



**2020 Annual Conference – Virtual Global Research Conference**



***Change & Continuity in Educational Planning:***

***Past, Present, & Future***

**October 14 – 16, 2020**

**<https://isep.info/>**

## OFFICERS



**Dr. Abe Tekleselassie**  
**ISEP 2020 President**  
**Associate Professor of Educational Leadership**  
**George Washington University**

*Reaffirming ISEP's Humanistic Vision of transforming education in the world: The President's Address to ISEP's 50<sup>th</sup> Anniversary*

Over the last two years, we have been engaged in preparing for the 50<sup>th</sup> birth of the International Society for Educational Planning (ISEP) in Washington, DC, where the association was founded in 1970. To commemorate the significance of this turning point in ISEP's history, a special 50<sup>th</sup>-anniversary planning committee was established. The committee's work resulted in a comprehensive program that includes thematic sessions tailored to the anniversary, celebratory events, site visits, invited talks, and a session honoring the founding members of the association. Although we canceled the Washington, D.C. conference in October 2020 due to COVID-19, we remain committed to continuing to plan for our anniversary in October 2021, when we meet in person.

The current global health crisis has affected our educational systems in unprecedented ways. Schools are closed throughout the world and such closure carries high educational, social, and economic costs for students, their families, and communities. The educational wastage and learning slide resulting from the outbreak deprive opportunities for growth and development particularly for students from marginalized groups of the society who tend to have limited educational opportunities and resources beyond school. While schools have continued virtual learning in countries where the instructional technology infrastructure capacities exist, opportunities for real-world connections such as spending time with peers and human interaction are missing in the lackluster online learning environment. In comparison, in most developing countries, the situation is even worse as there is no internet access in schools, leaving children in complete separation from any form of learning and educational opportunities. School closure and social isolation will worsen particularly the vulnerabilities of marginalized children, most of whom live in abject poverty in developing countries. With education interrupted, non-government organizations and donor agencies working in these countries (such as Save the Children and UNESCO) worry that children are at higher risk of abuse, neglect, violence, and exploitation since the pandemic began six months ago. Experience from the Ebola epidemic has shown that the longer children are out of school, the less likely they are to return (UNICEF, 2015a), and young women and girls are most susceptible to dropping

out of school in developing countries where tradition, patriarchy and lack of access to capital forced females out of school even before the pandemic.

As an international association committed to the advancement of research, teaching, and scholarship in educational planning, it is imperative to ask what we could do to support educators and policymakers in their quest for tools to overcome crisis moments such as COVID-19 and as they prepare to reopen schools in the near future.

The challenges caused by the pandemic render any past blueprint or playbook ineffective and strategies and solutions one could offer are tentative. Empirical studies on the topic are lacking and instruction on how to manage fortuitous events like this virus is scarce. Crisis moments demand creativity but also us discovering our enduring values as an international association because our identity shapes our decisions and actions (be it during COVID-19 or other times). ISEP is a unique association in this regard and reflecting on our uniqueness is a vital force in our search for solutions to the most systemic challenges of our school systems.

Our uniqueness begins with the diversity of our membership. Take a gander at who we are in terms of the organizations we represent, the geographic location of our institutions, where we live, our past and present experiences, the nature of our research agenda and our intellectual pursuit, and so on. A scant introspection will tell you that we are a very diverse group of professionals. Many of us are professors at higher education but have had a distinguished career prior in k-12 systems. The majority of our membership comes from educators, but we have individuals in other niche areas such as building design and architecture who have joined ISEP because of the meaningful benefit their affiliation affords them. The majority of us live in the United States but a significant number of us also come from other regions of the world including Africa, Asia, the Caribbean, the Middle East, and Europe.

In addition to being a diverse group, we have the tradition of holding our annual meetings in various parts of the world. Past conference locations include Toronto, Canada; Bologna, Italy; Budapest, Hungary; North Cyprus Republic; Lisbon, Portugal; Port-of-Spain, Trinidad, and Istanbul, Turkey. By bringing our annual meetings to other countries, we created network opportunities, increased our global footprint, and recruited new members who joined the ISEP family.

ISEP's diverse makeup and global outreach are assets as we play our part in addressing the most persistent challenges in our local and global spaces. As we entered the new millennium in 2000, critical issues facing education as other social services have increased in their complexity, depth, and broader impact. UNESCO's (2020) recent report indicates that more than 262 million children and youth are out of school in the world. Six out of ten are not reaching basic literacy and numeracy after seven years of education. Although most out of schoolchildren live in economically disadvantaged families in developing countries, high income and middle-income countries also have their own set of challenges. For example, educational stratification or income-based achievement gap have grown over 50 years (between 1964 and 2015), with a marginal decline in the United States, Belgium, Ireland, Norway, Poland, Hungary, Iran, and Thailand (Chemielewski, 2019). This suggests that low-income students do not receive the same quality education as their counterparts from middle and high-income families. This alarming revelation indicates that education is still an unfulfilled promise for the majority of the poorest families around the world.

Equity, access, and many other persistent educational challenges are global in nature and require solutions that are coordinated, systemic, and sustainable. In a world that is increasingly interconnected and interdependent, strategies that are country-specific result in unsatisfactory or less than optimal outcomes, even in countries where resources are sufficiently available. Any victory in universalizing education within a few countries may give a semblance of success but is not sufficient. This is because a world that leaves behind a significant portion of its most vulnerable populations from access to basic education will not only fail to prosper but also pays a heavy cost both in the short and long term. Children out of school are recruiting grounds for terrorists and armed groups, and subject to sex trafficking and other forms of exploitation. Today, there are 58 non-state armed groups in 15 countries that actively recruit children and youth for violent extremism and international terrorism (Darden, 2019), whose impact stretches beyond the source country to the rest of the world disrupting our social, economic, and public livelihood.

Education is a human right and an integral vessel for sustainable development; however, progress in education takes global leadership and a coordinated effort. While the UN and its affiliate agencies and NGOs including UNESCO and UNICEF, are contributing their part to ensure access to education for all citizens in the world, professional associations such as ISEP can also play a role toward the fulfillment of this goal. We are a small association but our size does not measure the depth and breadth of our dreams, our commitments, and our collective efficacy to transform the world through the power of education.

A good place to start is our conferences held in different countries and regions of the world. We can leverage these meetings as a conduit to create partnership opportunities as well as to recruit new members who may engage in joint research projects that center on pressing problems of practice and policy at the host country. Veteran ISEP members may take a leading role in initiating the research projects by involving new members in the host countries, where the team may share data, ideas, expertise, and resources throughout the life of the project. To make the findings widely available to the international readership, the project team can present their research at the ISEP annual conference and publish it in *Educational Planning*, broadening the Journal's portfolio as a truly international outlet.

In addition, we can leverage conference venues as a springboard to meet key decision-makers, practitioners, and policymakers from k-12 and higher education who can provide invited talks on the state of education in the host country. Such information is vital to gain insight into pressing education challenges and best practices from the region to inform the work we do at home and to foster new thinking in the field. Such efforts will not only elevate ISEP's visibility but also increase its impact by providing our members with essential, current, globally relevant data and networking opportunities.

The economic difficulties caused by the pandemic and the mitigation measures we use as we safely reopen schools in the fall reduce the resources we have to travel to conferences. Significant income loss will occur, and a sense of frustration, isolation, and fear may continue to concern us until we conquer the virus. However, this should not stop us from being difference makers. As difficult and as real as the challenges we face due to the pandemic are, they are still smaller than our dreams and aspirations to change the lives of each child, in each community, each village in our global community.

I am honored to serve as the President during this historic moment as ISEP marks its 50<sup>th</sup> anniversary, working along with my colleagues who deeply care about the association and who are always willing to share their expertise so openly in service to education and educational planning, locally and globally.

The world needs more international research collaboration and more citizens that are global. I urge ISEP members to continue to engage in efforts that expand our international outreach and to continue to adapt a more global approach to addressing educational challenges that arise during this time of health crisis, as well as during other times, particularly in resource-constrained and vulnerable communities.

Our membership is our strength and the engine behind all the work we do. More members means more power, more influence, more voices, and more expertise. In the coming years, please consider recruiting new members, including your graduate students, k-12 practitioners, and individuals who work for non-government organizations. Also, consider nominating yourself to the board and other leadership positions or volunteer to the conference committee as we expand our international outreach in other regions (such as Africa, Asia, and Australia). With preparation underway for the 2022 annual meeting in South Africa, we are excited about the opportunity of expanding our outreach to Africa, a region we have not had the opportunity to serve in the past.

I close my remark with a quote from UNESCO:

There is no more powerful transformative force than education – to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity (UNESCO, 2015, p. 5).

In that spirit, I look forward to seeing you all in October 2020 during our online meeting, but also in 2021, when we meet in person.

Until then, please stay safe, well, and healthy with your loved ones.

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## Officers, cont.

**Dr. Angela Ford, Ed.D.**  
**ISEP 2020 Vice-President**  
**School of Education**  
**Liberty University**



Dr. Angela Ford began working in education in 2007 and performed a variety of roles in K12, including teacher, guidance director, assistant principal, and principal, until she moved to higher education in 2013. She has worked on a number of research projects and on an international university partnership while working for the George Washington University. She was a Fulbright Scholar to Ethiopia for the 2019-2020 academic year, and she is currently an adjunct and subject matter expert for Liberty University, as well as an instructor of research at the Governor's School of Science and Technology in Hampton Roads Virginia. Her research interests include comparative studies; unequal learning environments; closing the opportunity gap in a variety of settings worldwide; motivation, aspirations, well-being, and persistence. Angela can be reached at [aford5@liberty.edu](mailto:aford5@liberty.edu).

**Dr. Carol Cash**  
**ISEP 2020 Secretary**  
**2020 Virtual Conference Co-Chair**  
**Clinical Professor of Educational Leadership**  
**Virginia Tech University**



Dr. Cash is a life-long educator who has served at all levels of public education, both within the United States and internationally. She has been recognized as Virginia's Secondary Principal of the Year and Zama's Teacher of the Year in Japan. She has degrees from the University of South Alabama, George Washington University, and Virginia Tech.

Dr. Cash is a clinical associate professor and Program Leader for Educational Leadership in Virginia Tech's School of Education and continues to pursue research on educational facilities topics.

I am excited to be a part of ISEP and to serve as its Secretary/Treasurer. I am also excited to be online with you and celebrating the amazing research and study that we continue to do for students and for education! Welcome.



## Officers, cont.

**Dr. Jodie Brinkmann**  
**ISEP Treasurer**  
**2020 Virtual Conference Co-Chair**  
**Assistant Professor of Practice**  
**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.



## The David Wilson Memorial Lecture



**Dr. Walter S. Polka**  
**Professor of Leadership**  
**Coordinator of PhD Program in Leadership and Policy**  
**Niagara University, New York**

***Managing Yourself and Others During “Punctuated Equilibrium Events” Like  
COVID -19: Surviving and Thriving as an Education Leader in Spite of It All!***

Dr. Polka is a native of Niagara Falls, New York. He is a graduate of the State University of New York at Buffalo (Bachelor of Arts in History-1968 and Educational Doctorate-1977) as well as Niagara University (M.A. History-1970 and M.A. Education-1971). Dr. Polka also completed post-doctoral studies at Harvard University and Florida State University. During his 35 years in public education, he was a high school social studies teacher, district-wide curriculum director, assistant superintendent for curriculum and instruction, as well as serving for 13 years as Superintendent of Schools of the Lewiston-Porter Central Schools, NY. Currently, Dr. Polka is Professor in the Department of Leadership at Niagara University and Coordinator of the PhD Program in Leadership and Policy. He has chaired over 50 doctoral dissertations at three different universities: Georgia Southern University, Niagara University, and Addis Ababa University in Ethiopia. His publications include five books and over 60 book chapters and peer reviewed articles related to constructivist teaching, differentiation of instruction, effective leadership, policy development, diversity, and coping with change. He has given over 300 presentations at more than 175 conferences/workshops in 45 states of the United States as well as over 60 sessions at 32 international conferences in 25 different countries worldwide.

Dr. Polka has been an active member of the International Society for Educational Planning (ISEP) including leadership service to ISEP as: 2012-2015 Nominating Committee; 2011-2013 Outstanding Dissertation Committee member; Board of Directors Member 2005-2011; 2015-2018; 2019-Present. Conference Co-Chair: 2020 (Virtual Conference); 2018 (Charleston, S.C.); 2017 (Toronto, Canada) and 2015 (Baltimore, MD); and Conference Chair: 2013 (Niagara Falls, NY); 2009 (Savannah, GA); 2006 (Pittsburgh, PA); 1997 (Philadelphia, PA); 1993 (Niagara Falls, NY). In addition, he has served as ISEP Treasurer, 1997-2003 and President, 1995-97. Dr. Polka has received several honors and awards during both his school district and higher education careers and is most proud of having been recognized in 2013 as the recipient of the *Distinguished Alumni Award* from the State University of New York at Buffalo Graduate School of Education.



## The Glen Earthman Dissertation of the Year Award



**Dr. Caitlin Riegel  
Medaille College  
Awardee from  
Niagara University**

Preparing Teacher Candidates to effectively leverage educational technology is vital to preparing 21<sup>st</sup> Century students. The ability to model and apply technology standards has been outlined by the Council for the Accreditation of Educator Preparation (CAEP), as a vital skill for teachers to possess before they enter the field. However, there are currently no instruments that directly measure how often Teacher Candidates model and apply the 2017 ISTE Standards for Educators in teacher preparation programs in the United States. The purpose of this study was two-fold: to demonstrate a pragmatic need for an instrument to fill the gap, and to develop a sufficiently valid and reliable instrument. In conducting the three-phase research study, a non-experimental research design was used. Phase One employed Geographic Information Systems (GIS) to demonstrate a pragmatic need for the instrument. Phase Two utilized a three-round Delphi technique to develop instrument items. Phase Three involved piloting an instrument draft among Teacher Candidates. A total of 17 maps created using GIS demonstrated a pragmatic need for the instrument. The Delphi technique yielded items that 75 percent or more of experts agreed were representative of the 2017 ISTE Standards for Educators. The pilot study yielded Cronbach's alpha coefficients of greater than or equal to .877 for all subscales and inter-item correlates greater than or equal to .545 for all items. Based upon the findings, the Teacher Preparation Technology Inventory (TPTI), which was created for this dissertation, is determined to be sufficiently valid and reliable. This study has leadership and policy implications in the fields of teacher preparation and educational technology.

Keywords: educational technology, teacher preparation, standards, teacher candidates

# EDUCATIONAL PLANNING Journal

**Dr. Tak Cheung Chan**  
**ISEP Journal Editor**  
**Professor Emeritus**  
**Kennesaw State University**

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## Education Planning Editors

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**Online Manager:** Angela Ford, Liberty University, USA



# ISEP 2020 Conference Themes

## THEME One

### Thematic Session 1– Educational Planning – People

*Session Sponsors: Drs. Polka and Brinkmann*

This session will focus on the conceptualization of educational planning as a discipline, examining salient Ideas about leadership approaches, professional development, and organizational assessments of people in school settings that have informed the planning field globally over the years. Consistent with ISEP’s 50<sup>th</sup> anniversary to address change and continuity in educational planning, session presenters will explore topics related to classical and contemporary approaches to human resource planning with the focus on: leadership approaches, professional development, organizational assessments, and other people oriented perspectives, debates, and controversies including conflicting theories that have shaped planning for the development and evaluation of educational leaders throughout the world.

Possible topics for session presenters include (but are not limited) to the following:

- The changing nature of educational leadership and professional development
- The link between organizational outcomes in education (such as student outcomes) and effective human resource practices.
- Strategic planning as a professional development process.
- Key partners/stakeholders in human resource management.
- Common elements/frameworks of “best-practices” in planning for effective leadership, professional development, and organization assessment.
- Systems thinking and strategic planning in human resource practices.
- Strategic planning and organizational assessments and accountability.
- Planning for personal, professional, and organizational change in education.
- International/comparative experiences and studies.

**Potential Themes and Keywords:** leadership approaches; coping with changes; strategic human resource planning theory; human resources plan implementation; planning partners; ‘high-touch’ planning for educational change/reform.



# ISEP 2020 Conference Themes

## THEME Two

### Thematic Session 2 – Educational Planning – Things

*Session Sponsors: Drs. Cash and Koonce*

This session will focus on the conceptualization of educational planning as a discipline, examining salient Ideas that have informed the built facility, technology, and furnishings in support of the school community globally over the years. Consistent with ISEP’s 50th anniversary to address change and continuity in educational planning, session presenters will explore topics related to classical and contemporary approaches to facility design and redesign with the focus on 21st-century skills development, instructional support, student responses to the environment, and other built facility oriented perspectives, debates, and controversies including conflicting theories that have shaped the field of school design throughout the world.

Possible topics for session presenters include (but is not limited) to the following:

- The changing nature of school design research in education
- The link between the built facility and student and faculty performance/attitudes
- A process for designing the built facility – purpose leads to form
- The relationship between classroom furnishings and instructional practices
- The challenges of historical buildings (heritage sites) in access, design, and function
- How educational facilities adjust to contemporary pedagogical demands, practical uses, or economic constraints
- How schools can adapt to an increasing and changing population, as well as, social, curricular, or pedagogical developments.
- How historical legacy and memory can be, or has been, preserved through basic design and instructional changes
- Case studies from different geographical areas, providing a basis for reflecting on the significance of educational facilities for education within an international framework
- Architectural solutions to design adjustments for current student needs
- Identifying spatial, functional, and technological modifications and guidelines to cope with educational change and contemporary challenges

**Potential Themes and Keywords:** architecture; design changes; renovation and redesign; planning for a new school; planning partners for shared school use; furnishings and instruction for the 21st century; and retaining the legacy while recharging the function.



## ISEP 2020 Conference Themes

### THEME Three

#### Thematic Session 3 – Educational Planning – Ideas

*Session Sponsors: Drs. Ford & Tekleselassie*

This session will focus on the conceptualization of educational planning as a discipline, examining salient Ideas that have informed the field globally over the years. Consistent with ISEP's 50<sup>th</sup> anniversary to address change and continuity in educational planning, session presenters will explore topics related to classical and contemporary approaches to planning, where the focus includes ideas, perspectives, theorists, theories, debates and controversies that have shaped the field throughout the world.

Possible topics for session presenters include (but are not limited) to the following:

- The changing nature of strategic planning research in education
- The link between strategic planning and organizational outcomes in education (such as student outcomes)
- Strategic planning as a strategic development process
- Key partners/stakeholders in strategic planning
- Common elements/frameworks of “best-laid plans”
- The link between strategic plans and site-based plans in education
- Systems thinking and strategic planning
- Why do strategic plans fail?
- Strategic planning and accountability
- Strategic planning as a catalyst for organizational change in education
- What has been learned about planning from international/comparative experiences and studies.
- Strategic planning and social change, national and global perspectives

**Potential Themes and Keywords:** strategic planning theory; strategic plan outcomes; plan implementation; site-based versus strategic planning; strategic priorities; planning partners; strategic planning and educational change/reform.



## **ISEP 2020 Conference Presenter Summary**

### **Theme One: *PEOPLE***

1. Zuhra Abawi - zabawi@niagara.edu  
Niagara University  
Stephanie Tuters - stuters@niagara.edu  
Niagara University

#### **Deconstructing educational leadership: Advocating for organizational change by diversifying the administrator workforce**

2. Ginny Altrogge - valtroge75@webster.edu  
Webster University

#### **Staying apart, learning together: An analysis of educator responses to the COVID -19 pandemic**

3. Walter Polka - wpolka@niagara.edu  
Niagara University  
Monica VanHusen - vanhusenmj@staffordschools.net  
Stafford County Schools, Virginia

#### **Teacher needs to differentiate instruction in more diverse teaching-learning settings: results of multi-state studies in contemporary America**

4. Afra Hersi - ahersi@loyola.edu  
Loyola University  
Irene Bal - iabal@loyola.edu  
Loyola University

#### **Planning for differentiation: Understanding Maryland teachers' desired and actual use of differentiated instruction**

5. Carol Cash - ccash48@vt.edu  
Virginia Tech University  
Jodie Brinkmann - jlbrinkmann@vt.edu  
Virginia Tech University  
Ted Price – pted7@vt.edu

#### **Capturing this moment in educational leadership: Pandemic – Cataclysm or Crisis?**

6. Tamar Chen-Levi - Tamarchenl@gmail.com  
Orot Israel College and Bar-Ilan University, Israel  
Chen Schechter - chen.schechter@biu.ac.il  
Bar-Ilan University, Israel  
Yaffa Buskila - Ybuskila1@gmail.com  
Orot Israel College

#### **Exploring systems thinking in schools: Mental models of school management teams**



## **Theme One: *PEOPLE, cont.***

7. Tracy A. Cioppa - tracyac@vt.edu  
Virginia Tech University  
Carol Cash - ccash48@vt.edu  
Virginia Tech University

### **Teachers' perceptions of principal classroom observational feedback and its impact on instructional practices**

8. Cindy C. Klimaitis - cklimait@vt.edu  
Virginia Tech University  
Carol A. Mullen - camullen@vt.edu  
Virginia Tech University

### **Inclusive STEM Instruction for K–12 Students With Disabilities**

9. Mesfin Manaze - mesfinmanaze@gmail.com  
Jigjiga University, Ethiopia  
Angela Ford - aford5@liberty.edu  
Liberty University

### **Campus climate for diversity and students' sense of belonging in Ethiopian public universities**

10. Adam Nir - adam.nir@mail.huji.ac.il  
The Hebrew University of Jerusalem  
Ronit Bogler- ronitbo@openu.ac.il  
The Open University of Israel  
Dan Inbar  
The Hebrew University of Jerusalem  
Anat Zohar  
The Hebrew University of Jerusalem  
Adi Ben-David  
David Yellin Academic College of Education

### **Balancing leaders' control and teachers' professional autonomy: The case of successful schools**

11. Walter Polka – wpolka@niagara.edu  
Niagara University  
Sushma Marwaha - smarwaha@niagara.edu  
Niagara University

### **Personal reflective diversity inventory: The case of successful schools**

12. Jack Rice - ricejack@etown.edu  
Elizabethtown College  
John Tanner  
Brave-Ed

### **School accountability: A meaningful community based accountability system**

## **Theme One: *PEOPLE, cont.***

13. Catlin Riegel - caitlin.riegel@medaille.edu  
Medaille College

### **Preparing for distance learning: Elements of effective professional development**

14. Catlin Riegel - caitlin.riegel@medaille.edu  
Medaille College  
Rosina Mete  
CSC Hamilton Niagara

### **Professional networking on a global scale in the digital age: advice for educational planners**

15. Abe Tekleselassie - silassie@gwu.edu  
George Washington University  
Virginia Roach  
Executive Director, The Johns Hopkins Center for Talented Youth

### **From resilience to transformative agenda: women educational leaders as agents of change and empowerment for traditionally marginalized students in Ethiopia**

16. Justin Williams - juwilliams@niagaracollege.ca  
Niagara College

### **Decentralization of an African college system— a UN sponsored project in global educational development**

17. Cliff Williams - clwilli2@vt.edu  
Virginia Tech University  
Carol Cash – ccash48@vt.edu  
Virginia Tech University

### **What leadership qualities are necessary for educational planning**

18. Caroline M. Crawford - crawford@uhcl.edu  
University of Houston, Clearlake

### **Caring for our colleagues: Academic mobbing and the long-term impacts upon the organization and academia**



## **ISEP 2020 Conference Schedule Summary**

### **Theme Two: *THINGS***

19. Adaka T. Ahon - adaterfa@gmail.com  
Federal University of Lafia, Nigeria

#### **Meeting the learning needs of children with disabilities in inclusive classroom settings: Pedagogical perspectives**

20. Caroline M. Crawford - crawford@uhcl.edu  
University of Houston – Clear Lake  
Melissa Simons - Simonsm3181@gmail.com  
University of Houston – Clear Lake

#### **Microlearning events in the Digital Age: The curricular impact of microlearning and microassists on instruction and social learning engagement**

21. Caroline M. Crawford - crawford@uhcl.edu  
University of Houston – Clear Lake  
Sharon Andrews - whites@uhcl.edu  
University of Houston – Clear Lake

#### **Designing and adapting to a changing landscape: Developing a business of eSports Curriculum**

22. Caroline M. Crawford - crawford@uhcl.edu  
University of Houston – Clear Lake  
Noran L. Moffett - nlmoffett01@uncfsu.edu  
Fayetteville State University

#### **Social media, community's social learning, and digital media**

23. Caroline M. Crawford - crawford@uhcl.edu  
University of Houston – Clear Lake  
Janice Newsum - newsum@uhcl.edu  
University of Houston – Clear Lake

#### **Portable makerspaces and learning studios as pedagogical supports and professional development**

24. Caroline M. Crawford – crawford@uhcl.edu  
University of Houston – Clear Lake  
Jennifer Young Wallace - jennifer.k.young@jsums.edu  
Jackson State University  
Janice Newsum - newsum@uhcl.edu  
University of Houston – Clear Lake  
Sharon Andrews - whites@uhcl.edu  
University of Houston – Clear Lake  
Noran L. Moffett - nlmoffett01@uncfsu.edu  
Fayetteville State University

#### **Five academics and changing understandings of curriculum and curricular engagement: Pedagogy, andragogy and heutagogy**

## Theme Two: THINGS, cont.

25. Aaron Bond - mabond@vt.edu  
Virginia Tech University  
Barbara Lockee – lockeebb@vt.edu  
Virginia Tech University

### **The Future is Intentional: Transitioning from Emergency Response to Systematic Planning for Online Learning**

26. Nicci Dowd - niccdow@regent.edu  
Regent University  
Glenn Koonce - glenkoo@regent.edu  
Regent University

### **Experiences of African American males with disabilities and their family's self-determination with community-based programs: A transcendental phenomenology approach**

27. Edward Duncanson - eduncanson@hvc.rr  
Western Connecticut State University  
Michael Curry  
Advanced Systems Design

### **Trade-space exploration: A quantitative approach to the design of new classrooms**

28. Frida Brismar Pålsson - Frida@paradisproduktion.se  
Paradis Produktion AB, Sweden

### **The impact of classroom design on the success of the learning environment**

29. Miranda Amberlan Nedel - miranda.nedel@usp.br  
Institute of Architecture and Urbanism of the University of São Paulo, Brazil  
Miguel Buzzar - mbuzzar@sc.usp.br  
Institute of Architecture and Urbanism of the University of São Paulo, Brazil

### **Educational architecture for which education? The case of future classroom lab in Brussels**



## ISEP 2020 Conference Schedule Summary

### Theme Three - Ideas

30. Daniel Alemneh - daniel.alemneh@unt.edu  
University of North Texas  
Angela Ford - aford5@liberty.edu  
Liberty University

#### **The role of open access in enhancing educators' ability to plan equitable curriculum: Global context**

31. Peter Litchka - prlitchka@loyola.edu  
Loyola University

#### **Using strategic planning to move a system of schools to a Unified Archdiocesan School District**

32. Abe Tekleselassie - silassie@gwu.edu  
George Washington University  
Leslie Trimmer - ltrimmer@email.gwu.edu  
George Washington University

#### **Leveraging planning for school success: Does plan quality matter for school improvement process under the context of ESSA?**

33. Mike Douse - MJDouse@gmail.com  
Freelance International Educational Advisor

#### **Strategic planning: Post-pandemic global perspectives in the time of digitisation**

34. Sengull Kara - Sengulkarka1@gmail.com  
Istek Bilge Kağan Schools, Turkey  
Selahattin Turan - Selahattinturan2100!@gmail.com  
Uludağ University, Turkey

#### **The relationship between learning school and organizational commitment in private primary schools**

35. Canute Thompson - canutethompson1@gmail.com  
The University of the West Indies

#### **Leadership approaches and behaviors which motivate and sustain support for change**



## ISEP 2020 Conference Schedule Summary

### Tuesday, October 13<sup>th</sup>

6:00 pm – 7:30 pm  
ISEP Board of Directors Meeting

### Wednesday, October 14<sup>th</sup>

8:30 am – 9:00 am  
Conference room open for presenters

9:00 am – 9:15 am  
Welcome to ISEP 2020 President Tekleselassie Memorials

9:15 am – 10:15 am  
Session A: Educational Planning – People  
(1, 5, 15)

10:15 am – 10:20 am Break

10:20 am – 11:20 am  
Session B: Educational Planning – People  
(7, 6, 9)

11:20 am – 12:20 pm  
Session C: Educational Planning – People  
(8, 13, 14)

12:20 pm – 12:50 pm  
ISEP Dissertation of the Year Presentation

12:50 pm - 1:50 pm Session D: Educational Planning – Ideas  
(33, 34, 35)

### Thursday, October 15<sup>th</sup>

8:30 am – 9:00 am  
Conference room open for presenters

9:00 am – 10:40 am  
Session E: Educational Planning – People  
(3, 4, 10, 11, 12)

### Thursday, October 15<sup>th</sup>, cont.

10:40 am - 10:50 am Break

10:50 am – 12:30 pm  
Session F: Educational Planning – People  
(2, 16, 17, 18, 19)

12:30 pm – 1:30 pm  
Session G: Educational Planning – Things  
(20, 21, 22)

1:30 pm- 2:00 pm Conference Round Table

### Friday, October 16<sup>th</sup>

8:30 am – 9:00 am  
Conference room open for presenters

9:00 am - 9:30 am  
David Wilson Lecture

9:30 am – 10:30 am  
Session H: Educational Planning – Things  
(23, 24, 30)

10:30 am – 10:40 am Break

10:40 am – 11:40 am  
Session I: Educational Planning - Things  
(26, 27, 25)

11:40 am – 1:00 pm  
Session J: Educational Planning – Things  
(28, 29, 31, 32)

1:00 pm – 2:00 pm  
ISEP Annual Meeting & Closing





## **The 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 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.

### **The Journal *Educational Planning***

The peer-reviewed journal of the Society, *Educational Planning*, is published quarterly and 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.

**Thank you for attending.**

**We look forward to next year and our meeting in person.**