

12<sup>th</sup> Annual!



The  
UNIVERSITY  
of VERMONT

College of Education and  
Social Services

**Scholarship Symposium**  
**Wednesday, May 17, 2017**  
**Waterman Memorial Lounge**

| Time           | Event   |
|----------------|---|
| 8:00 to 8:25   | <b>Morning Refreshments &amp; Scott Thomas Welcome</b>  |
| 8:30 to 9:10   | <b>Cross-Disciplinary</b><br>Declan Connolly, Bernice Garnett, Kelly Clark/Keefe, Catherine Miller, Fiona Patterson<br><i>Facilitator: Jessica Strolin-Goltzman</i>                                   |
| 9:15 to 9:55   | <b>Family – School – Community Connections</b><br>Shana Haines, Colby Kervick, Winnie Looby, Katharine Shepherd, Jessica Strolin-Goltzman, Hemant Tamang<br><i>Facilitator: Jane Okech</i>            |
| 10:00 to 10:30 | <b>Poster Session</b>   |
| 10:35 to 11:15 | <b>International / Global</b><br>Renata C. S. Bonotto, Jennifer Jewiss, Kieran Killeen, Michael Giangreco, Maureen Neumann, Jesse C. Suter, Stan Witkin<br><i>Facilitator: Penny Bishop</i>           |
| 11:20 to 12:00 | <b>Vermont Distinction</b><br>Jessica Demink-Carthew, Simon Jorgenson, Stephanie Ratmeyer, Carmen Petrick Smith, Alan Tinkler, Barri Tinkler, Regina Toolin<br><i>Facilitator: Katharine Shepherd</i> |

# Poster Session

| Presenters                              | Topic   | Abstract  |
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| Cyrus Patten                            | Nonprofit Social Enterprise   | Changes are afoot in the nonprofit sector of the economy. Nonprofit leaders are adopting entrepreneurial business models to sustain or expand the scope of their mission work. This change is part of a counter-hegemonic shift toward a new economic paradigm in which blended business models create both social and financial value. This poster session will highlight recent research that explored how nonprofit leaders understand the shift toward a more enterprising and entrepreneurial nonprofit sector. Findings include five themes of social enterprise understanding that offer structure for further research and professional discourse on the subject as well as the emergence of a social enterprise synergy effect in which the social and financial value generated by nonprofit social enterprises yield a third effect that is greater than the sum of the individual parts.  |
| Loren Dow, Brandin Howard, Elsa Richter | Impact of sense of belonging from co-curricular activities on institutional commitment at the University of Alabama | Does participation in some co-curricular activities impact the first-year college experience more than others? Utilizing the University of Alabama Residential Curriculum Survey dataset, this quantitative study explores that question and the relationship between sense of belonging for first-year college students involved in co-curricular activities and organizations in relation to institutional commitment. Our analysis of this dataset will help provide guidance to administrators and faculty in higher education around the importance of co-curricular programming in the experience of first year college students.   |
| Jon Strazza                             | Collaborative Teaming Within Tiered Systems of Support: Implications for the Roles of Special Educators             | The establishment and success of dynamic tiered systems of support heavily relies on effective data-based decision making and collaboration. This is especially relevant among grade level teams charged with analyzing data to determine what types and levels of intervention are needed for students. As schools shift their service delivery models to tiered systems of support and become increasingly committed to collaborative partnerships that reflect on student data; special educators and classroom teachers are sharing their expertise in an effort to accelerate the learning outcomes of all students. While these collaborative partnerships are mutually beneficially, for both educators and students, it has created greater complexity and ambiguity around the role of special educators. Our poster will highlight initial results from a three-year qualitative study examining collaborative teams in tiered systems of support and the impact on the roles' of special educators in three K-5 elementary schools in Vermont. |

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| Colby Kervick and Emma Jenkins | Dual Certification Teacher Preparation<br>"Crafting an Integrated Year Long Dual Certification Internship: Outcomes and Benefits" | The need for teachers equipped to meet the needs of diverse students is well documented and earning a dual certification in general and special education has been offered as one possible solution to this need (Pugach, Blanton & Correa, 2011). This article examines findings from a qualitative research pilot study that examined the perspectives of pre-service teacher candidates and field-based mentors about an integrated yearlong internship for dual certification candidates in an urban school. This poster presentation will: a.) explore key features of the model; b.) outline findings that suggest the model yields positive outcomes for pre-service teacher candidates and schools; and c.) offer direction for future research.   |
| Winnie Looby                   | Praxis through Action Research: a Case Study of One School Community  | Public school educators strive to address a variety of student needs. Outside factors such as poverty, trauma, Limited English Proficiency, and increased presence or risk for disabilities require educators to rely on the best-practices of an interwoven network of specialists so that they can meet these needs. This poster represents a portion of my dissertation research: a critical case study of a PreK-5 elementary school in the mountains of Northern New England. Participatory Action Research allowed me to engage in this context, and to at least peripherally understand the inner workings of a school that strives to create an inclusive learning environment. Through interviews, observations, document review, and reflective journaling, I sought to explore the beliefs and practices of three interrelated micro-cultures: school leaders, classroom teachers, and parents. This study is a snapshot of how one unique school community worked to educate its students amid a variety of contextual circumstances.  |
| Alyssa Barnes                  | Administrator's Perspectives on the Hiring and Training of Paraprofessionals  | Recent research has highlighted benefits and challenges to hiring and supervising paraprofessionals who assist in the implementation of inclusive practices in schools (Wallace, Shin, Bartholomay, and Stahl, 2001). However, little is known about how these employment practices relate to their deployment in schools that implement tiered systems of support. This study was designed to obtain information and perspectives from administrators on paraprofessional employment practices, including deployment considerations. Interview questions were categorized under 3 topics: a) hiring practices and procedures, b) supervision and training, and c) utilization in tiered systems of support. Administrators described key considerations in the hiring process (e.g., problem-solving, decision-making, etc.) and reported a lack of training and supervision for paraprofessionals, citing structural and financial limitations. Paraprofessional utilization remains essential, but questions and concerns about school and administrator's capacity to support them remain. Findings of this study are presented and discussed with implications for future research practices. |

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| Dr. Alan Tinkler and Diana González | Engineering Professional Development for Vermont Teachers   | <p>The need for 21st Century skills is rapidly increasing and teachers need support to be able to meet student learning needs. Specifically, engineering and engineering design process skills are important to solve today's complex challenges, yet few teachers have an engineering background to teach those skills to their students. Additionally, girls and underrepresented minorities are disproportionately not participating in engineering related education or professions. Professional development can provide the content and pedagogical knowledge to support teachers in teaching engineering content in their classrooms. Through interviews with Vermont teachers who attended or developed professional development and document review, this study explored important aspects of professional development for engineering to support high school teachers in Vermont. The results indicate the need for professional learning communities, space and time for teachers to practice both content and pedagogy, and tools to integrate engineering into other STEM classes.</p> |
| Dr. Alan Tinkler and Diana González | Elements to engage students in learning the engineering design process                              | <p>Students need engineering and engineering design skills to meet the demands of today's world. This need is reflected in the Next Generation Science Standards' (NGSS) inclusion of the engineering design process throughout science standards. While teachers are increasingly meeting this inclusion in the classroom, many schools have limited abilities to fully teach engineering design skills. However, flexible and personalized pathways for proficiency allows for increased access to learning these necessary skills. This case study examines programs that offer important options. Specifically, we investigated what engages students to learn engineering and the engineering design process. Within this question, we examined how girls experience this engagement. Peer engagement, course structure, and space to fail were meaningful aspects for engagement in learning engineering design process.</p>  |
| Sydnee Viray and Nicole LaPointe    | The Queer Third Space: A Place Where Outness and Academic Training Perceptions Warm Campus Climate? | <p>The purpose of our study is to explore contributors to positive perceptions of campus climate by LGBTQ+ students. By situating our analysis in Bhabha's concept of "hybridity" and using The National LGBT Alumni Survey dataset, we quantitatively analyze LGBTQ+ alumni's reported levels of outness and perceptions of campus climate. We examine how the perceived presence of other out students and out faculty and staff relate to outness and campus climate. We looked at the influence of satisfaction with academic training on perception of campus climate. We address the following research questions:</p> <ol style="list-style-type: none"> <li>1. Is students' level of outness related to their perception of their college campus climate?</li> <li>2. Does perceived presence of out LGBT faculty and out students moderate a student's level of outness and influence their overall perception of their college campus climate?</li> </ol>   |

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|                              |                                 | 3. Do students' perception of their academic training relate to their perception of the college campus climate?   |
| Mika Moore and Deanna Bailey | Personalized Learning Practices | Personalized learning is an emerging education initiative gaining momentum nationwide. Educator Competencies for Personalized, Learner-Centered Teaching (Jobs for the Future and CCSSO, 2015) and literature about student-centered personalized teaching practices (Pane et al., 2015; Nellie Mae, Foundation, 2015) provide insight into the complex nature of personalization and frame this research. This study explores the application of personalized teaching practices using a non-random sample of middle grade Vermont teachers with data that operationalizes personalized teaching via self-reported Likert-scale survey responses. One-way analysis of variance tests were conducted to explore the effect of 1) subject area taught (math/technology vs. non-math technology) and 2) middle school teaching endorsement status on self-reported personalized teaching responses. Results indicate a statistically significant yet weak, negative effect of math/technology teaching status on teachers' composite self-reported personalization scores. This exploratory analysis highlights need for further research to improve measures of personalized practices given the emergent nature of personalization. |
| Catherine Miller             | Preschool Academic Language     | Exposure to academic language in preschools potentially provide English language learners valuable practice in academic language registers. In a novel setting, the author conducted a single-case design experiment exploring ways to use a multi-touch table app to support oral language development in young students. Pre-post language assessments, qualitative analysis of video sessions and continuous vocabulary assessments provided data for visual analysis. Data provide reasonable evidence that the intervention likely accounted for the changes in student language. A business as usual condition corroborated the generally non-verbal nature of student interaction with screen-based tools. Productive talk is apparent mainly when a skilled adult encourages student interaction. This implies that digital settings with skilled F2F verbal scaffolds can support young students to gain academic registers.   |