

12th Annual

Focus on Illinois Education Research Symposium

Schedule of Events

October 7 - 8, 2014

**DoubleTree Hotel by Hilton
Bloomington, Illinois**



Schedule of Events

Tuesday, October 7, 2014

- 9:00 AM - 6:00 PM** **Registration**
- 10:00 - 11:30 AM** **Concurrent Session 1 Brickyard 1, 4, 5, and 6**
- 11:45 AM - 1:15 PM** **Luncheon and Keynote Brickyard 2 and 3**
The Art and Science of Student Success: Using Design Thinking and Advanced Analytics to Help Students Learn Well and Finish Strong
Mark Milliron, *Co-founder and Chief Learning Officer*,
Civitas Learning
- 1:30 - 3:00 PM** **Concurrent Session 2 Brickyard 1, 4, 5 and 6**
- 3:15 - 4:15 PM** **Concurrent Session 3 Brickyard 4, 5, and 6**
- 4:30- 5:45 PM** **Poster Session & Reception Brickyard 1**
- 6:00 PM** **Dinner Brickyard 2 and 3**
Music by the Bruce Lane / Wally Tucharadt Duo

Schedule of Events

Wednesday, October 8, 2014

7:00 - 9:30 AM **Registration**

8:15 - 9:30 am **Breakfast and Panel Presentation..... Brickyard 2 and 3**

Sponsored by Country Financial



Supporting Female and Minority K-12 Students in Science and Math

Lorenzo Baber, *Assistant Professor, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign*

Shari L. Britner, *Associate Professor, Teacher Education, Bradley University*

Brian Houser, *Principal Consultant for College and Career Readiness, Illinois State Board of Education*

Greg Reiva, *Science Teacher, Streamwood High School*

Moderator: Sharon Locke, *Director, Center for STEM Research Education Outreach, Southern Illinois University Edwardsville*

9:45 - 10:45 AM **Concurrent Session 4 Brickyard, 4, 5, and 6**

11:00 AM - 12:15 PM **Closing Keynote Brickyard 2 and 3**

"What Works in Higher Education" for Promoting Underrepresented Students in STEM

Terrell Strayhorn, *Director, Center for Higher Education Enterprise (CHEE) at The Ohio State University*

Snacks will be served.

Welcome

Dear Colleague:

Welcome to the 12th annual Focus on Illinois Education Research Symposium. I am happy to report that we have a record number of registrants for this year's symposium, over 160 registrants from more than 60 entities.

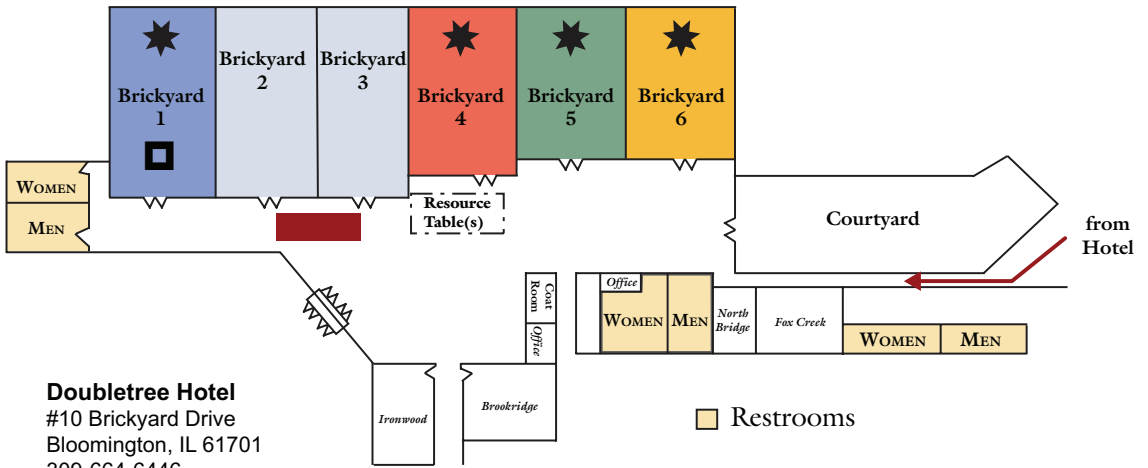
We have a wonderful symposium in store for you this year, with interesting concurrent sessions on many P-20 education issues relevant to researchers, policymakers, and practitioners. In addition we have two dynamic keynote speakers, Mark Milliron, speaking at Tuesday's Luncheon on *The Art and Science of Student Success* and Terrell Strayhorn, our closing keynote on Wednesday as he explores with us "*What Works in Higher Education*" for *Promoting Underrepresented Students in STEM*. Our Breakfast panel on Wednesday, sponsored by **Country Financial**, will feature scholars and practitioners who will discuss *Supporting Female and Minority K-12 Students in Science and Math*. You won't want to miss our Tuesday afternoon poster session and reception, where you can enjoy some food and drink while you browse the posters and chat with the researchers. And wind down Tuesday eve with a complementary dinner and light entertainment. I hope you learn a lot, make some interesting new connections and leave the symposium refreshed and inspired.

Sincerely,

Janet

Janet Holt
Executive Director
Illinois Education Research Council

- ★ Concurrent Sessions
- Poster Session
- Meals
- Registration



1-A Persistence to a Quality Degree

Brickyard 4

- 1. Reframing the Quality Agenda: Building from the Field**
Natasha Jankowski and Carrie Allen, University of Illinois at Urbana-Champaign
- 2. Using Institutional Data to Guide Retention Efforts**
Henry Hinkle, Joseph Kutter, and Stacey Randall,
Waubonsee Community College
- 3. Advising Matters: Whose Advice Do Students Really Value?**
Celina Sima and Patricia Inman, University of Illinois at Chicago

1-B K-12 Data Use

Brickyard 5

- 1. Red, Yellow, Green, What Does All This Data Mean?: Considering the Role of Student Performance Data in Teachers Quest to Meet Students' Needs**
Margaret Evans, University of Illinois at Urbana-Champaign
- 2. Illinois Race to the Top School Districts' STEM Program of Study Selections in Relationship to Labor Market Projections**
Joel R. Malin, Donald G. Hackmann, and Asia N. Fuller
Hamilton, University of Illinois at Urbana-Champaign
- 3. WHO KNEW? Long-term Scoring Patterns on the ISAT, MAP and NAEP Show They All Assess Pretty Much the Same Thing**
Paul Zavitkovsky, University of Illinois at Chicago

1-C The Illinois 5Essentials

Brickyard 6

- 1. Exploration of the Five Essential Organizational Supports in Illinois**
Molly F. Gordon, Penny Bender Sebring, and Joshua Klugman,
University of Chicago Consortium on Chicago School Research
- 2. District Use of Illinois 5 Essentials Data**
Brenda K. Klostermann, Illinois Education Research Council
- 3. Taking the 5 Essentials to Early Education: Merging Early Childhood and K-12 Research in Support of School Improvement**
Debra M. Pacchiano, Ounce of Prevention Fund, and
Stacy B. Ehrlich and Penny Bender Sebring, University of
Chicago Consortium on Chicago School Research

1-D Teacher Career Paths

Brickyard 1

- 1. The Geography of the New Teacher Pipeline**
Bradford R. White and Eric J. Lichtenberger, Illinois Education
Research Council
- 2. Harnessing the Power of Research to Inform Hiring and Increase Student Achievement**
Sean Gyll and Derrek Lyons, TeacherMatch
- 3. Teacher Attrition in Early Childhood, Elementary, Middle Level, and Bilingual Education Employment in Illinois: Preliminary Evidence and Potential Implications**
Nancy I. Latham, Steven B. Mertens, and Kira Hamann,
Illinois State University

2-A College Pathways

Brickyard 4

1. **Outmigration and Human Capital: Homeward Bound or Gone for Good**
Eric J. Lichtenberger, Illinois Education Research Council
2. **College Enrollment Patterns for Rural Indiana High School Graduates**
Matt Burke and Elisabeth Davis, REL Midwest
3. **The Predictive Analytics Reporting Framework: Mitigating Academic Risk Through Predictive Modeling, Benchmarking, and Intervention Tracking**
Bill Bloemer, Vickie S. Cook, and Karen Swan, University of Illinois Springfield, and Beth Davis, and Ellen Wagner, Predictive Analytics Reporting Framework

2-B Inside the Classroom

Brickyard 5

1. **Predictors of Science Anxiety: Gender and Mindset Orientation of 9th Grade Students**
J. Schwartz, Kristen Skells, Lee Shumow, and Jennifer Schmidt, Northern Illinois University
2. **Beyond the Screen: An Investigation of the Offline Factors that Influence Students' Online Literacy Learning in Two Language Arts Classes**
Sonia Kline, Illinois State University
3. **A Quantitative Analysis of Resiliency and Academic Achievement Among Multiracial Students in Urban High Schools**
Brett A. Burton, West Aurora High School
4. **Does Intellectual Challenge Matter?**
Jen Cowhy, Holly Hart, and Susan E. Spote, University of Chicago Consortium on Chicago School Research

2-C Measuring Educator Effectiveness

Brickyard 6

1. Measuring Student Growth in Illinois

Diana J. Zaleski and Mary O'Brian, Illinois State Board of Education

2. Use of Value-Added and Observational Ratings to Measure Educator Effectiveness: Evidence from the Hillsborough County School District

Steve Ponisciak, Nandita Gawade, Yang Caroline Wang, and Robert H. Meyer, Education Analytics

3. Teacher Evaluation in Practice: Findings from the First Year of Chicago's REACH Students

Jennie Y. Jiang, Stuart Luppescu, and Susan E. Sporte, University of Chicago Consortium on Chicago School Research

2-D Early Childhood Teacher Development

Brickyard 1

1. Validating the Danielson Framework for Teaching for Evaluating and Growing Teachers' Practice in PreK-3 Classrooms

Lisa Hood and Amy Perona, Illinois State University

2. How Can We Improve the Quality of Early Mathematics Pre-service Teacher Education? Qualitative Data from a Professional Learning Community of Teacher Educators at 2- and 4-year Colleges

Lisa Ginet, Erikson Institute, Nena Bush, Malcolm X College, and Michelle Barreras, Columbia College

3. Impact of a Professional Development Model to Enhance Head Start Teachers' Math Awareness & Teaching Efficacy

Xiaobo She and Ty Jiles, Governors State University

4. Innovations Early Math Professional Development Program: Two-year Impact Evaluation

Erin E. Reid, Jennifer S. McCray, and Jie-Qi Chen, Erikson Institute

3-A Teaching in Higher Education

Brickyard 4

- 1. The Impact of Faculty Development on Teacher Self-Efficacy, Teaching Skills, and Retention**
Melodie Rowbotham, Southern Illinois University Edwardsville
- 2. Constructing a Community-Centered Learning Environment: University Instructors' Reflections about the First Day of Class**
Amanda R. Frioli, Eureka College

3-B Drop-out Prevention

Brickyard 5

- 1. Effects of Expanding Summer Credit Recovery in Algebra**
Elaine Allensworth and Valerie Michelman, University of Chicago Consortium on Chicago School Research, Takako Nomi, St. Louis University, and Jessica Heppen, American Institutes for Research
- 2. Validating an Early Warning Indicator Analysis to be Used with the ISBE Web Application System**
Matt Feldmann and Rosella Wamser, Goshen Education Consulting, Inc.

3-C Perspectives from the Field: Reactions to Reform

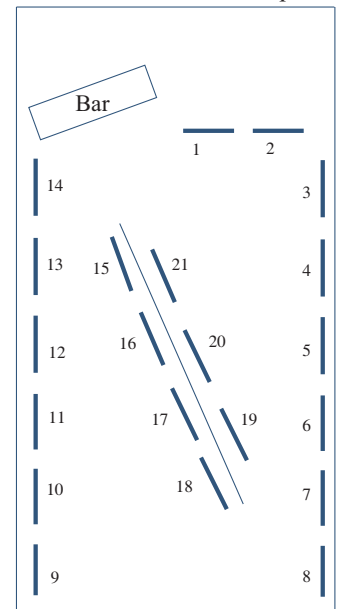
Brickyard 6

- 1. The Impact of External Thought Partners on District Culture and Improvement**
David Osta and Kathryn Tooredman, Consortium for Educational Change, Loren May, Marquardt School District 15, and Mike Knapp, Marquardt Middle School
- 2. A Study of Teacher Perceptions on Urban School Reform and Closing the Achievement Gap**
Deborah Lynch, Chicago State University

The number before the title is the location in Brickyard I.

- 1. A Classroom Data Literacy Intervention for Pre-service Teachers**
Todd D. Reeves and Sheryl L. Honig, Northern Illinois University
- 2. A Longitudinal Study of the Development of Mathematical Knowledge for Teaching for Elementary Teacher Candidates**
Erica Kwiatkowski-Egizio, Lewis University
- 3. Co-Teaching and UDL: A Study of Special and General Education Co-Teachers in Underserved Urban High Schools**
Todd Alan Price, Harry Ross, Xiuwen Wu, and Kate Zilla, National-Louis University
- 4. Culturally Responsive Teaching Self-efficacy of Educators in Rural Illinois: A Mixed Approach**
Catherine Polydore, Eastern Illinois University
- 5. “You don’t speak correct English”: Teacher Knowledge About Linguistic Diversity/Acquisition and Its Role in Pedagogy**
Alice Lee, University of Illinois at Urbana-Champaign
- 6. The First of the Firsts: Illinois’ Bilingual Preschool Policy**
Samina Hadi-Tabassum, Dominican University
- 7. Improving Math Instruction for Preschool Children: A Research-Based Professional Development Intervention and Evaluation**
Amanda Stein and Elizabeth Rothkopf, The Ounce of Prevention Fund/ Educare Chicago, and Bilge Cerezci, Erikson Institute
- 8. The Relationship of Early Language and Code-Related Skills to Third Grade Reading Achievement**
Amanda Stein, Caroline Taromino, and Todd Jackson, The Ounce of Prevention Fund

Brickyard 1
Poster Location and Reception



- 9. Remath: New Explorations of the Math-learning Experiences of Black Students in Non-credit-bearing University Courses**
Gergory V. Larnell, Denise Boston, Qetsit'yah Yisra'el, Janet Omitoyin, and John Bragelman, University of Illinois at Chicago
- 10. Reliability and Validity of an Innovative Measurement Assessing Knowledge for Teaching Early Mathematics**
Yinna Zhang, Jie-Qi Chen, Jennier S. McCray, Charles Chang, Suzanne Budak, Erin E. Reid, Amy Clark, and Bilge Cerezci, Erikson Institute
- 11. Parents and Providers as Partners: Beliefs and Practices of Early Literacy in One Urban Community**
Colleen Whittingham and Emily Brown Hoffman, University of Illinois at Chicago
- 12. TalentSparks3 - Findings From a State-wide Problem Based Learning STEM Professional Development Initiative**
Matt Feldmann, Goshen Education Consulting, Inc. and Karen Lindebrekke, iBIO Institute Educate Center
- 13. How School Leaders Influence Instruction and Student Learning: A Preliminary Look at Strong School Leadership in 12 Schools**
Amber Stitzel Pareja, Holly Hart, and Molly F. Gordon, University of Chicago Consortium on Chicago School Research
- 14. Perceptions of Illinois Public School Board Members' Need for Training on School Board Governance**
Deborah Hrivnak, MyCoachDeborah, Inc.
- 15. Retention of Talented STEM Students in the Illinois Higher Education Pipeline: Initial Baccalaureate Outcomes of IMSA Graduates**
Christopher Kolar and Carissa Rosine, Illinois Mathematics and Science Academy

- 16. REL Midwest EdMaps: Assessing Education Data Geospatially**
Jason Narlock, American Institutes for Research
- 17. Reasons for Reverse Transfers: In Students' Own Words**
Brenda K. Klostermann and Eric J. Lichtenberger, Illinois Education Research Council
- 18. A Regional Analysis of the Impact of Educational Time Variables on Student Achievement**
Carol Collum, Chicago State University
- 19. Supporting Success for Low-Income Community College Students: What Does Identity Have to Do with It?**
Jennifer "Jiffy" Lansing, Northwestern University, and Jessica Besser-Rosenberg, One Million Degrees
- 20. Confidence, Collaboration, and Career-Building: Undergraduate Women in Leadership Roles at Northwestern University**
Andrea Farnan, Northwestern University
- 21. Developing a Theory-Driven Assessment of Moment-to-Moment Reading Comprehension: The Reading Strategy Assessment Tool**
Melissa Ray, Joseph Magliano, and Greta Chan, Northern Illinois University

4-A State Higher Education Policy

Brickyard 4

1. The Impact of Guaranteed Tuition Policies on Postsecondary Tuition Levels: A Difference-in-Difference Approach

Jennifer A. Delaney and Tyler D. Kearney, University of Illinois at Urbana-Champaign

2. Education Policy and College Readiness in Illinois

Janet K. Holt, Illinois Education Research Council

4-B Shaping Teacher Practice in Math and Science

Brickyard 5

1. Changes in Teacher Practice and Student Outcomes in a Middle Grades Science Teacher Professional Development Program

Rachel Shefner and Megan Deiger, Loyola University Chicago

2. Evaluation of the Illinois Mathematics and Science Academy's FUSION Program: Impact on Teachers' Professional Practice

Christopher Kolar, Illinois Mathematics and Science Academy, and Mary E. Piontek and Molly Stewart, Indiana University

4-C Public School Funding

Brickyard 6

1. Exploring the Relationship between Differential Public School Funding and the College Readiness of Illinois High School Students

Derek A. Houston and William T. Trent, University of Illinois at Urbana-Champaign

2. Implications of Senate Bill 16: An Analysis of Illinois Funding Adequacy and Equity

Ben Boer, Advance Illinois, and Michelle Turner Mangan, Concordia University Chicago

Tuesday Keynote



Mark David Milliron, PhD, is best known as a champion for education opportunity and a catalyst for conversations on innovation and the road ahead. An award-winning leader, author, speaker, and consultant, he works with universities, community colleges, K-12 schools, foundations, corporations, associations, and government agencies across the country and around the world.

He is the Chief Learning Officer and Co-Founder of the student success and analytics innovator Civitas Learning. In previous roles, Mark has served as the founding chancellor of WGU Texas; the Deputy Director for Postsecondary Improvement with the Bill & Melinda Gates Foundation; Endowed Fellow and Director of the National Institute of Staff and Organizational Development in the College of Education at The University of Texas at Austin; Vice President for Education and Medical Practice with SAS; and President and CEO of the League for Innovation in the Community College.

He serves on numerous corporate, nonprofit, and education boards and advisory groups, including the Global Online Academy, the Journal for Teaching and Learning with Technology, and the Institute for the Study of Knowledge Management in Education (ISKME), the parent organization of the Big Ideas Fest.

In 1999, The University of Texas at Austin's College of Education named Mark a Distinguished Graduate for his service to the education field. In 2007, the American Association of Community Colleges (AACC) presented him with its National Leadership Award; In 2011, the National University Technology Network (NUTN) named Mark the recipient of the Distinguished Service Award; and in 2013 he was inducted into the United States Distance Learning Association's (USDLA) Hall of Fame.

Regardless of all of his activities and accomplishments, he will quickly tell you that the most important job and the greatest blessing in his life is serving as Julia's husband, and as father to Alexandra, Richard, Marcus, and Max.



Wednesday K-12 Science and Math Panel

Lorenzo Baber, PhD, is an Assistant Professor in Education Policy, Organization and Leadership at the University of Illinois, Urbana-Champaign. His research centers on the experiences of traditionally underrepresented students of color in postsecondary education. Specifically, Dr. Baber focuses on issues of racial identity development; transition from high school to college; persistence in Science, Technology, Engineering and Math (STEM) education; and college readiness. He serves as an evaluator on Illinois Community College Board's STEM College and Career Readiness (CCR) project. Funded through the Illinois Race to the Top, STEM CCR seeks to better prepare students as they transition from high school to college. He was Co-PI on an a five-year National Science Foundation grant, STEM Trends in Enrollment and Persistence for Underrepresented Populations (STEP-UP). Dr. Baber received his Ph.D in Higher Education from Pennsylvania State University.

Shari L. Britner, PhD, is an Associate Professor of Teacher Educaiton at Bradley University. Her research and publications focus on attitudes and motivation in science, particularly self-efficacy; inquiry-oriented science pedagogy; and equity issues in science and science education. She has published qualitative and quantitative articles in *The Journal of Research in Science Teaching*, *Journal of Elementary Science Education*, and *The Journal of Women and Minorities in Science and Engineering*. She teaches elementary science education, and previously taught elementary and middle school science for 17 years.

Brian Houser is the Principal Consultant for the College and Career Readiness Division at the Illinois State Board of Education. He is the grant administrator of Education for Employment Perkins and Career & Technical Education Incentive Grants, as well as Federal state leadership projects. He is the appointed Illinois State Board of Education member of the Gender Equity Advisory Committee and state member of the National Alliance for Partnerships in Equity. For 11 years, Mr. Houser taught Junior High and High School Agriculture courses, General Science, Physical Science, Chemistry, and Physics, with the last eight years at Williamsville High School. Mr. Houser received his Bachelor and Master Degrees from the University of Illinois at Urbana Champaign.

Greg Reiva, EdD, is a Science Teacher at Streamwood High School in Streamwood, Illinois. He received his M.S. degree in Education from Roosevelt University in 1996 and later completed Roosevelt University's doctoral program in Educational Leadership in 2007. Greg has been a high school science teacher for 20 years and has taught physics, physical science and chemistry. Greg has presented at National Science Teachers Conventions, numerous times, over the past 15 years on project-based science curriculum initiatives. The most recent presentation, at the National Science Teachers Convention in Boston, involved the project called, *The Earth Stewardship Project*. He regularly posts to his blog (<http://greducation.blogspot.com/>) and he is currently consulting with Pitsco Corporation on

their National Teacher Advisory Group. Greg is an avid supporter of organic farming and has networked with teachers and students throughout the world on the issue of hunger in the community. His long-term plan is to monitor and research the impact of Next Generation Science Standards and its effect upon students' perspective of doing science.

Sharon Locke, PhD, is Associate Professor and Director of the Center for STEM Research, Education, and Outreach at Southern Illinois University Edwardsville. The Center develops, strengthens, and promotes STEM education in southwestern Illinois through professional development and enrichment activities for the region's educators and students, and by conducting research on STEM teaching and learning to support educational practice. Dr. Locke has been principal/co-principal investigator for \$7 million in grants to improve STEM education for members of groups historically underrepresented in STEM, including minorities and persons with disabilities. She is principal investigator for *Digital East St. Louis*, a new National Science Foundation funded academy for middle-school age students that teaches computing and technological skills through the digital humanities.



Wednesday Keynote



Terrell Lamont Strayhorn, PhD, is Director of the Center for Higher Education Enterprise at The Ohio State University. He is also Professor of Higher Education in the Department of Educational Studies within the College of Education and Human Ecology at OSU, where he serves as Faculty Research Associate in the Kirwan Institute for the Study of Race & Ethnicity and the Criminal Justice Research Center, Senior Research Associate in the Todd A. Bell National Resource Center for African American Males, and faculty affiliate in the Departments of African and African American Studies; Sexuality Studies; Engineering Education; and Education Policy.

Professor Strayhorn maintains an active and highly visible research agenda focusing on major policy issues in education: student access and achievement, equity and diversity, impact of college on students, and student learning and development. An acclaimed higher education researcher and policy analyst, Strayhorn has authored 8 books and monographs including *The Evolving Challenges of Black College Students* (Stylus Publishing, 2010), *College Students' Sense of Belonging* (Routledge, 2012), and *Theoretical Frameworks in College Student Research* (Rowman & Littlefield, 2013); over 50 book chapters; and more than 100 refereed journal articles, reviews, and scientific reports. He is a highly sought after public speaker and presenter. To date, he has authored more than 300 international, national, and state conference papers, presentations, and keynote addresses. View his popular TEDx talk on belonging here.

Named “one of the most highly visible new scholars in his field,” by the *Journal of Blacks in Higher Education*, Strayhorn has received numerous national awards and honors, including the ASHE Early Career/Promising Scholar Award, ACPA Annuity Coepris Award, among others. *Diverse Issues in Higher Education* named him one of the nation’s Top 12 Diversity Scholars, *BusinessFirst Magazine* named him one of the “Top 20 to Know in Education,” and he was named an ACPA Diamond Honoree in 2014.

Strayhorn is co-editor of *Spectrum: A Journal on Black Men*, published by Indiana University Press; associate editor of the *Journal of Higher Education* and the *NASAP Journal*; and serves on several other editorial boards. Grants totaling more than \$2.5 million have supported his research program, including funds from the U.S. Department of Education, National Science Foundation, and several professional associations.



Bruce Lane / Wally Tucharadt Duo

Bruce Lane has been playing trumpet, piano, and valve trombone professionally with various groups for the last 35 years. Bruce has played multiple styles (Jazz, R&B, Funk), and highlights of Bruce's career include touring Japan with the Prairieland Dixie Band, as well as sharing the stage with national acts including blues legend John Lee Hooker, Jonny Lang, David Hoffman (trumpeter with Ray Charles), Adam Larson, and others. Bruce currently plays with a number of bands including the Heartland Jazz Orchestra, the Brian Choban Quintet, the Jazz Train Big Band, the Prairieland Dixie Band, the Central Illinois Jazz Collective, and the Groove Merchants, as well as numerous solo and small group performances. When not making music, Bruce spends as much time as possible barbecuing for friends and family!

Wally Tucharadt has been playing bass for 37 years and has played professionally in Chicago, Portland, OR, and Bloomington/Normal. Although he plays all styles of music, his passion and musical preference lie in the Jazz/R&B/Funk genres where the time and groove are the most fun to play in his opinion. Wally has played locally with groups such as ICC Jazz Train, Adam Larson, SFEA Big Band, Brian Choban Jazz Quintet, and The Groove Merchants. When not playing music, he can be found working at State Farm as an IT Service Manager and raising 4 teenagers with his lovely wife Amy.

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