SCHOOL of EDUCATION

COMMUNITY OF SCHOLARS

ANNUAL RESEARCH SYMPOSIUM

APRIL 16th, 2016 • 12PM-5:30PM
Coffey and Cuneo Halls, Lake Shore Campus
Hosted by

The School of Education Student Development Committee
Samantha Deane
Jana Grabarek
Lincoln Hill
Dan Philippe
Hannah Reiman
Hugo Sevilla
Caleb Steindam
Anarosy Torres
Mark Torrez
Dr. Janet Pierce-Ritter, Advisor
Dr. Terri Pigott, Dean

and

Future Teachers/Illinois Education Association
Lindsey Clementz, President
Gianna Marshall, Vice-President
Mary Brand, Secretary

Contributors
Mclver Mullins
Katherine Palumbo
SCHEDULE

LUNCH AND CHECK-IN
12:00 PM
McCormick Lounge, Coffey Hall

WELCOME
12:30 PM
Dr. Terri Pigott
Dean, School of Education
McCormick Lounge, Coffey Hall

KEYNOTE ADDRESS
12:40 PM
Dr. Marla Susman Israel
Associate Professor and Program Chair, Administration and Supervision
McCormick Lounge, Coffey Hall

POSTER PRESENTATIONS
1:45 PM – 2:10 PM
Cuneo Hall

CONCURRENT SESSION 1
2:15 PM – 3:05 PM
Cuneo Hall Classrooms

CONCURRENT SESSION 2
3:10 PM – 4:00 PM
Cuneo Hall Classrooms

CONCURRENT SESSION 3
4:05 PM – 4:55 PM
Cuneo Hall Classrooms

CLOSING RECEPTION
5:00 PM – 5:30 PM
Dr. Janet Pierce-Ritter
Associate Dean, Student Academic Services, School of Education
Cuneo Hall 109
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SCHOOL OF EDUCATION

MISSION
The School of Education at Loyola University Chicago, a Jesuit 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

VISION
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

CONCEPTUAL FRAMEWORK
Our mission is social justice, but our responsibility is social action through education. Our framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards—standards that are explicitly embedded in major benchmark assessments across all School of Education programs. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, religion, socioeconomic status, exceptionalities, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

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 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 AWARD
The Student Development Committee 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 Grant Award will be announced at the Research Symposium. Applications for the Spring 2017 Award will be available in January 2017.

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 University Chicago’s Weekend of Excellence. Every year, hundreds of School of Education students travel the globe to present their new and innovative research. The Annual Research Symposium is an opportunity for students to share their research with our School of Education community and for attendees to connect across program areas. In a conference-style experience with concurrent sessions, round-table discussions, and poster presentations, you will have the opportunity to hear from other students and faculty and to learn together.

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.

POSTER PRESENTATIONS
Poster presentations combine the graphic display of materials with the opportunity for individualized, informal discussion of the research.

PAPER SESSIONS
Information presented in these sessions is 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.

ROUND-TABLE WORKSHOP DISCUSSIONS
These are more hands-on sessions where facilitators will discuss ongoing research and not-yet-completed papers, encouraging feedback from those in attendance.
MARLA SUSMAN ISRAEL, Ed.D.

Presenting:
“A Matter of Ethics: What Does Our Profession Call Us to Do?”

Dr. Marla Susman Israel is an associate professor and the Program Chair for Administration and Supervision at Loyola University Chicago. Her research focuses on leadership preparation with a particular focus on ethics in education and serving minority communities. Her continuing efforts in this area have resulted in international and national recognition with her election to the post of Executive Director for the Consortium for the Study of Leadership and Ethics in Education and her position on the executive committee for the New Democratic Ethical Educational Leadership (DEEL). Both of these organizations are part of University Council of Educational Administration (UCEA), the premier research organization within the field. Within the area of ethics in educational leadership, her latest publication, entitled “How should public education funds be spent?”, appears in the book edited by Gross & Shapiro (2016) on democratic ethical educational leadership and school reform. Her full vitae can be found at www.luc.edu/education/about/faculty.
SPRING 2016
RESEARCH GRANT Awardee

KELLY FERGUSON

Program
Curriculum & Instruction, Ed.D.

Dissertation
“Ain’t Misbehavin’: A Phenomenological Inquiry into Black Males’ Experiences of School”
SPRING 2016
RESEARCH GRANT AWARDEE

MICHAEL HINES

Program
Cultural & Educational Policy Studies, Ph.D.

Dissertation
“To Make Them Feel That They are Men Amongst Men: The Supplementary Units for the Course of Instruction in Social Studies and Black History in Chicago Schools 1942-1945”
A Meta-Analytic Exploration of Supports and Barriers to Academic and Occupational Outcomes

Extant literature on frequently examined academic (e.g. persistence, grades, matriculation) and career (e.g. interests, indecision, vocational identity) outcomes has emphasized both the role of supports (e.g. parent support, peer support) and that of barriers (e.g. teacher/child conflict, inhospitable environment) on the overall development of young adults’ academic and career trajectories. Given the variability found within this research, however, results from these studies have yielded an array of findings on the significance of specific supports and barriers. As such, the purpose of our project was two-fold: (a) to meta-analytically examine and provide an overall estimate of the effect of supports and barriers on educational and career outcomes, and (b) to determine whether these effect sizes vary by gender, race/ethnicity, and level in school (e.g. high school, college). Synthesizing this substantive body of research contributes to the growing understanding of factors that influence youths’ educational and career success.

* Fatma Aydin, Graduate Student  
* Plamena Daskalova, Graduate Student  
* Meghan Roche, Graduate Student

Bringing Social Justice Principles to Practice: New Practitioners Speak

While social justice is a burgeoning area of interest in school psychology literature, few studies have investigated the application of social justice principles to practice. This qualitative study explores how nine recent graduates, all graduating within the past seven years from an overtly social justice-based school psychology program, are experiencing social justice in practice and their postgraduate perspectives on social justice. Implications for school psychology practice will be presented, along with future directions for research.

* Devyn Conway, Graduate Student
* Kisha Jenkins, Graduate Student
* Haley Jones, Graduate Student
* Dana Ruecker, Graduate Student
Collaborating with Universities to Provide Training and Consultation in Schools
All participants who attend this session will learn how to foster collaborative partnerships between agencies to provide training experiences for both current educators and graduate students, which ultimately enhance student outcomes. Additionally, participants will learn how to bring resources to the schools they serve, and receive consultative support regarding data-based practices to increase the efficacy of MTSS frameworks.
* Maura Dolan, Graduate Student
* Vicky Karahalios, Graduate Student
* Abby Henning, Graduate Student
* Carly McLaughlin, Graduate Student

Comprehensive Sexual Education: Promoting Informed Decision Making for Female Youth
An integrative literature review will support this session and thus provide relevant and new approaches to sexual education. The aim is to illuminate the benefits of a comprehensive sexual education program that steers away from abstinence-only approaches, but also is inclusive of young females. Programs that are targeted toward young females can provide added benefits regarding sexual health and development. Future practice and research implications for educators will be present.
* Jessica Petritis, Graduate Student
* Maria Vlantis, Graduate Student
* Erica Westberg, Graduate Student
* Brianna K. Whitmore, Graduate Student

Enhancing Student Learning with Critical Reflection
This session will focus on utilizing reflection to support student learning in curricular and co-curricular environments. The facilitator will connect literature and theory on critical reflection to practical applications by demonstrating various strategies to engage students in meaningful reflection. This session will also discuss methods for assessing and providing feedback on student reflection. Through active participation, participants will gain a better understanding of critical reflection and ways it can be implemented into their courses or programs.
* Adessa Kiryakos, Graduate Student

Gender, Patriarchal Beliefs, and Individualism/Collectivism
Patriarchal beliefs are prevalent and persistent, and are often difficult to tease apart from our consciousness, behavior, and engagement with society. Regardless of misconceiving patriarchy as an obsolete system in the United States (Bolzendahl & Meyers, 2004; N. Kim, 2006), patriarchal beliefs may play a significant role in the maintenance of familial, social, and societal hierarchies. Collectivism/individualism, in particular, may add another layer of complexity to understanding patriarchal beliefs, in that endorsement of patriarchal beliefs may depend on one’s cultural orientation. In addition, individuals in collectivistic versus individualistic cultures may experience different levels of internal and external pressure to keep patriarchy as a social system (Yoon et al., 2015). For example, coping with patriarchal pressure can be especially challenging for women who endorse collectivistic cultural values for fear of stirring up familial and societal discord (Yoon et al., 2010). Literature has specified four types of cultural orientations: Horizontal Collectivism (HC), Horizontal Individualism (HI), Vertical Collectivism (VC), and Vertical Individualism (VI) (Singelis et al., 1995; Triandis & Gelfand, 1998). In this exploratory study, we examined the complicated relationships among patriarchal beliefs, gender, four types of cultural orientations, and mental health outcomes.
* Cecile Bhang, Graduate Student
LGBTQ Youth Experiences and Perceptions of Sexual Health Education

School psychologists play a significant role in supporting the development of all students. The purpose of this session is to present findings of a study designed to assess LGBTQ youth experiences and perceptions of sexual health education. Attendees will learn how to use the present study’s findings to support inclusive sexuality education programming in schools.

* Julia Behen, Graduate Student
* Dr. Gina Coffee, Faculty
* Natalie Meier, Graduate Student

* Jessica Petriris, Graduate Student
* Maria Vlantis, Graduate Student
* Scott A. Zwolski Jr., Graduate Student

Narratives of Critical Leadership: Expanding the Borders of Leadership Literature

There is concern regarding the ways theory and research from the U.S. often fail to center issues associated with domestic social identity differences (Ayman & Korabik, 2010; Eagly & Chin, 2010; Fassinger, Shullman, & Stevenson, 2010; Ospina & Foldy, 2009; Sanchez-Hucles & Davis, 2010) opting instead to examine cultural differences at the international level. This omission of a deep exploration of social identity is inconsistent with emerging critical perspectives on leadership (Alvesson & Spicer, 2012, 2014; Collinson, 2014) and has direct implications for leadership education, development, and scholarship, as learning leadership theory provides the framework from which leadership is understood, internalized, and enacted (Day et al., 2009; Dugan & Velázquez, 2015). Thus, the purpose of this research was to construct counter-narratives that better capture the rich ways in which social identity influence leadership. This poster summarizes findings from a critical narrative inquiry focusing on two short-form stories that offer powerful counter-narratives disrupting dominant understandings of leadership.

* Mark Torrez, Graduate Student

* Natasha Turman, Graduate Student

Religiosity/Spiritual Identity, Meaning in Life, and Mental Health

In spite of the importance of religiosity/spirituality (R/S) in U.S. Americans’ lives (U.S. census bureau, 2012), its potential as a powerful helping resource, and interest in R/S in other fields of psychology (e.g., social psychology), R/S has rarely been seriously considered in U.S. mainstream counseling research and practice, which warrants research attention to this important topic. One of the central topics that R/S addresses is how and where people find meaning in life (MIL). Contrary to R/S, MIL has been an important topic in counseling research and practice, especially from humanistic and existential perspectives (Fischer et al., 2000). By drawing on Marcia’s (1966, 1980) identity development model, which comprises the four statuses of diffusion, foreclosure, moratorium, and achievement, this study aimed to examine how identity development in R/S and MIL is related to mental health. Furthermore, the importance of achieved identity might be more important in later ages in life from a developmental perspective (Erikson, 1968). Thus, we examined how the relation of R/S and MIL identity development and mental health varied by age.

* Latifat Odunewu, Graduate Student

School Psychologists’ Perceptions of Sex Education for LGBTQ Youth

LGBTQ youth can be at a greater risk for negative sexual health outcomes than their heterosexual peers, yet school-based sex education services are not meeting their needs. Through a comprehensive survey, this study will help researchers and novice or experienced practitioners gain a better understanding of school psychologists’ perspectives on sex education services for LGBTQ youth. This perspective-building process can influence sex education in schools, as school psychologists serve as data-based decision makers and implementation consultants.

* Keeshawna Brooks, Graduate Student

* Dr. Gina Coffee, Faculty

* Kelly Holmes, Graduate Student
The Narratives of Young Muslim Women on School Sports Teams
The discourse around the Muslim woman and sports participation is mainly focused on the hijab and not the nuances of each woman’s experience. This project explores the narratives of young Muslim women athletes aged 14-18 at non-Islam based government funded schools in the UK and South Africa. Sports in these countries follow the normative North American and Western European sports model, which can result in systemic discrimination. This study uses ethnographic methods of data collection, mainly semi-structured interviews and participant observations. The data is split into four categories that affect sports participation: family influence, school influence, gender expectations, and personal interest in sports. The goal of this research is to understand and appreciate the complex diversity of young Muslim women athletes in social spaces where they are the religious minority.

* Meriem Sadoun, Undergraduate Student

Understanding Poverty-Related Stress: Tools for Effective Response
Poverty-related stress affects many children and families across the nation and is associated with many different risk factors and chronic stressors. In an effort to support educators, the current study examines and disseminates existing literature on effective and appropriate poverty-related stress assessments and interventions to promote a healthy school climate. Understanding poverty-related stress and how it affects children and families can encourage student and parent engagement and help to promote a positive school atmosphere.

* Jesse Montes De Oca, Graduate Student
* Scott A. Zwolski, Jr., Graduate Student

Utilizing Domestic Off-Campus Experiences to Improve Education and College Access
While college enrollment for underrepresented groups is lacking, a surge in college access programming has come forth. However, college access models usually focus on the student’s deficits and do not utilize an asset-based thinking approach. Some literature touches upon this but others focus on utilizing increased funding to solve the college access issue. Unfortunately, funding for these types of programs is never guaranteed. Therefore, the focus must be on innovative ideas such as anchoring intuitions in the surrounding communities to not only serve youth in receiving college access support but also utilize these experiences to help educate college students in civic engagement within the community. This research examined the Target New Transitions (TNT) program, founded at Loyola University Chicago, and why this program is a model for utilizing domestic off-campus experiences to improve college access for high school students and also how it increases civic engagement for college students.

* Lillianna Franco, Graduate Student
2:15PM – 3:05PM
CONCURRENT SESSION

FUTURE TEACHERS/IEA GUESTS:
CUNEO HALL – ROOM 111

Loyola University Chicago Student Teachers
A panel of Loyola’s current student teachers will be joining us to share about their student teaching experiences. These student teachers have a range of experiences from elementary, secondary, and special education. They will be discussing their relationships with their cooperating teachers and how these have developed over the past year. They will explain how student teaching is different from clinical observations. In addition, they will be able to provide advice for approaching student teachers and answer any questions from participants.

* Hannah Reiman, Undergraduate Student
* Shannon Tremont, Undergraduate Student
* Sarah Van Wolvelear, Undergraduate Student

PAPER SESSION – COMBINED (3):
CUNEO HALL – ROOM 103

Experiences of Black Alumnae from PWIs: Did They Thrive?
This paper explored the experiences of Black alumnae who attended PWIs through Schreiner’s (2010) thriving framework. We found that the participants in this study did not consistently fit into the five components of Schreiner’s (2010) framework: engaged learning, academic determination, positive perspective, social connectedness, and diverse citizenship. In many cases, participants prioritized one domain over others, often resulting in compromised mental health or social relationships.

* Alyscia Raines, Graduate Student
* Megan Segoshi, Graduate Student
Gifted Adolescent Latino Students and the American Education System
In this paper, I propose that there is a need to reconsider the current Westernized definitions of intelligence within gifted education. Additionally, I postulate that teachers should include culturally responsive practices in secondary gifted classrooms in order to enhance the learning of Latino/a students identified as gifted and talented. Through educating teachers about implementing culturally responsive teaching practices in gifted classrooms, it is theorized that Latino/a students will receive more equitable access to rigorous, culturally relevant classroom content.

* Jenna Mortensen, Graduate Student

Interrogating Race & Teacher-Student Relationships: What Have We Learned Since Brown?
The goal of this paper is to review and summarize what we know about race and teacher-student relationships based on educational research conducted over the six decades following the passing of Brown v. Board of Education. Including more than 75 articles, this research review highlights the role of race in the development of teacher-student relationships as investigated through diverse research methods and contexts. This body of research reflects changing attitudes, policies, and practices concerning race and educational environments in the twentieth century, following a chronological and thematic trajectory towards deeper understanding. This systematic review problematizes notions of integration and segregation, diversity and homogeneity, and racial binaries in the teacher-student relationship to explore the complexity of schooling and race in diverse contexts. While considerable work has contributed to scholarly and public understanding of race and schooling, this review calls for a reinvigorated approach to understanding the role racial ideologies play in the mitigation, creation and sustaining of teacher-student relationships.

* Briellen E. Griffin, Graduate Student

PAPER SESSION – COMBINED (2):
CUNEO HALL – ROOM 107

The Relationship Between Method and Evaluation Use, If Any
Evaluation is meant to support improvement in programs and policies. This improvement often materializes through evaluation use, the application to one’s thinking, or practice of information gleaned from evaluative processes or results. Despite an abundance of research conducted about factors influencing evaluation use, little has been written about the relationship, if any, between it and research method selection. In response, this inquiry sought documentation of relationships between method selection and 1) use in general, 2) type of evaluation use, and 3) use by various stakeholder groups. Using open and closed coding and the quantification of themes, 55 relationships were identified tying all methods to most types of evaluation use for all groups studied. Details of these findings will be shared in joint displays that both quantify and exemplify found relationships. Study limitations and suggestions for further inquiry will also be addressed, hopefully encouraging reflection on how methods may impact utility.

* Jana Grabarek, Graduate Student
The McCormick Foundation's Unified Outcomes Project
This paper will explore Chicago-based McCormick Foundation's United Outcomes Project, a case study of an innovative evaluation capacity building (ECB) model that involved 30 participating non-profit organizations. Utilizing collaboration between funders and grantees, communities of practices and coaching, this model supported evaluation capacity across various types of non-profit organizations that differed in budget, size, mission and staff capabilities. Using previously established ECB models to understand the mechanisms at play, the authors utilized a mixed-methods approach to understand how previously established literature intersects with real-world application. Findings will focus on the function and description of communities of practice, the dynamic nature of evaluation coaching, and how common barriers such as resources and clinical buy-in were addressed. Suggestions for future research will also be discussed.

*  Jay Wade, Graduate Student

Paper Session – Combined (2):
Cuneo Hall – Room 104
The Journey Toward Teacher Retirement: The Experiences, Emotions, and Challenges That Teachers Encounter When Retiring from the Education Sector and the Implications for Educational Leaders During the Retirement Stages
The ultimate focus of this research study was to provide significant insights into the common experiences, emotions, and challenges that retiring teachers encounter. Data was collected using individual interviews, researcher reflective journal, quantitative word frequency, and a review of district and State documents. Through the retirees’ stories, the study explored the presence and influence of Morris Rosenberg and Claire McCullugh’s (1981) concept of Mattering and Elisabeth Kubler-Ross’ stages of Loss and Grief. The study aimed to uncover how teachers’ needs were addressed or not addressed by building leadership through conversations, resources, and professional development. Lastly, the study uncovered implications for education leaders working with retiring teachers during the retirement stages. Armed with these insights, education leaders may have a better understanding of the retirement stages and be better equipped to implement support systems that may optimize the retiree’s experiences, engagement, and overall passion in the last few years of teaching.

*  Dr. Heather Louise Schultz, Graduate Student

Science Museums as Intentional Partners in Teacher Preparation: Exploring Influences on Candidates' Thinking about Teaching and Learning
This qualitative study explores how a preparation program that intentionally integrates experiences in science museums has influenced teacher candidates’ thinking about museums as partners in education, and about science, science learning, and science teaching.

*  Jenna Carlson, Graduate Student
FUTURE TEACHERS/IEA GUEST:
CUNE0 HALL – ROOM 111

Jane Hunt, Ed.D. – Clinical Assistant Professor, School of Education
Tammy Swinford-Potts, Literacy Coordinator, DuPage County Regional Office of Education
Dr. Hunt and Mrs. Swinford-Potts will be joining us to discuss the Illinois Reads Project. The Illinois Reads Project encourages students to read books written by Illinois authors. Every year a new list of books is picked ranging from birth to adult. Loyola students have had the opportunity to create many teacher guides along with Smartboard activities pair with many of these chosen titles. Dr. Hunt will share more about the free resources available and how to become involved. Some Loyola students will share out their unit plans and Smartboard activities that they have created as well.

PAPER SESSION-COMBINED (2):
CUNE0 HALL – ROOM 103
The New Era of Accountability: Practices for Measuring Learning in the Music Classroom
Teachers of all disciplines are now responsible for accurately describing the growth of their students. This creates complexities for music educators. There are major philosophical implications for measuring growth and the implications it holds for new and experienced practitioners. This session aims to describe the approaches available for teachers and sort through common logistical situations for vocal, instrumental, and general teachers. The presenters offer examples and different perspectives on assessments of musical growth and what teachers can do to ensure they are part of their school and building-level discussions on accountability.
* Ben Collins, Graduate Student
* Dr. Bert Johnson, Graduate Student
A Mental Health Needs Assessment in Rural America

There exists a dearth of research literature devoted to informing mental health practice in rural areas. The research that does exist describes rural mental health programs as being smaller, under-served versions of their urban counterparts. Mental health collaboration in rural areas is a clear need and ongoing challenge. This study addresses these concerns by reviewing relevant theories, analyzing one rural community’s mental health needs, and identifying next steps in mental health service delivery for this community. This study utilized a qualitative case study design of a rural county in the Midwestern United States, addressing how one identifies and enhances collaborations, barriers to creating an integrated system of care, and the greatest concern for youth.

* Casey McPherson, Graduate Student

PAPER SESSION-COMBINED (3):

CUNEO HALL – ROOM 104

Graphing a Bio: Footsteps, Autopsies, and Portraits as Methods for Life-Histories

This paper explores methods for writing Life-histories by presenting three case studies of three nineteenth-century female educators and historians, utilizing three different, but arguably compatible, styles for writing historical narrative: Footsteps, Autopsy and Portrait. The historical narration in this paper rests on the theoretical framework for historical biography that examines the “body parts” of a life history in order to reconstruct and situate that person within public life. This approach, inaugurated by Hermione Lee (2005) disrupts what has been traditionally understood about biographical and/or narrative writing of a subject. Lee writes that to get a vivid sense of a person, the writer may need to employ a “messy” mixture of approaches and chronology in order to narrate a story, with the goal being the presentation of a “living person in a body not a smooth-over figure” (Lee, 2005, 3).

* Annmarie Valdes, Graduate Student

Worth the Whole Native Literature: Educational Policy and Communal Response in Late Victorian Northern India

This project is an examination of the differing responses to educational policy in colonial India from about 1870 to 1890. It looks primarily at opinions published in popular media during this period. With the promulgation of new educational policies throughout the nineteenth century—including Thomas Macauley’s Minute on Indian Education in 1835, but also Lord Hardinge’s Resolution in 1844 and the Educational Despatch of 1854 (Paranjpe, 1938)—different communities in Northern India responded with varied animosity and support. This paper is a comparative look at the way that the Hindu and Muslim leaders expressed their opposition to and support for the existing educational policy climate during this twenty-year period.

* David T. Boven, Graduate Student

English Policy Transitions in South Korea

This study historically situates, beginning in the late nineteenth century, South Korean educational policies that have led to the high demand for English education today. While shadow education amongst multiple subjects has exponentially grown since the 1960s, English hagwons (private supplementary schools) have seen some of the largest increases. Utilizing Robert Cowen’s (1996) conceptualization of “transitologies” this paper uncovers the governance mechanisms that have created a society where English acquisition is deemed imperative. By providing more context to the Korean shadow education debate, this study shows that the demand for English education is not necessarily a modern issue. Decades of piecemeal policy negotiations along with a strong cultural concern for educational excellence has resulted in the high influx of Korean students receiving private English tutoring. Further, this study will discuss recent English related policy developments under President Park Geun-hye, such as the reduction of native language teachers in public schools and how this change could impact English tutoring practices.

* Teresa Barton, Graduate Student
PAPER SESSION – COMBINED (2):
CUNEO HALL – ROOM 107

‘Race Doesn’t Matter’: Colorblindness in Education
Colorblindness, or the belief that racial group membership should not be acknowledged, has emerged as a prominent diversity-management strategy in education. However, colorblindness has been demonstrated to have negative effects on racial attitudes among dominant group members. This literature review will place colorblindness within an educational framework. Attendees will learn about colorblindness research, its implications, and strategies for facilitating conversations about race and diversity.

* Sandy D. Flores, Graduate Student

Multi-Tiered Approach to Increase School Connectedness Among Culturally Diverse Youth
This presentation will provide school psychology practitioners with strategies to promote school connectedness in practice. Attendees will gain knowledge about the positive outcomes associated with schools that foster increased connectedness. Attendees will also acquire knowledge of multi-tiered, culturally responsive strategies to promote school connectedness. At the Tier I level, evidence-based universal and class-wide strategies will be discussed. Further, practitioners will be provided examples of school connectedness assessment screeners. At Tier II, more intensive small group interventions will be reviewed. Finally, at the Tier III level, evidence-based practices for students with the most intensive needs, including truancy and students near dropping out, will be shared. The strategies will be specifically targeted to promote inclusion for students who are from culturally, racially, and diverse backgrounds. At the end of the presentation, audience members will collaboratively work through an agenda for a multi-disciplinary team meeting where each participant shares ideas on increasing school connectedness.

* Keeshawna Brooks, Graduate Student
* Jessie Montes de Oca, Graduate Student
* Christina Tanzi, Graduate Student
* Amy Marrotte, Graduate Student
4:05PM – 4:55PM
CONCURRENT SESSION

FUTURE TEACHERS/IEA GUEST:
CUNEO HALL – ROOM 111

Emily McFadden – Assistant Principal, John Middleton Elementary School
Emily McFadden, the assistant principal of John Middleton Elementary School, will be joining us to discuss Middleton’s new intervention block program. In the intervention block, all of the students receive interventions and supports based on their assessed needs. Ms. McFadden will describe how Middleton has implemented this, the struggles and successes that have occurred and how the teachers have been utilizing the time.

PAPER SESSION – COMBINED (2):
CUNEO HALL – ROOM 103

Advocating for Socially Just Discipline
How well do the formal discipline policies of schools correspond with the actual discipline outcomes administered to its students? This presentation explores the analysis of suspension and expulsion data of charter schools within a large, urban public school district through the context of schools’ written discipline policies. Implications regarding how to advocate for socially just discipline practices will be addressed.

* Daniel L. Philippe, Graduate Student
* Claudia Hernandez-Melis, Graduate Student
* Sandy D. Flores, Graduate Student
Designing a National Benchmarking Study to Address College Student Conduct Outcomes

Despite current pressures facing college student conduct practices in higher education, research on the nature and effectiveness of institutional disciplinary systems remains woefully limited, outdated, and inadequate to guide current practice. This presentation will outline the preliminary design of a national study to benchmark current disciplinary practices at colleges and universities across the United States. It will also address the ways in which this study will be designed to accommodate multilevel statistical approaches, which will help identify and assess the impact of institutional, study body, and conduct system variables on system efficacy.

* James R. Neumeister, Graduate Student

PAPER SESSION – COMBINED (2):

CUNEO HALL – ROOM 104

Examining School Connectedness, Family Acceptance, and Homelessness Among LGBT Student

Youth identifying as lesbian, gay, bisexual, and transgender (LGBT) make up a disproportionately large segment of the homeless population in the United States. Some factors that increase this group’s likelihood of becoming homeless include harassment in school as well as family rejection. This study examines the relationships between school connectedness, life experiences, mental health, and homelessness among LGBT students. Strategies for mitigating risk factors and opportunities for increasing school connectedness among LGBT students will be discussed.

* Michael Cermak, Graduate Student
* Caroline Gianesin, Graduate Student
* Natalie Meier, Graduate Student
* Schevtita Persaud, Graduate Student
* Carly Tindall, Graduate Student
* Dr. Martha E. Wynne, Faculty

McKinney-Vento Homeless Liaisons: A Cross State Comparison

McKinney-Vento school district liaisons play a critical role in supporting homeless students and families. However, our previous research reveals liaisons struggle to provide meaningful services to this population. The current presentation will compare the quality of services provided to homeless student in states with urban and rural populations. Designed for novice and experienced practitioners, this presentation will provide attendees with downloadable evaluation tools and other resources to support homeless students and families.

* Michael Cermak, Graduate Student
* Shauna Lenihan, Graduate Student
* Natalie Meier, Graduate Student
* Schevtita Persaud, Graduate Student
* Carly Tindall, Graduate Student
* Christina Tanzi, Graduate Student
* Dr. Martha E. Wynne, Faculty
A Pilot Study of the Mathematics Leadership Corps on Teacher Leadership Development and Instructional Practice

This study examines the effects of Mathematics Leadership Corps (MLC), a mathematics teacher leadership development model that emphasizes shared leadership and continuous professional development to improve student learning, on teacher leadership and instructional practice within a K-12 school district. Two cohorts of K-12 teachers (n=47) participated in the MLC for two years. The results from teacher questionnaires and classroom observations suggest that MLC has a positive effect on the perception of teacher leadership within their school and district among early adopters, but not for later adopters. The results also suggest that differing exposure to MLC may have an effect on teachers’ instructional practice. While both early adopters and later adopters improved instruction over time, early adopters’ instructional practice was rated higher than their counterparts’ instructional practice due to gains made in their first year of participation in MLC. Implications for school-wide and district-wide organizational change will be discussed.

* Katie Laskasky, Graduate Student

Evaluating the Student Employee Experience: Utilizing Data for Meaningful Mentorship

Student employment is a great opportunity for valuable professional development. We hear the words constructive feedback echoing across our campuses, but are we leveraging feedback in the best way possible? Constructive feedback is vital and we encourage you to take it one step further by pairing tangible data to the student employee experience. During this session, participants will discover the basics of utilizing peer and other institutional personnel evaluations to create meaningful conversations around professional development. This presentation guides participants through a step-by-step process on how to use data to form valuable conversation prompts about student self-reflection and goal setting.

* Meghan Funk, Graduate Student

Incorporating Self-Study into Curriculum Development for Global Refugee Education

Self-study has gained prominence as a genre of education research over the past two decades. Yet its scope remains relatively narrow, as published self-study articles are almost exclusively limited to the practice of teaching and teacher education. I will make the case for expanding self-study to curriculum work beyond the P-12 and university classroom, offering as an example the self-study of my curriculum development work for the Jesuit Refugee Service’s Global Education Initiative teacher training program. In this presentation I will explain the methodology I employ in my self-study. Then I will explore the impact of this self-study on my work in curriculum development. Finally, I will establish a case for broadening our conception and utilization of self-study, which I believe can reinvigorate the field of curriculum studies by allowing us to better understand our histories, our present circumstances, and possibilities for a shared future.

* Caleb Steindam, Graduate Student
Plato and the Police: Where’s the Love?
Attention to significant commonalities between the position of teachers and police officers, we suggest, illuminates problematic aspects of their position within a democracy. Demographically, both the teaching force and the police force are disproportionately white, even in districts where most of the population is Black and brown. Yet the commonalities extend beyond race, and although racial difference is one essential dimension of teachers’ and police officers’ relations with those they serve, we suspect too little attention has been paid to other social categorizations, namely social class and gender. Teachers and police officers are “in the middle” then, in at least two ways: in a segregated society, they are a point of contact between Black and white publics, and in a socio-economically stratified society, they stand between the elite and the many. This “middle position,” we argue, is prone to creating problems for a democracy. The joint problems of whom the police serve and whose order they impose were raised by Plato in his discussion of the guardians for his ideal Republic. Plato’s account squarely faces a problem that still dogs us: How are those persons given the right to uphold order to be prevented from turning on the polis they are meant to protect?

* Samantha Deane, Graduate Student

Systematic Review: Middle School Social-Emotional Learning Programs and Substance Abuse
Social-emotional learning (SEL) programs ameliorate risky behaviors and increase students’ overall well-being; however, research exploring the impact of SEL programs on substance use prevention among students has been sparse. This study is a systematic review of SEL programs in middle school that examine outcomes associated with substance use prevention.

* Dr. Gina Coffee, Faculty
* Kelly Holmes, Graduate Student
* Vicky Karahalios, Graduate Student
PRESENTER BIOGRAPHIES

Aydin, Fatma
Fatma is a fifth-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. Fatma is doing her pre-doctoral psychology internship at Northwestern University's Counseling and Psychological Services (CAPS).

Barton, Teresa
Teresa Barton is a Ph.D. student in the Cultural and Educational Policy Studies program. She is currently working on her dissertation on immigration and community-based education in Chicago.

Behen, Julia
Julia Behen is in her second-year of the School Psychology Ph.D. program. Currently, she is involved in research projects related to issues in school discipline, home-school-community collaboration, and the promotion of health and wellness in schools and the community through evidence-based practices.

Bhang, Cecile
Cecile is a second-year doctoral student in the Counseling Psychology program at Loyola University Chicago. Her research interests include multicultural competence, resiliency, Korean Americans, and children.

Boven, David T.
David Boven is a doctoral candidate in the Cultural and Educational Policy Studies program in the School of Education.

Brooks, Keeshawna
Keeshawna Brooks is a third-year School Psychology doctoral student at Loyola University Chicago. She received her B.A. in psychology and M.A. in the social sciences at the University of Chicago and previously worked in survey research. Her research interests include social justice and the intersection of race, ecological systems, and academic performance.

Carlson, Jenna
Jenna Carlson is a second-year doctoral student in the Curriculum and Instruction program. She is also an adjunct faculty member of the Loyola teacher education program, working with both undergraduate and graduate teacher candidates.

Cermak, Michael
Michael Cermak is an Ed.D. graduate student in the School Psychology program and a member of Dr. Martha Wynne’s research team. Michael is employed by the Proviso Area for Exceptional Children. Michael’s Ed.D. research focuses on improving teacher knowledge and best practices when working with students and families who are homeless.

Coffee, Gina
Dr. Gina Coffee is an associate professor in the School Psychology program. Her research, teaching, and practice interests are focused on the use of evidence-based practices to promote health among children and adolescents.

Collins, Ben
Ben Collins is a doctoral student in the Administration and Supervision program at Loyola University Chicago. He is currently the Assistant Principal for Teaching and Learning at Maine West High School, as well as the Co-President and founder of the Illinois Council of Instructional Coaching.
CONWAY, DEVYN
Devyn Conway is a second-year graduate student in School Psychology at Loyola University Chicago. Currently, Devyn is on the executive board for the Loyola Association of School Psychologists. In her free time, Devyn is an ABA therapist and enjoys spending time with her 10 younger siblings. Devyn’s passions include education, mental health, and social justice.

DASKALOVA, PLAMENA
Plamena is a doctoral student in Counseling Psychology. Her research interests focus on exploring the career development of women, immigrants, and urban minority youth; prevention interventions in urban settings; acculturation and enculturation processes; and issues of psychological measurements.

DEANE, SAMANTHA
Samantha Deane is a doctoral student in the Cultural and Educational Policy Studies program. Samantha’s main interests are philosophy of education and theories of democracy. Her dissertation research aims to problematize gun violence in schools and universities as a manifestation of erupting tensions of a declining democracy.

DOLAN, MAURA
Maura Dolan is in her final year of the M.Ed./Ed.S. School Psychology program at Loyola University Chicago. Her training includes a practicum with Mount Prospect District 57 and an internship with Arlington Heights District 25. Maura has been involved with the Center for School Evaluation, Intervention, and Training (CSBT) since 2014.

FLORES, SANDY D.
Sandy Flores is a fourth-year student in the School Psychology Ph.D. program at Loyola University Chicago. Her research interests include supporting homeless children and families, disproportionality in discipline, and supporting students from Culturally and Linguistically Diverse (CLD) backgrounds.

FRANCO, LILLIANNA
Lillianna Franco is a Communications and Marketing Graduate Assistant for the Center for Experiential Learning (CEL) at Loyola University Chicago. She is also obtaining her Master’s in Higher Education at Loyola. Her passion is helping others find their purpose and discover their true potential, particularly minority and low income youth.

FUNK, MEGHAN
Meghan is a second-year graduate student in the Higher Education program and is a graduate assistant in Loyola University Chicago’s department of Campus Recreation. Meghan also works at Columbia College Chicago as the Transfer Initiatives Coordinator.

GIANESIN, CAROLINE
Caroline is a graduate student in the School Psychology Ed.S. program, currently completing her school psychologist internship in Highland Park, IL.

GRABAREK, JANA
Jana is a second-year doctoral student in Research Methodology. She currently supports two evaluations of teacher professional development programs as a graduate assistant. Her goal is to practice PreK-12 educational program evaluation, working with teachers and administrators to identify what is working for whom and why in Chicago’s schools.
**PRESENTER BIOGRAPHIES**

**Griffin, Briellen E.**
Briellen is a third-year doctoral student in the Cultural & Educational Policy Studies department at Loyola University Chicago. Her work focuses on the social, political, and historical contexts of race and education. Her recent research engages the role of race in teacher-student interactions and relationships.

**Henning, Abby**
Abby is in her final year of the M.Ed./Ed.S. program in School Psychology at Loyola University Chicago. Abby is currently completing her internship at Lake Forest High School and completed her practicum with Waukegan Public Schools. Abby has been involved with the Center for School Evaluation, Intervention, and Training (CSEIT) since 2013.

**Hernandez-Melis, Claudia**
Claudia is completing her fourth year in the School Psychology Ph.D. program.

**Holmes, Kelly**
Kelly Holmes is a School Psychology doctoral student at Loyola University Chicago. She received her B.S. and M.S. in Psychology from Tulane University. Her research interests include trauma intervention and prevention programs in schools and preventative services that bolster resiliency among students.

**Hunt, Jane**
Dr. Jane Hunt is a member of the faculty at Loyola University Chicago in literacy education. She is a former elementary teacher, language arts teacher, and reading specialist in grades K–8. For the past two years, Jane has been involved with the Illinois Reads Project through the Illinois Reading Council.

**Jenkins, Kisha**
Kisha Jenkins is a graduate student in the School Psychology program. Her research interests include the application of social justice to school psychology, critical race theory and education, and racial disproportionality in exclusionary discipline.

**Johnson, Bert**
Dr. Bert Johnson is the Music Department chair at Lincoln-Way East High School and recently successfully defended his dissertation on superintendent preparation programs at Loyola University Chicago in Fall semester of 2015 and will be awarded his doctorate this Spring semester of 2016.

**Jones, Haley**
Haley is a first-year graduate student in the School Psychology M.Ed./Ed.S. program. She is originally from rural New York, but has a passion for urban education. Her research interests include the application of social justice in schools and how to better serve culturally and linguistically diverse children and families.

**Karahalios, Vicky**
Vicky Karahalios is a Ph.D. student in Loyola University Chicago’s School Psychology program. Her research interests include topics related to family/school/community collaboration, the prevention of youth risk behaviors, and cultural diversity. She has been involved in projects at the Center for School Evaluation, Intervention and Training (CSEIT) since 2014.

**Kiryakos, Adessa**
Adessa Kiryakos plans to graduate in May of 2016 with a M.Ed. in Higher Education. Once done with the program, she looks forward to utilizing her experiences in building student leaders, supporting and empowering underrepresented populations, and experiential learning in an environment that values collaboration, creativity, and innovation.
LASKASKY, KATIE
Katie Laskasky is a second-year doctoral student in the Curriculum and Instruction program. Her research interests include instructional coaching, shared leadership, secondary math education, and participatory action research.

LENIHAN, SHAUNA
Shauna Lenihan is a first year M.Ed./Ed.S student in the School Psychology program. She is currently a member of the Home-School-Community Collaboration Research Team led by Dr. Martha Wynne. Mrs. Lenihan also works with Dr. Diane Morrison in the Center for School Evaluation, Intervention, and Training.

MARROTTI, AMY
Amy Marrotti is a second-year graduate student in the School Psychology M.Ed./Ed.S program. In the fall, she will beginning my supervised internship at a high school near Chicago. Her research interests include increasing school connectedness for all students, and improving school climate.

MCFADE, EMILY
Emily McFadden is the Assistant Principal at John Middleton Elementary School in Skokie. Her work and passion at Middleton revolve around supporting the various levels and abilities of students through teaching and programming. She earned her M.S.Ed. from Northwestern University focusing on Gifted Education and her B.A. from Brandeis University in Massachusetts.

MC LAUGHLIN, CARLY
Carly McLaughlin is a third-year graduate student in the School Psychology Ed. S. program. She is currently completing her third-year internship in Berkley, Michigan.

MC PHERSON, CASEY
Casey is a doctoral candidate in the School Psychology program at Loyola University Chicago.

MEIER, NATALIE
Natalie Meier is in her third year of the School Psychology Ph.D. program. Her research at Loyola University Chicago has focused on supporting youth who identify as LGBTQ+ in schools, as well as homeless youth. She is also interested in early intervention and working with students who have autism.

MONTES DE OCA, JESSE
Jessie Montes de Oca is a third-year doctoral student in the School Psychology program at Loyola University Chicago. His current research interests include mental health in the Latino population, academic/mental health intervention/prevention programs in the schools, and finding ways to help historically underserved populations such as racial and ethnic minorities.

MORTENSEN, JENNA
Jenna Mortensen is a doctoral student in Curriculum and Instruction at Loyola University Chicago. Her research is focused on enriching the language and literacy of linguistically diverse learners.

NEUMEISTER, JAMES R.
Jim is a third-year doctoral student in the Higher Education program at Loyola University Chicago. His research interests focus primarily on student misconduct and institutional disciplinary practices at colleges and universities. In his current position at Loyola, Jim supports the School of Education’s new program in Leadership Studies.
ODUNEWU, LATIFAT
Latifat Odunewu is a second-year doctoral student in the Counseling Psychology program. Her research interests include acculturation/enculturation and racial socialization of ethnic minorities and Black immigrants.

PERSAUD, SCHEVITA
Schevita Persaud is a School Psychology doctoral student at Loyola University Chicago. Her interests involve issues of social justice for at-risk and underserved populations. Her research addresses the voices and needs of homeless and highly mobile children and families as well as understanding the legal mandates that aim to protect them.

PETRITIS, JESSICA
Jessica Petritis is a second-year School Psychology student. She is a member of a research team dedicated to comprehensive sexual education, specifically focusing on female students. She is also a member of Dr. Gina Coffee’s research team, focusing on sexual education that is inclusive of LGBT youth.

PHILIPPE, DANIEL L.
Daniel is completing his 4th year as a Ph.D. student in the School Psychology program.

RAINES, ALYSCIA
Alyscia Raines is a second-year Master’s student in Loyola University Chicago’s Higher Education program. Her research interests include methods of access and retention in college for marginalized students. Alyscia also works as an assistant resident director in the Department of Residence Life at Loyola.

REIMAN, HANNAH
Hannah Reiman is a senior undergraduate double majoring in Secondary Education and Mathematics at Loyola University Chicago. She is currently student teaching at Senn High School. She is a Golden Apple Scholar, a CPS alumnus originally from Chicago, and desires to continue teaching urban students next year.

ROCHE, MEGHAN
Meghan Roche is a doctoral student in Counseling Psychology. Her research interests include looking at the career development of under-represented populations, developing career interventions to facilitate post-secondary aspirations in urban and under-represented youth, and examining well-being and meaning making through work.

RUECKER, DAN
Dana Ruecker is a second-year Ed.S. School Psychology graduate student at Loyola University Chicago. She received a M.Ed. in Educational Psychology in August 2015 from Loyola. In 2013, she earned a B.A. in Psychology from The University of Iowa where she worked as a research assistant and project coordinator. She is interested in social justice, education, and promoting mental health services for children.

SADOUN, MERIEM
Meriem is a senior undergraduate in the Psychology program at Loyola University Chicago. She spent May-October abroad in England and Cape Town collecting data for her research work. She is passionate about civil rights and social justice advocacy. In the future, she hopes to attain a Ph.D. in a subject area pertaining to these interests.

SCHULTZ, HEATHER LOUISE
Dr. Heather Schultz attended Western Illinois University for her Bachelor’s degree (1999) and Loyola University Chicago for her Master’s (2007) and doctoral studies (2010). Schultz taught Special Education for seven years and has served as a special education administrator and associate principal. Currently, she is the Assistant Director of Student Services at Northbrook 28. She successfully defended her dissertation in administration and supervision and will be awarded her doctorate at Loyola University Chicago this Spring semester of 2016.
SEGOSHI, MEGAN
Megan Segoshi is a second-year doctoral student in Loyola University Chicago’s Higher Education program. Her research interests include access and admissions policy, affirmative action, social justice, and race and ethnicity.

STEINDAM, CALEB
Caleb is currently a doctoral student and adjunct instructor of teacher education at Loyola University Chicago. He has previously taught high school Spanish and general elementary education. Caleb will be Director of the Banjul American Embassy School beginning in the 2016-2017 school year.

SWINFORD-POTTS, TAMMY
Tammy Swinford-Potts is a former K-5 special education teacher and middle school reading specialist. She currently serves as the DuPage County Regional Office of Education’s Literacy Coordinator and is chairperson of the Illinois Reading Council’s ILLINOIS READS project. Tammy has been an adjunct professor for Loyola, Aurora and Lewis Universities.

TANZI, CHRISTINA
Christina Tanzi is a third-year student in the School Psychology M.Ed./Ed.S. program at Loyola University Chicago. She is completing her internship in Elmhurst School District 205. Christina’s research interests include evidence-based practices for students in the foster care system, promoting school connectedness, crisis intervention, and special-education advocacy.

TINDALL, CARLY
Carly Tindall is student in the School Psychology Ph.D. program at Loyola University Chicago. Prior to attending Loyola, Carly earned her Bachelor’s degree in Psychology from the University of Iowa and Master’s degree in Education from the Ohio State University. Her research interests include topics related to school discipline and cultural competency.

TORREZ, MARK
Mark Torrez is a third-year doctoral student and research assistant in the Higher Education program. His primary research interests include examining the complex relationships between social identity, leadership, and other human development processes in college students.

TREMONT, SHANNON
Shannon Tremont is a senior undergraduate student at Loyola University Chicago and is currently student teaching at Senn High School. She teaches Honors Algebra I and Algebra I to high school freshmen and students with limited English proficiency. She has volunteered with her cooperating teacher to design and implement an after school program for refugee students and students with limited English to promote language acquisition and to teach necessary life skills.

TURMAN, NATASHA
Natasha Turman is a doctoral research assistant and Project Manager for the Multi-Institutional Study of Leadership at Loyola University Chicago. She is pursuing her Ph.D. in higher education administration with a cognate in women and gender studies. Natasha’s research interests involve exploring higher education from a gendered perspective.

VALDES, ANNMARIE
Annmarie Valdes is a Ph.D. candidate in Cultural and Educational Policy Studies.

VAN WOLVELEAR, SARAH
Sarah Van Wolfelear is currently a senior undergraduate student at Loyola University Chicago. She is majoring in Elementary Education with minors in English Language Learners and Reading Teacher. She is currently completing her yearlong student teaching internship program at Goudy Technology Academy, a Chicago Public School in Edgewater, teaching in a self-contained fourth grade classroom.
Vlantis, Maria
Maria Vlantis is a second-year School Psychology student at Loyola University Chicago. She is co-leader of a research team focused on comprehensive sexual education and inclusivity of female youth. Maria is also a member of Dr. Gina Coffee’s research team which focuses on LGBTQ youth’s perception of sexual education.

Wade, Jay
Jay Wade is a doctoral student in the Research Methodology program and a research associate at PIE Consulting.

Westberg, Erica
Erica Westberg is a second-year graduate student in the School Psychology Ed.S. program at Loyola University Chicago. She is expecting to graduate in May of 2017. Erica aspires to work at the elementary level, where she hopes to encourage academic achievement and offer social support for students.

Whitmore, Brianna K.
Bri Whitmore is a second-year School Psychology student at Loyola University Chicago. She is co-leader of a research team focused on comprehensive sexual education that emphasizes the inclusiveness of female youth. Bri is also a member on Dr. Lynne Golomb’s research team that focuses on early childhood assessment and intervention.

Wynne, Martha E.
Dr. Martie Wynne is a faculty member whose interests include students and families who lack social capital in dealing with public schools. Dr. Wynne directs the Home-School-Community Research Team which recently has been focused on doing research and advocacy promoting social justice with students and families who are homeless, highly mobile, or LGBTQ+.

Zwolski Jr., Scott A
Scott is a doctoral student in the School Psychology program at Loyola University Chicago. His ultimate goal is to help impoverished and mentally ill children reach mental, and physical stability. He would like to focus the extent of his research on improving the awareness of mental illness, socioeconomic factors that contribute to the lack of education provided to children, and focusing on issues of inequality.