Seventh Annual

Curry Research Conference

Bavaro Hall and Ruffner Hall
The Curry School of Education
The University of Virginia
February 26, 2016
# Table of Contents

<table>
<thead>
<tr>
<th>Event</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>2</td>
</tr>
<tr>
<td>Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Poster Session A</td>
<td>6</td>
</tr>
<tr>
<td>Student Presentations Sessions A, B, &amp; C</td>
<td>7-9</td>
</tr>
<tr>
<td>Keynote Speaker</td>
<td>10</td>
</tr>
<tr>
<td>Poster Session B</td>
<td>11</td>
</tr>
<tr>
<td>Student Presentations Sessions D, E, &amp; F</td>
<td>12-14</td>
</tr>
<tr>
<td>Workshops</td>
<td>15-16</td>
</tr>
<tr>
<td>Community Reception and Awards</td>
<td>17</td>
</tr>
<tr>
<td>CRC Committee</td>
<td>18</td>
</tr>
<tr>
<td>CRC Volunteers</td>
<td>19</td>
</tr>
<tr>
<td>Special Thanks</td>
<td>20</td>
</tr>
<tr>
<td>Notes</td>
<td>21-23</td>
</tr>
</tbody>
</table>
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-9:30</td>
<td>Registration</td>
<td>Bavaro Atrium</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Breakfast</td>
<td>Curry Café</td>
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<tr>
<td>8:30-9:30</td>
<td><strong>Poster Session A</strong></td>
<td>Bavaro Atrium</td>
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<tr>
<td>9:45-10:45</td>
<td><strong>Student Paper Presentation Sessions A, B, &amp; C</strong></td>
<td>Ruffner 106, Ruffner 206, &amp; Bavaro 318A</td>
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<td>[see pages 7-9]</td>
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<tr>
<td>11:00-12:30</td>
<td><strong>Keynote Speaker</strong></td>
<td>Holloway Hall</td>
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<tr>
<td>12:30-1:30</td>
<td>Lunch</td>
<td>Curry Café</td>
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<td>12:30-1:30</td>
<td><strong>Poster Session B</strong></td>
<td>Bavaro Atrium</td>
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<tr>
<td>1:40-2:40</td>
<td><strong>Student Paper Presentation Sessions D, E, &amp; F</strong></td>
<td>Ruffner 106, Ruffner 206, &amp; Bavaro 318A</td>
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<td>[see pages 12-14]</td>
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<td>2:50-3:50</td>
<td><strong>Workshops</strong></td>
<td>Various locations</td>
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<td>[see pages 15-16]</td>
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<tr>
<td>4:00-4:30</td>
<td><strong>Community Reception &amp; Poster Awards</strong></td>
<td>Bavaro Atrium</td>
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</tbody>
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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
Poster Session A

Time & Location: 8:30-9:30 AM, Bavaro Atrium

Strand: Professional Development

1. Understanding the relationship between use of online professional development supports and fidelity of implementation in MyTeachingPartner-Math/Science
Emily Barton

2. Teacher Response to Student Error in the Mathematics Classroom
Amanda Allen

3. Understanding the Role of edTPA in Supporting Reflection for Teacher Candidates
Jillian McGraw & Hannah Mathews

Strand: Equity and Access

4. Empirical Designs: How the Concept of White Privilege has been Researched in Teacher Education
Jacob Bennett

Strand: Policies and Programs

5. A Little Encouragement Goes a Long Way? Exploring Teachers’ Responses to Email Nudges
Katherine Miller

Strand: Student Learning and Access

6. YWLP High: Promoting Young Women’s Leadership in High School
Ashlee Lester, Alyse Dowdy, Shontell White, Sierra Leickert, Jessica Nelms, & Abigail Osei

7. Understanding Young Children’s Mathematics Achievement at Kindergarten Entry Using a Multi-method Assessment of Self-regulation
Jaclyn Russo

Strand: Global Perspectives

8. Contrasting Risk Factors for Teen Dating Violence Among Middle School Students in the United States and Mexico
Samantha Ludin

Strand: Serving Diverse Populations

9. Autism Theatre Project
Ana Mendelson
Student Presentation Session A
Culture and Context

Time & Location: 9:45-10:45 AM, Ruffner 106
Moderators: Kate Peeples & Francisca Romo

Learning Language in a New Culture: Examining Teacher Perspectives on University ELP Curricula
Vonna Hemmler

This study employs critical discourse analysis to examine how a curriculum used in a university English-language program can function to assimilate students into the larger culture. It also utilizes participant interviews to understand teacher perceptions of the curriculum. Findings can impact future curricular decisions regarding students from diverse backgrounds.

Understanding how Educational Technology is Used in K-12 Schools: a Conceptual Framework Using Sensemaking
Gopal Midha

Educational technology has become important in the K-12 schools context. Drawing upon research, and Weick’s sensemaking theory, I develop a conceptual framework that describes how teacher beliefs and knowledge; social and organizational factors and characteristics of the technology tool shape the use of educational technology in the classroom.

Skin Games: Student Identity in Chinese-American Cooperative Degree Programs
Elizabeth Wesner

“Study abroad at home” programs are increasingly popular for students in China wishing to earn a foreign degree, but lacking the means to study abroad. This presentation explores the ways Chinese students negotiate their cultural identity as they navigate conflicting cultures in an American degree program at a Chinese university.
Seeing What Matters: Creating the Video Assessment of Interactions and Learning (VAIL) for Teachers of Toddlers
Gracie Rosenbach

The Video Assessment of Interactions and Learning (VAIL) is a reliable and valid measure of preschool teachers’ ability to identify effective teacher-child interactions, and has been shown to relate to teachers’ demonstration of effective teaching behaviors. This study sought to develop a VAIL for use with teachers of toddlers.

A Community of Trust: Examining Student Teachers in Teaching Inquiries, a Case Study
Praise Oh

This qualitative case study examines a class of student teachers and their Teaching Inquiries. The purpose is to understand what characterizes a learning community when its members are positioned as pre-professionals in their field, and how they support each other as learners based on the socio-cultural dynamic of their community.

Learning to Fish: New Teacher Classroom Management Professional Development
Shanna Hirsch

Professional development (PD) providers are charged with the responsibility of building teachers’ repertoires to help translate strategies into daily instruction. Research has demonstrated that systematic, on-going teacher PD is more effective than one-shot workshops. An overview of a framework and results from a study examining the effect on classroom management with novice teachers will be presented.

Mindfulness in Teaching Fourth Grade: A Case Study
Anthony DeMauro

This qualitative case study explores how mindfulness occurs in teaching through the experiences of one fourth-grade public school teacher. The results indicate that mindfulness gives the participant greater mental space and present-moment awareness, which allow him to respond more purposefully to students than react emotionally.
**Student Presentation Session C**

Global Perspectives & Serving Diverse Populations

**Time & Location:** 9:45-10:45 AM, Bavaro 318A  
**Moderators:** Megan Washburn & Corrie Shellnutt

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**Lessons to be Learned from Initial Teacher Training (ITT) in the United Kingdom (UK)**  
**Teasha Jackson & Dani Almarode**

Becoming a physical education teacher in the UK is comparable to becoming a teacher in any subject area. ITT has undergone significant changes in recent years, resulting in various ways to becoming a teacher. These programs provide models that other countries could use as an effective method for teacher training.

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**The Role of Dynamic Systems Theory in Motor Development Research: How Does Theory Inform Practice and What are the Implications for Autism Spectrum Disorder?**  
**Andy Colombo-Dougovito**

Dynamic Systems Theory (DST; Newell, 1986) outlines three constraints (i.e. individual, task, and environment) that influence the emergence of behavior. This can provide great opportunity for working with individuals with autism. This review looked at how past research has analyzed DST or utilized in within research, in order to provide suggestions for future research.

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**Bilingual Children’s Development of Self-regulation: The Role of Classroom Interactions**  
**Carolina Melo**

This study examined the role of teacher-child interactions on the development of self-regulatory skills of bilingual children. Multilevel analyses revealed that bilingual children that are exposed to higher-quality classroom interactions improve their self-regulatory skills significantly more than those in lower-quality classrooms, and improved at a greater rate than their monolingual peers.
Keynote Speaker—Holloway Hall

Natural Opportunities for Academic Learning and Mental Health in Urban Schools: Evidence from Intervention Trials

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

In schools, too often mental health goals are not well aligned with academic learning goals. This paper describes two innovative models designed to strengthen contexts of academic learning and mental health for students with and without behavioral difficulties. Links to Learning and BRIDGE were developed via community-university-school partnerships and delivered by existing school mental health professionals in urban elementary schools. Intent-to-treat analysis within two randomized trials revealed short-term effects on observed teaching practices and student academic and psychosocial outcomes. Secondary analysis focused on classroom peer contexts demonstrated the need to better understand and target peer social networks and academic norms. Efforts to extend these models to include peer contexts as intervention targets and embed these approaches into broader education and mental health systems will be discussed.

Elise Capella

Elise Cappella is an Associate Professor of Applied Psychology at NYU’s Steinhardt School of Culture, Education, and Human Development, and Interim Deputy Director of NYU’s Institute of Human Development and Social Change. She is co-PI of NYU’s Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training Fellowship (PIRT) dedicated to training the next generation of education scientists. Dr. Cappella’s work focuses on understanding and promoting mental health and academic achievement among children in urban low-income schools. She studies teaching practices, peer relationships, and school contexts that influence child and youth development, with a focus on students with disruptive behavior problems. Dr. Cappella’s research has been recognized in grants from the National Institute of Mental Health, Spencer Foundation, Institute of Education Sciences, and Foundation for Child Development. The ultimate goal of Dr. Cappella’s work is to strengthen education science and enable more schools to fulfill their mission to enhance development for all students.
Poster Session B

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

Strand: Health & Wellbeing

1. Bystander Reactions to Bullying: Exploring the Factors that Predict Students’ Willingness to Intervene
Elizabeth Bistrong

2. Unveiling both Perspectives in Youth Mentoring
Jack Baker and Sierra Leickert

3. Clinical Limb Asymmetries Are Present in Patients 6 Months Following ACL Reconstruction
Grant Norte

4. Mentoring Experiences and Relational Victimization
Lara Spiekermann

Strand: Culture & Context

5. Trilingual Tibetans: New Frames for Understanding Ethnicity and Schooling in China’s Minority Education System
Andrew Frankel

6. Alcohol Use Among Children of Incarcerated Parents
Rachel Kappel

7. Influence of Multiculturalism on Immigrants’ Identity
Tianxin Zhou

Strand: Serving Diverse Populations

8. Initial Learnability and Familiarity with Icon Sequencing
Jendayi Johnson, Theresa Williams, Paxton Rosser, Morgan Presnell, Kristen Smith, Nikki Nazareno, Melanie Monsein, Zhaotiruo Dong, Khi Win, & Hninn Khin

9. Sequences of Graphic Symbols: understanding meanings or projecting meaning?
Alexis Tew, Vivian Tang, Katharine Berray, & Jennifer Schmid
Student Presentation Session D
Student Learning and Access

Time & Location: 1:40-2:40 PM, Ruffner 106
Moderators: Paul Yoder & Tianxin Zhou

Teacher and Classroom Characteristics to Predict the Quality of Teacher-Child Interaction in Ecuador
Francisca Romo

The current paper aims to identify teacher and classroom characteristics that explain the variation in quality of teacher-child interaction of kindergarten teachers in Ecuador. Teacher characteristics—age, experience, tenure, among others—and classroom poverty risk composition were used to predict quality of teacher-child interactions measured by the assessment tool CLASS.

The Role of Teacher Mathematics Identity in Curriculum Adaptation
Vicki Hobson

This proposed case study explores how prior experiences teaching and learning math as well as school contextual factors contribute to the development of elementary teachers' mathematics identities. Additionally, the researcher is proposing to explore the relationship between teacher's mathematics identity and their reading, evaluating, and adaptation of their curricular resources.

When Factors Predict Preschool Children's Classroom Engagement
Christina Mulcahy

Reciprocal interactions between children and people and objects in the environment drive development. Both what the environment provides and what the child brings are important for development. We examine how children’s executive function (EF) and quality of the student-teacher relationship affect classroom engagement, and whether quality of the relationship moderates the relationship between EF and engagement.
Student Presentation Session E  
Student Learning and Access & Policies and Programs

Time & Location: 1:40-2:40 PM, Ruffner 206  
Moderators: Hannah Mathews & Sarah Holder

The Effect of Survey Validity Screening on Prediction of Risk Behavior by High School Students  
Yuane Jia

Research, Statistics and Evaluation program focuses on educational methodology including quantitative and qualitative methods.

Open Response Auto Feedback  
Jim Bywater

Technologies that assess student responses automatically open up new opportunities for providing high quality feedback. This proposal examines how accurately the Enhanced AI Scoring Engine (EASE) is able to assess student open responses to questions within an engineering-design learning context and provide students feedback that supports their knowledge integration.

Measuring Principal Effects on Teacher Improvement  
Aliza Husain

Using District of Columbia’s School Leader IMPACT, DC Public Schools’ evaluation system for principals and assistant principals, we examine the relationship between leaders and teachers. Specifically, we aim to explore how effective leaders influence school and student outcomes through teacher personnel decisions including teacher recruitment, development, improvement, and retention.

How State Education Agencies Are Managing School Turnaround Efforts 15 Years After NCLB: A Grounded Theory Study  
Bryan VanGronigen

Using document analysis of SEA webpages, this grounded theory study seeks to develop a theory on how state education agencies (SEAs) are managing school turnaround efforts 15 years after the passage of NCLB. Investigation into Seas’ vetting processes and use of for-/non-profit school improvement vendors (SIVs) will also occur.
Student Presentation Session F
Health and Well-being & Equity and Access

Time & Location: 1:40-2:40 PM, Bavaro 318A
Moderators: Katharine Meyer & Tashi Dekyid

Extending the Family Stress Model: Stressful Life Events, Family Stress Processes, and Development of Self-Regulation
Chelsea Duran

Using a structural equation modeling approach, this paper tests the well-established family stress model examining outcomes yet to be studied within the context of the model: children’s self-regulation. Further, this paper extends the family stress model by considering stressful life events as a predictor of parent and child outcomes.

"Distance" Parentese
Vickie Ho, Olivia Fowkes, River Steinber, & Megan Hogge

“Distance parentese” is the use of parentese when the receiver (the child) is not physically present. PRAAT was used to analyze recordings. The results were that "distance parentese" did not have the same quality as authentic parentese, implicating the need for face-to-face communication for an environment conducive for language input.

Excellence Gaps in English and Math AP Exams
Melanie Caughey

The Advanced Placement Program (AP) efforts to expand the program have doubled the number of students with access. While this is believed to have helped to decrease the equity gap, there has not been a proportionate increase in success for underrepresented student populations. This study looks at excellence gaps between White and underrepresented students in order to get a more complete understanding of whether or not access has actually led to more underrepresented student achievement in math and English, which are the subject areas connected to future success.

Unleveling Courses for Student Achievement
Margaret Thornton

A de-tracking program in the English Department at Charlottesville High School appears to be paying dividends in student growth on writing assessments.
Workshops

Grant Writing at Curry and Beyond

Time & Location: 2:50-3:50 PM
Holloway Hall
Presenters: Catherine Bradshaw & Nora Arkin

During this session, Catherine Bradshaw and doctoral student and grant recipient, Nora Arkin, will share the secrets of grant writing, with a particular focus on the Curry IDEAS small grants proposal to fund dissertation research.

Design Thinking in Education: An Introduction

Time & Location: 2:50-3:50 PM
Ruffner 106
Presenter: Chris Hulleman

What is design thinking? How can it be used to solve problems in education and youth development settings? During this session, Curry School of Education Associate Professor Chris Hulleman will share how the design thinking process is part of an overall approach that facilitates the translation of theory and research insights into scalable solutions for education challenges. The primary goal of this session is to introduce participants to one version of the design thinking process, and spark thinking on how they might apply elements of the design thinking in their on-going work.
SEEDS for Change: Critical Educational Scholarship

Time & Location: 2:50-3:50 PM  
Library Data Commons at Curry  
Presenters: SEEDS for Change Members

SEEDS for Change invites all CRC attendees to participate in a workshop that will highlight research by Curry students and faculty members who offer critical perspectives on topics related to race, gender, sexual orientation, (dis)abilities, and socioeconomic status, as well as their intersections. Attendees will also have the opportunity to discuss ways to support members of the Curry community as they pursue critical education research on these topics in the future. The goal of this session will be to create productive intellectual exchanges among students and faculty members interested in critical research, facilitate deeper understandings of identified research topics and catalyze innovative ideas related to research areas. It is our hope these discussions lead to a critical scholarship working group that meets throughout the year. Join us to create an exciting space for discussion and reflection!

Connecting Research, Practice, and Community at the Curry School: Methods Used to Advance our Understanding of Equity and Justice

Time & Location: 2:50-3:50 PM  
Bavaro 306  
Presenters: Robert Q. Berry, Marcia A. Invernizzi, & Fares J. Karam

This faculty and students panel will discuss the ways in which they frame their research agenda to contribute to our understanding of equity and justice in education and community settings.
CRC Steering Committee

Chairs
Wendy Rodgers
Jillian Perlow McGraw

Proposals
Andy Colombo-Dougovito
Vonna Hemmler
Angel Nash

Logistics
Colleen Fitzpatrick
Katharine Meyer

Program
Lora Henderson
Pooja Datta

Communications
Amanda Allen
Abigail Kayser

Treasurer
Teasha Jackson

Ad Hoc
Wes Wilson

Faculty Liaison
Catherine Bradshaw, Ph.D.
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 poster session competition and present recipients with the awards. Thank you to our judges:

Julia Jackson Cohen  Amanda Kibler
Joanna Lee Williams  Ji Hoon Ryoo
Peter Youngs        Tish Jennings
Blaire Cholewa       Eileen Merritt
Steve Malin          Daphna Bassok
Michael Kennedy      Vivian Wong

Light refreshments will be served.
Volunteers

*† Hannah Mathews                      *Kate Miller-Bains
†Tianxin Zhou                          *Grant Norte
†Megan Washburn                        *Praise Oh
*Neal Glaviano                         *Teasha Jackson
†Corrie Shellnut                       *Frank Perrone
†Francisca Romo                        *Amy Reynolds
†Tashi Dekyid                          *John Romig
†Sarah Holder                          *Bryan VanGronigen
†Angela Skeeles-Worley                 *Mark Vincent Yu
*†Paul Yoder                           *Tashi Zhaxideji
*†Kate Peeples                         *Gopal Midha
*†Melanie Caughey                      *Amanda Allen
*Pilar Alamos                           *Justin Doromal
*Meredith McCool                        *Kevin Foley
*Jillian McGraw                         *Joann Judge
*Katharine Meyer                        *Aliza Husain
*Nicole Fratrik                        *Jessalynn James
*Vicki Hobson

*Reviewer       †Moderator
Special Thanks

- The Curry Foundation for the continued contribution and support for the conference
- The Education Council for continued contribution and support for the conference
- Dean Robert Pianta for his continued support for the conference
- Dr. Elise Capella for presenting the Key Note address
- Leslie Booren and Sara Rimm-Kaufman for coordination with the VEST series
- Audrey Breen, Carole Lohman, and Kay Buchanan 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, Nora Arkin, Chris Hulleman, Robert Q. Berry, Marcia A. Invernizzi, Fares J. Karam, Seeds for Change, and the Diversity Action Committee
- Dr. Catherine Bradshaw for her support as CRC’s faculty advisor
- Participants, reviewers, moderators and volunteers for their support and time
Notes
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