

BREAK-OUT SESSIONS

10:10-10:50 AM SESSIONS

- **Constructing Social Justice Movements within Schools of Education: A Case Study into One College's Work in Equity and Advocacy-**

Room 116 A

This session seeks to discuss how collaborative conversations on equity, advocacy, and cultural responsiveness and relevance impact educational stakeholders' dispositions, informed practices, and agency in the context of today's educational and political climate.

Kathryn StruthersAhmed, Kristen Hodnett, and Jennifer Samson, Hunter College

- **Paid Professional Internships in Teacher Education**

Room 116 B

The purpose of this presentation is to describe how one teacher preparation program constructed a pilot program to compensate teacher candidates for their work in school classrooms.

John Henning, Monmouth University; Greg Duffy, Lafayette Mills Elementary School: John Borman, Rumson School District; Tara Micciulla, Eatontown Public Schools: Tamara Tallman, Hillel Yeshiva School.

- **Implementing LGBTQ Book Clubs in Middle School**

Room 116 C

This session will explore the challenges, successes, and impact of a collaboratively developed and taught 8th grade LGBTQ book club unit.

Emily Meixner, The College of New Jersey and Rachel Scupp, Thomas Grover Middle School

- **Multiple Dimensions of Diversity: Advocacy and Collaboration in 21st Century Educator Preparation**

Room 120 A

This interactive workshop addresses leading for diversity through advocacy and student collaboration, incorporating practical strategies that foster dialogue, critical thinking, and reflection about multicultural concepts, and culturally responsive pedagogy.

Sharon Towler, Charity Dacey, and Kevin Cataldo, Felician University

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- **Today's Muslim-American Student Teaches Tomorrow's Teachers**

Room 120 B

Learn about the life of a Muslim-American middle school student and methods to help teacher candidates and practicing teachers reflect on how they address the needs of a diverse population
Maureen Connolly, the College of New Jersey; Jonathan Davis, The College of New Jersey; and Kaitlyn Haley, Grover Middle School

- **Online and Onboard: Exploring Bilingual Education with Teacher Candidates in a Fully Online Course**

Room 120 C

The session's objective is to discuss best practices in preparing teacher candidates to teach bilingual students, specially in light of the challenges and opportunities inherent in online learning environments.
Alison Dobrick, William Paterson University.

- **Political/Ideological Diversity: The Least Privileged Form in the Teacher Education Program**

Room 122 A

Via this proposed presentation, we will investigate the least studied and most controversial form of diversity in teacher education; political/ideological diversity.
Dierdre G. Paul and Eric J. Weiner, Montclair State University.

- **Ableism, Parent Engagement, & Teacher Readiness**

Room 122 B

Ableism is a barrier to inclusion for students with disabilities and their parents. This session emphasizes how culturally responsive parent engagement strengthens school culture and environments that support student success, parent engagement, and teacher learning.
LaChan Hannon, The College of New Jersey.

- **Retaining Teachers: It's Not How Many, but Who Stays, That Matters**

Room 122 C

This presentation extends the discourse on teacher retention by focusing on the dispositions of early career teachers, committed to social justice, who are poised to remain in the classroom.
Lina Richardson and Tabitha Dell'Angelo, The College of New Jersey.

ROUND TABLES-Room 174-10:10-10:50

- 1. Preparing Teachers and Educational Leaders for Social Justice and Advocacy: A Critical Conversation**

Participants in this session will engage in a critical conversation about the challenge's colleges and universities face in the preparation of teachers and educational leaders for social justice and advocacy.
James Coaxum III and JoAnn B. Manning, Rowan University

2. How the National Writing Project Helped Us Educate Candidates for Social Justice

Using tenets of the National Writing Project, this session will present writing as the vehicle to help teacher candidates translate abstract theory about social justice into everyday teaching.
Nancy Vitalone-Raccaro and Brandie Waid, Drew University

3. Becoming the Academy

This collaborative autoethnography examined the experiences of first-year faculty and students. Our findings suggest common experiences of members of the academy as they take on new roles.
Steve Singer, David Bwire, Marissa Bellino, Stephanie Shen (student), Angela Mcentee (student) and Casey Lewis (student), The College of New Jersey

4. Black Lives Matter In Teacher Education

The centrality of my presentation's title embraces educational imperatives arising from clinical interns' lack of exposure to African American history. My rationale for this truism shapes the presentation's contours.
James E. Johnson, Rowan University

BREAK-OUT SESSIONS

11:00-11:40 AM SESSIONS

- **Dismantling the Wall Mindset: Finding Engaging Ways to Embed Culturally Responsive Practices and Conversations into your Learning**

Room 116 A

“Good professors change their teaching continuously because they want their students to learn and because they realize at some point in their own learning-to-teach process that they have to build structures in their courses that advance that learning”

(Beyer, Taylor and Gillmore, 2013).

Michelle Brown-Grant, Felician University

By Us, With Us, For Us, or To Us? Transformative School Leadership at a Turnaround School

Room 116 B

This session explores transformative leadership in turnaround reform. District authorities sought reform based on conventional practices, but one principal’s turnaround plan addressed the needs of a traumatized school community.

Joshua Bornstein, Fairleigh Dickinson University

- **Creating a Pipeline of Diversity: Developing Highly Effective Teachers through a Teacher Intern Program**

Room 116 C

This panel session will describe a successful University- School partnership between an urban institution of secondary education and charter schools. The partnership, which pairs pre-service teachers with experienced in-service teachers, provides an effective model for authentic and meaningful learning experiences.

Michelle Rosen, Mary McGriff, Brandi Warren, and Tatiana Reyes, New Jersey City University

- **Developing culturally responsive Intervention and Referral processes to decrease overrepresentation of Black elementary students in special education in suburban school settings.**

Room 120 A

The objective of the session is to explore the seminal work of Dr. Carmen Henderson's research on overrepresentation of black students in special education programs in suburban New Jersey school districts.

Ethel Lippman, Rowan University and Carmen Henderson, Independent Consultant

Creating an IMPACT: Addressing the need to Increase Male Practitioners And Classroom Teachers

Room 120 B

Project IMPACT is a teacher education program created to increase the representation of males from diverse backgrounds into teaching. The session will provide a program overview and share successes/challenges as year three of implementation comes to an end.

Stacey Leftwich, Rowan University

- **Organizing for Student Success; Institutional Responsiveness to the Opportunity Gap**

Room 120 C

This session illustrates local college use of an electronic simulation and institutional data sets to facilitate a campus wide discussion about opportunity gaps and implications for underrepresented students.

Donald Leake, Karen Gordon, and Amy Moyer, The College of New Jersey

- **Connections between Education Program Criteria and edTPA Performance**

Room 122 A

Examination of variables from the beginning to end of our teacher preparation program in relation to the edTPA. Entrance criteria (tests, GPA), early academic performance, and clinical performance are considered.

Grace May, Lisa Winter, and Karen Grove, Seton Hall University

- **The Mentor Academy: Building Capacity for Clinically Based Teacher Preparation**

Room 122 B

The purpose of this presentation is to provide teacher educators with a practical approach for designing and implementing a Mentor Teacher Academy to support clinically based teacher education.

James Falco, Middletown High School North/Monmouth University; Christine Grabowski, Middle Road Elementary School/Monmouth University, and Samantha Saffioti, Middletown Township Public Schools

- **We Call BS: The Insufficient Response to Diversifying the Teaching Force**

Room 122 C

This presentation shares research from teachers of Color in an urban teaching program demonstrating how social toxicities of racism, capitalism and xenophobia create the ultimate barriers to becoming teachers.

Tanya Maloney, Bree Picower, and Kimberley Santos, Montclair State University

ROUND TABLES- 11:00-11:40- Room 174

1. Beyond Queer Histories

New Jersey will now require schools to teach LGBTQ history, but we must also move beyond queer histories. This session explores tools for creating LGBTQ lessons across all content areas

Brandie Waid, Drew University

2. Impeding Bullying Through Higher Education: A Trilingual Collaboration

Anti-bullying research collaboration among institutions of higher education and P-12 schools, student and faculty researchers, teachers, parents and a community agency, in three languages, will be described and demonstrated.

Dr. Blythe Hinitz, The College of New Jersey; Lisa Cipriano Rogalski, Howley School, and Jennifer Liang, J. A. Coles Elementary School

3. Gender Representation among Physics teachers in NJ

We will discuss issues around the lack of female representation in NJ physics classrooms from the perspective of higher education faculty, future teachers, and publically available data regarding current teachers.

Lauren Madden and Nathan Magee, The College of New Jersey

4. Messaging Voluntary Race-Conscious Policies as Government Speech in the Age of *Parents Involved*

Nuanced review of United States Supreme Court jurisprudence reveals that the Court views race-conscious measures as a form of prohibited government speech. The government doctrine analysis reveals that *Parents Involved in Community Schools v. Seattle School District No. 1* – the governing precedent on the constitutionality of raceconscious student assignment policies targeted districts' racial messages rather than raceconscious policies.

Joseph Oluwole, Montclair State University

