



The
UNIVERSITY
of **VERMONT**

College of Education
and Social Services

Tenth Annual!

Scholarship Symposium

Wednesday, May 13, 2015

Time	Event	Location	Program Pages
8:00-8:30	Morning refreshments	Waterman Memorial Lounge	n/a
8:30-8:40	Welcome	Waterman Memorial Lounge	n/a
8:45 to 9:40	Presentation Session 1	Waterman 400, 413, 456	3-6
9:40 to 10:10	Poster Session <i>Publications & Syllabi Sharing</i>	Waterman 4 th Floor Hallway	7-9
10:10 to 11:05	Presentation Session 2	Waterman 400, 413, 456	10-13
11:10 to 12:00	Panel <i>Mixed Methods & Big Data</i>	Waterman Memorial Lounge	14

We wish to acknowledge and express our appreciation to all the presenters, faculty, staff, and students who supported today's symposium.

In particular, we want to thank Chris Caswell for all of her help with scheduling, creating the program, and making this day a success.

Thank you all!

The CESS Scholarship Symposium was planned and hosted by Dean's Office and the CESS Research Council.

Presentations - Session 1

8:45 to 9:40

Room	Authors	Page	Title
400	Bishop, Penny ; Downes, John; Hennessey, Susan; Homan, Audrey; Olofson, Mark; Swallow, Meredith	4	Partnering for Middle School Change Across Vermont: Research from the Tarrant Institute
	Garnett, Bernice	4	The development of a state-wide school climate survey for Vermont middle and high schools
413	McGann, Gabriel	5	Refugee resettlement in Vermont: Investigating factors that promote resettlement success of New Americans
	Richards, Julie	5	New American Perspectives on Retention and Adaptation of Childrearing Practices in Vermont
	Mabika, Goma	5	“The MAPS process took me to the next level”: A case study of a student and his family and teachers’ participation in MAPS
456	Jones, Andrew	6	Depersonalizing Classroom Grading Practices to Personalize Learning
	Higgins, Linden	6	Evaluating excellence in collegiate teaching: What we can learn from K12 studies

Presentations 8:45-9:40 - Room 400

Author	Role	Department & Program
Bishop, Penny	Faculty	Education, Tarrant Institute for Innovative Education
Downes, John	Staff	Education, Tarrant Institute for Innovative Education
Hennessey, Susan	Staff	Education, Tarrant Institute for Innovative Education
Homan, Audrey	Staff	Education, Tarrant Institute for Innovative Education
Olofson, Mark	Student	Education, Tarrant Institute for Innovative Education
Swallow, Meredith	Staff	Education, Tarrant Institute for Innovative Education

Title: Partnering for Middle School Change Across Vermont: Research from the Tarrant Institute

Abstract: CESS's Tarrant Institute for Innovative Education will soon be working with 25 middle schools across Vermont--65 schools over the next five years--to foster school innovation toward technologically rich learning that responds to the nature and needs of young adolescents. Presenters in this session will describe the Institute's partnerships with schools and research into how the implementation of 1:1 classrooms can spur teachers' adoption of responsive middle grades practices. Presenters will explore how technologically innovative middle schools are pursuing Act 77 implementation of personalized learning. Finally, the discussion will turn to a quasi-experimental longitudinal study that tracks partner teachers' classroom innovation in light of their professional development experiences with the Institute.

Author	Role	Department & Program
Garnett, Bernice	Faculty	Education , All

Title: The development of a state-wide school climate survey for Vermont middle and high schools

Abstract:

A positive school climate is critical to student academic success and social-emotional development. Currently, there is no standardized assessment of school climate in Vermont schools. Through a collaboration with the Vermont Agency of Education (AOE), the University of Vermont (UVM) and the Vermont Child Health Improvement Program (VCHIP), a multi-phase mixed methods project was organized to: 1) assess how schools are currently conceptualizing and measuring school climate, 2) identify and pilot a psychometrically sound measure of school climate and 3) offer policy recommendations on the process by which school climate assessment can inform a balanced accountability model for school effectiveness. In the Fall of 2014, key informant interviews were conducted with school staff from a diverse geographic pool of Vermont middle/high schools to help inform the definition of school climate as described by the AOE and selection of a school climate survey. Through a rigorous survey selection process, a previously established measure of school climate was selected for the pilot. In the Spring of 2015, the Vermont school climate survey was be piloted in five supervisory unions (N=1800 students). The pilot will assess reliability/ validity, accessibility and engage school stakeholders in the overall process. Preliminary results from the school climate survey pilot and policy recommendation process will be shared.

Presentations 8:45-9:40 - Room 413

Author	Role	Department & Program
McGann, Gabriel	Student	CESS, EDLP PhD

Title: Refugee resettlement in Vermont: Investigating factors that promote resettlement success of New Americans

Abstract: Vermont's population is becoming more culturally diverse through refugee resettlement. The number of internationally displaced peoples has continued to grow for the past 14 years, primarily caused by global conflicts forcing individuals to flee from their homes. The United States is the world's largest resettlement nation, annually accepting up to 80,000 refugees. Northwestern Vermont is a designated Resettlement Community which has accepted over 6,300 refugees over the past 25 years. With this increase in international residents in a traditionally white, English speaking population, how do: pre-resettlement conditions, family responsibility, mentor relationships, self-agency, and racism affect the resettlement success of "New Americans." This study seeks to understand the relationships of these themes in refugees' resettlement experience.

Author	Role	Department & Program
Richards, Julie	Faculty	Social Work

Title: New American Perspectives on Retention and Adaptation of Childrearing Practices in Vermont

Abstract: With the prevalence of global migration, many communities are becoming increasingly diverse. However, along with the benefits of diversity, cultural divides can emerge. Members of the dominant culture may not be familiar with, nor understand, cultural practices of the newly arrived community member, and vice versa. This research sought to identify various cultural childrearing practices as well as New Americans' perspectives on childrearing within Vermont. Barriers and supports for cultural retention and adaptation were identified, along with potential contributions that New Americans can offer their communities in understanding who they are and what they bring to the childrearing experience.

Author	Role	Department & Program
Mabika, Goma	Student	Education, Educational Leadership and Policy Studies

Title: "The MAPS process took me to the next level": A case study of a student and his family and teachers' participation in MAPS

Abstract: In spring 2014, as part of a MAPS (Making Action Plans) study, our research team collected data from students from culturally and linguistically diverse backgrounds and their families and teachers as they participated in a modified MAPS process. Based on new information from data analysis in progress and a review of the literature, I will conduct an embedded single case study with one participating student and his family and teachers. The goal of this case study is to extensively explore the effects of the participation in the MAPS process on one specific student, family and teachers. This rich detail will enable our research team to understand the deep implications of the MAPS process we conducted with this student, family, and teachers.

Presentations 8:45-9:40 - Room 456

Author	Role	Department & Program
Jones, Andrew	Student	Leadership and Developmental Sciences, Educational Leadership and Policy Studies

Title: Depersonalizing Classroom Grading Practices to Personalize Learning

Abstract:

Personal learning plans (PLP's) and proficiency-based graduation requirements (PBGR's) hinge on effective assessment and reporting systems in high schools. However, "traditional" grading practices tend to be inconsistent across districts, schools, and classrooms. In many instances, grades don't mean much because there are so many factors bundled into the omnibus class score. Classroom grading practices remain insulated from education reforms, despite evidence that indicate numerous flaws in the current system. Through no fault of their own, teachers operate in their own "silos" and are provided significant autonomy in their classrooms. At this point in time, teachers are able to personalize their grading practices, which is doing more harm than good. Current grading practices could potentially stymie the success of personal learning plans and proficiency-based graduation requirements in high schools. Standards-based grading would provide transparency to what students are learning, thus opening the "black box" of the classroom. A standards-based grading policy would not only bring consistency to grading practices, but would help support other aspects of school reform as well. As many states in New England consider pushing towards competency-based systems of education and incorporate the use of personal learning plans, how students are assessed in classrooms is a necessary issue to consider.

Author	Role	Department & Program
Higgins, Linden	Student	Education, Education Leadership & Policy Studies

Title: Evaluating excellence in collegiate teaching: What we can learn from K12 studies

Abstract:

In the past few decades, higher education faculty and pedagogical training offices have increasingly emphasized learner-centered pedagogical strategies that have been adopted from the primary and secondary teacher training literature. What has not accompanied this shift in focus of pedagogical training is the large literature on learner outcome-focused teaching evaluations. Particularly in the public school arena, teacher evaluation has long been the subject of intense research as well as political scrutiny. Researchers, faculty, and administrators interested in the culture and climate around teaching in higher education could learn much from exploring opportunities for expanding evaluation and avoiding pitfalls identified in the K-12 literature. Bringing that research into a higher education setting, with consideration of the current conversations around evaluations at UVM, will be the focus of the proposed panel or round-table discussion.

Poster Presentations: 9:40-10:10

Waterman 4th Floor Hallway

Authors	Page	Title
Dague, Bryan; George, Cassandra	8	Think College Vermont at UVM
Looby, Winnie	8	Access, Identity, and Relationships: Arts, Disability, and Inclusion in a Small Vermont Community
Smith, Carmen	9	Identifying connections between mathematics in online games and in school
Higgins, Linden	9	Excellence in collegiate teaching: A synthesis of theory and evidence

Poster Presentations

Author	Role	Department & Program
Dague, Bryan	Faculty	CDCI, Think College
George, Cassandra	Staff	CDCI, Think College

Title: Think College Vermont at UVM

Abstract:

Think College Vermont @ UVM is an innovative, inclusive, academic, social, and vocational program for students with intellectual disabilities seeking a college experience and career path. Participants earn a 12 credit Certificate of College Studies designed to include: Academic Enrichment, Social & Recreational Skills, Independent Living & Self-Advocacy Skills, and Work Experience & Career Skills. Think College Vermont incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience.

Author	Role	Department & Program
Looby, Winnie	Student	Educational Leadership and Policy Studies

Title: Access, Identity, and Relationships: Arts, Disability, and Inclusion in a Small Vermont Community

Abstract:

The state of Vermont has been traditionally known for its progressive outlook in politics, and recently there has been a strong community-driven movement to push its educational system forward as well. Data collected by several stakeholder groups have revealed a lack of cultural diversity at the state, city, and individual school level. This is evident across several areas, including: teacher hiring and retention, curriculum development, student disciplinary actions, and high-school graduation rates. The literature has shown that the study of arts and culture can be an accessible vehicle for the promotion of self-esteem, social justice, and community healing. The results of this study will hopefully lead to more research that will address many of the overlapping concerns that have become emergent across Vermont's public school districts. Can the implementation of an arts-based, culturally-responsive curriculum positively impact access to content, inclusionary teaching practices, peer relationships, and identity development of young children; especially those with or at risk for disabilities? This study hopes to explore the short and long-term affects of an arts-based curriculum tailored to meet the emergent needs of a small, multi-cultural community in rural Vermont.

Author	Role	Department & Program
Smith, Carmen	Faculty	Education, Middle/Secondary

Title: Identifying connections between mathematics in online games and in school

Abstract:

How can we prompt students to draw connections between the mathematics they learn from online games and school mathematics? This study compared 2 groups of 6th graders playing an online fraction game. The Strategies Only condition (n=30) was prompted to reflect on the problem solving strategies used while playing the game, while the Strategies + Connections condition (n=31) was prompted to reflect on both problem solving strategies and mathematical connections between the mathematics in the game and formal school mathematics. Students in both conditions played the game with a partner. Students with lower prior knowledge of fractions were paired with students with higher prior knowledge. Students with low prior knowledge in the Strategies + Connections condition made significant learning gains.

Author	Role	Department & Program
Higgins, Linden	Student	Education, Education Leadership & Policy Studies

Title: Excellence in collegiate teaching: A synthesis of theory and evidence

Abstract:

Much has been written in the past three decades about the failure of many students in colleges in the United States to show measurable improvement in their critical engagement with our information-rich twenty-first century environment, and about what "excellent" collegiate teaching should look like. What is lacking to make these arguments more compelling is a synthesis of the critical literature and research studies into a single model explicitly linked to our understanding of how young adults learn and develop. Here, I present such a model based upon three bodies of literature: recent critical evaluations of learning outcomes, core models of cognitive development and the behaviors of learning, and qualitative and quantitative studies of effective classroom practices. I end with a brief overview of the types of data that could be used to determine where professional development efforts would be most effective.

Presentations - Session 2

10:10 to 11:05

Room	Authors	Page	Title
400	Toolin, Regina	11	The Vermont STEM Collaborative: Partnerships Within and Beyond the University
	Bishop, Penny; Downes, John; Hennessey, Susan; Homan, Audrey; Olofson, Mark; Swallow, Meredith	11	Learning from Hi-Tech Middle Schools: Research from the Tarrant Institute
413	Peebles, Stirling; Ryan, Susan	12	The Life History Project
	Smith, Lance	12	Is “Allison” More Likely than “Lakisha” to get a call back from counseling professionals: A racism Audit Study
456	Whitworth, Patience	13	Powerful Peers: Implementing Restorative Practices in Residential Life Programs
	Dague, Bryan; George, Cassandra	13	Think College Vermont's Mentor Program

Presentation 10:10-11:05 - Room 400

Author	Role	Department & Program
Toolin, Regina	Faculty	Education

Title: The Vermont STEM Collaborative: Partnerships Within and Beyond the University

Abstract: The Vermont STEM Collaborative seeks to address important issues, questions and gaps in K-16 STEM education through the establishment of a professional network of over 60 STEM professionals that seeks as its mission to “coordinate, energize, and advance STEM learning and career opportunities across Vermont that foster sustained curiosity and learning.”

The primary goals of VSTEM include:

1. Increase STEM literacy, achievement and career opportunities for Vermont’s students.
2. Broaden participation of Vermont’s in-service and preservice teachers and their students in STEM disciplines and careers.
3. Increase capacity and foster collegial relationships amongst faculty, administrators, VT AOE and state government representatives and agencies, teachers, students and businesses.
4. Promote diversity within the STEM fields through work force development, business partnerships and cross-disciplinary collaborations.

This presentation will highlight the organization and structure of the VSTEM Collaborative with a focus on recent initiatives established by the collaborative. Of particular interest will be a presentation of the VSTEM Collaborative website that includes the STEM Portal or online clearinghouse of STEM education resources as well as a discussion of the new MSP STEM professional development program called VSTEM Leads for K-12 inservice teachers in Vermont.

Author	Role	Department & Program
Bishop, Penny	Faculty	Education, Tarrant Institute for Innovative Education
Downes, John	Staff	Education, Tarrant Institute for Innovative Education
Hennessey, Susan	Staff	Education, Tarrant Institute for Innovative Education
Homan, Audrey	Staff	Education, Tarrant Institute for Innovative Education
Olofson, Mark	Student	Education, Tarrant Institute for Innovative Education
Swallow, Meredith	Staff	Education, Tarrant Institute for Innovative Education

Title: Learning from Hi-Tech Middle Schools: Research from the Tarrant Institute

Abstract:

CESS’s Tarrant Institute for Innovative Education has generated findings in the last year from a number of research projects exploring technology-rich classrooms. Presenters will describe the role of teacher action research in promoting student involvement in technology-rich classroom innovations. They will share research into how Twitter has helped young adolescents adopt deeper and more meaningful roles as scientific thinkers and how math teachers have adopted technologies to personalize student learning. They will also critically examine a popular conceptual framework designed to help professional developers and teachers trace the evolution of their technological, pedagogical and content knowledge in the course of technology integration.

Presentation 10:10-11:05 - Room 413

Author	Role	Department & Program
Peebles, Stirling	Staff	Center on Disability and Community Inclusion
Ryan, Susan	Faculty	Center on Disability and Community Inclusion

Title: The Life History Project

Abstract:

Life Histories are stories told through speech, in writing, through art, or video, saved for posterity. All of us have a story to tell. All of our stories are important. Especially valuable are the stories of Vermonters with disabilities who have both lived through, and have helped to make, major changes in services in the past few decades. The Life Histories Project at CDCI strives to record and save these stories, to preserve each person's history. We hope to learn from what each person has to say. In this presentation, we will show a Life History video and discuss the process we use to make these videos. In this presentation we will share how the life histories are chosen, developed, and put on the CDCI website.

Author	Role	Department & Program
Smith, Lance	Faculty	DLDS, Counseling

Title: Is "Allison" More Likely than "Lakisha" to get a call back from counseling professionals: A racism Audit Study

Abstract:

Through a field experiment we study racially biased call back patterns in the field of counseling and psychotherapy by placing phone calls for services to counseling professionals (371). To manipulate perceived race, a confederate identified herself with either an African American or White sounding name. The difference in callback rate between the two names was not significant. However, the White signified caller was offered services at a 12% higher rate than the African American signified caller. Limitations, future directions for research and counseling implications are discussed.

Presentation 10:10-11:05 - Room 456

Author	Role	Department & Program
Whitworth, Patience	Student	Leadership & Developmental Sciences, Educational Leadership and Policy Studies

Title: Powerful Peers: Implementing Restorative Practices in Residential Life Programs

Abstract:

This presentation will explore the implementation of restorative practices within a department of residential life at a small public university in New England. The author uses narrative inquiry to consider the perspectives of eleven resident advisors (RA) who have been trained in restorative practices (RP) and are using them in their residential communities. RP are explored as theory and skill set to help RAs navigate their dual roles as peer mentors and authority figures within their residence halls. Implications for practices focus on the successful implementation of restorative practices in residential environments.

Author	Role	Department & Program
Dague, Bryan	Faculty	CDCI, Think College Vermont
George, Cassandra	Staff	CDCI, Think College Vermont

Title: Think College Vermont's Mentor Program

Abstract:

Think College Vermont @ UVM is an innovative, inclusive, academic, social, and vocational program for students with intellectual disabilities seeking a college experience and career path. Participants earn a 12 credit Certificate of College Studies designed to include: Academic Enrichment, Social & Recreational Skills, Independent Living & Self-Advocacy Skills, and Work Experience & Career Skills. Think College Vermont incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience.

The Think College Mentor program has become the heart and soul of our student and program success. Mentors are of similar age and help students with intellectual disabilities navigate the academic, social and cultural aspects of college life. We've been amazed and impressed with the dedication, leadership, and innovation demonstrated by this extraordinary group of young adult mentors and their contribution to the program. So much of the Think College students' learning and growth is directly through the mentors. Think College has been a transformative experience for many mentors providing them with direct experience, career direction, and has been instrumental in keeping some students in college. Graduates have moved on to careers in the field of human services, education, health care, or the pursuit of graduate degrees.

Panel Presentation

Mixed Methods & Big Data

Memorial Lounge – 11:10 to 12:00

This panel presentation combines two interesting and relevant topics for methodological research: Using mixed methods and working with large data sets.

Panelists	Role	Department & Program
Netcoh, Steve	Student	Educational Leadership and Policy Studies
Swift, Emma	Student	Educational Leadership and Policy Studies
Looby, Winnie	Student	Educational Leadership and Policy Studies
Whitworth, Patience	Student	Educational Leadership and Policy Studies
Elkin, Suzanna	Student	Educational Leadership and Policy Studies
Howe, Alison	Student	Educational Leadership and Policy Studies

Title: QUANT + QUAL = COMPLETE: Doctoral Students Explore Mixed Methods Research

Abstract:

This round table discussion explores mixed methods as a third methodological movement. We will begin by looking at the justifications for undertaking mixed methods research, including increasing the rigor of unintentional mixed methods studies. By demystifying the paradigms and study designs that are dominant in the field, participants will have the language to better access mixed methods research. We will outline the strengths and challenges associated with this type of research and conclude with the future directions and applications of mixed methods. Doctoral students engaged in mixed methods research will discuss how they see mixed methods informing their future research trajectory.

Panelists	Role	Department & Program
Hurley, Sean	Faculty	DLDS, Ed Leadership & Policy
Killeen, Kieran	Faculty	DLDS, Ed Leadership & Policy
Kolbe, Tammy	Faculty	DLDS, Ed Leadership & Policy
Fahimeh Bahrami	Student	DLDS, Ed Leadership & Policy
Goma Mabika	Student	DLDS, Ed Leadership & Policy
Chris Marquart	Student	DLDS, Ed Leadership & Policy

Title: Working with Large Scale Data Sets

Abstract:

The use of large scale datasets offer many advantages for researchers inclined to learn about them. In this panel discussion, Drs. Hurley, Killeen and Kolbe will highlight their experiences working with large datasets, the types of questions they've answered, and pitfalls they've encountered. Conversations will revolve around their use of large sample datasets like NAEP, the Panel Study of Income Dynamics, the Early Childhood Longitudinal Study, and fiscal databases like the National Public Expenditure Survey. Their presentations will be short such that audience members (particularly graduate students and junior faculty) can ask questions.