UIC College of Education
6th Annual Research Day
Research for Better Learning, Better Leadership, and Better Lives
UIC Student Center East
750 S. Halsted
(IL Rooms A, B, C + Fort Dearborn)

2014 CoE Research Day At a Glance
Illinois Room B

9:00 Welcome from Elizabeth Talbott & Marisha Humphries, 2014 Co-Chairs
9:15-9:45 Opening Remarks, Aisha El-Amin, PhD.
“Research Can Make a Difference”
9:45 Overview of the Day

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Afternoon Session: Paper Presentations, 1:30 – 3pm

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Closing Remarks: 3:00-3:30pm  Illinois Room B
MORNING SESSION
10:00 – 11:30

Symposium 1: IL Room A

Patricia Maria Buenrostro. Learning to Read and Write Our World with Mathematics
This paper reports on the preliminary findings from interviews of 4 low-income, Latino students who experienced using mathematics as a lens to study issues relevant to them and their communities: issues the students identified beforehand. These particular students took part in an intensive and rigorous 12th grade mathematics elective in 2008-2009 within a social-justice focused school. The students were interviewed 2-4 years post graduation and reflected on their experiences learning both mathematics and gaining a deeper understanding of issues plaguing their communities. The primary purpose of the interviews was to understand the meaning that students made from the experience. Therefore, I drew on narrative methodology and re-storied students’ experiences looking for themes across stories as well as how the experience fits within their personal framing of who and how they desire to be in the world. While all of the stories revealed students variegated dispositions with respect to the mathematics, the stories revealed the importance that the socio-political aspect of the curriculum carried for all of them.

Edward Podsiadlik, Phillip Bowen, Catherine Carr. Discourse, Imagination, and Advocacy
As educators continue to persevere in the current standards-based and quantitatively driven instructional landscape, how can we also impart a sense of urgency for humanistic and moral considerations? Where in the current educational conversation are spaces within which to speak out for the nurturing of justice and equality? In what ways can the provocative writings of Leo Buscaglia (1982), Virginia Woolf (1929), and Ralph Ellison (1947) impact the 21st Century need for social justice in curriculum and instruction? Their voices are re-imagined within the context of a conversation about the realities, conflicts, and aspirations of fostering social justice and respect within today’s educational landscape. In the spirit of daydreams and imagination, this aesthetic exploration integrates relevant voices of the past and present to allow us to revisit (and to be re-inspired) by the thoughts of these thinkers in innovative and contemporary ways.

MORNING SESSION
10:00 – 11:30

Symposium 2: IL Room B

Rico Gutstein and Jitu Brown, KOCO & Journey for Justice. Revitalizing Dyett HS, a Neighborhood Public School, in the face of Destabilization, Disinvestment, and Disenfranchisement
In 2012, the Chicago Board of Education voted to phase out Dyett High School, an open-enrollment, neighborhood public school in Bronzeville. However, research done by UIC faculty and doctoral students documented that Chicago Public Schools destabilized the school for years, disinvested in it, and disenfranchised the Dyett community. This
presentation will share engaged research between College faculty and a community-based organization that describes and chronicles resistance to the planned phase-out and the plans to develop a revitalized Dyett global leadership and green technology school. The community plans to re-open it, in August 2015, as the last open-enrollment neighborhood high school in Bronzeville.

**Heather Hathaway Miranda. ¿Si Se Pudo! ¿Si Se Pudo? Latina/Latino Student Activists in the 1990s**
In the early 1990s, Latina/Latino students at a large, Midwestern university in the United States organized and emerged in the campus community to demand recognition. Student activists demanded a Latina/Latino Studies program, more Latina/Latino faculty and staff, and the removal of a racist mascot. Their activism resulted in the establishment of a Latina/Latino Studies program, the hiring of Latina/Latino faculty, and other actions, which have not been fully documented together. In excavating the lives of these students, this preliminary study uses critical ethnography and sociohistorical analysis to explore Latina/Latino student activism in the early 1990s through utilizing semi-structured interviewing and document analysis. This pilot study will revisit the demands of the student activists for more Latina/Latino faculty and staff as well as Latina/o student increased recruitment. The study aims to reveal some of the additional efforts aimed at retention of Latina/o students and faculty on campus.

**David Stovall. Notes on an Engineered Conflict: School Closings, Public Housing and RICO Enforcement in the Neoliberal City**
The proposed article presents a counternarrative to the pervasive depiction of African-American and Latin@ youth through an interrogation of the intersections of education, housing and law enforcement. Utilizing the theoretical constellation of Critical Race Theory, neoliberal urbanism, and anti-colonialism, the article challenges popularized notions of hyper-violent African-American and Latin@ youth through a discussion of state-based violence in the form of planned instability. Renamed “engineered conflict”, the document seeks to understand the current connection between school closings, destruction of public housing and the enforcement of the Racketeer Influenced and Corrupt Organizations Act (RICO). As an engineered conflict, the city of Chicago has paired a set of neoliberal policies with RICO enforcement, resulting in the destabilization of many low-income African-American and Latin@ communities. Using loss of population density and budget constraints as the rationale to enforce the three policy initiatives, populations are declared disposable and are systemically “cleansed” from the city boundaries. Because Chicago is used as national template for school and housing reform, the inclusion of law enforcement to the intersection provides the opportunity to inform existing struggles against displacement, corporate educational reform, and marginalization. Beginning with the narrative of the closing of one particular high school, the nexus of the three policy maneuvers are discussed to reveal a disconnect between city policy and the day-to-day realities of the city. Operating as a form of state-based violence, the aforementioned policy implementation exacerbates deeply rooted conflicts in a hyper-segregated city, resulting in tragic results for schools and families.
MORNING SESSION
10:00 – 11:30

Symposium 3: IL Room C

Victoria Trinder. Decolonizing Teacher Preparation
This paper will present an ecological framework for re-professionalizing teacher education and substantiating the practice of teaching within a critical, decolonizing pedagogical lens. Through an analysis of United States schools as locations of oppression and opportunity, this paper inverts normalized beliefs around access and equity. While traditional models are founded on the premise that schools provide equitable opportunities and all oppression is interpersonal, this framework serves to flip that paradigm. Steeped in social-foundations analysis of school systems, this framework articulates the structural inequities that undergird U.S. schools and names opportunities as interpersonal spaces of resistance, interruption, and humanity. Based on evidence that schools are fundamentally inequitable, this umbrella theorizing about teacher learning for equity in education builds capacity for hope for practitioners reclaiming their classroom and school spaces. The framework consists of a fluid developmental sequence of phases: structural analysis, resistance, interruption, humanism, and metacognition/instrumentalization. Future research directions include PAR studies with framework graduates in urban classrooms navigating implications of the framework in teaching and learning in light of classroom and school settings.

Heather Horsley, Jaime Vasquez & Samuel Whalen. Coaching for Teacher Transformation in a Goal-Driven Professional Development Initiative
Changing teacher-child interactions in the early childhood classroom can be quite challenging, therefore coaching is often expected to drive instructional improvement. However, research is needed to further examine the complexity of how coaches establish collaborative relationships with early childhood education (ECE) teachers. Drawing on Ippolito’s (2010) balanced approach to coaching framework, the purpose of this study is to investigate how coaches apply responsive and directive methods of coaching in ECE. Analysis of attendance data and coaching cycle feedback forms for teachers and coaches indicates that coaches often need additional support (i.e. use of protocols) in order to understand how to balance responsive and directive methods. This study is part of the Center for Urban Education Leadership comprehensive external evaluation of the Ounce of Prevention Fund’s Professional Development Initiative, which is an Investing in Innovation developmental grant funded by the Department of Education.

Aria Razfar & Zayoni Torres. Becoming Teacher Researchers: English Learning through Mathematics, Science, and Action Research (ELMSA)
PROJECT is a 5-year project designed to provide long-term professional development for K-8 teachers working with English Learners (ELs) in predominantly low-income areas (Razfar, 2007). PROJECT includes a transformative action research model to its teacher development linking literacy, mathematics, and science with a sociocultural framework for teaching and learning. Teachers are encouraged to collaboratively develop and apply mathematics and science instruction that is linguistically and culturally relevant and in alignment with standards. Over the course of one school year, teachers engage in action
research where they design 3 curricular units leveraged by students’ funds of knowledge. Teachers engage in researcher skills, such as discourse analysis, in analyzing discursive practices. This paper presentation will focus on a line of research stemming from the project. Topics include teacher identities (resistance, procedural, ethnographic inquiry, teacher-researcher); the development of professional teacher researchers through discourse analysis; language ideologies transformed through action research; teachers theorizing ELs math-science funds of knowledge; re-positioning of ELs through a language ideologies perspective; and the intersection of teachers’ language and gender ideologies.

**MORNING SESSION**

**10:00 – 11:30**

**Symposium 4: Ft. Dearborn**

**Federico Waitoller & Joshua Radinsky. Urban Education Reforms Affecting Special Education Services**

Among the populations most vulnerable to public school reforms are students who receive special education (SpEd) services, especially those who experience multiplied effects of structural disadvantages at the intersections of race, economic means, and disability status (Blanchett, Klingner, & Harry, 2009). The focus of this research program is two-fold. On the one hand, we are interested in documenting and visualizing patterns of access to services, placement, and outcomes for students receiving SpEd services in Chicago, across time. On the other hand, our work investigates the ways policy decisions are informed by representations of research evidence, especially data on students, schools, and neighborhoods. We will present different aspects of the research program such as research design and initial findings.

**Steve Tozer, Sam Whalen, Lisa Walker & Paul Zavitkovsky. Building Capacity for Data-Informed Continuous Improvement in UIC’s Doctoral Program for Urban Education Leadership**

The Center for Urban Education Leadership (CUEL) is now engaged in building capacity for data-informed continuous improvement, targeted to the College’s EdD Principal Preparation program, with support from the US DOE’s School Leadership Program. Two broad questions guide this effort: first, what program features must be designed and aligned to accelerate the development of effective leaders for high-needs urban schools? And second, how must higher education structures adapt to incorporate more powerful program features? To build this capacity the Center’s research team is drawing from several research genres, including design-based implementation research, to provide high utility data to the program’s redesign teams. In this presentation we overview the research models we are developing to build a continuous improvement capacity for the EdD program. Examples will be drawn from two current foci of program improvement: the selection of highly qualified candidates, and the creation of more powerful alignments between clinical and academic learning experiences.
Lydia A. Saravia. *Bilingual-intercultural Curriculum and "Global" English in a Guatemalan Western Highland School.*
This year, 2014, I embarked on a qualitative study of pre-service and teacher educators at a school in the western highlands in Guatemala. The school site prepares students to become bilingual elementary teachers of Spanish and Mam (one of the dominant spoken Mayan languages in Guatemala). Engaged in an inquiry driven by Critical Race Theory (CRT), this qualitative research calls attention to issues of language rights and bilingual schooling (Delgado & Stefancic, 2001), while addressing racial inequalities. Recently, the government of Guatemala asked that students training to become bilingual and intercultural teachers also become trilingual, adding English to the curriculum. Students training to become bilingual teachers must take courses in their native language, in Spanish and in English. The preliminary data that will be shared will address the following questions: How does the school negotiate between bilingual and intercultural policies and the new mandate to add English to the curriculum? How does the addition of English affect or disrupt the school’s efforts to strengthen Mayan identity and language, if at all?

**POSTER SESSION & LUNCH**
11:30am-1:20pm
IL room B

Theoretically, problem-based learning (PBL) should provide an environment in which students have the opportunity to develop 21st century skills required by today’s standards. Given the open-ended, ill-structured design of PBL students are challenged to reason more critically, enhance their problem-solving skills, become more independent and self-directed in their learning, and work collaboratively with others (Hmelo et al., 2006; Hung, 2009). Although some studies have reported very promising results from PBL research, others have not been as conclusive (Savery, 2006). It has been suggested that the possible factors influencing these varied results could be the variability in the designs of PBL activities (Hung, 2009) or the instrumentation used for data collection (Hmelo et al., 1997). However, the inconsistent results may also be attributable to how PBL activities are enacted in the classroom. Unfortunately, the true nature of PBL implementation across classrooms has not been extensively researched. This research begins to examine teachers’ fidelity of implementation of a PBL simulation, GlobalEd 2. Links between teacher enactment and student performance are assessed.

Cindy Collado, Benjellica Smyre, Anastasia Raba, & Stephanie Polvi. *Preservice Teachers Take Research to Practice: You Too Can Do This!*
This poster is practitioner-focused as it demonstrates one instructor’s use of a combination of coaching and technology to elevate the learning of clinical interns in an early childhood special education course, as their microteach assignment required them to plan and implement function-based interventions to young children with identified and
unidentified disabilities. The challenge was helping interns realize the practical connections between key methods in special education that appear as disconnected skills such as Functional Behavioral Assessment, Function-based Interventions, Progress Monitoring, and Data-based Decision Making. Critical to interns’ success was individual coaching sessions throughout the intervention process and instructional tools that capitalized on technology to support enduring learning. This project was important in the preparation of early childhood education teachers who will one day work with some of the most diverse, and often most misunderstood, groups of students. Given the alarming preschool expulsion rate, it is critical that future teachers objectively and strategically address young children's challenging behaviors and developmental delays so that they can effectively increase the learning opportunities for all children, particularly those with the greatest need (Ostrosky et al., 2013).

Gregory Larnell, Denise Boston, Qetsiy’ah Yisra’el, Janet Omitoyin, & John Bragelman. ReMATH: Studying Mathematics-learning Experiences in Remedial Courses at Four-year Universities
Remediation is a long-standing and growing phenomenon in mathematics education and the transition to higher education, but there has been limited attention to what goes on in classrooms and students’ learning experiences more broadly. How are students’ mathematics-learning experiences shaped as they take on non-credit-bearing remedial courses at a four-year university? What psychosocial affects influence learners’ experiences and identities in these courses? The poster represents a new project to explore these questions in relation to Black students’ experiences in these courses—based on recent evidence that Black students are disproportionately enrolled in these courses across the nation. We will present and discuss the design of the study and preliminary data.

Elizabeth Talbott, Agata Trzaska, & Jaime Zurheide. Peer Interventions to Improve Academic Achievement and Social Outcomes for Students with and without Disabilities: A Systematic Review
Classrooms around the world are more diverse than ever before, with the challenge of teachers meeting students’ diverse academic and social needs an increasingly daunting one. Peer interventions represent a potentially effective set of well-researched strategies designed to target student academic achievement in diverse classrooms. In these interventions, teachers structure activities so that peers can work together in dyads and small groups to tutor one another and practice academic skills. Over the past 40 years, peers have collaborated on a variety of academic activities and in a range of configurations in schools and classrooms, and the effectiveness of these interventions has been tested in both group and single-subject experimental design. In recent decades, academic interventions involving peers have become established systems, including opportunities to boost fluency skills and academic strategies for learning. Interventions involving peers to promote academic achievement have included peer assisted learning strategies, reciprocal peer tutoring, class wide peer tutoring, cooperative learning, and peer-mediated academic and social interventions. The purpose of this systematic review is to identify distinguishing characteristics of more and less effective peer interventions.
for students with disabilities, especially those from diverse racial, ethnic, and economic backgrounds.

Persis Driver, Sierra Ryan, Jill Rothamer-Wallenfeldt, & Terri Thorkildsen. **Preservice Educators’ Autonomy and Epistemological Beliefs Drive their Readiness to Cheat**

Educators, especially in urban, high needs areas constantly address social justice agendas while meeting the needs of their students and several other constituencies (Darling-Hammond, 2006). Some educators are able to strike this balance more efficiently than others. Educational psychology courses can help preservice teachers balance such competing roles by problematizing complex learning and teaching topics (National Research Council, 2010; Patrick, Anderman, Bruening, & Duffin, 2011). Similarly, we problematized with our students the complexities associated with cheating and taking short-cuts while learning. Comparing preservice educators’ (n=210, 69 males; 109 Caucasian) willingness to cheat and address justice at the beginning and end of an educational psychology course revealed how their beliefs about autonomy supportive teaching practices as well as algorithmic and heuristic epistemologies provide possible explanations for dishonest behavior. As expected, we found a movement from didactic thinking to broader conceptions of when and why short-cuts might be necessary as learners acquire more complex knowledge of the factors that impede learning.

Sierra Ryan, Jill Rothamer-Wallenfeldt, Kuan Xing, & Terri Thorkildsen. **Explaining the Role of Athletics in Adolescents’ Leisure Activities**

Most adolescents spend equal amounts of time in leisure and academic activities, and many report high involvement in sport (Larson & Verma, 1999; National Survey of America’s Families, 1997). Although sports are highly valued in society, it is unclear why so many youth select sports as a leisure activity. Studies suggest adolescents who participate in athletics attain higher educational goals and participate in greater levels of charitable giving (Fredricks & Eccles, 2006; Linver, Roth, & Brooks-Gunn, 2009), but imply that adolescents who are uninterested in sports remain uncommitted to education and avoid community activism. To test this assumption, we identified adolescents with no interest in sports and compared their reasons for choosing leisure activities with those of individuals who participate only in virtual sports or who participate in athletics. We asked whether students with varying levels of sports interest would prioritize personal, civic, and civil reasons for their actions differently and evaluated whether these groups reported different levels of perceived competence in sports and academics. Adolescents who were uninterested in sports remained as committed as their peers to civic and civil forms of leisure activities and reported similar perceptions of their academic competence.

Heather Horsley & Martha Aguila. **Youth Making a Difference Mexicayotl Outreach Initiative**

Every Thursday for seven months an intergenerational team of instructors engaged youth of color from the Greater Humboldt Park Community of Chicago with a dance curriculum that draws on the history of precolonial Mexico traditions based in science, psychology, and mathematical disciplines. By offering the youth an alternative space to develop their sense of intercultural competence, this initiative aimed to help youth break
free from the violence that has become a fixture in their everyday lives. Over the course of the initiative 72 youth came to try out the weekly class and 12 youth became the core group who remained committed throughout the initiative. In addition to meeting weekly, the youth also attended the UIC Heritage Day Celebration on November 22, 2013. Thereafter, the youth, intergenerational instructors, and adult allies planned a community event that took place on June 7, 2014 at Ames Middle School in Chicago. The purpose of this poster is to draw on the photographs, film, and interviews used to document our initiative in order to share more about the successes and challenges we faced while doing this cultural work. The 2013 UIC COE Dean’s Office Collaborative Community Engagement Grant program funded this initiative.

**Grace Cua, Amy Leahy, Kristin Mains, Aubrey Thornton, & Catherine Huang. The Impact of Family Involvement on Student Achievement in Urban High Schools**
Parental or family involvement positively impacts student’s academic outcomes. Specifically, previous research indicated that parental involvement correlates to higher academic achievement in students (Hopson & Lee, 2011; Martin, 2009) across all races and ethnicities (Jeynes, 2007). Moreover, parents and families are more involved when students are younger compared to when they are older (as cited in Jeynes, 2007). Using available public data from Chicago Public Schools and University of Chicago, the current study examines the relationship between three levels of family involvement (low, moderate, high) on standardized test scores among 72 high schools in 2011-2012 and 78 high schools in 2012-2013. Results indicated schools with high ratings of involved families had higher test scores than those with low and moderate ratings of involved families in both years. Findings suggest that ongoing support to involve families may be necessary and crucial to ensure positive academic outcomes for students at the high school level.

**Jeremy Riel, Kimberly Lawless, & Lisa Lynn. Teacher Participation in Ongoing Professional Development Using Email Newsletters and Teacher Journaling: The GlobalEd 2 Online Professional Development Program**
There is a growing interest in ongoing and just-in-time professional development (PD) opportunities for teachers who are implementing new curricula. Ongoing online PD opportunities have the potential to reach a large number of teachers by not requiring physical presence at PD seminars or workshops and by reducing cost for PD providers. Advances in digital technologies have improved the feasibility of tracking the level of participation in ongoing digital PD, which allow researchers to better study the relationships between participation in PD and processes of teacher and student learning. We report on our ongoing efforts to build an ongoing online PD program for teachers who are implementing GlobalEd 2 (www.globaled2.com), a multi-state, middle school social studies curriculum. From a pilot study of 17 teachers, we analyze the relationships between student learning outcomes and the level of teacher participation within two online, ongoing PD spaces (weekly email newsletters and online journaling). The results of this study show positive relationships between the level of teacher participation and student learning gains. While these initial results are limited in their scope, they demonstrate the potential benefits of ongoing online PD for both teachers and students.
Lisa Lynn, Kimberly Lawless, & Scott Brown. *Comparing Rasch and Classical Test Theory Methods for Assessment Validation in GlobalEd 2*

The purpose of this study was to validate a human-scored science skills and inquiry assessment for use in seventh and eighth grade classrooms as part of GlobalEd 2. Classical Test Theory and Rasch model techniques were used independently to evaluate the assessment (12 items, N = 658). Although the Rasch model revealed idiosyncratic use of the grading scale for one scored item, the final Rasch person measures were highly correlated with the original raw scores (Spearman’s rho = .98, p < .001). This finding is convergent with previous research showing substantial similarity between Rasch and Classical Test Theory scores in other fields.

Aerika Brittian, Stacey Horn, David Stovall, Elizabeth Talbott, & Boyd Bellinger. *Implications of Restorative Justice Practice and Policy for Youth of Color, LGB/T Students and Students with Disabilities in Urban School Districts*

Harsh and punitive disciplinary policies (zero-tolerance, suspension and expulsion) can negatively impact school climate, may promote student dropout, and contribute to the criminalization of young people. As a result, the Chicago Public School district has initiated intentional efforts to reduce overly punitive disciplinary actions and has instead adopted use of restorative justice practices as one alternative form of discipline. Although restorative justice practices (involving efforts to address injustice by involving the needs of victims and offenders) have been used in other youth settings, such as the Illinois Department of Juvenile Justice, scientific inquiry and implementation of restorative justice in learning environments is still emerging.

The aim of the Restorative Justice in Schools (RJIS) project is to investigate restorative justice literature, policies, and practices in relation to educational contexts. This poster will present an overview of the RJIS project and its current and future steps, which include an examination of restorative justice literature; an assessment of key stakeholders’ perceptions of restorative justice policies and practices; a preliminary examination of how restorative justice practice and discipline strategies impact students’ well-being and academic success; and the use of preliminary findings to inform education practice and policy.
Symposium 5: IL Room A

Ben Superfine, Becca Woodard, Sonia Kline, Nate Phillips, Michael Manderino, Bill Teale, Maureen Meehan, Anna Colaner, Gail Adams, Emily Hoffman, Colleen Whittingham, & Melanie Walski.

Using Literacy Research to Inform Policy.
The Center for Literacy and RUEPI have a COE Cluster Grant that is funding development of a series of three policy papers focused on literacy and a spring 2015 conference for policy makers. Topics are: Early Childhood Literacy, Common Core and Literacy, and Digital Literacies. This presentation will provide an overview of the series (Superfine) and a report on the main policy recommendations from each of the three papers (one person from each team).

Emily Hoffman & Colleen Whittingham. Knowledge, Beliefs, and Actions: One Urban Community’s Multiple Perspectives of Early Literacy.
Conceptual discussions of the importance of early childhood portray (and assume) homogeneity between learning contexts while in reality the early experiences of urban children are richly diverse and increasingly varied. Towards celebrating these experiences while supporting the literacy development of children, we used a comparative descriptive design to garner parents’ and childcare providers’ perceptions of early literacy in an urban midwestern community. Recruiting childcare provider participants (n = 67) through a community sponsored professional development (PD) series and then using snowball sampling to identify parent participants (n = 149), we sought to identify similarities in early literacy understanding between and across sample populations using the Parent Reading Inventory (DeBaryshe & Binder, 1994).
Comparing means within/across each survey subset, patterns indicate both parents and providers have similar knowledge and beliefs about language and literacy learning, including having significantly lower means in the same two subsets - Environment and Reading Instruction. Additionally, three focus groups were conducted with providers (n = 16) and parents (n = 16) towards deepening the understanding of early literacy practices not addressed in the survey. Implications for future studies and implementation of effective PD that is focused, engaging, and attends to systemic knowledge building will be discussed.
Symposium 6: IL Room B

**Celina Sima & Patricia Inman. Advising Matters: Whose Advice Do Students Really Value?**

Advising Matters is a multi-year single institution study of how students use and value advising services and resources on campus. Previous institutional studies of undergraduate student experiences suggest that advising resources are important, yet disparate and uneven in utility and value. Through this study we identify both formal and informal networks of information for student advising; capture student perceptions of the quality of information provided from various advising resources; learn what sources of advising information are most influential when students make various advising decisions; and gather thoughts about how to improve advising.

The study is being conducted at the University of Illinois at Chicago (UIC). The campus is known for its diverse student population, and through its history, has developed numerous student support service offices that serve the diverse needs of students. These services were designed to supplement traditional forms of academic advising.

The longitudinal component of the study is following the freshman class of 2012 over several years. An initial survey was administered during fall 2012 to a sample of new first year students. Focus group interviews were conducted in the spring term (2013). This paper reports on year one of this multi-year longitudinal study.

**Josh Radinsky & Simeko Washington. Students’ Narrations of African American Migrations.**

This presentation will share emergent findings from an ongoing design experiment (Brown, 1992; Schoenfeld, 2006) studying the types of historical narrative elements that emerge, and the agency students have in generating them, as middle school students use historical census data in GIS data maps to study changing African American populations in Chicago neighborhoods. The study focuses on how middle-school students construct meaningful histories of African Americans’ migrations in Chicago communities, using historical census data maps as a resource. The student narratives emphasized the humanness of historical events within the African American communities they studied, in tension with numerical and spatial qualities of the data. Three narrative elements were studied in the construction of these narrated histories: characters (references to people), settings (references to places and times), and plot elements (references to change, and to racism). In this study, we examine the variety of ways the aforementioned elements emerged in students’ narrated histories, and the relative agency of students, teachers, and cultural tools in generating them (Wortham, 2001; Wertsch & Rupert, 1994).

Symposium 7: IL Room C

**Torica Webb. Public Pedagogy, Community (Socio)Cultural Capital and Civic Engagement in Aotearoa/New Zealand**
In this paper, I explore the concepts of public pedagogy, community (socio)cultural capital and civic engagement, and their influence on the development of civic knowledge, participation and identities among children and youth in Aotearoa/New Zealand (ANZ). In his work on youth civic engagement, Levine (2007) argues that community factors influence adolescent ideals and behaviors, and several significant community factors emerged across ANZ in 2001 and 2007 that proved instructive about the political status of indigenous citizens. These community factors included the closing of two Maori boarding schools in 2001, and domestic terrorism raids in October 2007 that targeted Maori citizens when the New Zealand Police arrested dozens of alleged domestic terrorists and accused them of plotting to attack civilians and government sites. I use Weisner and Lowe’s (2005) ecocultural approach, Giroux’s (1998) public pedagogy, and (socio)cultural capital to analyze data generated from observations of school-based cultural practices at two secondary school sites, court proceedings and extensive media coverage on the raids and protests to investigate the impact on the learning of political and civic identities of children and youth who figured prominently both as victims of the terror raids, and activists against the government’s handling of the terror raids.

Paul Zavikovsky. ISAT R.I.P.
Throughout most of its history, the Illinois Standards Achievement Test (ISAT) was heavily criticized as a low-level test of basic skills that reflected embarrassingly lax standards. Few mourned when it was administered for the last time in March 2014. This study illustrates that the ISAT actually assessed underlying academic abilities that closely mirrored those of the National Assessment of Educational Progress (NAEP) and the Measures of Academic Progress (MAP). The core problem with the ISAT wasn’t that it was too easy. The problem with the ISAT was that it was graded and reported in ways that fundamentally misrepresented what the test itself was actually measuring. This study suggests that the biggest challenge for new PARCC assessments will have less to do with increasing the rigor and complexity of what we assess than with identifying and reporting the elements of rigor and complexity that have always been the gatekeepers of higher scoring ranges on virtually all standardized measures of achievement, aptitude and college/career readiness.

AFTERNOON SESSION
1:30-3:33pm

Symposium 8: Ft. Dearborn

Stacey Horn & the Safe SPACES Team. Bias-Based Bullying in Illinois: A Practice to Research to Practice Partnership
This session will discuss a project that developed out of a state level policy task force charged with making recommendations to the state legislature regarding the implementation of the bullying law passed in 2010. The University – Community collaboration centered around collecting systematic data regarding bias-motivated bullying in Illinois schools. In the session, I will review the collaborative process we used to develop the measures, how we linked to a statewide survey of all adolescents in Illinois, share some results on the incidence and impacts of bias-motivated bullying in
Illinois, and how these data are now being used to inform school transformation in select schools in Illinois.

**Emilia Chico, Nicole Darcangelo, Boyd Bellinger, Stacey Horn. “That’s so gay, Bitch:” How Youth Make Meaning of Homophobic & Misogynistic Language**

During adolescence, individuals develop more complex social-cognitive capacities while they also develop sexually (Arnett, 2001), become more autonomous (Smetana, 2006), and rely more on their peer groups for information (Rubin, Bukowski, & Parker, 1998). While social exclusion, teasing, and harassment are common across all ages, in adolescence these behaviors are often related to sexuality and sexual identity (Craig, Peplar, Connolly, & Henderson, 2001). In fact, research shows that much of the harassment related to sex and sexuality in adolescence actually relates more to individuals’ adherence to normative assumptions about gender and gender roles, rather than sexual identity or orientation (Horn & Heinze, 2013; Pascoe, 2007).

The current study explored youth experiences of conventionally-defined misogynistic and homophobic harassment with a specific focus on language. We conducted ten focus groups with youth between the ages of 15-19 from a large Midwestern city (N = 42). During the focus groups, we asked young people questions related to their experiences with homophobic and misogynistic language.

**Nicole Darcangelo, L. Boyd Bellinger, Emilia Chico, & Stacey S. Horn. Exploring the Relationship of Gender and Sexuality Based Harassment with Policy and Intervention in Middle School**

Bullying based on gender and sexuality has recently captured national headlines. We know such bullying is harmful for young people’s health and academic performance, but very little is known about the relationship between school policy, teacher/administrator awareness and intervention, and student behavior. This research sought to understand how the existence and/or knowledge about anti-bullying school policy within a middle school context relate to actual perpetration and intervention; particularly how school environments and social development play a role in how youth experience and construe such harassment. Through case study methodology, researchers collected data from a survey, observations, document analysis, and personnel interviews. Data from a larger study were narrowed to five key behaviors: hearing the terms “that’s so gay” or “you’re so gay”; hearing someone called “fag,” “dyke,” “homo,” or “lezzie”; hearing comments made about someone’s body or physical attractiveness; hearing someone teased because they do not look or act like other people of their gender; and seeing someone touched, pinched, or grabbed in a sexual manner. Preliminary analyses suggest students experience more gender and sexuality based harassment than noted by teachers; students are often unaware of school policies; and policy, while clearly outlined, is not entirely communicated to students.

**Christina R. Peter, Stacey S. Horn, & Timothy B. Tasker. The Role of School Policies, and Young People’s Beliefs about Harm and Wrongness in Predicting Engagement in Sexuality and Gender-Related Harassment**

Despite a growing body of research on the prevalence of sexuality-related harassment and its impact on young peoples’ health and well-being (e.g. AAUW, 2001; Bochenek & Brown, 2001; Kosciw et al., 2008), very little research has been conducted on young
peoples’ perceptions of and the factors related to perpetration of sexuality-related harassment. A sample of 626 middle and high school students shared their beliefs about, witnessing of, and engagement in 14 different harassing behaviors. The majority of students reported that all 14 behaviors commonly occurred. Fewer students reported engaging in these behaviors, with reports ranging from 13.5% to 62.6% by behavior. Importantly, the majority of participants believed that it was at least "sometimes wrong" when they engaged in these behaviors and that victims experienced harm. Beliefs about harm and wrongness negatively related to engagement in harassment, with beliefs about harm often mediating the relationship between wrongness and perpetration. In contrast, participants were unsure of the existence of policies prohibiting these behaviors in their schools and policies were largely unrelated to behaviors. These findings have implications for various strategies (e.g., bullying prevention, social-emotional learning) and policies that aim to reduce harassment in schools.

**CLOSING REMARKS**

3:00-3:30pm  
IL Room B