

SCHEDULE OF SESSIONS

Moving Forward: Learning from the COVID19 Pandemic
Millersville University – June 29, 2021

Registered attendees: Please see the Quick Guide that was emailed to you about how to attend and access rooms. If you did not receive the guide or need help, please email keston.lyman@millersville.edu

10:00 – 11:00 AM Welcome and Keynote

Welcome and Introduction

Dr. Timothy Mahoney, Chair Educational Foundations

Time Catches Up: Ongoing Lesson for Education Stakeholders

Dr. Nakeiha Primus, Associate Professor of Educational Foundations

The global COVID19 pandemic created an ecological context ripe for reckoning at all levels. From inequitable and often international hierarchies deeply ingrained into educational practice and policy to the psychological trauma students, teachers and communities continue to face, education stakeholders are in a unique position today, as we attempt to move forward. Drawing on a social justice education praxis (Ladson-Billings, 2014; Collins, 2015; Kendi, 2019; Love, 2020), this keynote is a call to action that will continue ways for teachers, students, and community members to use the precariousness and possibilities of our current moment toward realized systemic change.

11:00 – 11:45 AM School Leaders Panel

Moderator: Dr. Ann Gaudino

12:00 – 12:45 PM Concurrent Session #1

Room 1 Facilitator: Dr. Abdulsalami Ibrahim

Teachers' Emotional Intelligence (EI) and Professional Development (PD): Increasing Students' Virtual Engagement and Learning Outcomes During COVID-19

Dr. Hany Zaky, Union County College (UCC), NJ

Teachers are exposed to a highly stressful job because of the plethora of changes at the workplace during COVID-19. To deal with these challenges, recent studies have shown the importance of developing emotional competencies such as Emotional Intelligence (EI) to improve teachers' Professional Development (PD) for adequate virtual teaching and schooling. A growing body of research has suggested that Emotional Intelligence is crucial for teachers' effectiveness in online teaching. EI has been linked to various

school aspects such as academic achievement and effective teaching in the school setting. This presentation highlights the strong connection between Emotional Intelligence and teachers' Professional Development toward the positive professional and organizational changes in school settings. It pinpoints that EM can be developed in teachers' preparation programs to positively impact teachers' practices, sense of meaningfulness, and relationship with their students to enhance their learning outcomes. The presenter addresses the high correlation between teachers' EI, PD, and students' learning outcomes. He also shares some technologies and classroom implications for more lifelong learners' creation.

Room 2 Facilitator: Dr. Timothy Mahoney

Understanding Inclusion within Schools during COVID-19 through Podcasts

Drs. Ann Marie Licata and Tiffany Wright/Assistant and Associate Professors of Educational Leadership, Millersville University

Recognizing that the graduate students within the principal certification program needed a more robust experience with understanding their leadership role with technology, educational leadership faculty purposefully and intricately incorporated the International Society for Technology in Education (ISTE) standards for educational leaders (ISTE, 2020) within an existing course. Students were given the task of developing a podcast that incorporated the ISTE standards with a focus on equity and inclusion, the underpinning mission and vision of the leadership program. The group podcast project was implemented in a pilot phase during the teaching of a compressed version of the course in the summer of 2020, and the podcasts focused on how school leaders promoted inclusion during the pandemic.

Podcasts as learning tasks have promoted cognitive elaboration, enhanced critical thinking, and improved student performance (Lazzari, 2009). Bolliger and Amier (2013) considered students as podcast producers and their perceptions on their own learning. Podcasting has also empowered learners and showed how student-developed podcasts promote engagement and motivation for learning. They have improved cognitive learning and developed transferable team-working skills among student producers (Nie, et al, 2008). Finally, although Johnson's (2008) approach to using podcasting production was one of an assessment tool, his research offers additional insights to the research base on podcast production as learning.

Room 3 Facilitator: Dr. Miriam Witmer

Communication, Sustainability, Connection

Nitzah Santiago-Horseman, M.S, Lancaster Lebanon IU13

Through our time of constant changes in how we provide educational services, seek personal and professional connections and attempt to remain relevant, it is easy to develop burnout. Navigating the essentials and developing an understanding of why some individuals seem to have everything figured-out and others are constantly struggling has been an on-going evaluation. There are three resounding elements that recur: Communication, Sustainability, Connection. Communication is not just how we present information, but also how we receive it, understand it and respond to it. Sustainability is the working of pieces that are essential for keeping a system going throughout the various changes. Connection builds meaning and significance to how all other elements work together. It has been my observation that despite the differences of circumstances in either a personal or professional level for individuals, it was these 3 that played leading roles in their success.

Room 4 Facilitator: Dr. Oliver Dreon

Building Community Through Synchronous Homeroom

Mrs. Liz Lubeskie, Secondary Coordinator of Online Learning & Technology Integration, Manheim Central School District

During this past school year, I acted as the homeroom teacher for all of our online middle school learners. I met with them via Zoom each Wednesday. These were voluntary, non-academic meetings. We did a little of everything from getting to know your activities, to character lessons, to online games and monthly trivia. I even worked in our PA college and career lessons for them. By the end of the school year, we became a family. I assumed that since these meetings were not mandatory, that the numbers would dwindle. This isn't what happened though. Online learners talked and our numbers were steady or grew and they became comfortable with each other and with me. It became the highlight of my week and in the off chance that I had to cancel our Zoom, I would get messages with unhappy face emojis and asking if we were making it up on another day or meeting up the following week. What was most profound was that the learners that continued in our online program and who regularly attended our Wednesday Zooms did MUCH better in their online courses, had better connections with their facilitators, and self-advocated for support. I will share what worked, the programs that I used, and how I worked to create a community of learners.

1:00 – 1:45 PM School Specialist Panel

Moderator: Dr. Ann Marie Licata

2:00 – 2:45 PM Concurrent Session #2

Room 5 Facilitator: Dr. Sandra Deemer

Empowering Students using Restorative Practices

Jen William, Middle School Counselor, Twin Valley School District

I will give a brief overview of how my restorative peacekeeper program empowers students at the middle school level. Restorative Practices builds relationships through meaningful conversation. The students at Twin Valley Middle School facilitate restorative conferences for students in conflict and develop a plan with the students to repair harm. Discussion might include how to start a program like this in your setting.

Room 6 Facilitator: Dr. Tiffany Wright

Uncovering Hidden Experiences: Using a CRQI Framework to Analyze Data

Rachel Kane-Kirkpatrick, EdD, Washington County Public Schools, MD

My presentation will highlight the findings of my dissertation on arrests in school. Using a Critical Race Quantitative Intersectional framework, my study revealed the importance of taking a non-essentialized approach to collecting and analyzing data in the 6-12 school environment. In particular, my presentation will focus on how taking this approach uncovered the disproportionately negative experiences of economically disadvantaged female students of color had with arrest in school, which were hidden by the traditional, essentialized approach to data analysis.

Room 7 Facilitator: Dr. Ann Gaudino

Reflection: A Bridge Between Metacognitive Learning and Culturally Responsive Teaching

Francie Woodford, Ph.D., Associate Professor of English, Community College of Philadelphia

If we want to gain access to deep, integrative learning, we need to use strategies that guide students toward their own goals. As noncognitive issues emerge, they become our opportunities to replace punitive deficit models with restorative practices, such as the growth mindset. To this end, metacognitive reflection can become an entrée to culturally responsive teaching. The most important aspect of this pedagogy is that the students maintain their own voice, tone, and style. Reflective activities merge noncognitive and cognitive processes to achieve true integration of the whole student in learning. Five reflective activities that have been effective in ESL, Developmental English, and Freshman Composition will be introduced: written dialogic practices,

short-essay “tests,” full-essay reflections, image / video reflections, and oral reflections (presentations, discussions, and debates).

Room 8 Facilitator: Dr. Timothy Mahoney

First Year Teaching After a Pandemic

Dr. Sam Fecich, Assistant Professor of Education, Grove City College

During this session, we will explore what you learned as a student teacher that you can implement as a new teacher. Yeah, you may not have had a traditional student teaching experience as you imagined, but your student teaching taught you new teacher skills such as flexibility, EdTech skills, classroom management through relationship building, and continuous learning through connections made.