

2026 Conference Program

Empowering a
Global Community of Leaders
to Leave a

STAMP

on Education



ATE-K Spring 2026 Conference Schedule

Held on Friday, March 27, 2026 8:30 am - 4:30 pm

Bluemont Hall, Kansas State University

"Empowering a Global Community of Leaders to Leave a STAMP on Education"

Registration 7:30-8:20	Registration EDCATS Lobby (first floor) Coffee and light breakfast reception (BH 343 & 344)	
Welcome 8:30-8:40	Welcome Address & Presentation of Awards Dr. Amanda Lickteig, ATE-K President Dr. Seth Lickteig, Awards Committee Chair	
Keynote 8:40-9:30	"Batman and Robin Go to School! Learning with Teachers, Mentors, Sidekicks, and Other Classroom Superheroes" Daniel J. Bergman, Ph.D. - Keynote Presenter BH 343 & 344	
Transition 9:35-9:40		
Featured Sessions 9:40-10:30	<p>BH 341, Presenter: Vicki Schmidt</p> <p>Title: "Feedback Faster Than Your Coffee Gets Cold: Using AI to Streamline Assessment"</p> <p>Description: This session empowers educators to leave a STAMP S – Streamline assessment systems T – Transform feedback practices A – Amplify instructional clarity & equity M – Model ethical & responsible AI use P – Promote sustainable teaching practices on assessment by using AI to design assessable assignments, create clear rubrics, and streamline grading and feedback. Participants explore ethical, practical strategies that support instructional leadership while preserving professional judgment across K-12 and teacher education contexts.</p> <p>Host: Amanda Lickteig</p>	<p>BH 344, Presenter: Kelsy Sproul</p> <p>Title: "Grounded in Place: Preparing Pre-Service Teachers for Contextualized Instruction Emphasis on Equity and Community"</p> <p>Description: This session examines Kansas's growing rural school population and the need to intentionally prepare pre-service teachers for diverse rural contexts. Participants will explore how place-based education supports contextualized, equitable instruction by leveraging community knowledge, local assets, and culturally responsive practices to better serve rural students and schools.</p> <p>Host: Alan English</p>
Transition 10:30-10:40		
Breakout Sessions 10:40-11:30	BH 339, Session Theme: Research Methods & Methodology (Host: Lori Levin)	
	Title: "Literacy Focused Professional Development within a Secondary Context: A Systematic Literature Review"	Title: "Seeing Through Their Eyes: Using Autophotography and Photo Elicitation in Qualitative Research"

Breakout Sessions 10:40-11:30	<p>Description: This breakout presentation reports the findings of a systematic review exploring professional development opportunities regarding literacy for secondary English teachers. Our findings, from the 12 articles included in the final review, report the literacy centered professional development models, the content, context, availability, and selection.</p> <p>Presenters: Rachael Cox & Vicki Sherbert</p>	<p>Description: This presentation introduces autophotography and photo elicitation as innovative qualitative data collection methods. Autophotography empowers participants to capture self-selected images that represent their experiences, perspectives, and identities. Photo elicitation then uses these images as prompts during interviews, fostering deeper reflection and richer narratives than traditional questioning alone. Together, these methods provide insight into lived experiences, making them effective for exploring meaning-making.</p> <p>Presenter: David Wolff</p>
	BH 341, Session Theme: Intentional AI (Host: Kelsy Sproul)	
Breakout Sessions 10:40-11:30	<p>Title: "From Prompt to Purpose: Teaching Future Educators to Think Critically in AI Integration"</p> <p>Description: This presentation shares the results of three AI-enhanced interdisciplinary assignments in Teacher Education. Pre-service teachers used generative AI for K-12 purposes across disciplines while documenting prompts and reflecting on ethics and authenticity. Findings show increased confidence, engagement, and instructional design skills, offering a scalable model for teacher education.</p> <p>Presenter: Tonnie Martinez</p>	<p>Title: "Designing AI Instruction in Teacher Education: What Pre-Service Teacher Resistance Can Teach Us"</p> <p>Description: This breakout session examines an AI instructional module in teacher education where high usability did not translate into adoption. Focusing on what did not work as expected, the session highlights design lessons and ethical considerations for preparing pre-service teachers to engage critically and responsibly with generative AI tools.</p> <p>Presenter: Nooshin Darvishinia</p>
	BH 342, Session Theme: Scholarly Writing (Host: Miriam Barton)	
Breakout Sessions 10:40-11:30	<p>Title: "The Bot in the Group Chat: AI as a Collaborative Writing Partner"</p> <p>Description: This research provides the background, methods, preliminary findings, and practical considerations for educators based on usage of a customized AI ChatBot to support pre-service teachers writing their student teaching portfolios in their final year of an online bachelor's degree.</p> <p>Presenter: Amy Levin Plattner</p>	<p>Title: "A Conversation with Editors of The Advocate"</p> <p>Description: This session will highlight the ATE-K peer reviewed journal, The Advocate, and how educational professionals of all backgrounds can participate in publishing or reviewing. Gary Andersen and Alan English will provide some peeks under the hood of the journal and discuss with the audience opportunities and resources.</p> <p>Presenters: Gary Andersen & Alan English</p>
	BH 343, Session Theme: Civics & Community Engagement (Host: Tracey Barnes)	
Breakout Sessions 10:40-11:30	<p>Title: "Breaking the Ice: Creating Community with Games"</p> <p>Description: The Game Lab explores how to break the ice and create community at the start of a semester via interactive games.</p> <p>Presenters: Seth Lickteig, Brad Burenheide, & Ross Conner</p>	<p>Title: "Leaving a STAMP on Civic Education: Preservice Teachers and Constitution Day"</p> <p>Description: In this session, we will share how Constitution Day has become a STAMP—Sustainable Teaching and Mentorship Practice in our teacher preparation program. Rather than a one-day event, it is built into coursework so preservice teachers plan and teach lessons for real students in a community setting. We will share</p>

Breakout Sessions 10:40-11:30		examples of student work, mentoring structures, and reflections, along with practical ideas for adapting this approach in other teacher education programs. Presenter: Elly Dice
	BH 344, Session Theme: Teacher Pipeline Sustainability (Host: Dustin Meritt)	
	Title: "Student Retention Through Field Trips" Description: The February field trip, Get Out into Nature, was organized to support undergraduate students' mental and social well-being, facilitate the recognition of gifts within peer groups, and build community through peer/peer and peer/faculty relationships. The ultimate goal focused on retention of university students. Come hear about our first field trip! Presenters: Marci Glessner	Title: "A Kink in the Teacher Pipeline: The Perception Problem No One's Talking About" Description: Discover the "perception problem" quietly kinking the teacher pipeline. Drawing on insights from 5,500 Midwestern educators, this session uncovers how perceptions of teaching's prestige, status, and esteem shape the next generation of potential teachers who are observing the profession, forming opinions, discussing career choices with their teachers, and imagining future career paths from their desks. Presenter: Scott Klimek
Breakout Sessions 10:40-11:30	BH 368, Session Theme: STEM Accessibility (Host: Lee Jones)	
	Title: "STEM in the Context of Teacher Education" Description: This article reflected on STEM in the context of teacher education through six issues: 1. Integration is key; 2. Disciplinary knowledge needs emphasizing; 3. Equitability of discipline representations is a nonfactor; 4. Mathematics deserves a heavier dose; 5. Collaboration is a desired component; and 6. Inequality issues deserve more attention. Presenter: Fuchang Liu	Title: "Bridging Teacher Preparation and Classroom Practice: Perspectives on Teaching Students with Disabilities in Mathematics" Description: Students with disabilities continue to experience persistent challenges in learning mathematics, and teachers play a critical role in shaping their learning opportunities. Yet many educators report barriers in effectively addressing diverse needs, while teacher candidates often feel underprepared to support students with disabilities in mathematics. This study will investigate the related challenges identified by teachers in teacher candidates in the Wichita area. Using semi-structured interviews, the study will explore instructional practices, preparation experiences, and systemic support and obstacles. Findings will inform professional development, district-university collaboration, teacher preparation programs about an equitable math instruction for students with disabilities. Presenters: Yang Fu & Rui Dai
	BH 217, Session Theme: Applied Pedagogical Skills (Host: Olivia Arnold)	
Breakout Sessions 10:40-11:30	Title: "Strengthening Teacher Candidates' Communication Skills through Parent-Teacher Conference Scenarios" Description: This session features an instructional unit, developed over 10 years across two	Title: "Building Capacity for Choice: Equipping Future Educators with Practical Tools" Description: This session focuses on the implementation of choice in the classroom. Primarily, how we, as teacher educators, can

Breakout Sessions 10:40-11:30	universities. The assignments are designed to prepare teacher candidates for parent–teacher conferences. Candidates prepare data based on scenarios, use AI, engage in authentic simulations with classmates, faculty and staff. Students receive structured feedback to strengthen communication, decision-making, and confidence. Presenter: Carissa Gober	provide our pre-service teachers with the tools necessary to implement choice in their future classrooms. Presenter: Sharice Adkins 2025 ATE-K Distinguished Dissertation Award Recipient
	BH 225, Session Theme: Professional Connections (Host: Vicki Schmidt)	BH 347, Session Theme: Professional Connections (Host: Suzanne Porath)
	Title: Teacher Licensing 101. How to Become Licensed Description: Navigate the path to your first teaching license with confidence. Learn what’s required to apply, what to do if you don’t pass the Praxis content exam, and how to move from an initial license to a professional one—all in one clear, practical session. Presenter: Joe Midgley	Title: KLPHE Special Meeting Description: This “regathering” is for Kansas Literacy Professionals in Higher Education who teach at least one literacy course to post-secondary students. Topics will include old business and SIG possibilities. Presenter: Suzanne Porath
Lunch (On your own), 11:30-1:00 Walkable Recommendations: Aggieville Restaurants & K-State Student Union Restaurants		
Breakout Sessions 1:00-1:50	BH 339, Presentation of Academic Papers (Host: Gary Andersen)	
	Title: “Competing Values: An Autoethnography of Worth and Work from an Early Faculty Perspective” Description: In this research, I am seeking to understand how my unique experiences have shaped how I create meaning during my attempts to reach self-actualization in my work. As I attempt to understand my situated position within education systems, I found that feeling valued was key to my professional and personal wellbeing. Therefore, while in the middle of experiencing a workplace identity shift, I decided to analyze my thoughts and choices during a time of important transition and shift, moving from classroom teaching to academia. Presenter: Emily George	Title: “Culture Wars and Curriculum: History Standards, Teacher Education, and Kansas House Bill 2428” Description: What should we teach children, how can we prepare teachers? I explore the current debates in Kansas over curriculum and teacher training in light of a fight over national history standards in the 1990s, the 1619 and 1776 reports more recently, and what that means for us. Presenter: Aaron Rife
Breakout Sessions 1:00-1:50	BH 341, Session Theme: Instructional Design & Assessment (Host: Tonnie Martinez)	
	Title: “From Standards to Instruction: Teaching Assessment and Planning in Teacher Preparation” Description: This presentation describes how an undergraduate assessment and instructional planning course prepares pre-service teachers to design standards-aligned, data-informed instruction. It will also highlight key instructional	Title: “Beyond the Prompt: Integrating AI into Teacher Education” Description: Explore how strategic prompt engineering transforms teacher preparation. This interactive session moves beyond basic queries to develop sophisticated prompts for instructional design and simulated classroom interactions.

Breakout Sessions 1:00-1:50	<p>strategies used in the course. Participants will engage in activities useful for preparing teachers to plan purposeful instruction grounded in evidence-based assessments.</p> <p>Presenters: Emily Cline, Sarah Arthur, Savannah Sage Maydew, Haley Olson, & Meghan Shave</p>	<p>Participants will gain practical frameworks for generating evidence-based content while addressing the ethical integration of AI in teacher education.</p> <p>Presenters: Kaylee Myers & Lori Levin</p>
	BH 342, Session Theme: Equitable Literacy Practices (Host: Marci Glessner)	
Breakout Sessions 1:00-1:50	<p>Title: "Stories That Teach: Critical Literacy and Empathy in PK–12 Classrooms"</p> <p>Description: This session explores how immigrant- and refugee-themed children’s literature can foster empathy, critical literacy, and cross-cultural understanding in PK–12 classrooms. Participants will gain practical strategies and interdisciplinary lesson ideas to support inclusive, meaningful dialogue around complex social issues.</p> <p>Presenter: Sandra Bequette</p>	<p>Title: "Dyslexia Doesn’t Define Destiny: The Science of Reading a Game Changer"</p> <p>Description: This session reframes dyslexic students as emerging readers and leaders whose trajectories shift through Science of Reading (SOR)–aligned instruction. Participants examine word-level impacts of dyslexia, evidence-based practices (phonemic awareness, systematic phonics, fluency, and knowledge-rich comprehension), and leadership moves that align systems to research, advancing equitable literacy as intentional educational leadership.</p> <p>Presenter: Brenda Harris</p>
	BH 343, Session Theme: Developmental Mentorship Structures (Host: Alan English)	
Breakout Sessions 1:00-1:50	<p>Title: "Five Steps to Leverage Practicum Students in Your Classroom"</p> <p>Description: Practicum offers classroom experience for pre-service teachers paired with established educators. Three pre-service teachers in 45hr K-12 practicum placements developed five steps to lay the groundwork for practicum to be mutually advantageous. By cooperatively setting expectations and goals, practicum students can support your students’ academic success and social-emotional growth.</p> <p>Presenters: Olivia Arnold, Isabella Ellis, Alanna Walsh, & Hannah Goble</p>	<p>Title: "Modeling the Profession: Faculty Influence on Identity and Retention of Early-Career Educators"</p> <p>Description: As education faces enrollment declines and non-linear pathways, new educators enter teaching with diverse backgrounds. Faculty often become their earliest role models. This session examines how teaching, advising, and mentoring shape professional identity, confidence, belonging, and persistence, highlighting intentional faculty practices that support career transitions, purpose-driven commitment, and long-term retention.</p> <p>Presenters: Andrew Bergmeier & Lucas Caldas</p>
	BH 344, Session Theme: PST Professional Agency (Host: Amanda Lickteig)	
Breakout Sessions 1:00-1:50	<p>Title: "A Realized Future: Exploring Preservice Teachers’ Self-Efficacy After Attending Their First Professional Conference"</p> <p>Description: This presentation shares findings from a mixed methods study examining how undergraduates develop professional self-efficacy during their first conference experience. Using autophotography, photo elicitation, interviews, and pre/post surveys, the study reveals how students document their experiences, interpret growth, and construct emerging professional identities within</p>	<p>Title: "From Coursework to Conference: Empowering Preservice Teachers to Leave a STAMP on Education"</p> <p>Description: This breakout explores how trauma-informed, neuroscience-aligned coursework prepares preservice teachers to share practice beyond the classroom through conference participation. Faculty and student contributors demonstrate how safety, trust, agency, mindset, and practice can be embedded into assignments that support leadership development and professional</p>

Breakout Sessions 1:00-1:50	<p>authentic professional communities.</p> <p>Presenters: David Wolff & Scott Klimek</p>	<p>engagement in teacher preparation.</p> <p>Presenters: Melissa Gerleman, Teddy Roop, Kelly O’Neal-Hixson, Haley Olson, Vianet Umana, & Grace Maze</p>
	BH 368, Session Theme: Inclusive Special Populations (Host: Amy Levin Plattner)	
	<p>Title: “Supporting Military Connected Learners and Families”</p> <p>Description: This presentation gives an overview of the population of children and families who are military connected. It provides educators a glimpse into the educational experience of these families/students and how they balance living with transition, community, and specific educational needs.</p> <p>Presenters: Dustin Meritt & Nicole Meritt</p>	<p>Title: “Moving Beyond Translated Materials: Instructional Strategies to Foster Language Acquisition for Multilingual Learners”</p> <p>Description: This session will provide an overview of instructional strategies that teachers can use with multilingual learners to support language acquisition. The strategies and classroom practices discussed can be applied in all content areas. This session welcomes pre-service and in-service teachers, as well as teacher educators and professional development providers.</p> <p>Presenter: Génesis Aguilar-Chávez</p>
Breakout Sessions 1:00-1:50	BH 217, Session Theme: Expressive Writing Pedagogies (Host: Reagan Murnan)	
	<p>Title: “Writing Marathons: Place-Based Writing Adventures to Empower Student and Educator Voices”</p> <p>Description: This session will explore the structure of writing marathons. We’ll embark on a mini writing marathon around Bluemont Hall and consider how this experience can afford participants opportunities to use the power of writing to connect with and process our world during times of ease and times of tumult.</p> <p>Presenters: Vicki Sherbert, Laura Schwartz, & Rachael Cox</p>	<p>Title: “Teach Them to Write Their Stories: Creative Writing Lessons for Secondary ELA Teachers”</p> <p>Description: ELA instructors need time and space to learn creative writing, for their own personal fulfillment and to teach their students. This session will discuss research on the need for creative writing in ELA classes, teach a few tenets of creative prose, and provide some lesson ideas.</p> <p>Presenter: Miriam Barton</p>
Transition 1:50-2:00		
Featured Sessions 2:00-2:50	<p>BH 341, Presenter: Emily George</p> <p>Title: “Outsource Tasks Not Thinking: Modeling Professional and Reflective Practice with Generative AI in EPPs”</p> <p>Description: As a classroom teacher, there is not sufficient time to reflect or develop practice to improve outcomes for our learners. This session will highlight ways to guide teacher candidates in developing their professional and reflective practice with generative AI. Discussion includes theoretical and ethical viewpoints, limitations, and advantages.</p>	<p>BH 344, Presenter: Gary Andersen</p> <p>Title: “I Changed my Mind: Exploring Shifts in Educators’ Thinking”</p> <p>Description: This session explores educators’ paradigm shifts through narrative research, examining what prompts changes in teachers’ thinking and practice, how these shifts center student success, and the professional growth that results from reflective transformation and lived classroom experiences.</p> <p>Host: Reagan Murnan</p>

	Host: Seth Lickteig	
Transition 2:50-3:00		
Poster Sessions 3:00-3:20	BH 343, Host: David Wolff	
	<p>Title: "Why Not Teach?: Extending the FIT-Choice Framework Beyond Those Who Already Said Yes"</p> <p>Description: Why do students choose teaching, and why do so many leave? This session introduces the FIT-Choice framework and shares findings from Emporia State University's Teachers College and School of Science and Mathematics students. Results will be examined, along with practical implications for strengthening the motivational foundation of future teachers.</p> <p>Presenters: Lee Jones & Jenny Moss</p>	<p>Title: "Supporting the Mental Health of PreK-12 Educators Post-Pandemic: A Data-Informed Call for Leadership Action"</p> <p>Description: This poster presentation examines how demographic and professional factors affected U.S. educators' mental health post-COVID-19. Findings from a quantitative study inform leadership strategies to promote resilience, wellness, and retention within school systems.</p> <p>Presenter: Tracy Barnes</p>
	<p>Title: "A Method for Developing Simulations in the Classroom"</p> <p>Description: Effective classroom simulations allow for deepened engagement with content and provide relevance for learning outcomes. This poster details steps teachers can take to create either simple or complex interactive simulations for the 6-12 classroom. While especially applicable to the humanities, these simulations can be relevant in any content.</p> <p>Presenter: Ross Conner</p>	<p>Title: "Agriculture: The Ultimate Interdisciplinary Tool"</p> <p>Description: This poster presents agriculture as a systems-based framework integrating math, science, ELA, and social studies. A central tree graphic illustrates agricultural systems as foundation and structure for standards-aligned, place-based instruction. Classroom examples and reflection questions highlight inquiry, agricultural literacy, interdisciplinary curriculum mapping, and preparation for informed citizenship and leadership.</p> <p>Presenter: Nancy Zenger-Beneda</p>
Transition 3:20-3:30		
Business Meeting 3:30-4:30	ATE-K Spring 2025 Business Meeting <i>Open to all ATE-K Members</i> BH 341	

Presenter Biographies

Dr. Sharice Adkins is an assistant professor of education at Emporia State University. She was the recipient of the ATE-K Distinguished Dissertation Award in 2025 for her dissertation entitled "Challenging the Pedagogy of Poverty with Free-Choice Learning: A Multiple Case Study." While she finds herself teaching many literacy focused courses, she has a true passion for the types of learning experiences children are afforded in schools.

Dr. Gary Andersen* is an Associate Professor at Fort Hays State University, teaching in the Transition to Teaching program, one of Kansas's largest alternative licensure pathways. His background includes teaching high school and college biology and chemistry, serving as a K–12 science curriculum coordinator, and directing instructional technology. He holds degrees from Kansas State University and the University of Kansas and resides in Colorado Springs. Additionally, he is the Co-Editor of *The Advocate*.

Olivia Arnold* is an instructor at Cloud County Community College in Junction City, Kansas. She teaches courses in music and education, and leads the Junction City Community Choir which has a mixture of students, faculty, and community members. JCCC performs throughout northcentral and southcentral Kansas at churches, fundraisers, and in combined choral concerts. Olivia has served in leadership roles at state and regional-level music education and choral conducting organizations in Virginia and Hawai'i.

Sarah Arthur is an Instructor at Emporia State University teaching undergraduate elementary education courses in The Teachers College. She teaches online and face-to-face courses in elementary mathematics content and methods, social studies methods, lesson planning and assessment, differentiating instruction, and introduction to elementary education.

Dr. Tracy Barnes* is an Assistant Professor in the College of Education at Pittsburg State University, where she prepares pre-service elementary education teachers. She has served in the field of education since 2002, with experience spanning K–12 instruction and higher education. Her research centers on the mental health of educators post-COVID-19 and equips leaders with data-driven strategies to support teacher wellness, resilience, and long-term retention.

Miriam Barton* is a PhD candidate at KSU, in C&I with emphasis in Language Arts. She is also a professor of English at Hesston College and HutchCC. She teaches creative writing and a variety of literature courses along with composition, developmental, and technical writing courses. Among her responsibilities, she teaches dual enrolled high school seniors and is currently working on a study involving teaching high school juniors creative writing skills at a local high school.

Nancy Zenger-Beneda, Ed.S., is Executive Director of the Kansas Foundation for Agriculture in the Classroom (KFAC), where she leads statewide efforts to support educators integrating agriculture into standards-based instruction. With more than 25 years of experience in instructional and administrative leadership, Nancy brings expertise in curriculum alignment, teacher support, and systems-level educational strategy. She also serves as an adjunct professor in graduate leadership studies and as a peer reviewer for the Higher Learning Commission. Alongside her husband, she operates a cow/calf ranch in North Central Kansas, grounding her work in firsthand agricultural experience. Nancy is passionate about positioning agriculture as a meaningful framework for interdisciplinary learning and preparing informed, engaged citizens.

Dr. Sandra Bequette is an Assistant Professor in The Teachers College at Emporia State University, where she leads the Early Childhood Unified program. With over a decade of experience in higher education and prior work as a special education PreKindergarten teacher, her scholarship centers on inclusive early childhood education. Her research interests include early literacy, diverse children's literature, inclusion, and mathematical discourse; her award-winning dissertation examined mathematical discourse among Kindergarten students. Dr. Bequette is a contributing author to *Immigration-Themed Youth Literature: Perspectives for K–12 Educators* and is committed to ensuring that young children, with and without exceptionalities, have access to high-quality, inclusive, and culturally responsive learning environments.

Dr. Daniel J. Bergman is the author of "Teaching Is for Superheroes!" (Jossey-Bass/Wiley) and writes for www.teachlikeasuperhero.blog. Dr. Bergman is a Professor at Wichita State University, where he's been Science Education Program Chair since 2007. Dr. Bergman previously taught middle and high school science in Nebraska and Iowa, and currently is the District XI Director (Kansas/Nebraska/Missouri) for the National Science Teaching Association (NSTA). He has worked with students and teachers from kindergarten to graduate school and every grade in between.

Andrew Bergmeier serves as a Recruitment Coordinator for the College of Education at Kansas State University, where he works closely with prospective students, faculty, and campus partners to support pathways into the education profession. His professional interests include educator identity development, mentorship, higher education leadership, and elementary education, with a focus on how early faculty interactions shape confidence, belonging, and long-term commitment to the field.

Dr. Brad Burenheide is an associate professor at Kansas State University. He is the secondary social studies program director and serves as co-director of the Game Lab. His research interests include social studies pedagogy, ludology, and wargaming.

Lucas Caldas is a graduate student in College Student Development at Kansas State University and the Recruitment Coordinator for the College of Education. He is passionate about mentorship, leadership, and expanding access to education, with long-term aspirations of becoming a professor and higher education leader.

Génesis Aguilar-Chávez is a Ph.D. student and Graduate Teaching Assistant in the Curriculum and Instruction Department at Kansas State University. Génesis has over a decade of early elementary teaching experience in Maryland, both in monolingual settings and dual language bilingual education (DLBE). Her research focuses on biliteracy and translanguaging with the goal of creating learning spaces where culturally and linguistically students can thrive.

Dr. Emily Cline is an Assistant Professor at Emporia State University based at the Kansas City campus. She teaches undergraduate and graduate courses in elementary mathematics content and methods, science methods, and lesson planning and assessment.

Ross Conner is a PhD graduate student at Kansas State University. He currently teaches at Wamego High School, where he teaches social studies. Ross is also founder, chief strategy officer, and game designer for Rogue Skull Games.

Rachael Cox is a Program/Project Coordinator and a doctoral candidate in the College of Education at Kansas State University. Her research interests include literacy instruction at the secondary level, professional development and teacher education, and children's literature.

Dr. Rui Dai is an Assistant Professor of Special Education at Wichita State University. His research focuses on supporting motivation for students with disabilities through student-centered approaches, including autonomy-supportive teaching and choice provision, as well as technology-driven methods such as educational gaming.

Nooshin Darvishinia is a doctoral candidate in Curriculum and Instruction at Kansas State University with a focus on educational technology and teacher education. Her work examines how emerging technologies such as AI and VR are integrated into teacher preparation programs, with particular attention to professional judgment and instructional design. She teaches undergraduate courses in educational technology and new literacies and conducts research on preparing future educators for responsible technology use.

Elly Dice is an instructor in Secondary Social Sciences Education at Emporia State University and a doctoral student at Kansas State University. She has experience teaching in both public schools and higher education and has supervised student teachers for several years. Elly enjoys working closely with preservice teachers and is particularly interested in trauma-informed learning, mentorship, and reflective practice.

Isabella Ellis, a second semester student at Cloud County Community College, is working towards an Associate of Arts in Early Childhood Education. Isabella is interested in being a paraeducator in K-1 classrooms and is currently learning from professionals through her practicum at Fort Riley ES. Isabella is interested in teacher growth mindset and building relationships with students through every day positive interactions.

Dr. Alan English* is Associate Professor of Education and Chair of the Education Program at Bethany College as well as the Co-Editor of The Advocate.

Dr. Yang Fu is an assistant professor in Special Education at Wichita State University. Her research focuses on equitable mathematics instruction for students with disabilities, with particular attention to multilingual learners/English Learners and inclusive classrooms. She examines teacher preparation and educators' knowledge, beliefs, and practices for supporting diverse learners.

Dr. Emily George is an Assistant Professor in the College of Education at Pittsburg State University, where she focuses on preparing future teachers to build inclusive classrooms and strong partnerships with families. Previously she taught ELA, Speech, and Art. She attempts to stay connected with her community by serving on the local school board. Her research and service focus on school-family relationships, but only when she is not involved with her true passion, playing board games.

Dr. Melissa Gerleman is a teacher educator and former elementary special educator whose work focuses on trauma-informed practices and applied educational neuroscience in teacher preparation. Her research examines how preservice teachers develop relational, brain-aligned instructional practices and professional identity through reflective, practice-based learning. She teaches undergraduate and graduate courses in inclusion, trauma, and resilience and mentors students in professional conference participation and leadership.

Dr. Marci Glessner's* educational experience runs the gamut from being a second-grade teacher, PreK-6 librarian, Reading Specialist, Special Education teacher and professor for undergraduate and graduate students enrolled in preservice programs of Elementary Inclusive Education and Special Education.

Dr. Carissa Gober, Associate Professor, Teaching and Leadership, at Pittsburg State University. This is her 12th year teaching Classroom Management.

Hannah Goble is a first-year student studying Early Childhood Education at Cloud Community College. Driven by her own experience, Hannah enjoys working with children with non-traditional learning styles at Sheridan Elementary. With a decade of experience in child sitting, daycare, and tutoring, Hannah is passionate about helping children reach their full potential. In 2025, Hannah became eligible for the Phi Theta Kappa Academic Honor Society and looks forward to her growing role in education.

Dr. Brenda Harris earned her doctorate in Urban Leadership and Policy Studies in Education at the University of Missouri–Kansas City. Currently, Dr. Brenda serves as an Associate Professor and Director of Innovative Programs at MidAmerica Nazarene University, where she is in her second year in this leadership role. Over the past four decades, she has held a variety of positions in education, including Preschool Director, Classroom Teacher, Student Achievement Coordinator, Test Coordinator, Reading Coordinator, Special Education Director, and Elementary Principal—each providing a broader perspective on how to support students, teachers, and families. Teaching remains at the heart of Dr. Brenda's professional journey. She finds deep fulfillment in planning and preparing lessons, collaborating with colleagues, and partnering with parents to promote student growth. While education continues to evolve, her passion for teaching and learning remains as vibrant as ever.

Dr. Lee Jones* is an Assistant Professor of Secondary Education at Emporia State University. He currently teaches Secondary Education and Elementary Science Methods courses, along with supervision of secondary education interns. Prior to ESU, Dr. Jones was a science and STEM teacher for 16 years, in both the elementary and high school setting. His research interests focus on career aspirations and intent.

Dr. Scott Klimek is an Assistant Professor of Elementary Education with thirty years of experience in teaching and school leadership across Arizona, Colorado, North Dakota, and Minnesota. His career includes serving as a classroom teacher, elementary principal, and longtime adjunct instructor before transitioning fully into higher education. Scott is passionate about preparing future teachers through research-based instructional practices and meaningful field experiences. He now teaches in the Nibbe School of Teaching and Learning at Minnesota State University Moorhead.

Dr. Lori M. Levin*, Ph.D., is a Teaching Assistant Professor and Coordinator of the Bachelor of Science Online program in Elementary Education at Kansas State University. With degrees from Penn State, the University of Michigan, and K-State, she has over 25 years of experience in teacher preparation. Her current work focuses on the intersection of literacy and emerging technologies, specifically the ethical and practical integration of AI in teacher education.

Dr. Seth Lickteig* is a Teaching Assistant Professor at Kansas State University, where he also serves as co-director of the Game Lab. He teaches courses on social studies methods, game studies, and game-based learning.

Dr. Fuchang Liu, professor of elementary mathematics education at Wichita State University, has been a teacher educator for close to 30 years, working with pre- and in-service teachers in Wichita and its surrounding areas. His recent publications include a book specifically written for elementary school teachers: *Common Mistakes in Teaching Elementary Math – And How to Avoid Them*. New York, NY: Routledge (2017).

Dr. Tonnie Martinez* is in her 22nd year as an Assistant Professor in the Department of Curriculum and Instruction in the College of Education at Kansas State University. She also serves as Executive Director of the Council for Public School Improvement. Her research includes teacher readiness to provide access for all learners, and the role of AI for pre-service and in-service teachers as well as paraprofessionals.

Dr. Savannah Sage Maydew is an Assistant Professor in The Teachers College at Emporia State University, where she teaches undergraduate and graduate courses in literacy and elementary education. With ten years of experience in education, her work bridges classroom practice and teacher preparation. Her research focuses on teacher–student relationships, literacy motivation, and the integration of foundational skills with student-centered practices.

Grace Maze is an Elementary Education major at Emporia State University with a concentration in Unified. She currently serves as Treasurer of the Trauma-Informed Educators Club and is passionate about creating classrooms where every student feels supported, included, and capable of success. Grace is interested in understanding learners' diverse needs and helping all children feel valued and confident in their abilities.

Dr. Dustin D. Meritt* is an army veteran, former special education teacher, and current Teaching Assistant Professor in the College of Education. His research background is action research, multimedia theory, transitional theory, veteran transition, and Adverse Childhood Experiences.

Dr. Nicole Meritt is a former classroom and special education teacher. She currently teaches in the special education department at KSU. Her research background is in action research, military connected special education students, and best practice special education topics.

Joe Midgley serves as the License Coordinator for KSDE, guiding current and aspiring educators through licensure with clarity, confidence, and practical support. Contact: KSDE Teacher license department, tllicense@ksde.gov, 785-296-2288

Dr. Jenny Moss is an Associate Professor of Psychology at Emporia State University who teaches developmental and educational psychology for teacher candidates. Her research focuses on teachers' motivational beliefs and techniques. Dr. Moss has published articles in top-tier journals and has presented across North America, Europe, and South America.

Kaylee Myers is an Instructor in Kansas State University's Department of Curriculum & Instruction, where she is also pursuing her PhD. She teaches Core Teaching Skills and coordinates the Service-Learning Field Experience. With over 18 years in elementary education and a decade in higher education, Kaylee specializes in professional development. Her research interests focus on building classroom connections through active engagement, real-world experiential learning, and innovative teaching practices.

Dr. Kelly O'Neal-Hixson, Assistant Dean of The Teachers College, teaches graduate-level courses in special education and reading specialist programs at Emporia State University. She has experience teaching K–8 students in general and special education and brings 20 years of university-level experience. Her research focuses on literacy instruction, virtual supervision, and PDS models for teacher preparation.

Dr. Haley Olson is an Assistant Professor at Emporia State University in Emporia, Kansas, teaching undergraduate elementary education and graduate literacy and dyslexia courses in The Teachers College. She is a former elementary school teacher.

Amy Levin Plattner* is a doctoral student in the department of Curriculum and Instruction at Kansas State University where she serves as a Graduate Teaching Assistant for the Bachelor of Science Online Elementary Education program. Her research focuses on digital rhetoric, professional writing support, and building equitable online education spaces.

Dr. Aaron Rife is an associate professor in the School of Education at Wichita State University. A former high school History and Spanish teacher, Rife teaches secondary History/Government Education and prepares future middle and high school social studies teachers. Dr. Rife's research centers on the history of desegregation and resegregation in the Midwest and urban teacher preparation.

Dr. Teddy Roop is an experienced educator with seven years of elementary teaching experience and twelve years in higher education. She has served as a student-teacher mentor and focuses her work on preparing preservice and inservice teachers through reflective, practice-based instruction. Her research interests include literacy assessment and intervention, as well as the impact of educational policy on teaching and learning.

Laura Schwartz is a Program/Project Coordinator and Ph.D. student in the College of Education Department of Curriculum & Instruction at Kansas State University. Working with teaching programs with online undergraduate and graduate students, her research interests focus on systems within higher education and working with graduate students through those systems, as well as global education and characteristics that emphasize student engagement.

Meghan Shave is an Instructor at Emporia State University, teaching undergraduate elementary education courses with a focus on mathematics and science. She serves as the Program Lead for Online Undergraduate Elementary Education and is currently pursuing a doctorate in Curriculum and Instruction at Kansas State University.

Dr. Vicki Schmidt* is a teacher educator and student motivator who believes great assessment should support learning without burying teachers under paper piles. Her experience working with practicing teachers as well as future educators inspires her to explore ethical, human-centered uses of AI that help educators and others to reclaim time, reduce grading burnout, and keep the focus where it belongs—on students.

Dr. Vicki Sherbert is an Associate Professor in the College of Education Department of Curriculum and Instruction at Kansas State University. Her research interests include travel and place-based literacies, writing experiences, teacher education, teaching exceptional learners, rural education, and military connected learners.

Kelsy Sproul* is a Graduate Teaching Assistant in the Department of Curriculum and Instruction at Kansas State University and supports the Rural Education Center through research, curriculum development, and teacher preparation initiatives. A former rural elementary teacher, her research interests include rural education, literacy through agriculture, and integrating place-based learning to prepare pre-service teachers for contextualized, equitable instruction.

Vianet Umana is a junior Elementary Education major with a concentration in Unified at Emporia State University. She is a member of the Honors College and a recipient of the President's Honor Roll. Vianet serves as President of the Trauma-Informed Educators Club and aspires to be a trauma-responsive, transformative teacher supporting the whole child.

Alanna Walsh is a second-year Education student at Cloud County Community College. Since 2023, Alanna has worked as a paraeducator at Clay Center High School where she enjoys helping students in her community. Alanna interned as a third-grade teacher at Franklin Elementary in Junction City and the daycare at Junction City High School. Alanna is working towards a degree in Secondary Education as a history teacher.

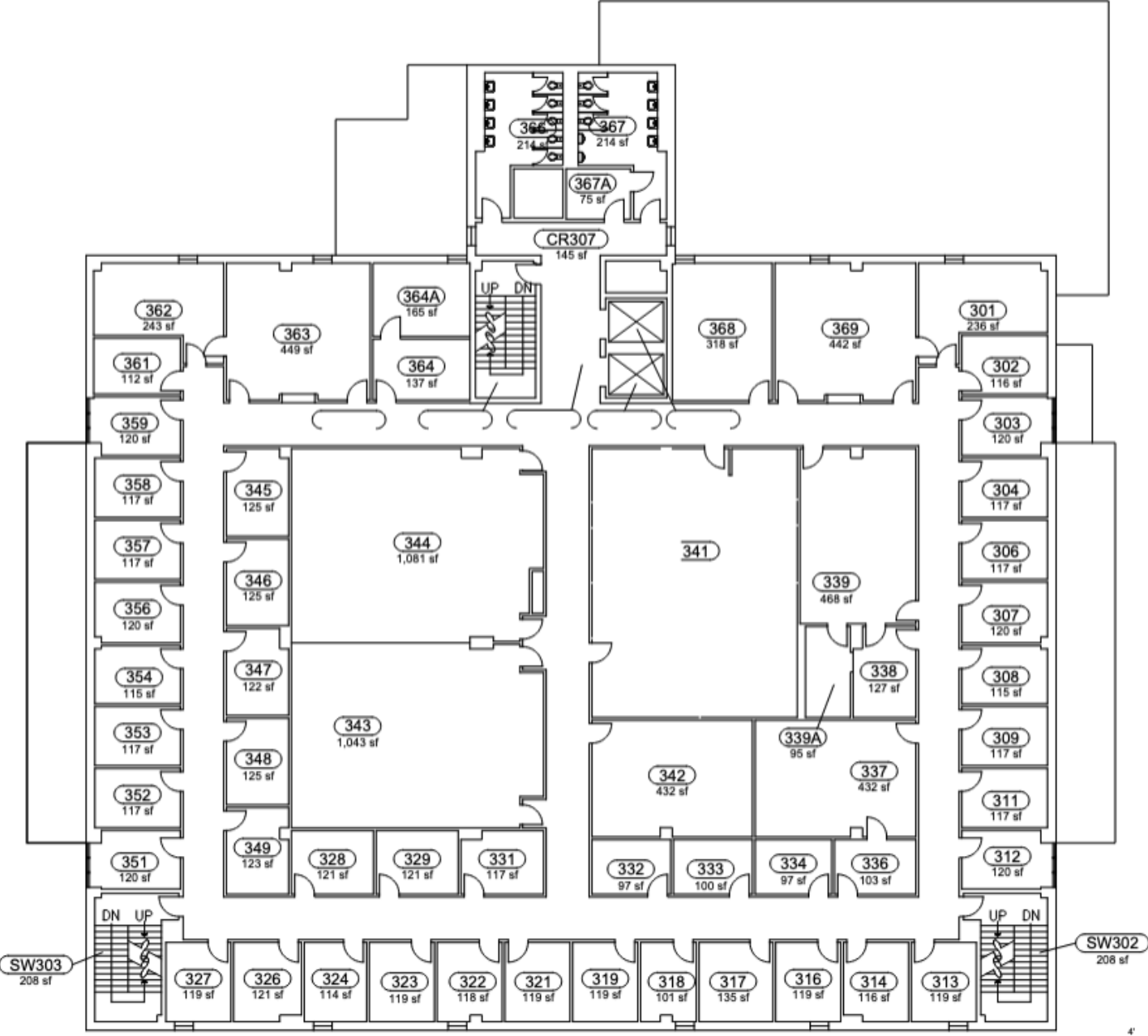
Dr. David Wolff* is an Assistant Professor of Elementary Inclusive Education in the Nibbe School of Teaching and Learning at Minnesota State University Moorhead (MSUM). His focus areas include early childhood and elementary education literacy, science methods, and education foundations courses. He has developed a diverse perspective on teaching and leadership with twenty years of K-12 experience across public, private, and tribal institutions, as a classroom teacher, district coordinator, and principal, before transitioning to higher education.

***Indicates the individual is also serving as a session host.**

Information for Presenters and Attendees

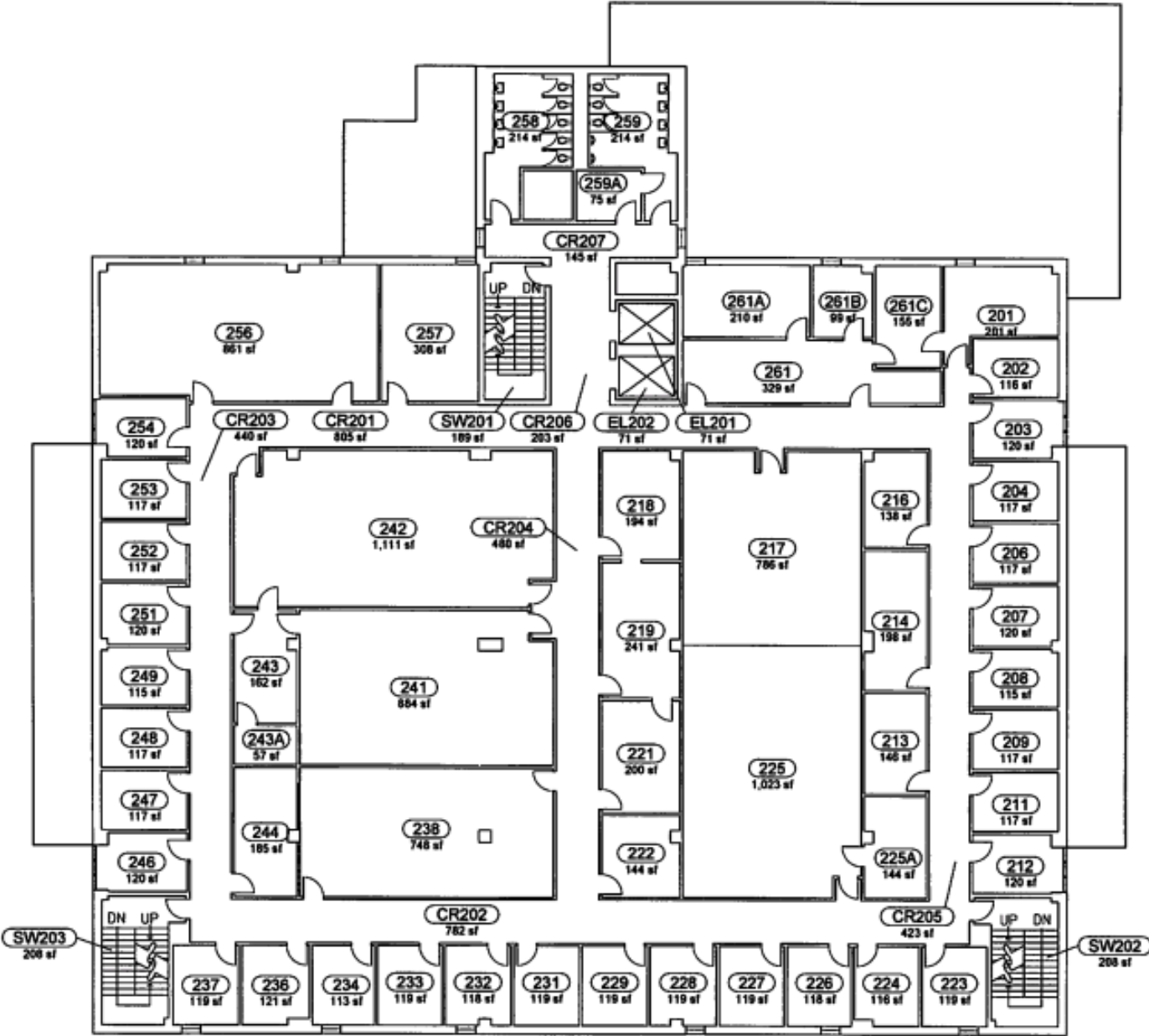
Conference Address	<p>The conference will take place in Bluemont Hall, the education building on K-State’s campus. Check in runs from 7:30-8:20am in the EDCAT Lobby on the first floor, with all sessions occurring on the second and third floors. Elevators are located in the middle of the building. A map of the building can be found on the following program pages.</p> <p>GPS Address: 1114 Mid-Campus Drive, Manhattan, KS, 66506</p>
Parking Information	<p>Voucher parking is available for conference attendees in the KSU Parking Garage, which is attached to the front of the K-State Student Union. The ParkMobile app is used along with license plate recognition software.</p> <p>GPS Address: 706 N. Martin Luther King Jr. Drive, Manhattan, KS, 66506</p> <ul style="list-style-type: none"> • Please see details on p. 17 below for information on validated parking in the garage. You can complete the registration steps <i>at any time before the conference</i>, using the code provided for March 27th. • Look for chalking on sidewalks to help you navigate from the east side of the garage to Bluemont Hall.
Campus Map	<p>A map of campus can be found here: https://www.k-state.edu/president/regentsvisit/Campus_map.pdf. The Parking Garage is building 4 and Bluemont Hall is building 49. It is about a ten minute walk between structures.</p>
Hotels	<p>The Bluemont Hotel (0.3 miles), the Courtyard Manhattan Aggieville (0.5 miles), and the Holiday Inn Manhattan (0.5 miles) are within easy walking distance to the campus building and multiple eating establishments.</p>
Restaurants	<p>Walkable Recommendations:</p> <ul style="list-style-type: none"> • Aggieville Restaurants • K-State Student Union Restaurants <p>Downtown Recommendations:</p> <ul style="list-style-type: none"> • https://downtownmhk.com/categories/eat-drink/
WiFi	<p>Free wifi is provided for all ATE-K guests through the “KSU Guest” Network. No password is required.</p>
Technology for Presenters	<p>Every room is equipped with a projector, speakers, HDMI cable, and Apple TV. Presenters will need to bring laptops and any necessary adapters.</p>
Resources for Posters	<p>Command strips will be provided to hang posters, so poster presenters will only need to bring their poster and any supplemental materials they wish to share. Upon advance request (alickteig@ksu.edu), a limited number of SMART boards & HDMI cords are available for digital display of posters.</p>

K-State's Bluemont Hall 3rd Floor Map



4 8

K-State's Bluemont Hall 2nd Floor Map



KSU Parking Garage Validation

**Steps 1-6 can be completed at any time leading up to the conference on March 27th, using the access code provided in Step 3. For help, contact KSU Parking Services at 785-532-7275.*

Step 1: Visit the KSU Park Mobile website at this hyperlink:

<https://app.parkmobile.io/search?latitude=39.19440865560176&longitude=-96.5807441587216&parkingType=2>

Step 2: At the top of the page, edit the “Park Starting At” and “Park End At” days and times; you must hit “Set” at the bottom of each entry to register the changes.

Step 3: Click on “Filters and Access Codes” on the left side of the page and enter the access code “**PGT3260**” (**PLEASE USE ALL CAPS**) in the box at the bottom, then hit the green “Apply” button. *Some guests may need to click on LIST to find the “Filters and Access Codes” option.

Step 4: It will now show the KSU Parking Garage as \$0; click the green “Reserve” button.

Step 5: On the Log In page, select “Continue As A Guest” using the bottom button.

Step 6: Enter your email address in the first box (then click “Save & Continue”) and then enter your vehicle’s license plate information (then click “Save & Continue”) in the second box. In box five, confirm your \$0 purchase.

Step 7: On March 27th, park in an unreserved stall, nose in (your license plate must face the drive lane or you will be ticketed).

Schedule at a Glance/Notes:

Keynote 8:40-9:30	
Featured Sessions 9:40-10:30	
Breakout Sessions 10:40-11:30	
Lunch (On your own): 11:30-1:00	
Breakout Sessions 1:00-1:50	
Featured Sessions 2:00-2:50	
Poster Sessions 3:00-3:20	
ATE-K Business Meeting 3:30-4:30	

Our appreciation to the K-State College of Education Dean's Office for the printed programs.