



## 14<sup>th</sup> Annual Innovation and Scholarship Symposium

Exploring the Impact and Meaning of Our Work

Wednesday, May 15, 2019  
Waterman Memorial Lounge

Time	Event
8:00 to 8:25am	<b>Opening Remarks from Associate Dean Katie Shepherd &amp; Welcome from Dean Scott Thomas</b> <i>Morning Refreshments provided</i>
8:30 to 9:15am	<b>Session 1: Illuminating and Leveraging Partnerships in Educational Contexts</b> CHAIR: TAMMY KOLBE <ul style="list-style-type: none"><li><b>Mind the Gap: Preparing for the Future Leaders of Small Private Colleges in New England</b> This phenomenological study explores the lived experiences of 14 small modestly endowed New England private-college presidents amidst incredibly unique factors which substantially complicate their roles. The study found two primary roles that presidents must fulfill: a Leadership Paradox of communication strategies and a Leader/Follower responsibility to its Board. <i>PRESENTER: Jennifer Nicholls</i></li><li><b>The Interprofessional Education Project (IEP): Collaboration Across Colleges</b> A collaboration between the Department of Communication Sciences and Disorders and the Department of Education faculty to create The Interprofessional Education (IPE) Project. This 5-year project will ensure the collaboratively designed, interdisciplinary preparation of master's level candidates across both disciplines of Speech Language Pathology (SLP) and Early Intervention/Early Childhood Special Education (EI/ECSE) leading to endorsement. <i>PRESENTER(S): Jennifer Hurley, Shelly Velleman</i></li></ul>

	<ul style="list-style-type: none"> <li> <b>Exploring the Impact of Philanthropy on School-Community Collaboration</b>            With increasing pressures on K-12 public schools to provide education and related services with limited public funding sources, philanthropy has a role to play in providing financial support while encouraging school/community collaboration. A study of two models of place-based philanthropy, local education funds and regional geographic funds, demonstrates how rural communities can benefit from philanthropy.  <i>PRESENTER: Carolyn Dwyer</i> </li> <li> <b>Achievements of the Placement Stability Project: Building a Trauma-Informed, Collaborative System of Care for Vermont’s Children and Families</b>            Focusing on outcomes from a 5-yr grant from the Children’s Bureau working collaboratively with leaders from the state’s child welfare and mental health organizations to build a collaborative, trauma-informed, adoption competence system of care for children and families involved in VT’s child welfare system. Four core activities were implemented and over 2000 students and professionals received advanced training on trauma-informed practices.  <i>PRESENTER(S): Valerie Wood and Jessica Strolin</i> </li> </ul>
9:20 to 10:05am	<p><b>Session 2: Affirming Collaboration Across Communities</b></p> <p>CHAIR: KAITLYN NORTHEY</p> <ul style="list-style-type: none"> <li> <b>Collaboratively Designing Student-Centered Learning Environments in Vermont Schools</b>            This presentation focuses on the Tarrant Institute for Innovative Education’s (TIIE) work collaborating with local schools to design student-centered and community-engaged learning environments for all students. Description of the MOU process and the approach to promote curriculum that is collaboratively developed with students, community-connected, and responsive to students’ developmental characteristics.  <i>PRESENTER: John Downes, Penny Bishop</i> </li> <li> <b>Year One Implementation of Restorative Practices (RP) at a Diverse Urban Elementary School: Lesson Learned and Next Steps</b>            This presentation will explore selected findings from a mixed method bounded case study that adds to the body of knowledge by exploring how schools implement RP. Data includes 19 interviews with teachers, staff and parents; disciplinary data, and staff surveys.  <i>PRESENTER(S): Colby Kervick, Bernice Garnett, Lance Smith and Mika Moore</i> </li> </ul>

	<ul style="list-style-type: none"> <li> <b>A Community Based Participatory Research (CBPR) Project Dedicated to Improving School Discipline Disparities Through Restorative Practices Implementation and Evaluation: Highlighting Development of Implementation Measures</b>            The emerging research based on RP implementation and efficacy in schools is lacking in validated and well-utilized instruments assessing RP implementation fidelity. Members of the CBPR project, including university faculty and graduate students, community partners, and school district leadership, collaboratively developed and are currently piloting several fidelity indicators of RP implementation among district staff and students.  <i>PRESENTER(S): Lance Smith, Bernice Garnett, and Mika Moore</i> </li> <li> <b>Working Together to Building RENEW as an Evidence-Based Practice for High School Students with Emotional and Behavioral Challenges</b>            Students with emotional and behavioral challenges succeed when they have teams working together to help them achieve their goals. This presentation shares how faculty at two universities formed a team of researchers, trainers, and schools to evaluate the effectiveness of RENEW, a school-to-career transition planning process for high school students.  <i>PRESENTER: Jesse Suter</i> </li> </ul>
10:10 to 10:55am	<p><b>Poster Session</b></p> <ul style="list-style-type: none"> <li> <b>A Collaborative Approach to Education, Advocacy, and Coalition Building for Queer and Trans People in Higher Education</b>  <i>Musbah Shaheen</i> </li> <li> <b>Think College Mentor Experience</b>  <i>Emma Kutscher and Abigail Schmidt</i> </li> <li> <b>Discussing Difference: Using Tier One Restorative Circles in a Special Education Course</b>  <i>Mika Moore</i> </li> <li> <b>Understanding Refugee Family-Professional Partnerships: Bridging the Gap Between Refugee Families and Professionals with Project RAFT</b>  <i>Jordan Kerr and Kaila Carson</i> </li> <li> <b>Life Lines: The Art of Being Alive to Young Adulthood</b>  <i>Kelly Clark/Keefe</i> </li> <li> <b>Factors Influencing the Identification and Classification of Lower Elementary Students with Emotional Disturbance: Implications for Schools</b>  <i>Maria Horton</i> </li> <li> <b>Special Education Personnel Absences in Inclusion-Oriented Schools: Implications of Building Effective Service Delivery Models</b>  <i>Jesse Suter</i> </li> </ul>

11:00 to 11:45am	<p><b>Session 3: Navigating and Honoring Differences</b> CHAIR: KELLY CLARK/KEEFE</p> <ul style="list-style-type: none"> <li> <p><b>Parenting Intentions Related to Racial Bias</b> A preliminary analysis of the racial socialization practices of 14 mothers who participated in a larger study of parenting intentions. The analysis focuses specifically on racial socialization practices related to bias. Data is from a larger interview study of 24 mothers ranging in ages from 18-57 for a collective total of 36 children from months-old to young adults. <i>PRESENTER: Anne Geroski</i></p> </li> <li> <p><b>Family-Professional Partnerships (FPP) between Refugee Families and their Children’s Teachers: Examining Facilitation and Impeding Factors</b> This study will explore factors that facilitated and impeded the formation of strong family-professional partnerships for refugee families. Adopting ecological perspectives, we sought to understand the factors that refugee families, their children, and the children’s teachers identified as facilitating and impeding FPP’s through 177 interviews. <i>PRESENTER(S): Shana Haines, Cynthia Reyes, Hemant Ghising</i></p> </li> <li> <p><b>I’m Not Just a Guest in this Country: The Life Experiences of Multilingual Students in the United States</b> This narrative case study presentation will examine and critique a subset of international, multilingual students from one higher education institution in the NE and unpack assumptions that stem from the single story. Based on data collected from individual and focus group interviews that examine how students themselves define and discuss intercultural sensitivity as it relates to learning and perceptions of their teachers. <i>PRESENTER: Sefakor Komabu-Pomeyie</i></p> </li> <li> <p><b>Seeking Hope: An Exploratory Study at Wheelock Academy</b> My grandmother attended Wheelock Academy, a missionary school for Choctaw girls from 1844 to 1955 in Oklahoma. A series of tragic events led to thinking about lasting effects on this community. This presentation asks the question, “How does an indigenous people find healing from historical trauma?” <i>PRESENTER: Tina Bly</i></p> </li> <li> <p><b>Using Critical Reflection to Explore Social Identities in Professional Practice</b> When critical reflection is used to teach individual students how to learn from practice experience, deep assumptions about who we are are unearthed and examined. In this way, peoples’ ideas about their identities, both personal and social, can be deconstructed and reconstructed allowing for more inclusive types of practice. <i>PRESENTER: Jan Fook</i></p> </li> </ul>
11:45 to 12:00pm	<b>Wrap-up and Thank You</b>