International Society for Educational Planning

The 55th ISEP Annual Conference 2025

Navigating Change, Inspiring Hope:
Reimagining Education in a Dynamic World



Virtual:

October 14, 2025

Zoom

Buffalo, NY:

October 15-17, 2025

Hyatt Regency Buffalo
Hotel and Conference Center
2 Fountain Plaza, Buffalo, NY 14202

Scan here for the digital program:

International Society for Educational Planning

https://isep.info/conference

Accessing the Conference

The sessions held on Oct. 14, 2025 can be accessed using the Zoom link and passcode below. Please note the sessions can only be accessed synchronously and ***will not be recorded***. The sessions held on Oct. 15-17, 2025 will be held in-person in Buffalo, NY. Please note the sessions can only be accessed in-person and ***will not be recorded***.

October 14, 2025

Zoom access:

https://us06web.zoom.us/j/86181380036

Meeting ID: 861 8138 0036

October 15-17, 2025

In-person in Buffalo, NY

Mezzanine Level

Grand Ballroom BC

Notes to Presenters

- *The conference will be held in **one large room** where all attendees are able to view all presentations.*
- *Each presentation will be **20 minutes**, 15 minutes to present and 5 minutes for questions and answers. Please be respectful of all other presenters by adhering to your assigned session and time constraints.*
- *A computer, projector, and microphone will be **provided**.*
- *Please bring your presentation on **a USB drive** to load onto the session laptop before your presentation.*
- *The conference has scheduled **5-minute breaks** between sessions, so please use this time to load your slides.*
- *All times are in **Eastern Standard Time (EST)***

International Society for Educational Planning

International Society for Educational Planning (ISEP)

ISEP was founded on December 10, 1970, in Washington, D.C. Over 50 local, state, national, and international planners attended the first organizational meeting.
Since then the dynamics of educational reform throughout the world have demonstrated there is a need for a professional organization with a primary focus on educational planning and policy.

Our Purpose

The International Society for Educational Planning was established to foster the professional knowledge and interests of educational planners.
Conferences: Through conferences and publications, the Society promotes the interchange of ideas within the planning community.
Membership: The membership includes persons from the ranks of governmental agencies, school-based practitioners, and higher education.

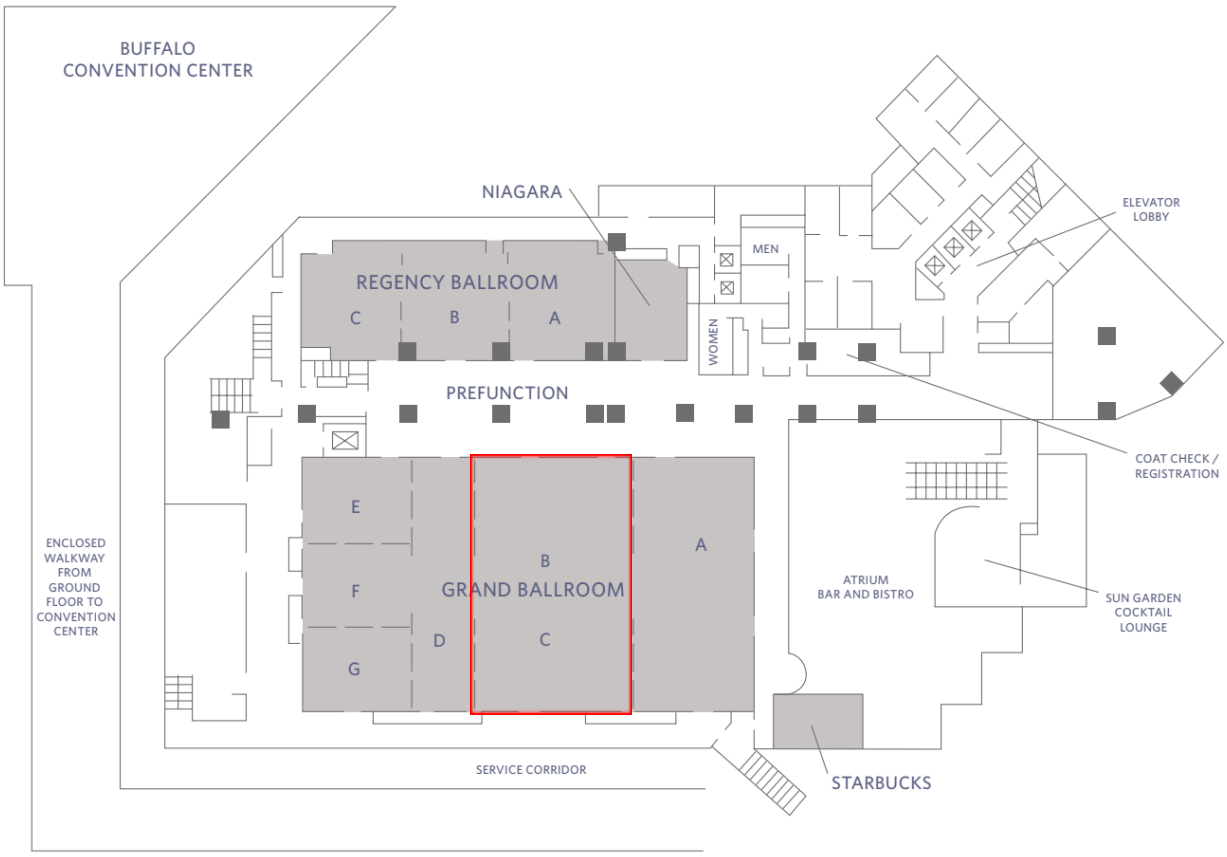
Follow us on X (*formerly Twitter*): @ISEP_Planning

International Society for Educational Planning

Location Map

Mezzanine Level

Grand Ballroom BC



International Society for Educational Planning

Sponsors

Root-Ed
Leadership - Learning

DAEMEN
UNIVERSITY

COLLEGE OF
EMERGENCY PREPAREDNESS,
HOMELAND SECURITY
& CYBERSECURITY
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

International Society for Educational Planning

Officers

Dr. Caitlin Riegel
ISEP President
Assistant ProfessorEducation Department
Daemen University



Dr. Caitlin Riegel holds a Bachelor of Arts Degree in Education with a concentration in adolescent mathematics, as well as a Master of Science Degree in Special Education and doctorate in Leadership and Policy from Niagara University. She serves as the president of ISEP and Communication and Media Chair on the Board of Directors for the Association for Independent Liberal Arts Colleges for Teacher Education (AILACTE). Dr. Riegel is also a Guest Editor for the *AILACTE Journal* and serves on the review board for several journals, including the Journal of Research on Technology in Education (JRTE). She was the recipient of the ISEP Glen Earthman Outstanding Dissertation Award in 2020 and the Journal of Research in Technology in Education Reviewer of the Year in 2023. Dr. Riegel is currently on the Fulbright Specialist roster with a research agenda focused on quality teacher preparation, effectively leveraging technology, and artificial intelligence.

Dr. Caroline M. Crawford
ISEP Vice-President
Professor, Instructional Design and Learning Technologies
College of Education
University of Houston-Clear Lake



Dr. Caroline M. Crawford holds a Bachelor of Arts in Teaching, a concentration in English, a lifetime Secondary English grades 6-12 Texas active teacher certificate, a Master's of Liberal Arts with a specialization in English, and a doctoral degree in Curriculum and Instruction, with specializations in Curriculum Theory and Instructional Technology. Her research is continually evolving, with interests in instructional design, learning theories, human performance improvement, distance learning with a focus upon interactive activities as well as communities of

practice within and through digital spaces. Her service is extensive and varied, from local through international levels of engagement. One of her more cherished accomplishments is receiving her university's Outstanding Professor Award.

Dr. Angela Ford
ISEP Past President
Assistant Professor
Department of Information Sciences and Technology
University of Albany



Dr. Angela Ford is an Assistant Professor at University at Albany's College of Emergency Preparedness, Homeland Security, and Cybersecurity and the director of the Global Epistemic Justice Lab. Angel has worked on several national and international research projects and partnerships and was a Fulbright Scholar to Ethiopia for the 2019-2020 academic year and a Fulbright Specialist to Tanzania in 2024. Her research interests include global justice in scholarly communication; improving learning environments; student and educator motivations, aspirations, well-being, and persistence; fair and equitable partnerships and collaborations; and the benefits of cross-national and international investigations.

Dr. Sushma Marwaha
ISEP Secretary
Niagara University



Dr. Sushma Marwaha is an Adjunct Professor of Education and Professional Studies at Niagara University. She earned her doctorate in Leadership and Policy from Niagara University in 2014. Her current teaching responsibilities include supervising teacher candidates in the Bachelor of Professional Studies Program in Toronto and teaching doctoral students at the Ph. D. program in Niagara Falls, NY. Her teaching specialties comprise issues impacting diversity, cultural proficiency, culturally responsive teaching and managing culturally responsive classrooms.

She retired as a secondary school administrator in Ontario, Canada. Dr. Marwaha's experiences in many multicultural

institutions have impassioned her to research and advocate for diversity issues in schools and organizations. She currently resides in Ontario, Canada, with her family.

Dr. Jodie Brinkmann
ISEP Treasurer
Assistant Professor of Practice, Educational Leadership
School of Education
Virginia Tech University



Dr. Jodie Brinkmann believes that education is the great equalizer in the world today! She earned her B.A. from Clarion University of Pennsylvania in Elementary and Early Childhood Education, M.A. from Virginia Commonwealth University in PK-12 Education Administration and Supervision, and Ed.D. from Virginia Tech in Educational Leadership and Policy Studies. Dr. Brinkmann is an assistant professor of practice in Virginia Tech's School of Education, Educational Leadership Program. Dr. Brinkmann's research interests include: curriculum and instruction, special education (specifically collaboration and co-teaching) and educational leadership and policy studies.

2025 ISEP Conference Committee

- Roselle Aranha
- Fasoranti Sadiat Bukola
- Caroline Crawford (*Chair*)
- Elizabeth Falzone
- Michael Hylen
- Maruff Oladejo
- Walter Polka
- Silindile Malangeni
- Noran Moffett
- Samson Nyasha Ncube Munyuki
- Ikanga Ngozi Tchomba

International Society for Educational Planning

Educational Planning Journal

Now Fully Online!

Dr. Tak Cheung Chan
Editor, *Educational Planning*
Professor Emeritus
Kennesaw State University



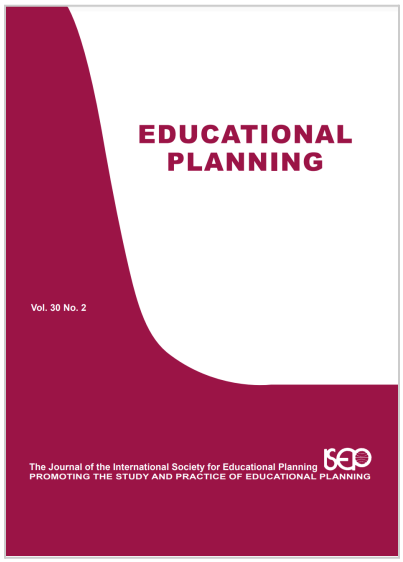
Educational Planning is the refereed journal of the International Society for Educational Planning (ISEP). Educational Planning is published quarterly by ISEP which maintains editorial offices at 2903 Ashlawn Drive, Blacksburg, VA 24060, USA.

Educational Planning circulates to individual and institutional members in more than twenty countries. Theoretical, empirical, and application papers are encouraged. **Membership in the society includes a subscription to the journal.** Published issues are posted online on the ISEP website.

The journal is assigned ISSN 1537-873X (print) and ISSN 2998-7067 (digital) by the National Serials Data Program of the Library of Congress.

The journal is indexed in the H. W. Wilson Education Index. The journal and articles are part of the EBSCO Database and ERIC database. The journal has a current acceptance rate of 35%.

For manuscript submission, please see instructions for the submission of manuscripts on ISEP website: https://isep.info/educational-planning-journal



Editor: Tak Cheung Chan, Kennesaw State University, USA
Associate Editors: Walter Polka, Niagara University, USA; Holly Catalfamo, Niagara College, USA
Assistant Editor: Selahattin Turan, Bursa Uludag University, Turkey
Online Manager: Caitlin Riegel, Daemen University, USA

International Society for Educational Planning

ISEP Mentorship Program

Seeking mentorship or eager to share your expertise?

Join the ISEP Mentorship Program (https://isep.info/mentorship), an exclusive opportunity for members.

The purpose of the program is to assist novice or early-career individuals in developing a relationship with a more experienced mentor within the ISEP organization. The mentors and mentees will work together to allow benefit for both participants. This program is open to all ISEP members involved in educational planning, including but not limited to those in P-12 education, higher education, graduate programs, business/industry, etc.

We're seeking mentors passionate about sharing their expertise and mentees seeking guidance in the field of education. ISEP will pair compatible mentors and mentees, providing resources, support, and training throughout the journey.

Requirements

Mentees:

- Must be a current member of ISEP.
- Must be willing to commit to the mentorship program for a specified period of time (1 year).
- Must complete an application.

Mentors:

- Must be a current member of ISEP.
- Must have attended at least two ISEP conferences and be actively involved in initiatives and events.
- Must be willing to commit to the mentorship program for a specified period of time (1 year).
- Must complete an application.

Matching Mentors with Mentees

A system based on factors such as mutual areas of professional interest, schedules, geographic proximity, etc. will be used to match mentors with mentees. The application will be used to clarify areas of interest and commitment level of participants. When matched, participants will receive a brief biography of their new mentor or mentee as well as their contact information. A date by which mentors and mentees should make contact will be provided as well. Follow-up with participants will be made to ensure that mentors and mentees have made initial contact by suggested deadline date.

**Note: matches are based on availability*

Matching Mentors with Mentees

Initial Contact

- Mentor contacts mentee to arrange initial meeting and discuss scheduling.
- Mentee calls mentor to arrange meeting at annual conference

1st Meeting

- Mentor and mentee introduce themselves and share current career paths.
- Mentee discusses perceptions and expectations of the mentor relationship.
- Mentor asks questions.
- Mentor plans future meetings.

Subsequent Meetings (monthly meetings suggested)

- Suggested activities:
    - Mentor reviews mentee's resume and offers suggestions for improvement.
    - Mentor provides feedback on mentee's research.
    - Mentee observes a class taught by mentor.
    - Mentor and mentee discuss mentee's career goals.
    - Mentor serves as external dissertation reviewer.
    - Mentor and mentee attend annual ISEP conference together.

Ethical Expectations

In the ISEP mentorship program, ethical behavior is paramount to fostering trust and respect across all mentor-mentee relationships, regardless of varying roles and levels of experience. It is crucial for mentors to model integrity, transparency, and professionalism in their interactions, ensuring that they uphold the highest standards of conduct. This commitment to ethical behavior helps create a safe and supportive environment where mentees can confidently seek guidance and grow. By prioritizing ethical principles, we ensure that all participants feel valued and respected, promoting a culture of mutual respect and continuous learning.

Program Completion

In order to ensure that the mentor program is meeting its objectives, it is important to maintain open communication with all participants and to actively solicit feedback on the results.

All participants will complete an evaluation form at the end of the program. This may be in the form of a survey and/or interviews or focus groups to ask for program feedback. Use of the information obtained through these evaluations will be used to improve the mentor program for future mentors and mentees.

Contact

ISEP Membership Committee Chair, Hamit Özen (hamitozen@hotmail.com)

International Society for Educational Planning

The David N. Wilson Memorial Lecture



Jennifer Kay Young Wallace, Ph.D.
Associate Professor of Educational Leadership
Coordinator of Educational Leadership Ph.D. Programs
Jackson State University

Introduction by Dr. Walt Polka

Leaving a STAMP on Education as We Navigate, Inspire, and Reimagine in This Dynamic World

Dr. Jennifer Young Wallace is a tenured Associate Professor/Coordinator of the Doctoral Program-Educational Leadership for the College of Education at Jackson State University, a Tier II research university, where she was recently elected Faculty Senate President 2025-2026.

Dr. Wallace serves as national President 2025-2026 for the Association of Teacher Educators, making history as the first president who is an alumnus of, and employed at an HBCU. She is the 5th African American president in the 105-year history of the organization. She travels over the United States as keynote speaker for national conferences, commencement & baccalaureate exercises, organizations' initiatives and others.

Wallace was recently recognized on the floor of the Mississippi House of Representatives after the House voted on a resolution (MS H.R. 44 – 2025) recognizing her work in K12/higher education on state and national levels. The resolution is a part of the MS History archives. She was awarded the competitive Summer 2024 Institute of Social Justice Faculty Fellowship for her

social justice research project, An Injustice to Social Justice: The MS Black Caucus Perspective on Critical Race Theory. She was invited by Harvard University Black Teacher Archive Project administration to join their two-year project to bring exposure and acknowledgment to the historic archive.

Dr. Wallace has over 30 journal articles and book chapters published in noteworthy educational journals. Her research agenda includes K12 pedagogy, critical race theory, educational training, and leadership. She has reviewed numerous educational books and has written foreword and afterword for numerous books. She serves as Co-Principal Investigator grants, supporting educational opportunities for middle and high school students.

Among many awards/recognitions, Wallace is recognized, with seven other innovative women of various careers, as one of Mississippi's leading women for the 2025 National Women History month for her work in education. She received the 2024 Champion Award for Women in Rotary; and 2023 Educator's Award from MS Women of Progress. She is a proud recipient of the Doctoral Excellence Award 2024 for her excellence in doctoral research and doctoral level curriculum and education. She was named one of MS's top businesswomen by the Mississippi Business Journal.

Dr. Wallace received a bachelor's degree from Alcorn State University in English/Journalism; master's degree from Jackson State in Counseling Psychology; master's degree in English from Mississippi College; and Doctor of Philosophy Degree in Educational Administration from Jackson State. She completed a two-year bible training class from Word of Life Ministries.

Dr. Wallace serves on a national research team with college professors across America, researching k-12 teachers' perceptions of their own pedagogy. She was selected as a national evaluator of education programs for numerous national organizations including CAEP, AAQEP, & SACSCOS in colleges and universities in the United States, where she travels to evaluate colleges' performance on educational standards. She travels across the nation, consulting with educational agencies and organizations on issues and trends in education that lead to building educational frameworks, policies, principles, standards and professional development. She has developed numerous educational after-school programs, where she developed the programs and created student educational activities, worksheets, and teacher guides for delivery of instructions. These programs include, uGrOW, a program that teaches K-6 students how to deal with grief and their emotions during loss; Character Education, a program that uses Aesop's fables to focus on good character traits such as trust, responsibility, love, etc.; Math and English Mini-lessons for K-5 based on Career-Readiness Standards; Virtual Learning Centers, a program that introduces students to international people, places, and events to broaden their horizons and confidence to globally engage in learning.

She has served on numerous committees/task forces for the Mississippi Department of Education, focusing on teacher preparation. She holds numerous K-12 educator's licensure, including Administration, Counseling, English, and Psychometry. Dr. Wallace has a manifold of experience and collaborations in education on a local, state, regional and national level. She has

received numerous local, state, and national awards for her dedication to education and her community.

Wallace was appointed by the MS State Dept. of Education Superintendent to serve on the MS Autism Advisory Council, a MS House Bill committee and as college representative on the Special Education Advisory Panel (SEAP). She served on the national Board for the Association of Teacher Educators (2019-2022), where she worked on the sustainability of the organization committee. Other Boards include the Margaret Walker Alexander National Center Board (Secretary) and Precious Children Mobile Mission Board (Vice-President). She has chaired the Legislative Government Relations Committee for the Association of Teacher Educators. She served a 3-year-term on the Advocacy Committee for the national American Association for College Teachers of Education (AACTE), one of seven professors in the nation elected to the committee.

She is a member of the LeFleur's Bluff Chapter of the Links, Inc. where she has served as the Internal Audit Chair and now as the Financial Secretary; Vice President of the National Coalition of 100 Black Women, Central MS Chapter; Assistant Governor for Rotary Club District 6820; and member of Alpha Kappa Alpha Sorority, Inc. She has been chosen as keynote speaker for national organizations' conferences, collegiate and high school graduations and Founders Day programs; she has presented her research on leadership and educational trends at numerous national conferences.

She is married to Michael A. Wallace, and is the daughter of Mr. Learnear and Mrs. Mattie L. Young of Cruger, Mississippi. She enjoys spending time with her family and her sister, Wendolyn Young. Overall, Dr. Wallace is thankful that God has given her a Spirit of giving, serving, and sharing. She has a passion for education and considers her engagement as an Educational Ministry. Her motto is "I can do all things through Christ Jesus who strengthens me."

International Society for Educational Planning

Glen Earthman Outstanding Dissertation Award



Dr. Francis Arthur
University of Cape Coast, Ghana

Introduction by Dr. Robert Johnson

Economics Students' Motivational Orientations, Self-Regulated Learning and Academic Engagement in Higher Education: A Structural Equation Modelling Approach

In the dynamic landscape of higher education, understanding the factors that influence Economics students' self-regulated learning and academic engagement is paramount. This study delves into the intricate interplay between Economics students' motivational orientations, self-regulated learning strategies, and their academic engagement using a Structural Equation Modelling (SEM) approach. The study was quantitative research that adopted a descriptive cross-sectional census design. In all, 452 undergraduate Economics students were involved in the study. Motivational orientations, self-regulated learning, academic engagement and academic support scales were adapted as the data collection instruments. Both descriptive (frequency and percentages, mean and standard deviation) and inferential statistics (Artificial Neural Network [ANN], Covariance-Based SEM [CB-SEM], Multivariate Analysis of Variance [MANOVA] and PLS-SEM) were used to analyse the data that were obtained. The study found that the Economics students had high motivational orientations, self-regulated learning and academic engagement. The study also revealed no statistically significant differences in self-regulated learning and academic engagement based on gender and academic level. Again, it was found that academic self-efficacy, task value orientation, mastery approach and performance-avoidance goal orientations had significant influence on Economics students' self-regulated learning. Finally, it

was revealed that the lecturer's academic support negatively moderated the positive relationship between self-regulated learning and academic engagement. It was recommended that curriculum developers and Economics educators should design Economics curricula that challenge higher education students intellectually while providing opportunities for independent learning and problem solving.

International Society for Educational Planning

TC Chan Outstanding Scholarly Contribution Award



Dr. Tak Cheung Chan
Professor Emeritus, Kennesaw State University

Editor of Educational Planning (2013–2025)

Citation by Dr. Selahattin Turan

Between 2013 and 2025, under the editorial leadership of *Dr. Tak Cheung Chan*, *Educational Planning* experienced significant growth and enhanced academic recognition. During his tenure, the journal published a total of 197 peer-reviewed articles across 34 issues and 10 volumes—an achievement that reflects Dr. Chan's unwavering dedication to advancing the field of educational planning and his commitment to cultivating a rigorous, inclusive scholarly platform for educational planners and researchers worldwide.

Beyond his exemplary editorial stewardship, Dr. Chan has made a lasting contribution to the journal's intellectual legacy through his own scholarly work. Over the years, he has authored 16 articles in the journal, demonstrating both the breadth and depth of his academic engagement. Of these, five were sole-authored, highlighting his individual scholarly perspective, while eleven were co-authored with esteemed colleagues, underscoring his commitment to academic collaboration and dialogue. Dr. Chan's dual role as both editor and contributor has had a profound influence on the journal's trajectory, establishing it as a respected venue for the dissemination of innovative research in the field of educational planning.

Summary of Editorial Contributions	
Years of Editorial Leadership	2013–2025
Total Volumes Managed	10
Total Issues Published	34
Total Articles Published	197
Articles Authored (Total)	16
Articles as Sole Author	5
Articles as Co-Author	11

Educational Planning is the official scholarly publication of the International Society for Educational Planning (ISEP), an organization founded in 1970 to promote global engagement and dialogue among educational planners. The journal, first published in 1974—four years after the Society's establishment—has served for over five decades as a vital academic platform for international scholars, significantly contributing to the evolution of educational planning as a recognized and enduring academic discipline. Over the past 55 years, ISEP has continued its commitment to academic excellence through a wide range of scholarly activities and international conferences. Throughout the journal's 50-year history, six editors preceding Dr. Chan provided foundational contributions that shaped its reputation and academic standing.

Dr. Chan has been an extraordinary mentor to countless scholars, particularly those navigating the complexities of academic publishing. He consistently offered guidance and encouragement to emerging researchers, fostering an environment where diverse voices could be heard and valued. His patient and constructive feedback not only strengthened individual manuscripts but also empowered authors to grow as scholars, leaving a lasting impact on the professional journeys of many within the educational planning community.

In addition to his role as editor, Dr. Chan has been an active and influential member of ISEP for over 25 years. His contributions span all levels of the Society's operations, from participating in conferences to supporting its strategic development, making him an integral figure in both the Society's and the journal's ongoing advancement. Beyond his academic achievements, Dr. Chan is widely respected for his integrity, principled leadership, and exceptional interpersonal skills. His professional demeanor and personal character have earned him the admiration of colleagues and collaborators alike. We extend our deepest appreciation to Dr. Tak Cheung Chan for his invaluable service to both *Educational Planning* and ISEP. We wish him continued peace, fulfillment, and happiness in the next chapter of his life.

International Society for Educational Planning

ISEP 2025 Conference Themes



Thematic Session 1

People: Empowering Individuals and Communities Amid Change

This sub-theme focuses on how educators, students, and entire school communities can learn together how to adapt and thrive amid rapid change. Sessions will explore strategies for supporting educators and students during times of upheaval, enhancing resilience, and fostering inclusive environments. Key discussions will center on equity, inclusion, and leadership development as critical tools for navigating a dynamic educational landscape. Potential topics may include:

- Developing leadership for sustainable educational transformation
- Building resilience in educators and students during educational crises (e.g., COVID-19, natural disasters, political unrest)
- Developing community-driven educational practices to support underserved and nontraditional populations
- Fostering a culture of equity and inclusion in remote and hybrid learning environments
- Leadership models for managing educational change in diverse contexts
- Contemporary debates & challenges to leadership in the 21st Century
- Programs to promote student, staff, faculty, and administrative leadership (all constituents) well-being during transitions
- Programs that foster positive relationships and build trust in an era of controversial policies and regulations
- Strategies for well-being of students and teachers through social-emotional learning (SEL) and trauma-informed practices



Thematic Session 2

Things: Innovative Tools for a Shifting Educational Landscape

This sub-theme addresses the innovative tools and technologies reshaping education today. It will explore how emerging technologies, infrastructure improvements, and collaboration tools are enabling more equitable access to education and transforming teaching and learning experiences. Sessions will examine both the potential and the challenges of integrating new technologies into educational settings and their impact on global educational systems. Potential topics may include:

- Tools for fostering collaboration and partnerships across global educational communities
- The role of Artificial Intelligence (AI) in personalizing learning experiences
- Infrastructure solutions for ensuring equitable access to digital resources in underfunded schools
- Exploring ed-tech tools for collaborative learning and global student exchange
- How virtual and augmented reality are changing experiential learning opportunities
- Open Distance and eLearning (OD&eL) including tools, best practices, and challenges for remote and hybrid classrooms
- Providing equity and access to mental health resources for all learners



Thematic Session 3
Ideas: Reimagining Educational Paradigms

This sub-theme invites thought leaders and practitioners to reflect on the future of education by reimagining pedagogies and educational frameworks. Sessions will explore innovative ideas for adapting curricula, teaching strategies, and educational policies in response to shifting societal needs and global challenges. The focus will be on creating systems that are more flexible, inclusive, and equipped to handle disruptions, while also fostering a sense of hope and inspiration in the educational community. Potential topics may include:

- Reimagining assessment methods to better support student learning in a changing world
- Creating adaptable educational policies that address both global crises and local needs
- Innovating curriculum design to incorporate real-world problem-solving and interdisciplinary learning
- Shifting from traditional classrooms to learning environments that foster creativity and collaboration
- The role of hope and vision in leading transformative educational change
- Policies and frameworks for adapting to global disruptions
- Creating adaptable educational paradigms within and through Artificial Intelligence (AI)
- Creativity and innovation within and throughout mutually beneficial and diverse partnerships
- Policy and institutional initiatives to prioritize well-being



Thematic Session 4

Open Theme: Exploring the Untapped Potential in Education

The open theme allows for a broader exploration of topics. This sub-theme encourages creative and interdisciplinary solutions to ongoing issues in education, offering a platform for discussing lessons learned from past crises and how they can shape future educational practices. Sessions may focus on bridging gaps between traditional and contemporary practices, or proposing new ideas that have yet to be fully explored. Potential topics may include:

- Lessons learned from educational crises (e.g., COVID-19 pandemic)
- Bridging traditional and contemporary educational practices
- Creative and interdisciplinary solutions to address the learning needs of diverse student populations
- How global education systems can collaborate to solve common challenges
- The role of social-emotional learning in rethinking educational practices
- The complexities of cultural contexts, cultural perspectives, and culturalization within the educational environments
- Redesigning teacher preparation programs for the future of education
- Leveraging Artificial Intelligence (AI) in the landscape of educational environments
- Integration of well-being into curriculum and pedagogy, linking emotional intelligence, adaptability, and motivation to lifelong learning

International Society for Educational Planning

ISEP 2025 Conference Schedule (At a Glance)

All times are in Eastern Standard Time (EST)

Tuesday, October 14

Virtual

Zoom access:

https://us06web.zoom.us/j/86181380036

Meeting ID: 861 8138 0036

8:00am – 8:15am **Welcome from ISEP President**	11:50pm – 12:50pm **Lunch Break**
8:15am – 8:50am **Welcomes & Greetings from Sponsors**	12:50pm – 1:30pm **Session D**
8:50am – 9:15am **TC Chan Outstanding Scholarly Contribution Award & *Educational Planning* Journal Editor Recognition**	1:30pm – 1:35pm ***Break***
9:15am – 9:20am ***Break***	1:35pm – 2:15pm **Session E**
9:20am – 10:00am **Session A**	2:15pm – 2:20pm ***Break***
10:00am – 10:05am ***Break***	2:20pm – 3:00pm **Session F**
10:05am – 10:45am **Session B**	3:00pm – 3:05pm ***Break***
10:45am – 10:50am ***Break***	3:05pm – 3:45pm **Session G**
10:50am – 11:50pm **Session C**	3:45pm – 3:55pm **Closing Comments**

International Society for Educational Planning

Wednesday, October 15

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am **Welcome from ISEP President**	1:05pm – 1:45pm **Session L**
8:15am – 8:45am **Welcomes & Greetings from Sponsors**	1:45pm – 1:50pm ***Break***
8:45am – 8:50am ***Break***	1:50pm – 2:30pm **Session M**
8:50am – 9:30am **Session H**	2:30pm – 2:35pm ***Break***
9:30am – 9:35am ***Break***	2:35pm – 3:15pm **Session N**
9:35am – 10:15am **Session I**	3:15pm – 3:20pm ***Break***
10:15am – 10:20am ***Break***	3:20pm – 4:00pm **Session O**
10:20am – 11:00am **Session J**	4:00pm – 4:05pm ***Break***
11:00am – 11:05am ***Break***	4:05pm – 4:45pm **Session P**
11:05am – 11:45am **Session K**	4:45pm – 4:50pm **Closing Comments**
11:45am – 1:05pm **Lunch Break & Choir**	6:00pm (Game starts at 7:05pm) **Join us!** **Excursion:** **Sabres NHL Hockey Game (RSVP here)**

International Society for Educational Planning

Thursday, October 16

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am **Brief Welcome from ISEP President**	1:05pm – 2:05pm **David Wilson Memorial Lecture**
8:15am – 8:45am **Outstanding Dissertation of the Year Award**	2:05pm – 2:10pm ***Break***
8:45am – 8:50am ***Break***	2:10pm – 2:50pm **Session U**
8:50am – 9:30am **Session Q**	2:50pm – 2:55pm ***Break***
9:30am – 9:35am ***Break***	2:55pm – 3:35pm **Session V**
9:35am – 10:15am **Session R**	3:35pm – 3:40pm ***Break***
10:15am – 10:20am ***Break***	3:40pm – 4:20pm **Session W**
10:20am – 11:00am **Session S**	4:20pm – 4:25pm ***Break***
11:00am – 11:05am ***Break***	4:25pm – 5:05pm **Session X**
11:05am – 12:05pm **Session T**	5:05pm – 5:10pm **Closing Comments**
12:05pm – 1:05pm **Lunch Break**	

International Society for Educational Planning

Friday, October 17

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am **Brief Welcome from ISEP President**	9:45am – 10:25am **Session AA**
8:15am – 8:20am ***Break***	10:25am – 10:30am ***Break***
8:20am – 9:00am **Session Y**	10:30am – 11:10am **Session AB**
9:00am – 9:05am ***Break***	11:10am – 11:15am ***Break***
9:05am – 9:45am **Session Z**	11:15am – 12:00pm **Annual Business Membership Meeting**
9:40am – 9:45am ***Break***	12:00pm – 12:10pm **Closing Comments**
	2:00pm – 6:00pm **Join us!** **Excursion:** **Trip to Niagara Falls (RSVP here)**

International Society for Educational Planning

ISEP 2025 Conference Schedule (Full) & Presentation Abstracts

All times are in Eastern Standard Time (EST)

Tuesday, October 14

Virtual
https://us06web.zoom.us/j/86181380036
Meeting ID: 861 8138 0036

8:00am – 8:15am
Welcome from ISEP President, Caitlin Riegel

- Welcome to Participants & Attendees (presenters and countries, scholarship awardees, students)
- Thank you to sponsors: EdRoot, Daemen University, and SUNY University at Albany's College of Emergency Preparedness, Homeland Security, & Cyber Security
- Recognition of Officers and Board of Directors (serving as session moderators) & Conference Planning Committee
- Recognition of Journal Editor
- ISEP Membership: Membership Map, *Educational Planning* Journal, Opportunities, Committees, and Mentorship
- Virtual Etiquette & Expectations (virtual program, mute, video, chat, raise hand, virtual background, etc.)

8:15am – 8:50am
Welcomes

- Adam Henry, Wide Receivers Coach Buffalo Bills (NFL)
- Keith Wiley, New York State Board of Regents

Greetings from Sponsors

- Fran McGreevy, EdRoot
- Dr. Tara Kaczorowski, Executive Director & Chair of the Education Department at Daemen University
- Dr. Carol Germain, Chair of the Department of Information Sciences and Technology at SUNY University at Albany's College of Emergency Preparedness, Homeland Security, & Cyber Security

8:50am – 9:15am

- **TC Chan Outstanding Scholarly Contribution Award & *Educational Planning* Journal Editor Recognition presented by Selahattin Turan**
  Recipient: Dr. Tak Cheung Chan, Professor Emeritus, Kennesaw State University

9:15am – 9:20am

Break

9:20am – 10:00am
Session A - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Angela Ford

1. *Leading Across Eras: From the Internet Boom to the AI Revolution in Education* - **Abdourahmane Barry**, Independent Consultant and Researcher
    - Abstract: The emergence of artificial intelligence (AI) in education today echoes the technological boom of the late 1990s, but with some key differences. Back then, schools slowly adapted to the growing presence of the internet and personal computers. In contrast, the current AI revolution is advancing rapidly, reshaping instruction, assessment, and educational administration in real time, forcing educators and administrators to adapt much more quickly. This rapid evolution, almost unimaginable just a few years ago, presents both exciting opportunities and urgent challenges for educational leaders, who must balance the pursuit of innovation with the imperative to uphold ethical standards, equity, and quality in learning. This presentation compares these two waves of technological change in education, focusing on how leadership in education must evolve in the face of this accelerated technological change.
2. *STEM Students' Intentions to Use Generative AI for Learning: A Multi-Method Analysis Using PLS-SEM, ANN, and fsQCA* - **Might Abreh, Francis Arthur,** & **Freda Akwetey**, University of Cape Coast
    - Abstract: In a rapidly digitizing world, STEM students' readiness to adopt Generative AI (GenAI) tools is pivotal for future-proof learning. This study investigated the behavioural intentions of 427 purposively selected STEM students in Ghana to use GenAI in their learning. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), Artificial Neural Networks (ANN), and Fuzzy-set Qualitative Comparative Analysis (fsQCA), we identified that social good, subjective norm, facilitating conditions, AI literacy, and self-efficacy significantly and positively influence students' behavioural intention. Conversely, AI anxiety exerts a negative effect. The ANN analysis validated the robustness of predictors, while fsQCA uncovered multiple configurations of conditions leading to high behavioural intention. These insights underscore the need for targeted interventions that foster AI confidence and access. This presentation offers a multidimensional perspective on GenAI adoption, aligning with the IS.

10:00am – 10:05am
Break

10:05am – 10:45am
Session B - People: Empowering Individuals and Communities Amid Change
Moderator: Ann-Marie Wilmot

3. *Relational Leadership in Action: Cultivating Community and Belonging in Higher Education During Change* - **Katherine Horlock** & **Cindy Melton**, Mississippi College
    - Abstract: In times of transition, faculty play a pivotal role in shaping emotionally supportive and academically engaging classroom environments. This session focuses on college students who were in high school during the pandemic, a group whose critical adolescent years were marked by isolation and limited peer interaction. These students now face unique challenges in building community and trust as they enter higher education. This session explores how faculty can lead with care by fostering classroom communities rooted in connection, safety, and equity. Drawing from relational pedagogy and trauma-informed practices, participants will learn strategies to support this student cohort's well-being and engagement, alongside practical assessment tools and faculty development models to sustain this work. This session frames classroom community building as essential educational leadership and planning for today's dynamic learning environments.
4. *Leveraging Interdisciplinary Course Design Frameworks to Cultivate a Legacy of Youth Leadership* - **Matthew Aslett**, Niagara University & **Caterina Rego**, University of Toronto Mississauga
    - Abstract: To inspire, empower, and mentor the next generation of societal leaders, educators must think creatively to co-construct transformational learning opportunities with youth community members. The initiation, implementation, and expansion of interdisciplinary course offerings can extend developmental possibilities beyond the curriculum to synthesize unique skills based on individual needs. First, identification of how to create an interdisciplinary course outlines instructional, assessment, technological, and mentorship factors. Second, a delivery model encompassing research, teaching, and service activities facilitates learning in a comprehensive manner involving a mentor with complementary identities. Third, formation of a lessons learned portfolio with a culminating presentation to organizational leaders and peers can spark a legacy of impact while providing multimodal avenues for feedback. The seminar will include an educational leader and graduated student from the inaugural cohort.

10:45am – 10:50am
Break

10:50am – 11:50pm
Session C - Open Theme: Exploring the Untapped Potential in Education
Moderator: Ginger Christian

5. *Principals' ethical leadership and trainers' conduct in Primary Teachers Training Colleges, Kenya* - **Augusta Muthigani**, International Leadership University, Nairobi
    - Abstract: Although teacher preparation programmes have characterised teachers' professional development in Kenya, the ethical component has often been given lesser attention, more so in relation to principals and trainers in teacher training

colleges. In an era where unethical practices are reported within the teaching profession in Kenya and beyond, it is imperative to investigate how principals' ethical leadership might contribute to trainers' ethical conduct in primary teachers training colleges in Kenya (PTTCs). The main objective of this quantitative correlational study, involving 149 respondents, was, therefore, to investigate the principal's ethical leadership in influencing the conduct of trainers. Data in the study was collected using questionnaires, and SPSS version 28 was used to analyse the descriptive and inferential results from the study. Findings show that principals' ethical behaviour significantly predicted trainers' conduct, showing the need to redesign teacher training program.

6. *Redesigning International Education: Embracing Cultural Complexities in Global Citizenship Education and Training* - **Rich Rice, Sarah Schiffecker, Priyanka Ganguly, & Maria Shpeer**, Texas Tech University
    - Abstract: This panel explores innovative strategies for reimagining international studies education in alignment with the Texas Tech University Center for Global Communication's mission to cultivate global citizens. The Center connects students, faculty, and communities to global resources that enhance intercultural communication. Panelists will share practices such as virtual exchange, project-based learning, and interdisciplinary collaboration that embed global challenges into the curriculum. These approaches foster critical thinking, cultural awareness, and adaptability. The session advocates for inclusive, flexible professional development that prepares educators and students to communicate across cultures and navigate an interconnected world.
7. *Female Leadership and Empowerment in Educational Landscapes* - **Vanessa Ciofani**, University of Toronto; **Matthew Aslett**, Niagara University; **Amelia Knop**, Guelph University; & **Caterina Rego**, University of Toronto Mississauga
    - Abstract: To empower individuals and communities, it is essential to design inclusive leadership opportunities that promote equity, reflect diverse identities, and foster cross-gender collaboration. This presentation examines a series of innovative, student-led pilot programs that elevate female leadership within school settings while emphasizing the critical role of male allyship and advocacy. Initiatives include the Female Mentorship Cohort, Business Ambassador Team, Director Leadership Team for the Senior Girls Soccer Squad, and the Youth Empowerment Sorting Hat Initiative. These programs provide frameworks for cultivating confidence, community engagement, and meaningful participation across academic, athletic, and extracurricular educational domains. Through a combination of lived experiences and research-informed strategies, this presentation will highlight best practices for fostering inclusive leadership and transformative educational environments that empower all students to thrive amid ongoing social and institutional change.

11:50pm – 12:50pm
Lunch

12:50pm – 1:30pm
Session D - People: Empowering Individuals and Communities Amid Change
Moderator: Ginger Christian

8. *Resilience Narratives Among Sport Educators in the Non-Formal Field of Youth Sport: A Source of Empowerment or a Double-Edged Sword?* - **Reut Liraz** & **Ori Eyal**, Hebrew University of Jerusalem
    - Abstract: Interpretive analysis of 25 interviews with Israeli male youth soccer coaches revealed that they constructed a resilient narrative identity as an intentional means of establishing self-worth and social reputation. However, this strong adherence to resilience was found to contribute to the perpetuation of professional misconduct. Contributing to previous literature that mostly highlights the benefits of resilience, we reveal its complexities. We demonstrate how a resilient narrative can function as a double-edged sword: although it empowers coaches to overcome field obstacles, it also exposes them to professional deficiencies, reinforcing their vulnerability and low status. Expanding the educational literature in the non-formal field of sport, we suggest that educational change should not be viewed merely as a struggle between agency and structure, but rather as a matter of agency orientation. Specifically, whether it is directed toward maintaining existing norms or promoting change.
9. *Measuring the Effectiveness of Faculty Learning Communities* - **Shawn Bielicki** & **Alexandra Barnett**, Liberty University
    - Abstract: This research inquiry measured the effectiveness of Faculty Learning Communities (FLC) by analyzing participation in a recent academic interdisciplinary faculty book study. Faculty members who opted to participate in a monthly interdisciplinary book study were quantitatively queried shortly after the study's conclusion using a 6-point Likert scale via a Qualtrics survey. Findings indicate that faculty found merit and value by participating, noting positive impacts on their sense of belonging, constructive impact on their teaching practices, increased levels of self-reflection as practitioners and an enhanced sense of community. Qualitatively faculty recognized the benefit of collaborating and sharing with colleagues across disciplines.

1:30pm – 1:35pm
Break

1:35pm – 2:15pm
Session E - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: John McKenna

10. *Gamification and Game-Based Learning in Education* - **Luca Di Vincenzo** & **Vanessa Ciofani**, University of Toronto; & **Matthew Aslett**, Niagara University
    - Abstract: To enhance educational learning experiences, gamification and game-based learning are innovative pedagogies that are reshaping the academic

landscape. By integrating elements such as points, rewards, and interactive challenges, gamification and game-based learning can increase student engagement, motivation, and participation in both virtual and in-person settings. However, limitations associated with these learning methods include an overreliance on extrinsic rewards and the risk of misalignment with curriculum learning objectives. Drawing from the facilitators' experiences with gamification-focused initiatives, such as the Youth Empowerment Sorting Hat Initiative (YESHI), Business Leadership Olympics, and personal tutoring practices, this presentation critically examines the strengths and shortcomings of gamification while reflecting on its potential to reshape the future of education.

11. *Fostering a Positive Departmental Culture to Advance Curriculum Innovation: A Case Study* - **Binbin DeVillar, Jeffery Robinson, Sherry Everett, & Belinda Walters-Brazile**, Kennesaw State University
    - Abstract: This session presents a case study of how one educational leadership department leveraged a culture of collaboration, trust, and shared vision to redesign its Ed.S. program curriculum and assignments in response to the newly adopted GACE Tier II Leadership Assessment framework. Emphasizing a positive departmental culture as a catalyst for innovation, the session presents the results strategies for aligning preparation programs with evolving leadership standards. Attendees will gain practical insights into navigating change through collective leadership and shared responsibility. The presentation will highlight lessons learned, faculty engagement strategies, and implications for transforming preparation programs to meet the complex demands of 21st-Century educational leadership.

2:15pm – 2:20pm
Break

2:20pm – 3:00pm
Session F - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Robert Johnson

12. *Enhancing STEAM-MA Career Readiness Through Virtual Industry Engagement: A Case Study of Butali Lab's (USA) Interaction with Perfection Gate Schools, Lagos State* - **Bukola Amao-Taiwo**, University of Lagos
    - Abstract: This presentation explores the impact of virtual mentorship and industry engagement on enhancing STEAM-MA career readiness among secondary school students. The case study focuses on a collaboration between Butali Lab at the University of Iowa and Perfection Gate Schools in Lagos, Nigeria. Through a virtual lab tour, genetic sequencing presentation, and interactive Q&A, students gained exposure to real-world research, fostering critical thinking and problem-solving skills. Over 90% of students reported a deeper understanding of research, while 87% expressed increased interest in pursuing STEAM-MA careers. The session also contributed to gender inclusivity and promoted career

aspirations in African-led research. This study underscores the potential of virtual industry engagement as a scalable model to inspire the next generation of STEAM-MA innovators, enhancing educational outcomes and fostering inclusivity in the global scientific community.

13. *Implementing a Professional Development Framework to Integrate Accessible Technologies and Transform Learning Experiences* - **Matthew Aslett**, Niagara University; **Vanessa Ciofani**, University of Toronto; & **Amelia Knop**, Guelph University
    - Abstract: To embrace technological advancements and impart digital citizenship skills for community stakeholders, educational leaders must integrate technological learning objectives into curriculum delivery and extra-curricular activities. An improved awareness about accessible technological tools or strategies can enhance innovation, problem-solving, and collaboration processes in an experiential and intellectually stimulating environment. First, identification of compelling technological platforms for quantitative and quantitative courses can prepare learners for the evolving workforce with diverse skill acquisition. Second, suggestions for instructional and assessment techniques involving technology can equip expert and novice facilitators with confidence to spark learning interactions. Third, examination of technological considerations for aspiring adult and youth leaders can highlight priority areas in developmental programs to effectively prepare candidates for additional responsibility.

3:00pm – 3:05pm
Break

3:05pm – 3:45pm
Session G - Ideas: Reimagining Educational Paradigms
Moderator: Caroline Crawford

14. *Schools of the Future: The Voices of School Leaders and Architects* - **Carol Cash, Jodie Brinkmann, & Susan Johnstad**, Virginia Tech
    - Abstract: This purpose of the shared study was to identify what school leaders and architects indicate are the school environment, instructional focus, school design features related to both instruction and safety, and key components of the school of the future. A survey was shared with school stakeholders and architects. The intention was to capture the thoughts of school leaders and architects/designers related to the future design of schools, and determine how their perceptions align. The findings from this study will be shared with participants, who will have the opportunity to discuss implications of the findings for the future of schools.
15. *Adapting Work-Integrated Learning in Social Work Education: Lessons from the COVID-19 Shift to Online Platforms in South Africa* - **Anelisa Pezisa**, Nelson Mandela University
    - Abstract: This presentation explores how social work education adapted Work-Integrated Learning (WIL) to online platforms during the COVID-19 pandemic. Drawing on international and South African literature, it examines the

challenges faced in practice-based disciplines, including digital inequality, reduced interpersonal engagement, and difficulties assessing practical competencies virtually. The South African context revealed additional barriers linked to infrastructural disparities and socio-economic inequality. Despite these obstacles, new opportunities for blended, flexible, and digitally enabled WIL emerged. The presentation reflects on lessons learned and advocates for contextually relevant, ethically grounded online WIL guidelines that balance digital innovation with the relational ethos of social work. It contributes to conversations on reimagining educational models in an evolving, post-pandemic higher education landscape.

3:45pm – 3:55pm
Closing Comments from ISEP President, Caitlin Riegel

- Lightning Talks Reminder
- Thank you to Session Moderators

Wednesday, October 15

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am
Welcome from ISEP President, Caitlin Riegel

- Welcome to Participants & Attendees (presenters and countries, scholarship awardees, students)
- Thank you to sponsors: EdRoot, Daemen University, and SUNY University at Albany's College of Emergency Preparedness, Homeland Security, & Cyber Security
- Recognition of Officers and Board of Directors (serving as session moderators) & Conference Planning Committee
- Recognition of Journal Editor
- ISEP Membership: Membership Map, *Educational Planning* Journal, Opportunities, Committees, and Mentorship
- Etiquette & Expectations (moderators, questions, etc.)
- Join us for an Excursion Today and Friday: Sabres NHL Hockey Game & Trip to Niagara Falls

8:15am – 8:45am
Welcomes

- Keith Wiley, New York State Board of Regents

Greetings from Sponsors

- Fran McGreevy, EdRoot

- Dr. Tara Kaczorowski, Executive Director & Chair of the Education Department at Daemen University
- Dr. Carol Germain, Chair of the Department of Information Sciences and Technology at SUNY University at Albany's College of Emergency Preparedness, Homeland Security, & Cyber Security

8:45am – 8:50am
Break

8:50am – 9:30am
Session H - Open Theme: Exploring the Untapped Potential in Education
Moderator: Caroline Crawford

16. *An Examination of the Extent Coaching Increases Instructional Leadership Self-Efficacy of Aspiring and Early Career Principals* - **Danielle Colucci** & **Jodie Brinkmann**, Virginia Tech
    - Abstract: This session will engage participants in examining a case study conducted to determine the extent coaching increased the instructional leadership self-efficacy of a unique cohort of 20 aspiring and early career principals (AECPs). Quantitative and qualitative findings related to one-on-one coaching, learning from experienced principals, and non-evaluative coaching approaches will be highlighted. The results expand educational leadership coaching and mentoring scholarship and provide practical implications for school divisions aiming to build a strong principal pipeline, reduce principal turnover, and improve school outcomes.
17. *From Compliance to Confidence: Reimagining How Students Succeed on Tests* - **Danielle Weinstein**, Alvord Unified School District
    - Abstract: This presentation introduces a reimagined, three-pronged framework for improving student outcomes on standardized assessments by focusing on instructional excellence, strategic preparation, and student motivation. Aligned with the concept of "Better First Instruction," the model elevates core teaching practices to ensure content mastery and engagement. A 10-week testing bootcamp supports students in building familiarity with test formats, vocabulary, and digital navigation. Finally, the session explores how to leverage both internal and external motivators to boost student confidence, goal-setting, and perseverance. Rather than a compliance-based test prep model, this approach honors student agency and cognitive engagement. Participants will leave with adaptable tools and insights to build systems that raise performance while fostering hope, inclusion, and sustainable learning growth.

9:30am – 9:35am
Break

9:35am – 10:15am

Session I - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Ann-Marie Wilmot

18. *Using AI as a Collaborative Tool to Design Curricula for a School Principal Apprenticeship Program* - **Stacy Leggett & Laura Hudson,** Western Kentucky University
    - Abstract: This case study examines how faculty at a regional, comprehensive university leveraged artificial intelligence (AI) tools to redesign their principal preparation program into an innovative pre-apprenticeship/apprenticeship model. The research examines how large language models facilitate curriculum mapping, standards alignment, and learning progression development, while maintaining faculty expertise as a central component of the process. Key findings reveal AI enhances efficiency in the ideation phases, particularly when faculty encounter cognitive barriers. Faculty prompting skills became more sophisticated, and they found AI valuable for generating innovative assessment ideas. Notably, faculty demonstrated a greater willingness to critically evaluate AI-generated content compared to their colleagues' contributions, thereby reducing contrived collegiality and enabling more substantive improvements. This work provides a framework for ethically integrating AI in curriculum planning.
19. *Resilient Schools: Advancing Positive Childhood Experiences* - **Ginger Christian**, East Tennessee State University
    - Abstract: Resilient school leaders understand that training all school personnel from custodians to principals enhances the ability to support students affected by Adverse Childhood Experiences (ACEs). The Resilient Schools Project, a five-year initiative led by ETSU and the Ballad Health Strong BRAIN Institute, partners with school districts to implement resilient practices that support students affected by Adverse Childhood Experiences (ACEs). By training all school personnel and emphasizing resilience through K–12, the project aims to remove barriers to learning and promote positive school experiences. Following Hurricane Helene, two districts expanded resources to aid student recovery. The project now includes seventeen schools across six districts in Tennessee and Virginia. Our learner first framework identifies systemic changes through the lens of leadership, community partnerships, and trauma-informed practices to leverage innovative resources and spaces for students.

10:15am – 10:20am
Break

10:20am – 11:00am
Session J - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Robert Johnson

20. *Collaborative Innovations as Countercultural Educational Spaces: Reimagining School Functionality in South African Low-Income Communities* - **Silindile Malangeni**, Nelson Mandela University

- Abstract: This paper shares insights from a South African PhD study that explored how collaborative, community-driven approaches can reimagine school functionality in low-income communities. Conducted through the Centre for the Community School at Nelson Mandela University, the research used Critical Participatory Action Research (CPAR) to involve teachers, learners, school leaders, parents, NGOs, and universities in a shared process of reflection and action. By creating inclusive, countercultural spaces, stakeholders challenged top-down educational models and co-developed a context-specific community school model. These spaces shifted the meaning of functionality, moving beyond policy compliance to include care, trust, agency, and collective responsibility. The study highlights how empowering local people can lead to practical and hopeful innovations in schools facing poverty and inequality. It offers valuable lessons for navigating change and inspiring hope in a dynamic world.

21. *Building Bridges: Fostering Collaborative Partnerships to teach difficult knowledge, Inclusive Schools* - **Karen Poland**, Niagara University; & **Dana Serure**, Buffalo State University
    - Abstract: This presentation explores the creation and impact of a P–20 collaborative partnership between two higher education institutions and a regional BOCES. It will detail the steps taken to establish the partnership, including how funding was leveraged to support a faculty development initiative centered on using the Inquiry Design Model and children's literature to teach difficult knowledge. The presentation will also highlight the results of the partnership and its positive impact on faculty, students, and participating institutions..

11:00am – 11:05am
Break

11:05am – 11:45am
Session K - Ideas: Reimagining Educational Paradigms
Moderator: Ginger Christian

22. *From Recognition to Recruitment: How NYS Seals Can Support College Admissions Amid Enrollment Challenges* - **Elizabeth Falzone**, Daemen University; & **Karen Poland**, Niagara University
    - Abstract: In an era of declining enrollment and growing scrutiny of higher education, this presentation examines the gap between policy and practice by sharing findings from a survey of public and private colleges and universities in New York State. The survey investigated whether the NYS Seal of Biliteracy and Seal of Civic Readiness influence college admissions decisions. As a shift in K-12 education moves toward valuing holistic student achievements and global citizenship, our findings suggest that one potential avenue to maximize student enrollment is for higher education admissions to include and assess credentials, such as the Seals, in determining the acceptance of applicants' college readiness skills.

23. *Customizing Education for all Students in our Global Village: An Analysis of Multiple Studies that Illustrate how to Promote Student-Centered Teaching and Learning in a Variety of Contexts* - **Walter Polka**, Niagara University; **Selahattin Turan**, Bursa Uludağ University; **Sushma Marwaha,** Niagara University; & **Monica VanHusen**, Stafford Public Schools
    - Abstract: The findings of several diverse international pre-K-12 research studies will be analyzed using a data collection survey instrument and results application model designed to facilitate collaborative educator reflections relating to planning needs and implementation procedures to increase the transition to differentiated student-centered learning and further develop their customized teaching-learning approaches. Participants will review the survey instrument and data application model and consider using it in their respective contexts.

11:45am – 1:05pm
Lunch Break & Choir

1:05pm – 1:45pm
Session L - People: Empowering Individuals and Communities Amid Change
Moderator: Angela Ford

24. *Global Scholarly Communication Research Using Critical Participatory Inquiry* - **Angela Ford**, University at Albany
    - Abstract: During this presentation, the planning of a current study investigating global scholarly communication, particularly the experiences of scholars in low- and middle-income countries (LMICs), will be summarized, as well as the research approach being used with the investigation. Discussion will then progress to the rational for planning the development of a new critical lens that would be helpful in providing language and heuristics for advancing the scholarship of all scholars. Then an argument will be made that critical participatory inquiry (CPI) will benefit the research, as well as other critical research along similar lines of investigation. Discussion will also include how CPI will enhance the future of international higher education and a healthier information ecosystem by creating equitable atmospheres in research and academic publishing that will promote open discourse and change toward justice.
25. *Can instructional leadership promote 21st century pedagogy?* - **Ronit Bogler** & **Adam Nir**, The Open University of Israel
    - Abstract: The study aimed to assess the extent to which teachers' perceptions of their school principal's instructional leadership may explain teachers' perceptions of 21st century pedagogy via the mediation of teachers' job satisfaction with professional development processes and their empowerment. A sample of 645 teachers affiliated with 64 Israeli public junior high schools responded to a questionnaire. Using multilevel structural equation modeling (MSEM), a positive relationship was found between the principal's instructional leadership and teachers' satisfaction with professional development (PD) processes; between

teachers' satisfaction and teachers' empowerment; and between teachers' empowerment and the three dimensions of 21st century pedagogy. Teachers' satisfaction with PD and teachers' empowerment mediated between principal's instructional leadership - 21st century pedagogy relationship. Theoretical and practical implications are discussed.

1:45pm – 1:50pm
Break

1:50pm – 2:30pm
Session M - Ideas: Reimagining Educational Paradigms
Moderator: Abebayehu Tekleselassie

26. *Digital Awareness of GenAI and Deepfake Technologies: Balancing Innovation and Ethical Challenges in a VUCA World* - **Alsaeed Saad Alshamy**, Sultan Qaboos University
    - Abstract: The rapid rise of Generative AI (GenAI) and deepfake technologies has transformed education and communication, offering both innovative potential and ethical challenges in today's VUCA world. This paper examines the dual impact of these tools, highlighting their capacity to enhance learning and creativity while also posing risks to digital trust, privacy, and democratic integrity. With students especially vulnerable to misinformation and manipulation, fostering digital literacy and ethical awareness is critical. The paper advocates for integrating AI-focused digital literacy into curricula, providing students with tools to responsibly engage with GenAI and recognize deepfakes. It also calls for regulatory frameworks and detection technologies to safeguard digital ecosystems. By promoting ethical AI use and critical thinking, this paper offers actionable strategies for educators and policymakers to empower students and ensure responsible use of GenAI and deepfakes in academic & society.
27. *From Tech Support to Transformative Coaching: Reimagining the Instructional Technology Resource Teacher (ITRT) Role in Virginia's Digital Learning Ecosystem* - **Monica VanHusen**, Stafford County Public Schools
    - Abstract: As educational paradigms shift to meet the demands of the digital age, the role of Instructional Technology Resource Teachers (ITRTs) is ripe for reimagination. This session explores findings from a qualitative study investigating how ITRTs across Virginia align their practices with the Virginia Department of Education's 2023 Best Practices for Instructional Technology. Rather than functioning as tech troubleshooters, ITRTs are positioned as instructional coaches and learning designers who drive digital integration, professional learning, and system-wide innovation. Participants will examine how gaps between policy and practice reveal the need for systemic redesign, where roles, responsibilities, and professional learning models are restructured to empower educators and enhance student outcomes. Through the lens of digital

equity, job-embedded coaching, and adaptive leadership, this session offers a fresh vision for instructional technology support.

2:30pm – 2:35pm
Break

2:35pm – 3:15pm
Session N - People: Empowering Individuals and Communities Amid Change
Moderator: Danielle Weinstein

28. *Applying the Personal Reflective Diversity Inventory to Analyze the Impact of Diversity Attitudes and Experiences in Multiple Contexts* - **Walter Polka** & **Sushma Marwaha,** Niagara University; **Jennifer Young Wallace**, Jackson State University; & **John McKenna**, Niagara University
    - Abstract: This theme presentation session related to empowering people during change is very relevant in this age of heightened diversity awareness and the polarization of values regarding diversity, inclusion, and culturally proficient teaching and learning. This session provides the opportunity for educational leaders to employ personally reflective information regarding the diversity appreciation levels and experiences of themselves, their students, and their colleagues. In addition, participants in this session will be exposed to research-based techniques and strategies that they may employ to promote a greater appreciation of diversity in their respective group and organizational settings. Each participant will "walk-away" with self-reflective culturally competent ideas as well as a concrete valid and reliable research instrument (Personal Reflective Diversity Inventory) they can use with their students and colleagues.
29. *Federal DEI and Immigration Policies: Impacts on Science and Higher Education* - **Felicia Leammukda**, St. Cloud State University
    - Abstract: International students are invaluable to the university community. Their diverse perspectives and talents that they share truly enrich higher education. International students help build relationships with other countries. In the US, the Trump administration brought new policies that will impact international students in higher education. Policies include eliminating diversity, equity and inclusion (DEI) initiatives.There are threats to current US immigrants and anyone trying to enter the US, including difficulty in maintaining student visa compliance (Warner Norcross & Judd, 2025).What are the impacts of Federal cuts to DEI programs and new immigration policies in higher education? This proposal focuses on the contributions of international students from Midwest University (MU) (pseudonym) and how MU international students are affected by new federal policies.

3:15pm – 3:20pm
Break

3:20pm – 4:00pm
Session O - People: Empowering Individuals and Communities Amid Change
Moderator: Felicia Leammukda

30. *Better Leadership, Happier Teachers* - **Amanda Flanagan**, Henrico County Public Schools
    - Abstract: How can school leaders better support second-career teachers and keep them thriving in the classroom? This session presents findings from a study exploring the Psychological Capital (PsyCap) of second-career teachers (SCTs) working in Virginia public schools. PsyCap—comprised of hope, efficacy, resilience, and optimism (HERO)—is a powerful predictor of job satisfaction and retention. With an average PsyCap score of 4.8 out of 6, these educators possess strong inner resources; however, leadership decisions significantly impact their success, retention, and job satisfaction. The study highlights how mentorship, peer support, and positive administrative relationships build PsyCap, while extra duties and lack of planning time can undermine it. Attendees will gain practical, research-based strategies to bolster school environments where SCTs—and all teachers—can achieve positive PsyCap. This session is ideal for school leaders, instructional coaches, and educators looking to strengthen staff.
31. *Tomorrow's Female Leaders Making Sense of Their Gender Roles Through Active Literacies* - **Christine Woodcock**, SUNY New Paltz
    - Abstract: The purpose of this study was to learn more about the role of literacy in how adolescent girls understand gender and themselves as future leaders. There is a need to engage adolescents in mixed methods research in active pursuit of what it means to be a female leader in today's digital world. The Listening Guide was combined as a method of analysis with youth participatory action research in the form of autoethnography to ensure that participants' voices were present in the research. Findings revealed an embrace of gender expansive views on humankind, calls to action for more attention for mental health concerns in their generation, and ways they engaged in critical literacies. Pedagogical implications include topics of social justice.

4:00pm – 4:05pm
Break

4:05pm – 4:45pm
Session P - Ideas: Reimagining Educational Paradigms & People: Empowering Individuals and Communities Amid Change and Open Theme: Exploring the Untapped Potential in Education
Moderator: Leslie Trimmer

32. *Celebrating Half Century of the Educational Planning Journal: The Legacy of the Past Illuminates the Future* - **Selahattin Turan**, Bursa Uludağ University; **Duygu Kilic**, University of Pittsburgh; & **Metin Ozkan**, Gaziantep University

- Abstract: This paper presentation reflects on the 50-year legacy of the Educational Planning Journal (EP), offering a meta-epistemological analysis of how the field of educational planning has evolved through the journal's contributions. Drawing on a systematic content analysis of articles published since its inception, the study examines key themes, methodological approaches, authorship trends, and shifts in topical emphasis. It aims to illuminate the ways in which EP has mirrored, shaped, and at times challenged prevailing paradigms within the field. By uncovering both historical trajectories and emerging directions, this paper seeks to contribute to a renewed vision for the future of educational planning as a field of study. In doing so, it not only honors the journal's past but also provides a foundation for advancing scholarship and practice in the years ahead.

33. *Selected Findings from NFL Players' and Coaches' Participation in Doctoral Dissertation Study: Perspectives of Leadership Development Implications for Educational Planning and Professionalism* **- Adam Henry**, Buffalo Bills & Formerly ELSA Department Fayetteville State University; **Noran L. Moffett**, ELSA Department at Fayetteville State University; & **Caroline Crawford**, University of Houston-Clear Lake Houston
    - Abstract: The NFL has existed for over a century and has been described as the most popular sport in America. Starting in the 2024 season, it was reported that each of the 32 NFL teams could have an active roster of 53 players. The research study was designed to survey perspectives from any current or former player or coach who had signed at least one contract with an NFL Team to meet the research study's voluntary participants' eligibility criteria. For analysis, "NFL Players and Coaches Leadership Perspectives Survey Instrument" (N = 61) was constructed to gather descriptive statistical data, Likert-scaled rated responses, and open-ended narrative responses for quantitative and qualitative analyses. The participants were surveyed on factors and variables. The survey instrument's methodological design for analysis included 25 items for which Cronbach's Alpha was run and resulted in an $\alpha = .84$ from (N = 61) participants.

4:45pm – 4:50pm
Closing Comments from ISEP President, Caitlin Riegel

- Lightning Talks Reminder
- Thank you to Session Moderators
- Join us for an Excursion Today and Friday: Sabres NHL Hockey Game & Trip to Niagara Falls

6:00pm (Game starts at 7:05pm)
Join us!
Excursion: Sabres NHL Hockey Game (RSVP here)

International Society for Educational Planning

Thursday, October 16

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am
Brief Welcome from ISEP President, Caitlin Riegel

- Reflection on Previous Day
- ISEP Membership: Membership Map, *Educational Planning* Journal, Opportunities, Committees, and Mentorship
- Etiquette & Expectations (moderators, questions, etc.)

8:15am – 8:45am

- **Outstanding Dissertation of the Year Award presented by Robert Johnson**
  Recipient: Dr. Francis Arthur, University of Cape Coast

8:45am – 8:50am
Break

8:50am – 9:30am
Session Q - Ideas: Reimagining Educational Paradigms
Moderator: Caroline Crawford

34. *A Field-Based, Community-Engaged Model for Reimagining Teacher Education* - **Youjin Yang** & **Yong Joon Park**, Indiana State University
    - Abstract: Education is undergoing a profound transformation from rigid, teacher-centered models to flexible, student-centered approaches that emphasize collaboration and active learning. Today's classrooms extend beyond four walls, sparking creativity and fostering critical thinking and teamwork. This shift builds on the legacy of visionaries like John Dewey, who championed meaningful, experience-based learning. Experiential and place-based education through field trips, museum visits, and community projects engages students deeply and enhances real-world problem-solving. Research shows these immersive methods boost motivation, critical thinking, and cooperation. Equally vital is practice-based community engagement, which links academic learning with real-world contexts, cultivating empathy, civic responsibility, and purpose. Historical and civic education offers powerful models such as Abraham Lincoln's example of critical thinking and democratic values that inspire today's efforts.
35. *Designing Universal Design for Learning Experiences: Teacher Education Candidates' Perceptions in Active Learning within Higher Education Courses* - **Katie Heath**, Roberts Wesleyan University; & **Chelsea Tracy-Bronson**, Stockton University
    - Abstract: Higher education is becoming increasingly diverse, yet Universal Design for Learning is not widely adopted, although it offers a framework to

reduce barriers and consider learner's intersectional identities and needs. This research showcases inclusive special education undergraduate courses that utilize UDL design to meet diverse needs of teacher education candidates. Qualitative research methods were used for design of instruments and data analysis. Through focus groups, surveys, and reflections, this research examines the experiences of 57 college students. Findings demonstrate use of diverse learning opportunities, learning output, and application to the real world as critical to learners' success. Implications for proactively meeting needs within inclusive higher education using UDL coupled with a disability studies in education orientation are discussed.

9:30am – 9:35am
Break

9:35am – 10:15am
Session R - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Leslie Trimmer

36. *Leveraging higher education to combat professional fatigue: A multi-tiered approach for policy advocacy* - **Joellen Stender, Karen Poland, & Cheryl Rode**, Niagara University
    - Abstract: Professional burnout—now often referred to as compassion or professional fatigue—is a long-standing global concern. The mental health impacts of COVID-19 have amplified these challenges. As student and employee wellness become increasingly critical to institutional effectiveness, higher education needs to explore ways to better support new professionals entering the field. Our proposal highlights the gap between the growing concern regarding professional fatigue and the professional standards guiding the fields of education and sports and hospitality management. Garnering lessons learned from ethical standards within the counseling field, this presentation will provide a policy review at multiple levels to address ways in which higher education can support new professionals and equip them to navigate the emotional demands of their roles. This includes preparing them to manage daily stressors, balance personal well-being, and develop sustainable wellness practices.
37. *Premeditated Crisis Leadership: A Framework for Aligned Educational Planning* - **Jessica Steele**, Leadership & Energetic Alignment Coach
    - Abstract: In an era marked by unprecedented challenges, educational leaders must navigate crises with intentionality and resilience. This session introduces the "Premeditated Crisis Leadership" framework, designed to empower K–12 leaders to proactively plan for and respond to crises while maintaining alignment with their core values and institutional goals. Drawing from the presenter's extensive experience in educational leadership and insights from her book, this session offers practical strategies for integrating wellness, equity, and clarity into crisis planning. Attendees will engage in reflective exercises and discussions to explore

how aligned leadership can foster safer, more sustainable educational environments.

10:15am – 10:20am
Break

10:20am – 11:00am
Session S - Ideas: Reimagining Educational Paradigms
Moderator: Danielle Weinstein

38. *Bridging the Skills Gap: Randolph's Transformative CTE Model* - **Jonathan Olsen** & **Francis Hittinger**, Randolph Township Schools
    - Abstract: The Randolph School District is challenging traditional boundaries between career and technical education and traditional academic learning. By integrating industry-recognized certifications, such as Certiport Microsoft Office Specialist, Intuit Personal Finance, and Intuit QuickBooks, into the school's curriculum, Randolph High School students earn validated, portable credentials alongside traditional high school and dual enrollment college credit. This innovative model directly addresses the evolving workforce landscape, where artificial intelligence-driven economic shifts have made traditional college degrees less reliable as employment guarantees. Aligning industry certifications with both high school and college credit represents a groundbreaking convergence of educational pathways centered on competency-based, practical assessments.
39. *Utilizing The Benchmarking Approach To Improve The Academic Program: How One University In China Acts* - **Arvin Johnson**, **Binbin Jiang**, & **Tak Cheung Chan**; Kennesaw State University
    - Abstract: This presentation is to report on a study to investigate how a university in China utilizes the benchmarking approach to improve the university academic program. The university has established longitudinal goals to be achieved. The university administrators encouraged the faculty members to attain these university goals by taking advantage of the benchmarking approach. The faculty members developed self-evaluation strategies to identify their achievements in alignment with the university goals. International scholars were invited to lead the benchmarking exercise by reviewing the faculty self-evaluation report. A qualitative approach of case study was employed to review university documents to solicit the needed data for the study. University administrators were also invited to confirm the validity of the data. Results of data analysis showed that the faculty members did their best to improve their academic programs to meet the university longitudinal goals by seriously following the solid and practical recommendations of the benchmarking committee of international scholars.

11:00am – 11:05am
Break

11:05am – 12:05pm

Session T - Ideas: Reimagining Educational Paradigms & People: Empowering Individuals and Communities Amid Change

Moderator: Shushma Marwaha

40. *Empowering Schools Through Restorative Practices: Learning, Growing, and Leading Together* - **Nicole Menting-Wilson**, Daemen University
    - Abstract: Restorative Practices (RP) have evolved significantly within the educational landscape. Initially introduced as an alternative to punitive discipline, RP now play a vital role in fostering relationships, promoting professional learning, enhancing teaching strategies, and reshaping school culture. By prioritizing dialogue, shared accountability, and mutual understanding, RP empower educators and students to engage in meaningful conversations that strengthen connections, encourage collaboration, and deepen learning. Schools across diverse settings have integrated RJ circles to support conflict resolution, create a culture of belonging, and drive pedagogical innovation. This presentation delves into the dynamic applications of RJ in schools, illustrating its power not only as a response to harm but as a proactive strategy for cultivating trust, learning, and transformation.
41. *Reimagining Education: A Restorative Practices Circle for Collective Envisioning* - **Nicole Menting-Wilson**, Daemen University
    **40-min*
    - Abstract: This interactive session invites leaders and educators to step into a restorative practices (RP) circle and experience firsthand how dialogue can shape the future of education. Rather than a traditional presentation, participants will engage in a reflective process that challenges them to reimagine how we "do" education. Guided by insights from Peter Block's Community: The Structure of Belonging, this session will explore how RP circles can move beyond conversation into meaningful action that responds dynamically to shifting societal needs. The circle process will incorporate silence in the form of a guided visualization, creating space for participants to ground themselves in the experience. This will be followed by reflective journaling before moving into dialogue, ensuring that every voice is present and engaged. Participants will discover how RP cultivates trust, fosters hope and can inspire a renewed vision for how we "do" education.

12:05pm – 1:05pm

Lunch Break

1:05pm – 2:05pm

- **David Wilson Memorial Lecture presented by Walt Polka**
  Dr. Jennifer Young Wallace, Associate Professor of Educational Leadership & Coordinator of Educational Leadership Ph.D. Programs, Jackson State University

2:05pm – 2:10pm
Break

2:10pm – 2:50pm
Session U - People: Empowering Individuals and Communities Amid Change
Moderator: Felicia Leammukda

42. *Lessons learned in the COVID-19 years: How we can prepare for future crises and be stronger in more stable times* - **Susan Mason**, Niagara University
    - Abstract: In this session I review the literature and share my own research findings on educational adaptations to the COVID-19 pandemic, COVID-related effects on students and teachers, and systemic weaknesses that were revealed during the pandemic. Major weaknesses were seen in technology infrastructure, teacher preparation for online teaching, and mental health support systems. I also discuss how the challenges of the pandemic led to greater and more effective use of technology in education. Increased comfort with, and use of, technology can enhance education. However, I argue that over-using technology as a replacement for in-person interactions can have a negative impact on student learning and on student mental health.
43. *Dealing with the Urgent Educational Challenge: Promoting Social-Emotional Well-Being among Teachers, Students, and Families to make an indelible difference!* - **John MacKenna**, Niagara University; **Monica VanHusen**, Stafford Public Schools; **Jennifer Young Wallace**, Jackson State University; & **Walter Polka**, Niagara University
    - Abstract: This session presents information articulated by practicing education leaders regarding their views about the strategies and approaches they believe administrators, teacher educators, classroom teachers, and parents may employ to deal with issues related to social-emotional learning and well-being. The Covid-19 global pandemic radically changed the schooling paradigm and focused educators on the importance of SEL in our schools. The traditional classroom was acutely changed for almost two years and students, globally, relied on the "high-tech" delivery of teaching and learning. Today many educators contend that there is an urgent need to address not only the loss of academic learning caused by the pandemic but also the loss of the social-emotional experiences traditionally associated with school attendance and supervised classroom interactions. This thematic session is designed to review and recommend key concepts and practices to reinvigorate and sustain social-emotional well-being.

2:50pm – 2:55pm
Break

2:55pm – 3:35pm
Session V - Ideas: Reimagining Educational Paradigms
Moderator: John McKenna

44. *Reimagining Educational Planning in a Dynamic World: A PRISMA-Based Systematic Review (2005–2025)* - **Duygu Kilic**, University of Pittsburgh; **Metin Ozkan**, Gaziantep University; & **Selahattin Turan**, Bursa Uludağ University
    - Abstract: This study presents a PRISMA-based systematic literature review that explores how educational planning research has evolved over the past two decades (2005–2025). Drawing on data from the Web of Science database, the study identifies key themes, methodological trends, and global shifts in educational planning literature. The findings shed light on how scholars and policymakers have reimagined planning practices in response to disruptions such as the COVID-19 pandemic, increasing calls for equity, and the integration of data-driven decision-making. This session will provide valuable insights into the field's progression and inspire future research that addresses current and emerging educational challenges.
45. *Leadership Pipeline Participants' Common Viewpoints Concerning the Essential Characteristics in Selecting a Graduate Program* - **Stacy Leggett, Kandy Smith**, & **Laura Hudson**, Western Kentucky University
    - Abstract: Principal preparation programs (P3s) operate in an expanding market with diverse competitors from higher education and other organizations, while their primary consumers, Gen Z, bring their preferences for flexible approaches, technology, personalization, and practical outcomes (Dimock, 2019). To remain viable, institutions of higher education must seek to understand the needs and priorities of their consumers, their students, as they reimagine educational paradigms. This project is situated in faculty members' planning processes for implementing a pre-apprenticeship/apprenticeship model. Before making changes, we sought to understand how educators in our pre-P3 program prioritized characteristics of graduate programs when selecting a program. The presentation will share our findings for the research question, "To what extent do leadership pipeline participants share common viewpoints about the essential characteristics in selecting a graduate program?"

3:35pm – 3:40pm
Break

3:40pm – 4:20pm
Session W - Ideas: Reimagining Educational Paradigms
Moderator: Jodie Brinkmann

46. *Designing Inclusive Learning Environments through Cultural Proficiency, Self-Reflection, and Motivation Theory: A Backward Design Approach* - **Jill Cofield** & **Angela Ford**, University at Albany
    - Abstract: This session will present a theoretical model for inclusive course design integrating critical self-reflection, cultural proficiency, self-determination theory, and inclusive pedagogy. It aims to help educators create motivating and equitable learning environments in higher education. The model emphasizes backward

design, structured learning, and active engagement. Educators are encouraged to reflect on their practices, value cultural diversity, and support students' psychological needs for autonomy, competence, and relatedness. Discussion will include practical strategies include scaffolding, peer collaboration, and linking content to students' experiences. Active learning techniques will also be highlighted. The session concludes by connecting the model to broader educational planning and equity initiatives.

47. *Analyzing Scaffolds for Inclusive, Legally Sound, Educational Settings in Contemporary Contexts.* - **Kathleen Black**, MH Education Solutions; & **Walter Polka,** Niagara University
    - Abstract: This session addresses the practical challenges facing contemporary educators who must provide equitable, legally compliant instruction to all students while navigating increasing pressures around language, curriculum, and instructional choices. The presentation will focus on actionable scaffolds and instructional protocols that support students in their academic pursuits across varied backgrounds, including learners with disabilities, multilingual students, and those historically marginalized, using language and strategies emphasizing instructional quality and academic access.

4:20pm – 4:25pm
Break

4:25pm – 5:05pm
Session X - People: Empowering Individuals and Communities Amid Change
Moderator: Walt Polka

48. *Fostering a Resilient Culture Among an Arab School Community* - **Yaffa Buskila**, Orot Israel College & Talpiot College
    - Abstract: Disasters caused by Global warming, the COVID-19 Pandemic, the October 7, 2023, disaster, and wars have taught us that a crisis is likely to occur at any time, and everywhere. School leaders must take an active role in teaching resilience to overcome the crisis. A study conducted in Israel, involving 1,020 parents and 3,254 teachers, found that both parents and teachers need each other to do a better job for the benefit of the children, following the COVID-19 pandemic. It is essential to maintain continuity between the school and families for the best interests of students and the community (Adi Rakach et al., 2023). School leaders have been found to demonstrate caring behavior in responses to the community (Fisher et al., 2016). Extending training to teach parents and community members and incorporating resilience into a community's culture can enhance the entire community's contribution (Much, 2014).
49. *Lets Get Playing with AI in the Classroom* - **Sheena Bahra**, Anderson University
    - Abstract: Over the years Artificial Intelligence in education has grown to have many branches with the recent innovation being Generative Artificial Intelligence. This session will explore using an AI tool as part of a teaching strategy to enhance

student experience, engagement and performance. The session will give you an opportunity to learn about the AI tool 'Parlay Genie' for discussion activities, provide you with the opportunity to play with the tool and experience its benefits. The session will provide you with the opportunity to reflect on how you can implement this tool as part of your teaching strategy. The reflection activity will take place by using another AI tool called Mirror Talks which is an AI tool that is used for reflective practice. This session will provide you with enormous opportunities to get playing with AI.

5:05pm – 5:10pm
Closing Comments from ISEP President, Caitlin Riegel

- Lightning Talks Reminder
- Thank you to Session Moderators
- Join us for an Excursion Tomorrow: Trip to Niagara Falls

Friday, October 17

In-person in Buffalo, NY
Grand Ballroom BC

8:00am – 8:15am
Brief Welcome from ISEP President, Caitlin Riegel

- Reflection on Previous Day
- ISEP Membership: Membership Map, *Educational Planning* Journal, Opportunities, Committees, and Mentorship
- Etiquette & Expectations (moderators, questions, etc.)

9:15am – 9:20am
Break

8:20am – 9:00am
Session Y - People: Empowering Individuals and Communities Amid Change
Moderator: Shushma Marwaha

50. *ACT-UP: A Dynamic Leadership Model for Developing Sustainable Educational Transformation While Fostering Positive Relationships and Building Trust During Turbulent Times* - **John McKenna**, Niagara University
    - Abstract: The presenter of this program compiled extensive research and used his expansive practical experience on transforming school cultures and developed the 5 step ACT-UP Method to energize and engage the entire school community and transform school cultures to flourish despite the odds being against them. This presentation will teach participants the five components of the ACT-UP model and how to implement them in a real world setting. At the conclusion of the

presentation all participants will have a strong understanding of how to ACT-UP (Align, Connect, Transform, Unlearn and Praise) to navigate change and inspire hope!

51. *School Culture* - **Francis McGreevy**, Root-Ed Leadership and Learning
    - Abstract: This session will explore the power of culture in enabling schools to thrive in these times of rapid change across society. The focus will center on how such a thriving culture can be developed and sustained. The significant role that leadership plays will be highlighted. The presenter will site research supporting the importance of relationship/connection for all members of the school community as the foundation of a thriving culture. Specifically, the presenter will model practical, down to earth strategies that leaders can utilize in developing a engaging culture. The use of story as a vehicle for building culture and relationships will be demonstrated. This engaging and interactive presentation will make use of multi-media to achieve these objectives, thus providing attendees with take aways they can utilize in their own schools.

9:00am – 9:05am
Break

9:05am – 9:45am
Session Z - Things: Innovative Tools for a Shifting Educational Landscape
Moderator: Danielle Weinstein

52. *E for Everyone: Using Gaming Culture to Reimagine Equitable, Inclusive Schools* - **Jacoby Loury**, University at Buffalo
    - Abstract: Education is at a crossroads, requiring bold reimagination to meet the challenges of an evolving world. Gamers have long demonstrated the ability to adapt, problem-solve, and collaborate—skills essential for the future of learning. This session presents a school counselor-educator's framework for leveraging gaming culture to inspire educational transformation. By examining key aspects of gaming—such as strategic thinking, identity formation, and leadership—educators can rethink curricula, policies, and learning environments to be more dynamic, inclusive, and resilient. Attendees will explore how gaming-informed approaches can help students and educators navigate disruption, foster creativity, and drive meaningful change in schools.
53. *Transforming Underused Campus Resources into Opportunities for Engagement* - **Michael D'Angelo**, Niagara University; **Elizabeth Falzone** & **Caitlin Riegel**, Daemen University
    - Abstract: As the demand for online academic programs increases, many university campuses face underutilization of physical spaces. Despite fewer students attending in-person classes, these campuses still offer valuable environments for learning and engagement. In response, researchers have proposed innovative strategies to repurpose these spaces to foster community connection and educational enrichment. One such initiative is Story Lane on Ice, a

university-based event intentionally designed to advance education planning through meaningful community engagement. By bringing together university faculty, students, and local families, the event demonstrated a successful model for leveraging underused campus resources to create inclusive, interactive, and educational experiences.

9:05am – 9:45am
Break

9:45am – 10:25am
Session AA - Ideas: Reimagining Educational Paradigms
Moderator: Felicia Leammukda

54. *Reimagining and Transforming Educational Planning in the Age of Artificial Intelligence: A Conceptual Framework* - **Metin Ozkan**, Gaziantep University; **Selahattin Turan**, Bursa Uludağ University; & **Duygu Kilic**, University of Pittsburgh
    - Abstract: This paper introduces the AI-Native Educational Planning (AI-NEP) framework, which redefines educational planning by embedding artificial intelligence (AI) into core strategic functions. Going beyond instructional applications, the framework outlines how AI-powered solutions can reshape forecasting, resource allocation, personnel planning, and policy evaluation—activities traditionally driven by static, linear models. Grounded in peer-reviewed studies, such as OECD's analysis of data analytics in EMIS (OECD, 2024) and Viberg et al.'s research on teacher trust in AI (2023), this conceptual proposal highlights how AI-natively structured systems provide adaptive, data-rich, and ethically aware planning capacities. It underscores educators' trust, algorithmic transparency, and the avoidance of bias. By integrating human judgment with intelligent systems, the framework presents a new planning paradigm—dynamic, inclusive, and future-ready. This paper will be invaluable to educational planner.
55. *Student Success Through Theoretical Frameworks: Community Cultural Capital Engagement Theory* - **Caroline Crawford**, University of Houston-Clear Lake
    - Abstract: The conception of higher education student success may be embedded within motivational understandings that embrace engagement, belonging, and success, throughout the student's experience. Evolving a theory through embracing theories that include Rendon's theory of validation, Bourdieu's cultural capital theory, Yosso's community cultural wealth framework, Crenshaw's intersectionality theory, Richardson's resilience theory, and Crawford's implicit cognitive vulnerability theory, emphasize an understanding of the intersectionality and resiliency of student experiences, as well as the undergirding validation inherent within a focus upon student self-efficacy. This theoretical discussion offers an emphasis upon the intersections of personal community supports and inherent grounded beliefs associated with cultural background, with equal

recognition associated with personal student understandings associated with capital, student engagement, and the evolution of a metatheoretical construct.

10:25am – 10:30am
Break

10:30am – 11:10am
Session AB - Open Theme: Exploring the Untapped Potential in Education
Moderator: John McKenna

56. *Topping the Untapped Resources of Retired School Leaders for their Late-career Counterparts* - **Ann-Marie Wilmot**, University of the West Indies, Mona
    - Abstract: School principals nearing retirement face a dilemma: while their leadership experience peaks, support for their unique transition challenges remains minimal as they simultaneously manage succession planning pressures, shifting work-life priorities,and the psychological reality of ending decades-long careers, often without meaningful guidance.Through in-depth interviews with four retired principals, this study captured the wisdom that they had to offer their late-career counterparts who are navigating this often-difficult transition period.The findings yielded four major themes: developing sustainable financial security, building meaningful personal support systems, creating lasting institutional legacies, and adjusting to unemployment.These insights reveal some deficit in the support we provide to our educational leaders.The recommendations highlight the urgent need for specialised transition programs that address both the practical and psychological aspects of late-career leadership.
57. *Linking preparation to retention: leveraging university-district partnerships to improve principal retention in high-needs schools* - **Abebayehu Tekleselassie** & **Leslie Trimmer**, George Washington University
    - Abstract: Over one-third of principals in high-needs school leave their positions within the first two years of their appointment, negatively impacting the educational gains of the population that benefit the most from sustained leadership. This study examines how leadership preparation programs that are grounded in equity cultivate the efficacy, resilience and commitment among school leaders to improve retention, combating premature principal departure in these school settings.

11:10am – 11:15am
Break

11:15am – 12:00pm
Annual Business Membership Meeting facilitated by ISEP President, Caitlin Riegel

- Agenda

12:00pm – 12:10pm

International Society for Educational Planning

Closing Comments from incoming ISEP President, Caroline Crawford

- Conference Recap (presenters and countries, scholarship awardees, students)
- Thank you to sponsors: EdRoot, Daemen University, and SUNY University at Albany's College of Emergency Preparedness, Homeland Security, & Cyber Security
- Recognition of Officers and Board of Directors (serving as session moderators) & Conference Planning Committee
- Recognition of Journal Editor
- ISEP Membership: Membership Map, *Educational Planning* Journal, Opportunities, Committees, and Mentorship
- Join us for an Excursion Today: Trip to Niagara Falls

2:00pm – 6:00pm
Join us!
Excursion: Trip to Niagara Falls (RSVP here)

Thank you for attending!

We look forward to seeing you next year at our 2026 conference!