Sixth Annual

Curry Research Conference

Bavaro Hall and Ruffner Hall
The Curry School of Education
The University of Virginia
March 27, 2015
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Curry.

The Curry School of Education stands out in a new generation of education schools: Focused outward in partnerships with the field, seeking detectable impacts, and advancing knowledge and change through strong scholarship. Our scholarly work helps create effective environments that foster learning and development at every age level, in every subject and in many domains of performance.

At Curry, we often talk about our work in terms of three orientations - Discover Create Change. Our focus on making an impact drives discovery and creativity. And when we take our work to our partners in the field, our faculty and students engage in the work of change. The innovation that comes as a result of the interactions between Curry’s faculty and students is already making an impact in every state across the country and all over the world. And as we work with our partners in the field, we also change, learn, and grow.

The Curry Research Conference is a product of this connection between faculty and students focused on scholarship — it is a signature feature of our students’ commitment to their development as scholars and a sign of the faculty's catalyzing support of students' interests and skills. On behalf of the faculty, we extend our congratulations and appreciation to our students for this annual celebration and exchange of their ideas.

-Dean Robert Pianta
Student Presentation Session A
Health and Well-being & Mentoring

Time & Location: 8:45-9:45 AM, Ruffner 106
Moderators: Rebecca Beeson & Melanie Caughey

A Mixed-Methods Exploration of Behaviorally At-Risk Girls in a Mentoring Program
Lora Henderson

This study uses qualitative (interviews) and quantitative (surveys) methods to better understand the experiences of middle school girls who were identified as behaviorally high-risk by school personnel and/or a caregiver. The girls (n=72) were referred to and participated in a school-based, gender-matched, group-mentoring program in the southeastern United States.

Comparison of Family and Friend Support on Physical Activity in Adolescents
Andrew Paisley and Jeanette Garcia

Purpose: To examine family and friend support for physical activity (PA) in adolescents.
Methods: 108 students wore an accelerometer (to assess PA), and participated in focus groups examining social influences on PA behavior.
Results/Conclusion: Family and friend support for PA is multifaceted and differs by school level and gender.

Social and Emotional Development in Early Adolescence: Developing a Measurement Model
Katherine Ross

This study tested the CASEL SEL Theoretical Model with a large, normative sample of early adolescents (5th, 6th, and 7th graders). The model was validated, showed good reliability, and was associated with important academic and behavioral outcomes.
Student Presentation Session B
Professional Development

Time & Location: 8:45-9:45 AM, Bavaro 318A
Moderators: Pooja Datta & Chelsea Duran

The Complexity of Teaching Fifth-Grade Mathematics: Longitudinal Relations Between Teacher-Student Interactions and Mathematics Instruction
Holland Banse

We examined potential bidirectional relations between general instructional practices and mathematics-specific practices within a one-year framework using observational data collected at three points. Results indicated early emotional support and classroom organization were associated with later mathematical discourse and coherence, respectively. Early implementation of tasks was associated with later instructional support.

Using Quad Text Sets to Scaffold Reading of Rigorous Texts in the High School English Classroom
Sarah Lupo

This study investigated the use of an instructional technique designed to support adolescents reading. Findings demonstrate the potential of the Quad Text Set as a way of supporting students in reading challenging texts through providing students with opportunities to read a wide range of materials at the instructional reading level.

Implementation of Group Coaching: A Focus on Fidelity and Quality in TLC
Morgan Mullen

This study aims to quantify implementation fidelity and quality of a group coaching professional development intervention and measure how these vary over time and across implementers. This study will enhance understanding of how interventions are implemented to better inform future program development.
Student Presentation Session C
Policies and Programs

Time & Location: 8:45-9:45 AM, Bavaro 306
Moderators: Neal Glaviano & Amy Roberts

High School Dropout Rates: the Predictive Effect of Student and Teacher Perceptions of School Climate
Yuane Jia

The purpose of this research was to investigate and examine the difference predictive effects of students’ or teachers’ perception of school climate on school dropout rates. Results revealed that students or teachers’ perception of school climate accounted for an additional 4% of the variance in dropout rates, when controlling school FRPM proportion and school minority proportion. Students’ perception of the academic press and teachers’ perception of student engagement were significant predictors of school dropout rates.

Proposing A Qualitative Measure for Implementation Teams Implementing a New School-Wide Intervention
Micela Leis

Research evidence indicates that the outcomes achieved by intervention programs are strongly related to variability in implementation. However, there are a dearth of implementation measures that examine where implementation teams are along the steps to full implementation, and to guide them in next steps. We propose such a measure.

Accountability and Stringency: A Quantitative Measure of State-Level Implementations of No Child Left Behind
David Martin

An investigation of the differential implementation of No Child Left Behind accountability rules across states and time and the creation of a quantitative measure to gauge No Child Left Behind implementation and stringency.
Student Presentation Session D
Culture and Context

Time & Location: 8:45-9:45 AM, Ruffner 206
Moderators: Sahtiya Hosoda Hammell & Angel Nash

“I don’t buy his Blackness:” An Exploration of Within-Group Black Cultural Capital
Lauren Mims

Black youth experience within-group pressures to fit in and avoid accusations of “acting white” or “being an Uncle Tom.” This process of striving to fit in can cause youth to feel stressed. This presentation will review these experiences, discussing how they relate to Black college student’s racial-ethnic identity and well-being.

Looking in to the Gifted Resource Room – An Interpretive Analysis of A Social Space
Annalissa Brodersen

While most research in secondary gifted education focuses on AP programming, the results of a recent national survey indicate the common use of gifted "resource" rooms at the secondary level. This qualitative study followed one high school gifted resource room to investigate the purpose and use of this space.

Exploring the Form and Function of Question Use by Students in an AVID Tutorial
Rebecca Bergey

Advancement via Individual Determination (AVID) prepares underserved students for college. This study uses discourse analysis to explore the form and function of questions in a seventh grade AVID class. Results suggest that students and tutors actively engage in the process of tutorials, but infrequently use questions to prompt discussion.
Association between Classroom Levels of Cognitive Tax and Alignment between Teacher and Observer Ratings of Child Behavior

Krishtine Phillips
Discrepancy is often noted between observer and teacher ratings of a child’s behavior. This study investigates how classroom features that decrease one’s ability to focus on an individual child, referred to as cognitive tax, may be associated with the alignment of teacher and observer ratings of child behavior.

Assessing Pre-K Students’ Math Skills: Validity and Bias in Teacher Ratings

Emily Furnari
We examine sources of bias (student and teacher characteristics) in pre-k teachers’ ratings of children’s math skills. Results indicate that student gender, student social competency, and teacher’s self-efficacy are significantly related to pre-k teacher ratings of students’ math skills. This research has implications for validity and bias of teacher ratings.

Primary Education Classroom Experiences in Latin America: Focusing on What Matters for Children’s Learning and Development

Carolina Melo and Jennifer Locasale-Crouch
In the last two decades, the Latin America and Caribbean region (LAC) has achieved nearly universal access to primary education, however quality of education has only recently become a topic in the public agenda. Research has consistently shown that the experiences that children have in the classrooms are the main factor involved in learning and developmental outcomes. The current exploratory study addresses the knowledge gap on what happens within LAC early elementary classroom experiences by investigating what they look like across a diverse group of Latin American countries. Specifically, this describes how children spend their time and the quality of teacher-child interactions in Ecuador, Brazil and Chile.

Language Ability and Match as Contributors to the Teacher-Child Relationships in Preschool Classrooms

Sadie Hasbrouck
The teacher-child relationship, a crucial element for children's early academic and social success in the classroom, will be examined in the context of the child's language abilities as well as the classroom language. To do this, a linear regression using a sample of 1,220 children who received the PPVT will be analyzed. This model will build to explore the teacher-child relationship for children who are Spanish-speaking in both classrooms that use Spanish and those that do not.
Teaching Teachers to Design Effective Multimedia with Embedded Evidence-Based Practices
Kat Alves
Many students with disabilities struggle with vocabulary, especially in content area courses. While many multimedia-based options exist to support learning, few are grounded in evidence. In this session, attendees will learn steps and receive reproducible materials to create their own multimedia-based vignettes with embedded evidence-based practices to support vocabulary performance.

Building modifications for the Test of Gross Motor Development for individuals with autism spectrum disorder: preliminary results
Andrew Colombo-Dougovito, Sean Healy, Wes Wilson, and Teasha Jackson
Due to the limitations presented by autism spectrum disorder, administration of motor assessments can be difficult. Uniform modifications for the TGMD-3 are needed to ensure validity among research and of what is truly being assessed. This study presents set protocol for utilizing the TGMD-3 with individuals with ASD.

Virginia Elementary Principals’ Perspectives of Interagency Collaboration For Children With Emotional and Behavioral Disorders
Lynn Crotts
Students with emotional and behavioral disorders have behaviors that impact their learning or the learning of others. Recognizing that schools are a natural and efficient place to offer services for students with EBD, it is critical that we understand the type and process by which services are offered in schools.
Emerging Attitudes Towards Women in the Military at West Point
Yoon Dunham

The purpose of this study is to examine men and women’s attitudes toward women in various military roles by analyzing attitudes at two time points among cadets from West Point: 1) in the fall and 2) six months later, after cadets have been exposed to socialization experiences at the academy.

Identity, Language Learning, and Adolescent Peer Social Networks: A Case Study
Fares Karam

The relationship between language learning and identity has been well documented in the literature. However, there is a gap in this literature on how social interactions can contribute to our understanding of identity. This paper aims at addressing this gap by examining one adolescent’s identity negotiation through interaction with diverse peers in a classroom setting. Through its mixed methods approach, this study will use social network data to complement qualitative data (interviews, observations, and videos). This study will add to the literature on identity, language and social interactions by answering the following research questions:
1) What role does language play in an emergent bilingual student’s identity construction?
2) How does he negotiate identity in a culturally and linguistically diverse class?

Making the Magic: Connections Between Perceived Positive Learning Environments
Jake Bennett, Cameron Middleton, Angel Nash, and Douglas Thomasey

The goal of the current research is to investigate similarities between schools/organizations in the southeastern United States perceived as “magical” places for learning. The researchers conducted interviews with faculty using Cultural Historical Activity Theory (CHAT) protocol to uncover possible connections between institutions with varying degrees of positive learning environments.
Student Presentation Session H
Student Learning and Assessment

Time & Location: 9:50-10:50 AM, Ruffner 206
Moderators: Paul Yoder

A Comparison of Dual Enrollment and Advanced Placement English Courses
Melanie Caughey

This qualitative study explores the appropriateness of secondary gifted programming options by comparing dual enrollment and AP English courses taught at a Virginia high school. The results will discuss themes/patterns to get a better sense of the strengths/weaknesses of each model and how they are used in a high school.

Course Evaluation Pilot Study
Justin Doromal and Xiaoxin Wei

The purpose of the study is to evaluate the psychometric characteristics of a new course evaluation and compare them to those of the existing course evaluation. A more valid and reliable course evaluation can provide stakeholders in institutions of higher education with more meaningful interpretations and informed decision-making.

I don't want them to be on Jimmy Kimmel: Using and analyzing sources in a Catholic history classroom
Colleen Fitzpatrick

Teaching and learning history in a Catholic school presents different challenges for teachers as they balance a religious and secular curriculum. This study examines how and why one Catholic school history teacher uses various sources to help students learn both a religious and secular narrative.
New Perspectives on Classroom Processes

Time & Location: 11:00 AM-12:30 PM, Holloway Hall

Two approaches to improvement have become popular in a variety fields. The first, associated with Clayton Christensen ("The Innovator's Dilemma") focuses on "disruptive innovations" that involve new organizations and structures. The second, associated with Atul Gawande ("Better") argues that understanding and improving everyday processes can be associated with dramatic improvements in effectiveness. Both approaches are being applied to education, but a real stumbling block for advocates of the Gawande approach is that we know surprisingly little about the cognitive processes that go on in classrooms. In my talk, I will describe two research projects aimed at remedying this gap. The first uses mobile eye tracking technologies to understand the cognitive processes of teachers as they teach classroom lessons. The second uses an automated speech analysis system (the "LENA") to give teachers timely feedback about the distribution of talk between teacher and student during math lessons, with an aim of helping them to promote productive discussions. Our underlying premise is that it is now possible to make fundamental processes of teaching and learning visible for research and professional development.

Kevin Miller

Kevin Miller is Professor of Psychology and Educational Studies at the University of Michigan. His research focuses on understanding the relation between student learning and classroom processes, and cross-cultural similarities and differences in academic learning and performance. He is a developmental and school psychologist by training, and he works to understand the interplay of developmental and educational processes in the development of fundamental cognitive skills.
Poster Session A

Time & Location: 12:30-1:30 PM, Bavaro Atrium

Strand: Culture and Context

1. Stepping outside of the Man Box: How informal mentoring relationships can provide psychosocial support for adolescent boys
   Haley Johnson

2. An Examination of the Parentese Effect in Television Programs
   Megan Murphy, Emili Hu, Savannah Cary, Alex Howerton, Caitlin Montgomery, Esther Nam, Jacqueline Penders, Julia Teague, Lindsey Victor, Sarah Reinagel and Meredith Roper

3. Non-Parental Youth-Adult Relationships: Predictors and Links to Positive Youth Development
   Mark Vincent Yu

4. Identifying and Combatting Psychosocial Stigmas Towards Children with Special Needs in Ecuador
   Caitlin Secrist

Strand: Diagnosis and Intervention

5. Factors Associated with the Timing of Autism Spectrum Disorder Diagnosis Amongst Simplex Families
   Tiffany Torigoe-Lai

Strand: Health and Well-being

6. Relationship Between Thigh Muscle Volume, Quadriceps Function, and Self-Reported Outcomes in ACL Deficient Patients
   Grant Norte

7. Ankle Taping Alters Shank-rearfoot Joint Coupling During Gait in Patients with Chronic Ankle Instability and Healthy Controls
   Colin Herb
Poster Session A continued

Strand: Policies and Programs

8. Prevention and Intervention of Bullying on College Campuses
   Elizabeth Bistrong

Strand: Professional Development

9. In Class Development Unit for Future Professional Voice Users
   Meredith Roper

10. Science educational computer simulations: Innovations for elementary teacher adoption
    Amanda Gonczi

Special Guest Research Poster

11. Becoming a Global Citizen
    CHS Global Citizens Research Team

The Charlottesville High School "Becoming a Global Citizen" course works to unite a diverse population through discussion, critical reflection, participatory research and direct social action. Through an affiliated U.Va (Curry) course, undergraduate and graduate students collaborate with faculty members to design and facilitate lessons for the course, working alongside high school students to discuss contemporary human rights issues such as segregation, sustainability, poverty, immigration, and workers’ rights and to facilitate social action research projects. This year's research projects are focused on implicit bias, de facto segregation, and sustainable school lunches.
Poster Session B

Time & Location: 1:30-2:30 PM, Bavaro Atrium

Strand: Student Learning and Assessment

1. Effects of Quality of Teacher-Child Interactions on Executive Function in Pre-kindergarten Students
   Christina Mulchay

2. Examining the Use of Self-Graphing in the Classroom
   Sarah Dillon and Wendy Rodgers

3. Data and Instruction: A Comparative Case Study of Kindergarten Teachers’ Use of Literacy Data to Inform Instruction
   Megan Washburn, Jordan Buckrop, and Abigail Kayser

4. Identifying Non-Reliable Respondents in Self-Reports: A Novel Application of Latent Profile Analysis
   Kathan Shukla

5. Boosting Student Interest in Developmental Math with a Utility Value Intervention
   Mary Loffredo, Leah Cole, Jonathan Centeno and Chris S. Hulleman

6. Exploring Teacher Spatial Language Use in the Classroom Context and Its Relation to Children’s Spatial Skills
   Will Mullany

Strand: Equity and Access

7. Is the early childhood “parental investment” gap between low and high-income families growing? New evidence from two decades of national data
   Rebecca Beeson
Poster Session B continued

Strand: Serving Diverse Populations (Con’t)

8. Teacher Perceptions of their Readiness to Teach: An Analysis of Teach For America’s (TFA) Summer Training
Melissa K. Driver

Strand: Serving Diverse Populations

9. The Effects of an Adapted Dance Revolution Activity on Increasing Time-On-Task for Individuals with Autism
Joann Judge
Workshops

Articulating a Theory of Change through Logic Models
Time & Location: 2:40-3:40, Holloway Hall
Presenter: Catherine Bradshaw
This session provides an overview of logic models, which are a graphic used to describe a theory of change associated with a concept or program. They are often used (and sometimes required) as a part of research proposals and grant applications. Logic models can be a helpful tool for program planning, communication, and evaluation. This session covers some of the core elements of logic models and provides several examples of different models and resources (e.g., templates, references) for developing your own logic model. Participants will also have an opportunity to develop a basic logic model using a template.

Investigating Deaf Culture on the Vineyard: Using Qualitative Methods in Social Science Research
Time & Location: 2:40-3:40, Ruffner 206
Presenters: Valerie Futch, Fares Karam, Amanda Kibler, Rachel Wahl, Joanna Lee Williams, and Blake Silver
In Curry’s 2014-15 “Big Read”, Everyone Here Spoke Sign Language: Hereditary Deafness on Martha’s Vineyard, Groce (1985) used an ethnohistorical research method to explore recessive deafness in a small community. The result of her research was a rich, comprehensive, and multifaceted analysis into how this community adapted to deafness that was strengthened by the use of qualitative methods. This panel discussion will explore the kinds of questions qualitative research helps us respond to and the kinds of knowledge it helps us gather. Panelists will discuss specific examples from their own work and will identify best practices and resources for graduate students who are considering using qualitative research methods.
Workshops (continued)

Preparing for the Job Market
Time & Location: 2:40-3:40, Bavaro 306
Presenters: Dean Robert Pianta and Peter Youngs
Have questions or want the support of a faculty member in preparing for the job market? Bring your CV, research statement, teaching statement, or questions about the interview and job talk process. Faculty will work with you in a workshop setting to answer questions and improve your work products.

Diversity Scholarship for Change
Time & Location: 2:45-3:45, Library Data Commons @Curry
Presenters: Seeds for Change
Diversity Scholarship for Change (SEEDS for Change) - What does it mean to do diversity scholarship for change? In this workshop roundtable discussants will share about the dimensions of diversity scholarship. Participants will engage with the discussants and each other. The workshop will give participants the opportunity to ask questions, raise concerns and share their own work as well.
Workshop Notes
Community Reception & Awards

Join us for a community reception after the workshop sessions for an opportunity to continue conversation with students and faculty.

During this time we will announce the winners of the first annual poster session competition and present recipients with the awards. Thank you to our judges:

- Catherine Bradshaw
- Michael Solis
- Patricia Jennings
- Blaire Cholewa
- Valeria Futch
- Claire Cameron
- Peter Youngs
- David Eddy Spicer
- Jake Resch
- Jay Hertel
- Sara Rimm-Kaufman

Light refreshments will be served.
CRC Steering Committee

**Chairs**
Amy Reynolds & Wendy Rodgers

**Proposals**
Grant Norte & Andrew Colombo-Dougovito

**Logistics**
Mark Sutherlin

**Program**
Lora Henderson

**Communications**
Elizabeth Hasseltine & Sarah Lupo

**EdCouncil Liaison**
Megan Washburn

**Faculty Liaison**
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**Volunteers**
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†Melanie Caughey
†Pooja Datta
†*Chelsea Duran
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†*Vonna Hemmler
†Sahtiya Hosoda Hammel
†Teasha Jackson
†Angel Nash
†Christopher Raters
†Amy Roberts
†Paul Yoder
*Katherine Miller
*Mydashia Hough
*Sarah Dillon
*Lindsay Wheeler

*Reviewer          †Moderator
Special Thanks

- The Curry Foundation for the continued contribution and support for the conference
- Dean Robert Pianta for his continued support for the conference
- Dr. Kevin Miller for presenting the Key Note address
- Leslie Booren and Sara Rimm-Kaufman for coordination with the VEST series
- Audrey Breen for communication support
- Chris Pepper, Diane Cole, Joey Carls, Kristie Sojka, Pamela Farmer, and Melissa Berry for logistical support
- John Rhea for website and technology support
- All of the workshop presenters—Catherine Bradshaw, Dean Bob Pianta, Peter Youngs, Joanna Lee Williams, Valerie Futch, Fares Karam, Amanda Kibler, Rachel Wahl, Blake Silver, and Seeds for Change
- The Education Council for continued support—Megan Washburn and Bert Jacoby
- Dr. Catherine Bradshaw for her support as CRC’s faculty advisor
- Participants, reviewers, moderators and volunteers for their support and time
Notes