

ANNUAL REPORT

University of Connecticut Neag School of Education

UConn
NEAG SCHOOL OF EDUCATION

2025

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 2024-25 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, and higher education in particular, 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.

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 black ink, reading "Jason G. Irizarry". The signature is stylized with a large, looping initial "J" and a cursive "G".

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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 second year in a row, multiple graduate programs within UConn's Neag School of Education were ranked among the best in the nation by U.S. News & World Report: the Special Education program is tied at No. 18; Educational Administration programs are tied at No. 28; and the Curriculum and Instruction programs are tied at No. 34. In addition, the Neag School appears for the 10th consecutive year as one of the top 30 public graduate schools of education in the United States, tied at No. 28. Among all graduate schools of education across the nation, both public and private, the Neag School stands tied at No. 37. [Read more online about the Neag School's U.S. News & World Report rankings](#), which were released in Spring 2025.

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.



CHRISTINE CARVER '91 (ED), '97 MA, '09 ED.D.
Connecticut's 2025 Superintendent of the Year



NATIONAL RANKINGS

Top 30 public graduate
school of education in the nation

No. 18 among
Special Education programs

No. 28 among Educational
Administration programs

No. 34 among
Curriculum & Instruction programs

SCHOOL HIGHLIGHTS

- The Neag School expanded its reach in the Early College Experience Program, providing the opportunity to earn college credits to 924 high schoolers in 45 schools, an increase from five districts in the pilot year of 2021-2022.
- Support for aspiring teachers, sport management professionals, and educational leaders expanded in 2024-2025, with the Neag School providing over \$543,202 in scholarships to 374 students.

EXCELLENCE

Neag School alumni never fail to shine in their fields, serving as CEOs and coaches, publishing books, and taking on the role of school leaders. Connecticut's 2025 Superintendent of the Year is a Neag School

alum: Christine Carver '91 (ED), '97 MA, '09 Ed.D., superintendent of Bethel Public Schools. Widely published and sought-after, Neag School of Education faculty bring their expertise to media outlets around the world, including The New York Times, the Washington Post, ESPN Daily, and EducationWeek. In addition, six individuals affiliated with the Neag School received awards at the American Educational Research Association's 2025 Annual Meeting:

- Bob Pianta '77 (ED), '78 MA, Distinguished Contributions to Research in Education Award
- Franklin Tuitt, W. J. McKeachie Career Achievement Award
- Michael Coyne, Notable Vocabulary Researcher Award
- Alexandra Freidus, Outstanding Reviewer - AERA Open
- Suzanne Wilson, Outstanding Reviewer - Review of Educational Research
- Taylor Strickland, Outstanding Graduate Student

ENGAGEMENT

From holding its annual Scholarship and Alumni Awards celebrations to featuring its faculty and students 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.

- This spring marked the third publication of the Neag School's 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 32nd 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.



Neag School of Education Alumni Outreach Efforts, 2024-25

Alumni outreach for the Neag School of Education continued with connecting with alumni to better understand their interests and ideal involvement. From July 2024 to June 2025, Emily Auger Murray, Senior Director of Alumni Relations, completed 31 remote and in-person personal visits. Collaborative work with our development operation focused on building a broad base of Neag School advocates and supporters, strengthening the pathway towards involvement, giving, and support for the Neag School while highlighting the newly publicly launched [Because of UConn campaign](#).

ALUMNI EVENTS AND PROGRAM HIGHLIGHTS

The Neag School of Education held the below alumni events focused on engagement and collaboration among different departments and schools.

- Sport Management collaborated on the following alumni engagement opportunities:
 - Sport Management Summer Networking Night
 - Fall virtual Alumni Career Panel
 - 2 Sport Management Alumni Coffee Hours
 - 3 virtual Husky Nutrition & Sport Alumni Events
- For the 3rd year in a row, Music Education and the School of Fine Arts Music Department collaborated on an alumni reception at UConn Hartford following the Eastern Division Conference, with 50 participants.
- An ELP Alumni Social was held at UConn Hartford, in support of The Robert M. Villanova Executive Leadership Fund, with over 50 registrants.

27TH ANNUAL NEAG ALUMNI AWARDS CELEBRATION

The Neag School's 27th Annual Alumni Awards Celebration was held in March 2025 in the Student Union Ballroom and consisted of an awards ceremony that recognized three Neag Alumni Board Scholarship Recipients, one Rogers Award winner and [eight Alumni Awardees](#). This event was attended by over 120 alum-



ELP ALUMNI SOCIAL Robert Villanova, May 29, 2025



CMEA CONFERENCE RECEPTION April 24, 2025



📷 **ALUMNI AWARD WINNERS** March 15, 2025

ni, faculty, staff, family, and friends.

2025 Alumni Award Recipients:

- Outstanding School Educator: Tracey-Ann Lafayette '15 (CLAS), '15 (ED), '16 MA, '22 6th Year
- Outstanding Professional: Alicia Bowman '01 (ED), '02 MA, '08 6th Year
- Outstanding Early Career Professional: Paul Singleton II '17 MA, '24 Ph.D.
- Outstanding School Administrator: Lori Leibowitz '19 Cert.
- Outstanding School Superintendent: Howard Thiery III '91 MS, '07 ELP
- Outstanding Higher Education Professional: Daniel Burkey '23 MA
- Outstanding Diversity, Equity & Inclusion Professional: Fany DeJesús Hannon '08 MA
- Distinguished Alum: Mark Daigneault '07 (ED)
- 2025 Rogers Educational Innovation Fund Awardee: Giselle Ziegler '22 6th Year

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.

2025 Recipients:



Emmanuel Dwamena

Doctoral student in curriculum
and instruction/science education



Caroline Shadman

Master's student in curriculum
and instruction/music education



Claudia Ventura

Doctoral student in research
methods, measurement,
and evaluation



NEAG SCHOOL ALUMNI BOARD March 15, 2025

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. 2024-25 ALUMNI BOARD MEMBERS

NAME	TERM(S)
DANIELLE DEROSA '09, '16	2022-25
SASHA DOUGLAS '21, '24	2024-27
SHARON FULLER '83, '87, '94	2021-24, 2024-27
RYAN HAYNES '20	2022-25
SCOTT HURWITZ '06, '07, '19, '21	2024-27
CARL JOHNSON '03, '04, '15 (SECRETARY)	2019-22, 2022-25
BRYAN KIRBY '18, '19	2020-23, 2023-26
SHAY LEWIS '20 (VICE PRESIDENT)	2020-23, 2023-26
FAITH CELESTE MCCARTHY '17, '18	2022-25
STEPHANIE MUEHLETHALER '09	2023-26
TIMOTHY NEVILLE '06, '18 (PRESIDENT)	2018-21, 2021-25
WURA OLUSEKUN '16	2023-26
HARALAMBOS (BOBBY) SKARVELAS '06, '07, '13, '21	2023-26
JOCELYN TAMBORELLO-NOBLE '03, '04, '09 (PRESIDENT)	2017-20, 2021-25
CARTER WELCH '99, '11, 12	2023-26
JEFFREY WIHBEY '95, '06, '16	2021-24, 2024-27

UConn Gives 2025

The Neag Alumni Board raised \$560 from 8 donors for the Neag School of Education Alumni Board Scholarship.

Neag School Development Efforts

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

- Undergraduate and Graduate Student Support (e.g., scholarships, 5th year master's degree, doctoral recruitment, unmet need, etc.)
- Program Support (e.g., teacher education, global education, Breaking Bias & Creating Community, Executive Leadership Program – Villanova fund, etc.)
- Faculty Support (e.g., endowments, research support, etc.)
- Interdisciplinary Collaborations (Feel Your Best Self project, etc.)

Working collaboratively with the UConn Foundation's Neag School Senior 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 FY25 Strategic Plan. In partnership with Dean Irizarry, we secured a transformative \$1.5 million gift to support a groundbreaking initiative, the Morris and Judy Sarna Breaking Bias and Creating Community Program. It's the largest single gift from a private donor that the School has received in the past 25 years. This year also marked a productive year for the Dean's Board of Advocates and a very successful UConn Gives campaign. Collectively, these efforts resulted in the generation of \$3,198,978 of new funding for the Neag School, exceeding the \$2.75 million fundraising goal for the year. Table 2 below provides a summary.

TABLE 2. SUMMARY OF FUNDRAISING PROGRESS AND ACTIVITY, FY25

	2020	2021	2022	2023	2024	2025
CAPITAL IMPROVEMENTS		\$50				
		1				
RESEARCH SUPPORT	\$90,000	\$228,882	\$10,000	\$259,328	\$750,000	\$886,998
	1	1	2	2	2	4
FACULTY SUPPORT	\$1,935	\$875	\$250,550	\$2,025	\$290,425	\$1,025
	26	6	4	16	7	3
PROGRAM SUPPORT	\$1,505,991	\$416,318	\$2,389,534	\$428,209	\$1,176,944	\$1,769,519
	319	307	561	190	170	535
STUDENT SUPPORT	\$380,465	\$1,401,738	\$663,534	\$554,830	\$1,134,091	\$527,986
	285	1,063	399	515	378	328
TOTAL	\$1,978,391	\$2,047,863	\$3,313,618	\$1,244,392	\$3,355,407	\$3,198,978
	613	1,326	935	720	557	837

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 FY25, the members of the Advancement Team included:

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

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:
 - The team partnered with University Events to host the annual fall scholarship celebration event in-person in early November at the Student Union. It was well attended, and the featured donor speaker was Scott Brown, a Board of Trustees Distinguished Professor Emeritus.
 - The Neag School in partnership with the UConn Foundation hosted a donor event at UConn Stamford on Jan. 16 to launch the Morris and Judy Sarna Breaking Bias and Creating Community Program. The event was attended by family and friends of the Sarna family with over 50 guests attending.



ADVANCEMENT TEAM

Members of the Neag School's Advancement Team at the annual Alumni Awards Celebration in March 2025.

Development Efforts

Marcy Jarzabek, Senior Director of Development, led the implementation of our FY25 Strategic Fundraising Plan in partnership with Em Murray. Much of her time was spent engaging alumni, donors, private foundations, and corporations to determine specific areas of interest in which to partner. Marcy conducted a total of 131 donor visits, including 28 qualification visits and completed more than 400 substantive interactions with alumni and donors including email and phone conversations.

Marcy partnered with Dean Irizarry on 75 alumni and donor visits including meetings with foundations. Dean Irizarry demonstrated his commitment to engagement and building the donor pipeline by traveling to meet with Neag alumni and donors in several regions including NC and FL. Dean Irizarry cultivated and stewarded donor relationships by hosting donors in the provost's suite at football games and several UConn basketball games (CT & NC). 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 to help launch new programs including the Morris and Judy Sarna Breaking Bias and Creating Community 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.

Board of Advocates Members:

- Crisanne Colgan '72 (CLAS), '81, '84 Ph.D.
- Carmen Effron '72 (ED), '81 MBA – Chair
- Roszena Haskins '17 Ed.D.
- John Robert “Bob” Jones '73 (BUS)
- Karen Jones
- Kate Lund '06 (ED), '07 MA, '12 6th Year
- Teri McCaslin
- Heather McDonald '23 Ed.D.

During FY25, the Board of Advocates accomplished the following:

- Raised a total of \$41,000 from personal contributions to the Neag School
- Attended several Neag School signature events including the annual scholarship celebration and Alumni Awards
- Co-hosted the Sarna Breaking Bias Program event at UConn Stamford in January

UConn Gives

In conjunction with advancement team members in each academic unit, the UConn Foundation conducted the 2025 annual UConn Gives on April 21-22, 2025, and raised \$5.4 million! The Neag School launched an internal competition and yielded fantastic results with [\\$42,000 raised from 550 donors](#). The Neag School's Husky Nutrition & Sport fund came in first place among all participating projects university wide with the highest donor count.

- UConn Husky Nutrition & Sport – \$16,425 from 394 donors, including a \$1,000 matching gift from Heather McDonald '23 Ed.D., plus \$10,000 from the President's and Provost's Project Leaderboard Challenge
- Dr. Sue Saunders Higher Education & Student Affairs (HESA) Professional Development Fund – \$2,550 from 84 donors, including a \$500 matching gift from Saunders
- Neag School Dean's Fund – \$1,242 from 12 donors, plus \$5,000 from the President's and Provost's Unit Leaderboard Challenge



FACULTY HIGHLIGHTS

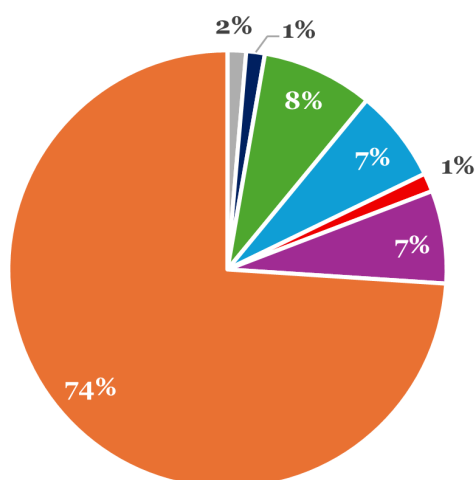
Demographics

The following totals represent a head count, including faculty with joint appointments, for AY 2024-25.

73
faculty

56
tenure-line

17
non-tenure-track



■ Amer Indian ■ Asian ■ Black ■ Hispanic ■ Nonresident Alien ■ Unknown ■ White

FACULTY HIGHLIGHTS

TABLE 3. FACULTY RANK AND TENURE STATUS, AY 2023-24

	CURRICULUM & INSTRUCTION	DEAN'S OFFICE	EDUCATIONAL LEADERSHIP	EDUCATIONAL PSYCHOLOGY	TOTAL
TENURED	16	2	9	19	46
PROFESSOR	7	2	6	13	28
ASSOCIATE PROFESSOR	9		3	6	18
TENURE-TRACK	2		3	5	10
ASSISTANT PROFESSOR	2		3	5	10
NON-TENURE-TRACK	3		7	7	17
ASSOCIATE PROFESSOR	2		2	1	5
ASSISTANT PROFESSOR	1		4	5	10
PROFESSOR				1	1
LECTURER			1		1
GRAND TOTAL	21	2	19	31	73

Faculty Hires & Promotions

HIRES

- Steven Hoff, Visiting Clinical Faculty
- Austina Lee, Assistant Clinical Professor

PROMOTIONS

- Susannah Everett, Associate Professor-in-Residence
- Jennifer Freeman, Professor
- Alexandra Freidus, Associate Professor and Tenure
- Richard Gonzales, Professor-in-Residence
- Elizabeth Howard, Professor

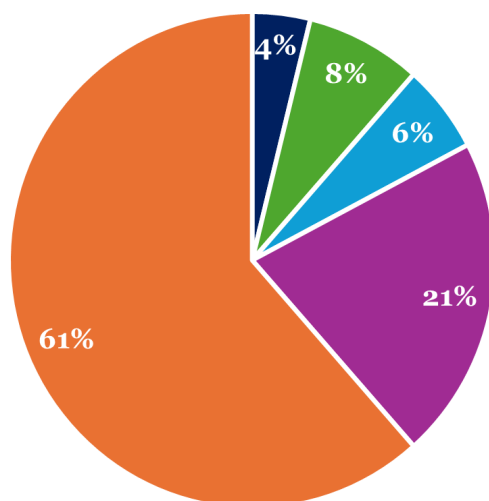
- Adam McCready, Associate Professor-in-Residence
- Tracy Sinclair, Associate Clinical Professor

Annual Neag School Awards

- **Dr. Perry A. Zirkel Distinguished Teaching Award** – Adam McCready
- **Distinguished Researcher Award** – Sandra Chafouleas
- **Outstanding Early-Career Scholar Award** – Zachary Collier

STAFF HIGHLIGHTS

Demographics



■ Asian ■ Black ■ Hispanic ■ Unknown ■ White

2024-25 Staff Hires & Promotions

GRANT-FUNDED NEW HIRES

- Ashanti Hall
- Veronica Jacobs
- Brian Keaton
- Sarah Larouque

PROMOTIONS

- Li He
- Melissa Fontaine

2025 Valerie J. Pichette Outstanding Staff Award

Named in honor of the late Valerie J. Pichette, this award recognizes an individual or individuals who have gone above and beyond in their work at the Neag School over the past academic year.



Diane Herlihy



Christine North

Curriculum and Instruction (EDCI)

SELECT AWARDS AND HIGHLIGHTS

Grants:

- **Katie Nagrotsky, Alyssa Dunn, Tracy Sinclair, Jason Irizarry et al.** were awarded a [\\$2.8 million grant from the U.S. Department of Education](#) to recruit, support, and mentor underrepresented students to pursue a master's degree in education. The five-year partnership, Sueños Scholars: Supporting Latiné Teacher Dreams, was awarded to UConn Stamford and the Neag School of Education.
- The CT Noyce Math Teacher Leaders project, with PI **Megan Staples** and Co-PIs Gladis Kersaint (Provost Office), Fabiana Cardetti (Department of Mathematics) and Jennifer Michalek (Connecticut Department of Education), continued its work with 20 Math Teacher Leader (MTL) Fellows from the state's Alliance Districts. These 20 Fellows comprise a highly accomplished group of veteran math teachers who were nominated by their superintendents and selected through a competitive application process. The CT Noyce MTL project supports the Fellows in developing math teacher leadership skills, including mentoring, and implementing change projects that promote stronger engagement and achievement in mathematics for Connecticut's students.
 - A key success from this past year include partnering with the Connecticut Department of Education's Turnaround Office to host the Advancing Equity in Secondary Mathematics Alliance District Symposium. The symposium brought together superintendents, school and district leadership and math teachers for a powerful day of learning and collaboration to reflect on how to create more meaningful and inclusive experiences for all students.
 - In the upcoming year, Fellows will continue their school- and district-based projects and also engage in new initiatives at the state level to expand their leadership skills and impact. In addition to work



SUEÑOS SCHOLARS Eight of the 10 2024-2025 Sueños Scholars are pictured, along with faculty members Katie Nagrotsky, left, and Tracy Sinclair, right.



OUTSTANDING REVIEWER Suzanne Wilson was named Outstanding Reviewer for her work for the AERA journal *Review of Educational Research*.



📷 **MATH TEACHER LEADERS** Noyce Project Team, CLG Group Leaders, Fellows, and keynote speaker Ted Coe at the Advancing Equity in Secondary Mathematics Alliance District Symposium.

with the MTL Fellow cohort, the project team is working toward a math teacher leader certificate to provide a pathway for other experienced math teachers to develop math teacher leadership skills, strengthen their impact, and advance more equitable outcomes in mathematics education.

Awards:

- **Suzanne Wilson** was named Outstanding Reviewer for her work for the American Educational Research Association (AERA) journal *Review of Educational Research*

Invited Talks:

- **Liz Howard** was the invited keynote speaker at the 32nd Annual Jornada Pedagógica Internacional para la Educación Plurilingüe Conference at Loyola Marymount University. The title of the presentation is “Navegando las tensiones entre la separación de idiomas y el translenguaje en programas de lenguaje dual.”

Journal Editorships:

- **Joe Abramo** was named co-editor of the *Bulletin of the Council for Research in Music Education*.
- **Cara Bernard** was named Senior Editor to for *Visions of Research in Music Education*.
- **Hannah Dostal** served as the Editor in Chief for served for the *Journal of Deaf Studies and Deaf Education*.
- **Rachael Gabriel** served as Editor in Chief for *The Reading Teacher*.

DEPARTMENTS

Books:

- **Todd Campbell** was the lead author for a co-authored a book titled *Model-Based Inquiry in Chemistry: Three-Dimensional Instructional Units for Grades 9–12* with NSTA Press.

Other:

- **Alan Marcus** organized and led [a community event at E.O. Smith High School](#) focused on breaking bias, embracing empathy, and fostering a sense of community through sharing the stories of Holocaust survivors to delve into broader issues of antisemitism, prejudice, and identity. The event provided a platform for survivor narratives and dialogue to initiate crucial conversations that challenge stereotypes and promote understanding.
- **Megan Staples** was the co-author for *Equity in Mathematics Education: A Position Statement for Connecticut*. The position statement was official endorsed by the CT State Board of Education.
- **Tom Levine** co-designed and co-implemented a summer and school year of professional development for 25 teachers and 15 high school youth, “Human Rights Close to Home”, with the team running this project. The program promotes youth civic engagement with issues in students’ school, city/town, and region. With Sandra Sirota, he also got an OVPR Research Excellence grant to explore the impact of this work on teachers’ practice and students’ transformative agency.
- Over 100 educators from around New England gathered for the **Adolescent Literacy Summit**, held in Hartford on May 16 and organized by **Rachael Gabriel**. Teachers, school and district leaders engaged with nationally renowned speakers focused on adolescent literacy development, and heard from local students who shared their experiences, insights and ideas for programming, pedagogies and the perspectives they need to thrive as readers and writers in and out of school settings.
- **Joseph Abramo** and **Cara Bernard** led a Spring Break Music, Teaching, Culture and the Puerto Rican



ADOLESCENT LITERACY Over 100 educators from around New England gathered for the Adolescent Literacy Summit, held in Hartford on May 16 and organized by Rachael Gabriel.

DEPARTMENTS

Experience. The experience was strategically designed to enhance core offerings in the music education major. Students engaged in forms of formal and informal music making situated and contextualized within the Puerto Rican culture, including music ensemble pedagogy and practice in schools. The program was experiential in nature, and students had the opportunity to observe and participate in music making activities both in educational settings and in cultural musical venues. These experiences included visits to public schools and military-base schools to observe music teaching and learning; workshops with professional music ensembles in Puerto Rican to learn bomba and plena styles; and workshops to learn dance in salsa style.

- **Hannah Dostal's** interdisciplinary project, Advancing Educational Equity through Language Assessment and Statistical Modeling, is addressing two pressing needs: enhancing the usability of a critical language assessment tool for deaf and hard-of-hearing (DHH) students and advancing statistical methods for analyzing small and diverse datasets. The ASL Assessment Instrument (ASLAI) is a standardized tool designed to evaluate American Sign Language (ASL) proficiency in students aged 4–18. This project is establishing the first ever comprehensive set of ASL norms using data from over 7,000 ASLAI administrations, providing educators with insights to better support DHH students' language development. Additionally, the project is applying novel statistical models that leverage historical data to address challenges posed by small sample sizes and high variability in ASL abilities. These methods are enhancing the reliability of findings and providing broader insights applicable to other low-incidence populations, such as those in rare disease research.
- **Hannah Dostal** is also conducting two studies on the State of Deaf Secondary Students' Writing, offering insight into deaf secondary students as writers, addressing a critical gap in the field, and drawing a connection between students' writing and their language proficiency.

Graduate Students:

- **Emery Roberts** earned a community building grant from UConn Hartford and ran a zine-making workshop there, [publishing a zine](#) created by people with disabilities focused on how they “hack access” in higher education.



PUERTO RICO Joseph Abramo and Cara Bernard led Music, Teaching, Culture, and the Puerto Rican Experience, a spring break global education opportunity, in March 2025.

DEPARTMENTS

MORRIS AND JUDY SARNA BREAKING BIAS AND CREATING COMMUNITY PROGRAM

In spring 2025, UConn's School of Education received its largest gift from a single, private donor in 25 years. Thanks to Judy Sarna and her late husband, Morris, who was a Holocaust survivor, the [Morris and Judy Sarna Breaking Bias & Creating Community Program](#) allows middle and high school students to learn about reducing bias and antisemitism through powerful, interactive experiences. In partnership with local secondary schools, the educational program uses cutting-edge technology to reduce racism and other hatred through helping students to understand other people's perspectives, to strengthen their community, and to explore connections between past events and today's society.

Led by Alan Marcus, the program will collaborate with multiple school districts in Connecticut over the next several years, reaching thousands of students and hundreds of teachers and administrators, as well as enhance the education of up to 350 future educators per year at the Neag School. The program was piloted in spring 2024 at E.O. Smith High School in Storrs and will launch in West Hartford middle and high schools in September 2025. Glastonbury schools will host the program the following year.

Through the program, students can ask Holocaust survivors questions through a high-tech, immersive program from the USC Shoah Foundation. They also engage with the Illinois Holocaust Museum and Education Center's "The Journey Back," a virtual reality experience where survivors take students on a journey that mirrors their experiences during the Holocaust. Students also learn through a customized photo exhibit that depicts the various perspectives and identities in their schools and communities.

"One day, my husband said, the world is getting like 1938 Germany," Judy Sarna says. "What can we do? There's so much antisemitism."

Soon after, her niece told her about UConn's program. Judy immediately knew that she wanted to support the program: "I said, 'Morris, I found the project for us. This is something we can do,'" she says.



📷 BREAKING BIAS The Morris and Judy Sarna Breaking Bias & Creating Community Program is made possible through the generosity of Morris and Judy Sarna, bottom, and is led by Alan Marcus, top.

Educational Leadership (EDLR)

GRANTS

- **Milagros Castillo-Montoya, Jillian Ives** and colleagues in CLAS were awarded an approximately \$500,000 grant from the Gates Foundation for advancing STEM equity specifically focused on improving mathematics teaching in higher education.
- **UConn Husky Nutrition and Sport** [received \\$4.9 million](#) for the next three years of funding (FY25-27)
- **Alex Freidus** received funding for the project “[Leveraging Community Dialogue for School Integration in a Multiracial Democracy](#)” from the Spencer Foundation and American Institutes for Research. A two-year project examining how ongoing dialogues with and among the community can help shape and sustain efforts to integrate school districts in New York City and North Carolina.
- **Robin Grenier** was awarded a UConn Common Curriculum Grant for the course: Learning in the Wild: Shaping Society and Social Change through Public Pedagogy (TOI 1)
- **Jennie Weiner** was awarded a \$75,000 district partnership grant with East Hartford through the Center for Connecticut Education Research Collaboration.

AWARDS

- **UConn Husky Nutrition & Sport:**
 - Came in first in the President’s and Provost’s Project Leaderboard Challenge during [UConn Gives 2025](#), winning an additional \$10,000 in funding.
 - Won the [Staff Team award](#) in the 2025 Provost’s Awards for Excellence in Community-Engaged Scholarship
 - [Celebrated two decades](#) of enduring and impactful partnerships. Under the leadership of **Jennifer McGarry** and **Justin Evanovich**, this team of dedicated staff, postdoctoral scholars, and student leaders has built and sustained meaningful relationships across Connecticut, especially in the North End of Hartford. The team includes:
 - **Patricia Bellamy-Mathis** - Director of Partners & Programs
 - **Catalina Quesada** - Community Education Specialist
 - **Brandon Keaton** - Educational Program Coordinator
 - **Veronica Jacobs** - Educational Program Administrator
 - **Leslie Villanueva** – Operations Coordinator
 - **Sarah Larocque** - Educational Program Coordinator
 - **Roc Rochon** - Postdoctoral Scholar, Courses & Student Supports
 - **Julián Alonso** - Postdoctoral Scholar, Elementary School Partnerships
 - **Joseph Condren** - Communications & Impact Specialist
 - **Joanee Mata** - Assessment & Student Support Coordinator
 - **Madison González** - Student Leadership & Program Specialist

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UConn HNS In 2024-2025, UConn Husky Nutrition & Sport received \$4.9 million for the next three years of funding, came in first in the President's and Provost's Project Leaderboard Challenge during UConn Gives 2025, and won the Staff Team award in the 2025 Provost's Awards for Excellence in Community-Engaged Scholarship.

- **Chen Chen** was recognized as a North American Society for the Sociology of Sport (NASSS) Research Fellow at the 2024 NASSS conference in Chicago.
- **Preston Green** was recognized as a 2025 RHSU Edu-Scholar.
- **Risa Isard** along with colleague, Matthew Lyle (SNYU, Binghamton) received the Best Paper Award from the Academy of Management (June, 2025) for Not Like Us: Theorizing Stakeholder Mnemonic Community Expansion.
- **Jennie Weiner's** and Monica Higgin's book, "[Education Lead\(Her\)ship: Advancing Women in K-12 Administration.](#)" was awarded the 2025 Society of Professors of Education Outstanding Book Honorable Mention.

SERVICE

- **Jennie Weiner** is a member of the executive committee of the University Council of Educational Administration (UCEA).

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INVITED TALKS

- **Preston Green** gave the plenary address at the National Head Start Leadership Institute, Washington, D.C. “From Head Start to chair prof: The story of a boy named Bumps” (2024, September 23).
- **Jillian Ives** presented a POD Talk titled “When STEM Teaching and Learning is Led by Care” at the POD Network Annual Conference, Chicago, November 2024.
- **Kelly Lyman** gave a presentation at the CT Association of Schools Annual Conference entitled: Co-Creating the Conditions for Deep Learning.
- **Saran Stewart** was an invited Keynote Speaker, Research Culture Conference. University of Nottingham, UK. ICARE4Social Justice: Breaking Silos, Borders and Building Bridges. (2024, July)
- **Jennie Weiner** and Monica Higgins gave a talk entitled “Reclaiming Leadership in a Feminized Profession: Women’s Leadership in K-12 Education” for the Women and Public Policy Program at the Harvard Kennedy School of Government.



ECE DAY Danielle DeRosa led efforts for the Neag School’s first Early College Experience (ECE) Day, which brought nearly 120 high school students to UConn to learn more about campus life and the Neag School.

JOURNAL EDITORSHIP

- **Milagros Castillo-Montoya** has been promoted to Senior Associate Editor at the Review for Higher Education and is co-leading the development of a new section for the journal.
- **Casey Cobb** was invited to serve on the inaugural editorial board of APA’s Educational Psychology for Policy and Practice, of Division 15: Educational Psychology.
- **Robin Grenier** was named the new Qualitative Methods Editor for Human Resource Development International
- **Jennie McGarry, Roc Rochon, Kolin Ebron ’21 Ph.D., and Jesse Mala ’18 Ph.D.** are co-editing a special issue of Youth entitled Critical Approaches to Youth Development through Sport. (published Spring 2025)
- **Kenny Nienhusser** was selected to serve on the editorial board of the Journal of College Student Development.
- **Saran Stewart** was appointed as 2024-2027 Co-Editor for American Educational Research Journal.
- **Jennie Weiner** is taking on the co-editorship of the Journal of Educational Change with Corrie Stone Johnson of the University of Buffalo.

BOOKS

- **Laura Burton** with co-author Eric MacIntosh (University of Ottawa) published the 2nd edition of [Orga-](#)

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[nizational Behavior in Sport Management](#).

- Book Chapter: **Stewart, S.**, Haynes, C., **Elgoharry, Y.**, & S. Hearst. (2025). Black liberation research methodology. In J. Creswell Baez (Section Ed.). Issues of Equity: Key Concepts in Qualitative Methods. In J. Salvo and J. Ulmer (Eds.), Routledge Resources Online (formerly: Routledge Encyclopedia of Qualitative Methods). Routledge.

CONFERENCES/CONVENINGS/OUTREACH

- **Saran Stewart, Frank Tuitt** and **Milagros Castillo-Montoya** served as co-leads for 3rd Annual Intersectional and Comparative Advancement of Racial Equity for Social Justice Summit (July 2024), hosted by University of Nottingham.
- **Danielle DeRosa** led efforts for the Neag School's first Early College Experience (ECE) Day, which brought nearly 120 high school students to UConn to learn more about campus life and the Neag School.
- **Danielle DeRosa, Risa Isard**, students and alumni from the UConn Sport Management program participated in a National Girls and Women in Sports Day [press conference hosted by Lt. Gov. Bysiewicz](#).
- **Danielle DeRosa, Jennie McGarry** and **Patricia Bellamy Mathis** worked a presentation, Emerging Sports and Grassroots Development, which was delivered as part of the [Strong Women, Strong Sport](#) think tank at Temple University.
- **Richard Gonzales** led efforts to expand the UCAPP program to include a new cohort in Waterbury.
- **Kelly Lyman** and **Erin Murray** met with the CAPSS Induction and Early Career for Executive District Leaders group as part of yearlong initiative to develop district-level leadership capacity. The focus of this session is leading a strategic approach to curriculum development.
- **Adam McCready** and **Kathy Rohn** submitted testimony to the Connecticut General Assembly Committee on Education for [HB 6923 AN ACT CONCERNING THE USE OF SMART DEVICES IN SCHOOLS](#).
- **Adam McCready** and **Kathy Rohn** submitted testimony to the Connecticut General Assembly Committee on Children for [HB 5474 AN ACT CONCERNING THE USE OF SOCIAL MEDIA PLATFORMS BY INDIVIDUALS SIXTEEN YEARS OF AGE AND UNDER](#).

STUDENTS/ALUMNI

- **Matthew Brown** (current student) was named Outstanding 2024 High School Principal by the Connecticut Parent Teacher Association.
- Ph.D. student **Julie Gehring** was highlighted in UConn Today: [New NetWerx Initiative Brings Alumni Mentorship into the Classroom](#)
- **Jaime Morales '25 Ph.D.** has accepted a position as a Faculty Diversity Fellow at Temple University to begin Fall 2025.
- Ph.D. students **Wiley Dawson** and **Kelly Schlback** have been selected to participate in the São Paulo School of Advanced Science in [University, Memory and Reparation](#) for Summer 2025. The program will focus on addressing "the links between academic research and reparation process, and recognizing the inseparability of reparation and memory."

Educational Psychology (EPSY)

AWARDS AND RECOGNITION

Faculty:

- **Nicole Peterson** (student) and **Brandi Simonsen**: Received a new state contract with the Georgia Department of Education
- **Zach Collier**: Named a [2025 Emerging Scholar](#) by *Diverse: Issues in Higher Education*
- **Betsy McCoach**: Appointed Associate Editor for *Psychological Methods*
- **Melissa Bray**: 2025 Digital Health Special Interest Group Poster Award winner
- **Sandy Chafouleas** and **Melissa Bray** were named among the top publishers and most prolific contributors to school psychology based on the following study:
 - Hulac, D. M., Aspiranti, K. B., & Nyberg, J. (2025). Scholarly Productivity of School Psychology Faculty 2016–2020. *Psychology in the Schools*, 62(3), 708–720.
- **Sandy Chafouleas, Jess Koslouski, and Kate Williamson**: The Connecticut Whole School, Whole Community, Whole Child (CT WSCC) Partnership [completed its second year in East Hartford Public Schools](#), positively impacting students and staff through strategic actions aligned with the Whole School, Whole Community, Whole Child Model.
- **Jess Koslouski, Jaci VanHeest, and Sandy Chafouleas**: Spoke with [undergraduate Public Health House Learning Community students](#) about potential research and career paths during Public Health Week, continuing a seven-year collaboration
- **Jackie Caemmerer and Melissa Bray**: Co-authored an article that was awarded the American Psychological Association (APA) Editor's Choice Selection:
 - Caemmerer, J. M., deLeyer-Tiarks, J.M., Dale, B.A., Winter, E.L., Charamut, N.R.*, Scudder, A.M.*, Peters, E.C.*, Bray, M. A., & Kaufman, A. S. (2024). Does the Bayley-4 measure the same constructs across girls and boys and infants, toddlers, and preschoolers? *Psychological Assessment*, 36(11), 643–653. <https://doi.org/10.1037/pas0001337>
 - *Current UConn students who are co-authors



CT WSCC Students at East Hartford Middle School enjoy time for physical activity as part of their Empower Health program, created as part of the Connecticut Whole School, Whole Community, Whole Child Partnership. (Laura Roberts/East Hartford Public Schools)

Students:

- Graduate student **Mei Zheng**, collaborating with **Catherine Little**, received a \$5,000 [research fellowship from the Strategic National Arts Alumni Project](#) (SNAAP) to examine the connections between

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interpersonal relationships and job satisfaction in arts domains.

- Graduate student **Shana Lusk** received a \$12,000 grant from the Catawba Nation Foundation to support her dissertation study examining perspectives of members of the Catawba Nation about their educational experiences.

Presentations:

- Juried – International
 - **Montrosse-Moorhead, B.**, Schröter, D., & Becho, L. W. (2024, September). The garden of evaluation approaches. Paper presented at the bi-annual meeting of the European Evaluation Society, Rimini, Italy.
 - Schröter, D., Becho, L. W., & **Montrosse-Moorhead, B.** (2024, September). The expanded garden of evaluation approaches: Theory in context. Paper presented at the bi-annual meeting of the European Evaluation Society, Rimini, Italy.
- Juried – National
 - **Montrosse-Moorhead, B.**, Schröter, D., & Becho, L. W. (2024, October). The expanded garden of evaluation approaches visualization. Paper presented at the annual meeting of the American Evaluation Association, Portland, OR.
- **Del Siegle** gave three international keynotes during 2024-25:
 - Siegle, D. (2025, February 17). Shifting through the essentials of gifted education for talent development: Separating the wheat from the chaff [Keynote]. Dutch National Knowledge Center for Gifted Education (Kenniscentrum Hoogbegaafdheid), Netherlands.
 - Siegle, D. (2024, October 8). Addressing challenges in gifted education with three legs of gifted education services [Keynote]. Education of Gifted/Twice Exceptional Students: Challenges and Prospects, SKLAD and International Academy of Pedagogy (Republic of Kazakhstan), Virtual.
 - Siegle, D. (2024, August 29, 2024). Shifting through the essentials of gifted education for talent development: Separating the wheat from the chaff [Keynote]. 19th European Council for High Abilities (ECHA) Conference: Expanding Horizons: The Odyssey of Talents & Gifts, Thessaloniki, Greece.

Conferences & Symposia:

- Teaching and Learning with Technology, May 15, Storrs CT
- NEPBIS Leadership Forum, May 14-16, Mystic CT
 - All 10 Northeast states were represented by both presenters and attendees
 - 475 participants, 29 Districts of Distinction, 3 keynotes
 - 33 breakout sessions (strands: Schoolwide, Advanced Tiers, Classroom, Mental Health, Equity, Training & Coaching, Voice, Special Topics)
- Postsecondary Disability Training Institute, May 27-30, Boston MA
- Confratute, July 13-17, Storrs CT
- **Montrosse-Moorhead, B.**, Becho, L. W., & Schröter, D., (2025, April). Approaches to evaluating ed-

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educational programs. Training course provided at the annual American Educational Research Association, Denver, CO.

- Becho, L. W., **Montrosse-Moorhead, B.**, & Schröter, D. (2024, September). Blooming perspectives: Practical insights from the garden of evaluation approaches. Training course provided at the bi-annual European Evaluation Society conference, Rimini, Italy.
- **Sandy Chafouleas** and colleagues from CHDI led the trauma and school mental health symposium
- Renzulli Center Conferences and Symposia:
 - Confratute July 2024 (284 attendees)
 - Teaching and Learning with Technology Conference May 2025 (199 attendees)
 - Four one-hour webinars on Talent Development during the academic year (495 registered across the four)
 - Four one-day virtual Tastes of Confratute during the academic year (296 attended across the four)

Journal Editorships:

- **Bianca Montrosse-Moorhead** is Co-Editor-in-Chief for New Directions for Evaluation.
- **Bianca Montrosse-Moorhead** is an editorial board member for the American Journal of Evaluation.
- **Craig Kennedy** is Editor-in-Chief, Research and Practice for People with Severe Disabilities (Sage) (3 yr IF=3.7)
- **Latoya Haynes-Thoby** is a guest editor of The Professional Counselor, 2024 – 2025

Leadership in International, National, and Regional Organizations:

- **Latoya Haynes-Thoby:**
 - American Educational Research Association (AERA), Division E (Counseling & Human Development), Vice President, 2025 – 2028
 - Connecticut Career Counseling & Development Association (CCCDA), Secretary, 2024 – 2026



EMERGING SCHOLAR Zach Collier was named a 2025 Emerging Scholar by Diverse: Issues in Higher Education.



TECH CONFERENCE The Renzulli Center hosted its annual Teaching and Learning with Technology Conference on May 15 at UConn Storrs, with 199 educators attending.

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- Advisory Council, National Board for Certified Counselors Foundation, 2023 – 2025
- American Counseling Association, Governing Council Representative for the International Association for Resilience in Trauma Counseling, 2025 - 2028

Promotions:

- Promotion to Professor:
 - **Jennifer Freeman**
- Promotion to Associate Professor-in-Residence:
 - **Susannah Everett**
- Promotion to Associated Clinical Professor:
 - **Tracy Sinclair**

Books and Publications:

- **Kennedy, C. H.** (2024). Single-case designs for applied research (2nd ed.). Sage.
- **Simonsen, B., & Myers, D.** (2025). Classwide Positive Behavioral Interventions and Supports. (2nd ed.). Guilford.
- **Lynch, K.,** Gonzalez, K., Hill, H., & Merritt, R. (2025). Meta-analysis of the experimental evidence linking mathematics and science professional development interventions to teacher knowledge, classroom instruction, and student achievement. AERA Open.
- **Lynch, K.,** Lanteri, L., An, L., Mancenido, Z., & Richardson, J. (2025). The effects of summer learning on social-emotional and behavioral outcomes: A meta-analysis. Social and Emotional Learning: Research, Practice, and Policy.
- **Anglin, K. L., & Ventura, C*.** (2024). Automatic text classification with large language models: A review of open AI for zero-and-few-shot classification. Journal of Educational and Behavioral Statistics, 1–23.
- **Anglin, K.** (2024). Addressing threats to validity in supervised machine learning: A framework and best practices for education researchers. AERA Open, 10, 1–21.
- ***Harris, M. & McCoach, D. B.** (2025). Classify with Caution: An Illustrative Example Using Mixture Models and Machine Learning. Journal of Research in Personality.
- ***Lee, J., Chung, H., Harel, O. & McCoach, D. B.** (accepted). Bayesian Multilevel Latent Class Profile Analysis: Inference and Estimation for Exploring the Diverse Pathways to Academic Proficiency. Multi-



PROMOTIONS Three Educational Psychology faculty members earned promotions in April 2025: Jennifer Freeman, top left; Susannah Everett, top right; and Tracy Sinclair, left.

variate Behavioral Research.

- **Rhoads, C., Montrosse-Moorhead, B., Anglin, K., & Lewis, C.** (2025). Implementation Fidelity: The Disconnect Between Theory and Practice. *Journal of Multidisciplinary Evaluation*, 21(49), 23–37. <https://doi.org/10.56645/jmde.v21i49.813>
- **Montrosse-Moorhead, B., Sutter, A., Phiri, C., & Perdomo, L. D. L. C.** (2024). Describing youth participatory evaluation of educational interventions as a key domain of the social determinants of health: protocol for a scoping review. *BMJ Open*, 14(10), eo81978. <https://doi.org/10.1136/bmjopen-2023-081978>
- Lemire, S., **Montrosse-Moorhead, B.**, & Christie, C. A. (2024). What is this thing called evaluation theory? *Journal of Multidisciplinary Evaluation*, 20, 1–7. https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/1037
- **Montrosse-Moorhead, B.**, Schröter, D., & Becho, L. W. (2024). The garden of evaluation approaches visualization. *Journal of Multidisciplinary Evaluation*, 20, 49–58. https://journals.sfu.ca/jmde/index.php/jmde_1/article/view/1029
- Guest Editorship of Journal Special Issue
 - Lemire, S., **Montrosse-Moorhead, B.**, & Christie, C. A. (2024). Special issue on visualizing evaluation theory. *Journal of Multidisciplinary Evaluation*, 20, 1–63. https://journals.sfu.ca/jmde/index.php/jmde_1/issue/view/85
- **Montrosse-Moorhead, B.**, & Bitar, K. (2024). Amending the architectural blueprints for evaluation. In L. A. Wingate, A. Boyce, L. W. Becho, & K. Robertson (Eds.), *Core Concepts in Evaluation: Contemporary Commentary on Classic Writings*. Los Angeles, CA: Sage.
- **Kennedy, C. H.** (2024). *Single-case designs for applied research* (2nd ed.). Sage.
- **Caemmerer, J.M.**, Scudder, A.M.*, Keith, T.Z., & Reynolds, M.R. (2024). Beyond individual tests: Youth's cognitive abilities, basic reading, and writing. *Journal of Intelligence*, 12(11), 120. <https://doi.org/10.3390/jintelligence12110120>
- Foster, M.E., **Caemmerer, J.M.**, Hennessy, B., Smith, S.A., Lopez, L.M., & Spencer, T.D. (2024). Predictors of kindergarten science achievement and its growth across elementary school for multilingual and English monolingual learners. *The Elementary School Journal*, 125(2), 233-260. <https://doi.org/10.1086/732691>
- **Anglin, K. L.**, Bertrand, A., Gottlieb, J., & Elefante, J. (2025). Scaling Up with Integrity: Valid and Efficient Narrative Policy Framework Analyses Using Large Language Models. *Policy Studies Journal*. Online First. <https://onlinelibrary.wiley.com/doi/10.1111/psj.70045>
- Brown, T., & **Haynes-Thoby, L.** (2025). Grieving Out Loud: Towards an Interdisciplinary Understanding of Black Girlhood and Culturally Reflective Trauma Informed Care. *Journal of Trauma Studies in Education*, 4(1), 116-133.
- Jones, M., Litam, S. D. A., & **Haynes-Thoby, L.** (2025). Bridging the Gap: Advancing Equity in Mental Health Counseling *The Professional Counselor*, 15(1), 1-3.

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- **Rhoads, C., Montrosse-Moorhead, B., Anglin, K. L., & Lewis, C.** (2025). Implementation fidelity: The disconnect between theory and practice. *Journal of Multidisciplinary Evaluation*, 21(49), 23-37-23-37. <https://doi.org/10.56645/jmde.v21i49.813>
- **Anglin, K.** (2024). Addressing threats to validity in supervised machine learning: A framework and best practices for education researchers. *AERA Open*, 10, 1-21. <https://doi.org/10.1177/23328584241303495>
- **Anglin, K. L., & Ventura, C*.** (2024). Automatic text classification with large language models: A review of open AI for zero-and few-shot classification. *Journal of Educational and Behavioral Statistics*, 1-23. <https://doi.org/10.3102/10769986241279927>



PTI 2025 The annual Postsecondary Disability Training Institute was held on May 27-30, 2025, in Boston MA.

**Current UConn student who is a co-author*

Grants:

- **Funded Grants**
 - The Renzulli Center had four funded grants in 2024-25:
 - National Center for Research on Gifted Education (NCRGE) — **Del Siegle, PI; D. Betsy McCoach and Catherine Little, Co-PI**
 - Project Focus — **Catherine Little, PI; Kylie Anglin, Co-PI**
 - Project EAGLE (Eliciting Advanced Gifted Learning) — **Del Siegle, PI; D. Betsy McCoach and Susan Dulong Langley, Co-PI**
 - Project BUMP UP (Building Up Mathematics Proficiency Utilizing Push-In) — **Del Siegle, PI; D. Betsy McCoach, Co-PI**
- **New Proposals**
 - Advancing Computational Thinking and Microelectronics Education through Generative AI within an Engineering Design Framework. Role: Co-Principal Investigator. Funding Source: National Science Foundation (NSF), Discovery Research, K-12 program. Duration: 09/01/25-08/31/2029. Amount Requested: \$3,000,000. **Bianca Montrosse-Moorhead.**
 - NSF Engine: Advancing Quantum Technologies (QuantumCT). Role: Co-Principal Investigator. Funding Source: National Science Foundation (NSF), Regional Innovation Engine program. Duration: 03/01/26-02/29/2028. Amount Requested: \$15,000,000. **Bianca Montrosse-Moorhead.**
 - **Little, C. A. (PI), McCoach D. B. (CoPI), & Siegle, D. (CoPI).** (submitted proposal). National

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Research and Development Center on Improving Gifted Education (\$5 million). U.S. Department of Education – IES

- Continuing Grants
 - Fostering Computational Thinking Through Neural Engineering Activities in High School Biology Classes. Role: Co-Principal Investigator. Funding Source: National Science Foundation (NSF), Division of Research on Learning program. Duration: 09/01/21-08/31/2025. Award: \$1,451,850. **Bianca Montrosse-Moorhead.**
 - Early Childhood Intervention Personnel Center. Role: Co-Principal Investigator. Funding Source: U.S. Department of Education, Office of Special Education Programs. Duration: 10/01/22-09/30/2027. Award: \$10,000,000. **Bianca Montrosse-Moorhead.**
 - **Sandy Chafouleas, Kathleen Williamson, and Jessica Koslouski** are PIs and Co-PIs on the Connecticut WSCC Partnership
 - Co-Principal Investigator: **Jacqueline Caemmerer (PI: Chafouleas).** Project ESSY: Expanding Screening to Support Youth. Funding Source: Institute of Education Sciences. Duration: 7/2022-6/2026. Amount funded: \$1,491,821.
 - Co-Investigator: **Jacqueline Caemmerer (PI: Chafouleas).** Project PSYCHS: Preparing School Psychologists in Equitable and Effective Service Coordination. Funding Source: United States Department of Education, Office of Postsecondary Education. Duration: 10/22-9/25. Amount Funded: \$760,950.
 - Principal Investigator: **Jacqueline Caemmerer.** Relations between children's cognitive abilities, basic reading, broad writing. Funding Source: Woodcock Institute for the Advancement of Neurocognitive Research and Applied Practice. Duration: 5/2023-5/2025. Amount funded: \$15,000.

Other:

- Podcast Guest Related to Research
 - **Bianca Montrosse-Moorhead.** 2025, April – EvaluLand Podcast #48, [The Garden of Evaluation Approaches](#)
- Online Broadcast Appearances Related to Research
 - **Bianca Montrosse-Moorhead.** 2025, May – Laboratory for Interdisciplinary Evaluation of Public Policies Methods and Approaches in Evaluation (METHEval) Seminar, [Using the garden of evaluation approaches to inform practice](#)
 - **Bianca Montrosse-Moorhead.** 2025, February – Women in Research, Monitoring, Evaluation, & Learning, [Introduction to the garden of evaluation approaches](#)
 - **Bianca Montrosse-Moorhead.** 2025, February – Evaluation Café Seminar Series, [Navigating the garden of evaluation approaches](#)
 - **Bianca Montrosse-Moorhead.** 2024, August – Western Michigan Evaluators Network, [The garden of evaluation approaches visualization: How do approaches compare on dimensions that facilitate use and application?](#)

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PUBLIC HEALTH

Sandy Chafouleas, Jess Koslouski, and other researchers with the Collaboratory on School and Child Health met with Public Health House Learning Community students on April 8, sharing information about their careers and current research projects. (Helene Marcy/UConn CSCH)

- **Sandy Chafouleas** and **Jess Koslouski** continued their work on the Feel Your Best Self project
- **Sandy Chafouleas** and **Kate Williamson** worked on the Center for Connecticut Education Research Collaboration research project
- **Sandy Chafouleas** and **Jess Koslouski** were on the panel for the Public Health House Meet the Researchers event
- **Kathleen Williamson** and **Sandy Chafouleas** participated in podcast episodes.
- The **School Psychology program** hosted two PREPaRE training workshops during the academic year. PREPaRE training includes evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. The training was available to students and practitioners from the community.
- The **Renzulli Center** submitted its five-year report and the Neag Center Review Committee recommended that the Renzulli Center for Creativity, Gifted Education, and Talent Development be approved for the standard five-year period. The reviewers noted that the Renzulli Center faculty and affiliates are making a profound impact on schools and students in Connecticut and beyond, and the Center is a tremendous asset for the Neag School and the University of Connecticut as a whole.

Revenue Generating Programs:

- Research Methods, Measurement, and Evaluation
 - The new online Masters of Data Science program has officially launched! The first cohort took EPSY 5641 Causal Inference and Measurement for Data Science for the first time last semester, with 34 students enrolled
 - Online MA program
 - Program Evaluation 12-credit certificate

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 UConn Storrs. Successful completers of the program earn a bachelor's and master's degree and meet the requirements for state licensure. In 2024-2025, there were 93 juniors, 104 seniors, and 109 master's students in the IB/M program.

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 2025, the new TCPCG cohort included 99 students across campuses.



TEACHER EDUCATION The Office of Teacher Education team, bottom, hosted several new initiatives in 2024-2025, including the “Why Teach, Why Now” contest for Early College Experience students, top.

2024-2025 OFFICE OF TEACHER EDUCATION HIGHLIGHTS

- Began a new grant-funded initiative for TCPCG students, [the Suenos Scholars Program](#), to provide full tuition for 10 students from underrepresented backgrounds at UConn Stamford.
- Began a new paid internship program for IB/M students, the IDEAS Fellowship, with Manchester and East Hartford Public Schools.
- Continued our efforts to build mutually-beneficial school partnerships by hosting a district Partnership Summit and a Cooperating Teachers Appreciation Event at UConn Hartford that brought together district leaders and liaisons for collaboration and dialogue.
- Hosted the [“Why Teach, Why Now” contest](#) for Early College Experience students and a TCPCG Common Read initiative thanks to support from the John and Carla Klein Endowment for Urban Education through the UConn Foundation.

Office of Assessment, Accountability, and Accreditation

The Neag School embraces a culture of assessment that uses data for continuous improvement purposes. The goal is to enhance educational outcomes to align with the Neag School's mission "to improve educational and social systems to be more effective, equitable, and just for all" and the Neag School's principle of innovation and creativity to "embrace an iterative cycle of continuous refinements and improvements." The Office of Assessment, Accountability, and Accreditation (AAA Office) embodies this goal by collaborating with the Neag School community to facilitate and optimize assessment and reporting processes to support valid and reliable data-informed decisions.

The AAA Office is a dynamic and supportive unit that:

- Enhances the School's assessment culture by encouraging evidence-based decisions which may advance knowledge, teaching, and learning.
- Provides support for assessment, accountability, and accreditation processes by regularly collecting, analyzing, and summarizing data to produce internal and external reports.
- Serves the School in committee work and stays up to date with advances in the fields of assessment, accountability, and accreditation.

More information can be found on the [AAA Office website](#).

EVALUATIONS AND SURVEYS SUPPORTED BY THE AAA OFFICE

(Including Distribution; Compilation and Analysis; and Summary Report Creation)

Notes: **APA** – American Psychological Association, **CACREP** – Council for Accreditation of Counseling and Related Educational Programs, **CAEP** – Council for the Accreditation of Educator Preparation, **ELP** – Executive Leadership Program, **IB/M** – Integrated Bachelor's/Master's Teacher Education Program, **NASP** – National Association of School Psychologists, **TCPCG** – Teacher Certification Program for College Graduates, **UCAPP** – University of Connecticut Administrator Preparation Program

Summer 2024:

- Counselor Education Employer Survey
- District and School Building Administration (ELP and UCAPP) Employer Satisfaction Survey
- Neag School-Wide Exit Survey with Additional Program-Specific Questions for:
 - Counselor Education
 - School Psychology
 - Teacher Education (IB/M and TCPCG)
 - UCAPP
- School Psychology APA Alumni, Faculty, and Student Surveys

- Teacher Education (IB/M and TCPCG)
 - IB/M and TCPCG Completer Survey
 - IB/M and TCPCG Employer Satisfaction Survey
 - TCPCG Entrance Survey
 - Content Validity Music Unit Plan
 - Content Validity Agricultural Education Student Teaching Evaluation
 - Content Validity Socio-cultural Autobiography
 - Content Validity Dispositions Self-Evaluation Survey

Fall 2024:

- Counselor Education
 - Entrance Survey
 - Internship Supervisor Evaluation
 - Internship Student Evaluation of Self, Supervisor, and Site
- Literacy Specialist Entrance Survey
- Neag Awards and Journals Survey for U.S. News & World Report
- School Psychology
 - Entrance Survey
 - Internship Assessment and Self-Assessment
 - Practicum Assessment and Self-Assessment
 - Program Evaluation Survey
- Teacher Education (IB/M and TCPCG)
 - IB/M Entrance Survey
 - IB/M Junior and Senior Mid- and End-Semester Teacher Evaluations
 - IB/M Junior Mid-Semester Self-Evaluation
 - IB/M and TCPCG Graduate Employment Survey for U.S. News & World Report
 - IB/M and TCPCG Internship Supervisor Mid- and End-Semester Evaluations

Spring 2025:

- Counselor Education
 - Alumni Survey
 - Annual Program Evaluation Survey
 - Employers Feedback Survey
 - Internship Supervisor Evaluation and Student Evaluation of Self, Supervisor, and Site
 - Practicum Supervisor Evaluation and Student Evaluation of Self and Supervisor
 - Supervisors' Satisfaction of Program Survey
- Neag School-Wide Exit Survey with Additional Program-Specific Questions for:
 - Counselor Education

- Literacy Specialist
- School Psychology
- Sport Management
- Teacher Education (IB/M and TCPCG)
- UCAPP
- School Psychology
 - Alumni Survey
 - Internship Assessment and Self-Assessment
 - NASP Hourly Work Survey
 - Practicum Assessment and Self-Assessment
 - Program Evaluation Survey
- Teacher Education (IB/M and TCPCG)
 - IB/M Internship Feedback Survey
 - IB/M Junior and Internship Mid- and End-Semester Teacher/Supervisor Evaluations
 - IB/M Praxis Learning Paths Survey
 - IB/M and TCPCG Completer Survey
 - IB/M and TCPCG Content Validity of Disposition Survey
 - IB/M and TCPCG Cooperating Teacher Feedback Survey
 - IB/M and TCPCG Student Teacher Feedback on Teacher and Supervisor
 - IB/M and TCPCG Student Teacher Mid- and End-Semester Evaluations
 - IB/M and TCPCG University Supervisor Feedback Survey

DATA REPORTING SUPPORTED BY THE AAA OFFICE

Fall 2024:

- School Psychology APA Annual Report
- TEACH Connecticut
- U.S. News & World Report Graduate Schools of Education Report

Spring 2025:

- CAEP Annual Report
- School Psychology
 - APA Graduate Study Survey
 - NASP Annual Survey
- Title II Annual Report

SELECT 2024-2025 HIGHLIGHTS FROM THE AAA OFFICE

- Continued to refine improvement process where quantitative and qualitative data summaries for each evaluation and survey distributed from the office are regularly shared with faculty and staff. These summaries include both aggregated and disaggregated responses. Disaggregation is based upon program and accreditation requirements and can include disaggregation by program, concentration, degree, campus, gender, and/or race/ethnicity.
- Collaborated with faculty in the advanced educator preparation programs (ELP, Literacy Specialist, and UCAPP) to work on completing their CAEP phase-in plans, including developing completer, employer, entrance, and/or exit surveys and conducting content validity studies on programmatic assessments.
- Collaborated with faculty in the Teacher Education programs (IB/M and TCPCG) to review and revise assessments/evaluations and surveys to align with the CAEP sufficiency criteria and began the process of conducting content validity studies on the revised assessments and evaluations. In collaboration with faculty and teachers, developed Teacher Education surveys for students, cooperating teachers, and university supervisors.
- Special thanks to staff member Cory Joyce who is developing a Neag dashboard that will provide faculty and staff with up-to-date information on key performance indicators. The dashboard will provide easy access to programmatic retention and graduation rates.
- The AAA Office would also like to thank three graduate assistants for their noteworthy contributions to the office throughout the year: Catherine Quinn, Emma Nissenbaum, Olivia Ayers, and Mackenzie Morehouse.



COMMENCEMENT The Neag School undergraduate Class of 2025.

Global Education

During the 2024–2025 academic year, the Neag School's Global Education programs had another successful year of impact and growth. Currently, we offer eight programs across four continents, open to students in all three departments. We continue our strong commitment to increasing participation among first-generation students and those from racially and ethnically diverse backgrounds. Global Education supports undergraduates, graduate students, and in-service teachers in engaging with global research, scholarly presentations, experiential learning abroad, and curriculum development.

In AY 24-25, 51 students participated in global education experiences through seven Neag School programs. Table 4 illustrates enrollment in recent years, and Table 5 provides a list of current programs.

TABLE 4. NEAG SCHOOL GLOBAL EDUCATION OPPORTUNITIES AND PARTICIPANTS

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
DISTINCT OPPORTUNITIES APPROVED	1	2	4	4	5	2	0	5	10	7	7
STUDENT PARTICIPANTS	14	27	31	39	39	31	0	25	57	29	51

TABLE 5. AVAILABLE NEAG SCHOOL OF EDUCATION ABROAD OPPORTUNITIES

APPROVED SEMESTER-LONG PROGRAMS (FALL SEMESTER)	APPROVED SHORT-TERM PROGRAMS
LONDON, U.K. <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M - 5TH YEAR) FACULTY SPONSOR: DANIELLE FILIPIAK CUSCO, PERU <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M - 5TH YEAR) FACULTY SPONSOR: MICHELE BACK NOTTINGHAM, U.K. <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M - 5TH YEAR SOCIAL STUDIES STUDENTS AND OTHERS, WITH PERMISSION) FACULTY SPONSOR: ALAN MARCUS CAPE TOWN, SOUTH AFRICA <ul style="list-style-type: none"> TEACHER EDUCATION (IB/M - 5TH YEAR) FACULTY SPONSOR: DOUG KAUFMAN 	GUANACASTE, COSTA RICA <ul style="list-style-type: none"> TEACHER EDUCATION (UNDERGRADUATE, 5TH YEAR, AND DOCTORAL STUDENTS) SUMMER SESSION FACULTY SPONSOR: ELIZABETH HOWARD KINGSTON, JAMAICA/FAJARDO, PUERTO RICO (ALTERNATING YEARS) <ul style="list-style-type: none"> ASL AND DEAF EDUCATION STUDENTS (UNDERGRADUATE & GRADUATE) WINTER INTERSESSION FACULTY SPONSORS: HANNAH DOSTAL (NEAG) & LINDA PELLETIER (CLAS) THE HAGUE, NETHERLANDS <ul style="list-style-type: none"> ALL UCONN UNDERGRADUATE STUDENTS SUMMER SESSION FACULTY SPONSOR: SARAN STEWART SAN JUAN, PUERTO RICO (NEW IN 2025) <ul style="list-style-type: none"> MUSIC EDUCATION STUDENTS SPRING BREAK FACULTY SPONSORS: JOSEPH ABRAMO & CARA BERNARD

KEY HIGHLIGHTS FOR AY 2024-2025

- **New Music Education Program in Puerto Rico**

- In March 2025, Neag launched a new short-term program titled Diversity, Culture, and Music Education, led by Joe Abramo and Cara Bernard. Seven music education students traveled to San Juan, where they worked with local musicians and educators to explore music pedagogy within Puerto Rican culture. Students engaged in hands-on music-making, school visits, and intercultural experiences that deepened their understanding of global music education.
- The next iteration of this program will bring Puerto Rican educators and students to UConn, fulfilling our goal of reciprocal exchange.

- **Global Education Speaker Series**

- Led by Yasmin Elgoharry, this ongoing series brings together Neag and UConn community members to discuss social justice, advocacy, equity, inclusion, and anti-racist practices in global education.
- This spring's event featured a panel titled Navigating Difficult Topics in the Classroom, presented by Hannah Cooke, Katy Griffith, Truth Hunter, Lily Lou, and Dr. Roc Rochon. Panelists explored how to address contemporary social and political issues from both local and international perspectives.

- **New Web Presence**

- Neag Global Education launched a new landing page on the Neag School website to provide easy access to program information and research on the impact of global learning. Visit education.uconn.edu/academics/global



📍 PUERTO RICO In March 2025, Neag launched a new short-term program titled Diversity, Culture, and Music Education. Seven music education students traveled to San Juan, led by Joe Abramo and Cara Bernard.

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• Future Program Development

- Sports Management in the UK: In collaboration with UConn's Sports Management program, a new program is being piloted for March 2026. It will offer students interdisciplinary learning opportunities in international sports contexts. This program will be led by Danielle DeRosa.
- Educational Leadership in Estonia: An exploratory program is in development to help Educational Leadership students examine curriculum, administration, teacher preparation, and school structures in Estonia. Collaborators in Estonia have already been identified. This program has been proposed by Kelly Lyman.

• Continued Partnership with ICARE4Justice

- Neag continues to support the ICARE4Justice initiative—a transnational project advancing work on racial equity, intersectionality, decoloniality, and social justice. In July 2024, ICARE4Justice co-hosted a summit in Nottingham, England, in partnership with the Echo Center (The Hague), the University of Nottingham, and UConn.
 - Summit Highlights Video: [YouTube](#)
 - Podcast Site: icare4justiceuconn.podbean.com

• Featured Article in UConn Today

- The article [“Neag School Alums Take Their Teaching Skills Abroad, Changing Students’ Lives Around the World”](#) highlights alumni who have pursued international teaching careers, emphasizing the long-term impact of their global education experiences.

• Academic Research in Progress

- A forthcoming manuscript titled “I Have More Awareness of Myself in Context: A Comparative Analysis of Pre-Service Teachers’ Engagement with Race in Study Abroad” is being developed by Michele Back, Douglas Kaufman, David Moss, and Jonathan Simmons.

2024-2025 NEAG GLOBAL EDUCATION COMMITTEE MEMBERS:

- Doug Kaufman, EDCI, Chair
- Yasmin Elgoharry, EDLR, Graduate Assistant
- Dorothea Anagnostopoulos, Dean's Office, Dean's Representative
- Casey Cobb, EDLR, Member
- Alyssa Hadley Dunn, EDCI/Teacher Education, Member
- Danielle DeRosa, EDLR, Member
- Danielle Filipiak EDCI, Member
- Alan Marcus, EDCI, Member
- Diandra Prescod, EPSY, Member
- Ann Traynor, Dean's Office, Dean's Representative

Faculty Development

The Associate Dean for Academic Affairs' Office supported the series, "Radical Healing and Belonging for Faculty and Staff," organized by professor Frank Tuitt and doctoral candidate Kelly Schlabach, both of the Department of Educational Leadership, as part of the Neag School's efforts to build the School's capacity to prepare transformative educators and leaders to meet the goals of the Neag School's 2022-2027 Strategic Plan.

- **Fostering Institutional Cultures of Well-being: Understanding Faculty Burnout**, November 1, 2024

- Dr. Raquel Wright-Mair, Associate Professor of Educational Leadership, Administration, and Research at Rowan University, discussed faculty burnout and facilitated activities for participants to better understand how to break the cycle of faculty burnout in higher education. Dr. Wright-Mair discussed what is required to create institutional cultures that are more centered on cultivating (and normalizing) well-being across academe for faculty.

- **The Continued Significance of Culturally Relevant, Responsive, and Humanizing Instruction in the College Classroom**, Friday, March 7, 2025 – POSTPONED

- Classroom instruction that is culturally relevant, responsive, and humanizing has become increasingly difficult to sustain when such approaches are under increased attack nationally and by our own students. Pedagogical approaches that raise students' critical consciousness, center marginalized voices, promote equity, and foster inclusion are currently being labeled as anti-American and counter to what should be the goal in any college course. In this talk, Dr. Dorinda Carter-Andrews, Professor, Department of Teacher Education, Michigan State University, explores the utility of culturally relevant and humanizing teaching in challenging times and discusses considerations and best practices for enacting equity- and justice-focused teaching principles in the college classroom. She reminds us why such practices are critical for the vitality of our democracy and for centering diversity, equity, and inclusion in the college classroom.

- **Feeling like a Fraud: The Impact of the Impostor Phenomenon on the Mental Health of Minoritized College Students**, Friday, April 4, 2025

- Dr. Kevin Cokely, University Diversity and Social Transformation Professor of Psychology & Associate Chair for Diversity Initiatives and Space Management, University of Michigan, engaged par-



📍 PUERTO RICO In March 2025, Neag launched a new short-term program titled Diversity, Culture, and Music Education. Seven music education students traveled to San Juan, led by Joe Abramo and Cara Bernard.

ticipants in a discussion around effectively confronting the impostor phenomenon. He discussed how the impostor phenomenon is created, shared clinical observations, and described the impostor cycle, the nature of impostor feelings and its mental health implications. He addressed how impostor feelings impact minoritized individuals and shared some of his research findings. He concluded by providing individual and institutional strategies to combat impostor feelings.

The Associate Dean's office provided the following workshops to assist faculty in the promotion, tenure and reappointment processes.

- **Individual Meetings:** Throughout October and December 2024, 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.
- **Neag PR Forum: Promotion and Reappointment Overview for CIRE Faculty**, April 11, 2025
- **Neag PTR Forum: Promotion, Tenure and Reappointment Overview for Tenure Track Faculty**, April 11, 2025
- **Preparing to Submit Your Dossier for Tenure and Promotion: Individual Meetings**
 - Throughout April, May, and June 2025, the Associate Dean and Marci Lombardo, Dean's Office Administrative Assistant, met individually with all faculty (7) planning to submit their dossier for Tenure or Promotion in August 2025. 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.

SUPPORTING FACULTY IN LIGHT OF FEDERAL POLICY CHANGES

The Associate Dean's office organized two meetings with the Dean to address faculty concerns arising from federal policy changes. A third forum was held for doctoral students in Neag given the drastic reduction in federal research grant dollars:

- The Shifting Federal Government Landscape: Implications for Teaching –Monday, February 24, 2025
- The Shifting Federal Government Landscape: Implications for Early Career Faculty – Monday, March 31, 2025
- The Shifting Federal Government Landscape: Implications for Doctoral Students –Wednesday, February 26, 2025

Special thanks to Marci Lombardo for her excellent administrative support for PR/PTR and Professional Development throughout 2024-2025.

Advising, Recruitment, Retention, and Certification

STUDENT ADVISING, RECRUITMENT, AND RETENTION EFFORTS

Academic Advisors in the Advising and Certification Office aim to recruit a diverse community of teacher candidates and sport management students and to support and empower students to make meaningful decisions aligned with students' academic, personal and career goals.

TABLE 6. TEACHER EDUCATION AND SPORT MANAGEMENT RECRUITMENT EFFORTS

SUMMER/FALL 2024 – SPRING 2025	
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 East Hartford, Manchester, and West Hartford • Attend East Hartford High School College and Career Expo
UConn Storrs Recruitment	<ul style="list-style-type: none"> • Campus Visit and UConn Bound events, fall and spring (2 in-person events each semester) • IB/M Pre-Teaching and Pre-Sport Management Information Sessions, fall and spring • IB/M Application Workshop, fall • Virtual and in-person meetings with prospective students • 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 • First Year Programs Pre-Professional Exhibition (targeted toward first generation and underrepresented students), 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 • Major Fair, Avery Point Campus • 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, social media platforms, Neag School website, cultural centers, academic buildings, and via email to prospective sophomores & advisors • Recruitment social media campaign with admitted students • TEACH Connecticut website

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**TABLE 7. TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES
ENROLLMENT, 2019-2025**

TCPG ADMITS	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Special Education	33	35	24	18	13	26	39
Agricultural Education	7	2	8	5	1	5	4
English	11	9	11	13	10	18	11
History/Social Studies	5	5	16	16	11	11	22
Mathematics	6	3	4	2	4	1	4
Science	12	16	10	10	5	11	8
World Language	5	6	2	5	3	2	3
Total Admits	79	76	75	69	47	75	91
Total Candidates of Color	23	15	16	20	13	16	26
Admitted Cohort Average GPA	3.12	3.01	3.23	3.23	3.10	3.31	3.11



UConn Bound In March, the Neag School advising team and current students participated in the University-wide UConn Bound Day event for admitted students.

TABLE 8. INTEGRATED BACHELOR'S/MASTER'S ENROLLMENT, 2018-2025

IB/M ADMITS	2018	2019	2020	2021	2022	2023	2024	2025
Elementary Education	43	45	44	44	40	43	41	41
Special Education	16	21	11	19	21	11	8	7
English	19	14	7	14	17	14	10	11
History/Social Studies	12	15	14	14	14	13	8	10
Mathematics	16	10	11	16	16	16	8	6
Music	14	15	18	18	20	11	13	18
Science	5	10	7	2	2	4	8	5
World Language	5	6	3	4	8	3	3	3
Total Admitted Students	130	136	115	131	139	115	99	101
Total Candidates of Color	32	39	29	49	44	29	29	29
Admitted Cohort Average GPA	3.52	3.51	3.56	3.59	3.60	3.56	3.56	3.65

TABLE 9. UNDERGRADUATE SPORT MANAGEMENT PROGRAM ADMISSIONS, 2018-25

ENTRY YEAR	APPLIED	ADMITTED	STUDENTS OF COLOR
2025-26	72	59	35%
2024-25	72	61	48%
2023-24	69	51	45%
2022-23	72	59	35%
2021-22	66	57	37%
2020-21	59	36	29%
2019-20	57	40	40%
2018-19	74	46	41%

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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 2). 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 2024 – SPRING 2025
<ul style="list-style-type: none"> • Advisors, Neag School faculty and communication staff revised recruitment flyers and website 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"> • Fall 2024 Neag Panel for Future Educators – IB/M seniors and master's students discussed their experiences in the IB/M program and their preparation to teach in special education, world languages, social studies, and math classrooms.
<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.

Cultivating Underrepresented Educators, Supporting Underserved Communities Project

Current K-12 teachers and school counselors work with Neag School teacher education and school counseling students on a community of practice. The intent is to remove financial barriers associated with educator certification and to provide professional development for both Neag School students and their mentors.



📷 CAREER FAIR The annual Education Career Fair was held on March 25, 2025, allowing districts to connect with candidates from the fields of teaching, school counseling, school psychology, and speech and language pathology.

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 entering teaching and sport management:

- 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)

These courses offer high school students the opportunity to gain UConn credit, satisfy a UConn general education requirement, and explore teaching and/or sport management as a possible career path. In fall 2024, we held the first annual Education Early College Experience Day with over 100 high school students and teachers in attendance.

The original pilot of the Neag School's ECE courses, in 2021-2022, included five districts, most of which are designated as Connecticut Alliance Districts: East Hartford, Farmington, Hartford, New Britain, and Waterbury. In 2024-2025, 924 high schoolers in 45 schools were enrolled in education ECE courses.



📷 ECE DAY In fall 2024, the Neag School held its first annual Education Early College Experience Day with over 100 high school students and teachers in attendance.



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.*

TABLE 12. ENROLLMENT DATA - NEAG SCHOOL ECE COURSES, 2024-2025

SCHOOL	NUMBER OF STUDENTS	SCHOOL	NUMBER OF STUDENTS
ACADEMY OF SCIENCE AND INNOVATION	102	MONTVILLE HIGH SCHOOL	14
BRISTOL EASTERN HIGH SCHOOL	12	NAUGATUCK HIGH SCHOOL	12
BUNNELL HIGH SCHOOL	29	NEW BRITAIN HIGH SCHOOL	13
CAPITAL PREP HARBOR UPPER SCHOOL	47	NEW LONDON MULTI-MAGNET SECONDARY SCHOOL	5
CHESHIRE HIGH SCHOOL	24	NEWINGTON HIGH SCHOOL	13
CONARD HIGH SCHOOL	33	NONNEWAUG HIGH SCHOOL	11
CROSBY HIGH SCHOOL	38	NORTH BRANFORD HIGH SCHOOL	38
EAST CATHOLIC HIGH SCHOOL	4	NORTHWESTERN REGIONAL HIGH SCHOOL	10
EAST HAMPTON HIGH SCHOOL	18	NORWICH FREE ACADEMY	55
ENFIELD HIGH SCHOOL	23	OLIVER WOLCOTT TECHNICAL HIGH SCHOOL	13
FARMINGTON HIGH SCHOOL	8	PLAINVILLE HIGH SCHOOL	11
GLASTONBURY HIGH SCHOOL	7	ROBERT E. FITCH SENIOR HIGH SCHOOL	17
GREATER HARTFORD ACADEMY OF THE ARTS	23	ROCKVILLE HIGH SCHOOL	54
GRISWOLD HIGH SCHOOL	8	SPORT AND MEDICAL SCIENCES ACADEMY	35
HADDAM-KILLINGWORTH HIGH SCHOOL	26	STRATFORD HIGH SCHOOL	11
HALL HIGH SCHOOL	18	THE ETHEL WALKER SCHOOL	6
JOHN F. KENNEDY HIGH SCHOOL	38	THE WOODSTOCK ACADEMY	4
JONATHAN LAW HIGH SCHOOL	11	TRUMBULL HIGH SCHOOL	13
JOSEPH A. FORAN HIGH SCHOOL	4	WARREN HARDING HIGH SCHOOL	11
LAKEVIEW HIGH SCHOOL	5	WATERBURY CAREER ACADEMY HIGH SCHOOL	32
MANCHESTER HIGH SCHOOL	5	WESTHILL HIGH SCHOOL	35
MIDDLETOWN HIGH SCHOOL	7	WINDSOR HIGH SCHOOL	21
Total	924		

DEAN'S OFFICE

RETENTION AND CAREER PLANNING INITIATIVES

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

Advisors support meaningful student engagement, transition, and a sense of belonging within the school and into students' professional programs in many ways, including:

- Connecting students to communities in their profession.
- Connecting students to communities within the Neag School through student groups, community hours, orientations, student events and recognitions, and opportunities to engage with faculty and staff.



CAREER FAIR The annual Education Career Fair was held on March 25, 2025, allowing districts to connect with candidates from various education fields.

TABLE 14. CAREER PLANNING EFFORTS

CAREER PLANNING

- Resume and cover letter writing workshop
- Career Development Modules posted in HuskyCT cohort site
- Interviewing workshop, led by K-12 school district administrators
- Administrator virtual panel for TCPCG students
- Education Career Fair, spring
- Mock Interviews, spring
- Educator Certification
 - In 2025, we launched [a new Certification landing page](#) on the Neag School website with web-pages for each educator licensure program (Reading, School Administrator, School Counseling, School Psychology, Speech & Language Pathology, Superintendency, Teacher Education)
 - Connecticut certification process presentations (IB/M, TCPCG, and School Counseling)
 - Out-of-State Certification Support
 - Certification information flyers for other states
 - Individual student meetings & fall virtual information session
 - Complete verification forms and letters for recent or previous program completers

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 academic notice • Professional Growth 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 applicant academic advising reports/transcripts to ensure they are on track for fall admission and transition into the professional program • In spring 2025, to further support the successful transition from junior to senior year, the assistant dean and certification officer visited each of the junior methods courses. We reviewed general resources and licensure test preparation materials on HuskyCT, answered questions about licensure test completion timelines, had students run their advising report and check total credits toward graduation and their approved preliminary plans of study, and reminded students about contacts for advising and support.
GENERAL STUDENT SUPPORT	<ul style="list-style-type: none"> • In fall 2024, we held a Community Building event for Teacher Education students with an alumni student panel • Individual appointments with current students • Provide support to Neag student Groups: Teacher Education Student Association (TESA) and Leadership in Diversity (LID) • Junior Mentoring Program for IB/M 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 passing licensure test scores



LEADERSHIP IN DIVERSITY (LID) On April 5, the Leadership in Diversity (LID) student organization held its annual multicultural education conference at UConn Storrs.

JUNIOR MENTORING AND ORIENTATION PROGRAM FOR CAMPUS CHANGE AND TRANSFER STUDENTS

In fall 2022, we created a mentorship program for incoming IB/M students (initially just campus change and transfer students) identified as needing academic or other support to successfully transition through the IB/M program. 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 share their experiences with incoming students. In fall 2024, 9 junior mentees and 5 master's year mentors participated. The average semester GPA for mentees was 3.43 and 7 students are successfully transitioning to the senior year.

CERTIFICATION

The Neag School of Education recommends qualified program completers for state certification and verifies students' completion to the other 49 states. In 2024-2025, we recommended program completers in the following certification areas: Teaching (193), #092 – Intermediate Administration or Supervision (16), #097 – Reading and Language Arts Consultant (1), #102 – Remedial Reading and Remedial Language Arts (6), #093 – Superintendent of Schools (11), #068 – School Counselor (9), #070 – School Psychologist (10), and #061 – Speech and Language Pathologist (23). Fifty-five verifications were completed for recent or previous program completers for certification other states, including Massachusetts (18), New Jersey (11), New York (5), and others.

Office of Communications

The Office of Communications provides strategic communication support to advance the Neag School of Education. Neag Communications' storytelling aims to raise the visibility and profile of the Neag School, its academic programs, research, and impact on Connecticut's public schools. The Office of Communications tells the Neag School's stories through news articles, graphic design, website development, media relations, multimedia production, and other impactful and innovative content creation efforts.

Throughout the academic year, the Office of Communications offers the following services to the Neag School, which includes providing guidance to departments and programs to help them use their resources wisely and meet their own strategic communication goals:

- News writing and media relations
- Branding expertise and marketing
- Digital strategy and support
- Graphic design
- Photography and videography
- Event promotion
- Training

The 2024-2025 academic year was another successful year for the Neag School overall, providing numerous opportunities for Neag Communications to amplify the work of faculty, staff, students, and alumni. In particular this past academic year, Neag Communications supported promotion of new initiatives like the Morris and Judy Sarna Breaking Bias & Creating Community Program, contributed to recruitment marketing efforts for programs in need, and continued to elevate the Neag School's reputation with our various stakeholders.



STRATEGIC STORYTELLING

In 2024-2025, Neag Communications continued to focus on creating compelling narratives and ensuring they effectively reached target audiences. This included leveraging University platforms, like UConn Today, as well as expanding the School's reach through external media engagement. By continuing to cultivate relationships with local, national, and international news organizations; collaborating closely with University Communications; and proactively connecting faculty and content with journalists, Neag Communications continued to extend the School's impact.

UConn Today

The University's flagship news platform continues to be a powerful tool for showcasing the Neag School's successes. By maintaining a strong presence on our Neag School page and the homepage, Neag Communications continued to expand the School's reach with stories that span all departments and programs. This consistent publication of content and an audience that extends beyond campus helps us engage University leadership, industry partners, state policymakers, prospective students, and Connecticut citizens — all of whom are critical audiences as the Neag School navigates ever-evolving needs and priorities.



UConn Today - Neag Stories

109,361
pageviews

91
stories published

25
stories on UConn Today homepage

TOP STORIES

3,656 views

UConn Keeping Air in Connecticut Classrooms Safe

2,079 views

Real Equity in Math Education is About More Than Good Grades and Test Scores

1,367 views

Addressing Student Technology and Social Media Use in Schools: Recommendations for School District Leaders

IN THE MEDIA

In 2024-2025, Neag School faculty experts, research centers, alumni, departments, and students received coverage in news outlets worldwide, including **more than a dozen national media outlets**, and **more than 45 different local news outlets**, blogs, specialty websites, and University media. The Neag School of Education and its faculty were **mentioned in the media approximately 170 times** throughout the 2024-25 academic year. The full list of media clips can be viewed in Appendix B.

170
mentions in

60+
media outlets

The New York Times

AP

THE CONVERSATION

EducationWeek®

Hartford Courant

DEAN'S OFFICE

WEBSITES

A robust digital presence is essential for visibility, credibility, and engagement, making highly visual and well-organized websites a cornerstone of the Neag School's communications strategy. Since 2022-2023, Neag Communications has gradually been updating the most outdated websites within the School's web portfolio, as well as the highest priority program-specific websites that are vital to the recruitment of prospective students. This work is part of Neag Communications' effort to expand web support across the School, to ensure the Neag School's online presence meets the highest professional standards. The Office, of course, also continues to focus on the maintenance and enhancement of existing web platforms.

Looking ahead to 2025-2026, an emphasis will be placed on ensuring the Neag School's websites meet the updated Title II accessibility requirements. This will be a high priority for Neag Communications, in order to meet the federal government's April deadline. This project will also be a kicking off point to further website redesign work.



EDUCATION.UCONN.EDU

241,148
pageviews

105,574
users

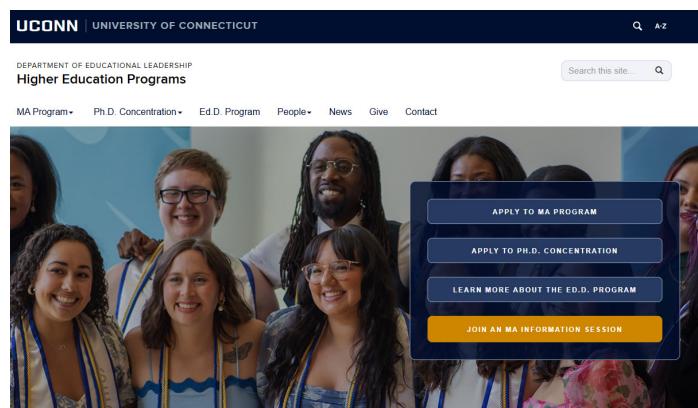
164,642
sessions



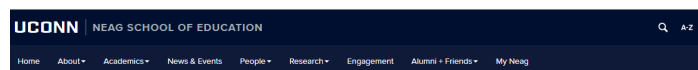
WEB PROJECTS

In 2024-2025, Neag Communications facilitated the redesign of the HESA program website, which included a rebranding to the Higher Education Programs, top. A landing page was also created for certification information for all students and areas of study, bottom. Not pictured is the new Office of Communications website, which launched in summer 2024 and serves as a resource for all Neag School faculty and staff.

PROJECT HIGHLIGHTS



UConn's Higher Education Graduate Programs



CERTIFICATION



Navigate Certification in Your Field

Several programs at UConn's Neag School of Education lead to recommendation for certification. In order to receive the Neag School of Education, University of Connecticut institutional recommendation for certification in Connecticut (or other states), candidates must complete all degree and program requirements, including passing the licensure tests required for Connecticut certification.

This page and the others linked below will help students navigate the certification process for their respective program. Please contact the Neag School's advising staff with any questions not addressed on these webpages.

Questions?

Contact the following Neag School staff with any certification questions:

Diane Herlihy
Administrative Program Support
diane.herlihy@uconn.edu
860-486-3816

DEAN'S OFFICE

SOCIAL MEDIA

In 2024-2025, social media remained a critical component of the Neag School's digital strategy, serving as a way to engage diverse audiences where they already are. From alumni and prospective undergraduate students scrolling Instagram to prospective graduate students on LinkedIn, each platform offers a unique opportunity to connect with specific audiences. We leveraged these platforms to reinforce our brand identity and foster engagement.

REACH

14,629
followers across platforms

ENGAGEMENT

17,079
engagements on Facebook

16,796
engagements on LinkedIn

16,213
engagements on Instagram

GROWTH

31% increase in LinkedIn followers

16% increase in Instagram followers

6% increase in Facebook followers



The top-performing social media post across all platforms in 2024-2025. The Instagram post received 9,790 impressions and 593 engagements, while the Facebook version had 753 engagements.

OTHER INITIATIVES

Beyond traditional marketing and news functions, Neag Communications' small team plays a vital role in amplifying initiatives across the School. By strategically applying storytelling, branding, and engagement strategies, we support efforts that align with the Neag School's and University's strategic priorities. From promoting targeted alumni and donor engagement with the Advancement Team to increasing awareness of specific academic programs, our team ensures key initiatives reach the right audiences in meaningful ways. By crafting compelling narratives around research and community partnerships, we showcase the Neag School's impact beyond campus. Through collaboration and creative problem-solving, we extend the influence of the Neag School's communications and marketing beyond the Dean's Suite, adding measurable value to initiatives that shape the School and aid in University progress.

Student Recruitment

Neag Communications continued to provide broad support to the School's three departments, as well as targeted resources and guidance to programs in the most need in 2024-2025. By recommending strategic tactics aligned with best practice, Neag Communications bolstered departmental engagement efforts and university-wide recruitment initiatives with:

- Strategic planning support, including helping several programs launch and maintain effective social media channels
- Print and digital promotional materials at the School and program level
- Content strategy to improve SEO
- Photo and video production

Alumni and Donor Engagement

Neag Communications provides important support as part of the Advancement Team. From connecting with alums and current or potential donors to showcasing their commitment to the School, we aim to highlight their ongoing commitment to the Neag School and inspire others to be active members of our community. Aligning with the UConn Foundation's priorities, we leverage several channels, initiatives, and strategies to keep these connections strong:

- School and program alumni emails and newsletters
- Event promotion support, specifically for annual events such as the Scholarship Celebration, Alumni Awards, and UConn Gives
- Design and messaging support for targeted initiatives
- Coordinated UConn Today coverage

Business and Grant Services

In 2024-2025, under the leadership of Dean Irizarry, the Neag School continued its commitment to strengthening Business and Grant Services (BGS) and enhancing overall fiscal and administrative efficiency across the school. As part of this ongoing initiative, a professional development fund was established, allowing staff to access up to \$500 annually to pursue growth opportunities — contingent on available funds.

Beyond supporting research accounts, BGS also manages the school's fiscal operations and provides comprehensive services including fiduciary oversight, professional development coordination, administrative support, process improvement, and special project management. BGS staff actively contributed to several university-wide committees focused on research administration and support.

Throughout the year, BGS continued to facilitate schoolwide meetings and internal professional development sessions for all staff. These gatherings emphasized team building, University updates, and the sharing of best practices. According to a year-end survey, attendees overwhelmingly found these meetings valuable. Topics included:

- The Benefits of Professional Development
- Participant Incentive Review
- Managing Stress
- Grant Payroll Guidance
- Annual UCPEA Review
- Business Meal Policies



GENTRY BUILDING The Neag School of Education is mainly housed in the Charles B. Gentry Building in Storrs.

GRANTS AND CONTRACTS

Grants/Extramural Activities

Neag School faculty continued to be highly engaged in seeking extramural funds to support their scholarship. Appendix A lists all active grant projects in the Neag School during AY2024-25. 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 2022-23			AY 2023-24			AY 2024-25		
	Submitted	Funded	Success Rate*	Submitted	Funded	Success Rate*	Submitted	Funded	Success Rate*
Federal	33	14	42%	41	10	24%	27	11	41%
State	1	1	100%	2	2	100%	3	1	33%
Private	17	7	41%	14	7	50%	13	8	62%
Other	0	0	0%	0	0	0%	0	0	0%
Total	51	22	43%	57	19	33%	43	20	47%
Success Rate	43%			33%			47%		

*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	FY21	FY22	FY23	FY24	FY25
Unique Principal Investigators who submitted a grant	30	35	33	27	29
Unique Co-Investigators on Submitted Grants	19	35	23	29	24

GRANTS AND CONTRACTS

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

	AY 2022-23			AY 2023-24			AY 2024-25		
	Submitted	Funded	Success Rate	Submitted	Funded	Success Rate	Submitted	Funded	Success Rate
Federal	\$34,500,392	\$10,058,633	29%	\$60,766,596	\$12,256,268	20%	\$39,148,137	\$5,314,698	14%
State	\$100,000	\$100,000	100%	\$7,262,680	\$7,262,680	100%	\$1,565,309	\$545,309	35%
Private	\$5,037,964	\$523,762	10%	\$4,994,965	\$1,023,675	20%	\$2,582,921	\$992,742	38%
Other	\$0	\$0	0%	\$0	\$0	0%	\$0	\$0	0%
Total	\$39,638,356	\$10,682,395	27%	\$73,024,241	\$20,542,623	28%	\$43,296,367	\$6,852,749	16%
Success Rate	27%			28%			16%		

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 \$6,852,749 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 FY2025.

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
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
2024	Federal	\$7,609,819.81	\$1,126,615.99	\$8,736,435.80
	Federal Pass-Through	\$1,767,700.26	\$3,273,881.26	\$5,041,581.52
	Non-Federal	\$498,145.87	\$1,866,359.63	\$2,364,505.50
	Total	\$9,875,665.94	\$6,266,856.88	\$16,142,522.82
2025	Federal	\$6,097,541.83	\$1,562,512.80	\$7,660,054.63
	Federal Pass-Through	\$3,414,865.98	\$5,577,883.92	\$8,992,749.90
	Non-Federal	\$782,614.60	\$873,704.66	\$1,656,319.26
	Total	\$10,295,022.41	\$8,014,101.38	\$18,309,123.79

GRANTS AND CONTRACTS

Enhanced Support for Research

In 2024-25, Neag enhanced its support for research through several mechanisms outlined below. These were organized by Associate Dean Donaldson and funded by the Dean's Office.

WORKSHOPS AND ONGOING OPPORTUNITIES

- Research Development Opportunities — OVPR's Matt Mroz presented on OVPR's support for faculty research proposal development on Sept. 26, 2024.
- 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 one session in spring 2025 with this group to answer role-specific questions and build community. This was particularly critical given the threats to research posed by federal cuts.
- Hub Spark Conversations— Meetings over the spring semester, led by Dr. Latoya Haynes-Thoby, brought together faculty and students with an interest in research on trauma-informed care.

ADDITIONAL OPPORTUNITIES

- DRIA: Three researchers carried out projects funded by Dean's Research Incentive Awards awarded in spring 2024. One researcher was awarded a new DRIA in spring 2025. Dr. Jessica Koslouski's collaborative proposal with Dr. Mallory Perry-Eaddy from the School of Nursing was selected in the 2025 round of grants. This is the second year in a row that Neag has awarded DRIA funding to an interdisciplinary team that includes a researcher from outside the Neag School. Across the four awards, three teams included researchers from outside the Neag School, reflecting our emphasis on cultivating connections with faculty in a range of disciplines.
 - 2025:
 - Jessica Koslouski (Neag-EPsy) and Mallory Perry-Eaddy (School of Nursing). Investigating Use and Usability of Feel Your Best Self with Siblings of Hospitalized Children
 - 2024:
 - Tutita Casa (Neag-EDCI) and Fabiana Cardetti (Mathematics): Advancing Research on the Comprehensive Mathematical Discourse Framework
 - Todd Campbell (Neag-EDCI) and Desen Ozkan (Chemical and Biomolecular Engineering/Neag): Understanding the development of students' sociotechnical identity and contextual



AY 24-25 RESEARCH GRANTS

\$73M in submitted grant proposals (57 proposals total)

\$20.5M in awarded grant funding (19 awards total)

\$16.1M in grant expenditures

GRANTS AND CONTRACTS

energy literacy in an interdisciplinary, sustainable energy course

- Kathleen Lynch (Neag-EPsy), John Settlege (Neag-EDCI), Rachael Gabriel (Neag-EDCI). Science Investment in Early Childhood: Investigating the Returns of Pre-Kindergarten Science Resource Provision on Science Engagement, Science Achievement, and STEM Motivation
- QuantumCT: Neag faculty have become involved in QuantumCT, a ground-breaking collaboration between UConn and Yale. In 2025, Bianca Montrosse-Moorhead (EPsy), Jennie Weiner (EDLR), and Morgaen Donaldson (Dean's Office) formed the evaluation team for UConn's joint Quantum Engine proposal with Yale to the National Science Foundation. This initiative aims to establish Connecticut as a national leader in quantum technology. The project is a finalist for \$160 million grant through the National Science Foundation's (NSF) Engines Development program.
 - Neag continues to participate in other ways in this initiative. Todd Campbell, Clyde Cady (Chemistry), and Fatma Selampinar (Chemistry) secured an OVPR UConn Quantum Start-Up Award to create K-12 curriculum and PD for Connecticut high school chemistry teachers. Jihyun An-Chakrin (Ph.D. student in EDCI) helped develop the curriculum and PD workshops. Morgaen Donaldson sits on the QuantumCT Leadership and Workforce Development teams and serves as an advisory to a OVPR UConn Quantum Start-Up Award led by Jason Hancock (Physics).
- CCERC: The Connecticut COVID-19 Education Research Collaborative was rebranded as the Center for Connecticut Education Research Collaboration (CCERC). This initiative funds research that brings together scholars from across Connecticut to investigate pressing problems in the state's schools. In 2024-5, CCERC oversaw 22 grants funded at \$6 million total from the state department of education. Over this year, eight Neag faculty served as principal investigators or co-principal investigators on CCERC grants investigating a range of topics, including socio-emotional learning in Connecticut schools, opportunities for advanced course taking at the high school level, teachers' professional development related to reading instruction, teachers' and school leaders' learning through the COVID-19 pandemic, and the design and implementation of programs supported by federal relief funds. These grants were paused by the federal government in March 2025 and restarted in July 2025.



QUANTUM CT Neag School faculty have become involved in QuantumCT, a ground-breaking collaboration between UConn and Yale. Todd Campbell, far right in the back row, and colleagues across UConn secured an OVPR UConn Quantum Start-Up Award to create K-12 curriculum and professional development for Connecticut high school chemistry teachers.

Publications and Presentations

During the 2024-2025 academic year, Neag School faculty produced a 200 publications and gave upwards of 200 presentations at institutions around the world. Please refer to Appendix A for a complete list.

200
Publications
in 2024-25

235
Presentations
in 2024-25

2024-25 FACULTY PUBLICATIONS

5 books

174 journal articles

21 book chapters

2024-25 FACULTY PRESENTATIONS

29 international

165 national

33 state/regional

8 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](#).

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 24-25 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 partners 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, 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 over the past 15 years:
 - \$60M in federal and state research grants and contracts
 - \$800K per faculty per year
 - More than 4 publications per faculty per year
- **Collaborative and Informed Scholarship:** CBER faculty form collaborative partnerships to inform and support scholarship and implementation.
 - Approximately a third 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
- **Events:** CBER Researcher Scientists have sponsored conferences and events including the Postsecondary Disability Training Institute and the Northeast PBIS Leadership Forum:
 - NEPBIS Leadership Forum, May 14-16, 2025, Mystic CT
 - Postsecondary Disability Training Institute, May 27-30, 2025, Boston MA

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 center director is Morgaen Donaldson and the steering committee includes Bianca Montrosse-Moorhead, Kathleen Lynch, Megan Staples, Grace Player, Kenny Nienhusser, and Jennie Weiner. Learn more about CEPARE on [its website](#).

UConn

CENTER FOR EDUCATION
POLICY ANALYSIS,
RESEARCH, AND
EVALUATION
(CEPARE)

AY 24-25 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 continued through another \$3 million grant in summer 2023. This Collaborative brings together researchers from across Connecticut's universities to conduct important research. Dr. Donaldson and post-doctoral researcher Alex Lamb and CCERC project PI Eric Brunner presented findings from CCERC at the annual conference Performance Matters, sponsored by the Connecticut State Department of Education, October 10, 2025. Findings from CCERC have been highlighted by The New York Times and the EduRecovery-Hub, which produced, "Funding What Works in Education: Connecticut's Unique Education Research Collaborative," described in [this interview with Morgaen Donaldson](#).
- **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. CEPARE published four Rapid Research Briefs in the 2024-25 school year and two student authors, Kristin Simmers and Julia Oas, presented their findings to Alliance district superintendents:
 - Simmers, K. (July 2025.) [The Costs and Benefits of Year-Round Schooling \(PDF\)](#)
 - Oas, J. (January 2025.) [Connecticut Public Schools Staffing Trends: Examining Levels of Administrators, General Education Teachers, and Special Education Teachers \(PDF\)](#)
 - Cooke, H. & Freidus, A. (November 2024.) [Mandating an Elective? The Implementation of Black and Latino Studies Courses in Connecticut High Schools \(PDF\)](#)
 - Rohn, K., McCready, A., Farrell, K., and Elgotharry, A. (August 2024.) [Addressing Student](#)

RESEARCH CENTER HIGHLIGHTS

[Technology and Social Media Use in Schools: Recommendations for School District Leaders \(PDF\)](#)

- **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. The Annual Report Year 3 was completed in March 2025.
- **CEPARE Speaker Series in 2024-25:**
 - Dr. Alex Friedus and Hannah Cooke. Mandating an Elective? The Implementation of Black and Latino Studies Courses in Connecticut High Schools. November 12, 2024.

Reading and Language Arts Center

The Reading and Language Arts Center coordinates 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. Learn more about the center on [its website](#).

AY 24-25 HIGHLIGHTS

Adolescent Literacy Summit

Over 100 educators from around New England gathered for the Adolescent Literacy Summit, held in Hartford on May 16, 2025. Teachers, school and district leaders engaged with nationally renowned speakers focused on adolescent literacy development, and heard from local students who shared their experiences, insights and ideas for programming, pedagogies and the perspectives they need to thrive as readers and writers in and out of school settings. See more on [the Summit webpage](#) on the Center website.



Research Excellence Grant Winner: Advancing Educational Equity through Language Assessment and Statistical Modeling

This interdisciplinary project addresses two pressing needs: enhancing the usability of a critical language assessment tool for deaf and hard-of-hearing (DHH) students and advancing statistical methods for analyzing small and diverse datasets. The ASL Assessment Instrument (ASLAI) is a standardized tool designed to evaluate ASL proficiency in students aged 4–18. This project is establishing the first ever comprehensive set of ASL norms using data from over 7,000 ASLAI administrations, providing educators with insights to better support DHH students' language development. To improve the tool's practicality, we are streamlining the assessment, reducing its length while maintaining accuracy. By refining the ASLAI and establishing robust norms, this project is promoting educational equity, improving instructional planning, and contributing to methodologies that support underserved populations across disciplines.

RESEARCH CENTER HIGHLIGHTS

Hartford Campus Community-Building Grant: “Hack it” Zine

Doctoral student, Emery Roberts, won a community building grant from UConn Hartford to run a zine-making workshop for students and community members in Hartford. The project invited people with disabilities to submit entries a zine focused on how they “hack access” in higher education. The workshop on zine-making allowed community members and students to craft and curate the entries into a publishable form. It has been printed for distribution when students return in the fall.

Readingpolicy.org

We launched a reading policy tracking website that compares state policies and rating information related to curriculum and assessment K-5. We will be adding a rating information sheet for 6-12 at www.readingpolicy.org

Service

- Hannah Dostal was named the co-chair of the International Congress on the Education of Deaf and published a book with Easterbrooks and Beal: *Literacy Instruction for Students who are Deaf and Hard of Hearing* (2024) with Oxford University Press. She continues as editor in chief of the *Journal of Deaf Studies and Deaf Education*.
- Rachael Gabriel published a book with Teachers College Press called *Doing Disciplinary Literacy*, and continues as editor in chief of *The Reading Teacher*.
- An incoming doctoral student in deaf education was accepted into UConn’s [Transcend Ph.D. Training Program](#) in education and neuroscience.



📷 ADOLESCENT LITERACY SUMMIT Over 100 educators from around New England gathered for the Adolescent Literacy Summit, held in Hartford on May 16, 2025.

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. The Center's work in talent development and gifted education is based on practical applications of over four decades of research, as are the direct services its members provide to teachers, administrators, researchers, and policy makers throughout the world. Learn more about the Renzulli Center on [its website](#).

UConn

RENZULLI CENTER
FOR CREATIVITY, GIFTED
EDUCATION, AND TALENT
DEVELOPMENT

AY 24-25 HIGHLIGHTS

- Currently, the Renzulli Center for Creativity, Gifted Education, and Talent Development is actively involved in **research initiatives totaling over \$16 million**. This encompasses the National Center for Research on Gifted Education (NCRGE), the sole federally funded national center on gifted education, along with four 5-year Javits funded projects (four continuing grants). Our investigations are focused on enhancing identification and services for underserved populations in gifted programs, developing professional learning materials and screening procedures to better serve students, improving identification practices for subject-specific and whole-grade acceleration, exploring the broader benefits of gifted education, and examining potential disparities in achievement based on teacher assignments.
- **Dr. Catherine Little** was elected president of the National Association for Gifted Children (NAGC), the nation's largest professional organization dedicated to gifted education. **Dr. Del Siegle**, who directs the Center and the NCRGE, was honored as the Neag School's 2024 Distinguished Researcher. **Dr. James Kaufman** was also featured multiple times in the New York Times on creativity-related topics.
- In August 2024, **Dr. Del Siegle** was one of four featured keynote speakers at the ECHA international conference in Thessaloniki, Greece. ECHA now incorporates Siegle's Achievement Orientation Model into its professional learning modules on underachievement, furthering the reach of the Center's research and learning strategies.
- The Renzulli Center **partnered with SKLAD and International Academy of Pedagogy in the Republic of Kazakhstan** as part of a two-day virtual professional learning event. **Drs. Sally Reis and Del Siegle** both provided featured presentations, expanding the Center's global outreach.
- To sustain and grow these international collaborations, the Center is forming an advisory board with its inaugural meeting planned for 2026. This board will play a key role in guiding strategic partnerships and furthering enrichment learning initiatives in the next five-year cycle.
- The Center held its popular campus-based **Confratute**, offering a four-day on-campus event. This initiative reached over 500 educators, significantly extending our impact in the field of education across the nation and around the world.

RESEARCH CENTER HIGHLIGHTS

- The Renzulli Center produced **19 publications** and gave **25 keynotes or invited presentations**. These include:
 - Dr. Catherine Little’s keynote presentation in September, 2024 at the Virginia Consortium of Gifted Education Administrators, Charlottesville, VA, United States
 - Dr. Del Siegle’s keynote at the Education of Gifted/Twice Exceptional Students: Challenges and Prospects, SKLAD and International Academy of Pedagogy (Republic of Kazakhstan).
- The Center also contributed to the development of the next generation of scholars in gifted education:
 - Three postdoctoral scholars were mentored
 - Graduate student **Mei Zheng**, collaborating with **Catherine Little**, received a \$5,000 research fellowship from the [Strategic National Arts Alumni Project](#) (SNAAP) to examine the connections between interpersonal relationships and job satisfaction in arts domains.
 - Graduate student **Shana Lusk** received a \$12,000 grant from the Catawba Nation Foundation to support her dissertation study examining perspectives of members of the Catawba Nation about their educational experiences.
- Lastly, the Center had four funded grants in 2024-25:
 - National Center for Research on Gifted Education (NCRGE) — Del Siegle, PI; D. Betsy McCoach and Catherine Little, Co-PI
 - Project Focus — Catherine Little, PI; Kylie Anglin, Co-PI
 - Project EAGLE (Eliciting Advanced Gifted Learning) — Del Siegle, PI; D. Betsy McCoach and Susan Dulong Langley, Co-PI
 - Project BUMP UP (Building Up Mathematics Proficiency Utilizing Push-In) — Del Siegle, PI; D. Betsy McCoach, Co-PI



CONFRATUTE The Renzulli Center held its popular campus-based Confratute event in July 2025, offering a four-day on-campus event to over 500 educators.

SCHOLARSHIPS

As of July 11, 2025, in 2024-2025, the Neag School of Education provided **\$543,202 in scholarships to 374 students**. The scholarships include the following:

TABLE 19. SCHOLARSHIP SUPPORT FOR UNMET NEEDS

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
12	Dean's Fund	8,573
26	Neag School of Education Undergraduate Scholarship Fund	26,000 (1,000 each)
1	Neag School of Education Graduate Fellowship Fund	2,000
72	Ray Neag School of Education Endowment Fund	72,000 (1,000 each)
3	Degnan	47,010
3	William Randolph Hearst Endowed Scholarship	7,500
117	TOTAL	163,083

TABLE 20. SCHOLARSHIP SUPPORT AWARDED THROUGH APPLICATION PROCESS*

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
113	Named Scholarships	220,500
6	Alumni Board	4,500
116	TOTAL	225,000

* We received a total of 692 applications this year, versus last year's 787.

SCHOLARSHIPS

TABLE 21. SCHOLARSHIP SUPPORT VIA MISCELLANEOUS FUNDS

NO. OF STUDENTS AWARDED	SCHOLARSHIP FUND	AMOUNT AWARDED
12	William Caspar Graustein Memorial Fund - cohort 1	24,000
12	William Caspar Graustein Memorial Fund - cohort 2	24,000
	William Caspar Graustein Memorial Fund - mentor payments	12,000
5	Gavin Family Fund	5,000
16	Ray Neag School of Education Endowment Fund	3,550 (IB/M Mentoring Program)
21	Klein Family Licensed Professional Counselor Program Fund	47,481
1	Rogers Educational Innovation Award	5,000
1	Carole and Ray Neag Special Education Scholarship	3,088
65	Susan Hope Sherman Intellectual Disabilities Unit	19,500
8	Global Education Support	11,500
141	TOTAL	155,119

SCHOLARSHIPS

THANKS TO 2025 SCHOLARSHIP/FELLOWSHIP REVIEW COMMITTEE

Diane Herlihy, Administrative Assistant

Special thanks to Diane Herlihy for her excellent administration of the scholarship work throughout 2024-2025.

EPSY Scholarship Committee

- Kylie Anglin, Co-Chair
- Sara Renzulli, Co-Chair
- Latoya Haynes-Thoby
- Susannah Everett
- Craig Kennedy

EDCI/Teacher Ed Committee

- Alyssa Hadley Dunn, Chair
- Sandra Quinones
- Austina Lee
- Michele Back
- John Zack
- John Settlage
- Alan Marcus
- Anna Roberts, Administrative Assistant

EDLR

- Danielle DeRosa, Chair
- Risa Isard

Global Education

- Doug Kaufman
- Danielle DeRosa

Schoolwide Committee

- Ann Traynor
- Dominique Battle-Lawson
- Sydnee Jones
- Dorothea Anagnostopoulos



SCHOLARSHIP CELEBRATION Nov. 3, 2024

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; advise 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. The C&C Committee makes recommendations to the Faculty Council regarding the curriculum, including the creation, modification, or elimination of courses and programs consistent with the approved procedures for curriculum proposal review.

Committee members:

- John Zack, Chair – EDCI (term expires spring 2025)
- Rachael Gabriel – EDCI (term expires spring 2025)
- Joe Madaus – EPSY (term expires spring 2026)
- Jaci VanHeest, Chair – EPSY (term expires spring 2025)
- Alex Freidus – EDLR (term expires Spring 2026)
- Adam McCready – EDLR (term expires spring 2025)
- Dorothea Anagnostopoulos – ADAA (ex-officio)
- Ann Traynor – Assistant Dean and Certification Officer (Dean's Designee Voting Member)

The Committee met on the following dates: September 17, 2024; October 22, 2024; November 19, 2024; December 17, 2024; January 21, 2025 (electronic vote); February 18, 2025; April 15, 2025.

APPROVED NEW COURSES

1. EPSY 5437: Cognitive and Affective Basis of Psychology
2. EDLR 5413: Synthesizing and Sustaining Leadership Learning
3. EDCI 3115: Teaching Mathematics in the Early Childhood Grades: Methods and Clinic

APPROVED REVISED COURSES

1. EDLR 5401: Leadership of Educational Organizations
2. EDLR 5402: Learning Theory and Leadership
3. EDLR 5403: Systems and Structures to Support High-Quality Curriculum, Instruction & Assessment
4. EDLR 5404: Organizational Culture and Continuous Improvement
5. EDLR 5495: Integrating Work-Life Balance for Education Leaders
6. EDLR 5405: Creating and Sustaining Instructional Improvement
7. EDLR 5406: Systems of Evaluating and Supporting Quality Teaching & Learning
8. EDLR 5407: Contemporary Educational Policy Issues
9. EDLR 5409: Organizational Change and Sustainability

ACADEMIC PROGRAMS

10. EDLR 5410: Professional Learning Systems
11. EDLR 5411: Legal Aspects of Education
12. EGEN 4200: Seminar/Clinic: Methods of Teaching

APPROVED PROGRAM REVISIONS

1. Integrated Bachelors/Masters Program: add EDCI 5042 – Diversity, Culture, and Music Education to course selection to meet the Language and Cultural Diversity in Education requirement
2. UConn Administrator Preparation Program – Sixth Year Diploma: Instructional delivery change in response to consumer demand reflected in three-year trend of enrollment decrease
3. MA in Curriculum and Instruction, concentration in Music Education: requesting a move of the MA in Curriculum and Instruction (non-IB/M), concentration from Storrs to Stamford
4. Program Revision - School Law Online Graduate Certificate: eliminate/discontinue School Law Online Graduate Certificate
5. Master of Arts in School Psychology; Doctor of Philosophy in School Psychology; School Psychology 6th Year Certificate: updated narrative content to better reflect language as currently noted within program handbook
6. IB/M Music Education: adds EDCI 5006 – Comparative and International Education
7. IB/M Elementary or Secondary Education: adds EDCI 5006 – Comparative and International Education
8. IB/M Concentration in Special Education: adds EDCI 5006 – Comparative and International Education

Doctoral Studies

Though doctoral studies are located within departments and programs, the Neag 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
- Katherine Griffith, Doctoral Student, EDCI
- Jennie Weiner, Doctoral Coordinator, EDLR
- Milagros Castillo-Montoya, EDLR
- Taylor Strickland, Doctoral Student, EDLR
- Betsy McCoach, EPSY
- Melissa Bray, EPSY
- Marcus Harris, Doctoral Student, EPSY
- Dorothea Anagnostopoulos, ADAA (ex officio)

Meeting Dates: Oct. 30, 2024; Nov. 27, 2024; Dec. 18, 2024; Feb. 26, 2025; March 26, 2025; April 30, 2025.

ACADEMIC PROGRAMS

DOCTORAL STUDENT ENROLLMENT

In the 2024-2025 academic year we continued to increase the number of applications into the doctoral programs across the Neag School.

Number of applications to doctoral programs in Neag received for 2024-2025 entry: 222

Number of applicants admitted to doctoral programs in Neag for 2024-2025 entry: 49



DOCTORAL STUDENT ENROLLMENT

222 doctoral applications received for 2024-2025

49 doctoral applicants admitted for 2024-2025 entry

DOCTORAL STUDENT PROGRAMMING

The Doctoral Studies Committee planned and facilitated the Accepted Doctoral Student Virtual Event on February 15, 2025. Twenty-eight potential students attended the event. Seven faculty and doctoral students from across the three Neag departments hosted panels and information sessions during the event.

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

- In Person Doctoral Mixer (breakfast in the lounge) - 20 attendees
- Graduate Student Appreciation Event and Gifts - 50 attendees
- NGSA social activity - 25 attendees
- Doctoral Student Orientation

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

GAVIN DOCTORAL COMPLETION SCHOLARSHIP

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

- Fall 2024: Talbot Hook, Ashley Plumb
- Spring 2025: Britney Hernandez, Jaime Morales, Joselyn Perez

ACADEMIC PROGRAMS

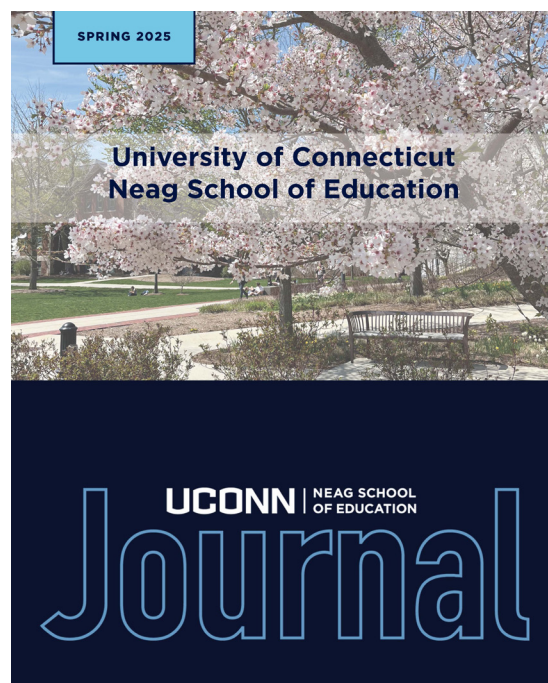
The Neag School of Education Journal

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:

- Jessica Bourget, Educational Psychology/Special Education doctoral student
- Shea Charles, Educational Psychology doctoral student
- Hannah Cooke, Curriculum and Instruction doctoral student
- Elizabeth Farnum, Learning, Leadership and Educational Policy doctoral student
- Talbot Hook, Giftedness, Creativity, and Talent Development doctoral student
- Emily Lisy, Curriculum and Instruction doctoral student
- Tobey Duble Moore, Educational Psychology/Special Education doctoral student
- Taylor Strickland, Learning, Leadership and Educational Policy doctoral student
- Charles Wentzell, Learning, Leadership and Educational Policy doctoral student
- Jimmy Wilson, Giftedness, Creativity, and Talent Development doctoral student

The journal has a DOI: [10.59198/2493064](https://doi.org/10.59198/2493064). In 2024-2025, the Journal reviewed 11 manuscripts and published three articles in [its third issue](#).



APPENDIX A

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 Awards, Editorships, & Leadership Roles

Neag School of Education Faculty Grants

July 1, 2024 – June 30, 2025

Annual Report
FY2024-2025

Prepared by Marci Lombardo
Dean's Office

Reported project funded amount is total anticipated/awarded funding. In some instances, grant allocations must receive approval on a yearly basis. Grants marked with an asterisk (*) were prematurely ended by order of the Federal government in Spring 2025. Grants marked with a double asterisk (**) were paused by the Federal government in Spring 2025.

FEDERALLY FUNDED GRANTS

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 9/30/2025).

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. Funded by NSF for \$267,822 (5/1/2022 to 4/30/2026).

Sandra Chafouleas (PI, EPSY); Co-PI: Jessica B. Koslouski. ***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 \$2,028,508 (6/30/2023 to 6/30/2028).

Sandra Chafouleas (PI, EPSY); Co-PIs: Melissa Bray (EPSY), Lisa Sanetti (EPSY), & Jacqueline Caemmerer (EPSY). ***GAANN: 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

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environments through coordination of services across learning and health domains. Funded by U.S. ED for \$789,652 (10/1/2022 to 9/30/2025).

Sandra M. Chafouleas (PI, EPSY); Co-PI: 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).

Michael Coyne (PI, EPSY); Co-PIs: Brandi Simonsen (EPSY), D. Betsy McCoach (EPSY), Jennifer Freeman (EPSY), & Devin Kearns (EPSY). *New England Integrated 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 IES for \$3,999,589 (6/17/2019 to 6/30/2026).

Michael Coyne (PI, EPSY); Co-PIs: Brandi Simonsen & George Sugai (EPSY). *MTSS Network Lead.* 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-

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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 IES for \$1,499,572 (7/1/2019 to 6/30/2026).

Michael Coyne (PI, EPSY); Co-PIs: **Brandi Simonsen-Gaines** (EPSY), **Allison Lombardi** (EPSY), & **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 by U.S. Department of Education for \$1,127,452 (10/1/2017 to 9/30/2024).

Jennifer Freeman (PI, EPSY); Co-PI: **Michael Young** (EPSY). **Behavioral Threat Assessment**. This project seeks to improve school safety and the management of concerning or threatening behaviors through the development of a management and support plan toolkit. This toolkit will support behavioral threat assessment team members in developing school and district level systems to support the effective management of concerning behaviors and improve the quality and effectiveness of individualized student management and support plans. The toolkit will provide guidance on 1) the principles of threat management, 2) assessing and expanding a range of research supported interventions, 3) using data to guide the implementation of individualized student plans with integrity and 4) to ensuring students engaged in concerning or threatening behaviors are effectively supported by enhancing positive factors and reducing risk factors. Funded by DHS for \$146,262 (9/26/2024 to 9/25/2025).

Liz Howard (PI, EDCI); Co-PI: 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 9/30/2024).

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Gladis Kersaint (PI, EDCI & Provost); Co-PI: Ellen Puccia (EDCI). ***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 5/2/2025).

Catherine Little (PI, EPSY); Co-PI: **Kylie Anglin** (EPSY). ***Project Focus.*** Project Focus uses professional learning to increase access to advanced learning for all and to assist schools in providing services for gifted learners, particularly those from traditionally underserved groups. The project builds on previous work in gifted education and professional learning to (a) increase teacher awareness of behaviors that may indicate high potential, particularly in traditionally underserved populations; (b) equip teachers with resources and strategies for supporting higher-level thinking; (c) develop new information about the linguistic features that characterize high-quality questioning and discussion; and (d) disseminate findings to support use of evidence-supported approaches. Funded by U.S. ED, Office of Elementary and Secondary Education for \$3,446,835 (10/1/2023 to 9/30/2028).

Eric Loken (PI, EPSY); Co-PIs: **Morgaen Donaldson** (EDLR), **Christopher Rhoads** (EPSY), & **Alexandra Lamb** (EDLR). ***Expanding Dual-Credit Enrollments Among High School Students.*** This study examines dual enrollment patterns in Connecticut. The project combines interviews and middle and high school counselors, interviews with an in-depth analysis of state administrative to understand the factors affecting the supply and demand for advanced course-taking. Funded by NSF for \$1,084,419 (7/1/2024 to 6/30/2027).

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 6/30/2026).

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Kathryn Nagrotsky (PI, EDCI); Co-PIs: **Tracy Sinclair** (EPSY), **Alyssa Hadley Dunn** (EDCI), **Jason Irizarry** (Dean's Office), **Laura Tropp** (Stamford), & **Jennifer Orlikoff** (Stamford). ***Suenos Scholars: Supporting Latine Teacher Dreams.*** The Sueños Scholars Program, through UConn Stamford and the Neag School of Education's Teacher Certification Program for College Graduates, prepares underrepresented students for careers as educators. The program recruits, supports, and mentors undergraduate students to pursue a master's degree in education to teach culturally and linguistically diverse students. It also provides community-based internship experiences in partner Alliance districts, specifically those with teacher shortages in the key areas of special education and other secondary content areas, to undergraduate and graduate students. The project will ultimately increase the number of teachers from historically marginalized communities in the state of Connecticut. Funded by U.S. ED for \$2,812,638 (10/1/2024 to 9/30/2025).

Sally Reis (PI, EPSY); Co-PIs: **Joseph Madaus** (EPSY), **Nicolas Gelbar** (EPSY), & **Susan Baum** (Comm Med and Hlth Care). ***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. Department of Education, Office of Elementary and Secondary Education for \$2,587,924 (10/1/2019 to 9/30/2024).

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).

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Lisa Sanetti (PI, EPSY); Co-PIs: Melissa Collier-Meek & Nedim Yel. ***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); 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).

John Settlage (PI, EDCI); Co-PI: **Ben Wasserman** (EDCI). ***STEM Teacher Effectiveness and Retention in High-Need Schools.*** This project aims to serve the national need to improve the retention of effective STEM teachers in high need school districts. Elevated rates of turnover of teachers contribute to lowered educational outcomes, particularly for high-need schools. Improving STEM teacher retention creates conditions for science and mathematics teachers to develop their expertise and foster relationships that will strengthen school programs. The project also seeks to understand how to increase the presence of racially diverse STEM teachers by identifying cases where conditions allow STEM teachers of color to remain in the classroom. The project team will examine large quantitative data sets to track STEM teacher movement and instructional effectiveness in the state of Connecticut. Statistical analyses will be complemented by interviews with practicing STEM teachers. This research has the potential to improve understanding of STEM teacher retention patterns and the relationships between teacher movement and instructional effectiveness. The results of this study have the potential to inform school district decision-making and state official policy-shaping, driving the development of data-driven interventions

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focused on STEM teacher retention in the service of effectiveness and equity. Funded by NSF for \$999,365 (7/1/2024 to 6/30/2028*).

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, Directorate for Education and Human Resources for \$799,495 (7/1/2020 to 6/30/2025).

Del Siegle (PI, EPSY); Co-PIs: **D. Betsy McCoach** (EPSY) & 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 (9/1/2022 to 8/31/2025).

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 IES for \$5,000,000 (9/1/2020 to 8/31/2026).

Del Siegle (PI, EPSY); Co-PIs: **D. Betsy McCoach** (EPSY) & **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

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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. Department of Education, Office of Elementary and Secondary Education for \$3,378,230 (10/1/2019 to 9/30/2025).

Brandi Simonsen (PI, EPSY); Co-PIs: **Katherine Meyer** (EPSY) and **Nicole Peterson** (EPSY). ***Model Demonstration of Equitable Partnerships Across Tiers and Home (E-PATH)***. This model demonstration project was developed—in collaboration with the Navigating Excellence Parent Center Assistance & Collaboration Team (NE-PACT)—to address the need for equitable family partnerships between schools and underserved families of children with disabilities by leveraging a school’s existing multi-tiered system of support (MTSS) framework to center the voices and needs of these families and establish equitable partnerships across school and home. Schools implementing this approach center the voices and experiences of their families and establish equitable partnerships across tiers (of their PBIS/MTSS framework) and home (E-PATH). Funded by U.S. ED/Office of Special Education and Rehabilitative Services for \$1,598,319 (10/1/2024 to 9/30/2029).

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/EDU/Directorate for STEM Education for \$174,378 (7/15/2022 to 12/31/2025).

Megan Staples (PI, EDCI); Co-PIs: **Gladis Kersaint** (EDCI & Provost), **Fabiana Cardetti** (Math), & **Jennifer Michalek**. ***Connecticut Noyce Master Math Teacher Leaders (MMTL) Program***. 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-

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service mathematics teachers and enhance the state's capacity to deliver ongoing mathematic teacher professional development. Funded by NSF/EDU/Directorate for STEM Education for \$1,499,875 (7/1/2021 to 6/30/2026).

FEDERAL FLOW-THROUGH

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 \$1,249,257 (7/1/2021 to 6/30/2025).

Zachary Collier (PI, EPSY). *Argument Writing Project*. Dr. Collier's research expertise involves the advancement and application of finite mixture modeling and data-mining- type search algorithms in the context of propensity score analysis and structural equation modeling. These methods can be used to identify latent classes and draw causal inferences from observational data. Efforts will focus on data analyses and preparing publications during the no-cost extension year. Funded by U.S. ED/IES, awarded by University of Delaware for \$7,000 (1/1/2024 to 7/31/2024).

Zachary Collier (PI, EPSY). *Disclosure Intervention to Reduce Social Isolation and Facilitate Recovery among People in Treatment for Opioid Use Disorder*. People with opioid use disorder are trapped in a deadly cycle wherein opioid use leads to social isolation, and social isolation leads to increased risk of continued opioid use and overdose. Disclosure can reduce social isolation and help people (re-)establish social connection as they enter and engage in treatment; however, many people in recovery from opioid use disorder struggle with disclosure decisions and processes. We propose to test whether a disclosure intervention designed to help people receiving treatment for opioid use disorder make disclosure decisions and build disclosure skills leads to improved treatment- and recovery-related outcomes.

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Funded by DHHS/NIH/National Institute on Drug Abuse, awarded by University of Delaware for \$139,290 (9/30/2023 to 8/31/2028).

Zachary Collier (PI, EPSY). *Improving Professional Development in Mathematics by Understanding the Mechanisms that Translate Teacher Learning into Student Learning.* The major goals of this project are to address the improvement of mathematics teaching in grades 4-7 and to study how the knowledge and skills teachers acquire by analyzing video segments of classroom teaching translate into more conceptually oriented teaching and, in turn, into increased student learning, in particular students' mathematics learning. Additionally, we hope to help Professional Development providers anticipate obstacles teachers are likely to face so they can build supports into their programs that help teachers surmount these obstacles. Funded by NSF, awarded by University of Delaware for \$18,238 (9/1/2023 to 8/31/2025).

Michael Coyne (PI, EPSY). *Connecticut Intensive Intervention Implementation Initiative (CONNi4).* UConn will design and support professional learning activities for K-3 reading instruction to support the implementation of the CSDE's State Systemic Improvement Plan(SSIP). These professional learning activities shall include the implementation of the Connecticut Intensive Intervention Implementation Initiative (CONNi4) project to increase the reading performance of all 3rd grade students with disabilities statewide measured by Connecticut's ELA Performance Index. Funded by U.S. ED, awarded by CSDE for \$2,629,145 (10/1/2021 to 9/30/2025).

Michael Coyne (PI, EPSY); Co-PIs: Craig Kennedy (EPSY), Bernard Grela (Speech, Language & Hearing), & 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. Department of Education, awarded by UConn Health for \$52,804 (11/1/2019 to 10/31/2025).

Michael Coyne (PI, EPSY); Co-PIs: Allison Lombardi (EPSY) & 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 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. Department of Education, awarded by Boston University for \$1,249,257 (11/1/2019 to 10/31/2024).

Michael Coyne (PI, EPSY); Co-PIs: Brandi Simonsen (EPSY), Jennifer Freeman (EPSY), & 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

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math) and behavioral difficulties. Funded by U. S. Department of Education, awarded by Vanderbilt for \$1,071,573 (11/1/2019 to 10/31/2025).

Morgaen Donaldson (PI, EDLR & Dean). ***Evaluation of Connecticut Museum of Culture and History Oral History Project.*** This evaluation provides feedback on whether and to what degree the Connecticut Museum of Culture and History's oral history project, "Redefining Moments of Change," achieved its stated goals. In doing so, it will answer the following evaluation questions: What do participants (interviewees, students, faculty members) identify as the main benefits of participating in this project? What do they learn through their participation? How, according to participants, could this project lead to greater or more profound learning? Redefining Moments of Change trains Connecticut college students as oral historians. After training, they conduct oral history interviews with 2-3 members of their community. These interviews will be archived online. College professors will be encouraged to use these oral histories as part of their courses. Funded by ED/Department of Education, awarded by the Connecticut Museum of Culture and History for \$50,250 (8/28/2024 to 5/31/2026).

Morgaen Donaldson (PI, EDLR & Dean). ***Connecticut COVID-19 Education Research Collaborative 1.0 (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 CDOE, awarded by CT Department of Education for \$3,000,000 (8/23/2021 to 6/30/2025**).

Casey Cobb (PI, EDLR); Co-PI: Dorothea Anagnostopoulos (EDCI & Dean). ***CCERC - Summer Enrichment (1) and (2).*** 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/ARPA ESSER, awarded by CSDE for \$305,000 (7/1/2021 to 1/7/2025).

Casey D. Cobb (PI, EDLR). ***CCERC-Sheff.*** This study evaluated the effectiveness of the Connecticut State Department of Education's Regional School Choice Office (RSCO) lottery placement protocol in meeting reduced racial isolation (RI) goals within Hartford-area

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interdistrict magnet schools, as mandated under the Sheff v. O'Neill legal settlement. Drawing on multi-year administrative, lottery, and school-level data from 2014 to 2023, the analysis examined the relationship between student socioeconomic status (SES), racial composition, and academic outcomes. Exploratory analyses found a moderately positive association between racial integration and student achievement across schools, particularly for Black students. However, this relationship has weakened over time, likely due to broader participation in school choice. The bulk of our analysis focused on the mechanics of the SES tier placement system. RSCO uses a proprietary SES tier system to guide school lottery placements, aiming to create more socioeconomically and racially integrated learning environments. Our analysis revealed the limitations of using SES as a proxy for race and the need for more adaptive, context-specific protocols. Our findings showed that while the current SES tier protocol has some predictive value in distinguishing RI-eligible students, its effectiveness is limited. Tier C, the higher-SES group targeted to improve integration, often falls short of reliably advancing RI goals. Part of the problem is a changing demographic in the Sheff region, with the racial and socioeconomic diversification of suburban communities surrounding Hartford.

Our team made several presentations on our work, including to RSCO leaders, the Sheff plaintiff legal team, and the RSCO Working Group. We offered evidence-based recommendations that included further refinement of the SES tier structure, exploration of sending-town demographics, and increased attention to the nuanced racial and ethnic identities of applicants, particularly within Latinx communities. Our research team offered an alternative design to the existing tier system that would improve the chances of meeting RI goals, per simulations using past data. We also presented a second option to inform school placements, which holds considerable promise for improving upon RI outcomes. Finally, we assessed the relationship between RI-status and placement acceptance. The study results offer policy-relevant insights for improving equity and effectiveness in school choice placement strategies. Funded by U.S. ED/ARPA ESSER; awarded by CSDE for \$80,629 (8/24/2023 to 1/7/2025).

Morgaen Donaldson (PI, EDLR); Co-PI: 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 \$25,000 (1/6/2023 to 9/30/2024).

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Morgaen Donaldson (PI, EDLR); Co-PI: **Lisa Sanetti** (EPSY). **CCERC – Teachers and Leaders Turnover and Supply.** This study will examine 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. It will take a mixed methods approach, including surveys, interviews with teachers and administrators and quantitative analyses of certification, shortage, and turnover data. In all analyses, we will pay special attention to the populations affected disproportionately by the pandemic, as specified by CSDE’s “Commitment to Equity.” Funded by U.S. ED/ESSER, awarded by CSDE for \$250,000 (1/6/2023 to 1/1/2025).

Sandra Chafouleas (PI, EPSY); 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).

Eric Loken (PI, EPSY). **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).

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Morgaen Donaldson (PI, EDLR). *Center for Connecticut Education Research Collaboration (CCERC) 2.0.* Funded by U.S. ED/ARPA ESSER, awarded by CSDE for \$3,000,000 (7/1/2023 to 1/31/2027**). Individual projects and funding details follow.

Morgaen Donaldson (PI,EDLR). *CCERC 2.0 – Special Education. Morgaen Donaldson (PI, EDLR).*

The purpose of this study is to better understand rate-setting for special education services for K-12 students who are outplaced by districts. We collected data from stakeholders in Connecticut and three other states to obtain multiple perspectives on the process, problems, benefits, and challenges of state rate setting, and various approaches to establishing fixed rates. In the final report for this project, we present findings and lessons learned based on interviews with leaders from state departments of education, superintendents, district special education directors, and outplacement service providers including private special education schools and non-private providers. . Funded by U.S. ED/ARPA ESSER; awarded by CSDE for \$41,271 (1/8/2025 to 6/20/2025*).

Adam McCreedy (PI, EDLR). *CCERC 2.0 - 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 U.S. ED/ARPA ESSER, awarded by CSDE for \$182,400 (7/1/2024 to 10/1/2025**).

Jennie Weiner (PI, EDLR). *CCERC 2.0 Masterclass.* This study will evaluate the Science of Reading Masterclass professional development initiative by collecting data on participant experience as well as the experience of district non-participants who may have benefited from implementation. This evaluation will gather and analyze district reading plans, artifacts from the Masterclass, and existing participant surveys, as well as collect and analyze new quantitative and qualitative data including school-based data. This project is not meant to evaluate the philosophy of the Science of Reading nor inspect whether districts are implementing with fidelity, but rather is an evaluation of the professional development offered by the state, and whether it has had the intended effect. Funded by U.S. ED/ARPA ESSER, awarded by CSDE for \$60,692 (3/15/2024 to 7/31/2025**).

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 IES, awarded by University of Kansas for \$572,850 (7/1/2019 to 6/30/2026).

Christopher Rhoads (PI, EPSY). *Supporting Teacher Enactment of the Probability and Statistics Standards—Replication.* The current study will build on a [previous IES-funded efficacy study](#) to test the

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replication of Supporting Teacher Enactment of the Probability and Statistics Standards (STEPSS). The STEPSS intervention includes a replacement unit for the statistics and probability curriculum in grade 7 mathematics along with teacher professional development to support its implementation. The current study will test the replication of the intervention in different population of grade 7 learners. Over the past few decades in the United States, there has been a steadily increasing emphasis on statistics and probability on the mathematics curriculum standards at the secondary level. Unfortunately, many schools have not risen to meet the intent of the curriculum standards for statistics and probability. Mathematics teachers who are tasked with teaching this material have had few, if any, opportunities to learn statistics-much less how to effectively teach it. As a result, enactment of statistics instruction falls short of expectations, so potentially effective interventions, such as STEPSS, need further replication with diverse learners from a wider range of contexts. Funded by U.S. ED/IES, awarded by Florida State University for \$125,683 (7/1/2024 to 1/7/2028).

Eric Loken (PI, EPSY). Co-PIs: **Sandra Chafouleas** (EPSY) & **D. Todd Campbell** (EDCI). ***Brain Healthy: Engaging Students in Citizen Science Brain Health and Wellness Investigations to Promote Data Science Literacy.*** Brain Healthy develops a curriculum to teach high school students about the importance of healthy habits for brain functioning. The lessons combine health information with data science techniques to develop an understanding of the analysis of real world data, including those gathered from fitness devices. Funded by NIH/NIGMS, awarded by Boston College for \$70,353 (8/1/2024 to 7/31/2027).

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 by East Tennessee State University for \$96,131 (10/1/2020 to 9/30/2025).

Bianca Montrosse-Moorhead (PI, EPSY). ***Early Childhood Intervention Personnel Center.*** The funded Early Childhood Intervention Personnel Center (ECIPC) works with states and institutions of higher education to do systems-level change work to address and improve developmental and behavioral outcomes for infants and young children with disabilities and families enrolled in early childhood Intervention under the Individuals with Disabilities Education Act (IDEA). The Center has put in place a robust evaluation system, including an external evaluation led by Dr. Bianca Montrosse-Moorhead, a professor in the educational psychology department specializing in research methods, measurement,

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and evaluation. The external evaluation team is tasked with assessing the Center's universal, targeted, and intensive technical assistance and its' influence on faculty, graduate students, and state system administrators. 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 Progress.* 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).

Brandi Simonsen (PI, EPSY). Co-PIs: Betsy McCoach (EPSY) & Nicole Peterson (EPSY). *GADOE School Fidelity Tool (SFT) Validation.* This contract was established to support validation of a newly developed School Fidelity Tool, which GaDOE staff designed for use by school teams who are implementing an integrated (academic and behavior) multi-tiered system of support (MTSS) framework. Through this contract, we will support the GaDOE team in (a) performing content validation, (b) establishing indices of reliability (test-rests, inter-rater), and (c) exploring construct concurrent validity with an established PBIS fidelity measure (the Tiered Fidelity Inventory). Funded by ED/Department of Education/GA Department of Education; awarded by Georgia Department of Education for \$188,636 (1/1/2025 to 12/31/2026).

Brandi Simonsen (PI, EPSY); Co-PI: Jennifer Freeman (EPSY), George Sugai (EPSY) & Steven Goodman (EPSY). *National Center on Positive Behavioral Interventions and Supports (PBIS-6).* As stewards of the Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports (PBIS) during this 5-year cycle, we will refine, implement, and evaluate a multi-tiered approach to TA that improves the capacity of State and Local Education Agencies (SEAs and LEAs) and schools to implement, scale up, and sustain the PBIS framework. Our aims will target two key priorities (1) improve supports and outcomes for students with disabilities or 504 plans (Priority 1, supported by the Office of Special Education Programs) and (2) enhance school safety through the School Safety National Activities Program (Priority 2, supported by the Office of Elementary and Secondary Education). In our activities, we will support SEAs and LEAs "to enhance their capacity to develop, implement, scale-up, and sustain school-wide frameworks for MTSS/PBIS" to (a) "implement positive and safe school environments;" (b) "effectively support and respond to students' social, emotional, behavioral, and mental health needs;" and (c) "enable all students...to fully participate in, and benefit from, a high-quality learning environment" across educational contexts (U.S. Department of Education [ED], 2023b, pp. 45401-2). Total award to the University of Oregon for the national center is \$21,749,997.

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Jennie Weiner (PI, EDLR); Co-PI: **Alexander Freidus** (EDLR). ***Evaluation of NNetworkED: Creating Communities of Equity and Opportunity in Northeast Ohio.*** This grant is for an external evaluation regarding NNetworkED'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/Yale University for \$358,150 (10/1/2021 to 9/30/2024).

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 IES; awarded by Lehigh University for \$497,173 (9/1/2020 to 8/31/2025).

Jennifer McGarry (PI, EDLR); Co-PIs: **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 Service; awarded by CTDSS for \$5,694,624 (10/1/2021 to 9/30/2025).

Joseph Madaus (PI, EPSY). Co-PI: **Tracy Sinclair** (EPSY). ***ELEVATE: Equipping Learning, Empowering Vision, Achieving Transitions, and Engaging Families.*** ELEVATE is a five-year doctoral leadership training grant. As part of a five-institution national consortium, ELEVATE will train doctoral students to become experts and leaders in secondary transition in special education. Funded by U.S. ED/Office of Special Education Programs; awarded by University of Oklahoma for \$1,334,613 (10/1/2024 to 9/30/2029).

Joseph Madaus (PI, EPSY); Co-PI: **Susannah Everett** (EPSY). ***State Personnel Development Grant.*** SPDG is a five-year project with the Connecticut State Department of Education that will improve the ability of special education teacher candidates to write high quality Individualized Education Programs. Funded by U.S. ED; awarded by CSDE for \$107,186 (9/1/2024 to 8/31/2029).

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. 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).

Saran Stewart (PI, EDLR). ***ADVANCE Adaptation: Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systematic Equity for Women STEM Faculty (INCREASE-Women).*** ADVANCE Adaptation project INCREASE aims to improve the workplace culture and climate for all STEM faculty at FSU. This work will build on current efforts to increase the recruitment, empowerment,

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advancement, and systemic equity of underrepresented faculty in STEM fields. This project adapts national and institutional best practices for contextually relevant and sustainable change. The project focuses on adaptations for systemic change at the STEM department and college level. The key initiatives include implementing equity-focused policy initiatives; empowering faculty with mentored cohort networks internal and external to FSU; and enhancing understanding of department-specific issues and opportunities. Funded by NSF; awarded by Florida State University for \$109,173 (9/1/2023 to 8/31/2025*).

NON-PROFIT

Milagros Castillo-Montoya (PI, EDLR). Co-PIs: **Jillian Ives** (EDLR), Xinnian Chen (PNB), & Amit Savkar (MATH). ***Advancing STEM Equity in Mathematics: Transformation From Within College Courses***. The Equity-Based Teaching Collective (EBTC), composed of faculty from American University, Florida International University, and the University of Connecticut, is developing 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. As part of this collective, UConn has supported various aspects of the project and led the development of framework for equity-based teaching and a systematic review of higher education literature focused on organizational levers and stakeholders for supporting equity-based teaching. Funded by Gates Foundation for \$499,998 (11/25/2024 to 1/30/2026).

Chen Chen (PI, EDLR). ***Tribal Ownership and the Management of Professional Sport Franchise: the Case of Connecticut Sun and the Mohegan Tribe***. The study adopts an approach of ethnographic site observation in order to gain insight on how the tensions and “frictions” in the “contact zone” are manifested in the professional sport organizational site of the Connecticut Sun. In order to better understand the culture of a particular setting, this study adopts site observation as a method. The principal investigator plans to attend the Connecticut Sun’s games hosted at the Mohegan Sun Arena to take notes about the operation of the arena pre-game, during the game, and after game. The period is from September 1, 2023 to June 30, 2024, which includes parts of two different WNBA seasons (2023; 2024). Funded by North American Society for Sport Management for \$1,430 (8/1/2023 to 7/31/2024).

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

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(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 8/31/2026).

Alexandra Freidus (PI, EDLR). *Leveraging Community Dialogue for School Integration in a Multiracial Democracy*. This project, a partnership between university researchers and leaders in two diverse school districts, uses race-conscious deliberative dialogues in which citizens address civic problems to develop new district diversity and enrollment plans. We center innovative strategies for authentically engaging multiple communities in district planning processes – approaches that have shown great promise in areas of political and educational change but have been understudied in education. Our work together supports districts in not only reshaping existing enrollment policies but also re-envisioning the role families and community members play in the policymaking process - even as they face multiple, complex challenges in a precarious moment for equity-oriented work. Funded by Spencer Foundation for \$187,500 (9/1/2024 to 8/31/2026).

Alexandra Freidus (PI, EDLR). *Leveraging Community Dialogue for School Integration in a Multiracial Democracy*. This project, a partnership between university researchers and leaders in two diverse school districts, uses race-conscious deliberative dialogues in which citizens address civic problems to develop new district diversity and enrollment plans. We center innovative strategies for authentically engaging multiple communities in district planning processes – approaches that have shown great promise in areas of political and educational change but have been understudied in education. Our work together supports districts in not only reshaping existing enrollment policies but also re-envisioning the role families and community members play in the policymaking process - even as they face multiple, complex challenges in a precarious moment for equity-oriented work. Funded by American Institutes for Research (AIR) for \$187,500 (9/1/2024 to 8/31/2027).

Latoya Haynes-Thoby (PI, EPSY). *Operationalizing Trauma-Informed Counselor Supervision*. In a nationwide study of counselor supervisors funded by the Association for Counselor Education and Supervision 2024 Research Grant, the researcher sought to understand current practice implementation of trauma-informed approaches in counselor supervision. This study employed interviews and included an innovative approach to training trauma-informed counselor supervisors. Through interviews and an interactive counselor supervision training, participants shared their knowledge, hopes, and needs related to trauma-informed supervision and education.

Participants were invited to complete a newly developed trauma-informed counselor supervision training to support skill building, knowledge, awareness, competencies and integration into current supervision models. After training completion, participants' sense of growth, effectiveness and development were assessed. Participants also shared their hopes for the future of trauma-informed counseling and counselor supervision in practice. Funded by Association for Counselor Education (ACES) for \$3,000 (7/1/2024 to 8/22/2025).

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Catherine Little (PI, EPSY); Co-PI: **Lisa Muller** (EPSY). ***Young Scholars Senior Summit 2024***. 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 \$310,000 (12/11/2023 to 10/31/2024).

Joseph Madaus (PI, EPSY); Co-PI: **Nicholas Gelbar** (EPSY). ***International Technical Assistance Center for Research Informed Best Practices in Higher Education and Disability***. One year grant for the planning of full activities for the International Technical Assistance Center for Research Informed Best Practices in Higher Education and Disability. Activities include conducting an international needs assessment of researchers and practitioners in higher education and disability, the submission of two research based articles for publication, the convening of an advisory committee at the 2024 Postsecondary Disability Training Institute, and the development of a full grant for 5-years of activities. Funded by MOH Foundation for \$1,175,571 (4/1/2024 to 3/21/2026).

Adam McCready (PI, EDLR). ***College Student Organization Hazing Study***. In this project the research team collected survey data from undergraduate student organization members at three higher education institutions in the fall 2024 term and spring 2025 term. We have validated a 31-item measure of student hazing experiences. Funded by National Association for Campus Activities Foundation for \$1,250 (1/1/2024 to 6/30/2025).

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 invision 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).

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).

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NON-PROFIT FLOW-THROUGH

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 \$282,724 (9/1/2022 to 12/31/2025).

Zachary Collier (PI, EPSY). *Advancing Anti-Racist Special Education Practices and Policies via QuantCrit Methods and Analyses.* We propose the use of innovative data analytical models that exemplify QuantCrit, including Critical Structural Equation Modeling, Critical Race Spatial Analysis, Bayesian Modeling, and Phantom Variable Modeling. Our aims are to uncover and expose zones of (re)segregation in special education, brought about by white supremacy (citation of our work), that restrict Black and Latinx students' access to the general education classroom and curricula; and b) understand the extent that anti-racist educators can disrupt the process of Black and Latinx students being placed in these zones. Funded by Spencer Foundation; awarded by SUNY - Albany for \$28,823 (3/1/2024 to 2/28/2026).

Zachary Collier (PI, EPSY). *A naturalistic examination of the listening environment and its role on development.* The major goals of this project are to examine the relation between environmental noise and the development of early language and cognitive skills. The data collected will allow us to determine whether infants who have greater exposure to noise in their home show poorer auditory cortex function and delayed language and cognitive performance and whether negative effects of noise are different in bilinguals compared to monolinguals. Funded by James S. McDonnell Foundation; awarded by University of Delaware for \$9,647 (9/1/2023 to 8/31/2025).

Morgaen Donaldson (PI, EDLR & Dean). *Enhancing Our Understanding of Principal Professional Learning.* This study uses a three-pronged research design aimed at better understanding how principals learn on-the-job. This design will elaborate on the previous study by focusing on the relationship between the form and content of principals' professional learning. In part 1, we will conduct interviews with a sample of principals in three states, exploring themes uncovered in an ongoing systematic review of the school leader professional learning literature that our team is conducting. Interviews will provide rich data on the learning needs and experiences of principals in their local context. In part 2, we will administer survey items via the American School Leader Panel (ASLP). Principal interviews will directly inform the development of survey items. In part 3, we will conduct focus groups with district-level leaders to gather alternative perspectives on variation in school leaders' professional learning opportunities. Funded by Wallace Foundation; awarded by Vanderbilt University for \$64,274 (7/1/2024 to 9/30/2025).

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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 Gates Foundation; awarded by American University for \$285,644 (9/1/2022 to 4/30/2025).

STATE

Michael Coyne (PI, EPSY). *Connecticut K-3 Literacy Initiative (CK3LI) 2021-2025.* 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 CDOE for \$7,853,758 (11/30/2021 to 6/30/2025).

Ann Traynor (PI, Dean). *G4EPP - Grant for Educator Preparation Programs.* This grant award was based on current teacher education program enrollment. The purpose of the grant is 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 \$152,544 (7/1/2022 to 9/30/2024).

OTHER

Kylie Anglin (PI, EPSY). *Developing the Objective Awareness and Mindfulness Measure.* This project develops the Objective Awareness and Mindfulness Measure (OAMM) for teachers which will provide a much-needed tool to better understand how teacher mindfulness interventions translate into beneficial teacher and student outcomes. For this project, we collect written introspective recall of classroom interactions from 432 teachers. Eight diverse contemplative experts with K-12 experience will score these interactions for evidence of mindfulness (e.g., present-focused orientation, empathy, nonjudgment, self-compassion). These expert scores will be used to train a machine learning model to directly score future teacher recall of classroom interactions using machine learning, creating a new and

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efficient assessment of mindfulness. Funded by Mind and Life Institute/Yale University for \$16,735 (1/1/2023 to 12/31/2025).

Jacqueline Caemmerer (PI, EPSY). *Relations between Children's Cognitive Abilities, Basic Reading, Broad Writing.* Clinicians often analyze children's performance on intelligence and achievement tests together, along with other assessments, to better understand children's learning. Theory and research evidence suggest children's broad cognitive abilities may differentially influence their academic domains. Evidence for cognitive-achievement relations is typically based on the examination of a single intelligence test with a single achievement test and the studies predominantly analyze the Woodcock Johnson tests. These single test cognitive-achievement findings are narrowly focused, and some findings are inconsistent across different tests. These inconsistencies are problematic because it is unclear which cognitive-achievement relations transcend tests. In practice, clinicians assess children with a variety of tests, thus generalizable cognitive-achievement relations could better inform their practice. In this study six popular intelligence tests and three popular achievement tests were included in cross-battery cognitive-achievement structural equation models. Cattell-Horn-Carroll theory will guide the analyses. General intelligence and six CHC broad abilities will be used to predict children's basic reading skills. Then, children's basic reading skills will be used to predict their broad writing skills. Developmental differences in the cognitive-achievement relations will also be tested. Funded by Texas Woman's University for \$15,000 (5/15/2023 to 1/31/2025).

Alan Marcus (PI, EDCI). *The Morris and Judy Sarna Breaking Bias & Creating Community Program.* A \$1.5 million gift was awarded to launch Dr. Marcus' Breaking Bias and Creating Community Project in greater Hartford schools that was initially piloted at E.O. Smith High School. With this funding, he will expand this project to work with West Hartford Schools during the 2025-2026 academic year, before working with additional schools from 2026-2031. The program works with teachers and students to fight antisemitism, racism, and other bias while strengthening community (<https://breakingbias.education.uconn.edu/>). Funded by the Morris and Judy Sarna Foundation for \$1,500,000 (2024 to 2026). <https://www.foundation.uconn.edu/stories-and-updates/gift-brings-uconn-immersive-holocaust-and-bias-awareness-program-to-high-school-students/>

Neag School of Education

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 2024-2025. It is not intended to identify all professional service faculty may provide.

Prepared by Marci Lombardo
Dean's Office

Annual Report
2024-2025

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Board of Trustees Committees

Academic Affairs Committee

Representative:

Betsy McCoach (University Senate Representative)

July 1, 2023 – June 30, 2025

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.

Representatives:

Jaci VanHeest (PAAC Chair and NCAA Faculty Athletic Representative (FAR))

Laura Burton (Senate Representative)

Suzanne Wilson

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.

Representative:

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

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:

Sandra Quiñones

Life-Transformative Education Task Force

Charge/Purpose: The Life-Transformative Education Task Force was appointed by the Office of the Provost and comprises representatives from areas throughout the University who have proven to be visionary, creative, and innovative leaders in the life-transformative education space. The task force is charged with identifying areas where UConn is already strong and where it can improve, as well as recommending bold new ways to extend a life-transformative educational experience to all 24,000 UConn undergraduate students.

Representative:

Milagros Castillo-Montoya

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:

Tracy Sinclair

Student Learning Assessment Sub-Committee

Representative:

Bianca Montrosse-Moorhead

University First Year Experience Task Force

Charge/Purpose: The task force will work to facilitate enriching co-curricular and enrichment opportunities, strengthen students' ability to navigate their academic and financial pathways, foster culturally competent advising and career readiness competencies, and invest in excellent teaching, experiential learning, and mentorship to enhance student performance.

Representative:

Saran Stewart

PTR Community-Engaged Scholarship Taskforce

Representatives:

Todd Campbell

Morgaen Donaldson

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
Jaci VanHeest (alternate)

Term ends 5/2024
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:

Dorothea Anagnostopoulos
Laura Burton (Faculty at Large)
Catherine Little
Douglas Kaufman
Jason Irizarry
Betsy McCoach (Faculty at Large)
Diandra Prescod
Del Siegle (Faculty at Large)
Suzanne Wilson (Faculty at Large)

Term Ends

2026
2025
2026
2027
2025
2026
2025
2027
2026

Anti-Black Racism Course Implementation Working Group**Charge/Purpose:**

Every undergraduate student at UConn must pass the one-credit course titled U.S. Anti-Black Racism as part of the baccalaureate degree requirements. It is strongly recommended that the course be completed during the first two years of enrollment at the University. This new degree requirement is scheduled to go into effect starting from the Fall 2025 semester and it is the charge of this Working Group to determine the curricular next steps to ensure the requirement is launched to meet this deadline.

Representative:

Suzanne Wilson

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:

Casey Cobb
Preston Green

July 1, 2023 – June 30, 2026

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

2023 – 2024

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:

Douglas Kaufman

2024 -- 2025

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

Representatives:

Laura Burton (Chair)

Del Siegle

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 (Chair)

2023 – 2024

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

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:

Del Siegle

Nominating Committee

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

Representative:

Laura Burton (Chair)

2022 – 2025

Scholastic Standards Committee

Purpose/Charge: This committee shall prepare 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 academic programs, the marking system, scholarship standards, and the like.

Representative:
Dorothea Anagnostopoulos 2024 – 2025

OTHER UNIVERSITY COMMITTEES

Admitting Authorities Planning Group

Representative:
Ann Traynor

Division of Student Affairs - The Office of Community Standards
Academic, Scholarly, and Professional Integrity Hearing Board

Charge/Purpose: The Academic, Scholarly, and Professional Integrity Hearing Board, which consists of two faculty members and two students, will make a determination of whether there has been a violation of the Academic Integrity Policy.

Representatives:
Robin Grenier 2012 – Present
John Settlege

Academic Scheduling Governance Committee

Representative:
Ann Traynor

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
Franklin Tuitt

American Association of University Professors (AAUP)

Representatives:

Michele Back (EDCI)
Jennifer Freeman (EPSY)
Preston Green (EDLR)
Chris Rhoads (EPSY)

AAUP Sub-Committee on Federal Funding

Charge/Purpose: Created and approved by AAUP membership to advocate and act in response to threats to federal funding.

Representative:

Jennie McGary

UConn AAUP Ad Hoc Committee for International and Immigrant Workers

Charge/Purpose: Invited by UConn AAUP Executive Committee [meets once a week]. Contributing to UConn AAUP activities related to the advocacy and protection of International and immigrant members of UConn community, including Faculty, Staff, and Students. This committee has thus far advocated for the creation of the legal defense fund.

Representative:

Chen Chen

University Center for Career Development Oversight Committee

Charge/Purpose: The vision of the Center for Career Development is to create a university-wide career readiness culture that prepares all students for post-graduation success.

Representative:

Danielle DeRosa

University Center for Career Development Champion Advisory Board

Charge/Purpose: In alignment with Career Everywhere, the Center for Career Development sponsors a Career Champion Program. This program aims to establish a community focused on career planning. It comprises university professionals, alumni, and employers who play a substantial role in shaping our students' professional journeys, with the goal of positively influencing every UConn student's post-graduation outcome.

Representative:

Danielle DeRosa

CETL Teaching Innovation Award Committee

Charge/Purpose: The purpose of the committee is to review nomination applications, apply criteria, make award decisions, and attend awards ceremony.

Representative:

Milagros Castillo-Montoya

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.

Community Needs Assessment

Charge/Purpose: The University Community Needs Assessment working group was charged with conducting a Connecticut-wide community needs assessment on behalf of the UConn Office of Outreach and Engagement.

Representative:
Bianca Montrosse-Moorhead (Chair)

Faculty Steering Committee for the MS Program in Data Science

Representatives:
Kylie Anglin
Betsy McCoach

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.)
Betsy McCoach (EPSY) Executive Committee
Preston Green (EDLR)
Robin Grenier (EDLR alt.)
John Settlage (EDCI Alt.)
Hannah Dostal (EDCI)

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 – 2024

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

2019 – 2024

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

LEAD Planning Committee

Charge/Purpose: Cross campus committee that is working with university admissions to put together a pre-college program for students.

Representative:

Danielle DeRosa

Learning Communities

Faculty Directors:

La Comunidad Intelectual – H. Kenny Nienhusser
Public Health House – Jaci VanHeest

Office for Diversity and Inclusion – Undocumented Student Advisory Council

Charge/Purpose: The Undocumented Student Advisory Council's purpose is to advocate for the rights and needs of the undocumented student community at the University of Connecticut and beyond.

Representative:

H. Kenny Nienhusser

Office for Outreach and Public Engagement (OPE) Internal Advisory Board

Charge/Purpose: The Office of Outreach & Engagement creates and coordinates opportunities to connect UConn with the community. Their goal is to build and strengthen partnerships that advance an inclusive society, environmental sustainability, and economic growth in Connecticut. Committee members serve as guides for Engagement Office activities.

Representatives:

Jennifer McGarry

John Settlage

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 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 Deans' Council

Charge/Purpose: The Research Deans' Council (RDC) includes Associate Deans for Research of all UConn/UConn Health schools and colleges. The RDC is charged with communicating the research priorities of the schools/colleges to the OVPR and representing their interests in discussions regarding research-related policy. RDC members also advise on internal funding and limited submission internal competitions. The RDC meets twice a semester during the academic year.

Representatives:

Jason Irizarry

Morgaen Donaldson (Chair)

OVPR Research Planning Adaption: Internal Operations Task Force

Charge/Purpose: One of four task forces created in response to threats to federal funding.

Representative:

Jennie McGarry

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

Quantitative Learning Center Advisory Board

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

Representative:

Megan Staples

Service Learning Committee – Office of Outreach & Engagement

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

Representative:

Jennifer McGarry

2019 – present

Steering Committee – Office of Outreach & Engagement

Charge/Purpose: The O&E steering committee represents faculty and staff from colleges, schools, institutes, and centers at all campuses

Representative:

John Settlege

2024 – 2025

Undergraduate Advising Council

Representative:

Ann Traynor

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

Neag School of Education Faculty Council

EDCI Representatives: Suzanne Wilson (term ends August 2027) and Cara Bernard (term ends August 2026)

Alternates: John Zack (term ends August 2024) and John Settlege (term ends August 2026)

EDLR Representatives: Robin Grenier (term ends August 2026) and Justin Evanovich (term ends August 2025)

Alternates: Kenny Nienhusser (term ends August 2026) and Adam McCready (terms end August 2025)

EPSY Representatives: Del Siegle (term ends August 2024) and Christopher Rhoads (term ends August 2025)

Alternates: Latoya Thoby-Haynes (term ends August 2024) and Joseph Madaus (term ends August 2025)

Non-tenure line Representative: Tracy Sinclair (term ends August 2027) Alternates: Richard Gonzales and Susannah Everett (term end 2027)

Tenure-line Assistant Professor Representative: Kathleen Lynch (term ends August 2026)

Alternate: Grace Player (term ends August 2026)

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

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

STANDING COMMITTEE(S) OF THE FACULTY COUNCIL

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:

Sandra Chafouleas – EPSY

Rachael Gabriel – EDCI

Casey Cobb – EDLR

OTHER NEAG SCHOOL COMMITTEES

Assessment Advisory Committee

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

Representatives:

Kimberly Sorrentino, Chair

Dorothea Anagnostopoulos

Biance Montrosse-Moorhead

Melissa Bray

Diandra Prescod

Laura Burton

Christopher Rhoads

Alyssa Hadley Dunn

Tracy Sinclair

Richard Gonzales

Jennie Weiner

COI Review Committee for Textbooks and Intellectual Property

Charge/Purpose: To comply with Code of Ethics, approval for use of a textbook or other intellectual property authored by the faculty member in a course taught by that individual should be obtained through a departmental or school/college review of the intellectual property in question. The review will address the appropriateness of this specific piece of intellectual property consistent with the guidelines established in Advisory Opinion No. 2001-7. A small committee of faculty members, not subordinate to the professor, will complete the review, and a determination report will be filed with the Provost's office.

Representatives:

Joe Abramo (EDCI)
Dorothea Anagnostopoulos (Dean's representative)
Sandra Chafouleas (EPSY)
Preston Green (EDLR)

Doctoral Studies Committee (DSC)

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

Representatives:

Suzanne Wilson, EDCI, Chair
Milagros Castillo-Montoya, EDLR
Jennie Weiner, EDLR/ Doctoral Studies Coordinator
Betsy McCoach, EPSY
Dorothea Anagnostopoulos, ex officio

Neag Outstanding Researcher Awards Selection Committee

Representatives:

Casey Cobb (EDLR)
Joe Madaus (EPSY)
John Settlage (EDCI)

Dr. Perry A. Zirkel Distinguished Teaching Award Review Committee

Representatives:

Milagros Castillo-Montoya
Saran Stewart
Jennie Weiner

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:

John Zack, EDCI, (Chair)
Alexandra Freidus, EDLR
Rachael Gabriel, EDCI

Adam McCready, EDLR
Joe Madaus, EPSY
Jaci VanHeest, EPSY
Ann Traynor, Assistant Dean and Certification Officer
Dorothea Anagnostopoulos, ex officio

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:

Zachary Collier (EPSY)
Morgaen Donaldson (EDLR)
Kathleen Lynch (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:

Preston Green
Kathleen Lynch
Liz Howard

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:

Douglas Kaufman, EDCI, Chair
Dorothea Anagnostopoulos, Dean's Office, Dean's Representative
Michele Back, EDCI
Casey Cobb, EDLR
Alyssa Dunn, EDCI/Teacher Education Representative
Yasmin Elgoharry, EDLR, Graduate Assistant
Danielle DeRosa, EDLR
Alan Marcus, EDCI
Diandra Prescod, EPSY
Jonathan Simmons, EDCI, FINE Leadership Representative
Saran Stewart, EDLR
Ann Traynor, Dean's Office, Dean's Representative

Global Education Scholarship Committee

Representatives:

Douglas Kaufman
Danielle DeRosa

School-wide Scholarship Selection Committee

Representatives:

Dorothea Anagnostopoulos
Dominique Battle-Lawson
Sydnee Jones
Ann Traynor

NEAG SCHOOL DEPARTMENTAL COMMITTEES

DEPARTMENT OF CURRICULUM AND INSTRUCTION COMMITTEES (EDCI)

EDCI Curricula and Courses Committee

Representatives:

Rachael Gabriel
Liz Howard
Sandra Quiñones
John Zack

EDCI Doctoral Admissions and Program Review

Representatives:

Sakeena Everett
Rachael Gabriel
Grace Player
Suzanne Wilson

EDCI Elementary Education Program Coordinating Committee

Representatives:

Tutita Casa
Doug Kaufman
Tom Levine
Grace Player

EDCI Graduate (MA and 6th year) Admissions

Representatives:

Michele Back
Rachael Gabriel
Tom Levine
and other faculty who participate in reviews

EDCI PTR and Annual Review Committee

Representatives:

Hannah Dostal
Becky Eckert
Katie Nagrotsky
Megan Staples
Tom Levine
Suzanne Wilson

EDCI Scholarships and Awards

Representatives:

Michele Back
Cara Bernard
Austina Lee

Alan Marcus
John Settlage
Sandra Quiñones (Chair)
John Zack

EDCI Teacher Prep: IBM Admissions

Representatives:

Joe Abramo
Michele Back
Cara Bernard
Tutita Casa
Doug Kaufman
Tom Levine
Alan Marcus
Megan Staples

EDCI Teacher Prep: TCPCG Admissions

Representatives:

Michele Back
Todd Campbell
Katie Nagrotsky
John Zack

EDCI Teacher Prep: Elementary Education Program Coordinating Standing Committee

Representatives:

Tutita Casa
Doug Kaufman
Tom Levine
Grace Player

DEPARTMENT OF EDUCATIONAL LEADERSHIP COMMITTEES (EDLR)

EDLR Merit Committee

Representatives:

Casey Cobb
Alex Freidus
Saran Stewart

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 to the candidate's promotion or tenure.

Representatives:

Preston Green (Chair)
Milagros Castillo Montoya
Justin Evanovich

Ends Dec. 2026
Ends Dec. 2025
Ends Dec. 2024

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY COMMITTEES (EPSY)

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:

Joe Madaus
Jaci VanHeest
Sara Renzulli (alternate)

Term (2 years)

Ends Spring 2025
Ends Spring 2025

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:

Kylie Anglin
Susannah Everett
Diandra Prescod
Betsy McCoach
Melissa Bray

Ends Spring 2025
Ends Spring 2025
Ends Spring 2025
Ends Spring 2025
Ends Spring 2025

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 to the candidate's promotion or tenure.

Representatives:

James Kaufman
Craig Kennedy
Eric Loken
Bianca Montrosse-Moorhead
Jaci Van Heest

Spring 2026
Spring 2026
Spring 2026
Spring 2027
Spring 2026

EPSY Program Coordinators

Counseling (Diandra Prescod)
GTC (Catherine Little)
RMME (Chris Rhoads)
School Psychology (Melissa Bray)
Special Education (Joe Madaus)

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:

Kylie Anglin	Ends Spring 2025
Sara Renzulli	Ends Spring 2025
Latoya Haynes-Thoby	Ends Spring 2025
Susannah Everett	Ends Spring 2025
Craig Kennedy	Ends Spring 2025

EPSY Salary Savings Committee

Representatives:

Brandi Simonsen	Ends Spring 2025
Catherine Little	Ends Spring 2025
Jackie Caemmerer	Ends Spring 2025

EPSY Scholar Selection Committee

Representatives: (one from each EPSY program)

Chris Rhoads	Ends Spring 2026
Jim O'Neil	Ends Spring 2025
James Kaufman	Ends Spring 2026
Kathleen Lynch	Ends Spring 2026
Joe Madaus	Ends Spring 2026
Melissa Bray	Ends Spring 2026

EPSY 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 where expressions of congratulations or sympathy would be sent.

Representatives:

Melissa Bray	Ends Spring 2025
Tracy Sinclair	Ends Spring 2025
Jackie Caemmerer	Ends Spring 2025
Latoya Haynes-Thoby	Ends Spring 2025

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Neag School of Education Faculty Presentations Report

January 1, 2024 - December 31, 2024

Prepared by Marci Lombardo
Dean's Office

Annual Report
2024-2025

Faculty Presentations
Neag School of Education
January 1, 2024 - December 31, 2024

INTERNATIONAL n=29

- Back, M.** (2024, May 30–June 1). *Decolonial approaches to language teacher education* [Panel Discussion]. 12th International Language Teacher Education Conference, Minneapolis, MN.
- Cambell, D. T.,** Dickson, D., Chadwick, C., Elliott-Famularo, H., Lindemann, A. K., Freindenfelds, N., Cisneros, L. M., & Park, B-Y. (2024, March 17–20). *Supporting justice-oriented and community-based environmental action through near-peer mentorship, geospatial technology, & digital media storytelling, Seminar: frameworks and considerations for justice-oriented, place-based learning*. National Association for Research in Science Teaching International Conference (NARST), Denver, CO.
- Campbell, D. T.,** Pugh, P. Cooke, H., Merliss, G., Scipio, D., Zhang, Y., & Luehmann, A. (2024, March 17–20). *Expanding the justice-centered ambitious science teaching epistemic community*. National Association for Research in Science Teaching (NARST) International Convention, Denver, CO.
- Campbell, D. T.,** Zhang, Y., Luehmann, A., Scipio D., Cooke, H., & Merliss, G. (2024, June 10–14). *A core set of practices for justice-centered ambitious science*. International Society of the Learning Sciences (ISLS), Buffalo, NY.
- Deardorff, M. E., **Sinclair, T. E.,** Pratt, P., & Placencia de Alba, I. (2024, October). *TAGG-MS: A transition middle school assessment*. Presentation at the CEC-DCDT International Conference, Chantilly, VA
- Dukes, L., **Madaus, J. W.,** Behling, K. & Scott, S. (2024, March 13). *The AHEAD program domains, standards, and performance indicators: What's new and useful for the DRO?*. Association on Higher Education And Disability Professional Webinar, Virtual.
- Ferguson, F., Kissel, B., **Kaufman, D.,** & Young, R. (2024, July 6). *Creating spaces to promote antiracism and activism through children's writing*. United Kingdom Literacy Association International Conference, Brighton, England.
- Gasparin, C., Vilhalva, S., Gediell, A., Scott, J., & **Dostal, H.** (2024, February 1–3). *International perspectives elevate our understanding of deaf learners*. Association of College Educators - Deaf and Hard of Hearing, Las Vegas, NV.
- Harvey, A. C., & **Kennedy, C. H.** (2024, August 5–8). *Associations between epilepsy and challenging behavior in adults with intellectual/developmental disabilities*. [Poster presentation]. International Association for the Scientific Study of Intellectual/Developmental Disabilities Congress, Chicago, IL.
- Howard, E.** (2024, October 2–5). *Navigating Tensions between Separation of Languages and Translanguaging in Dual Language Programs*. International Conference on Language and Immersion Education, Salt Lake City, UT.

- Ives, J., & Castillo-Montoya, M.** (2024, June 5–7). *An ecosystem solution to a systematic problem: A model for driving institutional change of STEM education* [Paper presentation]. International Consortium for Educational Developers, Nairobi, Kenya.
- Ives, J., Chlebek, N., & Castillo-Montoya, M.** (2024, June 5–7). *Educational developers as organizational change agents supporting equity-based teaching: Insights from a systematic review* [Paper presentation]. International Consortium for Educational Developers, Nairobi, Kenya.
- Kennedy, C. H., Huedo-Medina, T. B., Twachtman-Bassett, J., Kalsner, L., & Eigsti, I-M.** (2024, August 5–8). *Health condition co-morbidities in children with autism and their association with challenging behavior* [Poster presentation]. International Association for the Scientific Study of Intellectual/Developmental Disabilities Congress, Chicago, IL.
- Lee, M., & Lynch, K.** (2024, July 7–14). *Beyond the classroom: Exploring the validity of remote assessments in evaluating numeracy, executive function, and literacy among low-income preschoolers* [Paper presentation]. International Congress on Mathematics Education quadrennial conference, Sydney, Australia.
- Lynch, K.** (2024). *What makes professional learning effective?*. Invited talk, Australian Education Research Organization, Australia.
- Miskovsky, M., Brennan, M., Trudel, S., Charamut, N., Perry, S., Cavallari, J., & Sanetti, L. M.** (2024, June 5–7). *Using the healthy workplace participatory program to improve elementary educators' well-being in the United States*. European Academy of Occupational Health Psychology Conference, Granada, Spain.
- Siegle, D.** (2024, October). *Addressing challenges in gifted education with three legs of gifted education services* [Keynote/Plenary Address]. Education of Gifted/Twice Exceptional Students: Challenges and Prospects, Republic of Kazakhstan.
- Siegle, D.** (2024, August 29). *Shifting through the essentials of gifted education for talent development: Separating the wheat from the chaff* [Keynote]. 19th European Council for High Abilities (ECHA) Conference: Expanding Horizons: The Odyssey of Talents & Gifts, Thessaloniki, Greece.
- Simonsen-Gaines, B. M.** (2024, June 19–21). *Integrating positive behaviour strategies within academic instruction*. Queensland Positive Behaviour for Learning Conference, Cairns, Australia.
- Simonsen-Gaines, B. M.** (2024, June 19–21). *Intentionally intensifying classroom practices to support students with disabilities*. Queensland Positive Behaviour for Learning Conference, Cairns, Australia.
- Simonsen-Gaines, B. M.** (2024, June 19–21). *Make each moment count*. Queensland Positive Behaviour for Learning Conference, Cairns, Australia.
- Simonsen-Gaines, B. M.** (2024, June 19–21). *Preventing bullying*. Queensland Positive Behaviour for Learning Conference, Cairns, Australia.

- Simonsen-Gaines, B. M., Rhoads, C. H., Sears, S., & Meyer, K.** (2024, March 6–9). *Reducing restraint through individualized positive behavioral interventions and supports (PBIS) in an inpatient psychiatric setting* [Conference session]. International Association of Positive Behavior Support Conference, Chicago, IL.
- Sinclair, T.E. & Dojonovic, S.** (2024, October). *Transition competencies*. Presentation at the CEC-DCDT International Conference, Chantilly, VA.
- Sinclair, T. E., & Pulos, J.** (2024, October). Implicit bias in transition planning. Presentation at the CEC-DCDT International Conference, Chantilly, VA.
- Stewart, Saran.** (2024, July). *ICARE4Socal Justice: Breaking Silos, Borders and Building Bridges*. [Keynote]. Research Culture Conference, University of Nottingham, UK.
- Wilson Becho, L., **Montrosse-Moorhead, B., & Schröter, D.** (2024, September 23–27). *The expanded garden of evaluation approaches: Theory in context* [Paper presentation]. The bi-annual meeting of the European Evaluation Society, Rimini, Italy.
- Wilson Becho, L., **Montrosse-Moorhead, B., & Schröter, D.** (2024, September 23–27). *The garden of evaluation approaches* [Paper presentation]. The bi-annual meeting of the European Evaluation Society, Rimini, Italy.
- Young, R., **Kaufman, D., & Cole, A.** (2024, July 6). *Effective writing practice is affecting writing practice: what has an impact on learning, engagement and attitudes in the writing classroom?*. United Kingdom Literacy Association International Conference, Brighton, England.

NATIONAL n= 165

- Abramo, J., & Bernard, C. F.** (2024, October 11). *The elementary informance* [Clinical presentation]. Vermont Music Educators Association Conference, Burlington, VT.
- Abramo, J., & Bernard, C. F.** (2024, April 11–14). *Music teachers' definitions and examples of student engagement* [Paper presentation]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Abramo, J., & Bernard, C. F.** (2024, September 25–28). *Defining student engagement in music education: A focus group study* [Paper presentation]. National Association for Music Education Biennial Music Research and Teacher Education Conference, Atlanta, GA.
- Aguiar, D. C., Bai, Y., **Campbell, T. D.,** Legitime, S., **Staples, M., & Corricelli, J.** (2024, March 17–20). *Curriculum design and improvement: Integrating AI concepts and societal problems in a secondary science module*. 2024 National Association for Research in Science Teaching (NARST) International Convention, Denver, CO.
- An, L., Mancenido, Z., **Lynch, K., & Lanteri, L.** (2024). *The Impacts of Summer Learning Programs on Non-Cognitive Outcomes: A Meta-Analysis*. Society for Research on Educational Effectiveness (SREE) annual conference.

- Anglin, K.** (2024, September 18–21). *Low-cost measurement with large language models: An application of few-shot classification in educational evaluations*. Society for Research on Educational Effectiveness Conference, Baltimore, MD.
- Back, M.** (2024, March 16–18). *The role of authentic versus AI-generated texts in language learner motivation and engagement*. [Paper presentation]. Annual Meeting of the American Association of Applied Linguistics, Houston, TX.
- Back, M.** (2024, November 22–24). *Generative AI redux: What's new for language teaching and learning?* [Workshop]. Annual ACTFL Convention, Philadelphia, PA.
- Back, M.** (2024, November 22–24). *How can you help increase and diversify the language teacher* [Round Table]. Annual ACTFL Convention, Philadelphia, PA.
- Back, M., Kaufman, D., & Moss, D.** (2024, April 11–14). *"I have more awareness of myself in context": A comparative analysis of pre-service teachers' engagement with race in study abroad.*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Bernard, C. F.** (2024, April 11–14). *Exploring Promising and Innovation Practices in Teacher Education* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Boczar, D., Davidesco, I., Montrosse-Moorhead, B., & Oas, J.** (2024, April 11–14). *Using an equity, diversity and inclusion lens to review computational thinking research*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Caemmerer, J. M., Melo, B., Koslouski, J., Lyon, K., Chafouleas, S. M., & Briesch, A.** (2024, September). *Developing a whole child school screening instrument: Evaluating perceived usability as an initial step in planning for consequential validity* [Poster presentation]. Biennial Conference of the Society for Implementation Science Collaboration, Denver, CO.
- Caemmerer, J. M., deLeyer-Tiarks, J.M., Dale, B.A., Charamut, N., Winter, E.L., Scudder, A.M., Peters, E., Bray, M. A., & Kaufman, A. S.** (2024, February 15–17). *Bayley Scales of Infant Toddler Development-4: Age and Gender Invariance*. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Caemmerer, J. M., deLeyer-Tiarks, J.M., Dale, B.A., Charamut, N., Winter, E.L., Scudder, A.M., Peters, E., Bray, M. A., & Kaufman, A. S.** (2024, February 15–17). *Bayley Scales of Infant Toddler Development-4: Age and Gender Invariance*. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Caemmerer, J. M., Pereira, B .A., Briesch, A. S., Koslouski, J. B., & Chafouleas, S. M.** (2024, February 15–17). *Developing an equitable social, emotional, behavioral screener*. [Paper presentation]. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Caemmerer, J.M., Melo, B., Koslouski, J., Lyon, K., Chafouleas, S.M., & Briesch, A.** (2024, December 5–7). *Children's perspectives on content to include in a whole child screener* [Poster presentation]. Annual Conference on Advancing School Mental Health, Orlando, FL.

- Campbell, D. T.** (2024, April 11–14). *Interrogating Food, Energy, and Water Decision-Making for Local, Regional, and Global Systems Thriving* [Structured poster session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Campbell, D. T.** (2024, April). *Heterogeneity Seeking Curriculum Planning and Instruction: Engineering for Ecological and Social Justice*. Invited seminar for the Cary Institute for Ecosystem Studies, Cary, NY.
- Campbell, D. T., & Cooke, H.** (2024, April 11–14). *A justice-centered ambitious teaching framework as a sacrificial model for collaborative conversations* [Structured poster session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Campbell, D. T., & Cooke, H.** (2024, April 11–14). *Teachers' understandings of justice-centered ambitious teaching practices* [Structured poster session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Campbell, D. T., Campbell-Montalvo, R., Arnold, C., & Lisy, E.** (2024, January 10–13). *STEM teacher leadership in the context of teaching science for social justice*. Association for Science Teacher Education (ASTE), New Orleans, LA.
- Campbell, D. T., Fazio, X., Lombardi, D., Burrell, S., & Herrick, I.** (2024, July 15–19). *Understanding how food, energy, and water decisions affect the thriving of local, regional, and global systems—A practice brief for secondary science teachers*. Earth Educators' Rendezvous 2024, Philadelphia, PA.
- Carpenter, A. Y., Siegle, D., Dulong Langley, S., Kearney, K. L., Wright, K. J., Wright, K. J., & Ferreira, L. O.** (2024, November 21–24). *Data driven differentiation that doesn't drive you to distraction: Classroom examples* [Oral Presentation]. 2024 National Association for Gifted Children Conference, Seattle, WA.
- Casa, T. M., Hogan, K. S., & Aforismo, H. L.** (2024, February 8–10). *The challenges of implementing the mathematical practices: Identifying approaches to support pre- and inservice teachers*. 28th Annual Conference of the Association of Mathematics Teacher Educators, Orlando, FL.
- Castillo-Montoya, M.** (2024). *Using research to support first-generation college students as learners*. W. T. Grant Foundation Board of Trustees Meeting.
- Castillo-Montoya, M.** (2024, November 11–14). *Decolonizing assessment of learning: Disrupting what it means to learn* [POD talk]. POD Network Annual Conference, Chicago, IL.
- Castillo-Montoya, M., Ives, J., & Savkar, A. A.** (2024, November 11–14). *A model for driving institutional change through equity-minded inquiry teams* [Presented on Project]. POD Network Annual Conference, Chicago, IL.
- Chafouleas, S. M., & Koslouski, J.** (2024, December 5–7). *Do schools screen for social determinants of health?: Results of a scoping review*. Annual Conference on Advancing School Mental Health Conference, Orlando, FL.

- Chafouleas, S. M.,** Hall, S., Mercier, A., Richter, C., Ruiz, O., **Koslouski, J.,** & Kirshy, S. (2024, April 17–19). *Emotional well-being measures used with individuals with intellectual and developmental disabilities and their psychometric properties*. Gatlinburg Conference, Kansas City, MO.
- Charamut, N., **Sanetti, L. M.,** Cavallari, J., Brennan, M., Perry, S., & Trudel, S. (2024, February 14–17). *The HWPP-E: engaging educators in the design of well-being interventions*. Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Chase, S, Bai, Y., **Campbell, T. D.,** & Gray, R. (2024, March 17–20). *The iterative design of a model-based inquiry planning tool for preservice science teachers*. 2024 National Association for Research in Science Teaching (NARST) International Convention, Denver, CO.
- Chrysochoou, M., **Campbell, T. D.,** & Chester, A. L. (2024, June 16–18). *An expansive version of community engagement: extension, service learning, and classroom instruction*. 2024 National Science Foundation's Improving Undergraduate Science Education (IUSE) Summit, Washington, DC.
- Chrysochoou, M., & **Gabriel, R.,** & Syharat, C., & Taylor, C. L. (2024, June), *Board 347: Positive predictors of neurodiverse students' sense of belonging in engineering* [Paper]. 2024 ASEE Annual Conference & Exposition, Portland, OR. <https://doi.org/10.18260/1-2--46929>
- Cisneros, L. M., Freidenfelds, N. A., **Campbell, T. D.,** Chadwick, C. B., Dickson, D., Elliott-Famularo, H. L., Lindemann, A. K., Pehmoeller, L. E., & Simmons, J. (2024, November). *Eco-digital storytellers: environmental action through geospatial and media arts technology* [Poster presentation]. North American Association for Environmental Education Annual Conference, Pittsburgh, PA.
- Cobb, C. D.** (2024). *Strategies for evaluating summer learning programs*. Council for Chief State School Officers (CCSSO) State Summer Learning Network Working Group.
- Cobb, C. D.** (2024, April 11–14). *Getting to school: Transportation equity in a school choice program*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Collier, Z.** (2024, April 11–14). *A systematic review of machine learning for propensity score estimation* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Collier, Z.** (2024, April 11–14). *Exposure to dialogic instruction during COVID-19 benefits students' argumentative Writing: Evidence from propensity score analysis*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Collier, Z.** (2024, April 11–14). *Signaling model misspecification in latent class analysis*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Collier, Z.,** & Sukumar, J. (2024, April 11–14). *Signals of uncertainty and misspecification in latent class analysis*. [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.

- Coyne, M.D., Siegle, D., Simonsen-Gaines, B. M.,** Newton, S. D., & **McCoach, D. E.** (2024, May 19–21). *Developing electronic momentary time sampling tools for observations of exceptional students.* 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- D'Amico, A., **Campbell, T. D.**, Allen, C., Lee, H., & Park, B-Y. (2024, January 10–13). *Uncertainty and ambiguity in efforts to diversify the K-12 STEM teaching workforce.* Association for Science Teacher Education (ASTE), New Orleans, LA.
- Davidesco, I.,** Boczar, D., **Montrosse-Moorhead, B.,** & Oas, J. (2024, April 11–14). *Using an equity, diversity and inclusion lens to review computational thinking research.* American Educational Research Association Annual Conference, Philadelphia, PA.
- DeRosa, D. A.** (2024, October). *A faculty fellow summer institute: Integrating NACE career competencies into the curriculum.* [Panel Discussion]. NACE Competency Symposium, Virtual.
- Donaldson, M.** & Lamb, A. (2024, October 10). What does the research say? [Conference presentation]. Performance Matters Conference. Hartford, CT.
- Donaldson, M.,** & Lamb, A. (2024, April 11-14). *District leaders' perspectives on developing and implementing district ARP-ESSER plans.* [Poster Session]. American Educational Research Association, Philadelphia, PA.
- Donaldson, M.,** Lamb, A. & Kamin, S. (2024, March 14-16). *Districts' responses to federal funding.* [Paper presentation]. Annual Conference for the American Education Finance and Policy, Baltimore, MD.
- Donaldson, M.,** DeVona, K., Villafuerte, C., & **Loken, E.** (2024, April 11–14). *Investigating a test-optional university admissions policy: How students decide whether to submit test scores* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Dostal, H.,** Holton, K., Holcomb, L., & Wolbers, K. (2024, October 24–26). *Development of expressive language skills through strategic and interactive approaches.* American Society for Deaf Child's Literacy, Charleston, SC.
- Fazio, X., & **Campbell, T. D.** (2024, March 17–20). *Perspectives for science curriculum-making in the Anthropocene.* 2024 National Association for Research in Science Teaching (NARST) International Convention, Denver, CO.
- Filipiak, D.** (2024, April 11–14). *White Study Hall: Collective Investigations and Creative Responses to the Problem of Educational Whiteness* [Lecture]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Filipiak, D. R.** (2024, April 11–14). *Designing toward dignity: Exploring productions of youth solutionaries in a YPAR filmmaking class* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Firmender, J. M., Colonnese, M. W., **Casa, T. M.,** & Cardetti, F. (2024, April 11–14). *Amplifying all students' voices: The development of the comprehensive mathematical discourse framework.* American Educational Research Association Annual Conference, Philadelphia, PA.

- Freidenfields, N., Lindemann, A. K., Elliott-Famularo, H. L., Pehmoeller, L. E., Dickson, D., Cisneros, L. M., Simmons, J., **Campbell, T. D.**, & Chadwick, C. B. (2024, November). *Eco-Digital Storytellers: Environmental Action through Geospatial & Media Arts Technology*. North American Association for Environmental Education (NAAEE) 2024 Conference: Building Bridges, Pittsburgh, PA.
- Freidus, A. J.** (2024, April 11–14). "At What Cost?" *New York City Young Activists' Shifting Perceptions of School Integration* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Freidus, A. J.** (2024, April 11–14). *Beyond the Black/White Binary: Reconceptualizing Integration for Racial Justice* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Gelbar, N., Reis Renzulli, S., & Madaus, J. W.** (2024, January 17–19). *Helping 2e-ASD students transition to college*. 25th Annual Conference on Autism, Intellectual Disabilities and Developmental Disabilities, Honolulu, HI.
- Gilmore, S., Simmers, K., & **Davidesco, I.** (2024, April 11–14). *Who's the expert? Reconsidering expertise in the context of high-school science teacher-scientist partnerships*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Gray, R., & **Campbell, T. D.** (2024, January 19–21). *Exploring the Integration of Diversity, Equity, Inclusion, and Justice (DEIJ) in science curriculum: A model-based inquiry approach*. 2024 Science Educators for Equity, Diversity, and Social Justice (SEEDS) conference, Tucson, AZ.
- Gray, R., & **Campbell, T. D.** (2024, March 20–23). *Model-based inquiry in chemistry: Three-dimensional instructional units for grades 9–12*. 2024 National Conference on Science Education (NSTA), Denver, CO.
- Gray, R., **Campbell, T. D.** & Bai, Y. (2024, June 16–18). *Developing a model-based inquiry planning tool for preservice science teachers*. 2024 National Science Foundation's Improving Undergraduate Science Education (IUSE) Summit, Washington, DC.
- Green, III, P.C.** (2024). *Race and school resources*. Georgetown Law School REEL Policy Clinic Seminar, .
- Green, III, P.C.** (2024). *Spencer Foundation Board of Directors legal panel*. Spencer Foundation Board of Directors Meeting.
- Green, III, P.C.** (2024, April 11–14). *Charter schools and state action: Religious charter schools and new frameworks to consider*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Green, III, P.C.** (2024, April 4). *Applied research for equal educational opportunity*. Brown at 70—with all deliberate speed, New York, NY.
- Green, III, P.C.** (2024, February 7). *All aboard!: Making charter school boards all-purpose state actors under the Supreme Court's Amtrak case*. Princeton Education Research Section (ERS) Series, Princeton, NJ.

- Green, III, P.C.** (2024, October 1). *School finance, race, and reparations* [Seminar]. Georgetown Law Race Equity and Education Law Clinic, Virtual.
- Green, III, P.C.** (2024, September 22). *Religious liberty, race, and education*. Black religious liberty curriculum, Virtual.
- Green, III, P.C.** (2024, September 23). *From Head Start to chair prof: The story of a boy named Bumps* [Keynote/Plenary Address]. National Head Start Leadership Institute, Washington, DC.
- Green, III, P.C.** (2024, September 26). *Law and public discourse*. National Education Policy Center, Peabody Journal of Education.
- Hadley Dunn, A.** (2024, April 11–14). *EduDisruptors: Teachers on Instagram Amidst the Great Resignation* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Hadley Dunn, A.** (2024, April 11–14). *The Politics of crisis leadership: Examining educator responses to the capitol insurrection* [Poster Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Harris, M. A., & **McCoach, D. E.** (2024, April 11–14). *Classify with caution: An illustrative example using mixture models and machine learning* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Haynes-Thoby, L. & Prescod, D. J.** (2024). *Is the 5-day work week a thing of the past?* [Lecture]. National Career Development Month Celebration Conference.
- Haynes-Thoby, L.** (2024). *Supporting the career imagination for women navigating intimate partner violence safety*. [Workshop]. Thomas Jefferson University Philadelphia Trauma Education Conference, .
- Haynes-Thoby, L., & Huang, P.-Y.** (2024, April 11–14). *Exploring asian international school counseling students' everyday experiences in CACREP-accredited programs* [Workshop]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Howard, E. R.** (2024, April 11–14). *Academic and language outcomes in Spanish-English DLBE programs* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Howard, E. R., Galvez, D., & Wagner, M. M.** (2024, April 11–14). *Using the Rasch-Guttman Scenario (RGS) Framework to develop a sociocultural competence* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Howard, E. R., Galvez, D., & Wagner, M. M.** (2024, April 11–14). *Working collaboratively with DLBE Teachers: creating a sociocultural competence toolkit to inform classroom practice* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Ives, J.** (2024, November). *When STEM teaching and learning is led by care* [Reading or Creative Work/Performance]. POD Network Annual Conference, Chicago, IL.

- Kaufman, D.** (2024, November 21–24). *Tools of resistance: Developing the teacher identities and response skills that defy the scripted reading program*. National Council of Teachers of English Convention, Boston, MA.
- Kearney, K., Little, C.A., O'Brien, R., & Cody, R.** (2024, April 11–14). *Video-based observations for examining changes in classroom practice*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Kennedy, C. H.** (2024, December). *Research and practice in severe disabilities editorial board meeting*. [Workshop]. TASH Annual Meeting, New Orleans, LA.
- Koslouski, J., Chafouleas, S. M., Williamson, K., & Schwartz, M. B.** (2024, December 5–7). *Putting the Whole School, Whole Community, Whole Child (WSCC) model into action to strengthen intervention integration* [Oral Presentation]. Annual Conference on Advancing School Mental Health, Orlando, FL.
- Koslouski, J., Chafouleas, S.M., Schwartz, M. B., & Williamson, K.** (2024, January 9). *Supporting the whole child in CT: Opportunities for strengthening educational policies* [Oral Presentation]. Moving Beyond Implications: Research into Policy Conference, Hartford, CT.
- Lafayette, T., **Kaufman, D.**, & Taylor, K. (2024, November 21–24). *Re-envisioning the conditions of writing workshop in order to teach to student need, equity, and social justice*. National Council of Teachers of English Convention, Boston, MA.
- Lamb, A. J., & **Weiner, J.** (2024, April 11–14). *District leaders' theories of change: ARP- ESSER planning implementation* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Lee, L., McBee, M., Makel, M. C., Peters, S. J., **McCoach, D. E.**, & Stambaugh, T. (2024, May 19–21). *Using the equity explorer application for research*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Levine, T. H.**, & Harvel, S. (2024, April 11–14). *Exploring the methods, foci and findings of research on elementary social studies methods* [Structured Poster Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Lombardi, A., Rifenbark, G.**, & Esposito, C (2024, April 11–14). *Multilevel examination of school and student characteristics on college and career readiness*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Long, D. A., **McCoach, D. E.**, Gambino, A. J., & **Siegle, D.** (2024, May 19–21). *can local norms work without data from all students*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Lopez, M. A., **Siegle, D.**, Long, D., & Diaz, G. A. (2024, November 21–24). *What policies and practices can help identify and nurture giftedness among English learners?* [Poster presentation]. 2024 National Association for Gifted Children Conference, Seattle, WA.

- Luehmann, A., Kostka, J., Robinson, K., Riccado, C., **Campbell, T. D.**, & Pugh, P. (2024, March 20–23). *Centering justice in ambitious teaching: Sharing core practices*. 2024 National Conference on Science Education (NSTA), Denver, CO.
- Lyon, K., **Koslouski, J.**, Briesch, A., **Caemmerer, J. M.**, Melo, B., & **Chafouleas, S. M.** (2024, December 5–7). *Using cognitive pre-testing to strengthen development of a comprehensive and contextual school-based screener* [Poster presentation]. Annual Conference on Advancing School Mental Health, Orlando, FL.
- Madaus, J. W.** (2024). *Helping twice exceptional neurodiverse students transition to college*. Taste of Confratute.
- Madaus, J. W., Reis Renzulli, S., & Gelbar, N.** (2024, January 17–19). *Helping 2eASD students transition to college*. 25th Annual Conference on Autism, Intellectual Disabilities and Developmental Disabilities, Honolulu, HI.
- McCoach, D. E.** (2024, May 19–21). *Four complications for implementing local norms*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- McCoach, D. E.** (2024, May 19–21). *How do teacher rating scales reflect the teacher doing the rating?*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- McCoach, D. E.** (2024, May 19–21). *Identification criteria decisions impact cognitive ability profiles and demographic representation*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- McCoach, D. E., & Siegle, D.** (2024). *Exploring effective strategies for gifted student identification from the National Center for Research on Gifted Education*. Whitworth University Spring 2024 Virtual Institute, Virtual.
- McCoach, D. E., & Siegle, D.** (2024, January 10). *Research on teacher rating scales for gifted identification*. Jacob K. Javits Gifted and Talented Students Education Program Project Directors Meeting, Virtual.
- McCoach, D. E., Siegle, D., Long, D., Peters, S. J., & Gambino, A.** (2024, May 19–21). *How much teacher is in teacher rating scales?*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- McCready, A. M.** (2024, April 11–14). *A quantitative examination of social justice orientation among members of a historically white sorority* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- McCready, A. M.** (2024, April 11–14). *Developing relational leaders through sorority engagement: A quantitative approach* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- McCready, A. M.** (2024, April 11–14). *Development and validation of the college student organization new member hazing experiences scale* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.

- McGarry, J.**, Zuk, E., Distefano, L., Srinivasan, S., Glaviano, N., Burland, J., & **Evanovich, J. M.** (2024). *Barriers and facilitators of physical activity: Experiences of racially marginalized girls living in a low-socioeconomic community*. National Athletic Trainers' Association 2024 Clinical Symposia & AT Expo, .
- Montrosse-Moorehead, B.**, Sutter, A., & Phiri, C. (2024, April 11–14). *How are youth included in evaluation studies?* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Montrosse-Moorhead, B.**, Wilson Becho, L., & Schröeter, D. (2024, October). *The expanded garden of evaluation approaches visualization* [Paper presentation]. Paper presented at the annual meeting of the American Evaluation Association, Portland, OR.
- Moss, D. M. M.** (2024, April 11–14). *Exploring discipline-specific education abroad programming to support preservice teacher learning about race and culture* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Nienhusser, H. K.** (2024, April 11–14). *Humanizing policy implementation in higher education through an equity-centered approach* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Nienhusser, H. K.**, & Romandia, O. (2024, April 11–14). *A Critical systematic review of the community college peer-reviewed literature* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Quimette, D., **VanHeest, J. L.**, Anyanwu, C., Dahlen, S., & Foreman (2024, November). *Where the magic happens: A Student centered approach to community building in faculty-led interdisciplinary and affinity living/learning communities* [Oral Presentation]. National Learning Community Conference, Chicago, IL.
- Pereira, B. A., **Caemmerer, J. M.**, Briesch, A.M., **Koslouski, J.**, & **Chafouleas, S. M.** (2024, February 15–17). *Developing an equitable social, emotional, behavioral screener*. National Association of School Psychologists annual convention, New Orleans, LA.
- Peters E., **Bray, M.A.**, Fitzmaurice, B., Li, M., & Bergmark, A. (2024, February 15–17). *Mind body health*. National Association of School Psychologists Annual Convention, New Orleans, LA.
- Peters, S. J., Lee, L., Stambaugh, T., Makel, M. C., McBee, M., & **McCoach, D. E.** (2024, May 19–21). *The CASA criteria for program evaluation in gifted education*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Pierce, A., & **Sanetti, L. M.** (2024, February 14–17). *Fidelity assessment and supports*. Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Player, G.** (2024, April 11–14). *Constructing an artspace to resist bipoc fragmentation and to construct possibilities for educational justice: An arts workshop* [Workshop]. American Educational Research Association Annual Conference, Philadelphia, PA.

- Player, G.** (2024, April 11–14). *Curators of educational dreams: Girls of color as creators of liberatory artspace* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Player, G.** (2024, April 11–14). *Race, language, and nationality as geopolitical, occupational, and pedagogical borders in teaching and teacher education* [Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Prescod, D.** (2024, February 15). *Using your degree outside of the academy*. Association of Colleges for Teacher Education Conference, Holmes Preconference, Aurora/Denver, CO.
- Prescod, D., & Hayden, S.** (2024, June 25–28). *What's career got to do with it?: Training students for an ever changing world*. National Career Development Association (NCDA) Conference, San Diego, CA.
- Prescod, D., Niles, S., & Hannon, M.** (2024, March 15–16). *Decolonizing career theory to better serve socially, culturally, and economically diverse populations*. National Board for Certified Counselors (NBCC) Foundation Conference, Bridging the Gap: Eliminating Mental Health Disparities, Washington, D.C.
- Puvirajah, A., **Campbell, T. D.**, Vernma, G., Riley, J., Barber, J., Alam, M., & Biswas, B. (2024, March 17–20). *Artificial intelligence generated micro-credentials in informal STEM education: Challenges and mitigation of bias*. 2024 National Association for Research in Science Teaching (NARST) International Conference, Denver, CO.
- Ramsdell, C., **Campbell, T. D.**, Wang, H-H., Feldman, A., Spencer, K., Knobloch, N., Burrell, S., Lee, K., & Lombardi, D. (2024, April 11–14). *Collaborative development of a framework for food-energy-water nexus education*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Reis, S.** (2024, May 19–21). *Using strength-based teaching strategies for 2e-ASD students*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Renzulli, J.** (2024, May 19–21). *Intelligences outside the normal curve: The role and responsibility of gifted education for promoting the development of social capital and co-cognitive skills in young people*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Reynolds, M. R., **Caemmerer, J.**, & Keith, T. Z. (2024, January 22–24). *Validity of CHC theory for assessment with children*. Comprehensive Assessment for Intervention Virtual Conference, Virtual.
- Rhoads, C. H.** (2024, April 11–14). *Accelerating Literacy for Adolescents (ALFA): Evaluating ALFA lab using a regression discontinuity design* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Richardson, A., **Campbell, T.**, & Creed, M. A., & Wagstrom, K. M. (2024, June), *Corsi-Rosenthal box learning module: How can we make clean air accessible for schools? (Resource Exchange)* [Paper

presentation]. 2024 ASEE Annual Conference & Exposition, Portland, OR.
<https://doi.org/10.18260/1-2-47080>

Rifenbark, G., & Lombardi, A. (2024, January 31–Feb 2). *Pre-registered studies on transition planning, self-determination, independent living skills, and economic hardship*. Stanford University Pacific Coast Research Conference, Coronado Bay, California.

Sada, E., Bellara, A., **Howard, E.**, Galvez, D., Wagner, M., & Silva-Enos, S. *Using the Rasch-Guttman Scenario (RGS) Framework to assess the development of sociocultural competence among students in dual language programs*. National Council on Measurement in Education.

Sanetti, L. M., Brandes, J., Collier-Meek, M., Pierce, A., Bucherbean, T., & Spencer, P. (2024, February 14–17). *Implementation matters: Measuring fidelity to support data-based decision making*. Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Sanetti, L. M., Dugan, A., Cavallari, J., & Charamut, N. (2024, February 14–17). *Teacher perspectives on work and non-work demands impacting stress*. Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Scott, J., Gasparine, C., Vilhalva, S., **Dostal, H. A.**, & Gediell, A. (2024, April 11–14). *Challenges and perspectives for deaf education based on self-study considering multilingual e pluricultural reflections*. American Educational Research Association Annual Conference, Philadelphia, PA.

Settlage, J., Wasserman, B., & Bagchi, R. (2024, April 11–14). *Generating school typologies to inform investigations of organizational influences on educational effectiveness* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.

Shaw, R., & **Bernard, C. F.** (2024, September 25–28). *Developing policy awareness in pre-service music teachers* [Paper presentation]. National Association for Music Education Biennial Music Research and Teacher Education Conference, Atlanta, GA.

Siegle, D. (2024, May 19–21). *Challenges and considerations for creating equitable identifications systems* [Symposium]. 13th Wallace Research Symposium on Talent Development, Storrs, CT.

Siegle, D., & Ford, D. (2024, February 8). *Discussants for Joseph S. Renzulli's Palmarian Award presentation*. University of Denver Annual Gifted Education Symposium and Conference: Tension Points in Gifted Education, Virtual.

Siegle, D., & **McCoach, D. E.** (2024, November 21–24). *Help! My gifted child isn't acting gifted* [Oral Presentation]. 2024 National Association for Gifted Children Conference, Seattle, WA.

Siegle, D., & **McCoach, D. E.** (2024, November 21–24). *Improving gifted education identification and services using research from the National Center* [Oral Presentation]. 2024 National Association for Gifted Education Conference, Seattle, WA.

Siegle, D., Gambino, A., **McCoach, D. E.**, Peters, S. J., & Long, D. (2024, May 19–21). *The limits of multiple measures to increase equity in gifted programs*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.

- Siegle, D.,** Long, D., **McCoach, D. E.,** & Peters, S. J. (2024, May 19–21). *Inequality at the starting line: Under-representation in gifted identification and disparities in early achievement*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Siegle, D.,** Newton, S. D., Kearney, K., Wright, K. J., Carpenter, A., **McCoach, D. E.,** & Dulong Langley, S. (2024, May 19–21). *Learning something new matters*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Siegle, D.,** Orione Ferreira, L., & Hook, T. S. (2024, May 19–21). *An electrodermal biofeedback intervention for anxiety, stress, and achievement among honors and non-honors students: A randomized controlled trial*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Simonsen-Gaines, B. M.** (2024, February 12–15). *Supporting students' social, emotional, & behavioral wellness in school and beyond*. National Council for Community and Education Partnerships (NCCEP) National Gear-Up Academy, Virtual.
- Staples, M.,** Anthonypillai, S., & Llano, I. (2024, April 11–14). *A co-inquiry to promote access, agency and justification activity in Algebra II classrooms* [Paper Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Stefano, T., **Williamson, K.,** & Texidor, M. (2024, October 7). *Putting the Whole School, Whole Community, Whole Child (WSCC) model into action* [Workshop]. National Family Engagement Summit, Savannah, GA.
- Stewart, S.** (2024, April 11–14). *A comparative and intersectional anti-blackness framework for humanizing higher education* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Taconet, A., **Rifenbark, G.,** & **Lombardi, A.** (2024, April 11–14). *Examining economic hardship, transition planning, self-determination and independent living skills for transition-aged youth using NLTS2012*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Tanguma-Gallegos, A., & **Ives, J.** (2024, June 16–18). *Developing and sustaining a virtual community of practice framework for institutional transformation* [Oral Presentation]. 2024 IUSE Summit, Washington, DC.
- Tuitt, F. A.** (2024, April 11–14). *Advancing a transnational comparative framework for racial equity in higher education* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Tuitt, F. A.** (2024, April 11–14). *Selective public research universities in the U.S. responses to recent high-profile incidents of anti-black violence* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Tuitt, F. A.,** Schlabach, K., Romandia, O. (2024, April 11–14). *Affirming rebellion: incorporating resistance in convergence, divergence, and reclamation* [Symposium]. American Educational Research Association Annual Conference, Philadelphia, PA.

- Wasserman, B., Bagchi, R., & **Settlage, J.** (2024, April 11–14). *Practice-based reflection and professional development* [Roundtable Session]. American Educational Research Association Annual Conference, Philadelphia, PA.
- Weiner, J. M.** (2024, April 11–14). *Implications of the “Glass Cliff” phenomenon for women leaders in independent schools*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Weiner, J. M.,** & Lamb, A. (2024, April 11–14). *District leaders’ theories of change: ARP-ESSER (American Rescue Plan–Elementary and Secondary School Emergency Relief Fund) planning and implementation*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Weiner, M., **Chafouleas, S. M.,** & **Koslouski, J.** (2024, December 5–7). *Using alternating treatment design to evaluate Feel Your Best Self during morning meetings* [Poster presentation]. Annual Conference on Advancing School Mental Health, Orlando, FL.
- Williamson, K., Koslouski, J.,** Schwartz, M. B., & **Chafouleas, S. M.** (2024, December 5–7). *Lessons learned from facilitating the adoption of a whole child lens for wellness work* [Poster presentation]. Annual Conference on Advancing School Mental Health, Orlando, FL.
- Wilson, J., **Little, C. A.,** & Rodrigues, C. (2024, May 19–21). *Teachers’ conceptualization of productive struggle*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.
- Xu, D., **Prescod, D. J.,** & Gruder, K. (2024, June 25–28). *Inclusive career discussions: Strategies for reducing career disparagement and bullying*. National Career Development Association (NCDA) Conference, San Diego, CA.
- Youngs, P., Konstantopoulos, S., **Anagnostopoulos, D.,** Cavanna, J., **Casa, T.,** Pinter, H.H., & Drake, C. (2024, April 11–14). *How self-efficacy, perceived collective responsibility, and feedback predict beginning teachers’ enactment of ambitious mathematics instruction*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Youngs, P., Konstantopoulos, S., **Anagnostopoulos, D.,** Cavanna, J., **Casa, T.,** Pinter, H.H., & Drake, C. (2024, April 11–14). *How feedback and fit are associated with second-year teachers’ enactment of equitable, ambitious mathematics instruction*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Zheng, M., Dulong Langley, S., Kearney, K. L., Hook, T. S., Sodergren, C. S., Burrell, J. P., & **Siegle, D.** (2024, November 21–24). *A practical approach for spotting talent in elementary school age multilingual students* [Oral Presentation]. 2024 National Association for Gifted Children Conference, Seattle, WA.
- Zheng, M., Lusk, S., Hook, T. S., & **Little, C.** (2024, May 19–21). *The effect of professional learning on teachers’ beliefs about students’ high potential*. 13th Wallace Research Symposium on Talent Development, Storrs, CT.

REGIONAL n= 9

Chafouleas, S. M., Koslouski, J., & Williamson, K. (2024, May 16–17). *Enhancing intervention integration through a whole child lens*. Northeast PBIS Network Leadership Forum, Mystic, CT.

Evanovich, J. M. (2024). *The importance of relationships, representation, and relevance in the work of SNAP-Ed*. USDA SNAP-Ed Nevada.

Haynes-Thoby, L. (2024). *Operationalizing trauma-informed supervision* [Workshop]. North-Atlantic Region Association for Counselor Education and Supervision.

Howard, E. *Navigating tensions between translanguaging and separation of languages in dual language programs*. Southern New England Dual Language Conference.

Lisay, E., Patterson, A., Rowe, J., Martino., K., **Campbell, D. T.**, & Walston, A. (2024, March 25–26). *Transforming science teaching through justice-centered data*. 2024 School Redesign in Action Conference, Providence, R.I.

Scudder, A., Vander Ploeg, L., **Caemmerer, J. M.**, deLeyer-Tiarks, J., Dale, B.A., Charamut, N., Winter, E.L., Peters, E., **Bray, M. A.**, & Kaufman, A. S. (2024, February 29 – March 2). *Bayley Scales of Infant Toddler Development-4: Age and gender invariance*. Eastern Psychological Association Annual Meeting, Philadelphia, PA.

Simonsen-Gaines, B. M. (2024). *Make each moment count*. Southeastern School Behavioral Health Conference.

Weiner, M., **Koslouski, J.**, & **Chafouleas, S. M.** (2024). *A comprehensive review of the evidence behind Feel Your Best Self strategies*. Northeast PBIS Network Leadership Forum.

Williamson, K., Melissa Cyr, Amado, M. & **Chafouleas, S. M.** (2024, October 2–4). *District leadership of whole child initiatives: Leveraging the Whole School, Whole Community, Whole Child (WSCC) model to promote successful implementation* [Workshop]. Annual Regional Conference of the New England Association of School Superintendents, Westbrook, CT.

STATE n= 24

Abramo, J., & Bernard, C. F. (2024). *Engaging all students* [Keynote/Plenary Address]. Connecticut Music Educators Association Eastern Region Professional Development, Ledyard, CT.

Abramo, J., & Bernard, C. F. (2024, April 4–6). *“Why aren’t my students engaged and what can I do about it?”* [Lecture]. Connecticut Music Educators Association conference, Hartford, CT.

Abramo, J., & Bernard, C. F. (2024, April 4–6). *Beyond survival: A dialogue on navigating the first five years of teaching* [Workshop]. Connecticut Music Educators Association conference, Hartford, CT.

- Abramo, J., & Bernard, C. F.** (2024, April 4–6). *Looking towards the future: Preservice dialogue on pressing issues in the field* [Workshop]. Connecticut Music Educators Association conference, Hartford, CT.
- Back, M.** (2024, February). *Using ChatGPT and AI in Portuguese, Quechua, and Spanish language instruction*. [Workshop]. Workshop for Ohio State University's language instructors, The Ohio State University.
- Bernard, C. F.** (2024). *So you want to create literate singers?* [Workshop]. Choral Methods Course, University of New Hampshire, Durham, NH.
- Bernard, C. F.** (2024). *University guest scholar at University of the Pacific, Stockton, CA.*
- Bernard, C. F.** (2024). *University guest scholar, University of New Hampshire, Durham, NH.*
- Bernard, C. F.** (2024, November 15–16). *Why aren't my students engaged and what can I do about it?* [Clinical Presentation]. California Music Educators Association (CMEA) Bay Section Conference, San Jose, CA.
- Bernard, C. F., & Abramo, J.** (2024) *Engaging all students* [Keynote/Plenary Address]. Vermont Music Educators Association, Burlington, VT.
- Campbell, T. D.** (2024, October). *Exploring teacher leadership: literature review, community of practice model, and exploration in a stem network*. Invited Speaker for the Tennessee Science, Technology, Engineering and Mathematics Education Center (TSEC) at Middle Tennessee State University, Murfreesboro, TN.
- Chafouleas, S. M.** (2024, November). *Feel Your Best Self: Bringing joyful exploration to learning emotion-coping strategies*. [Keynote/Plenary Address]. University of Connecticut Secondary School Counselors' Day Conference, Storrs, CT.
- Chafouleas, S. M., & Koslouski, J.** (2024, January 9). *Social and emotional learning: Challenges and solutions to supporting children's emotion coping skills*. Moving Beyond Implications: Research into Policy Conference, Hartford, CT.
- Chafouleas, S. M., Lyon, K., & Williamson, K.** (2024, October). *School psychologists as whole child champions: Leverage the Whole School, Whole Community, Whole Child (WSCC) model to strengthen your systems* [Workshop]. New York Association of School Psychologists Annual Conference, Syracuse, NY.
- Cobb, C. D.** (2024). *Preliminary findings from Sheff socioeconomic analyses*. CSDE Regional School Choice Office (RSCO).
- Collier-Meek, M., Pierce, A., & **Sanetti, L. M.** (2024, March 14–15). *Making change happen: Supporting teachers to adopt new practices*. Connecticut Association of Schools 2024 Conference, Mystic, CT.
- Evanovich, J. M.** (2024). *Flash talk presentation: The work of UConn Husky Nutrition & Sport*. Collaboratory on School and Child Health Networking Event.

- Haynes-Thoby, L.** (2024). *Reengaging the career imagination after trauma*. Connecticut Career Counseling and Development Association.
- Howard, E.** (2024, December 10–13). *Navigating tensions between translanguaging and separation of languages in dual language program*. Multilingual Illinois Statewide Conference/ESSA, Tinley Park, IL.
- Howard, E.** *Celebrating the languages, knowledge, and stories of multilingual learners through a focus on sociocultural competence*. ConnTESOL.
- Ortiz, J., **Caemmerer, J.**, Peters, E., & **Bray, M.** (2024, October). *Best practices in assessment: Legal implications of a psychoeducational evaluation*. Connecticut Department of Corrections-United School District #1, Wethersfield, CT.
- Rivera, K., Wondmagegne, M., White, I., Waggoner, J., Suech, E., Strauss, A., Schuman, A., Luis-Fuentes, H., Heyse, B., & **Casa, T. M.** (2024, March 25–26). *Advancing equity in mathematics education within and beyond math class through discourse*. Associated Teachers of Mathematics in Connecticut Annual Conference, New Haven, CT.
- Sanetti, L. M.**, Collier-Meek, M., & Pierce, A. (2024). *Actualizing school transformation through implementation science*. Connecticut Association of Public School Superintendents 2024 Spring Conference.
- Siegle, D.** (2024, November 3). *Sifting through the essentials of gifted education for talent cultivation: Separating the wheat from the chaff* [Oral Presentation]. Harvard Alumni for Education and Massachusetts Association for Gifted Education 2024 Symposium on Gifted Education, Cambridge, MA.

Local n= 9

- Abramo, J., & Bernard, C. F.** (2024). *English learners in the music classroom* [Workshop]. Education through Music, New York, NY., New York, NY.
- Back, M.** (2024, February). *Using ChatGPT and generative AI for language teaching and learning*. Brown bag discussion for language instructors, New Haven, CT.
- Back, M.**, Simmons, J., & **Kaufman, D.** (2024, February). *Teacher education in a global context: Teaching and study abroad for preservice teachers*. [Panel Discussion]. Neag School of Education, Global Education Speaker Series, Storrs, CT.
- Bernard, C. F.** (2024). *The (sometimes thorny) topic of assessment* [Lecture]. Graduate music education research course, University of Southern California, Los Angeles, CA., University of Southern California, Los Angeles, CA.
- Kaufman, D.** (2024, July). *“Using books to teach human rights in the content areas.”* [Clinical Presentation]. Dodd Impact, Human Rights Close to Home (HRCH) Summer Program, Storrs, CT.

McGarry, J., DeRosa, D. A., & Evanovich, J. M. (2024, October). *20 years as campus-community partnership: Relationships, relevance, representation* [Workshop]. UConn Leadership Summit, Storrs, CT.

Prescod, D. (2024, January 15). *Martin Luther King Day of Service Panel*. Martin Luther King Day of Service Panel hosted by Campus Wide Initiatives, Storrs, CT.

Sinclair, T. E. (2024, May). Compassionate supervision. Invited Presentation CTABA Sips and Science Event, West Hartford, CT.

Weiner, J., & Higgins, M. (2024, September 23). *reclaiming leadership in a feminized profession: women's leadership in K-12 education*. Women's Leadership in Context: Gender, Power, and Identity Dynamics Seminar Series. Women and Public Policy Program at the Harvard Kennedy School of Government. Virtual.
<https://www.youtube.com/watch?v=CnIISPTEZpk&list=PL523RdrBlwNvhqspccuhrFOX8s6-POJDD&index=2>

NEAG SCHOOL OF EDUCATION FACULTY INTELLECTUAL CONTRIBUTIONS REPORT

January 1, 2024 - December 31, 2024

Prepared by Marci Lombardo
Dean's Office

Annual Report
2024-2025

Faculty Intellectual Contributions Report
Neag School of Education
January 1, 2024 - December 31, 2024

Books n=5

Beal, J. S., **Dostal, H. M.**, & Easterbrooks, S. R. (2024). *Students who are deaf and hard of hearing* (2nd ed.). Oxford Academic. <https://doi.org/10.1093/oso/9780198879114.001.0001>

Kennedy, C. (2024). *Single-case designs for applied research* (2nd ed). Sage.
<https://collegepublishing.sagepub.com/products/single-case-designs-for-applied-research-1-286080>

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<https://www.frontiersin.org/research-topics/23423/serving-vulnerable-and-marginalized-populations-in-social-and-educational-contexts/magazine>

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Book Chapters n=21

Barnett, P. J., & **Kaufman, J. C.** (2024). Creativity in terms of constraints: Categories and characteristics. In C. Tromp, R. J. Sternberg, & D. Ambrose (Eds.), *Constraints and creativity* (Vol. 13, pp. 37–56). Brill. <https://doi.org/10.1163/9789004707238>

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Bray, M. A., Winter, E., Bray, A., deLeyer-Tiarks, J. M., & Aravala, S. (2024). Asthma in children and adolescents. In L. A. Theodore, B. A. Bracken, & M. A. **Bray** (Eds.), *Desk Reference in School Psychology*. (1st ed., pp. 555–567).

- Burton, L.** (2024). Discrimination in the athletic training workplace. In S. Mazerolle & W. Pitney (Eds.), *Workplace concepts for athletic trainers* (ebook ed. Chapter 6). Routledge.
<https://doi.org/10.4324/9781003526971>
- Burton, L., & Keaton, A. C. I.** (2024). Managing gendered sport organizations. In P. Markula & A. Knoppers (Eds.), *Gender and diversity in sport management* (1st ed., pp. 94—109). Edward Elgar Publishing. <https://doi.org/10.4337/9781802203691.00016>
- Campbell, D. T.** (2024). Implications of teachers' learning and use of learning progressions: Commentary for Section III. In H. Jin, D. Yan, & J. Krajcik (Eds.), *Handbook of research on science learning progressions* (1st ed. pp. 412—420). Routledge. <https://doi.org/10.4324/9781003170785>
- Cobb, C. D.** (2024). Policy matters: School choice and segregation. In J. B. Ayscue (Ed.), *Reimagining school integration: Possibilities for the future*. (pp. 45–68). Information Age Publishing.
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<https://doi.org/10.1007/978-3-031-25134-4>
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- Dostal, H. & Graham, S.** (2024). Writing in the content areas. In D. Golos, M. Kuntze, & C. Kurz (Eds.), *58-IN-MIND: Multilingual teaching strategies for diverse deaf students* (1st ed., 97117). Gallaudet University Press. <https://gupress.gallaudet.edu/Books/9/58-IN-MIND>
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- Glăveanu, V.P., Green, A.E., & **Kaufman, J.C.** (2024). The transformational potential of hidden creativity. In R.J Sternberg & S. Karami, (Eds.), *Transformational creativity* (1st ed., pp. 135–147). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-51590-3_10
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- Irizarry, J.**, Rong, Y., & **Stewart, S.** (2024). Beginning to cultivate a diverse teaching force through early college experience in Connecticut. In P. Goel, J. Simmons, & S. Marwah (Eds.), *Building a better normal: Visions of schools of education in a post-pandemic world* (1st ed., pp. 17–35). Emerald Publishing Limited. <https://doi.org/10.1108/9781804554104>
- Kaufman, J. C.**, Xie, L., & Baer, J. (2024). The consensual assessment technique. In M. A. Runcu & S. Acar (Eds.), *Handbook of creativity assessment* (pp. 320–333). Edward Elgar Publishing. <https://doi.org/10.4337/9781839102158.00029>
- Nagrotsky, K.** (2024). “I Wasn’t Planning on Yelling”: Beginning English teachers and pandemic-inflected SEL curriculum. In A. Webb & M. Shoffner, (Eds.), *Care and teachers in the induction years: Supporting early career educators in today’s teaching landscape*. (1st ed., pp. 34–42). Routledge. <https://doi.org/10.4324/9781032707471>
- Phaiah, J., Keazer, L., Roselle, R., Carl, J., Ronan, D., & **Nagrotsky, K.** (2024). A teacher education faculty learning community as a lever to support program improvement through practice-based experience. In K.N. Rainville, C.G. Derochers, & D.G. Title (Eds.), *Faculty learning communities: Communities of practice that support, inspire, engage and transform higher education classrooms* (pp. 269-286). Information Age Publishing. <https://bookstore.emerald.com/faculty-learning-communities-hb-9798887304458.html>
- Stewart, S.** (2024). Krik? krak! groundings, liming, and ole talk. In R. McMillian, & P. A. Pasque (Eds.), *Advancing qualitative inquiry toward methodological inclusion* (1st ed., pp. 178-194). Rutledge. <https://doi.org/10.4324/9781003462224-19>
- Zhao, M., & **Howard, E.** (2024). Academic and language outcomes in Spanish-English programs. In J. A Freire, C., Alfaro, & E. de Jong, (Eds.), *The handbook of dual language bilingual education* (1st ed., pp. 173–193). Taylor & Francis. <http://dx.doi.org/10.4324/9781003269076-14>

Journal Articles n=174

- Abramo, J.** (2024). Becoming an active bystander in music education. *Music Educators Journal*, 111(1) 16–23. <https://doi.org/10.1177/00274321241275702>
- Abramo, J.** (2024). Editorial Volume 46: New beginnings...yet again. *Visions of Research in Music Education*, 46(1). <https://digitalcommons.lib.uconn.edu/vrme/vol46/iss1/1>
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- Anglin, K.** (2024). Addressing threats to validity in supervised machine learning: A framework and best practices for education researchers. *AERA Open*, 10, 45678. <https://dx.doi.org/10.1177/23328584241303495>
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- Back, M.** & Wagner, M. M. (2024). Bridging the artificial gap: TESOL frameworks for world language education and advocacy. *Dimensions*, 59, 26–36 https://www.scolt.org/wp-content/uploads/2024/03/2_Dimensions-2024_chap2.pdf
- Back, M.** (2024). Interrogating racialized discourses in educator-focused study abroad: An ecological approach. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 36(1), 202–228. <https://doi.org/10.36366/frontiers.v36i1.771>
- Bell, N. S., Collier, Z., Vélez, V. N.,** & Ford, D. Y. (2024). CritSEM: Advancing QuantCrit to examine racialized resegregation in special education. *Journal of Research on Educational Effectiveness*, 18(2), 390–422. <https://doi.org/10.1080/19345747.2024.2408538>
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Caemmerer, J. M., deLeyer-Tiarks, J. M., Dale, B. A., Winter, E. L., Charamut, N. R., Scudder, A. M., Peters, E. C., **Bray, M. A.**, & Kaufman, A. S. (2024). Does the Bayley-4 measure the same constructs across girls and boys and infants, toddlers, and preschoolers? *Psychological Assessment*, 36(11), 643–653. <https://doi.org/10.1037/pas0001337>

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Neag School of Education Awards, Editorships, & Leadership Roles

Prepared by Marci Lombardo
Dean's Office

Annual Report
2024-2025

Neag Faculty Awards and Honors

Melissa Bray & Sandy Chafouleas

- Named among the top publishers and most prolific contributors to school psychology based on the following recent study: Hulac, D. M., Aspiranti, K. B., & Nyberg, J. (2025). Scholarly Productivity of School Psychology Faculty 2016–2020. *Psychology in the Schools*, 62(3), 708–720.

Jacqueline Caemmerer & Melissa Bray

- Awarded the American Psychological Association (APA) Editor's Choice Selection for the following article. Caemmerer, J. M., deLeyer-Tiarks, J.M., Dale, B.A., Winter, E.L., Charamut, N.R.*, Scudder, A.M.*, Peters, E.C.*, Bray, M. A., & Kaufman, A. S. (2024). Does the Bayley-4 measure the same constructs across girls and boys and infants, toddlers, and preschoolers? *Psychological Assessment*, 36(11), 643-653. <https://doi.org/10.1037/pas0001337>

Melissa Bray

- 2025 Digital Health Special Interest Group Poster Award winner

Chen Chen

- Recognized as a North American Society for the Sociology of Sport (NASSS) Research Fellow at the 2024 NASSS conference in Chicago, IL.

Zach Collier

- Named a 2025 Emerging Scholar by Diverse: Issues in Higher Education

Preston Green

- Recognized as a 2025 RHSU Edu-Scholar.

Risa Isard

- Received the Best Paper Award from the Academy of Management (June, 2025) with colleague Matthew Lyle (SNYU, Binghamton) for *Not Like Us: Theorizing Stakeholder Mnemonic Community Expansion*.

Joseph Renzulli

- Received an Honorary Doctorate from the University of Brazil.

Jennie Weiner

- Awarded the 2025 Society of Professors of Education Outstanding Book Honorable Mention for *Lead(Her)ship: Advancing women in K-12 Education Administration* with co-author Dr. Monica Higgins.

Suzanne Wilson

- Named outstanding reviewer, American Educational Research Association, *Review of Educational Research*

Neag Faculty in Editorial Leadership Positions

Joe Abramo

- Co-editor of the *Bulletin of the Council for Research in Music Education*

Casey Cobb

- Invited to serve on the inaugural editorial board of APA's Educational Psychology for Policy and Practice, of Division 15: Educational Psychology.

Cara Bernard

- Senior Editor for *Visions of Research in Music Education*.

Milagros Castillo-Montoya

- Senior Associate Editor at the *Review for Higher Education* and is co-leading the development of a new section for the journal.

Morgaen Donaldson

- Editorial Board Member for *American Educational Research Journal*
- Editorial Board Member for *Educational Evaluation and Policy Analysis*
- Editorial Board Member for *Elementary School Journal*
- Editorial Board Member for *Education Finance and Policy*

Hannah Dostal

- Editor in Chief for the *Journal of Deaf Studies and Deaf Education*

Rachael Gabriel

- Editor in Chief for *The Reading Teacher*

Robin Grenier

- Named the new Qualitative Methods Editor for *Human Resource Development International*

Latoya Haynes-Thoby

- Guest editor of *The Professional Counselor*, 2024 – 2025

Jessica Koslouski

- Editorial Board Member for *School Mental Health Journal*
- Editorial Board Member for *Journal of School Health*

Craig Kennedy

- Editor-in-Chief of *Research and Practice for People with Severe Disabilities* (Sage)

Catherine Little

- President-elect of the National Association for Gifted Children

Betsy McCoach

- Appointed Associate Editor for Psychological Methods

Bianca Montrosse-Moorhead

- Guest Editorship of Journal Special Issue
Lemire, S., Montrosse-Moorhead, B., & Christie, C. A. (2024). Special issue on visualizing evaluation theory. *Journal of MultiDisciplinary Evaluation*, 20, 1–63.
https://journals.sfu.ca/jmde/index.php/jmde_1/issue/view/85
- Co-Editor-in-Chief for New Directions for Evaluation.
- Editorial board member for the American Journal of Evaluation.

Kenny Nienhusser

- Selected to serve on the editorial board of the *Journal of College Student Development*

Lisa Sanetti

- Founding Co-Chair Dissemination and Implementation Practice and Science Interest Group for the National Association of School Psychologists

Saran Stewart

- Appointed as 2024-2027 Co-Editor for *American Educational Research Journal*

Jennie Weiner

- Co-editor of the *Journal of Educational Change*

Neag Faculty in Leadership Positions in Professional Organizations

Michele Back

- At-large board member of ACTFL (American Council on the Teaching of Foreign Languages)

Latoya Haynes-Thoby

- American Educational Research Association (AERA), Division E (Counseling & Human Development), Vice President, 2025 – 2028
- Connecticut Career Counseling & Development Association (CCCCA), Secretary, 2024 – 2026
- Advisory Council, National Board for Certified Counselors Foundation, 2023 – 2025
- American Counseling Association, Governing Council Representative for the International Association for Resilience in Trauma Counseling, 2025 – 2028

Elizabeth Howard

- Chair, Higher Education Advocates for Language Learners (HEALL)

Kathleen Lynch

- Program Chair of the AERA Classroom Observation SIG

Del Siegle

- U.S. Delegate for the World Council for Gifted and Talented Children

Tracy Sinclair

- Current President Council for Exceptional Children's Division on Career Development and Transition
- Current President Connecticut Council for Exceptional Children
- Current board member: Connecticut Association of Applied Behavior Analysis

Jaci Van Heest

- Ethics Committee Chair for the New England Chapter American College of Sports Medicine

Jennie Weiner

- Member of the executive committee of the University Council of Educational Administration (UCEA).

APPENDIX B

I. Neag School of Education Media Clips (July 2024 – June 2025)

Neag School of Education
Media Clips
July 2024 – June 2025

June 2025

From Obscurity to Glastonbury. Did Doechii Really Predict Success Five Years Ago?
BBC

June 29, 2025

Sandra Chafouleas is quoted about anxiety in songs.

5 UConn Representatives Find Common Ground at National Office

NCAA June 27, 2025

Two Neag School sport management students, **Adam Gottner** and **Lexi Hastings**, along with **Danielle DeRosa**, are mentioned as part of a UConn program working with student athletes.

Gift Brings UConn's Immersive Holocaust and Bias Awareness Program to High School Students

UConn Foundation

June 23, 2025

A donation to support Holocaust education program, led by Neag School's **Alan Marcus**, is featured.

A Joyful End-Of-Year Celebration at Bushnell Park!

Hartford Schools

June 20, 2025

An end-of-year celebration at the Dr. Joseph S. Renzulli Gifted and Talented Academy, named in honor of Neag School's **Joseph Renzulli**, is featured.

The Growth of Women's Sport Is Changing the Game for Female Workers and Parents
Sports Business Journal

June 18, 2025

Risa Isard co-authored an opinion article about women's sports.

Up And Down The River: Creative Constraints

Pioneer

June 16, 2025

James Kaufman is interviewed about creativity.

Advocates Say Connecticut Needs More Black Male Teachers. It Makes 'A Big Difference': Student

Hartford Courant

June 9, 2025

The **Neag School** is mentioned regarding a nationwide initiative at increasing the number of Black and Latino men in the teaching profession.

The Creativity Challenge

New York Times

June 6, 2025

James Kaufman is quoted about creativity.

Women's Basketball: Carley Mooney

UConn Athletics

June 4, 2025

Neag School alumna **Carley Mooney** is featured about her role with UConn women's basketball.

Profound Impact of Lockdown Reverberates for CT College Students

Hartford Courant

June 2, 2025

Melissa Bray is interviewed about impact of COVID-19 impact on students.

Being Jonathan

UConn Magazine

Summer 2025

Neag School alums and family members, **Joseph Briody '86 (BUS), '95 (ED), '96 MA;** and **Patrick Briody '20 (CLAS), '21 MS,** are featured along with other alums who wore the mascot costume as a student. Patrick was the fourth family member to wear the Jonathan suit, following his uncle John, father Joe, and sister Caitlin.

May 2025

Learning After Lockdown: College Students Still Feel COVID's Sting

WSHU Public Radio

May 29, 2025

Melissa Bray is quoted about the mental health challenges of COVID.

Split Supreme Court Blocks Oklahoma's Catholic Charter School – but Future Cases Could Hinge On Whether Charters Are, At Their Core, Public or Private

The Conversation

May 23, 2025

Preston Green co-authored an article about a recent Supreme Court ruling on religious charter schools.

See Also – *Nevada Current*, *Times Union*, *Seattle PI*, *The Daily Reflector*, *The Tolerance Webzine*, *UConn Today* + two additional articles

'A Day to Exhale': Supreme Court Deadlocks On Religious Charter Schools — for Now

The72Million

May 22, 2025

Preston Green was quoted about the Supreme Court ruling on religious charter schools.

If Sarcasm Was a First Language, These 50 Memes Would Be National Literature (New Pics)

BoredPanda

May 22, 2025

James Kaufman was quoted about the humor of memes.

Connecticut Is Known for Quality Schools and High Test Scores, but Also the Biggest Disparities

CT Insider

May 21, 2025

Casey Cobb was interviewed about Connecticut student testing.

NLHS Names New Girls' Hoop Coach

The Day

May 16, 2025

Neag School alumna **Keyokah Mars-Garrick** has been named the head girls' basketball coach at New London High School.

Gov. Ned Lamont, Other State Officials Hope to Keep Sun In CT: 'We Want Them Here'

CT Insider

May 14, 2025

Risa Isard was quoted on women's sports and the Sun basketball team potentially leaving Connecticut.

As WNBA Popularity Soars, Player Salaries Remain a Big Hurdle for the League to Address

Associated Press

May 14, 2025

Risa Isard was quoted on the WNBA, including player salaries.

Experts: CT Lack Of Homeschooling Oversight Invites Child Abuse; 10% Had Confirmed Abuse or Neglect

Hartford Courant

May 14, 2025

Casey Cobb was quoted on homeschooling oversight.

Torres to Speak At Adolescent Literacy Summit

The News-Gazette

May 7, 2025

Neag School's **Adolescent Literacy Summit** was mentioned.

See Also – *The Columns*

Commencement Ceremonies In CT: Dates, Locations, Speakers

Hartford Courant

May 7, 2025

Neag School's 2025 Commencement Speaker, **Suzanne Wilson**, was mentioned.

Why National Charter Leaders Are Very Worried About Oklahoma's Religious Charter School

Youth Today

May 7, 2025

Preston Green was quoted about religious charter schools.

Announcing Our Paraeducator of the Year

Hartford Public Schools

May 6, 2025

Renzulli Gifted and Talented Academy, named after **Joe Renzulli**, is mentioned.

See Also – *Hartford Public Schools*

April 2025

U.S. Supreme Court to Weigh In On State Taxpayer Support for Catholic Virtual School

National Catholic Reporter

April 29, 2025

Preston Green was quoted on the topic of religious charter schools.

Doechii's "Anxiety" Is an Anthem for Our Emotional State

Psychology Today

April 28, 2025

Sandra Chafouleas pens original commentary on physical and mental symptoms of anxiety.

Move Over, WAGs: As Interest In Women's Sports Rises, It's Time to Talk About HABs (Husbands and Boyfriends)

Yahoo Life

April 26, 2025

Risa Isard was quoted on women's professional sports.

Spring 2025 UConn ECE EDLR 2001 Instructor Workshop

UConn Early College Experience

April 25, 2025

A workshop for **Neag School's** Early College Experience instructors was featured, with **Danielle DeRosa** being mentioned.

CT Holocaust Survivors Warn Against Hatred, Threats to Democracy On Remembrance Day

Hartford Courant

April 24, 2025

Alan Marcus was quoted about Holocaust survivors and Remembrance Day.

Kyle Volo Makes the Most Of Every Opportunity He Is Given This Huskython 2025

Her Campus

April 21, 2025

Kyle Volo, a Neag School alumnus and master's special education student, was profiled.

UConn Law and Graduate Programs Ranked Among Best In the Nation

WHUS

April 18, 2025

The **Neag School of Education's** national rankings are mentioned, and **Dean Jason Irizarry** is quoted.

WISH to Ignite: WISHfest25 Sparks Curiosity, Community, and Courage In Waterbury

UConn Today

April 15, 2025

Sally Reis, who was a panelist for the event, is mentioned.

Learning Community Students Celebrate Public Health Week With Child Health Researchers

UConn Today

April 14, 2025

Sandra Chafouleas, co-director of the UConn Collaboratory on School and Child Health (CSCH), is mentioned.

Taylor-Serrano's History-Making Return to MSG Reflects Women's Progress

Reuters

April 11, 2025

Risa Isard was quoted on women's professional sports.

Here Are the Best Graduate Schools In Connecticut, According to U.S. News & World Report's New Ranking

CT Insider

April 8, 2025

Neag School's graduate school rankings are mentioned.

Wilton Schools See Record Number Of Teaching Vacancies

Good Morning Wilton

April 7, 2025

Neag School's Career Fair is mentioned.

With Student Scores Down, Putnam Tackles 'Numeracy,' a Community-Wide Problem

Yahoo News (The Day)

April 5, 2025

Megan Staples is quoted on mathematics education in Connecticut.

SCOTUS' Next Move: Taxpayer-Funded Religious Schools?

Common Dreams

April 2, 2025

Preston Green is quoted about religious charter schools.

March 2025

BCHA of Connecticut Students Named Semi-Finalists in 'Letters About Literature' Competition

JewishLink

March 27, 2025

Two students who were recognized as finalists in **UConn's Letters About Literature** contest, co-sponsored by the **Neag School of Education**, were featured.

'Unlike Anything We Have Ever Seen': How COVID Has Caused Issues in CT Schools 5 Years Later

CT Insider

March 24, 2025

Morgaen Donaldson is quoted about chronic absenteeism.

NSF Project Evaluates Students' Attitudes Toward Human Rights in Engineering

UConn Today

March 19, 2025

Betsy McCoach is mentioned as being a member of the NSF research team.

Charter School Organization Opposes Religious Charter School

Forbes

March 18, 2025

Preston Green is quoted about religious charter schools.

CT Schools Have Fewer Teachers and More Administrators Than 13 Years Ago, New Report Shows

CT Insider

March 17, 2025

A report on education staffing in Connecticut by **UConn's Center for Education Policy Analysis, Research, and Evaluation**, is featured. The report's author, Neag School doctoral student **Julia Oas**, is quoted.

How Amy Coney Barrett's Close Friendship Could Affect the Future of This Major Supreme Court Case

The Guardian

March 17, 2025

Preston Green is quoted about religious charter schools.

Former Secretary Miguel Cardona Condemns Trump and McMahon's Plan for Education Department

CT Insider

March 12, 2025

Neag School alumnus and former U.S. Secretary of Education **Miguel Cardona** is featured.

2025 Teacher of the Year Nominees Announced

Hartford Public Schools

March 11, 2025

Renzulli Academy, named after **Joseph Renzulli**, is mentioned.

New Study Finds Gap in Tools Assessing Emotional Well-Being in Individuals With Intellectual Disabilities

Medical Express

March 10, 2025

A study by **Sandra Chafouleas** and **Jessica Koslouski**, along with doctoral student **Sophie Hall** and another colleague, is featured.

Obituary: Thomas “Tim” Pogue Weinland

Hartford Courant

March 9, 2025

Former Neag School faculty member and department chair **Tim Weinland**, who passed away in March, is remembered.

What is a Charter School? Supreme Court Ruling on Catholic Charter Constitutionality Hinges on Whether They’re Public or Private

Youth Today

March 5, 2025

Preston Green is quoted on charter schools.

What is a Charter School, Really? Are They Public or Private

Daily Press

March 3, 2025

Preston Green is quoted about charter schools.

What We Know — and Don’t — About METCO Students in Belmont

The Belmont Voice

March 1, 2025

Casey Cobb is quoted about Connecticut’s Open Choice, an interdistrict program similar to the Metropolitan Council for Educational Opportunity (METCO) one that is featured.

February 2025

What is a Charter School, Really? Supreme Court Ruling on Whether Catholic Charter is Constitutional Will Hinge on Whether They're Public or Private

The Conversation

Feb. 27, 2025

Preston Green pens commentary on the legality of religious charter schools.

See Also – eight other articles

The (Hidden) Advantages of Creativity

Psychology Today

Feb. 23, 2025

James Kaufman's book, "The Creativity Advantage," is featured.

Commissioner Russell-Tucker Assembles Technical Assistance Team for Bridgeport Public Schools, Approves Governance Training for Bridgeport Board of Education

Connecticut Department of Education

Feb. 20, 2025

David Erwin, past faculty member with Neag School's UCAPP program and recipient of the Neag School's 2005 Outstanding Superintendent Award, is mentioned.

See Also – Fox61

The Pacific Northwest Tree Octopus Is America's Weirdest Wildlife Hoax & Taught Experts a Crucial Lesson

The Travel

A 2011 **Neag School** study about internet literacy featuring the Pacific Northwest Tree Octopus is profiled; study author Donald Leu is mentioned.

Episode 131: Hope Springs Eternal

UConn 360

Feb. 10, 2025

UConn's head baseball coach and Neag School alumnus **Jim Penders** is profiled.

The Metro: The Rise of Women's Sports and the WNBA's Potential Return to Detroit

WDET

Feb. 10, 2025

Risa Isard was a guest panelist about women's sports.

UConn Stamford & Neag to Receive \$2.8M from U.S. Department of Education

CT Insider

Feb. 9, 2025

The \$2.8 million grant to UConn Stamford and the **Neag School** for the "Sueños Scholars: Supporting Latiné Teacher Dreams" collaboration is featured.

More States Are Moving to Ban Cellphones at School. Should They?

Education Week

Feb. 6, 2025

A study on cellphone use in schools led by **Adam McCready** is mentioned.

See Also – Real Clear Science

'Inspiration to Us All': Geno Auriemma, UConn Players Reflect on Their Connection With Abby Zittoun

CT Insider

Feb. 3, 2025

Neag School alumnus **Daniel Zittoun's** family is featured about his daughter Abby connecting with the UConn women's basketball team during her cancer treatment.

January 2025

Enriching Mentorship to Ensure Success in Grad School

UConn Today

Jan. 30, 2025

Chen Chen, who is part of the graduate mentorship team, is mentioned.

Crafting Innovative Approaches for Analyzing Data - Dr. Zachary K. Collier

Diverse Education

Jan. 29, 2025

Zachary Collier is profiled for his work and research.

Makeup of Charter School Governing Board Could Impact Whether They Offer Religious Education

UConn Today

Jan. 29, 2025

Preston Green is featured about a U.S. Supreme Court case on charter schools.

As High Court Takes Catholic Charter Case, 'Stakes Really Couldn't Be Higher'

The 74 Million

Jan. 27, 2025

Preston Green is quoted about religious charter schools in Oklahoma.

See Also – *Arkansas Advocate*

Supreme Court to Hear Oklahoma Religious Charter School Case

New York Times

Jan. 24, 2025

Preston Green is quoted about religious charter schools in Oklahoma.

Louisiana Ten Commandments Case Presses Church-and-State Limits

Bloomberg Law

Jan. 22, 2025

Preston Green is quoted on religious schools and the U.S. Supreme Court.

U.S. Barrels Ahead with School Smartphone Bans – Despite Weak Evidence That They Help

Big Think

Jan. 15, 2025

Research on smartphone bans in schools led by **Adam McCready** is featured.

Dr. Risa Isard: Amplifying Marginalized Voices Through Data-Driven Research
Tucker Center Talks

Jan. 14, 2024

Risa Isard is interviewed about her research on women's sports.

InCHIP Scholars Lead Conversations at Moving Beyond Implications: Research into Policy Conference

UConn Today

Jan. 7, 2025

Sandra Chafouleas and **Kate Williamson** are mentioned regarding their research with **UConn's Collaboratory on School and Child Health** (CSCH).

December 2024

A Potential Solution to Charter School Religious First Amendment Problems
Forbes

Dec. 30, 2024

Research on charter schools by **Preston Green** is referenced.

Top Innovators Are Never Too Old to Push the Envelope
Investor's Business Daily

Dec. 27, 2024

James Kaufman is quoted on creativity and innovation.

Hartford Board of Education Approves New Teacher Contract With Improved Compensation and Shortened School Day

Hartford Public Schools

Dec. 20, 2024

The Renzulli Academy, named in honor of **Joseph Renzulli**, is mentioned.

College of Engineering Offers New Ph.D. Program in Engineering Education
UConn Today

Dec. 13, 2024

A new doctoral program through the College of Engineering and **Neag School of Education** is featured.

Opinion | There Needs to Be a Stricter Vetting Process for High-Level Positions Within the Government

The Daily Iowan

Dec. 12, 2024

Neag School alumnus and former U.S. Secretary of Education **Miguel Cardona** is mentioned.

Feel Your Best Self Goes to High School

UConn Today

Dec. 12, 2024

The Feel Your Best Self program, co-led by **Sandra Chafouleas**, is featured.

Building Community Through Nutrition: Dianisi Torres and UConn Extension's Programs in Windham

UConn Today

Dec. 11, 2024

Neag School alumna **Dianisi Torres**, coordinator of UConn's Extension's Expanded Food and Nutrition Education Program, is featured.

Renzulli Gifted and Talented Academy Earns Category 1 School Status
Hartford Public Schools

Dec. 11, 2024

The Renzulli Academy, named in honor of **Joseph Renzulli**, is featured.

Passionate About Children's Mental Health, Alum Supports New Counseling Program

UConn Today/UConn Foundation

Dec. 11, 2024

Neag School alumna **Carla (Salomonsen) Klein**, who created a fund to support a new Neag School of Education certificate program that brings more licensed counselors into Connecticut schools, is featured.

UConn Implements Early Decision for the First Time This Year

The Daily Campus

Dec. 5, 2024

H. Kenny Nienhusser is quoted about the admissions process at UConn.

Educators, Researchers Address African American and Latino Studies in CT Schools

The Daily Campus

Dec. 3, 2024

A **Neag School** panel discussion on teaching African American and Latino studies in high school is featured; **Alexandra Freidus** and research by **Hannah Cooke**, a doctoral student, are mentioned.

Creating a Sense of Belonging Drives UConn's Dean of Students

UConn Today

Dec. 3, 2024

Neag School alumna and UConn's dean of students, **Fany DeJesús Hannon**, is featured.

Renzulli Gifted and Talented Academy Student Elected to 2025 CT Kids' Governor Cabinet

Hartford Public Schools

Dec. 3, 2024

A student from the Renzulli Academy, named in honor of **Joseph Renzulli**, is featured.

UConn Mourns Loss of English Professor Jason Courtmanche

The Daily Campus

Dec. 2, 2024

Neag School alumnus and UConn faculty member **Jason Courtmanche** is profiled about his passing and time at UConn.

November 2024

Grant Supports Graduate Student Training in Secondary Transitions for Students with Disabilities

UConn Today (Office of the Vice President for Research)

Nov. 21, 2024

A new Neag School grant to recruit and train students to become leaders in the field of secondary transitions for students with disabilities, led by **Joseph Madaus** and **Tracy Sinclair**, is featured.

The K-12 World Reacts to Linda McMahon, Trump's Choice for Education Secretary

EducationWeek

Nov. 20, 2024

Casey Cobb is quoted about the incoming selection for education secretary.

Waterbury H.S. Chase Elementary School student elected by peers to become CT's Kid Governor for 2025

CT Post

Nov. 20, 2024

A student at Renzulli Academy, **Joseph Renzulli**'s namesake school, was mentioned as being a finalist for CT's Kid Governor.

Bethel's Christine Carver Named 2025 CT Superintendent of the Year

The Middletown Press

Nov. 20, 2024

Neag School alumna **Christine Carver** is featured about being named CT Superintendent of the Year.

Trump Wants to Dismantle the Department of Education. What Does That Mean for Connecticut?

CT Insider

Nov. 18, 2024

Casey Cobb is quoted about the possibility of the U.S. Department of Education being dismantled.

WNBA Corporate Sponsorship Deals are Growing. But Not Every Athlete Is Getting Their Due

Associated Press

Nov. 17, 2024

Research on women's professional sports by **Risa Isard** is mentioned.

Dr. Joseph S. Renzulli Gifted & Talented Academy – Category 1: School of Distinction in Connecticut

Hartford Public Schools

Nov. 15, 2024

Renzulli Academy, **Joseph Renzulli**'s namesake school, is featured as a School of Distinction.

UConn Receives \$11.5 Million to Install New Air Filter Technology in Public School Classrooms Across the State

The Daily Campus

Nov. 15, 2024

Neag School's **Todd Campbell** is interviewed about the UConn Indoor Air Quality Initiative.

Coping With Big Feelings Post-Election

Psychology Today

Nov. 8, 2024

Sandra Chafouleas pens commentary about dealing with the emotional impact of the presidential election.

October 2024

Former Democrat Returns as GOP Member to Run in CT Congressional Race With Focus on Conspiracies

New Haven Register

Oct. 30, 2024

Alan Marcus is interviewed about the elections.

UConn Deepening Ties to Capital City With 'UConn IN Hartford' Initiative

UConn Today

Oct. 15, 2024

The **Neag School** is mentioned regarding having a Hartford presence.

Charter Schools Are in Uncharted Political Waters This Election Season

EducationWeek

Oct. 11, 2024

Preston Green is interviewed about the election's impact on charter schools.

Ahead of Election, CT Voters Frustrated, Confused by Student Debt

CT Post

Oct. 8, 2024

H. Kenny Nienhusser is quoted about student debt.

Episode 123: Holocaust Education

UConn 360

Oct. 8, 2024

Alan Marcus is interviewed about Holocaust education.

September 2024

Math Has Its Own Language. How Can Students Learn to Speak It?

EducationWeek

Sept. 27, 2024

Gladis Kersaint is interviewed about mathematics education.

Hackers Claim to Have Published Data Stolen from Providence Public School

Department

Rhode Island Curreant

Sept. 25, 2024

Preston Green is quoted on cybersecurity at the school district.

August 2024

Darien Superintendent of Schools Alan Addley Gets Salary Increase, Contract Extension Through 2027

The Hour

Aug. 30, 2024

Neag School alumnus **Alan Addley** is featured; Neag School is mentioned.

Neag Initiatives: Combating the Teacher Shortage, Breaking Bias, and Providing Coping Strategies to Children

The Daily Campus

Aug. 29, 2024

Programs across the **Neag School** are mentioned.

Connecticut High Schoolers Thriving in UConn Early College Experience Courses

UConn Today

Aug. 27, 2024

Neag School's Early College Experience program is mentioned.

Calls for Phone-Free Schools are Building in CT. UConn is Looking at What it Would Change

Hartford Courant

Aug. 20, 2024

Research on social media use in schools, led by **Adam McCready**, is featured.

Underwater Robotics Club Members Keen to Compete After Taking First Year to Get Sea Legs

UConn Today

Aug. 19, 2024

A **Neag School** student, who is part of the club, is mentioned.

After Columbia President Minouche Shafik's Resignation, Focus Shifts to Interim Leader Dr. Katrina Armstrong

Daily News

Aug. 15, 2024

H. Kenny Nienhusser is quoted about the resignation of Columbia's president.

National Board Certification Brings Elite Status

Alma Exley Scholarship Program

Aug. 13, 2024

Neag School alumna **Jessica Raugitinane** is featured.

3 Strategies to Help College Students Pick the Right Major the First Time Around and Avoid Some Big Hassles

The Conversation

Aug. 12, 2024

Neag School postdoctoral research fellow **Rachael Cody** published an original commentary on students picking majors.

See Also – nine additional publications

Project 2025: What Could It Mean for Education in Georgia?

Atlanta Capital B News

Aug. 8, 2024

Preston Green is quoted about Project 2025.

Bridgeport Area Schools Weigh Bans on Cellphones

CT Post

Aug. 3, 2024

Diandra Prescod is quoted about the impact of a cellphone ban on students.

July 2024

Hall High School Principal Announces Departure, Interim Named
We-Ha

July 28, 2024

Neag School alumna **Sarah Isaacs** is mentioned about her new role as Hall High's principal; Neag School alumnus **Dan Zittoun** is also mentioned for his new role as assistant superintendent for Farmington Public Schools.

Real Equity in Math Education is About More Than Good Grades and Test Scores
The Conversation

July 26, 2024

Megan Staples pens commentary about mathematics education.

See also – nine additional publications

10 Years On, Latine Students Continue to Thrive in La Comunidad Intelectual
UConn Today

July 15, 2024

H. Kenny Nienhusser is quoted about UConn's La Comunidad Intelectual (LCI) living/learning community, which he serves as a faculty director.

James Kaufman: The Science of Creativity

The Science of Creativity

July 16, 2024

James Kaufman is interviewed about the science of creativity.

New Assistant Principal Appointed at Cos Cob School

Greenwich Free Press

July 3, 2024

Neag School alumna **Lauren Bird** is featured in her new position.

The Catholic Church is Using the Upcoming Paris Olympics to Engage Young People – but Several Popes Have Already Promoted Sports as a Way to Teach Christian Values

The Conversation

July 2, 2024

A. Jaime Morales, a doctoral student in educational leadership, pens original commentary.

See also – nine additional publications



UConn

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