

Education Research as a Catalyst for Improving Policy and Practice



TEXAS A&M
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Announcing – ERC Fall 2013 Seminar

Validating What Works: From Project ELLA to Project ELLA-V

Presented by: Rafael Lara-Alecio, Beverly Irby, & Fuhui Tong

The Education Research Center (ERC) at Texas A&M University is excited to announce the first presentation for its 2013-14 seminar series. You are invited to join the ERC as we welcome the ELLA-V team on Wednesday, September 18, at 12:00 noon, in Harrington 632.

In this presentation the ELLA-V team will share the original IES-funded project, English Language and Literacy Acquisition (ELLA), on which the current validation project (ELLA-V) was proposed and funded for \$16.5 million by i3, U. S. Department of Education. The discussion will begin with the specific intervention components at each grade level (K-3) in ELLA, followed by qualitative and quantitative findings from longitudinal analysis. Lara-Alecio, Irby, and Tong will conclude with an overview of the rationale and design of ELLA-V and the next steps of the project.

A light lunch will be served to those who register (teppers@tamu.edu).

ERC Awarded Grant to Study

Impact of Parenting Education Programs

The Education Research Center (ERC) at Texas A&M University (TAMU) is pleased to announce it has been awarded a grant from ESCAPE Family Resource Center for the purpose of studying the impact of ESCAPE's parenting programs over time. Hersh Waxman, Hector Rivera, and Kayla Rollins are Co-PIs of the project. Susana Franco-Fuenmayor is a primary researcher on the study.

ESCAPE Family Resource Center is a non-profit organization that has dedicated over 30 years to providing child abuse and neglect prevention education and support services in the greater Houston area. Their hope is to teach, motivate, and inspire parents and children to create safe, stable, and rich environments to foster better outcomes for children.

"This evaluation will assist ESCAPE Family Resource Center in its pursuit of showing evidence-based practices," said

Rollins. "Such practices—demonstrated by empirical research—would aid ESCAPE in realizing its goal of applying for inclusion in the *California Evidence-Based Clearinghouse (CEBC) for Child Welfare*, thereby strengthening ESCAPE's efforts in showing program efficacy and improving the lives of the children and families it serves."

A quasi-experimental study design will be used to examine ESCAPE's parenting programs, *Building Confident Families* and *The First Five*. ERC researchers will collect pre, post, and 6-month follow-up data from parents participating in both of these programs, as well as parents in the control groups. Furthermore, observations of parenting sessions will be conducted in addition to interviews with a sample of the parents involved.

For additional information, please contact Kayla Rollins at kcbrazil@tamu.edu or Susana Franco-Fuenmayor at sfrancof@tamu.edu.

Congratulations to ERC researchers on the following publications:

Stillisano, J. R., Brown, D. B., Alford, B. L., & Waxman, H. C. (2013). The effects of GO Centers on creating a college culture in urban high schools in Texas. *The High School Journal*, 96(4), 283-301.

Waxman, H. C., Boriack, A. W., Lee, Y. H., & MacNeil, A. (2013). Principals' perceptions of the importance of technology in schools. *Contemporary Educational Technology*, 4(3), 187-196.

Education Research Center Awarded Grant to Examine Student Collaborative Practices in International Baccalaureate Programmes

The Education Research Center (ERC) at Texas A&M University is pleased to announce that it was recently awarded a grant from the International Baccalaureate Organization (IBO) to conduct a literature review and curriculum document analysis of student collaborative practices in International Baccalaureate (IB) programs. Hersh Waxman, director of the ERC, will be PI for the project and Jacqueline Stillisano, ERC co-director, will serve as co-PI. Additional ERC researchers involved in the project include Kim Wright, Susana Franco-Fuenmayor, and Tracey Hodges.

Collaboration is identified as an integrated part of learning components and assessment models in curriculum across IB programmes. For this study, ERC researchers will (a) conduct a best evidence synthesis of research on teaching and assessing student collaboration in K-12 settings, (b) analyze IB curriculum documents for essential elements of collaborative practice, and (c) make recommendations for the enhancement of student collaboration in IB programmes.

“This research study fits into the mission of the ERC, in that it will facilitate direct application of research to teaching and learning practices,” said Waxman. “Findings from the study will assist IB Programme staff in their effort to develop learners who are able to collaborate with others in a world with an ever-expanding focus on global exchange.”

For additional information, please contact Hersh Waxman at hwaxman@tamu.edu.

Evaluation of a Teacher Professional Learning Institute for Physics

The Education Research Center (ERC) is pleased to announce it conducted the program evaluation for Texas A&M's **Mitchell Institute Physics Enhancement Program** (MIPEP). This was the second year of the program which sponsors 18 high school physics teachers for a two-week intensive physics summer institute. The goal of MIPEP is to help teachers develop a deeper understanding of physics concepts, instructional strategies, and laboratory-based experiences. The MIPEP project coordinators are Bhaskar Dutta (Physics), Tatiana Erukhimova (Physics), and Alexey Belyanin (Physics).

For additional information, please contact Jacqueline Stillisano at jstillisano@tamu.edu.

ERC Welcomes Visiting Scholar

Dr. Hongchao (Justin) Wu has joined the ERC as a visiting scholar. Wu is director of the Educational Administration Research Institution and an associate professor in the College of Education at South China Normal University, where he has been working since July 2007. He also worked for 1 year as a vice director of the Education Bureau in a rural county in Guangdong Province. Wu graduated from Central China Normal University with a doctoral degree of Education, majoring in Economics of Education. His research focuses on the development of compulsory education in rural areas and education to migrant children.

Wu will remain as a visiting scholar at the ERC through August 2014. His studies are financed by the China Scholarship Council.



ERC Welcomes New Research Associate

Susana Franco-Fuenmayor has recently joined the ERC as a research associate. Franco-Fuenmayor graduated with a Ph.D. degree in the Bilingual Education Program in the Department of Educational Psychology at Texas A&M University. Her dissertation examined bilingual education programs and teachers' knowledge, professional development experiences, and perceptions about second language programs in Texas. Prior to completing her Ph.D. degree, Franco-Fuenmayor received a Bachelor of Arts degree and a Master of Education degree in Bilingual Education/English as a Second Language from the University of Saint Thomas.

Franco-Fuenmayor has extensive experience as a bilingual classroom teacher and has taught different grade levels in the Houston area. She also has ample experience writing research proposals and has presented her research at national and local conferences such as the American Educational Research Association (AERA) and the Texas Association for Bilingual Education (TABE). Her experiences working with culturally and linguistically diverse students, parents, and teachers in PK-12 settings—combined with her teaching and research at the university level—make her a great addition to the ERC.



ERC Presentations

Metoyer, S.K., Wright, K.B., Hodges, T.S. (2013, July). *College Success: Strategies for Creating a College-Ready Environment in Your Classroom*. Workshop presented at Access to the General Curriculum (AGC) Institute hosted by Texas Region 4 ESC, Houston, TX.

Stillisano, J. R., Waxman, H. C., Brown, D. B., & Alford, B. L. (2013, June). *Using Case Study Methodology to Examine Practices in Exemplary College Access Centers*. Paper presented at the annual Ethnographic & Qualitative Research Conference, Cedarville, OH.

Weber, N. D., Hodges, T. S. (2013, June). *The self-efficacy and field commitment of undergraduate education students*. Paper presented at summer conference of Texas Association for Teacher Educators, Austin, TX.