



WILC 8th Annual Women In Leadership Conference 2023

Virtual Conference
October 28, 2023

Robert Lee, Ed.D., Dean
Sanford College of Education

WILC website - <http://www.wilo.education>



WILC Conference Overview 2023

Join All Morning Sessions Here: (Link Opens at 8:30 a.m.)

<https://nu.zoom.us/j/92068858953>

Saturday, October 28, 2023

- 8:30 - 9:00 a.m. Registration
- 9:00 - 9:20 a.m. Welcome and Opening, Dr. Wayne Padover
- 9:20 - 10:20 a.m. **Keynote Address**
Michelle Browning, PhD
Donna Elder Inspired Leader Award
Michelle Browning, PhD
- 10:30 - 11:30 a.m. Leadership Journey Panel
Gary Storts, Doctoral Student
Marguerite Williams, PhD
- 11:30 a.m. LUNCH

(Please see Zoom Room Presentation Links for Concurrent Sessions)

12:00 - 1:30 p.m. **Concurrent Sessions I**

1:30 - 1:45 p.m. **Break**

1:45 - 3:15 p.m. **Concurrent Sessions II**

The 2023 WILC Planning Committee:

Co-Chairs Teri Marcos & Dina Pacis; Cynthia Schubert-Irastorza; Donna Elder; Tish Traynor-Nilsen.

Keynote Address

Michelle Browning, PhD



Dr. Michelle Browning shares that she is a blessed wife, mother, grandmother, sister, daughter, friend, and educator. She and her husband of 44 years have 4 children and 2 grandchildren. Michelle earned her B.S. in Education from Auburn University in Auburn, AL; MBA from Southern Methodist University in Dallas, TX; M.A. in Marriage and Family Therapy with an emphasis in Organizational Behavior from Phillips Graduate Institute in Encino CA; and Ph.D. in Higher Education Policy Planning and Administration from the University of Southern California (USC) in Los Angeles, CA. Michelle has worked as a dedicated leader and educator for the past 45 years including over 20 years with National University where she presently enjoys the role as Professor and Dissertation Chair for the Sanford College of Education. Her responsibilities have included Academic Program Director for the Organizational Leadership Program and Associate

Dean of Students for the School of Business. With a focus on student success, emotional intelligence, relationships, multiculturalism, and strategic planning, Michelle's research portfolio includes over twenty articles and three books as author and co-author. Striving to serve others, Michelle's life mission is assisting individuals in their journey toward the realization of their educational, professional, and personal goals.

Michelle and her husband recently published a book together. "40 TIPS" is a compilation of tools and inspirational stories shared to guide individuals and couples toward greater levels of personal and professional success. Utilizing theories of management including leadership, emotional intelligence, decision-making and motivation, Michelle and Darrel share their personal stories of life and love. Having a grateful heart, practicing daily acts of kindness, and living a self-empowered life are some of the processes they regularly embrace. Given the challenges with which many individuals are faced, any one of the "40 TIPS" may serve as a useful source of hope and inspiration in any aspect of one's life. "40 TIPS" was written four years ago in celebration of their 40-year marriage anniversary and in answer to the commonly asked question that they encounter: "What is the secret to your success?"

Leadership Journeys

Gary Storts



Gary Storts is firmly rooted in his hometown, living in the beautiful coastal town of Eureka, California. Gary's connection to education started early in life as a student in Eureka's local schools. He continued his academic path close to home, attending Cal Poly Humboldt, just a 15-minute drive from the house he grew up in.

At Cal Poly Humboldt, Gary achieved a Bachelor of Arts degree, an Elementary Teaching Credential, an Administrative Services Credential, and a Masters of Arts in Educational Leadership. Gary's professional journey in education began in the South Bay Union Elementary School District. He took on various roles, from paraprofessional to after-school assistant, summer custodial worker, Science Fair Coordinator, and coach

in basketball, cross country, and track and field. His versatility and dedication stood out.

His calling emerged when he became a 6th-grade teacher at Pine Hill Elementary within the South Bay School District. Here, he started shaping young minds and nurturing a love for learning. In 2012, Gary ventured into leadership roles, first as an Assistant Principal, then a Principal, and in 2014, he was appointed Superintendent of the South Bay School District. Under his leadership, the district observed more than a 30% increase in students reading at or above grade level.

In November 2021, Gary embraced a new challenge as the Assistant Superintendent of Educational Services at Eureka City Schools. Here, he continues his mission to ensure every student receives an equitable education - advocating for evidence-based early literacy programs, purposeful collaboration, and promoting strengths-based leading and learning.

Outside of work, Gary finds joy in his family. He's happily married to Shawna Storts, a first-grade teacher at Lafayette Elementary - Eureka City Schools. Together, they are raising two amazing sons, Kaeden, an 8th grader at Winship Middle School, and Owen, a 3rd grader at Grant Elementary, both in Eureka City Schools.

Dr. Marguerite Williams



Dr. Marguerite Williams is an exceptional education leader with a distinguished career spanning over 26 years, characterized by her unwavering dedication to advancing equity and access in education. Presently, she holds the position of Chief Business Official at the Inglewood Unified School District, where her role is pivotal in leading the Business Services Division. This division encompasses critical domains, including Accounting & Budgeting, Facilities, Maintenance, Operation and Transportation, Construction Planning and Bond Program, Information Technology, Food Services, Risk Management, and Purchasing and Warehouse. Before her current role, Dr. Williams served as the Assistant Superintendent/Chief Business Official at Griffin Technology Academies. In this capacity, she oversaw the Business Services Department, which included Fiscal Services, Information Technology, Facilities, Child Nutrition Services, and Human Resources, further contributing to

her extensive leadership experience.

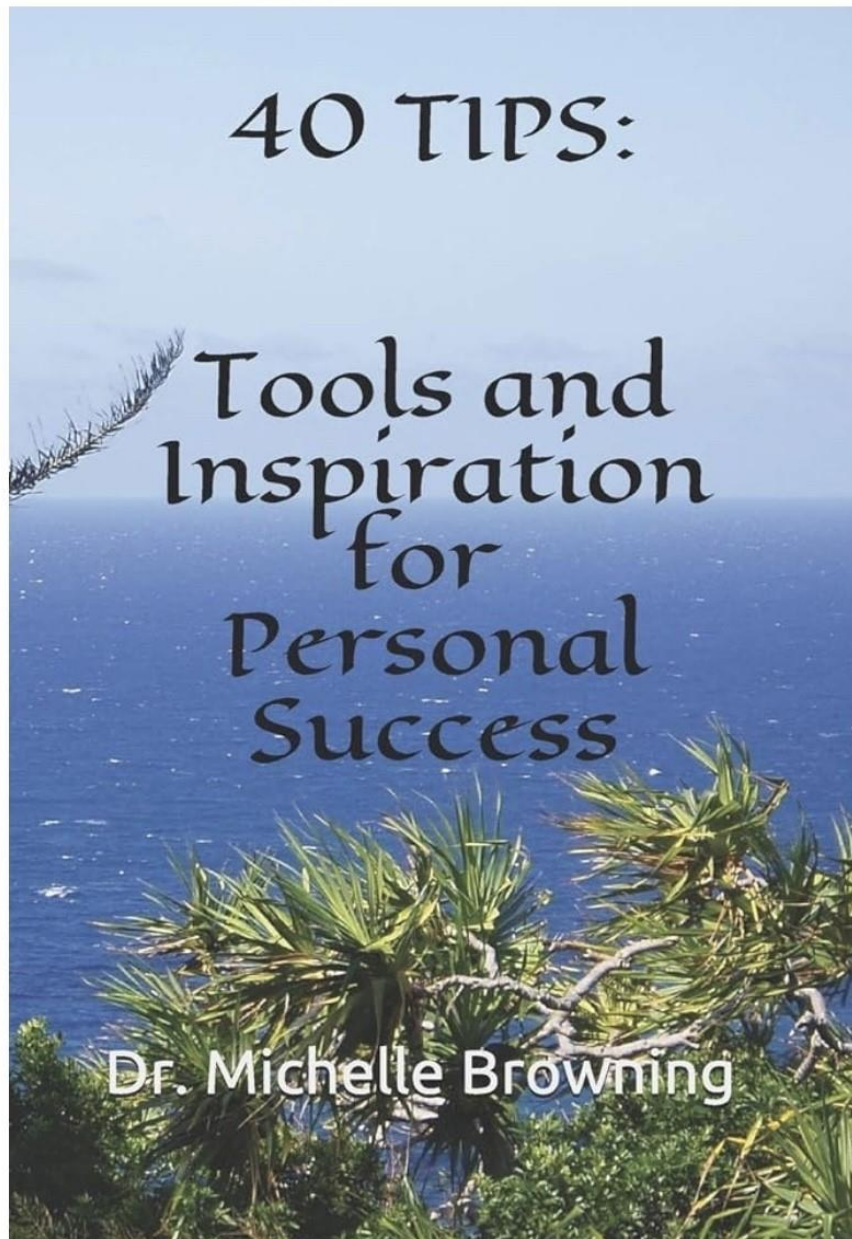
Dr. Marguerite Williams also held the vital position of Assistant Superintendent of Academic Services during her illustrious career. In this role, her primary focus was on directing the instructional program for the entire district, with an unwavering commitment to closing opportunity and achievement gaps among all student groups.

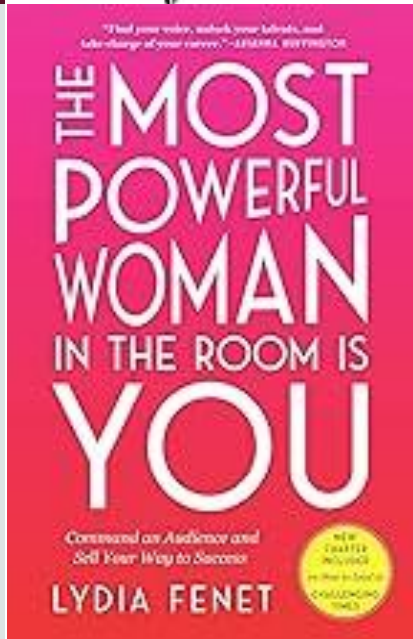
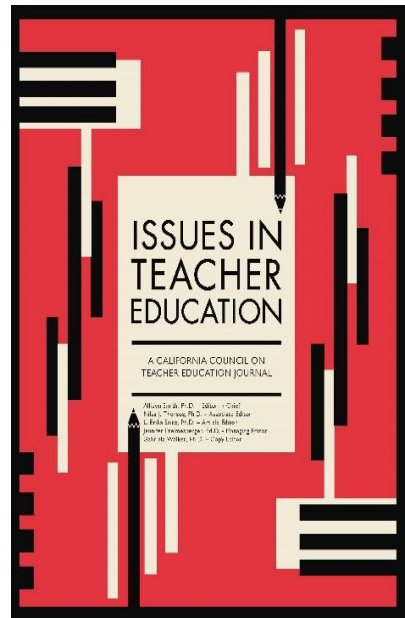
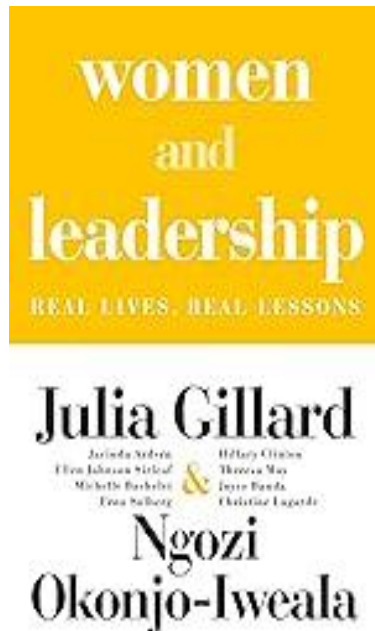
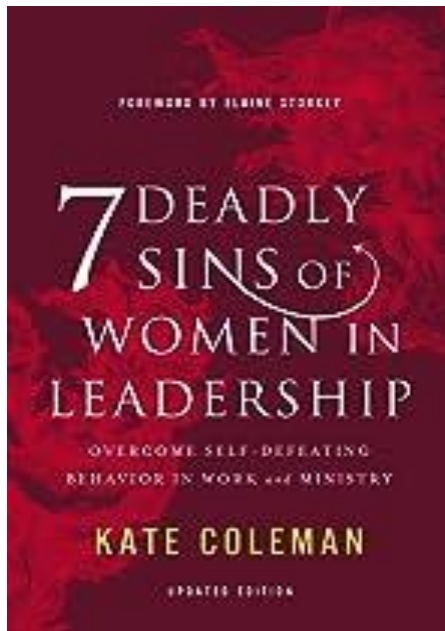
Notably, Dr. Williams contributed significantly to the Association of California School Administrators as the Senior Director of Equity and Diversity, where her impact resonated among the organization's 18,000 members. She provided invaluable professional development to district leaders and site administrators, emphasizing the importance of meeting the diverse needs of students while promoting culturally proficient leadership. Her career journey includes a distinguished tenure at the Los Angeles Unified School District, where she served as an Instructional Director in the Intensive Support and Innovation Center and the Linked Learning Office within Academic Services. In this role, she played a crucial role in overseeing schools with the most significant academic needs and coaching school teams in developing Linked Learning Pathways, garnering two Gold Certifications.

Dr. Williams' core belief centers on the potential of all students, underlining the importance of the right conditions and opportunities. Her passion for education stems from her own life journey, characterized by resilience and determination, deeply rooted in her cultural identity and background. She remains steadfast in her commitment to realizing student dreams, regardless of zip code or parental background, emphasizing the power of hard work and equitable opportunities.

With a doctorate in Educational Leadership for Higher Education from Argosy University, her research focused on the support teachers and team members received in implementing the Response to Tiered Intervention Model in San Bernardino. Additionally, she holds a Master's Degree in Multicultural Education from California State Dominguez Hills. In recognition of her exemplary contributions, Dr. Williams received the prestigious Marcus Foster Memorial Award for Administrator Excellence from the Association of California School Administrators, ACSA Region XVI, in 2017. Dr. Marguerite Williams' lifelong dedication to education, her unwavering advocacy for equitable opportunities, and her leadership continue to inspire and positively impact the educational community.

Books & Journals





WILC Student Scholarship Recipients 2023

- ★ Debra Andrews, National University
- ★ Deirdre Babalola, National University
- ★ Cecelia Cerja, University of Georgia
- ★ Giuseppe Chiaramonte, National University
- ★ Kreslyn Kelley-Ellis, National University
- ★ Courtney Dandy-Fralick, National University
- ★ Lois Jeremy-Greene, National University
- ★ Dina Pannone, National University
- ★ Tracey Perrault, National University
- ★ Sandra Mitchell-Phipps, National University
- ★ April Sanders, National University
- ★ Elsa Kortright Torres, National University

WILC Student Scholarships Generously Provided by:

- The Women in Leadership Organization (WILO), a non-profit foundation to advance the work of women in leadership.
- Sanford College of Education Faculty, National University
- Action Research Network of the Americas, Associated Faculty
- World Council for Curriculum and Instruction (WCCI), Associated Faculty
- National Dropout Prevention Center (NDPC), Associated Faculty
- Wolfley House, Associated Faculty
- United Nations Council on the Status of Women (UN CSW) Delegates, 2019, 2020, 2021, 2022, 2023
- International Academy of Educational Leaders, Associated Faculty

WILC Conference Sessions 2023

CONCURRENT SESSIONS I

12:00-1:30 p.m.

Zoom Room # 1 <https://nu.zoom.us/j/96453898388>

Perceptions of New and Cooperating Teachers and Administrators Regarding Teacher Preparation in Classroom and Behavior Management. – Deb Andrews

Students with emotional, social, and psychological issues often exhibit challenging behaviors. Teachers, with increasing academic obligations, have gained additional responsibilities in addressing students' behavioral concerns and enter classrooms unprepared. In this study, interviews were conducted to examine perceptions of new teachers' preparation. Recommendations for addressing these issues will be presented.

The Cycle of Grief and Organizational Change – Michelle Browning

This workshop will explore the five stages of grief as a foundation for understanding responses to organizational change. When change is first introduced in the workplace, people affected may typically go through various stages including denial, anger, bargaining, depression, and acceptance. Individuals may go through what is known as the Kubler Ross Change Process. This change process is based on the 1960s research by Elisabeth Kubler-Ross who initially did studies with terminally ill patients. She demonstrated that they would progress through five stages of grief when informed of their illness. She went on to propose that this model could be applied to any dramatic life changing situation and any work or organizational change process. Following a discussion of each of the five stages of grief, participants will explore personal and professional examples of the change process within their own lives and organizations.

Using Ethical Practices in Artificial Intelligence – Dina Pacis, Donna Elder, Teri Marcos, Tish Traynor-Nilsen

Ethics has traditionally been seen as a set of moral principles which determine the differences between right and wrong. With the advent of AI, the use of ethical behavior has been called into question. This presentation explores some of these dilemmas and how to use AI ethically.

Zoom Room # 2 <https://nu.zoom.us/my/drcynthia>

Using Danielson's Framework for Teaching to Compare Student Math Achievement: A Quantitative Ex Post Facto Study – Lois Jeremy-Greene

Although research on teacher effectiveness supports that effective teachers increase student achievement, there was a literature gap regarding the difference in teacher effectiveness ratings and student achievement using Danielson's FFT. Filling this research gap could add to the current knowledge of teacher effectiveness ratings and student achievement using Danielson's FFT.

Professional development programs and social-emotional-cultural learning in the classroom – Dina Pannone

This workshop will center on how administrators can create professional development focused on sensitivity training and class activities that bring the message of cooperation, equality, justice, understanding, kindness, working together, diversity, human rights, and tolerance to the classroom. Participants will learn how to cultivate a vision of success and an environment that recognizes and celebrates the diversity of all their students. It will teach educators to develop a curriculum that supports social and emotional learning through the application of a cultural lens. The key components of this workshop will focus on conceptualization; which includes a range of culturally sensitive instructional methods and materials such as the necessary tools needed to teach a diverse student body. It will focus on how to establish a classroom atmosphere that respects individuals and their cultures and will address the social-emotional needs of staff.

Mental, Physical, and Social-Emotional Health in the Metaverse – Cynthia Chandler & Nicole Luke

What is the Metaverse and what new technologies make up this virtual space? While the metaverse has the potential to revolutionize learning, communication, entertainment, and various other industries, there are several concerns regarding its impact on health. In this session we will present cautionary information about health concerns connected to the metaverse. We will discuss options for preventing physical and mental health issues and engage in an active discussion on how these VR/AR and AI technologies can be safely used for learning now and in the future.

Zoom Room # 3 <https://nu.zoom.us/j/93514954445>

Is Self-Betrayal Learned? What do therapists have to say about the Cultural Self-Betrayal of Black Women? - Kreslyn Kelley-Ellis

This session highlights five therapists' account of how cultural betrayal trauma results in cultural "self-betrayal" in Black women, who are sexually violated by a trusted other, and the intracultural pressure victims experience by their minority group to remain quiet about their victimization to protect the community from societal trauma.

Introducing Trauma-Informed Care Principles in the Workplace – Jesse Greer

What constitutes a traumatic event and how trauma victims receive treatment has evolved. People experiencing a traumatic event come from all social classes and are present in all types of settings. This includes the workplace. This presentation introduces the idea of a more clinical way of thinking in a non-clinical work setting.

Moral Orientation - Justice vs Caring: Serving all Students Through Defense Accommodations – Brianna Parsons, Linda Cummins, Deb Nelson, Lisa St. Louis, Quincey Daniels

How do we define accommodations? Students with physical, emotional, or mental limitations may be eligible for defense accommodations. However, not all accommodations fit into this category. As a Military-Serving institution, honoring accommodations for those serving active duty, abroad, or in combat is necessary and warranted. This discussion will explore the development, growth, and breadth of what it means to serve all students, provide a "world-class learning experience," and "make things better."

Zoom Room # 4 <https://nu.zoom.us/j/98084602705>

Using Knowles' Adult Learning Principles to Increase Academic Achievement Through Student Engagement in a Twelfth-Grade Classroom – April Sanders

This session will discuss the use of andragogy in the classroom as a means to increase student engagement and academic achievement. Self-directed learning, student choice, relevancy, problem-centered learning, motivation to learn, and building off experience are components of andragogy, and using these ideas in the classroom has shown an increase in academic achievement and engagement.

White Supremacy in Mental Health and Substance Abuse Settings – Courtney Dandy-Fralick

White Supremacy is a system that we all interact with, regardless of race. This training is designed to introduce participants to the characteristics of White Supremacy and then discuss how they show up in mental health and substance abuse treatment settings, how they affect how we view ourselves as counselors and how we view our clients and how to undermine the characteristics. This training is intended to increase equitable practices in mental health and substance abuse treatment settings.

Mindfulness: Stop and Smell the Roses! - Cynthia Schubert-Irstorza

Mindfulness is the act of being present in the moment and focused on what is happening in the now instead of being distracted and preoccupied with the past and the future. Mindfulness is a form of meditation. The benefits of mindfulness include reduced stress and anxiety, increased relaxation and feelings of well-being. This interactive session encourages participants to share their descriptions, definitions, and practices of mindfulness in their personal and professional lives. Session attendees receive an extensive list of books and other resources that will introduce or expand current mindfulness practices.

Zoom Room # 5 <https://nu.zoom.us/j/98827847314>

Leadership Coaching: A Cycle of Professional Development for School Leaders to Address Inequities – Katie Carmany

Creating high-achieving schools for all students is a school improvement effort that requires great leadership. Leithwood et al. (2004) stated that “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (5). This presentation will draw upon the PK-12 experiences of year one site leaders, year two site leaders, and leadership coaches to provide insight into the knowledge, skills, and dispositions needed to interrupt inequities at schools.

The Interconnectedness of Mentorship, Role Modeling, and Intersectionality for Women Practicing Vulnerable Leadership – Audrey Rabbas & Dania Cochran

In this interactive session, Dr. Cochran and Dr. Rabbas will present research and examples from literature and experiences related to the interconnections of mentoring, role modeling, and intersectionality for women practicing vulnerable leadership in a male-dominated workplace. Additionally, the importance of work-life balance will be discussed along with the opportunity to share personal examples with the group.

From Presentation to Publication: What to Expect in the Publication Writing Process - Allison Smith, Erika Saito, Nilsa Thorsos, Gabriela Walker, Jennifer Preimesberger

Join the Editorial Team from Issues in Teacher Education, a CCTE publication, to learn about the writing cycle, developing a presentation into a manuscript, tips for first-time submissions,

and how to problem-solve through the publication process (i.e., reviewer feedback, insights, challenges, and working with the editorial team).

Zoom Room # 6 <https://nu.zoom.us/j/91762208608>

Empowering Marginalized Communities: Unveiling the Power of Self-Efficacy – Guiseppe Chiaramonte

In this presentation, we delve into the transformative potential of self-efficacy within marginalized communities and its intersection with our teaching community. We explore how individuals' belief in their capabilities can lead to increased resilience, agency, and socio-economic progress. By unveiling the profound impact of self-efficacy, we aim to inspire positive change and inclusive empowerment.

Lessons Learned from a Phenomenological Study on English Language Teachers' Self-Efficacy About Remote Instruction During COVID-19 – Elsa Kortright-Torres

In this session attendees will hear about current research about remote instruction during school closures and the need to build K-5 English as a Second Language (ESL) teachers' capacity about remote learning. This session will highlight the results of a phenomenological study, implications for future research, and teacher practice.

The Simulated Virtual Healthcare System Model: An Interprofessional Education Project – Gloria McNeal

This session will describe an overview of the 8-week simulation seminar series IPE training experience, list the six sectors of the SVHSM Model, and discuss the use of augmented and virtual reality technologies in the field of nursing education

1:30 - 1:45 BREAK

CONCURRENT SESSIONS II

1:45-3:15 P.M.

Zoom Room # 7 <https://nu.zoom.us/j/94110423340>

"EmpowerHER: Creating an Engaging Workplace for Women"– Tiffany Pringle

According to McKinsey & Company (2022), one in four women are considering leaving the workforce. It is essential to prioritize gender diversity and ensure the active engagement of women in the workplace. This proposal outlines strategies and initiatives to promote the meaningful participation of women in post-pandemic workplaces, fostering inclusivity, innovation, and overall organizational success.

An Exploratory Case Study Investigating First-Year Online College Student Experiences – Sandra E. Mitchell-Phipps

Online college learners are experiencing a high attrition rate during the first year of participation. The purpose of the study was to examine the lived experiences that influenced students completing online college courses in the first year.

Enhancing Workforce Development through Collaborative Leadership: A Case Study of National University and Southwestern College – Monir Masoud, Joe Marron, Dina Pacis

In an era of continuous change, innovation, and evolving workforce needs, educational institutions must come together to empower and support the growth and development of their workforce. This abstract outline a proposal for a leadership conference that showcases the model collaboration between National University (NU) and Southwestern College (SWC), focusing on the strategies, accomplishments, and future initiatives aimed at enhancing SWC's faculty and staff through advanced education programs.

Zoom Room # 8 <https://nu.zoom.us/j/93057731736>

Impact of the Isolated Immersion Programs on the Language Learners at DLIFLC – Ragaa Shenouda

The results of a quantitative study on the isolated immersion programs at DLIFLC will be shared along with the effects of program lengths on military language learners' self-confidence, motivation, and anxiety. The findings have implications for DLIFLC leadership to improve immersive language environments for foreign language learners.

Intersectional Feminism Movement: How Women are Changing the Way America Listens Within Colleges' Online Learning – Tracy LaChapelle

Everyone should know that diverse identities and abilities unlock collaborative education. Do you know the new movement of feminism for college students with hearing difficulties accessing communication? An expert will help you empower healing and compassionate listening. Prepare for challenges among today's colleges redefining inclusive, equitable learning.

Professional Development for Part Time Faculty on Assessment and Interventions for K-12 Students with Dyslexia – Bonnie Plummer & Sharon Bertrando

This workshop will describe a professional development training opportunity offered to general education and special education part time NU faculty with a focus on providing assessment and interventions for K-12 students with dyslexia. The session will review the marketing process, development of the four modules for training, and data. Recommendations will be provided for further professional development opportunities for NU part time faculty.

Zoom Room # 9 <https://nu.zoom.us/j/95046876055>

Cultural Competence A Missing Piece in Teaching Practices – Tracey Perrault

The session focuses on educators lacking training in cultural competence and aims to understand how this affects their interactions with immigrant students and their academic success. Results show that educators need more cultural educational training to effectively engage with these students, leading to challenges in communication and support.

Using Affinity Spaces to Diversify your District's Leadership and Support your Leaders of Color – Eugene Reinor & Javan Childs

Participants will gain background knowledge on affinity spaces and how they can be used to diversify a district's site leadership and support leaders of color. Participants will also hear from Fresno Unified on why and how they started affinity spaces for their site leaders and the impact it has had on their leaders of color.

Women Authors Who Made a Difference: Austin, Bronte, Wharton – George Beckwith
Jane Austin, Charlotte Bronte, and Edith Wharton were world famous authors whose characters in their books displayed strength and leadership at a time when women were considered weak and less intelligent than men. They showed via the women in their novels that women could equal men in strength, courage, and intelligence.

Zoom Room # 10 <https://nu.zoom.us/j/94673659949>

Action Research Project: How does Culturally Responsive Teaching impact the self-esteem of high school students? – Mayela Paniagua

Connecting with our students is key to their success. A great way to make that connection is by using Culturally Responsive Teaching strategies. While in the Social Emotional Learning Masters program, I conducted an Action Research Project that focused on student with IEPs. My goal was to find out how Culturally Responsive Teaching strategies affected their self-esteem.

Gender Diversity in Talent Acquisition: Nurturing Women's Leadership Pipeline – Aasiyah Ghazi

This research investigates women's challenges and opportunities during the talent acquisition process, focusing on biases, barriers, and strategies for increasing gender diversity in leadership roles. The researcher will analyze industry practices case studies and conduct surveys to propose actionable recommendations for organizations to build inclusive talent pipelines.

Under Representation of Women in Leadership - Teri Morrow, Tish Traynor-Nilsen, Luz Vicario

Women, especially women of color, have historically been underrepresented in leadership positions across various sectors, including politics, business, academia, and nonprofit organizations. Increasing their representation in leadership roles is essential for a more diverse and inclusive society.

Zoom Room # 11 <https://nu.zoom.us/j/99085638761>

Developing Women as Educational Leaders in Liberia – Diedre Babalola

Liberia, the oldest African nation south of the Sahara, is suffering the multiple after-effects of a prolonged civil war. The qualitative exploratory case study was conducted on the perceptions of educators about the rollout of a school leaving exam for secondary students. The prolonged engagement at the study site provided a perspective about the situation, the challenges, and the strategies for developing women as educational leaders in Liberia.

Sisterhood of Scholars: Organic Interstage Feminist Mentoring and Collaboration in Academia – Brook Clubbs, Cecelia Cerja, & Gabriela Morales

Women struggle to be traditional ideal academic workers. However, the unique qualities women bring should be welcomed to foster innovation, rather than suppressed to maintain the status quo. This presentation examines collaboration that resulted in publications and presentations, but also demonstrates how organic interstage feminist mentorship can mitigate faculty burnout.

Piloting Self-Service Chatbot in Online Courses: Student Feedback and Lessons Learned for Future Iterations - Huda Makhluף, Matt Bruce, Mary Streit

In order to champion student success and satisfaction, a pilot test of an AI chatbot embedded within the D2L BrightSpace Shell was deployed in AY23. The chatbot was designed as an additional supportive resource available 24/7. With the advances in technology and AI, NU

strives to create a personalized experience and provide customized solutions for every student by recommending specific resources, videos, and practice activities for struggling students tailored to their needs.

Zoom Room # 12 <https://nu.zoom.us/j/95044941688>

Windows of Reflection: A Journey from Childhood Adversities to Educational Impact: A Personal Journey Towards Fostering Peace through Social-Emotional Learning – Hasmik Movsisyan

I'll share my journey from childhood adversities to becoming an SEL educator, Yoga and Mindfulness instructor, and PEACE builder. This narrative will focus on the development and implementation of the "Friendship building" project, a pivotal step in my current path.

The Energy Paradigm Shift – Renewable Energy Technology and the Skilled Labor Shortage – Valerie O'Neal

This study delves into the crucial transition from fossil fuels to renewable energy technology, hampered by a shortage of skilled labor. The study covers the impact of the COVID-19 pandemic and advocates a multifaceted approach, emphasizing education, diversity, apprenticeships, and innovative recruitment to combat the labor crisis and climate change.

Taking a Proactive Approach to Ensure School Safety: Findings from the FBI and other Law Enforcement Sources and Implications for Higher Education Coursework - Terri Pieretti

School communities face unique threats, security breaches and hazards that range from targeted violence, including bomb threats, to cyber security threats, to in-house school threats, all of which have evolved in ways that are difficult to comprehend in such a complex world. This presentation will dig into the complexity of active school shootings and the impact on schools and society and shed light on implications for higher education preparation programs for educators.

Zoom Room # 13 <https://nu.zoom.us/j/5582328368>

What we are Learning About Leadership from CA Public School Superintendents Post-COVID – Teri Marcos & William Loose

This session shares recent individual interview perceptions of California superintendents as they shared how they and their organizations have both changed, and moved beyond, post COVID pandemic.

Meetings that Matter – Wayne Padover & Donna Elder

This session is an exploratory conversation about improving meetings in a virtual environment. COVID changed how we meet. How can we make virtual meetings more interactive? What components need to be added to these experiences to provide more connection for those in attendance? Meetings are a large investment of person power, and they need to be productive and move the organization forward. Participants will have an opportunity to add to this conversation.

One Step at a Time, Coping with Disappointment – Penny Keough

Have you ever faced a major (or minor) life disappointment? Dr. Keough will present several coping strategies that allow one to take one step, then another to cope with disappointment. The goal in using coping strategies is to ultimately find joy, faith, peace and balance once again and enjoy life's fulfillments.

Call for Manuscripts

ISSUES IN TEACHER EDUCATION

Editorial Team

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Turn Your Presentation to Publication

All education professionals are invited to submit full manuscripts that are directly or indirectly related to:

- Critical Race Theory (including sub-groupings)
- Technology Use and Access
- Post-Pandemic Impact and Solutions
- Diverse Teaching Lenses
- Diverse Learners in PK-12 and Beyond
- Ethnic Studies
- Anti-Racism
- Relevant teacher education topics

The types of writing pieces accepted include: original qualitative and quantitative research, meta-analyses and literature reviews, scientific reports, and emerging scholars. In addition, we will accept invited and non-invited compelling commentaries of 3-5 pages (APA style), pertaining to the current themes in teacher education and which analyze history, status-quo, solutions, and/or future circumstances of local to global education.

If you are researching different aspects of Covid-19 in the context of education, out of which important lessons are to be learned, or if you are using empirically-shown effective teaching solutions to assist education and special education fields rebound, please consider submitting a manuscript.

Submit manuscripts here: <https://www.itejournal.org/manuscript-submission/>

List of Presenters

Dr. Debra Andrews retired from a 41-year career in education. She was a special education teacher, special education administrator in Utah and California, and a school administrator in Salt Lake City District. Deb has presented locally and nationally on behavior and classroom management. She recently completed her Ed.D. in special education.

Dr. George Beckwith is a former military officer, school district IT Director, and a college professor. He has been at NU since June 2002 and has been an instructor, an interim dean of the School of Engineering, a chair for the Department of Educational Technology, and an elected Faculty Senate Chair.

Dr. Sharen Bertrando is an Associate Professor at National University in the Special Education and Master of Arts in Social Emotional Learning programs. As a former special education teacher, program specialist, WestEd research associate, and SELPA administrator, she has more than 30 years of experience working with general education and special education teachers and administers within and outside of California.

Dr. Michelle Browning earned her B.S. in Education from Auburn University; MBA from Southern Methodist University; M.A. in Family Therapy from Phillips Graduate Institute; and Ph.D. in Policy and Planning from The University of Southern California. With 20 years as a Professor at National University, Michelle currently serves as Associate Dean of Students for the School of Business and Economics.

Matthew Bruce, AVP, Academic Engagement & Support currently oversees all functional areas supporting National University's academic student support services (Library, Academic Success Center, Math & Writing Center, Virtual Commons). His experience overseeing a wide range of institutional areas provides him with a broad and deep understanding of the multiple facets that work together at a university. For the past 14 years, Matt has worked in the higher education sector specializing in online education delivery, education technology, and student support. His experience in assessment and program review, student services and online education provides a strong background in aligning support services to meet curriculum related needs. The Academic Engagement & Support division enjoys partnering with Faculty and each School to develop supplemental resources and services to address student related needs. Matthew has served as a Peer Evaluator on the WSCUC (WASC Senior College and University Commission) Substantive Change Committee since 2019, primarily assessing new online degree programs. Matthew is currently a PhD Candidate in the Sanford College of Education at National University.

Katie Carmany has worked in partnership with The Wallace Foundation and National University to develop a leadership pipeline that focused on developing future school leaders to be equity focused. She has worked in public education for 18 years as both a site leader and district leader in California's third largest district. Her current role is that of principal at a middle school. Leadership Coaching is something she is passionate about as it builds strong connection and can provide a method to close the achievement gap.

Cecilia Cerja is a PhD Candidate in the Communication Studies Program at the University of Georgia. She studies the representation of Black women in the media and politics, and feminist pedagogy and critical whiteness studies. Cerja has published in Women's Studies in Communication, Quarterly Journal of Speech, and Communication Education.

Dr. Cynthia Sistik-Chandler is a Professor for Sanford College of Education at National University and Academic Program Director for the Master of Arts in Social-Emotional Learning (MA SEL). Cynthia has worked in education for over 30 years, is an early adopter of EdTech (1980s) and a pioneer in online learning.

Dr. Giuseppe Chiamonte is focused on the impact of self-efficacy on minority student populations and advocacy for social justice. With an Ed.D. in Organizational Innovation from National University, his research and teaching practices center on marginalized communities and the role of self-efficacy in empowering them.

Dr. Chiaramonte actively engages in community-driven initiatives striving to create equitable and inclusive societies.

Javan Childs is in his 14th year as an educator. He has served as a teacher, Athletic Director, High School Vice Principal, Middle School Principal, and is currently in his 7th year as an administrator serving as a Assistant Superintendent with Human Resources in Fresno Unified. Javan is also a team member of Fresno Unified's Equity Centered Leader Pipeline Initiative.

Dr. Brooke Hildebrand Clubbs is an assistant professor in the Department of Leadership, Middle, and Secondary Education where she serves as the program coordinator for the Master of Arts in Higher Education Administration. She publishes and presents on burnout, communication, and wellness in higher education.

Dr. Dania Cochran is the Executive Liaison for the President's Office and the Secretary to the Board of Trustees for Central Washington University. Dr. Cochran has an Ed.D. in Interdisciplinary Leadership. She has background experience in leadership and organizational culture, and enjoys research on female role models, female leadership, and employee value and motivation.

Dr. Linda Cummins earned her MSW and PhD from the Ohio State University and has worked as a social work and education researcher, policy practitioner, and educator for 25 years. She is a full professor at National University, and co-author of Social Work Skills for Beginning Direct Practice; and, Policy Practice for Social Workers: An Ethic of Care Approach. Her current research is on Moral Orientation and its Influence on Practice and Policy.

Dr. Donna Elder serves as faculty, Educational Administration, at National University. She has over 37 years of experience in PK-12 as a teacher, principal, and superintendent. She was Director of the UCLA Seeds Laboratory school where she worked to bring classroom practice and research together. Areas of research interest are coaching, and leadership.

Dr. Kreslyn Kelley-Ellis, a recent graduate of Northcentral University, is a Consultant and Professional Certified Coach (PCC) at DK Group USA. She facilitates workshops around the country and has inspired thousands of individuals on various topics. All her work is rooted in the empowerment of oneself and of others.

Dr. Courtney Dandy-Fralick is a National University Alum, class of 2023 where she obtained her DMFT. She is a licensed marriage and family therapist and licensed clinical alcohol and drug counselor in NV. Professionally, she enjoys teaching and talking about race and equity, personally she loves spending time with family and friends and singing a little karaoke. She is one of the owners/operators of The Healthy Foundations Center in Las Vegas.

Dr. Aasiyah Ghazi is an adjunct professor teaching topics in HR and leadership. She also works as a graduate assistant/trainer at Pepperdine University's Graduate School of Education and Psychology. Dr. Ghazi, an EdD graduate from Pepperdine, is pursuing her PhD in Global Leadership and Change. She holds a master's in Human Resources Management from DeVry University and a bachelor's in Business Administration from California State University, Northridge. Dr. Ghazi's research focuses on human resources, such as talent acquisition, women in leadership, and overcoming impostor syndrome. She's a published author of various publications and hosts her podcast, "Amplify Your Potential." Currently, she has her own leadership training institute, and is a Realtor.

Dr. Lois Jeremy-Greene has been an educator and math teacher for over 33 years. She is currently an assistant principal for the New York City Department of Education, serving her school community as a school building leader, a teacher evaluator, an instructional supervisor, and the master schedule school programmer.

Dr. Jesse Greer holds a Doctor of Psychology (PsyD) from Touro University specializing in Human & Organizational Psychology. He also earned a Bachelor of Applied Arts & Sciences in Psychology from West

Texas A&M University and a Master of Science in Industrial/Organizational Psychology from California Southern University. Dr. Greer is an Assistant Professor for the Doctor of Management Program in the School of Business at Wayland Baptist University. He can be reached at GreerJ@wbu.edu.

Dr. Cynthia Schubert-Irastorza is a professor of Teacher Education at the Sanford College of Education, is the Academic Program Director (Multiple Subjects) for the Master of Education, Inspired Teaching and Learning Program (MED-ITL), and the Graduate Emphasis Programs in Inspired Teacher Inquiry (ITI). She teaches research classes in the Teacher Education Department (TED).

Dr. Penelope Keough is a Full Professor in the Department of Special Education at National University. She is a retired Education Specialist from San Diego Unified School District. She has a Master of Science in Education and a Master of Arts in Counseling Psychology. She received her Doctor of Psychology at California School of Professional Psychology, San Diego, California in 2005. She is currently a student support provider in the Sanford College of Education

Dr. Tracy LaChapelle, an expert on research for the Deaf, deaf, and Hard of Hearing (D/d/HH), also identifies as D/d/HH. Commissioner on Disabilities, trauma-informed Licensed Professional Counselor (LPC) for over thirty years, pursuing further peer-reviewed research. She is a parent of a transgender adult child dedicated to the inclusion of all.

Dr. William Loose is a retired California superintendent of schools. He teaches Educational Leadership and doctoral courses in organizational innovation at National University.

Dr. Nicole Luke, PhD, BCBA-D is an Assistant Professor in the Department of ABA, School Psychology, & Educational Counseling in the Sanford College of Education at National University. Nicole's research with educators using Virtual Reality is contributing to the field of immersive technologies and the role of the metaverse in education.

Deirdre Babalola nee Macauley has been passionately interested in issues that concern the family and the raising up of the next generation ever since she was growing up in Liberia, a small country in West Africa. Since that time she has lived and worked in the UK, Nigeria, Ghana, and the USA in health, education, and family services. She brings that perspective to bear in her research and work.

Dr. Huda Makhluif is a full professor in the Dept. of Mathematics and Natural Sciences at NU. She earned a Ph.D. in microbiology and immunology from the Medical University of South Carolina and a post-doctoral fellowship from Harvard. She has taught at NU since 2004 and assumed many leadership roles.

Dr. Teri Marcos serves as Professor and academic program director for the Ed.D. in Organizational Innovation at National University.

Dr. Joseph M. Marron is professor and Program Director for the Graduate Program in Higher Education, National University. He received his Doctorate in Higher Education Administration at Vanderbilt University. Post-Doctoral work was completed at Harvard University. Dr. Marron's research agenda focuses on Higher Ed Law, Professional Development Models, Professional Standards and Performance Competencies.

Dr. Gabriela Morales is an Assistant Professor in the Department of Communication Studies at New Mexico State University. Her research focuses on health disparities and social determinants of health, intersections of culture and health, and underrepresented populations and their health-related narratives. Recently, she has expanded her research interests to include interdisciplinary and intersectional work in feminist scholarship and pedagogy.

Dr. Teri Morrow completed her Ph.D. in Education specializing in Curriculum and Instruction. She holds two Masters' degrees in Mild to Moderate Special Education, and Administration and Leadership. Her credentials are in multiple subject clear clad, tier 2 Special Education Mild to Moderate, and an Administrative Credential. She has been a teacher and a leader for 30 years, in K through University and currently serves as an adjunct professor at National University.

Hasmik Movsisyan is originally from Armenia. I hold a BA in Linguistics and volunteered in child rights projects. Having moved to the USA, I created and implemented the "Friendship Building Project". Worked in Chicago Public Schools supporting students with challenging behaviors. Worked as an assistant teacher and teacher (Pre-k - 2nd grade). My MA in SEL focused on Mindfulness impact on Preschoolers' Inhibitory Control. I'm a MASEL Scholar, a 200-hour certified yoga coach, and Mindfulness instructor. Currently, I teach Pre-K and volunteer in DEI team. I am married and have two children.

Dr. Deborah Nelson serves as the APD for the EdD program in SCOE. She is a full professor, dissertation chair, subject matter expert, and academic reader. Her research interests include educational leadership, special education, and equitable educational practices.

Dr. Tish Traynor-Nilsen served 32 years in K-12 Public Education and 18 years in Higher Education. She is experienced in developing, leading, and training teachers and principals with an extensive background in professional development/delivery. She is currently an Associate Professor at National University and was formerly an Assistant Superintendent, Educational Services.

Dr. Valerie O'Neal is a solar Engineer dedicated to creating a sustainable world. She has collaborated with the Department of Tourism and the First Lady of Calabar, Nigeria, through the Calabar Dance Festival platform, tackling youth unemployment and girls' education rights. Dr. O'Neal is launching an NGO for girls in Nigeria and initiating solar energy projects in Ghanaian villages.

Dr. Dina Pacis is a Professor and Chair for the Department of Educational Leadership at the Sanford College of Education at National University. A former school administrator and a lifelong teacher and learner, Dr. Pacis is committed to supporting a new generation of educators.

Dr. Wayne Padover is a Professor of Educational Leadership at National University. He has served as a General and Special Education Teacher, Principal, Deputy Superintendent for Instruction and Personnel as well as School District Superintendent for twenty years. He has consulted for the California Department of Education and is the co-editor of two textbooks on educational leadership.

Mayela Paniagua is a proud daughter of Mexican Immigrants and a first-generation college graduate. I am a Special Education Teacher. I am the first out of 5 siblings to go to college. I received my BA in Sociology from CSULA. I received my Teaching Credentials and Masters in Special Education from National University. I also obtain a second masters in Social Emotional Learning from National University in 2023. I am married and have four kids.

Dr. Dina Pannone is an accomplished and proven bilingual educator with extensive experience and dedication to school programs, curriculum, teacher development, and teacher growth. The foundation of her success lies in her passion for the Spanish language and her devotion to shaping the future of students and teachers. Certified to teach K-12 Spanish, she has devoted over twenty years to the Deer Park School District in Long Island, New York. Dr. Pannone is currently the Associate Principal of Guidance and Support Services at Deer Park High School. This spring she completed her dissertation with a focus on Diversity in Education and graduated with a doctoral degree from National University.

Dr. Brianna Parsons serves as the Director of the Virtual Education Success Center in the Sanford College of Education at National University. She has previously served as Associate Dean of Faculty and as Curriculum Director in the School of Education at Northcentral University.

Dr. Tracey Perrault earned her Ph.D. in Education with a focus on organizational leadership in 2022. , from classroom teacher, Literacy Resource teacher, ELD Coach, Shared Vice Principal, and Associate Principal. Active in the NCAAWA, she mentors young women pursuing education. Tracey is also authoring her debut book on Subtle Acts of Exclusion in Education.

Dr. Sandra E. Mitchell-Phipps earned her Doctor of Education from Northcentral University on June 28, 2022. Recently she accepted the position of Adult Education Special Interest Director with the Ohio Association for Adult and Continuing Education Board.

Dr. Terri M. Pieretti is an Associate Dean at National University. She holds a doctorate degree from UC Davis in Educational Leadership. She is a former K-12 administrator and currently serves as a Juvenile Justice Commissioner and serves on the State FBI Citizen's Advisory. She helps to oversee Youth Courts in Fresno County and serves as Co-Chair for the Youth Court Steering Committee.

Dr. Bonnie A. Plummer serves as Asst. Professor at National University in the Departments of Special Education and Educational Administration Department and is the Co-Lead for the Special Education Reading Courses. She received California Legislative Resolution recognizing her work for children with special needs. She has held multiple professional development sessions for faculty across California.

Dr. Jennifer Preimesberger is an Associate Professor in the Sanford College of Education at National University. Before coming to National University, she was the founder and chief administrator of the University of San Diego's English Language Academy. In that role, she developed a multilevel curriculum to help students attain academic and linguistic proficiency that would facilitate their entrance into U.S. colleges and universities. Before that, as a school principal, she supervised, evaluated, and mentored professional personnel and auxiliary support staff; provided instructional leadership; tracked and assured quality standards in student achievement; and monitored the financial operations of the school. Today, she applies all those experiences and skills in her work as the Director for the Center for Innovation, Development, Evaluation, and Research.

Dr. Audrey Rabas is an Associate Professor with the Sanford College of Education at National University. Dr. Rabas has a Ph.D. in Organizational Leadership and an M.A. in Psychology Research. She has background experience in leadership and research in the fields of Education and Psychology. Her research interests include women in leadership, mentoring, and K-12 education.

Eugene Reinor is in his 14th year as an educator. He has served as a middle school teacher, middle school vice principal, and currently serves as a Vice Principal on Special Assignment with Fresno Unified's Leadership Development Department. Eugene is also a team member of Fresno Unified's Equity Centered Leader Pipeline Initiative.

Dr. L. Erika Saito is an Executive Director, Curriculum & Instruction at Teach Us and former Assistant Professor in the Sanford College of Education at National University, and also serves on the Inclusive Excellence Council there. Dr. Saito is a California credentialed teacher with a background in K-12 that includes over 15 years as a classroom teacher, literacy coordinator, and English Language Development/Sheltered Programs Department Chair. Dr. Saito is a fourth-generation Japanese American, with a family history that has inspired her to be actively involved in organizations such as the Asian American Education Project, working directly with K-12 teachers, districts, and organizations across the west to support and build awareness for Asian American, Native Hawaiian, and Pacific Islander (AANHPI) history. Her research centers on Asian American history, co-ethnic communities, ethnic identity, social and emotional learning, English learners, and societal reception. She is currently the K-12 Level Chair for CATESOL, Secretary for AERA's SEL special interest group, and Vice-President for the California Association for Asian Pacific American Education (CAAPAE).

Dr. April Sanders earned her B.S. Ed. in English Education from Pittsburgh State University in 2009, her MAT from Friends University in 2013, and her EdD in Curriculum and Teaching from National University in 2022. Education has always been her passion and teaching her student to become critical readers and thinkers is her goal in the classroom.

Dr. Ragaa Shenouda obtained her Doctor of Education degree from National University's Sanford College of Education. She is an Associate Professor at the Defense Language Institute Foreign Language Center and currently is a language immersion specialist. She has been a foreign language teacher for more than 25 years.

Dr. Allison Smith is an Associate Professor in the School of Education at the University of Massachusetts Global. She is deeply involved with the California Council on Teacher Education (CCTE), previously serving on its Board of Directors and currently serving on the policy and conference planning committees. She is the Past-President of the Association of Independent California Colleges and Universities with education programs

(AICCU-ED). Dr. Smith's current research focuses on aspects of clinical practice, including the CalTPA and video mentoring. She is also a Clinical Practice Fellow with the Association of Teacher Educators. Her involvement in education at the state and national levels, along with her work on the journal, *Issues in Teacher Education*, keeps her informed and current in the field of education.

Dr. Lisa St. Louis serves as APD for MEd, EdS, PBC, and PMC and is a full professor in SCOE. She holds degrees from Toronto, Oxford, Ottawa, and NCU. She previously served as Dean at RWU and GCU. Her current research focuses on the online educational experience of students with disabilities.

Dr. Mary Streit is a full-time faculty member at National University serving as: Academic Program Director for the General Psychology, MA; co-chair for the Research and Grants Committee; faculty liaison for the Student Advisory Council; and subject-matter expert for student dissertations. She is an active member of the American Psychological Association, with expertise in promoting student engagement and active learning, and numerous publications and presentations within the field of psychology.

Dr. Nilsa J. Thorsos is a Professor of Education and Department Chair for Teacher Education in the Sanford College of Education at National University. In addition, she currently serves as Associate Editor for the journal *Issues in Teacher Education*. Dr. Thorsos comes from a multicultural family and is part of the Puerto Rican diaspora. Her areas of academic interest include literacy, bilingualism, special education, teacher preparation, and mentoring women in higher education. Dr. Thorsos served as President of the California Association Professors of Special Education (CAPSE). She is a collaborator for the National Conference of Puerto Rican Women—SoCal (NACOPRW) newsletter. She is the author and editor of numerous conference papers, articles, book chapters, and whole books in the field of education.

Dr. Elsa Kortright-Torres is an alumna of National University and a Director of School Quality for the New York City Public Schools. Among many of Elsa's accomplishments, she was instrumental in closing the achievement gap for English Language Learners in English and mathematics in a large urban city school district.

Luz Vicario has more than 38 years in the field of education. She served as teacher, language arts specialist and administrator in a small school district about 12 miles from the Mexican border in southern California. Her background ranges from overseeing Special Education hub schools, dual immersion programs, STEAM programs, and promoting environmental education throughout the schools where she served in a predominantly English language learner community.

Dr. Gabriela Walker is a Professor at National University. Growing up under communism, where freedoms and available wealth were limited, and now crystalizing her personality and knowledge in an advanced democracy, Dr. Walker brings a range of perspectives to special education and disability studies. Before starting her graduate studies, she worked with the Roma (Gypsy) population with disabilities in an urban setting. She went on to earn degrees in Global Policy Studies from the University of Illinois at Urbana-Champaign, in Special Education from the University of Georgia, and in Inclusive Education and Psychology from the University of Bucharest, Romania. Dr. Walker's current interests include research on autism spectrum disorders, methodologies for teaching special populations (including assistive technology), global special educational policies, healthcization and ecology of populations with disabilities, and disability rights.

DEILA Recipients

Guiding Principles - Recipients of the Donna Elder Inspired Leader Award will have:

1. ...demonstrated courageous, thoughtful action aligned to a mindful understanding of a specific need while performing a leadership role; and
2. ...advanced the role of women in work, and life; and
3. ...demonstrated compassionate, empathic strength, with grace, through authentic character, humility, and kindness in support of 'doing the right thing' on behalf of self, and others, in a season of change; and
4. ...reflectively, responsively, and humanely changed the course of history through ethical, moral action which resulted in an improved experience for women; and
5. ...demonstrated a deep love for conquering multiple challenges across the workplace with a 'Nothing too large, Nothing too difficult' disposition which passionately inspired the spirits of others to their greatest leadership capacities.

Donna Elder, Ed.D 2016

Marilyn Grady, PhD 2017

Delores Lindsey, PhD 2018

Judy Mantle, Ed.D 2019

Gloria McNeal, PhD 2020

Margaret Kim, Ed.D 2021

Julie Jungalwala, MA 2022

Michelle Browning, PhD 2023

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Dr. Donna Elder, Program Lead, Sanford College of Education, National University

The Department of Organizational Leadership and Ed. Admin., National University

The Center for Innovation, Development, Education, and Research, National University

Department of Teacher Education

Department of Special Education

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WILC Save the Date 2024

**Mark your calendars for the
8th Annual Women In Leadership Conference
October 26, 2024**

A call for proposals will be emailed in the spring to all 2023 conference attendees.
Bookmark <https://www.wilo.education/> for further details.

Hope to see you in 2024!

