



**THE OHIO STATE
UNIVERSITY**
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

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in REVIEW

OFFICE OF RESEARCH NEWSLETTER

FEATURED AWARD

\$16.5 MILLION EARLY HEAD START CHILDCARE PARTNERSHIP

A MESSAGE FROM OUR ASSOCIATE DEAN

Welcome to spring! Within this issue of In Review, we've highlighted the impact of a long-running STEM teacher professional development project, early childhood research projects and a recap of our Annual Student Research Forum. On the back page, we've featured the Dennis Learning Center that supports the academic success of students across campus.

In addition, the EHE Office of Research would like to introduce the newest member of our team.



Michael Moses is a post-award grants manager for the Office of Research.

Michael joined the college in April 2015 to support faculty in managing funded research projects and interface with college and OSP staff, sponsors and collaborators. Michael worked as a sponsored program officer at OSP for eight years and is a Certified Research Administrator.

For additional information about Michael and his role, please see the staff page on our website at ehe.osu.edu/research/staff/. Please feel free to reach out to Michael if you are looking for post-award support.

Richard Lomax
Associate Dean for Research

The College of Education and Human Ecology's Schoenbaum Family Center was awarded a new \$16.5 million Early Head Start grant to ensure children between 6 weeks and 3 years old in Columbus, Ohio, have a happy and healthy start in life.

One of only two university-led collaborations funded, the five-year Early Head Start Childcare Partnership will focus on the education and welfare of infants and toddlers living in targeted neighborhoods where the child poverty rate is above the norm. Education, health, nutrition and family engagement and community programming will support children and families living in Franklinton; the Hilltop; South Linden; the Near East, Near South and Far South neighborhoods; and the Near North/University District. The community-based partnership includes: Action for Children; Caring Communities Birth-3; Children's Hunger Alliance; Columbus Public Health Department; Community Properties of Ohio; Franklin County Family and Children First-Help Me Grow; Moms2B; Nationwide Children's Hospital; and St. Vincent Family Center.

Each year, 160 children will be added to the effort. The result will be high-quality child care and early learning experiences to prepare 800 children for kindergarten. Professional development and coaching will be available to 12 licensed child care centers and for 13 caregivers who are licensed to provide for children in their homes. A particularly unique aspect of this



Children Learning [jpg], Photo courtesy of the Schoenbaum Family Center.

project is the broad geographic distribution of the early care and education providers and the intentional linkage between community-based programs already serving very low-income families.

This project will present many opportunities for research, from understanding school readiness for the children to be served, to learning about the relationships of the providers and agencies in the collaborative, effective teaching practices and parent engagement. ♥

Article by Jane Wiechel, Schoenbaum Family Center. For more information about this award or volunteer opportunities, please contact Jane Wiechel at wiechel.5@osu.edu.

MEASURING THE SUCCESS OF PROJECT ASPIRE

Project ASPIRE, Apprenticeships Supported by Partnerships for Innovation and Reform in Education, funded by the US Department of Education, is a \$12.9 million collaborative effort among innovative partners providing teacher candidates with deep content knowledge and preparing them to become successful teachers who support the learning of all children, particularly those attending schools in high-need, urban areas.

Two pathways into the teaching profession were targeted to attract the most qualified people into the field. The first was a reconstitution of our prebaccalaureate pathway to teacher licensure. The second was a reinvention of our one-year teacher graduate residency and initial licensure program in middle and secondary mathematics and science, and in K-12 foreign language – the three areas of highest need for our partner school district, Columbus City Schools. Beginning in 2009, we opened seven new pre-baccalaureate educator preparation programs, giving prospective teachers choices in how they earn their teacher license at Ohio State.

Several important components of our work are integral to the success of our one-year graduate program. The year-long teaching residency apprenticeship model, where our interns work in partnership with their mentor teachers in the Co-Planning, Co-Teaching (CP-CT) model, has been a critical component to success. The CP-CT model was developed by **Patti Brosnan (Teaching and Learning)**, with the goal to provide a framework for our interns to focus on student learning as the central tenet of their work in the classroom. Integral to that process is a Cognitive Coaching™ model led by **Marguerethe Jaede (Columbus City Schools)**. This method provides a structure to guide conversations between the mentor and intern teachers, again with the ultimate

focus on improving student learning.

The second component that has been integral to our success has been the Urban Teaching Seminar (UTS) developed and led by **Valerie Kinloch (Teaching and Learning)**. The UTS is a weekly seminar designed for prospective teachers to deepen their understandings of culturally relevant pedagogy and social justice, and to explore how lived experiences shape approaches to teaching, learning and leading in light of the diversity found in classrooms and communities.

Once per month, mentor teachers attend this seminar so the lessons learned can be directly applied inside the classrooms where our prospective teachers are learning to teach. This year, with the support of the Department of Teaching and Learning, UTS is being offered to mathematics and science education students who are participating in the Woodrow Wilson Teaching Fellows program. We are in discussions to determine how this program will be offered to larger groups of graduate and undergraduate students in the department in order for it to become an integral component in learning to teach in an urban context.

The third component is the ongoing support our interns receive after they graduate and become teachers in our partner school district, Columbus City Schools. We have worked collaboratively with the district to support growth and

expansion of the Peer Assistance and Review (PAR) program in support of all teachers into their fourth year of teaching in the district. As the state of Ohio has implemented the new state residency licensure requirements and implemented the Ohio Teacher Evaluation System, we have worked to expand the one-year PAR program to a continuum of support from preservice throughout their career. This 2014-2015 academic year, all teachers in years one through four in Columbus City Schools are participating in the program

Evidence of Success

A qualitative research design was utilized to determine the project's impact on teachers and interns. Data were collected at professional development meetings, where focus groups were organized in role-alike groups. Data consisted of verbal and written statements, drawings on chart paper to provide perspectives on the impact of the programs, and short surveys to share formative feedback throughout the year during professional development sessions.

At this time, our findings indicate a positive impact on both people and on the school and university systems that will ultimately lead to opportunities for sustainability of the successes we have had with Project ASPIRE. The impact on people has been profound, as can be seen from the impact on both mentor teachers and our ASPIRE interns.



Mentor teachers say ASPIRE has impacted their practice in the following ways:

- Students were the greatest benefactors of the entire process.
- Students benefit from having two adults in the classroom at all times.
- The focus shifted from teaching to learning in the classroom.
- Teachers became more reflective.
- The mentor roles shifted to facilitators of learning for the interns and for their students;
- Interns were better prepared to enter their first year of urban teaching.
- Interns became urban problem-solvers who facilitated student learning.

Intern teachers valued the urban cohort model and year long residency and felt prepared to work in an urban environment. They said the program helped them:

- Shatter stereotypes about urban schools, communities and students
- Not only to embrace difference, but also to teach our students to embrace difference
- Use the program's experiential nature to work in urban schools and communities

- Establish positive relationships with students
- Value the community of practice approach to working with colleagues in professional learning communities.

Project ASPIRE's impact on systems has also been impressive. At this time, we have over 50 graduates from our Master of Education program, and of those hired in Columbus City Schools, we have a 95 percent retention rate after three years in the district. Graduates from Project ASPIRE have demonstrated their ability to be successful in our high-need urban schools.

We have over 500 majors and over 1,000 pre-majors enrolled in our newly developed undergraduate programs at our Columbus campus and four regional campuses.

Over 50 experienced teachers comprise a core set of highly-effective mentor teachers who have participated in professional development around co-planning, co-teaching and cognitive coaching. They provide a foundation to change our mentoring model to better support our preservice candidates to be successful in high-need settings.

Over 400 teachers are being supported through the Peer Assistance and Review (PAR) program as they are in their first four years of teaching in the Ohio Resident Educator licensure program.

Finally, we have 37 teachers seeking

National Board Certification this year, a direct result of the contribution of collaboration between Project ASPIRE, the National Board Office, National Education Association and Columbus City Schools.

And finally, district personnel speak highly of ASPIRE graduates, and actively seek to hire them in the district:

- Principals actively pursue ASPIRE graduates for high-need schools
- Peer Assistance and Review (PAR) mentor teachers state that ASPIRE interns are better than more traditionally prepared teachers in the following ways: 1) have higher levels of content knowledge, 2) better understand culturally relevant teaching in an urban context and have a better understanding of urban children, 3) manage their classrooms by setting positive expectations for children and framing consequences in a positive manner, and 4) implement active learning and child-centered instruction. ♥

Article by Sandra Stroot and Patti Brosnan. For more information about Project ASPIRE, contact Sandy Stroot, Director, at stroot.1@osu.edu or Patti Brosnan at brosnan.1@osu.edu.

EARLY CHILDHOOD INITIATIVES

Joyful Child [jpg], Retrieved from go.osu.edu/photographs

Faculty from EHE have been very successful in receiving external funding to support early childhood initiatives that have led to a better understanding of how children learn as well as improvement of their well-being. More than \$43M has been awarded to the college for the following seven active research awards, all conducted at the Crane Center for Early Childhood Research and Policy (CCEC) and the Schoenbaum Family Center.



The **Kids in Columbus Study (Mihaiela R. Gugiu, PI)** will discover how community resources help young children grow up healthy and strong. The study seeks to understand how the mix, duration, extent, timing and type of investments during early life (0-5 years) impact the social-emotional, cognitive, behavioral and health development outcomes of children living in economically disadvantaged families.

The **Early Head Start Partnership (Jane Wiechel, PI)**, led by the Schoenbaum Family Center, will provide funding over the next five years to help 800 Columbus children between six weeks and three years old have a happy and healthy start in life. We feature this new award on the first page of this newsletter.

The **Language and Reading Research Consortium (LARRC) Reading for Understanding (Laura Justice, PI)** study focused on comprehension development and understanding for children ages 4-8 years old and followed 1,200 children longitudinally over five years. The primary purpose of this five-

year project is to increase fundamental understanding of the role of lower- and higher-level language skills in listening and reading comprehension, and develop effective classroom-based approaches to increase language, general knowledge and comprehension skills in prekindergarten through grade three. The findings of the project as well as a Pre-K-Grade 3 curriculum Let's Know! will be available this summer.

The **Reading in Special Education (RISE) (Laura Justice, PI)** study is examining the effects of the Read It Again! Pre-K curriculum in a randomized controlled trial in Ohio and Pennsylvania preschool classrooms serving children with disabilities. RISE seeks to learn how children's experiences with storybooks in the classroom and at home contribute to children's development in language and literacy during the preschool years.

The **APPLE: Ohio (Assessing Preschool Professionals' Learning Experiences) study (Shayne Piasta, PI)** is looking at the extent to which professional development experiences for preschool teachers actually impact

children's gains in the classroom.

The **Sit Together and Read-3 (STAR-3) (Laura Justice, PI)** study is the third major study of the Sit Together and Read (STAR) shared reading program. STAR is a 15-week adult-child home reading program designed to improve children's early literacy skills.

The **Systematic Assessment of Book Reading (SABR) (Jill Pentimonti, PI)** study supports the expansion and validation of a new version of the SABR observational measure. The research will involve 300 early childhood teachers and 900 children in their classrooms recruited from across the states of Ohio and Texas. SABR measures the quality of teacher behaviors during shared book-reading sessions. In this four-year study, the tool will be revised for greater ease of use and accuracy by improving training materials and scoring protocols that will be disseminated at no cost via the internet. ♥

If you are interested in additional information about any of these projects, please contact the PI.



CELEBRATING STUDENT RESEARCH



Oral presenters (from left): Umar Abdullah, Juhyun Do, Carolyn Kaplan & Ruilan Zhao. Photo: Rebecca Chacko.

The EHE Student Research Forum is an annual event that highlights the research of our graduate and undergraduate students. The forum is sponsored by the EHE Office of Research and was co-sponsored this year by the Quantitative Research, Evaluation and Measurement (QREM) Student Organization and the Educational Studies Graduate Student Council. With over 100 student presentations, both oral and poster, student researchers presented their completed, in-progress and proposed studies as well as literature reviews and instrument validations.

This year's event was held on Thursday, January 29, 2015, at the Ohio Union. Three oral presentation sessions and two poster sessions were held. There were 16 oral and 12 poster presentations from Educational Studies, 18 oral and 22 poster presentations from Human Sciences and 25 oral and seven poster

presentations from Teaching and Learning.

The keynote panel consisted of three faculty members Karen Beard (Educational Studies), Theodore Chao (Teaching and Learning) and Carl Maresh (Human Sciences), and one senior researcher, Jessica Logan (Crane Center for Early Childhood). The panelists offered students insight into what each would tell their former student selves knowing what they know today. Panelists answered questions from students about their experiences as undergraduate and graduate students that led them to their present roles as researcher, educator and administrator and the choices they made along the way.

A new addition to this year's forum was the inclusion of exhibitors. Representatives from several offices and student groups across campus were on hand to answer questions and provide information about their office or group and the services they provide. Exhibitors included: Career Counseling and Support Services; Educational Studies Graduate Student Council; Educational Studies Teaching Associates (ESTA); Office of Distance and ELearning; Office of International Affairs – Study Abroad; Quantitative Research, Evaluation and Measurement

(QREM) Student Organization; the Undergraduate Research Office; and University Libraries – Research Commons

This year's event also featured a raffle drawing, with "passports" that attendees could have stamped or signed during attended sessions to qualify for the drawing. This year's raffle donors included BalletMet Columbus, CAPA Columbus, Z Cucina Ristorante & Bar and Cup O' Joe.

The 2016 EHE Student Research Forum will be held on Friday, February 12, 2016, at the Ohio Union. We are planning to extend the day and increase the number of student presenters by adding an additional oral and poster session. Additional details will be available on our website this fall. ♥

For additional information about the 2015 EHE Student Research Forum, including photos and abstracts, please visit our website at u.osu.edu/ehestudentresearch.



2015 Planning Committee Chairs (from left): Susie Mauck, Valerie Heiss and Mary Sawyer. Photo: Rebecca Chacko.

SAVE THE DATE: FEBRUARY 12, 2016 EHE STUDENT RESEARCH FORUM

GRADUATE STUDENT TRAVEL GRANT APPLICATIONS DUE JUNE 1, 2014

go.osu.edu/GradTravel

Faculty International Travel Grant Program and Postdoctoral Researcher Travel Grant Program applications are accepted at any time during the year and must be submitted PRIOR to travel.

EHE DISSERTATION FELLOWSHIP AWARDEES

The EHE Office of Research, in partnership with the departmental graduate study committees, awarded graduate dissertation research fellowships to the following students. The intent of the Dissertation Fellowships is to support outstanding students in the completion of their programs by allowing them to focus on their dissertation research. Fellowships include a monthly stipend, benefits and postcandidacy fee waivers for the academic year.

Educational Studies

Sarah Iler
Megan Sanders

Human Sciences

Shawn Flanagan
Pieleh Kim
Sujata Ponoppa
Katie Rogers
Sara Thomas
Kenneth White
Tingting Zhang✦

Teaching and Learning

Ashley Dallacqua
Adriana Howard
SangHee Ryu

TRAVEL AWARDS

The following individuals received EHE Travel Grants for travel related to conference presentations. These grants were awarded in February 2015.

GRADUATE STUDENT TRAVEL

✦ indicates student participated in the 2015 EHE Student Research Forum

Educational Studies

Jing Chen✦
Emily Curiel
Sabri Dogan
Mine Dogucu✦
Marissa Green✦
Leah Hoops
Lisa Longo
Gleides Lopez-Rizzi✦
Lin Lu✦
Jeremy Luke
Susan Mauck✦
Megan Miller
Robert Nichols
Jeremy Oehrtman
Narmada Paul✦
Krista Predragovich
Megan Sanders
Tricia Shalka
Marnie Shapiro✦
Jamie Teeple
Sungjun Won
Ziwei Xu✦

Human Sciences

Kristen Arnold
Rachel Brown✦
Jasmin Carmona✦
Sean Dahlin
Jessica Dicke✦
Shaina Ervin
Ciaran Fairman
Ruri Famelia✦
Megan Ferriby
Michael Fraina✦
Haleigh Golub
Katherine Gressel✦
Justin Haegele✦
Laura Hopkins✦
Jia-Yu Ke

Human Sciences (continued)

Richard LaFountain✦
Jin-kyung Lee
Jinhui (Mavis) Li
Kristy McCray✦
James Morton✦
Youngho Park
Jennifer Petrosino
Catherine Saenz✦
Teryn Sapper
Kevin Schill
Su Hyun Shin
Liye Suo
Emi Tsuda✦
Kellie Weinhold
Xiuye Xie✦

Teaching and Learning

Kathleen Farrand✦
Ali Fleming✦
Kyong Ha
Jua Hwang
Jooheon Kang
Chin-Chiang Kao
Jung Sook Kim
Hyun Kyung Kim
Karen Koehler
Mary Miller
Katherine Mollohan✦
Amanda Roble✦
Ryan Schey
Mandy Smith
Se Jeong Yang
Ruilan Zhao✦

POSTDOCTORAL TRAVEL AWARDS

Alain Bengochea, CCEC
Bohyun Jang, Human Sciences
Hui Jiang, CCEC
Caitlin Spear, CCEC

FACULTY INTERNATIONAL TRAVEL AWARDS

Keeley Pratt, Human Sciences
Kui Xie, Educational Studies

EHE STUDENT RESEARCHERS WIN AT DENMAN FORUM

Three EHE students received recognition for their research efforts at the Ohio State Denman Undergraduate Research Forum on March 25.

Evan Schrader, Human Nutrition, tied for second place in Health Professions, Clinical, for "Examining efficacy of a topical nutrition therapy for endothelial cell tumors." His advisors are **Ouliana Ziouzenkova, Human Sciences**, and Gayle Gordillo, Medicine.

In Psychology, **Rachel Garcia, Human Development and Family Science**, teamed with Emily Sorrenti and Divya Ramoo, both Psychology, for "Extending

the definition of quality childcare: preschool teachers' general psychological and job-related well-being." Their advisor is **Cynthia Buettner, Human Sciences**.

"Caregiver and teacher ratings regarding young children's development: validity and factors predictive of disagreement" was tied for third place in Business/Education/Speech and Hearing Science. **Colin McGinnis, Human Development and Family Science**, is advised by **Shayne Piasta, Teaching and Learning and CCEC**.

For more information, go to go.osu.edu/EHEDenman.

NEW RESEARCH AWARDS

Faculty and staff in the college received 21 new awards between November 1, 2014, through February 28, 2015. The anticipated total award amount for all 21 awards is **\$13,230,231**. For additional information on these and previous awards, go to ehe.osu.edu/research/awards/.

PI/Co-I	Department	Sponsor Name
BETZ, MICHAEL	Human Sciences	Michigan State University, National Institute of Food and Agriculture
BROSNAN, PATRICIA; Manouchehri, Azita	Teaching and Learning	Ohio Department of Education, US Department of Education
BRUNO, RICHARD; Volek, Jeff	Human Sciences	American Egg Board
DOOHAN, DOUGLAS; Ilic, Sanja	Human Sciences	Ohio Department of Agriculture, US Department of Agriculture
JOSEPH, LAURICE; Morgan, Sheila	Educational Studies	McGraw-Hill
JULIAN, DAVID; Mahlman, Robert; Ross, Melissa	CETE	Ohio Department of Alcohol and Drug Addiction Services
JUSTICE, LAURA	Schoenbaum Family Center	Child Development Council of Franklin County, Inc., Administration for Children and Families
JUSTICE, LAURA	Schoenbaum Family Center	City of Columbus
KRAEMER, WILLIAM; Maresh, Carl; Volek, Jeff	Human Sciences	H9 Water
LUTHY, NICOLE	Ohio Resource Center	Westerville City Schools, Ohio Department of Education
MAHLMAN, ROBERT; Austin, James	CETE	Ohio Department of Education
MALONE, HELEN	Educational Studies	Franklin Co Board of Mental Retardation and Developmental Disabilities
MOSER, JOHN; Mahlman, Robert	CETE	Butte-Glenn Community College District
NEEF, NANCY	Educational Studies	Fairfield County Educational Service Center
PRATT, KEELEY	Human Sciences	American Academy of Pediatrics
RODGERS, EMILY; D'Agostino, Jerome	Teaching and Learning/ Educational Studies	US Department of Education
SLESNICK, NATASHA; Feng, Xin	Human Sciences	National Institute on Drug Abuse
SLESNICK, NATASHA	Human Sciences	Ohio Office of Attorney General, US Department of Justice
VOLEK, JEFF; Kraemer, William; Maresh, Carl	Human Sciences	AdvoCare International, L.P.
WIECHEL, JANE	Schoenbaum Family Center	Administration for Children and Families
XIE, KUI	Educational Studies	Education Service Center of Central Ohio, Ohio Department of Education

STEWART RECEIVES GILMAN INTERNATIONAL SCHOLARSHIP

Undergraduate Rachel Stewart, an Exercise Science education major, is one of two students from Ohio State awarded the prestigious Benjamin A. Gilman International Scholarship, sponsored by the U.S. Department of State. Gilman Scholars receive up to \$5,000 to apply toward the cost of study abroad or international internships. Stewart is finishing a 450-hour strength and conditioning internship with UQ Sports during spring semester. The academy is a strength and conditioning company, based at the University of Queensland, that provides services to both the campus and local community. For additional information, go to go.osu.edu/StewartInternship.

UPCOMING EVENTS

WORKSHOPS:

INTRODUCTION TO MY NCBI
SUITE OF RESEARCHER'S
TOOLS: MY BIBLIOGRAPHY,
SCIENCV, AND ORC ID
May 12, 2015
109 PAES, 12:30PM
Register at
go.osu.edu/ResearcherTools

INTRODUCTION TO
OFFICE OF RESEARCH AND
RESEARCH METHODOLOGY
CENTER SERVICES
September 18, 2015
260 Ramseyer, 1:00PM

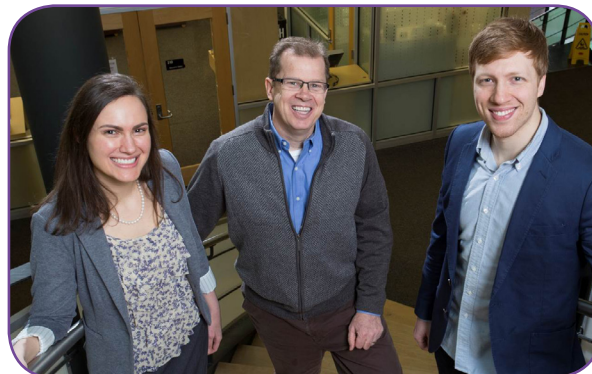
IRB COMPLIANCE:
BEST PRACTICES FOR
RESEARCHERS
October 13, 2015
260 Ramseyer, 1:00PM

FINDING FUNDING
OPPORTUNITIES
November 5, 2015
260 Ramseyer, 1:00PM

Registration details coming soon. If you would like to be added to our events mailing list, please contact Rebecca Chacko at chacko.9@osu.edu.

DENNIS LEARNING CENTER

The overall mission of the Walter E. Dennis Learning Center (DLC) is to support the academic success of students at Ohio State. We address this mission by offering three major forms of outreach: coursework, workshops and one-on-one academic coaching.



Dennis Learning Center Leadership (from left): Lauren Hensley, Christopher Wolters and Samuel Rowe. Photo courtesy of the Dennis Learning Center.

With total enrollments approaching 1,200 last year, the three different courses offered through the DLC teach students to develop their motivation, self-regulation, and critical thinking. The DLC also offers short workshops (over 200 sessions reaching more than 7,000 attendees in 2014) designed to both improve students' self-regulatory knowledge and skills and to reduce self-handicapping behaviors such as procrastination. Finally, we have a team of peer coaches trained to provide one-on-one consultation to Ohio State students of all academic ranks and backgrounds in order to develop academic strengths and diminish potential problems.

To address its core mission, the DLC also is devoted to the advancement of theoretically grounded empirical research that promotes greater understanding of college students' academic success. Many of our faculty, staff and instructors conduct and disseminate studies that address this mission. In addition, we enthusiastically collaborate with Ohio State faculty, students and research staff to support their well-designed educational research. In its most basic form, this collaboration has included facilitating the recruitment of participants from our courses, workshops or coaching sessions. As well, we have worked closely with researchers to facilitate more integrated studies. Recent projects, for instance, include developing instructional materials for our study skills course and evaluating their impact, analyzing written work students submitted for a course assignment, and testing whether completion of our study skills course is associated with increased achievement or graduation rates.

In short, the DLC strives to play an active role in producing prominent, nationally recognized research that advances theoretical understanding and contributes to the next generation of practical methods that can be used to facilitate the academic success of students at Ohio State. We are open to jointly designing, facilitating recruitment for or otherwise collaborating on any project that might advance these goals. ♥



Dennis Learning Center one-on-one session with Trevion Henderson. Photo courtesy of the Dennis Learning Center.

Article by Christopher Wolters, Director, Dennis Learning Center. To learn more about the DLC, visit dennislearningcenter.osu.edu. For any questions about how we might assist with your research, contact Christopher Wolters at wolters.21@osu.edu or Lauren Hensley, Associate Director, at hensley.121@osu.edu.

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