



2019 Annual Conference – Nashville, TN

Wednesday, November 20, 2019

8:00 am -3:00 pm

Music City Center - Davidson Ballroom, Salon B

- 8:00 – 8:15 Greeter’s Table, Registration, Foundation Information
Coffee/Tea/Water available
- 8:15 – 8:25 **Greetings and Power to the Profession Update** - Rhian Evans Allvin, NAEYC Chief Executive Officer
- 8:25 – 9:00 **Power to the Profession Table Discussions with ACCESS and NAECTE members** – Facilitated by Kelly Baker, NAECTE, Debra Murphy, ACCESS and Mary Harrill, Senior Director Higher Education Accreditation and Program Support
- 9:00 – 9:20 **Welcome**
Pam Evanshen, EdD, NAECTE Vice President
Angela Baum, PhD, NAECTE President
Amanda Branscombe, EdD, NAECTE Foundation President
Erin Casey, PhD and Eun Kyeong Cho, EdD, NAECTE Awards Co-Chairs
- 9:20-10:05 **Concurrent Paper Presentations**
- 10:05-10:10 Transition
- 10:10-10:55 **Concurrent Paper Presentations**
- 10:55-11:00 Transition
- 11:00-11:45 **Concurrent Paper Presentations**
- 11:45-11:50 Transition
- 11:50-12:30 **Poster Presentations and Research Net Groups**
- 12:30 – 1:15 **Lunch** – *Networking with Colleagues*
- 1:15 – 2:15 **Afternoon Keynote: Addressing Implicit Biases in Early Childhood Settings – A Role for Teacher Preparation Programs**, Walter Gilliam, PhD, Professor of Child Psychiatry and Psychology at Yale University Child Study Center

This presentation will discuss the latest findings regarding expulsion and suspension practices in early education settings, gender and racial disproportionality, and potential causes for these disparities, including the potential role of implicit bias. Although the presentation will focus on research findings, attendees will also be exposed to emerging information about how early educators understand implicit bias and how preschool expulsions and suspensions are understood within a social justice and civil rights framework. Early childhood mental health consultation will be discussed as a means for addressing issues of both social-emotional climate and equity in early childhood settings.

- 2:15 – 2:30 **NAECTE President** Angela Baum, PhD
- 2:30 – 3:00 **NAECTE Business Meeting** conducted by President Angela Baum, PhD
- 3:30 – 5:30 **NAECTE Journal of Early Childhood Teacher Education Board Meeting**, Omni Hotel – Cumberland 1
- 6:30 - 8:30 **NAECTE Annual Awards Reception**, Omni Hotel – Legends E/F

9:20-10:05 Paper presentations-When selecting a paper presentation please report to the table number and plan to converse throughout the entire 45-minute session.

Table 1: Building Community within Classroom and School Settings

Jill Raisor, PhD, University of Southern Indiana; Ilfa Zhulamanova, PhD, University of Southern Indiana; Clarissa Willis, PhD, University of Southern Indiana

Table 2: (Re) Turning the Kaleidoscope: Diffracting Research Questions to Offer Openings

Will Parnell, EdD, Portland State University; Ingrid Anderson, EdD, Portland State University; Angela Molloy Murphy, MEd, Portland State University

Table 3: A Teacher’s Quest: Awakening Reverence, Compassion, and Love of Teaching

Kathleen Harris, PhD, Seton Hill University

Table 4: Green Circle: Its Time Has Come Again (In Early Childhood Teacher Education)

Blythe Hinitz, EdD, The College of New Jersey

Table 5: Using the Teach-Reteach Approach to Maximize STEM Outcomes in Urban Settings

Shelly Counsell, EdD, University of Memphis; Mary Palmer, EdD, Southwest Tennessee Community College; Felicia Peat, MBA, WKNO Public Broadcasting Station; Duane Little, Founder and Executive Director of Children’s STEM Academies

Table 6: Fuertes Convicciones: Head Start Teachers Daily Ideologies for Dual Language Learners

Mari Riojas-Cortez, PhD, University of Texas at San Antonio; Mary Esther Huerta, PhD, Texas State University

Table 7: Quality Community Field Experiences in Early Childhood Teacher Education

Lorraine DeJong, PhD, Furman University

Table 8: Beyond the Ivory Tower: An Induction Program Supporting Beginning ECE Teachers

Paulette Shreck, PhD, University of Central Oklahoma; Kelly Baker, EdD, University of Central Oklahoma

Table 9: Preschool Nutrition: The Importance of Discussing Healthy Eating in Teacher Education

Amy Malkus, PhD, East Tennessee State University; Michelle Johnson, PhD, East Tennessee State University

Table 10: Fair and Equitable Early Literacy Education: Storytelling and Story Acting For All

Patsy Cooper, PhD, Queens College, City University of New York

Table 11: Looping in Cuban Early Childhood Classrooms: A Mixed Methods Study

William Mosier, EdD, Lynda A. Cohen Center for the Study of Child Development

Table 12: Making STEAM: Testing a Collaborative Model

Jennifer Baumgartner, PhD, Louisiana State University; Pam Blanchard, PhD, Louisiana State University; Amber Smith, MS, Louisiana State University

Table 13: Supporting Women in the Early Childhood Workforce

Holly Lopez, EdD, Ashford University

Table 14: Early Childhood Teacher Educator Technology Competencies

Donna Karno, PhD, University of Maine at Farmington; Dena Rosen, PhD, Kean University

10:10-10:55 Paper presentations-When selecting a paper presentation please report to the table number and plan to converse throughout the entire 45-minute session.

Table 1: Engaging in Inquiry Based Teaching and Learning: Perspectives from a Pre-Service Teacher, Novice Teacher, and a Teacher Educator

Victoria Damjanovic, PhD, University of South Florida; Jordan Simmons, BS, USF Preschool for Creative Learning; Summer Hougland, BS, USF Preschool for Creative Learning

Table 2: Cold Feet? Student, Mentor, and Principal Reactions to Using Tender Topic Storybooks

Erin M. Casey, PhD, University of Oklahoma; Emily Spivey, MEd, University of Oklahoma

Table 3: Providing Online Career Pathways for Early Childhood Professionals: Lessons Learned from the First Year

Holly McCartney, PhD, James Madison University; Maryam Sharifian, PhD, James Madison University

Table 4: Reading Between the Lines: Communication in the Practicum Experience

Demi Siskind, MA, MS, University of North Carolina Greensboro; Brittany Hewett, PhD, University of North Carolina Greensboro; Karen La Paro, PhD, University of North Carolina Greensboro

Table 5: Classroom Management and Guidance to Support All Learners

L. Kathryn Sharp, EdD, East Tennessee State University; Angela Shelton, EdS, East Tennessee State University

Table 6: A Dynamic Duo: An Early Childhood Center and Teacher Education Program

Nicole Pearce, PhD, Texas A & M Commerce; Josh Thompson, PhD, Texas A & M Commerce

Table 7: Ready for DAP: Preparing for the Complexities of Early Childhood Practice

Daniel J. Castner, PhD, Indiana University

Table 8: Troubling the Ethical Side of Quality Early Childhood Teacher Education

Kaitlin Northey, PhD, University of Vermont

Table 9: Leveraging Early Field Experiences to Support Enactment of Effective Mathematics Instruction

Sandra M. Linder, PhD, Clemson University

Table 10: Finding the “OM” in your ABC’s: Teachers’ Perceived Stress and Classroom Climate

Cynthia DiCarlo, PhD, Louisiana State University; Ashley Meaux, PhD, University of Montana; Erin Hebert LaBiche, MEd, Iberia Parish Public Schools

Table 11: Doing the Dynamic Dance: Three Teacher Candidates’ Residency Experiences

Ruth Facun-Granadozo, PhD, East Tennessee State University

Table 12: Perspectives of Teacher Preparation Program Completers: Information for Program Improvement

Dilara Yaya-Bryson, PhD, University of North Carolina at Greensboro; Karen La Paro, PhD, University of North Carolina at Greensboro; Demi Siskind, MA, MS, University of North Carolina at Greensboro

Table 13: Implementing a Developmentally Appropriate STEM Project in a Kindergarten Classroom Using Block Play: Novice Teacher Actions and Student Learning Outcomes

Aaron Isabelle, PhD, State University of New York at New Paltz; Lindsey Russo, PhD State University of New York at New Paltz

Table 14: Community Leaders as Learners: The Education of Early Learning Fellows

Mary Jane Eisenhauer, EdD, Purdue University Northwest; Anne E. Gregory, PhD, Purdue University Northwest; Jennifer Jones, PhD, Purdue University Northwest

11:00-11:45 Paper presentations-When selecting a paper presentation please report to the table number and plan to converse throughout the entire 45-minute session.

Table 1: Understanding Pedagogies of Care for Toddlers from 4 Countries

Mary B. McMullen, PhD, Indiana University

Table 2: Early Childhood Special Education Personnel Standards: Input on Standards Needed!

Peggy Kemp, PhD, Division of Early Childhood

Table 3: NAECTE Facebook and Twitter Accounts as a way to Share and Promote Research, Publications, Presentations

Julianne Zval-Martyn, EdD, Brandman University

Table 4: Appropriate I-Pad Apps for Early Childhood Programs

Lynn E. Cohen, PhD, Long Island University/Post

Table 5: An Innovative Collaboration to Support Pre-service Candidates in Early STEM

Alissa Lange, PhD, East Tennessee State University; Daisy Tian, Doctoral Student, East Tennessee State University; Laura Robertson PhD, East Tennessee State University

Table 6: A Part of Me: A Model for Examining Early Childhood Teachers’ Enactment of Faith and Beliefs in Schools

Rebekah C. Marcum, PhD, Tennessee Technological University

Table 7: Where History Meets Practice: Play Memory as a Tool for Pedagogical Change

Katelyn Clark, PhD, Rutgers University

Table 8: Encouraging Active Engagement with Course Texts in the Higher Education Setting

Kelley M. White, PhD, College of Charleston

Table 9: Publishing in JECTE

Karen M. La Paro, PhD, University of North Carolina Greensboro

Table 10: Alternative Practicum Experience for Early Childhood Preservice Teachers

Qianyi Gao, MEd, Clemson University; Sandra Linder, PhD, Clemson University; Anna Hall, PhD, Clemson University

Table 11: Reclaiming Infant/Toddler Education in Undergraduate ECE Programs

Jennifer Gilken, PhD, Borough of Manhattan Community College; Jennifer Longley, EdD, Borough of Manhattan Community College; Jillian Crosby, MEd, Borough of Manhattan Community College

Table 12: Course Design: Why Doing it Backwards Works!

Allison Rief, EdD, Ashford University; Jennifer Zaur, MA, Ashford University

Table 13: Early Educators' Experience with Story Drama: Coaching for Pedagogical Creativity

Amanda Wiehe Lopes, PhD Candidate, University of Massachusetts Boston

Table 14: Social Structure of Children's Play: Children's Perceptions of Status and Roles

Jane Broderick, EdD, East Tennessee State University; Narges Sareh, Doctoral Fellow, East Tennessee State University

Table 15: Meeting the Needs of Our English Language Learners When Planning Instruction

Deborah A. Stocker EdD, University of Arkansas; Erin Casey PhD, University of Oklahoma

11:50-12:30 Poster Presentations and ResearchNet Groups. Please plan to peruse all of the posters. Posters should remain up until the end of the entire conference. ResearchNet Groups look for Table Tents for location of ResearchNet Group Round Table.

Advocacy ResearchNet Group Round Table – Led by Amy, Wolf, PhD

Creativity and Play ResearchNet Group Round Table – Led by Linda Taylor, EdD

Field Experience ResearchNet Group Round Table – Led by Karen LaParo, PhD

Poster 1: Appreciating Developmentally Appropriate Paternal Practice (DAPP): A Study of Korean-American Fathers' Involvement on their Children's Learning and Schooling in the US

Keun K. Kim, PhD, Delaware State University; Sungok Reina Park, PhD, Minnesota State University Moorhead; Kyung Ick Park, Doctoral Student, Delaware State University

Poster 2: Narratives of Early Childhood Teacher Assessment Practices: What can Teacher Education Programs Learn?

Grace Keengwe, PhD, University of North Dakota; Dr. Dong Choi, Park University

Poster 3: Power of Peer Coaching

Kelli Dudley, PhD, Oklahoma Christian University; Natalie Little, Oklahoma Christian University; Kyleigh Marquez, Oklahoma Christian University

Poster 4: ECE Students' Awareness of the Effects and Responses Children Have to Parental Divorce

Julia Atilas, PhD, East Tennessee State University

Poster 5: Contributors Towards Preschoolers' Engagement: Teacher-Child Interaction, Teacher-Child Relationship, Child's Self-Control, and Classroom Physical Environment

Hongxia Zhao, PhD, New Mexico State University Carlsbad

Poster 6: Exploring 2nd Grade Students' Perceptions of their Classroom's Physical Learning Environment

Tsitsi Nyabando, PhD, Eastern New Mexico State University; Pamela Evanshen, EdD, East Tennessee State University

Poster 7: Teaching the Holocaust in Early Childhood Teacher Education

Blythe Hinitz, EdD, The College of New Jersey; Rebecca Kim, The College of New Jersey

Poster 8: Talking the Talk and Walking the Walk: Our Journey to Becoming a Community Partner in Teacher Preparation

Amy Hnasko, EdD, Wilkes University; Lori Cooper, EdD, Wilkes University

Poster 9: Using Translation Apps to Increase Communication with Dual Language Learners

Amber Beisly, University of Oklahoma, Vickie Lake, PhD, University of Oklahoma

Poster 10: Playground Literacy

Vivien Geneser, PhD, Texas A & M University – San Antonio; Shelley Harris, PhD, Texas A & M University – Central Texas

Poster 11: Teachers Gesturing: Intervention to Help Dual Language Learners in the Development of English Language

Guillermo Mendoza, Doctoral Candidate, East Tennessee State University

Poster 12: Early Childhood Teacher Stress: Implications and Prevention

Sara Westerlin, MS, Peru State College

Poster 13: Preservice Teachers: Healthy Food Isn't Served at School!

Janette C. Wetsel, PhD, University of Central Oklahoma; Kristen Weber, University of Central Oklahoma; Laura Hines Wilhelm, EdD, Oklahoma City University

Poster 14: Early Childhood Play and Academics: What Are Parents' Perceptions?

Katie Swart, PhD, College of Charleston; Katie Houser, MEd, NBCT, College of Charleston

Poster 15: The Competent Capable Child: Bridging Home and School Practices to Support Children's Early Literacy and Mathematical Development

Anna Hall, PhD, Clemson University; Sandra M. Linder, PhD, Clemson University

Poster 16: Voices from Within: Teacher Sensitivity in an Early Childhood Elementary School

Anjette Holmes, PhD, Louisiana State University

Poster 17: Using Research of an Early Childhood Leadership Team to Inform Current Teacher Education on Leadership

Martha Lash, PhD, Kent State University

Poster 18: How 15 Minutes of Phonics Instruction Can Improve Phonological Awareness in a Pre-K classroom

Alica Benton, PhD, Louisiana State University

Poster 19: PreK Children's Play Experiences with the Introduction of Loose Parts

Jill Davis, PhD, University of Central Oklahoma; Ashley Ford, student, University of Central Oklahoma

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

To Tracey Crowe, Conference Proposal Chair, **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: *Jennifer Baumgartner, Karmen Bell, Christopher Brown, Daniel Castner, Eun Kyeog Cho, Robyn Chun, Layna Cole, Angela Elsass, Zeynep Isik-Ercan, Libby Ethridge, Aaron Isabelle, Ruth Facun-Granadozo, Melanie Felton, Jennifer Gilken, Rebecca Huss-Keeler, Holly Lopez, Dawn Mollenkopf, Tsitsi Nyabando, Kelli Odden, Megan Purcell, Maryam Sharifian, Linda Taylor, Kelley White, Lynn Worden, Heather Young*

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

