

## Section I: Awards by Principal Investigator

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### **Abd El Khalick, Fouad (Principal Investigator)**

Curriculum & Instruction

***Recruiting, Educating, Certifying and Retaining Underrepresented Populations in Teaching Science and Mathematics (RECRUIT)***

National Science Foundation

5/1/2002 - 6/30/2008

\$866,015

<http://www.ed.uiuc.edu/recruit>

RECRUIT is an experimental alternative science and mathematics teacher certification program that aims to increase the number of secondary science and mathematics teachers from under-represented populations in the profession, including recent and advanced science, technology, engineering, and mathematics (STEM) graduates, and mid-career scientists, mathematicians, and industry personnel. It emphasizes two central themes: quality and innovation in science and mathematics teacher preparation through both program design (including development, pilot testing, and effectiveness assessment), and also intensive research on teacher cognition and content knowledge, teacher support communities and identifying effective models for collaboration between education faculty, STEM faculty, and school personnel.

### **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](http://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 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 40 to 60 children at risk for academic failure (prone to difficulty achieving fast fluency). Training experiments evaluate programs with different fact families and age groups. Findings to include fluency development, attainment, retention, and transfer of fluency tests, and effects of age and risk factors.

**Baroody, Arthur (Principal Investigator)**

Curriculum &amp; Instruction

*Computer-guided Comprehensive Mathematics Assessment for Young Children*

National Institutes of Health

Teachers College, Columbia University (Contractor)

9/30/2005 - 7/31/2010

\$479,940

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 &amp; 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 &amp; 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.

**Barood, Arthur (Principal Investigator)**

Curriculum &amp; 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 &amp; Leadership

*Moving Beyond the GED: A Transition Pathway for Success at Community Colleges*

U.S. Department of Education

University of Minnesota (Contractor)

1/1/2006 - 12/31/2007

\$234,500

The study is intended to identify and describe innovative curricular and instructional models and practices associated with adult pathway programs that connect Adult Basic Education (ABE), English as a Second Language (ESL), GED and related adult education and literacy programs to community college occupational education. The intention of the research is to provide a baseline for further research on how these programs facilitate low-skilled adults' transition into postsecondary education and family-wage-supporting careers.

**Bragg, Debra (Principal Investigator)**

Educational Organization &amp; Leadership

***Redesign of the Tech Prep Evaluation System (TPES) in Illinois***

Illinois Community College Board

7/1/2006 - 8/1/2007

\$185,000

This project supports collaboration with the Illinois Community College Board to redesign the Tech Prep Evaluation System (TPES). Primary goals include: (1) Building upon data collected in 2005-06 to re-design the Illinois tech prep initiative, especially the TPES; (2) Analysis of data quality through data mapping to enhance the validity and reliability of TPES data; (3) Professional development for local leaders associated with tech prep implementation in alignment with state goals and federal legislation; (4) Conducting a study of dual credit access and equity; and (5) Disseminating information to strengthen the comprehensive community college system in Illinois.

**Bragg, Debra (Principal Investigator)**

Educational Organization &amp; Leadership

***Shifting Gears Evaluation***

Illinois Community College Board

7/1/2007 - 12/31/2008

\$125,000

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 &amp; 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 &amp; Leadership

***Perkins IV Planning, Consultation and Technical Assistance Initiative***

Illinois Community College Board

9/1/2007 - 6/30/2008

\$200,000

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 &amp; Leadership

***College and Career Readiness (CCR) Evaluation - Year 1***

Illinois Community College Board

1/1/2008 - 6/30/2009

\$75,000

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 &amp; Leadership

***Perkins IV Consultation and Technical Assistance***

Illinois State Board of Education

7/1/2007 - 6/30/2009

\$100,000

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.

**Bresler, Liora (Principal Investigator)**

Curriculum &amp; Instruction

***Stord Professorship***

Hogskoken Stord/Haugesund

9/1/2007 - 8/31/2009

\$18,000

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.

**Buki, Lydia (Principal Investigator)**

Educational Psychology

***Culture and Cancer Literacy among Immigrant Women***

National Institutes of Health

8/18/2005 - 7/31/2007

\$100,000

Currently, health literacy measures assess print, oral, and numerical literacy. However, there are no measures that assess a fourth component of health literacy, namely conceptual knowledge and health beliefs. Given the need to assess these constructs among immigrant, older, low SES, and low literate populations, a primary goal of this project is to develop a comprehensive method for assessing knowledge and beliefs regarding breast and cervical cancer among immigrant women. A secondary goal is the development of a mixed methodologies model to be used when conducting research with this population.

**Clift, Renee (Principal Investigator)**

Curriculum &amp; Instruction

***E-Mentoring Chicago***

Chicago Public Schools

4/1/2006 - 9/30/2007

\$54,264

This funding supports the development of e-mentoring projects for novice teachers in Chicago Public Schools. The Chicago Public Schools Web-crossing e-mentoring site is maintained on the UIUC server. There is ongoing collaboration with Chicago Public Schools' mentoring and induction program staff to continue training administrators, mentors, and new teachers in using the CPS discussion boards and continue to monitor use. Technical assistance to the staff is provided by e-mail, telephone, and in person.

**Clift, Renee (Principal Investigator)**

Curriculum &amp; Instruction

***Introduction and Mentoring Pilot Programs***

Illinois State Board of Education

8/1/2006 - 8/31/2008

\$400,000

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.

**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 - 1/31/2008

\$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

***Evaluation Study of Advanced Reading Development Demonstration Project***

Chicago Community Trust

2/10/2003 - 12/15/2007

\$767,314

The Advanced Reading Development Demonstration Project (ARDDP) is a newly established collaboration between Chicago Public Schools, local Chicago universities, and the Chicago Community Trust. It aims to significantly improve literacy learning and teaching, and to draw upon local universities' resources to generate high quality demonstration models of comprehensive school-wide literacy development. This evaluation is designed to assess achievement of basic project goals, to validate effective models of professional development, and to be responsive to emerging issues arising during implementation. The evaluation design includes both qualitative and quantitative methods, uses multiple measures, and provides both formative and summative data.

**DeStefano, Lizanne (Principal Investigator)**

Educational Psychology

***The Evaluation of the Illinois Learning Standards Implementation***

Illinois State Board of Education

2/18/2005 - 6/30/2008

\$747,142

This project aims to evaluate the Illinois Learning Standards (ILS) implementation and determine which resources have assisted school districts in increasing standards implementation to its highest levels. The evaluation is designed to produce information about standards implementation and impact at the state level, and how to show how the ILS have influenced classroom practice, professional development, and other aspects of schooling. The design also builds upon a previous study to assist in conveying longitudinal trends. The evaluation approach incorporates both quantitative and qualitative methodologies, using a statewide survey and both a mini and intensive case studies.

**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)**

Bureau of Educational Research

***External Evaluation of the Transitional Adolescent Literacy Project***

McDougal Family Foundation

8/1/2006 - 7/31/2007

\$64,182

The long range goal of the Transitional Adolescent Literacy program is to increase high school graduation rates of Latino and African American students in participating schools. The short term goal is to create a collaborative learning community comprised of educators from a high school and three of its feeder elementary schools. This project supports minority students transitioning to high school by utilizing two distinct areas of learning: (1) Academic literacy; and (2) Students' own social and cultural context. Strategic goals include increasing literacy standards and levels of competency, and creating a social and cultural relevancy to foster students' success.

**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.

**Dymond, Stacy (Principal Investigator)**

Special Education

**Renzaglia, Adelle (CO)*****Accessing the General Curriculum in Inclusive School and Community Settings***

U.S. Department of Education

10/1/2002 - 9/30/2007

\$540,000

<http://www.ed.uiuc.edu/ud-access>

This project investigates the use of universal design to redefine high school curricula in ways that enable students with significant cognitive disabilities to access, participate, and progress in the general curriculum in inclusive school and community settings. This project is using a participatory action research approach in an urban high school. Access to the general curriculum is being addressed by redesigning classes using methods, such as computer technology, cooperative learning and differentiated instruction, and infusing a service learning component.

**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

***The Illinois Early Learning Web Site***

Illinois State Board of Education

7/1/2007 - 6/30/2008

\$540,000

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 - 6/30/2008

\$1,111,630

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 - 8/31/2008

\$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 &amp; Instruction

***Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement***

Institute of Education Sciences

10/1/2003 - 9/30/2007

\$1,475,400

The objectives of this project, in collaboration with the University of California-Berkeley and the University of Minnesota, are to work with teachers through professional staff development to develop instructional routines for two reading comprehension approaches (cognitive strategy vs. cognitive engagement) that will result in improvements in students' reading comprehension. In Year 3, a synthesis of the two approaches will be developed and tested. The project compares the effectiveness of the approaches on students' reading at different developmental (2nd and 4th grades) and fluency levels across a range of sites, including bilingual education classrooms, and investigates cross-linguistic transfer in bilingual readers.

**Garcia, Georgia Earnest (Principal Investigator)**

Curriculum &amp; Instruction

**Bauer, Eurydice Bouchereau (CO)****DeNicolo, Christina (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 - 6/30/2012

\$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.

**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 &amp; Instruction

***A Community of Practice Model for Teacher Education: Developing Teacher Candidates' Understandings to Teach Quality Mathematics to Urban Students***

American Educational Research Association

8/1/2003 - 6/30/2008

\$25,000

A negative relationship exists between diverse students and mathematical achievement, partly because teachers are poorly qualified to teach them. There is research about what effective teachers of diverse students do, but how we might help others develop their disposition/knowledge? This project addresses four questions: (1) How do focus group teacher candidates conceptualize "teaching mathematics to diverse students" before, during, and after an intensive, one year partnership with a Chicago Public School; (2) What knowledge do candidates believe is necessary for teaching mathematics to diverse students; (3) What educational conditions account for the differences in candidates' understanding; and, (4) What are implications for theoretical understanding of teacher learning?

**Hackmann, Donald G. (Principal Investigator)**

Educational Organization &amp; Leadership

***Revision of "Introduction to the Evaluation of Certified Staff"***

Illinois State Board of Education

3/1/2008 - 6/30/2008

\$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.

**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 - 6/30/2008

\$400,010

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 &amp; 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 &amp; Instruction

*A Learning Progression for Scientific Modeling*

National Science Foundation

Northwestern University (Contractor)

10/1/2006 - 3/31/2010

\$233,936

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 &amp; Instruction

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

Illinois State Board of Education

5/1/2007 - 8/31/2008

\$200,000

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.

**Johnson, Scott (Principal Investigator)**

Human Resource Education

*National Center for Engineering and Technology Education*

National Science Foundation

Utah State University (Contractor)

9/15/2004 - 8/31/2008

\$779,367

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.

**Johnston-Parsons, Marilyn A (Principal Investigator)**

Curriculum &amp; Instruction

*US/Indonesia Teacher Education Consortium (USINTEC) Workshops*

National Science Foundation

Ohio State University (Contractor)

6/1/2007 - 5/21/2009

\$14,400

This project is a collaboration involving the University of Illinois at Urbana-Champaign and Ohio State University to develop and conduct teacher training workshops in Indonesia, including participation in the programmatic, administrative and fiscal management over the course of two years.

**Johnston-Parsons, Marilyn A (Principal Investigator)**

Curriculum &amp; Instruction

***Planning Subcontract: Strengthening institutional capacity in elementary teacher education***

Higher Education for Development

Ohio State University (Contractor)

5/23/2007 - 5/31/2008

\$14,400

Dr. Marilyn Johnston-Parsons will support field activities in Indonesia; lead planning activities with Indonesian Institutional Teams and develop tools for data collection. She is prepared to travel to Indonesia during non-academic year time to participate in planning activities, including working with a to-be-identified elementary education faculty member who indicates willingness to be available for planning activities in Indonesia during non-academic year time. She will further provide review and feedback to research and curriculum development efforts, aid in the development of a Project Graduate course, and contribute to Project evaluation reports, including attending a funder meeting in Washington, DC Year Three.

**Kalantzis, Mary (Principal Investigator)**

Curriculum &amp; 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.

**Lubienski, Sarah (Principal Investigator)**

Curriculum &amp; 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.

**McCullum, Jeanette (Principal Investigator)**

Special Education

*The Effects of Group and Individual Interventions on Emerging Literacy in Preschoolers*

U.S. Department of Education

Vanderbilt University (Contractor)

8/16/2005 - 8/31/2007

\$101,089

This project studies the effects of providing a classroom-wide, teacher-planned literacy intervention, an individual tutoring intervention, and a combination intervention on young children's emerging literacy development. Early childhood classrooms primarily serving children who are at risk based on low income as well as children with disabilities are included and randomly assigned to one of these intervention conditions or to a control group. This project is also focusing on developing a collaborative training model for helping teachers implement literacy interventions.

**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

**Quesenberry, Amanda (CO)*****Examining the Relationship Between Child Guidance and Behavior Policies and Procedures, Teacher Perceptions of Competence, Support, and Job Satisfaction, and Child Outcomes in Head Start Settings***

U.S. Department of Health and Human Services

10/1/2005 - 9/29/2007

\$25,000

This study examines the relationships between behavior policies, procedures, perceived levels of job satisfaction and teacher efficacy as reported by teachers in six Head Start programs. The relationship between teacher efficacy, job satisfaction, and children's social skills and challenging behaviors is also examined. Results indicate that teachers who perceived themselves as more efficacious rated the social skills of the children in their classrooms higher than teachers who perceived themselves as less efficacious. Findings also suggest that teachers with higher job satisfaction rated children's social skills higher and children's challenging behaviors lower than teachers who were less satisfied.

**Ostrosky, Michaelene (Principal Investigator)**

Special Education

**Felner, Tweety (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.

**Ostrosky, Michaelene (Principal Investigator)**

Special Education

*Evaluation of Great Expectations Initiative*

Illinois Resource Center

5/15/2007 - 6/30/2008

\$11,923

The University of Illinois and the collaborating organizations in the Great Expectations initiative, are evaluating the impact of training on teacher and administrator perceptions of the effectiveness of their teaching strategies, their ability to meet the Illinois Early Learning Standards, their ability to successfully include children with disabilities in preschool for all classrooms, and compatibility of the Project Approach with early childhood curricula that meet the ISBE Curriculum Criteria. The collaborating organizations will use the findings to plan future training and to work towards increasing early childhood teachers' skills in addressing the needs of all Illinois preschoolers.

**Passetti, Lora (Principal Investigator)**

Educational Psychology

**Greene, Jennifer (CO)**

*12-Step Participation After Adolescent Treatment*

National Institutes of Health

1/15/2005 - 1/17/2008

\$87,544

This grant supports a dissertation research project.

**Perry, Michelle (Principal Investigator)**

Educational Psychology

*Linking Processes to School Achievement Outcomes: Understanding Adaptations in Discourse that Promote Learning*

The Spencer Foundation

10/1/2006 - 9/30/2007

\$40,000

This project critically examines links between school discourse processes and differential achievement outcomes between high- and low-achieving schools classrooms. Analysis of collected video records from high- and low-achieving, and in economically at-risk and non-at-risk, schools, will measure differences in classroom discourse and assess how these might account for differences in student performance. Findings will address whether and how teachers in high-achieving schools tailor their discourse to prevalent classroom demographics. Video records will also provide real-life professional development materials demonstrating productive explanations and complex questions.

**Pianfetti, Evangeline Secaras (Principal Investigator)**

College of Education

**Reese, George (CO)*****The TIMeS Project: A Technology Intensive Mathematics & Science Model for Improving Instruction in High Needs Schools***

Illinois Board of Higher Education

12/9/2003 - 9/30/2007

\$868,542

Technology-Intensive Mathematics and Science (TIMeS) is a project to improve student achievement in mathematics and science in high need school districts. The sustainable model for professional development created by TIMeS has two key components. The first component is the implementation of inquiry based professional development opportunities for teachers in which they learn how to integrate technologies into their math and science courses. Lesson plans will be designed based on the teachers' curricular needs. The second component is the establishment of a pool of five "teletechs" who use telecommunication tools such as videoconferencing and email to mentor other teachers in the project.

**Pianfetti, Evangeline Secaras (Principal Investigator)**

College of Education

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

Illinois Board of Higher Education

8/14/2007 - 9/30/2009

\$636,675

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.

**Price, Raymond L. (Principal Investigator)**

Curriculum &amp; Instruction

***The Illinois Critical Technologies Partnership***

Illinois State Board of Education

6/1/2007 - 8/31/2008

\$200,000

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.

**Reese, George Clifford (Principal Investigator)**

College of Education

***Teaching Enhancement Activities in Math/Science (TEAMS)***

Illinois Board of Higher Education

Northeastern Illinois University (Contractor)

7/1/2004 - 9/30/2007

\$102,472

The goal of the TEAMS Project is to help teachers improve their teaching in various ways so as to help their students learn math and science more effectively. The strategies for reaching that goal include providing teachers with information about learner characteristics and instructional design, demonstrating fun methods for integrating math with science, teaching new methods of integrating technology into their teaching, fostering a team approach to teaching, providing tools to assess the effectiveness of their teaching by measuring students' progress, and adding to their repertoire of teaching units.

**Reese, George Clifford (Principal Investigator)**

College of Education

***Power of Wind***

National 4H Council

12/1/2007 - 7/1/2008

\$10,000

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 - 5/31/2009

\$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.

**Ryan, Katherine (Principal Investigator)**

Educational Psychology

***Stereotype Threat and Math Test Performance Pilot Study***

The Spencer Foundation

9/1/2004 - 8/31/2007

\$35,000

Standardized mathematics test performance by females and by African American students continues to be a source of concern and controversy. The major goal of this research is to examine how motivational, affective, and cognitive processes mediate the relationship between stereotype threat and mathematics test performance in early and middle adolescence, a key period when ethnic and gender disparities emerge or intensify.

**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 - 8/15/2009

\$1,130,513

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 - 8/14/2009

\$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

\$698,265

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 - 2/28/2008

\$1,125,743

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 - 8/31/2011

\$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

*Transitions to College*

Lumina Foundation for Education

11/1/2006 - 8/15/2007

\$9,996

Transitions to and through college continues to be an important topic within social science and education research. The Project, originally created by the Social Science Research Council, features an online, searchable database is comprised of over 1,600 records of literature from the past 20 years that relates to transitions. The database will continue to be managed and utilized via research, scholarly, and teaching initiatives. Research will focus on topics such as improving access, enrollment, retention, and graduation rates of underrepresented students. The Project also aims to impact program and policy decision-making and practice related to transitions and access to college.

**Trent, William (Principal Investigator)**

Educational Policy Studies

*Spencer Resident Fellow*

The Spencer Foundation

9/1/2006 - 8/15/2007

\$136,800

This sabbatical year funding supports three projects. First is a book covering the PI's career-long research efforts on school desegregation. Second is a book summarizing a 5-year study of the Committee on Institutional Cooperation, Summer Research Opportunities Program (CIC SROP). The third refines and extends a six-year program of research on the GATES Millennium Scholars Program, focused on African-American students' preparation for college and on their participation in science, technology, engineering and math related fields. Both the school desegregation and GATES program projects are facilitated by collaboration with colleagues at NORC at the University of Chicago.

## **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	
External Evaluation of the Transitional Adolescent Literacy Project	McDougal Family Foundation	DeStefano, Lizanne (PI)	08/2006	07/2007	\$64,182

#### 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	09/2009	\$636,675
Power of Wind	National 4H Council	Reese, George (PI)	12/2007	07/2008	\$10,000
The TIMeS Project: A Technology Intensive Mathematics & Science Model for Improving Instruction in High Needs Schools	Illinois Board of Higher Education	Pianfetti, Evangeline (PI) Reese, George (CO)	12/2003	09/2007	\$868,542
Teaching Enhancement Activities in Math/Science (TEAMS)	Illinois Board of Higher Education Northeastern Illinois University	Reese, George (PI)	07/2004	09/2007	\$102,472

## Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Recruiting, Educating, Certifying and Retaining Underrepresented Populations in Teaching Science and Mathematics (RECRUIT)	National Science Foundation	Abd El Khalick, Fouad (PI)	05/2002	06/2008	\$866,015
Computer-guided Comprehensive Mathematics Assessment for Young Children	National Institutes of Health Teachers College, Columbia University	Baroody, Arthur (PI)	09/2005	07/2010	\$479,940
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	Hogskolen Stord/Haugesund	Bresler, Liora (PI)	09/2007	08/2009	\$18,000
E-Mentoring Chicago	Chicago Public Schools	Clift, Renee (PI)	04/2006	09/2007	\$54,264

## Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Introduction and Mentoring Pilot Programs	Illinois State Board of Education	Clift, Renee (PI)	08/2006	08/2008	\$400,000
Research in the Teaching of English	National Council of Teachers of English	Dressman, Mark (PI)	07/2007	06/2011	\$25,572
Instruction of Reading Comprehension: Cognitive Strategies or Cognitive Engagement	Institute of Education Sciences	Garcia, Georgia Earnest (PI)	10/2003	09/2007	\$1,475,400
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	06/2012	\$1,275,754
A Community of Practice Model for Teacher Education: Developing Teacher Candidates' Understandings to Teach Quality Mathematics to Urban Students	American Educational Research Association	Gutierrez, Rochelle (PI)	08/2003	06/2008	\$25,000
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

## Curriculum & Instruction

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
A Learning Progression for Scientific Modeling	National Science Foundation Northwestern University (Contractor)	Hug, Barbara (PI)	10/2006	03/2010	\$233,936
Mathematics Science Partnership: Sense-Making in Science and Mathematics	Illinois State Board of Education	Hug, Barbara (PI) Lubienski, Sarah (CO)	05/2007	08/2008	\$200,000
US/Indonesia Teacher Education Consortium (USINTEC) Workshops	National Science Foundation Ohio State University (Contractor)	Johnston-Parsons, Marilyn (PI)	06/2007	05/2009	\$14,400
Planning Subcontract: Strengthening institutional capacity in elementary teacher education	Higher Education for Development Ohio State University (Contractor)	Johnston-Parsons, Marilyn (PI)	05/2007	05/2008	\$14,400
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	\$25,572
The Illinois Critical Technologies Partnership	Illinois State Board of Education	Price, Raymond L. (PI)	06/2007	08/2008	\$200,000

## Educational Organization & Leadership

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Moving Beyond the GED: A Transition Pathway for Success at Community Colleges	U.S. Department of Education University of Minnesota (Contractor)	Bragg, Debra (PI)	01/2006	12/2007	\$234,500
Redesign of the Tech Prep Evaluation System (TPES) in Illinois	Illinois Community College Board	Bragg, Debra (PI)	07/2006	08/2007	\$185,000
Shifting Gears Evaluation	Illinois Community College Board	Bragg, Debra (PI)	07/2007	12/2008	\$125,000
The Adult Learner and the Applied Baccalaureate	Lumina Foundation for Education University of Missouri-Columbia	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	06/2008	\$200,000
College and Career Readiness (CCR) Evaluation - Year 1	Illinois Community College Board	Bragg, Debra (PI)	01/2008	06/2009	\$75,000
Perkins IV Consultation and Technical Assistance	Illinois State Board of Education	Bragg, Debra (PI)	07/2007	06/2009	\$100,000
Revision of "Introduction to the Evaluation of Certified Staff"	Illinois State Board of Education	Hackmann, Donald G. (PI)	03/2008	06/2008	\$63,472

## 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
The Fudan-UIUC Advanced Training and Research Seminars on Philosophy of Education	The Spencer Foundation	Feinberg, Walter (PI)	06/2008	05/2010	\$237,802
Transitions to College	Lumina Foundation for Education	Trent, William (PI)	11/2006	08/2007	\$9,996
Spencer Resident Fellow	The Spencer Foundation	Trent, William (PI)	09/2006	08/2007	\$136,800

## 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	
Culture and Cancer Literacy among Immigrant Women	National Institutes of Health	Buki, Lydia (PI)	08/2005	07/2007	\$100,000
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	01/2008	\$60,000
Evaluation Study of Advanced Reading Development Demonstration Project	Chicago Community Trust	DeStefano, Lizanne (PI)	02/2003	12/2007	\$767,314
The Evaluation of the Illinois Learning Standards Implementation	Illinois State Board of Education	DeStefano, Lizanne (PI)	02/2005	06/2008	\$747,142
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
Middle School Bullying & Sexual Violence: Measurement Issues & Etiological Models	Centers for Disease Control	Espelage, Dorothy (PI)	09/2007	08/2010	\$891,060

## Educational Psychology

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
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
Linking Processes to School Achievement Outcomes: Understanding Adaptations in Discourse that Promote Learning	The Spencer Foundation	Perry, Michelle (PI)	10/2006	09/2007	\$40,000
Stereotype Threat and Math Test Performance Pilot Study	The Spencer Foundation	Ryan, Katherine (PI)	09/2004	08/2007	\$35,000
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	\$698,265
Age Differences in Resource Allocation During Reading	National Institutes of Health	Stine-Morrow, Elizabeth A. L. (PI)	03/2003	02/2008	\$1,125,743

## Educational Psychology

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
12-Step Participation After Adolescent Treatment	National Institutes of Health	Passetti, Lora (PI) Greene, Jennifer (CO)	01/2005	01/2008	\$87,544

## 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	08/2008	\$779,367
Editor, Human Resource Development International	Routledge	Kuchinke, K. Peter (PI)	09/2006	12/2009	\$55,659

## Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
The Illinois Early Learning Web Site	Illinois State Board of Education	Fowler, Susan (PI)	07/2007	06/2008	\$540,000
Illinois Early Childhood Asset Map Project	Illinois State Board of Education	Fowler, Susan (PI) Rothenberg, E. Dianne (CO)	07/2006	06/2008	\$1,111,630

## Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
2008 Who's Caring for the Kids Report	McCormick Tribune Foundation	Fowler, Susan (PI)	09/2007	08/2008	\$37,000
Establishing the Three Rs: Responsiveness, Resilience, and Reciprocity	U.S. Department of Education	Halle, James (PI)	01/2003	08/2008	\$539,209
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	Halle, James (PI) Ostrosky, Michaelene (CO)	11/2005	06/2008	\$400,010
The Effects of Group and Individual Interventions on Emerging Literacy in Preschoolers	U.S. Department of Education Vanderbilt University (Contractor)	McCollum, Jeanette (PI)	08/2005	08/2007	\$101,089
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	
Examining the Relationship Between Child Guidance and Behavior Policies and Procedures, Teacher Perceptions of Competence, Support, and Job Satisfaction, and Child Outcomes in Head Start Settings	U.S. Department of Health and Human Services	Ostrosky, Michaelene (PI) Quesenberry, Amanda (CO)	10/2005	09/2007	\$25,000
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
Evaluation of Great Expectations Initiative	Illinois Resource Center	Ostrosky, Michaelene (PI)	05/2007	06/2008	\$11,923
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

## Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
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	05/2009	\$1,500
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	\$1,130,513
IEP Quality Improvement: Research and Development of Web-Based Decision Support	Institute of Education Sciences	Shriner, James (PI) Trach, John (CO)	08/2006	08/2009	\$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	08/2011	\$2,500,000

## Special Education

PROPOSAL TITLE	SPONSOR	RESEARCHERS	AWARD DATES		ANTICIPATED TOTAL
			BEGIN	END	
Accessing the General Curriculum in Inclusive School and Community Settings	U.S. Department of Education	Dymond, Stacy (PI) Renzaglia, Adelle (CO)	10/2002	09/2007	\$540,000
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

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## 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>