SO WHAT, NOW WHAT?
Making research matter for real-world impact.

23RD ANNUAL
STUDENT RESEARCH CONFERENCE
2018
# SRC2018

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April 6, 2018

Dear Students, Faculty, Alumni, and Guests,

I am delighted to welcome you to the 23rd annual Student Research Conference at the Harvard Graduate School of Education (HGSE). This year’s conference theme, “So What, Now What?: Making Research Matter for Real-World Impact,” is an appeal to explore the power and purpose of rigorous research in tackling the greatest challenges in the field of education. I am heartened by your investment in strengthening and transforming the relationship between education research and practice.

For over two decades, the Student Research Conference has been one of the highlights of our academic calendar, and it would not be possible without the time, energy, and talents of the HGSE community. My special thanks go to this year’s planning committee: Jim Heal, Chris Williams, Young Eun Chang, and Jonah Olken-Dann. I would also like to thank our extraordinary faculty and advanced doctoral students for their continued support of student-directed research.

This year’s conference will feature 62 total presentations, with 33 panel presenters, 20 roundtables, and 9 poster sessions. It is highly fitting that our own Bari Walsh, Senior Communications Project Manager for HGSE’s Usable Knowledge, will be moderating the keynote panel discussion on the need for accessible and applicable education research.

The Student Research Conference is an enriching experience for participant and presenter alike. I hope you will take this opportunity to browse the abstracts in this program, explore the many diverse topics, viewpoints, and approaches presented here, and connect with colleagues who, like you, are committed to improving education.

Sincerely,

James E. Ryan
Dean of the Faculty
Charles William Eliot Professor
Harvard Graduate School of Education
Dear Conference Participants,

Welcome and thank you for joining us for the 2018 Student Research Conference at Harvard Graduate School of Education. Every spring HGSE plays host to a gathering of student and alumni researchers who come together to share their work and build relationships with their current and future colleagues. The seeds we plant in the Spring have the potential to grow into the blossoms of change and transformation for generations to come. As the co-chairs this year, we are thrilled to welcome guests, current students, and alumni.

This year marks the 23rd year of the conference. What began as a small gathering of doctoral students more than two decades ago, has grown to the nation’s largest student-run, academic conference on education research. Given the deep political divides facing our country and the world, including almost daily attacks on some of our most revered institutions, now is a critical time to engage in meaningful discourse over some of the more significant challenges facing our educational institutions. While our young people are showing tremendous leadership and great cause for hope, the necessity to come together and find meaningful ways to support our children and youth, grounded in evidence and the pursuit of legitimacy, is ever-apparent. It is our hope, and our expectation, that relationships forged and strengthened at this year’s conference lay a path forward towards honest and rigorous discourse and discovery.

This year’s theme, So What Now What: Making Research Matter for Real World Impact is intended to frame a conversation concerned with bringing researchers and practitioners together in pursuit of discourse and discovery. We hope that staunch researchers will seek out practitioners to lend thoughts and feedback to their research, and that strict practitioners will listen in earnest to the research being presented and try to connect it to their practice. These conversations should not end at the conclusion of the conference, rather today will hopefully be the beginning of an ongoing conversation to last a career.

We would be remiss to not acknowledge the tremendous guidance and great contributions of Kevin Boehm, Alex Galindo and the entire Office of Student Affairs staff, without whose support the conference could not take place. Moreover, many people contributed their time and effort in planning and organizing today, including the many volunteers you see around campus. A huge thank you goes to our generous sponsors, as well as HGSE facilities, scheduling, technology, and catering staff. Additionally, the Conference Planning Team, Jonah Olken-Dann and Young Eun Chang, collaborated fully with the co-chairs and share equally in the success of the day, thank you for your incredible contributions.

Finally, thank you to all of you: the presenters, faculty, speakers, and participants. Without you there simply would not be a conference.

Sincerely, and with gratitude,

Christopher Williams and Jim Heal
Conference Co-Chairs
Doctoral Candidates, EdLD Program
CONFERENCE AT-A-GLANCE

8:00 am - REGISTRATION OPENS
Location: Gutman Library, Lower Level (outside of elevators)

8:00 - 9:00 am LIGHT BREAKFAST & OPENING REMARKS
Location: Gutman Conference Center, Area 1

9:15 - 10:45 am PANEL SESSIONS I

Youth-Led Participatory Action Research
Panel Moderator: Dr. Gretchen Brion-Meisels
Location: Larsen G01

Human Relatedness in Higher Education Settings
Panel Moderator: Dr. Teri Marcos (National University)
Location: Eliot Lyman Room

Technology in Education
Panel Moderator: Dr. Karen Brennan
Location: Gutman 303

Teacher Certification and Professional Development
Panel Moderator: Dr. Vicki Jacobs
Location: Longfellow 229

Exploring Quality in Early Childhood Education
Panel Moderator: Brian Gold and Dr. Catherine Snow
Location: Gutman G05

11:00 am - 12:30 pm ROUNDTABLE SESSIONS

Impact of Media on Development and Education
Roundtable Moderator: Dr. Robert Selman
Location: Eliot Lyman Room

Working with At-Risk Students
Roundtable Moderator: Sonia Alves
Location: Gutman G05

Equity in Higher Education
Roundtable Moderator: Dr. Dominic Rollins
Location: Gutman 303

Teacher Development and Education
Roundtable Moderator: Dr. Eric Shed
Location: Longfellow 229

Outside-the-box Thinking for Education Interventions
Roundtable Moderator: Dr. Uche Amaechi
Location: Larsen G01
11:00 am - 12:30 pm  Poster Presentations  
*Faculty Moderator/Reviewer: Dr. Terry Tivnan*  
*Location: Gutman Library, First Floor Reading Area*

12:40 - 2:00 pm  Lunch  
*Location: Gutman Conference Center*

1:00 - 2:00 pm  KEYNOTE PANEL, MODERATED BY BARI WALSH  
*FEATURING DR. TERI MARCOS, DR. JASON SACHS, & BI VUONG*  
*Location: Gutman Conference Center*

2:15 - 3:45 pm  PANEL SESSIONS II

- **Exploring Quality in Early Childhood Education**  
  *Panel Moderator: Dr. Jason Sachs and Dr. Catherine Snow*  
  *Location: Gutman G05*

- **How Experience Shapes Educational Policy**  
  *Panel Moderator: Dr. Paul Reville*  
  *Location: Gutman Conference Center 1*

- **Literacy and Reading Development**  
  *Panel Moderator: Dr. Pamela Mason*  
  *Location: Larsen 203*

- **Designing Research for Practice: Three Distinct Models**  
  *Panel Moderator: Dr. Tom Kane*  
  *Location: Longfellow 320*

- **International Development and Education**  
  *Panel Moderator: Dr. Rick Weissbourd*  
  *Location: Eliot Lyman Room*

4:00 - 5:30 pm  RECEPTION  
*Location: Gutman Library, First Floor Reading Area*
keynote panel: so what, now what?

Many would argue that the worlds of research and practice operate as isolated systems, each with their own modus operandi, incentive structures, and overarching goals. And yet, as evidenced by conferences such as this, there exist bright spots where these two realms are being successfully bridged.

This year's Student Research Conference keynote panel discussion will explore the possibilities and limitations of the research-into-practice debate. Our accomplished guests, each with their own perspectives to bring from research, practice, and the space in between, will explore how to create the conditions for research to positively impact the real world, and how players across the system can position themselves to play their part in that endeavor.

panel moderator

BARI WALSH is the senior project manager and editor of Usable Knowledge at the Harvard Graduate School of Education. She is a writer, editor, and strategic communications specialist focusing on issues in education, with a longstanding interest in academic life, student experience, and research, teaching, and innovation across disciplines. Over the course of a 20-year career in higher education communications, she has been the director of communications at the Harvard Graduate School of Arts and Sciences, the editor of Bostonia magazine at Boston University, and the director of communications at BU’s College of Arts and Sciences. She has also been a senior editor and writer for reference publisher H.W. Wilson and a reporter for two community newspapers. Bari specializes in forming collaborative relationships with researchers; working across platforms and in all media to tell stories that are solution-oriented and accessible; and making scholarly research come alive.
DR. TERI MARCOS is Professor of Educational Leadership at National University where she leads the Master of Science in Educational Administration and Administrative Services Credential programs in Los Angeles and Woodland Hills, California. Having served for twenty years as a teacher, assistant principal, and a district coordinator, as well as site mentor teacher and school improvement program coordinator, she additionally served at the state level in California as Program Quality Review Consultant to schools undergoing state review and assessment for curricular and instructional compliance. She currently supervises school leadership candidates as they prepare to become principals and teaches Supervision of Curriculum and Instruction, Leadership Studies, Human Resources in Diverse Communities, and Research.

Teri completed her doctorate in 2004 while studying the effects of legislated educational reform on student achievement in California public schools. She is currently researching distributed leadership across affiliated partnerships in California districts and their local universities, which particularly engage high school students to perform at their optimum with the goal to earn college admission. In 2013, Teri completed an empirical study of ten fully online principal leadership-training programs across the United States, reporting their themes, strategies, and recommendations for developing what she terms, iPrincipals.

Through the loss of her dad and brother in 2010, Teri internalized several deeply personal tenets of leadership critical to her emotional survival. While searching for answers to her own questions, she expanded the conversation to other women leaders in the Council for Christian Colleges and Universities (CCCU) in hopes of discovering themes specific to their spiritual formation, and how this 'framing and forming' may deeply affect their leadership roles as college presidents, vice-presidents, provosts, and deans.

BI VUONG serves as the Director of Proving Ground. She is responsible for Proving Ground’s strategic and analytic direction. Central to her role is working closely with education leaders in partner states and districts to integrate evidence into their decision-making process to improve student outcomes.

Prior to joining the Center for Education Policy Research, Bi served as the Deputy Chief Financial Officer at the School District of Philadelphia, managing the district’s multi-billion annual operating budget. Bi also served as the founding director of the Strategy Delivery Unit in the superintendent’s office, where she was responsible for the district’s action plan, five-year financial plan, and other key district initiatives.

With over a decade of experience in education, Bi’s professional background also includes positions with the Data Quality Campaign, EducationCounsel LLC, and the State of Illinois. She was an Expert Panel Member with The National Technical Assistance Center for the Education of Neglected or Delinquent children and Youth (NDTAC) and is currently the on the board of The Academic Development Institute (ADI).

Bi received her B.A. from Kenyon College and her MPA from the Woodrow Wilson School at Princeton University.

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DR. JASON SACHS joined Boston Public Schools (BPS) as Director of Early Childhood in 2005 to oversee the expansion of Kindergarten 1 (K1) classes and coordinate kindergarten and pre-school programs for three, four, and five-year-olds. In 2017 he was promoted to Executive Director of the Preschool to 2nd grade office. Since the inception of Early Childhood Department, Dr. Sachs has led an effort to deliver a universal high-quality system of early childhood programs for BPS including the successful implementation of the PreK-2nd grade curriculum, professional development system for teachers and principals, expansion of NAEYC accredited classrooms in Boston which all helps prepares students for successful transition into the elementary grades, and a comprehensive evaluation system of both classroom quality and child outcomes.

Previously, Dr. Sachs has worked in the Massachusetts Department of Education’s Early Learning Services division for six years as a research and policy consultant and was a former board member of National Association for the Education of Young Children (NAEYC). He graduated from the Los Angeles Unified School District and received his Master’s in Applied Child Development from Tufts University and obtained his doctorate from the Harvard School of Education. Dr. Sachs currently lives in Somerville with his wife Elif and co-owns Moe Fencing in Somerville, where they have successful coached national and High State Champions.
PANEL SESSIONS I

9:15 - 10:45 AM

Youth-Led Participatory Action Research
Larsen G01

Exploring Quality in Early Childhood Education
Gutman G05

Technology in Education
Gutman 303

Teacher Certification and Professional Development
Longfellow 229

Human Relatedness in Higher Education Settings
Eliot Lyman Room
Youth-Led Participatory Action Research
Panel Moderator: Dr. Gretchen Brion-Meisels
Location: Larsen G01

Hanna Adrienne Naum-Stoian - This presentation will explore faith-based and place-based contexts and the potential differences in impact they may present in youth participatory action research. While faith-based contexts often center around morals and religious values, which builds youth community identity around religion, place-based contexts are focused on the local, building youth community identity based on their neighborhood environment. How might individual and collective empowerment vary between participants engaging in yPAR in these different contexts?

Hannah Lee - Stressors related to mental health are especially salient for youth in a comprehensive urban school. Thus, adolescents today have become prone to developing a wide variety of coping mechanisms to combat social, emotional, and academic challenges. Furthermore, these choices in coping mechanisms have been connected to behavioral outcomes. Unique survey data was gathered through a Youth Participatory Action Research project led and administered by students at a large, diverse, semi-urban high school. With this data, we examined the relationship between students' levels of stress from mental health concerns, their choice in adaptive or maladaptive coping mechanisms, and behavioral outcomes.

Jordan Koffman, Amanda Acevedo, Heather Roberts - We wondered whether inserting information which is perceived as expertise into a learning experience would alter learner outcomes. Specifically, could an expert's opinion at the beginning of the lesson stunt the learner's experience by narrowly defining it? Or conversely, would the learner get more from the experience because this context created a foundation for the learning? After our pilot workshops, our results surprised us, suggesting differing learner outcomes from introducing expertise at either the beginning or end of a learning experience. This led us to conclude that one's learning goals may indicate when to include expertise in the learning experience.

Human Relatedness in Higher Education Settings
Panel Moderator: Dr. Teri Marcos (National University)
Location: Eliot Lyman Room

Philip Hulbig - Metacognition is a practice of reflecting on how learning and understanding occur. Presently there are several approaches to the subject, such as Self Regulated Learning Theory, Mindset Theory, dialectic approaches, and contemplative mindfulness approaches. In this study three highly skilled practitioners from Curry College's distinguished Program for the Advancement of Learning were interviewed about their insights into the subject and their experience teaching learning disabled students how to use metacognitive practices to research their own learning, experiment with their own achievement and identify the factors of their own success.

Thomas Albright - This talk will discuss how a faculty member and a group of graduate students created a humanizing educational endeavor out of an ethnic studies reading course. By attending this presentation the attendees will have a better understanding of how to incorporate humanizing practices into traditional academic spaces. This case study will demonstrate how to practically apply humanizing practices in higher education.

Jane Brennan - Since the early 2000's, elite four-year colleges have made universal accessibility both a priority and reality for many students. These robust full-need financial aid programs have allowed for a more socioeconomically diverse student body (McLoughlin, 2011). But, the small body of research on student experiences at these elite universities has shown that low-SES students who attend primarily wealthy schools lack a sense of belonging at the institution (Horvat & Antonio, 1999; Khan, 2012; Kuriloff and Reichert, 2003). This study utilizes both quantitative and qualitative methods to analyze the relationship between student-SES status and experience through academic outcomes, extracurricular involvement and campus engagement.
Technology in Education  
Panel Moderator: Dr. Karen Brennan  
Location: Gutman 303

Susan Johnson McCabe - Over the past 18 months, my qualitative research and literature reviews have focused on how adolescents create, consume, and engage online with peers, parents, and the world. Some of most compelling data came from an activity devised for 6th-8th graders. They were instructed to: visualize "my digital life" and then explain it. The results were consistent with generally reported trends. However, a deeper look, revealed a fascinating divergence in terms of app preferences, content creation, and communication channels. My research continues as technology continues to disrupt and redefine a student's digital landscape.

Hye Jeong (Lena) Jeong and Jaclyn Eichenberger - Due to classroom contexts, Asian students consistently underperform on standard measures of oral proficiency in English. Yet, it in an increasingly global world, proficiency in English is of utmost urgency for these learners. Postulating that technology could be an effective means to fill the gap, we aim to provide meaningful and relevant information that can better structure a framework to support English Learners on a digital platform. In the present study, we report qualitative research findings from a study conducted within ChatENG, a service provider of remote English learning classes for Asian students' English oral proficiency.

Keri Randolph - This mixed-methods study examined the impact of a 1:1 technology initiative in two feeder patterns of schools in a medium-sized public school district in Tennessee in order to identify successful strategies and potential challenges in transitioning to a technology-supported project-based learning environment. The four-year study assessed program outcomes related to teacher practice and student learning. Results included increased student engagement and responsibility and a small increase in digital literacy skills, while standardized assessment scores were largely unaffected. Implications and recommendations for the ability of 1:1 technology to transform teaching and learning will be discussed.

Teacher Certification and Professional Development  
Panel Moderator: Dr. Vicki Jacobs  
Location: Longfellow 229

Neil Patch, Yumiko Murai, Elizabeth Choe - Unhangout for Educators (U4E) is a project consisting of five teacher professional development workshops held entirely online using a virtual workshop tool from the MIT Media Lab called Unhangout. These workshops ran from October 2017 to March 2018 and were entirely participant-driven, with the goal of having fellow teacher participants shape each event together. The workshops focused on different aspects of maker education and learning practices as the research team investigated 1) how participants interacted one another, 2) how they felt about the workshop experience, and 3) how it affected the ways they experience senses of belonging, confidence, and ownership.

Pamela Callahan - Using document analysis, observations, and interview data, this study investigates the ways teacher educators expose pre-service teachers to the freedom of speech protections offered to public school teachers. The study finds teacher educators and pre-service teachers may not have an understanding of the speech protections offered to public school teachers, which may impact instructional choices such as discussing controversial issues.
Mahdi Albasri and Yousef Aleghfeli - We recognized a general international trend in hiring more female teachers as opposed to males and one factor believed to drive that is that female teachers might result in students performing better. Therefore, we opted to objectively assess this by looking at the relationships between national TIMSS scores and the percentage of female teachers using data from the World Bank. We used multivariate regression and model building to assess this relationship. After controlling for country OECD membership and class ratio, we found a statistically significant relationship between national TIMSS scores and the percentage of female teachers. We also found that this relationship is dis-ordinal between OECD (negative) and non-OECD (positive) countries. In OECD countries, the relationship between TIMSS scores and percentage of female teachers is negative, however, in non-OECD countries this relationship is positive. This warrants further investigation into this phenomenon and relationship by qualitative study to understand the reasons.

Exploring Quality in Early Childhood Education
Panel Moderator: Brian Gold and Dr. Catherine Snow
Location: Gutman G05

Rebecca Gosla - Because of its unique integration of social-emotional learning (SEL) with their curriculum, Boston Public Schools (BPS) has drawn my attention as a great opportunity to assess the relationship between BPS preschoolers' social-emotional growth and their academic growth. My results have the potential to lead to other preschool programs modeling BPS after what they have accomplished. But this new program comes with these pertinent questions: Is there a subgroup that is benefiting more from the BPS curriculum? If there is, should BPS consider changing the curriculum with the potential unforeseeable ramifications of shortchanging a group of students it's currently benefiting?

So Yeon Shin - Boston Public Schools (BPS) serve a diverse student body: 45 percent of its students do not speak English as their first language. This number is increasing every year, and preschool teachers, now more than ever, face the challenging task of meeting the diverse needs of their emerging bilingual students, while also supporting monolingual student’s English language development. This study examines the language development trajectories of both monolingual and bilingual preschoolers in BPS, and whether teacher’s different classroom instructional practices can make a difference.

Linxi Lu - How should mothers talk to their children? Previous studies have shown that there is a positive relationship between maternal elaborative skill and child’s language and literacy (L&L) skill. Thus, it is recommended that mothers ask more open-ended questions and do more scaffolding during the conversations with their children. However, most of these studies focus on middle-class white families. The current research targets mothers and children among low-SES African American and Chinese American families. Do such correlations also exist in these minority groups with low socioeconomic status?

Andy Riemer - "Numbers scare me." "Math makes me nervous." "Fill out this math worksheet and then we’ll do something fun." "Don’t worry, you’re just not a math person." These are quintessential statements of math anxiety that echo from the classrooms of elementary schools to the study halls at the Harvard Graduate School of Education. To create a strong lifelong math foundation, we must be aware of the effects of teacher math anxiety has on our youngest students. This presentation analyzes the correlation between teacher factors and math achievement, while also providing qualitative insight into teacher math anxiety within Boston Public Schools.
ROUNDTABLE SESSIONS

11:00 AM - 12:30 PM

- Working with At-Risk Students
  Gutman G05
- Equity in Higher Education
  Gutman 303
- Teacher Development and Education
  Longfellow 229
- Outside-the-box Thinking for Education Interventions
  Larsen G01
- Poster Presentations
  Gutman Library
  1st Floor Reading Area
Robyn Bahr, Sebastien Delisle, Leah Dodell, Timothy McIntosh, Stephanie Straus - Grubtrotters, a non-scripted TV adventure series, aims to introduce scientific concepts to middle-grade kids through the joys of food and the excitement of travel. It is a research-backed project intended to impact kids' real-world attitudes and behaviors. We aim to build curious travelers, smart eaters, and lifelong learners. We have conducted formative evaluation and have plans for long-term evaluation of the impact our show on viewers' interest in STEM topics. By partnering with existing organizations that share our mission, we can pollinate our brand across markets, popularizing Grubtrotters and achieving real change in our target population.

Theji Jayaratne, Shenglan Tan, Lucia Berliner - As educators and media producers, it is our responsibility to understand the meaning that youth make of stories. We examined reviews of “Wonder” by R.J. Palacio to assess its impact on youth along three dimensions: the way that youth perceive and relate to struggle; the implications of how diversity is described within society; and the storytelling elements that resonate with children. Through our research methods, models, and evidence-based findings, we have begun to develop tools to guide the production and use of media that promote healthy social behaviors.

Susan Johnson McCabe - My qualitative research study delves into non-academic issues and mass media influence. Rudyard Kipling once wrote: “Words are, of course, the most powerful drug used by mankind.” Words can be weapons as well. The “Duff” stands for “Designated Ugly Fat Friend.” That acronym catapulted the lead character into action. My research question was: What do youth/parents attend to when writing movie reviews for “The Duff”? IMDb and Common Sense Media were my source. My findings uncovered kid/parent’s conflicting views and widespread bias on the websites hosting the movie review commentary.

Jamie Baik - Group work has the potential to generate new ideas and accomplish projects much larger in scope and size than individuals alone. However, to capitalize on the diversity of ideas in a group, there are myriad social dynamics and mismatches in communication styles hampering group cohesion that need to be overcome. We posit that if diverse groups can "gel" early on in their working life, they can produce more change as they leverage their diverse perspectives towards collaboration instead of conflict. To determine this, we will test for group cohesion at different times in the group process.

Leah Van Vaerenewyck - The case study examines the ways in which in-service teachers gain new skills and knowledge through professional development programming (online, self-paced learning modules; in-person workshops; program handbooks; and instructional coach guidance) and practice them in the context of five-to-six week summer learning programs with at-risk students. The paper demonstrates how the summer learning program context functions as a space for sustained professional development through experiential learning were teachers are able to experiment with and reflect on new teaching moves.

Catherine Park - Current SEL evidence-based interventions are developed in the U.S.-based context, and it is assumed that the efficacy will be transferred to other cultures. Although SEL programs attempt to tailor to the target population, there is a no systematic adaptation process to maximize efficacy and impact. To this end, we examined the implementation and adaptation of the Brain Games, a SEL program developed by the Ecological Approaches to Social Emotional Learning Laboratory, in Lebanon and Niger to identify their process of adaptation. Principles learned can be used and generalized to other SEL programs and cultural contexts.
Yousef Alegfeli - Peacebuilding is the process of building self-supporting structures in fragile and conflict-affected countries that accelerate their transition into state-building. Currently, the main question asked by international organizations and aid agencies is how can early childhood development be integrated into peacebuilding programs and contextualized to fragile and conflict-affected countries? However, the key preliminary research question of this paper is how effective is the integration and contextualization of ECD into peacebuilding? Using a comprehensive literature review, this paper aims to identify existing gaps and provide initial recommendation on how to bridge research in ECD with current policy and practice in peacebuilding.

Allida Warn - YPAR to Raise Critical Consciousness of Music and Art
Young people frequently incorporate music into part of their personal identities. This project draws links between genres with the aim of fostering empathy and critical consciousness across diverse identities. The curriculum design is youth driven and was inspired by a children's book, John Coltrane's Giant Steps, re-mixed by Chris Rashcka. Didactic units connect music and collaborative art-making to music theory and the history of African-American music in the US: spiraling out with youth expressive research from youth's own taste and Coltrane's Jazz, to blues and spirituals, world music.

Equity in Higher Education
Roundtable Moderator: Dr. Dominic Rollins
Location: Gutman 303

Molly Dunn - Student wellness has traditionally been conceptualized through the Wheel of Wellness model. My research puts this model into conversation with insights from psychology and public health research to suggest that measures of student wellness must acknowledge the impact that systems of oppression have in mediating a student's capacity for wellness. To do so, I propose a new framework for student wellness grounded in equity.

Ulises Serrano - Who constitutes a nontraditional student? If you are an education practitioner, it is very likely you have worked with a student that falls within the nontraditional category. For higher education professionals (either at two or four-year schools) especially, did you know how to best support your student's needs when they asked your for help? This session is meant to not only expose but also present ideas to educators about how to best serve the wide array of students that fall under the nontraditional umbrella.

Vanessa Chung, Andrew Greenia, Natasha Rivera - In 2014, Dean Ryan began "Fulfilling the Promise of Diversity," a school-wide commitment to diversity, equity, and inclusion. Since then, HGSE has made some of the most significant strides in cultivating a more diverse, equitable, and inclusive community in the school's history. Now, as Dean Ryan prepares to leave his role at HGSE, there have been concerns that HGSE's commitment to equity may leave with him. This study aims to understand what students' perceptions are of HGSE's and Dean Ryan's commitment to diversity, equity, and inclusion, and translate students' demands into an ongoing institutional commitment to equity into real-world application.

Katina Fontes - Given the opportunity, how might educators rethink the entire college experience, beginning with the first year? CFYE answers this question with a comprehensive rethinking of first-year programming via faculty-led seminars, student-constructed service learning, and co-curricular support and guided by the philosophy of cosmopolitanism.
Farah Mallah and Diwakar Kishore - We use an interdisciplinary approach which merges insights from behavioral science and education to challenge traditional methods and structures for teacher incentive schemes, and propose an intervention design which seeks to incentive teachers to engage in practices proven to be positively correlated with student outcomes. The purpose of the intervention design we propose is three folds: (1) to insure teachers have quality lesson plans for each class, (2) to improve communication between novice and experienced teachers, and (3) nudge teachers to following best classroom practices.

Zid Niel Mancenido - If we want to get more teachers using evidence-based practices, then we need a more comprehensive understanding of the teacher-, school-, and system-level factors that may limit them from doing so. In this workshop, I discuss the range of factors that influence the extent to which teachers implement evidence-based practices in their classroom; and I suggest potential policy responses to mitigate these factors' effects. I also discuss a proposed empirical research strategy to test this framework. Participant feedback on the relative importance of these factors and the practical utility of this research for policymaking will be highly encouraged.

Sarah Thang - Although there have been growing media reports on teachers' mental health, an issue that is not limited to the United States, there is a dearth of research in this area. My research will explore issues relating to teacher mental health, particularly in work environments locally and overseas that deal with high levels of trauma, such as inner-city schools in America. It will examine the causes of poor teacher mental health, explore available programs for teachers to mitigate these negative effects, suggest strategies for teachers, school leaders, and policymakers, and anticipate benefits from focusing on the mental well-being of teachers.

Jordan Koffman and Ava Untermeyer - CelloTap examines the unique communication that occurs through the collaborative performance between a cellist and a tap dancer. Grounding their work in emotion and multi-sensory processing, artists of different disciplines come together in this practice-based research creation. Through our research, we hope to identify dispositions which are fostered through artistic collaboration. Moreover, we hope to add to our understanding of theories on collaboration and communication through the lens that the arts provide. While drawing from the disciplines of psychology, philosophy, learning sciences, and linguistics, our work is grounded in an investment to produce thoughtful and applicable research in the field of education. A large component of the project is the development of usable pedagogical tools to help collaborators in learning environments bring awareness to the multi-sensory and emotional components of communication.

Outside-the-box Thinking for Education Interventions
Roundtable Moderator: Dr. Uche Amaechi
Location: Larsen G01

Julia Cunningham and Katie Tomten - We are seeing a push advocating for more widespread and high-quality career education programs nationwide. However, rural regions present a unique set of obstacles that have made it difficult for these programs to take hold. We will examine Career and Technical Education programs in Montana and some of the methods that they use to implement these programs in such a rural state and then discuss how these efforts can be used in other rural regions across the country.

Evgeniya Efremova - Critical thinking among other 21st century skills has been increasingly emphasized by educators to be crucial for college and career readiness. However, what are critical thinking skills from the neurocognitive perspective? Does exercising critical thinking skills in one's native language and culture different from applying them speaking a foreign language in cross-cultural context? This presentation will introduce the nature of neurocognitive processes underlying critical thinking skills and emphasize cognitive and emotional constraints that should be addressed early on to prepare students to think critically in a linguistically and culturally different environment.

(continues on following page)
Gillian Foster Wilkinson - Entrepreneurial education in developing markets lies at the intersection of education, entrepreneurship, and financial access. This paper sets the background for how non-formal entrepreneurial education contributes to Sustainable Development Goals related to poverty alleviation and education, then illuminates actionable findings from the literature on impactful entrepreneurial education. Key areas of focus include adult education and the distinction between (1) business management training, which aims to teach best practices in business management knowledge and skills, and (2) agentic-based training, which seeks to cultivate entrepreneurial actions and attitudes.

Xochitl L. Mendez - Building upon Hannah Arendt’s framework of locations, common ground, and her concepts of speech and action, along with her definitions of the private and the public, I hope to help shed light on the publicity, relevance, and permanence of effective approaches that allow research to become shareable and result in positive change. I will discuss a set of heuristics I am elaborating on based on Arendt’s Zwischenraum, the in-between, given that, as Arendt suggests, when a common Zwischenraum isn’t established, both research and scholarship often end in the dark, ignored, considered irrelevant or worse, sometimes even assailed and actively suppressed.

Poster Presentations
Faculty Moderator/ Reviewer: Dr. Terry Tivnan
Location: Gutman Library, First Floor Reading Area

Valerie Salcido - Family ethnic socialization is a highly salient and normative component of parenting in ethnic minority families and has been shown to promote ethnic identity development among Latino youth. While the relationship between family ethnic socialization and ethnic identity development is presumed to be universal, this study will test its generalizability across immigrant status of parents, developmental periods, and regional context. Given the many identified benefits of ethnic identity development, understanding family ethnic socialization as a predictor and how it is shaped by context is crucial to designing interventions among Latino adolescents.

Taylor Trelka - As a former teacher, a constant struggle of mine was keeping my students focused and on task. Seeing mental fatigue in students is a trial that many other teachers have also faced. What if we could create an esthetic classroom environment, using the natural elements from the world around us, to restore this mental fatigue students experience? What if that environment also reduced students’ stress levels? The attention restoration theory and stress reduction theory posit that this is possible. Come experience how we can use nature to put these theories to practice in everyday classrooms.

Olivia Sweet - In the media worlds of young children, television dominates as the most prevalent form of media consumed by children under eight. Compelling characters attract viewers to educational programming and play a central role both in a program’s commercial and educational success. Additionally, in programming for early childhood audiences, nonhuman characters predominate. However, to what extent can this audience effectively learn from these media models that do not realistically reflect the diverse social identities they occupy? This paper explores the prevalence of nonhuman characters and offers implications of character development for consumers, creators, and disseminators of educational media for children.

Tonghui Zhu - This poster studies how children and adults’ language heritage affects their learning of new words. Prior research confirms that four-year-old children and adults update their semantic generalization after training. We replicate the study and recruit two-year-old children to see how early children can be influenced by their native languages.
James Hankins, Amy Aldana, Raquel Martinez, Stanley Onouha - When we think about helping students in their career & college readiness, what sort of student do we envision? This proposal pushes to expand our traditional notions of the type of student we are helping in means to be more inclusive and better meet the needs of some of our most vulnerable student population. It analyzes college & career readiness models to see how they incorporate diversity, equity, and inclusion by acknowledging the multifaceted identities students bring with them into the classroom and work environments.

Parnika Bhatia - Low socioeconomic status is associated with poorer outcomes in multiple domains, including reading achievement. However, it is currently not well understood how the features that are measured with SES indices may differentially relate to reading outcomes. In particular, evidence is currently limited regarding potential differences in indices measuring parental education and occupation versus parental perception of their social standing in their community. We aim to examine objective and subjective indices of SES to improve future work on parsing out differential contributions of SES features and their association with reading.

Asuka Ichikawa - Despite its importance in students' academic and vocational success, argumentative writing instruction has taken a backseat in the literacy intervention programs. High-poverty, Title 1 elementary schools in particular struggle to instruct students to practice advanced writing in addition to meeting basic grade level literacy standards. This quantitative study examines the changes in fourth graders' argumentative writing by comparing their performances in the traditional literacy instruction and the interdisciplinary literacy program created by READS Lab. This study seeks to explore effective ways to integrate argumentative writing into literacy instructions for disadvantaged students.

Alexandra Greco, Aishwarya Yadalam, Denise Ordway - At a time of heightened dissonance between the daily realities of a diverse citizenry and legislative capacity to register and adequately respond to such needs, Slow Looking at Public Policy, an inquiry- and discussion-oriented workshop model based on the research of Harvard’s Project Zero, may provide high-quality, easily accessible, and adaptable approaches to bridging these divides. Specifically, Slow Looking at Public Policy may offer insights into "hacking" various types of legislation that, while seemingly inscrutable to aspiring or newly elected lawmakers, have far-reaching and often dire consequences for the constituencies they serve.

Heather Beckius - It has been proposed in recent years that there is an advantage in visual-spatial processing in people with dyslexia. This study investigates the relationship between reading ability and global visual-spatial ability in young students (6-11 years old) with and without dyslexia. Associations between global visual-spatial abilities and reading subskills were also explored. Clinical implications will be discussed.

Jung-In Eunice Sohn - As various communities face increasing challenges, methods for local knowledge production become more crucial. Frequently, top-down interventions experience limitations by compromising the independence of local organizations. This research finds that the presence of aid (ODA) weakens the positive relationship between nonviolent action and the strength of community research and education. When the presence of ODA is low, nonviolent action positively predicts the strength of formal community education over and above the influence of other factors. However, the relationship becomes non-significant under the strong presence of ODA. This research examines concerns that arise in the field of education and community development.
PANEL SESSIONS II

2:15 - 3:45 PM

Exploring Quality in Early Childhood Education
Gutman G05

How Experience Shapes Educational Policy
Gutman Conference Center 1

Literacy and Reading Development
Larsen 203

Designing Research for Practice: Three Distinct Models
Longfellow 320

International Development and Education
Eliot Lyman Room
Exploring Quality in Early Childhood Education
Panel Moderators: Dr. Jason Sachs and Dr. Catherine Snow
Location: Gutman G05

Amanda Lubniewski and Myra Thomas - Some research regarding instructional coaching has demonstrated positive effects on teacher and student outcomes, however, many "black box" questions remain. Coaching is one of the key pillars for achieving high instructional quality in the early childhood classrooms in Boston Public Schools. However, since the inception of their instructional coaching model in 2005, little research has been done to examine its characteristics; how coaching works, in what context, and for whom. As the district considers the future of instructional coaching, this research will provide a picture of how coaching currently supports teachers, and in turn, the needs of BPS' youngest learners.

Tiffany Yang and Lucy Chen - What should educators and researchers do to bridge children's school achievement gaps? Way too much, but first trace the sources that lead to those gaps for sure. Does socioeconomic status (SES) relate to children's school achievement? Probably yes? If yes, through which mechanism does SES influence children's vocabulary and numeracy skills? Maybe home learning environment? Based on the data from ExCEL Project, we tend to search answers to these questions. This study explores whether socioeconomic status is associated with pre-K children's vocabulary or math skills, and if so, whether such associations are explained by the engagement in language-based home activities.

Pallavi Jhingran - The state of Massachusetts has made large investments to the early childhood program in Boston Public Schools. A large component of this program pertains to quality teaching instruction. Given this scenario, it is important to understand factors related to teacher beliefs that may influence the teaching-learning process in the classroom. If beliefs play a role in shaping teaching practice and quality of instruction, then what are the consequences for the current training model. Could these explain resistance to teaching quality? Can teachers engage with their own beliefs through training and professional development processes? These are some questions this research aims to explore.

Molly Winn and Kenidi Kern - In education, there seems to be a never-ending stream of new research findings; this can be daunting for an educator to digest. Existing research proves that student-teacher relationships are important in determining academic outcomes. However, what kind of implications does this have for the educator? What does "good" student-teacher relationships look like, and what are the most impactful aspects of this relationship? Rather than broadly replicating the belief that student-teacher relationships are important, we analyze which aspects of the positive relationship building have the biggest implications in student academic growth.

How Experience Shapes Educational Policy
Panel Moderator: Dr. Paul Reville
Location: Gutman Conference Center 1

Ann Mantil - Despite clear evidence of the pivotal influence of school composition in students' academic outcomes, only a handful of metropolitan areas provide an opportunity for urban children of color to cross district boundaries and attend suburban schools alongside highly advantaged peers. Do these voluntary inter-district integration programs have an impact on the achievement of participating minority students? I present results from a study of 3rd-8th grade students enrolled in Boston's METCO program. I use different comparison groups and empirical strategies to estimate the program's impact on participants' average test scores in math and English Language Arts.

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Casey Archer and Pamela Callahan - On June 13, 2017, Secretary of Education Betsy DeVos addressed the plight of families to access high performing public schools that meet the diverse needs of their children. DeVos does not mention if or how access to information about public school choice options and the quality of information about schools impacts the ability of families to access schools high performing schools. This speech lead us to conduct two literature reviews: one on the information used by parents when exercising public school choice and a second on the quality of the information available to parents when exercising public school choice.

Elaine Yang - Experiences of racial discrimination (ERD) influence adolescents of color to explore what their memberships to ethnic and racial groups mean for defining their self-concepts, theoretically (Cross & Fhagen-Smith, 2001; Tatum 1997). Studies show that stronger racial identity serves as a protective factor against psychological maladjustment to ERD (Miller, 1999; Romero & Roberts, 2003; Sellers & Shelton, 2003). However, the literature also hosts mixed findings by lacking clarity on defining racial identity (Seaton et al., 2009). The current study specifically examines racial centrality, an extent to which a person of color finds racial identity integral to self-concept (Sellers et al., 1998), in youths of color. Following Tatum’s (1997) suggestion on school-based racial discrimination impacting an increase in racial identity exploration in adolescents, it addresses whether students with past experiences of racial discrimination in everyday context have higher racial centrality than others when they perceive their school context treating students differently based on their race. Responses to self-report surveys on experiences of everyday discrimination, racial centrality, and perception of school equity, by 52 students of color at a heterogeneous public high school were analyzed. Cronbach’s alpha for item reliabilities for scales on experiences of racial centrality, perception of school equity, and experiences of racial discrimination are 0.64, 0.89, and 0.97, respectively. While an omnibus test of a multiple regression analysis is not significant, the model’s interaction term of ERD and perception of school equity significantly predicts racial centrality.

Literacy and Reading Development
Panel Moderator: Dr. Pamela Mason
Location: Larsen 203

Ritu Lamba - While new forms of media and technology are seen as the culprit in the declining reading habits of school and college students, a review of theories and research from various parts of the world has shown that among the group of students who practice a reading habit, engaging with media may not serve the same functions as reading does. However, the percentage of the population that does read as a recreational activity is reducing. A presentation of these findings will be followed by an open discussion on strategies to establish functions of readings for older students while keeping in mind that engaging with media serves its own, separate functions that cannot be replaced by a reading habit.

Stephanie Straus and Medjy Pierre-Louis - Should Haitians teachers teach in Creole or teach in French? The truth is, even though primary education levels are on the rise in Haiti, Creole is still the dominant tongue and French language proficiency is lagging across the masses. Our study explores the association between Math achievement and French and Creole achievement. We examine how students perform on the Math test (in French) and analyze whether French language arts test scores are more strongly associated with Math achievement compared to scores on the Creole language arts test. We use these findings to discuss implications for Haitian education policy reform.

Karen Taylor - This is an essay corpus analysis investigating argumentative reasoning in a socioeconomically and linguistically diverse sample of 2nd and 3rd grade students (n=394). Through T-unit-level coding of argument types (Kuhn & Crowell, 2011) and descriptive and multiple linear regression analyses, this study identifies argumentative reasoning moves used in students' essays, and further investigates whether sociodemographic characteristics, grade level, or reading comprehension are related to sophistication of argumentation, controlling for essay length. As the Common Core State Standards feature argumentative writing, the results of this study will help to elucidate children's independent argumentative reasoning usage in their writing.
Designing Research for Practice: Three Distinct Models
Panel Moderator: Dr. Tom Kane
Location: Longfellow 320

Brendan Fereday - Education in Europe went through a startling shift between the 17th and 18th centuries to accommodate the new discoveries of the scientific revolution. But how did this new knowledge make its way into mainstream educational institutions? I argue that the political policies and climate created by the Glorious Revolution’s power shift created an environment for a more nimble and informed pedagogy to take root.

Leif Erik Bergerud, Briana Lynn Smejkal - Irrelevant. Disembodied. Fearful. Domesticated. In other words: academic conferences. With a world on fire and an America unraveling, our time asks: do academic conferences have a future? Or is this their extinction event? Can their tendencies towards hegemonic exclusivity be rewired so they arise as sites where binaries (e.g. researchers/practitioners) are overcome? Are there resources within the arts to help remake conferences in a more relevant image? Finally, can conferences be instances of resilient resistance? We engage these questions in the context of an actual conference we’ve developed, occurring in October 2018 HOME(LANDS): Religion and Education in the American Heartland.

Andrew Bennett - My project is a small-scale participant observation qualitative research study of how Universal Design for Learning principles can work within a constructivist / minimally supported pedagogical space. From my findings, I have designed checklists for the nine UDL guidelines based on personas (National Center on Universal Design for Learning, 2014).

International Development and Education
Panel Moderator: Dr. Rick Weissbourd
Location: Eliot Lyman Room

Arienne Calingo - My research project titled “Youth Engagement: Filipino Student Perspectives on Reported Extrajudicial Killings in the Philippines” seeks to raise awareness of the current political climate of the Philippines, particularly the major issue of extrajudicial killings (EJK). This study explores changes in the behavior, attitudes, and actions of Filipino youth as a result of reported EJK, as well as how the Philippine education system and those involved within it are adapting to the changes that EJK brings. Most important, my study provides a voice to Filipino youth, who are often silenced or not recognized in discussions of reported EJK. (continues on following page)

Jingyi Ke - Given marked increase in grandparents raising grandchildren over the past decades, this study was designed to explore the relationship between parenting and grand-parenting and investigate related influential factors. Using observational and survey methods, we studied 28 families in rural China when the children were around 12 months. The results indicated that there was a significant positive association in caregivers’ attunement to children’s mental states between parents and grandparents. Moreover, children who showed more temperamental distress had mothers with lower scores of mind-mindedness, but children’s temperament was not associated with grandparental mind-mindedness. These preliminary findings may benefit practices regarding grandparental care.

Heyang Yin - As children’s emotion perception and evaluation are under the influence of maternal emotion talk, this study aims to answer the question: Are there any child-gender and culture related differences in the emotion talk of children and their mothers? Since most of the previous research focused on emotion talk of white and middle-class families, this research will provide a cross-culture perspective on low-income Chinese-American and African-American families.
The Student Research Conference is the largest student-run annual conference on education research in the United States. Now in its 23rd year, the SRC is held at the Harvard Graduate School of Education and provides an opportunity for a community of education scholars, policymakers and practitioners to come together and share our ongoing and completed research in the field of education. The day-long conference features panels, roundtables, and poster presentations by students from HGSE and visitors from across the country. These sessions are facilitated by faculty and advanced doctoral students.

One of the primary purposes of the SRC is to provide a venue for students and recent graduates to gain valuable conference presentation experience, receive critical and constructive feedback on academic work and form new ties with peers across a wide network of academic scholars. All students are invited to submit completed research, works in progress, or non-empirical work such as literature reviews, theory papers, and policy papers.

The 23rd Student Research Conference team is proud to host students and alumni of the following colleges and universities:
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