). *Project Twice Exceptional with Autism Spectrum Disorder*. Presentation for the CANVAS.
- Green III, P. R.** (2022, October). *Developing a model civil rights statute in the age of school choice*. Presentation for the Annual Barbara L. Jackson Lecture. Fordham Graduate School of Education.
- Green III, P. R.** (2022, October). *Post Carson v. Makin: How can we protect public education?* Panel for the Public Funds Public Schools.
- Green III, P. R.** (2022, September). *Federal regulations for equitable funding*. Presentation for the Future for Finance Education Summit.
- Green III, P. R.** (2022, June). *Institution and policy environments*. Panel for the Just Education Policy.
- Green III, P. R.** (2022, April). *Racial discrimination in a post-Espinoza, post-Fulton world*. Panel for the American Education Research Association.
- Green III, P. R.** (2022, April). *1996 to 2021: A reflection on the 25th anniversary of Division L*. Panel for the American Education Research Association.

- Green III, P. R.** (2022, April). *What would reparations look like on the ground?* Panel for the Touro Law Center's Journal of Race, Gender, and Ethnicity.
- Green III, P. R.** (2022, March). *Beware of educational blackmail: How can we apply lessons from environmental justice to urban charter school growth?* Presentation for the The Race and Equal Protection of the Laws Program (Penn State Dickinson School of Law).
- Green III, P. R.** (2022, February). *Privatization and the stability of public education.* Panel for the William Hubbard Conference on Law and Education.
- Green III, P. R.** (2022, February). *Defining and measuring merit in urban public schools.* Panel for the Testing the Limits: Admissions Exams in Urban Public Schools, New York.
- Griffin, A. A., & **Player, G.** (2022, April). *Meet me in outer space: Fugitive spaces of creation and joy with girls of Color.* Presentation for the American Educational Research Association, San Diego, CA.
- Haynes-Thoby, L.** (2022, April). *Using literature to foster positive self-concept: Fostering resilience in a time of ongoing collective trauma.* Presentation for the American Educational Research Association, San Diego, CA.
- Hernandez, C., Sosa, R., Moreno, O., Cadenas, G., & **Nienhusser, H. Kenny.** (2022, October). *Mental health equity through the lens of immigration status and academic communities among immigrant students.* Presentation for the National Latinx Psychological Association Annual Meeting.
- Hicks, T., & **Rifenbark, G.** (2022, October). *Invoking Survey Weights to Calculate Bayes' Factor with PROC MCMC to Generate More Generalizable Inferences.* Presentation for the Southeast SAS User Group Conference, Mobile, AL.
- Howard, E.,** Silva-Enos, S., & Feinauer, E. (2022, April). *Exploring Identity Development of Kindergarten TWI Students through the Use of Language Portrait Silhouettes. Symposium: Defining and Operationalizing Sociocultural Competence in Dual Language Education, chair Elizabeth Howard.* Presentation for the American Educational Research Association.
- Howard, E.,** & Simpson, S. (2022, June). *Bringing Writing to Life through Place-Based Learning.* Keynote/Plenary Address for the Association for Two-Way Immersion and Dual Language Education.
- Howard, E.,** & Simpson, S. (2022, April). *Bringing Writing to Life through Place-Based Learning.* Keynote/Plenary Address for the Washington Association for Bilingual Education.
- Howard, E.,** Wagner, M. M., Silva-Enos, S., Galvez, d., Sada, E., Bellara, A., & Baez-Cruz, M. (2022, April). *The Early Development of the Dual Language Assessment of Sociocultural Competence (DL_ASC). Symposium: Defining and Operationalizing Sociocultural Competence in Dual Language Education, chair Elizabeth Howard.* Presentation for the American Educational Research Association.
- Kamin, S., & **Donaldson, M.** (2022, November). *Principals' Learning Needs and Experiences with Mentoring.* Presentation for the University Council for Educational Administration, Seattle, WA.

- Kaufman, D.** (2022, December). *edTPA as a Barrier to Equity, Solidarity, and Social Justice: Preservice Literacy Teachers Respond*. Presentation for the Literacy Research Association (LRA) Annual Conference, Tempe, AZ.
- Kaufman, D.** (2022, November). *Recentering a Language Arts Methods Course in Equity, Social Justice, and Anti-Racism: Possibilities for Practice and Continual Revision*. Presentation for the National Council of Teachers of English (NCTE) Annual Convention, Anaheim, CT.
- Kaufman, D., Lafayette, T., & McKnight, M.** (2022, November). *The Birthplace of Young Activists: Developing Socially Just, Anti-Racist Elementary Classrooms Using Literature that Represents, Celebrates, and Challenges*. Presentation for the National Council of Teachers of English (NCTE) Annual Convention, Anaheim, CA.
- Kennedy, C. H.** (2022, December). *Research and Practice in Severe Disabilities editorial board meeting*. Session conducted at the annual meeting of TASH, Phoenix, AZ.
- Kennedy, C. H.** (2022, December). *Spooner, F., Agran, M., & Kennedy, C. H. (2022, December). Publishing original research in peer reviewed journals*. Session conducted at the annual meeting of TASH, Phoenix, AZ.
- Kennedy, C. H.** (2022, July). *Questions and answers with the Editor-in-Chief of RPSD*. TASH Early Career Researcher Network, videoconference. Presentation for the TASH Early Career Researcher Network, videoconference.
- Koslousi, J., & **Chafouleas, S. M.** (2022, July). *Sign Us Up But How Do We Put WSCC Into Action?: Blueprints for Strengthening School Policies and Practices*. Presentation for the ASHA Summer Institute.
- Little, C. A.** (2022, July). *Big ideas and big questions: Approaches for engaging students in higher-level thinking*. Presentation for the Confratute, [virtual].
- Little, C. A., O'Brien, R., Charbonneau, S., Cascio, A., Kearney, K., & Masse, S.** (2022, April). *Examining changes in classroom practice through repeated observations*. Presentation for the American Educational Research Association Annual Convention, San Diego, CA.
- Little, C. A., & Rodrigues, C.** (2022, November). *Unpacking productive struggle: Supporting teachers in conceptualizing challenge*. Presentation for the National Association for Gifted Children Annual Convention, Indianapolis, IN.
- Lombardi, A., Karvonen, M., Pellechia, M., Shogren, K., & Schertz, H.** (2022, January). *COVID-19 Research Pivots: Lessons Learned*. Panel for the Institute of Educational Sciences Principal Investigators Meeting, Washington, DC.
- Lombardi, A., & Rifenbark, G.** (2022, August). *The Item Data Based Decision Making to Support Youth in College and Career Readiness*. Presentation for the Lower Kuskokwim School District Fall Conference, Bethel, AK.
- Lombardi, A., & Rifenbark, G.** (2022, March). *The Item Development and Refinement Process of the College and Career Readiness for Transition*. Presentation for the Badar-Kauffman Conference on Contemporary Issues in Special Education Research, Kent, OH.
- McCray, E., Bhattacharya, K., **Haynes-Thoby, L.**, Coleman-King, C., Duggins, S., Jones, N., & Green, A. (2022, April). *Each one, teach one: Building theory and instrumentation to address race across the undergraduate curriculum*. Presentation for the American Educational Research Association, San Diego, CA.

- McCready, A.** (2022, September). *A longitudinal study on fraternity masculine norms and hazing motivation*. Presentation for the Stop Hazing Research Roundtable, virtual.
- McGregor, I., Hicks, D., **Marcus, A. S.**, Schweber, S., Stoddard, J., & Mills, G. (2022, April). *Performance in Pedagogy: Interactional Forces Informing a Museum's Use of Virtual Interactive Holocaust Survivor Testimony*. Presentation for the American Educational Research Association, San Diego, CA.
- Miller, J., Youngs, P., Evert, K., **Anagnostopoulos, D. O.**, & Drake, C. (2022, April). *How beginning teachers' instructional quality is associated with similarities between field placements and first-year schools*. Presentation for the American Educational Research Association, San Diego, CA.
- Montrosse-Moorhead, B.**, Freise, L., & Wanzer, D. (2022, April). *Who are evaluators? (Re)defining who we are and what we do*. Presentation for the American Educational Research Association.
- Montrosse-Moorhead, B.**, & Sutter, A. (2022, November). *Building better surveys*. Presentation for the American Evaluation Association.
- O'Brien, R., & **Little, C. A.** (2022, November). *Exploring changes in advanced classroom practices after professional learning*. Presentation for the National Association for Gifted Children Annual Convention, Indianapolis, IN.
- O'Brien, S., **Siegle, D.**, Calabrese, E., Park, H., & Cho, S. (2022, December). *Advice for successful implementation of a grant award*. Panel for the Jacob K. Javits Gifted and Talented Students Education Program FY 2022 New Project Director's Meeting, Washington, DC.
- Park, B.-Y., **Campbell, D. T.**, & Arnold, C. (2022, June). *The Development of High Leverage Practices in Environmental Sustainability-Focused, Service Learning Courses: Applications for Higher Education*. Poster for the National Science Foundation's 2022 IUSE Summit Propelling Change: Moving from Strategy Toward Effective & Equitable Undergraduate STEM Education, Washington, DC.
- Pierce, A., **Sanetti, L. M.**, & Collier-Meek, M. (2022, February). *Implementation planning and teacher treatment integrity: A meta-analytic study*. Presentation for the Annual Convention of the National Association of School Psychologists.
- Player, G.**, & Animashaun, O. (2022, April). *"Getting lost in stars and glitter": Black girls' multimodal literacies as portals to new suns*. Presentation for the American Educational Research Association, San Diego, CA.
- Player, G.**, & Coles, J. A. (2022, April). *Creative Acts Toward Theorizing Futurity and Freedom*. Presentation for the American Educational Research Association, San Diego, CA.
- Player, G.**, Gill, V., & Phuong, J. (2022, February). *Not a monolith: Storying Asian American Identities in Research and Teaching*. Panel for The Penn Graduate School of Education Hub for Equity, Anti-Oppression, Research, and Development Lecture Series.
- Player, G.**, Gonzalez Ybarra, M., Bachoo, G., Duhart, K., Lopez, C., & Hernandez, C. (2022, November). *Dreaming Past the Whiteness of Teacher Education: The Multimodal Visioning of WOC Preservice Teachers and Teacher Educators*. Presentation for the National Council of Teachers of English.
- Player, G.** (2022, April). *Sistering as understanding: Girl of Color relational work as methodology*. Presentation for the American Educational Research Association, San Diego, CA.

- Player, G.** (2022, March). *For Cultivating Care, Dignity, Love, and Respect in Education*. Panel for the EEE Journal Webinar Series.
- Prescod, D.** (2022, June). *A Little Dose of Hope Can Go a Long Way: How Kuder Inc. Supports the Furloughed and Unemployed During the Pandemic*. Presentation for the National Career Development Association, Anaheim, CA.
- Prescod, D. J.** (2022, June). *Phenomenal Women: Supporting Black Mothers' Career Development*. Presentation for the National Career Development Association, Anaheim, CA.
- Ran, H., Secada, W., **Rhoads, C. H.**, Schoen, R., Tazaz, A., & Liu, X. (2022, April). *The long-term effects of Cognitively Guided Instruction on Elementary Students' Mathematics Achievement*. Presentation for the American Educational Research Association annual meeting.
- Reis Renzulli, S., Madaus, J. W., & Gelbar, N.** (2022, July). *Supporting smart kids with ASD: Using strength-based pedagogy to engage and nurture neurodiverse students' development*. Presentation for the 44th Annual Confratute, Storrs, CT.
- Robinson, A., Gallagher, S. A., **Siegle, D.**, Stambaugh, T. G., & Wilkins-McCorey, D. M. (2022, November). *Where have 50 years with the Marland Report taken gifted education?* Panel for the 69th annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Sanetti, L. M.**, Arteaga, A., Dineen, J., & Trudel, S. (2022, February). *Cognitive interviewing to increase comprehension of fidelity of self-report measures*. Presentation for the Annual Convention of the National Association of School Psychologists.
- Sanetti, L. M.**, Collier-Meek, M., & Boyle, A. (2022, February). *Strategies to increase MTSS implementation: Funding to feedback*. Poster for the Annual Convention of the National Association of School Psychologists.
- Sanetti, L. M.**, Collier-Meek, M., & Boyle, A. (2022, February). *Supporting implementation of function-based BIPs*. Presentation for the Annual Convention of the National Association of School Psychologists.
- Sanetti, L. M.**, Collier-Meek, M., Luh, H.-J., & Susilo, A. (2022, February). *Bringing an equitable implementation lens into consultation to disrupt disparities*. Presentation for the Annual Convention of the National Association of School Psychologists.
- Secora, K., Wolbers, K., **Dostal, H.**, & Williams, K. (2022, July). *SLP Use of Strategic and Interactive Writing Instruction (SIWI) in Therapy: A Case Study*. Presentation for the American Speech-Language-Hearing Association.
- Siegle, D.** (2022, July). *What I believe determines whether I achieve: Addressing students' attitudes to improve achievement*. Presentation for the 44th Confratute, Storrs, CT.
- Settlage, J.**, & Bagchi, R. (2022, July). *Generating secondary school typologies to investigate STEM education inequities*. Presentation for the annual Noyce Meeting.

- Settlage, J., & Gonzales, R.** (2022, April). *Investigating coaching within principal preparation: Challenges with elevating equity as a leadership priority*. Presentation for the American Education Research Association, San Diego, CA.
- Shaw, R., & **Bernard, C.** (2022, November). *Appraising metropolitan arts education plans: a policy analysis*. Presentation for the National Association for Music Education National Conference, National Harbor, MD.
- Shaw, R., & **Bernard, C.** (2022, April). *Appraising metropolitan arts education partnerships: A policy analysis*. Presentation for the American Educational Research Association Annual Meeting.
- Shaw, R., **Bernard, C.**, & Schmidt, P. (2022, November). *Considering graduate level policy coursework in music teacher education*. Presentation for the National Association for Music Education National Conference, National Harbor, MD.
- Siegle, D.** (2022, November). *Addressing the elephant in the room: How is gifted education possible without labeling?* Presentation for the 69th annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Siegle, D.** (2022, March). *Current issues in gifted education and possible directions forward*. Keynote/Plenary Address for the 2022 NAGC Leadership and Advocacy Conference, Alexandria, VA.
- Siegle, D., McCoach, D. E., Little, C. A., Assouline, S., & Peters, S.** (2022, November). *Not so fast: Think twice about identification*. Presentation for the 69th annual convention of the National Association for Gifted Children, Indianapolis, IN.
- Simmons, J., & **Moss, D.** (2022, April). *Changing Conceptions of Global Citizenship: Revisiting Teacher Study Abroad Participants 10 Years Later*. Presentation for the American Educational Research Association, San Diego, CA.
- Weiner, J., Donaldson, M., & Strickland, T.** (2022, November). *Investigating the BIPOC Teacher Pipeline Across District Types*. Presentation for the University Council for Educational Administration, Seattle, WA.
- Winter, E., **Bray, M.**, Bellara, A., La Salle, T., Puhl, R., & Kaufman, A. (August, 2022). *Measuring coaches' knowledge of eating disorders and weight bias*. Poster presentation at the American Psychological Association Annual Convention. Minneapolis, MN.
- Winter, E., **Bray, M.**, Bellara, A., La Salle, T., Puhl, R., & Kaufman, A. (August, 2022). *Revalidation of a Measure of Athletic Coaches' Knowledge of Eating Disorders*. Poster presentation at the American Psychological Association Annual Convention. Minneapolis, MN.
- Winter, E. Sheehan, K., & **Bray, M.** (February, 2022). *Boosting Mind-Body Health Strategies for Student-Athletes*. Poster presented to the annual meeting of the National Association of School Psychologists, Boston, MA.
- Wolbers, K., **Dostal, H.**, Graham, Branum-Martin, & Holcomb. (2022, February). *Transfer of Writing Skills Across Genres in Grades 3-6*. Presentation for the Association of College Educators- Deaf and Hard of Hearing.
- Wolbers, K., **Dostal, H.**, & Holcomb. (2022, April). *Secondary Writing Instruction with Deaf and Hard of Hearing Students*. Presentation for the American Educational Research Association.

Silva-Enos, S., Lopez-Velazquez, A., & **Howard, E.** (2022, February). *Swimming Upstream: The Challenges of Implementing Dual Language Programs within a Mono-Mainstream Infrastructure*. Presentation for the National Association for Bilingual Education.

Youngs, P. A., Konstantopoulos, S., **Anagnostopoulos, D. O.**, Drake, C., Cohen, J. J., Pinter, H. H., & **Casa, T. M.** (2022, April). *How beginning teachers' self-efficacy and school resources predict their enactment of ambitious mathematics instruction*. Presentation for the Annual Meeting of the American Educational Research Association, San Diego, CA.

Zhao, M., & **Howard, E.** (2022, April). *The Role of Pinyin in the Development of Cross-linguistic Early Literacy Development in a Mandarin-English Dual Immersion Program*. Presentation for the American Educational Research Association.

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Anglin, K. (2022, October). *Natural Language Processing Approaches to Measuring and Understanding Program Implementation*. Presentation for the Annenberg Institute at Brown University.

Back, M. P. (2022, February). *Identity work and intercultural awareness through cultural excavation: Preservice teachers studying abroad*. Presentation for the Department of Curriculum and Instruction, Madison, WI.

Back, M. P., Tubbs, M., & Griswold, J. (2022, April). *Recruiting teachers in the target language*. Presentation for the Connecticut Council on Language Teachers, New Haven, CT.

Bernard, C. (2022, October). *Building notation literacy in the choral classroom*. Clinical Presentation for the University of New Hampshire Choral Methods.

Bernard, C. (2022, March). *A critique of contemporary curriculum through Modern Band*. Clinical Presentation for the University of Houston doctoral seminar.

Bernard, C. (2022, March). *Building notation literacy in the choral classroom*. Clinical Presentation for the University of Northern Iowa.

Bernard, C. (2022, February). *Choosing texts with care*. Clinical Presentation for the University of New Mexico secondary methods course.

Casa, T. M., Colonnese, M. W., Firmender, J. M., & Cardetti, F. A. (2022, December). *A writing process for math? Yes!* Presentation for the National Council of Teachers of Mathematics Regional Conference & Exposition, Baltimore, MD.

Casa, T. M., Hayden, S. M., Canavan, E. J., Kuck, A., & Cardetti, F. A. (2022, December). *What are our students thinking? Find out through mathematical writing prompts*. Presentation for the National Council of Teachers of Mathematics Regional Conference & Exposition, Baltimore, MD.

Casa, T. M. (2022, October). *Integrating Connecticut's equity position statement into elementary math methods*. Panel for the Association of Mathematics Teacher Educators in Connecticut Conference, Hartford, CT.

- Challenger, C., & Lombardi, A. (2022, April). *Exploring Relationships between College and Career Readiness, Self-Determination, and Transition Planning among Adolescents with and without Disabilities*. Presentation for the Connecticut School Counselor Association Annual Conference, Hartford, CT.
- Chen, C., Walker, N., Tuck, M., & Siskind, S. (2022, April). *Racial Justice in Sport*. Panel for the Annual Sport Talk Panel.
- Cobb, C. D., & Anagnostopoulos, D. (2022, January). *Preliminary findings from Summer Enrichment Evaluation presented to the AccelerateCT Taskforce*. Presentation for the AccelerateCT Taskforce Meeting.
- Evanovich, J. M., Condren, J., & Burgess, J. (2022, April). *Representative and Relevant Sport and Nutrition Curriculum - Virtually within Elementary School Settings*. Presentation for the Leadership in Diversity (LID) - Multicultural Education Conference.
- Howard, E. (2022, March). *No Hay Nada Que No Podemos Juntos: Fostering and Sustaining Communities of Practice to Advance Dual Language Education*. Keynote/Plenary Address for the Southern New England Dual Language Education Conference.
- Howard, E., & Simpson, S. (2022, March). *Core Instructional Strategies for Dual Language Classrooms*. Presentation for the Southern New England Dual Language Education Conference.
- Kaufman, D., & Kaufman, D. (2022, March). *Born on the Water, Raised on the Word: Invoking, Learning, and Remembering Silenced Histories through Literature*. Presentation for the UConn Humanities Institute-Neag School of Education: Celebrating Twenty Years of the UConn Humanities Institute (with Pulitzer Prize Winning Author Nikole Hannah Jones), Storrs.
- Kearns, D. M. (2022, July). *Principles of explicit instruction*. Presentation for the Windward Institute, White Plains, NY.
- Little, C. A. (2022, October). *Questions and answers and more questions: Supporting rich discussion in the classroom*. Presentation for the Illinois Association for Gifted Children Annual Conference, [virtual].
- Little, C. A. (2022, October). *Teaching with concepts for meaning, depth, and rigor*. Presentation for the Illinois Association for Gifted Children Annual Conference, [virtual].
- Little, C. A. (2022, October). *Challenging advanced learners through meaning, depth, and rigor*. Keynote/Plenary Address for the Maryland State Conference on Gifted and Talented Education, [virtual].
- Lombardi, A. (2022, December). *Promoting Inclusion via Schoolwide College and Career Readiness*. Presentation for the Mid-year Check and Connect Cadre Meeting. Rhode Island Transition Network., Providence, RI.
- Prescod, D., Brian, H., Cerrito, J., & Hyung, J. (2022, April). *Theories of Career Development*. Panel for the Pennsylvania Career Development Association.
- Prescod, D., Kendall, S.J, Meidanis, M., & Taccone, K. (2022, February). *Manifesting Wellness in Your Career*. Panel for the Suffolk University's Center for Career Equity, Development, and Success.

- Sanetti, L. M.** (2022, March). *Top 10 strategies to reduce your stress*. Keynote/Plenary Address for the Connecticut Association of Schools Annual Conference, CT.
- Siegle, D.** (2022, October). *The state of gifted education in North Carolina*. Keynote/Plenary Address for the Unleash Talent Mini-Conference 2022, Virtual.
- Siegle, D.** (2022, October). *A how-to session on universally screening students for subject and whole grade acceleration*. Presentation for the Ohio Association for Gifted Children 2022 Conference, Columbus, OH.
- Siegle, D.** (2022, October). *Are we barking up the wrong tree with academic challenge? No, but....* Keynote/Plenary Address for the Ohio Association for Gifted Children 2022 Conference, Columbus, OH.
- Siegle, D.** (2022, October). *A how-to session on universally screening students for subject and whole grade acceleration*. Presentation for the GAM (Gifted Association of Missouri) 2022, Virtual.
- Siegle, D.** (2022, February). *Are we barking up the wrong tree with academic challenge? No, but....* Keynote/Plenary Address for the Kentucky Association for Gifted Children Conference: Emerging Leaders, Entrepreneurs, and Creators, Virtual.
- Siegle, D.** (2022, February). *Implications for gifted identification and services based on NCRGE's first 5 years' research*. Presentation for the University of Washington Gifted Education Seminar, Seattle, WA.
- Simmons, J., Freidenfelds, N., **Campbell, D. T.**, & Volin, J. C. (2022, October). *Measuring the impact of an informal science education program*. Poster for the Connecticut Outdoor & Environmental Education Association Annual Conference, Windsor, CT.
- Slota, S. T.**, & Moos, C. (2022, May). *EOS-503: A game for teaching visionary leadership & problem solving*. Presentation for the UConn Conference on Teaching and Learning with iPads, Chromebooks, and Cloud-Based Computing, Storrs, CT.

Local n=5

- Koyambreth, R., & **Lynch, K.** (2022, October). *Accumulating Evidence About STEM Educational Experiences*. Poster for the UConn Fall Frontiers Undergraduate Research Poster Exhibition, Storrs, CT.
- Levine, T. H.** (2022, April). *Findings & Themes in Faculty Survey re: Building Program Capacity to Address Racial Equity*. Presentation for the Teacher Education Faculty Meeting, Storrs, CT, CT.
- Nienhusser, H. Kenny**, Granger, V., Johnson, M., & **Tuitt, F.** (2022, December). *Reaffirming UConn's Commitment to Diversity in Admissions: UConn's Response to the U.S. Supreme Court Cases (SFFA v. Harvard & UNC)*. Panel for the N/A.
- Siegle, D.** (2022, May). *What Does Successful Talent Development Look Like?* Presentation for the Richland School District Two Inservice, Richland, SC.

Siegle, D. (2022, May). *What does successful talent development look like?* Keynote/Plenary Address for the Richland School District Two Inservice, South Carolina, Virtual.



Neag School of Education

Annual Report 2023

Neag School of Education
Faculty Intellectual Contributions Report
January 1, 2022 - December 31, 2022

Prepared by Marci Lombardo
Dean's Office

Faculty Intellectual Contribution Report
Neag School of Education
January 1, 2022 - December 31, 2022

Book n=7

Published

- Bieda, K., Conner, A., Kosko, K. & **Staples, M.** (2022). *Conceptions and Consequences of Mathematical Argumentation, Justification, and Proof*. Springer. <https://doi.org/10.1007/978-3-030-80008-6>
- Gabriel, R.** (2022). *How Education Policy Shapes Literacy Instruction*. Palgrave Macmillan, Cham. <https://doi.org/10.1007/978-3-031-08510-9>
- Kapoor, H., & **Kaufman, J. C.** (2022). *Creativity and morality*. Academic Press. <https://doi.org/10.1016/C2020-0-02810-0>
- McCoach, D. E.**, & Cintron, D. (2022). *Introduction to Modern Modeling Methods*. Sage. <https://us.sagepub.com/en-us/nam/introduction-to-modern-modelling-methods/book257494#contents>
- O'Connell, A. A., **McCoach, D. B.**, & Bell, B. A. (Eds.). (2022). *Multilevel modeling methods with introductory and advanced applications*. IAP. <https://www.infoagepub.com/products/Multilevel-Modeling-Methods-with-Introductory-and-Advanced-Applications>
- Patston, T.J., **Kaufman, J. C.**, & Cropley, D.H. (2022). *Creative actions: Embedding creative competencies in every classroom*. Hawker Brownlow. <https://www.hbe.com.au/hb3578.html>
- Puig, A., Swank, J., **Haynes-Thoby, L.**, & Paladino, D. (2022). *Foundations in becoming a professional counselor: Advocacy, social justice, and intersectionality*. Springer Publishing. <https://www.springerpub.com/foundations-in-becoming-a-professional-counselor-9780826163851.html#productdetails>

Conference Proceedings n=6

Published

- Conner, A., Bieda, K., Cirillo, M., Kosko, K., & **Staples, M.** (2022). *Conceptions and Consequences of What We Call Argumentation, Justification, and Proof: Interrogating our Frameworks*. Working Group. *Proceedings from Proceedings of the forty-fourth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. <https://par.nsf.gov/servlets/purl/10406057>

- Hicks, T., & **Rifenbark, G.** (2022). Invoking survey weights to calculate Bayes' factor with PROC MCMC to generate more generalizable inferences. Proceedings from *The Proceedings of the Southeast SAS Users Group*. (pp. 1–9). Southeast SAS User Group.
https://www.lexjansen.com/sesug/2022/SESUG2022_Paper_198_Final_PDF.pdf.
- McCready, A. M.**, Selznick, B. S., & Duran, A. (2022). Factors influencing openness to diversity and challenge among fraternity men: A longitudinal HLM approach. American Educational Research Association (AERA).
- McCready, A.**, Abbey, S., Martinez Aleman, A. M., & Rowan-Kenyon, H. T. (2022). Effects of racism on campus and online on perceptions of residence hall climates. Las Vegas, NV: 47th Annual Conference of the Association for the Study of Higher Education.
- McCready, A.**, Goodman, M. A., & Duran, A. (2022). Shifting fraternity masculinities: Examining the relationships of the inclusion of queer membership and members' masculinities. Las Vegas, NV: 47th Annual Conference of the Association for the Study of Higher Education.
- Rifenbark, G.G.** (2022). Impact of Construct Reliability on Proposed Measures of Structural Fit When Detecting Group Differences: A Monte Carlo Examination. In: Wiberg, M., Molenaar, D., González, J., Kim, J.S., Hwang, H. (Eds) *Quantitative Psychology. IMPS 2021. Springer Proceedings in Mathematics & Statistics*, Vol 393. Springer, Cham. https://doi.org/10.1007/978-3-031-04572-1_24

Journal Article n=158

Published

- Abramo, J. M.** (2022). Who's aloud* to have fun?: On covers and identity crossing. *Journal of Popular Music Education*, 6(3), 329–348. https://doi.org/10.1386/jpme_00095_1.
https://doi.org/10.1386/jpme_00095_1
- Abramo, J. M.** (2022). Music Education in Times of Darkness: The Possibility of Resistance. *Philosophy of Music Education Review*, 30(2), 111–118. <https://www.muse.jhu.edu/article/867639>.
<https://www.muse.jhu.edu/article/867639>
- Abramo, J. M.** (2022). Re-sistance in the age of cooption by the political right. *Philosophy of Music Education Review*, 30(2) 119–125. https://doi.org/10.1386/jpme_00095_1.
https://doi.org/10.1386/jpme_00095_1
- Abramo, J. M.** (2022). New beginnings for Visions. *Visions of Research in Music Education*, 39, 1-3. *Visions of Research in Music Education*, 39, 1–3.
<https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1860&context=vrme>
- Aldemir, T., **Davidesco, I.**, Kelly, S. M., Glaser, N., Kyle, A. M., **Montrosse-Moorhead, B.**, & Lane, K. (2022). Investigating students' learning experiences in a neural engineering integrated STEM high school curriculum. *Education Sciences*, 12(10), 705. <https://doi.org/10.3390/educsci12100705>

- Allen, K. M., Nash, K. T., Thomas, K., & **Everett, S.** (2022). "An Oasis in the Sahara": Humanizing Professional Learning during the Pandemic and Beyond. *Language Arts*, 100(1), 8–20. <https://www.proquest.com/openview/50bc0d9be12af766b552db38dcbf0487/1?pq-origsite=gscholar&cbl=41436>
- Anglin, K.**, Boguslav, A., & Hall, T. (2022). Improving the Science of Annotation for Natural Language Processing: The Use of the Single-Case Study for Piloting Annotation Projects. *Journal of Data Science*, 20(3), 339–357. <https://doi.org/10.6339/22-JDS1054>
- Back, M. P.**, & Oulbeid, B. (2022). Examining Instructional Contexts and Student Beliefs in Arabic Teacher Recruitment. *Second Language Research & Practice*. 3(1), 62–80. <http://hdl.handle.net/10125/69868>
- Back, M. P.**, Joseph, R., McCormick, A., & Picorelli, H. (2022). Homestay families as a resource for pre-service teachers during study abroad. *Teaching and Teacher Education*. 119, 103849. <https://doi.org/10.1016/j.tate.2022.103849>
- Back, M. P.**, Zavala, V., & Franco, R. (2022). "Siempre adistanciados:" Ideology, equity, and access in Peruvian emergency distance education for Spanish as a second language. *Calico*, 39(1), 79–102. <https://doi.org/10.1558/cj.19665>
- Beghetto, R. A., **Kaufman, J. C.**, & Baxter, J. Answering the unexpected questions: Exploring the relationship between students' creative self-efficacy and teacher ratings of creativity. *Psychology of Aesthetics, Creativity, and the Arts*. 5(4), 342–349. <http://dx.doi.org/10.1037/a0022834>. <https://doi.org/10.1037/a0022834>
- Bellara, A. P., & **McCoach, D. E.** (2022). Lean on me: Teaching together from a distance. *New Horizons in Adult Education and Human Resource Development*, 34(3), 17–27. <https://doi.org/10.1002/nha3.20359>
- Bellara, A. P., **Montrosse-Moorhead, B.**, **Casa, T. M.**, **Gubbins, E. J.**, & Hayden, S. M. (2022). Making Research-Practice Partnerships Work for you: What Might Researchers Want you to Know. *National Association of Secondary School Principals Bulletin (NASSP)*, 106(3), 264–276. <https://doi.org/10.1177/01926365221120395>
- Bernard, C.** (2022). Editorial volume 40: Frankly speaking. *Visions of Research in Music Education*, 40(1), 1–6. <https://opencommons.uconn.edu/vrme/vol40/iss1/1>
- Blanca, V., **Nienhusser, H. Kenny**, & Saavedra Carquin, M. (2022). "When I Would Hurt": Undocumented Students' Responses to Obstacles Faced during the College Choice Process. *The Educational Forum*, 86(3), 237–252. <https://doi.org/10.1080/00131725.2021.2020944>
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- Brauer, K., Sendatzki, R., **Kaufman, J. C.**, & Proyer, R. T. (2022). Counting the muses in German speakers—Evaluation of the German-language translation of the Kaufman Domains of Creativity

Scales (K-DOCS). *Psychological Test Adaptation and Development*, 3(1), 70–84.
<https://doi.org/10.1027/2698-1866/a000024>

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Cadenas GA, **Nienhusser K.**, Sosa R., & Moreno O. (2022). Immigrant students' mental health and intent to persist in college: The role of undocufriendly campus climate. *Cultural Diversity & Ethnic Minority Psychology*. Epub ahead of print. PMID: 36074583. <https://doi.org/10.1037/cdp0000564>

Caemmerer, J., & Hajovsky, D. B. (2022). Reciprocal relations between children's social and academic skills throughout elementary school. *Journal of Psychoeducational Assessment*, 40(6), 761–776. <https://doi.org/10.1177/07342829221097186>

Caemmerer, J. (2022). The sexes do not differ in general intelligence, but do in some specifics. *Intelligence*, 92, 101651. <https://doi.org/10.1016/j.intell.2022.101651>

Casa, T. M., Gilson, C., Bruce-Davis, M. N., **Gubbins, E. J.**, Hayden, S. M., & Canavan, E. J. (2022). Maximizing the potential of mathematical writing prompts. *Mathematics Teacher: Learning and Teaching PreK-12*. 8(15). 538–550. DOI: <https://doi.org/10.5951/MTLT.2021.0287>

Castillo-Montoya, M., Hunter, T., Moore, W. C., & Sulé, T. (2022). Why the caged bird sings in the academy: A decolonial collaborative autoethnography of African American and Puerto Rican faculty and staff in higher education. *Journal of Diversity in Higher Education*, 15(5), 668–680. <https://doi.org/10.1037/dhe0000395>

Chafouleas, S. M., Cintron, D., **McCoach, D. E.**, Briesch, A., & Koriakin, T. (2022). Exploring Factors Associated with District Approaches to Identifying and Supporting Student Social, Emotional, and Behavioral Needs. *Leadership and Policy in Schools*. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2022.2099904>

Chakrin, J., & **Campbell, D. T.** (2022). Preservice science teachers' epistemological framing in their early teaching. *Journal of Learning Sciences*, 31(4-5), 545–593. <https://doi.org/10.1080/10508406.2022.2105649>

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Chen, C. (2022). Naming the ghost of capitalism in sport management. *European Sport Management Quarterly*, 22(5), 663–684. <https://doi.org/10.1080/16184742.2022.2046123>

Chen, C., & Mason, D. (2022). When two worlds collide: The unsettling experiences of non-Indigenous volunteers at 2017 World Indigenous Nations Games. *Leisure/Loisir*, 46(1), 69–95. <https://doi.org/10.1080/14927713.2021.1945944>

- Cho, Y., **Grenier, R.** and Williams, P. (2022), "Introduction: innovation in qualitative research in HRD", *European Journal of Training and Development*, 46(7/8), 685–692. <https://doi.org/10.1108/EJTD-05-2022-0058>
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- Clemens, K., Borowski, L., Donovan, M., Meyer, K., Dooley, K., & **Simonsen, B.** (2022). Proactively Pivot: Guidance on Adapting the PBIS Framework in Response to Crises to Support Students With Disabilities. *TEACHING Exceptional Children*, 55(1), 40–47. <https://doi.org/10.1177/00400599211038377>
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- Freidus, A.** (2022). Segregation, Diversity, and Pathology: School Quality and Student Demographics in Gentrifying New York. *Educational Policy*, 36(4), 822–848.
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Published

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Cover art for academic text n=1

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Published

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Other Publications n=3

Published

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Freeman, J. (2022). Supporting Schools During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework. University of Oregon. www.pbis.org.

Research Brief n=1

Published

Cobb, C. D. (2022). *Do school choice programs contribute to the resegregation of American schools? Research Brief 15. Public and Private Education in America* (Research Brief 15 ed., pp. 1-6). National Coalition on School Diversity. <https://files.eric.ed.gov/fulltext/ED623576.pdf>

Scholarly monograph n=1

Published

Young, R., Ferguson, F., **Kaufman, D.**, & Govender, N. (2022). *Writing Realities*.

Technical Report n=9

Published

Cobb, C. D., Anagnostopoulos, D., Devona, K., & Overton, K. (2022). *Evaluation of the State of Connecticut Summer Enrichment Grants: Final Report*. Storrs, CT: UCONN Center for Education Policy Analysis, Research & Evaluation (CEPARE).

Donaldson, M., & Kamin, S. (2022). Connecticut Principals' Experiences with Mentoring. Storrs, CT: Center for Education Policy Analysis, Research, and Evaluation.

Donaldson, M., Loken, E., DeVona, K., & Villafuerte, C. (2022). University of Connecticut's Test Optional Pilot: Year 1 Report. Storrs, CT: Center for Education Policy Analysis, Research, and Evaluation.

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Montrosse-Moorhead, B. (2022). Thinking Like a Mathematician: Summative Evaluation Report.

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Neag Faculty in Editorial Leadership Positions 2022-2023

Joseph Abramo

- Senior Editor, *Visions of Research in Music Education*

Cara Bernard

- Associate Editor, *Visions of Research in Music Education*

Melissa A. Bray

- Associate Editor, *International Journal of School and Educational Psychology*.

Laura Burton

- Associate Editor, *Journal of Sport Management*. (July 2020 - Present).

Todd Campbell

- Co-Editor-in-Chief, *Journal of Science Teacher Education*.

Milagros Castillo Montoya

- Associate Editor, *Review of Higher Education*. (August 2020 - Present).

Hannah M. Dostal

- Editor-in-Chief, *Deaf Studies and Deaf Education*.

Rachael Gabriel

- Editor, *The Reading Teacher*

James C. Kaufman

- Co-Editor-in-Chief, *International Journal of Creativity and Problem Solving*.
- Senior Associate Editor, *Creativity Research Journal*.

Craig H. Kennedy

- Editor-in-Chief, *Research and Practice for Persons with Severe Disabilities*.
- Consulting Editor, *Journal of Special Education*.

Allison Lombardi

- Co-Editor-in-Chief, *Career Development and Transition for Exceptional Individuals*.
- Associate Editor, *Exceptional Children*.
- Consulting Editor, *Journal of Special Education*.

Thomas Levine

- Executive Editor, *Teaching and Teacher Education*.

Adam McCready

- Editor-in-Chief, *Journal of Sorority and Fraternity Life Research and Practice*. (January 1, 2022 - Present).

Bianca Montrosse-Moorhead:

- Editor-in-Chief, *New Directions for Evaluation*

Lisa Sanetti

- Consulting Editor, *Assessment for Effective Intervention*.

John Settlage

- Co-Editor in Chief, *Science Education*.

Brandi Simonsen

- Consulting Editor, *Journal of Special Education*.
- Consulting Editor, *Journal of Emotional and Behavioral Disorders*.

Jennie Weiner

- Editor in Chief, *Lead the Change*. (December 1, 2018 - Present).

Neag Faculty Awards and Honors 2022-2023

Cara Bernard

- University of Connecticut Teaching Fellow

Melissa Bray

- 2023 Trainer of the Year Award, Trainers of School Psychologists

Jacqueline Caemmerer

- 2022 Young Investigator Award, Journal of Intelligence

Todd Campbell:

- 2023 Experiential Education and Community Engagement: Scholarship and Practice SIG 41 Outstanding Conference Submission Award, American Educational Research Association

Sandra Chafouleas:

- 2022 Presidential Citation, American Psychological Association
- Reed Fellow, UConn Center for Excellence in Teaching and Learning
- Best Web/App Series - Original, Kidscreen Awards

Ido Davidesco

- Outstanding Early-Career Researcher Award, UConn Neag School of Education

Danielle Filipiak

- Perry A. Zirkel Distinguished Teaching Award, UConn Neag School of Education & UConn Foundation

Jason G. Irizarry

- 2023 Millennium Leadership Initiative, American Association of State Colleges and Universities

James Kaufman

- International Creativity Award, World Council for Gifted and Talented Children

D. Betsy McCoach

- Distinguished Scholar Award, National Association for Gifted Children

Meaghan McKenna

- UConn Research Excellence Program Award

Lisa Sanetti

- Thomas Oakland Mid-Career Scholar Award, American Psychology Association - Division 16

Jennie Weiner

- Outstanding Mid-Career Researcher Award, UConn Neag School of Education

Suzanne Wilson

- University of Connecticut Teaching Fellow

APPENDIX C

**I. Center for Behavioral Education and Research (CBER)
Self Study**

**II. Center for Education Policy Analysis, Research, and
Evaluation (CEPARE) 2022-2023 Updates**

III. Reading and Language Arts Center 2022-2023 Updates

**IV. Renzulli Center for Creativity, Gifted Education, and
Talent Development 2022-2023 Report**

**Center for Behavioral Education and Research (CBER)
Five Year Review Self Study (2018-2022)**

Co-Directors: Drs. Michael Coyne and Brandi Simonsen

Budget: ~\$50,000,000 in active Federal and State Research Grants
and Contracts between 2018-2022

Participating Core Faculty across 5 years:

Dr. Sandra Chafouleas
Dr. Susannah Everett
Dr. Adam Feinberg
Dr. Jennifer Freeman
Dr. Devin Kearns
Dr. Graham Riffenbark
Dr. Tamika La Salle
Dr. Allison Lombardi
Dr. Meaghan McKenna
Dr. Natalie Olinghouse
Dr. Lisa Sanetti
Dr. Tracy Sinclair
Dr. George Sugai, Emeritus

CBER Unit Description

CBER's Role and Mission

The Center for Behavioral Education & Research at the University of Connecticut seeks to **promote equity and improve educational outcomes for all learners**, especially those with or at risk for learning and behavioral difficulties.

CBER faculty conduct **innovative, rigorous, and translational research** on effective educational practices and systems related to four areas:

- Literacy
- Positive behavioral supports
- Behavioral health and school climate
- Transition and postsecondary education

The purpose of CBER is to conduct rigorous research and translate and disseminate empirically-supported practices that promote equity and improve educational outcomes for all learners, especially those with or at risk for learning and behavioral difficulties.

CBER's Goals	Indicators of Meeting Goals
1. Broad Public Engagement Represent and serve the Neag and UConn communities as a nationally and internationally recognized leader in educational research, practice dissemination, and policy development.	CBER faculty engage with educators, schools, families, communities, and agencies on reciprocal research and implementation partnerships at the local, state, national, and international levels . <ul style="list-style-type: none">• CBER faculty have partnered with hundreds of schools across Connecticut.• CBER's reach extends to schools in all states and US territories• CBER sponsors an ongoing series of conferences (and pre-pandemic sponsored a series of talks and events) to engage the Neag School and UConn communities as well as serve the needs of the larger educational community of parents, teachers, and leaders.
2. Research Impact Conduct innovative, rigorous, and translational research on effective educational practices and systems related to (a) literacy, (b) positive behavioral supports, (c) behavioral health and school climate, and (d) transition and postsecondary education.	CBER faculty are productive scholars, as evidenced by the following highlights. <ul style="list-style-type: none">• \$50 M in federal and state research grants and contracts (2018-2022)• \$800 K per faculty per year (2018-2022)• 219 peer-reviewed articles, books, and chapters (2018-2022)

CBER's Goals	Indicators of Meeting Goals
	<ul style="list-style-type: none"> • 4 publications per faculty per year (2018-2022)
3. Collaborative and Informed Scholarship Engage educators, schools, families, communities, and agencies in reciprocal research and implementation partnerships at the local, state, national, and international levels.	CBER faculty form collaborative partnerships to inform and support scholarship and implementation. <ul style="list-style-type: none"> • Approximately 34% of funding is from state/local contracts
4. Shaping Tomorrow's Leaders Prepare and mentor leaders to shape the future of education.	CBER faculty actively prepare and mentor leaders to shape the future of education. <ul style="list-style-type: none"> • CBER faculty have been awarded leadership grants of more than \$5.5 million to prepare doctoral students. (2018-2022)

CBER's Unique Contributions to Research, Scholarship, and Training

Faculty affiliation with CBER has resulted in multiple synergistic research and scholarship opportunities that would not have been available or possible for individual faculty.

For example, CBER faculty were awarded \$6.5 million to lead the National Research Network on Multi-Tiered Systems of Support. This was the first Research Network funded by IES's National Center of Special Education Research (NCSE) and consists of four multi-site Research Teams and a Network Lead. The Network Lead and one of the Research Teams were awarded to CBER core faculty (i.e., Coyne, Simonsen, Kearns, Freeman). The Network emphasizes research on integrated academic and behavior interventions, and CBER's focus on both literacy and positive behavioral supports made CBER faculty uniquely positioned to lead this highly competitive national Network. CBER's reputation and track record for successfully competing for and implementing large federal and state grants and contracts provides a significant advantage to individual faculty, and teams of faculty, who are applying for new awards.

CBER faculty have also been able to successfully secure multiple doctoral leadership training grants over the last five years (\$5.8 million) by highlighting the range and scope of high quality research opportunities available to doctoral students affiliated with CBER. Because CBER's organizational structure, doctoral students have unique access to other students, faculty, and research teams across CBER's areas of emphasis.

Schools, districts, and state departments of education in Connecticut, the Northeast, and across the country recognize CBER's long-term commitment to developing and sustaining successful research and practice partnerships. This reputation provides CBER faculty with willing participants for research, training, and model demonstration projects as well as a large network of practitioners, administrators, and policy makers that enables a mutually beneficial communication loop about problems of practice in CT and beyond. One example is the ongoing

partnership between CBER and the CT State Department of Education that has resulted in over \$12 million of funding over the last five years across multiple projects and multiple CBER faculty.

Equity

CBER's mission explicitly includes an intentional commitment to "support equity." As such, a focus on equity plays a central role in CBER's research, practice, engagement, dissemination, and training goals and activities.

CBER faculty's research focuses primarily on developing and evaluating practices and systems designed to explicitly support vulnerable learners at risk for experiencing academic, behavioral, and/or social emotional difficulties. These learners include students with disabilities, those experiencing economic hardship, and students from racial-, ethnic-, cultural-, and linguistic-minoritized groups. The overall goal of CBER research is develop and evaluate effective evidence-based practices that enhance learning and behavioral outcomes for the most vulnerable learners and to work with schools to build and sustain systems that increase equitable access to those practices for all students.

CBER researchers most often intentionally partner with schools and districts with limited resources, large numbers of students at risk for learning and behavioral difficulties, and that serve large percentages of learners from economically, culturally, and linguistically diverse backgrounds (e.g., Waterbury, Bridgeport, New Haven, Windham). The goal is to work with teachers, leaders, and family members in these districts as equal partners to identify important and timely problems of practices, develop and implement collaborative research projects, and work together to share and communicate findings to multiple local and national audiences.

CBER researchers also seek out partnerships at the state and national level focused on promoting equity. For example, CBER has partnered with the Black and Latino Caucus in CT State Assembly over the last 10+ years on the [Connecticut Partnership for Literacy Success](#) that's goal is to directly address the reading opportunity gap in Connecticut and support literacy success for all students.

CBER researchers have also worked to disseminate and communicate information about the role that equity plays in educational research, practice, and policy. For example, the National Center on PBIS, in which CBER is a leading partner, has developed extensive resources related to supporting [equity](#) and students with [diverse abilities](#). A number of publications by CBER researchers and doctoral students over the past five years have had a central focus on equity.

CBER researchers will continue to emphasize equity through the following goals and activities:

- Center equity across all CBER research, practice, engagement, dissemination, and training goals and activities.
- Seek to partner with schools and districts who serve large percentages of learners from economically, culturally, and linguistically diverse backgrounds.
- Recruit and support new CBER researchers and affiliates who conduct research on issues related to equity as well as researchers and affiliates from diverse backgrounds.

- Recruit and support CBER-affiliated doctoral students from diverse backgrounds.
- Share, communicate, and disseminate findings and learnings related to equity to multiple diverse audiences through multiple innovative channels

Collaboration and Partnerships

A key element to CBER's success is the collaboration among researchers with different areas of scholarship and expertise. For example, CBER researchers have expertise in literacy, positive behavioral supports, behavioral health and school climate, and transition and postsecondary education. Collaborations among researchers with different areas of interest have resulted in grants, contracts, and doctoral training grants that would not have been possible without these connections. To maintain these collaborative research opportunities and develop new ones, CBER needs to continue to build and expand both its core and affiliated faculty. During the past five years, CBER has added three new core researchers (i.e., Graham Rifenbark, Tracy Sinclair, Meghan McKenna) and a number of affiliated postdoctoral researchers, and research associates and assistants. A goal moving forward is to add new core and affiliated faculty both within and outside of EPSY and Neag and facilitating opportunities to for faculty to engage in cross disciplinary conversations and planning.

Another central element of CBER's success is its partnerships with schools, districts, state departments of education, as well as other research centers and universities. To maintain these connections, CBER needs to ensure that partnerships remain truly collaborative, address timely problems of practice, and ensure open communication. Strategies to sustain and nurture partnerships include communicating proactively, planning and hosting events (conferences, speaker series, panel discussions, professional learning opportunities), and disseminating research-informed information to multiple audiences.

External Funding (2018-2022)

<i>Agency Name</i>	<i>Project Title</i>	<i>Duration</i>	<i>Total Funding</i>
Federal Research and Center Grants			
USDOE: OSEP (sub-award from UO)	National Canter on PBIS-IV	2013-2018	1,373,762
USDOE: IES	Project CALI	2016-2018	662,141
USDOE: OSEP (sub-award from American Institutes for Research)	Intensive Interventions 2	2016-2019	488,324
NIH (sub-award from Haskins Labs)	Computer-Aided and Reading Intervention using Neuroimaging of Growth (CARING)	2017-2022	603,706
USDOE: OSEP (sub-award from UO)	National Canter on PBIS-V	2018-2023	4,424,903

The Oak Foundation	Supporting Optimal Outcomes for Students with Learning Differences: Brain Camp	2019-2022	769,578
USDOE: IES	College and Career Readiness for Transition: Development and Validation of a Student Measure.	2019-2023	1,398,298
USDOE: IES (Subaward with University of Alabama)	Reducing Youth Violence and Racism/Discrimination: Efficacy of Comprehensive Prevention Strategies (CPS)	2019-2023	221,316
USDOE: IES	Evaluating the Impact of Integrated Behavior & Reading MTSS in Elementary Schools	2019-2024	3,999,589
USDOE: IES	Multi-Tiered Systems of Support Research Network (MTSS-RN) Leadership Team	2019-2024	1,499,100
USDOE: IES (Subaward with University of Kansas)	Project ENHANCE	2019-2024	572,850
USDOE: IES	Supported College and Career Readiness for Secondary Students with Emotional and Behavioral Problems.	2020-2022	497,173
USDOE: IES	Exploring relationships between college and career readiness, self-determination, and transition planning among adolescents with and without disabilities	2021-2023	817,548
USDOE: IES (Subaward with Lehigh University)	Supported College and Career Readiness for Students with Emotional or Behavioral Problems	2021-2024	497,187
USDOE: IES (Subaward with University of Oklahoma)	TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities.	2021-2025	397,395
DHHS/NIH/NCCIH	Network to Advance the Study of Mechanisms Underlying Mind-Body Interventions and Measurement of Emotional Wellbeing.	2021-2025	2,431,836

CDC/National Institute of Occupational Safety and Health	Total Teacher Health	2021-2026	1,547,151
USDOE: IES	PRIME ²	2021-2026	3,769,253
NSF (Subaward with Auburn and Ohio State Universities)	Project TAPDINTO-STEM	2022-2023	105,352
USDOE: IES	Project EASS-E: Expanding Approaches to School Screening with Equity	2022-2026	1,983,184
Total			28,059,646

State Contracts

MA Dept. of Education	PBIS Academy	2014-2018	1,825,553
CT Dept. of Education	School Climate	2015-2019	572,330
CT Dept. of Education	CT K-3 Literacy Initiative	2018-2022	8,864,260
MA Dept. of Education	PBIS Academy	2018-2022	2,563,756
CT Dept. of Education	Evaluation of post-school outcomes for special education exiters in Connecticut.	2017-2019	427,207
CT Dept. of Education	Assessing Connecticut District Policies using the WSCC Model.	2020-2022	183,520
CT Dept. of Education	CONNi4	2022-2024	2,629,145
Total			17,065,771

Doctoral Leadership Training Grants

USDOE: OSEP	Project NeXus	2017-2022	1,127,452
USDOE: OSEP (sub-award from Vanderbilt University)	National Center for Leadership in Intensive Interventions (NCLII)	2016-2020	768,712
USDOE: OSEP (sub-award from Vanderbilt University)	National Center for Leadership in Intensive Interventions (NCLII -2)	2020-2024	908,398
USDOE: OSEP	Project LINC	2019-2024	1,250,000
USDOE: OSEP	Project I ³ -PREP:	2020-2025	1,002,929
USDOE: Office of Postsecondary Education	Project PSYCHS: Preparing School Psychologists in Equitable and Effective Service Coordination	2022-2025	760,950
Total			5,818,441

TOTAL External Funding (2018-2022)

\$50,943,858

Note: USDOE = U.S. Department of Education; IES = Institute of Education Sciences; OSEP = Office of Special Education Programs

Publications (180 peer-referred articles, 4 books, 35 chapters in the last 5 years)

Peer-Refereed Journal Articles

2022

1. Baker, D. McCoach, D. B., Ware, S., **Coyne, M. D.**, & Loftus, S. (2022). Effects of Spanish vocabulary knowledge on the English word knowledge and listening comprehension of bilingual students. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2269–2283.
2. Brann, K. L, Daniels, B., **Chafouleas, S. M.**, & DiOrio, C. A. (2022). Usability of Social, Emotional, and Behavioral Assessments in Schools: A Systematic Review From 2009 to 2019. *School Psychology Review*, 51, 6-24. DOI: 10.1080/2372966X.2020.1836518.
3. **Chafouleas, S. M.**, Cintron, D. W., McCoach, D. B., Briesch, A. M., & Dineen, J. N. (2022). Exploring Factors Associated with District Approaches to Identifying and Supporting Student Social, Emotional, and Behavioral Needs. *Leadership and Policy in Schools*. <http://dx.doi.org/10.1080/15700763.2022.2099904>.
4. Clemens, K., Barowski, L., Donovan, M., Meyer, K., Dooley, K., & **Simonsen, B.** (2022). Proactively pivot: Guidance on adapting the PBIS framework in response to crises to support students with disabilities. *Teaching Exceptional Children*, 55(1), 40-47. <https://doi.org/10.1177/00400599211038377>
5. Collins, T.A, **La Salle, T.P.**, Rocha Neves, J., Foster, J.A., & Scott, M. (2022). No safe space: School climate experiences of Black boys with and without emotional behavioral disorders. *School Psychology Review*. Doi: 10.1080/2372966X.2021.2021783
6. Conner, C., Allor, J. H., Stewart, J., **Kearns, D.M.**, & Gillespie Rouse, A. (2022). A synthesis of reading comprehension interventions and measures for students with autism spectrum disorder and intensive support needs. *Review Journal of Autism and Developmental Disorders*. Advance online publication (April 21, 2022). <https://doi.org/10.1007/s40489-022-00321-x>
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10. Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., **Kearns, D. M.**, Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

11. **Kearns, D. M.**, Lyon, C. P., Stalega, M. V., Zagata, E., & Kelley, S. L. (2022). Teaching syllable division to facilitate polysyllabic word reading: Current research and possible alternatives. *The Reading League Journal*, 3(2), 14–22.
12. **Kearns, D. M.**, Walker, M. A., Borges, J., & Duffy, M. (in press). Can reading practitioners and researchers improve intensive reading support systems in a large urban school system? *Journal of Research in Reading*, 45(3), 488–516. <https://doi.org/10.1111/1467-9817.12406>
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16. McKee, S. L., Thorne, T., Koslouski, J. B., **Chafouleas, S. M.**, & Schwartz, M. B. (2022). Assessing District Policy Alignment with the Whole School, Whole Community, Whole Child Model in Connecticut, 2019 to 2020. *Journal of School Health*. <https://doi.org/10.1111/josh.13183>.
17. Monohan, J., **Lombardi, A.**, Madaus, J., **Freeman, J.**, Gelbar, N. (2022). Developing and Validating the College and Career Readiness Teacher Expectation Survey for Students with Disabilities. *Career Development and Transition for Exceptional Individuals*.
18. Neugebauer, S. R., Ellis, E., **Coyne, & M. D.** (2022). Making personal connections to words to increase early childhood vocabulary learning. *The Reading Teacher*, 74(5), 403–412.
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22. Rifenbark, G.G, Lombardi, A.R., **Freeman, J.**, & Morningstar, M.E. (2022). The adolescent behavioral index: Identifying students at risk for disengagement in high school. *Journal of Vocational Rehabilitation*.
23. **Sanetti, L. M. H.**, *Pierce, A. M., *Gammie, L., Dugan, A. G., & Cavallari, J. M. (2022). Scale-out of a Total Worker Health® approach for designing interventions to reduce teacher stress: Pilot implementation evaluation. *BMC Public Health*, 22. <https://rdcu.be/cLYV4>
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3. **Sanetti, L. M. H.** & Collier-Meek, M. A.. (2022). Sustained Practice. Authors. www.sustaincollaborative.org
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15. Center on Positive Behavioral Interventions and Supports (March, 2020). *Creating a PBIS Behavior Teaching Matrix for Remote Instruction*. Center on PBIS, University of Oregon. www.pbis.org. [**Contributing author**]
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33. Myers, D., **Simonsen, B., & Sugai, G.** (2020, June 30). Creating Engaging Classrooms for All Learners. Oxford Research Encyclopedia of Education.
<https://doi.org/10.1093/acrefore/9780190264093.013.1181>
34. Center on Positive Behavioral Interventions and Supports, State Implementation and Scaling up of Evidence-Based Practices Center, National Integrated Multi-Tiered Systems of Support Research Network, National Center on Improving Literacy, & Lead for Literacy Center. (June, 2020). *Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year*. University of Oregon. www.pbis.org. [Lead author]
35. Center on Positive Behavioral Interventions and Supports, National Center on Intensive Intervention, & National Integrated Multi-Tiered Systems of Support Research Network. (May, 2020). *Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students*. Center on PBIS, University of Oregon. www.pbis.org. [Lead author]
36. McIntosh, K., **Simonsen, B.**, Horner, R. H., Swain-Bradway, J. George, H. P., & Lewis, T. (Updated March 2020). *Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive*. Center on PBIS, University of Oregon. www.pbis.org.
37. McIntosh, K., **Sugai, G., & Simonsen, B.** (February, 2020). *Ditch the Clip! Why Clip Charts Are Not a PBIS Practice and What to Do Instead*. Center on PBIS, University of Oregon. www.pbis.org.
38. Myers, D., **Simonsen, B., & Sugai, G.** (2020). Creating engaging classrooms for all learners. In U. Sharma (Ed.), *Oxford Encyclopedia of Inclusive and Special Education* (pp. X-X). New York: Oxford University Press.
<https://doi.org/10.1093/acrefore/9780190264093.013.1181>
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2019

40. Auerbach, E., Perry, H., & **Chafouleas, S.M.** (2019, November). *Stress: Family caregivers of children with disabilities*. Storrs, CT: UConn Collaboratory on School and Child Health. Available from: <http://csch.uconn.edu/>.
41. Byun, S., **Freeman, J.**, Sugai, G. (March 2019). PBIS forum 18 practice brief: Preventing & responding to violent behavior in schools. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
42. Connolly, K., Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2019, January). *School building administrator reports of screening practices across academic, health, and behavioral domains* (Issue Brief No. 2018-5). Available from needs2.education.uconn.edu.
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44. Martinez, S., Kern, L., Hershfeltd, P., George, H. P., White, A., Flannery, B., & **Freeman, J.**, (2019). High School PBIS Implementation: Student Voice. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
45. **Simonsen, B., Sugai, G.**, George, H.P., **Freeman, J.**, & Evanovich, L. (May, 2019). *Preventing Restraint and Seclusion in Schools*. Center on PBIS, University of Oregon. www.pbis.org.

2018

46. Cascio, A. Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *District administrator reports of academic and social, emotional, and behavioral standards in U.S. public school districts* (Issue Brief No. 2018-3). Available from needs2.education.uconn.edu.
47. Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, December). *Social, Emotional, and Behavioral Health Screening Practices in U.S. Public School Districts* (Issue Brief No. 2018-2). Available from needs2.education.uconn.edu.
48. Marcy, H.M., Dineen, J. N., McCoach, D. B., **Chafouleas, S.M.**, & Briesch, A.M. (2018, December) *The NEEDs2 Project: Project Methodology*. Available from needs2.education.uconn.edu.
49. Marcy, H.M., **Chafouleas, S.M.**, Briesch, A.M., McCoach, B., Dineen, J.N. (2018, January). *School-Based Universal Behavior Screening: an analysis of state and district-level guidance regarding school-based, universal screening for social, emotional, and behavioral risk* (Issue Brief No. 2018-1). Available from needs2.education.uconn.edu
50. National Technical Assistance Center on Transition (2018). *Postsecondary Education and Training Preparation Toolkit*, C. H. Fowler, D. Holzberg, C. MaGee, **A. Lombardi**, and D. W. Test. Charlotte, NC.
51. **Sanetti, L. M. H.** (2018). Team science principles in school and health research. Available from <https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/10/CSCH-Team-Science-Report-Final-October-2018.pdf>

Conferences Hosted

1. Northeast PBIS Leadership Forum (Tenth Annual Forum, May 2022)
2. Northeast PBIS Leadership Forum (Ninth Annual Forum, May 2021, Virtual)
3. Northeast PBIS Leadership Forum (Eighth Annual Forum, May 2019)
4. Northeast PBIS Leadership Forum (Seventh Annual Forum, May 2018)

CBER Future Plans and Directions

CBER's Strategic Goals for Next 5 Years	Indicators of Meeting Goals
1. Broad Public Engagement Continue to represent and serve the Neag and UConn communities as a nationally and internationally recognized leader in	CBER faculty will continue engage with educators, schools, families, communities, and agencies on reciprocal research and

CBER's Strategic Goals for Next 5 Years	Indicators of Meeting Goals
<p>educational research, practice dissemination, and policy development.</p>	<p>implementation partnerships at the local, state, national, and international levels.</p> <ul style="list-style-type: none"> • Continue to sponsor an ongoing series of conferences, talks, and events to engage the Neag School and UConn communities (i.e., CBER Graduate Research Symposium, Northeast PBIS Leadership Forum, Post-Secondary Training Institute), and work with relevant UCONN offices to enhance and grow these events to serve the needs of the larger educational community of parents, teachers, and leaders (as evidenced by the number, size, and quality of on-going events). • Broaden collaborations with the broader UCONN community and other university partners by establishing a process for becoming an "CBER affiliate." • Invest in opportunities to increase public engagement (e.g., develop new literacy-focused conference or partner with others to co-sponsor local literacy event) with the broader community.
<p>2. Research Impact</p> <p>Continue to conduct innovative, rigorous, and translational research on effective educational practices and systems related to (a) literacy, (b) positive behavioral supports, (c) behavioral health and school climate, and (d) transition and postsecondary education.</p>	<p>CBER faculty will continue to be productive scholars.</p> <ul style="list-style-type: none"> • Pursue and secure federal and state research grants and contracts. • Disseminate research findings in peer-reviewed articles, books, and chapters. • Explore other options for funding (e.g., foundations) in collaboration with relevant NSOE and UCONN offices.
<p>3. Collaborative and Informed Scholarship</p> <p>Continue to engage educators, schools, families, communities, and agencies in reciprocal research and implementation partnerships at the local, state, national, and international levels.</p>	<p>CBER faculty will maintain and increase collaborative partnerships to inform and support scholarship and implementation.</p> <ul style="list-style-type: none"> • Continue to engage educators in local schools as evidenced by research and professional development opportunities. • Continue partnerships at district, state, national, and international levels

CBER's Strategic Goals for Next 5 Years	Indicators of Meeting Goals
	(indicated by service on panels and keynotes provided at events).
<p>4. <i>Shaping Tomorrow's Leaders</i></p> <p>Continue to prepare and mentor leaders to shape the future of education.</p>	<p>CBER faculty will continue to actively prepare and mentor leaders to shape the future of education.</p> <ul style="list-style-type: none"> • CBER faculty will continue to mentor doctoral research assistants and postdoctoral-level researchers. • CBER faculty will pursue leadership grants to prepare doctoral students and postdoctoral researchers. • CBER faculty will provide leadership opportunities for educators in the field (e.g., Training of Trainers).

CENTER FOR EDUCATION POLICY ANALYSIS, RESEARCH, AND EVALUATION

Center Name: Center for Education Policy Analysis, Research, and Evaluation

Center director(s): Morgaen Donaldson

Steering Committee: Bianca Montrosse-Moorhead, Kathleen Lynch, Megan Staples, Grace Player, Kenny Nienhusser, Jennie Weiner

Affiliates: [see website](#)

Highlights: CCERC, Rapid Research Briefs, and the consistent impact of CEPARE scholars on education policy. These are described in more detail below.

Collaborations and Outreach

Collaborating Organization: Connecticut State Department of Education

Nature of the Collaboration: The Center for Connecticut Education Research Collaboration (CCERC)

CCERC has gained a national reputation for bridging the divide between research, policy, and practice. With Ajit Gopalakrishnan, Chief Performance Officer at the CSDE, Morgaen Donaldson co-leads the CCERC, which was funded initially through a \$3 million ARP ESSER grant and will be continued through another \$3 million grant in summer 2023. This Collaborative brings together researchers from across Connecticut's universities to conduct important research. Findings from CCERC have been highlighted by *The New York Times* and the EduRecoveryHub, which produced, "Funding What Works in Education: Connecticut's Unique Education Research Collaborative," described in this link in which Morgaen Donaldson is interviewed: <https://www.youtube.com/watch?v=5oEuPN5sBo&t=10s>.

CCERC's website can be viewed here: https://portal.ct.gov/ccerc?language=en_US

Collaborating Organization: Connecticut Alliance Districts

Nature of the Collaboration: CEPARE prepared three Rapid Research Briefs for Alliance districts

With the support of AERA's Education Research Service Project (ERSP) funding, the Center for Education Policy Analysis, Research, and Evaluation (CEPARE) produced short-duration, fast-turnaround Rapid Research Briefs (RRB) that investigate pressing issues in Connecticut's Alliance Districts, 36 of the lowest-performing and lowest-resourced school districts in the state. These districts have faced numerous challenges, including student mobility, increasing student poverty, educator turnover, and declines in state funding over time. Many of these challenges were exacerbated by COVID. Alliance districts face unprecedented challenges in the current moment that give rise to numerous, urgent questions.

As key decisions confront them, superintendents in these districts often lack good information and the time and expertise that would allow them to gather and analyze relevant data to inform

their choices. As a result, superintendents operate largely on their own to make critical decisions, often under mounting pressure. CEPARE Rapid Research Briefs provided fast, high-quality, relevant information to guide district leaders' decisions. Through ERSP funding, CEPARE produced RRB on important topics: fostering collaborative relationships between families for whom English is a second language and schools, diversifying the teacher pipeline, and the characteristics of alliance districts. Graduate students and a postdoctoral research associate worked with CEPARE director Morgaen Donaldson to respond to RRB requests from Alliance districts, carry out the required research, write the briefs, and share findings with the requesting districts before disseminating the briefs more widely. In this way, CEPARE RRB directly and positively impacted the learning opportunities of children in Connecticut's most under-resourced school districts.

Rapid Research Briefs in 2022 and 2023

Strickland, T. (2023, June 5). From Recruitment Through Retention: Strategies to Repair and Strengthen the BIPOC Teaching Pipeline. <https://today.uconn.edu/2023/06/from-recruitment-through-retention-strategies-to-repair-and-strengthen-the-bipoc-teaching-pipeline/>

Rodrigues, C. (2023, January 11). Fostering Collaborative Relationships Between Families and Schools. https://today.uconn.edu/2023/01/fostering-collaborative-relationships-between-families-and-schools/?utm_source=uconn-today-plugin This brief had 801 total pageviews in its first six weeks.

Kamin, S. (2022, November 28). CAPSS Alliance District Narrative. Available upon request.

Overton, K. & Kuck, A. (June, 2022). ["Catching Up" in Secondary Math Education: Areas to Focus Your Efforts](#) (PDF)

Jones, B. (June, 2022). [Supporting Quarantined Learning in K-12 Schools](#) (PDF)

Zagata, E. (May, 2022). [Superintendent Relationships With School Boards: Collaborating for Student Success](#) (PDF)

Collaborating Organization: UConn Undergraduate Admissions

Nature of the Collaboration: conducting ongoing evaluation of test optional undergraduate admissions pilot program

Project is led by Morgaen Donaldson and includes Eric Loken, Catherina Villafuerte, and Kiah DeVona.

Educational Training Opportunities and Outreach

CEPARE Speaker Series in 2022-23

"Where I Belong": Building Learning Communities through Trust, Authenticity, and Collaboration

Dr. Lauren Kelly, Rutgers, Hector Cruz, Fordham University

Semaj Skillings, University of Connecticut

Date: November 2, 2022

Combatting Invisibility of Asian American Students: How Schools Can Support their Asian American Students & Their Families

Dr. Phitsamay Uy, University of Massachusetts and Lowell

Date: March 22, 2023

Mentorships

Name of Participant: Sam Kamin

Home Location of Participant: UConn

Length of Mentorship: 1 year

Nature of Mentorship: post-doctoral research associate on the Center for Connecticut Education Research Collaboration (CCERC)

Name of Participant: Alex Lamb

Home Location of Participant: UConn

Length of Mentorship: 1 year

Nature of Mentorship: post-doctoral research associate on the Center for Connecticut Education Research Collaboration (CCERC)

Name of Participant: Kiah DeVona

Home Location of Participant: UConn

Length of Mentorship: 3 years

Nature of Mentorship: collaborating on Test Optional Research Project investigating UConn's test optional admissions pilot program

Name of Participant: Catherina Villafuerte

Home Location of Participant: UConn

Length of Mentorship: 3 years

Nature of Mentorship: collaborating on Test Optional Research Project investigating UConn's test optional admissions pilot program

New Funding:

Grant/Contract Title: Curators of Educational Dreams

PI: Grace Player, Steering Committee Member

Funding Agency: Spencer Foundation – Racial equity grant
\$75,000

Grant/Contract Title: Youth as Policy Actors

PI: Alex Freidus

Funding Agency: Spencer Foundation – Racial equity grant
\$75,000

Continued Funding:

Grant/Contract Title: CCERC

PI: Morgaen Donaldson

Funding Agency: U.S. Department of Education via Connecticut State Department of Education
\$3 million

Visibility (i.e., press coverage)

- EduRecoveryHub, produced, “Funding What Works in Education: Connecticut's Unique Education Research Collaborative,” described in this link in which Morgaen Donaldson is interviewed: https://www.youtube.com/watch?v=_5oEuPN5sBo&t=10s.
- Morgaen Donaldson is quoted in “CSDE’s Ground-Breaking Research Collaborative Issues New Report Showing Positive Effects of Home Visits on Student Attendance” <https://portal.ct.gov/SDE/Press-Room/Press-Releases/2023/PR-80-LEAP-CCERC>
- Jennie Weiner is quoted in Fordham Institute commentary : <https://fordhaminstitute.org/national/commentary/charter-school-teacher-turnover-and-retention>
- Preston Green is quoted in Fordham News : <https://news.fordham.edu/education-and-social-services/scholar-warns-of-dangers-of-unregulated-charter-schools/>

READING/LANGUAGE ARTS CENTER

Center Name: Reading/Language Arts Center

Center director(s): Rachael Gabriel

Affiliates: Doug Kaufman, Liz Howard, Hannah Dostal, Grace Player, Michele Back, Dorothea Anagnostopoulos, Danielle Filipiak

Educational Training Opportunities (e.g., seminars, conference)

Title of the Event: Evaluating Cultural Responsiveness in Curricula

Date of the Event: 5/17/23

Number of People Attending: 170

Description of the Event: Live webinar with guest speakers from NYU Steinhart focused on evaluating cultural responsiveness in ELA curricula

New Funding:

Grant/Contract Title: Curators of Educational Dreams

PI: Grace Player

Funding Agency: Spencer Foundation – Racial equity grant

Visibility (i.e., press coverage)

Podcast appearances:

- Classroom Caffeine Podcast: [Rachael Gabriel](#)
- Phenomenal Student Podcast: <https://podcasters.spotify.com/pod/show/jeremiah-short0/episodes/Phenomenal-Conversations-WMr--Short-Rachael-Gabriel-e1tf5ad>
- To the Classroom with Jen Serravallo: <https://www.jenniferserravallo.com/blog/rachael-gabriel>
- Have you Heard Podcast: https://soundcloud.com/haveyouheardpodcast/reading-wars?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

Other Center Accomplishments (please describe):

- Hannah Dostal was selected as Editor for *Journal of Deaf Studies and Deaf Education*
- Rachael Gabriel was selected as Senior Editor for *The Reading Teacher*



Current Mission Statement for the Center

The mission of the Renzulli Center is to promote enjoyment, engagement, and enthusiasm for learning in teachers and students at all levels of education through high quality research and outreach on innovative teaching strategies. Our work in talent development and gifted education is based on practical applications of over four decades of research, as are the direct services we provide to teachers, administrators, researchers, and policy makers throughout the world. Our five-year goals (revised on January 1, 2020) are:

1. *to enhance our leadership role nationally and internationally in creativity, gifted education, and talent development;*
2. *to expand and diversify our revenue sources;*
3. *to deepen the impact of our scholarly work; and*
4. *to broaden our outreach and engagement work.*

Center Director

Del Siegle

Lynn and Ray Neag Chair for Gifted Education and Talent Development
Professor, Educational Psychology

Associate Center Director

Catherine A. Little

Professor, Educational Psychology

List of Affiliated Faculty in the Neag School

E. Jean Gubbins
James C. Kaufman

D. Betsy McCoach
Sally M. Reis

Joseph S. Renzulli
Del Siegle

List of Other Affiliated Faculty

Tutita Casa
Rebecca D. Eckert
Nicholas Gelbar

Joseph Madaus
Bianca Montrosse-
Moorhead

Christopher Rhoads

The following affiliated faculty, doctoral students, and professional staff collaborated with the Renzulli Center to host 3-week mentorship sites for rising high-school seniors as part of the Young Scholars Senior Summit Program in July 2022.

Business Mentorship Site

Jonathan Moore
Instructor-in-Residence
Operations and Information Management
MIS Academic Director
OPIM Innovate Coordinator

Julia Somma
Undergraduate Student
OPIM Lab Research Specialist

Chemical and Biomolecular Engineering Mentorship Site

Dr. Mu-Ping Nieh
Professor
Chemical and Biomolecular Engineering

Justin Amengual
Graduate Student

Chemistry Mentorship Site

Dr. Alfredo Angeles-Boza
Associate Professor
Chemistry

Murphy Jennings
Graduate Student

Luis Felipe-Sanchez
Graduate Student

Chemistry Mentorship Site

Dr. Rajeswari Kasi
Professor
Chemistry

Francis Masese
Graduate Student

Patrick Njenga
Graduate Student

Creative Writing Mentorship Site

Victoria Nordlunds
Lead Teaching Artist

Caitlin Donahue
Teaching Artist

Barbara Greenbaum
Teaching Artist

Ecology & Evolutionary Biology

Dr. Yaowu Yuan
Associate Professor
Ecology & Evolutionary Biology

Amy LaFountain
Postdoctoral Research Associate

Electrical & Computer Engineering Mentorship Site

Dr. Ali Gorkirmark
Professor
Electrical and Computer Engineering

Dr. Helena Silva
Professor
Electrical and Computer Engineering

A. B. M. Hasan Talukder
Graduate Student- Lead Mentor

Human Development and Family Studies Mentorship Site

Dr. Alaina Brenick
Associate Professor
Human Development and Family Sciences

Sydney Klein
Graduate Student

Rui Wu
Research Affiliate

Kinesiology Mentorship Site

Dr. Rebecca Stearns
Assistant Professor in Residence
Korey Stringer Institute Chief Operating Officer

Dr. Douglas Casa
Board of Trustees Distinguished Professor
Kinesiology
Korey Stringer Institute Chief Executive Officer

Linguistics Mentorship Site

Dr. Harry van der Hulst
Professor
Linguistics

Ana Colon
UCAELI Program Assistant

Kelly McKenna
UCAELI ESL Instructor

Dr. Jeannie Slayton
Director, Intercultural Programs & Support
UCAELI

Mathematics Mentorship Site

Dr. Maksym Derevyagin
Assistant Professor in Residence
Mathematics

Dr. Anastasiia Minenkova
Postdoctoral Research Associate

Rachael Bailey
Graduate Student

Molecular & Cell Biology Mentorship Site

Dr. Joerg Graf
Professor
Molecular & Cell Biology
Associate Department Head for Graduate
Research and Education

Angeline Casale
Graduate Student

Brandon O'Sullivan
Graduate Student

Dr. Jeremiah Marden
Postdoctoral Research Fellow

Todd Testerman
Graduate Student

Alexei Girod
Graduate Student

Nutritional Sciences Mentorship Site

Dr. Christopher Blesso
Associate Professor
Nutritional Sciences

Chelsea Garcia
Graduate Student

Paige Dossias
Undergraduate Student

Pharmaceutical Science Mentorship Site

Dr. José Manautou
Professor
Pharmacology & Toxicology
Head of Department of Pharmaceutical Sciences

Dr. Ankit Laddha
Postdoctoral Research Fellow

Hangyu (Isabella) Wu
Graduate Student

Pharmacy Practice Mentorship Site

Dr. Nathaniel Rickles
Associate Professor
Pharmacy Practice
Associate Dean for Admissions and Student
Affairs

Peaches Udoma
Research Assistant 3
Pharmacy Practice

Physics Mentorship Site

Dr. Daniel Anglés-Alcázar
Assistant Professor
Physics

Jonathan Mercedes Feliz
Graduate Student

Niranjan Roy
Graduate Student

Matthew Gebhardt
Graduate Student

Xavier Sims

Graduate Student

Physiology & Neurobiology Mentorship Site

Dr. Jianjun Sun

Associate Professor

Physiology & Neurobiology

Stella Cho

Graduate Student

Rebecca Oramas

Graduate Student

Political Science Mentorship Site

Dr. David Richards

Associate Professor

Political Science

Psychological Sciences Mentorship Site

Dr. Etan Markus

Associate Department Head and Professor

Psychological Sciences

Ryan Troha

Graduate Student

Psychological Sciences Mentorship Site

Dr. Inge Marie Eigsti

Professor

Psychological Sciences

Dr. Deborah Fein

Distinguished Professor

Psychological Sciences

Dr. Caroline Larson

Postdoctoral Research Associate

Elisa Medeiros

Technical Operations Manager

Liberal Arts and Sciences

Dr. Sudha Srinivasan

Assistant Professor

Kinesiology

Anusha Mohan

Research Assistant

Psychological Sciences

Rebecca Canale

Graduate Student

Mackenzie Stabile

Graduate Student

Elise Taverna

Graduate Student

Dr. Teresa Girolamo

Researcher

Psychological Sciences

Jason Crutcher

Graduate Student

Speech and Language Hearing Sciences

Dr. Emily Myers

Professor

Speech, Language, and Hearing Sciences

Hannah Olsen

Lab Manager

Federico Sorcini

Lab Manager

Dr. Sara Guediche

Postdoctoral Research Associate

Dr. Bhamini Sharma

Postdoctoral Research Associate

Hannah Mechtenberg

Graduate Student

Naomi Sellers

Graduate Student

Matt Phillips

Graduate Student

Arden Ricciardone

Undergraduate Student

List of Staff

Stephanie Huntington
Lisa Muller

Nicole Waicunas
Siamak Vahidi

List of Affiliated Research Scientists, Research Associates, and Post Docs

Kelly Kearney

Daniel Long

Melanie Caughey

Susan Dulong Langley

Anthony Gambino

Sarah D. Newton

List of Internal Collaborations

Collaborating Organization: Foodshare - opened Husky Harvest Food Pantries across 6 campuses: Storrs, Waterbury, Stamford, Avery Point, Hartford, Law School, and Medical School.

Nature of Collaboration: Sally Reis was the liaison for the provost's office for starting these food pantries.

List of External Collaborations

Our faculty collaborate on both unfunded and funded research with scholars around the U.S. and internationally. We also assist organizations with their professional development needs. The nature of the collaboration are listed below.

Collaborating Organization: American Institute for Foreign Study

Nature of Collaboration: Dr. Joseph Renzulli is a member of the board of directors of this organization.

Collaborating Organization: The BOLD Women's Leadership Network

Nature of Collaboration: The BOLD Network was launched at various institutions of higher education led by women presidents who have demonstrated their commitment to collaboration, innovation, diversity, and inclusion: California State University, Fullerton; Ithaca College; Middlebury College; Smith College; and Rutgers University—Newark. The University of Connecticut, The College of Saint Rose, and Colby-Sawyer College joined BOLD in 2018. Dr. Sally Reis is the UConn lead for the BOLD Women's Leadership Network.

Collaborating Organization: Brooklyn College

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Jennifer Drake on projects focusing on positive distraction and creativity/creative leisure.

Collaborating Organization: Buffalo State University

Nature of the Collaboration: Dr. James Kaufman is editing a book with Dr. Molly Holinger.

Collaborating Organization: The College of William and Mary

Nature of the Collaboration: The College of William and Mary is a subrecipient on Project BUMP UP. Dr. Ashley Carpenter at W&M is assisting with professional development for the project, which explores increasing mathematics achievement of gifted students by providing push-in services to their classroom.

Collaborating Organization: The College of William and Mary

Nature of the Collaboration: Dr. Del Siegle is a member of The Center for Gifted Education Advisory Board at the College of William and Mary.

Collaborating Organization: Cornell University

Nature of the Collaboration: Dr. James Kaufman is collaborating with Professor Robert Sternberg on many projects and books.

Collaborating Organization: Invention Convention

Nature of the Collaboration: As one of the founders of Invention Convention, Sally Reis is still actively supports the implementation of the program every year.

Collaborating Organization: Georgetown University

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Adam Green on a project on creativity and admissions.

Collaborating Organization: Michigan State University

Nature of the Collaboration: MSU is a subrecipient of the new NCRGE grant. We collaborate with Drs. Scott Imberman and Katharine Strunk on researching the impact teachers have on gifted students' academic success.

Collaborating Organization: Ministry of Education - Galicia, Spain.

Nature of the Collaboration: Drs. Joseph Renzulli, Sally Reis, and Del Siegle work with Dr. Carmen Pomar, the Minister of Education for Galicia, Spain, on implementing the Schoolwide Enrichment Model throughout the province.

Collaborating Organization: National Bureau of Economic Research (NBER)

Nature of the Collaboration: NBER is a subrecipient of the new NCRGE grant. We collaborate with Drs. David Card, Laura Giuliano, and Eric Chyn on research related to how the benefits of gifted programs extend beyond academic achievement.

Collaborating Organization: National Society for Gifted and Talented

Nature of Collaboration: Dr. Joseph Renzulli is a member of the board of directors of this organization.

Collaborating Organization: Pennsylvania State

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Roger Beaty on a project on creativity and admissions.

Collaborating Organization: Pontifica University Catholica, Santiago

Nature of the Collaboration: Dr. James Kaufman is collaborating with Professor David Preiss on editing two books.

Collaborating Organization: Renzulli Academy

Nature of the Collaboration: Sally Reis is on the Governing Council for the Renzulli Academy and attends monthly meetings.

Collaborating Organization: Renzulli-Amexpas Center for Gifted, Enrichment Center for Gifted Children and Youth, Mexico City, Mexico

Nature of Collaboration: Drs. Sally Reis and Joseph Renzulli provide Schoolwide Enrichment Model (SEM) consultation services related to talent development, creativity, and gifted students.

Collaborating Organization: Renzulli-Amexpas Center for Gifted, Enrichment Center for Gifted Children and Youth, Mexico City, Mexico

Nature of Collaboration: Dr. E. Jean Gubbins is a member of the Executive Board.

Collaborating Organization: Twice Exceptional2e Center for Research and Professional Development, Bridges Academy, Studio City, CA

Nature of the Collaboration: Dr. E. Jean Gubbins is a member of the Executive Board and consults on Bridges Academy programs and plans.

Collaborating Organization: UC-Louvain (Belgium)

Nature of the Collaboration: Dr. James Kaufman is collaborating with Baptiste Barbot on multiple papers.

Collaborating Organization: Universidad Internacional de la Rioja, Spain, with Vice Rector Javier Touron

Nature of Collaboration: Drs. Sally Reis and Joseph Renzulli provide Schoolwide Enrichment Model consultation services.

Collaborating Organization: University of Education and Teacher Training of Northwestern Switzerland

Nature of Collaboration: Drs. Sally Reis and Joseph Renzulli facilitate SEM instructional training and publications based on the Schoolwide Enrichment Model with Professor Salomé Müller-Oppliger, the program director of International Masters Studies. They work closely with the Swiss International Master program in Gifted Education and Talent Development.

Collaborating Organization: University of Graz

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Mathias Benedek on a project focusing on creative legacies.

Collaborating Organization: University of Iowa

Nature of the Collaboration: U of I is a subrecipient of the new NCRGE grant. We collaborate with Drs. Susan Assouline and Duhita Mahatmya on researching whether universal screening can be effectively implemented for acceleration.

Collaborating Organization: University of Munster

Nature of the Collaboration: Drs. Joseph Renzulli and Sally Reis consult with Professor Christian Fischer on cooperative research and teacher training programs.

Collaborating Organization: University of San Francisco

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Indre Viskontas on a project on creativity and admissions.

Collaborating Organization: University of South Australia

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Tim Patston and Dr. David Cropley on several projects.

Collaborating Organization: University of Wroclaw

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Maciej Karwowski on multiple projects.

Collaborating Organization: Washington and Lee University

Nature of the Collaboration: Dr. James Kaufman is collaborating with Dr. Dan Johnson on a project on creativity and admissions.

Collaborating Organization: Webster University at Geneva (Switzerland)

Nature of the Collaboration: Dr. James Kaufman is collaborating with Vlad Glăveanu on multiple papers.

Collaborating Organization: Words & Numbers Research, Inc.

Nature of the Collaboration: Dr. Susan Carroll at Words & Numbers Research, Inc. is the outside evaluator for one of the current Renzulli Center Javits research grants (Project 2E-ASD). As the external evaluator, Dr. Susan Carroll conducts formative and summative evaluation tasks including surveying stakeholders, conducting observations and interviews, monitoring implementation progress, and reviewing other project data, overall providing objectivity in the interpretation of project results.

List of External Affiliates

Dr Susan Baum
Chancellor
Bridges Graduate School

Dr. Rebecca O'Brien
Assistant Professor
Whitworth University

Dr. M. Katherine Gavin
Emeritus Professor in Residence
University of Connecticut

Dr Scott Peters
Senior Research Scientists
Northwest Evaluation Association (NWEA)

Overview and Highlights for 2022-2023

External Funding

We received one new grant for \$2.9+ million, have four continuing grants totaling over \$11 million, had two grants on no cost extensions that totaled almost \$5 million, and had one grant finish for \$289,510. We provide the details below.

National Center for Research on Gifted Education. (Grant #R305C200012). Institute of Education Sciences, U.S. Department of Education, \$5,000,000. Del Siegle, Principal Investigator and Project Director. September 2020 – August 2025.

Project Twice Exceptional with Autism Spectrum Disorder (2E-ASD). (Grant #S206A190023). Jacob K. Javits Gifted and Talented Students Education Program. U.S. Department of Education, \$2,170,595. Sally Reis, Principal Investigator and Project Director. October 2019 – September 2024.

Project BUMP UP (Building Up Mathematics Proficiency Utilizing Push-in). (Grant #S206A190028). Jacob K. Javits Gifted and Talented Students Education Program. U.S. Department of Education, \$2,806,175. Del Siegle, Principal Investigator and Project Director. October 2019 – September 2024.

Project EAGLE (Eliciting Advanced Gifted Learning Evidence). (Grant #S206A220040). Jacob K. Javits Gifted and Talented Students Education Program. U.S. Department of Education, \$2,963,958. Del Siegle, Principal Investigator and Project Director. September 2022 – August 2027.

Learning Informs Focused Teaching (LIFT). (Grant #S206A170030). Jacob K. Javits Gifted and Talented Students Education Program. U.S. Department of Education, \$2,406,770. Catherine Little, Principal Investigator and Project Director. October 2017 – September 2022.

Thinking Like Mathematicians (TLM) (Grant #S206A170023). Jacob K. Javits Gifted and Talented Students Education Program. U.S. Department of Education, \$2,500,000. E. Jean Gubbins, Principal Investigator and Project Director. October 2017 – September 2022.

Young Scholars Senior Summit. Jack Kent Cooke Foundation, \$289,510. Joseph S. Renzulli, Principal Investigator. February 15, 2022 - October 30, 2022.

BOLD Women's Leadership Network. Pussy Cat Program, Hearts Foundation, \$1,725,000. Sally Reis Renzulli, Principal Investigator. January 11, 2022 – December 31, 2026.

Educational Training Opportunities (e.g., seminars, conference)

Confratute continues to be our major Educational Training event. We held it virtually in summer 2022 and will hold both an on-campus and virtual event in summer 2023. We also expanded our webinar series to include Center faculty as well as leading scholars in gifted education outside UConn. We held 13 webinars throughout the academic year that focused on issues of interest to parents and educators. The webinars were broadcast live, and we also offer recordings of the webinars on our Center page (gifted.uconn.edu/events) for parents and educators to view. Details of these events and attendance numbers are listed below.

Title of the Event: Confratute

Date of the Event: July 11-13, 2022

Number of People Attending: 550

Description of the Event: Confratute is the longest running summer institute on enrichment-based differentiated teaching, and it began at the University of Connecticut in 1978. Confratute is a combined CONFERENCE and an instiTUTE with a lot of FRATernity in between. The mission is to provide educators with research-based practical strategies for engagement and enrichment learning for all students, as well as meeting the needs of gifted and talented students. Confratute participants included elementary, middle, and high school teachers, administrators, principals, school psychologists and counselors, curriculum specialists, and staff development specialists from across the country and internationally. The program consists of 5 keynote presentations, 35 "Strands" (5-day courses) and 65vSpecial Topic Sessions and Evening forums.

Title of the Event: LIFT Institute

Date of the Event: July 18-21, 2022

Number of People Attending: 15

Description of the Event: 4-day professional development event to support teachers in recognizing high-potential behaviors and using instructional strategies to support demonstration and development of such behaviors in classroom instruction in the early grades (1-3). Teachers worked with project staff to understand behaviors that may be indicative of advanced academic potential and to explore how to draw out and respond to such behaviors.

Title of the Event: Renzulli Center Third Thursday Parenting Topics - *What Parents of Smart Students (and their students) Need to Know about College Admissions*

Date of the Event: October 13, 2022

Number of People Registered: 222

Number of Views/Downloads: 236

Presenters: Dr. Sally M. Reis

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series - *An Important Tool in the Toolkit: Academic Acceleration*

Date of the Event: October 27, 2022

Number of People Registered: 238

Number of Views/Downloads: 295

Presenters: Dr. Ann Lupkowski-Shoplik, University of Iowa, Belin-Blank Center

Description of the Event: A free series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Third Thursday Parenting Topics - *What Parents Need to Know about Testing*

Date of the Event: November 10, 2022

Number of People Registered: 248

Number of Views/Downloads: 245

Presenter: Dr. Nicolas Gelbar – University of Connecticut

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics - *Doing What Mathematicians Do! Investigations in Algebraic Reasoning to Nurture Talent in Elementary Students*

Date of the Event: November 12, 2022

Number of People Registered: 239

Number of Views/Downloads: 273

Presenter: Dr. M. Katherine Gavin – Emeritus, University of Connecticut

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Third Thursday Parenting Topics - *Born to Draw: The Development of Artistically Gifted Children*

Date of the Event: January 19, 2023

Number of People Registered: 308

Number of Views/Downloads: 232

Presenter: Dr. Jennifer Drake, Brooklyn College, CUNY

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics - *The Age of Technology and the Arts: Innovation in Content-based Curriculum*

Date of the Event: January 21, 2023

Number of People Registered: 323

Number of Views/Downloads: 191

Presenters: Drs. Joyce VanTassel-Baska, Catherine Little, Debbie Dailey, Steve Coxon, and Cara Bernard

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Third Thursday Parenting Topics – *Raising Your 2E Child*

Date of the Event: February 9, 2023

Number of People Registered: 372

Number of Views/Downloads: 177

Presenter: Dr. Ashley Carpenter, College of William and Mary

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics - *Vertical Differentiation: Scaffolded Supports to Stretch Student Thinking*

Date of the Event: February 11, 2023

Number of People Registered: 458

Number of Views/Downloads: 356

Presenter: Dr. Emily Mofield, Lipscomb University

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Third Thursday Parenting Topics – *Four Factors that Promote an Achievement-Oriented Attitude with Your Child*

Date of the Event: March 9, 2023

Number of People Registered: 458

Number of Views/Downloads: 168

Presenter: Dr. Del Siegle, University of Connecticut

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics – *Developing Critical Thinkers in the Digital Age*

Date of the Event: March 11, 2023

Number of People Registered: 527

Number of Views/Downloads: 138

Presenter: Dr. Rebecca O'Brien, Whitworth University

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Third Thursday Parenting Topics – *What do Parents Need to Know About Academic Acceleration?*

Date of the Event: April 20, 2023

Number of People Registered: 523

Number of Views/Downloads: 127

Presenter: Dr. Ann Lupkowski-Shoplik, University of Iowa, Belin-Blank Center

Description of the Event: A free Thursday evening series of 30-minute interactive webinars (one each month) on topics of interest to parents. Monthly sessions provided parents with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics – *Strategies and Resources for Families to Promote Racial Pride and Achievement Among Their Children of Color*

Date of the Event: April 22, 2023

Number of People Registered: 352

Number of Views/Downloads: 160

Presenter: Dr. Donna Ford, The Ohio State University

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Renzulli Center Professional Learning Series Saturday Topics – *Navigating the World as a Gifted Student of Color... The Journey within School and Society*

Date of the Event: May 13, 2023

Number of People Registered: 295

Number of Views/Downloads: 236

Presenter: Dr. Dornswalo Wilkins-McCorey and Sun-Siret Betancourt, Virginia Beach City Public Schools

Description of the Event: A free Saturday series of one-hour interactive webinars (one each month) on topics of interest to educators. Monthly sessions provided educators with an opportunity to stay abreast of the latest issues in gifted education, talent development, and creativity.

Title of the Event: Teaching and Learning with iPads, Chromebooks, and Cloud-Based Computing

Date of Event: May 10, 2023

Number of People Registered: 147

Description of the Event: Conference for K-12 educators on how to integrate iPads, Chromebooks, and Cloud-Based Computing devices into the teaching and learning process.

Mentorships (i.e., postdocs, visiting scholars, mentorships, etc.)

Name of Participant: Susan Dulong Langley

Home Location of Participant: UConn

Length of Mentorship: 5/23/2020 – 9/30/2023

Nature of Mentorship: Post-doctoral fellow funding by Project BUMP UP and Project EAGLE to prepare materials for participant professional development and classroom math modifications.

Name of Participant: Sarah D. Newton

Home Location of Participant: UConn

Length of Mentorship: 10/20 to 8/31/23

Nature of Mentorship: Post-doctoral fellow funding by the National Research Center on Gifted Education to assist with qualitative data analyses.

Name of Participant: Anthony Gambino

Home Location of Participant: UConn

Length of Mentorship: 8/27/21 to 8/31/23

Nature of Mentorship: Post-doctoral fellow funding by the National Research Center on Gifted Education to assist with data management, data analysis, report writing, and developing materials for presentation and publication.

Name of Participant: Melanie Caughey

Home Location of Participant: UConn

Length of Mentorship: 3/10/23 to 8/31/23

Nature of Mentorship: Post-doctoral fellow funding by Project EAGLE to prepare materials for participant professional development and classroom math modifications.

Name of Participant: Nathalie Alves

Home Location of Participant (e.g., University of Basel, Switzerland) Universidade Federal de Santa Catarina, Brazil

Length of Mentorship: January – June 2023

Nature of Mentorship: Visiting Graduate Student

Name of Participant: Lara Milan, SEM Italy

Home Location of Participant: Italy

Length of Mentorship: Sept-August, 2021-2023

Nature of Mentorship: Professional Mentorship

Name of Participant: Salomé Müller-Oppliger

Home Location of Participant (e.g., professor of educational Psychology and Didactics at the Northwestern Switzerland University of Education)

Length of Mentorship: 4 years

Nature of Mentorship: Professional Support

Faculty Honors and Awards Received

Name of Recipient: D. Betsy McCoach

Award: NAGC Distinguished Scholar Award

Date Award Given: 2022

Organization Making the Award: National Association for Gifted Children

Reason for the Award: Extensive body of research in the field of gifted education

Name of Recipient: James Kaufman

Award: WCGTC International Creativity Award

Date Award Given: 2023

Organization Making the Award: World Council for Gifted and Talented Children (2023)

Reason for the Award: Contributions to the field of creativity

Name of Recipient: E. Jean Gubbins, Del Siegle, D., Karen D McCoach, D. Betsy McCoach, Susan Dulong Langley, Carolyn M. Callahan, Ann Brodersen, & Melanie Caughey

Award: *Gifted Child Quarterly*, Paper of the Year

Identifying and serving gifted and talented students: Are identification and services connected? *Gifted Child Quarterly*, 65(2), 115–131. <https://doi.org.10.1177/0016986220988308>

Date Award Given: November 2022

Organization Making the Award: National Association for Gifted Children

Reason for the Award: Paper of the Year

Outreach and Service Activities

Activity/Service: Serving as a Consultant and on the Leadership team for the Renzulli Academy

Recipient of Service: Hartford Public Schools

Participants: Administrators, staff, teachers, students, and parents

Date(s): July 2022 to June 2023

Description of the Outreach/Activity: Dr. Sally Reis is in regular contact with the Renzulli Academy administration and teachers. She works on behalf of the students by raising money and assisting with the development of programs.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: Albuquerque Public Schools

Participants: School leaders, teachers and parents

Date(s): August 2022 to January 2023

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: Renzulli Academy, Hartford, CT

Participants: School leaders, teachers and parents

Date(s): August 2022 to December 2022

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: ABWA Aditya Birla Education Academy - India

Participants: School leaders and teachers

Date(s): July 2022 to December 2022

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: DC Public Schools

Participants: School leaders and teachers

Date(s): August 2022 to January 2023

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: Chicago Public Schools

Participants: School leaders and teachers

Date(s): August 2022

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: Rottenham, Netherlands Gifted Department

Participants: School leaders and teachers

Date(s): August 2022 to December 2022

Description of the Outreach/Activity: Nicole Waicunas provided professional development training, virtual coaching, and consulting on the Schoolwide Enrichment Model.

Activity/Service: Outreach/Professional support for implementation of the Schoolwide Enrichment Model

Recipient of Service: Falls Church City, Virginia

Participants: School leaders and coordinators

Date(s): June 22, 2023

Description of the Outreach/Activity: Sally Reis provided a Schoolwide Enrichment Model overview presentation.

Visibility (e.g., media coverage)

Person Involved: James Kaufman

Date: August 8, 2022

Nature of Visibility (e.g., New York Times Op Ed): Quoted on the impact of mental illness on creativity in The Guardian ([The Drugs Don't Work \(and Other Mental Health Myths\)](#))

Person Involved: Maya Feron, Christine Lee, Brooke Mahany, and Shelby Parker

Date: August 9, 2022

Nature of Visibility (e.g., New York Times Op Ed): An op-ed piece written by students participating in the Young Scholars Senior Summit program was published in the CT Mirror (<https://ctmirror.org/2022/08/09/ct-connecticut-schools-clean-air-hvac-human-right-mold/>)

Person Involved: James Kaufman

Date: September 2022

Nature of the Visibility (e.g., New York Times Op Ed): Participation in a podcast about armchairs psychologist on Straw Hut Media/Apple Podcast ([Psychoanalyzing the Patient](#))

Person Involved: Zachary Hessler and Isabel Gray

Date: September 2022

Nature of the Visibility (e.g., New York Times Op Ed): Articles written by students participating in the Young Scholars Senior Summit program were published in The Spoken Word: Language and Brain Lab Digest (https://myerslab.uconn.edu/wp-content/uploads/sites/291/2022/09/2022_SpokenWord.pdf)

Person Involved: Del Siegle

Date: October 4, 2022

Nature of Visibility: (e.g., New York Times Op Ed): Del Siegle is quoted in *UConn Today* discussing his new Project EAGLE grant that is designed to help educators overcome language barriers to identify gifted students among English learner populations ([Finding Gifted Learners Through Language Barriers](#))

Person Involved: Del Siegle

Date: October 5, 2022

Nature of Visibility: (e.g., New York Times Op Ed): Del Siegle is featured in a podcast about his work with gifted and talented experiences related to student achievement in a podcast for The Texas Association for the Gifted and Talented ([Student Achievement and Underachievement: A Conversation with Del Siegle](#))

Person Involved: Del Siegle

Date: October 5 and 6, 2022

Nature of Visibility: (e.g., New York Times Op Ed): Del Siegle is interviewed on Connecticut NBC early evening, late evening, and morning news broadcasts on receiving Project EAGLE grant to identify mathematically gifted English learners.)

Person Involved: Nicholas Gelbar

Date: October 17, 2022

Nature of the Visibility (e.g., New York Times Op Ed): Research on online education during the pandemic is mentioned in The Medium ([Students With Disabilities Failed by Ontario's Education System](#))

Person Involved: National Center for Research on Gifted Education (NCRGE)

Date: October 12, 2022

Nature of Visibility: (e.g., New York Times Op Ed): A [UConn Today](#) article on a new grant from the National Center for Research on Gifted Education (NCRGE) is featured in the NAGC News Source ([Gifted Learners Through Language Barriers](#))

Person Involved: Renzulli Center for Creativity, Gifted Education, and Talent Development

Date: November 12, 2022

Nature of the Visibility (e.g., New York Times Op Ed): The Cent is mentioned in *APN News* regarding their work with a group of Indian educators ([Aditya Birla Education Academy Partners With the University of Connecticut \(USA\) To Offer The Schoolwide Enrichment Program To Indian Educators](#))

Person Involved: Sally Reis

Date: November 21, 2022

Nature of the Visibility (e.g., New York Times Op Ed): Sally Reis is quoted as being instrumental in the initiative in *UConn Today* ([Husky Harvest Aims to Help Regional Campuses with Food Insecurity](#))

Person Involved: Project EAGLE

Date: November 28, 2022

Nature of the Visibility (e.g., New York Times Op Ed): The new Project EAGLE is mentioned in the *Davidson Institute* ([Gifted in the News: Finding Gifted Learners Through Language Barriers](#))

Person Involved: Del Siegle

Date: November 29, 2022

Nature of the Visibility (e.g., New York Times Op Ed): Del Siegle is quoted about the new provost in *UConn Today* ([Anne D'Alleva Selected as UConn's New Provost](#))

Person Involved: Joseph Renzulli

Date: January 17, 2023

Nature of the Visibility (e.g., New York Times Op Ed): Joseph Renzulli is quoted about the three-ring theory of gifted education in *Exploring Your Mind* ([The Three-Ring Conception of Giftedness: How Talent Emerges](#))

Person Involved: Sally Reis

Date: March 24, 2023

Nature of the Visibility (e.g., New York Times Op Ed): Sally Reis, a faculty leader of the UConn Bold program is quoted in an article in *UConn Foundation* ([UConn's Bold Program Turns Women Students into Leaders](#))

Person Involved: James Kaufman

Date: April 17, 2023

Nature of the Visibility (e.g., New York Times Op Ed): James Kaufman is quoted about creativity in an article in *Greater Good Magazine* ([What is Creative Mortification and How Can You Overcome It?](#))

Person Involved: Daniel Long

Date: May 10, 2023

Nature of the Visibility (e.g., New York Times Op Ed): Daniel Long is quote in an article in the *CT Examiner* ([Parents Demand Transparency from Middletown Schools After 'Major Incidents' Involving Students](#))

Person Involved: Sally Reis

Date: May 16, 2023

Nature of the Visibility (e.g., New York Times Op Ed): Sally Reis is interviewed about the UConn Bold Women's Leadership Network program on WTNH/News 8 ([Nyberg – UConn Program Helps Young Women Become Leaders](#))

Person Involved: James Kaufman

Date: May 23, 2023

Nature of the Visibility (e.g., New York Times Op Ed): James Kaufman is interested about kids and creativity for *Greater Good Magazine* ([Six Ways to Help Kids Grow Their Creativity](#))

APPENDIX D

I. Neag School of Education Media Clips (July 2022 – June 2023)

Neag School of Education Media Clips
(July 2022 – June 2023)

July 2022

[Antisemitism Rising: Bearing Witness Then and Now \(15:30\)](#)

Connecticut Public Radio

July 28, 2022

Alan Marcus is interviewed about teaching the Holocaust.

See Also – [Congregation Mishkan Israel](#), [Vermont Public](#), [CAI](#)

[Roszena Haskins Promoted to Executive Director of Equity Advancement for West Hartford](#)

We-Ha

July 27, 2022

Neag School alumna **Roszena Haskins** is profiled about her promotion.

See Also – [CT Insider](#), [Hartford Courant](#), [West Hartford Patch](#)

[Test-Optional Applications Pilot Shows Promise, Has Been Renewed for Three More Years](#)

UConn Today

July 26, 2022

Research on optional testing led by **Morgaen Donaldson** and **Eric Loken** is mentioned.

[Comprehensive Research Review Confirms the Substantial Benefits of Summer Math Programs](#)

American Educational Research Association

July 22, 2022

Research on summer learning led by **Kathleen Lynch** is featured.

See Also – [K12Dive](#), [The 74 Million](#)

[Anamaria Arteaga Named Holmes Scholar of the Month](#)

Ed Prep Matters | AACTE Blog

July 15, 2022

Neag School doctoral student and Holmes Scholar **Anamaria Arteaga** is profiled.

[Mansfield Middle School Principal Named To Administrative Post](#)

Mansfield Patch

July 13, 2022

Neag School alumna **Candace Morell** was named Mansfield Public Schools' director of teaching and learning.

[Best of Luck, Dr. K!](#)

The Independent Day School

July 7, 2022

Neag School former administrator and alumna **Marijke Kehrhahn** is featured.

August 2022

[New Faces Highlight the New School Year in Waterford](#)

The Day

Aug. 31, 2022

Neag School alumna **Amanda Batty** is mentioned about her new administrative role for Waterford Public Schools.

[Alum Patricia Jepson Prioritizes Human Connection, Achieving Excellence and Impact Through 40-Year Career](#)

UConn Today

Aug. 31, 2022

Neag School alumna and UConn CAHNR faculty member **Patricia “Pat” Jepson** is featured.

[New Teacher Profile: Derek Flynn Returns Home to Teach at Masuk](#)

The Monroe Sun

Aug. 23, 2022

Neag School alumnus **Derek Flynn** is featured.

[Private Investors Stand to Make Millions in Lease of Former St. James Hospital to Newark School District](#)

Tapinto.net

Aug. 17, 2022

Preston Green is interviewed about a school building real estate deal.

[Back to School Authority: Tips for Adjusting to Middle School](#)

WFSB

Aug. 16, 2022

Sandra Chafouleas is interviewed about tips with students going back to school.

[Puppets Get Laser Treatment](#)

Mirage News

Aug. 16, 2022

A new partnership with the **Neag School** and the **Ballard Institute** is featured; **Sandra Chafouleas** is quoted.

See Also – [UConn Today](#), [The Chronicle](#)

[UConn’s New Multidisciplinary Data Science Master’s Starts this Fall, with Focus on Ethics](#)

UConn Today

Aug. 12, 2022

Neag School is part of a new multidisciplinary data science master's degree.
See Also – [CT Patch, Mirage News](#)

[U.S. Ed Secretary to Visit S.C. State](#)

The Times and Democrat

Aug. 12, 2022

Neag School alumnus and **U.S. Secretary of Education Miguel Cardona** is featured; **Neag School** is mentioned.

[E-STEAM Ahead: CT High Schoolers to Become 'Eco-Digital' Storytellers Through Interdisciplinary Grant](#)

UConn Today

Aug. 10, 2022

Todd Campbell, **Neag School** are mentioned about an interdisciplinary research project.

[The Drugs Don't Work \(and Other Mental Health Myths\)](#)

The Guardian

Aug. 8, 2022

James Kaufman is quoted on the impact of mental illness on creativity.

See Also - [Flipboard](#)

[Neag School-Led Connecticut Partnership for Literacy Success Continues Mission to Teach All Children to Read](#)

UConn Today

Aug. 3, 2022

Research led by **Michael Coyne** is featured; faculty emeritus **George Sugai** is mentioned.

[Book Reviews: Public and Private Education in America – Examining the Facts](#)
School Administrator

Aug. 1, 2022

Casey Cobb's book "Public and Private Education in America: Examining the Facts" is reviewed.

September 2022

[UConn Names Radenka Maric as 17th President](#)

UConn Today

Sept. 29, 2022

President Maric hosted Germany's Minister for Science, Research, and the Arts, Theresia Bauer, who was **Neag School's** 2022 Commencement Speaker.

[Educators Reject New Guidance Allowing Exceptions for Dual Instruction](#)

CT Examiner

Sept. 28, 2022

Tracy Sinclair is quoted on dual instruction and special education; Neag School alumna and Connecticut Education Association's president **Kate Dias** is quoted.

[Virtual Reality is Educating New Generations About the Holocaust](#)

Connecticut Public Radio/NPR

Sept. 27, 2022

Alan Marcus is interviewed about cutting-edge technology to share stories of Holocaust survivors.

See Also – [News Break](#)

[National Rankings Rise May Not Reflect Performance, Campus Quality: Experts](#)

The GW Hatchet

Sept. 26, 2022

Adam McCready is quoted about college rankings.

See Also – [News Break](#)

[UConn-Led Racial Equity Summit Seeks Ways for Higher Ed to Bolster Anti-Racism Efforts](#)

UConn Today

Sept. 20, 2022

Saran Stewart is interviewed about the "Intersectional and Comparative Advancement of Racial Equity for Social Justice" summit she co-organized.

See Also – [The Journal of Blacks in Higher Education](#)

[Helping Schools Put 'Whole Child' into Policy and Practice](#)

UConn Today

Sept. 20, 2022

Sandra Chafouleas, co-director of the UConn Collaboratory on School and Child Health, is quoted.

[UConn Clubs Say Involvement Fair Was a Success](#)

The Daily Campus

Sept. 16, 2022

Neag School education student **Sam Cohn** is quoted; **UConn Future Educators** is referenced.

More Kids Are Repeating a Grade. Is It Good for Them?

AP News

Sept. 1, 2022

Neag School alumna **Alexandra Lamb** is quoted; the **Center for Education, Policy Analysis, Research and Evaluation** is mentioned.

See Also – [US News & World Report](#), [Mitchell Now.Com](#), [Missoulian](#), [WKRN](#), [The Independent](#), [WISHTV.com](#), [WZZM](#), [Star-Advertiser](#), [Daily Herald](#), [Real Clear Education](#), [KTAR News](#), [Inside Education](#), [Nepal News](#), [Toronto Star](#), [WDAC](#), [City News](#), [Clinton Daily News](#), [VI News](#)

Psychoanalyzing the Patient

Straw Hut Media/Apple Podcast

Sept. 2022

James Kaufman participates in a podcast about armchair psychologists.

October 2022

[The Ballard Institute and Museum of Puppetry Presents the Making of Feel Your Best Self: Development and Scriptwriting Online Forum](#)

Broadway World

Oct. 28, 2022

A partnership on the 2022 Fall Puppet Forum Series with the **Neag School**, **Collaboratory on School and Child Health**, and the **Ballard Institute** is featured.

[Scholar Warns of Dangers of Unregulated Charter Schools](#)

Fordham University News

Oct. 26, 2022

A lecture by **Preston Green** on charter schools and school finance is featured.

[Worth Repeating Ep. 2: Miguel Cardona](#)

UConn's YouTube Channel

Oct. 26, 2022

UConn President Radenka Maric interviews Neag School alumnus and U.S. Secretary of Education **Miguel Cardona**.

[Connecticut Students Show Sharp Slide in Math and Reading Scores](#)

CT Examiner

Oct. 24, 2022

Eric Loken is quoted on the drop in student test scores.

[Students With Disabilities Failed by Ontario's Education System](#)

The Medium

Oct. 17, 2022

Research on online education during the pandemic, published by **Nicholas Gelbar**, is mentioned.

See Also - [Accessibility News](#)

[An Out-of-Town Cop Came After Me 'In My Own Driveway'](#)

The Daily Beast

Oct. 15, 2022

Doug Glanville, former MLB player and Neag School faculty member, is profiled about his career and work in social justice.

See Also – [Our Community Now](#), [Head Topics](#)

[The Student Mental Health Crisis: Resources for Reporters](#)

Education Writers Association

Oct. 14, 2022

Sandra Chafouelas is quoted regarding a national panel on coping with student mental health needs.

See Also – [Schoolyard](#)

[Hallowed Ground](#)

UConn Today

Oct. 13, 2022

Two Neag School alums, **Carolann Norris** and **Debbie Fiske**, are part of a student-athlete panel celebrating the 50th Anniversary of Title IX.

[Finding Gifted Learners Through Language Barriers](#)

NAGC News Source

Oct. 12, 2022

A *UConn Today* article on a new grant from the **National Center for Research on Gifted Education (NCRGE)** is featured.

See Also – [UConn Today](#)

[The Key to Getting Students Back in Classrooms? Establishing Connections.](#)

New York Times

Oct. 6, 2022

A research partnership between the **Neag School** and the Connecticut State Department of Education to research a project to encourage attendance among those who drifted away during the pandemic is featured.

[Student Achievement and Underachievement: A Conversation with Del Siegle](#)

The Texas Association for the Gifted and Talented (TAGT) Podcast

Oct. 5, 2022

Del Siegle is featured in a podcast about his work with gifted and talented experiences to student achievement.

[EDCI 2100: Power, Privilege, and Public Education](#)

UConn Magazine

October 2022

Neag School alumna and former Neag School faculty member **Violet Jiménez Sims '02 (SFA), '05 MA, '11 6th Year, '22 ELP** is profiled.

November 2022

[Anne D'Alleva Selected as UConn's New Provost](#)

UConn Today

Nov. 29, 2022

Del Siegle, a member of the UConn University Senate, is quoted about the new provost.

[Gifted in the News: Finding Gifted Learners Through Language Barriers](#)

Davidson Institute

Nov. 28, 2022

Neag School's Project EAGLE is mentioned.

[Husky Harvest Aims to Help Regional Campuses with Food Insecurity](#)

UConn Today

Nov. 21, 2022

Sally Reis is quoted as being instrumental in the initiative.

[Dr. Fumiko Hoeft Named New UConn Waterbury Campus Director](#)

UConn Today

Nov. 15, 2022

Devin Kearns is mentioned regarding B.R.A.I.N. Camp, which he and Dr. Hoeft helped co-develop.

[Aditya Birla Education Academy Partners With the University of Connecticut \(USA\) To Offer The Schoolwide Enrichment Program To Indian Educators](#)

APN News

Nov. 12, 2022

The **Renzulli Center for Creativity, Gifted Education, and Talent Development** is mentioned.

[In One First-Grade Classroom, Puppets Teach Children to 'Shake Out the Yuck'](#)

NPR Morning Edition

Nov. 11, 2022

Sandra Chafouleas, Neag School alumna **Emily Iovino**, and the "**Find Your Best Self**" program they co-lead are featured.

See Also – [Head Topics](#), [Connections](#), [District Administration](#), [Our Community Now](#), [Time To Teach](#), [KERA News/Cory Turner](#), [TCTA](#), [Mad About Politics](#), [Spokane Public Radio](#), [WNYC](#), [WUFT](#)

["The Making of Feel Your Best Self: Development and Scriptwriting" Online Forum](#)

Mansfield Patch

Nov. 10, 2022

Sandra Chafouleas, Neag School alumna **Emily Iovino**, and the "**Find Your Best Self**" program they co-lead are featured.

[Helping Graduate Students While Honoring Husband](#)

UConn Foundation

Nov. 9, 2022

Neag School alumna **Marjorie “Jean” Romano** is featured about a planned gift to support graduate students.

[‘Housing \(In\)justice’ Spreads Awareness on Housing Insecurity in College](#)

The Daily Campus

Nov. 8, 2022

A documentary on housing insecurity by Neag School senior **Brianna Chance** is featured.

See Also – [Daily Campus](#)

[Asian American Mental Health: Heritage and Roots](#)

Diverse Issues in Higher Education

Nov. 8, 2022

Neag School graduate student **Megan Go** pens essay.

[UConn Homecoming a Big Win for Students, Teachers](#)

Connecticut Education Association

Nov. 7, 2022

The **Neag School of Education** is mentioned regarding providing Neag School-branded items for CEA’s tailgate.

[The 2022 Midterms: Why Educators Should Care What Happens](#)

Education Week

Nov. 7, 2022

Preston Green is quoted about public education.

[UConn Magazine: Power, Privilege, and Public Education](#)

UConn Magazine

Nov. 3, 2022

Former Neag School faculty member and Neag School alumna **Violet Jiménez Sims** is featured.

[GSE Lecture Series Tackles Ongoing Debate in Education](#)

Fordham Observer

Nov. 3, 2022

Preston Green is featured about a recent presentation.

[New NFA Head of School Emphasizes Student Opportunities, Parental ‘Partnership’](#)

The Day

Nov. 3, 2022

Neag School alumnus **Nate Quesnel** appointed head of Norwich Free Academy.

December 2022

[New Superintendent Chosen for Somers Schools](#)

Yahoo!News

Dec. 22, 2022

Neag School alumnus **Samuel Galloway**, who was chosen superintendent, is featured.

[Developing High School Students into Data Scientists](#)

UConn Today

Dec. 19, 2022

Brain Healthy, an initiative developed by a multi-disciplinary team of researchers and educators headed by **Ido Davidesco**, is featured.

[In New Documentary Series, Senior Explores Student Housing Insecurity](#)

UConn Today

Dec. 15, 2022

Brianna Chance, a music education major, is featured about her project documenting student homelessness and housing insecurity.

[Why Some Colleges Publicly Punish Student Groups](#)

The Chronicle of Higher Education

Dec. 14, 2022

Adam McCready is quoted about Greek-letter organizations.

[Oklahoma Attorney General Greenlights Religious Charter Schools](#)

K12 Dive

Dec. 12, 2022

Preston Green is interviewed about religious charter schools.

[State Sen. Patricia Billie Miller \(Opinion\): A Right to Modern Reading Curricula](#)

CT Post

Dec. 5, 2022

Neag School is referenced regarding a Joint Committee on Education in 2021.

[Can School Finance Reform Support Reparations?](#)

The Regulatory Review

Dec. 1, 2022

Preston Green is referenced regarding a school finance article he co-authored.

[CT's Haddam-Killingworth High School Principal Named National Principal of the Year. It's No Surprise to Those Who Know Her to Lead 'With Children's Best Interests at Heart.'](#)

Hartford Courant

Dec. 1, 2022

Neag School alumna **Donna Hayward** is featured about her national award.

[How a Connecticut School District Improved Elementary Math Scores Amid a Nationwide Decline](#)

CBS News

Dec. 1, 2022

Neag School alumnus **Daniel Crispino** is featured about his work improving math scores in Meriden, Connecticut.

See Also – [Knowledia](#)

January 2023

[Canton Welcomes Jordan Grossman Home as Superintendent of Schools](#)

Hartford Courant

Jan. 30, 2023

Neag School alumnus **Jordan Grossman** was appointed superintendent of schools.

[Virginia Republicans Tout School Choice Bill; Democrats Call it a Nonstarter](#)

WDBJ7

Jan. 26, 2023

Preston Green is interviewed about school choice.

See Also - [Newsbreak](#)

[UConn's Neag Ed School Bestows High Honor on Vernon Superintendent](#)

Vernon Patch

Jan. 25, 2023

Neag School alumnus **Joe Macary** is featured about his award.

[Combating Antisemitism Today: Holocaust Education in the Era of Twitter and TikTok](#)

The Conversation

Jan. 24, 2023

Alan Marcus pens commentary about Holocaust education and combating antisemitism.

See Also – [The San Francisco Times](#), [Yahoo News](#), [Indiana Capital Chronicle](#), [Akron Legal News](#), [Japan Today](#), [Pennsylvania Capital-Star](#), [Informed Comment](#), [GoSkaqit](#), [Times Union](#), [Tolerance.ca](#)

[Hazing Suit at Bowling Green Ends With Nearly \\$3M Settlement](#)

RTVI

Jan. 24, 2023

Adam McCready was interviewed by an independent network with US, Israeli, and German viewers on college hazing. (*Editor's note: this platform is not aired in Russia*)

[Canton Welcomes Jordan Grossman Home as Superintendent of Schools](#)

Hartford Courant

Jan. 23, 2023

Neag School alumnus **Jordan Grossman** was appointed superintendent of schools.

[CT '23: Connecticut Principal Receives National Honor](#)

WFSB

Jan. 19, 2023

Neag School alumna **Donna Hayward** is interviewed about her national honor.

[CSDE's Ground-Breaking Research Collaborative Issues New Report Showing Positive Effects of Home Visits on Student Attendance](#)

Connecticut State Department of Education

Jan. 19, 2023

Neag School's participation with the Center for Connecticut Education Research Collaboration is mentioned; **Morgaen Donaldson** is quoted.

[The Three-Ring Conception of Giftedness: How Talent Emerges](#)

Exploring Your Mind

Jan. 17, 2023

Joseph Renzulli is quoted about the three-ring theory of gifted education.

[Laying a New Foundation Before Building Up](#)

UConn Today

Jan. 23, 2023

Arpita Kurdekar, an integrated studies Ph.D. candidate in the School of Fine Arts, the **Neag School of Education**, and the School of Engineering at UConn, is featured.

[UConn Research 2022: Advancing the Mind, Medicine, Society, and Beyond](#)

UConn Today

Jan. 9, 2023

Neag School researchers are mentioned in this university-wide round-up.

[Lynch School launches Catholic Education Research Initiative](#)

Boston College

January 2023

Shaun Dougherty, a former Neag School faculty member, is featured.

[California County's Superintendent Ousters Highlight Growing Concerns in Communities](#)

K-12 Dive

Jan. 13, 2023

A [research brief](#) from the **Center for Education Policy Analysis, Research, and Evaluation (CEPARE)** on school board-superintendent relations is referenced.

[The Power of Puppets: New Toolkit Helps Kids Process "Heavy Feelings"](#)

Connecticut Public Radio: Where We Live

Jan. 6, 2023

Sandra Chafouleas, Neag School alumna **Emily Iovino**, and the "Find Your Best Self" program they co-lead are featured.

February 2023

UConn Professor Receives \$10M Federal Grant to Create Early Childhood Intervention Center

Hartford Business Journal

Feb. 22, 2023

Mary Beth Bruder, a professor at the UConn School of Medicine and the **UConn Neag School of Education**, is featured.

Connecticut's Funding What Works In Education Recovery. They Can Prove It.

Forbes

Feb. 17, 2023

Neag School's participation with the Center for Connecticut Education Research Collaboration is mentioned; **Morgaen Donaldson** is quoted.

See Also – [Connecticut Council for Philanthropy](#)

The Power of Puppets: New Toolkit Helps Kids Process 'Heavy Feelings'

Connecticut Public Radio/WNPR

Feb. 16, 2023

Sandra Chafouleas, Emily Wicks, and the “Find Your Best Self” program they lead are featured.

'We Have a National Crisis': How Michigan State Responded to a Mass Shooting

The Chronicle of Higher Education

Feb. 15, 2023

Alyssa Dunn is quoted about responding to a crisis.

See Also – [AmyNewman.com](#)

Elementary School. High School. Now College. Michigan State Students Are No Strangers to Mass Shootings.

New York Times

Feb. 15, 2023

Alyssa Dunn is quoted on students experiencing school shootings.

See Also – [KFF Health News](#)

As More Weapons are Brought to Schools, Parents and Administrators Seek a Safe Path Forward

CT Examiner

Feb. 13, 2023

Sandra Chafouleas is quoted about the mental state of children who bring guns to schools.

From Math Instructor to Administrator, Neag School Alumna Named National Principal of the Year

Daily Campus

Feb. 10, 2023

Neag School alumna **Donna Hayward** is featured.

[UConn Neag Program Makes Changes to Improve CT's Teacher Shortage](#)

Daily Campus

Feb. 10, 2023

Neag School's **Teacher Education Program** is highlighted.

[Charter Schools Go Private](#)

Have You Heard Podcast

Feb. 9, 2023

Preston Green is interviewed about whether charter school students have the same civil rights as their public school peers.

March 2023

[UConn Research Announces First Recipients of Seed Funding for Inclusive Research Initiatives](#)

UConn Today

March 30, 2023

A research project co-led by **Casey Cobb** is mentioned.

[Worth Repeating Ep. 7: Doug Glanville | UConn](#)

UConn's YouTube Page

March 29, 2023

Doug Glanville is profiled about his MLB career and writings here at UConn.

[Engineering's April JEDI Hour to Feature Talk on Inclusion of Neurodiverse Learners](#)

University of Arkansas News

March 28, 2023

Neag School doctoral student **Connie Syharat** is featured.

See Also - [Newsbreak](#)

[UConn's Bold Program Turns Women Students into Leaders](#)

UConn Foundation

March 24, 2023

Sally Reis, a faculty leader of the UConn Bold program, is quoted.

[UConn Magazine: Bleeding Blue ... and Green](#)

UConn Magazine

March 23, 2023

Alumna **Wura Olusekun** is featured about her job with the Boston Celtics.

[Neag Awards Their Alumni](#)

Daily Campus

March 22, 2023

Neag School's Alumni Awards are featured.

[Florida's Stop WOKE Act Marshals Students Past Our Racial History](#)

Andscape

March 16, 2023

Doug Glanville, a former MLB player and Neag School faculty member, pens an essay.

[Chris Rock and Will Smith Can Afford Selective Outrage. The Rest Of Us Can't.](#)

CT Mirror

March 14, 2023

Sandra Chafouleas writes commentary on selective outrage.

[How Puppets Can Help Kids Express Emotions](#)

Edutopia

March 10, 2023

Sandra Chafouleas, Neag School alumna **Emily Iovino**, and the “Find Your Best Self” program they co-lead are featured.

See Also – [The Advocate](#)

[What a Team: Division of Athletics, Sport Management Program Provide Real-Life Experience to Students](#)

UConn Today

March 3, 2023

A newly expanded partnership between the **Neag School of Education’s Sport Management Program** and the **Division of Athletics** is featured.

[Fit to Learn: March 2023](#)

NASSP’s Principal Leadership

March 2023

Jennie Weiner pens an article about increasing female representation in school leadership.

April 2023

[Join Us For the Best Should Teach Lecture and Awards Ceremony](#)

University of Colorado

April 24, 2023

Alyssa Dunn, who was a keynote speaker, is featured.

See Also - [KDVR](#)

[2023 Commencement Speakers and Honorary Degree Recipients](#)

UConn Today

April 20, 2023

Neag School alumna and Neag School's Commencement speaker **Amanda Slavin** is mentioned.

[Dr. Madeline Negrón Tapped To Lead New Haven Public Schools](#)

Patch – New Haven

April 20, 2023

Neag School alumna Madeline Negrón is profiled about her new role as superintendent.

See Also – [New Haven Register, Yale Daily News](#)

[UConn Waterbury Plays Host to First-Ever W.I.S.H. Fest](#)

UConn Today

April 19, 2023

Sandra Chafouleas, who hosted a panel during the event, is mentioned.

[UConn Mourns the Loss of Carole Neag, the University's Most Generous Benefactor](#)

UConn Today

April 19, 2023

Carol Neag, the University's most generous benefactor who passed away, was featured.

See Also – [Republican-American](#)

[What is Creative Mortification and How Can You Overcome It?](#)

Greater Good Magazine

April 17, 2023

James Kaufman is quoted about creativity.

[University Of Washington to Host U.S. Secretary Of Education for Class Of 2023](#)

India Education Diary

April 15, 2023

U.S. Education Secretary and **Neag School alumnus Miguel** is featured.

See Also – [University of Washington, Seattle Times](#)

[ChatGPT in Evaluation – An Opportunity for Greater Creativity?](#)

University World News

April 15, 2023

A virtual symposium, co-hosted by **Bianca Montrosse-Moorhead**, is profiled.

See Also – [Ole Miss News](#)

[In Sync Brainwaves Predict Learning, Study Shows](#)

EurekaAlert!

April 13, 2023

Research on brainwaves and learning, led by **Ido Davidesco**, is featured.

See Also - [NYU](#), [Earth.com](#), [Neuroscience News & Research](#), [Talker](#)

[Religious Charter School Rejected in Oklahoma, But a National Fight Looms](#)

Chalkbeat

April 11, 2023

Preston Green is quoted about a proposed religious charter school in Oklahoma.

[Schools Are Confronting Centuries of Racial Injustice. Will They Offer Reparations?](#)

EducationWeek

April 11, 2023

Preston Green is quoted about reparations.

[Nation's First Religious Charter School Could Be Coming to Oklahoma](#)

New York Times

April 11, 2023

Preston Green is quoted about the possibility of a religious charter school in Oklahoma.

[U.S. Soccer Mourns the Passing of Paralympian and Disability Soccer Advocate Eli Wolff](#)

U.S. Soccer

April 6, 2023

Eli Wolff is profiled about his passing.

[Y'all Not Tired of Hating on Black Women? When Misogynoir Meets Double-Standards](#)

Diverse Issues in Higher Education

April 4, 2023

Jennifer McGarry is quoted about a previous paper she wrote on how Black women are represented.

May 2023

[Six Ways to Help Kids Grow Their Creativity](#)

Greater Good Magazine

May 23, 2023

James Kaufman is interviewed about kids and creativity.

See Also – [Daily Good](#)

[Opinion: In CT and Beyond, Students of Colors Need Teachers of Color](#)

CT Mirror

May 17, 2023

Diversity in **Neag School's Teacher Preparation programs** is mentioned.

[Symbols of the Confederacy Are Slowly Coming Down From US Military Bases: 3 Essential Reads](#)

The Conversation

May 17, 2023

Alan Marcus participates in a round-up on the status of confederacy symbols.

See Also – [Yahoo News](#), [NC Newsline](#), [Caledonia Record](#), [H-Slavery](#), [ArcaMax](#)

[E-Corps: Building Skills and Bolstering Environmental Efforts Across Connecticut](#)

UConn Today

May 16, 2023

A university-wide research program that includes **Neag School faculty and graduate students** is featured.

[Nyberg – UConn Program Helps Young Women Become Leaders](#)

WTNH/News 8

May 16, 2023

Sally Reis is interviewed about the UConn BOLD Women's Leadership Network program.

[Parents Demand Transparency from Middletown Schools After 'Major Incidents' Involving Students](#)

CT Examiner

May 10, 2023

Daniel Long, a Beman parent and research scientist at the **Neag School**, is quoted.

[Connecticut's Educational Research Collaborative Continues to Be Highlighted](#)

CT.gov

May 10, 2023

CCERC, a research collaborative co-housed at **UConn/Neag School of Education**,

has been featured by the CSDE and the EduRecoveryHub.

[The Ride of a Lifetime: Reflecting on Career Teaching Ag Educators](#)

AGRINEWS

May 10, 2023

Neag School alumna Sarah LeRose is profiled.

[Special Feature: Commencement 2023](#)

UConn Today

May 2, 2023

Several Neag School graduates are profiled.

June 2023

Charter School Lost Case Over Skirts Rule For Girls, But Debate Over Charter Autonomy Isn't Over

Associated Press

June 28, 2023

Preston Green is quoted about the Supreme Court ruling.

See Also – [*The Daily Record*](#), [*ABC News*](#), [*WNKY*](#), [*National Post*](#), [*Hindustan News*](#)

Supreme Court Won't Weigh in On Whether Charter Schools Are Legally Private or Public

Chalkbeat

June 26, 2023

Preston Green is quoted about the Supreme Court and charter schools.

As \$4.75M in State Funds Denied, Middletown Capitol Prep Charter School Supports, Opponents, Continue Advocacy

The Middletown Press

June 23, 2023

Daniel Long, a Beman Middle School parent and research scientist at the **Neag School**, is quoted.

Schools Say Minority Equity Work Hinges on Data Collection

The Reminder

June 21, 2023

Tamika La Salle-Finley, a former Neag School faculty member, is quoted.

'Feel Your Best Self' Puppets Help Kids Understand, Express Feelings

Scripps News

June 16, 2023

Feel Your Best Self, co-led by **Sandra Chafouleas**, is featured.

See Also – [*Star Local Media*](#), [*Bellevue Herald Leader*](#), [*News-Herald*](#), [*Inside Nova*](#)

UConn Gifts Clean Air: 150 DIY Indoor Air Filters Distributed to Connecticut Community for Protection from Wildfire Air Particles

UConn Today

June 9, 2023

The **Neag School**, which is a cross-campus collaborator, is mentioned.

Could Religious Charter Schools Upend American Education? A Chalkbeat explainer.

Chalkbeat

June 6, 2023

Preston Green is quoted on the impact of religious charter schools.

See Also – [*Denver Post*](#), [*Flipboard*](#), [*The Week*](#)

Florida Rejected Federal Youth Health Survey for Being Too Sexual, So It Came Up With Its Own

ABC Action News

June 2, 2023

Sandra Chafouleas is quoted about youth assessments.

See Also – [Yahoo!Life](#), [MSN](#), [Reddit](#)

Finding a Home in the Asian American Cultural Center

UConn Foundation

June 1, 2023

Neag School alumnus **Fahd A. Vahidy** and his wife Monika Doshi are featured for supporting UConn's Asian American Cultural Center.

Town of Mansfield: Mansfield Elementary School Principal Announces Her Resignation

Patch

June 1, 2023

Neag School alumna **Lauren Rodriguez**, who resigned, is featured.

Feel Your Best Self

UConn Magazine

June 2023

Feel Your Best Self, co-led by **Sandra Chafouleas**, is featured.

He Sells

UConn Magazine

June 2023

Neag School alumnus **Dave DeLucia** is featured about his shell collection.

In America's Test Kitchen

UConn Magazine

June 2023

Neag School alumnus **Garrett Schlichte** is profiled for his participation in a cooking show.



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