

FERA 2025

- E Break  
 G Graduate Student  
 P Panel Discussion  
 S Paper Session  
 D Presidential Address  
F Professional Development  
 R Reception  
 I Registration  
 L Roundtable  
 T Teacher Inquiry

**NOVEMBER 19 • WEDNESDAY**

TBA      **G** **The Influence of Principals' Ethical Leadership Practices on Teachers' Organizational Citizenship Behaviors: A Closer Look at the Moderating Role of Teachers' Trust in their Principals**      Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Turan Ahmadova*

8:00am – 8:15am      **G** **Visual Research on Children's Perceptions of Robotics: Analysis Through Their Drawings**  
*Speakers: Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*Nermin Ciloglu Cakmakci*

8:00am – 5:00pm      **I** **Registration**      Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)

**PINNED**  
 8:01am – 8:00pm      **Florida Gulf Coast University (FGCU) College of Education Co-Host Spotlight**  
 Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)



Dr. Diana Cheshire, Dean of the FGCU College of Education, generously allocated \$5,000.00 from a grant-supported project for educational research towards this year's conference. Due grant specifications, we must refer to this level of support as co-hosting. Grant funds were used to offset costs of room and equipment rental. We would like to highlight this level of generosity.

9:00am – 11:45am      **F** **LASER Institute's Social Network Analysis Workshop**  
*Speakers: Megan Atha*      Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 Using materials from the LASER Institute, an NSF-funded professional development program housed at NC State, participants will learn the basics of Social Network Analysis while gaining hands-on experience with RStudio through a "code-along." **Please bring your laptop.**  
  
 LASER Institute Webpage

10:30am – 11:45am      **T** **Teacher Inquiry Panel 1: Building a Culture of Connection: Strengthening Relationships to Improve School Climate in a K–12 Lab School**      Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: Dr. Megan Crombie, Joy Cloud, Julius Harley, Kevin Helms, Danielle Kerr*  
 Panel Discussion  
 Joy Cloud, Megan Crombie, Julius Harley, Kevin Helms, Danielle Kerr

11:45am – 1:30pm      **E** **Lunch on your Own**  
 Check out these linked Downtown Fort Myers Restaurants.

1:30pm – 2:45pm      **S** **P1.1 - Comparing Dual and Full Immersion Outcomes: Impacts on Early Grade English Learner Proficiency in Indiana and Implications for Other States**  
*Speakers: Dr. Charla Chailland*      Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
 Paper Session 2

- 1:30pm – 2:45pm S **P1.2 - Connecting with Literature: Perceptions of Service and Preservice Teachers' Reading Habits**  
Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Dr. Michele Byrne, Dr. Vickie Johnston, Dr. Cynthia Dawn Martelli*  
Paper 1: Language & Literacy

Authors: Byrne, Johnston, Martelli

Reading multicultural literature and having it accessible in the classroom can help students become more empathetic to others and help bring an understanding of other cultures. This study examines the perceptions of preservice and service teachers regarding diverse children's literature. Researchers examined perceptions of 139 service and preservice teachers towards diverse literature, examining their reading habits and how they saw themselves and learned about other peoples' cultures and lived experiences. This paper provides insights into the benefits of understanding their perceptions and offers practical recommendations for promoting culturally responsive teaching in an inclusive, empowering educational environment. By investigating the attitudes, beliefs, and experiences, this study sheds light on the potential impact of diverse literature on cultural understanding, identity development, and the ability to embrace differences.

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- 1:30pm – 2:45pm S **P1.3 - How Growth Mindset Enhance Language Learning? A Systematic Review from 2005 to 2024.**  
Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Ran Gao, Congzhi Ma, Loraine Cisternas-Garcia*  
Paper Session 1: Language & Literacy

Authors: Gao Ma, Cisternas-Garcia

A growth mindset is the belief that abilities can be developed through effort, and perseverance, rather than being fixed or innate. Recently, there has been a notable increase in interest regarding the use of a growth mindset in the context of learning foreign or second languages. This presentation reviews studies published from 2005 to 2024, focusing on the concept of the growth mindset. It synthesizes findings related to teaching strategies aimed at enhancing the growth mindset in K-12 students while learning a second language. Additionally, we will discuss the implications for instructional practices and suggest directions for future research.

- 1:30pm – 2:45pm S **P1.4 - Promising Evidence of Online Literacy Growth: Evaluating the Efficacy of a Virtual School's K-3 Language Arts Curriculum**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Kristopher Wolford, Lodi Lipien*  
 Paper Session 1: Language & Literacy  
 Paper Author Order: Wolford & Lipien
- This study evaluates the efficacy of a statewide virtual school's K-3 Language Arts curriculum using data from the 2023-24 academic year. Drawing from over 1,400 students enrolled in the school's full-time program, we analyze performance on course module assessments and statewide progress monitoring tools, including Star Early Literacy, Star Reading, and FAST ELA Reading. Results show statistically significant growth in literacy skills across all grade levels, with effect sizes exceeding 1.0 in Kindergarten and strong correlations in Grades 1-3. Notably, Grade 3 students outperformed state averages in all literacy categories. Regression analyses revealed no significant demographic predictors of growth, suggesting equitable outcomes across subgroups. The findings align with ESSA Tier 3: Promising Evidence, supporting the effectiveness of the school's online literacy instruction. Implications for virtual education, curriculum design, and equitable access to literacy development are discussed.
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- 1:30pm – 2:45pm T **TP.1 - Beyond ChatGPT: How Guided Exploration Shapes High School Students' Understanding of AI**  
 Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: Macie Barrett, Melissa A. Antonelli*  
 This action research study explores high school students' perceptions of artificial intelligence (AI) after a two-week AI literacy unit. With minimal district policy guiding AI use, the study examined how structured, inquiry-based exploration affects students' understanding of AI's role in learning and ethical considerations. The unit guided students through research, tool evaluation, and reflection to engage with generative AI platforms. Findings revealed that guided exploration significantly expanded students' understanding of how AI can support learning, shifting their perceptions toward more purposeful integration. The study highlights the value of embedding AI education into curriculum to promote critical thinking and ethical decision-making.
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- 1:30pm – 2:45pm T **TP.2 - Exploring Executive Function Awareness and Regulation in the Physics Classroom**  
*Speakers: Dr. Haley Holt Mehta* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 Paper
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- 1:30pm – 2:45pm T **TP.3 - Morning Meeting as an Instructional Routine for Building Classroom Community and Engagement**  
 Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: Paul Lehman*  
 Paper
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- 1:30pm – 2:45pm T **TP.4 - Students' Interpretation and Use of AI Generated Feedback on Essay Writing**  
*Speakers: Kristin Potter-Oliveri* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 Panel Discussion
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- 1:31pm – 1:46pm S **P2.1 - A Qualitative Study: Elementary School Leaders and Multidisciplinary Teams Special Education Programming Within Neo-Institutionalized Policies**  
*Speakers: Dr. Susan Happel Hoch* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 Paper Session 2: Critical Perspectives (1st in Order)
- The purpose of this study is to provide a qualitative examination of how school leaders collaborate with the Multidisciplinary Team (MDT) staff on their campus to maintain special education programming within the institutional guidelines of special education law, policies, and processes. The study's participants include a principal, assistant principal, an Exceptional Student Education (ESE) Specialist, and a 5th Grade ESE Teacher serving in MDT roles from one elementary urban school and one elementary suburban school within one central Florida school district. The study's three research questions was guided by neo-institutionalism's theoretical framework including normative and mimicry pressures, mimetic isomorphism, coercive isomorphism, and legitimacy. The study was completed using a demographic survey, semi-structured individual interviews, and a focus group to collect data and analyze how educators serving on the MDT engage in dialogue to determine special education programming. The phenomenological experiences of the strategic collaborative planning educational leaders and their MDT staff engage in are influenced by many institutional policies embedded into the infrastructure of special education law. The landscape of special education programming requires staff to maintain current, best practices for multiple, individualized supports for students while balancing institutionalized demands for high-stakes accountability.
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- 1:31pm – 1:46pm S **P2.2 - Beyond Inclusion: Belonging for Black Educators in Black Schooling Spaces**  
*Speakers: Dilek Kayaalp, Madalina Tanase* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 This qualitative study examines high school educators' sense of belonging and inclusion, with particular attention to the factors that make schools feel inclusive, welcoming, or unwelcoming. Drawing on in-depth interviews with eight minoritized educators at an urban high school in Florida, the study reveals the complex ways teacher identity and belonging are shaped, especially for Black educators in predominantly Black school contexts. The findings highlight how institutional practices, curriculum decisions, and systemic inequities significantly impact educators' sense of belonging. The study highlights the need for schools to intentionally design inclusive curricula that reflect diverse lived experiences and resist erasure through restrictive educational policies. Ultimately, belonging emerges as a multifaceted construct shaped by intersecting factors, not reducible to cultural affinity alone.
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- 1:31pm – 1:46pm S **P2.3 - Can Formerly Incarcerated Students Navigate Institutional Language? Evidence from College and Workforce Reentry Programs**  
*Speakers: Dr. Leigh Anne Benzaia* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
- This study examined how formerly incarcerated learners, college students enrolled in a university-based reentry support program and adult learners in a nonprofit job-training program, comprehend complex institutional language using a Rights-Based Rubric (RBR). The RBR categorizes six propositions from the U.S. Miranda warning into three tiers of constitutional significance and communicative urgency, with Tier 1 (rights to silence and counsel) as the minimum threshold of comprehension. Forty participants (20 native English speakers and 20 native Mexican Spanish speakers) completed an Elicited Imitation with Miranda Rights (EIMR) task (Author, 2024), adapted from Ortega et al. (2002). Logistic regression analyses showed no relationship between comprehension and prior arrests or incarceration, while error analyses revealed difficulties tied to cross-linguistic influence and processing load. All participants demonstrated Tier 1 comprehension, but Spanish L1 learners showed significant gaps in Tier 2 and Tier 3, especially regarding the timing of counsel and the right to reassert protections. English L1 speakers also struggled with the most syntactically complex items. These findings suggest that sentence complexity, not justice-system exposure, drives misunderstanding. For Florida, where many reentry learners are Spanish L1 speakers, supporting comprehension of institutional language is critical to improving persistence in higher education and reducing risks of recidivism.
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- 1:31pm – 1:46pm S **P2.4 - Making Meaning of Citizenship in Florida's Civics Benchmarks: A Critical Content Analysis**  
*Speakers: Danielle R. Brown* Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
 Paper Session 2: Critical Perspectives

1:32pm – 1:47pm	S	<b>Teacher Inquiry Paper: Lean on Me: A Case Study of Teacher Collaboration Through Horizontal and Vertical Teams</b> <i>Speakers: Dr. Megan Crombie</i>	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
2:45pm – 3:00pm	E	<b>Coffee Break</b> Sponsored by: TBD	Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm		<b>Quantitude the Podcast: A Conversation with Gregory Hancock and Patrick Curran</b> <i>Speakers: Gregory Hancock, Patrick Curran</i> We are planning something delightful. Stay tuned.	Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R1.1 - Bridging the Digital Divide: How School-Level Support for Professional Development Influences Technology Integration in K-12 Education</b> <i>Speakers: Rui Xu, Xueyan Gao</i>	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
		In recent years, the education field has invested heavily in technology, expecting it to improve education quality. However, the digital equity gap persists, particularly in underserved schools. This study aims to explore the influence of school-level support for teachers, professional development (PD) on technology integration in instructional activities using the national dataset "Use of Educational Technology for Instruction (2019-2020)" from the Fast Response Survey System (FRSS110). The study analyzes data from 800 public schools across 50 states to examine how different factors of school-level support impact teachers' ability to effectively integrate educational technology into their teaching activities. Results indicate that online instructional resources and reduced technology-related challenges play crucial roles in promoting effective technology integration and professional development, while leadership flexibility alone showed limited influence. These findings underscore the need for comprehensive, systemic approaches to supporting teacher digital literacy development.	
3:00pm – 4:00pm	L	<b>R1.2 - Telling Our Way in Digital Storytelling to Empower Autistic Teenagers in Collaborative Projects</b> <i>Speakers: Irene (Yu-Chia) Kao</i> Roundtable Author: Irene (Yu-Chia) Kao	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R1.3 - Voices from the Front Lines: What First-Year Teachers Need Leaders to Hear</b> <i>Speakers: Allison Hitchens</i> Roundtable Author Order: Allison Hitchens	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R1.4 - Enhancing Teacher Preparation: The Role of Virtual Simulations in Developing Student Teachers' Skills</b> <i>Speakers: Michelle Fry, Charles Wang, Jamie Shaffer, Rachael Wolfe, Sarah Vasquez, Alison J. Clark</i> Roundtable  Authors: Fry, Wang, Shaffer, Wolfe, Vasquez, Clark	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R2.2 - The Reincarnation of McCarthyism: Fear, Surveillance, and the Erosion of Democratic Discourse in American Education</b> <i>Speakers: Professor Peter Ndiang'ui</i>	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R2.3 - Israeli Higher Education: Two Worlds Collide</b> <i>Speakers: Yoram Bucker</i>	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)
3:00pm – 4:00pm	L	<b>R3.1 - Designing a Scope-Locked, Must-Cite AI Tutor for Human Gross Anatomy Education in Medicine</b> <i>Speakers: Hassan Azari</i> Roundtable	Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)

3:00pm – 4:00pm L **R3.2 - Enhancing Spoken Lexical Diversity in EFL Learners Through AI-Integrated Task-Based Instruction** Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: JinHee Lee, Yuxin Zhong*  
 Roundtable  
 Authors, Lee,Zhong

3:00pm – 4:00pm L **R3.3 - Undergraduate Online Instruction in the Light of Artificial Intelligence: Learners' Perspectives on Contemporary Trends** Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: Bojan Lazarevic, Olha Ketsman*  
 Roundtable  
 Authors: Lazarevic, Ketsman

3:00pm – 4:15pm T **Exploring Ethical and Innovative Applications of AI in K–12 Education: A University–Lab School Research-Practice Partnership** Collaboratory (2031 Jackson St, Fort Myers, FL 33901, USA)  
*Speakers: Dr. Megan Crombie*  
 Panel Discussion

**PINNED** 4:30pm – 4:45pm D **Welcome & Presidential Address, "What Does this Thingamajig Do? AI Methods as New Tools in the Research Kit"** Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Atha*  
 Welcome to the 69th Annual Florida Educational Research Association & FERA Presidential Address  
 "What Does this Thingamajig Do? AI Methods as New Tools in the Research Kit"

**PINNED** 4:45pm – 5:59pm P **FLDOE Panel Session: The Issues around Large-Scale Assessment** Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Cornelia Orr, Betsy Becker, Daniel McGrath, Marianne Perie*  
**Speaker:** Dr. Daniel McGrath, Former associate commissioner for assessments at the National Center for Education Statistics (NCES)  
**Speaker:** Dr. Betsy Becker, Florida State University, also the Past President of FERA  
**Speaker:** Dr. Marianne Perie, Measurement in Practice  
**Reactor:** Dr. Cornelia Orr, Former executive director of the National Assessment Governing Board (NAGB), and the Past President of FERA  
**Chair:** Susie Lee, Florida Department of Education  
**Description:** This panel will focus on the topics around large scale assessment, including National Assessment of Educational Progress (NAEP), international large scale assessment systems in comparison to Florida and the issues with score reporting and standard setting activities in K-12 assessment systems.  
**Biography:** Dr. Marianne Perie is an expert in K–12 assessment, accountability, and test validity, with significant experience in setting performance standards. She has provided extensive technical assistance to states and consortia, helping them develop valid and equitable systems. Dr. Perie also teaches, writes extensively on standard setting, and focuses on developing strong validity arguments for alternate assessments, including through U.S. Department of Education workshops.  
**Biography:** Dr. Cornelia Orr is a former executive director of the National Assessment Governing Board (NAGB), the policy board for NAEP. Her extensive career includes over 25 years of service in Florida at the local, and state levels, notably serving as Assistant Deputy Commissioner (2003–2009) where she directed all statewide assessment programs. She is also one of the past presidents of FERA.

6:00pm – 8:00pm    R    **Evening Reception**

Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)

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**E** Break   **G** Graduate Student   **S** Paper Session   **N** Poster Session   **R** Reception   **I** Registration

**L** Roundtable

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## NOVEMBER 20 • THURSDAY

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**PINNED**   **I**   **Registration**   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
7:59am – 5:00pm

8:00am – 9:00am   **E**   **Florida Atlantic University (FAU) Sponsored Coffee Break**  
Sponsored by:   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
TBD

8:00am – 9:00am   **G**   **Bridging Play and the Science of Reading: The CLEAR Approach for Inclusive Early Literacy Instruction**   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Lisa Vodola*  
This poster introduces the CLEAR Approach, a flexible instructional framework designed to help early childhood professionals embed foundational literacy skills into inclusive, engaging contexts. While the Science of Reading highlights essential skills such as phonological awareness, print concepts, phonics and word recognition, and fluency, it offers limited guidance on how to deliver these skills in joyful, child-centered ways. CLEAR (Child-Centered, Learner-Led, Engaging, Active, and Rapport Building) addresses this gap by bridging exploratory, play-based learning with direct, explicit instruction. Grounded in Vygotsky's sociocultural theory and aligned with frameworks such as Universal Design for Learning, Differentiated Instruction, and Culturally Responsive Teaching, CLEAR has evolved through iterative development, professional feedback, and over a decade of applied use in instructional settings. Early evidence suggests that CLEAR is both practical and adaptable across whole-group, small-group, and one-on-one formats, helping educators resolve the long-standing tension between play and rigor. This poster will present the framework, its design evolution, and implications for future research and practice.a

8:00am – 9:00am   **G**   **Cell Phone Policies in Secondary Education: Trends, Challenges, and Impacts**  
*Speakers:*   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Sebastian Rizzo*  
Graduate Student Poster

8:00am – 9:00am   **G**   **Designing an AI-powered Platform to Support Teachers in Creating Algebra Problems for Productive Failure Teaching in K-12 Classes**  
*Speakers:*   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Deniz Ercan, Seyedahmad Rahimi, Salah Smaeilgoujar, Maryam Babae, Ran Gao*  
Graduate Student Poster  
Author Order: Ercan, Rahimi, Esmaeilgoujar, Babae, Gao

8:00am – 9:00am   **G**   **Examining How Teacher Collaboration Mediates the Link Between ICT PD and Classroom Practice: Evidence from ICILS 2023**  
*Speakers: Zhe Li*   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Graduate Student Poster

8:00am – 9:00am   **G**   **Examining Known Factors Influencing Undergraduates' Negative Attitudes Toward Calculus 1 Using a Phenomenological Approach**  
*Speakers:*   Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Cristian Florian Schreiber*  
Graduate Student Poster

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- 8:00am – 9:00am    G    **Impacts of Trauma-Informed School Interventions on Students of Color: A Review**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Rebecca S. Soto*  
 Graduate Student Poster
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- 8:00am – 9:00am    G    **Integrating Subjectivity Through Feminist Pedagogy: Transforming Literary Analysis in the College Classroom**  
*Speakers: C.*     Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Leigh Bancroft*  
 Graduate Student Poster  
  
 Author Order:
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- 8:00am – 9:00am    G    **Investigating Construct Proliferation in Motivational Research**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Katherine Hoppe*  
 Graduate Student Poster
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- 8:00am – 9:00am    G    **LEADING FOR SUSTAINABLE CHANGE: HOW PRINCIPALS MAKE SENSE OF FLORIDA'S SCHOOL IMPROVEMENT PROCESS**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Angie Mahone*  
 Graduate Student Poster
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- 8:00am – 9:00am    G    **Student Perceptions of Group Work: Designing a Validated Survey for Academic and Social Outcomes in Mathematics Education**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Salika Sar*  
 Graduate Student Poster
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- 8:00am – 9:00am    G    **The Student Outcomes and Experiences of Career and Technical Education Programs in High School: Vocational School Program Evaluation in Duval County**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Ayana Moore*  
 Graduate Student Poster
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- 8:00am – 9:00am    G    **VIZ4EDU: An LLM-Powered Learning Platform for Teaching Data Visualization**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Karthikeya Moturi, Bo Pei*  
 Graduate Student Poster  
  
 Author Order: Moturi, Pei
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- 8:00am – 9:00am    N    **Exploring Novel Research Trends in Graduate Student Posters**  
*Speakers:*        Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Salah Smaeiligoujar, Seyedahmad Rahimi, Deniz Ercan, Maryam Babae, Ran Gao*  
 Graduate Student Poster  
 Author Order: Smaeiligoujar, Rahimi,Ercan, Babae, Gao
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8:00am – 9:30am

**G Designing a Professional Development Workshop on Productive Failure For Math Teachers Based on Learning Experience Design Method**

*Speakers:* Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Maryam Babae, Seyedahmad Rahimi, Deniz Ercan, Salah Smaeiligoujar, Ran Gao*  
Graduate Student Poster  
Author Order: Babae, Rahimi, Ercan, Smaeiligoujar, Gao

Productive Failure (PF) helps students build deeper understanding by tackling challenging problems before direct instruction, yet teachers often struggle to implement it. To address this, we developed ProductiveMath, an AI-powered platform for generating PF-aligned math problems, and designed a two-session PD program for 13 middle school teachers, guided by Learning Experience Design (LXD) principles. Session 1 introduced PF phases, supporting theories, and a classroom scenario; Session 2 provided hands-on practice with ProductiveMath, including problem generation, student response analysis, and classroom strategies. Exit surveys indicated high satisfaction with clarity, engagement, and practical value ( $M = 4.57$ ,  $SD = 0.50$ ). This study shows how practice-based PD can build teacher readiness for PF and offers a scalable model for reform-based education.

**global:** Y

9:30am –  
10:45am**S P3.1 - Measuring AI Competency in Education: A Review of Instruments**

*Speakers:* *Lingxi* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Zhang, Huan Kuang, Secil Caskurlu, Gregg Campbell, Hannah Barron, Alden Vega*  
Paper

Author Oder: Zhang, Kuang, Caskurlu, Campbell,Barron,Vega

With the growing use of artificial intelligence (AI) in education, AI competency has emerged as an important skill for both learners and instructors. However, its definition and measurement remain inconsistent across literature. This review systematically examined six survey-based instruments published between 2014 and 2024 that assess AI competency, AI literacy, or AI-related attitudes. Guided by PRISMA 2020, we analyzed their constructs, measurement dimensions, and psychometric quality. Findings show that instruments commonly assess knowledge, skills, attitudes, and ethical awareness, with comparable emphasis across dimensions. Evidence of reliability and validity was generally strong, and results indicated high self-efficacy, strong acceptance, and moderate anxiety toward AI. However, limitations include reliance on small or convenience samples, self-reports of perceived rather than actual competence, and lack of response process validity. Future research should expand to more diverse populations, improve generalizability, and incorporate performance-based measures to strengthen validity evidence.

9:30am –  
10:45am

**S P3.2 - Prediction of Passage Difficulty Parameters with Text Features**

*Speakers:* Yusuf Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Kara, Kuo Wang, Joanne Joo, Zoltan Szentkiralyi, William Annan  
Paper Author Order: Kara, Wang, Joo, Szentkiralyi, Annan

In oral reading fluency assessments, passages contain rich text information that can inform their levels of difficulty. Readability indices such as Flesch-Kincaid are commonly used to judge complexity yet they are not true estimates of difficulty by a proper measurement model. This study explores the feasibility of using features extracted by text mining and natural language processing to predict passage difficulties, which are estimated by a binomial-lognormal speed and accuracy measurement model.

9:30am –  
10:45am

**S P3.3 - Small vs. Large Language Models: Comparing Language Models in Generating Productive Failure Math Problems**

*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Seyedahmad Rahimi, Salah Smaelligoujar, Deniz Ercan, Ran Gao, Maryam Babaei  
Paper Author Order: Rahimi, Smaelligoujar, Ercan, Babaei, Gao

Large language models (LLMs) such as GPT-4o can generate high-quality math questions, however they are resource-intensive and hard to change. Small language models (SLMs) such as Phi-3 may offer a more practical and sustainable option because they can run locally and be finetuned for specific tasks. In this study, we generated 60 math problems designed for Productive Failure (PF), with half produced by GPT-4o and half by Phi-3. We controlled for grade level, Common Core standard, theme, and prior knowledge to ensure fair comparison. Trained raters scored the problems on five PF dimensions. Results of t-tests showed significant results with GPT-4o ( $M = 13.38$ ;  $SD = 1.88$ ). The findings show that while GPT-4o currently generates stronger PF problems, Phi-3 offers promising results and may become a cost-effective choice with further finetuning and task-specific adaptation.

- 9:30am –  
10:45am
- S P3.4 - Two-Stage Procedure for Mastery Detection in Intelligent Tutoring Systems**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Sangbeak Ye*  
We present a two-stage adaptive procedure for promoting learning and detecting mastery during computer-based instruction. The approach separates training and confirmation: Stage 1 prioritizes items that support learning, and Stage 2 prioritizes items that provide strong diagnostic evidence. Stage-specific thresholds are calibrated under perpetual nonmastery to achieve a prespecified false-detection rate, without assuming any distribution for the time to mastery. A simulation study compares the two-stage rule with single-stage alternatives, including randomized item selection and a weighted item-ordering rule. Across learning regimes and item-pool stratifications by difficulty or discrimination, the two-stage procedure generally produces earlier mastery and shorter confirmation times than randomized selection. More conservative thresholds reduce false detections but lengthen confirmation, while liberal thresholds shorten confirmation with modest error. The weighted single-stage rule can be competitive in some settings but requires full knowledge of item characteristics, whereas the two-stage rule needs only a reliable stratification of items into the two stages.
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- 9:30am –  
10:45am
- S P4.1 - An Excel GLM Program for Student Success**  
*Speakers: Mary* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*G. Lieberman, Maria D. Vasquez-Colina, John D. Morris*  
The virtual interface enforced by COVID-19 made university labs and software used for teaching statistics unavailable. Currently, post-pandemic, students are not in labs nor in classrooms; these courses are now only offered online. During this time, we created a flexible and powerful Excel program that can perform most general linear model analyses, allowing delivery of a statistical methods course, from beginning to advanced, without those labs and software. We have also taken this opportunity to provide embedded contextual guidance toward correct understanding of analyses, pointing out where commercial packages err.
- 
- 9:30am –  
10:45am
- S P4.2 - Navigating Motivation and Educational Environment: Doctoral Student Perspectives**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Christa Reyes, Jingshun Zhang, Ph.D.*  
Paper Author Order: Christa Reyes & \_\_\_\_\_Zhang
-

- 9:30am – 10:45am S **P4.3 - Exploring Graduate Student Experiences with SPoI: Findings from a Qualitative Case Study**  
Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Jennifer Kerzetski, Jingshun Zhang, Ph.D., Elizabeth Templeton*  
Author Order: Kerzetski, Zhang, Templeton

This qualitative case study examines graduate students' perceptions of the internal, external, and survey-related factors that influence their responses to the Student Perceptions of Instruction (SPoI) survey. Graduate student perspectives remain underexamined despite their distinct academic and professional contexts. To address this gap, researchers conduct semi-structured interviews with health sciences graduate students at a mid-sized university in Florida. Data are analyzed thematically using constant comparative methods, which allows for the identification of patterns across participant narratives. The findings reveal that instructor qualities, course organization, external and peer influences, and student motivations are factors related to SPoI responses. Participants emphasize the importance of fairness, faculty-student relationships, clarity of survey design, and alignment between instruction and assessment. Barriers include skepticism about the use of feedback and survey fatigue. Students also recommend improvements, such as shorter surveys, midterm evaluations, and increased transparency about the use of results.

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- 11:00am – 12:15pm S **P5.1 - Evaluating the Impact of an AI Writing Tool on Student Writing**  
*Speakers: Amy Burkhardt, Karthik Sairam, Susan Lottridge*  
Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Paper Author Order: Burkhardt, Sairam, Lottridge,

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- 11:00am – 12:15pm S **P5.2 - Applying Measurement Theory to Improve the Quality of Automated Essay Scoring using Human Rater Data**  
*Speakers: Corinne Huggins-Manley, David Miller, Jinnie Shin, Yue Xu*  
Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
This study explores how AI-based scoring systems can integrate measurement theory to move beyond equating observed human scores with AI predictions. By leveraging classical test theory, generalizability theory, and item response theory, we propose methods to improve validity evidence by training AI on psychometrically supported human rater scores.
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11:00am –  
12:15pm

- S **P5.3 - Designing an Instrument to Measure Graduate Education Students' Anxiety and Attitudes toward AI Use** Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Stephanie Cho, Jingshun Zhang, Ph.D.*  
Paper Author Order: Stephanie Cho & Jingshun (Jason) Zhang

The integration of artificial intelligence (AI), particularly generative AI tools, is transforming how graduate students in education approach coursework, assignments, and self-directed learning. Despite the increasing prevalence of AI in higher education, little is known about how graduate students perceive and voluntarily adopt these tools across various course formats. This study focuses on developing a survey instrument to measure graduate education students' anxiety and attitudes towards AI use. While the instrument is designed for general use across graduate education programs, initial data collection will occur at a large public university in Florida. The instrument includes demographic and contextual items, such as course format, frequency, and purposes of AI use, as well as validated measures of anxiety and attitudes toward AI, adapted for graduate education students. Analyses will emphasize descriptive and correlational trends to explore levels of AI-related anxiety, patterns of positive and negative attitudes, and their relationship to voluntary AI engagement in academic work. The study aims to provide a foundation for instrument refinement and future research, offering insights for teacher preparation programs, institutional strategies, and broader investigations into AI's role in graduate education.

11:00am –  
12:15pm

- S **P5.4 - Applications of Artificial Intelligence in Middle School Education (AAIMSE): Authentic Task** Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Loraine Cisternas-Garcia, Priyadharshini Ganapathy Prasad, Anthony Botelho, Albert Dieter Ritzhaupt, Kevin Cen, Christine Wusylko, Xiaoman Wang, Bridget Newell, Angela M. Kohnen*  
Over the past two years, the AAIMSE project engaged faculty from a public research university in the southeastern United States, along with their developmental K-12 research school, to explore the applications of Artificial Intelligence (AI) in middle school education. As part of this initiative, the research team developed and validated an AI literacy assessment that encompasses cognitive, affective, and behavioral outcomes. This presentation will discuss the development, data analysis, and results of a behavioral assessment, an authentic chatbot task designed through the principles of Stealth Assessment and Human-Computer Interaction (HCI) to observe student performance. By utilizing learning analytics and machine learning techniques, we will present preliminary findings from the analysis of students' behavioral data and responses within the AI chatbot environment. In this setting, students engaged in conversations about the advantages and disadvantages of AI in education based on their school experiences. Additionally, the presentation will provide insights into the role of AI-driven educational tools in enhancing student engagement and conceptual understanding.

- Loraine Cisternas-García
- Priya Ganapathy
- Kevin Cen
- Anthony Botelho
- Albert Ritzhaupt
- Christine Wusylko
- Xiaoman Wang
- Bridget Newell
- Angela Kohnen

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- 11:00am – 12:15pm
- S P6.1 - Advancing the Utility of Multi-Informant Assessment Data Using Random-effect Trifactor Mixture Modeling and Decision Trees**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Nathaniel von der Embse, Emma Evudottir, Eunsook Kim, Xin Qiao*  
 Considering challenges in using discordant information from multi-informant assessment in educational research and practices (e.g., utilizing student and teacher ratings for universal mental health screening in addressing the mental health crisis among K-12 students in the United States), this study utilizes random-effect trifactor mixture modeling (TRIMM, Step-1) along with a supervised machine learning method (Step-2) to develop a unified approach that combines measurement, classification, and decision trees: two-step TRIMM. The two-step TRIMM incorporates discordant data from multiple informants to inform students' needs in different environments, such as classroom and home settings (measurement). This enables the identification of environment and setting-specific risk profiles of student behaviors (classification) and facilitates the investigation of factors associated with these risk profiles through predictive modeling (decision trees). We demonstrate the proposed approach with multi-informant assessment data.
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- 11:00am – 12:15pm
- S P6.2 - Analysis of Least-Squares Influential Data**  
*Speakers: John* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*D. Morris, Mary G. Lieberman, Maria D. Vasquez-Colina*  
 The purpose of this paper is to suggest methods and software to more adequately consider influential data in least-squares regression. Although influence diagnostics in statistical packages are produced for each influential case, the standing herein is that one must first examine whether influential cases substantially impact the model in respect to each case and all cases, and that this must be done regarding the data context and goals of prediction. Thus, the impact on relative ( $r$ ,  $r^2$ ,  $R^2$ ) and absolute (AIC and MAE) accuracy, as well as on regression weights, is considered and automatically computed with the software offered. Some examples are provided.
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- 11:00am – 12:15pm
- S P6.3 -Latent Random-Intercept Cross-Lagged Panel Modeling: Estimation and Comparisons**  
*Speakers: Qi* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Wang*  
 Paper Author: Wang
- 
- 11:00am – 12:15pm
- S P6.4 - Power Analysis for Difference-in-Differences Studies with Staggered Treatment Adoption**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Katherine Strickland, Wei Li*  
 Paper Author Order: Strickland and Li
- This study develops a simulation-based framework for statistical power analysis in Difference-in-Differences (DID) designs with staggered treatment adoption. While staggered DID estimators improve unbiasedness under treatment effect heterogeneity and variable adoption timing, little guidance exists on their statistical power. We systematically evaluate eight leading estimators using realistic data-generating processes calibrated to national education datasets. Results reveal substantial variation in power across estimators, with many failing to detect moderate effects under typical sample sizes. We also identify implementation challenges in software and provide recommendations for estimator selection and study design. Findings offer practical guidance for researchers planning well-powered longitudinal evaluations using staggered DID designs in educational settings.
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- 12:30pm – 1:45pm
- E Graduate Student Buffet Luncheon & Awards Ceremony**  
 Graduate Students Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)

- 12:45pm – 1:45pm      **G FERA Members Buffet Lunch & Mingle**  
 Lunch Buffet will be set up in the Galleria; however, we ask that you allow the Graduate Students to get their plates first. Graduate students will eat in Room E, and FERA members will eat in Room D.
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- 2:00pm – 3:15pm      **S P7.1 - Exploring Student, Parent, and Teacher Perceptions on Thoughtfully Engaging with AI Technology in the Middle School Classroom.**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Christine Wusylko, Xiaoman Wang, Bridget Newell, Angela M. Kohnen, Loraine Cisternas-Garcia, Priyadharshini Ganapathy Prasad, Albert Dieter Ritzhaupt, Anthony Botelho, Kevin Cen*  
 Although the field of educational technology has multiple frameworks for using and adopting technology, in this session we argue that generative AI “adoption” is unique because of the sudden availability of gen AI-enabled tools (e.g., ChatGPT) accessible to most students, often without their parents’ or teachers’ consent. As corporations eagerly embed AI into existing tools (e.g., Google search) and create new ones, the use of AI in school isn’t something teachers or parents can always control. How, then, might middle school teachers and students thoughtfully and ethically engage with these powerful technologies? In this session, we share data from focus groups of middle school students, parents, and teachers and invite participants to think with us about this critical question.
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- 2:00pm – 3:15pm      **S P7.2 - Leveraging Design-Based Research to Investigate Design Principles for Impactful Science Teacher Professional Learning**  
*Speakers: Heena Lakhani* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
 The integration of equity into high school physics instruction is an important goal of physics teaching and learning. While the literature in science and physics education has discussed the importance of and specific efforts towards advancing equity in teaching physics, few studies have investigated the design of comprehensive science teacher professional learning that integrates equity with the different aspects of science teaching. The work presented seeks to build in this area by studying four iterations of a summer professional learning experience for in-service physics teachers that focuses on integrating energy and equity in their teaching practices. We leverage design-based research (DBR) in our study, which seeks to learn from the multiple iterations of implementation and put forth design principles about integrating equity with science teacher professional learning. In our analyses, we uncover the following design principles: 1) Using representational resources that connect science concepts to equity issues, 2) Supporting teachers to address community concerns, 3) Providing a comprehensive equity framework, and 4) Supporting teachers to learn about their positionality in the class. Through this approach, we hope to advance and elevate design knowledge that can contribute to our understanding of how professional learning for physics teachers can integrate equity.
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- 2:00pm – 3:15pm S **P7.3 - Sparking Curiosity: Measuring the Impact of STEM Camps on Student Learning and Confidence** Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Arielle Thibodeau, Lindsey Spalding, Lodi Lipien*

Author order: Thibodeau, Spalding, Lipien

This presentation shares findings from STEM camps designed to provide elementary and middle school students with immersive, hands-on experiences in science, technology, engineering, and mathematics. Held during spring and summer breaks, the camps aim to spark curiosity through activities such as robotics, flight simulation, 3D modeling, and virtual reality. Data sources include pre- and post-assessments, student surveys, and parent feedback. Results show consistent knowledge gains, with average increases of over four points on 20-item assessments. Surveys revealed meaningful growth in student confidence and STEM identity, with more than 70% expressing interest in STEM-related careers. Parents also reported increased enthusiasm, independence, and motivation for further exploration at home. The session will highlight how short-term, project-based programs can positively impact learning and self-perception in STEM. Presenters will share practical applications and instructional strategies that educators and curriculum specialists can adapt to strengthen classroom learning and foster student engagement.

- 2:00pm – 3:15pm S **P8.1 - Exploring the Impact of Certification and Licensure Attainment on Job Satisfaction: A Capability Approach Perspective** Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Soomin Lee, Pauline Aguinalde, Walter L. Leite*  
*Paper Author Order: Lee, Aguinalde, Leite*

This study investigates how certification and licensure attainment influences job satisfaction among U.S. college graduates, drawing on the Capability Approach (CA). Using data from the 2023 National Survey of College Graduates (N = 28,549), we apply survey-weighted ordinal logistic regression to examine two questions: (1) whether holding a certification relevant to one's principal job predicts job satisfaction, and (2) whether motivation to start a business moderates this relationship. Results show that certification/licensure is significantly associated with higher job satisfaction ( $\beta = 0.32, p < .001$ ). Moreover, when certifications are pursued for entrepreneurial purposes, the positive effect on job satisfaction is amplified ( $\beta = 1.07, p < .001$ ). However, entrepreneurial motivation alone is not a significant predictor. These findings highlight the role of certifications not only as labor market signals but also as resources whose value depends on conversion factors such as motivation. By framing job satisfaction as a functioning within the CA, the study underscores how professional credentials expand individuals' freedoms to pursue meaningful work.

2:00pm – 3:15pm

**S P8.2 - The Socioeconomic Impacts of Rescinding In-State Tuition Waivers for Undocumented Students in the Florida Higher Education System.**

*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Meryem Mekouar, Dr. Jaein Josefina Lee, Dr. Tiberio Garza*  
Paper

Authors: Mekouar, Lee, Garza

Undocumented students in the Florida's higher education system face significant challenges due to recent policy changes impacting college access for this student body. This study examines the implications of the Senate Bill 90, which rescinds in-state tuition eligibility. Using demographic data and policy analysis, we explore the economic and social impacts of this legislation on undocumented students, higher education institutions, and the state economy. Our findings suggest that removing in-state tuition waivers may lead to decreased enrollment, reduced tuition revenue, and potential loss of skilled labor. Indeed, eliminating in-state tuition for undocumented students in Florida is destabilizing higher education and statewide funding with prospective declining college attendance and workforce pipelines. We recommend policymakers to consider alternative approaches to balance immigration concerns with educational access and economic growth. Policymakers should implement policies that would leverage higher education attainments to align with the state legacy aiming for opportunities for all. Higher education establishments could achieve such positive postsecondary outcomes through attracting this profitable student population. This policy report provides evidence and analysis for legislators to rethink bills providing postsecondary opportunities for undocumented students. We share insights that could inform a knowledge-based cost-benefit analysis revealing the significant value of this student population for the state of Florida and its higher education system.

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2:00pm – 3:15pm S **P8.3 - LibQUAL: A Mixed Methods Analysis of Library Quality**  
*Speakers: Rachel Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*Cooke, Dr. Hansen Zhang, Rachel Tait-Ripperdan, Megan Atha*  
 Paper Author Order: Cooke, Zhang, Tait-Ripperdan, Atha

As academic library leaders continue to grapple with accreditation and demonstrating their impact, validated assessment scales such as LibQUAL are useful for identifying service gaps and benchmarking service excellence. In fact, LibQUAL studies frequently identify unmet needs in study spaces, books, and journals. However, a critical gap remains in the literature regarding users' positive and negative attitudes expressed in the open comments box of LibQUAL. Thus, the purpose of this study is to examine the attitudinal scores of LibQUAL comments to determine if the findings confirm the service gaps identified in the LibQUAL data. In the current study, an analysis of attitudinal scores revealed that users had equally strong positive and negative attitudes towards the services they prioritized the most, including books, journals, study areas, and study rooms. This further confirmed the findings in the LibQUAL data that identified similar service gaps. Considered together, these results suggest users enjoy these resources so much, they want more of them. This presents a new understanding of service gaps, as highly desired priorities, instead of failure to meet demand. This holistic approach, if integrated into LibQUAL, may provide a pathway to new assessment options.

2:00pm – 3:15pm S **P8.4 - Where Do I Belong? It Felt Like I Didn't Truly Belong Anywhere, Either In or Out of the Religion.**  
 Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Michael O. Miller, Ph.D.*

2:00pm – 3:30pm L **P7.4 - Exploring the Dynamics of Visibility Among Students Taking Introductory Active Learning Mathematics Courses at an Hispanic Serving Institution.**  
*Speakers: Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*Sheldon McDonald, PhD., Charity Watson, PhD*  
 Roundtable  
 Authors: McDonald, Watson

3:15pm – 3:30pm E **University of Florida (UF) Sponsored Coffee Break**  
 Sponsored by: Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
 TBD

- 3:30pm – 4:45pm S **P9.1 - A Systematic Review of the Challenges, Evaluation and Strategies for Faculty Regarding Students' Using AI**
- Speakers:* Nika Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Verna, Jingshun Zhang, Ph.D., Charles Wang
- Along with the AI's quickly development and implement, faculty are meeting many challenges how to evaluate students' work with AI help. In this proposal, we will systematically analysis these challenges , faculty's and universities' straggles with students AI using, and how to measure AI through rubrics, as well as strategies for faculty to apply in AI development through the format of a literature review and concept maps. Our study covers three research questions: 1.) What are the challenges of student's using AI brings to assessment and evaluation in higher education? 2.) What are faculty's considerations in using standards, rubric, evaluation tools for the AI-infused and AI-enabled assessment and evaluation? 3.) What strategies do faculty use to meet the challenges of AI development? This paper systematically reviews the relevant challenges, evaluations, and strategies for faculty regarding AI through concept mapping for the purpose of adding to the growing body of literature on this topic. There is a severe lack of literature regarding evaluations of AI and strategies that can better assist faculty regarding AI, therefore this paper will contribute to the limited amount of research on this topic. Additionally, through the utilization of concept mapping, this study aims to better assist scholars as they work to cohabitate with emerging AI technologies in Higher Education.

- 3:30pm – 4:45pm S **P9.2 - ProductiveMath: A Human-in-the-Loop AI Web-based Application to Support Teachers When in Productive Failure Teaching in Algebra**
- Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Seyedahmad Rahimi, Salah Smaelligoujar, Deniz Ercan, Maryam Babae, Ran Gao
- Paper

Authors: Rahimi, Smaelligoujar, Ercan, Babae, Gao

Productive Failure (PF) is an instructional strategy where students solve complex, story-based problems before instruction, fostering higher-order thinking and deeper conceptual understanding. Despite its benefits, PF adoption is limited because designing suitable problems is time-consuming and cognitively demanding for teachers. To address this challenge, we developed ProductiveMath, a generative AI-powered application that supports teachers in creating PF-aligned algebra problems through a human-in-the-loop workflow. We conducted four design-based studies to refine the platform and evaluate its effectiveness. Study 1 developed a PF-based rubric to guide prompt engineering for GPT-4o, enabling generation and evaluation of AI-created problems. Study 2 generated 60 Common Core-aligned problems across grade levels, showing strong convergence between human and AI assessments. Study 3 collected teacher feedback via surveys and interviews on the initial prototype. Teachers reported high usability, strong classroom potential, and confidence in AI-generated problems, while suggesting improvements in clarity, reading load, and visual supports. Study 4 tested classroom implementation with 66 students across five classrooms. Observations and student feedback indicated high engagement, teamwork, and effort, though challenges remained with complexity and pacing. Findings suggest that ProductiveMath offers a scalable, teacher-centered model for PF implementation, demonstrating how human-in-the-loop generative AI can expand access to high-quality, inquiry-based math learning.

- 3:30pm – 4:45pm S **P9.3 - Supports and Barriers to Online Micro-Credential Completion: An Analysis at Three Levels of the Educational System**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Danielle L. Pico, Julianna Banks*  
 Paper

Authors: Pico, Banks

While professional learning (PL) can positively influence early childhood educators' practices, traditional in-person PL is often limited by geography, scheduling, and cost. Online micro-credentials (MCs) offer flexible, competency-based PL, yet high levels of attrition remain a challenge. This study investigated supports and barriers to completion of the Emergent Literacy Micro-Credential (ELMC) at three levels of the educational system: micro (educators), meso (programs), and macro (state). Using an explanatory sequential mixed-methods design, survey data from 500 participants (358 completers, 142 non-completers) were analyzed with logistic regression and chi-square tests, followed by focus groups and interviews with 27 stakeholders across the educational system levels. Findings indicate that years of experience and preference for Spanish instruction were associated with completion. Supports and barriers clustered within two categories: internal ELMC features (structure, platform, operations, instructors) and external participant contexts (workplace support, personal constraints), creating a matrix that can be useful in considering learner experiences and designing online PL. Results highlighted the need for program-level supports and additional incentives to promote course completion.

- 3:30pm – 4:45pm S **P9.4 -Disciplining AI Use: How School District Codes of Conduct Govern Student Use of AI**  
*Speakers: F.* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Chris Curran, Jiyeon Goo*  
 Paper

- 3:30pm – 4:45pm S **PP10.1 - AI as a Thinking Partner: Exploring Graduate Students' Experiences Using Generative AI in Instructional Design**  
*Speakers: Dr.* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Michele Stork, Dr. Krista Bixler*  
 This study explores the lived experiences of graduate students who engaged generative artificial intelligence (GenAI) as a thinking partner while learning instructional design in a fully online master's-level course. Guided by Van Manen, phenomenological approach and Situated Learning Theory, the research examines how students interacted with GenAI across authentic tasks framed by the ADDIE model. Three experiential themes emerged from student reflections and design artifacts. First, students described GenAI as both an amplifier and a challenger, useful for idea generation, but often lacking pedagogical nuance. Second, students negotiated voice and authorship, recognizing moments when AI outputs displaced their intent and refining their use of prompting as a design skill. Third, students developed stronger professional judgment, using GenAI more selectively as they identified when human reasoning was essential. These findings suggest that, when thoughtfully integrated, GenAI can support instructional design learning by surfacing opportunities for reflection, revision, and principled decision-making.

- 3:30pm – 4:45pm S **PP10.2 - Preservice Teachers, Self-efficacy, and Teaching with Online Digital Technologies**  
*Speakers:* *Maria Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*L. Fernandez*  
 This mixed-methods study investigated the use of practice-based experiences involving online digital technologies during an initial methods-of-teaching mathematics and science course for influencing preservice teachers' self-efficacy for teaching with these technologies. Thirty-two secondary preservice teachers completed a pre and post Likert instrument to examine their self-efficacy prior to and at the end of the course. Also completed was an end of course survey of the participants' self-reported perceptions of the practice-based experiences on their learning to teach. The findings revealed a statistically significant increase in the preservice teachers' self-efficacy for teaching with digital technologies. The preservice teachers' open-ended responses revealed ways the practice-based experiences acted as sources of efficacy information influencing their growth in self-efficacy for teaching with digital technologies.
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- 3:30pm – 4:45pm S **PP10.3 - Exploring AI Literacy in Early Adolescence: Factors Influencing Middle School Students' AI Knowledge**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Xiaoman Wang, Bridget Newell, Albert Dieter Ritzhaupt, Christine Wusylko, Loraine Cisternas-Garcia, Priyadharshini Ganapathy Prasad, Angela M. Kohnen, Anthony Botelho, Kevin Cen, Albert Ritzhaupt*  
 As artificial intelligence (AI) becomes increasingly integrated into daily life, developing AI literacy in adolescence is essential. This study investigated factors predicting cognitive AI literacy among 190 middle school students in a U.S. developmental research school. Guided by Social Cognitive Theory, we examined how demographic variables, AI interest, AI experience, and AI self-efficacy relate to students' AI knowledge. Students completed surveys capturing demographics, AI cognitive knowledge, and AI self-efficacy, along with single-item measures of AI interest and experience. Correlation analysis showed significant positive associations between AI knowledge, AI self-efficacy, and grade level. Multiple regression revealed that AI self-efficacy ( $\beta = 0.422$ ,  $p < .001$ ) and grade level ( $\beta = 0.213$ ,  $p = .001$ ) were the only significant predictors, accounting for 21.7% of the variance in AI knowledge. Findings suggest that fostering students' confidence in understanding and using AI, alongside developmentally appropriate instruction, may strengthen their AI knowledge. The results provide direction for designing targeted curriculum and interventions to prepare students for an AI-driven world.  
**global:** Y
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- 3:30pm – 4:45pm S **PP10.4 - Trends in Research on Digital Literacy**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Samantha Lopez*  
 Paper
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5:00pm – 6:00pm

**Bridging the Gap Between AI Research and Schools**

*Speakers: Kathy Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)*

*Androski, Rikako DeGroot, Eileen Sidor*

*The surge in Artificial Intelligence (AI) innovation compels educational leaders to move beyond theory to bridge the divide. How do we responsibly integrate cutting-edge AI research into the daily K-12 classroom while ensuring equity for all students?*

*We will share findings from an AI readiness district-wide survey of teachers and administrators. Attendees will receive a clear perspective on the real-world successes and friction points practitioners face.*

*By sharing concrete examples of early wins and our framework for managing challenges, we will discuss how collaborative culture can maximize AI's benefits to truly drive both equity and instructional excellence.*

Kathy Androski is an experienced educational leader and innovator with 32 years of dedicated service across the K-12 spectrum. Her career encompasses teaching at every level from Head Start through high school, serving as a teacher of students with emotional handicaps, media specialist, technology specialist, civics teacher, and high school administrator. She has practical experience leading instruction in diverse settings, including spearheading a paperless classroom environment. Currently, Kathy serves as the Director of Technology, Student Information Systems, and Media Programs, driving strategy for critical student support systems. Kathy is an Apple Teacher and AVID Trained, demonstrating her commitment to research-backed instructional practices. She is passionately focused on curriculum, student engagement, and meaningful technology integration. Her forward-thinking approach is further recognized through her role as a member and panelist on the University of Florida (UF) AI Task Force. Kathy brings a holistic, whole-system perspective to modernizing education.

Eileen Sidor is a Program Specialist for Instructional Technology with Citrus County Schools, bringing over 25 years of diverse experience in Florida schools, including expertise in technology, media, middle school ELA, and reading. She is passionate about partnering with educators to explore technology's potential, focusing on strategies that seamlessly integrate digital tools to foster student creativity, collaboration, and critical thinking. This commitment to innovation is further supported by her training as an Apple Learning Coach and her work with the UF AI Task Force.

Leka DeGroot is an educator with 25 years of experience. Leka began her career in primary education before transitioning into educational technology coaching. As an Apple Distinguished Educator, she is passionate about leveraging technology to enhance learning through innovative integration that empowers teachers and students.

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6:00pm – 8:00pm

**R Cambium Assessment Sponsored Evening Reception**

Sidney Berne Davis Arts Center - Rooftop (2301 First St, Fort Myers, FL 33901, USA)



To visit the website, click here: [Cambium Assessment](#)

- B** Board Meeting
- E** Break
- K** Keynote
- P** Panel Discussion
- S** Paper Session
- R** Reception
- I** Registration

**NOVEMBER 21 • FRIDAY**

8:00am – 8:15am    **E** **Coffee Break**    Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
Sponsored by: TBD

8:00am – 11:00am    **I** **Registration**    Luminary Hotel & Co., Autograph Collection - GALLERIA (2200 Edwards Dr, Fort Myers, FL 33901, USA)

8:30am – 9:45am    **S** **P11.1 - Content Validity of the AFI Writing Rubric for Florida K-20 Students**  
*Speakers: Dr.*    Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Judy R. Wilkerson, Dr. LaSonya Moore, Ms. Makenna Maldonado, Mr. Jason Elek, Ms. Ana Ortega, W. Steve Lang*  
 Paper Author Order: Judy R. Wilkerson, LaSonya Moore, Makenna Maldonado, Jason Elek, Ana Ortega, W. Steve Lang

A writing rubric, reformatted from the Florida F.A.S.T. writing assessment was re-formatted into a unique style that focusses on “areas for improvement” as opposed to the classic format that combines a host of mini-criteria into the scored criterion statements. By breaking down the expectations into targets that can be evaluated separately, the opportunities for students to understand their improvement needs expand. This novel format is being tested in both elementary school and in freshman composition at the University level. As part of the development and validation of the rubric, a content validity study was conducted, with the intent of applying the Lawshe Content Validity Ratio (CVR) to the items. Seven panelists rated all 40 items as essential with only one exception for one item by one panelist for third grade writers.

8:30am – 9:45am    **S** **P11.2 - Assessing Student Writing Using the AFI Rubric Format: Third Grade Field Test Results**  
*Speakers: Ms.*    Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Makenna Maldonado, Dr. Judy R. Wilkerson*  
 Field test results, beginning in 2022, of a writing assessment formatted in a new type of rubric are discussed. The rubric uses a reverse checklist in which targeted behaviors are identified only if they present a need for improvement. The criteria, or targets, when listed as "Areas for improvement" (or AFIs) form the bases for the name of this novel rubric format. The format being tested uses a conversion of the Florida writing rubric that is used in all public schools in Florida, grades 4-10. The targets are derived from the analytic rubric scored holistically in order to provide the feedback necessary for student success. Results of the initial field test in third grade in one elementary school are presented and show promise for improving state test scores for students assessed in this manner. Research is on-going with fifth grade currently joining the field test.

- 8:30am – 9:45am S **P11.3 - English Language Learner Reclassification and Growth in Achievement**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Haigen Huang, Kimberly Altair, Justin Mehr*  
 Paper Author Order: Huang, Altair, Mehr

This study examines English Language Learner (ELL) reclassification and academic achievement in a southeastern U.S. school district. With over five million ELLs nationwide, understanding the local context for reclassification is critical for school improvement. The research addresses three questions: the time it takes for ELLs to exit the program, the school and student characteristics associated with reclassification, and the academic performance of former ELLs compared to their non-ELL peers. Preliminary analysis of 25,572 student records shows a median reclassification time of approximately three years. A Cox Proportional Hazards Regression model revealed that Black, Hispanic, and American Indian/Alaska Native students, as well as those with disabilities and from low-income backgrounds, take significantly longer to reclassify. These findings provide district leaders with crucial data to inform strategic planning and ensure all students receive the support needed to succeed academically.

- 8:30am – 9:45am S **P11.4 - Locally Created Assessment Targets by Student Performance: A Pilot Study in One Elementary School**  
*Speakers:* Peggy Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*K. Jones, Latoya Jordan*  
 Paper  
 Author: Peggy K. Jones

Districts are interested in monitoring students to ensure that students are making progress on the standards of their grade level. One elementary school in a large Florida district has implemented pre and post tests in ELA and Math. They want to provide targets for the students for each assessment that aligns to the end of year state assessment by prior performance defined as Achievement Levels on the state test which range from Achievement Level 1 to 5. Results for grade 3 English Language Arts (ELA) correlations were moderate for the local assessments (Literature 1  $r=0.67$ , Literature 2  $r=0.58$ , Informational 1  $r=0.53$ , and Informational 2  $r=0.65$ ) and the FAST PM3 (Spring assessment). The linear equation was significant for Literature 1 ( $p=.001$ ) with a confidence interval of .155 to .526. The  $R^2$  value is 0.734. The linear regression equation for the Grade 3 ELA is  $Y' = 153 + .34$  (Literature 1) + .181 (Literature 2) + .181 (Informational 1) + .078 (Informational 2). Predictor coefficients were applied to the local assessment means, and the number of points needed was applied to the corresponding grade level content cut scores for the FAST.

- 8:31am – 9:45am S **P12.1 - A Partially Observed Markov Decision Process for Learning Progressions**  
*Speakers:* Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Russell G. Almond*  
 This paper describes a mathematical model for learning progressions, based on associating learning rates with instructional activities. The model can estimate learner ability and aid in instructional planning.

8:31am – 9:45am S **P12.2 - Analysis of Course Evaluations**  
*Speakers: John Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*D. Morris, Maria D. Vasquez-Colina, Mary G. Lieberman*  
Cooper posed a test for polarity of step frequencies for a single Likert-type item; Hsu posited a test of disagreement. These methods are recommended for objective and in-depth analysis of Likert-type items used in course evaluations. As such analyses are not available in commercial packages, an easy-to-use general purpose Excel program that accomplishes all required analyses from the N and step percentages usually rendered with course evaluations is offered. It yields tests of each item's polarity and disagreement (three alternative nulls) and the same for the summation of frequencies by scale step over all items, providing overall tests. Effect size estimates are also offered.

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8:31am – 9:45am S **P12.3 - Validating the School Counselor Administrative Knowledge Inventory**  
*Speakers: Dr. Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA)*  
*Maureen Ungarean, Dr. Krista Bixler, Dr. Ann Tilman, Dr. Onder Koklu, Dr. Russell Sabella*  
Paper Author Order: Ungarean, Bixler, Tilman, Koklu, Sabella

There has been much conversation in recent years about the relationship between educational leaders and school counselors. Through anecdotal stories, personal experiences, and research, the authors believe that when there is understanding and respect among school leaders and counselors, students and staff benefit. The authors herein have, studied educational leaders' knowledge of school counselor programs, roles, and responsibilities utilizing the valid and reliable Educational Leaders' Knowledge of School Counselor Inventory (ELKSCI). This new study, however, aimed to develop an inventory to assess the level of knowledge that school counselors have about the role of school-based administrators and what the job entails. After developing the School Counselor Administrative Knowledge Inventory (SCAKI), validity and reliability data were collected among educational leadership experts and leaders. A content validity ratio was calculated using Lawsche's formula for each question in the inventory and researchers eliminated 12 of 50 questions that did not meet the criteria. The reliability analysis conducted on the remaining 38 items indicated a very high level in internal consistency and did not identify any items that warranted removal. Both the ELKSCI and SCAKI were designed and implemented to promote awareness among educational leaders and school counselors for the respective roles, responsibilities, and programming expectations of their counterparts.

9:55am – 11:00am **S Symposium: Assessing Impacts of Large-Scale Online Professional Learning Micro-Credentials for Florida Educators and Their Students**  
*Speakers: Mary Luminary Hotel & Co., Autograph Collection - ROOM D (2200 Edwards Dr, Fort Myers, FL 33901, USA) Bratsch-Hines, Christopher Engledowl, Wallace Pinto, Jinnie Shin*  
 The University of Florida Lastinger Center for Learning provides literacy and mathematics professional learning micro-credentialing programs at scale. These mainly asynchronous online programs are designed to improve educators' knowledge and practice of both foundational and advanced domain-related concepts. With an overall purpose to showcase how these PL programs have enhanced student literacy and mathematics achievement through teacher PL, across four presentations, this 90-minute Symposium will describe the literacy and mathematics micro-credential programs, explore how the micro-credential assessments of teacher knowledge have been developed and their validity investigated, and present preliminary findings of micro-credential impacts on student growth during the 2024-25 school year. Utilizing AI, Classical Test Theory and Rasch Models for assessment development and validity investigation, and multilevel growth models to analyze the impacts of PL on student learning outcomes, this Symposium will present preliminary findings that have broad implications for school administrators and coaches, mathematics and literacy teacher educators, professional learning designers and developers and the broader research community on how to design, develop and scale K-12 teacher professional learning for the enhancement of student learning in mathematics and literacy.

10:00am – 11:00am **P Invited Panel Discussion on Artificial Intelligence (AI): Connecting the Past and Shaping the Future**  
 Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)  
*Speakers: Eileen Sidor, Ahmed Elshall, Kathy Androski, Shannon Treece, Dr. Scott Hebert, Dr. Diana Cheshire, Rikako DeGroot*  
 Moderator, Eileen Sidor- Program Specialist for Instructional Technology, Citrus County  
 Dr. Diana Cheshire, Florida Gulf Coast University Dean, College of Education, Provost and Executive VP for Academic Affairs  
 Shannon Treece, Babcock Neighborhood Schools, Executive Director  
 Dr. Scott Hebert- Superintendent of Schools, Citrus County  
 Kathy Androski- Director of Educational Technology, Citrus County  
 Leeka DeGroot- Instructional Technology Coach, Citrus County  
 Dr. Ahmed Elshall, Assistant Professor Florida Gulf Coast University, Department of Bioengineering, Civil Engineering, and Environmental Engineering  
  
 This panel brings together K–12 leaders, teacher educators, and researchers to discuss practical, uses of AI alongside implications for policy, ethics, and educator preparation. Panelists will engage in conversations surrounding redesigning courses, academic integrity policies, and research agendas in response to rapidly evolving tools. The discussion will include information regarding access, data privacy, bias, and transparency.

11:00am – 12:00pm **K Closing Keynote: Dr. Maya Israel on Lessons from Florida's K-12 AI Education Taskforce**  
*Speakers: Dr. Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA) Maya Israel*  
 This session will highlight approaches to engage all learners in K-12 AI education using the Universal Design for Learning (UDL) framework including approaches that make AI learning environments more flexible and responsive to learner needs. This session will also highlight how Florida is advancing AI education through the Florida K-12 AI Task Force, which is developing guidance, professional learning, and policy support for districts statewide.

12:15pm – 2:00pm **R Business Meeting Luncheon**  
 Luminary Hotel & Co., Autograph Collection - ROOM E (2200 Edwards Dr, Fort Myers, FL 33901, USA)

2:00pm – 3:00pm **B Executive Board Meeting** TBA