NAECTE

WASHINGTON, DC
NOVEMBER 16, 2022

FALL 2022 CONFERENCE

2022 ANNUAL CONFERENCE – WASHINGTON, DC
WEDNESDAY, NOVEMBER 16, 2022
8:00 AM -2:30 PM
WASHINGTON CONVENTION CENTER ROOM 146AB

CONFERENCE SCHEDULE

8:00 – 8:15 GREETER'S TABLE, REGISTRATION, FOUNDATION INFORMATION, POSTER SETUP WITH COFFEE/TEA/WATER AVAILABLE.

8:15-8:40   WELCOME
- KELLI ODDEN, ED.D., NAECTE VICE PRESIDENT
- PAM EVANSHEN, ED.D., NAECTE PRESIDENT
- KELLY BAKER, ED.D., NAECTE FOUNDATION PRESIDENT

8:40 – 9:00 UPDATE ON POWER TO THE PROFESSION
- MARY HARRILL, SENIOR DIRECTOR, HIGHER EDUCATION ACCREDITATION AND PROGRAM SUPPORT

9:00-9:20   NAECTE ANNUAL MEMBERSHIP BUSINESS MEETING

9:20- 9:50   SESSION 1: POSTER SESSION

9:50-10:00   TRANSITION

10:00-10:45 SESSION 2: CONCURRENT PAPER PRESENTATIONS

10:45-10:50 TRANSITION

10:50-11:35   SESSION 3: CONCURRENT PAPER PRESENTATIONS

11:35-11:40   TRANSITION

11:40-12:25 SESSION 4: CONCURRENT PAPER PRESENTATIONS

12:25-12:30   TRANSITION

12:30 – 1:15 LUNCH – NETWORKING WITH COLLEAGUES

1:15 – 2:30   AFTERNOON KEYNOTE: DR. MARIANA SOTO-MANNING

2:30-7:00   BREAK

**7:00-9:00 NAECTE FOUNDATION AWARD AND GRANT RECIPIENTS
LOCATION: MARRIOTT MARQUIS INDEPENDENCE ROOM A/B**

Session 1
9:20-9:50 a.m.

Poster 1: The Impact of an Integrated STEM Collaborative Approach on Preservice Teachers' Pedagogical Content Knowledge and Curricular Role Identity for Teaching Science

Using a mixed-methods sequential explanatory design, this study investigated the impact of an integrated STEM collaborative approach embedded in a science methods course on early childhood and elementary preservice teachers' (N=65) pedagogical content knowledge and curricular role identity for teaching science. The results suggest that the STEM collaboration approach led to positive changes in preservice teachers' PCK and curricular role identity for teaching science. Furthermore, this study affirms the collaboration among university faculty, preservice, and in-service teachers. Participants appreciated the diversified learning experience over the course of the semester, and they tended to view collaboration as an opportunity for their professional growth.

Qiuju Tian, Ph.D. -Mercyhurst University
Alissa Lange, Ph.D. -East Tennessee State University

Poster 2: Building Bonds with Families through Art and 5 Family Culture Stories

The current research aims to describe the five family culture stories created at the Baby Paws event of FAMILIAS UNitED. Families represented their ideas and feelings through clay, drama, and book-making, which is used to understand and value family diversity. The current research utilizes document collection and document analysis methodology. The preliminary findings show that each family had its unique way of solving the drama problem created by educators enriched with their own cultural values and rituals; although all five cases enjoyed working with clay, some were more verbal; some preferred to express ideas and thoughts, which are more factual, while some focused more on the emotional side; some participated with relatives, spouses, and/or child/ren while some were alone; each graduate student had their unique ways of working with families; art provided families with a tool to express themselves in an easy and fun way but more importantly a unique way.

Hatice Zeynep Inan, Ph.D. - Texas A&M University San Antonio &
Bursa Uludag University Orcid ID: 0000-0001-6247-7857
Socorro García-Alvarado, Ph.D.- Texas A&M University San Antonio
Catherine O'Brien, Ed.D. -Texas A&M University San Antonio

Poster 3: Collaboration between the Teacher Education Program and the Community: It is a Win-Win

This study examines how the collaboration/partnership supports English language learners learning and teacher candidates' professional growth in a virtual setting. The findings indicate that young learners enjoyed getting to know the college students and were inspired to thrive. However, the study's findings also disclose the many challenges faced when teacher candidates virtually tutored young learners. Nevertheless, the findings of this study indicate how vital community building and communications are to maintain the collaboration between higher education and the community partner. To ensure the project's success, learning to listen to the community and meet with the community partner before and during the project are essential.

Miranda Lin-Illinois State University
Pamm Ambrose, M.S.- Illinois State University

Poster 4: Critical Reflection as a Strategy for Place-based Teacher Education

Preservice teachers in my case study research examined their natural environments, studied community history, and addressed local issues through action research with children, families, and others in the community. Their work followed Gruenewald's (2003) notion of place-based education that he claimed is "place-conscious" because of its critical and political nature, which involves educators extending their understandings of accountability and pedagogy outward, towards places. An important way that teachers and teacher educators navigate educational discourses in local settings is through critical reflection. This work has special significance when one considers what it might mean to, for example, practice education that sustains nature and diverse cultures in rural places where nearly everyone is White. More democratizing and humanizing forms of teaching and teacher education must be used to be responsive to local contexts and all preservice teachers. In order to respond to normative understandings of preservice teachers learning to be teachers in their places, critical reflection is an important tool. Unfortunately, critical reflection is becoming more difficult to engage with as neoliberal education becomes more sedimented.

Melissa Sherfinski, Ph.D.-West Virginia University

Poster 5: Parent Beliefs and Involvement in the Kindergarten Transition

This literature review focuses on a subset of peer-reviewed articles about parent involvement in the kindergarten transition. Most articles indicated that parental beliefs and involvement in early childhood education are critically important for student success. In most of the studies reviewed however, parents expressed confusion, frustration, and a desire for support in navigating the transition. Supporting parents with navigating the kindergarten transition is critical and yet we are coming up short. Early childhood teachers and programs need to work in tandem with teachers and elementary schools to ensure that parents can support their children through the transition to kindergarten.

Grace Bache-Wiig, NBCT -Clemson University

Session 1
9:20-9:50 a.m.

Poster 6: Early Childhood Education Advocacy: The role of student organizations in building collaborative community partnership that impact educators at both the pre-service and in-service levels of teaching.

Over the years research has shown that teachers with high levels of self-efficacy experience higher levels of job satisfaction, lower levels of job-related stress and actively advocate on important education issues. Therefore, this poster session discusses if self-efficacy impacted or changed a per-service teachers' ability to advocate and build community partnerships that support Early Childhood Education, and how the involvement of the pre-service teacher in an ECE student lead organization supported ECE advocacy as an in-service teacher.

Jennifer Stepp, Ph.D.-Oklahoma State University

Poster 7: Improving Quality of Early Intervention Services: One State's Professional Development Journey

Presentation of this research reveals an example of one state's leadership and community-building work which significantly impacted Early Intervention (EI) practices in the state. Institutes of higher education in the state collaborated with state leaders to plan, deliver, and evaluate a multi-step in-service professional development and technical assistance process to strengthen EI services with an aim of improved infant/toddler and family outcomes. When families and EI professionals engage in collaborative partnerships that support young children with delays or disabilities our communities are ultimately strengthened and more inclusive.

Miriam Kuhn, Ph.D. -University of Nebraska at Omaha

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9:50-10:00 Transition

Session 2
10:00-10:45 Concurrent Paper Presentations

Table 1: A Longitudinal Case Study of How First-Year Teachers Figured Their Role Within the Profession

The first year of teaching can be overwhelming, and many teachers in the United States often leave soon after entering the classroom. While there are many suggestions for school leaders to reverse this trend, many teachers still leave. Moreover, teaching continues to be a complex profession. In this longitudinal case study, we examine how the first-year teachers in our study figured their role within the profession and whether they would remain a part of it. Through analyzing our findings, we offer suggestions for how teacher educators might work with teachers to navigate the realities and unexpected challenges of teaching.

Christopher Brown Ph.D.-The University of Texas at Austin
David P. Barry, Ph.D.- West Chester University
Da Hei Ku, Ph.D.-University of Massachusetts Boston
Kate Puckett, Ph.D.- Eastern Oregon University

Table 2: A Narrative of EC Educator Faculty Experiences Using Synchronous Cooperative Learning Amid a Pandemic

In this session, participants will gain an understanding of the experiences of Texas higher education faculty in early childhood educator preparation programs (EPP) with the use of cooperative learning (CL) strategies in a synchronous online learning environment during the COVID-19 pandemic. A narrative inquiry design enabled the participants to tell the story of their experiences, providing the researcher with an opportunity to interpret the symbolic meaning and significance of the stories told. Participant will gain perspective on faculty's experiences redesigning their courses, course work, considering course delivery, restructuring assignments, and ways to stay connected with students and support students' social interdependence.

Catherine O'Brien, Ed.D.-Texas A&M University San Antonio

Table 3: A Systematic Literature Review on Preschool Teachers' Self-Efficacy in Teaching Mathematics

This paper presents a systematic review of peer-reviewed research articles regarding preschool teachers' self-efficacy in teaching mathematics. A total of 40 articles were reviewed. Furthermore, among them, the majority of the articles focused on preschool (both in-service and pre-service) teachers' self-efficacy beliefs concerning teaching mathematics. While the rest was about the importance of early childhood mathematics education, teachers' (both preschool and elementary) mathematical content knowledge, and math anxiety. Findings from this review suggest that preschool teachers' self-efficacy beliefs in teaching mathematics are important as self-efficacy influences the teacher in incorporating mathematics in their daily plan.

Farhana Afroz, Doctoral Student -Clemson University
Sandra M. Linder, Ph.D.- Clemson University

Session 2
10:00-10:45 Concurrent Paper Presentations

Table 4: Advocating for Critical Issues in Early Childhood Education with Graduate Students

Advocacy is critical for early childhood educators. However, many do not advocate because they don't know where to begin. One way to overcome this is to integrate advocacy into teacher preparation coursework. This research looked at the integration of an advocacy project in a graduate course at a regional university in the Midwest. The experiences of the students and professor will be explored. Data collection included surveys, reading reflections, informal interviews, and a written reflection. Emergent themes included changes in the students' definition of advocacy, comfort level with advocacy, and willingness to engage in future advocacy.

Jill Davis, Ph.D.-University of Central Oklahoma
Nicole Pearce, Ph.D. -Texas A&M University- Commerce

Table 5: Artful Learning: Early Childhood Pre-Service Teachers and Art Integrational

The arts provide rich opportunities for young children to learn about themselves and others, yet early childhood educators often feel unprepared to teach the arts once they enter the field. Our study explored how early childhood education pre-service teachers (ECE PSTs) integrated the visual arts and SEL using engaging, multimodal teaching strategies. In this round table, attendees can expect to learn about art integration pedagogy and integrating art into their teacher education programs. Finally, participants can expect a rich discussion about the benefits and challenges of art integration in EC teacher preparation programs.

Kate McCormick, Ph.D.-SUNY Cortland;
Libba Willcox, Ph.D. - IUPUI

Table 6: Building Community Knowledge with an Emergent Literacy OER Text

The integration of Open Educational Resources (OER) is recognized globally as a strategy for closing educational opportunity gaps (Juárez & Muggli, 2017). In 2019, we created an OER emergent literacy text to address the economic barriers many students pursuing early childhood courses confront. During our round table discussion, we will share an overview of our process creating the OER textbook and our processes piloting surveys seeking to capture faculty and student experiences using the emergent literacy OER. We will share survey items, contextualize the survey design, discuss emerging findings, and consider next steps.

Leslie La Croix, Ph.D.-George Mason University
Sara Miller, Ed.D.- Longwood University
Christine Schull, Ph.D.-Northern Virginia Community College Alexandra

Session 2
10:00-10:45 Concurrent Paper Presentations

Table 7: Computational Thinking as an Agent of Change in Teaching and Learning

Our session builds on Bers (2021) definition to describe CT as the development as children engage in programming languages that are coding playgrounds to promote problem-solving, imagination, social interaction, cognitive and physical skills. Given the importance of academic content of early childhood programs and the importance of play for the young children's development, some digital tools can bridge academic content with playful and meaningful activities. We draw from case studies in early childhood classrooms and teacher education undergraduate classes. Findings suggested that young children and teacher candidates developed CT skills when they engaged in open-ended and creative tools such as programmable robotics kits and open-ended programming languages. Results include examples of young children coding as well as photographs and interviews from teacher candidates.

Lynn E. Cohen, Ph.D.-Long Island University
Angela Kalthoff, Technology Integrationist- Capstone USA

Table 8: Connecting EC Teacher Education with Community-Based Cultural Institutions

This presentation explores practical ideas on how to establish community collaborations that enhance methods coursework. We will describe a partnership between a university, early learning centers, libraries, and museums to prepare early childhood teachers to support preschoolers' exploratory learning and play-based inquiry using community-based primary sources. Participants will discuss the pedagogies, tools, and resources specific to cultural institutes that support preservice teachers in understanding, appreciating, and inspiring creativity and children's early development. We will consider the interdisciplinary benefits of preparing preservice teachers to promote inclusive experiences that connect stories of the past and young children's lives today.

Ilene R. Berson, Ph.D.-University of South Florida
Michael J. Berson, Ph.D.- University of South Florida

Table 9: Creating University-Community Partnerships to Provide Paid Early Childhood Internships

In 2021, childcare centers were faced with a staffing shortage due to a lack of childcare options for staff and teachers leaving the profession for health reasons due to the COVID -19 pandemic. To address the childcare crisis in our community, we implemented a university-community partnership based on the competency-based education model. Samples of the current study include 89 ECE teacher candidates and 28 childcare programs. Data were collected through surveys, internship evaluations, and partnership meeting minutes. This study highlights the mutual benefits of paid internships offered through a university-community partnership model.

Regena Nelson, Ph.D.-Western Michigan University
Xin Li, Ph.D.- Western Michigan University

Session 2
10:00-10:45 Concurrent Paper Presentations

Table 10: Critical Friends after the Teacher Education Program: Possibilities of Anti-racist Ally-ship

Educational research can be used to disrupt movements that are normative in that they only center the experiences of White and middle class preservice teachers, teachers, and teacher educators, and that deny the experiences of teachers of color. In this research, White early career teachers thought and acted dynamically in their critical friends group started in their teacher education program, yet in looking more carefully, it became apparent that they acted as allies in ways that were ultimately fragmented and partial due to their experiences that shaped their thinking about education. Thus, my research specifically considers the notion of equity related to networks of critical friends, and the role race plays in creating inequitable contexts of labor among teacher colleagues, across time and space, due to teachers' identity processes that foreground the need to be anchored in belonging amongst White teachers as they move to new places to teach.

Melissa Sherfinski, Ph.D.-West Virginia University

Table 11: Developing a Self-Compassionate Growth Mindset about Teaching Young Children

Presentation will share empirical benefits of self-compassion practices on early childhood pre-service teachers (EC-PSTs) and how such practices impacted a diverse cohort (N=16) of EC-PSTs develop self-compassionate growth mindsets about their teaching. Perspectives from the EC-PSTs, their field supervisors, and field placement coordinators demonstrate how self-compassion practices impacted the EC-PSTs' interactions with young children and how the EC-PSTs encouraged young children to develop self-compassionate growth mindsets about themselves as learners. A demonstration of the specific self-compassion practice utilized in this study will be shared and attendees will be encouraged to incorporate such practices within their teacher education programs.

David Barry, Ph.D.-West Chester University of PA

Table 12: Documentation And Digital Technologies for Leading through Equity and Social Justice

Documenting with digital technologies intertwines and grows equity and justice in early childhood education. Engaging digital documentation in early learning settings involves deep thinking with life-learning, equitable access, ethics, the possible, and justice. This educational way rethinks the meaning of educating teachers. Research findings show socially relevant issues hold the potential to rise to the surface, inscribe in/through the digital documents, and bring up conceptions for change. This is Dahlberg and Moss' (2005) revelations of school as a socio-political place of paramount importance. Teacher Educators can consider potentially new ways of working with students to view children as strong and capable in the now. This work asks us to defy deficit ways of thinking, knowing, doing, and being!

Will Parnell, Ed.D.-Portland State Universit

Session 2
10:00-10:45 Concurrent Paper Presentations

Table 13: The Playful Teacher: If Teachers Engage in Play, Can They Be Stronger Play Advocates?

Decline in teachers' well-being and job satisfaction is a cause of national concern. Teachers must have experiences which bolster their sense of self, efficacy, and purpose. Play is a mechanism which can support these areas. This mixed-method study presents the effects of a 4-day teacher play lab focused upon teachers' personal play and the incorporation of play into their classrooms. Learn the variety of play experiences teachers enjoyed and how these affected their advocacy for their own students and others to be able to play.

Erin M. Casey, Ph.D. -University of Oklahoma
Emily Spivey M.Ed. -University of Oklahoma

Table 14: Intentions- Membership and Communication

In this information session, participants will learn about the goals and current activities of the Membership and Communication Intentions committees. They are also encouraged to express their needs related to the committees' scope, articulate their thoughts about future directions, and determine ways to get involved

Ruth Facun-Granadozo, Ph.D. - East Tennessee State University
Tsitsi Nyabando, Ph.D. -Eastern New Mexico University

10:45-10:50 Transition

Session 3
10:50-11:35 Concurrent Paper Presentations

Table 1: University and State Agency Collaborations to Build Evaluation Research Capacity in a Statewide Pre-K Program

This session will discuss the process of authentically developing evaluation tools and aligning them with new Professional Standards and Competencies for Early Childhood Educators (2020). Evaluations for public PreK programs are often conducted by external evaluators reporting on program effectiveness using nationally normed tools (Farran & Lipsey, 2016).   Rather than hire an external evaluator, a state office partnered with University faculty to learn how to engage in strength-based, developmental evaluation research (Quinn-Patton, 2011) to: 1) Create and test first generation evaluation protocols (surveys, interviews, and observation tools), 2) Collect and analyze data, and 3) Critique and refine the evaluation system and methods.

Robyn Chun, M.Ed.-University of Hawai'i at Mānoa
Coleen Momohara, M.Ed.- Executive Office on Early Learning, State of Hawaii
Michael Cheang, Ph.D.- DrPH. - University of Hawai'i at Mānoa
Charis-Ann Sole, M.S. - University of Hawai'i at Mānoa

Table 2: Positionality, Power, and Pedagogy: Preparing EC Teachers for All Children

This session highlights how one EC-Inclusive teacher preparation program is preparing early childhood candidates by focusing on equity and inclusiveness at the center of our pedagogy. A self- study included professional learning communities and monthly program meetings held over several years, that centered anti-racist principles, play-based learning, and care and inclusive practices. The findings reveal that coursework and activities focused on supplanting silenced knowing through storytelling of students, community voices, and examining "Whose stories are told?" Course activities and assessments disrupted the dichotomy of the mind-body-spirit and focused on the humanity of the candidates(and children).

Debora B. Wisneski, Ph.D.-University of Nebraska Omaha
Kerry-Ann Escayg, Ph.D.- University of Nebraska-Omaha

Table 3: Preparing Candidates for their First Year

Although many of the main issues why teachers leave the field are out of the control of teacher preparation programs, faculty can make a difference. One way to mitigate many of these challenges is to support teacher candidates with mentorship throughout their education that they may carry with them into their first year of teaching or, at the least, teach them how to work with a mentor. Strong mentorship is one of the many ways to support teachers & help them to stay. Part of this mentorship can be supporting teacher candidates to practice meaningful self-care.

Jayme Hines, Ed.D.-Wilkes University

Table 4: Using Children's Literature to Engage in Critical Discussions About Racism

In this presentation, we share our experiences facilitating and participating in an anti-racist children's book discussion group. Grounded in critical perspectives (Giroux, 2010) we are committed to affording students and faculty alike ongoing spaces for examining personal biases, unpacking systemic racism, and expanding our critical knowledge base.

Leslie La Croix, Ph.D. George Mason University
Bweikia Steen, Ed.D. George Mason University
Daniel E. Ferguson, Ph.D. George Mason University

Session 3
10:50-11:35 Concurrent Paper Presentations

Table 5: Preparing Democratic Early Childhood Teachers In A Don't Say Gay Era: How Course Readings Fall Short

Professional literature on anti-bias education, social studies, child development, and children's literature supplies a major, but understudied, tool of instruction in early childhood teacher preparation programs. Sociocultural and critical theories of development overlap in this study to investigate the potential of common course texts to foster early childhood teachers' proleptical identities as practitioners of education in a democratic society applicable to the equitable inclusion of LGBTQ+ families. Descriptive content analysis suggests the professional literature, pays insufficient attention to the democratic goal of a fully inclusive society. The presentation of same-sex parent families in the literature serves as an exemplar.

Patricia ("Patsy") Cooper, Ph.D.-Queens College, CUNY
Erin Casey, Ph.D.- University of Oklahoma

Table 6: Intentions- Developing and Implementing Practical Strategies for Promoting Advocacy and Leadership in Preservice Teachers

This open session provides members the opportunity to meet with and dialogue regarding Professional Learning Communities of the Research Intentions Group.

Tanya Espinosa Cordoba, Ph.D.- Anderson University
Swartz, Rebecca, Ph.D. -Southern Illinois University, Edwardsville
Ruth Facun-Granadozo, Ph.D. - East Tennessee State University
Kate McCormick, Ph.D. -SUNY Cortland
Tsitsi Nyabando, Ph.D. -Eastern New Mexico University

Table 7: Literacy Routines and Trauma-Informed Care: Advocating for Classroom Connections

Educator preparation programs are tasked with preparing preservice teachers with the knowledge and tools to implement research-based practices and positively impact the lives of the children they serve. Programs provide pedagogy in literacy strategies as well as trauma-informed care principles. This presentation aims to provide insights into the intersection of these two areas by providing techniques that strengthen early childhood classroom communities by intentionally infusing trauma-informed care practices within established literacy routines and procedures.

Angela Shelton, Ed.S.- East Tennessee State University
L. Kathryn Sharp, Ed.D.- East Tennessee State University

Table 8: Smoothening The Transition Into The Profession For Pre-Service Teachers

Amongst the reasons for early career teacher attrition are burnout and lack of support as they face the realities of the teaching profession. The provision of support and induction for beginning teachers as a preventive measure for reducing attrition among beginning teachers in the Singapore teacher training context will be discussed through the sharing of our journey in the conceptualization and work-in-progress implementation of a continued mentoring initiative with two graduates and a school-based mentor. Preliminary findings of the impact of continued mentoring on these two beginning teachers and a school mentor will be shared, along with reflections for improvement.

Dora W. Chen, Ph.D. -Singapore University of Social Sciences
Evelyn C. Y. Leow, B.A.- Little Village
G. Kaveri, Ph.D. -Singapore University of Social Sciences

Session 3
10:50-11:35 Concurrent Paper Presentations

Table 9: Student Teachers' Perceptions of Diversity, Equity and Inclusion of Infants and Toddlers
Early childhood teachers who are knowledgeable of and apply principles of diversity, equity and inclusion help young children develop a strong sense of identity and confidence. Therefore, it is crucial for institutions of higher education to provide safe spaces for learning and reflective experiences in early childhood teacher preparation programs that focus on diversity, equity and inclusion particularly of infants and toddlers. In this qualitative study we explored student teachers' perceptions of diversity, equity, and inclusion as it relates to infants and toddlers to examine the theoretical and practical experiences in our early childhood studies teacher preparation program.

Mari Riojas-Cortez, Ph.D.-California State University--Channel Islands
Lorena Ramos, M.A.- California State University--Channel Islands

Table 10: Supporting Mindfulness in Preservice Early Childhood Teachers Using Virtual Reality

This presentation shares initial results from a mixed-methods pilot study where preservice early childhood teachers used a virtual reality relaxation app for four weeks. I will share combined results from interviews, pre- and post-surveys, and usage data to examine the app's effectiveness in reducing stress and increasing mindfulness, as well as the acceptability and feasibility of the intervention. We will discuss implications for supporting mindfulness and mental health in teacher education programs.

Alison Hooper, Ph.D.-The University of Alabama

Table 11: Teaching Styles That Drive Children's Academic And Life-Long Success

Preschool children who experience high-quality teacher-child interactions exhibit greater social-emotional adjustment, higher academic achievement, and positive executive function outcomes (focus attention, adapt actions to situations, and inhibitory control). Our research suggests positive correlations between teaching styles and the higher instructional support associated with positive impacts on children. A teaching style assessment can help pre-service and in-service teachers recognize the characteristics of their own teaching style so that they can be guided in their learning of appropriate teaching and guidance techniques.

Julia Atiles, Ph.D.-East Tennessee State University
Maria José A. Dias, M.Ed.- East Tennessee State University
Alyson Chroust, Ph.D.-East Tennessee State University

Table 12: The Power of Role Models for the Development of Teacher Advocates

Participants will be engaged in a dynamic presentation on the power role models serve in effective advocacy. Research results will be shared from a qualitative study used to investigate how teachers were impacted by mentors and how they developed into mentors themselves. Participants will also discover ways in which role models can expand and support educators' advocacy efforts throughout their careers. The presentation will conclude with a discussion about actionable steps to facilitate development in preservice and in-service teachers' advocacy efforts.

Katie Fields, M.Ed.-University of Science and Arts of Oklahoma
Libby Ethridge, Ed.D.- University of Oklahoma

11:35-11:40 Transition

Session 4
11:40-12:25 Concurrent Paper Presentations

Table 1: Driving the Car Without a License: Perspectives and Experiences of Study Plan Teachers in Early Childhood Education Centers

Study plan or uncertified teachers are the foundation of early childhood systems across the nation. As states and districts move into professionalizing early childhood education, experienced teachers are facing the need to enroll in teacher preparation programs to receive certification. Higher ed's role in strengthening the support for these working teachers is crucial as they face unique challenges beyond what traditional students may present. The proposed presentation will highlight the experiences of uncertified teachers, emphasizing the role of Higher Education programs in understanding and supporting these non-traditional teacher candidates.

Maria Mavrides-Calderon, Ed.D.-Hunter College, CUNY

Table 2: Our New Reality: Play and Playfulness in Remote Teacher Education

The pandemic forced universities and teacher preparatory programs to become instant and remote/virtual learning centers. The assumption was after the pandemic that we would return to normal in-person and campus-specific programs. Instead, our reality was that shared, remote/online coursework was standard along with some return to campus-specific methods courses. In order to build community and more participation in online classes, we created an in-person play-based event called "EdFest" which brought education majors together. The evidence is showing that bonding occurred among participants. We are following this to see if there is evidence that the event transferred to more participation in our shared online courses.

Amy Wolfe, Ph.D.-Ohio University Chillicothe
Debra Dunning, Ph.D.- Ohio University Lancaster
Kim Ciroli, M.S.-Ohio University Lancaster

Table 3: Exploring Preschool Teachers' Beliefs about Their Roles in Children's Outdoor Play

Teachers play a crucial role in making outdoor play experiences enjoyable and beneficial for young children. The present study explored teachers' beliefs about their roles during outdoor play in a preschool setting. Six roles are identified as teachers' roles prior to, during, and/or after outdoor play. The presenter will briefly share these roles and elucidate the experiences of the preschool teachers about each identified role they present on the playground. This session will provide the conference attendees an opportunity to discuss early childhood educators' roles while children are engaged in outdoor play by sharing their perspectives, ideas, and experiences.

Ji Hyun Oh, Ph.D.-University of Colorado Springs

Table 4: Why Teach? Photovoice as an Advocacy Tool

This presentation addresses the process, outcomes, and dissemination of Photovoice as an advocacy tool in early childhood teacher education. We will explore using the Photovoice process as a method of examining the personal and contextual influences on first-year students, collaboratively constructing meaning, exploring professional identity, and advocating for the profession. We will discuss issues and opportunities related to teaching advocacy that is grounded in student experience, values, and goals.

Tricia Giovacco Johnson, Ed.D. -University of Wyoming

Session 4
11:40-12:25 Concurrent Paper Presentations

Table 5: Framing Open-Ended Explorations Of Materials Within The Context Of Creativity And Constructivist Theories.

Most early childhood educators don't see themselves as creative and haven't experienced creative, artistic play since childhood. To understand how creative play ignites intellectual pursuits an assignment for doctoral students was designed to frame open-ended explorations of materials within the context of creativity and constructivist theories. Students identify concepts within works of visual artists as inspiration for gathering and exploring materials, then document with photos and reflective writing the ways their play shifts according to shifts in their thinking processes. Findings reveal strengthened identities as creative persons, teacher educators, and deeper understanding of creativity in relation to how children learn.

Jane Broderick, Ph.D.-East Tennessee State University
Maria Dias, Ph.D. Fellow -East Tennessee State University
Kehinde Helen Orimaye, Ph.D. Fellow -East Tennessee State University

Table 6: Grow Your Own Teachers: Pathways to Healing Pandemic-Intensified Workforce Shortages

There is a shortage of qualified early childhood professionals in the 0-5 age group. This shortage has existed in the United States and worldwide for the past 25 years. This shortage has been exacerbated by the COVID-19 pandemic. Federally and state-funded and private programs have all been affected by staffing shortages resulting in unqualified staff leading early childhood classrooms. One of the indicators of a high-quality early childhood program is the qualifications of the teaching staff. Investigation and a better understanding of hiring and retaining early childhood staff are needed to rebuild the field.

Melissa Thiebaut-Marinelli, M.S.-Ferris State University
Niccole Erickson, Ed.D.- Ferris State University

Table 7: Helping Early Childhood Teacher Education Students Engage in Critical Thinking About Critical Issues

Courses on critical issues are commonly included as part of an early childhood teacher education curriculum. Knowledge of critical issues and the skill in communicating with others about these issues are foundational to advocacy efforts. As teacher educators work to lay this foundation, however, the complexity, diversity, and rapidly changing nature of the field can make decisions about curriculum and instruction in such a course challenging. This presentation will explore one approach to teaching critical issues in an early childhood teacher education preparation program and share learning activities to support critical thinking and communication skill development.

Jennifer Baumgartner, Ph.D.-Louisiana State University

Table 8: How was the first year of teaching?- A survey of ECE- Special Ed program graduates

With the introduction of a dual certification for preparing teachers to teach early childhood education with special education in the state of New Jersey, our higher education institution developed and designed a new five-year teacher certification program to prepare teacher candidates in these two fields. In order to assess the effectiveness of the program in terms of the teachers' abilities for inclusive and collaborative practices. The specific research questions were: What were the perceptions of the new graduates from the dual certificate program regarding: a. their first year of teaching? b. the efficacy of the teacher preparation program in helping them become effective new teachers?

Arti Joshi, Ph.D.-The College of New Jersey
Jody Eberly, Ed.D.- The College of New Jersey

Session 4
11:40-12:25 Concurrent Paper Presentations

Table 9: Identifying the Needs of Young Children and Families to Support Early Learning and Development

The purpose of this study was to identify the needs and priorities of young children and their families. We conducted a quantitative survey study to understand the priorities of child needs related to early learning and education (14 items), health and wellbeing (14 items), and family and community (14 items). A total of 2,727 parents/caregivers from 46 counties across the state participated in the survey study. Parents/caregivers tended to report needs for some or a lot of help in early learning and education in comparison with their needs in health and wellbeing and family support.

Sandra Linder, Ph.D.-Clemson University
Xumei Fan, Ph.D. -University of South Carolina
Leigh D'Amico, Ph.D.-University of South Carolina

Table 10: Intentions- Advocacy

As an extension of the Summer Conference Sip & Share, please join this open conversation on mentoring needs for NAECTE Members.

Amy Wolf, Ph.D. – Park University

Table 11: Investigation of Nontraditional Students' Experiences in an Online Early Childhood Program: The Pathway of Equity, Inclusion, and Access to the Teacher Licensure Program

A newly developed online program is intended as a pathway for community college graduates to become empowered and eligible for PK-3 teacher licensure through flexible modeling by exemplary early childhood teacher educators. We situate our study in the framework of Communities of Practice and aim to better understand how students negotiate competence and experience as they participate in the online degree program as new members. In addition, this study reveals students' perspective on the effectiveness and the areas of improvement of the online teacher preparation program.

Maryam S. Sharifian, Ph.D.-James Madison University
Chelsey Bollinger- James Madison University
Shin Ji Kang-James Madison University

Table 12: Using Technology Resources to Increase Preservice Teachers Technology Competency

The existing digital divide between children in low-income households and children in affluent families has been exacerbated by COVID-19 (Berson et al., 2022). We argue that early childhood education (ECE) programs are one of the best ways to narrow the digital divide and provide more opportunities for children in low-income households to use technology (Daugherty et al., 2014; Janisse et al., 2018), starting in preschool. This research describes three years of studies conducted in one early childhood teacher preparation program focused on increasing preservice teachers' technological competency.

Vickie Lake, Ph.D.-The University of Oklahoma
Boo-Young Lim M.A.- The University of Oklahoma
Amber Beisly Ph.D.-The University of Oklahoma
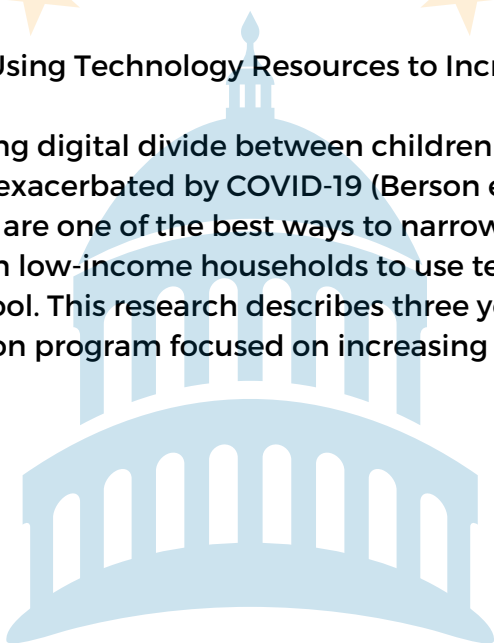
Session 4
11:40-12:25 Concurrent Paper Presentations

Table 13: Fostering Pedagogical Reasoning in a Preschool Practicum

Practice-based teacher education (PBTE) relies in part on achieving consensus about what elements of practice are worth attending to and how to interpret them. As a result, PBTE runs the risk of constructing teacher-technicians who can execute a particular set of strategies, but who lack the wisdom to meaningfully adapt and situate their work within cultural and relational contexts. This qualitative study explored a preschool practicum that aimed to develop pedagogical reasoning. Participants included pre-service teachers (PSTs), school-based mentor teachers (MTs), and university-based teacher educators who participated in a collaborative teacher inquiry group over the course of a semester long preschool practicum. Data sources included observations (9 90–120-minute virtual group meetings were recorded) and documents (written lesson plans, anecdotal records, and written interpretations of classroom observations). Descriptions of the ways PSTs engaged in collaborative planning, observing and interpreting implementations of the plans, and group reflections illustrate how PBTE has the potential to cultivate complex pedagogical reasoning when the field-based experiences are slowly paced, intentionally guided, and re-visited.

Jolyn Blank, Ph.D.-University of South Florida

Table 14: Nurture by Nature: Starting & Maintaining a Center During the Pandemic

This session will discuss how to guide an undergraduate student through the process of opening their own childcare center. After graduation, not only did this student open a center but it survived through a global pandemic. The challenges and joys of starting and maintaining an in-home childcare center will be discussed. Ideas promoted in classes such as the value of play will be shared and demonstrated. Ways in which higher education faculty can support and mentor such ambitious students will be shared.

Jill M Raisor, Ph.D.- University of Southern Indiana
Ilfa Zhulamanova, Ph.D.- University of Southern Indiana
Hanna Kercher- University of Southern Indiana

12:25-12:30 Transition

12:30 – 1:15 Lunch – Networking with Colleagues

1:15 – 2:30 Afternoon Keynote Featuring
Dr. Mariana Soto-Manning

Mariana Souto-Manning, PhD, became Erikson's 5th President in September 2021. Mariana has served as professor of education at Teachers College, Columbia University and held additional academic appointments at the University of Iceland and King's College London. Committed to the pursuit of justice in early childhood teaching and teacher education, Mariana's research centers the lives, values, and experiences of intersectionally-minoritized people of Color. An Afro-Latina first-generation immigrant, Mariana earned her bachelor's, master's, and PhD at the University of Georgia, after having started her higher education journey at Dekalb Community College. Mariana has (co-)authored 10 books, dozens of book chapters, and over 80 peer-reviewed articles. She has received a number of research awards, including the American Educational Research Association Division K Innovations in Research on Diversity in Teacher Education Award.

2022 NAECTE Foundation Award Banquet
November 16th, 2022
Time: 7:00 p.m. until 9:00 p.m.
Location: Marriott Marquis Independence Room A/B

Please join us at the Marriott Marquis in Independence Room A/B for the Awards Banquet, networking and fellowship. Light food and beverages provided.

2022 Outstanding Early Childhood Teacher Educator Award
Sponsored by Taylor and Francis

2022 Early Career Research Grant
Sponsored by NAECTE Foundation

2022 Established Career Research Grant
Sponsored by NAECTE Foundation

2022 The NAECTE Foundation Doctoral Scholarship
Sponsored by NAECTE Foundation

2022 Outstanding Dissertation Award
Sponsored by Gryphon House

2022 Journal of Early Childhood Teacher Education
Outstanding Journal Article of the Year Award
Sponsored by Taylor & Francis

The NAECTE Student Travel Grants
Sponsored by Taylor & Francis ($1000) and NAECTE Foundation ($500)

NAECTE Grants and Awards:
Please consider submitting nominations for the following 2023 NAECTE Foundation Awards:
- Outstanding Early Childhood Teacher Educator
- Outstanding Early Childhood Practitioner
- Outstanding Dissertation
- Travel Grants
- Foundation Doctoral Scholarship
- Foundation Advocacy Award
- Early Career Research Grant
- Established Career Research Grant

Journal of Early Childhood Teacher Education Award
- Outstanding Journal Article of the Year Award

See http://naecte.org/about/naecte-foundation/ for award criteria and nominating instructions. Inquiries regarding awards and nominations can be directed to Kelly Baker and Jennifer Chen at kbaker12@uco.edu and jchen@kean.edu.

Thank You

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Thank you to the proposal reviewers whose willingness to conduct blind peer-reviews of the proposals enables us to uphold the rigor and integrity of the conference proposal selection process: David Barry, Jennifer Baumgartner, Carrie Brennan, Jennifer Chen, Robyn Chun, Diana Cortez-Castro, Sara Davis, Becky DelVecchio, Courtney Dewhirst, Inna Dolzhenko, Anita Ede, Andrea Emerson,   Libby Ethridge, Maria Fusaro, Dawnita Gallo, Socorro Garcia-Alvarado, Kathy Harris, Joshua Hill, Jayme Hines, Hatice Inan, Tracy Keyes, Kyoung Jin Kim, Anita Kumar, Leslie La Croix, Judith Levin, Miranda Lin, Cecilia Maron-Puntarelli, Ashley Martucci, Tamara Masters, Charlene Montano Nolan, Julia Morris, Catherine O'Brien, Aura Perez, Kate Puckett, Muriel Rand, Mari Riojas-Cortez, Melissa Sherfinski, Brenda Smith, Linda Taylor and Ann Willeson.

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Finally, we would be remiss to not extend the most heartfelt thank you to Pam Evanshen. The return to an in-person conference post-CoVID has not been easy. Without her leadership and support this conference would not be possible. Thank you Pam!

-Kelli Odden & Melissa Jozwiak