2023 Annual Conference – Nashville, TN
Music City Conference Center, Room 208AB
Wednesday, November 15, 2023
8:00 am -3:00 pm

8:00 – 8:15 Greeter's Table, Registration, Foundation Information
Coffee/Tea/Water, Poster presentation set-up.

8:15-8:45 **Welcome**
Kelli Odden, Ed.D., NAECTE Vice President of Conferences
Pam Evanshen, Ed.D., NAECTE President
Kelly Baker, Ed.D., NAECTE Foundation President

8:45 – 9:15 **National and NAEYC Updates**
Mary Harrill, Senior Director, Higher Education Accreditation and Program Support

9:15- 9:50 **Poster Session (Setup begins at 8:00 am)** Please plan to peruse all the posters. Posters should remain up until the end of the entire conference.

Poster 1: Diffraction as a Strategy for Place-Based Teacher Education

This poster presents a new way for teacher educators to "bend around" the barriers of rote and scripted early education that is not developmentally appropriate for young children. Using a place-based education framework and theory of diffraction, this poster shows the possibilities of what can happen when preservice teachers are supported by their teacher educators to engage in deeper ways with their students and families to support their learning.

- Melissa Sherfinski, Ph.D., West Virginia University, Melissa.Sherfinski@mail.wvu.edu

Poster 2: Fostering Global Perspectives in Pre-service Teachers through International Student Research

This poster session is designed to share the collaborative process of faculty and student international research exploring the curricular strengths, needs, and opportunities of the Indigenous Kalinago educational community in Dominica. Through this study, student researchers with an Elementary and Early Childhood Education major and international concentration, are developing culturally relevant research skills and techniques necessary for a career as teachers in diverse classroom settings.

- Michelle Amodei, Ed.D., Slippery Rock University of Pennsylvania, michelle.amodei@sru.edu

Citation: Amodei, M.L., Nkana, E., Charles, F., Keener, D., Jacoway, H. (2023). *Fostering Global Perspectives in Pre-service Teachers through International Student Research*. [Poster Presentation]. National Association for the Education of College Teacher Educators, Nashville, TN.

Poster 3: Play in 1st, 2nd, and 3rd Grade: What Do Teachers Say About The Play To Learn Act?

This proposed poster session will explain how first, second, and third-grade teachers conceptualize play in their classrooms and the impact of recently passed state play legislation on their teaching practices. This interview data will highlight areas where teachers report ways they could be better supported to increase the use of play in primary-grade classrooms.

- Emily Spivey, University of Oklahoma, emilyspivey@ou.edu

Poster 4: The Benefits of Integrating Mindfulness Practice in Teacher Preparation Programs

The presentation covers the benefits of integrating mindfulness practices into teacher preparation programs. It suggests that mindfulness training can help teachers manage stress and prevent burnout, ultimately leading to a more conducive learning environment. The research showcases the importance of introducing mindfulness exercises early in preservice teacher preparation programs and supports their implementation. To measure the impact of mindfulness, the study relied on qualitative methods for data collection and analyzed the results using first and second-cycle coding. The presentation will share the research the authors conducted to support these claims with a significant focus on how teacher preparation programs should begin using mindfulness practices in their classes for preservice teachers.

- Samantha Evans, Ph.D., University of Oklahoma-Tulsa, sam.l.clemons@gmail.com
- Katie Fields, M.Ed., University of Science and Arts of Oklahoma, kfields@usao.edu
- Elnaz Ghorbani, M.Ed., University of Oklahoma – Tulsa, Elnaz.Ghorbani-1@ou.edu

Citation: Evans, S., Fields, K., & Ghorbani, E. (2023). *The benefits of integrating mindfulness practice in teacher preparation programs*. National Association of Early Childhood Teacher Educators, Nashville, T.N.

Poster 5: African American Child Care Teachers' Beliefs and Practices Regarding Social and Emotional Learning

This poster presentation will include a review of the preliminary results from a mixed methods study on the beliefs and practices of African American private childcare teachers regarding social and emotional learning (SEL).

- Tanginia Southall, M.S.Ed, University of Illinois at Chicago, tmay2@uic.edu

Citation: Southall, T. (2023, November 15). *African American Child Care Teachers' Beliefs and Practices Regarding Social and Emotional Learning: Preliminary Findings* [Poster Presentation]. National Association of Early Childhood Teacher Educators (NAECTE) Fall 2023 Conference. Nashville, TN, USA.

Poster 6: Childcare Centers Licensing Standards in the United States from 1981 to 2023

Poster presentation of research comparing childcare ratios and group sizes required by licensing standards in the United States during the years 1981, 1995, and 2023.

- Julia Atiles, Ph.D., East Tennessee State University, atiles@etsu.edu
- Amie A. Perry, MA, Ph.D. Student, East Tennessee State University, perryaa@etsu.edu
- Clara Puni-Nyamesem, MA, Ph.D. Student, East Tennessee State University, nyamesem@etsu.edu

Citation: Atiles, J., Perry, A. A., Puni-Nyamesem, C. (2023). *Child care licensing standards in the United States from 1981 to 2023*.

Poster 7: Just a TV Show? Understanding How Bluey Affects Parent Attitudes/Behavior About ECE Play

This poster examines parental attitudes about the cartoon Bluey, which features play, and how those can affect parents' acceptance/rejection of children's play at home and in classrooms. Some episodes are fantastic, offering valid glimpses into play and teachers' play facilitation; however, some show bad examples (dominating children with no discussion/follow-through). Survey data will reveal parents' satisfaction/concerns about play in the show, content analyses of 154 episodes for play content/themes, and correlations of parent responses to beliefs play in ECE. Conclusions include how Bluey can be used in the ECE classroom when discussing play parameters and parent beliefs with preservice teachers.

- Erin M Casey, Ph.D., The University of Oklahoma, ecasey@ou.edu
- Courtney Beers Dewhirst, Ph.D., Associate Professor, University of Oklahoma, cbeers@ou.edu
- Emily Spivey, M.Ed., Doctoral Candidate, University of Oklahoma, emilyspivey@ou.edu

Poster 8: SHARE: Student's Hundred Languages Abroad Real-life Experiences

In this poster session, the experiences of a group of students participating in a study abroad program to Italy will be shared. This case study supports current and future early childhood educators and those that wish to pursue a position in early childhood by broadening their perspectives and providing an anti-bias cultural lens. Expanding the student's exposure to multiple perspectives and approaches to education and child development helps to break down bias and expand cultural competency and global perspective. Data is collected using daily reflective journals as well as a pre- and post-assessment surveys providing individual accounts of experiences while traveling and attending education lectures and tours of local schools in Italy. The data was analyzed using thematic analysis and the findings will provide participants with potential benefits of designing a study abroad program in their early childhood educator programs.

- Catherine O'Brien, Ed.D., Texas A&M University San Antonio, cobrien@tamusa.edu
- Hatice Zeynep Inan, Ph.D., Texas A&M University San Antonio, hinan@tamusa.edu
- Socorro Garcia-Alvarado, Texas A&M University San Antonio, salvarado1@tamusa.edu

Poster 9: Impacts of ECE Teacher Well-Being Program on Teacher Self-Efficacy, Stress, and Coping Strategies

This session provides preliminary findings on the impact of a 2022 Early Childhood Education (ECE) Teacher resiliency and wellness college course, offered as part of a bachelor's degree in early childhood and family studies. The course was implemented in two sections (hybrid and online) for both pre-service and in-service ECE teachers. Results indicate significant changes on participants' sense of self-efficacy and stress coping strategies. Implications for future research and practice will be discussed.

- Anran Ouyang, MA, Ph.D. candidate, University of Washington, anranouy@uw.edu
- Gail E. Joseph, Ph.D., Bezos Family Professor in Early Learning, University of Washington University, Washingtongjoseph@uw.edu

Poster 10: Hispanic fathers' Involvement and Children's Self-Competence: A New Approach of Developmentally Appropriate Hispanic Paternal Practice (DAHPP).

This study is focused on a new concept of importance of Developmentally Appropriate Paternal Practice (DAPP). The purpose of this session is to introduce DAPP fathering strategies for their children's development of self-competence (i.e., physical, cognitive, and socio-emotional competence). This session is based on research which investigated in four preschools in Dover, Delaware in the US. The major purpose of the study was to investigate the impact of Hispanic fathers' involvement and parenting styles on their children's self-competence. In addition, this research evaluated father's role as an important indicator of their children's self-competence.

- Keun Kim, Ph.D., Delaware State University, keunkim@desu.edu
- Kyung Ick Park, Ed.D. (ABD), Delaware State University, kidcop7255@gmail.com

Poster 11: Addressing Personnel Preparation Needs through Intentional Statewide Personas

Abstract: This poster will present a statewide project that resulted in instructional resources for early childhood and early intervention professionals in a midwestern state. Five targeted focus areas were established based on a needs assessment from two-year and four-year faculty and professional development providers. Criteria for persona development reflected state and national practice frameworks. Personas were developed by teams of early childhood and early childhood special education faculty, professional development providers, family members, and state agency leaders. The presenter will share an analysis of the utility of the personas from statewide field testing.

- Camille Catlett, Senior Technical Assistance Specialist, University North Carolina Chapel Hill, camille.catlett@unc.edu
- LaShorage Shaffer, Associate Professor, University of Michigan, Dearborn, lshaffe@umich.edu

9:50-10:00 Transition

10:00-10:25 Concurrent Paper Presentation, Session 1

-20-minute presentation & 5-minute question/answer time

Table 1: How A Semester in Head Start Changed Preservice Teachers' Minds About Young Children

This presentation will explore how semester-long field placements in Head Start classrooms impacted preservice early grades preparation majors at a mid-sized state school seeking Pre-K-Grade 4 teacher licensure. Specifically, findings will be shared with attendees that demonstrate that field placements in Head Start can impact PSTs in terms of their beliefs about young children's capabilities, their desire to work with underserved young children in the future, and their belief that what they learned in Head Start will help them be better teachers of any grade level. Specific methods for learning how PSTs' perceptions changed over time will also be shared.

- David P Barry, Ph.D., West Chester University of Pennsylvania, dbarry@wcupa.edu

Citation: Barry, D. (2023, November 15). *How a semester in Head Start changed preservice teachers' minds about young children*. NAECTE Annual Conference, Nashville, TN, United States.

Table 2: Preservice Teachers' Awareness of the Embodied Learning Approaches in Early Mathematics Education

This session will explore what we have learned about Preservice teachers' awareness of embodied learning strategies in supporting early math education and the importance of raising awareness among preservice teachers about embodied learning approaches. Embodied learning approaches involve the integration of physical movement and sensory experiences into the learning process. These approaches have gained recognition for their potential to enhance student engagement, motivation, and retention of information.

- Kehinde Helen Orimaye, M.A., East Tennessee State University, orimayek@etsu.edu

Table 3: Being Able to Express Yourself: Emotion and Art in Online ECED Coursework

The ethic of care in early childhood education requires that the full range of emotional expression be recognized and valued for both children and adults, including both positive and negative emotions. This study examined how online early childhood education students were encouraged to incorporate reflections about their feelings in a creative arts methods course and to consider the ways that children's emotions during creative processes may be recognized and valued in the classroom.

- Kate Puckett, Ph.D., Eastern Oregon University, kpuckett2@eou.edu

Table 4: How do ECE Teachers Identify and Support Children's Literacy Interest?

In this presentation, we will discuss findings drawn from semi-structured interviews about early childhood teachers' strategies in identifying and supporting children's interest in literacy practices (e.g., book reading) in their classrooms. Furthermore, we will discuss the challenges teachers encounter while supporting children's literacy interest in their classrooms and the supports they receive or they would like to receive to help them promote children's literacy interest. We will connect these findings with implications for practice and we will present suggestions for future research.

- Eleni Zgourou, Ph.D., Kean University, ezgourou@kean.edu

Table 5: How Does Change Occur? Shifting From Ages & Stages to Cascading Waves and Cycles of Development Recent innovations in theories of child development propose images of cascading waves and cycles of development in contrast with well-established theories of ages and stages. This session explores changes in understanding child development, but also improvements in how teacher educators (us, professors) grow, as well as future and current early childhood educators.

- Zlata Stanković-Ramirez, Ph.D., The University of Texas at Dallas, zstankovic@twu.edu
- Josh Thompson, Ph.D., Texas A&M University-Commerce, University-commercejosh.thompson@tamuc.edu

Table 6: Anti-bias Pedagogy: "This is How We Stand Forward and Make a Difference"

This session explores the results of a pilot study scaffolding students' introductory experiences integrating anti-bias perspectives into practice. Presenters will share their experiences engaging early childhood teachers in intentional conversation, reflection, and enactment of anti-bias pedagogies centered on identity development, diversity, justice, and activism. Presenters will outline the course experience, research design, and share students' reflections on pausing to intentionally integrate anti-biased practices into their daily routines with young learners. Presenters will also share findings conceptualizing areas of opportunities for developing early childhood educators' anti-bias pedagogical practice as habits of mind.

- Leslie La Croix, Ph.D., George Mason University, llacroix@gmu.edu
- Christine P. Schull, Northern Virginia Community College, cschull@nvcc.edu
- Bweikia Steen, George Mason University, bsteen2@gmu.edu

Table 7: Easy Yet Effective – Benefits of Interesting Print Features in Preschool Classrooms

This presentation shares findings from a mixed methods study that explored the ways in which nine mentor teachers talked about salient print features, such as speech bubbles, during preschool read alouds. Findings from 108 videos of classroom read alouds suggest that current and future educators would benefit from utilizing books with specific print salient features during classroom reading activities to foster children's print knowledge in developmentally appropriate ways. Additionally, these features can increase talk that is jointly related to both print and story comprehension in unique ways. Implications and suggestions for early childhood teacher educators will be discussed.

- Emmaline Ellis, West Chester University, eellis@wcupa.edu

Citation: Ellis, E. (2023, November). *Easy Yet Effective – Benefits of Interesting Print Features in Preschool Classrooms*. Paper presentation at the National Association of Early Childhood Teacher Educators Annual Conference, Nashville, TN.

Table 8: Pre-Service Teachers' Reflections on Community-Engaged Learning in a STEM Course

This roundtable discussion will be focused on the community-engaged learning (CEL) aspect of our Early Childhood-Elementary Education STEM collaboration approach. A recent semester's implementation of the early science and integrated STEM course involved pre-service teachers' professional presentations at a regional STEM event hosted by a children's science museum; early childhood and elementary pre-service teachers meeting across the semester; guest lectures by in-service teachers and faculty; applied microteaching with students, and; opportunities to co-write and co-present. The discussion will include ideas for incorporating community-engaged learning and professionalization opportunities for pre-service teachers in early childhood courses.

- Amie A. Perry, M.A., East Tennessee State University, perryaa@etsu.edu
- Alissa A. Lange, Ph.D., East Tennessee State University, langea@etsu.edu

Table 9: Translingual Practices: Young Children's Agency and Comprehension in Literacy

This session focuses on children's cultural wealth and linguistic capital through translanguaging practices while retelling culturally relevant stories.

- Socorro García-Alvarado, Ph.D., Texas A&M University San Antonio, salvarado1@tamusa.edu

Table 10: Engaging Adult Learners: From Research to Practice

This session will use theory and research about adult development and learning as the basis for constructing ideas around engaging, effective adult learning experiences. Findings from presenter research on student presence in online discussions will be shared as a method to support effective and equitable learning experiences. These lessons from online courses support how to build student voice and learning within multiple contexts. This session will introduce approaches that support adult learning and growth with relationship building in mind.

- Elizabeth Tertell, M.Ed., CAS Lewis University, etertell@lewisu.edu
- Mary Quest, Ph.D., Chicago State University, marymquest@gmail.com

Table 11: Enhancing Childcare Providers' Engagement in Ongoing Education: Needs and Barriers

Using mixed method data from the 2023 Iowa Workforce Study, this presentation will discuss ongoing educational engagement among a variety of childcare providers. The audience will learn about the current efforts of [XXX]'s early childhood workforce system to enhance providers' education, such as leveraging the T.E.A.C.H. Participants will be involved in the discussion about (1) what gaps remain for further interventions to address heterogeneous educational needs among providers, (2) challenges of initial and retained education engagement, (3) what types of tailored support need to establish given participants reports of barriers and supports in their educational pursuits.

- Danxun Li, Iowa State University, danxun@iastate.edu
- Christine Lippard, Ph.D., Utica University, cnlippar@utica.edu

Table 12: Evolving the Early Childhood Workforce through Competency-based Articulation among Higher Education Institutions

Faculty in early childhood programs have continually struggled with articulation agreements. With variations of course offerings, course names and credit hours, it is often challenging to develop traditional articulation agreements. It is time to think outside of the box and develop meaningful connections to the education and experiences that transfer students bring. A study of AAS degrees and competencies met in the programs paved the way to think differently about articulation. The investigators in this study researched competency-based articulation with AAS degree programs across the country to a bachelor's degree. Competency-based articulation allows for ease in transferability of the candidates.

- Amy Wolf, Ph.D., Park University, amy.wolf@park.edu

Table 13: Preparing Early Childhood Professionals to Implement Inclusive, Equitable Services

When used together, the ECE and EI/ECSE Standards support the preparation of early childhood professionals to implement inclusive, equitable services. A crosswalk of the ECE and EI/ECSE Standards has been developed to support preservice programs in developing or revising blended curriculum. A brief introduction to the crosswalk and how it was developed will be followed by sharing additional resources for courses and field work to facilitate use of the crosswalk. These resources can be used by ECE preservice programs, however, the focus will be use in blended preservice programs. Time will be allowed for brainstorming additional resource needs.

- Vicki Stayton, Ph.D., Professor Emeritus, Western Kentucky University, vicki.stayton@wku.edu
- Peggy Kemp, Ph.D., Executive Director, Division for Early Childhood, peggy@dec-sped.org

Citation: Stayton, V.D., & Kemp, P. (2023, November 15). *Preparing early childhood professionals to implement inclusive, equitable services*. National Association for Early Childhood Teacher Education Fall 2023 Conference, Nashville, TN.

Table 14: Empowering Early Childhood Educators with Generative AI: A New Paradigm for Child Observation, Assessment, and Personalized Lesson Planning and Instructions

This session discusses ideas and tools based on OpenAI's GPT-4 generative AI to transform Early Learning education, focusing on its use for future teachers in child observation and assessment training, lesson plan creation, and individualized education. It presents a tool to foster engaging, child-led learning experiences and adapt to diverse classrooms using a universal design of learning.

- Gene Shi, Ph.D., Learning Genie Inc., gene@learning-genie.com

10:25-10:30 Transition

10:30-10:55 Concurrent Paper Presentation, Session 2

-20-minute presentation & 5-minute question/answer time

Table 15: Transformational Learning: Supporting the ECE Incumbent Workforce in Adopting New Approaches

A grant-funded project ($1M) supporting members of the current early childhood workforce to complete accelerated, online preparation programs will be presented. Results of the ongoing program review indicate that utilization of online course work, credit for prior learning and individualized pathways can be effective for increasing and diversifying the ECE workforce, though challenges persist related to the most effective facilitation of new learning that translates to improved classroom practices.

- Rebecca Pruitt, Ph.D., Lewis University, pruittre@lewisu.edu
- Elizabeth Tertell, M.Ed., Lewis University, etertell@lewisu.edu
- Erin Thomson, Ed.D., Lewis University, thomsoer@lewisu.edu

Table 16: The Pandemic Hangover: Examining Tensions for Early Educators and Programs

This session explores post-pandemic tensions in the early childhood education system. Presenters will discuss four key stressors on early educators, including wages and the cost of college, fluidity of educators' economic and personal situations, mental health challenges, and staffing shortages and increased workload. Presenters will then share the simultaneous stressors on early childhood teacher educators working in higher education programs, including modality of instruction, textbook cost and availability, place-based learning challenges, and emotional fatigue. Finally, presenters will open up a discussion about ways to navigate these tensions to move the field of early childhood education forward.

- Christine Schull, Ph.D., Northern Virginia Community College, cschull@nvcc.edu
- Sara Miller, Ed.D., Longwood University, millerse@longwood.edu
- Leslie La Croix, George Mason University, llacroix@gmu.edu

Table 17: The Effect of School Climate on Kindergarten Teacher Job Satisfaction

This study seeks to do a detailed examination of school climate to determine how it impacts teacher job satisfaction. Scholars found that school climate is a strong predictor of teacher job satisfaction (Taylor & Tashakkori, 1995). Sancar (2009) defines school climate as the social norms and workplace culture. Hu et al. (2019)define teacher satisfaction as teachers' positive attitudes and feelings about their work. Teachers who feel their work style is aligned with their school culture experience greater job satisfaction. Therefore, it is important to extend this research to examine how school leaders can create a positive school climate to increase teacher job satisfaction. This study will use Person-Environment Fit Theory and a national dataset to examine the following research questions:
1. Which school climate factors impact job satisfaction?
2. What can school leaders do to improve the school climate?

- Xin Li, Ph.D., University of Houston, xli104@central.uh.edu
- Regena Nelson, Ph.D., Western Michigan University, nelsonr@wmich.edu

Table 18: Advocating for DAP and the Science of Reading (SOR): Context Matters

Session Description: The Science of Reading (SOR) (see Burkin & Yates, 2022) is a topic garnering national attention as the second round of "the reading wars" heats up in the USA. As the SOR approach emerges in the literacy community as an important perspective, teacher preparation programs must prepare their candidates to understand how the SOR is connected to developmentally appropriate practices (DAP) and culturally responsive practices (Bredekamp, 2021). Differing state and local contexts may affect how both DAP and SOR are presented to candidates, and teacher educators are seeking strategies to connect these two perspectives.

- Rebecca Swartz, Ph.D., Southern Illinois University-Edwardsville, rswartz@siue.edu
- Kira Hamann, Ed.D., Southern Illinois University-Edwardsville, khammann@siue.edu
- Alison Hooper, Ph.D., University of Alabama at Tuscaloosa, alhooper2@ua.edu
- Cailin Kerch, Ph.D., University of Alabama at Tuscaloosa, cjkerch@ua.edu

Table 19: Professional Development for In-Home Carer-Educators: Faceless and Unrecognized in the Early Childhood Workforce

An interactive workshop (plus Q&A), presenting results of a multi-year action research project which was conducted by, with, and for the in-home carer-educator field of practice, including attendees participating in one brief element of the professional development course offered in the research project. Presentation requires a screen to display a limited number of slides (including sample slides from the project, as well as project results), and the ability of attendees to stand up and interact with a partner seated nearby during a short participation activity that was part of the project professional development course in the action research project.

- Danielle McLellan-Bujnak, MSc, Portland State University, dbujnak@pdx.edu

Table 20: Collaborative Efforts to Integrate Teaching Strategies and Philosophical Ideas from Early Childhood Education and Special Education

This session will discuss the steps used to better integrate teaching strategies philosophical and ideas from the fields of Early Childhood Education and Special Education. We will share our efforts, challenges, and successes on how we collaborated as interdisciplinary faculty and teaching staff at our on-campus preschool to better support teachers working with young children, and the collaborations within our department to better prepare teaching candidates for their work in more inclusive and diverse classrooms. This session is designed to share our experiences and invoke discussion from participants so that we may all gain from our collective knowledge and experience.

- Adrien Malek-Lasater, Ph.D., University of North Florida, a.malek@unf.edu

Table 21: Evolving Practicum Experiences in Early Childhood Teacher Education

How can teacher educators advocate for optimal practicum experiences in early childhood teacher education? Presenters will share the story of collaboration and innovation as faculty members in a teacher preparation program worked closely with directors and early childhood teachers at a Reggio Emilia-inspired lab school to enhance practicum experiences. Upon examination of current curriculum, professors noticed opportunities for improving Practicum I and II courses to create deeper connection and more continuity between the two.
Additionally, they sought the expertise of lab school directors to identify areas for improvement, establishing a strong partnership to better serve and support preservice teacher candidates.

- Randa Dunlap, Ph.D., Appalachian State University, dunlaprl1@appstate.edu
- Rhonda Russell, M.A., Appalachian State University, russellrl@appstate.edu

Table 22: Lessons Learned: Supporting Preservice Teachers Via an Eclectic Community of Practice

We describe the eclectic community of practice we call on as early childhood teacher educators in different geographic regions of the United States with a focus on fostering empathy and promoting equity in order to inform and shift policies and practices to support our preservice teachers. We tell the story of our professional learning through S-STEP collaborative self-study research includes our development of pedagogical approaches to better prepare preservice teachers to create inclusive learning and care experiences to serve children and families from diverse and marginalized populations, and our professional learning through the process.

- Lea Ann Christenson, Ph.D., Towson University, lchristenson@towson.edu
- Kevin McGowan, Ph.D., Bridgewater State University, tmcgowan@bridgew.edu
- Leah Muccio, Ph.D., University of Hawai‘i at Mānoa, lmuccio@hawaii.edu

Table 23: Rethinking the Theorist

This session will provide an overview of an inquiry-oriented approach to 'rethinking the theorist' who inform our practice in early childhood education and early childhood teacher education. A two-fold approach will be shared to enrich pedagogical practices of early childhood teacher educators while modeling instances of developmentally appropriate praxis drawing from multiple perspectives and multiple funds of knowledge.

- Laurel L. Byrne, Ed.D., La Salle University, byrnel@lasalle.edu
- Alison Mellott, Ed.D., Shippensburg University, ALMellott2@ship.edu

Table 24: Residency Bootcamp: A Collaborative Project for a Successful Residency Experience

Early childhood educators in preparation programs learn specific content and pedagogy throughout their program of study. Teacher candidates demonstrate an understanding of these principles through multiple assessments, including the culminating Educative Teacher Performance Assessment (edTPA) portfolio, while working closely with a qualified mentor teacher in a PK-3rd grade classroom setting. This session details a collaborative effort between university faculty, candidates, and mentors to communicate expectations and resources for a successful residency experience. Participants engaged in hands-on tasks that develop mentors' and teacher candidates' knowledge and experiences with constructivist teaching practices, specifically targeting the learning environment and interdisciplinary teaching practices.

- Angela Shelton, Ed.S., East Tennessee State University, sheltonam1@etsu.edu
- L. Kathryn Sharp, Ed.D., East Tennessee State University, sharplk@etsu.edu

Table 25: A Comparative Analysis of Concept Development Using Pre-K CLASS and LAP-3

In this paper presentation, researchers will explain how they examined the quality of Concept Development [CD] teacher-child interactions while exploring its relationship to child development. The data collected from 171 State Pre-K/Head Start classrooms and 2,514 children using the Classroom Assessment Scoring System [Pre-K CLASS] and Learning Accomplishment Profile-Third Edition [LAP-3] tools underwent analysis with Python and SPSS. The findings showed that most teachers scored lower in CD, Quality of Feedback, and Language Modeling teacher-child interactions, all belonging to the same domain of Instructional Support, compared to the Emotional Support and Classroom Organization domains. Nonetheless, children attending State Pre-K/Head Start classrooms demonstrated an average gain of 4 months beyond their chronological age. More results will be discussed.

- Melissa Jozwiak, Ph.D., Texas A&M University- San Antonio, Melissa.Jozwiak@tamusa.edu
- Hatice Zeynep Inan, Ph.D., Texas A&M University-San Antonio, Hatice.Inan@tamusa.edu

Citation: Jozwiak, M., Inan, H.Z., Inan, Y., & Sarac, S. (2023, November 15). *A Comparative Analysis of Concept Development Using Pre-K CLASS and LAP-3* [Conference Presentation]. The National Association of Early Childhood Teacher Educators 2023 Fall Conference, Nashville, TN, United States.

Table 26: Family Literacy Events with Diversity and Culturally Responsive Teaching

Through advocacy and community buy-in, several Louisiana communities have educational literacy events that inspire and engage young children and their families. Each literacy event gives a free book to each child attending the event because having readily available developmentally appropriate books is a key factor in promoting in-home literacy experiences. During this poster presentation, we will 1) explore models for out-of-school literacy enrichment, 2) discuss advocacy, 3) determine ways to specifically reach a diverse group of families representing many ethnicities, cultures, and socioeconomic levels, and 4) delve into ways of helping pre-service teachers to implement culturally relevant early literacy practices.

- Debra Jo Hailey. Ph.D., Northwestern State University, haileyd@nsula.edu

Citation: Hailey, D. J., Fazio-Brunson, M., Hitt, L., Giddens, A. & Jordan, K. *Family Literacy Events with Diversity and Culturally Responsive Teaching* [Live on-site presentation]. National Association of Early Childhood Teacher Educators' 2023 Fall Conference, Nashville, TN, United States.

Table 27: Undergraduate as Advocates: Applying DAP in the Kindergarten Classroom and Community

The presentation will discuss how undergraduate students demonstrate understanding of the application of DAP in public school kindergartens. This participatory action research engaged students in their communities as they advocated for children's right to play.

- Tricia Giovacco Johnson, Ed.D., Iowa State University, triciag@iastate.edu

Citation: Giovacco Johnson, T. & Scherr, M. (2023, November 15). *Undergraduate as Advocates: Applying DAP in the Kindergarten Classroom and Community*. NAECTE Annual Conference, Nashville, TN.

Table 28: Collaboration in Early Childhood Teacher Education: Commitment, Consequence, and Chaos

Collaboration is critical for competency in every early childhood teacher's professional standard. Collaboration is a process and product. Our field can benefit from a critical look at the challenges we experience in teaching, modeling, and engaging in effective collaboration, as well as the goals and values that serve as the foundation for all of our collaboration. This presentation is a provocation for such a discussion. Grounded in collaboration theory, we share a professional reflection of our EC teacher education program's collaboration efforts, examining the strengths and challenges faced in our unique field and contexts.

- Jennifer Baumgartner, Ph.D., Louisiana State University, jbaum@lsu.edu
- Hillary Eisworth, Ph.D., Louisiana State University, hbraud@lsu.edu

Table 29: Teachers' Beliefs About Learning: Implications for Children's Language Development

Children's language development in early childhood is essential for their later literacy and academic achievement; however, research shows that efforts to improve teachers' language-supportive practices tend to have limited impacts. As such, we aimed understand the role of teachers' beliefs in supporting children's language learning by conducting interviews with 15 early childhood teachers working in classrooms that demonstrated above average language gains. Findings showed that teachers' beliefs about the purpose of learning were not directly focused on language; however, language development was a byproduct of their goals. These findings may have important implications for teacher education.

- Clariebelle Gabas, Ph.D., University of Nebraska-Lincoln, mgabas2@unl.edu
- Rachel E. Schachter, University of Nebraska-Lincoln, rschachter2@unl.edu

Citation: Gabas, C., & Schachter, R. E. (November 15). *Teachers' beliefs about learning: Implications for children's language development* [Paper presentation]. National Association of Early Childhood Teacher Educators (NAECTE) Fall Conference, Nashville, TN, United States.

Table 30: Racial Attitudes of White Preservice Teachers and Acceptance of Diverse Learners in Classrooms

Using primary data from a Midwestern university, this study examines racial attitudes of white preservice teachers and found that white preservice teachers still rate other groups favorably than others. Also, supporting contact theory, white preservice teachers who went to diverse schools and who lived in neighborhoods with more families who are racial minorities were significantly more likely to accept more minorities in their classrooms. Discussions on diversifying preservice teacher experiences are provided.

- Grace Keengwe, Ph.D., University of North Dakota, grace.keengwe@und.edu

10:55-11:00 Transition

11:00-11:25 Concurrent Paper Presentations, Session 3

-20-minute presentation & 5-minute question/answer time

Table 1: Early Career Teachers Describe Their Experiences with Emotional Resilience

In this session, I will share findings from a two-year online book club focused on building emotional resilience for early career early childhood teachers. Seven teachers participated, and I recorded and transcribed monthly meetings. The presentation will focus on participants' comments about well-being, emotion regulation, and resilience, how these manifest in the classroom, how participants manage their emotions, and their desired supports. We will end with implications for teacher preparation programs and professional development.

- Alison Hooper, Ph.D., University of Alabama, alhooper2@ua.edu

Table 2: Building Comfort with Mistakes: Supports for Preservice Teachers

This presentation considers the role of mistakes in teacher preparation and how to help preservice teachers overcome their apprehensions about errors. Anchored in prior research literature and reflecting on practical experiences in teacher education programs, we will explore how preservice teachers view mistakes, and how we as teacher educators might encourage their willingness to engage with them. Implications for teachers' future instructional practices and ongoing professional development will be considered as well. Building comfort with children's mistakes and with their own mistakes—viewing both as expected components of instruction—is a critical first step toward crafting a positive classroom culture that encourages learning from mistakes.

- Maleka Donaldson, Ed.D., Smith College, mdonaldson@smith.edu

Table 3: Something for Everyone: Developing a Multifaceted ECE Teacher Education Program to Meet Workforce Needs

This session will describe how our ECE teacher education program has evolved over time to meet the changing needs of the early childhood workforce from serving mainly pre-service, ECE teacher certification and master's students to a program serving students and practitioners working in birth to five programs and leadership roles, across the ECE workforce. Collaborative partnerships within and outside the university, and strategies for program building will be discussed.

- Rebecca Huss-Keeler, Ph.D., University of Houston-Clear Lake, huss@uhcl.edu
- Amber Brown, Ed.D., University of Houston-Clear Lake, Browna@uhcl.edu

Table 4: "I-You" Versus "I-It" Thinking as a Strategy for Place-based Teaching and Teacher Education

This paper considers the research question of how "I-You" versus "I-It" thinking might be used by preservice teachers to not only recognize the subjectivities of children and their families, but also to work towards better home-school relationships.

- Melissa Sherfinski, Ph.D., West Virginia University, Melissa.Sherfinski@mail.wvu.edu

Table 5: Longitudinal Data and Tools to Promote Quality Early Childhood Education

"For the past two years, the State Early Childhood Foundation awarded one of top East Coast State Universities with a $7 million Mixed-Delivery Preschool Grant (Valdez, 2021). This was the largest one-year grant awarded in the history of the university. The Mixed-Delivery Preschool Grant "allows for parent choice among high-quality options that meet the needs of their child and family [by] increasing access and funding for preschool slots for children who would not have the opportunity to attend a high-quality preschool" without assistance from this grant." Each Mixed Delivery Grant provider uses the Classroom Assessment Scoring System (CLASS), an assessment tool created by Teachstone. This study addresses the most recent assessments and strategies to increase the quality of early childhood education for teachers in underprivileged, rural areas".

- Maryam S. Sharifian, Ph.D., James Madison University, sharifms@jmu.edu

Table 6: Caring for the Well-being of ECE Professionals: An In-service Workshop

The presenters share a workshop they do for in-service teachers and program directors to promote well-being in those who work in home and center-based settings. They show the 3 main parts of the workshop: (1) describing 'overall professional well-being' and why it is important to decreasing turnover, increasing job satisfaction, and thus increasing quality in ECE; (2) sharing examples of several key elements of professional well-being, and discussing participants' personal experience of what it 'looks like' when these elements are present and absent; (3) engaging participants in small/whole group activities about improving well-being in individual professionals and the overall workplace.

- Kate I. McCormick, Ph.D., SUNY-Cortland, kate.mccormick@cortland.edu
- Mary B. McMullen, Ph.D., Indiana University, mmcmulle@indiana.edu

Table 7: Advocating for Empathy in Young Children: Strategies for Preservice Teachers

The purpose of this session is to explore ways that teacher educators can approach the topic of how to advocate for and integrate opportunities for young children to learn about and develop prosocial skills such as empathy. By introducing and implementing a variety of effective teaching strategies, including those based on constructivist teaching practices, we can help support preservice educators by providing them with tangible tools that they could integrate into their own practice as they work to promote empathy—which is thought to be an abstract concept for young children to comprehend—in meaningful, developmentally appropriate ways.

- Randa Dunlap, Ph.D., Appalachian State University, dunlaprl1@appstate.edu

Table 8: Empowering Pre-Service Teachers through Translanguaging Practices

This practice session will reflect on the challenges pre-service teachers face when incorporating best practices for bi/multilingual children in early childhood education. The presenter draws from García's (2009) framework that redefines how we perceive language in multilingual contexts. Translanguaging encourages fluid and flexible language practices, challenging traditional language boundaries and fostering a more comprehensive understanding of bi/multilingualism. Attendees will raise awareness of the challenges pre-service teachers face when incorporating intentional activities for bi/multilingual children and discuss how teachers can approach bi/multilingualism while meeting DAP and state standards.

- Maria Dias, ABD, East Tennessee State University, diasma@etsu.edu

Citation: Dias, M. J. A. (November, 2023). *Empowering pre-service teachers through translanguaging practices*. Fall 2023 National Association of Early Childhood Teacher Educators Conference, Nashville, TN.

Table 9: Application of Emergent Inquiry and Representation Processes in Current Contexts

Examples of the ways teachers and students respond to constructivist pedagogy will be shared in relation to emergent inquiry coursework and professional development. These involve the ways teachers address application to their own teaching practices based on their experiences with a Cycle of Inquiry (Broderick & Hong, 2020) observation and planning process, re-representation, and multi-symbolic representation.

- Jane Broderick, Ed.D., East Tennessee State University, broderic@etsu.edu
- Seong Bock Hong, Ed.D., University of Michigan-Dearborn, seong@umich.edu

Table 10: System Quality in Early Childhood Care and Education in Jamaica: Implications for Teacher Education

This session examines the very important but often overlooked aspect of Early Childhood Care and Education (ECCE), system quality. System quality refers to the numerous factors which impact on the offers and practices relevant to ECCE. These for instance relate to financing of ECCE, working conditions of staff working within the ECCE sector, regulatory standards as well as policies and acts relevant to ECCE etc. (Torii, Fox, & Cloney, 2017). This study builds on previous research by Kinkead-Clark and Abdul-Majied (2023) who noted that system quality is important, though seemingly undervalued in setting the foundation for solid ECCE programming.

- Zoyah Kinkead-Clark, Ed.D., University of the West Indies, Mona, ZKINKEADCLARK@GMAIL.COM
- Shalene Kinkead-Cope, M.Ed., Shortwood Teachers' College, slkinkead@gmail.com

Table 11: Piloting a Framework to Increase Quality in Early Childhood Education and Care

This session will feature the development of a quality framework for the South Dakota Quality Recognition and Information System (QRIS) pilot project. The quality framework is used as the basis of identifying and enhancing quality practices in child care centers, family child care homes, and school-age programs. The quality framework includes two main components – (1) quality practices and (2) workforce development and support. This presentation will specifically discuss the latter component and highlight how coaching and using a framework as a guide can help prepare early childhood professionals engage in developmentally-appropriate practices.

- Aileen Garcia, Ph.D., University of Missouri, aileen.garcia@missouri.edu

Table 12: A Metacognitive Dialogue with Recycled Materials: A Progression of Thought in Early Childhood Education with College Students

College students studying early childhood need an opportunity to play with materials in a manner that provokes deeper thinking about their work as educators. To move beyond the narrative that teachers need to play to understand how and why play is essential, is the essential need for students to use materials to provoke deeper understandings of theory, concepts, and equity. In a one-year study of over two semesters of practicum curriculum, students collect 'trash' and other materials they find in their home as play materials for thinking. As an aesthetic process students gained comfort with materials, while expressing themselves through visual journaling, interpreting their thoughts, values, beliefs, and representations of educational concepts in reflection to their course readings, and experiences in an early learning environment.

- Pam Remstein, Ph.D., University of New Mexico - Taos Branch, remstein@unm.edu

Table 13: How Can Laboratory School Better Meet the Needs of Teacher Educators

In this session scholars associated with laboratory schools at five institutions will present an overview of the conceptual and pragmatic challenges associated with providing high quality early care and education programming for enrolled children and their families, while at the same time creating an infrastructure that supports the training and educational needs of early childhood teacher education students

- Brent A. McBride, Ph.D., University of Illinois at Urbana/Champaign, brentmcb@illinois.edu

Table 14: Navigating the Liminal State in Between Surviving and Thriving A Grounded Theory About the Teaching Experiences of Early Childhood Teachers

This investigation sought to develop a grounded theory that could logically explain the teaching experiences of 14 early childhood teachers in the United States. To this end, the researcher interviewed these teachers individually and virtually via Zoom for 60-90 minutes (M = 75 minutes). The findings revealed two salient manifestations of liminality in the teachers' experiential quality in between surviving and thriving: (1) seven of the teachers were moving or attempting to move past the survival mode while juggling high teaching demands and low teaching resources, (2) the other seven were approaching the thrival mode supported by high teaching resources.

- Jennifer Chen, Ed.D., Kean University, jchen@kean.edu

Table 15: Early Childhood Leadership in Elementary Schools: Preparing and Leading the Workforce

Early Childhood Leadership in Elementary Schools: Preparing and Leading the Workforce This session will engage the audience as presenters share a current research study examining elementary principals' Early Childhood Education (ECE) leadership competencies and the factors influencing them. The study results may help address, understand, and improve principal experiences as ECE leaders who, now more than ever, have a direct influence on the early childhood teacher educator workforce. It could also enhance the efforts to support Pre-K children, families, teachers, and programs in public elementary schools.

- Wesam Alshahrani, East Tennessee State University, Doctoral candidate, alshahraniwn@etsu.edu
- Pamela Evanshen, Ed.D., Professor and Department Chair Early Childhood Education, East Tennessee State University, evanshep@etsu.edu

11:25-11:30 Transition

11:30-11:55: Concurrent Paper Presentations, Session 4

-20-minute presentation & 5-minute question/answer time

Table 16: The Complex Nature of Parent Engagement in Child-Centered Experienced

This session will report data from a research study that investigated why parents bring young children (ages infancy to age 8) to child-centered experiences (e.g., zoos, museums, libraries). Teacher educators will learn more about what parents say they value in and the reasons why they take their young children to child-centered experiences, specifically as it connects to early parenting attitudes. This session will be of interest to teacher educators who are instructors of child development or family engagement courses as the discussion will focus on the complex nature of parent engagement with, and selection of, community resources.

- Courtney Dewhirst, Ph.D., University of Oklahoma, cbeers@ou.edu
- Amber Beisly, Ph.D., University of Oklahoma, ahbeisly@ou.edu
- Emily Spivey, M.Ed., University of Oklahoma, emilyspivey@ou.edu

Table 17: Effective Early Childhood Teacher Education Strategies: Teaching Generation Z

In this session the presenters will share preliminary findings from a study with early childhood undergraduate preservice teachers in four higher education institutions across the country. The study examines the perceptions of teacher educators and students about effective teaching practices in the early childhood teacher education classroom. The presentation will include discussions with the participants about the topic and related research.

- Qiuju Tian, Ph.D., Mercyhurst University, qtian@mercyhurst.edu
- Tsitsi Nyabando, Ph.D., Eastern New Mexico University, tsitsi.nyabando@enmu.edu
- Narges Sareh, Ph.D., East Tennessee State University, Sarehn@etsu.edu

Table 18: We're Going to the Zoo, Zoo, Zoo: The Experiential Learning Zoo Project

This session describes an initiative designed to further develop teacher candidates' science and social studies content knowledge and enthusiasm. Regional campus faculty from multiple campuses of a midwestern state university system will share initial data collected during a collaborative experiential learning project in which Early Childhood and Elementary Education juniors go to the Zoo to learn how social studies and science standards can be met on a field trip to the zoo. Then, while taking science and social studies methods courses, candidates plan and host a campus-based zoo program for prek-5 students, including activities planned and facilitated by candidates.

- Amy Wolfe, Ph.D., Ohio University Chillicothe, amy.c.wolfe@gmail.com
- Kim Ciroli, M.S., Ohio University Eastern Ohio, ciroli@ohio.edu
- Debra Dunning, Ph.D., Ohio University Lancaster, dunning@ohio.edu

Citation: Wolfe, A., Dunning, D., Ciroli, K., Peasley, T. Zoo *We're Going to the Zoo, Zoo, Zoo: The Experiential Learning Zoo Project.* National Association for Early Childhood Teacher Education (NAECTE) Nashville, TN, November, 2023

Table 19: Pedagogy is Personal: Who We Are and What We Know.

This session explores play pedagogy as the intersection of the personal and the professional. Through the creation of a play history, we can begin to unpack how our life experiences with play have an impact in the classroom, for better or worse.

- Katelyn Clark, katelynpclark@gmail.com

Table 20: Image Tracing and Analysis

I am going to present a methodology focusing on image analysis. Unlike traditional qualitative and quantitative method analysis, image tracing methodology helps analyze visual data, enabling researchers to feel and experience images instead of merely seeing them.

- Ling Chen, Ph.D., Indiana University Bloomington, lc29@indiana.edu

Table 21: Shifting the Pedagogical Gaze: Looking with Children and Teachers Where the Worms Look
As world citizens, we sit at the precipice of dangerous environmental-economic-political-social collapses, refusing to think with place and cohabitate in restorative ways. Asking teachers and children to consider 'listening with' instead of 'listening to,' illuminates issues and reveals experiences through story—by unmasking complex human and place entanglements rather than reducing humans to numbers. For example, asking children to look at worms is significantly different from asking children to look with worms and see where worms are 'looking.' This decolonizing request asks children to offer care innovatively. The relational worm-human data that follows is shared in the presentation.

- Will Parnell, Ed.D., Portland State University, parnellw@pdx.edu

Citation: Parnell, W. (2023). *Shifting the Pedagogical Gaze: Looking with Children and Teachers Where the Worms Look*. Research Paper Presentation at the National Association of Early Childhood Teacher Educators on November 15, 2023 in Nashville, TN.

Table 22: Integrating AI Literacy into Early Childhood Educator Preparation

This session will explore resources to introduce artificial intelligence into early childhood teacher preparation and discuss the integration of AI literacy into instruction. We will share curated resources to promote creative and multimodal engagement using AI-enabled technologies and discuss the opportunities and challenges for implementation into teaching and learning.

- Ilene Berson, Ph.D., University of South Florida, iberson@usf.edu
- Michael J. Berson, Ph.D., University of South Florida, mberson@usf.edu

Citation: Berson, I., & Berson, M. J. (2023, November). *Integrating AI Literacy into Early Childhood Educator Preparation*. Paper presentation at the NAECTE 2023 Annual Conference, Nashville, TN.

Table 23: Preparing Future Educators to Increase Knowledge about Dyslexia and Neurodiversity

The presentation will share findings from learning activities in which prospective early childhood educators studied dyslexia and related implications for classroom teaching. Included in these learning activities was a full-day conference on dyslexia and a guest speaker event and other learning tasks within an online course offered by the university. This session will share about these specific efforts and related findings. In addition, session attendees will be encouraged to imagine approaches they might implement to make dyslexia and neurodiversity a stronger focus of their teacher education programs and courses.

- Heidi Sackreiter, Ed.D., South Dakota State University, heidi.sackreiter@sdstate.edu
- Meagan Irvine Miller, M.Ed., South Dakota State University, Meagan.IrvineMiller@sdstate.edu

Table 24: Honest Conversations: How Does Higher Ed Payoff for the ECE Workforce?

Data from the 2023 Iowa Workforce Study will be presented. Participants will participate in a discussion prompted by questions coming from the data regarding (1) the value of higher education for students in early childhood careers, (2) ensuring university programs meet the needs of students for a value added degree, and (3) how the unifying framework can help guide high education and state policy makers in the role of higher education.

- Christine Lippard, Ph.D., Utica University, cnlippar@utica.edu
- Danxun Li, M.S., Iowa State University, danxun@iastate.edu
- Heather Rouse, Ph.D., Iowa State University, hlrouse@iastate.edu

Table 25: Impact of Home Language Differences on Preschool Children's Oral Language Use and Activity Involvement

This session has two goals: discuss how and why 1) oral language use among the three groups of children differed in the HS classroom, 2) engagement levels differed in academic activities based on their diverse cultural backgrounds.

- Boo-Young Lim, MA, The University of Oklahoma, lby-ecec@ou.edu
- Vickie Lake, Ph.D., The University of Oklahoma, vlake@ou.edu

Table 26: Building Classroom Intention with Preservice Early Childhood Teacher Candidates Through Data-Driven Action Planning

Our paper presentation will share results from a study conducted during the fall 2022 – 2023 academic year. The study was funded by The NAECTE Foundation Grant Awards for Research on Early Childhood Teacher Education, Established Career Research Grant. Researchers will discuss (1) the relationship between pre-service teacher behavior change and their comfort with data analysis and action planning, and (2) the relationship between pre-service teacher agency and data-driven action planning for improved instructional classroom interactions.

- Allison Wilson, Ph.D., University of Montana Institute for Early Childhood Education, allison.wilson@mso.umt.edu
- Anna Puryear, M.Ed., Doctoral Fellow, University of Montana Institute for Early Childhood Education, anna.puryear@umconnect.umt.edu

Citation: Wilson, A.B. (2023, November 15). *Building Classroom Intention with Preservice Early Childhood Teachers Through Data Driven Action Planning.* National Association for Early Childhood Teacher Educators. Nashville, Tennessee.

Table 27: Offering Unique Leadership Strategies to Enhance Others' Self-Efficacy Skills in Higher Education

Evidence shows that higher education institutions and K-12 settings are experiencing greater-than-usual turnover and burnout due to varying factors, including low self-efficacy in faculty, staff, and administration. This session will showcase ways two early childhood education leaders in higher education strengthen self-confidence of faculty, staff, and pre-service teachers. Through storytelling, we will share leadership strategies aimed to enhance self-efficacy. Strategies include setting achievable goals, providing positive feedback and encouragement, modeling successful behaviors, offering opportunities for skill development and collaboration, communicating effectively, and building and maintaining positive relationships. The session will conclude with discussion of self-compassion while doing this important work.

- Mary Bowne, Ed.D., South Dakota State University, mary.bowne@sdstate.edu
- Anne Karabon, Ph.D., South Dakota State University, anne.karabon@sdstate.edu

Table 28: Our Teaching Practices and the Development of Preservice Teachers' Agency

Teacher agency, although not always well-defined, is a critical component to effective teaching. In fall of 2022, early childhood education faculty from multiple higher education institutions formed a Self-Study Community of Practice (SSCoP) to explore teacher agency as a construct and examine opportunities to support pre-service teachers' understanding and development of teacher agency in their teacher preparation programs. This session will present results from the SSCoP's pilot of their Pre-service Teacher Agency Questionnaire and discuss implications for course design and facilitation that may increase pre-service teachers' understanding and learning related to teacher agency.

- Kaitlin Northey, Ph.D., University of Vermont, Kaitlin.Northey@UVM.edu
- Amy Wolfe, Ph.D., Ohio University Chillicothe, amy.wolfe@ohio.edu
- Nora Krieger, Ph.D., Bloomfield College - Associate Professor Emerita, norakrieger@gmail.com
- Kate M. La Paro, Ph.D., University of North Carolina at Greensboro, kmlaparo@uncg.edu

Citation: Northey, K., Wolfe, A., Krieger, N., & La Paro, K. (2023, November 15). *Our teaching practices and the development of preservice teachers' agency*. [Paper accepted]. National Association for Early Childhood Teacher Education, Nashville, TN.

Table 29: Activating Educator Focus on Partnerships with Families of Children with Disabilities: "Real Life Experience, Even Though They Were on Zoom"

This presentation draws from the results of a qualitative study that examined how graduate-level students, enrolled in a class on Partnerships with Families of Children with Disabilities, make meaning of their interactions with course guest speakers.

- Eileen C. Osieja, Ed.D, Montclair State University, osiejae@montclair.edu
- Victoria I. Puig, Ed.D., Montclair State University, puig@montclair.edu

Table 30: Preservice Teachers' Use of Responsive Strategies with Prescribed Curricula

This study explored if early childhood preservice teachers (ECPST) know how to extend prescribed practices to their specific context. ECPST were observed implementing a standardized reading program focused on early vocabulary development and social/emotional skills of preschool children in low-income areas. Data was collected using a tool that captured program prescribed practices as well as unscripted best practices for responsive instructional moves. Findings suggest that ECPST utilized their training related to the prescribed aspects of the program's objectives, but less frequently engaged in responsive teaching practices that are proven to support student learning in diverse contexts.

- Emmaline Ellis, Ph.D., West Chester University, eellis@wcupa.edu

Citation: Ellis, E., Neugebauer, S. R., & Walls, M. A. (2023, November). *Preservice Teachers' Use of Responsive Strategies with Prescribed Curricula*. Paper presentation at the National Association of Early Childhood Teacher Educators Annual Conference, Nashville, TN.

11:55-12:00 Transition

12:00-1:30 Lunch (first 45 minutes) & Membership Meeting (last 45 minutes)

Join your regional group for lunch.

1:30-2:30 Keynote: Camille Catlett

Camille Catlett is a Senior Technical Assistance Specialist at the FPG Child Development Institute at the University of North Carolina and consultant to multiple states, colleges, and universities. She has held positions in public school, professional association, federal government, and higher education settings that ranged from providing direct service as a speech-language pathologist to directing multiple US Department of Education personnel preparation grants. Her work with talented partners on the Crosswalks project yielded a flexible and evidence-based model for increasing the emphasis on culturally and linguistically responsive practices in higher education courses, field experiences, and programs. That model has been revised to incorporate emphasis on children with disabilities and inclusion and successfully replicated in community colleges in multiple states. Through technical assistance, research, presentations, writing, and product development, Camille is currently working with faculty and leaders in multiple states to incorporate an explicit and intentional emphasis on culture, equity, language, diversity, and inclusion in early childhood and early childhood special education higher education programs.

2:30-2:35 Closure, Pam Evanshen, NAECTE President

2:35-3:00 Intentions- Regional Meetings- NAECTE Journal

Table 1: Advocacy ResearchNet – Led by Amy, Wolf, Ph.D.

Table 2: Creativity and Play ResearchNet – Led by Linda Taylor, Ed.D.

Table 3: NAECTE Journal- Publishing and Review Process

This presentation will share information about publishing in JECTE and the review process. The Editor and Associate Editor will provide the Aims & Scope of the journal, highlight important considerations for submissions, and discuss the review process.

- Karen M. La Paro Ph.D., UNC Greensboro, kmlaparo@uncg.edu
- Judit Szente, Ph.D., University of Central Florida, judit_szente@ucf.edu

Table 4: Communications Intentions Committee

Tsitsi Nyabando PhD, Eastern New Mexico University tsitsi.nyabando@enmu.edu & Cherie Crosby-Weeks, PhD, Manor College ccrosby@manor.edu. The communication intention committee will meet with student members to discuss plans for the year. This will be an opportunity for student members to learn more about our organization and to share ideas about how NAECTE can best support them.

Citation: Nyabando, T. & Crosby-Weeks, C. (2023). Communication intention: Meeting with student members

Table 5: Research Intentions Committee, led by Jennifer Chen, Ed.D. The purpose is to meet, greet, and chat about the ongoing and potential Professional Learning Communities (PLCs).

The following tables are a time to learn what is happening in each Region and share opportunities to connect as a region.

Table 6: Region 1

Table 7: Region 2

Table 8: Regions 3 & 4

Table 9: Regions 5 & 6

Table 10: Regions 7 & 8

Table 11: Region 9 & 10

A special thank you to all who stepped forward to make this conference come to life!

To Melissa Jozwiack, Conference Proposal Chair and David Barry, ***thank you*** for organizing the conference paper and poster presentation proposals and blind reviews. It takes countless hours, and we very much appreciate your organization and work on this!

Thank you to the following individuals who served as proposal reviewers:

Alison Hooper, Andre Emerson, Anita Ede, Anita Kumar, Ashley Martucci, Aura Perez-Gonzalez, Carrie Brennan, Catherine O'Brien, Charlene Nolan, Chelsea McClure, Courtney Dewhirst, Danxun Li, David Barry, Dawn Cross, Dawn Mollenkopf, Debra Dunning, Diana Cortez-Castro, Eleni Zgourou, Ilfa Zhulamanova, Jameelah Wright, Jayme Hines, Jeanne Galbraith, Jennifer Chen, Joshua Hill, Julia Morris, Karen La Paro, Kate McCormick, Kate Puckett, Kathryn Castle, Katie Fields, Kyoung Jin Kim, Linda Taylor, Mari Riojas-Cortez, Maria Dias, Mary Allen,

Mary Lyons, Melanie Felton, Melissa Jozwiak, Melissa Sherfinski, Miranda Lin, Patience Mensah-Bonsu, Rebecca John, Ruth Facun-Granadozo, Sara Garner, Socorro Garcia-Alvarado, Tamara Masters, and Travis Morgan-Chavers.

To the *NAECTE board members* who stepped forward to help facilitate dialogue and get the conference underway, thank you!

See you this summer for the virtual conference in **June 2024**!

Note: All citations are listed as the authors submitted them.