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University of Houston
CLEAR LAKE

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DEAN'S MESSAGE

JOAN PEDRO

DEAN, COLLEGE OF EDUCATION

Dear College of Education Community, Alumni and Friends,

As we in the College of Education prepare for Spring 2025, I wish all our students, faculty, staff administration, and alumni a happy New Year with great possibilities. This past fall was an exciting time for us as we celebrated the achievements of our 2024 graduating classes. I extend my heartfelt congratulations to the graduates of our bachelor's, Master of Science, and EdD programs in Educational Leadership and Curriculum & Instruction, as well as their families who supported them throughout their educational journeys. Our graduates continue to make us proud as they take on teaching and leadership roles across the Greater Houston area and beyond. They exemplify our strategic themes by transforming lives, translating new knowledge, and transcending boundaries in the educational landscape.

In fall 2024, we welcomed two new faculty members and our director for the STEP program. We also celebrated numerous awards received by our faculty, which reflect our commitment to excellence. They remain engaged in transformative and innovative initiatives, securing grants, and participating in various community projects.

We are thrilled that our alumni have been connecting with us, sharing their time and talents to ensure our students' success.

Sincerely,

Joan Pedro

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Meet Our *NEW* FACULTY AND STAFF



Dr. Kimberly McGough
Visiting Assistant
Professor of Counseling



Dr. Elizabeth Walsh
Clinical Assistant
Professor of Literacy



Dr. Lamont Vines
Director of STEP Program

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Celebrating FACULTY AWARDS



Dr. Diana Wandix-White



Dr. John Decman

Dr. Diana Wandix-White received the
National Association for
Multicultural Education (NAME)
2024 Carl S. Grant Research Award

Dr. John Decman was awarded the
Texas Council of professors of
Educational Administration – James
A. Vornberg Living Legend Award

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9th Annual Greater Houston Area STEM Conference: *YOU Belong in STEM!*



You are invited to attend the Greater Houston STEM Conference at the University of Houston–Clear Lake. Expected conference attendees from Gulf Coast and Greater Houston areas include K–16 teachers, teacher educators, pre–service teachers, administrators, informal educators, and STEM industry education liaisons.

Attendees will experience engaging hands–on workshops, round–table talks, lectures, and panel discussions. Presentations include topics on K–16 STEM education ranging from examining 21st century skills in STEM industries to classroom implementation strategies in preparation for NEW State of Texas Assessment for Academic Readiness (STAAR) exam question types. Participants may earn up to seven CPEs for all–day attendance.

Saturday, March 1, 2025 | 8:30 a.m. – 3 p.m.

University of Houston–Clear Lake | Bayou Building

REGISTER NOW



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KidsU 2025 Summer Camp Registration Coming Soon!



The College of Education's KidsU Summer Camp provides fun-filled enrichment programs for students in pre-kindergarten through 12th grade .

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Cultivating a STEM-driven School Culture: *A Librarian's Journey*



Librarians play a crucial role in fostering discovery and a desire to explore new concepts. This exploratory case study examines the librarian's role in implementing STEM concepts and applications in a Texas elementary school. Focus group and interview data were analyzed and coded to identify patterns and themes. This paper focuses on the emergent themes of the (a) librarians' role in STEM education and (b) supporting a STEM-driven school culture. Findings include the librarian's creation of a professional learning network, her leadership role, and how she supported a STEM-driven school culture. The results of this study point to the need to expand the definition of a STEM teacher leader to include non-traditional leaders such as librarians. Implications on how librarians can help create a STEM-driven school culture are discussed.

[Read the full article](#)

Gauna, L. M., Cooper, J. M., & Beaudry, C. (2024).

Discussing Controversial Topics While Keeping the Class Civil: Critical Pedagogy and Dialogue for Those Who Dare. *Studying Teacher Education*, 1–26.

<https://doi.org/10.1080/17425964.2024.2397067>.

Grace, J. (2024). "Resisting Anti-Black Racism in U.S. Schools and Implications for Global Leadership."

In George Noblit (Ed.), *Oxford Research Encyclopedia of Education*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.2018.

Grace, J., & Lastrapes, R. E. (2024). What do school administrators think about race? A critical race mixed-method study. *Journal of School Leadership*, 34(2), 177–201.

<https://doi.org/10.1177/10526846231194349>

Grace, J. & Aming-Attai, R. (2023) 'This is so white': examining Black and Brown pre-service teachers' sense of belonging in a predominantly White educator preparation program, *Whiteness and Education*, DOI: 10.1080/23793406.2023.2277789

Horton, E., Romito, M., Schoonover, T., & Frawley, C. (2024). A size-inclusive playroom: Play therapy considerations to promote healing for children of diverse body shapes and sizes. *International Journal of Play Therapy*, 33(3), 154–163. <https://doi.org/10.1037/pla0000218>

Horton, E. (2024). Body neutral parenting: A grounded theory of how to help cultivate healthy body image in children and adolescents. *The Professional Counselor*, 14(1), 30–47. <https://doi.org/10.15241/eh.14.1.30>

Horton, E., & Frawley, C. (2024). Dismantling diet culture and sizeism with families: A feminist body neutral parenting group for collective healing. *Journal of Feminist Family Therapy*. <http://doi.org/10.1080/08952833.2024.2345417>

Horton, E., & Powers, M. (2024). Demoralizing food, bodies, and movement: A phenomenological exploration of caregivers' experience in a body neutral parenting support group. *The Family Journal*.
<https://doi.org/10.1177/10664807231226232>

Horton, E., Romito, M., Schoonover, T., & Frawley, C. (in press). Grasping at straws: Play therapists' experiences utilizing play therapy with childhood body dissatisfaction. *International Journal of Play Therapy*.

Schoonover, T., Horton, E., & Bradley, K. (in press). Using graphic memoirs in the counseling children and adolescents course: A phenomenological arts-based investigation. *Teaching and Supervision in Counseling*.

Robledo, C. G., & Horton, E. (in press). A Latin dance group intervention for body acceptance among postpartum mothers. *Journal of Professional Counseling: Practice, Theory, and Research*.

Bradley, K., & Horton, E. (2024). Using Fink's taxonomy in counseling practicum and internship courses. *Journal of Counselor Preparation and Supervision*, 18(2).
<https://research.library.kutztown.edu/jcps/vol18/iss2/4>

Horton, E., Smedley, D., Roller, K., & Coker, J. K. (2024). De-colonizing and enlivening lifespan development in counselor education. *Journal of Counselor Preparation and Supervision*, 18(2).
<https://research.library.kutztown.edu/jcps/vol18/iss2/3>

Horton, E., Everett, B., & Romito, M. (2024). Inundated with "bounce back" culture: An interpretative phenomenological analysis of postpartum first time mothers' body image dissatisfaction and mental health implications. *The Family Journal*.
<https://doi.org/10.1177/10664807241269452>

Schaefer, M. B., Pennington, S. E., Divoll, K., & Tang, J. H. (2024). A systematic review of literature on student voice and agency in middle grade contexts. *Education Sciences*, 14(11), 1158.
<https://doi.org/10.3390/educsci14111158>

Grace, J. (2024). Educational Leadership as a Facilitator of Justice and Peace. In Anna Saiti & Rosemary Papa (Eds.) *Global Progressive Leadership: Peace Through Education*. ICPEL Publications

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Waters, Carol (2024) Cultivating a STEM-Driven School Culture: A Librarian's Journey: *School Libraries Worldwide* Volume 29, Number 2, December 2024
<https://journals.library.ualberta.ca/slw/index.php/slw/article/view/8780/5235>

Adding Value to the GREAT Conversation!

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GRANT SUCCESS

Their SUPPORT Is Making a DIFFERENCE.

The College of Education received \$1 million from the Texas State Legislature for the Success through Education Program (STEP) to offer scholarships to incoming teacher education students from the STEP districts, Clear Creek ISD, and Pearland ISD.

The College of Education received the Moody Foundation Grant for \$583,590 for three years to strengthen the Early Education Workforce project.

The College of Education received the Houston Endowment grant to continue its Success Through Education Program (STEP) to build a partnership with HISD and Channelview.

The College of Education's Educational Transformation Initiative implemented three successful faculty projects that were funded.

THECB Implementation Grant was awarded to UHCL to design and implement modules for students in a year-long residency program during their PK-3 certification program and to continue to develop the College of Education's para-professional program.

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WE Invest in YOUR Tomorrow!

College of Education *SCHOLARSHIPS*

College of Education Alumni Scholarship | College of Education Alumni Scholarship -Bonnie M. Staples | Barbara Samuels Literacy Teacher Scholarship | COE Development | COE Endowment | Fred Kierstead Memorial | Thomas Gee | Dr. Bettye Lois Grigsby | Instructional Technology Scholarship | Matthew and Gretchen Jaska | Cyril & Martha Kajs | Dr. Rebecca Huss-Keeler and Terry Keeler Graduate ECE | Samuels Family Early Childhood Leadership Scholarship | The Nolie Mayo 8-12 | Teacher Education Scholarship | College of Education Open | Partnership for Future Teachers | Dr. Steven Rakow Memorial | STEP - Success Through Education Program | Dr. Patricia Potter Wilson - Undergraduate | Dr. Patricia Potter Wilson - Graduate | Christian Andrew Burke/DRDA College of Education Entrepreneurial Scholarship | STEM Educator HSI Internship

These scholarships are for College of Education students only. The application process for these scholarships is available each year during the month of February. Awards for each scholarship are contingent on availability of funding and are made for the following academic year.

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TEACHER INDUCTION CEREMONY *Our Teachers Will TRANSFORM Lives!*



The College of Education celebrated students graduating with their teacher certification on December 3, 2024, at the Teacher Induction Ceremony in the Bayou Theater.

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COLLEGE OF EDUCATION

FALL COMMENCEMENT 2024 *Celebrating STUDENT*



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