



BREAKTHROUGH
IMPACT
ENGAGEMENT
INTEGRATION
TRADITION



COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

2011 PROFILE

COLLEGE OF EDUCATION FACULTY AND STAFF | FISCAL YEAR 2010-11

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Haeny Yoon | Susan Yorde | Jinming Zhang | David Zola



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View 2011 Profile online:
go.education.illinois.edu/profile



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WELCOME

Preparing the College of Education's 2011 Profile is an opportunity to review the events and scholarly activities of the past year. During the ongoing challenging times we face as educators, it gives me great pride to note that our superb faculty, staff, and administrators have sought every opportunity to strengthen our College. We can therefore continue to build on our values and fulfill our mission to prepare educational professionals who transform the lives of learners in all contexts and from all backgrounds.

I am pleased to report that the College granted 457 undergraduate and graduate degrees in May 2011, including 54 doctorates. Graduation not only culminates the hard work of our stellar students, but also emphasizes the efforts of all faculty, staff, administrators, parents, friends, and other supporters who contribute to our students' success. Whether a student completed their academic career by defending their dissertation, by working with a cooperating teacher in a rural or urban school, or by working with fellow online students around the globe, we believe it is imperative that each student leave the College well prepared for their profession and engagement as a global citizen. Our students go forth as dedicated educators committed to ensuring that all learners meet their potential and contribute to a just, cohesive, and highly productive society.

In recognizing the value of practical and theoretical **breakthrough** research; in demonstrating the **impact** that our programs, students, and faculty have throughout Illinois and beyond; in providing opportunities for **engagement** with our community and the citizens of our state and the world; in highlighting the diverse experiences through our **international** reach and programs; and in celebrating the **tradition** of the accomplishments of students, faculty, and graduates, we strive to make a difference in meaningful and substantive ways.

We deeply appreciate the support from alumni, private donors and federal funding agencies, school administrators, and like-minded individuals who support our mission and programs. And we thank those who recognize the important role our faculty and staff play in providing the best possible academic experience for our students.



—Dean Mary Kalantzis



TOP: Students at the University Primary School, a Special Education program.

MIDDLE: Dean Mary Kalantzis congratulates Gabriel Merrin at the 2010 Student Recognition Brunch.

BOTTOM: Graduates line up for the 2011 College of Education Convocation, along with faculty member Jeanne Connell.



LEADERSHIP TEAM (FROM LEFT):

José Mestre, Chair and Professor, Educational Psychology

Mary Kalantzis, Dean; and Professor, Curriculum and Instruction

Stafford Hood, Associate Dean for Research and Research Education; and Sheila M. Miller Professor of Education

Michaelene Ostrosky, Head and Professor and Goldstick Faculty Scholar, Special Education

James Anderson, Head and Professor, Education Policy, Organization and Leadership

Christopher Span, Associate Dean for Academic Programs; and Associate Professor, Education Policy, Organization and Leadership

Barb Geissler, Executive Assistant Dean for Business Operations

Joan Tousey, Associate Dean for Advancement

Chris Roegge, Interim Director, Teacher Education; and Executive Director, Council on Teacher Education

Susan Michaels, Assistant to the Dean

Fouad Abd El Khalick, Head and Professor, Curriculum and Instruction

Not pictured: Thomas Schwandt, Dean's Fellow; and Professor, Educational Psychology

COLLEGE OF EDUCATION AT ILLINOIS

ACADEMIC DEPARTMENTS

Curriculum and Instruction

Education Policy, Organization and Leadership

Educational Psychology

Special Education

STRATEGIC INITIATIVES

Center for Education in Small Urban Communities

STEM (Science, Technology, Engineering, and Mathematics) Education Research Collaborative

Ubiquitous Learning Institute

Forum on the Future of Public Education

CENTERS

Center for Culturally Responsive Evaluation and Assessment

Early Childhood and Parenting Collaborative

Illinois New Teacher Collaborative

Office of Community College Research and Leadership

Office of Mathematics, Science and Technology Education

National Center for Engineering and Technology Education

University Primary School

RESEARCH FINDS INSPIRING NUMBERS OF WOMEN AND MINORITIES IN MATH AND SCIENCE DEGREE PROGRAMS

Casey George-Jackson, adjunct assistant professor in Education Policy, Organization and Leadership, suggests that the U.S. may not be falling as far behind its industrialized peers in educating future scientists as was previously thought. She found that significantly more female and minority students are majoring in Science, Technology, Engineering, and Math (STEM) fields.

George-Jackson studied student participation and bachelor's degree completion rates in STEM fields at five public research universities. She found that broadening STEM to encompass related disciplines such as health sciences, agricultural and biological sciences, and psychology—which tend to attract and retain more women and minority students—more accurately reflects the number of students in science-related degree programs. Her main finding showed that women are switching between science fields and not leaving STEM fields altogether as previous studies had assumed.



George-Jackson added, “Although encouraging, women and students of color remain underrepresented in a number of STEM fields, and recruitment and retention efforts are still needed to increase their participation and success.”



ONLINE: go.education.illinois.edu/georgejackson



POSITIVELY INFLUENCING ACADEMIC SUCCESS FOR BLACK AND LATINO MALES

Lorenzo Baber, assistant professor of Education Policy, Organization and Leadership, conducted a study on the unique challenges facing African American and Latino males with college aspirations.

Baber interviewed 14 black and Latino males who were participants in the “College and Career Readiness of Illinois” program, an academic preparation initiative that aims to reduce remedial coursework at college entry.

The men in the study had family members and other adults who nurtured their educational goals from an early age, and

who affirmed education as a family value and a priority. The mentors helped sustain their commitment to academic achievement when faced with stereotypes or peer relationships that conflicted with their aspirations.

Participants said that the presence of an older, male peer who had successfully transitioned from high school to college was particularly motivating and beneficial.

Baber found that successful peers model alternative masculine identities that promote postsecondary enrollment, counter cultural myths and negative influences, and inspire younger students from their communities to persevere when faced with racism and institutional or cultural barriers.



ONLINE: go.education.illinois.edu/baber

The College has a proud history of breakthrough innovations in education, including the first computer learning environment and the notion of special education. Today we continue to address the challenges and opportunities arising from learner diversity, technology, and social change.

VOUCHER PROGRAMS' EFFECTIVENESS ASSESSED

With Indiana's recent implementation of a statewide school voucher program that provides funding so that families of all income levels can send their children to the schools of their choice, **Chris Lubienski**, professor of Education Policy, Organization and Leadership, talked about his research on the effectiveness of voucher programs.

"There are different reasons for doing voucher programs," said Lubienski. "One is to create competition, which has implications for how you rearrange the financing. The other reason is more of a moral argument that the programs create an escape route for disadvantaged families."

While critics claim that voucher programs foster segregation and drain much-needed funding from the public system, parents in Florida, Indiana, Ohio, Wisconsin, and other states with voucher programs laud the programs, saying they promote access to a superior education that isn't available in the public system.

In fact, Lubienski says, his research casts doubt on that claim. Recent reports on Milwaukee schools indicate that the publics may be outperforming the private schools.

"Whether students really receive a better education with vouchers to private schools hasn't been demonstrated."

Regarding voucher programs' effect on diversity, Lubienski said that private schools are able to exclude students they don't want to teach, such as special education students with behavioral problems, and some schools even set up screening systems to filter out those students.

"It's very controversial, but I think the general consensus is that the gains are minimal."



ONLINE: go.education.illinois.edu/lubienski



STATE SUPPORT OF HIGHER EDUCATION STUDY SHOWS REDUCED FINANCIAL AID FOR STUDENTS

Jennifer Delaney, assistant professor of Education Policy, Organization and Leadership, began researching the effects of state budgets on higher education while working for the Advisory Committee on Student Financial Assistance for the U.S. Department of Education. The group's job was to oversee access for low-income students with federal financial aid.

"I'm interested in what state funding can do for student access and institutions."

Delaney confirms that students in Illinois have been affected by reductions in state funding for financial aid. Without adequate financial aid streams, she has found that more and more university students are

taking out loans and working while in school in order to afford their education.

Delaney's research has shown that because higher education institutions charge tuition, the way they recover from funding cuts differs from elementary and secondary education systems. By raising tuition, universities and colleges often receive fewer state funds as states perceive the tuition revenue stream as a panacea.

"You can imagine state legislators saying, 'Well, because they raised tuition and made up for the shortfall in the state funding and weren't harmed, we don't need to bring state funding back up as quickly,'" said Delaney.

The other side of that coin, she said, is that states tend to provide more funding to universities and colleges when the economy is in good condition.

STINE-MORROW NAMED TO NATIONAL INSTITUTES OF HEALTH STUDY SECTION



Elizabeth Stine-Morrow, professor of Educational Psychology, has been selected to serve a four-year term as a member of the Social Psychology, Personality, and Interpersonal Processes (SPIP) Study Section of the Center for Scientific Review at the National Institutes of Health.

The SPIP Study Section reviews applications for research on fundamental psychological and social conditions and processes.

“I have a deep belief that scientific progress is enabled by a strong peer review system, in which ideas are constantly challenged and refined in a community of scholars who are highly engaged with relevant theories, methods, phenomena, and potential for application,” said Stine-Morrow about the honor.

Members of the study section will review research in specific areas, including personality, emotions, motivation, social identities and roles, social cognition, attitudes and attitude change, individual differences, aging and the life course, interpersonal relationships, small group dynamics, and their relation to mental/physical health.

RETHINKING CRITERIA IN THE TRANSITION TO ENGLISH-ONLY CLASSROOMS FOR NON-NATIVE SPEAKERS



Joseph Robinson, assistant professor of Educational Psychology, says that policymakers may want to rethink how they determine when children with limited English skills are fluent enough to learn in English-only classrooms. According to his research, non-native English speakers are the fastest growing segment of the school-age population in the U.S. Determining when those students have enough English mastery to learn in mainstream classrooms—termed reclassification—is crucial to ensuring their academic success.

Robinson examined a large California school district, where English language learners (ELLs) account for about a third of student population. In that district, ELLs must attain a score of at least 300 on the state language arts test, in order to be considered for reclassification.

By using a form of regression discontinuity design, an analytical technique used by

social scientists to develop plausible estimates of treatment effects for individuals near a cutoff score, Robinson found that the district’s existing policy threshold was reclassifying some students too early.

“If policymakers base decisions on traditional analysis used in prior studies, they’re going to reach the conclusion that the threshold should be moved downward so more students are reclassified sooner,” he said.

However, Robinson points out that early reclassification has far-reaching consequences for students. This can result in reductions in or elimination of English language development services and immersion in a new environment with different peer groups and teachers who may have little preparation for instructing students with limited English.



ONLINE: go.education.illinois.edu/robinson

SOCIAL MEDIA: BALANCING PROTECTIONS AND OPPORTUNITIES

Evangeline “Vanna” Pianfetti, visiting assistant professor in Educational Psychology and Special Education and former assistant dean of Learning Technologies, is engaged in researching the use of social media in instruction and learning.

How are schools interacting with—or reacting to—social media?

The likelihood of finding social media as a mainstream resource in the classroom these days is not very high for two reasons: educators don’t know how best to use the tools, and most school districts are blocking Twitter, YouTube, Facebook, and other social media so they can’t be accessed at schools.

The bottom line is: If we don’t bring social media into the classroom, fine. Students are getting on these sites anyway. Part of our roles as educators is looking at ways to make productive citizens—helping students locate and evaluate information.

As an educator and technophile, how would you like to see schools respond?

What I want to see is not that we’re restricting their use, but we’re looking at ways of providing professional development opportunities to our teachers on how they should be using media. Address the



hidden concerns—determine the sites that our students are visiting and figure out how we can better understand our students’ needs and how to help them or inspire them. We really do have to protect our students—there’s no doubt about that. But what form should that take?

How can we help teachers utilize these tools?

It’s important to establish a community of practice in which parents, teachers, school officials, and students are all looking at these issues and understanding that there is productive and educational value that can come out of using social media in classrooms.

HELPING TEACHERS DESIGN TECHNOLOGY-ENHANCED LESSONS



Students use wireless Proscopes and iPod Touches to examine rocks and soil.

In a third grade classroom at Barkstall Elementary School in Champaign, elementary education student teacher **Lindsay Curtain** and her cooperating teacher, **Kate Krusell-Skibar**, found new ways to to give their Rocks and Soil unit a boost. Using technology not previously available, they engaged their students and to helped build an appreciation for the environment.

Working with Vanna Pianfetti and the College’s Learning Technologies team, Curtain and Krusell-Skibar designed a geology lesson for their students using wireless Proscopes and iPod Touches.

As collaborative scientists, the students used the instruments to explore the soil and capture images. Students then recorded the information in their science journal.

“The students have had a hard time with this unit because a lot of experiments have few results since Earth’s processes take years upon years to happen,” said Curtain. “But the engagement we saw once the technology was added was unbelievable.”



ONLINE: go.education.illinois.edu/proscopes



CHANG ELEVATES ROLE OF EVALUATION AS HEAD OF INTERNATIONAL PSYCHOMETRIC SOCIETY

Hua-hua Chang, professor of Educational Psychology, has been elected president of the International Psychometric Society for 2011-2012. The society is a nonprofit professional organization devoted to the advancement of quantitative measurement practices.

Citing a wide range of applicability in various disciplines such as industrial and organizational psychology, behavioral genetics, clinical psychology, and medicine, Chang said the Psychometric Society plays a vital role for educational research.

Psychometrics covers virtually all statistical methods that are useful for the behavioral and social sciences, including the handling of missing data, the combination of prior information with measured data, measurement obtained from special experiments, visualization of statistical outcomes, and measurement that guarantees personal privacy.

“Psychometricians work to process and to analyze,” said Chang. “Many professions require testing, including teacher

certification, nursing, and other medical professions.”

Using the example of President Obama’s “Race to the Top” program that asks states to adopt standards and assessments that prepare students to succeed in college and the workplace, Chang points out the need for developing and evaluating assessment and research practices.

“We teach our students to make an impact on the world, so we ourselves should make an impact.”

Chang said that he is proud to be among other College of Education faculty who have served as the president of the society, including Lee Cronbach, the late educational psychologist. Cronbach is known for developing Cronbach’s alpha, a method for determining the reliability of educational and psychological tests.

The outreach of the College of Education extends beyond the classroom and campus. As a public institution, we serve as a public resource for our state, for the nation, and around the world. Our faculty, students, and staff work to bridge the gap between academic pursuit and real world practice.

INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT LEADS THE WAY IN IMPROVING STUDENT LEARNING

“The rising costs of college means that more people, such as students, their families, and policy makers, want indicators of what students are learning and what colleges are doing to assure that learning is taking place,” said **Staci Provezis** (pictured on right), an affiliate of the National Institute of Learning Outcomes Assessment (NILOA).

Given the pressure on American universities to meet the Obama administration’s goal of increasing college graduates by 2020, institutions not only must increase attainment levels, but must also assure the quality of the degrees they award. NILOA seeks to understand how colleges and universities currently address the quality of student learning and to provide resources.

Hosted by the College of Education at Illinois and Indiana University, NILOA was founded in 2008. Dr. Stanley Ikenberry, regent professor of Education Policy, Organization and Leadership and President Emeritus of the University of Illinois, helped to found the Institute, which



has affiliates located across the nation. NILOA researchers interact regularly with institutional leaders around the country. Regularly, NILOA researchers present at major national organization’s meetings and conferences, where they can also meet with representatives of the various colleges and universities.

“For students interested in accreditation, assessment, and accountability in higher education, the Institute provides a stimulating environment where they can work with scholars in the field around those issues,” said **Natasha Jankowski** (pictured on left), doctoral student in EPOL, who serves as project manager and research analyst.

SPECIAL EDUCATION LEADERSHIP PROGRAM WILL TRAIN FUTURE FACULTY IN BLENDED APPROACH TO EARLY CHILDHOOD EDUCATION

With so many young children with disabilities enrolling in community-based pre-kindergarten programs, colleges need new faculty with expertise in early childhood education, early childhood special education, and early intervention, according to **Susan Fowler**, professor of Special Education, and **Rosa Milagros Santos Gilbertz**, associate professor of Special Education.

To accomplish this goal, Fowler and Santos have created Project Blend, a leadership training program that will prepare ten doctoral students to become the next generation of faculty who will be part of teacher preparation programs that blend early childhood education, early childhood special education, and early intervention. Their project will be greatly enhanced by a \$1.25 million grant to be distributed over the next five years to the College by the U.S. Department of Education’s Office of Special Education Programs.

“The field of early childhood is changing,” said Fowler. “There is a movement toward an all-inclusive environment for pre-K special education students, so we need to have future faculty who have their feet in both early childhood and special education.”

Participants in Project Blend will gain competency in four areas including knowledge of disability law and educational policy for children birth to age five; improving child outcomes through rigorous research and data-based decision making; translating research into



practice; and aligning early childhood education curriculum to current state standards.

Housed in the Department of Special Education, the project brings together faculty from Curriculum and Instruction, as well as Human and Community Development in the College of Agricultural, Consumer and Environmental Sciences at Illinois.

CHILDREN'S VIEWS DIFFER ON SAME-RACE FRIENDSHIPS

African American children who have mainly African American friends may be viewed as “cool” and more popular by their classmates—but white students who affiliate mostly with other white students may be perceived less positively, according to a new study by **Philip Rodkin**, professor of Educational Psychology and Psychology, and Travis Wilson, a graduate of the College of Education and now professor of Psychology at Oberlin College.

The study was funded by the National Institute of Child Health and Human Development and the Spencer Foundation. It was featured in the September-October issue of the journal *Child Development*. Wilson and Rodkin examined patterns of social integration, social preference, and perceived popularity among third- and fourth-graders at nine racially integrated schools in the Midwest. Students were not asked about race or ethnic identity, giving researchers an unbiased portrait of the groups’ social dynamics.

Finding that children viewed same-race friendships so differently, the researchers posited that perhaps children viewed social exclusivity on the part of African Americans as being a normal adaptive response to being the societal minority or as a symbol of racial solidarity and ethnic pride, whereas social exclusivity on the part of white students was perceived as prejudice, the authors suggested.

What they did not find, as they might have a generation or two ago, was marginalization of African American students and high levels of animosity between the two ethnic groups.

“If kids can start out getting along with one another, then there’s hope for them as adults and for the rest of us,” said Rodkin. “Part of that process is happening in the schools in terms of integrated friendships, a more egalitarian distribution of popularity, and a form of respect that seems to cross ethnic lines.”



ONLINE: go.education.illinois.edu/rodkin

BULLYING PREVENTION RESEARCH AND PROGRAMS ATTRACT INTERNATIONAL MEDIA ATTENTION

Dorothy Espelage, professor and associate chair in Educational Psychology, has been featured in several television shows and articles for her research findings on bullying, its prevalence, and the importance of prevention. Espelage has also published extensively on youth aggression and peer harassment. Here are just a few of her recent media appearances:

White House Conference on Bullying Prevention (March 10, 2011)

Presented on “Bullying and The Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) Community” (**Philip Rodkin** also presented.)

Masslive.com (March 26, 2011)

Interviewed for “Bullying expert Dorothy Espelage says teasing, homophobia are linked”

Anderson Cooper Show, FOX Network (October 3, 2011)

Appeared on “Tips If Your Child is Being Bullied”

Zeenews.com / India.com (October 19, 2011)

Interviewed for “LGBTQ youth at greater risk of suicide attempts, victimisation by peers”

ChicagoTONIGHT, WTTW-PBS Chicago (October 19, 2011)

Interviewed for story on Exelon Anti-Bullying Forum held at Illinois Holocaust Museum and Education Center

NBC Chicago (October 26, 2011)

Appeared on “Parents Question School’s Anti-Bullying Work”



Complete list of media appearances: go.education.illinois.edu/espelage



THE SERENDIPITOUS LIFE: SPECIAL EDUCATION PROFESSOR LEARNS TO TAKE THINGS AS THEY COME

Rosa Milagros Santos Gilbertz, professor of Special Education, was profiled by writer Gregory Brown in the Fall 2011 issue of Illinois Alumni, the magazine of the University of Illinois Alumni Association. This is an excerpt.

It looks like the beginning of a typical college lecture.

As Special Education Professor **Rosa Milagros Santos Gilbertz** recaps last week's lesson on the history of federal laws regarding discrimination against people with disabilities, she boots up a 15-minute video on the subject and hands out a questionnaire for post-film discussion. "It's not about being politically correct," she emphasizes to the class about the effects of the widening scope of such laws. "It's about being respectful" to fellow human beings, which also means helping them realize their potential.

"[Professor Santos] does a really good job of standing back and saying, 'I can only share so much; you have to experience it,'" said Illinois freshman Peter Kuppler. That's why she brings in speakers with disabilities or has her students use a wheelchair or vision-impaired goggles to audit the effectiveness of the campus's accessibility efforts.

So, not your typical class. But then, nothing is typical about Santos. Her present position at the College of Education's Department of Special Education is the latest stop in an odyssey that began in her native Philippines—and she will tell you that not much of it was planned.

"For me, things have always been about serendipity," she says.

A talent for teaching

Born and raised in Manila, Santos began studying political science at the University of the Philippines but didn't really know what she wanted to do.

The spark came from a family friend, who in watching her play with the neighborhood children asked her, "Have you ever thought about teaching preschool kids? You should look into it because you seem to have a knack for it."

Today Santos is a passionate professional whose research focuses on improving the early childhood educational experiences of young people with disabilities. Her international



UNIVERSITY OF ILLINOIS ALUMNI ASSOCIATION/NED MULKA PHOTO

background lends credence to her examination of how cultural issues impact that education; she also has developed technical assistance (such as training and educational models) aimed at handling young children who exhibit challenging behaviors. On the Illinois campus, Santos is even involved in teaching the teachers: Last fall, she secured a grant to jump-start a program in which a collective of faculty members mentors their colleagues on various topics throughout their campus stay.

Changing outlooks

After earning master's and doctoral degrees in the U.S. in special education, serendipity kicked in again. In 1997, while being recruited by the University of Texas, she was offered a job at Illinois. Santos took the position for the opportunities for growth that Illinois offered and for the chance "to be mentored by people in my field who are nationally known," she said. She eventually became an associate professor in 2006 and in 2009 received the Campus Award for Excellence in Undergraduate Teaching.

And the serendipity that Santos credits with steering her through life at crucial points also has an outreach component. Freshman Alyssa Toland was sampling different classes when she signed up for Santos' introductory course. The experience helped to sharpen the student's career focus. "I realized that I wanted to change the lives of people in a similar way that Dr. Santos has," Toland said, "and hopefully inspire them in whatever career I pick. This class just changed my outlook."



BUILDING COMMUNITY AND DIALOGUE WITH ANNUAL GRADUATE STUDENT CONFERENCE

The College of Education sponsored its second Graduate Student Conference in April 2011. “(Re)Claiming Our Graduate Experience,” was an effort to build a community for education graduate students that crosses departmental boundaries, promotes dialogue, and encourages collaboration. The conference is made possible by a gift from Dr. K. Patricia Cross, a 1958 University of Illinois alumna and a renowned expert in the field of higher education.

Meng-Fei Cheng, a Ph.D. candidate in Curriculum and Instruction, received the 2011

student keynote award. Cheng, who earned her bachelor’s from Chiayi University in Taiwan and her master’s from Illinois, also worked as an elementary school teacher in Taiwan.

The conference offered workshops in “Winning External Fellowships,” “Turning Everyday Interactions Into Meaningful Business Connections,” and “Etiquette Practices: A Powerful Tool for Your Successful Job Search.”

Plans are underway for the third annual conference in March 2012.



HONORING GRADUATES FOR SCHOLARSHIP AND SERVICE

Each year, the Education Alumni Association selects three students to receive Outstanding Student Medals. The 2011 recipients, pictured here left to right, are: **Travis Wilson**, doctoral student in Educational Psychology, **Kristy Treven**, undergraduate in Special Education, and **Erin Olinger**, master’s student in Special Education, with **Dean Mary Kalantzis**.

Awardees possess a superior level of scholarship; demonstrate service to the department, College, University, and community; and provide leadership in the field of education.

In 2010, Treven also received the Lincoln Academy of Illinois Student Laureate Award, an honor bestowed upon the top student in each of the state’s colleges and universities.

The College of Education attracts stellar students to its undergraduate and graduate programs. We are proud to provide all of our students with a variety of opportunities to engage in their communities with internship, career, and research placements in their fields of interest.

LATINA STUDENT PROUD TO EARN FIRST DOCTORATE IN HER EXTENDED FAMILY

Antonio Cortez spent his working life picking lemons and onions for minimum wage, joined by his children in the summers to make ends meet.

A farm laborer from Mexico and later California, he had no formal education but made sure his children did.

On Sunday, May 15, 2011, the youngest of his 10 children, **Rufina Cortez** (pictured at right), walked across the University of Illinois Assembly Hall stage to receive her doctoral degree, the first in their large extended family to do so.

Antonio Cortez, 84, was there by her side. Rufina Cortez asked him to take part in her Ph.D. “hooding” ceremony, along with her adviser and a niece.

“For me, it’s my gift to him,” Rufina Cortez said. “This is a big sacrifice, not having me around all these years when I’ve been away at school. This ceremony is for my family. They deserve it.”



ONLINE: go.education.illinois.edu/cortez



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Photo by Robin Scholz/The News-Gazette.

EDUCATION PIONEERS FELLOWS SERVE URBAN COMMUNITIES AS LEADERS IN MANAGEMENT, EDUCATION, AND POLICY EXPERTISE

Five graduate students in the Department of Education Policy, Organization and Leadership were named fellows by Education Pioneers, an organization committed to filling a gap in the need for talent in urban education reform.

A national nonprofit founded in 2003, Education Pioneers offers fellowship programs that help identify graduate students and early career professionals in order to place them with organizations and initiatives throughout the education sector, including school districts, charter organizations, and nonprofits.

Pictured below, left to right, the 2011 Education Pioneer Fellows alumni are **Carey Hawkins Ash**, **Kye Hawkins**, **Tony Laing**, **Montrisha Williams**, and **Qiana Woodard**.

Education Pioneers partners with more than 130 organizations nationwide in need of business, management, and policy expertise that often lack the capacity and resources to recruit cross-industry talent. Fellows are matched with organizations to work on focused mission-critical projects.

Carey Hawkins Ash was paired with the Eli and Edyth Broad Foundation for Education, where he focused on school board reform. “School board reform is one of the most important issues affecting America’s public schools,” he said.

Kye Hawkins helped mount an aggressive back-to-school campaign to collect school supplies for Chicago Public Schools. Tony Laing was paired with the Massachusetts Department of Elementary and Secondary Education where he developed a preliminary assessment of the district review report and protocol. Montrisha Williams’ partner was Teach for America, where her work helped its alumni have a strong influence on education policy innovation and reform. Qiana Woodard partnered with the Chicago Public Schools to assist in defining the requirements for a teacher professional development portal.

Education Pioneers
T A L E N T T O T R A N S F O R M



LEADING THE WAY IN REDESIGNING TEACHER EDUCATION CURRICULUM TO CONNECT WITH LOCAL COMMUNITIES

The College of Education has embarked on a major redesign of the teacher education program in order to engage the “reform” climate and issues in teacher preparation, bringing to bear the collective expertise of the entire College community, and responding to state mandates.

The end goal is to realize a vision, to build a curriculum to achieve the vision, and to design an elegant and practical home for the program.

Chris Roegge will serve as the Interim Director of Teacher Education for the 2011-12 academic year, bringing together faculty from across the College to serve on an advisory team.

The team has developed a vision statement, hosted several town hall meetings, and has gathered faculty and staff of the colleges of Education and Liberal Arts and Sciences, local teachers, as well as students working

in curriculum work groups, to devise a new program that will meet the goals of the vision statement.

SIX VISION THEMES FOR REDESIGNING TEACHER EDUCATION CURRICULUM

- Educators as researchers
- Reaching diverse learners
- Assessment-focused practice
- The global educator
- The digital age educator
- ‘Critical realist’ orientation

“I believe that university-based teacher education is at a tipping point. Even though schools of education still prepare 80 percent of the nation’s teachers, the game is changing rapidly, and we need to change with the marketplace.”

—Chris Roegge, interim director of Teacher Education



SHARE YOUR COMMENTS:
go.education.illinois.edu/teachered

NEW COMPUTER GAME FROM PROJECT NEURON TEACHES KIDS KEY CONCEPTS IN NEUROSCIENCE AND HEAD TRAUMA

Project NEURON (Novel Education for Understanding Research on Neuroscience) has received funding from the National Institutes of Health’s Science Education Partnership Awards program to develop a computer game called “BrainCASE: The Golden Hour,” focusing on brain injuries.

BrainCASE (Computer Aided Student Exploration) will accompany a Project NEURON unit called, “Why dread a bump on the head?”

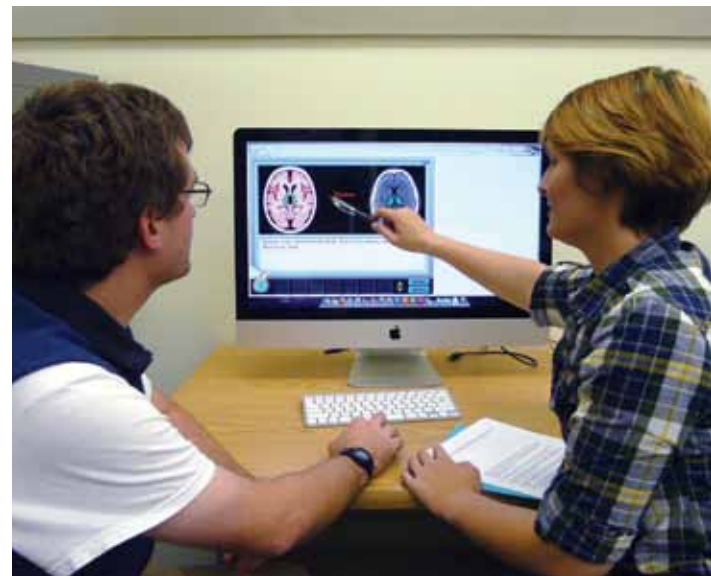
The computer game aims to provide a platform for students to learn key scientific and medical concepts in non-traditional ways. Although suitable for the classroom, BrainCASE can be used to engage students in almost any environment, including after-school clubs, museums, and even at home.

Players act as “super” medical students asked to be part of a team taking care of an

individual with a head injury. As they work through the game, they learn about the patient’s condition and care, including the underlying neuroscience.

“Although this is not a real world situation, we think that players will get pulled into the game,” said Barbara Hug, clinical assistant professor in Curriculum and Instruction and principal investigator for the project.

If successful, added Hug, additional BrainCASE games will be developed. Pictured at right, research assistants **James Planey** and **Hillary Lauren** work on the game’s design.



ONLINE: go.education.illinois.edu/neuron

COLLEGE CONGRATULATES FACULTY WITH NEW LEADERSHIP ROLES AND WELCOMES NEW FACULTY MEMBERS

The College is proud to have so many talented scholars and researchers on our faculty. We start out this academic year with several faculty in new leadership positions, as well as four new professors in our midst. In addition, we are planning searches to fill new positions for the 2012-13 academic year.

FACULTY MEMBERS IN NEW LEADERSHIP ROLES



Stafford Hood
Associate Dean for Research and Research Education; Sheila M. Miller Professor of Education



Christopher Span
Associate Dean for Academic Programs; Associate Professor, Education Policy, Organization and Leadership



Ron Jacobs
Director, International Programs Office; Professor, Education Policy, Organization and Leadership (new faculty)



Fouad Abd El Khalick
Head and Professor, Curriculum and Instruction



Chris Roegge
Interim Director, Teacher Education; Executive Director, Council on Teacher Education



Thomas Schwandt
Dean's Fellow; Professor, Educational Psychology



José Mestre
Chair and Professor, Educational Psychology

NEW FACULTY FACES FOR 2011



Adrienne Dixon
Associate Professor in Critical Race Theory, in Education Policy, Organization and Leadership



Jessica Li
Assistant Professor in Human Resource Development, in Education Policy, Organization and Leadership



Anjalé "A.J." Welton
Assistant Professor of Educational Administration and Leadership, in Education Policy, Organization and Leadership

*"We are proud to strengthen our scholarly community with this influx of new faculty leaders and colleagues."
—Dean Mary Kalantzis*

STUDENTS GAIN UNDERSTANDING OF EFFECTS OF GLOBALIZATION ON EDUCATION POLICY

Created for educators interested in internationalizing their practices, the Global Studies in Education (GSE) Master's Program draws a unique set of students who are deeply interested in understanding education in a global context.

Cameron McCarthy, director of GSE and professor of Education Policy, Organization and Leadership, encourages students to gain a concrete understanding of the effects of globalization on education.

“Students fully understand that globalization is not an abstraction at some long distance in a world away from their everyday-lived experience.”

Offered both on-campus and online, GSE allows students to extend their knowledge of the world and to better understand changing economic, political, and cultural contexts. Students have opportunities to engage via



electronics and study abroad experiences.

Graduates are located in countries as far flung as Kuwait, South Korea, South Africa, Madagascar, China, Azerbaijan, and Colombia, as well as across the United States and Canada. They have careers in various fields, including curriculum development, immigrant family advocacy, school district leadership, government, policy, and research.



RESEARCH SHOWS HOW SOCIAL MEDIA PLAYS ROLE IN POLITICAL REVOLUTION

Linda Herrera, associate professor of Education Policy, Organization and Leadership, has seen how social media platforms like Facebook can connect people, enable them to

organize, and even start a revolution.

“Schools in the Middle East were becoming more involved in testing and standards, and that whole element of political socialization and citizenship was becoming less important,” Herrera explained.

So a few months before the height of the spring 2011 Egyptian revolution, Herrera traveled to Egypt where she learned from students that they were gathering on Facebook to organize study groups and sharing photos and videos. They were also discussing deeper political issues.

She discovered that many Egyptians had crossed what she called a “fear threshold” by using their real names on social media platforms when circulating news and plans to organize.

Herrera is currently working on research for a book examining how cell phone and internet access, gaming, blogging, and chatting that started in 2006 led to change in Egypt.

With globalization comes increased cultural awareness in the classroom and competition in educational opportunities. We strive to internationalize our curriculum, to expand our international collaborations, and to take down barriers to individuals' academic pursuits.

RELATIONSHIPS WITH INTERNATIONAL UNIVERSITIES CREATE NEW OPPORTUNITIES FOR CULTURAL INTERACTIONS AND RESEARCH



University of Macau students with Program Coordinator Lucinda Morgan (back row, second from left) during their Spring 2011 semester of study at Illinois.

The College of Education's Office of International Programs has relationships with institutions around the world, giving both our students and visiting students and faculty opportunities to engage in other cultures.

In Spring 2011, the Office of International Programs hosted students from the Honours College at the University of Macau in China. Students attended courses across campus and participated in a newly created course called "Leadership in Global Engagement" that included University of Illinois undergraduates. As part of the course, each Macau student partnered with an Illinois student to create a research project for the Undergraduate Research Symposium.

"The opportunity to study abroad at Illinois was a big incentive for Macau students to work hard and achieve the Honours College academic requirements," said Lucinda Morgan, program coordinator.

Gao Xing, a University of Macau student, enjoyed learning with and about American students.

"I had the chance to intensively interact and socialize with American students. I learned how they communicate, their feelings and perspectives on social issues, how they look at the world, and their methods for studying and doing research."

In addition to the University of Macau Honours College, the College of Education has recently been involved with other international institutions, including the Yew Chung Educational Foundation, Jiangxi Normal University, Deakin University (Australia), East China Normal University, Mercator School of Management of Duisburg-Essen Universität (Germany), Dublin City University, Universidad de San Andres (Argentina), Hong Kong Institute of Education, University of Brasilia, and University of Sao Paulo (Brazil).



INFLUENTIAL SCHOLAR, RESEARCHER, AND MENTOR HONORED FOR CONTINUED CONTRIBUTIONS

Richard C. Anderson, professor emeritus in Educational Psychology and Psychology, was recently named to the Gallery of Scientists by the Federation of Associations in Behavior and Brain Sciences. The Gallery of Scientists recognizes eminent senior scientists who have made important and lasting contributions to the sciences of mind, brain, and behavior.

Anderson's book, *Becoming a Nation of Readers*, is one of the most widely read books of all time in the field of literacy. He has authored more than 200 books and articles on reading, comprehension, thinking, and education.

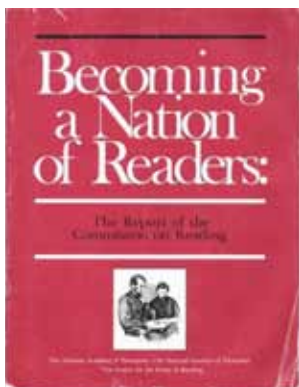
Anderson started as a faculty member at the College of Education in 1963 and at the Department of Psychology at the U of I in 1967. In addition, Anderson is professor of psychology at Beijing Normal University and president of China Children's Books.

Among his many honors is his election to the National Academy of Education in 1979.

"I am humbled by this honor from the federation," Anderson said. "It would not have been possible without my wonderful students and colleagues."

Anderson is founder and director of the Center for the Study of Reading (CSR) at the U of I. In December 2010, a celebration was held in conjunction with the Literacy Research Association's annual meeting in Fort Worth to honor the 35th anniversary of CSR.

In March 2012, an event and lecture will honor Anderson's illustrious career in the College of Education. He will give an overview of his research on collaborative reasoning in a lecture titled, "Making School Intellectually Stimulating and Personally Engaging." Details of the event will be available on the College website at education.illinois.edu.



Steeped in a history of excellence in research and teaching, our faculty has helped to define the discipline. We continue this tradition by preparing educators, researchers, policy-makers, and administrators. Our students benefit from the support of awards, scholarships, and fellowships.

CELEBRATING TRADITION BY SUPPORTING FUTURE FACULTY SCHOLARSHIP



Standing, left to right: Anthony Dang, Winnie Kwong, Alex Schmidt, Mary Kalantzis, Joan Tousey
Seated, left to right: Gary Morrison, X.J. Jun, Paul Yip, Betty Chan Po-King

Throughout the “Brilliant Futures” capital campaign of the University of Illinois, which will conclude in December 2011, the College has been fortunate to receive significant gifts from alumni and friends both nationally and internationally. Fundraising continues to be an important part of the College’s efforts.

A gift was announced in September 2011 at the Annual Meeting of the University of Illinois Foundation. Betty Chan Po-King, through the Yew Chung Education Foundation, has provided the Yew Chung-Bernard Spodek Chair in Early Childhood Education, a faculty position in the College. An international search should result in an appointment in Fall 2012.

Dr. Betty Chan Po-King is director of Yew Chung International Schools, including secondary, primary, and early childhood education sections, and has developed Yew Chung into one of the most prestigious private schools in Hong Kong with recent expansion to mainland China. The curricula integrates the essence of Eastern and Western education, focusing on bilingual English and Chinese dual-language learning, the holistic education of the whole child, and the character formation of students who would become future leaders and global citizens.

Dr. Bernard Spodek, professor emeritus, whose career at Illinois spanned from 1965 to his retirement in 1997, is an internationally recognized educator specializing in early childhood development. Throughout his career, he has published extensively and has been

involved in the development and advancement of several major early childhood development initiatives.

During the capital campaign, new endowments, including the Charles Dunn Hardie Trust, have benefited faculty members and students through a variety of means—endowed professorships, faculty fellows, travel funds for research, and lecture series.



Betty Chan Po-King and Bernard “Bud” Spodek

ALUMNI SCHOLARS HONORED FOR THEIR CONTRIBUTIONS TO EDUCATION RESEARCH AND PRACTICE



The College of Education congratulates our 2011 Distinguished Alumni Award recipients. We are extremely proud of our alumni who have received this prestigious honor, bestowed by the Education Alumni Association. Awardees are listed in order, left to right:

Marlene Schommer-Aikins '89 Ph.D.
Educational Psychology
Professor and Chair of Counseling,
Educational and School Psychology
Wichita State University

Deirdre Cobb-Roberts '98 Ph.D. Educational
Policy Studies
Associate Professor of Psychological and
Social Foundations
University of South Florida

Chris Roegge '87 Ph.D. Vocational and
Technical Education
Executive Director for the Council on
Teacher Education
University of Illinois

Nick Smith '75 Ph.D. Educational Psychology
Professor and Chair of Instructional Design,
Development and Evaluation
Syracuse University

Susan Connor '97 M.A. Special Education
Director of Square One Kids in Chicago

Not pictured: **Susan X Day '99 Ph.D.**
Educational Psychology
Research Consultant and Visiting Lecturer
University of Houston

STATE FARM SUPPORTS COLLEGE'S INITIATIVES TO MAINTAIN NEW TEACHERS



State Farm has given the College \$250,000 for 2010 through 2012 to support the Illinois New Teacher Collaborative (INTC), a strategic center sponsored by

the College and the Illinois State Board of Education.

INTC is at the forefront of providing statewide leadership in promoting new teacher induction and mentoring programs and supplying resources for those who support

new teachers. INTC's goal is to ensure that support of such initiatives becomes a statewide commitment that, in turn, develops into a statewide infrastructure.

"Supporting new teachers is vital because of the numerous challenges in today's job market and in the teaching field itself. They will have to work longer before being eligible for full retirement," said Alex Schmidt, senior director of advancement for the College.

Funds will help to reduce registration fees for an annual mentoring conference and to support a beginning teacher conference. In addition, the remainder of the monies is

earmarked for service learning opportunities, research, and technology support.

Through their eight-year commitment of more than \$1 million, it is clear that State Farm realizes the benefit of supporting new teachers. In fact, this level of support represents State Farm's most significant philanthropic investment in the University of Illinois.

State Farm also recognizes the College's Center for Education in Small Urban Communities with annual grants for fiscal years 2011 and 2012.

BUILDING PLANS FOR OUR FUTURE

With help from funds from the Capital Development Board of the State of Illinois, the University has received a grant that will allow us to perform a number of interior and exterior renovation projects on the Education Building. In particular, the extensive plaza on the east side of the building will be replaced during the summer months in 2012. The original architectural elements designed by A. Richard Williams ('36 Architectural Studies) will be retained. The repairs will address a number of waterproofing issues, replace the concrete surfaces and planters to create some green roof surfaces, and provide attractive community spaces. This project, and the recently completed HVAC improvements, will work into the designs for future expansion. Interested donors and friends will have a variety of ways to become involved in the College's ongoing capital improvements.



PRIVATE SUPPORT HELPS STUDENTS REACH THEIR POTENTIAL AND MEET GOALS

2010 recipient
Donna Riechmann
Award

2011 recipient
William Chandler
Bagley Doctoral
Scholarship



"Sometimes, as a doctoral student, you may start to doubt yourself—you wonder if you really do have the intellectual capacity to accomplish what you need to do. You wonder if you've made good choices in your field of study. My donor's support gave me a huge boost, it was really motivational for me, and it came at a critical time in my program. Someone recognized my potential. I love what I'm doing, and it's important to me know that my donor is recognized for her generosity."

Christine (Seung Won) Hong
Ph.D. student, Human Resource Education
Department of Education Policy, Organization and Leadership

Find out how you can make a difference in the life of a student at education.illinois.edu/give, or call the Advancement Office at (217) 244-7228.

ACTIVE GRANTS

Listed below, these 98 funded projects from fiscal year 2010-2011 represent the interdisciplinary impact that education research continues to have throughout K-12 and higher education policy. More than 75% of research dollars are in federal funds; 20% of projects represent STEM research; and in this era of accountability, the College has responded by increasing assessment-related projects to reflect 13% of total projects.

Qatari Students' Interest In, and Attitudes Toward, Science (QIAS)
College of the North Atlantic-Qatar
\$315,000
Fouad Abd El Khalick

Entrepreneurial Leadership in STEM Teaching and Learning (EnLIST)
National Science Foundation
\$5,000,000
Mats Selen (Physics), Fouad Abd El Khalick, Patricia Shapley

Mindful Instruction of Nonmainstream Children
Institute of Education Sciences
\$2,984,069
Richard Anderson

Fostering Fluency with Basic Addition and Subtraction Facts
Institute of Education Sciences
\$3,099,995
Arthur Baroody

Computer-Guided Comprehensive Mathematics Assessment for Young Children
National Institutes of Health (Teachers College, Columbia University)
\$557,565
Arthur Baroody

Evaluation of Illinois' Adult Education Bridge Grants
Illinois Community College Board
\$100,000
Debra Bragg

Perkins IV Planning, Consultation and Technical Assistance Initiative
Illinois Community College Board
\$1,304,000
Debra Bragg

Proposal for Continuation of Evaluation of Illinois' Shifting Gears Initiative—Supplement for Pathways to Results (PTR)
Illinois Community College Board
\$160,000
Debra Bragg

Proposal to Evaluate Bridge Instruction in Illinois
Illinois Community College Board
\$120,000
Debra Bragg

Shifting Gears 2.0 Project Management Support
Illinois Community College Board
\$105,000
Debra Bragg

Shifting Gears Evaluation
Illinois Community College Board
\$563,000
Debra Bragg

Applied Baccalaureate Degree Convening
Lumina Foundation for Education
\$18,000
Debra Bragg

Mid-Point Credentials
Lumina Foundation for Education
\$15,000
Debra Bragg

The Adult Learner and the Applied Baccalaureate
Lumina Foundation for Education
\$170,017
Debra Bragg

College and Career Readiness (CCR) Evaluation
Illinois Community College Board
\$461,000
Debra Bragg, Lorenzo Baber

Stord Professorship
Hogskoken Stord/Haugesund
\$70,236
Liora Bresler

The National Professional and Research Ethics Portal
National Science Foundation
\$4,000,000
C. Gunsalus (PI, Engineering), Nicholas Burbules

Implementing Cognitive Diagnosis in Large-Scale Assessment
McGraw-Hill Companies
\$65,633
Hua-hua Chang

Advances in Computerized Adaptive Testing: Modeling Response Times and Constraint Management for Skills Diagnosis
National Science Foundation
\$131,266
Jeffrey Douglas (PI, Statistics), Hua-hua Chang

CAREER: The Role of Good-Enough Processing in Language
National Science Foundation
\$575,000
Kiel Christianson

Biometric Measures of Confusion and Comprehension
Procter and Gamble
\$70,000
Kiel Christianson

Assessing Complex Performance: A Postdoctoral Training Program Researching Students Writing and Assessment in Digital Workspaces
Institute of Education Sciences
\$659,375
William Cope, Sarah McCarthy, Katherine Ryan, Hua-hua Chang

Discourse-Based Formative Assessment Practices in U.S. Mathematics Teachers' Instruction: A Preliminary Study
The Spencer Foundation
\$40,000
Michele Crockett



The Applied Baccalaureate Degree: An Emerging Pathway to Technician Education
National Science Foundation
\$1,200,000
Debra Bragg



The Assess-As-You-Go Writing Assistant: A Student Work Environment That Brings Together Formative and Summative Assessment
Institute of Education Sciences
\$1,500,000
William Cope

Proposal for the External Evaluation of the Chicago Literacy Initiative Partnership (CLIP), Year 2
Chicago Community Trust
\$250,600
Lizanne DeStefano

Proposal for the External Evaluation of the Chicago Literacy Initiative Partnership (CLIP), Year 3
Chicago Community Trust
\$404,500
Lizanne DeStefano

ISBE Eastern Central Illinois Nanotechnology Teacher Enhancement Program
Illinois State Board of Education
\$267,153
Placid Ferreira (PI, Mechanical Science and Engineering), Lizanne DeStefano

Research in the Teaching of English
National Council of Teachers of English
\$90,931
Mark Dressman, Paul Prior (English), Sarah McCarthy

Project Access: Accessing Curriculum in Educational Settings for Our Students
U.S. Department of Education
\$800,000
Stacy Dymond, Adelle Renzaglia

Preparing Leaders in Secondary Curriculum, Outcomes, and Research (SCORE) for Youth with Severe Disabilities
U.S. Department of Education
\$800,000
Stacy Dymond, Adelle Renzaglia

Middle School Bullying and Sexual Violence: Measurement Issues and Etiological Models
Centers for Disease Control
\$866,935
Dorothy Espelage

Analyzing Partially Observable Computer-Adolescent Networks
National Science Foundation
\$82,352
Eyal Amir (PI, Computer Science), Dorothy Espelage

Current Initiatives to Teach Courses on Religion in Public Schools: Visions of American Citizenship Education
The Spencer Foundation
\$379,000
Walter Feinberg

The Fudan-UIUC Advanced Training and Research Seminars on Philosophy of Education
The Spencer Foundation
\$237,800
Walter Feinberg

Early Intervention Clearinghouse (EIC)
Illinois Department of Human Services
\$708,191
Susan Fowler

Illinois Early Childhood Asset Map: IDHS Support
Illinois Department of Human Services (College of ACES)
\$275,000
Susan Fowler

The Illinois Early Learning Website
Illinois State Board of Education
\$1,350,000
Susan Fowler

Illinois Early Childhood Asset Map Project
Illinois State Board of Education
\$2,599,946
Susan Fowler, Dianne Rothenberg

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
\$125,754
Georgia Earnest Garcia, Eurydice Bouchereau Bauer, Christina DeNicolò

Area V Comprehensive, Systemic School Improvement Proposal
Illinois Regional Offices of Education
\$77,000
Donald G. Hackmann

Perkins IV Consultation and Technical Assistance
Illinois State Board of Education
\$400,000
Donald G. Hackmann, Debra Bragg

Making Words Meet: Using Computerized Feedback to Facilitate Word Combinations in Children with ASD
Autism Speaks
\$178,650
Laura DeThorne, James Halle

Project FOCAL: Focusing on Causality and Assessment to Train Leaders in Children's Communication Disabilities
U.S. Department of Education
\$783,198
Cynthia Johnson (PI, Speech and Hearing Sciences), David M. Richman, James Halle, Michaelene Ostrosky

Network and Online Community Evaluation and Sustainability Plan
Lumpkin Family Foundation
\$24,954
Wen-Hao Huang



Multi-site Evaluation of Second Step: Student Success Through Prevention (Second Step-SSTP) in Preventing Bullying and Sexual Violence
Centers for Disease Control
\$1,178,436
Dorothy Espelage



Noyce: Preparing Excellence and Diversity in Secondary Mathematics Teachers for Illinois' High Needs Schools [Stimulus Funding]
National Science Foundation
\$900,000
Rochelle Gutierrez, Joseph Miles (Mathematics)

ACTIVE GRANTS continued

A Learning Progression for Scientific Modeling
National Science Foundation
(Northwestern University)
\$218,936
Barbara Hug

Mathematics Science Partnership: Sense-Making in Science and Mathematics
Illinois State Board of Education
\$915,515
Barbara Hug, Sarah Lubienski

Preparing Relationship-Based Early Intervention/Early Childhood Special Education Personnel (PREP)
U.S. Department of Education
\$800,000
Mary-Alayne Hughes, Michaelene Ostrosky, Rosa Milagros Santos Gilbertz

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey
Carnegie Corporation of New York
\$599,800
Stanley Ikenberry

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey
Lumina Foundation for Education
\$940,000
Stanley Ikenberry

Making Learning Outcomes Usable and Transparent: Mapping the Territory, Documenting the Journey
Teagle Foundation
\$150,000
Stanley Ikenberry

National Center for Engineering and Technology Education
National Science Foundation (Utah State University)
\$1,160,161
Scott Johnson

Workshop on the Philosophical Foundations of Engineering and Engineering Education
National Science Foundation
\$37,244
Russell Korte

A Participatory Investigation of Learning in International Service Projects [Stimulus Funding]
National Science Foundation
\$400,000
J. Litchfield (Ag and Bio Engineering), Russell Korte

Global Talent Development for Sustainable Agricultural and Environmental Sciences Fields
U.S. Department of Education
\$219,966
K. Peter Kuchinke

UIUC Postdoctoral Research Training Program in Mathematics Education
Institute of Education Sciences
\$655,000
Sarah Lubienski

A Longitudinal Study of Gender and Mathematics Using ECLS Data
Institute of Education Sciences
\$314,367
Sarah Lubienski, Arthur Baroody, Joseph Robinson

U-learn.net, Phases 1 and 2
U.S. Department of Education (Common Ground Publishing LLC)
\$98,594
Sarah McCarthy

University of Illinois Writing Project (UIWP)
National Writing Project (Center for Writing Studies)
\$62,203
Gail Hawisher (Center for Writing Studies), Sarah McCarthy

DELL-D Developing Early Language and Literacy in Danville
U.S. Department of Education
\$4,060,877
Jeanette McCollum, Susan Fowler

Enhancing Student Learning in Introductory Physics Through the Use of Multimedia Learning Modules
National Science Foundation
\$34,935
Gary Gladding (PI, Physics), José Mestre

Teacher Inquiry and Collaborative Learning: Supporting School and Direct Change
Ball Foundation
\$52,188
Lisa Monda-Amaya

Preparing Teachers for Inclusive Education in Positive Education (Project TIES)
U.S. Department of Education
\$799,880
Lisa Monda-Amaya

Teacher Collaborators: Center for Education in Small Urban Communities
Urbana School District #116
\$180,000
Lisa Monda-Amaya

Teacher Collaborators: Center for Education in Small Urban Communities
Champaign School District Unit 4
\$140,000
Lisa Monda-Amaya, Adelle Renzagalia

Preparing Leaders in Education, Access, and Data-Based Decision Making in High-Need Schools—Project LEAD
U.S. Department of Education
\$1,200,000
Lisa Monda-Amaya, Stacy Dymond, Karrie Shogren, James Halle, Janet Gaffney

Human-Automation Relationship Taxonomy
Georgia Institute of Technology
\$49,788
Daniel Morrow

Multifaceted Prospective Memory Intervention to Improve Medication Adherence
National Institutes of Health (University of Arizona)
\$76,671
Daniel Morrow

Health Literacy and Aging: A Process-Knowledge Approach
National Institute on Aging
\$1,124,435
Daniel Morrow, Elizabeth Stine-Morrow



The 'Learning Element': A Lesson Planning and Curriculum Documentation Tool for Teachers, Phases 1 and 2
U.S. Department of Education (Common Ground Publishing)
\$99,927
Denice Hood



Project NEURON (Novel Education for Understanding Research on Neuroscience)
National Institutes of Health
\$1,334,226
Barbara Hug

Medtable: An EMR Strategy to Promote Patient Medication Understanding and Use
National Institutes of Health
\$2,905,004
Daniel Morrow, Elizabeth Stine-Morrow

Establishing the Efficacy of the Special Friends Program
Institute of Education Sciences
\$2,997,953
Michaelene Ostrosky

Center on the Social and Emotional Foundations for Early Learning
U.S. Department of Health and Human Services (Vanderbilt University)
\$1,012,018
Michaelene Ostrosky, Rosa Milagros Santos Gilbertz, Tweety Yates

I-LLINI Partnerships: Lifelong Learning IN Illinois for 21st Century Teachers
Illinois Board of Higher Education
\$948,350
Evangeline Pianfetti, Michael Thomas Williams

BBCHS Mathematics Support for Title I Teachers
Illinois State Board of Education (Bradley-Bourbonnais Comm. HS)
\$30,000
George Reese

BBCHS: Enhancing Education Through Technology II (EETT II)
Illinois State Board of Education (Bradley-Bourbonnais Comm. HS)
\$99,400
George Reese

Preparing Leaders in Access by Design (PLAD)
U.S. Department of Education
\$800,000
Adelle Renzaglia, Stacy Dymond, James Halle, Lisa Monda-Amaya, Nancy Hertzog, Janet Gaffney

Effects of Native-Language Assessment Accommodations in Mathematics for Kindergarten and First-Grade English Learners
American Educational Research Association
\$35,000
Joseph Robinson

Teaching Practices, Classroom Peer Networks and Youth Outcomes
William T. Grant Foundation (Pennsylvania State University)
\$238,491
Philip Rodkin

Illinois New Teacher Collaborative
Illinois State Board of Education
\$1,388,950
Chris Roegge

Teacher Practices in Elementary and Middle School Classrooms: An Examination of Differences and Implications for Student Academic Adjustment during Early Adolescence
The Spencer Foundation
\$40,000
Allison Ryan

External Review of the ISBE Large Scale Assessment and Accountability System
Illinois State Board of Education
\$1,250,000
Katherine Ryan, Hua-hua Chang

Preparing Relationship-Based Early Intervention Personnel (PREP)
U.S. Department of Education
\$1,130,533
Rosa Milagros Santos Gilbertz

Head Start Center on Quality Teaching and Learning
Health and Human Services (University of Washington)
\$503,409
Rosa Milagros Santos Gilbertz, Tweety Yates, Michaelene Ostrosky

IEP Quality Improvement: Research and Development of Web-Based Decision Support
Illinois State Board of Education
\$263,006
James Shriner

IEP Quality Improvement: Research and Development of Web-Based Decision Support
Institute of Education Sciences
\$1,465,699
James Shriner

Development and Training of IEPQ-SD Website
South Dakota Department of Education
\$240,877
James Shriner

The Socialization of Visual Engagement for Bilingual Language Acquisition in Early Childhood Deaf Education
National Science Foundation (Gallaudet University)
\$890,461
Jenny Singleton

Age Differences in Resource Allocation During Reading
National Institutes of Health
\$2,559,302
Elizabeth Stine-Morrow

Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research-Intensive, Public Universities
Ford Foundation
\$140,000
William Trent

Underrepresented Undergraduates in STEM at Large Research Universities: From Matriculation to Degree Completion
National Science Foundation
\$1,709,150
William Trent

Racial Discrimination in Online Contexts: The Impact on Adolescent Adjustment Over Time
National Institutes of Health
\$1,415,635
Brendesha Tynes

Alignment of State Standards to WIDA, 2010-2011
WI Center for Educational and Research Administration
\$3,925
Fred Davidson (PI, Linguistics), Jimming Zhang



A Longitudinal Study of Teaching Practices, Classroom Peer Ecologies, and Youth Outcomes
Institute of Education Sciences
\$2,164,277
Philip Rodkin



Exploring the Predictors and Outcomes of Self-Determination for Secondary Students with Disabilities by Analyzing NLTS2 Data
Institute of Education Sciences
\$384,323
Karrie Shogren

FACULTY PUBLICATIONS

Kern Alexander. (Edited with M. David Alexander). *American Public School Law*. United States: Wadsworth, Cengage Learning.

Kern Alexander. (Edited with Klinton W. Alexander). *Higher Education Law: Policy and Perspectives*. Routledge: Taylor-Francis Group.

Eurydice Bouchereau Bauer. (Edited with Mileidis Gort). *Early Biliteracy Development: Exploring Young Learners' Use of Their Linguistic Resources*. Routledge.

David Brown (contributing author). (Edited by Charles Camp and John Clement). *Preconceptions in Mechanics: Lessons Dealing with Students' Conceptual Difficulties (2nd ed.)*. College Park, MD: American Association of Physics Teachers.

Bill Cope and Mary Kalantzis. (Edited with Liam Magee). *Towards a Semantic Web: Connecting Knowledge in Academic Research*. Cambridge: Woodhead.

Rose Mary Cordova-Wentling. (Edited with Blessing Adeoye). *E-Learning Systems: The Relationship Between National Culture Usability of E-Learning Systems*. Germany: VDM Publishing House.

Susan A. Fowler. (Co-edited with Dawn V. Thomas, Bernard Cesarone, and Dianne Rothenberg.) *The Impact of Publicly Funded Preschool in Illinois: An Analysis of Data from the Illinois Early Childhood Asset Map, Technical Report No. 1*. University of Illinois: Illinois Early Childhood Asset Map.

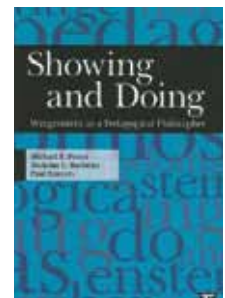
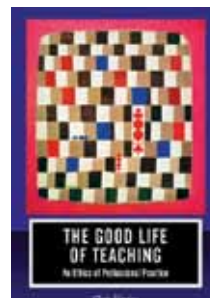
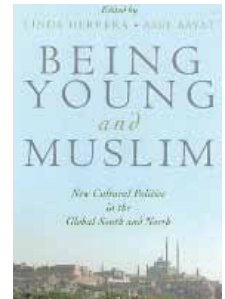
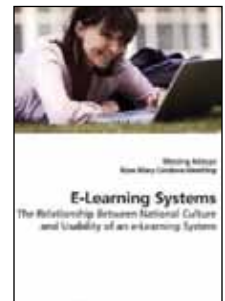
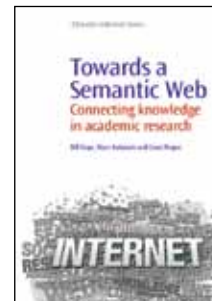
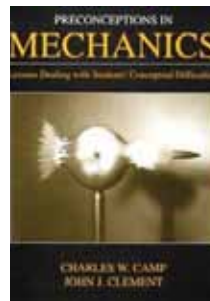
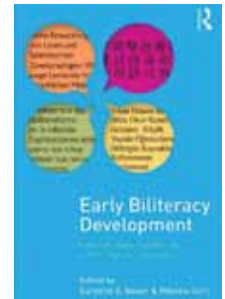
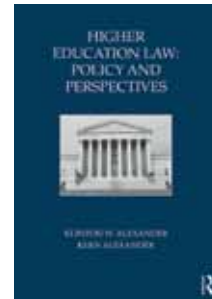
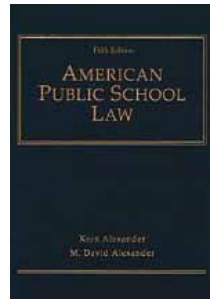
Donald G. Hackmann. (Edited with Martha M. McCarthy). *At a Crossroads: The Educational Leadership Professoriate in the 21st Century*. Charlotte, NC: Information Age Publishing.

Linda Herrera. (Edited with Asef Bayat). *Being Young and Muslim: New Cultural Politics in the Global South and North*. New York, NY: Oxford University Press.

Chris Higgins. *The Good Life of Teaching: An Ethics of Professional Practice*. USA: Wiley-Blackwell.

Cameron McCarthy. (Edited with Robert Mejia and Heather Greenhalgh-Spencer). *New Times: Making Sense of Critical/Cultural Theory in a Digital Age*. New York, NY: Peter Lang.

Michael A. Peters and Nicholas C. Burbules. (Edited with Paul Smeyers). *Showing and Doing: Wittgenstein as a Pedagogical Philosopher*. Boulder, CO: Paradigm Publishing.



STRATEGIC INITIATIVES

Over the past five years, the College has focused on four strategic initiatives aligned to the University's Strategic Campus Goals. These initiatives represent areas in which we have significantly enhanced our research, teaching, and service activities, achieved preeminence, and attracted external resources. Through these initiatives, we have made an impact on the future shape of education and learner performance, while reaching out to the campus, local, and state community in meaningful ways.

CENTER FOR EDUCATION IN SMALL URBAN COMMUNITIES

The Center for Education in Small Urban Communities is a research, service, and outreach unit that focuses on enhancing teaching and learning, houses a number of professional development and outreach activities, and serves as the liaison for school-university partnerships. For instance, in conjunction with the campus wide celebration of the life of Dr. Martin Luther King Jr., the Center coordinates an annual writing contest. The writing contest challenges local school students in grades 2-12 to identify community issues that prevent us from becoming a community in which diversity is embraced and celebrated. Through an individual expression or a collaborative effort, students submit a form of writing in a mode that fits their message and honors Dr. King's vision for equality for all.

STEM EDUCATION RESEARCH COLLABORATIVE

The STEM Education Research Collaborative pursues policy-relevant research on the teaching and learning of science, technology, engineering, and mathematics. Through collaborations across and beyond the College, faculty members are working on a wide variety of cutting-edge research initiatives. As an example, the Office for Mathematics, Science, and Technology Education (MSTE) provides technology expertise, curriculum integration, and extensive experience in outreach and public engagement with K-12 education. MSTE programs develop innovative uses of information technologies to support research and educational practice.

UBIQUITOUS LEARNING INSTITUTE

The Ubiquitous Learning Institute is dedicated to promoting new thinking and innovative approaches to pedagogy in an era where learning has become more of an "anytime, anyplace" opportunity. Recent programs include the Fall 2011 seminar series, "Transformations: Research and Teaching in the Digital Age." This series was designed to educate the College and campus community on how technology and digital media influence research and teaching in the age of educational transformation. By harnessing the talented resources of our faculty, the series showcased research and teaching that has been enhanced by mobile devices and emergent technologies.

FORUM ON THE FUTURE OF PUBLIC EDUCATION

The Forum on the Future of Public Education is dedicated to creating new knowledge and facilitating collaboration between researchers and policymakers, while providing a voice and clearinghouse for credible information on the future of public education. The **Charter School Experiment**, a March 2011 symposium held in Chicago (pictured on right), featured leading scholars who surveyed the past, present, and future of this dynamic area of education reform. Speakers evaluated how well charter schools are fulfilling the goals originally set out for them: introducing competition to the school sector, promoting more equitable access to quality schools, and encouraging innovation to improve educational outcomes. The national panel explored the unintended effects of the charter school experiment over the past two decades, concluding that charter schools are entering a new phase of development.



2011 DOCTORAL RECIPIENTS

CURRICULUM AND INSTRUCTION

Nesrin Bakir, "Technology and Teacher Education: An Exploration of Contemporary Realities"

Wei-Ren Chen, "Differentiation in Art Education: Exploring Two Art Teachers' Responsive Pedagogy in an Elementary School in Taiwan"

Corinna Crawford Crane, "Mathematics Performance in Public and Catholic Elementary Schools: Explaining the Desparity"

Sophie Dewayani, "Stories of the Intersection: Indonesian 'Street Children' Negotiating Narratives at the Intersection of Society, Childhood and Work"

Van-Anthony Lawrence Hall, "Critical Black Aesthetics: Curriculum for Social Justice"

Heekyung Han, "'Am I Korean American?' Beliefs and Practices of Parents and Children Living in Two Languages and Two Cultures"

Esther Mukewa Lisanza, "What Does It Mean to Learn Oral and Written English Language: A Case Study of Rural Kenyan Classroom"

Tomohisa Machida, "Teaching English for the First Time: Anxiety Among Japanese Elementary-School Teachers"

Vance Scott Martin, "Using Wikis to Experience History"

Kimberly Nicole Parker, "Real Talk: The Participation of African American and Caribbean American Young Men in a Middle School Book Club"

Michael David Schlosser, "Evaluating the Midwest Police Academy's Ability to Prepare Recruits to Police in a Diverse Multicultural Society"

Glen Terrance Solomonson, "Segue: Entering into a Legacy"

Tang Wee Teo, "The Complexity of Reform Efforts in Science Curriculum and Instruction: A Case Study of the Illinois Mathematics and Science Academy Chemistry Teacher"

Abderrahmane Zouhir, "An Investigation of Some Major Difficulties Facing U.S Students in Learning Arabic"

EDUCATIONAL ORGANIZATION AND LEADERSHIP

Lori Gehrke, "Case Studies of Two High Poverty High-Performing Schools"

Raymonda Johnson, "The Internal Conflict Experienced by Public Community College Academic Department Chairs"

Julian David Parrott, "How Academic Advisors and Administrators Perceive the Role and Influence of Heavily Involved Parents"

EDUCATION POLICY, ORGANIZATION AND LEADERSHIP

Elise Ahn, "Seeing Turkish State Formation Processes: Language and Education Census Data"

Yun-Shiuan Chen, "Modernization or Cultural Imperialism: A Critical Reading of Taiwan's National Scholarship Program for Overseas Study"

Taejun Cho, "Knowledge Management Capabilities and Organizational Performance: An Investigation into the Effects of Knowledge Infrastructure and Processes on Organizational Performance"

Raymond Anthony Dixon, "Experts and Novices: Differences in their Use of Mental Representation and Metacognition in Engineering Design"

Amarachuku Nyia, "When Good Faith is Not Enough: Ensuring Education Equity During and After Legal Intervention"

Arthur John Fessler, "Illinois Superintendents' Perceptions of the Effectiveness of their Superintendent Training"

Junqing Fu, "The Relationships Among Self-Efficacy, Achievement Motivation, and Work Values for Regular Four-Year University Students and Community College Students in China"

Johanna Frances Galarte, "El Sabor Del Armor Y Del Dolor: Violence, Affect and the (Trans)Body in the Chican@ Historical Imaginary"

Edelmira Garcia, "Academic Tracking: Survival of the Fittest"

Charles Jefferson Grider, "Tales and Testimonies of Transformational Learning in Young Adults"

Wendy Lou Howerter, "The Impact of Credit-Based Transition Programs on Changing the Educational Aspirations of High School Seniors"

Aimee Michelle Julian, "A Historical Policy Analysis of the Carl D. Perkins Legislation: Examining the History, Creation, Implementation and Reauthorization of the Law"

Hye-Seung Kang, "The Relationship Between Community and Family Factors and Expatriate Adjustment"

Gethaiga Kibuka, "An Examination of Factors that Influence Entrepreneurial Intention of High School Students in Kenya"

Irena Kola, "Global Pressures and the Dynamics of Local Change: A Case Study of an English Department at an Albanian University"

Chamara Kwakye, "Loud Silence: Black Women in the Academy Life Histories & Narratives"

Julia Panke Makela, "Career Counseling as an Environmental Support: Exploring Influences on Career Choice, Career Decision-Making Self-Efficacy, and Career Barriers"

Seamus Mulryan, "Confronting Death: Cultivating Courage for Cross-Cultural Understanding"

Ishwanzya Rivers, "Rising from the Bricks: The Historical Development of East St. Louis State Community College, 1969-2004"

David Jeffrey Roof, "The Dawn of Idiocy: Abnormality as the Norm of Human Intelligence"

Robert White Scott, "An Intellectual History of the School for Designing a Society"

Judith Ann Sunderman, "Curriculum R & D: Incubating Change in Higher Education"

Ryan Tomasiewicz, "The Efficacy of a Strengths-Based Approach in a University 101 Course with Undecided Students"

Gabriela Walker, "From the Human Rights-Based Approach to an Ecological Approach on How to Achieve Successful Inclusion in International Disability Education"

Michael Grant Wofford, "Examining the Influence of Frames of Reference on Flight Instructors' Process of Informal Learning in an Aviation Training Setting"

EDUCATIONAL POLICY STUDIES

Vicki Ansermet, "Countering Privilege: Toward a Critical Pedagogy of Compassion in the Teaching of United States History"

Richard Benson, "From Malcolm X to Malcolm X Liberation University: A Liberatory Philosophy of Education, Black Student Radicalism and Black Independent Educational Institution Building 1960-1973"

Tagé Biswalo, "Policy Processes in Relation to Language in Tanzania: Examining Shifts in Language Policy"

Shivali Tukdeo, "Transnationalizing Indian Education: Diasporic Networks, Politics and Participation"

EDUCATIONAL PSYCHOLOGY

Hai-Jeong Ahn, "Longitudinal Relationships Between Children's Popularity and Social Behaviors: The Effects of Friendship Network Structures and Teacher's Knowledge on Classroom Peer Ecologies"

Usama Sayed Ahmed Ali, "Item Selection Methods in Polytomous Computerized Adaptive Testing"

James Buell, "From Outreach to Inreach: Connecting Young Learners with the World of Emerging Science"

Iris Ylenia Carrillo, "Deconstructing Sexual Violence Through the Co-Construction and Telling of Mexican American Gender Histories"

Youngshin Chi, "Validation of an Academic Listening Test: Effects of 'Breakdown' Tests and Test Takers' Cognitive Awareness of Listening Processes"

Alexis Monique Clarke, "Testing an Integrated Model of Racism-Related Racism Among Black Americans"

Holly Downs, "Discerning Quality Evaluation in Online Graduate Degree Programs in Agricultural Sciences and Engineering"

Nallely Galvan, "Experiences of Ethnic-Related Discrimination and their Influence on the Health of Mexican Immigrants"

Sue Ann Ingels, "The Effects of Self-Monitoring Strategy Use on the Pronunciation of Learners of English"

Heejeong Jeong, "Perspectives of Language Assessment Training for Teachers and Testing Professionals"

Jeremiah M. Johnson, "Creating an Accessible Block Alternative for the Fourth and Eighth Grade NAEP Mathematics Assessments"

Joshua Kingsbury, "Exploring the Effects of Coping Behaviors on Adjustment During a Semester for Lesbian, Gay and Bisexual College Students"

Zhushan Li, "Loglinear Models as Item Response Models"

Eun Young Lim, "The Effectiveness of Using Multiple Item Pools to Increase Test Security in Computerized Adaptive Testing"

Jung Hyun Lim, "Second Language Processing in Reading and Translation"

Steven Gareth Luke, "Using Transposed Letter Effects to Investigate Morphological Processing in L1 and L2"

Brian Miller, "Motivating Science Learning"

Julie Ann Patterson, "Deconstructing a Domain into its Cognitive Attributes: Test Construction and Data Analysis"

Jo-Tzu Sun, "Major Life Goals of College Students: An Investigation of Personality Traits, Vocational Interests, and Values"

Travis Wilson, "Children's Cross-Ethnicity Relations in Elementary Schools: Concurrent and Prospective Associations Between Ethnic Segregation and Social Status"

SPECIAL EDUCATION

Sallee Jean Beneke, "The Effects of the Project Approach on Children in Inclusive Early Childhood Classrooms"

Rahkyung Kim, "Increasing Access to Community Living: A National Study of Independent Living Skills and Community-Based Activities"

Melinda Reed Roden, "The Impact of Alternate Assessment on Teaching and Learning for Students with Significant Cognitive Disabilities"

Hasan Zaghawan, "A Parent-Implemented Intervention to Improve Spontaneous Imitation by Young Children with Autism"



COLLEGE OF EDUCATION

UNIVERSITY OF ILLINOIS AT URBANA- HAMPAIGN

Education Building
1310 South Sixth Street
Champaign, Illinois 61821

COLLEGE INTRODUCES NEW CENTER FOR CULTURALLY RESPONSIVE EVALUATION AND ASSESSMENT LED BY STAFFORD HOOD AND THOMAS SCHWANDT

The College of Education is pleased to announce the creation of the Center for Culturally Responsive Evaluation and Assessment (CREA). Led by **Stafford Hood**, the Sheila M. Miller Professor of Education (pictured on right), and **Thomas Schwandt**, professor of Educational Psychology (pictured on left), CREA is an interdisciplinary endeavor bringing researchers together from across the College and University, as well as domestic and international partners.

The Center addresses the growing need for research on the development, implementation, and evaluation of educational and social interventions that is responsive to a variety of cultural norms, practices, and expectations. The need for CREA arises from the fact that social policies and practices increasingly unfold in a multicultural society marked by rapidly changing demographics.

Through applied research and evaluation projects, institutional/organizational partners and individual affiliated researchers will address theoretical and practice-based issues of critical importance to culturally responsive evaluation and assessment.

By partnering and collaborating with a cadre of researchers and evaluators around the world, CREA will establish an international network. A conference is planned for Fall 2012 in Chicago.



“Our collective experiences as researchers and evaluators provide us with professional and lived experiences to undertake this critically important endeavor.”

—Dr. Stafford Hood, Director, CREA

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