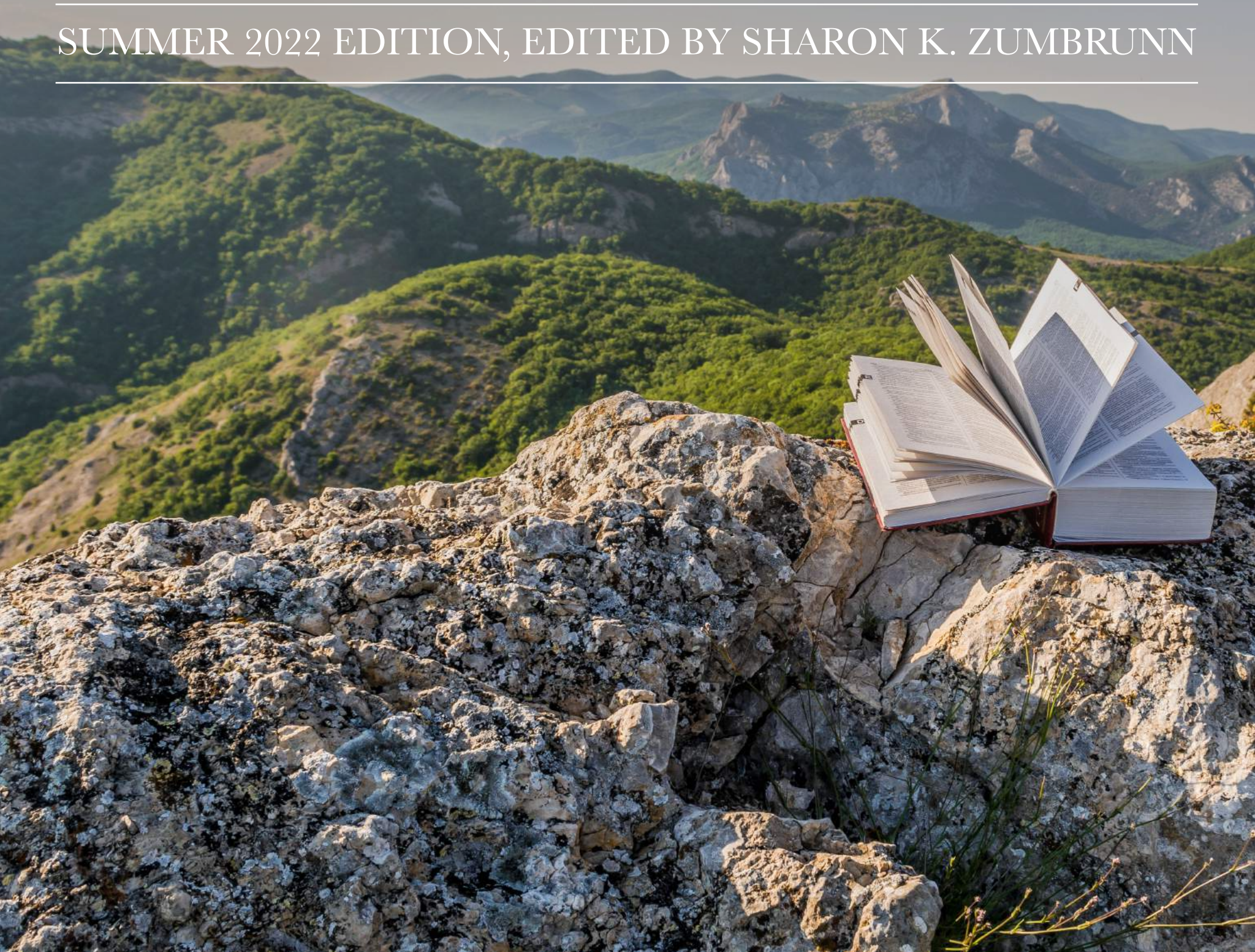


Newsletter for Educational Psychologists (NEP)

SUMMER 2022 EDITION, EDITED BY SHARON K. ZUMBRUNN



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DESIGN BY WADE GEORGE

Presidential Update

From Dr. Avi Kaplan

Hi educational psychologists, what's your dilemma?!

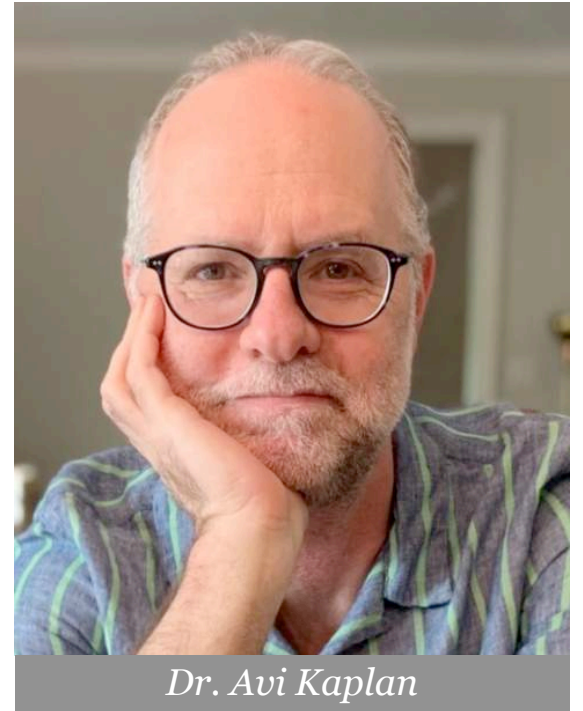
We commonly greet each other with “what's up?” or “how are you?” to which we don't expect a real answer. In fact, most often, we expect our acquaintances NOT to answer the question. “What's your dilemma?” is unlikely to constitute a good greeting line. And still, there it is. You might wonder why.

During the past year, our division organized activities to engage members in personal and collective identity exploration. The premise for designing these activities was that, particularly under circumstances of substantial change and uncertainty, identity exploration of core values, beliefs, goals, perceptions, affiliations, and actions is conducive for keeping some sense of coherence and agency, and for adaptive decision-making. We need identity anchors to avoid being twirled by the strong winds of change any which way, and even more desirably, we need identity sails to harness these winds to propel us in a desirable direction.

There are numerous ways to trigger and support identity exploration, and I've investigated several of them. Asking people to describe a personal dilemma has proved very productive for that purpose (although not as a greeting; I admit). It is a single act that can fulfill all four principles for supporting adaptive identity exploration: it promotes self-relevance; raises awareness to a current identity tension, which triggers identity exploration; balances the identity tension with a sense of safety to explore (people describe dilemmas that they feel safe to share in the situation); and it scaffolds adaptive identity exploration by framing identity tensions as decision-making tasks that emphasize personal agency and call for the use of problem-solving strategies. I also found that asking people to share dilemmas with others helps put these dilemmas in perspective and it highlights identity themes among individuals and in the collective. It exposes and expands people's conception of the diversity of identities and of meaningful issues of concern in the group. And these serve as additional triggers for identity exploration. I believe that such personal and collective identity exploration is important for our division to continue to do.

So, I'm foregoing norms of greetings, and I ask you: what is a current dilemma in your life as an educational psychologist?

When I ask people to share their dilemmas in my teaching, consultation, and research, the purpose is not to solve these dilemmas. Of course, it's great when that happens; and occasionally it does. But the main purpose of engaging in exploring identities through dilemmas is enhanced identity



Dr. Avi Kaplan

clarity: delving more meaningfully into our identities for greater complexity, coherence, agency, and decision-making. How does that happen?

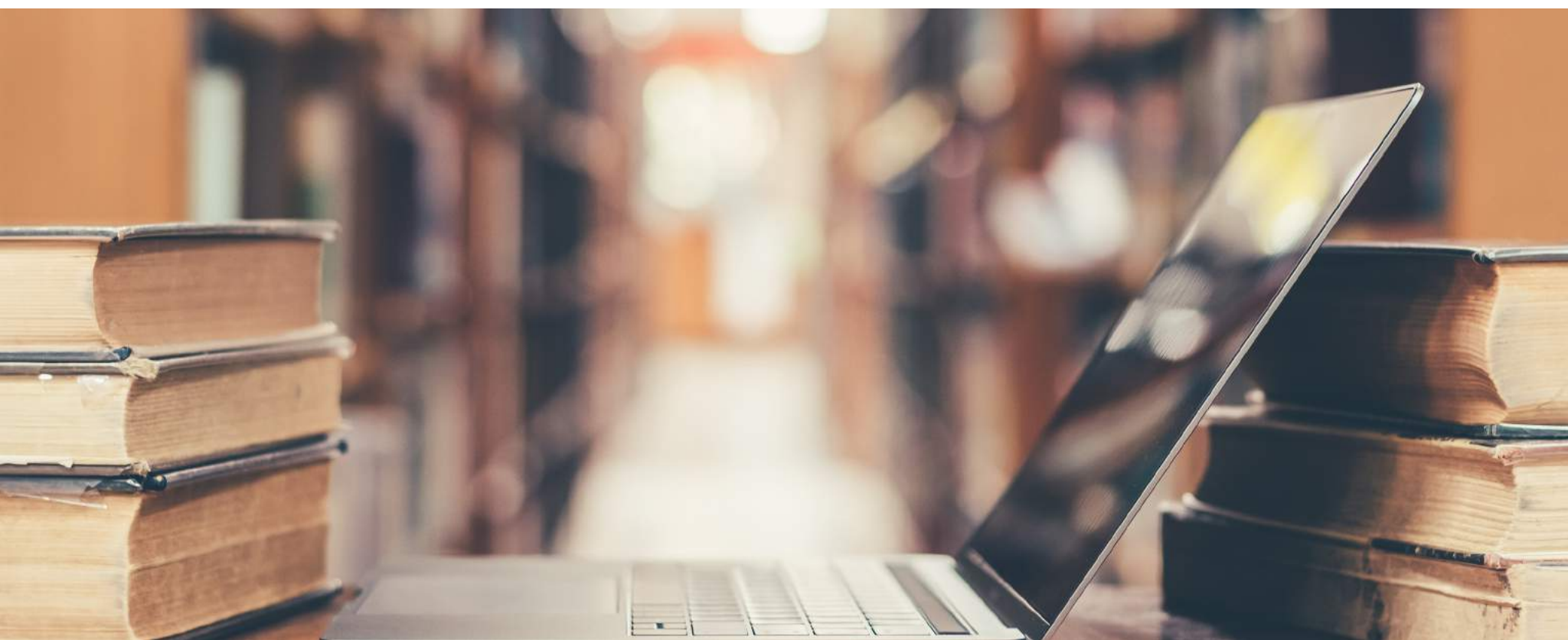
Here's one path. My rough estimate is that approximately 90% of the initial dilemmas I hear across contexts are phrased as indecision between action possibilities: “should I do this, or that?” Or, “should I do, or not do?” But in almost all cases, the source of the dilemma is not really about the actions. Each action serves a goal, and very often, the source of a dilemma is tension between important goals that seem to be mutually exclusive; their simultaneous pursuit appears impossible. And when all goals are important, it's hard to give up on some of them; hence the dilemma.

But why do we perceive goals to be mutually exclusive? That lies in the perception of reality and ourselves in it. Our perception of reality is made of truths we hold about the way things are, like about the nature and rules of society and organizations, the characteristics of other people, and the expected consequences of events and of actions. Our perception of ourselves in that reality brings to the fray our characteristics and positionality; our self-perceived values, abilities, interests, social

identities, roles and responsibilities—those that are relevant to grappling with the dilemma. Together, our perception of reality and of ourselves frame our beliefs about the goals and actions we can and can't, and will and won't, pursue in the situation. At this point, people realize how action possibilities, goals, perceived reality, self-perceptions, and any alignments and tensions among them are all intertwined and impact each other.

But how do we know those truths about reality and about ourselves? And what's the validity of our knowledge? As educational psychologists, we know that “personal experience” is an important yet imperfect source of valid knowledge. We're going about the world seeking confirmation to what we already know and believe, biased to give more weight to events that elicit negative emotions, and swayed by the opinions of others who we admire, regardless of evidence to the contrary. So, might it be possible that some goals that we perceive to be mutually exclusive are actually not? What might we do to enhance our knowledge and its validity about our reality and about ourselves in it?

Exploring around our dilemma further, we may also ask ourselves whether there are alternative action possibilities that we have not considered



that could allow us to pursue the goals simultaneously. And, could we imagine an alternative reality in which such simultaneous pursuit is possible, and what might we do to try and make that alternative imagined reality come true? And, what would our deep values tell us about prioritizing between mutually exclusive goals?

Delving deep into a dilemma in this way clarifies the nature and complexity of the beliefs, values, perceptions, assumptions, goals, emotions, and actions that constitute our identities. When dilemma-focused identity exploration is done together with a critical friend—someone we trust to have our well-being in mind (i.e., friend) but doesn't let us get away with stuff (i.e., critical)—it can also clarify biases, blind-spots, false assumptions and perceptions, and generate unconsidered possibilities. And this process benefits from diversity—critical friends who are different from us can raise questions about our assumptions that we, and those similar to us, may take for granted.

Clarifying our identities—identifying anchors and sails in particular goals, dimensions of reality, and aspects of ourselves—elucidates who we are and who we want to become and helps with decision-making among action possibilities. For example, in early May, I faced a decision as the division's president. Our colleague Francesca López was contacted by Shalini Agarwal, a lawyer working with [Protect Democracy](#), with the request to write an amicus brief to challenge Florida's "[Stop W.O.K.E. Act](#)"—a bill that censors K-12 and higher education teachers from discussing race, sex, and structural discrimination. Dr. López suggested that the division should be the body that submits the brief. The timeline was very tight—there were just two weeks to

write the brief, review and revise it, vote to approve it by the division's executive committee, have it reviewed and approved by APA's Legal Counsel, and then voted on and approved by APA's Board. The division has never done this before (very few APA divisions have); it's the end of the academic year, numerous people would need to be involved who would be asked to dedicate much time and effort. Yet, it was clear that this is an action the division should pursue. To me, this clarity emerged from the division's collective identity exploration and formation during the past several years, which resulted with the salience of perpetuating structural racism and of political efforts to undermine dismantling it; the goal of combating racism; and the centrality of our values, expertise, and the growing body of educational psychological research that emphasize the importance of discussing race, sex, and discrimination in educational settings. The request was a gift—an offer of an action possibility that is completely aligned with central goals, dimensions of the perceived reality, and self-perceptions and definitions as educational psychologists. This clarity was shared by members of our division, and by others, who pulled themselves by their bootstraps and collaboratively made this happen: Shalini Agarwal, the lawyer, Ben Brock, the chair of our policy committee, Francesca López and Jessica DeCuir-Gunby, the educational psychology expert advisors, the Division's presidential line, the members of the Executive Committee, and the APA Legal Counsel and Board who returned a unanimous approval (and high praise about the brief's quality) in two days. (You can find the brief [here](#).)

What additional clarity might we achieve from continuing the collective educational

psychology identity exploration process? What might our dilemmas reveal about the collective dimensions of our perceived reality and of ourselves? Our important goals? The best action possibilities to pursue these goals? What might we define as our collective identity anchors and sails for harnessing the changes in our reality to guide us in the direction we want to go? Could we imagine an alternative reality and consider how to create it?

On Thursday, July 28th, 2022, 11:00am - 12:50pm (Eastern), during the Division's virtual days conference, we will facilitate a participatory dilemma-based identity exploration activity, titled... "What's your dilemma?" I invite you all to join. I can't promise that you'll solve your dilemma. But I do believe that you'll get a bit more clarity into your personal and collective identity as an educational psychologist. I know I'm looking forward to that!

In solidarity,

Avi Kaplan
President, APA Division 15

Calling All Students for Our “Student Corner” of NEP!

Now Accepting Proposals for Short, Original Pieces



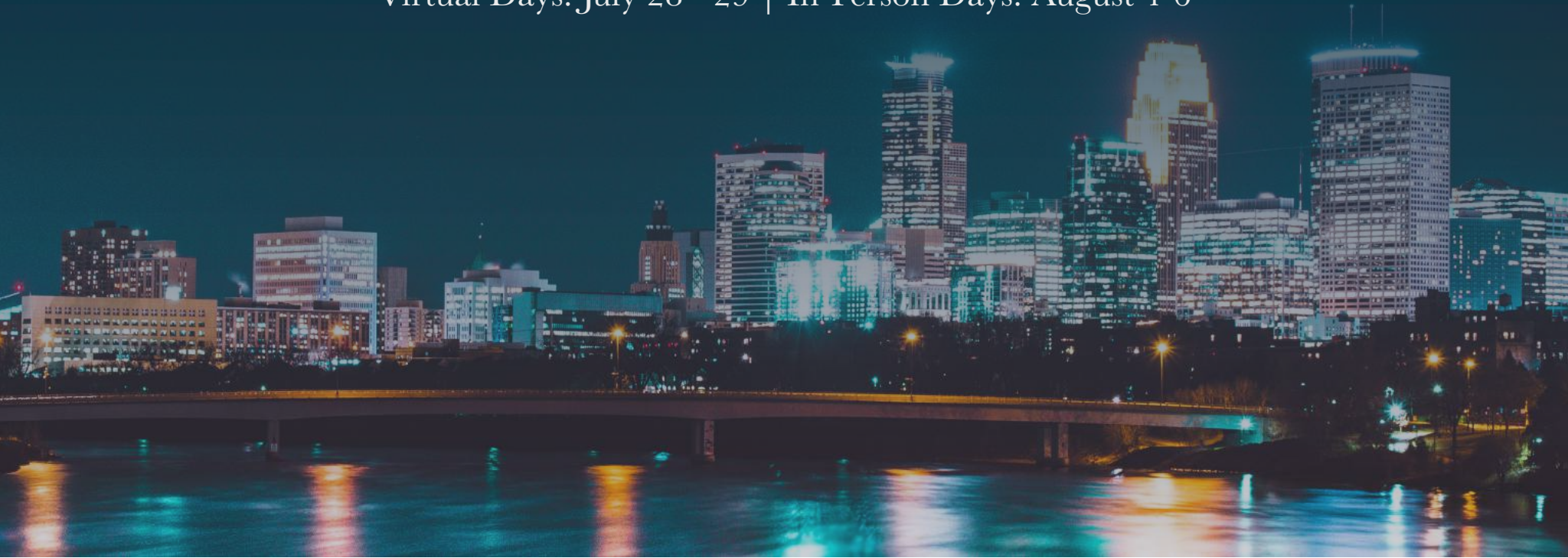
The NEP Student Corner features current students of educational psychology. NEP is for all members of Division 15, and we hope to capture student reflections, experiences, or interviews in this recurring feature written by one or more students in the field. As we work within and outside of Division 15 to expand psychological knowledge and theory connected with education, the experiences of our Division 15 graduate students will continue to change as well. How is the student experience in becoming a member of this community different than it was for your professors or mentors? What experiences have particularly shaped your understanding of educational psychological knowledge and theory? What do you think the field should know?

We invite current student members of Division 15 to submit a 50-word proposal by September 1, 2022 through [this link](#).

Proposals chosen for future NEP publication will be contacted for a 600 to 800 word length feature article in the upcoming year.

Division 15's 2022 Convention

Virtual Days: July 28 - 29 | In-Person Days: August 4-6



In order to increase access, participation, and community building around the APA Convention, we have expanded our program through the inclusion of two Virtual Days on July 28-29. These two days of online sessions are designed to expand and augment the collective work we'll do together at APA in Minneapolis, MN during August; however, each online session also stands on its own merit and is worth attending regardless of your plans for the in-person convention!

DIVISION 15 CONVENTION SCHEDULE APA 2022		
This year, we have incorporated two additional Virtual Days to supplement and expand the scope of our in-person offering. We look forward to seeing you online and in-person!		
VIRTUAL SCHEDULE (All Times EST)		
JULY 28 THURS	"What's your dilemma?"—A facilitated participatory exploration of educational psychologists' identities, motivations, and decision-making. (Presidential Session)	11:00 AM - 12:50 PM
	Education research in the time of COVID-19, civil rights, and social justice movements: 2020 Special Grant Opportunity recipients.	2:00 PM - 2:50 PM
	Exploring the intersection of social psychology, challenging the anti-GLT backlash in schools	3:00 PM - 3:50 PM
JULY 29 FRI	Exploring the intersection of social psychology, challenging the anti-GLT backlash in schools	9:00 AM - 11:50 PM
	Who we are and what we do: A conversation of the intersecting identities of early career educational psychologists and their engagement with community partners	12:00 PM - 12:50 PM
	The Researcher's Pipeline	2:00 PM - 2:50 PM
AUG 04 THURS	Virtual Social	3:00 PM - 3:50 PM
	IN-PERSON SCHEDULE (Minneapolis, MN; All Times CST)	
	Exploring the Identity of Educational Psychology: A World Cafe (Presidential Session)	9:00 AM - 9:50 AM
AUG 04 THURS	Taking Actions Against Science Denial: What Are Effective Approaches?	10:00 AM - 10:50 AM
	Assessing Emotion Regulation in Schools: Tools for Supporting the Emotional Health of Adolescents	11:00 AM - 11:50 AM
	Poster Session: Motivation	1:00 PM - 1:50 PM
AUG 05 FRI	School-Based Restorative Justice as a Developmental Experience Through Student-Centered Perspectives	2:00 PM - 2:50 PM
	Developing Partnerships Utilizing a Dual-Identity to Bridge Research-Practice Gaps	3:00 PM - 3:50 PM
	Trauma-Informed Teachers: Cultivating Culturally Responsive Equity-Centered Professional Development	4:00 PM - 4:50 PM
AUG 06 SAT	Opening Social (On-Site)	5:00 PM - 6:50 PM

Included in This Year's Programming:

- A Session on the Topic of Our New Journal, Educational Psychology for Policy and Practice (E3P)
- Committee-Sponsored Sessions
- Exploratory Identity Sessions, Guided by Our Presidential Theme for 2021-2022
- Multiple Poster Sessions (Virtual & In-Person)
- Award Sessions—Spanning Presentations from Our Pintrich, Snow, and Career Achievement Recipients
- A Special Presidential Address from Outgoing Past President, Michelle Buehl
- Our Annual Business Meeting
- Two In-Person Social Hours & One Virtual Social Hour

We look forward to seeing you at these events—both in-person, and online!

Please Note: Division 15's Virtual Days are completely free and open to all interested. However, attendance at our in-person sessions in Minneapolis will require [APA Convention registration](#).

Please contact Division 15's Program Chairs Annette Ponnock (annette.ponnock@yale.edu) and Courtney Hattan (cahatta@ilstu.edu) with convention questions!

Our Incoming President

Dr. Beverly Faircloth

The thought that springs to mind as I look forward to sharing a year with Division 15 is: What an exciting moment to be an Educational Psychologist, and to be a part of the remarkable community that is Division 15!


Building on the efforts of such clear-thinking and impassioned Division 15 individuals at every level is exciting—from supporting important identity exploration in our field; to guiding our community through the crisis of COVID; to centering equity and social justice at the heart of all we do; to our recent contribution to an Amicus Brief challenging efforts to restrict the discussion of race, sex, and structural discrimination; to launching a new journal cementing the connection between Educational Psychology, policy, and practice; to podcasts, practice briefs, and recent efforts to invite community voices (students, teachers, community members) to share center stage in our work. Never has Educational Psychology been more needed, nor more in need of being powerfully positioned than it is today. The potential seems endless, as do the challenges. I am honored and inspired to (attempt to) be a part of this momentum.



As I pondered how to be a meaningful part of this work (that so clearly takes a village), I was captured by a song lyric popularized by the Broadway show *Hamilton*, highlighting the value of being, “In the Room Where it Happens.” I am intrigued by the many trajectories that Division 15 might attend to, to ensure that all individuals can claim a “rightful presence” in the spaces where what they need from Educational Psychology is happening. This can include inbound trajectories of new graduate students, early career individuals, community members, teachers, youth and many who may be “made missing” at the moment (i.e., positioned as outsiders, without the cultural capital to claim center stage in our community). It can also include “outbound trajectories” where connections to leadership opportunities, advocacy, policy statement, press releases are more obvious—a more natural part of our work.

In an effort at humor, a colleague suggested that I consider a “bevy” of ideas to support my theme. My name is, after all, Bev. In the spirit of, “Let’s have fun with this.” I do have a few places we might start:

1. **Broadening Our Tent:** Working together to develop a fresh vision for finding and supporting new members to DIV 15 and our field (A convention hospitality room? A membership

A vertical stack of approximately 15 books of various thicknesses and colors (mostly browns and tans) is positioned on the left side of the page. They are resting on a light-colored wooden surface. The background behind the books is a soft, out-of-focus sky with light clouds.

committee social or brainstorming session? Building a stronger partnership between committees that already work with newer members?).

2. **Building Our Presence:** Our recent success as a Division contributing to an Amicus Brief suggests that we can move beyond the assumption that we—as a Division—are not nimble enough to produce such time-sensitive and distilled work. To support movement in this area, one strategy that we as a Division can work on is hiring specialists to translate our work into formats suitable for outlets such as Science Daily and policy briefs AND to train us how to craft such documents. This effort complements work already taking place within the Division (e.g., in the Practice Committee, Policy Committee, the Webinar Committee, and our upcoming E3P journal).
3. **Building Bridges:** Building bridges is not a new concept for any of us; however, one thing that does seem obvious in this discussion (so far) is that building bridges between actors in Division 15 who work on similar issues—as well as with other APA Divisions who do related work—seems like an obvious choice, rather than all reinventing our own wheels in our separate silos. An obvious way to approach this is more collaboration between our committees, as well as APA-wide opportunities such as the current Interdivisional Grant.
4. **Broaching:** My work here would not be complete in true Faircloth fashion if I did not include something that I have no idea how to do. So, I am asking for your help in an area where I think we can grow together. In the field of counseling, broaching describes a process by which cultural characteristics of diverse individuals can be a part of conversations to explore the relevance of those characteristics—somewhat like brokering. I do think we have more work to do in this area as a Division, so I am throwing it out there for your consideration.
5. **Breathe Some Oxygen Into the Room.** I hope that what is clear in my approach (broadening, bridging, building, supporting rightful presence) is that I invite your contribution and ideas. Let's do partner together to do something fresh In the Room Where it Happens for you.

I am genuinely excited for the year ahead, and I look forward to working together more closely with the membership to achieve these goals!

Sincerely,

Bev Faircloth
APA Division 15 Incoming President

Division 15 Experts File Amicus in Support of Challengers to Florida H.B. 7



On May 25, Protect Democracy filed an amicus brief on behalf of Division 15 of the American Psychological Association in support of plaintiffs in *Falls v. DeSantis*, who challenged Florida H.B. 7, the “Stop W.O.K.E. Act,” as unconstitutional.

APA Division 15, which consists of leading experts and researchers in educational psychology, cites extensive research that explicitly teaching students about racism and diversity has manifold benefits for students—including increased academic success, engagement with school, tolerance toward people from other backgrounds, and future ability to function as productive citizens in a multi-racial democracy—and that omitting such instruction hurts these outcomes.

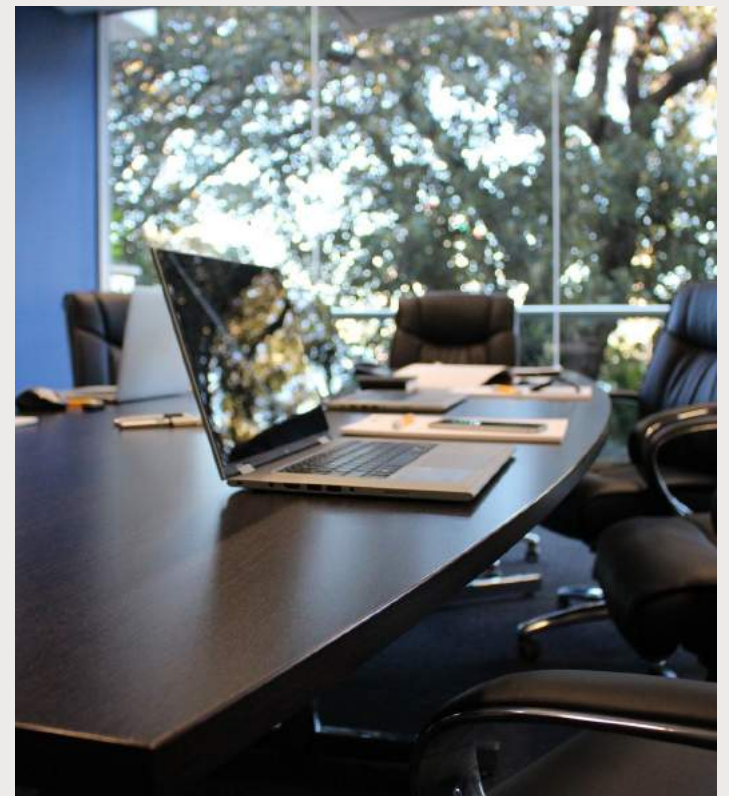
[Read the full brief here.](#)

Executive Committee Meeting Minutes

Virtual Fall Retreat | October 1 & 2, 2021

Find full minutes [here](#).

- Presidential Theme: Collective Identity Exploration of Educational Psychology: Who Are We, and Who Do We Want to Become?
- Taylor & Francis would like *Educational Psychology Policy and Practice* to be a publication-fee based open-access journal
- EC Discussion: New APA Council division representative
- EC Discussion: Broadening participation in leadership
- EC Discussion: Enhancing visibility of Educational Psychology
- Several initiatives proposed: Community participatory workshops, division-wide mutual mentorship program, self-study grant program
- Policy Committee now a standing committee
- Policy on Endorsing APA Central Candidates approved
- 2021-2022 Committee Roster approved
- Changes to bylaws approved



Continuing to Chart the Way Forward: Race & Diversity in Educational Psychology

By the Division 15 Race & Diversity Committee

Division 15 is actively involved in preparing for change in our practices. We are examining the roles that issues of race, diversity, and culture play in teaching and research. As a part of our process, during the 2021 APA Convention, the Race and Diversity Committee sponsored two sessions within the Division 15 program. The first session, **Race and Diversity in Educational Psychology: Charting the Way Forward**, a panel discussion, discussed pertinent issues regarding race, diversity, and educational psychology. A Q&A portion followed the discussion. The second session, **Race and Diversity in Educational Psychology: Working Group Discussions**, was an extension of the panel discussion. Our conversations centered on specific issues related to race and diversity. Participants of each working group produced action-oriented suggestions for members of Division 15 to consider for future research and teaching. Drawing from these discussions, below is a brief summary of action items to promote change within our classrooms, institutions, and possibly throughout APA. At the 2022 APA convention, we will continue the conversation to further strategize ways to counter the anti-Critical Race Theory policies in schools and within higher education. Our commitment to equity, race, and diversity must remain strong and visible.

Working Group Topic: Translating to Policy

This group examined diversity, equity, and social justice as the basis of educational policies.

Action items to consider:

1. Build the value of DEI within educational policy.
2. Ensure the inclusion of relevant voices at the decision-making table.
3. Bring students from different social and cultural groups into the conversation.

Working Group Topic: Teaching about Race and Diversity in Educational Psychology

This group provided strategies and approaches to introducing and integrating race and diversity topics into instruction in Educational Psychology.

Action items to consider:

1. Provide images of authors alongside articles/class readings to (perhaps) encourage conversation about race.
2. As instructors, consider our own positionalities, histories.
3. Ask: How do/can I make race education relevant in my instruction?
4. Consider using stories to address race issues in the classroom as a useful way to begin discussions related to both race education and class content.

Working Group Topic: Educating Reviewers and Publications (Publishing on Race and Diversity in Educational Psychology)

This group focused on working definitions and constructs of how race and diversity are taken up in published work. They also discussed why these differences in operationalizing may have implications for public consumption of race and diversity scholarship.

Action items to consider:

1. Encourage authors to recognize their own positionality when engaging in race and diversity work.
2. Reconsider comparison studies in favor of deeply considering within-group variations and WHY differences may exist.
3. Value qualitative and mixed-methods work, especially in samples underrepresented in Educational Psychology.
4. Reviewers and editors should challenge the assumption that findings from a majority white sample are generalizable.
5. Be precise in conceptualization, especially when comparing groups; for example, studies may be examining the effects of racism, not race. Ask whether group differences are due to identity or oppression.
6. Support graduate students in their attempts to integrate outside theories and constructs into Educational Psychology when investigating topics related to race and diversity.
7. Provide ongoing opportunities for scholars to learn from each other on race and diversity topics.
8. Be aware of and challenge ourselves on who is being cited and whose knowledge is seen as most relevant.
9. Editors should seek additional reviews when reviewers give unhelpful or offensive feedback.
10. Diversify editorial boards.
11. Challenge deficit approaches.

Working Group Topic: Training Graduate Students to Conduct Research on Race and Diversity

This group focused on ways to better train graduate students in the field of Educational Psychology.

Action items to consider:

1. Expand the canon to include diverse perspectives, scholars of color, etc.
2. Broaden the literature that students read.
3. Allow students to take both quantitative and qualitative courses.
4. Embrace approaches other than positivist/post-positivist perspectives.
5. Hire more faculty of color.



Working Group Topic: Responding to Resistance to Race and Diversity Research/Teaching/Initiatives

This group focused on how individuals in the division have experienced resistance to race/diversity or perpetuated resistance to race/diversity.

Action items to consider:

1. Respond to resistance by: reframing; having persistence; and having allies with greater power (e.g., if a graduate student, a faculty member)
2. Ask: What will you do to take action when either: (a) you're resisting, or (b) others are resisting?
3. Consider how your actions may ultimately be unhelpful (e.g., if your actions are performative).
4. Think about how inaction may sometimes be most helpful.
5. Support students doing equity work.

Working Group Topic: Community Engagement Approaches to Studying Race and Diversity

This group focused on strategies to engage the community (via community engaged work) and positionality as a researcher within a community.

Action items to consider:

1. Respect your position as a newcomer/outsider to the "community" when creating community partnerships.
2. Center equity, race, and justice in work and build trust/investment in work.
3. Push back on efforts to silence discourses connected with equity and race.
4. Connect educators and students with resources that are salient/related to their lives, identities, and backgrounds.
5. Engage community members when implementing, assessing, and revising programs.
6. Ways to actually do the work of centering equity, race, and justice in community-engaged scholarship:
 - Have community members "check you."
 - Ask: Where are you doing the work?
 - Ask: How are you doing the work? Top-down vs. bottom-up; playing big vs. playing big; letting it grow organically.
 - Be authentic.

Working Group Topic: Translating to Policy

This group focused on the value of looking across disciplines to find areas and gaps as well as learning from the perspectives of different fields to inform our own.

Action items to consider:

1. Lean on other disciplines to use an equity and social justice lens.
2. Build interdisciplinary skills.
3. Start with your positionality.
4. Synthesize across disciplines when crafting your argument.
5. Read and cite outside of your discipline (e.g., philosophy, women and gender studies, Black studies, higher education).
6. Keep it simple—in writing: use short clear sentences to build an argument; provide sufficient context; construct the argument in a linear process.
7. Consider your audience—you have multiple hats, but you are presenting to one type of audience so help that audience interrogate ideas.
8. Interrogate theories as they exist within a discipline.
9. Build on gaps from existing fields.
10. Collaborate and communicate across disciplines.

Letting Practice Inform Research

by Lauren Cabrera, Virginia Commonwealth University

Student Corner

As a teacher, researched-based practices were regarded as top-tier pedagogy. My fellow teachers and I would seek it out in Professional Learning Communities, were taught about it in professional development (PD), and when implemented, we saw positive student outcomes. Entering graduate school, I was excited for the opportunity to build and add to these research-based practices. In completing classroom-based research, I've been able to collect data on students and teachers and distill how discourse activities influence students' motivation and engagement. While I still wholeheartedly agree to let the academy help inform practice, I have discovered and strongly advocated for the reciprocal relationship: Teaching practices and the realities of the classroom context should be influencing research and academic practices as well.

Teachers have a tremendous wealth of knowledge. They know how to speak to students in a way that the student understands and how to design lessons that fit their classrooms. In addition to working with classroom teachers on the projects I work on, I recall my time in the classroom to help influence my research. One way I feel this influence is through creating surveys. Surveys have received a lot of attention and refinement to ensure they authentically represent the constructs as much as possible. I have internalized that to make sure our survey items read to 6th-8th grade students in a manner that they will understand what we're really trying to measure. Yes, some engagement and motivation scales may be validated, but on whom? A quick pass with my former middle school teacher's eye revealed that some 6th graders may have more difficulty interpreting an item. So I think to myself, "How would I ask this to a student face-to-face?" and simply rephrase it. I often feel I am a translator between the academic and K-12 classroom space and I enjoy wearing both hats.

Remembering the classroom context and the constraints that classroom teachers have to work within is important for professional development teams and intervention designs. Simple things like what teachers do and don't freely have in their classrooms (e.g., tape, post-its, freely moving furniture) can impact what a research team can expect when conducting classroom-based research. When thinking about demonstrations our teachers could do to show off scientific phenomena, I knew what most elementary and middle school science teachers used as lab equipment and materials so I could brainstorm examples for them that they could easily pull off. Even more broadly, having an idea of their yearly and daily schedule and order of courses will help researchers interact with teachers. Working as a researcher in the state where I also taught has helped me predict the type of daily schedules our teachers have to work within and generally the progress-based and standardized test schedule throughout the year. This helps our research team do a better job at knowing when it is convenient for our teachers to work with us in PD, interviews, and classroom observations.

My view as a former teacher also influences the way I can help explain results and write about teacher and student outcomes. I recall a time on a project where we were discussing an unexpected result in student survey data. Preliminary models showed that science activities like planning an experiment and reporting results were connected to cognition, while conducting the experiment was not. I chuckled and candidly said in the meeting, “Well yeah, teachers would say all the time that while doing the experiment can be cool to watch, it's more practice in following directions. The actual science learning takes place before and after.” My colleagues did a double-take and we were able to discuss in a really nuanced way how science activities relate to different types of engagement. This helps not only to situate our findings within the science education and engagement literature, but also to validate what teachers see throughout the year and have it authentically reflected in research.

Lastly, and maybe most passionately, I let my former teacher's side reflect in the way I write about teachers, their classrooms, and their students. I have been impressed with the Ed Psych community's commitment to reframing and reshaping how we collect and analyze student data, as well as the language we use when disseminating findings. But I feel we can push that asset-based mindset further to include our teachers as well. How might a teacher explain the mixed or null findings of our research? Perhaps it's a matter of instruction – something teachers know well. Perhaps it's a matter of time or day, as most teachers can often expect when and why their students will be their “wiggliest” or most distracted. As researchers, there is so much we can learn when we observe effective classroom practice, even when we see it sparingly. I challenge the field to see such glimpses as important successes with potential for momentum, and to positively reflect these successes when disseminating findings. While there is so much that teachers and educational leaders can learn from research, there is also important contextual and professional knowledge that research can learn from classroom teachers.

New Division 15 Podcast Episodes!

The Division 15 Podcast Series, hosted by Dr. Jeff Greene, has expanded with several fantastic episodes in 2022. Guests this year have included:

- Dr. Steve Graham
- Dr. Emily Q. Rosenzweig
- Dr. Fani Lauermann & Dr. Ruth Butler
- Dr. Ellen Skinner
- Dr. Deanna Kuhn
- Dr. Francesca Lopez
- Dr. Christine Greenhow, Dr. Charles Graham, & Dr. Matthew Koehler

We encourage members and non-members alike to enjoy this series via their preferred listening route of SoundCloud or iTunes. Links to all past episodes (as well as source material) may be found on [our website](#).

