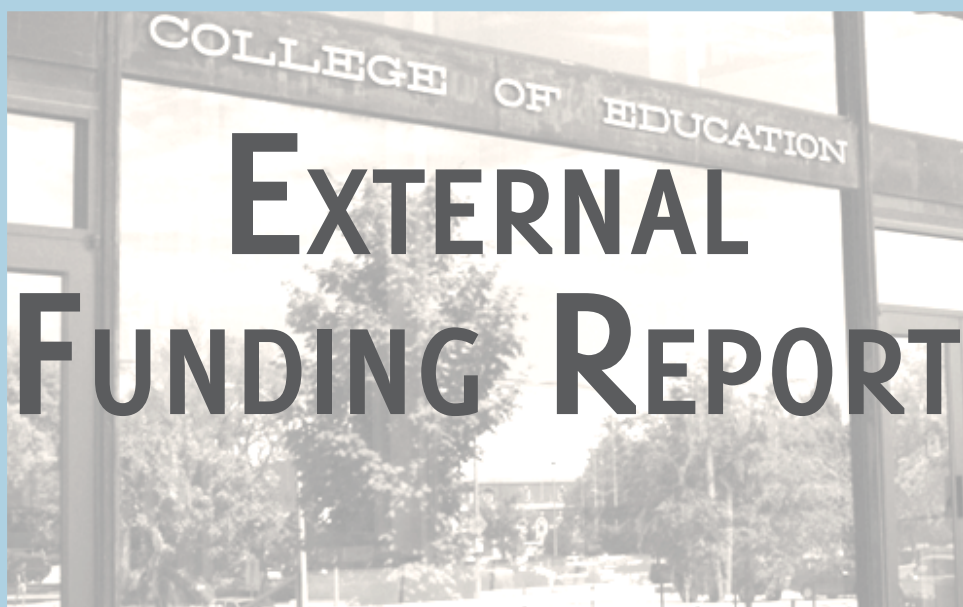


ILLINOIS

COLLEGE OF EDUCATION

Bureau of
Educational Research

THE BUREAU OF EDUCATIONAL RESEARCH



JULY 1, 2008-JUNE 30, 2009

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Research Opportunities Office

Bureau of Educational Research
College of Education
University of Illinois at Urbana-Champaign

The Research Opportunities Office (ROO) serves by:

- Announcing “requests for proposals” (RFPs) for recurring and new grant opportunities;
- Providing resources for identifying funding opportunities;
- Providing resources and training for proposal writers; and
- Assisting Education faculty with proposal development.

This report is available for download on the Bureau Website:

<http://education.illinois.edu/ber/facultyresearchactivity.html>

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TABLE OF CONTENTS

Research Opportunities Office	Front Inside Cover
Introduction.....	C ii
Section I: Awards by Principal Investigator	C 1
Section II: Research Projects Supported by Unrestricted Gifts	C 38
Section III: Awards and Research Gifts by Funded Unit	C 39
Section IV: Journals Published in the College of Education	C 52

INTRODUCTION

This report contains summary information on projects funded by public and private sources and initiated by faculty and research associates in the College of Education, University of Illinois, Urbana-Champaign. The projects include those for which awards were announced or funded during 2008–2009, as well as those on continuing funding cycles.

The scope and variety of projects reflect the wide range of faculty research and programmatic interests. All awards support the mission of the College of Education to serve the needs of education practitioners and fulfill a leadership role within Illinois, across the country, and around the world.

This report includes projects that College faculty members lead as principal or co-principal investigators. Section I presents projects alphabetically by faculty member name, and includes the individual's primary academic affiliation (whether or not this is the same as submitting unit), and a synopsis of project activities. Section II lists defined research projects supported by unrestricted gift funds, presented by principal investigator or administrator name, and includes that person's primary academic or administrative affiliation and project synopsis. Section III indexes projects by academic units within the College, and includes both research awards and designated gift support.

College faculty members frequently participate in externally funded research projects originated by other University units and by other institutions. To reflect the breadth of faculty work, those projects are listed as well. Where College faculty serve as co-principal investigators for a project awarded elsewhere in the University, the awarding department name is given. Where College faculty are collaborating with outside institutions, both the awarding institutions and primary sponsor names are listed.

The *Annual External Funding Report* is posted for download on the Bureau website. A related website report is *Current Externally Funded Research Projects*, which presents information similar to the contents of this Annual Report, for both current and recently concluded projects. The current report is updated on a monthly basis.

Section I: Awards by Principal Investigator

Abd El Khalick, Fouad (Principal Investigator)

Curriculum & Instruction

Entrepreneurial Leadership in STEM Teaching & Learning (EnLiST)

National Science Foundation

1/1/2009 - 12/31/2013

\$5,000,000

Scholarship in social and entrepreneurial leadership and distributed leadership frame EnLiST's efforts to build and sustain a state-wide Illinois community of highly qualified science teacher leaders, transforming K-12 science teaching and learning through intensive professional development and innovative school projects. Teacher leaders gain cutting-edge scientific knowledge, research experiences in University laboratories, and effective pedagogical repertoires, as well as entrepreneurial leadership and transformative skills. They return to their districts empowered to energize and transform STEM teaching and learning. Core partners include Education, Physics, Chemistry, Business, Champaign Unit 4 District, Urbana School District #116, and Thornton High School District #205.

Anderson, Richard (Principal Investigator)

Educational Psychology

Improving Comprehension and Writing through Reasoned Argumentation

U.S. Department of Education

1/1/2004 - 12/31/2008

\$1,499,982

csr.ed.uiuc.edu/CR/Index.htm

Fourteen-hundred fourth and fifth grade students, along with thirty-two teachers, are participating in this research. Students come from a variety of economic, ethnic, and English proficiency backgrounds. The research goal is to determine the generalizability and sustainability of an educational program, Collaborative Reasoning (CR), for elementary classrooms. The teachers will attend an institute on CR and a series of follow up workshops at the University of Illinois. They facilitate the students' CR discussions in their classrooms. In addition, teachers work with other teachers on curriculum development and implementation through a Web forum and at follow up workshops.

Anderson, Richard (Principal Investigator)

Educational Psychology

Mindful Instruction of Nonmainstream Children

Institute of Education Sciences

7/16/2008 - 8/15/2012

\$2,984,069

This research evaluates intellectually-stimulating, personally-engaging, conceptually-rich instruction that could boost the conceptual understanding, thinking skills, language, and motivation of African American and Latina/o nonmainstream children. Fifth graders work in small collaborative groups and engage in open, free-flowing, peer-managed discussions that call for critical and reflective thinking. The central instructional unit entails issues in environmental science and public policy and integrates language arts, science, and social science. This quasi-experiment includes thirty-six fifth grade classrooms (700-800 children). Microgenetic analysis aims to locate the critical events that enabled children to acquire and transfer subject-matter concepts and reasoning strategies and led to heightened engagement.

Baroody, Arthur (Principal Investigator)

Curriculum & Instruction

Computer-guided Comprehensive Mathematics Assessment for Young Children

National Institutes of Health

Teachers College, Columbia University (Contractor)

9/30/2005 - 7/31/2010

\$422,878

This project seeks to develop a mathematics assessment system for young children that can be used by education professionals. The plan is to design the Early Mathematics Assessment System (EMAS), a tool which will measure a broad range of mathematical content knowledge and proficiency skills of children. Once developed, the next steps are to develop a software format that can be used on a Personal Digital Assistant (PDA), and then to ensure the reliability and validity of the EMAS. The last goal in the project is to assess how the EMAS is used by evaluators.

Baroody, Arthur (Principal Investigator)

Curriculum & Instruction

Key Transitions in Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Early Childhood

The Spencer Foundation

7/1/2003 - 12/31/2008

\$460,050

This project investigates two types of transitions in preschoolers' development of number and arithmetic knowledge: (1) Changes in how children represent number; and, (2) Changes in what children represent. By examining both types of transitions, separately and as they interact, we evaluate different developmental views and the proposition that, at the same time children are gaining representational precision, they also move toward more generalized concepts. This more accurate and complete developmental account can serve as the basis for a powerful instructional framework for early childhood mathematics education.

Baroody, Arthur (Principal Investigator)

Curriculum & Instruction

Developing an Intervention to Foster Early Number Sense and Skill

Institute of Education Sciences

6/16/2005 - 6/15/2009

\$1,499,965

The project's aim is to develop three qualitatively different computer-aided programs to help pre-kindergarten to first grade children who are at risk for difficulties in learning mathematics to memorize basic addition and related subtraction facts and to evaluate the relative effectiveness of the programs. After development and formative evaluation, a summative evaluation of each program will entail a one-year training experiment involving about 75 participants randomly assigned to the three programs. Computer-based testing during the intervention will chart the on-going learning. Testing afterward will gauge attainment, long-term retention, and near and far transfer. Analyses will include ANCOVAs.

Baroody, Arthur (Principal Investigator)

Curriculum & Instruction

Fostering Fluency with Basic Addition & Subtraction Facts

Institute of Education Sciences

7/1/2008 - 6/30/2012

\$3,099,995

This project evaluates the efficacy of computer-based programs to foster primary-grade children's fluency with single-digit addition and subtraction facts. The PI's theory- and research-based programs incorporate features that may promote fact fluency, including relatively novel efforts to promote discovery of patterns and relations underlying whole fact families. Systematic comparisons of experimental and control conditions involve at least 60 children at risk for academic failure (e.g., pupils from low-income families or a minority group). Training experiments evaluate programs with different fact families and include gauging retention and transfer of fluency and effects of age and risk factors.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

Shifting Gears Evaluation

Illinois Community College Board

7/1/2007 - 6/30/2010

\$510,000

This project evaluates implementation of the Joyce Foundation Shifting Gears project, focusing on process and policy evaluation. This project is dedicated to enhancing the transition to college experiences of low-skilled adults who have very limited postsecondary educational opportunities beyond high school. Results of this project will offer results on two distinct curricular models that are designed to serve low-skilled adults. The findings also inform state policy on postsecondary education and training for low-skilled adults.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

The Adult Learner and the Applied Baccalaureate

Lumina Foundation for Education

University of Missouri-Columbia (Contractor)

9/1/2007 - 8/31/2009

\$128,200

The project provides federal, state, local leaders, and policy makers with detailed information about the applied baccalaureate phenomenon in the United States. The degree to which partnerships between education, economic, and workforce development enhance baccalaureate attainment for adults is a particularly important focus of this project. This project documents education and training opportunities that culminate in applied baccalaureate degrees, identifies factors that influence the development of these degree options for adult learners, and forecast the likelihood that these degrees will continue to meet the needs of adult learners for baccalaureate-level employment skills.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

Perkins IV Planning, Consultation and Technical Assistance Initiative

Illinois Community College Board

9/1/2007 - 7/31/2009

\$459,000

This project on programs of study targets five project goals, to: (1) consult with, provide technical assistance for and support personnel in creation and development; (2) provide personnel guidance for local educational agencies in disseminating information and supporting implementation; (3) collaborate with the Illinois State Board of Education and Illinois Community College Board in utilizing advisory committees to encourage effective state and local implementation; (4) develop a guide to assist local education agencies and postsecondary institutions in implementation; and (5) offer professional development for local education agency and postsecondary institution implementation throughout the state.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

College and Career Readiness (CCR) Evaluation

Illinois Community College Board

1/1/2008 - 6/30/2010

\$220,000

The project supports local planning, implementation and evaluation of pilot projects that address the critical window between when students take the ACT test at the end of their junior year, enroll in the senior year of high school and the transition from high school to the community college. It identifies students who are on track to take college level course work at the community college as well as students who lack academic competencies to enroll in college-credit courses and therefore need supplemental academic and support services to boost their chances for a successful transition to and retention in community college or the labor market.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

Perkins IV Consultation and Technical Assistance

Illinois State Board of Education

7/1/2007 - 6/30/2010

\$300,000

This project focuses on consultation, technical assistance and applied research, especially in the area of implementation of "programs of study" as called for in the new federal law. Specifically, Office of Community College Research and Leadership (OCCRL) personnel are working collaboratively with the state's Perkins Planning to conceptualize programs of study associated with the sixteen career clusters specified by the Office of Vocational and Adult Education, US Department of Education. Through consultation with OCCRL, the Illinois Community College Board and Illinois State Board of Education have partnered to develop sample programs of study.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

Proposal to Evaluate Workforce Investment Act (WIA) Nursing Programs of Study Demonstration Projects

Illinois Community College Board

7/1/2008 - 6/30/2009

\$25,000

This project evaluates the success and barriers of implementation of a program of study (POS) in nursing using a regional, sector-base approach to assess implications for the entire state. The evaluation seeks to understand how Illinois' strategy to create pathway development teams addresses critical workforce needs. Advantages and disadvantages of the regional sector-based approach are determined in light of the state's emerging workforce development needs. Results contribute to definitions and processes for tracking student progress and further development of curriculum in nursing and other critical skills shortage areas throughout the state.

Bragg, Debra (Principal Investigator)

Educational Organization & Leadership

The Adult Learner and the Applied Baccalaureate

Lumina Foundation for Education

6/1/2009 - 5/31/2010

\$170,017

The project provides federal, state, local leaders, and policy makers with detailed information about the applied baccalaureate phenomenon in the United States. The degree to which partnerships between higher education institutions and economic and workforce development providers enhance baccalaureate attainment for adults is an important focus. The project documents educational opportunities that culminate in applied baccalaureate degrees, identifies factors that influence the development of these degree options for adult learners, and forecasts the likelihood that these degrees will proliferate to meet the needs of adult learners.

Bresler, Liora (Principal Investigator)

Curriculum & Instruction

Stord Professorship

Hogskoken Stord/Haugesund

9/1/2007 - 8/31/2009

\$36,209

Dr. Bresler counsels and teaches on research and development issues for Hogskoken/Stord/Haugesund (HSH) staff and students, in particular the different research projects and programmes connected to different profiles in the Master Programme ICT in learning. The field of work engaged is related to the different profiles of the Master degree program on ICT in Learning at HSH; national, international and local seminars and conferences; and research and development guidance and advice. The work is performed as physical visits to Stord/Haugesund, online seminars, and on-demand consultations via internet.

Brown, David (Principal Investigator)

Curriculum & Instruction

The Illinois Critical Technologies Partnership

Illinois State Board of Education

6/1/2007 - 8/31/2009

\$190,471

This innovative, hybrid-online Masters of Education program serves current secondary science certificate holders, permitting additional science designations. Frontier science and critical technologies vital to the global economy (biotechnology, nanotechnology and informatics) are featured, accenting engineering's influence in these interdisciplinary areas. Pertinent research and models for course curriculum are introduced with teaching methodologies, pedagogical approaches, and evaluation methods. Teacher leadership, integrated into coursework, focuses on mentoring, coaching, and distributed leadership, enabling dissemination of innovative concepts. Participants develop science course design and instruction skills, content skills and knowledge. Engineering's Center for Nanoscale Chemical-Electrical-Mechanical Manufacturing Systems and Urbana School District #116 are partners.

Clift, Renee (Principal Investigator)

Curriculum & Instruction

Introduction and Mentoring Pilot Programs

Illinois State Board of Education

8/1/2006 - 10/31/2009

\$1,244,253

This project supports the collaboration of faculty, ISBE and other partners in the Illinois New Teacher Collaborative. Through this project faculty will facilitate the review and selection of the pilot induction and mentoring projects as well as create a network among the projects. The team will work with the Joyce Foundation, SRI, and the Illinois Education Research Center on evaluation designs that cross the pilots and other, existing, induction and mentoring programs. Specific activities include working sessions for the project directors and selected staff members, providing resource advice and coordination, data collection and reporting on projects' structure, accomplishments, and challenges.

Crockett, Michele (Principal Investigator)

Curriculum & Instruction

Discourse-Based Formative Assessment Practices in U.S. Mathematics Teachers' Instruction: A Preliminary Study

The Spencer Foundation

4/1/2009 - 12/31/2010

\$40,000

The purpose of this preliminary case study is to identify and describe high school mathematics teachers' discourse-based formative assessment practices (DAP) by focusing on extended discourse episodes that occur in classroom instruction. The goals of this preliminary project are to: (1) document each teacher's formative assessment practices; (2) make qualitative discernments about their formative assessment practices; (3) consider if there is a relationship between their practices and demographic differences across school settings; and, (4) consider how the findings inform the conceptualization of future studies about DAP, and teachers' professional learning experiences for DAP.

DeStefano, Lizanne (Principal Investigator)

Educational Psychology

Evaluation of National Collaborative Center on Standards and Assessment Development

U.S. Department of Education

1/1/2005 - 12/31/2009

\$291,251

The external evaluation of the National Collaborative Center on Standards and Assessment Development (NCCSAD) focuses on program quality regarding (1) the integrity of the work plan; (2) product review; (3) participant satisfaction; and (4) impact of the Center. The external evaluation employs multiple methods and multiple data sources to provide summative information on the extent to which NCCSAD is making progress toward its stated goals and is having impact at local, state and federal levels. Methods include review of internal data and independent data collection including review of state standards, surveys and interviews with key stakeholders.

DeStefano, Lizanne (Principal Investigator)

Educational Psychology

Evaluation of the TBLC Program at Truman College of Education

Lumina Foundation for Education

Harry S. Truman College (Contractor)

11/1/2004 - 12/31/2008

\$60,000

This project seeks to evaluate the Transitional Bilingual Learning Community (TBLC) program at the Truman College of Education. This evaluation will assess the TBLC program over a period of three years. In the initial year, the project will establish baseline criteria by using documented goals established by TBLC faculty team and through interviews of students. In subsequent years, progress will be documented using surveys and interviews of students. In the final year, the project will conduct content analysis of the work and projects produced by students to measure the improvement of writing and critical thinking skills.

DeStefano, Lizanne (Principal Investigator)

Educational Psychology

External Evaluation of the Advanced Reading Development Demonstration Project, Phase II

Chicago Community Trust

11/1/2005 - 12/15/2008

\$661,870

The Advanced Reading Development Demonstration Project is a collaboration between Chicago Public Schools, Chicago Universities, and Chicago Community Trust. Phase II aims to build on the capacity of higher performing partner schools, integrate and coordinate resources, develop literacy assessment and instructional tools and strategies for dissemination to university partners, expand the number of teachers with credentials in reading, and sustain continuous literacy instructional growth. The evaluation assesses the extent to which the project meets specified Phase II goals and responds to emerging issues. The design uses both qualitative and quantitative methods, multiple measures, and provides both formative and summative data.

DeStefano, Lizanne (Principal Investigator)

Educational Psychology

Evaluation of Charting a Course to Literacy: ERF in Chicago Charter Schools

U.S. Department of Education

University of Chicago (Contractor)

10/1/2006 - 9/30/2009

\$180,000

The objective of Charting a Course to Literacy Early Reading First (CCL-ERF) is to create centers of early literacy excellence for preschoolers to learn cognitive and literacy skills that prepare them for continued success. The external evaluation assesses the program along five criteria; (1) Project design; (2) Quality of project personnel; (3) Adequacy of resources; (4) Quality of management plan; and, (5) Quality of project evaluation. The goals of the external evaluation include monitoring progress toward student achievement and professional development objectives, documenting project impact on teaching, learning, and family involvement, and building evaluation capacity and data-based decision making skills.

DeStefano, Lizanne (Principal Investigator)

Educational Psychology

Proposal for the External Evaluation of the Chicago Literacy Initiative Partnership (CLIP), Year 2

Chicago Community Trust

9/1/2008 - 8/31/2009

\$250,600

This evaluation examines three university-based CLIP partnerships to produce general findings that assist in understanding the nature and impact of the initiative as a whole within a large, complex, urban school district. At a second level, a multiple case study design is applied to look deeply into each university-based partnership for the purpose of producing information about the unique models employed and also to identify particular components and strategies of each that are effective in achieving core program goals. Information generated will be used formatively to assist individual CLIP partnerships to improve model specifications, implementation, and impact in schools.

Dymond, Stacy (Principal Investigator)

Special Education

Renzaglia, Adelle (CO)***Preparing Leaders in Secondary Curriculum, Outcomes, and Research (SCORE) for Youth with Severe Disabilities***

U.S. Department of Education

6/1/2009 - 5/31/2013

\$800,000

Preparing Leaders in Secondary Curriculum, Outcomes, and REsearch (SCORE) prepares 8 visionary leaders for the professoriate in special education with unique knowledge and expertise in secondary curriculum for students with severe disabilities. This program addresses six critical areas: (1) access to the general curriculum in secondary schools and strategies to enhance student outcomes; (2) evidence-based research practices; (3) disability policy and advocacy; (4) cultural and linguistic diversity; (5) collaboration in inclusive school and community settings; and, (6) service learning.

Espelage, Dorothy (Principal Investigator)

Educational Psychology

Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models

Centers for Disease Control

9/1/2007 - 8/31/2010

\$891,060

This study uses a social ecological framework to explore the unique and shared risk and protective factors of bullying and sexual violence perpetuation/victimization among middle school students. Factors are assessed across several nested contextual systems, including family, peers, and school environments. Approximately 1,200 middle school students in two Illinois school districts completed 2 days of self- and peer-report surveys across two periods during the spring of 2008. These students will be assessed for the next two years to document the course of bullying and sexual violence perpetuation/victimization across the middle school years. This study will inform policy related to bullying and sexual violence prevention planning.

Feinberg, Walter (Principal Investigator)

Educational Policy Studies

Current Initiatives to Teach Courses on Religion in Public Schools: Visions of American Citizenship Education

The Spencer Foundation

7/1/2007 - 12/31/2009

\$379,000

This study assists educators in conducting an inquiry into the very purposes and values of an education intended to shape students to be citizens of the United States and informed participants in global matters. To this end, the project researchers will describe the various ways in which teachers, school boards and administrators understand the nature and purpose of teaching about religion, evaluate the extent to which teachers provide accurate understanding of religious ideas, and probe the concepts of citizenship implicit in these courses. The role courses in religion could play in public education in the United States will be assessed.

Feinberg, Walter (Principal Investigator)

Educational Policy Studies

The Fudan-UIUC Advanced Training and Research Seminars on Philosophy of Education

The Spencer Foundation

6/1/2008 - 5/31/2010

\$237,802

The project's goal is to enable Fudan University's School of Philosophy to establish philosophy of education as a discipline in China and to philosophically inform Chinese educational research and policy. Fudan is working to shape a scholarly tradition in China, a new philosophy of education, one that will have its own association, journals, and graduate program.

Fowler, Susan (Principal Investigator)

Special Education

Illinois Early Childhood Asset Map: IDHS Support

Illinois Department of Human Services

College of ACES (Contractor)

10/1/2006 - 6/30/2010

\$227,500

This project funds a portion of a larger collaborative project with the Illinois State Board of Education, along with a number of other funders, including the Joyce Foundation and the Grand Victoria Foundation. The larger project is developing the Illinois Early Childhood Asset Map (IECAM) to provide decision-critical data on early childhood care and resources for state officials, business community, advocates and legislators. This portion of the project funds the provision of GIS programming and interface, and of web page programming needed to enable a web-served data feed from the Early Childhood Information System (ECIS).

Fowler, Susan (Principal Investigator)

Special Education

The Illinois Early Learning Web Site

Illinois State Board of Education

7/1/2007 - 6/30/2010

\$810,000

The Illinois Early Learning Project produces and increases access to information and resources useful for increasing school readiness. Its resources are available to parents, the friend-and-neighbor and kith-and-kin child care communities, the regulated child care community, and to early childhood professionals in all settings. The project continues to be successful in reaching diverse audiences around the state with information developed for its Web site and distributed in print (English, Spanish and Polish) The IEL Project provides research-based information on early education and care that has been “repackaged” for easy reading.

Fowler, Susan (Principal Investigator)

Special Education

Rothenberg, E. Dianne (CO)*Illinois Early Childhood Asset Map Project*

Illinois State Board of Education

7/1/2006 - 6/30/2010

\$1,607,888

This funding supports the technical and logistical development of the Early Childhood Information System (ECIS) for use in the State of Illinois, which is part of the larger Illinois Early Childhood Asset Map, funded in collaboration with the Illinois Department of Human Services. ECIS is intended as a comprehensive system that can bring together all available information on early childhood care and education in Illinois. It responds to the increasing priorities placed on early childhood education needs by reducing gaps among currently disparate systems.

Fowler, Susan (Principal Investigator)

Special Education

2008 Who's Caring for the Kids Report

McCormick Tribune Foundation

9/1/2007 - 10/31/2008

\$37,000

This study is a collaboration project between the College of Education and the Center on Early Childhood Leadership at National Louis University. The project seeks to evaluate directors of early childhood centers, three lead teachers in each of these randomly selected centers and two pre-kindergarten teachers employed by public school programs.

Findings aim to identify key issues for early childhood programs in the state and develop policy recommendations.

Garcia, Georgia Earnest (Principal Investigator)

Curriculum & Instruction

Bauer, Eurydice Bouchereau (CO)**DeNicolo, Christina P (CO)*****A Comprehensive Approach to Improve the Preparation of University Faculty, Pre-service and In-service Teachers to Effectively Teach Limited English Proficient Students***

U.S. Department of Education

7/1/2007 - 8/12/2012

\$1,275,754

This project trains pre-service teachers, in-service mainstream teachers, and bilingual and English as a Second Language (ESL) teachers at the elementary and middle-school levels. The first goal is to comprehensively improve teacher education program at UIUC for pre-service teachers so that the latter can provide instruction to accelerate Limited English Proficiency (LEP) students' language acquisition, literacy, and content knowledge. The second goal provides professional staff development over the academic year. The third goal addresses the state and local shortage in bilingual and ESL teachers by increasing the number of teachers (pre-service and in-service) who take courses for their bilingual/ESL approvals.

Geissler, Barbara (Principal Investigator)

Curriculum & Instruction

Portuguese for Specific Purposes

University of Kansas

5/16/2009 - 3/15/2010

\$2,500

This grant supports a graduate research project.

Greene, Jennifer (Principal Investigator)

Educational Psychology

DeStefano, Lizanne (CO)*Advancing the State-of-the-Art in Evaluation: Field-Testing and Disseminating an Educative, Values-Engaged Approach to Evaluating STEM Education Programs*

National Science Foundation

1/16/2006 - 1/15/2010

\$800,000

This project continues the development of an educative, values-engaged approach to evaluating science, technology, engineering, and mathematics (STEM) education programs. The approach emphasizes the critical contributions of evaluation to STEM knowledge generation and learning and to the political requirements for equal access, opportunity, and representation in STEM educational policies, programs, and practices, especially for learners from underrepresented groups. Conceptual development of this approach is currently supported by an EREC grant. The present proposal is funded to field test, critically refine, and disseminate this STEM education evaluation approach.

Gutierrez, Rochelle (Principal Investigator)

Curriculum & Instruction

Noyce: Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools [STIMULUS FUNDING]

National Science Foundation

6/1/2009 - 5/31/2014

\$900,000

This project trains preservice mathematics teachers committed to teaching in high needs schools. In Phase I, students learn and apply the latest theories and practices for supporting marginalized students to learn mathematics. The program provides summer internships for recruitment of diverse and qualified preservice teachers, the Noyce Seminar, ongoing mentoring with an experienced Chicago Public School teacher, and access to the particularly rich and diverse array of summer enrichment programs operated by the University of Illinois. Results will improve STEM education among marginalized populations across the nation and successfully increase teacher placements in high needs Illinois schools.

Hackmann, Donald G. (Principal Investigator)

Educational Organization & Leadership

Revision of "Introduction to the Evaluation of Certified Staff"

Illinois State Board of Education

3/1/2008 - 10/31/2008

\$63,472

This evaluator training course is designed to assist school administrators in understanding their responsibilities as leaders of learning, as they function in the dual and sometimes competing roles as supervisors and evaluators. Participants in the course learn how to operate within their districts' existing negotiated agreements and evaluation plans, while helping teachers to become accountable for improved student performance. This project assists supervisors in developing a more comprehensive understanding of their responsibilities in supporting teachers' professional development, while also fulfilling their administrative responsibilities to ensure that certified staff members meet district expectations for quality.

Hackmann, Donald G. (Principal Investigator)

Educational Organization & Leadership

Area V Comprehensive, Systemic School Improvement Proposal

Illinois Regional Offices of Education

9/1/2008 - 8/31/2011

\$78,000

This project develops the capacity of school leadership teams to increase student academic and overall school success. Distributed leadership is promoted through collaborative, problem-solving study and reflective action for continuous school improvement. Guiding the design are a “substantive” framework for continuous school improvement and a “process” framework for effective, continuous school change. The designs address: (1) urgency for change; (2) school culture and climate; (3) curricular, instructional, and assessment standards and practices; (4) staff values and beliefs, school-wide, cross-faculty development, and implementation of goals and strategies; and, (5) formative and summative assessments to monitor and modify practices and refine vision.

Halle, James (Principal Investigator)

Special Education

Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity

U.S. Department of Education

1/1/2003 - 8/31/2008

\$539,209

<http://www.ed.uiuc.edu/sped/grants/rrr.asp>

Early communicative exchanges between young children with substantial language delays and their social partners (primarily families and teachers), are the study target. This project consists of a three-year sequence of studies. Year One focuses on intensive descriptive study of eight children and their partners. An intervention in Year Two teaches multiple functionally equivalent and socially acceptable alternatives for requesting and protesting. Year Three assesses the maintenance and generalization of the intervention.

Halle, James (Principal Investigator)

Special Education

Ostrosky, Michaelene (CO)***The Development of a Community-Wide Effort to Support People with Autism and their Families: Building Capacity within Champaign-Urbana***

Illinois Department of Human Services

Hope Institute for Children and Families (Contractor)

11/1/2005 - 6/30/2010

\$640,451

The goal of this subcontract to UIUC from Hope School provides funds from The Autism Program (TAP) to support a project to coordinate and enhance the services currently available in Champaign-Urbana for children with autism and their families. The university staff will function as facilitators and information sources to the community to support their grass-root efforts and to assess current services and identify high priority services that are needed in the community. Finally, Project staff will collaborate with the community stakeholders to develop priority services and ensure their sustainability within East Central Illinois.

Hug, Barbara (Principal Investigator)

Curriculum & Instruction

Collaborative Research: Developing the Next Generation of Middle School Science Materials -- Investigating and Questioning Our World through Science and Technology

National Science Foundation

Northwestern University (Contractor)

10/1/2004 - 8/31/2008

\$164,454

The goal of this project is to develop the next generation of middle school curricula that support students in learning science content based on national standards, situated in project based investigations. These materials will draw on design principles developed out of current findings in research on learning, literacy, instruction and assessment. We will investigate whether students in diverse settings (urban, suburban, and rural) develop deeper understanding of key learning goals using these materials than do students who use conventional materials.

Hug, Barbara (Principal Investigator)

Curriculum & Instruction

A Learning Progression for Scientific Modeling

National Science Foundation

Northwestern University (Contractor)

10/1/2006 - 9/30/2009

\$199,493

We will develop a learning progression for scientific modeling, explore its implementation in two grade bands across elementary and middle school, and examine teacher and students' developing practices. UIUC will be a research site to collect teacher and student data in elementary classrooms regarding research questions focused on use of models and modeling practices across disciplines and the relationship between scientific modeling and content learning. Data will be collected and analyzed focusing on inservice and preservice teachers understanding and use of scientific models and modeling. UIUC will assist in development of surveys, and/or interviews for 4th-7th grade students and teachers

Hug, Barbara (Principal Investigator)

Curriculum & Instruction

Lubienski, Sarah (CO)*Mathematics Science Partnership: Sense-Making in Science and Mathematics*

Illinois State Board of Education

5/1/2007 - 8/31/2012

\$1,551,955

This masters' degree program deepens elementary school teachers' knowledge, integrating science, mathematics, and pedagogy with an inquiry-oriented approach. Emphasizing "sense-making" while learning, it brings together faculty and teacher interests from geometry, astronomy, probability, and entomology. Principal partners include Curriculum and Instruction; Educational Organization and Leadership; Educational Psychology; Office of Mathematics, Science and Technology Education; Mathematics; Entomology; Atmospheric Sciences; Illinois Natural History Survey; School of Earth Systems, Environment and Society; College of Engineering, and Decatur Public schools. World-renowned researchers, featured Illinois campus scholars are also inspirational instructors, engaging young people, providing content expertise, and powerful experiences for science and mathematics teachers.

Ikenberry, Stanley (Principal Investigator)

Educational Organization & Leadership

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Lumina Foundation for Education

9/1/2008 - 8/31/2011

\$940,000

This research explores efforts to assess undergraduate student learning outcomes in American higher education over the next three years. The overarching goal is to facilitate the dissemination and adoption of best practices in assessment of college learning outcomes, focusing on the use of assessment data internally to inform and strengthen undergraduate education, and externally in communication with the public, including parents and students, policy makers, accrediting groups and others. The findings will help strengthen approaches to assessment of learning outcomes to improve the quality of teaching and learning, increase student success, and strengthen public accountability and transparency. Jointly funded with Teagle Foundation and Carnegie Foundation For Education.

Ikenberry, Stanley (Principal Investigator)

Educational Organization & Leadership

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Carnegie Corporation of New York

4/1/2009 - 8/31/2011

\$599,800

This research explores efforts to assess undergraduate student learning outcomes in American higher education over the next three years. The overarching goal is to facilitate the dissemination and adoption of best practices in assessment of college learning outcomes, focusing on the use of assessment data internally to inform and strengthen undergraduate education, and externally in communication with the public, including parents and students, policy makers, accrediting groups and others. The findings will help strengthen approaches to assessment of learning outcomes to improve the quality of teaching and learning, increase student success, and strengthen public accountability and transparency. Jointly funded with Lumina Foundation for Education and Teagle Foundation.

Ikenberry, Stanley (Principal Investigator)

Educational Organization & Leadership

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey

Teagle Foundation

12/1/2008 - 8/31/2011

\$150,000

This research explores efforts to assess undergraduate student learning outcomes in American higher education over the next three years. The overarching goal is to facilitate the dissemination and adoption of best practices in assessment of college learning outcomes, focusing on the use of assessment data internally to inform and strengthen undergraduate education, and externally in communication with the public, including parents and students, policy makers, accrediting groups and others. The findings will help strengthen approaches to assessment of learning outcomes to improve the quality of teaching and learning, increase student success, and strengthen public accountability and transparency. Jointly funded with Lumina Foundation for Education and Carnegie Foundation.

Johnson, Julia L (Principal Investigator)

Bureau of Educational Research

Teacher Collaborators: Center for Education in Small Urban Communities

Champaign School District Unit 4

8/16/2008 - 8/15/2011

\$60,000

This grant supports research to practice collaboration between the Center for Education in Small Urban Communities and the Champaign School District.

Johnson, Julia L (Principal Investigator)

Bureau of Educational Research

Teacher Collaborators: Center for Education in Small Urban Communities

Urbana School District #116

8/16/2008 - 8/15/2011

\$60,000

This grant supports research to practice collaboration between the Center for Education in Small Urban Communities and the Urbana School District.

Johnson, Scott (Principal Investigator)

Human Resource Education

National Center for Engineering and Technology Education

National Science Foundation

Utah State University (Contractor)

9/15/2004 - 8/31/2009

\$983,525

The focus for National Center for Engineering and Technology Education (NCETE) is research investigating how students learn technological concepts and skills, how students learn creative thinking and problem solving, how best to prepare technology and engineering education teachers, how information technology can be applied to improve technology and engineering education, and how the interdisciplinary, integrative nature of technology can be exploited positively to improve learning across the curriculum. As a collaborative partner, the University of Illinois at Urbana-Champaign will prepare new Ph.D. candidates to integrate engineering content and practices into teacher education programs that prepare high school technology teachers.

Johnson, Scott (Principal Investigator)

Human Resource Education

Meyer, Joseph P (CO)*Formulating the Conceptual Base for Secondary Level Engineering Education: A Review and Synthesis*

National Science Foundation

Illinois State University (Contractor)

11/1/2008 - 8/31/2009

\$12,800

This award supports a student research project under the supervision of a faculty advisor. The overall purpose of the project is to identify and refine a conceptual foundation for secondary level engineering education. The research activities include (1) assisting in the review and synthesis of STEM and engineering curriculum documents; (2) facilitation of focus groups with engineering educators; (3) facilitation of focus groups with professional engineers; (4) facilitation of a reaction group of STEM educators; and, (5) preparation of the final report.

Kalantzis, Mary (Principal Investigator)

Curriculum & Instruction

Project Proposal to Evaluate the Microsoft Partners in Learning project (PiL)

RMIT University

Microsoft (Contractor)

9/1/2006 - 6/30/2010

\$31,750

Microsoft Partners in Learning Project (PiL) Program Evaluation: Guidance for Academic Program Managers and Evaluators, is a literature review project between RMIT University of Australia and the University of Illinois at Urbana-Champaign. This project examines the extant United States literature related to computer-mediated environments that may benefit designers of new educational technologies and designers of learning. The literature review includes content related to; writing pedagogy, diversity/equity interventions, documentation of instructional designs, teacher-as-researcher/reflective practitioner, mixed mode research methodologies. The goal of the project is to inform an evaluation for adapting outcomes of the Australian project activities to American contexts.

Kienzl, Gregory S (Principal Investigator)

Bureau of Educational Research

Trent, William (CO)***Underrepresented Undergraduates in STEM: From Matriculation to Degree Completion at Large, Research-Intensive, Public Universities***

Alfred P. Sloan Foundation

8/16/2008 - 8/15/2009

\$44,286

This study examines the matriculation, persistence, and degree attainment of first-time women, minorities, and low-income undergraduate students in STEM (science, technology, engineering, and mathematics) fields at large, research-intensive, public universities from 1999 to 2005. The following 'opt in' and 'filtering out' questions are addressed: (1) What factors influence students' entrance into the STEM fields?; and (2) Are there specific courses embedded early in the STEM curriculum that restrict or reduce persistence? The results of this study contribute to institutional effectiveness by identifying structural impediments and offering policy improvements that satisfy both educational and diversity goals.

Kuchinke, K. Peter (Principal Investigator)

Human Resource Education

Global Talent Development for Sustainable Agricultural and Environmental Sciences Fields

U.S. Department of Education

10/1/2008 - 9/30/2012

\$219,966

This project establishes, implements, and evaluates a sustainable educational partnership between four leading research universities in the United States and Brazil. The goal of the research is increasing the level of competence in talent development among undergraduate and graduate students in agricultural and environmental science fields through in a student exchange setting. This project focuses on core talent development skills including leadership, cross-cultural and cross-disciplinary collaboration, team work, and performance management as well as domain specific skills and knowledge in agricultural and environmental sciences by blending structured learning opportunities in human resources, business administration, and agricultural and environmental sciences.

Lubienski, Sarah (Principal Investigator)

Curriculum & Instruction

A Longitudinal Study of Gender and Mathematics Using ECLS Data

Institute of Education Sciences

5/16/2008 - 5/15/2010

\$314,367

This project explores how boys' and girls' early experiences differ at both school and home, and how those differences relate to gender disparities in K-5th grade mathematics achievement. In the study's first component, students' home experiences, classroom experiences, and attitudes toward mathematics are compared by gender. The second and third components focus on the relationship between those student experiences and gender gaps in kindergarten mathematics achievement. In the final component, relationships among girls' and boys' attitudes toward mathematics, experiences, and achievement, are examined. Throughout the study, interactions among gender, race/ethnicity and SES are explored.

McCollum, Jeanette (Principal Investigator)

Special Education

Fowler, Susan (CO)***DELL-D Developing Early Language and Literacy in Danville***

U.S. Department of Education

10/1/2007 - 9/30/2010

\$4,060,877

This is a collaborative project between faculty from the Early Childhood and Parenting Collaborative at the University of Illinois and four early childhood centers in Danville, Illinois. Five faculty associated with ECAP serve as Component Facilitators, providing ongoing training and technical assistance to teachers, Literacy Coaches, Mentor Pals (tutors), and the Family Liaison, assisted by a Project Coordinator. Twelve classrooms have implemented the TROPHIES Pre-K Curriculum to develop skills in oral language, phonological awareness, concepts about print, alphabetic knowledge, and pre-writing skills, organized and sequenced within 5 units (25 themes) that teach important core content.

Monda-Amaya, Lisa (Principal Investigator)

Special Education

Renzaglia, Adelle (CO)***Preparing Teachers for Inclusive Education in Positive Education (Project TIES)***

U.S. Department of Education

1/1/2006 - 12/31/2009

\$799,940

Project TIES is a personnel preparation grant focused on strengthening linkages between general and special education while preparing teachers to work more effectively with students with emotional behavior disorders and those with challenging behaviors. Approximately 150 special educators will be provided with either initial or advanced certification over a 4-year period, and over 800 elementary and secondary general education candidates will receive specialized instruction and activities focused on managing difficult behavior in their classroom and teaming with their special education colleagues to provide effective instructional and behavior interventions.

Ostrosky, Michaelene (Principal Investigator)

Special Education

Felner, Tweety Yates (CO)**Santos Gilbertz, Rosa Milagros (CO)***Center on the Social and Emotional Foundations for Early Learning*

U.S. Department of Health and Human Services

Vanderbilt University (Contractor)

9/30/2006 - 9/29/2011

\$975,000

The University of Illinois collaborates in consortium with other institutions to operate the Center on the Social and Emotional Foundations for Early Learning. Illinois develops and producing synthesis papers, coordinates and produces outcome briefs, develops training modules and trainer web pages, coordinates teleconferences and presentation of findings, coordinates the in-state recruitment process and implements training and technical Assistance events.

Ostrosky, Michaelene (Principal Investigator)

Special Education

Establishing the Efficacy of the Special Friends Program

Institute of Education Sciences

6/16/2008 - 6/15/2012

\$2,997,953

This research project examines the efficacy of the Special Friends program as an effective class-wide kindergarten program that improves the social acceptance of children with disabilities. The project's goals include the following: (a) establish program efficacy as a class-wide approach for promoting social acceptance and friendships among kindergarteners with and without disabilities in multiple sites across two states; (b) examine long-term intervention effects on the social acceptance of children with disabilities; (c) examine temporal effects on the intervention; and (d) examine moderating influences on the program, such as class, school, child, and teacher variables.

Pianfetti, Evangeline Secaras (Principal Investigator)

College of Education

Williams, Michael Thomas (CO)***I-LLINI Partnerships: Lifelong Learning IN Illinois for 21st Century Teachers***

Illinois Board of Higher Education

8/14/2007 - 9/30/2010

\$948,350

This project provides innovative, needs-based professional development programs; creating enhanced learning environments in high-needs schools through the effective and creative use of new media and digital technologies and characterized by increasing student learning outcomes and developing 21st Century skills such as higher-order thinking, communication, inquiry, and innovation; and strengthening partnerships among all stakeholders in teacher preparation to transform teacher education through the use of information and learning technologies. I-LLINI Partnerships is designed as a three year initiative to increase student performance in mathematics, and science through the meaningful integration of technology.

Reese, George Clifford (Principal Investigator)

College of Education

Power of Wind

National 4H Council

12/1/2007 - 6/30/2009

\$15,000

This project incorporates wind power curriculum which includes several small projects that are designed to teach about the wind and its uses while introducing engineering design and engaging learners in doing, testing, reflecting and revising. The instructional resources are appropriate for learners aged 8-adult. They are designed to reflect the goals of the 4-H Youth Development Program, which promotes learning by-doing and focuses on developing skills for a lifetime and are aligned to National Standards in Mathematics and Science.

Renzaglia, Adelle (Principal Investigator)

Special Education

Chadsey, Janis (CO)***Building Relationships in Diverse General Education Settings (BRIDGES): The University of Illinois Severe Disabilities Program***

U.S. Department of Education

8/21/2001 - 8/20/2008

\$1,481,173

<http://www.ed.uiuc.edu/sped/bridges>

Building Relationships in Diverse General Education Settings (BRIDGES) is a personnel preparation program that prepares special educators to teach students with low incidence disabilities. BRIDGES is a master's degree program preparing full and part time on campus students and a part time off campus master's degree program for individuals working in the Chicago Public Schools (CPS). A unique feature of BRIDGES is an emphasis on preparing teachers to work in diverse, urban settings. On campus students complete an externship in Chicago and the preparation of special education teachers helps CPS meet their teacher shortage. All participants' skills and knowledge are evaluated using a performance based assessment model.

Renzaglia, Adelle (Principal Investigator)

Special Education

Dymond, Stacy (CO)**Gaffney, Janet (CO)****Halle, James (CO)****Hertzog, Nancy (CO)****Monda-Amaya, Lisa (CO)*****Preparing Leaders in Access by Design (PLAD)***

U.S. Department of Education

1/1/2006 - 12/31/2009

\$800,000

The purpose of the Preparing Leaders in Access by Design (PLAD) is to prepare competent leaders in special education with the expertise to help students with disabilities access the general curriculum. Through collaboration among faculty in special education and faculty from other units across campus, doctoral students will receive instruction in five core areas: disability policy and law, cultural and linguistic diversity, collaborative practices in inclusive environments, universal design strategies to enhance student outcomes, and service learning. At the end of four years of the project, a minimum of 16 doctoral trainees are expected to have completed the program

Richman, David M (Principal Investigator)

Special Education

Examining Relations between Challenging Behavior and Parenting Stress in Families of Children With CdLS, Autism Spectrum Disorders, and Down Syndrome

Cornelia de Lange Syndrome Foundation

6/1/2008 - 5/31/2010

\$1,500

This study examines similarities and differences in self-reported parental stress patterns of childhood challenging behavior and characteristics of autism across three distinct childhood diagnoses: Cornelia de Lang Syndrome (CdLS), Autism or Pervasive Developmental Disorder-NOS (ASD), or Down syndrome (DS). The results of this study set the occasion for future early intervention studies designed to provide syndrome-specific parent support at the time of diagnosis and across the lifespan.

Robinson, Joseph P (Principal Investigator)

Educational Psychology

Effects of Native-Language Assessment Accommodations in Mathematics for Kindergarten and First-Grade English Learners

AERA

5/16/2009 - 5/15/2011

\$35,000

This project uses regression discontinuity to approximate a randomized control trial to study the effects of assessing mathematics in English vs. Spanish. A unique feature in the assessment design of the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K) allows for rigorous, quasi-experimental tests of the effects of native-language assessment accommodations in mathematics in kindergarten and first grade. The rich set of variables in ECLS-K permits differential effects analyses, which can inform research and instructional practice regarding how context interacts with language-of-assessment effects. This research aims to improve understanding of how to fairly and validly assess English learners' mathematical knowledge.

Rodkin, Philip (Principal Investigator)

Educational Psychology

Teaching Practices, Classroom Peer Networks and Youth Outcomes

William T. Grant Foundation

Pennsylvania State University (Contractor)

9/1/2008 - 8/31/2011

\$238,491

This project is a collaboration with the Pennsylvania State University to conduct research on peer relations, new methods from social network analysis, and educational research on classroom management. The research includes development measures of classroom peer ecologies that predict youth outcomes, and measures of teaching practices associated with those aspects of the peer ecology.

Ryan, Katherine (Principal Investigator)

Educational Psychology

Chang, Hua-hua (CO)*External Review of the ISBE Large Scale Assessment and Accountability System*

Illinois State Board of Education

5/1/2008 - 6/30/2012

\$1,250,000

This project evaluates key components of the current Illinois assessment and accountability system using a mixed-methods evaluation design. Two aspects of the Enhanced Illinois Standards Assessment Test, the Illinois No Child Left Behind accountability assessment for Grades 3-8 in Reading and Mathematics, are studied: (a) the intended and unintended assessment consequences and (b) Enhanced ISAT test equating and linking. The results will provide the foundation for a long term Illinois assessment and accountability program that will be designed to improve learning for all students in Illinois.

Santos Gilbertz, Rosa Milagros (Principal Investigator)

Special Education

Hughes, Mary-Alayne (CO)**Ostrosky, Michaelene (CO)***Preparing Relationship-Based Early Intervention Personnel (PREP)*

U.S. Department of Education

8/16/2004 - 8/15/2010

\$1,130,533

The Early Childhood/Infancy program in the Department of Special Education at the University of Illinois at Urbana-Champaign has been awarded federal funding to support students interested in attaining a master's degree in early childhood special education, with an emphasis on working with infants/toddlers with disabilities and their families. This is a two year program of study for full time students; some students also work toward this degree on a part time basis.

Shriner, James (Principal Investigator)

Special Education

DeStefano, Lizanne (CO)***Project IEP-D: Improving Education Professionals' Decision Making***

U.S. Department of Education

8/21/2002 - 8/21/2008

\$598,197

This project trains local teams of administrators, lead teachers, parents, and other decision-makers to systematically collect and use data (e.g., student assessments, programmatic characteristics, student needs/experiences, and demographics) that impact individualized education programs (IEPs) to make program and policy decisions. The intent of the project is to promote access to the general curriculum and increase the achievement of students with disabilities.

Shriner, James (Principal Investigator)

Special Education

Trach, John (CO)***IEP Quality Improvement: Research and Development of Web-Based Decision Support***

Institute of Education Sciences

8/15/2006 - 8/14/2010

\$1,465,699

This project seeks to test a Web-based Individualized Education Program (IEP) Tutorial and decision making support system linked to the Illinois State Board of Education's archiving system. The intervention has four components: (1) Web-based Professional/Parent Resources, (2) Decision Supports, (3) Implementation Support, and (4) Case Consultation Summaries. Stage 1 develops and beta tests the Tutorial, and in Stage 2 the revised Tutorial is used in a randomized design experiment. The measures of key outcomes include process measures of quality, interview data, teacher self-reports, observation, and teacher and parent perception.

Singleton, Jenny (Principal Investigator)

Educational Psychology

The Socialization of Visual Engagement for Bilingual Language Acquisition in Early Childhood Deaf Education

National Science Foundation

Gallaudet University (Contractor)

10/1/2006 - 9/30/2011

\$888,461

This Center investigates how humans acquire and use language, and develop literacy, when audition is not an available learning mode, including how deaf individuals learn to read, and the extension of visually based learning strategies to general educational practice. The Center's Developmental and Sociocultural Processes of Visual Learning initiative examines learning environments for visual learners in natural settings, with three collaborations. Visual Language Acquisition charts individual developmental courses for acquiring visual language as a first language; Literacy Development explicates how profoundly deaf individuals may achieve excellence in reading; while Inter-Language and Inter-Modal Language Mapping documents visual linguistic and knowledge domains.

Stine-Morrow, Elizabeth A. L. (Principal Investigator)

Educational Psychology

Age Differences in Resource Allocation During Reading

National Institutes of Health

3/1/2003 - 2/28/2010

\$1,110,453

This project continues an examination of adult age differences in resource allocation during reading and the impact of these differences on subsequent comprehension and memory performance. This research is based on a theoretical framework in which self-regulation in reading is conceptualized as arising from a set of negative feedback loops functioning in the context of goals and knowledge of the individual reader. This research specifically explores how self-regulation in reading is affected by: (1) Challenges created by illegible orthography, complex syntax, and informational density; (2) The availability of background knowledge; and, (3) Social and affective goals.

Trach, John (Principal Investigator)

Special Education

Rehabilitation Continuing Education Programs for Providers of Community Rehabilitation Services -- RSA Region V

U.S. Department of Education

9/1/2006 - 9/30/2011

\$2,500,000

This project will continue a program that facilitates integrated employment outcomes for individuals with significant disabilities through (a) Continuing education and technical assistance; (b) Development of the regional infrastructure for promoting employment through training; (c) Externships focused on replication activities for the dissemination of promising programs and practices; and (d) Leadership development. All components of this project will include an ongoing evaluation component that will allow for identification of successful strategies and procedures, as well as lessons learned. Formative and summative evaluations will be widely disseminated to facilitate regional and national replication of activities during and after the project-funding period.

Trent, William (Principal Investigator)

Educational Policy Studies

Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research-Intensive, Public Universities

Ford Foundation

10/16/2008 - 10/15/2009

\$140,000

This project contributes to understanding of key factors affecting underrepresented students' matriculation and degree completion in Science, Technology, Engineering and Mathematics (STEM) fields. It seeks insights on how postsecondary institutions can use interventions to promote persistence and attainment. Findings will inform policymakers and postsecondary administrators about "successful" interventions. Programmatically, the results can help inform the development and implementation of interventions to attract and retain underrepresented students. The study aids in identifying how interventions offered by institutions impact underrepresented students' enrollment, persistence, and success in STEM fields.

Trent, William (Principal Investigator)

Educational Policy Studies

Promoting Equity in Higher Education

Ford Foundation

University of Michigan (Contractor)

8/16/2008 - 12/31/2009

\$17,626

This project is a collaboration with researchers at the University of Michigan to conduct research related to STEM education research and consortium activities related to access to higher education by minority high school graduates. Research activities include data collection, analysis and interpretation of results, and dissemination of findings focusing on describing and detailing the access and persistence patterns. The project includes high school graduates of the school districts for Detroit MI, Washington, DC and Atlanta, GA (or a similar district).

Section II: Research Project Supported by Unrestricted Gifts

Clift, Renee (Principal Investigator)

Curriculum & Instruction

Illinois New Teacher Collaborative 2006-2008

State Farm Companies Foundation

8/16/2006 - 8/15/2008

\$250,000.00

This project addresses a critical aspect in establishing a successful, statewide program of mentoring and induction of new teachers in Illinois. The purpose of this project is two-fold: first, to build on current initiatives to create a statewide network of support for new teachers, mentors, and administrators who work with new teachers; and second, to design a stable infrastructure that serves as a resource for school districts, universities, teachers unions, community colleges, and other institutions that are designing, implementing, improving, evaluating and studying programs, projects, and activities for teachers who are new to the profession

SECTION III

Awards and Research Gifts by Funded Unit

Bureau of Educational Research

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Teacher Collaborators: Center for Education in Small Urban Communities	Champaign School District Unit 4	Johnson, Julia (PI)	08/2008	08/2011	\$60,000
Teacher Collaborators: Center for Education in Small Urban Communities	Urbana School District #116	Johnson, Julia (PI)	08/2008	08/2011	\$60,000
Underrepresented Undergraduates in STEM: From Matriculation to Degree Completion at Large, Research-Intensive, Public Universities	Alfred P. Sloan Foundation	Kienzl, Gregory (PI) Trent, William (CO)	08/2008	08/2009	\$44,286

Educational Administration

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
I-LLINI Partnerships: Lifelong Learning IN Illinois for 21st Century Teachers	Illinois Board of Higher Education	Pianfetti, Evangeline (PI) Williams, Michael (CO)	08/2007	09/2010	\$948,350
Power of Wind	National 4H Council	Reese, George (PI)	12/2007	06/2009	\$15,000

Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Entrepreneurial Leadership in STEM Teaching & Learning (EnLiST)	National Science Foundation	Abd El Khalick, Fouad (PI)	01/2009	12/2013	\$5,000,000
Computer-guided Comprehensive Mathematics Assessment for Young Children	National Institutes of Health Teachers College, Columbia University (Contractor)	Baroody, Arthur (PI)	09/2005	07/2010	\$422,878
Key Transitions in Preschoolers' Number and Arithmetic Development: The Psychological Foundations of Early Childhood	The Spencer Foundation	Baroody, Arthur (PI)	07/2003	12/2008	\$460,050
Developing an Intervention to Foster Early Number Sense and Skill	Institute of Education Sciences	Baroody, Arthur (PI)	06/2005	06/2009	\$1,499,965
Fostering Fluency with Basic Addition & Subtraction Facts	Institute of Education Sciences	Baroody, Arthur (PI)	07/2008	06/2012	\$3,099,995
Stord Professorship	Hogskoken Stord/Haugesund	Bresler, Liora (PI)	09/2007	08/2009	\$36,209
The Illinois Critical Technologies Partnership	Illinois State Board of Education	Brown, David (PI)	06/2007	08/2009	\$190,471
Introduction and Mentoring Pilot Programs	Illinois State Board of Education	Clift, Renee (PI)	08/2006	08/2009	\$1,244,253

Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Discourse-Based Formative Assessment Practices in U.S. Mathematics Teachers' Instruction: A Preliminary Study	The Spencer Foundation	Crockett, Michele (PI)	04/2009	12/2010	\$40,000
Research in the Teaching of English	National Council of Teachers of English	Dressman, Mark (PI)	07/2007	06/2011	\$62,606
A Comprehensive Approach to Improve the Preparation of University Faculty, Pre-service and In-service Teachers to Effectively Teach Limited English Proficient Students	U.S. Department of Education	Garcia, Georgia Earnest (PI) Bauer, Eurydice Bouchereau (CO) DeNicolo, Christina (CO)	07/2007	08/2012	\$1,275,754
Portuguese for Specific Purposes	University of Kansas	Geissler, Barbara (PI)	05/2009	03/2010	\$2,500
Noyce: Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools [STIMULUS FUNDING]	National Science Foundation	Gutierrez, Rochelle (PI)	06/2009	05/2014	\$900,000
A Learning Progression for Scientific Modeling	National Science Foundation Northwestern University (Contractor)	Hug, Barbara (PI)	10/2006	09/2009	\$199,493

Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Mathematics Science Partnership: Sense-Making in Science and Mathematics	Illinois State Board of Education	Hug, Barbara (PI) Lubienski, Sarah (CO)	05/2007	08/2012	\$1,551,955
Project Proposal to Evaluate the Microsoft Partners in Learning project (PiL)	RMIT University Microsoft (Contractor)	Kalantzis, Mary (PI)	09/2006	06/2010	\$31,750
A Longitudinal Study of Gender and Mathematics Using ECLS Data	Institute of Education Sciences	Lubienski, Sarah (PI)	05/2008	05/2010	\$314,367
Research in the Teaching of English	National Council of Teachers of English	McCarthy, Sarah (PI)	07/2007	06/2011	\$62,606
Collaborative Research: Developing the Next Generation of Middle School Science Materials -- Investigating and Questioning Our World through Science and Technology	National Science Foundation Northwestern University (Contractor)	Hug, Barbara (PI)	10/2004	08/2008	\$164,454

Educational Organization & Leadership

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Shifting Gears Evaluation	Illinois Community College Board	Bragg, Debra (PI)	07/2007	06/2010	\$510,000

Educational Organization & Leadership

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
The Adult Learner and the Applied Baccalaureate	Lumina Foundation for Education University of Missouri-Columbia (Contractor)	Bragg, Debra (PI)	09/2007	08/2009	\$128,200
Perkins IV Planning, Consultation and Technical Assistance Initiative	Illinois Community College Board	Bragg, Debra (PI)	09/2007	07/2009	\$459,000
College and Career Readiness (CCR) Evaluation	Illinois Community College Board	Bragg, Debra (PI)	01/2008	06/2010	\$220,000
Perkins IV Consultation and Technical Assistance	Illinois State Board of Education	Bragg, Debra (PI)	07/2007	06/2010	\$300,000
Proposal to Evaluate Workforce Investment Act (WIA) Nursing Programs of Study Demonstration Projects	Illinois Community College Board	Bragg, Debra (PI)	07/2008	06/2009	\$25,000
The Adult Learner and the Applied Baccalaureate	Lumina Foundation for Education	Bragg, Debra (PI)	06/2009	05/2010	\$170,017
Revision of "Introduction to the Evaluation of Certified Staff"	Illinois State Board of Education	Hackmann, Donald G. (PI)	03/2008	10/2008	\$63,472

Educational Organization & Leadership

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Area V Comprehensive, Systemic School Improvement Proposal	Illinois Regional Offices of Education	Hackmann, Donald G. (PI)	09/2008	08/2011	\$78,000
Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey	Lumina Foundation for Education	Ikenberry, Stanley (PI)	09/2008	08/2011	\$940,000
Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey	Carnegie Corporation of New York	Ikenberry, Stanley (PI)	04/2009	08/2011	\$599,800
Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey	Teagle Foundation	Ikenberry, Stanley (PI)	12/2008	08/2011	\$150,000

Educational Policy Studies

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Current Initiatives to Teach Courses on Religion in Public Schools: Visions of American Citizenship Education	The Spencer Foundation	Feinberg, Walter (PI)	07/2007	12/2009	\$379,000

Educational Policy Studies

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
The Fudan-UIUC Advanced Training and Research Seminars on Philosophy of Education	The Spencer Foundation	Feinberg, Walter (PI)	06/2008	05/2010	\$237,802
Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research-Intensive, Public Universities	Ford Foundation	Trent, William (PI)	10/2008	10/2009	\$140,000
Promoting Equity in Higher Education	Ford Foundation University of Michigan (Contractor)	Trent, William (PI)	08/2008	12/2009	\$17,626

Educational Psychology

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Improving Comprehension and Writing through Reasoned Argumentation	U.S. Department of Education	Anderson, Richard (PI)	01/2004	12/2008	\$1,499,982
Mindful Instruction of Nonmainstream Children	Institute of Education Sciences	Anderson, Richard (PI)	07/2008	08/2012	\$2,984,069

Educational Psychology

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Evaluation of National Collaborative Center on Standards and Assessment Development	U.S. Department of Education	DeStefano, Lizanne (PI)	01/2005	12/2009	\$291,251
Evaluation of the TBLC Program at Truman College of Education	Lumina Foundation for Education Harry S. Truman College (Contractor)	DeStefano, Lizanne (PI)	11/2004	12/2008	\$60,000
External Evaluation of the Advanced Reading Development Demonstration Project, Phase II	Chicago Community Trust	DeStefano, Lizanne (PI)	11/2005	12/2008	\$661,870
Evaluation of Charting a Course to Literacy: ERF in Chicago Charter Schools	U.S. Department of Education University of Chicago (Contractor)	DeStefano, Lizanne (PI)	10/2006	09/2009	\$180,000
Proposal for the External Evaluation of the Chicago Literacy Initiative Partnership (CLIP), Year 2	Chicago Community Trust	DeStefano, Lizanne (PI)	09/2008	08/2009	\$250,600
Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models	Centers for Disease Control	Espelage, Dorothy (PI)	09/2007	08/2010	\$891,060
Advancing the State-of-the-Art in Evaluation: Field-Testing and Disseminating an Educative, Values-Engaged Approach to Evaluating STEM Education Programs	National Science Foundation	Greene, Jennifer (PI) DeStefano, Lizanne (CO)	01/2006	01/2010	\$800,000

Educational Psychology

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Effects of Native-Language Assessment Accommodations in Mathematics for Kindergarten and First-Grade English Learners	AERA	Robinson, Joseph (PI)	05/2009	05/2011	\$35,000
Teaching Practices, Classroom Peer Networks and Youth Outcomes	William T. Grant Foundation Pennsylvania State University (Contractor)	Rodkin, Philip (PI)	09/2008	08/2011	\$238,491
External Review of the ISBE Large Scale Assessment and Accountability System	Illinois State Board of Education	Ryan, Katherine (PI) Chang, Hua-hua (CO)	05/2008	06/2012	\$1,250,000
The Socialization of Visual Engagement for Bilingual Language Acquisition in Early Childhood Deaf Education	National Science Foundation Gallaudet University (Contractor)	Singleton, Jenny (PI)	10/2006	09/2011	\$888,461
Age Differences in Resource Allocation During Reading	National Institutes of Health	Stine-Morrow, Elizabeth A. L. (PI)	03/2003	02/2010	\$1,110,453

Human Resource Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
National Center for Engineering and Technology Education	National Science Foundation Utah State University (Contractor)	Johnson, Scott (PI)	09/2004	08/2009	\$983,525
Editor, Human Resource Development International	Routledge	Kuchinke, K. Peter (PI)	09/2006	12/2009	\$55,659
Global Talent Development for Sustainable Agricultural and Environmental Sciences Fields	U.S. Department of Education	Kuchinke, K. Peter (PI)	10/2008	09/2012	\$219,966

Office of the Chief Information Officer

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Formulating the Conceptual Base for Secondary Level Engineering Education: A Review and Synthesis	National Science Foundation National Center for Engineering and Technology Education (Contractor)	Johnson, Scott (PI) Meyer, Joseph (CO)	11/2008	08/2009	\$12,800

Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Preparing Leaders in Secondary Curriculum, Outcomes, and Research (SCORE) for Youth with Severe Disabilities	U.S. Department of Education	Dymond, Stacy (PI) Renzaglia, Adelle (CO)	06/2009	05/2013	\$800,000
Illinois Early Childhood Asset Map: IDHS Support	Illinois Department of Human Services College of ACES (Contractor)	Fowler, Susan (PI)	10/2006	06/2010	\$227,500
The Illinois Early Learning Web Site	Illinois State Board of Education	Fowler, Susan (PI)	07/2007	06/2010	\$810,000
Illinois Early Childhood Asset Map Project	Illinois State Board of Education	Fowler, Susan (PI) Rothenberg, E. Dianne (CO)	07/2006	06/2010	\$1,607,888
2008 Who's Caring for the Kids Report	McCormick Tribune Foundation	Fowler, Susan (PI)	09/2007	10/2008	\$37,000
Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity	U.S. Department of Education	Halle, James (PI)	01/2003	08/2008	\$539,209
DELL-D Developing Early Language and Literacy in Danville	U.S. Department of Education	McCollum, Jeanette (PI) Fowler, Susan (CO)	10/2007	09/2010	\$4,060,877
Preparing Teachers for Inclusive Education in Positive Education (Project TIES)	U.S. Department of Education	Monda-Amaya, Lisa (PI) Renzaglia, Adelle (CO)	01/2006	12/2009	\$799,940

Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Center on the Social and Emotional Foundations for Early Learning	U.S. Department of Health and Human Services Vanderbilt University (Contractor)	Ostrosky, Michaelene (PI) Felner, Tweety (CO) Santos Gilbertz, Rosa Milagros (CO)	09/2006	09/2011	\$975,000
Establishing the Efficacy of the Special Friends Program	Institute of Education Sciences	Ostrosky, Michaelene (PI)	06/2008	06/2012	\$2,997,953
Building Relationships in Diverse General Education Settings (BRIDGES): The University of Illinois Severe Disabilities Program	U.S. Department of Education	Renzaglia, Adelle (PI) Chadsey, Janis (CO)	08/2001	08/2008	\$1,481,173
Preparing Leaders in Access by Design (PLAD)	U.S. Department of Education	Renzaglia, Adelle (PI) Dymond, Stacy (CO) Gaffney, Janet (CO) Halle, James (CO) Hertzog, Nancy (CO) Monda-Amaya, Lisa (CO)	01/2006	12/2009	\$800,000
Examining Relations between Challenging Behavior and Parenting Stress in Families of Children With CdLS, Autism Spectrum Disorders, and Down Syndrome	Cornelia de Lange Syndrome Foundation	Richman, David (PI)	06/2008	05/2010	\$1,500

Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Preparing Relationship-Based Early Intervention Personnel (PREP)	U.S. Department of Education	Santos Gilbertz, Rosa Milagros (PI) Hughes, Mary-Alayne (CO) Ostrosky, Michaelene (CO)	08/2004	08/2009	\$1,130,533
IEP Quality Improvement: Research and Development of Web-Based Decision Support	Institute of Education Sciences	Shriner, James (PI) Trach, John (CO)	08/2006	08/2010	\$1,465,699
Rehabilitation Continuing Education Programs for Providers of Community Rehabilitation Services -- RSA Region V	U.S. Department of Education	Trach, John (PI)	09/2006	09/2011	\$2,500,000
The Development of a Community-Wide Effort to Support People with Autism and their Families: Building Capacity within Champaign-Urbana	Illinois Department of Human Services Hope Institute for Children and Families (Contractor)	Halle, James (PI) Ostrosky, Michaelene (CO)	11/2005	06/2009	\$640,451
Project IEP-D: Improving Education Professionals' Decision Making	U.S. Department of Education	Shriner, James (PI) DeStefano, Lizanne (CO)	08/2002	08/2008	\$598,197

JOURNALS PUBLISHED IN THE COLLEGE OF EDUCATION

Early Childhood Research and Practice (online journal)

Lilian G. Katz, editor

Available: <http://www.ecrp.uiuc.edu/>

Educational Theory

Nicholas C. Burbules, editor

Available: <http://www.ed.uiuc.edu/EPS/Educational-Theory/>

Human Resource Development International

K. Peter Kuchinke, editor

Available: <http://www.informaworld.com/smpp/title~content=t713701210>

International Journal of Education & the Arts

Liora Bresler, co-editor

Available: <http://ijea.asu.edu/>

Journal of Aesthetic Education

Pradeep Dhillon, editor

Available: <http://www.press.uillinois.edu/journals/jae.html>

Research in the Teaching of English

Mark Dressman, Sarah McCarthey, editors

Available: <http://www.ncte.org/pubs/journals/rte>

Spectrum, The Journal of the Illinois Science Teachers Association

Illinois Science Teachers Association, University of Illinois

Available: <http://www.ista-il.org/journal/index.htm>