

# NERA 2014

*Equity and Excellence in an Era of Accountability*

45th Annual Meeting of the  
**Northeastern Educational  
Research Association**  
Trumbull, CT  
October 22nd – 24th, 2014

**NERA**

Northeastern Educational Research Association



## Welcome from the 2014 NERA President

It is my great pleasure to welcome you to the 45<sup>th</sup> annual meeting of the Northeastern Educational Research Association (NERA). For the first time, the NERA conference is being held at the Marriott Hotel in Trumbull, Connecticut. The conference co-chairs, Pamela Kaliski, Ross Markle and Javarro Russell, have done an outstanding job in creating an exciting and stimulating conference program. For this year's conference, we received a record number of proposal submissions, 260, from individuals at more than 100 different institutions. I would like to extend a special warm welcome to those of you who are attending your first NERA conference.

The theme for this year's NERA conference is "*Equity and Excellence in an Era of Accountability*". Despite years of research, policy debates, and program refinements, inequality of opportunity continues to be one of the major problems in the United States today. The achievement gap between rich and poor students born at the beginning of this century is now about one-third larger than for those born 25 years earlier. In an era of greater educational accountability, what can and should we do, as educators and researchers, to help reduce inequalities of opportunity and to ensure equity and excellence for all students?

We are thrilled to have an outstanding roster of invited speakers for the conference. Our keynote speaker is Jonathan Alger, the President of James Madison University. President Alger is a nationally recognized scholar and speaker on higher education policy and law, and has presented on a range of topics including access and opportunity, diversity, intellectual property, and academic freedom. He will deliver his keynote address, "*Educational Research, the Law, and Public Policy: Perfect Together?*", at **Thursday's luncheon. Professor Andrew Ho, from Harvard University, will give his invited address in conjunction with Wednesday's dinner, and Dr. Michael Kane, from Educational Testing Service, will deliver his invited address at Friday's luncheon. In a new format, NERA Past President Kristen Huff will host an interview of Dr. Kurt Geisinger, Director of the Buros Center for Testing and Meierhenry Distinguished University Professor at the University of Nebraska, on Thursday afternoon.**

Be sure to also participate in the social events that are planned for the conference. On Wednesday night, please join us for the NERA Welcome Reception, with music from DJ Charley and a photo booth! On Thursday night, you are invited to my Presidential Reception, which will feature live music from the group, Exit Row Band. Please come and meet old and new friends and join in the celebration of all of our accomplishments over the past year.

Thanks to all of the NERA volunteers and members who have contributed in different ways to this conference, particularly the Executive Committee, the Board of Directors, and the Graduate Student Issues Committee. My sincerest thanks go out to Pamela, Ross and Javarro for all that they have done to make the conference a resounding success. Welcome everyone and please enjoy this year's NERA conference!

John W. Young

NERA President



## Welcome from the 2014 Conference Committee

Welcome new and returning NERA members! The Conference Chairs have planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. The theme this year is *Equity and Excellence in an Era of Accountability*. We believe this to be a goal that many of our members strive to achieve in various areas within the field of education. As we prepare for this year's conference, please keep in mind that the work you are presenting and bearing witness to is a step forward and may one day become the policy, assessment, or intervention that improves education locally, nationally, or globally. Throughout the conference, we encourage you to keep this theme in mind as you engage with your peers, reflect on various presentations, and generate new ideas.

We are proud and honored to play a part in the rich NERA tradition. The goal of the Program Chairs each year is to create a conference program that facilitates the sharing of research, knowledge, and ideas in a supportive and stimulating environment. We believe this year's conference program will deliver all that you expect from NERA and more. We received a record number of proposals this year, representing more institutions, organizations, and regions from across the country than ever before. Ultimately, we were able to organize 6 pre-conference and in-conference workshops, 12 symposia, 30 research paper presentation sessions, 2 poster sessions, 8 research roundtables, and an array of invited panels and speakers.

You may have noticed this year that we have implemented a new website that includes more information about the conference, as well as new features for members want to interact with NERA community. Along with planning this year's conference, we, under the guidance of NERA President John Young, have also been busy trying to improve the membership experience. We ask that you continue to take advantage of these tools and provide feedback where possible.

The development of this program of events could not have been arranged without the dedication of many NERA members, especially the NERA Board of Directors, the appointed members of NERA's leadership, those who submitted proposals, and those who volunteered as discussants, reviewers, and chairs. We are especially indebted to the 2014 NERA President, John Young, the NERA web-master, Tia Sukin, the NERA treasurer, Elizabeth Stone, and Steven Holtzman, the Presidential Advisor on Special Projects; each of them provided invaluable guidance and support for this conference. We'd also like to thank all previous program chairs for providing guidance when possible.

With that, we'd like to welcome you to the 2014 NERA Conference. We hope you have a great conference!

Sincerely,  
Your NERA Conference Team,  
*Pamela Kaliski, The College Board*  
*Ross Markle, Educational Testing Service*  
*Javarro Russell, Educational Testing Service*



# Table of Contents

NERA Mission.....	5
NERA 2014 Sponsors.....	6
NERA Conference Features.....	8
NERA Awards .....	10
Meeting Information .....	13
Session Information .....	14
About NERA.....	16
NERA Reviewers.....	20
Map of Meeting Spaces .....	21
Participant Index .....	22
Conference Schedule .....	26

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## NERA's Mission

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by:

- Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs.
- Promoting the sharing of professional information through publications and other types of communications.
- Encouraging the development of research among junior researchers.

NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, and research methodology, counseling, human development, social context of education, cultural diversity, special education and rehabilitation, educational assessment, school evaluation, and program development, education in the professions, postsecondary education, teaching and teacher education, technology in education, creative arts in the schools, and others.



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# NERA Conference Features

Below are descriptions of the different types of sessions, events, and experiences offered in the NERA program this year.

## **Concurrent Sessions**

Concurrent sessions are the core of the NERA conference. Each Concurrent session includes several different research presentation sessions as well as at least one Symposium/Themed research session or Invited Panel. This year we have eight concurrent sessions: two on Wednesday afternoon, five on Thursday, and one on Friday morning. The types of sessions that run currently are:

### **Paper Presentation Sessions:**

Paper sessions include the presentation of completed or nearly-completed research in 10-12 minutes among 3-5 other individual presentations grouped according to research area. A discussant was assigned to read the set of papers in advance and will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion. Session attendees are encouraged to approach presenters after sessions to further exchange ideas.

### **Symposia:**

Symposium sessions include the presentation of a set of 4-6 research papers organized around a common theme. Similar to paper presentation sessions, a discussant will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion.

### **Research Roundtable Sessions:**

Research roundtable sessions provide a facilitated opportunity to discuss a line of research in-depth with a group of researchers to support and engender collaborative ongoing research in that area of research. The facilitator and presenters will discuss their planned research program or project ideas with session participants and potential collaborators.

## **Poster Sessions**

This year NERA has two Poster Sessions, which have historically been an integral part of the NERA experience. These sessions are scheduled 9:30 AM on Thursday and 8:30 AM on Friday.

## **Professional Development Workshops**

NERA provides professional development workshops at no additional charge. Preconference workshops take place Wednesday morning before conference sessions begin in the afternoon. In-Conference workshops occur throughout the conference. These sessions require advanced registration (see NERA web page). However, workshops may only seat 32 participants; interested members are encouraged to sign up in advance through the registration process, or to arrive early to guarantee a spot.



**Graduate Student Sessions**

Graduate Student Issues Committee (GSIC) has planned a series of events for graduate students. The graduate student reception will be held Wednesday October 22nd from 4:45 pm - 5:45 pm. Additionally, there are two GSIC sponsored conference sessions: Validity and Fairness: An Interview with Dr. Michael Kane on Wednesday, October 22nd 3:00 pm -4:30 pm., and Creating and Maintaining a Professional Web Presence with Monica Erbacher on Thursday, October 23<sup>rd</sup> from 9:30 am to 10:45 am.

**Speakers and Award**

This year NERA will host two invited speeches and two keynote sessions throughout the conference. In addition, NERA's current president, John Young, will give an address to the membership on Thursday evening. Most speakers will present in tandem to conference meals in the Grand Ballroom. Meals serve as an opportune time for making announcements, including this year's NERA award recipients (which will be announced at Thursday dinner)!

**NERA Social Events**

As is the NERA tradition, registered conference attendees are invited to join us at two receptions. The Wednesday night's NERA Welcome Reception is an opportunity encouraging both new and returning members to get acquainted with one another and enjoy a relaxing evening. This year, on Wednesday night there will also be music playing by DJ Charley as well as photo booth so fun pictures and memories can be captured. For this year's Thursday night event, NERA President John Young invites conference attendees to come together to enjoy a live band—Exit Row Band. A limited number of drink tickets will be provided for both social events.

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# NERA Awards

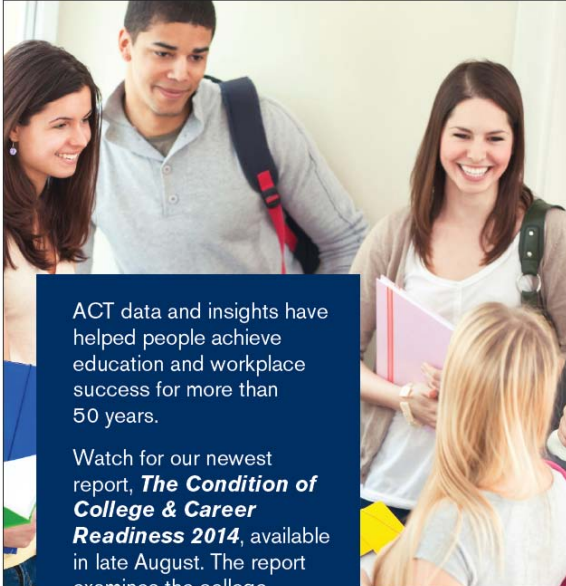
## Lorne H. Woollatt Distinguished Paper Award

In 1990, this award was renamed to honor this active NERA member who also published, *The evolution of state-local governmental relationships in New York State (Staff study of the Fiscal policy for public education in New York State)* in 1948. In order to be eligible for the award, researchers must submit a 15- 20 page original research paper on any educational issue of interest. Submissions are then peer reviewed and rated on a thirty-five point rubric. The author of the winning distinguished paper receives a stipend of \$500 and presents at the American Educational Research Association Conference.

The winner of the Woollatt Distinguished Paper Award is Michael Deasy of the University of Massachusetts at Lowell. Hi co-authors are Lorraine Dagostino, James Carifio of the University of Massachusetts at Lowell and Mark Fenster of the University of Notre Dame in Maryland. Their paper entitled, *Developing Basic and Higher Level Reading Processing Skills: Exploring Reading Instruction with the PIRLS Database* discusses the need for accurate analyses of effective reading strategies to promote world-wide literacy.

Stay tuned for two additional awards that will be presented during the NERA Conference:


- **Thomas F. Donlon Memorial Award for Distinguished Mentoring** (2013 Winner: Dr. Kristen Huff)
- **Leo. D. Doherty Memorial Award for Outstanding Leadership and Service to NERA** (2013 Winner: Dr. Thanos Patelis)



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## 2014 Teacher as Researcher Award



Kate Zimmerbaum is an eighth grade language arts teacher and a curriculum chair in the Clinton Township School District in New Jersey. She earned a BA in English and Philosophy at University College Dublin, Ireland, and both post-baccalaureate teacher certification and an MA in Curriculum and Instruction at Caldwell University, New Jersey. She is a teacher consultant for National Writing Project at Rutgers University, and the current president of the Tri-County Reading Association. Prior to beginning her career as a teacher nine years ago, Ms. Zimmerbaum worked for 20 years as an information systems analyst.

Ms. Zimmerbaum's research focused on methods to help students in examining and analyzing data in order to come to conclusions.

Specifically, her six-week study implemented instruction in a critical questioning strategy and the Toulmin model of argument in order to help eighth-grade English language arts students develop the requisite skills to develop logical, reasoned arguments based on analysis of data. Her findings suggest that this approach to teaching argumentative writing can increase student proficiency in producing well-reasoned arguments.



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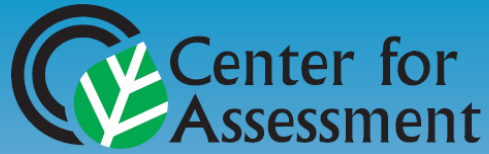


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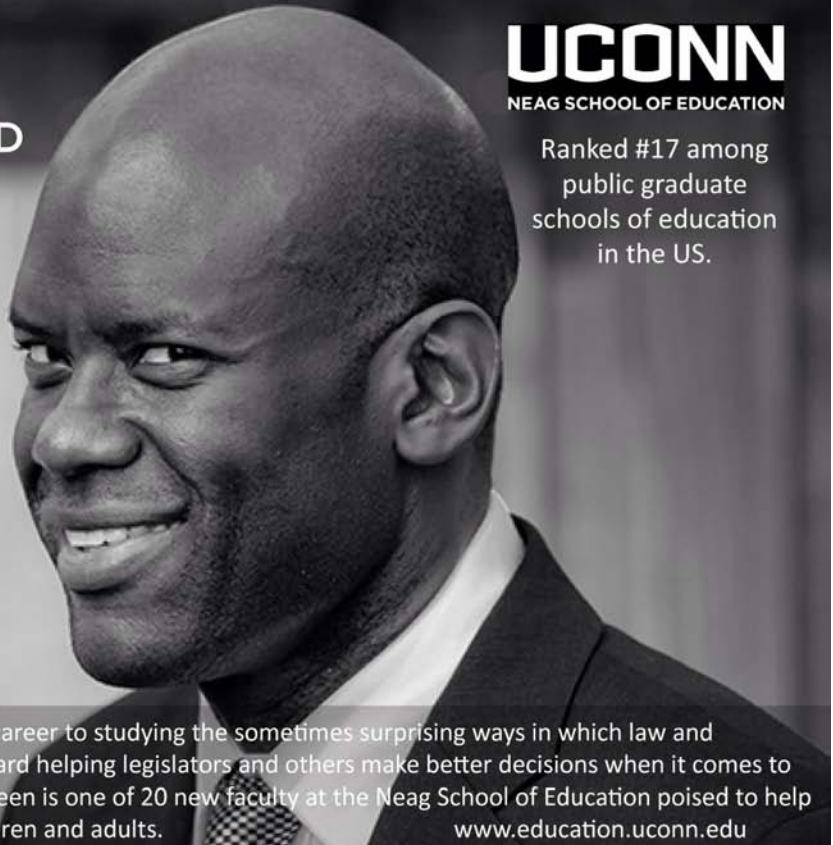
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## Meeting Information

<b>Location</b>	All Events for the NERA 2014 conference take place at Trumbull Marriott Merritt Parkway Hotel in Trumbull, Connecticut. The contact information for the hotel is as follows: 180 Hawley Ln, Trumbull, CT 06611 Phone: (203) 378-1400
<b>Registration</b>	The NERA 2014 registration desk will be located in the Marriott's lobby area conference foyer. There will be signs and a map at the front of the hotel to direct attendees to registration. Registration will be open the following times: <ul style="list-style-type: none"><li>• Wednesday, October 22nd: 9:00 am – 5:30 pm</li><li>• Thursday, October 23rd: 7:00 am – 11:30 am &amp; 1:30 pm – 5:30 pm</li><li>• Friday, October 24th: 7:00 am – 12:00 pm</li></ul>
<b>Conference Meals</b>	NERA attendees typically dine together Wednesday evening through Friday lunch. Meal prices are bundled with room rates. Attendees staying at the hotel Wednesday night will receive a meal sticker that entitles them to Wednesday's dinner, Thursday's breakfast, and Thursday's lunch. Attendees staying at the hotel Thursday night will receive a meal sticker for Thursday's dinner, Friday's breakfast, and Friday's lunch. All included meals are nontransferable and take place in the hotel's conference facilities, not in the hotel restaurant. Conference attendees not staying at the hotel have the option of purchasing meal tickets at the hotel gift shop/front desk. Please visit the registration desk to find out specific instructions for how to purchase a la carte meals if you are not staying at the hotel.
<b>Business Center</b>	The hotel's business center is located on the main floor in the library area.



# Session Information

Session information is organized by conference day and time with invited sessions presented first within each concurrent time block. Concurrent sessions appear grouped together under black headings. The next two headings provide information regarding the type of session, session number, and session location followed by the title of the session. The session numbers and poster identification codes can be used in conjunction with the Participant Index. The session numbers can also be used with the Conference Schedule: At a Glance. A Map of the Meeting Spaces is located at the end of the program.



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## About NERA

NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, research methodology, counseling, human development, social context of education, cultural diversity, special education and rehabilitation, educational assessment, school evaluation and program development, education in the professions, post-secondary education, teaching and teacher education, technology in education, creative arts in the schools, and others.

### Leadership

**President:** John W. Young, *Educational Testing Service*

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## NERA Reviewers

NERA uses a process of blind peer review in order to evaluate each conference submission. Without our volunteer reviewers, *this conference simply would not be possible*. We sincerely thank each of them, listed below, for their contributions.

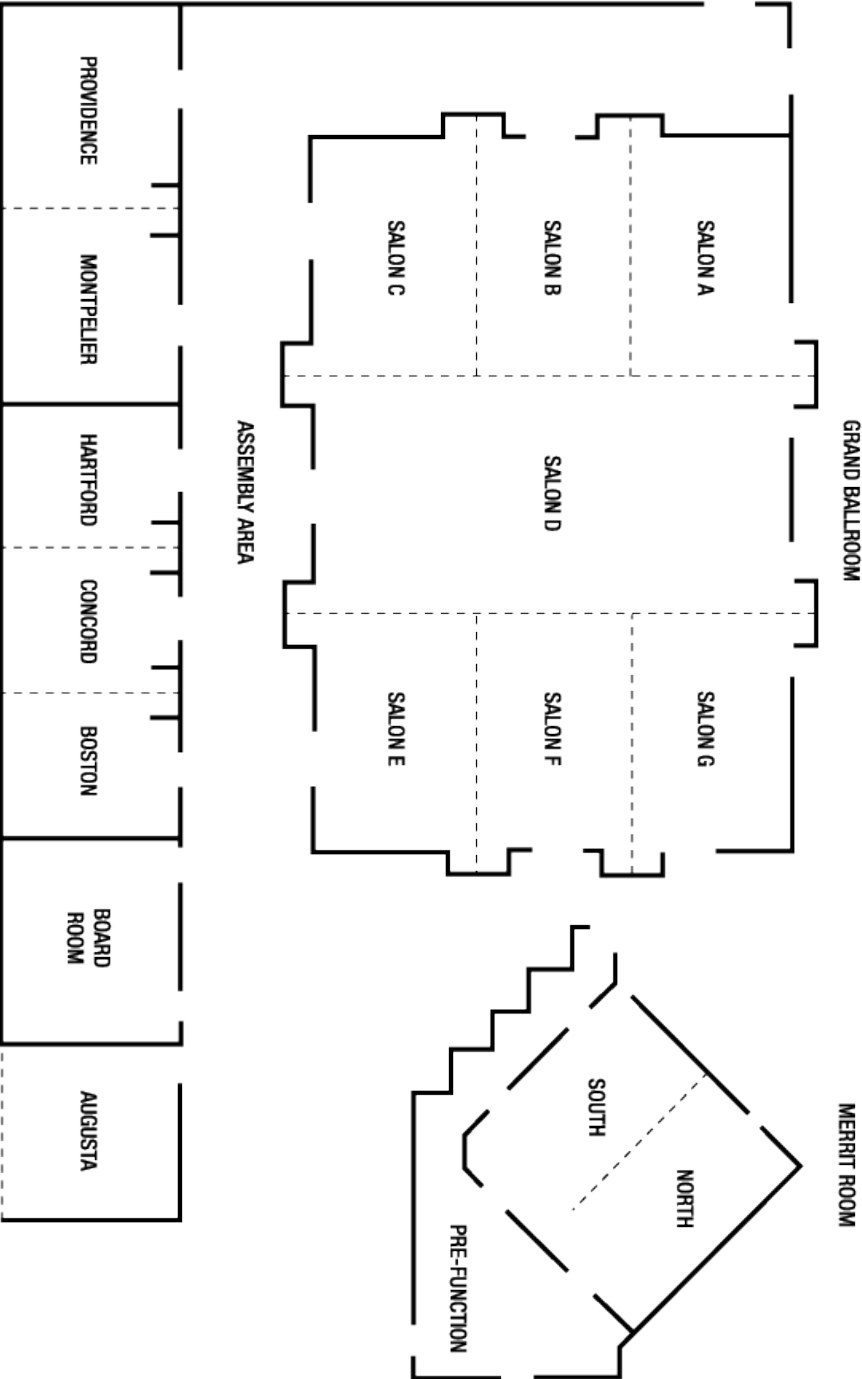
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 Patricia Carroll  
 Ellina Chernobilsky  
 Christine Clayton  
 Fred Cline  
 Michelle Collay  
 Kimberly Colvin  
 Elizabeth Coppola  
 Sharon Cramer  
 Kevin Crouse  
 Marcia Delcourt  
 Nina Deng  
 Ronli Diakow  
 Jelia Domingo  
 Chad Ellis  
 Christine Emmons  
 Carla Evans  
 Maureen Ewing  
 Chelsea Ezzo  
 Tami Fagan  
 Rich Feinberg  
 Sara Finney  
 Shayna Fox-Norwitz

Megan France  
 I-Pang Fu  
 Rachael Gabriel  
 Maria Gandara  
 Jerusha Gerstner  
 Lindsey Gervais  
 Kelly Godfrey  
 Deborah Goins  
 Xiuyan Guo  
 Stephon Hamel  
 Ann Hassenpflug  
 Carol Hedgspeth  
 Nancy Heilbronner  
 Amy Hendrickson  
 Alexander Hoffman  
 Steven Holtzman  
 Jeanne Horst  
 John Houtz  
 Casey Jakubowski  
 Mary Johnston  
 Andrew Jones  
 Daniel Jurich  
 Jason Kopp  
 Jeff Kosovich  
 Jennifer Kowitt  
 Christopher Kurzum  
 Abigail Lau  
 Salika Lawrence  
 Lynn Letukas  
 Thomas Levine  
 Joshua Littenberg-  
 Tobias

Xing Liu  
 Catherine Manly  
 Amanda Marcotte  
 Joshua Marland  
 Haifa Matos-Elefonte  
 Tabitha McKinley  
 Rochelle Michel  
 Jamie Mikeska  
 Maria Mongillo  
 David Moss  
 Craig Murphy  
 Oksana Naumenko  
 Abdou Ndoeye  
 David Nelson  
 Sarah Newton  
 Katharyn Nottis  
 Nkemjika Ofodile  
 Amber O'Shea  
 Dena Pastor  
 Thanos Patelis  
 Darlene Perner  
 Brian Preston  
 Darshanand Ramdass  
 Jennifer Randall  
 Joseph Rios  
 Ana Rodriguez  
 Barbara Rosenfeld  
 Jonathan Rubright  
 Jennifer Saleta  
 Andrea Salis  
 Charles Secolsky

Lynn Shelley-Sireci  
 Whitney Smiley Kara  
 Smith  
 Sheetal Sood  
 Amanda Soto  
 Jonathan Steinberg  
 Elizabeth Stone  
 Valerie Storey  
 Erika Stump  
 Tia Sukin  
 Kelly Summers  
 Donna Sundre  
 Matthew Swain  
 Sudha Swaminathan  
 Mathew Swerdloff  
 Mary Taft  
 Johan van der Jagt  
 Irene Van Riper  
 Pamela Watters  
 Aubree Webb  
 Craig Wells  
 Cathy Wendler  
 Demetrick Williams  
 Michael Wilson  
 Raffaella Wolf  
 Jeff Wyatt  
 Mary Yakimowski  
 Melda Yildiz  
 April Zenisky  
 Oliver Zhang  
 Mingcai Zhang  
 Whitney Zimmerman

# Trumbull Marriott Meeting Space



## Participant Index

**The list below includes the session numbers for all session chairs, discussants, presenters, and co-authors, listed alphabetically by last name.**

Kathryn Ado - 8.R.2	Susan Brand - P.F.7	Mark Davis - 3.R.4
Rosa Aghekyan - 3.R.2	Meghan W. Brenneman - 2.5	Eileen de los Reyes - 4.3
Margie Aldrich - 3.5	Brent Bridgeman - 1.6	Francine Del Vecchio - 4.6
Taghreed Alhaddab - P.T.12	Sandra Bridwell - 8.R.4	Leigh DelBuono - 3.8
Nancy Amling - 8.R.2	Kamila Brodowinska - 3.R.1	Jeanne DelColle - 8.R.2
Janet Angelis - 1.5	Elizabeth Brown - 3.6, 3.6, 7.6, P.F.13	Marcia Delcourt - 8.R.1
Cristina Anguiano-Carrasco - 2.5	Megan Brown - 4.7	Christine DeMars - 1.7
Katherine C Aquino - P.T.12	Scott W. Brown - 3.R.1	Charles DePascale - 2.9
Sousan Arafeh - P.F.11	Terran Brown - 8.4	Ronli Diakow - 8.4
Oriana Aragón - 3.7, 3.R.1, 3.R.1	Antoinette Bruciati - 3.5	Maguette Diame - 5.7
Sousan Arefeh - 7.6, 7.6	Janine Buchholz - 2.4	Joseph DiBacco - 8.R.3
Daniel Armstrong - P.F.19	Katie Buckley - 4.6	Jacqueline Adams Dickey - 3.7
Yigal Attali - P.F.8	Taylor Buckley - 6.3	Liliana Donchik - 1.4
Louise M. Bahry - 3.3	Matt Burke - 1.7	Cashna Dossous - 6.4
Linda Baker - 1.5	Julio C. Cabrera - 5.5	Hannah Dostal - 8.2
Deborah Bandalos - 1.3	Julio Cabrera - 2.7	Theresa Dougherty - 8.R.2
Ian Banner - 8.5	Jade Caines - 8.R.4	Robin Drogan - 8.6
Michael Barbour - 8.R.3	Lauren Carney - 2.5	Edith Duckett - P.F.15
Carol Barry - 6.3	Patricia Carroll - 4.4	Chad Duhon - 4.7
Bo Bashkov - 6.6	Linda Catelli - 1.8, 1.8, 1.8	George DuPaul - 8.6
Bozhidar Bashkov - 1.7, 7.3	Carlos Cavalie - P.F.8	Chelsea Duran - 1.5
Linda Bausch - 1.8	Peggy Chen - 4.5	Natalie Duvall - 6.3
Michael Bennett - 3.R.4	Xinnian Chen - P.F.18	Maria Elena-Oliveri - 6.6
Michael Berardino - 4.3	Ellina Chernobilsky - 3.6, 6.4, P.F.17, P.F.19, P.T.6	Chad Ellis - 8.R.2
Peter Berg - 8.R.2, P.T.8	Thomas Christ - 8.5, 8.R.2, 8.R.2	Monica Erbacher - 2.3, 5.5
Amanda Berhenke - P.T.18	Immaculata Chukwunyere - 1.5	Lianna Etchberger - 3.R.1
Claudia Berlage - 8.R.2	Peter Cipparone - 7.4	Chelsea Ezzo - 1.6, 2.5, 2.5
Jonas P. Bertling - 2.6	Ann Clark - P.T.8	Tami Fagan - 1.5, P.F.9
Maria Bertling - 2.6	Margaret S. Clark - 3.7	Francine Falk-Ross - 6.4
Tanesia Beverly - 2.8	Jerome C. Clauser - 3.3	Fen Fan - 4.5, 5.7, P.F.5
Felice Billups - 5.6, 8.R.1	Christine Clayton - 4.6, 6.4	Molly Faulkner-Bond - 8.4
Felicia Black - P.F.2	Fred Cline - 5.6, 8.4	Cynthia Fedorko - 3.R.2
Aiyana Bobrownicki - 3.R.1, 3.R.1	Alison Cohen - 5.5	Darcy A. Fiano - P.T.15
Jennifer Bochenek - P.T.9	Marisa Cohen - 1.5, 2.8, P.T.3	Kathryn Field - 3.R.1
Maria Boeke Mongillo - 3.6, 6.5	Kimberly F. Colvin - 3.3	Sara J. Finney - 1.6, 2.8
Antonieta Bolomey - 4.3	Elizabeth Coppola - 6.3, P.T.13	Jessica Fitzgerald - 7.6
Laura Bower-Phipps - 3.7, 6.5, 3.R.2	Beth Powers Costello - 8.R.4	Jessica Flake - 2.8
Amanda R. Bozack - P.F.9	Joanne Crossman - 3.6, 5.6, 7.5	Kelly Foelber - 5.5
Laine Bradshaw - 1.7	Kevin Crouse - 8.R.3	Ellen Forte - 4.8, 4.8
	Tara Davidson - 7.6	Shayna Fox-Norwitz - 8.5
		Jennifer Frederick - 3.R.1
		I-Pang Fu - P.F.6
		Keston Fulcher - 7.3

Robert Gable - 6.3  
 Robert K. Gable - 1.4, P.T.10  
 Anthony Gambino - P.T.20  
 Fernanda Gandara - 2.6, 5.7,  
 P.T.7  
 Allison Gandhi - 3.7  
 Alejandra Garcia - 5.7, P.T.22  
 Kurt Geisinger - 2.9, 5.3  
 Danielle Gesmondi - 6.3  
 Walter Ghant - 5.5  
 Susan Givner - 6.5  
 Megeara Glah - 8.2  
 Deborah D. Goins - 3.5  
 Marna Golub-Smith - 1.6  
 Alyssa Goodman - 3.4  
 Michelle Gorelick - P.T.19,  
 P.T.5  
 Donnassue Graesser - P.F.18  
 Edith Aurora Graf - 4.5  
 Mark Graham - 3.R.1, 3.R.1,  
 P.F.18, P.T.12, P.T.3, P.T.9  
 Mark J. Graham - 3.7  
 Maleka Gramling - 3.R.3  
 Zandra Gratz - 7.5  
 Renee Greenfield - 6.4, P.T.15  
 Robyn Greenpan - 4.4  
 Jess Gregory - 4.4, 7.4, 3.R.3  
 Elizabeth Greninger - 4.8  
 Ramon M Griffin - 1.4  
 David Grissmer - 1.5  
 Sarika S. Gupta - 8.6  
 Cynthia Hall - P.F.12  
 Julie Hall - 6.5  
 Maria Hanakis - P.T.19, P.T.5  
 Heather Harris - 7.3  
 Johannes Hartig - 2.4  
 John Hathcoat - 4.4, 6.3  
 Jessica Hedges - 6.3  
 Carol Hedgspeth - P.F.1  
 Barbara Helms - 8.6  
 Amy Hendrickson - 2.7  
 Leigh Curtis Higgins - 1.5  
 Alexander Hoffman - 4.3, 8.4,  
 3.R.4  
 Stephen Hoffman - 8.R.3  
 Steven Holtzman - 3.8, 5.6, 7.5,  
 P.F.5, P.T.1  
 Leta Hooper - 8.R.4  
 S. Jeanne Horst - 2.3, 4.4, 5.5,  
 5.5, 7.3  
 John Houtz - P.T.5  
 Carla Hozebin - 8.R.1  
 Manina Urgolo Huckvale - 5.8  
 Ashley Hudd-Trotter - P.F.6  
 Kristen Huff - 2.9, P.F.11  
 Chis Hulleman - P.F.4  
 Christine Hunt - 6.5  
 C. Vincent Hunter - 1.7  
 Margaret Hutzel - 4.6  
 Jeanne Ingle - 7.5  
 Reine Issa - 8.R.1  
 Carolina James - P.F.1  
 Courtney Jean - 8.R.4  
 Patrick Johnson - 1.8  
 Wallis Johnson - 3.R.2  
 Mary Johnston - 2.7, 4.4  
 Andrew Jones - 2.6  
 Janice Jordan - 8.R.1  
 Michelle Jutzi - P.F.3  
 Stacy R. Karl - 2.7  
 Faye Karp - 4.3  
 James Kaufman - 7.5  
 Katiria Kearney - 3.7  
 Claudine Keenan - 8.R.2  
 Lisa A. Keller - 3.3  
 Lisa Keller - 2.5, 2.5  
 Dorry Kenyon - 1.7  
 Lee Kern - 8.6  
 Kayla Kernstock - 3.7  
 Seth Kershner - 4.3  
 Abdolvahab Khademi - 1.3  
 Deena Khalil - 3.6, 7.6, 7.6  
 Doyoung Kim - 2.4  
 Helyn Kim - 1.5  
 Teresa King - 4.3, P.F.16, P.F.8  
 Alexandra Kistner - 3.7  
 Stacey Kite - 7.5  
 Kelsey Klein - 7.3  
 Cindy Klevickis - 5.5  
 David Klieger - 2.7  
 Jennifer Kobrin - 3.4  
 Yovonda Kolo - 2.4  
 Jason Kopp - 1.3, 4.5  
 Mindy Kornhaber - 8.5  
 Jeff Kosovich - P.F.4  
 Jennifer Kowitt - 1.4  
 Grant Kuehl - 2.6  
 Christopher Kurzum - 6.3,  
 P.T.13  
 Frank LaBanca - 7.3  
 Ned Ladd - 3.4  
 Sophie M. Ladd - 6.5  
 Jennifer LaFleur - 7.4  
 Benedict Lai - 7.5  
 Cara Laitusis - P.F.8  
 Kimberly Laliberte - 3.R.1,  
 P.T.10  
 Kaitlin Lambert - P.F.10, P.F.7  
 Aukje Lamonica - 4.4  
 Kelley Lassman - 8.5  
 Abigail Lau - 2.6, 2.8, P.T.11,  
 P.T.19, P.T.21  
 Kimberly Lawless - 3.R.1  
 Salika Lawrence - 3.R.3, 6.5, 8.2  
 Pui-Wa Lei - 1.3, 1.7, 4.5  
 Paul LeMahieu - P.F.16  
 Diane Levinson - 2.3  
 Marsha S. Lewis - 4.6  
 Eva Yujia Li - P.T.16  
 Hongli Li - 1.7, 4.5  
 Shuhong Li - 8.4  
 Roberta Linder - 6.4  
 Richard Lipka - 6.5  
 Joshua Littenberg-Tobias - 5.5  
 Ou Lydia Liu - 4.5, 5.5  
 Maria Lizano-DiMare - 6.5  
 Xiao Lou - 2.4  
 Albert Low - 1.3  
 Angela Lui - 4.5  
 Katherine Macro - 6.4, P.T.14  
 Peter Madonia - 8.R.3  
 Jessica Magalhaes - 3.7  
 Julia Mahfouz - 8.5  
 Elaine Silva Mangiante - 3.R.1  
 Catherin Manly - 2.3  
 Theresa Marchant-Shapiro -  
 P.F.11  
 Vincent Marchese - 3.6  
 Amanda Marcotte - 3.7, P.F.15  
 Carol Marcotte - P.F.14  
 Judy Marino - 1.8  
 Katherine Marino - 1.3  
 Sheron Mark - 3.5  
 Joshua Marland - 2.5, 6.6  
 Helen Marx - 3.7  
 Catherine Mathers - 7.3



Christian Mathews - 8.R.3  
 Haifa Matos Elefante - P.T.20,  
     P.T.4, 6.3  
 Denise Matuszczak - 2.3  
 D. Betsy McCoach - P.T.20  
 Peter McDermott - 8.5  
 Sarah McGaughey - 8.2  
 Adam McGlynn - 4.3  
 Pamela McKeever - 8.R.1  
 Tabitha McKinley - 7.4, 8.5  
 Sarah McLaughlin - 3.R.4  
 James McMillan - 2.8  
 Gloria McNamara - 6.4  
 Carolyn Meisen - 2.6  
 Ronald Michaels - 3.8  
 Rochelle Michel - P.F.4, P.T.22,  
     P.T.7  
 Chase Milam - 3.R.2  
 Jennifer Minsky - 7.3  
 Anthony Monahan - P.F.19  
 Jessica Lavariega Monforti - 4.3  
 Tanya Moorehead - 7.5  
 Antonio Moretti - 3.4  
 Rick Morgan - 1.3  
 Patricia Mulcahy-Ernt - P.T.6  
 Gregory Mullin - P.T.11  
 Marlene Munn-Joseph - P.F.2  
 Kathleen Murphy - 3.5  
 Abdou Ndoye - 2.6  
 David Nelson - 2.4, 4.6  
 Adam Nemeroff - P.F.18  
 Sarah D. Newton - 4.3  
 Julia Neyen - P.T.19, P.T.5  
 Anne Niccoli - 3.R.4  
 Michelle Nicklas - 8.R.3  
 Benjamin Norris - P.T.21  
 Katharyn EK Nottis - 3.4  
 Nkemjika Ofodile - 4.5, 3.R.2  
 Jeanna Pagnotta - P.T.19, P.T.5  
 Benjamin Parsons - 7.4  
 Dena Pastor - 2.7, 7.3  
 Thanos Patelis - 2.9, 4.8, 5.3, 5.3  
 Darlene Perner - 8.6  
 David Perry - 8.R.1  
 Marshall Perry - 1.8  
 Kevin Petway - 6.3, P.T.13  
 Duy Pham - P.T.17  
 Kathryn Pinder - 1.3  
 Jonathan Plucker - 7.5  
 Elisabeth Pyburn - 2.3, 4.4  
 Qi Qin - 4.5  
 Paula Quenoy - 4.4  
 Xiujun Questel - P.F.16  
 Darshanand Ramdass - 6.3  
 Jennifer Randall - 3.7, 4.4, 4.4,  
     4.5, 5.7, 5.7, 5.7  
 Judi Randi - 8.R.1  
 Anita Rawls - 2.7, 5.5  
 Francis Rick - 8.2  
 Jeremy Riel - 3.R.1  
 Joseph A. Rios - 2.4, 5.5  
 Joseph Rios - 1.7, 5.5  
 Chadwick Rittenhouse - 7.5  
 Frederick Robin - 1.6  
 Gabriel Rodriguez - 5.3  
 Michael C. Rodriguez - 2.7  
 Jonathan Rollins - 2.4  
 Katrina Crotts Roohr - 2.7, 4.5,  
     5.5  
 Michelle Rosen - P.F.17  
 Barbara Rosenfeld - 6.5  
 Julie Rosenthal - P.F.13  
 Ellen Rowe - 2.4  
 Jonathan Rubright - 1.3  
 Anirudh V. S. Ruhil - 4.6  
 Darlene Russell - 6.4, P.F.1  
 Megha Sah - P.F.18  
 Jennifer Saleta - P.F.10, P.F.14,  
     P.F.3  
 Andrea Salis - 6.4, P.F.19  
 Kelli Samonte - 6.6  
 Courtney Sanders - 2.6  
 Amanda L. Sature - 6.5  
 Derek Sauder - 7.3  
 Erica B. Sausner - 8.5  
 Kristin Scala - 3.R.4  
 Marissa Scinto - 3.7  
 Kristina Scott - 1.4  
 Charles Secolsky - 2.4, P.T.13,  
     P.T.16  
 Edwin Selby - P.T.5  
 Kathryn Senie - 3.4  
 Sancho Sequeira - 5.5  
 John Sessoms - 2.8  
 Kathleen Sheehan - 6.6  
 Lynn Shelley - P.F.13, P.F.7  
 Anjuli Shivshanker - 5.7  
 Stephen Sireci - 5.3, 6.6, 8.4,  
     P.F.5, P.T.7  
 Aaron Slodounik - 6.4  
 Kara Smith - 3.4, P.T.10,  
     P.T.17, P.T.5  
 Kristen Smith - 7.3  
 Kimberly Sofronas - 2.6  
 Shelley Solomon - 8.R.3  
 Sheetal Sood - 3.R.3  
 Amanda Soto - 3.3, 3.3  
 Laura Stein - 4.7  
 Jonathan Steinberg - 2.4, 6.5,  
     7.3  
 Elizabeth Stone - P.F.8  
 Valerie Anne Storey - P.T.8  
 Tara Strand-Balunis - 3.6  
 Youngsuk Suh - 8.4  
 Tia Sukin - 2.4, 3.8, P.T.2  
 Donna Sundre - 3.4  
 Matthew Swain - 2.6, 3.4  
 Sudha Swaminathan - 3.6  
 Mandalyn Swanson - 2.8  
 Kevin Sweeney - 5.3  
 Mathew Swerdloff - 7.5  
 Wanda Swiggett - 2.3, 2.7, 3.5,  
     4.6  
 Michelle Yvonne Szpara - 3.R.3  
 Mary Taft - 1.4, 7.4  
 Catherine Tannahill - P.F.6  
 Nedra Tasimowicz - 6.5  
 Jonathan Templin - 1.7, 4.8  
 Susan Therriault - 4.7  
 Bridget Thomas - 8.5  
 Caroline Thompson - 7.6  
 Jeffrey Trawick-Smith - 3.6  
 Donald Treffinger - 8.R.1  
 Susan Trostle-Brand - P.F.10  
 Rosann Tung - 4.3  
 Amanda Turner - 2.8  
 Patricia Udomprasert - 3.4  
 Manina Urgolo-Huckvale - 5.8  
 Miren Uriarte - 4.3  
 Harry Valentin - 4.8  
 Irene Van Riper - 5.8, 5.8, 8.2  
 Alan VanCott - 1.8  
 Suzanne Vinnes - P.T.14  
 Steven Viveiros - 2.3  
 Dawn Vreven - 8.2  
 Caroline Vuilleumier - 7.3

John Wachen - 4.3  
Maura Walsh - 7.6, 8.R.1  
James R. Walters - 2.3  
Xi Wang - 4.5, 8.4  
Jon A.J. Waterhouse - 3.R.1  
Karen Waters - 3.R.4  
Pamela Watters - 8.4  
Youhua Wei - 1.3  
Craig Wells - 1.3, 3.7, 8.4, 8.4,  
P.F.5  
Cathy Wendler - 1.6, 1.6, 2.9  
Samantha Wendler - 5.6  
Devon Whetstone - 5.5  
Tracy Whitlock - 6.4  
Kristen C. Wilcox - 1.5  
Andrew Wiley - 5.3  
Immanuel Williams - 8.4  
Laura Williams - 2.8, 7.3  
David Williamson - 5.3  
John Willse - 2.4, 2.4, 6.6  
Kimberly Wilshire - P.F.9  
Karen Wilson - 2.8  
Michael Wilson - 7.5  
Marjorie Wine - 8.4  
Phoebe Winter - 3.8, 3.8  
Kimberly Wolbers - 8.2  
Mikyung Kim Wolf - 8.4  
Raffaela Wolf - P.T.2  
Jeff Wyatt - 3.4  
Jun Xu - P.T.1  
Mary Yakimowski - 7.6  
Zhitong Yang - 6.3, P.T.13  
Shu Jing Yen - 1.7  
Dani Yomtov - P.T.4  
Michael Young - 7.5  
April Zenisky - 6.6, 8.4  
Oliver Zhang - P.T.1  
Xiuyuan Zhang - 2.7  
Whitney Zimmerman - 3.5

*Wednesday, October 22nd - Morning*

**Using Think Aloud Protocols for Educational Research**

10:00 – 12:45

*Pre-Conference Workshop*

*Merit North*

Juliette Lyons-Thomas

Kadriye Ercikan

*Regents Research Fund/Columbia University*

*University of British Columbia*

The anticipated participants will be students, researchers and practitioners who are interested in learning more about think aloud protocols (TAPs) in order to use this method for their own research purposes. Attendees will gain hands-on experience in conducting TAPs and understanding how to maximize the utility of this method.

Attendees will learn about the background and evolution of TAPs, in addition to the benefits and limitations of using this method (including different forms of the method). Participants will learn how to carry out TAPs by performing the protocols with each other, both as subjects and administrators.

The workshop will be structured so as to maximize application and interaction among participants. Therefore, the session will begin with a brief lecture that describes the history, uses, and various formats of TAPs, followed by the pairing of attendees to practice TAP sessions in various roles and for various types of data collection. The session will end with a group discussion of participant questions and experiences.

Attendees may want to bring audio recorders to document the protocols from the session. Software that is helpful for transcription purposes is not necessary for the workshop itself, but will be described so that participants may obtain it at a later date.

R is an incredibly flexible, free software program for data analysis and visualization. Once fluent in the R language, users can not only complete basic and advanced statistical and graphical tasks, but can also write their own functions to maximize workflow, and use R to run simulations or to automate analyses in other programs (e.g., Mplus, WINSTEPS, or any other script-based language).

This workshop is intended to provide attendees with a hands-on introduction to the R language and its components. Material is targeted at beginner R users and those who have never worked in R before. We will work in the R environment for the entirety of the workshop, and will aim to cover the following topics/tasks, time permitting:

- Starting a new script
- Good scripting habits
- R language components (objects, operators, functions)
- Using functions
- Downloading additional functions
- Setting a working directory
- Importing and exporting data
- Types of data
- Basic descriptive and statistical analyses
- Writing a simple function
- Basic plotting

Throughout these tasks, help-seeking and trouble-shooting techniques will be demonstrated. While many tasks will first be demonstrated by the instructor, this workshop is meant to be interactive. Attendees will be expected to type code, trouble-shoot, and look up help sources throughout the workshop. Verbal participation will also be encouraged and much appreciated.

This workshop is meant to provide participants with the skills and knowledge needed to continue using R and learning new tasks on their own. Time limits prevent covering more than one or two very basic statistical analyses (e.g., correlation, descriptive statistics); however, the techniques demonstrated for help-seeking and trouble-shooting should allow attendees to learn how to execute other statistical and graphical tasks independently.

Attendees should bring a laptop (Mac or PC) with R 3.0.2 (or the most recent version) already downloaded from the following website: <http://cran.us.r-project.org/>. Workshop materials, mainly R scripts and example data files, will be distributed via flash drive. Laptops should be WiFi capable, as help-seeking resources in R are Internet-based.

*Wednesday, October 22nd - Afternoon*

**Preparing All Teachers to Succeed with English Language Learners**

1:30 - 4:30

*In-Conference Workshop*

*Merit North*

Tom Levine

David Moss

*University of Connecticut*

*University of Connecticut*

This first in-conference workshop—and two optional and associated in-conference sessions—will help teacher education instructors and program directors to improve teachers’ preparation to work with linguistically and culturally diverse students.

English learners (also called ELLs and emergent bilinguals) are “the fastest-growing student population in U.S. schools” (Nutta, Mokhtari, & Strebel, 2012, 1); however, most preservice teachers are inadequately prepared to work effectively with this growing group (e.g. Cummins & Miramonte, 2005; Lucas & Villegas, 2011; Menken & Antunez, 2001). To empower teacher educators to do things differently, our sessions offers practical approaches for engaging busy faculty in professional development and course revision. At the University of Connecticut, faculty began learning together and changing their courses in 2005; since 2010, 18 faculty have participated in a formal faculty learning community and documented its benefits. Based upon our work, we are offering the following sessions:

*Part One:* Preparing pre-service teachers for ELLs: Rationale and methods for teacher educators developing their own knowledge and practices [40 minutes of presentation, discussion, & application]

We open explaining the urgency of preparing teachers for cultural and linguistic diversity. We identify what both preservice teachers and their instructors—teacher educators—need to learn; we then provide participants with four broad approaches participants could adapt to their own context to improve teacher preparation for linguistic diversity.

*Part Two:* How to Recruit and Retain Busy Faculty into Collective Faculty Development [20 minutes of presentation and small group problem solving]

Participants will learn strategies for recruiting and retaining busy faculty members in a sustainable and ongoing process of change.

*Part Three:* Protocol-guided Discussion as a Tool for Supporting Faculty Learning and Change in Practice [50 minutes, introduction and then modeling with audience fully participating]

Participants will gain an experiential understanding of one method of promoting insight into practice -- building local practical knowledge, and motivating a group to support each other and curricular change. Participants will leave with resources that would support their ongoing learning about the use of protocols and with an understanding of some of the issues and needs that collective professional development must address regardless of whether it uses protocols.

*Part Four:* Tensions of—and Strategies for—Infusing New Learning about ELLs into Existing Teacher Education Courses [40 minutes, panel presentation by faculty followed by questions and answers]

Participants will learn specific challenges and strategies for infusing new material into a single teacher education course. Participants will raise questions. Individuals or teams from schools might begin drafting next action steps or questions if time allows.

*This session will be followed by two in-conference sessions. For more information, see the session descriptions later in the program:*

- **Improving Teacher Preparation for Linguistic and Cultural Diversity: Changing Individuals Teacher Educators’ Curriculum & Instruction**, Thursday October 23<sup>rd</sup>, 8:15am-9:45am
- **Improving Teacher Preparation for Linguistic and Cultural Diversity: Program Level Challenges and Strategies**, Thursday October 23<sup>rd</sup>, 10:00am-11:30am

This workshop is designed for doctoral candidates and other researchers interested in doing research using the method of in-depth interviewing.

The workshop will include the following:

1. Presentation of basic assumptions of a phenomenological approach to interviewing as qualitative research,
2. Presentation of a structure of interviewing and interviewing techniques that flow from those assumptions.
3. Peer Interviewing in which participants will practice interviewing and gain experience with the structure of a phenomenological approach to interviewing and its basic interview techniques.
4. Reflection on the practice peer interviewing and discussion of issues of qualitative research that arise from that reflection
5. Exploring whether participants' own research interests might be well served by in-depth interviewing
6. Ethic of doing research using in-depth interviewing

By the conclusion of the workshop participants will have explored whether interviewing might be a useful approach for their own research, how they see themselves as potential interviewers, and have been introduced through their own experience to the techniques and structure of such interviewing.

The workshop is based on *Interviewing as Qualitative Research: A Guide for Researcher in Education and Social Sciences*, 4th edition, Teachers College Press. Participants could have a little bit of a head start by taking a look at that book, but it is not necessary.



Wednesday, October 22nd - Afternoon

**#1.3 - Psychometric Research**

1:30 - 2:45

*Paper Presentation*

*Augusta*

*Chair: Jason Kopp*

*Discussant: Jonathan Rubright*

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**An Evaluation of the CFI, TLI, and RMSEA Fit Indices for CFA Models with Dichotomous Indicators**

Abdolvahab Khademi

Craig S. Wells

*University of Massachusetts Amherst*

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**Consequences of Disregarding Nesting in Education Research**

Katherine Marino

Pui-Wa Lei

*Pennsylvania State University*

*Pennsylvania State University*

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**The Effects of Categorized Data on Coefficient Alpha**

Kathryn Pinder

Deborah Bandalos

*James Madison University*

*James Madison University*

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**Using Common Examinees between Administrations to Scale Test Scores for a Language Test**

Youhua Wei

Albert Low

Rick Morgan

*ETS*

*ETS*

*ETS*

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**#1.4 - Students with Disabilities: Assessment and Interventions**

1:30 - 2:45

*Paper Presentation*

*Boston*

*Chair: Robert K. Gable*

*Discussant: Liliana Donchik*

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**A Culturally Responsive Response to Intervention (RTI) model for African American Males with Disabilities**

Ramon M Griffin

*Michigan State University*

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**Conceptualizing a Reading Strategy Intervention for Students with Autism**

Kristina Scott

*Salem State University*

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**Excellence and Equity for Dyslexic Students: A Study of Disruptive Change in an Independent School**

Mary Taft

*The Kildonan School*

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**Relationship Value Scale: Initial Validity Evidence and Applications for Special Education**

Jennifer Kowitt

*University of Connecticut*

Wednesday, October 22nd - Afternoon

**#1.5 - Understanding Achievement Gaps**

1:30 - 2:45

*Paper Presentation*

*Concord*

*Chair: Marisa Cohen*

*Discussant: Tami Fagan*

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**An exploration of How Disciplinary Policy and Practice May Perpetuate Educational Inequality**

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Leigh Curtis Higgins

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**Dissecting Achievement Gaps Over Time in the NAEP Mathematics Assessment**

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Chelsea Duran

Helyn Kim

David Grissmer

*University of Virginia*

*University of Virginia*

*University of Virginia*

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**Equity and Excellence in Graduating At-Risk Students on Time**

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Janet Angelis

Kristen C. Wilcox

Linda Baker

*University at Albany*

*University at Albany*

*University at Albany*

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**Rethinking the Achievement Gap: Equity and Excellence for minority students in the Era of Accountability**

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Immaculata Chukwunyere

**#1.6 - The Research Foundation for the GRE revised General Test: What It Takes To Do It Right**

1:30 - 2:45

*Symposium*

*Hartford*

*Chair: Cathy Wendler*

*Discussant: Sara J. Finney*

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**Session Description**

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The efforts undertaken to create the GRE® revised General Test exemplify the careful planning and evaluation needed to revise a test used for high-stakes decisions. This session reviews some the psychometric and research work done prior to the launch of the revised test. Presentations provide (1) the rationale, goals, and field study results, (2) the history of the GRE score scales and the process used to set the new score scales, (3) efforts exploring alternative test designs and scoring models leading to a multistage test, (4) work related to the validation of the intended use of test scores, and (5) results from studies designed to assure fairness and access for all test takers.

Cathy Wendler

Marna Golub-Smith

Frederick Robin

Brent Bridgeman

Chelsea Ezzo

*Educational Testing  
Service*

*Educational Testing  
Service*

*Educational Testing  
Service*

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*Educational Testing  
Service*

Wednesday, October 22nd - Afternoon

**#1.7 - Diagnostic Modeling and Score Reporting** 1:30 - 2:45  
*Paper Presentation* Ballroom A  
Chair: Matt Burke Discussant: Matt Burke

**Providing Diagnostic Feedback for Students Developing English Language Proficiency: A Classification Profile Method**

Bozhidar Bashkov Christine DeMars Shu Jing Yen Dorry Kenyon  
*James Madison University James Madison University Center for Applied Linguistics Center for Applied Linguistics*

**The Impact of Diagnostic Score Reporting on Test Performance: Implications for Feedback Intervention Theory**

Joseph Rios  
*Educational Testing Service*

**The Little Model that Couldn't: How the DINA Model Misclassifies Students and Hides Important Effects**

Laine Bradshaw Jonathan Templin  
*University of Georgia University of Kansas*

**The Selection of Cognitive Diagnostic Models for a Reading Comprehension Test**

Hongli Li C. Vincent Hunter Pui-Wa Lei  
*Georgia State University Georgia State University The Pennsylvania State University*

**#1.8 - CLIPS - A Pioneering Career-Ladder Funded Project: Voices, Roles and Research** 1:30 - 2:45  
*Symposium* Ballroom B  
Chair: Linda Catelli Discussant: Linda Catelli

**Session Description**

In 2010, New York State won the second round of the Race to the Top competition. Subsequent to winning the competition, the State released a request for proposals that challenged school districts to develop newer career ladders for teachers and principals. Having taken up the challenge, X District, in partnership with Y College, won an award to develop their Career Ladder Innovator Programs and System's project. In this session, the members of CLIPS collaborate to present their perspectives, the project's goals, roles, research and approach to preparing educators for newer leadership positions. Their voices in this venture along with the lessons learned and selected findings are crucial to developing effective classroom teachers and teacher leaders directed at student achievement.

Linda Catelli Judy Marino Alan VanCott Patrick Johnson Marshall Perry Linda Bausch  
*Downing College North Babylon School District North Babylon School District Dowling College Dowling College Dowling College*

*Wednesday, October 22nd - Afternoon*

**#2.3 - Understanding and Improving College Student Success: The Student Perspective**

3:00 - 4:30

*Paper Presentation*

*Augusta*

*Chair: Catherin Manly*

*Discussant: Wanda Swiggett*

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**"I Made It": Factors that Contributed to Degree Completion for 10 Community College Students**

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Diane Levinson

*Quinsigamond Community College*

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**Habits of Work Grades as Predictors of Student Academic Success, Retention, and Graduation**

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Denise Matuszczak

*Springfield Public Schools*

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**International Student Success: An Application of Cluster Analysis to Predict GPA**

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Elisabeth Pyburn

S. Jeanne Horst

Monica Erbacher

*James Madison University*

*James Madison University*

*James Madison University*

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**Proactive Academic Advising that Integrates Educational Technology at the Community College**

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Steven Viveiros

*Bristol Community College*

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**The Impact of Appreciative Advising on a First-Year, Faith-Based Leadership Learning Community.**

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James R. Walters Ed.D.

*St. John's University*

**#2.4 - IRT Research & Applications**

3:00 - 4:30

*Paper Presentation*

*Boston*

*Chair: Jonathan Steinberg*

*Discussant: Tia Sukin*

**Approaches for Incorporating Theta Estimation in Generating Information Functions of Observed Score on True Score**

Charles Secolsky

*CIRCE-Illinois*

**Examining the Efficacy of the Rasch Model with Subdimensions under Different Subdimension Conditions**

John Willse

*University of North Carolina  
at Greensboro*

Xiao Lou

*National Council of State Boards  
of Nursing*

Doyoung Kim

*National Council of State Boards  
of Nursing*

**Non-Compensatory MIRT Models: An Application of Assessing Math Ability in English Language Learners**

Janine Buchholz

*DIPF*

Joseph A. Rios

*Educational Testing Service*

Johannes Hartig

*DIPF*

**Parameter Recovery of the Rasch Model Using Principal Components Pairwise Estimation**

Jonathan Rollins

**Rasch Analysis of Rating Scales for Gifted & Talented Identification: Validity Evidence and Rater Effects**

David Nelson

*George Mason University*

Dr. Ellen Rowe

*George Mason University*

Yovonda Kolo

*Walden University*

**#2.5 - Cross-Cultural Competence: Assessing a Skill for the Future Using Biographical Data**

3:00 - 4:30

*Symposium*

*Concord*

*Chair: Chelsea Ezzo*

*Discussant: Lisa Keller*

**Session Description**

The proposed symposium will discuss the importance of cross-cultural competence (3C) as part of the 21st century skills that are becoming essential to students and teachers in this global era. The first paper will discuss the importance and recommended means of promoting and training students and teachers in 3C. The second paper will discuss a model for assessing 3C through the use of biographical data (biodata). The third paper will demonstrate how Item Response Theory is useful in refining biodata scales. The last paper will discuss the utility of biodata for assessing the impact of demographic characteristics on 3C predictors and outcomes. A final discussion will be conducted, summarizing the results presented and highlighting the importance of 3C in education.

Cristina Anguiano-Carrasco

*Educational Testing Service*

Meghan W. Brenneman

*Educational Testing Service*

Joshua Marland

*University of Massachusetts - Amherst*

Lauren Carney

*Educational Testing Service*

Chelsea Ezzo

*Educational Testing Service*

Lisa Keller

*University of Massachusetts - Amherst*

*Wednesday, October 22nd - Afternoon*

**#2.6 - Assessment Issues and Practice**

3:00 - 4:30

*Paper Presentation*

*Hartford*

*Chair: Fernanda Gandara*

*Discussant: Andrew Jones*

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**An exploration of rater reliability between pre-service and in-service teachers' rubric assessments of mathematical problems**

Kimberly Sofronas

Grant Kuehl

Abigail Lau

*Emmanuel College*

*Emmanuel College*

*Emmanuel College*

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**Learning outcomes assessment practices for excellence in higher education: Policy implications**

Abdou Ndoye

*Qatar University*

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**Motivational Filtering: A Comparison of Test-specific versus Global Measures of Student Effort**

Courtney Sanders

Carolyn Meisen

John Hathcoat

*James Madison University*

*James Madison University*

*James Madison University*

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**Response time and performance on low-stakes tests: Differential effects based on test-takers' effort.**

Maria Bertling

Jonas Bertling

*Educational Testing Service*

*Educational Testing Service*

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**The Effects of a Planned Missingness Design on Examinee Motivation and Psychometric Quality**

Matthew Swain

*James Madison University*

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**#2.7 - Measuring and Understanding Subpopulations**

3:00 - 4:30

*Paper Presentation*

*Ballroom A*

*Chair: Dena Pastor*

*Discussant: Wanda Swiggett*

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**Asking about socioeconomic status differently: Effects on classification and inferences**

Julio Cabrera

Stacy R. Karl

Katrina Crofts Roohr

David Klieger

Michael C. Rodriguez

*Educational Testing*

*University of Minnesota*

*Educational Testing*

*Educational Testing*

*University of Minnesota*

*Service*

*Service*

*Service*

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**Identifying examinees who guess on low-stakes tests: An application of the extended HYBRID model**

Mary Johnston

Dena Pastor

*James Madison University*

*James Madison University*

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**The impact of changes in race and ethnicity classifications when measuring DIF**

Anita Rawls

Xiuyuan Zhang

Amy Hendrickson

*College Board*

*College Board*

*College Board*



*Wednesday, October 22nd - Afternoon*

<b>#2.8 - Effort in Low-Stakes Testing</b>	3:00 - 4:30
<i>Paper Presentation</i>	<i>Ballroom B</i>
<i>Chair: Jessica Flake</i>	<i>Discussant: Abigail Lau</i>

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**An Examination of Students' Beliefs Regarding Assessment**

Marisa Cohen <i>St. Francis College</i>	Karen Wilson <i>St. Francis College</i>
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**But It Doesn't Count: A Mixed-Methods Investigation of Student Test-Taking Motivation in Low-Stakes Testing**

Laura Williams <i>James Madison University</i>	Mandalyn Swanson <i>James Madison University</i>
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**Perceptions of Test-Taking Ability Scale (PTTAS): A Self-Report Instrument for Assessing Test Taking Ability**

Tanesia Beverly  
*University of Connecticut*

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**Predicting Change in Examinee Effort on Low-Stakes Tests**

John Sessoms <i>James Madison University</i>	Sara Finney <i>James Madison University</i>
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**Student Voices about Assessment: A Goal Theory Perspective**

Amanda Turner <i>Connecticut State Department of Education</i>	James McMillan <i>Virginia Commonwealth University</i>
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<b>#2.9 - Ensuring the Quality of Assessments</b>	3:00 - 4:30
<i>Symposium</i>	<i>Ballroom C</i>
<i>Chair: Charlie DePascale</i>	<i>Discussant: Thanos Patelis</i>

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**Session Description**

This session is about efforts and recommendations for ensuring and evaluating assessment quality. There have been efforts to systematically evaluate assessment programs to improve their quality. This has been undertaken by testing companies, government agencies, and independent bodies. Some have advocated for independent bodies to be formed to audit assessment quality. The basis for evaluating assessment quality represents both technical and operational aspects of assessment programs. The context of educational assessment will be presented. Evolved practices in the development of assessments utilizing evidence-centered design to contribute to the quality of assessments will be presented. Additionally, specific efforts to review the quality of assessments will be presented and discussed. Recommendations for good practices in assessment quality will be discussed.

Thanos Patelis <i>Center for Assessment</i>	Charles DePascale <i>Center for Assessment</i>	Kristen Huff <i>The Regents Research Fund</i>	Cathy Wendler <i>Educational Testing Service</i>	Kurt F. Geisinger <i>Buros Center for Testing</i>
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**Hierarchical Linear Modeling**

8:30 – 11:30

*In-Conference Workshop*

*Merit North*

Michael Chajewski

*The College Board*

This half day workshop is intended to provide a general introductory overview to hierarchical linear models (also known as multilevel- or random effects models) for social and behavioral research scientists with little or no prior experience. Attendees will learn to identify situations in which multilevel modeling is appropriate. Further, proper applications of the modeling technique will be illustrated using different data and scenarios posing different research questions. Additionally, model assumptions, setting up and interpreting model equations, and evaluating model fit will be discussed. Time permitting, syntax intricacies for SAS, SPSS, R and HLM will be explored. Handouts and workshop materials will be provided.

**Item Response Theory with jMetrik**

8:30 – 11:30

*In-Conference Workshop*

*Merit South*

J. Patrick Meyer

*University of Virginia*

jMetrik is an open source program for psychometrics that is user-friendly and easy to learn. It provides a variety of tools for measurement including classical item analysis, reliability estimation, exploratory factor analysis, and item response theory (IRT). This workshop focuses on IRT methods available in jMetrik. Specifically, participants will learn to (a) estimate item parameters of the three parameter logistic model and generalized partial credit model via marginal maximum likelihood, (b) plot item characteristic curves, (c) estimate examinee ability with MLE, MAP, and EAP techniques, (d) and implement scale linking procedures such as the Stocking-Lord and Haebara methods. Finally, participants will learn how to access the source code online and contribute to the development of jMetrik.

This workshop is suitable for students and researchers seeking to learn new tools for item response theory and easily implement advanced psychometric procedures. Although some introductory material will be presented, participants should have a basic understanding of IRT. The workshop involves hands-on experience through the analysis of a variety of data sets and practical exercises.

Participants should bring a laptop to the session and have the software ready for use. jMetrik is free and available online. Download it from [www.ItemAnalysis.com](http://www.ItemAnalysis.com) and install it on your computer prior to the workshop. Also, download the example data files from [www.itemanalysis.com/example-data.php](http://www.itemanalysis.com/example-data.php) or bring your own data files for practice.

Participants will receive a 20% discount for *Applied Measurement with jMetrik*, a text recently published by Routledge that provides detailed information about the procedures available in jMetrik and gives step-by-step instructions for implementing them.

*Thursday, October 23rd – Afternoon*

**Preparing All Teachers to Succeed with English Language Learners**

8:00 – 9:15

*Paper Presentation*

*Ballroom C*

Tom Levine

David Moss

*University of Connecticut*

*University of Connecticut*

*Part Five:* How a course’s conceptual framing can facilitate pre-service teacher learning about emergent bilinguals [40 minutes, presentation, discussion with audience]

The first part of this session presentation will: 1) explain how instructors of teacher education courses can use conceptual framing to meaningfully integrate learning about English language learners into courses focused on other topics; 2) identify options for conceptual frames that can help preservice teachers weave understandings about emergent bilinguals into other courses; 3) illustrate how two different conceptual frames created different opportunities for preservice teacher learning.

*Part Six:* Positioning Both Teacher Educators and Preservice Teachers as Learners about Linguistic and Cultural Diversity [30 minutes, presentation and discussion with audience]

In university-based teacher education courses, both preservice teachers and teacher educators can adopt a stance of inquiry regarding linguistically and culturally diverse K-12 learners. This session presents such methods, assignments, and experiences to empower teacher educators to position themselves and their students as learners about—and from—culturally and linguistically diverse students.

Discussion [20 minutes...open discussion and small group work as needed].

**#3.R.1 - Instruction in STEM Fields**

8:00 - 9:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Kimberly Laliberte*

**College Student Persistence in STEM: A Systems Approach to Evaluation of STEM Faculty Development Initiatives**

Mark Graham	Aiyana Bobrownicki	Oriana Aragon	Jon A.J. Waterhouse	Jennifer Frederick
<i>Yale University</i>	<i>Yale University</i>	<i>Yale University</i>	<i>Southern Connecticut State University</i>	<i>Yale University</i>

**Development of science teaching practice: A retrospective view of an elementary teacher**

Elaine Silva Mangiante

*Salve Regina University*

**Inclusive Teaching, Faculty Development, and College Science Education Reform**

Aiyana Bobrownicki	Oriana Aragón	Lianna Etchberger	Jennifer Frederick	Mark Graham
	<i>Yale Center for Scientific Teacher</i>	<i>Utah State University</i>	<i>Yale Center for Scientific Teacher</i>	<i>Yale Center for Scientific Teacher</i>

**Supporting Successful Implementation of a PBL Curriculum: Scaffolding and Research Skills**

Kathryn Field	Jeremy Riel	Kimberly Lawless	Scott W. Brown	Kamila Brodowinska
<i>University of Connecticut</i>	<i>University of Illinois-Chicago</i>	<i>University of Illinois-Chicago</i>	<i>University of Connecticut</i>	<i>University of Illinois-Chicago</i>

**#3.R.2 - Diverse Learners in Secondary Education**

8:00 - 9:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Nkemjika Ofodile*

**A Student's Perspective on Poverty and Student Behavior/Responsibility in the Classroom**

Wallis Johnson

*CREC Two Rivers Magnet High School*

**Examining the Relationship between Working during High School and Students' Educational Expectations**

Chase Milam

*University of Massachusetts Amherst*

**Promoting Equity and Excellence Through Rain of Hope's Afterschool Programs**

Cynthia Fedorko	Laura Bower-Phipps
<i>Southern Connecticut State University</i>	<i>Southern Connecticut State University</i>

**Questioning Patterns during Discussions in Collaborative Groups in Socioeconomically Diverse High Schools**

Rosa Aghekyan

*Elizabeth Board of Education*

*Thursday, October 23rd – Afternoon*

**#3.R.3 - Teachers in Action**

8:00 - 9:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Sheetal Sood*

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**Achieving Learning Outcomes for Social Justice through Teacher Action Research**

Michelle Yvonne Szpara

*Cabrini College*

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**How Much Do Teachers Leverage Student Mistakes? Preliminary Scale Development and Validity**

Maleka Gramling

*Harvard University*

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**Supporting Changes in Classroom Practice Through In-Class Coaching**

Salika A. Lawrence

*St. John's University*

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**Trust as a Function of Power Bases**

Jess Gregory

*Southern Connecticut State University*

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**#3.R.4 - Reading Interventions in the Schools**

8:00 - 9:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Alexander Hoffman*

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**Intervention Meets the Common Core: Providing Equitable Access to Students in All Tiers Through Close and Shared Reading**

Karen Waters

*Sacred Heart University*

Michael Bennett

*Naugatuck Public Schools*

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**Measuring the Impact on Reading Comprehension in Traditional Paper- and Computer-based Testing Environments, A Proposed**

Mark Davis

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**The Effects of Reading Mode on Recall and Comprehension**

Anne Niccoli

*U.S. Coast Guard Leadership Development Center*

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**While reflecting and self-monitoring, does the use of audiobooks help support**

Sarah McLaughlin

*Peekskill City School District*

**#3.3 - Generalizability Theory: Applications Across Measurement Settings**

8:00 - 9:15

*Symposium*

*Augusta*

*Chair: Amanda Soto*

*Discussant: Lisa A. Keller*

**Session Description**

Though Generalizability theory is common in some operational settings, typically in performance assessments, there are other applications within measurement where a Generalizability theory approach could provide unique insight into the assessment process, design, and results. This symposium will explore the application of generalizability theory methods to rater training, evaluation and feedback in high stakes and diagnostic assessments (papers one and three), evaluating standard setting processes (paper two), as well as a part of validation of data from an impact evaluation study in the Democratic Republic of the Congo. We anticipate a discussion of the strengths and weaknesses of Generalizability theory in each application, software and design approaches, as well as operational considerations for this type of analysis.

Amanda Soto

Jerome C. Clauser

Kimberly F. Colvin

Louise M. Bahry

*National Board of Medical  
Examiners*

*American Board of Internal  
Medicine*

*University at Albany, SUNY*

*University of Massachusetts*

**#3.4 - Understanding and Improving College Student Success: The Institutional Perspective**

8:00 - 9:15

*Paper Presentation*

*Boston*

*Chair: Mathew Swain*

*Discussant: Donna Sundre*

**Implementing Transfer and Articulation: A Case Study of Community Colleges and State Universities**

Kathryn Senie

*Norwalk Community College*

**Preliminary Development of an Instrument to Assess Size, Scale, and Structure Concepts in Introductory Astronomy**

Kathryn EK Nottis

Ned Ladd

Alyssa Goodman

Patricia Udomprasert

*Bucknell University*

*Bucknell University*

*Harvard University*

*Harvard University*

**Relationships Between Countries' Differentiation Practices, College and Career Readiness Definitions, and Higher Education**

Jennifer Kobrin

Antonio Moretti

*Pearson*

*Pearson*

**Remediation in College: Opening Doors or Creating Barriers?**

Kara Smith

Jeff Wyatt

*College Board*

*College Board*



Thursday, October 23rd – Afternoon

**#3.5 - Student Learning and Success in STEM Fields**

8:00 - 9:15

*Paper Presentation*

*Concord*

*Chair: Margie Aldrich*

*Discussant: Wanda Swiggett*

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**Impact of Experiences on Calibration between Self-Efficacy and Demonstrated Knowledge in Introductory Statistics**

Whitney Zimmerman

Deborah D. Goins

*The Pennsylvania State University*

*The Pennsylvania State University*

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**Sourcing STEM Career Interests among Diverse Students: A Psychology of Working Perspective**

Sheron Mark

*Loyola Marymount University*

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**The Effect of Reflective Practice on High School Science Students' Critical and Reflective Thinking**

Kathleen Murphy

*North Salem Central Schools*

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**Using Robotics to Expand STEM-Related Opportunities for Girls**

Antoinette Bruciati

*Sacred Heart University*

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**#3.6 - Student-Teacher Interactions**

8:00 - 9:15

*Paper Presentation*

*Hartford*

*Chair: Joanne Crossman*

*Discussant: Maria Boeke Mongillo*

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**Contributions of Teacher-Child Play Interactions in Preschool to Young Children's Mathematical Thinking**

Sudha Swaminathan

Jeffrey Trawick-Smith

*Eastern Connecticut State University*

*Eastern Connecticut State University*

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**Effect of Banking Time Intervention on Student-Teacher Relationships and Problem Behaviors in Early Childhood**

Tara Strand-Balunis

*Spencer-East Brookfield Regional School District*

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**Parent Peer Effect: The exchange of family out-of-school practices in an integrated school setting**

Elizabeth Brown

Deena Khalil

*William Paterson University*

*Howard University*

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**Relationships in Middle Level Education**

Vincent Marchese

Ellina Chernobilsky

*Florham Park BoE*

*Caldwell College*

Thursday, October 23rd – Afternoon

#3.7 - Evaluating the Effectiveness of Educational Programs 8:00 - 9:15  
Paper Presentation Ballroom C  
Chair: Craig Wells Discussant: Amanda Marcotte

Asking Questions: Refining an Urban Education Fellows Program through Action Research

Helen Marx Laura Bower-Phipps Kayla Kernstock Katiria Kearney Marissa Scinto Jessica Magalhaes  
Southern Ct. Southern Ct. New Haven Public International School, Westport Public New Haven Public  
State University State University Schools Japan Schools Schools

Massachusetts' Wraparound Zones Initiative: Examining Sustainability of a Program Providing Comprehensive Non-Academic Supports in schools

Allison Gandhi Alexandra Kistner  
American Institutes for Research American Institutes for Research

Summer Undergraduate Research Programs and Underrepresented Male and Female Students' Mastery, Self-Efficacy and Academic Persistence

Oriana Aragón Margaret S. Clark Mark J. Graham  
Yale University Yale University Yale University

The Effect of the VAS-Y Fille! Project on Achievement and Attendance in the DRC: An HLM approach

Jacqueline Adams Dickey Jennifer Randall  
University of Massachusetts Amherst University of Massachusetts Amherst

#3.8 - Effective Teacher Effectiveness Measures 8:00 - 9:15  
Invited Session Ballroom B  
Chair: Phoebe Winter Discussant: Phoebe Winter

Session Description

This session is designed to bring various stakeholder group representatives together to discuss the debated topic of teacher evaluation. Discussion questions will focus on 1) what do we currently know about teacher effectiveness measures, 2) what do we know does not work, 3) what are effective measures, and 4) how do we know or find out those measures are effective?

There will be no panelists for this discussion; instead, the panel consists of you. So come prepared to share your views, research, experiences, and ideas. A desired outcome of this meeting is that research/policy groups will work together to continue a line of research focusing on adequately meeting the needs of teacher evaluation. All are welcome to join the discussion.

Tia Sukin Leigh DelBuono Steven Holtzman Ronald Michaels  
Pacific Metrics Wallingford Board of Education Educational Testing Service Connecticut State Department of Education

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**1. A Four-Factor Structural Equation Model for Motivation and Resilience**

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Jun Xu

*Educational Testing Service*

Steven Holtzman

*Educational Testing Service*

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**2. Assessing Equating Accuracy through the Preservation of Equity Properties**

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Raffaella Wolf

*Council for Aid to Education*

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**3. College Students' Skill in Predicting Assignment Grades**

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Marisa Cohen

*St. Francis College*

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**4. Design and Validation of a Gullibility Scale**

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Dani Yomtov

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**5. Differential Validity of Problem Solving Style: Is Flexibility Key to Instructional Equity**

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John Houtz

*Fordham University*

Edwin Selby

*Fordham University*

Maria Hanakis

*Fordham University*

Julia Neyen

*Fordham University*

Jeanna Pagnotta

*Fordham University*

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**6. Enhancing University-level Teaching Excellence and Promoting Equity for Undergraduate Students**

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Patricia Mulcahy-Ernt

*University of Bridgeport*

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**7. Evaluating the Misalignment between Information and Content Specifications by means of Statistically Equivalent Tests**

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Fernanda Gandara

*University of Massachusetts Amherst*

Stephen G. Sireci

*University of Massachusetts Amherst*

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**8. Exploring the Determinants and Usage of Research-Based Information of Educators: An Empirical Study**

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Valerie Anne Storey

*University of Central Florida*

Ann Clark

*Sacred Heart University*

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**9. Improving diversity in MBA programs by expanding admission test options**

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Jennifer Bochenek

*Educational Testing Service*

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**10. Inquiry-based Instruction: Cultivating Analytical Habits of Mind with 21st Century Skills, A Quantitative Approach**

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Kimberly Laliberte

*Johnson & Wales University Center for Research and Evaluatio*

Robert K. Gable

*Johnson & Wales University Center for Research and*

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**11. Is the Relationship between Teacher Immediacy and Student Learning Mediated by Attendance?**

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Gregory Mullin

*Bunker Hill Community College*

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**12. Leveling higher education: Impact of precollege programs on institution choice for historically disadvantaged students**

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Taghreed Alhaddab

Katherine C Aquino

*Seton Hall University*

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**13. Non-Cognitive Skills: Measure, Malleability, and Effect**

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Zhitong Yang

Kevin Petway

Elizabeth Coppola

Christopher Kurzum

*ETS*

*ETS*

*ETS*

*ETS*

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**14. Pre-Service Training in Social-Emotional Development and Behavior Management: A Review of Teacher Education Programs**

---

Suzanne Vinnes

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**15. Primary Discourse and Expressive Oral Language in a Kindergarten Student**

---

Darcy A. Fiano

*Manchester Public Schools*

---

**16. Psychometric Properties of the Attitude Toward Unsolicited Academic Help Scale**

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Eva Yujia Li

*University of Connecticut*

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**17. Renovating an Admissions Test in Vietnam: How to Build a Suitable Standardized Test for Admission Purposes?**

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Duy Pham

*Center of Educational Assessment, COE - UMass Amherst*

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**18. Teachers' Reports of Classroom Practices that Foster Motivation in Preschoolers**

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Amanda Berhenke

*Albertus Magnus College*

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**19. Test-retest Reliability of Problem Solving Style**

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Michelle Gorelick

Maria Hanakis

Julia Neyen

Jeanna Pagnotta

*Fordham University*

*Fordham University*

*Fordham University*

*Fordham University*

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**20. The Educational Perfectionism Scale**

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Anthony Gambino

D. Betsy McCoach

*University of Connecticut*

*University of Connecticut*

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**21. The Relationship between Collective Teacher Efficacy & School Level Academic Achievement**

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Benjamin Norris

*University at Buffalo*

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**22. Understanding the Role of Norm Groups in Student Growth Percentiles**

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Alejandra Garcia

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**#4.9 - Preparing All Teachers to Succeed with English Language Learners**

10:00 – 11:30

*Paper Presentation*

*Ballroom C*

Tom Levine

David Moss

*University of Connecticut*

*University of Connecticut*

*Part Seven:* Do practices supported in teacher education coursework show up in practice or in other ways? How can we tell? [40 minutes presentation and discussion]

This session provides practical options for collecting data that can measure changes in outcomes like classroom practice, attitudes, knowledge, and/or lesson planning. We provide suggestions for adapting methods to different contexts and available resources, and suggest how such data can be used to guide further course revision and professional development.

*Part Eight:* Identifying readings, reform points within your program, obstacles, and/or other ways of moving forward [50 minutes, presentation, discussion, joint problem solving]

To help participants take next steps, this session will help them identify: options for initial readings; resources within their institution that could help them begin individual or collective work; promising points to begin work within their program to maximize impact; Participants will also leave having offered—and gained for themselves—advice regarding methods of overcoming roadblocks. We'll close with small groups drafting or refining action steps for their individual work and/or work with colleagues.

Thursday, October 23rd – Afternoon

**#4.3 - Testing: Uses, Policy, and Implications**

9:30 - 10:45

Paper Presentation

Augusta

Chair: Sarah D. Newton

Discussant: Teresa King

**Military Recruitment and Economic Inequality: An Assessment of ASVAB Testing in Florida and Pennsylvania High Schools**

Adam McGlynn

Seth Kershner

Jessica Lavariega Monforti

East Stroudsburg University

Massachusetts College of Liberal Arts

The University of Texas-Pan American

**Multiple Accountability Theory: Eight Paradigms of Accountability in Education**

Alexander Hoffman

AleDev Research & Consulting

**Testing as a Mechanism for Equity and Excellence? A Solution Becomes a Problem**

John Wachen

University of North Carolina at Chapel Hill

**Testing Without Proficiency: When Should English Language Learners Participate in Standardized Testing?**

Michael Berardino

Miren Uriarte

Faye Karp

Rosann Tung

Eileen de los Reyes

Antonieta Bolomey

Gaston Institute

Gaston Institute

Boston Public  
Schools

Annenberg Institute,  
Brown University

Boston Public  
Schools

Boston Public  
Schools

**#4.4 - Diverse Learners in Higher Education**

9:30 - 10:45

Paper Presentation

Boston

Chair: Jennifer Randall

Discussant: Jennifer Randall

**A Psychometric Evaluation of the Miami University Diversity Awareness Subscales**

Elisabeth Pyburn

Mary Johnston

S. Jeanne Horst

John D. Hathcoat

James Madison University

James Madison University

James Madison University

James Madison University

**Study Skills in College Freshmen – A Qualitative Exploration of Motivation to Succeed**

Aukje Lamonica

Jess Gregory

Southern Connecticut State University

Southern Connecticut State University

**The Right Mix: Course Based Thesis Completion Support for Part-time Students at an Urban University**

Paula Quenoy

Robyn Greenpan

Southern Connecticut State University

University of Bridgeport

**Where Policy Meets Practice: Data Use in a Title III Program**

Patricia Carroll

University of California - Los Angeles

Thursday, October 23rd – Afternoon

**#4.5 - Assessment in STEM Fields**

9:30 - 10:45

*Paper Presentation*

*Concord*

*Chair: Nkemjika Ofodile*

*Discussant: Jason Kopp*

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**An Examination of Instructional Sensitivity of TIMSS Math Items: A Hierarchical Differential Item Functioning Approach**

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Hongli Li

Qi Qin

Pui-Wa Lei

*Georgia State University*

*Georgia State University*

*The Pennsylvania State University*

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**Assessing Quantitative Literacy in Higher Education: Current State and Future Directions for Next Generation Assessment**

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Katrina Roohr

Edith Aurora Graf

Ou Lydia Liu

*Educational Testing Service*

*Educational Testing Service*

*Educational Testing Service*

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**Elementary Teachers' Skills in Aligning Mathematics State Standards with Assessment Items**

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Peggy Chen

Angela Lui

*Hunter College, CUNY*

*University at Albany-SUNY*

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**Multilevel Effects of Student, Classroom, and School Factors on Mathematics Achievement in Five Countries**

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Fen Fan

Xi Wang

Jennifer Randall

*University of Massachusetts Amherst*

*University of Massachusetts Amherst*

*University of Massachusetts Amherst*

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**#4.6 - Research in Teacher Evaluation**

9:30 - 10:45

*Paper Presentation*

*Hartford*

*Chair: Wanda Swiggett*

*Discussant: David Nelson*

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**An Examination of Factors that Improve the Validity of Student Learning Objective Scores for Teacher Evaluations**

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Katie Buckley

*Harvard University*

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**Raising the Stakes: Reading Rubrics that Evaluate Teachers in an Era of Accountability**

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Christine Clayton

*Pace University*

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**Reading, Writing, and Ratings: Literacy Teachers' Notions of Effectiveness Within a New Teacher Evaluation System**

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Francine Del Vecchio

*Caldwell College*

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**Two Sides of the Educator Evaluation Coin: Student Growth Measures Meet Performance Standards in Ohio**

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Anirudh V. S. Ruhil

Marsha S. Lewis

Margaret Hutzel

*Voinovich School/Ohio University*

*Voinovich School/Ohio University*

*Voinovich School/Ohio University*

*Thursday, October 23rd – Afternoon*

**#4.7 - Promoting Improvement and Building Capacity: Evaluating Massachusetts' Assistance to Struggling Districts**

9:30 - 10:45

*Symposium*

*Ballroom A*

*Chair: Susan Therriault*

*Discussant: Susan Therriault*

**Session Description**

The Massachusetts Department of Elementary and Secondary Education developed a framework for accountability and assistance intended to increase district capacity to turn around their lowest performing schools. This session will include presentations of evaluations examining three aspects of this framework, and which are informing the supports and resources offered to struggling districts across the Commonwealth. This session will illuminate a variety of methods for providing support to underperforming districts. It will highlight best practices and describe the efficacy of each of these initiatives in building district capacity and improving student performance.

Susan Therriault  
*American Institutes  
for Research*

Laura Stein  
*American Institutes  
for Research*

Chad Duhon  
*American Institutes  
for Research*

Megan Brown  
*American Institutes  
for Research*

**#4.8 - Integrating Embedded Assessment, Curriculum Design, and Professional Development to Support Student Learning**

9:30 - 10:45

*Symposium*

*Ballroom B*

*Chair: Ellen Forte*

*Discussant: Thanos Patelis*

**Session Description**

State and local education agencies across the United States are struggling with how to build policies and systems that support student learning and also yield data necessary for various mandated evaluations. In many cases, decisions about, for example, textbooks, assessments, teacher professional development (PD), curriculum, and evaluation are disjointed and it is difficult, if not impossible, to determine whether or how classroom experiences relate to student learning and performance. Often, decisions prioritize data needs for evaluations over processes that contribute to learning. This symposium presents an approach that integrates key support components without compromising characteristics with demonstrated effectiveness. Participants include a state-level administrator who is implementing this approach and those who have designed and are studying the system.

Ellen Forte  
*edCount, LLC*

Harry Valentin  
*Puerto Rico Department of  
Education*

Elizabeth Greninger  
*edCount, LLC*

Jonathan Templin  
*University of Kansas*



Thursday, October 23rd – Afternoon

**#5.3 - Fairness Issues in Assessment and Accountability**

11:00 - 12:15

*Symposium*

*Augusta*

*Chair: Thanos Patelis*

*Discussant: Kurt Geisinger*

**Session Description**

This session is around fairness in a variety of measurement areas. First, fairness issues existing in educator evaluation systems using student assessments as one component and efforts to address them are provided. The second presentation shows how universal design permits the constructs measured in new assessments administered with accommodations can be equivalent. The third provides an overview of fairness issues facing new assessments of college readiness used in college admissions. The fourth presentation is about fairness issues in standard setting. This presentation describes three categories of evidence needed to support the goal of ensuring the cut-scores are fair to all. The fifth is about fairness in automated scoring of essays and the evidence addressing potential threats to arguments for fairness.

Thanos Patelis	Steve Sireci	Gabriel Rodriguez	Kevin Sweeney	Andrew Wiley	David Williamson
<i>Center for Assessment</i>	<i>University of Massachusetts-Amherst</i>	<i>University of Massachusetts-Amherst</i>	<i>The College Board</i>	<i>Alpine Testing Solutions</i>	<i>Educational Testing Service</i>

**#5.5 - Teaching Students to be Citizens**

11:00 - 12:15

*Paper Presentation*

*Concord*

*Chair: Anita Rawls*

*Discussant: Joseph Rios*

**Analyzing Pathways to Civic Engagement among White, African-American, and Latina/o Adolescents**

Joshua Littenberg-Tobias	Alison Cohen
<i>Boston College</i>	<i>Generation Citizen</i>

**Challenges in Measuring Civic Knowledge and Engagement in Higher Education: Review and Recommended Solutions**

Katrina Roohr	Julio C. Cabrera	Ou Lydia Liu	Joseph A. Rios
<i>Educational Testing Service</i>	<i>Educational Testing Service</i>	<i>Educational Testing Service</i>	<i>Educational Testing Service</i>

**Examining the Factor Structure of the Civic-Mindedness Scale**

Kelly Foelber	S. Jeanne Horst	Monica Erbacher, Ph.D.
<i>James Madison University</i>	<i>James Madison University</i>	<i>James Madison University</i>

**Online service learning: Oxymoron or efficacious?**

Walter Ghant	Cindy Klevickis	Devon Whetstone	Sancho Sequeira	S. Jeanne Horst
<i>James Madison Univ.</i>	<i>James Madison Univ.</i>	<i>James Madison Univ.</i>	<i>James Madison Univ.</i>	<i>James Madison Univ.</i>

**#5.6 - Research in Graduate Education**

11:00 - 12:15

*Paper Presentation*

*Hartford*

*Chair: Steven Holtzman*

*Discussant: Fred Cline*

**Life After the Doctorate: A Multiphase Phenomenological Study**

Felice Billups

*Johnson & Wales University*

**Student Co-authoring Parity or Parody? Successful and Equitable Writing Procedures (Models)**

Joanne M. Crossman

*Saint Leo University*

**The Benefits of Graduate School: Reasons for Attending and Perceived Value by Degree Level and Field of Study**

Samantha Wendler

*Educational Testing Service*

**#5.7 - Challenges with Education Interventions in the Developing World: Improving Girls'**

11:00 - 12:15

**Educational Opportunities in the Congo**

*Symposium*

*Ballroom A*

*Chair: Jennifer Randall*

*Discussant: Jennifer Randall*

**Session Description**

To respond to the economic and social barriers that have kept poor rural Congolese girls from succeeding in and completing school, the Valorisation de la Scolarisation de la Fille (VAS-Y Fille!) project is currently being implemented in the Democratic Republic of the Congo (DRC) from 2013-2016. VAS-Y Fille! hopes to improve the life chances for marginalized girls in the DRC as demonstrated through the number of girls completing a full cycle of primary. Currently, a cluster-randomized controlled trial design is in place to evaluate the impact of the intervention. This symposium discusses some initial findings as well as the ongoing challenges of collecting meaningful evaluation data in developing countries.

Jennifer Randall  
*University of  
Massachusetts  
Amherst*

Anjuli Shivshanker  
*International Rescue  
Committee*

Fernanda Gandara  
*University of  
Massachusetts  
Amherst*

Alejandra Garcia  
*University of  
Massachusetts  
Amherst*

Maguette Diame  
*University of  
Massachusetts  
Amherst*

Fen Fan  
*University of  
Massachusetts  
Amherst*

**Thursday, October 23rd – Afternoon**

**#5.8 - Teacher Research on Literacy Classroom Practices and Student Learning**

11:00 - 12:15

*Symposium*

*Ballroom B*

*Chair: Manina Urgolo Huckvale*

*Discussant: Irene Van Riper*

**Session Description**

This symposium will be organized around the conference theme of “Equity and Excellence in an Era of Accountability” and how P-12 teachers can support diverse students' literacy needs by using action research informed by student assessment. Given the wide range of reading problems seen in the classroom arena, the symposium presents an opportunity to discuss how to conduct curriculum-based and standardized assessments for reading and the benefits derived from that research. Teachers will explore their experiences as they collected their data and examine their resulting analyses.

Alyce Gerwald

Mary Grochan

Christos Karoutsos

Anita Kocovski

*William Paterson University*

*William Paterson University*

*William Paterson University*

*William Paterson University*

Elizabeth Teterycz

Nyra Toby

Grace Yoo

*William Paterson University*

*William Paterson University*

*William Paterson University*

**#6.3 - Noncognitive Skills: Predictors and Outcomes**

2:15 - 3:45

*Paper Presentation*

*Augusta*

*Chair: Haifa Matos-Elefonte*

*Discussant: Carol Barry*

**Academic Motivation Needs Assessment in Students of Poverty at a Residential School**

Natalie Duvall

*Milton Hershey School*

**Examining the correlates of procrastination in a college population**

Darshanand Ramdass

Danielle Gesmondi

Taylor Buckley

*St. Joseph's College*

*St. Joseph's College*

*Student at St. Joseph's College*

**Gender Differences in Noncognitive Skills**

Elizabeth Coppola

Kevin Petway

*Educational Testing Service*

*Educational Testing Service*

**The Ethnic Divide: An Analysis of Non-Cognitive Skills in a High School Population**

Christopher Kurzum

Kevin Petway

Zhitong Yang

*Educational Testing Service*

*Educational Testing Service*

*Educational Testing Service*

**The Relationship of Reading Motivation and Self-Efficacy to Reading Achievement**

Jessica Hedges

Robert Gable

*Tiverton Middle School*

*Johnson & Wales University*

*Thursday, October 23rd – Afternoon*

**#6.4 - Language and Communication: Instructional Approaches**

2:15 - 3:45

*Paper Presentation*

*Boston*

*Chair: Ellina Chernobilsky*

*Discussant: Christine Clayton*

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**A Dramatic Community of Learners: excellence revealed in an era of accountability**

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Katherine Macro

*University at Buffalo*

---

**Examining the effects of web-based classroom book publishing in an English methods course**

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Darlene Russell

*William Paterson University*

Cashna Dossous

*Reynolds Middle School*

---

**Kindergarteners' Vocabulary and Language Development: Effectiveness of Whole-Class Read-Aloud Intervention**

---

Renee Greenfield

*University of Hartford*

---

**Poetry in the Content Areas: The Impact of Changing Perceptions**

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Francine Falk-Ross

*Pace University*

Roberta Linder

*Wittenberg University*

Tracy Whitlock

*Wittenberg University*

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**The Effectiveness of Self-Regulated Strategy Instruction on Analytical Writing within the Disciplines**

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Andrea Salis

*Queensborough Community College*

Aaron Slodounik

*The Graduate Center, CUNY*

Gloria McNamara

*Borough of Manhattan Community College,  
CUNY*

Thursday, October 23rd – Afternoon

**#6.5 - Training New Teachers**

2:15 - 3:45

Paper Presentation

Concord

Chair: Jonathan Steinberg

Discussant: Salika Lawrence

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**Building Connections: A Self-Study of Site-Based Teacher Preparation Courses**

Laura Bower-Phipps

Amanda L. Sature

Sophie M. Ladd

*Southern Connecticut State University*

*Southern Connecticut State University*

*University of Nevada, Las Vegas*

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**Clinical Teacher Education: The Sum and Substance of a Nationally Recognized Program**

Christine Hunt

Julie Hall

Richard Lipka

*St. Bonaventure University*

*St. Bonaventure University*

*St. Bonaventure University*

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**Group video technology in an online course for teacher preparation.**

Maria Lizano-DiMare

*Sacred Heart University*

---

**Preparing Teachers for Math and Science in the Era of Standards Reform**

Maria Boeke Mongillo

*Central Connecticut State University*

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**Team Teaching Buddies: Student Teaching in the Era of edTPA**

Barbara Rosenfeld

Susan Givner

Nedra Tasimowicz

*Brooklyn College of the City University of New York*

*PS 235 and Brooklyn College*

*PS 235 and Brooklyn College*

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**#6.6 - Bias and DIF: Applications and Research**

2:15 - 3:45

Paper Presentation

Hartford

Chair: Bo Bashkov

Discussant: April Zenisky

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**Age Matters: Grouping Approaches for Detecting Differential Item Functioning Due to Age**

Joshua J. Marland

Steve Sireci

*University of Massachusetts Amherst*

*University of Massachusetts Amherst*

---

**Examining the Effect of Different Estimators on the Efficacy of Confirmatory Mixture Models in DIF Detection**

Kelli Samonte

John Willse

*University of North Carolina at Greensboro*

*University of North Carolina at Greensboro*

---

**Understanding Sources of Differential Item Functioning for International Examinees Taking the rGRE**

Maria Elena-Oliveri

*Educational Testing Service*

---

**What Proportion of the HS/College Text Complexity Gap is Due to Genre DIF?**

Kathleen Sheehan

*Educational Testing Service*

*Thursday, October 23rd – Afternoon*

**#7.3 - The Assessment of Noncognitive Skills**

4:00 - 5:30

*Paper Presentation*

*Augusta*

*Chair: Laura Williams*

*Discussant: Dena Pastor*

---

**A Self-Report Middle School (6-8) Assessment for Inquiry-based 21st Century Skills**

Frank LaBanca

*Danbury Public Schools*

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**An Investigation of the Dimensionality and Measurement Properties of the Revised Interpersonal and Problem-Solving Scale**

Heather Harris

Catherine Mathers

Derek Sauder

S. Jeanne Horst

*James Madison University*

*James Madison University*

*Eastern Mennonite University*

*James Madison University*

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**Assessing Attitudes toward Ethical Reasoning: Examining the Factor Structure of the Survey of Ethical Reasoning**

Kristen Smith

Bozhidar Bashkov

Keston Fulcher

*James Madison University*

*James Madison University*

*James Madison University*

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**Investigating the Psychometric Properties of and Establishing Levels for Life Satisfaction in High School Students**

Jonathan Steinberg

Jennifer Minsky

*Educational Testing Service*

*Educational Testing Service*

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**Measuring mathematics testing confidence and anxiety: A scale analysis using Rasch modeling**

Caroline Vuilleumier

Kelsey Klein

*Boston College*

*Boston College*

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**#7.4 - School Reform and Administration**

4:00 - 5:30

*Paper Presentation*

*Boston*

*Chair: Jess Gregory*

*Discussant: Mary Taft*

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**A Connecticut Charter School's Response to Community, State, and Federal Demands: 1997 – 2014**

Peter Cipparone

*PS 29, NYC Public Schools*

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**Fifty years after Brown v. Board, the NEW segregation in schools? An investigation of the Northeastern Socioeconomic Ach**

Tabitha McKinley

*New Jersey Department of Education*

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**Innovation Schools and the Culture of Political Disaster**

Benjamin Parsons

*Center for Education Innovation*

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**Locating Chicago Charter Schools: A Socio-Spatial Analysis**

Jennifer LaFleur

*University of Rochester*

*Thursday, October 23rd – Afternoon*

**#7.5 - Teaching and Learning in Online Settings**

4:00 - 5:30

*Paper Presentation*

*Concord*

*Chair: Steven Holtzman*

*Discussant: Michael Wilson*

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**Anonymity Raising Creativity in Online STEM Education**

Benedict Lai	Michael Young	James Kaufman	Jonathan Plucker	Chadwick Rittenhouse
<i>Univ. of Connecticut</i>	<i>Univ. of Connecticut</i>	<i>Univ. of Connecticut</i>	<i>Univ. of Connecticut</i>	<i>Univ. of Connecticut</i>

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**College students' perceptions of cyberbullying and Internet risk: building empathy**

Stacey Kite	Joanne Crossman
<i>Johnson &amp; Wales University</i>	<i>St Leo University</i>

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**IPads in the Elementary Inclusion Classroom: Do they make a difference?**

Jeanne Ingle	Tanya Moorehead
<i>Norwich Public Schools</i>	<i>Eastern Connecticut State University</i>

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**Perceptions of Off and On Task Computer Activity among College Students**

Zandra Gratz  
*Kean University*

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**From Bengal to New York: A Comparative Analysis of Grade Eight Students' Attitudes and Experiences Using Computers**

Mathew Swerdloff  
*Hendrick Hudson School District*

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**#7.6 - Teacher Selection, Recruitment, and Retention**

4:00 - 5:30

*Paper Presentation*

*Hartford*

*Chair: Sousan Arefeh*

*Discussant: Sousan Arefeh*

---

**Career Paths of Elementary Educators: An Assessment of Attrition and Mobility in Connecticut by Type of Community**

Mary Yakimowski	Caroline Thompson
<i>Sacred Heart University</i>	<i>University of Connecticut</i>

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**Searching for the 3 C's in New Teacher Hires: Content Knowledge, Cultural Understanding, and Commitment**

Deena Khalil	Elizabeth Brown	Tara Davidson
<i>Howard University</i>	<i>William Paterson University</i>	<i>NSRC Research Affiliate, Rutgers University</i>

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**The Relationship between Teacher Job Satisfaction and Teacher Evaluation**

Maura Walsh  
*Lynn Public School*

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**Urban Secondary School Teachers' Understandings of Themselves as Adult Learners**

Jessica Fitzgerald  
*Hartford Public Schools*

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**1. An investigation of college readiness in first-year female students from culturally diverse backgrounds**

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Darlene Russell

*William Paterson University*

Carolina James

*Roberto Clemente School*

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**2. Autobiography as a Tool for Examining the Emerging Teacher Identities of Early Childhood Pre-service Teachers**

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Marlene Munn-Joseph

*Long Island University Brooklyn*

Felicia Black

*Long Island University Brooklyn*

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**3. Collaboration between school and afterschool contexts of learning: A comparison between Switzerland and the USA**

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Michelle Jutzi

*University of Zürich, Switzerland*

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**4. Diagnosing the Achievement Gap: Gender and Ethnicity Comparisons of College Math Students' Motivation**

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Jeff Kosovich

*University of Virginia*

Chis S. Hulleman

*University of Virginia*

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**5. Evaluating Internal Structure Validity Evidence for the TIMSS 2011 Mathematics Test**

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Fen Fan

*University of Massachusetts Amherst*

Stephen Sireci

*University of Massachusetts Amherst*

Craig Wells

*University of Massachusetts Amherst*

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**6. Face Time vs. Screen Time: The social impact of online communication on college freshmen**

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Catherine Tannahill

*Eastern Connecticut State University*

Ashley Hudd-Trotter

*University of Connecticut*

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**7. Facilitating Literacy Skills of Diverse Learners Through Multisensory Storytelling**

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Susan Brand

*University of Rhode Island*

Kaitlin Lambert, Ph. D.

*Mitchell Elementary School*

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**8. Feedback and Revision for Students with Disabilities: Teacher Estimates of Students' Reaction and Test Performance**

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Carlos Cavalie

*ETS*

Elizabeth Stone

*ETS*

Yigal Attali

*ETS*

Cara Laitusis

*ETS*

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**9. Learning math in college: Efficacy and engagement in technology driven classes**

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Kimberly Wilshire

*University of New Haven*

Amanda R. Bozack

*University of New Haven*

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**10. New Principal Leadership and Teacher Morale**

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Kaitlin Lambert

*Bridgewater-Raynham*

Susan Trostle-Brand

*Professor, University of Rhode Island*



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**11. "Opportunity-to-Learn" Today: A Scoping Review of the Literature**

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Sousan Arafeh

*Southern Connecticut State University*

Theresa Marchant-Shapiro

*Southern Connecticut State University*

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**12. Principal/Teacher Relationship**

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Cynthia Hall

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**13. Providing Candidates Opportunities to Work with Families During an Early Field Experience**

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Julie Rosenthal

*William Paterson University of New Jersey*

Elizabeth Brown

*William Paterson University*

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**14. Research Based Course Design for Supervisors of Aspiring School Administrators: Effective Mentor Characteristics**

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Carol Marcotte

*University of New England*

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**15. Studying "Culture" Abroad to Address How "Othering" Affects Diverse Learners' Experiences in U.S. Schools**

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Edith Duckett

*Linden Public Schools*

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**16. Talking Interactions in Middle School ESL Classroom**

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Xiujun Questel

*SUNY at Albany*

Paul LeMahieu

*The Carnegie Foundation*

---

**17. Teachers Leaders as Professional Development Providers: A Case Study**

---

Michelle Rosen

*New Jersey City University*

---

**18. The evaluation of how scientific teaching strategies can impact a hybrid laboratory setting**

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Xinnian Chen

Donnasue Graesser

Megha Sah

Adam Nemeroff

Mark Graham

*University of Connecticut*

*University of Connecticut*

*University of Connecticut*

*University of Connecticut*

*Yale University*

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**19. Use Of High Impact Practices in Experiential Learning**

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Andrea Salis

*Queensborough Community College*

Anthony Monahan

*Queensborough Community College*

Daniel Armstrong

*Queensborough Community College*

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*Friday, October 24th - Morning*

**#8.1 – Teacher Researcher Presentation**

9:45 - 11:15

*Teacher-as-Researcher Award Winning Paper Presentation*

*Montpellier/Providence*

Kate Zimmerbaum is an eighth grade language arts teacher and a curriculum chair in the Clinton Township School District in New Jersey. She earned a BA in English and Philosophy at University College Dublin, Ireland, and both post-baccalaureate teacher certification and an MA in Curriculum and Instruction at Caldwell University, New Jersey. She is a teacher consultant for National Writing Project at Rutgers University, and the current president of the Tri-County Reading Association. Prior to beginning her career as a teacher nine years ago, Ms. Zimmerbaum worked for 20 years as an information systems analyst.

Ms. Zimmerbaum’s research focused on methods to help students in examining and analyzing data in order to come to conclusions. Specifically, her six-week study implemented instruction in a critical questioning strategy and the Toulmin model of argument in order to help eighth-grade English language arts students develop the requisite skills to develop logical, reasoned arguments based on analysis of data. Her findings suggest that this approach to teaching argumentative writing can increase student proficiency in producing well-reasoned arguments.

**#8.R.1 - The Voice of the Teacher**

9:45 - 11:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Maura Walsh*

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**Educator's Perceptions of Their Instructional Leadership Styles and Their Problem Solving Styles**

Reine Issa

Marcia Delcourt

Donald Treffinger

Janice Jordan

*Bethel High School*

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**Studying Special Education in Europe and the United States: Preservice Teachers' Study Abroad Experiences**

David Perry

Judi Randi

*University of New Haven*

*University of New Haven*

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**Teacher Perceptions of Factors that Help or Hinder Teacher Change During Mandated Reform**

Pamela McKeever

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**Teacher Perceptions of SOAP (Subjective Objective Assessment Plan) Formatted Post-Observation Conversations**

Carla Hozebin

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**The Power of Organizational Culture: Subculture Preservation During Program Closure**

Felice Billups

*Johnson & Wales University*

*Friday, October 24th - Morning*

**#8.R.2 - Training Existing Teachers**

9:45 - 11:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Peter Berg*

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**Co-Teaching Partnerships for Excellence in the Age of Accountability**

Claudine Keenan

Jeanne DelColle

Theresa Dougherty

*Richard Stockton College*

*Richard Stockton College*

*Roland Rogers Elementary School*

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**Making sense, making do: local district implementation of a new state induction program**

Chad Ellis

*Trinity College*

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**Teaching Mixed Methods Research: Combining Research and Practitioner Oriented Strands in Doctoral Programs**

Thomas Christ

*University of Bridgeport*

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**The Classroom Embedded Instructional Coaching Professional Development Framework: A Case Study**

Thomas Christ

*University of Bridgeport*

Claudia Berlage

*University of Bridgeport*

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**Transitioning from Digital Natives to Digital Learners: Implementing a Blended Learning Model at a NYC High School**

Kathryn Ado

*Fairleigh Dickinson University*

Nancy Amling

*Hudson High School of Learning Technologies*

*Friday, October 24th - Morning*

**#8.R.3 - Implications for Policy and Practice in the Schools**

9:45 - 11:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Kevin Crouse*

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**A Mixed Method Study Exploring Administrative Practices in Out-of-School Suspension in Two Urban High Schools**

Joseph DiBacco

Peter Madonia

*Southern Connecticut State University*

*SCSU Dissertation advisor*

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**At-Risk Programs: A Parents' Lens**

Michelle Nicklas

Shelley Solomon

*West Hartford Public Schools*

*West Hartford Public Schools*

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**Estimating the Risk of School Suspension: A Case Study in One County's Public Middle Schools**

Stephen Hoffman

*Harvard Graduate School of Education*

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**In The Public Interest: Examining the Profit Motive in Cyber Charter Schooling**

Michael Barbour

*Sacred Heart University*

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**Use of Teacher Formative Assessments in Educator Evaluation in High-Poverty Schools**

Christian Mathews

*Rutgers University*

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**#8.R.4 - Equity and Access in the Schools**

9:45 - 11:15

*Research Roundtable*

*Montpellier/Providence*

*Chair: Jade Caines*

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**"I feel that culture matters!": Conceptualizing images of effective classrooms for diverse learners**

Leta Hooper

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**Building on Diverse, Indigenous Funds of Knowledge Through Visual Imagery and Critical Literacy**

Beth Powers Costello

*Millersville University*

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**Supporting Urban Teachers' Growth in High-Poverty Schools: Constructive-Developmental Theory Applications**

Sandra Bridwell

*Cambridge College*

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**The Role of the Paraprofessional in the Inclusion Classroom: A Field Study of Multiple Perspectives**

Courtney Jean

*Central Connecticut State University*

*Friday, October 24th - Morning*

<b>#8.2 - Language and Communication: Theory and Development</b>	9:45 - 11:15
<i>Paper Presentation</i>	<i>Merit South</i>
<i>Chair: Salika Lawrence</i>	<i>Discussant: Irene Van Riper</i>

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**"That's not real reading!": The relationship between L1 literacies and developing literacies in the L2.**

Megara Glah  
*Temple University*

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**From the Components Model to Communicative Competence: A 50-Year Retrospective on the Construct of the TOEFL**

Francis Rick <i>University of Massachusetts, Amherst</i>	Dawn Vreven <i>Framingham State University</i>
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**Linguistically Diverse Writers and Development with Type of Writing**

Sarah McGaughey <i>The Learning Center for the Deaf</i>	Hannah Dostal <i>University of Connecticut</i>	Kimberly Wolbers <i>University of Tennessee</i>
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<b>#8.4 - Gathering Validity Evidence: Applied Examples</b>	9:45 - 11:15
<i>Paper Presentation</i>	<i>Boston</i>
<i>Chair: Fred Cline</i>	<i>Discussant: Ronli Diakow</i>

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**Can Unidimensional IRT Models Provide Useful Subscore Information?**

Xi Wang <i>UMass Amherst</i>	Craig Wells <i>UMass Amherst</i>	April L. Zenisky <i>UMass Amherst</i>
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**Exploring the Factor Structure of a K-12 English Language Proficiency Assessment**

Molly Faulkner-Bond <i>University of Massachusetts Amherst</i>	Mikyung Kim Wolf <i>Educational Testing Service</i>	Craig S. Wells <i>University of Massachusetts Amherst</i>	Stephen G. Sireci <i>University of Massachusetts Amherst</i>
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**Exploring the relationship between the Scholastic Achievement Test (SAT) and the Alternate Uses Test (AUT)**

Pamela Watters  
*Roger Williams University*

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**Investigating the Impact of Speededness on Item Calibration of a Mixed Format Assessment**

Immanuel Williams <i>Rutgers University</i>	Terran Brown <i>Educational Testing Service</i>	Shuhong Li <i>Educational Testing Service</i>	Youngsuk Suh <i>Rutgers University</i>
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**Rigorous Test Development: An Introduction**

Alexander Hoffman <i>AleDev Research &amp; Consulting</i>	Marjorie Wine <i>GED Testing Service</i>
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*Friday, October 24th - Morning*

**#8.5 - Perspectives on the Common Core**

9:45 - 11:15

*Paper Presentation*

*Concord*

*Chair: Shayna Fox-Norwitz*

*Discussant: Tabitha McKinley*

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**Common Core and Early Learning: Perspectives from Georgia's Universal Pre-K Program**

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Bridget Thomas

*George Mason University*

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**Standards-based Reform: Take III**

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Mindy Kornhaber

Erica B. Sausner

Julia Mahfouz

*The Pennsylvania State University*

*The Pennsylvania State University*

*The Pennsylvania State University*

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**Teachers' Emerging Perspectives on Common Core State Standards in Math: An Exploratory Case Study**

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Ian Banner

Thomas Christ

*University of Bridgeport*

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**The Weak Role of Educational Publications at Informing the Policy Makers about CCSS Writing Reforms**

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Peter McDermott

Kelley Lassman

*Pace University*

*Pace University*

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**#8.6 - Symposium on Research in Special Education**

9:45 - 11:15

*Symposium*

*Hartford*

*Chair: Barbara J. Helms*

*Discussant: Barbara J. Helms*

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**Session Description**

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This session will present three quite different issues within special education. As the first paper explains, severe-relevant research is not only in education journals but across disciplines. A systematic review was conducted to identify current topics and it explored where research across disciplines could be accessed and using which databases. The second paper is an evaluation of a parent education program for parents of preschoolers with or at risk of ADHD. The program included had ten 2-hour sessions with the goal of increase family engagement with early intervention for ADHD. The third is an exploratory survey being developed by the presenter to look at needs of preschool directors in how to include preschool children with disabilities in their programs.

Barbara Helms

Darlene Perner

Sarika S. Gupta

Robin Drogan

George DuPaul

Lee Kern

*Community Training Bloomsburg  
& Assistance Center University*

*Johns Hopkins  
University*

*Bloomsburg  
University*

*LeHigh University*

*LeHigh University*