Hosted by

The School of Education Student Development Committee
William Adams
Latifat Odenewu
Dan Philippe
Hannah Reiman
Stephanie Sferra
Caleb Steindam
Anarosy Torres
Mark Torrez
Beth Wright
Dr. Janet Pierce-Ritter, Advisor
Dr. Terri Pigott, Interim Dean

and

Future Teachers/Illinois Education Association
Maggie Huttlinger, Co-President
Nick Kleinschmidt, Co-President
Lindsey Clementz, President Elect
Sherene Kurian, Secretary

WEEKEND OF EXCELLENCE
CELEBRATING TRANSFORMATIVE EDUCATION
The 17th Annual School of Education Research Symposium is planned in conjunction with the 5th Annual Weekend of Excellence.
SCHEDULE

LUNCH AND CHECK-IN
12:00 PM
Kasbeer Hall, Corboy Law Center

WELCOME
12:30 PM
Dr. Terri Pigott
Interim Dean, School of Education
Kasbeer Hall, Corboy Law Center

RESEARCH AWARD
12:30 PM
Dr. Janet Pierce-Ritter
Associate Dean, Student Academic Services, School of Education
Kasbeer Hall, Corboy Law Center

ROUND-TABLE DISCUSSIONS
12:50 PM – 1:50 PM
Kasbeer Hall, Corboy Law Center

CONCURRENT SESSION 1
2:00 PM – 2:45 PM
Corboy Law Center Classrooms

CONCURRENT SESSION 2
2:50 PM – 3:35 PM
Corboy Law Center Classrooms

CONCURRENT SESSION 3
3:40 PM – 4:25 PM
Corboy Law Center Classrooms

POSTER PRESENTATIONS & CLOSING RECEPTION
4:30 PM – 5:30 PM
Kasbeer Hall, Corboy Law Center
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SCHOOL OF EDUCATION

MISSION
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers and by conducting research on issues of professional practice and social justice.

CONCEPTUAL FRAMEWORK
Our Conceptual Framework – through its components of service, skills, knowledge, and ethics – guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs.

STUDENT DEVELOPMENT COMMITTEE
The Student Development Committee is a standing committee of the Academic Council of the School of Education. Committee members are chosen by their Program Group faculty and serve through their program completion. The Committee has the following charge:

* Develop policy and processes for the Student Activity Fee Fund
* Review and approve funding requests
* Assist in planning and delivering the School of Education Research Symposium
* Assist with the new student orientation
* Serve as liaisons for student concerns and issues
* Elect student representation on the Academic Council and other standing committees
* Select the Research Award recipient

CONFERENCE FUNDING REQUESTS
Current students in the School of Education, including students in the Graduate School, may apply for funds to attend and/or present at a conference. Funds are distributed on a first come, first serve basis and will cover lodging, travel, registration, and/or food for the duration of the conference. In an academic year, presenters are eligible for up to $400 and attendees are eligible for up to $100 per student.

http://luc.edu/education/resources_forms.shtml

RESEARCH GRANT
The SDC Research Grant is a $1,000 annual award granted to a Ph.D. or Ed.D. candidate to assist in their dissertation work. The recipient of this Spring’s Research Award will be announced at the Research Symposium. Applications for the Spring 2016 Award will be available in January 2016.

http://luc.edu/education/resources_forms.shtml
RESEARCH SYMPOSIUM

The Student Development Committee in the School of Education hosts the annual Research Symposium in partnership with Loyola’s Weekend of Excellence. Every year, SOE students travel the globe to present their research and the School of Education is honored to make conference participation financially feasible on an international stage.

In conjunction with students presenting worldwide, the annual Research Symposium is an opportunity for students to share their research with the Loyola community. In a conference-style experience, students in the School of Education showcase what they have learned by sharing their research with others at the 17th Annual Research Symposium. This conference will also provide an opportunity for faculty, students, and alumni in the School of Education community to discuss current research topics in education.

PRESENTATION TYPES

FUTURE TEACHERS/IEA GUESTS
Future Teachers, an undergraduate education club, has joined the School of Education on this day of scholarship and professional development. Specific sessions, developed and organized by Future Teachers, will highlight leaders in the field and issues relevant to undergraduates preparing for careers in education.

PAPER SESSION
Information presented in these sessions are typically from original research projects, most commonly as a part of research teams. Paper sessions are combined around themes, with sessions including up to three separate presentation teams.

POSTER PRESENTATIONS
To close the Research Symposium, students and faculty responsible for the work of each poster will give oral presentations of their work to all interested in learning more or asking questions.

WORKSHOP FACILITATION
These are more hands-on sessions where facilitators most likely are not presenting their own original research, but utilizing others’ research as a core component of practical application. Workshop sessions are combined around themes.
GIHANE JÉRÉMIE-BRINK

Program
Counseling Psychology, Ph.D.

Dissertation
“To be Black, Caribbean, and American: Social Connectedness as a Mediator to Racial and Ethnic Socialization and Well-Being among Afro-Caribbean American Students”
CASEY MCPHERSON

Program
School Psychology, Ph.D.

Dissertation
“Collaborative community prevention: An ecological approach to mental health support for children in rural America”
ANNMARIE VALDES

Program
Cultural & Educational Policy Studies, Ph.D.

Dissertation
“A ‘cult’ of intellectualism: Female historians and a century of knowledge production for the nineteenth-century American historical canon”
12:50PM – 1:50PM

ROUNDTABLE DISCUSSIONS

Please join one of the following Roundtable Discussions that is of interest to you to engage across program area.

- Social Justice Education
- Critical Methodology
- Globalization/Comparative International Education
- Talking about Ferguson and current events with Students
- Policy Reform
- Publishing

Thank you to all the facilitators who have generously volunteered their time!
FUTURE TEACHERS/IEA GUEST:

CORBOY LAW CENTER – ROOM 727

Deborah Perryman - Preparing Your Students to be Global Citizens with Population Connection

Deborah Perryman holds a Bachelor of Science degree from Western Michigan University where she was a double major in Biology and Secondary Education. She then attended Aurora University earning a Master’s degree in Biology in Educational Leadership (administrative Certification Program). Deb has been teaching at Elgin High School since 1994 where she and her colleagues have managed to build an Environmental Program that is considered one of the best in the nation. The Environmental Science curriculum centers on a 40 acre campus nature trail and outdoor classroom that provides environmental education programs for their community. Deb’s work has won her many accolades including the “2002 Conservation Educator of the Year,” by the Illinois Association of Soil and Water Conservation Districts, “Illinois Good Neighbor Award,” from the Izaak Walton League, and the “2005 Illinois Teacher of the Year,” from the Illinois State Board of Education. In addition, she was named a National River Hero by River Network for her efforts to restore Poplar Creek, the only B streak in Cook County, Illinois (Chicago region). Deb was also named one of the “Ten Outstanding Young Americans,” by the U.S. Junior Chamber, an award she shares with Al Gore, John F. Kennedy, Ralph Nader, and countless others. For all of her efforts, Deb was filmed by Wiland-Bell Productions and featured in the PBS mini-series "Eden's Lost and Found;" she was described as one of our nation’s “most extraordinary citizens.” Elgin High’s Environmental Science program was featured in a second PBS series called "Designing Healthy Communities." If you were to ask Deb about the awards, she would tell you that they are not hers or her colleagues, rather they belong to the students of Elgin High School who, despite their daily struggles, strive to make their community a better place; "I am simply their cheerleader!"
WORKSHOP AND ROUNDTABLE SESSION – COMBINED (2):
CORBOY LAW CENTER – ROOM 521

1. “Informational Partnerships”
The purpose of this session is to share examples from ongoing efforts of a partnership between Loyola University Chicago School of Education, Chicago-area museums and cultural centers, and local schools designed to provide learners with experiences that foster science habits of mind, integrate scientific practices with those from other disciplines, and emphasize communication of personal and social applications of science content and skills.
* Jenna Carlson, Graduate Student

This presentation informs teacher educators and community leaders about the experiences of one Indigenous community organization’s collaboration with a non-Indigenous university to prepare teacher candidates to understand and address the needs of urban Indigenous children by identifying and utilizing established community assets.
* Anna Lees, Graduate Student
* Caleb Steindam, Graduate Student
* Kelly Ferguson, Graduate Student

WORKSHOP SESSION – COMBINED (2):
CORBOY LAW CENTER – ROOM 522

1. “Writing Scholarship with Critical Frameworks”
An interrogation of social justice issues requires attention to systemic inequities, structural oppressions, and individual experiences. Conceptual/theoretical frameworks traditionally used in research often fail to address deep-rooted organizational challenges related to power, privilege, and oppression. In this session, we will explore critical scholarship, strategies to employ critical frameworks in research and practice, and begin creating a community of critical scholars.
* T.J. Jourian, Graduate Student
* Dian Squire, Graduate Student

2. “Transformative Learning in Leadership Education”
This session will briefly discuss the cognitive learning process necessary to engage students in transformational leadership learning.
* Mark Anthony Torrez, Graduate Student

PAPER SESSION – COMBINED (3):
CORBOY LAW CENTER – ROOM 523

1. “‘How, then, is history made?’: Female Historians and a Century of Female Knowledge Production for the Nineteenth-Century American Historical Canon”
My dissertation conducts historical analyses of the educational experiences and scholarly texts of five female teachers and writers of history between the years 1820-1900. The study employs the dual framework of ‘situated knowledges’ (Haraway, 1988) and biography (Holmes, 1985; Lee, 2005, 2009) for examining female historians who were involved in three integrated aspects of knowledge production: scholar, educator, and author. This particular chapter focuses on the life, educational experiences, and authorship of Elizabeth Peabody (1804-1894).
* Annmarie Valdes, Graduate Student
2. “Loan Conditionality of the International Financial Institutions and the Funding of Higher Education in West Africa: A Focus on Sierra Leone”

This study investigates the influence of loan conditions of the international lenders like the World Bank and IMF in funding higher education in West Africa, using Ghana, Nigeria, and Sierra Leone as samples. These borrowing countries unwillingly accept the conditions, and consequently adopt the policy measures of the donors—cutting down on public expenditure, privatization, focusing attention of primary education, and corporate model practices, without consideration of such policies’ desirability and suitability to the national context and needs. The study uses an epistemological frame of neo-colonialism framework to conceptualize loan conditionality.

Using qualitative analysis method, the study finds out that despite the differences among these countries in their socio-economic and political context, their similarities in the funding of higher education system suggest extended political control over the developing world through capitalist conditions of the international lenders.

* Innocent Ugwoke, Graduate Student


In the Northeast Indian state of Mizoram, government policies on the language of instruction has had an impact on educational attainment. Though it is spoken by only about 700,000 people, Mizo is the linguistic majority in the state of Mizoram. The language has protected status as the official language of the state government. It is also routinely used as the medium of instruction within government schools at the primary and secondary level within Mizoram. Government policies in India constitutionally protect these national linguistic minorities and this is reflected in the realm of education. This paper is documentary analysis of the policies that have been implemented by the government of Mizoram since it became a state in 1987. By examining and analyzing educational statistics for the state, it is clear that the best efforts of national government protection of linguistic and cultural rights are not effectively reaching all citizens of Mizoram. Just as in the Chittagong Hill Tracts and Sikkim, the complexities of the ethnically and linguistically diverse population are a challenge for educational policy makers.

* David T. Boven, Graduate Student

PAPER SESSION – COMBINED (3):
CORBOY LAW CENTER – ROOM 526


Utilizing a critical discourse analysis, this paper comparatively examines the treatment of English Language Learners (ELLs) within high stakes exam policies. Focusing on testing policies surrounding the Common Core State Standards (CCSS) and the national Key Stage exams in England, it uncovers how ELLs are consistently viewed as objects of reform in need of diagnostic interventions. Building upon Jamie Kowalczyk’s (2001) work on the process of ‘abjection,’ accommodation policies from the Smarter Balanced Assessment Consortium, and the Partnership for Assessment of Readiness for College and Careers in the US and Key Stage exams in England showcase how policy discourse objectifies students through a language of inclusion that simultaneously excludes.

* Teresa Barton, Graduate Student

2. “Dressing Diversity and School Uniforms”

To consider the ways in which school uniform policies unjustly teach children to disregard difference so that they can reasonably participate in public and school life, this paper engages in a rich conversation about social justice. Rawls’ Justice as Fairness: a restatement is the theoretical backdrop against which this paper employs Young’s justice and the Politics of Difference and Fraser’s “Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation” to speak to the ways in which diversity can and should be “undressed,” and therefore, “addressed” by children in school. School uniform policies dress difference; they do not address it.

* Samantha Deane, Graduate Student
3. “Improving Student Reading Outcomes through Organizational Consultation”

This presentation will provide applications for consultation practice and expanding school-based systems to strengthen connections between schools and communities. Attendees will learn about the organizational consultation process and the ways in which it can produce positive outcomes for students, systems, and schools.

* Vicky Karahalios, Graduate Student
* Casey McPherson, Graduate Student
* David Shriberg, Faculty

PAPER SESSION – COMBINED (2):
CORBOY LAW CENTER – ROOM 602

1. “Innovative Approaches to Social Connectedness Research: Applying a Multicultural Perspective Across Different Marginalized Groups”

This session focuses on social connectedness research in psychology, explores matters of connectedness among members of various marginalized groups and offers implications that social connectedness has on an individual's well-being. Social connectedness reflects an internal sense of belonging and is conceptualized as a subjective psychological state (affective or cognitive) surrounding one’s relationship to a particular social group and their associated behaviors and beliefs (Jose, Ryan, & Pryor, 2012; Lee, Draper, & Lee, 2001; Lee & Robbins, 1998). Existing social connectedness literature almost exclusively focus on acculturation/enculturation on selective racial and ethnic cultural groups, this presentation will demonstrate the expansion of scholarship in this area and include three empirical research projects grounded in multicultural and intersectionality frameworks. This presentation will investigate the relationship between social class connectedness and subjective well-being in self-identified working and lower class college students, and whether family cohesion and school belongingness mediate that relationship.

* Kristen Adams, Graduate Student

2. “LGBTQI Youth Experiences and Perceptions of Sexuality Education”

This paper investigates LBGTQI youth experiences and perceptions of sexuality education. It begins with reviewing current state laws and guidelines regarding sexuality education in schools and communities. Then after a brief literature review, the proposed study is explained. Researchers will interview LGBTQI youth ages 16-20 about their experiences in sexuality education and compare it to participants’ sexual practices to determine if their education impacted decision-making.

* Gina Coffee, Faculty
* Kelly Holmes, Graduate Student
* Vicky Karahalios, Graduate Student
* Kaele Way, Graduate Student
* Tommy Wells, Graduate Student
FUTURE TEACHERS/IEA GUEST:
CORBOY LAW CENTER – ROOM 727

Field Museum- How to Excite Science Explorers
Professional development allows for teachers to continue to grow during and after their education. Why not continue this growing in an enjoyable and educational way at the Field Museum? Come learn about the many opportunities for professional development at the Museum, including educator open houses, on-going development, and the learning through collections series. Many of these events are free and allow teachers to see the museum after hours. Come grow with us!

WORKSHOP AND PAPER SESSION- COMBINED (2):
CORBOY LAW CENTER – ROOM 521

1. “Harnessing the Power of Big Data”
Teachers and school administrators at all levels are inundated with data so large and complex, at times, that the data becomes difficult to process. This has led to confusion, misuse and an overall rejection of using critical core data. As a result, we often miss the valuable potential in using the data to guide decision making in the classroom and on our campuses. In this session, Adam will present opportunities and approaches with Tableau, a data visualization application tool for data-based decision making, and other open-source tools. This includes connecting to multiple databases, Excel spreadsheets and commingling other data types to visualize and inform decision making. Participants will experience the practical hands-on application of using “big data” sets with Tableau Public and open-source tools, as well as best-practices for handling large data sets and how to construct reports/dashboards.

   * Adam Smeets, Graduate Student

2. “Using Student Voice to Respond to Middle School Bullying”
Bullying is a challenge that has vexed many schools. This paper presentation will describe the results of a student leadership group with seventh graders where the leadership task was to develop and present to school staff the anti-bullying strategies devised by these students. Implications for practice will be highlighted.

   * Keeshawna Brooks, Graduate Student
   * Caroline Gianesin, Graduate Student
1. “Flourishing for Autonomy or Collective Solidarity: An Argument Toward Solidarity”

Through the analysis of two competing works, it is shown that the outcome of education is to provide students with the opportunity to flourish and combat injustice. Using Harry Brighouse, the concept of flourishing through personal autonomy is presented; thus suggesting that education should focus on the cultivation of the individual. Conversely, William Ayers suggests that while it is important to have the freedom to live a range of good lives, humans are bound together in solidarity and should accompany one another on the journey to flourishing. I contend that both authors suggest education should support Hannah Arendt’s concept of renewal by guiding students to discover how to personally flourish. However, Ayers advances the argument by stating solidarity and accompaniment is a requirement of renewal and flourishing. When we accompany others on this path of discovery, we work towards the renewal of the world; therefore education out to support this specific goal.

∗ Chandler Meyer, Graduate Student

2. “Threats to the Assessment at Colleges and Universities: Multidisciplinary Perspectives, Conflicting Paradigms & Capricious Results”

Illinois law requires all its colleges and universities to create “interdisciplinary” threat assessment teams to identify and prevent violence on campus, such as the incidents that occurred at Virginia Tech and Northern Illinois. The multidisciplinary nature of these teams is often touted as central to their success (Deisinger et al, 2008; Randazzo & Plummer, 2009). But with the inclusion of professionals from academic, mental health, legal, student affairs, human resources, and even public relations backgrounds (to name just a few), team members may each utilize dramatically different conceptions of “threat,” as highlighted by Hilgarnter’s (1992) sociological theory of risk. This, in turn, can lead to inconsistent, ineffective, and inequitable results. After highlighting the dangers of competing constructions of “threats,” the presentation will conclude by examining how particular transdisciplinary approaches (King et al, 2000; Woodriff & McGonigel, 1988) may provide a better model for threat assessment on college campuses.

∗ James R. Neumeister, Graduate Student

PAPER SESSION – COMBINED (2):

1. “Predictors of High Risk Behavior Among Adolescent Females”

Through this presentation, participants will learn how commonly collected high school data (e.g., grades, attendance, and office discipline referrals) aid in predicting student reported risk taking behaviors and whether a different trajectory exists for females relative to males. Specifically, participants will be informed about strategies for analyzing commonly collected academic and behavior data to predict high risk outcomes in high school students; gender-specific risk factors that are associated with high risk behavior among adolescent youth; descriptive information concerning the frequency and types of self-reported high risk behaviors among a sample of 12th grade high school students; and recommendations for school psychologists to prevent and improve school outcomes for adolescent females.

∗ Caressa Buchanan, Graduate Student
∗ Pamela Fenning, Faculty
∗ Amanda Middleton, Graduate Student
∗ Jessie Montes de Oca, Graduate Student
2. “Substance Use Prevention Among Middle School Students: Evidence-Based Practices”

School psychologists can play a major role in supporting school personnel by promoting evidence-based interventions and educating staff on preventative strategies to utilize within the school context on drug use. This presentation will be engaging for practitioners and graduate students because they will learn how their role as a school psychologist is imperative in implementing practical evidence-based interventions and sustaining best practices to target middle school substance abuse. Informed by the findings of the research synthesis, participants will acquire skills in the areas of choosing and implementing programs, identifying students and assessing substance use within schools, monitoring progress, and evaluating substance use prevention programs.

* Gina Coffee, Faculty
* Vicky Karahalios, Graduate Student
* Jessie Montes de Oca, Graduate Student
* Christina Tanzi, Graduate Student
* Kaele Way, Graduate Student

WORKSHOP SESSION – COMBINED (2):
CORBOY LAW CENTER – ROOM 526

1. “You Can't Beat a Tweet: Building Your Student Affairs Digital Identity”

Social media is here to stay and it’s revolutionizing the way we promote, serve, and work with students. You may ask, “There are so many different mediums and strategies, where do I start?” During this session, participants will discover the basics of building their digital identity as professionals as well as tips and tricks for departmental social media.

* Meghan Funk, Graduate Student

2. “Joining the Dark Side: Fostering Strategic Partnerships Between Student Affairs and Advancement”

You thought graduation was the end of a nurturing and supportive relationship with students? No way! Student affairs and university advancement partnerships make a significant and meaningful impact on student experiences and how alumni ultimately view and support their alma mater. This session will identify areas for collaboration that are mutually beneficial, strategies that are inclusive of students and alumni from diverse backgrounds, and provide tangible methods for applying best practices on your campus.

* Michael Bumbry, Graduate Student
Leslie Hiquiana - The World of Special Education: Supporting Our Diverse Learners
Leslie Hiquiana obtained her B.S.Ed. in Special Education in May 2013 from Loyola University Chicago. Upon graduating with honors, she accepted a position as a multi-needs teacher in the Plainfield School District. During her time at Loyola University, she was president of the Future Teachers Club/IEA SP and accepted into Kappa Delta Pi, an international education society. At this time, she is teaching in a Functionally Based Instructional classroom for 2nd-5th grade students. She annually administers the Verbal Behavior Milestones Assessment and Placement Program to drive student goals and gauge progress. She also plans and coordinates 8 community trips throughout the school year.

Carmen Joya & Breanna Pustai - Urban vs. Suburban: The Benefits and Challenges of Both
Carmen Joya is a Loyola University graduate ('12) and a former co-president of the Loyola Future Teachers of IEA. She graduated with a degree in Bilingual/Bicultural Elementary Education with an ESL endorsement. She has taught in the Chicago Public School District for three years, two years as a kindergarten teacher and the current year as a first grade teacher. Carmen is currently pursuing her Master’s degree in Curriculum and Instruction and will graduate from the program this summer. Breanna Pustai is a Loyola graduate from the class of 2012. She currently has three years of teaching experience. Her experience has been in a first grade general education class, a first grade sheltered EL class, and a second grade sheltered EL class. She currently runs the newspaper club at her school and is a member of a curriculum committee for Social Studies. Breanna is a council member for her region and plays an active role in the IEA.
“Counseling Students Who Are Homeless and Students in Foster Care”

Homeless youth and youth in foster care are at risk for increased exposure to complex trauma and mental health issues. School psychologists and other school-based mental health providers play a critical role in supporting these often overlooked groups of students with school-based counseling interventions. Attendees will learn evidence-based counseling techniques for students who are homeless and highly-mobile and will leave the workshop presentation with access to a handbook of practical counseling interventions designed for immediate implementation in the schools.

* Michael Cermak, Graduate Student
* Aaron Hosek, Graduate Student
* Erin Lim, Graduate Student
* Rachel Pitt, Graduate Student
* Martie Wynne, Faculty
* Sandy Flores, Graduate Student
* Natalie Meier, Graduate Student
* Shevita Persaud, Graduate Student
* Natalie Meier, Graduate Student
* Sandy Flores, Graduate Student
* Martie Wynne, Faculty

WORKSHOP AND PAPER SESSION – COMBINED (2):

1. “Diversifying Study Abroad”

Study abroad is often considered to be a rite of passage experience for American college students. Unfortunately, this opportunity is not accessible for all students. Through strategic planning and partnerships with faculty and departments, the Office for International Programs at Loyola University Chicago has taken bold steps to diversify its programming and support services to make study abroad a viable option for historically underrepresented students. Since 2012, the diversity initiatives have resulted in more students of color, Pell-grant recipients, and STEM majors choosing to study abroad.

* Nicole Ortega, Graduate Student


This paper seeks to create awareness of two education agencies, the Tucson Unified School District and Texas School Board of Education, who petitioned to create curriculum for a specific ethnic group, Mexican Americans, and who had different outcomes despite strong advocacy groups voicing the importance the implementation of such curriculum for students. With increasing ethnic and racial diversity in the United States it is important to make note of advocacy groups that have successfully petitioned for curriculum relevant to its community and the response of education agencies to their efforts. Providing this type of information for other advocacy groups seeking to implement a better education for its community could clarify the factors that need to be taken into consideration.

* Margarita Vizcarra, Graduate Student

PAPER SESSION – COMBINED (2):


Putting classroom knowledge into practice is key for pre-service school psychology graduate students. Learn how a service-learning pedagogy can be used to train graduate students in essential consultation skills while also helping them gain more confidence in schools.

* Maura Dolan, Graduate Student
* Vicky Karahalios, Graduate Student
* Carly McLaughlin, Graduate Student
* Casey McPherson, Graduate Student
* Amanda Middleton, Graduate Student
* David Shriberg, Faculty

The context of this research is a school psychology graduate program located within an urban university that has a social justice mission. A central challenge for faculty and students in this program has been how best to embed social justice within the program's culture. In a January 2009 focus group, veteran students in this program pointed to the role of service learning. Service learning had been a free standing masters' degree requirement in this program for over two decades, but prior to this point the connection between service learning and social justice had not been explicitly made. In this focus group, students indicated that service learning, particularly when students had the opportunity to go outside of their cultural comfort zone, was their most impactful social justice experience in this program and one of the most impactful experiences in their development as school psychologists. As a result, beginning in fall 2010, a required course in social justice was created for all first year school psychology students in which service learning was the primary course assignment. Simultaneously, a research study was launched to rack the impact of service learning on the students' development as agents of social justice on their professional development as school psychologists. This proposed presentation will highlight the results of this study, as well as provide input from selected students who have been particularly impacted by this work. Specifically, the results of three years of focus groups on the development of a social justice orientation among students (Author, in press) and the potential role of service learning this process will provide. Additionally, the results of three years of pre/post-mechanism to demonstrate the impact of serve learning on developing professionals and their agency devoted to providing free tutoring to students with financial need—will be highlighted. A brief history of the partnership between these sites and the graduate program will be provided. Also provided will be the impact of this work as described by interview responses provided by the students most intimately involved in the work.

* Kelly Holmes, Graduate Student
* Vicky Karahalios, Graduate Student
* Casey McPherson, Graduate Student

PAPER SESSION – COMBINED (2):

CORBOY LAW CENTER – ROOM 526

1. “Racial Disparities and For-Profit Colleges and Universities”

In light of the dramatic growth of for-profit colleges and universities (FPCUs) and their role in educating more and more of the country's student body, research is needed to illuminate the demographic landscape of higher education. Through the use of statistical methods and critical conceptual frameworks, a study was conducted to examine enrollment patterns by race and by sector in higher education between 1998 and 2013. Findings indicated that racial stratification has existed and increased, and that disproportionately more students of color have been enrolled in FPCUs. Implications from this research are posed in terms of their scholarly, student affairs, and public policy ramifications.

* Esther Sihite, Graduate Student

2. “Exclusionary Discipline in Charter and Non-Charter Schools”

The purpose of this research study was to examine one large urban school district's discipline data and investigate whether the Suspension and Expulsion Reduction Plan effectively reduces rates of suspension and expulsion. The researchers also explored differences in the exclusionary discipline practices of charter schools versus other publicly funded schools. Novice and experience practitioners will learn strategies for examining disaggregated discipline data in their own districts with a focus on type of school setting.

* Caressa Buchanan, Graduate Student
* Sandy Flores, Graduate Student
* Claudia Hernandez-Melis, Graduate Student
* Amanda Middleton, Graduate Student
* Emily Wesley, Graduate Student

* [Kelly Holmes](mailto:), Graduate Student
* [Vicky Karahalios](mailto:), Graduate Student
* [Casey McPherson](mailto:), Graduate Student

* [Esther Sihite](mailto:), Graduate Student

* [Caressa Buchanan](mailto:), Graduate Student
* [Sandy Flores](mailto:), Graduate Student
* [Claudia Hernandez-Melis](mailto:), Graduate Student
* [Amanda Middleton](mailto:), Graduate Student
* [Emily Wesley](mailto:), Graduate Student
“University and College Counseling Centers’ Commitment to Outreach and Prevention”

This study sought to understand the commitment of university and college counseling centers to social justice and to explore how to inform graduate students in psychology about opportunities to receive training in settings that encourage nontraditional service delivery. The sample consisted of 70 directors of counseling centers, who completed an online survey investigating how they define their commitment to social justice; to what extent prevention, outreach, and advocacy are utilized as part of this commitment; and what factors predict counseling centers’ implementation of nontraditional service delivery. Results demonstrated many counseling centers are committed to social justice, indicated by their provision of prevention, outreach, and advocacy services on campus, along with designated staff and trainee hours for such activities. Despite these observable commitments, there are still areas lacking, including limited efforts to engage underrepresented students by assessing their mental health needs and utilizing student advisory groups.

* Fatma Aydin, Graduate Student

“Program Evaluation of ‘Academic Wellness’”

This poster session will highlight the findings of a program evaluation conducted of an academic probation program at a four-year college. Students at this college are placed on academic probation if their cumulative GPA falls below a 2.0. During their probationary semester, students are required to take a course called “Academic Wellness” that aims to help them change their academic habits. Although the program has been in existence for years, it has never been evaluated. This evaluation seeks to understand the trends of students that are placed on academic probation compared to trends in the entire student body, the overall success of the program, and the essential components of the program that have led to student success. Results of the evaluation will help the college engage in proactive strategies to help students avoid a semester on academic probation and will help the college strengthen the course “Academic Wellness.”

* Rebecca Harkema, Graduate Student
“Exploring the Facets of Career Indecision”

The present study sought to contribute to the growing body of literature on the CIP-65 by providing construct validity evidence for the measure. Several hypotheses were tested in order to provide convergent validity evidence for two of the CIP-65 scales. Convergent validity evidence is obtained when the scores on a measure (i.e. CIP-65) correlate highly with another measure of the same construct. Thus, we sought to obtain convergent validity evidence by exploring if: (a) the NNA scale correlates with established measures of neuroticism and negative affect and (b) CCA scores correlate with a pre-existing measure of choice anxiety. Additionally, the authors wanted to acquire discriminant validity evidence for NNA and CCA. This type of evidence is gained when hypothesized correlations (e.g. NNA with existing measures of neuroticism and negative affectivity) are larger than correlations with other scales (e.g. existing measures of neuroticism and negative affectivity with CCA, LR, and IC). Additional hypotheses were tested as suggested by Brown et al.’s (2012) initial efforts to establish on the nomological network of the four-factor model of career indecision. Gathering this additional evidence further aids in establishing construct validity by indicating that the constructs in question behave as we would expect and relate to other constructs within the network as hypothesized. In an earlier meta-analysis of career indecision, Brown and Rector (2008) found that chronic indecisiveness was a facet of NNA. However, Brown and colleagues (2012) found that chronic indecisiveness items loaded on both NNA and CCA factors. Therefore, we sought to better understand the relationship chronic indecisiveness has with both CCA and NNA scales to clarify the discrepant results in previous studies. This would provide clarity in understanding if chronic indecisiveness is, as predicted, associated with multiple sources of indecision.

* Plamena Daskalova, Graduate Student
* Meghan Roche, Graduate Student
* Michael Massengale, Graduate Student

“Classroom Talk and Language Minority and English-only Students’ Expressive Vocabulary Skills”

A proposed avenue for increasing students’ vocabulary knowledge is instruction that promotes students’ enthusiasm, and attention to words, referred to as word consciousness. This study investigates whether naturalistic teacher talk in kindergarten classrooms includes a focus on word consciousness and whether this kind of talk predicts students’ growth in vocabulary beyond other forms of linguistic input (i.e., semantic diversity and syntactic complexity) that have been found to influence students word knowledge. Using transcribed observation data collected from 40 teachers with 335 students we analyze the frequency of word consciousness teacher talk, associations among linguistic aspects of teacher talk, and the explanatory power of these forms of linguistic input for vocabulary growth. Results can provide guidance for teacher preparation.

* Ingrid Colón, Graduate Student

“Atiest Students’ Experiences at a Religious University: A Case Study”

Greater attention is being paid to spirituality and faith issues on college and university campuses. However, there is a limited but growing set of scholarship concerning Atheist students and their development and experiences on our campuses. There is little to no inquiry into these experiences on a faith-based campus. This case study investigated how Atheist students experience a religious university.

* Kara Devaney, Graduate Student

“Bicycling Advocacy in the Classroom”

This presentation gives an overview of a unit curriculum planned in CIEP 439, Teaching Science Elementary & Middle Schools. It focuses on student research and advocacy related to creating bicycling infrastructure in and around students’ neighborhoods and schools.

* Tim Early, Graduate Student
“Assuming Adaptability and Responding to Context in Implementation: A Study of the Fussy Baby Network in New Orleans”

Current scholarship on implementation science has focused on developing conceptual frameworks (e.g., Carroll, Patterson, Wood, Booth, Rich, & Balain, 2007; Damschroder et al., 2009; Proctor et al., 2011) and identifying measures of implementation (e.g., Breitenstein et al., 2010; Chadoir, Dugan, & Barr, 2013; Rabin et al., 2012). This study focuses on conceptual frameworks for the stages of implementation: exploration and adoption, program installation, initial implementation, full implementation, innovation, and sustainability (Fixsen et al., 2009). As a home visiting program, the Fussy Baby Network approaches support for families through an infant mental health perspective, taking into account and addressing the challenges for both babies and caregivers. Uncovering how local practitioners and administrative personnel adapted FBN to meet the needs of families in New Orleans and the surrounding Gulf region may be helpful in future implementations of FBN as it is brought to other populations facing extreme environmental circumstances.

* Hannah (Young) Im, Graduate Student

“Nature Experience in the Disney Curriculum”

This poster session presents key ideas for a chapter I have written in a book called The Disney Curriculum. In this chapter I discuss the idea that humans crave interaction with nature as our lifestyles become increasingly isolated from the natural world. I then make an argument that Disney’s animated films capitalize on our desire to experience nature. I analyze Disney’s animated representations of nature and identify recurring themes. Finally, I discuss how these animated portrayals function as curriculum: in the absence of authentic experiences of nature, they shape our understandings of the natural world and our role within it.

* Caleb Steindam, Graduate Student

“Discipline Codes of Conduct: Comparing Catholic, Charter, and Public Schools”

The implementation of Catholic and Charter school discipline policies may result in the exclusion of students, who then enroll in public schools. As a result, school psychologists at public schools would benefit from understanding how discipline is conceptualized in different settings to effectively evaluate and plan treatment for students. Presenters will compare and contrast the content of discipline policies across these settings and discuss the implications for providing services and maximizing student supports.

* Nisa Gabbidon, Graduate Student
* Claudia, Hernandez-Melis, Graduate Student
* Daniel Philippe, Graduate Student
* Emily Wesley, Graduate Student
ADAMS, KRISTEN
Kristen is in her 4th year of the Counseling Psychology doctoral program. Her research areas of interest include social connectedness, experiences of social class, first-generation students, among others. She enjoys working with college student populations and hopes to begin a career in that area upon graduation.

ARNOLD, SAMANTHA
Samantha Arnold is currently in her second year of the Ed.S. School Psychology program at LUC. She is completing her practicum at Oak Park and River Forest High School this year and will be completing her internship with District 88 at Addison Trail High School next year. She is currently on a research team at LUC working on a project titled, "Predictors of High-Risk Behavior among Adolescent Females."

AYDIN, FATMA
Fatma is a fourth-year doctoral student in the Counseling Psychology program. Her dissertation examines the effect of social class on the self-esteem and psychological wellbeing of college students and how this effect is moderated by critical consciousness. Fatma will be doing her predoctoral psychology internship at Northwestern University CAPS.

BARTON, TERESA
Teresa is a PhD student in the Cultural and Educational Policy Studies program at Loyola. Her current research focuses on how immigrant communities with the United States conceptualize and negotiate language and culture through the use of supplementary education and after-school programs.

BOVE, DAVID T.
Dave Boven is a doctoral student in Cultural and Educational Policy Studies. In addition to contemporary Indian education, his research focuses on the history of education in colonial India. He also researches the education of immigrant communities in urban centers.

BROOKS, KEESHAWNA
Keeshawna Brooks, M.A., M.Ed is a second year School Psychology doctoral student. Her research interests include bullying prevention, social justice, and protective factors contributing to student resiliency.

BUCHANAN, CARESSA
Caressa Buchanan is a second year graduate student within Loyola’s School Psychology program. Her ongoing training in school psychology is currently supported at middle school, in the Western suburbs. Her career and research interests include students from linguistic and ethnically diverse backgrounds, restorative justice, and evaluating disciplinary practices within schools.

BUMBRY, MICHAEL
Michael Bumbry is a third year doctoral student in the Higher Education program at Loyola. His dissertation topic is the impact of race/ethnicity on giving among Latino alumni. Bumbry is currently an Assistant Director in Annual Giving at the University of Chicago where he's been since 2014.

CARLSON, JENNA
Jenna Carlson is a second semester doctoral student in the Curriculum and Instruction program. She is also an adjunct faculty member in the TLLSC program working with freshman and sophomore teacher candidates during the introduction to teaching and elementary science sequences.
Coffee, Gina
Dr. Gina Coffee is an Associate Professor in the School Psychology program at Loyola University Chicago. Dr. Coffee’s practice, teaching, and research are focused on the prevention of academic, behavioral, social, emotional, and health difficulties among children and adolescents.

Colón, Ingrid
Ingrid Colón is a third year doctoral student in the Curriculum and Instruction Program at Loyola University Chicago. Her research focuses on bilingual programs that value the first language of non-native English speaking students as a tool for their second language acquisition.

Dasaklova, Plamena
Plamena is a 2nd-year graduate student in the Community Counseling program.

Devaney, Kara
Kara Devaney is a fourth year PhD student in the Higher Education program at Loyola University Chicago. She also holds a research assistantship with the accreditation project at LUC. Her research interests involve trans* and gender non-conforming students as well as how students understand spirituality.

Dolan, Maura
Maura Dolan is a second-year student in the School Psychology M.Ed./Ed.S. dual-degree graduate program at Loyola University Chicago. She is currently completing her practicum at Mount Prospect District 57 in Mount Prospect, IL. Maura’s research interests include consultation, multi-tiered systems of support, and behavioral interventions in schools.

Early, Tim
Tim Early is a future graduate of the M.Ed. in Elementary Education program as well as the ESL endorsement program. He is passionate about riding bikes, something he does every day.

Fenning, Pamela
Dr. Pamela Fenning is a professor at Loyola University Chicago, and has served as the director of the Doctoral School Psychology Program since 2001. She was a principal investigator on an evaluation study of multi-tier behavior support in six large high schools. Her research and clinical interests focus on multi-tiered academic and behavioral interventions at the high school level, equity and ethnic disproportionality in school discipline policy, evaluation of alternative to suspension programs, high-risk behaviors of adolescents, competency training in school psychology professional preparation programs and support of military families. She has published widely in the area of school discipline and equity in behavioral approaches in educational settings and has two books under contract with Dr. Gina Coffee; one related to school supports for military families and a second related to sexual health of adolescents. She is currently the co-chair of the National Association of School Psychologists (NASP) Child and Professions Committee.

Flores, Sandy
Sandy is a third year student in the School Psychology Ph.D. Program at Loyola University Chicago. She received her M.Ed. in Educational Psychology from Loyola and her B.A. in Psychology and French (minor in Sociology) from Bradley University in Peoria, IL.

Funk, Meghan
Meghan is a first year graduate student in the Higher Education Program and is the Challenge Course Training and Development Graduate Assistant in Loyola’s department of Campus Recreation. Meghan also works at Columbia College Chicago as the Transfer Initiatives Coordinator.
GABBIDON, NISA
Nisa Gabbidon is a second-year student in the School Psychology Ed.S. program. Nisa is involved with two research projects covering predictors for high-risk behaviors and discipline policies for public, Catholic, and charter schools. She is currently completing her practicing experience in an elementary school (K-8) in the Chicago Public School District.

GIANESIN, CAROLINE
Caroline is a graduate student in the School Psychology Ed.S. program. Her research interests include bully prevention and responsive services, social-emotional learning, and early childhood special education. Caroline begins her school psychology internship in the fall in an early childhood center and elementary school.

HARKEMA, REBECCA
Becca Harkema is an Assistant Professor of Special Education at Trinity Christian College and is also a doctoral student in the Curriculum and Instruction program.

HEATH, KELLY
Kelly Heath received a B.A. in Spanish from Bates College and a Master’s degree in Higher Education with a focus in Student Affairs Administration from Loyola University Chicago (LUC). She is the Associate Director of Study Abroad for LUC’s Office for International Programs.

HERNANDEZ-MELIS, CLAUDIA
Claudia Hernandez-Melis is a third-year School Psychology Ph.D. student. Her research interests include the disproportionate impact of exclusionary discipline practices on students of color and students with disabilities. She is also interested in developing and evaluating alternative-to-suspension programs, particularly those with restorative justice components.

HOLMES, KELLY
Kelly Holmes, M.S., M.Ed., is a 2nd year doctoral School Psychology student at Loyola University Chicago. Ms. Holmes’ primary area of research interest is school-based assessment and intervention for symptoms associated with trauma exposure. Ms. Holmes is a former AmeriCorps Vista with Tulane University. During this placement Ms. Holmes supervised undergraduate students engaged in community service learning experiences. Ms. Holmes is a former Tulane University service learning fellow and a recipient of the Jim Runsdorf Excellence in Public Service Student Award.

IM, HANNAH (YOUNG)
Hannah (Young) Im is a graduate student in the Research Methodology program (M.A.). Her research interest mainly consists of process evaluation in nonprofit organizations. She has been working under Dr. Kallemeyn as a graduate assistant and partnering with Erikson Institute and Tulane University (New Orleans) for this research study for the past year.

JOURIAN, T. J.
T.J. Jourian is a doctoral candidate in Higher Education studying trans’ masculine college students’ conceptualizations of masculinity. He is also the Managing Editor of the Journal of Critical Scholarship on Higher Education and Student Affairs, a graduate student run journal hosted at Loyola University Chicago.
KARAHALIOS, VICKY
Vicky Karahalios is a third year student in the School Psychology program at Loyola University Chicago. She currently participates in research teams that focus on topics related to home-school-community collaboration, the application of social justice principles, and the prevention of youth risk behaviors.

LEES, ANNA
Anna is a doctoral candidate of Curriculum and Instruction. She worked as an early childhood classroom teacher for five years and now teachers in TLLSC. Her research focuses on community-university partnerships for teacher education to prepare teachers for the needs of culturally diverse students; aiming to meet the specific needs of urban Indigenous communities.

LIM, ERIN
Erin is a graduate student in the School Psychology program and a member of the home school community research team. Erin received the Mooney Fellowship in 2013-2014 and in 2014-2015 for her professional commitment to urban education.

MASENGALE, MICHAEL
Michael Massengale was born and raised near Atlanta, Georgia but has lived in the Midwest for the last 10 years. He is about to complete his Master's Degree in Community Counseling. He will be pursing his PhD next year in order to become a psychologist seeking to promote resiliency.

MCLAUGHLIN, CARLY
Carly McLaughlin is a second-year Ed. S student in the School Psychology program. As a result of her experience at the tutoring agency, she has a strong interest in consultation with schools and community organizations.

MCPherson, Adria Casey
Casey McPherson is a 3rd year doctoral student at Loyola University Chicago and she is the editor’s assistant for the Journal of Educational and Psychological Consultation. Her main research interests include consultation and collaboration as a method for improving students' academic and mental health functioning within the schools, as well as applying a social justice framework toward the training of future school psychologists.

MEIER, NATALIE
Natalie is a graduate student in the School Psychology program and is a member of the Home School Community research team.

MEYER, CHANDLER
Chandler Meyer is M.A. student in the Cultural and Educational Policy Studies program. His research interests include democratic education, Hannah Arendt, and how education promote the eradication of injustice.

MIDDLET ON, AMANDA
Amanda Middleton is a second-year student in the School Psychology M.Ed./Ed.S. dual-degree graduate program at Loyola University Chicago. She is currently completing her practicum in Community Consolidated School District 15 in Palatine, IL. Amanda’s research interests include consultation, school discipline policies, crisis intervention, and adolescent high-risk behaviors in schools.
MONTES DE OCA, JESSIE
Jessie Montes de Oca is a second year doctoral student in the School Psychology program at Loyola. His interests include investigating risk and protective factors, finding ways for disenfranchised groups to succeed academically, and investigating connections between culture and academic achievement among other topics.

NEUMEISTER, JIM
Jim Neumeister is a PhD student in the Higher Education program at Loyola University Chicago, whose scholarly interests focus on campus safety, student (mis)conduct, and institutional disciplinary policies. A former lawyer, Jim previously served as Assistant Dean of Students and Director of Student Conduct at Northwestern University.

ORTEGÓN, NICOLE
Nicole Ortegón has an Ed.M. in Technology in Education from the Harvard Graduate School of Education. She is a Ph.D. candidate in the Cultural and Educational Policy Studies program at Loyola University Chicago (LUC), Study Abroad Diversity Strategy Intern for LUC’s Office for International Programs, and Adjunct Professor at LUC.

PERSAUD, SCHEVITA
Schevita Persaud is currently a fourth year doctoral student in the School Psychology program at Loyola University-Chicago. Schevita has dedicated her work to supporting at-risk and underserved populations. Her research focuses on the voices and needs of homeless and highly mobile children and families in school.

PHILIPPE, DANIEL
Daniel is a third year PhD student in the School Psychology program. His research interests includes school-wide systems change related to social-emotional, academic, and behavioral supports.

PITT, RACHEL
Rachel Pitt is an alumni of the School Psychology program (class of 2014). She currently works at Oak Park and River Forest High School as a school psychologist. Her research interests include law/policy, homelessness, restorative justice, and participatory action research.

REKER, KASSANDRA (KAYSE)
Kayse Reker is a doctoral student in the School Psychology program. She has completed practicum experiences in therapeutic day schools for children and adolescents with severe emotional and behavioral disorders. Kayse is a trainer of the PREPaRE School Crisis Prevention and Intervention training curriculum. Her research interests include trauma and school crisis prevention and intervention.

ROCHE, MEGHAN
Meghan is a second year doctoral student in the Counseling Psychology program.

SHRIBERG, DAVID
Dr. Shriberg is an associate professor within the School Psychology graduate program at Loyola.
S H I T E , E S T E R
Ester Sihite is a second-year doctoral student in the Higher Education program in the School of Education. Her research interests include community colleges, immigrant student experiences, and community cultural wealth.

S M E E T S , A D A M
Adam Smeets is the Director of University Information Systems at Dominican University. In this role, Adam provides leadership for the "application" side of IT, leads a cross-functional teams in partnership with the Center for Teaching and Learning Excellence (CTLE) to enrich the relationship between technology and pedagogy, as well as developing ongoing strategies for the effective implementation and education on the use of technologies for teaching and learning. Adam holds a Bachelor degree in English and Secondary Education from Loyola University Chicago, as well as a Masters in Educational Technology from the University of Delaware. He is currently working on a Doctor of Education (EdD) in Curriculum and Instruction from Loyola University Chicago.

S Q U I R E , D I A N
Dian Squire is a doctoral candidate in Higher Education and the Editor-in-Chief of the Journal of Critical Scholarship on Higher Education and Student Affairs, a graduate student run journal hosted at Loyola University Chicago. His research focuses on diversity and equity in graduate education.

S T E I N D A M , C A L E B
Caleb is a doctoral candidate in curriculum and instruction. He worked in K-12 education for nine years as an elementary and high school Spanish teacher, and now teaches in TLLSC, Loyola’s field-based teacher preparation program.

S T R U G A R I U , S I M O N A
Simona Strugariu is a second-year student in the M.Ed./Ed.S. School Psychology Program at Loyola University Chicago. She graduated from Elmhurst College with a major in psychology and a minor in social work. Simona’s research interests include: early support for English-language learners, substance use prevention and intervention, crisis preparedness, and bullying prevention.

T A N Z I , C H R I S T I N A
Christina Tanzi is a second-year student in the School Psychology M.Ed./Ed.S. dual-degree graduate program at Loyola University Chicago. She is currently completing her practicum in School District 34 in Glenview, IL. Christina’s research interests include evidence-based practices, substance use prevention, crisis intervention, special-education advocacy, and health-risk behaviors in school-aged children.

T O R R E Z , M A R K A N T H O N Y
Mark Anthony Torrez is a doctoral student at Loyola University Chicago and Project Manager for the Multi-Institutional Study of Leadership.

U G W O K E , I N N O C E N T
Innocent Ugwoke is a second year graduate student (MA) in Cultural and Educational Policy Studies, Loyola University Chicago. He has his bachelor’s degrees in Philosophy and Theology from Nigeria. His interest is in educational policies as they make or mar the developing countries especially in Africa.

V A L D E S , A N N M A R I E
Annmarie Valdes is a Ph.D. Candidate Cultural and Educational Policy Studies.
**VIZCARRA, MARGARITA**

Margarita Vizcarra is a graduate student of the Cultural and Educational Policy Studies program at Loyola University Chicago. Originally from Houston, Texas, she found her passion for education while working for the College Advising Corps as a College Access Advisor. In her current position as an Academic Advisor for Evanston Township High School, she is part of a dynamic team that guides students to a successful academic path. Some of her research interests include culturally relevant pedagogy, student voice, and ethnic studies. She’s also presented at the joint AESA/IAIE conference in 2014 and NACCS Tejas Foco 2015. Ultimately Margarita is seeking to work with the Texas Education Agency.

**WAY, KAELE**

Kaele Way is a third year graduate student in the Ed.S. program for school psychology. While at Loyola Kaele has been a member of Risk Prevention and Community Wellness research team. Most recently, she presented in Florida on LGBTQI Youth Experiences and Perceptions of Sexuality Education.

**WELLS, TOMMY**

Tommy Wells, Ed.S., M.S.Ed., is a first year doctoral student in the school psychology program at Loyola University Chicago. Before attending Loyola, he worked in schools as a school counselor, teacher, and after school site coordinator. He is currently on the Risk Prevention and Community Wellness research team.

**WESLEY, EMILY**

Emily Wesley is a third year school psychology student in the Ed.S. program. She has been assisting Dr. Pamela Fenning for approximately two years with research related to school discipline. Emily is currently on internship in a western suburban district in the elementary setting.

**WYNNE, MARTIE**

Martha Ellen Wynne, Ph.D. directs the Home-School Community Research team that conducts original research and advocacy for marginalized groups in schools including students who are homeless, in foster care, or with disabilities. In addition, we maintain a website containing resources for school professionals and families www.schoolresourcesforhomelessfamilies.org.