

Washington State University, College of Education

A Note From The Program Coordinator Dr. Brian French

Happy Fall Semester! As I write this note, the campus is busy with end of the semester activities, icy sidewalks are causing caution, and the anticipation for winter break is tangible. Our days have shortened quickly, as many of us leave campus in the dark. However, I know in less than 3 weeks we begin to gain back light. I wish you all a relaxing and joyful winter break.

In this edition, we highlight faculty and current and past student achievements. You will see plenty of evidence that our program is finding success by contributing high quality research to our fields and beyond. It is a pleasure for me to be part of such a lively, fun, and productive group. Take note of where our graduating students are being placed most recently. This should be very encouraging to our current students.

2018 Program Highlights:

- 1) Last year we welcomed **Dr. Zoe Higheagle Strong**. This year, we wish her success in her new position as the Director of Tribal Relations for WSU and Special Assistant to the Provost.
- 2) We welcome **Dr. Chad Gotch** in his new role as a Tenure-Track faculty member and coordinator for our growing INTO student population and program.
- 3) Faculty and students presented their work and built collaborations at several national and international conferences. There was also a bundle of quality publications released from our group! I encourage you to chat with your colleagues about the exciting work they are doing. Simply ask: "What are you working on?" to start a conversation.
- 4) Our 6th LPRC methodology workshop focused on Latent Growth Curve Analysis. What a success! Thank you Dr. Greg Hancock from the University of Maryland! Look for our 7th workshop in May, 2019 on Mixed Methods!

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- 5) Our Ed Psych family grew with the recent birth of Dr. Carbonneau's daughter, Autumn. We look forward to meeting her at our Ed Psych gatherings.
- 6) We enjoyed a wonderful Ed Psych Fall gathering at the Cultural Center. See the photo below. Thanks to everyone, especially our students, who make these events so successful.

I say a heartfelt thank you for all our Ed Psych faculty and students. You all make the program visible, forward-thinking, and a joyful place to spend time. Thank you!

I hope you all have had a wonderful start to the 2018-2019 academic year. I wish you all success in your work.

With appreciation,

Brian J. French



Members of the Ed Psych program during the fall get together, October 2018.

Program Statement

We apply advanced methodologies to answer applied and basic research questions in the context of complex educational environments. We develop leaders who possess the knowledge, skills, and abilities to transform educational environments.

Researching the Classroom to Improve Educational Opportunities



At the 2018 American Educational Research Association (AERA) annual meeting, doctoral student **Dustin Van Orman** (pictured to the left), and faculty members, Dr. Yuliya Ardasheva, and Dr.

Kira Carbonneau presented their work, "Effectiveness of extended vocabulary instruction on vocabulary learning and science reading comprehension in mixed-English-proficiency classrooms". In this research we examined the impact of a science and academic vocabulary intervention in a middle school science classroom on reaching achievement for both English language learners and proficient English users. The results, compared to a business-as-usual classroom shows the benefits of explicit instruction of key vocabulary and meaning use of these words in the classroom for both proficient and non-proficient English users' vocabulary acquisition and reading comprehension. The opportunity to present at this conference was made possible for Dustin by the Gradu-

ate Student Travel Grant by the Second Language Research Special Interest Group at AERA, and from WSU's Educational Psychology Professional Grant, and the Graduate and Professional Student Association Travel and Registration Grant. This manuscript is expected to be submitted for consideration by Reading Research Quarterly in December 2018.

Dr. Carbonneau, Dustin, and co-authors have an additional article under review, titled, "Leveraging the power of observations: Locating the sources of error in observing early childhood classrooms". In this article we examine sources of error in early childhood observations using the Individual Classroom Assessment Scoring System. The results indicate the need for multiple perspectives of student development in addition to individual child observations and defines specific ways that the results produced from the instrument can be made more reliable, and less error prone (Ex. additional raters and refining observational contexts). This article has been submitted to Early Education and Development.

Providing Guidance to Researchers and Practitioners through Test Reviews

Thao Vo, Doctoral Student

I became interested in test processes (e.g. item development, validity) after taking measurement courses last year. One of our assignments was to write a test review which made me think candidly and critically about commercially available test used in practice. This type of writing style is much different from what we typically produce in academia and the experience really pushed my writing boundaries. I chose to review the Global Appraisal of Individual Needs, an assessment that closely aligns with the research I am conducting on the Washington Assessment of Risk and Needs for my master's thesis. Writing the test review allowed me simultaneously pick up new writing skills and further my understanding of test processes, a research topic I strive to contribute to as a developing scholar. I look forward to seeing this work published in a practitioners journal in the near future.



Look for Thao's forthcoming review of the Global Appraisal of Individual Needs in the journal, *Research and Practice in the Schools*.

WSU Warns 2018 Becca Conference

In the spirit of our University's Land Grant mission to put research into practice, the WSU WARNS team consisting of Paul Strand, **Bruce Austin**, Nicholas Lovrich, **Thao Vo**, and **Brian French** recently organized two sessions (i.e., user panel; research showcase) at the 2018 Becca Conference held in Ellensburg on October 19. Sponsored by the Center for Children & Youth Justice, the Becca conference brings together k-12 educators, counselors, administrators, juvenile court officials, and state and legislative organizations such as OSPI to discuss and present on efforts to address truancy and chronic absenteeism among Washington State youth. Both sessions provided the WSU WARNS team with a wealth of new information and perspectives to bring to future research and development, and help maintain WARNS as a premier assessment option for stakeholders working on truancy issues throughout Washington State.



More information is available on the WARNS website: warns.wsu.edu.

Family Outreach Nights

The Educational Psychology program has been actively engaged in our local community. Led by **Kira Carbonneau**, each semester we host a parent engagement night where students and families from a local elementary school come to enjoy a night of gaining exposure to essential skills in both literacy and STEM. This year we had over 100 families at each event!

To the right are some of the participants during Family Outreach Nights.



INTO Partnership

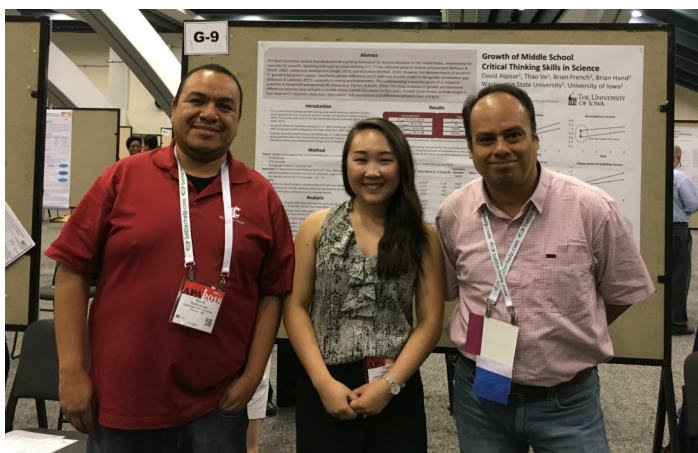
Recently WSU partnered with the INTO organization to increase international student enrollment at the university. Educational Psychology was one of the pioneering programs, participating in the partnership from the beginning. Students who come to WSU through the INTO program start their studies either entirely in intensive American English coursework or engaging both in language coursework and introductory courses in Educational Psychology. Upon successful completion of these "pathways", the students move into a non-thesis Master's degree program of study. The first cohort of six students came to WSU from Turkey and China. Students currently in the pathway represent Thailand, Japan, and China. These students have brought with them a wide range of experiences, and are already making positive contributions to the Educational Psychology community.

To make the partnership as successful as possible, **Chad Gotch** has been named the INTO program coordinator for Educational Psychology. He interfaces with International Programs and the Graduate Studies office and Associate Dean in the College of Education on matters ranging from student recruitment to enrolling students in the right courses. He will also serve as the advisor for students as they complete their degrees. For more information about the INTO program and Educational Psychology's leading efforts, check out Dr. Gotch's appearance on Education Eclipse (Episode 054): <http://www.edeclipse.com/>

Exploring Growth in Critical Thinking Skills

This past summer graduate students, **Thao Vo** and **David Alpizar**, made their first presentation at the American Psychological Association (APA) conference in San Francisco, California. Working with Dr. Brian French, they explored critical thinking (CT) skills in middle school students in science classrooms. They discovered that despite the same rate of growth of CT skills between girls and boys, girls tended to higher scores than boys on certain domains (i.e. assessing assumptions, inductive reasoning, conducting observations). Based on the feedback provided by researchers at this conference, their next step in the line of research will explore language and math ability as possible reasons why they observed gender differences in CT skills.

The experience at APA allowed Thao and David to network with professionals from different programs and even connect with Ed Psych alumnus, Antonio Valdivia Vazquez!



Left to Right:
David Alpizar, Thao Vo, Antonio Valdivia Vazquez

2019 Annual Meetings Toronto, Ontario, Canada

AERA

April 5-9, 2019
www.aera.net

NCME

April 4-8, 2019
www.ncme.org

Student Internship Experience David Alpizar



I was selected for a highly competitive internship this summer for Educational Testing Service (ETS) in Princeton, New Jersey. In my short time at ETS, I worked on a

new English language assessment being developed by ETS. Specifically, I learned the following: (1) gained knowledge for this innovative assessment, (2) learned how to model data with item response theory (IRT), and (3) applied and used IRT software. Because of this awesome and successful experience, I learned that my program is giving me the skills to conduct high quality research and be successful in my future job. I am very thankful for all the opportunities, support, and research experience that WSU's educational psychology program is giving me.

More information about David's internship experience can be found at:

<https://gradschool.wsu.edu/2018/05/07/david-alpizar/>

Awards

Chad Gotch was recognized as Academic Advisor of the Year and **Sola Adesope** won an award for Exceptional Usage of Open Educational Resources to Advance Student Learning by the Associated Students of Washington State University (ASWSU).

The College of Education named **Kira Carbonneau** with its Faculty Award for Excellence in Teaching.

Chad Gotch received the Outstanding College of Education Faculty Award from the Agricultural Education Club.

Additionally, two undergraduate students in the McNair Scholars Program, Blessing Adamarola (Faculty Mentor, **Sola Adesope**) and Nam Nguyen (Faculty Mentor, **Chad Gotch**), earned awards at the WSU Showcase for Undergraduate Research and Creative Activities (SURCA).

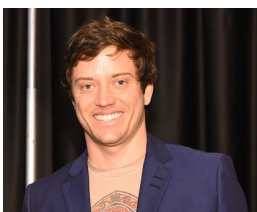
Ed Psych Students are Getting Great Jobs!



NarayanKripa Sundararajan (PhD, Fall 2018) will be joining the International Society for Technology in Education as their Learning Science Specialist. She will be working on a project funded by the Chan Zuckerberg Initiative. As part of her role, she will coordinate and inform how learning science does or could influence state and district level policy, educational technology procurement in schools, and K-12 teacher professional development, and increase awareness of learning sciences among educators.



Carlos Anguiano, Ed Psych PhD candidate, has secured a position as Assistant Director of the McNair Scholars Program at University of Northern Colorado. Carlos has spent the last year and a half serving as a graduate assistant with the McNair program at WSU, providing essential mentoring to exceptional students.



Jonathan "JT" Torres (PhD, Spring 2018) has joined the Teacher Education faculty at Colorado Mountain College. As an Associate Professor and Field Supervisor for Eagle County Schools, JT will continue his research on development and

assessment of writing skills, teach courses, and supervise pre-service teachers in their field experiences.

What do alumni have to say about their experiences in the LPRC?

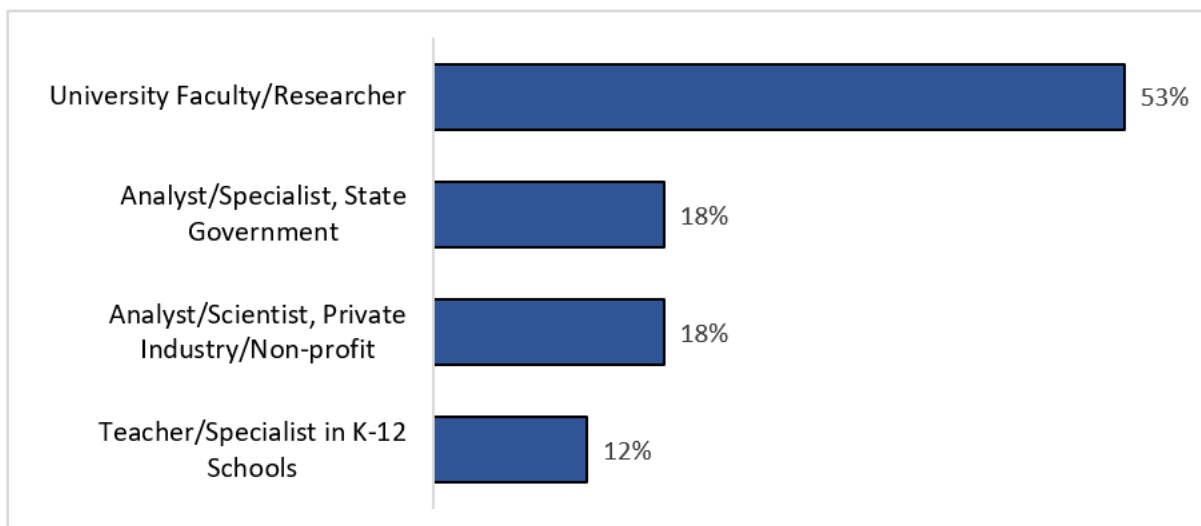
"Finding a job was easy thanks to the real-world evaluation experience I gained at the LPRC."

—Robert Owens, Research and Evaluation Specialist, Idaho Supreme Court

"I am fully equipped with strong research skills to perform well in a competitive professional environment."

—Antonio Valdivia, Director of Research, Institute for Happiness and Wellbeing, Universidad TecMilenio

Placement of Ed Psych Students who Graduated 2011-2017



Grant Updates

Sola Adesope is the Co-PI on a \$2.4 million National Science Foundation grant entitled “EDUC-ATE: Educating Diverse Undergraduate Communities - Affordable Transport Equipment”. You can read more about the grant at: <https://news.wsu.edu/2018/09/26/project-sparks-engineering-understanding/>



Jenny Lebeau is the Co-PI on a recently funded National Science Foundation Summer Research Experience for Undergraduates (REU) project. The project

brings undergraduate students from across the nation to WSU, to conduct research with faculty members in the Laboratory for Atmospheric Research. This is renewal funding for a project that has been ongoing for over a decade.

Robert Danielson is a key contributor on a National Institutes of Health grant to increase the number and diversity of students from rural Washington who enter biomedical careers. You can read more about the grant at: <https://education.wsu.edu/newsroom/inthenews/healgrant/>



Leading WSU's Native Programs



Zoë Higheagle Strong has been appointed Executive Director of Tribal Relations and Special Assistant to the Provost, as she takes on a leadership role with the university's Plateau Center for

Research and Collaboration. In this role, Dr. Higheagle Strong will pair her teaching, research, and advising in Ed Psych with support of WSU's strategic objective to reach out to Native communities in the region.

Making an Impact in Scholarship

Ed Psych faculty continue to make an impact across the country and beyond with their research.

Sola Adesope's article, “Rethinking the Use of Tests: A Meta-Analysis of Practice Testing”, published by the American Educational Research Association's *Review of Educational Research* journal, was announced as *one of the top 10 most read education research articles of 2017*. Doctoral student, **NarayanKripa Sundararajan**, was a co-author on this paper.

Dr. Adesope also won the Distinguished Paper Award at the IEEE/ACM International Conference on Program Comprehension (ICPC) for “The Effect of Poor Source Code Lexicon and Readability on Developers' Cognitive Load”. This paper reflects one of the many strong connections Ed Psych has formed with other programs at WSU, such as Computer Science.

In addition to these awards, Ed Psych faculty have been recognized for their contributions to academic scholarship and invited to serve in leadership positions with academic journals. **Brian French** has assumed the role of Executive Editor for the *Journal of Experimental Education*. **Chad Gotch** has been named an Associate Editor and **Shenghai Dai** has been appointed as a Review Editor for the Assessment, Testing, and Applied Measurement section of *Frontiers in Education*. Dr. Dai has also been named a Statistical and Methodological Advisor for the *Journal of School Psychology*.

Giving Back

Alumni and Friends:

Consider giving back to support the Educational Psychology program. Donations can support a variety of program pillars from research hardware and software to student travel and research positions.

For information on how you can help us grow please contact Brian French (frenchb@wsu.edu).