



2018 NCE FACULTY RESEARCH SYMPOSIUM

Presented by the NCE Scholarship & Development Committee



JUNE 13, 2018
NLU WHEELING CAMPUS



Session 1: Enhancing Core Practices in School

9:35-10:00 am

Leading as a Learner: Lessons from the Learning Sciences for Every Teacher

Angela Elkordy & Ayn Keneman | Room 343

What are the Learning Sciences? Why are they part of ISTE Educator standards? (Learner: 1c) Join us to identify the learning science ideas you intuitively *know* and new insights for designing high leverage practices, particularly using educational technologies. Teachers remark "I wish I'd known this much earlier!". Adding deep knowledge to practice for effective learning design.

Utilizing Principal Coach Reflections to Co-Develop an Effective Coaching Strategy in a Large Urban School District

Harrington Gibson & Gloria McDaniel-Hall | Room 344

Our Educational Leadership (EDL) program collaborated with a large urban district to provide coaching support for 22 principals. Principals were identified by their supervisor based on specific coaching needs. This collaboration allowed program faculty to design a coaching strategy. Utilization-focused program evaluation (Patton, 2008) was used to examine coaching practices that acknowledged the context, challenges and opportunities present in the district. Our interviews revealed the need for specific attention focusing on the first-hand experiences principals' encounter in the field. The importance of relationship building and trust informed a consultee-centered approach. A cycle of inquiry allowed for collaboration and refinement of the process. Strategies implemented during the coaching process informed continuous improvement for our second year of coaching support. The culmination of our findings represent a 6 C coaching strategy framework that addressed a) collaboration b) confidentiality c) coaching protocols d) competencies e) collection of evidence and f) connections.

How Do International, Radical Change Books Influence Teachers?

Ruth Quiroa | Room 349

This presentation focuses on how international and diverse, radical change youth literature influenced practicing teachers during/after completion of graduate youth literature courses and a M.Ed. in Reading. Findings from this qualitative case study focus on the interpretive schemes participants used to navigate into new, equitable instructional spaces for all students.

Silence, Suffering and Resilience: Uncovering Lived Realities of Muslim Students in Public Schools

Seema Imam | Room 351

This presentation will unveil the lived experiences of Muslim students in public schools and share their stories. Such an exploration into the lived experiences can guide families in better understanding the school experience, and schools, policy makers, administrators and classroom teachers to be better informed and focused on the needs and practices of observant Muslim students in their care. Sharing a wide range of stories can benefit numerous stakeholders.

Examining and Expanding the Impact of Practice-Based Teacher Education at National Louis University

Ryan McCarty & Sophie Degener (Faculty Research Residency) | Public Forum & Zoom:

<https://nl.zoom.us/j/743236481>

A growing research base indicates that theoretical knowledge about teaching and learning is most effectively learned through real teaching experiences (Darling-Hammond, 2006). This presentation reports the findings of a survey of recent graduates from the National College of Education. The survey asked graduates to reflect on how well they felt their NLU experience prepared them to teach certain key literacy skills, and how important they felt these skills were during their first year teaching. Finally, they were asked what sort of learning experiences were most helpful for them as an NLU student. Preliminary findings will be shared along with their implications for teacher preparation and practice-based teaching, including what literacy skills should be emphasized and what learning experiences should be prioritized.





Session 2: Examining Student & Community Impact

10:15-10:40 am

Infant Crying and Parent Well-Being: Screening and Clinical Practice

Leslie Katch | Room 343

Excessive infant crying and fussing can negatively impact several parent/infant well-being outcomes, including depression, parenting stress and parenting self-efficacy. Early detection and support for families is critical. The Infant Crying and Parent Well-Being screening tool (ICPW) provides an efficient way for providers to identify families in need of additional support.

Jane Addams: Chicago's Original Hands On Activist

Kristin Lems | Room 344

Jane Addams came of privilege, daughter of a state Senator from Cedarville, Illinois who was a personal friend of Abraham Lincoln. However, she set her sights on a life of activism and moved to Chicago, where she founded America's first settlement house, Hull House, welcomed immigrants, hosted John Dewey and set in motion many of the institutions and public policies we cherish today. You'll also learn a bit about the connections between Jane Addams and Elizabeth Harrison, the founder of NLU, and you'll hear an original song called the Hull House Rag.

Experiences of Student-Teachers in Schools that Integrate Technology into Their Curricula

Shani Beth-Halachmy, Jack Denny, Angela Elkordy, Ayn Keneman, Nancy Naughten, & Sandra Stringer

(Faculty Research Residency) | Room 349

In this research residency we explored how candidates, who are in their final weeks of their student teaching placement, adapt to teaching and learning in digitally mediated learning environments in schools. Candidates completed a survey on how they experience the transition from NCE coursework to teaching in classrooms that integrate technology into their curricula; what challenges they face; and what habits of mind and dispositions they exhibit that enable them to successfully adapt to teaching where complex technologies are integrated into their curricula. Following the presentation of the survey results, we will discuss the implications for preparing candidates so they can successfully adapt to working in schools where technologies are central to teaching and learning.

Exploring impact of NCE Graduates' Use of Learning Technology

George Litman, Cynthia Mee, Donna Wakefield, Seema Imam & Arlene Borthwick

(Faculty Research Residency) | Public Forum & Zoom: <https://nl.zoom.us/j/743236481>

This study investigated the use of learning technology by NCE graduates from 2006 through 2017. Invitations to participate in an online survey were emailed to 4,962 graduates and approximately 200 responded. 44% found that technology skills and practices were somewhat or not at all important in their NCE programs, yet most of these graduates indicated they currently use learning technology in their teaching. One-third of our graduates reported that they rarely or never addressed learning technology in their teacher preparation programs, and another third indicated it was addressed in only some courses. Yet, most graduates felt they could manage technology supported learning in their current classrooms.





Session 3: Supporting Preservice Learning & Development

10:55-11:20 am

How Focusing on Key Core Practices Can Support Candidates' Effectiveness in the Field

Janet Lorch | Room 343

In this presentation, I will share outcomes from the collaboration between NLU and a CPS network partner that used observation data and edTPA results to identify areas of growth of our shared teacher candidates. Input was also solicited from candidates during their first year of teaching, partner coaches and leadership, and university supervisors and faculty to identify areas of greatest need. The data led to the development of cycles of instruction/coaching around the core practices of modeling, leading a discussion and engaging with families and communities. Examples from the support provided for engaging with families and communities will be shared.

A Look at Cooperating Teachers Across Different Teacher Preparation Pathways

Kavita Matsko | Room 344

We examine the teaching pathways in Chicago with the goal of providing a descriptive account of preparation experiences across one large metropolitan district. We pay special attention to characteristics of mentor teachers and their mentoring, an area which has received little attention in prior comparisons of routes of entry.

Beyond 'Más o Menos': Design-Based Research to Support Latinx Student Enrollment and Success in Advanced Coursework

Ryan McCarty | Room 349

This design-based research (Reinking & Bradley, 2008) is meant to boost Latinx student enrollment and success in advanced coursework. The intervention occurs in one AP English classroom and includes cycles of design emphasizing dialogic teaching, positioning students in agentive roles as they discuss controversial issues and write arguments.

Assessing, Understanding and Promoting Community Engagement: Educating Students for Engaged Citizenry

Todd Price, Virginia Jagla, Tiffeny Jimenez, & Kate Zilla | Room 351

The assessment of our institution's community engagement has provided us with rich data as we move into phase two of the research—capacity building. Qualitative research methodology included surveys, mapping existing university/partner relationships, and conducting focus groups. We will share our findings, including students' perceptions of community engaged experiences through coursework; our asset map, using lists, resources, anecdotes, and memoranda of understanding with community partners; focus groups conducted with faculty identified as having a community engagement commitment. This session will not only impart our data analysis, but also involve participants in identifying points of collaboration to assist in serving our communities.

Investigating NCE Preservice Candidates' Visual Literacy Practices in Middle and High School Science and Social Studies Classrooms

Xiaoning Chen, Vito Dipinto, & Mark Newman (Faculty Research Residency) | Public Forum & Zoom:
<https://nl.zoom.us/j/743236481>

This session presents the findings of a study on how and why preservice secondary education candidates in social studies and science transferred what they learned about visual literacy in their coursework to their practicum/student teaching classrooms. The impact of teacher education programs on teachers' visual literacy practices will be assessed.

