

NERA 2015

Interdisciplinary Approaches, Collaborating Minds

46th Annual Meeting of the
**Northeastern Educational
Research Association**
Trumbull, CT
October 21 – 23, 2015

NERA

Northeastern Educational Research Association



Welcome from the 2015 NERA President



Welcome to the 46th Annual Conference of the Northeastern Educational Research Association (NERA)! Following a tradition that is now over four and-a-half decades long, the 2015 NERA Conference offers an exceptional lineup of opportunities for scholarship and community for researchers in education from the Northeast and beyond. The 2015 Co-Chairs, Amanda Clauser, Kimberly Colvin, and Katrina Roohr, have dedicated the past year to putting together a conference program that is extraordinary in both depth and breadth, and it is my sincere hope that you find this year's NERA especially stimulating in terms of the range of perspectives and disciplines represented.

To that end, I wish to call your attention to the theme for this year's conference: ***Interdisciplinary Approaches, Collaborating Minds***. The idea of drawing on multiple perspectives to investigate issues is not likely new to any of us, but it does carry especial relevance in today's higher-order thinking, standards-driven educational landscape.

Our keynote speakers and invited talks are reflective of the orientation of this year's conference, and I am thrilled and honored by the outstanding scholars who will be joining us in Trumbull this year. On Wednesday night we will hear from Harvard University's Dr. Ronald Ferguson, whose talk will focus on "The Influence of Teaching on Adolescent Agency". Midday Thursday brings us Dr. Nancy Streim from Columbia University Teachers' College, who will speak on "The Power and Pitfalls of University-School Partnerships", and to close the conference at Friday's lunch Dr. Joanna Gorin of Educational Testing Service will offer her thoughts on next-generation performance assessment. Dr. Preston Green of the University of Connecticut will engage in a discussion of charter schools and accountability mandates, and there is also a featured interview with Dr. Ronald Hambleton of the University of Massachusetts, who will share his experiences on the front lines of test development and equating.

There's still more: There are also sessions specifically organized by and for NERA's graduate student members, many pre- and in-conference workshops, the NERA Business Meeting, and of course, social events! Wednesday night is our Welcome Reception, and Thursday evening is marked by my Presidential Reception – details on both are in this program! NERA's conference is defined by its academic components as well as its many networking opportunities, and I encourage all of you here in Trumbull to partake in all that NERA has to offer.

This year's conference (and indeed, my year as NERA's President) would not have been the same without the considerable efforts of NERA's many volunteers. I wish to extend a sincere and heartfelt thank you to NERA's Executive Committee, Board of Directors, and our GSIC, and in particular our Treasurer Elizabeth Stone and the Infrastructure Committee Chair Steven Holtzman. We also could not hold this conference without our many generous Institutional Members. Finally, I am most especially grateful to Amanda, Kim, and Katrina for their tremendous service to NERA in their commitment to excellence in all aspects of this year's meeting.

Welcome to all, both new and returning members, and enjoy the conference!

April L. Zenisky
NERA President 2014-2015

Welcome from the 2015 Conference Committee

Welcome new and returning NERA members! We look forward to celebrating your current research and inspiring you to begin new collaborations and interdisciplinary projects during this year's NERA conference. We have planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. Education today is marked by numerous challenges, as recent years have brought a re-imagining of curriculum and a redefinition of what students should know and be able to do, under the glare of a renewed (and highly concentrated) focus on accountability. For educational researchers, the questions are many, but the issues cannot be compartmentalized and considered in isolation. As we, a community of researchers, look to take on these complexities in education through our research activities, it is critical that collaboration be encouraged and facilitated across specialties, institutions, and roles, to promote the connections and conversations that lead to new knowledge.

Our goal this year was to create a conference program that facilitates the sharing of research, knowledge, and ideas in a supportive and stimulating environment. This year we focused on including diverse voices from different areas of educational research, and providing opportunities for new presentation formats. We believe this year's conference program will deliver all that you expect from NERA – and just maybe some surprises.

We are looking forward to our Keynote addresses by Ronald F. Ferguson and Nancy Streim and our invited speakers Joanna Gorin and Preston Green. Members are invited to join in a pre- or in-conference workshop on Structural Equation Modeling, Introductory and Intermediate Programming in R, Participatory Action Research, Person-Centered Methodology, and Mixed Methodology to develop and enhance their research skills, meet other NERA members, and begin new collaborative projects! We have also included diverse paper sessions and symposia as well as roundtable discussions (on Wednesday afternoon), a poster session (Friday morning) and Data Blitz! Sessions (Thursday and Friday mornings) to provide a more interactive format for sharing in-progress research.

We are also looking forward to an invited interview with Ron Hambleton and panel discussions from both the GSIC and the Teacher-As-Researcher committee. It will be a busy conference and we look forward to relaxing and reconnecting with other members and friends during Wednesday and Thursday evening receptions, and during down-time in the Grand Ballroom – a space set aside to facilitate small group interaction and collaborative work space.

Preparation for NERA's annual conference requires 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 reviewers, session chairs, discussants, workshop leaders, invited panelists, and committee members. We are so thankful to the volunteer reviewers who supported the conference program, and the chairs and discussants who will engage us and facilitate the sharing of new and developing research. We are especially indebted to the 2015 NERA President, April Zenisky; our NERA Treasurer, Elizabeth Stone; the NERA Communications Committee; and the 2014 Conference Co-chairs, Pamela Kaliski, Ross Markle, and Javarro Russell. Each provided invaluable guidance and we are grateful for their assistance. Finally, we want to thank all of our colleagues, friends, and family who have been there to support us while planning NERA 2015.

Welcome to the 2015 NERA Conference!

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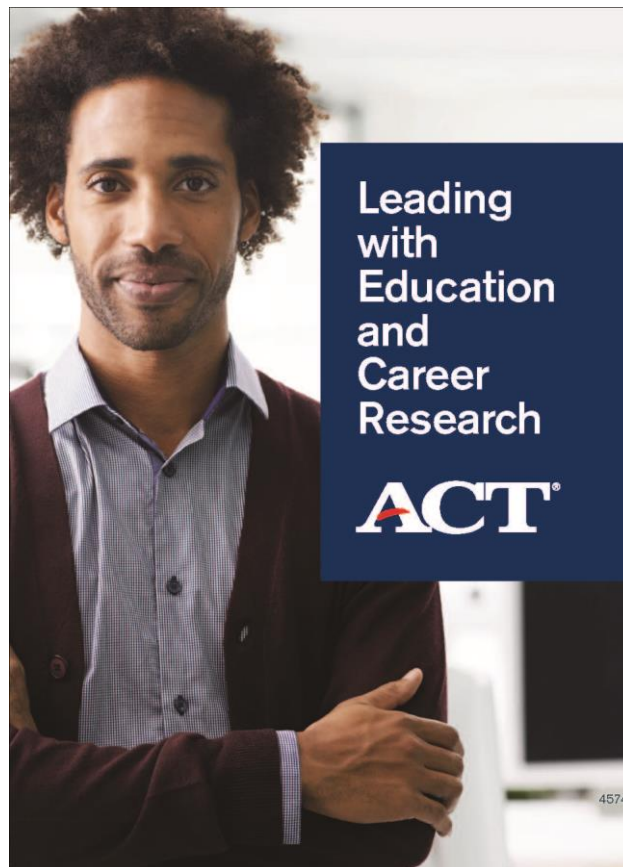
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NERA's Mission

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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The diagram is a circular arrangement of six panels. The top row, labeled 'Practice Areas', includes 'Standards, Assessment and Accountability' (with a background of bookshelves), 'English Learners' (with a background of interlocking rings), and 'Students with Disabilities' (with a background of pencils). The bottom row, labeled 'Services', includes 'Instructional Systems and Capacity Building' (with a background of hexagonal tiles), 'Assessment Implementation and Evaluation' (with a background of bookshelves), and 'Policy Evaluation and Support' (with a background of vertical lines).

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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

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/Theme-Based Sessions:

Symposium sessions include the presentation of a set of 3-5 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.

Data Blitz:

A Data Blitz session is a fast-paced session with short presentations each providing highlights of the presenter's research. This session is an opportunity for presenters to offer a preview of their research and highlight findings to a large group. There will be two Data Blitz Sessions this year, one at 8:30am on Thursday and one at 9:15am on Friday.

Roundtable:

Research roundtable sessions are designed to provide a discussion-based form for in-progress research. This session is intended to support and facilitate collaboration and discussion among researchers. Presenters will briefly share their current research and then discuss with fellow authors and audience members. This year's roundtable sessions are scheduled at 4:00pm on Thursday.

Poster:

Poster sessions visually display a completed or nearly completed research project that can benefit from individualized discussion and feedback. This year's poster session is scheduled at 10:30am 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.

Collaboration Station

Open space to help promote collaboration and working time for NERA's various volunteer committees and among groups of NERA members.

Graduate Student Sessions

The Graduate Student Issues Committee (GSIC) has planned a series of events for graduate students. The graduate student reception will be held Wednesday at 4:45pm. Additionally the GSIC has sponsored two conference sessions: Exploring Different Job Areas and Developing Effective Job-Seeking Skills on Wednesday at 1:30pm and Writing an Effective Research Report at 5:45pm on Thursday.

Speakers and Award

This year NERA will host two keynote sessions and three invited speakers throughout the conference. In addition, NERA's current president, April Zenisky, will give an address to the membership on Thursday evening. Most speakers will present right before or after 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)!

Business Meeting

Everyone is invited to attend this working breakfast meeting Friday morning.

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. At Wednesday night's event we will enjoy music from the Joe Carter Jazz Quartet. For this year's Thursday night event, there will be music playing by DJ Charley as well as a photo booth so fun pictures and memories can be captured. 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.

Congratulations to Kathleen Sheehan, the 2014 Lorne H. Woollatt Distinguished Paper Award winner for her paper entitled, “What Proportion of the High School/College Text Complexity Gap is due to Genre-Based Differential Feature functioning (DFF)?”

Kathleen Sheehan is Principal Research Scientist in the Research and Development Division at Educational Testing Service (ETS) located in Princeton, New Jersey. She has won a variety of awards and patents. This award-winning paper will be presented at the 2015 AERA Conference.

Her paper addresses an important problem in the Common Core State Standards (CCSS), with the problem being that they accelerate text complexity expectations for students in grades 1 through 12. This is to close a “vast” and “alarming” gap between the complexity levels of the texts that students read in high school (HS) compared to those that they will be expected to read in college and careers. The paper examines a key assumption underlying the method used to quantify this gap: That scores generated via traditional readability metrics are not subject to genre-based differential feature functioning (DFF). Analyses suggest that a strategy of accounting for genre DFF reduces the estimated magnitude of the gap by nearly 50%. Implications are presented.

Stay tuned for the announcement of the 2015 recipients of two additional awards during the NERA Conference:

- **Thomas F. Donlon Memorial Award for Distinguished Mentoring (2014 Winner: Dr. Lisa Keller)**
- **Leo D. Doherty Memorial Award for Outstanding Leadership and Service to NERA (2014 Winner: Dr. Stephen Sireci)**

2015 Teacher-as-Researcher Award

Congratulations to Dr. Elizabeth G. Alexis, the 2015 Teacher-As-Researcher award winner for her paper entitled: “State Math and English Assessments as Predictors of High School Students’ Success in an Online Credit Recovery Program.”

Dr. Elizabeth G. Alexis is a high school special education teacher and coordinator of the Credit Recovery Program in the Westbury School District in New York. She earned a BA in Psychology at University of Miami, FL and an MA in Education at Mercy College in NY. Additionally, she holds a Post-Secondary Certification in Education Leadership from Stony Brook University, NY and a doctorate in Instructional Leadership from St. John’s University, NY. She is also an education consultant/parent trainer who works with outside agencies and schools.

Dr. Alexis’s research investigated English and Math Regents scores as predictors of student success in a credit-recovery program. The students were measured on their growth in online courses using their post-test scores, lesson modules grades, and assessment scores. In addition, the study examined if a relationship existed between assessment scores, BASI baseline scores, course grade, and graduation. Her findings have implications for educators working with “at risk” students in jeopardy of school failure and dropping out. These findings may assist in identifying students who are most likely to succeed when given the option to recover high school credits using an online program.



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Meeting Information

Location	All Events for the NERA 2015 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
Registration	The NERA 2015 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">• Wednesday, October 21st: 9:00am–5:30pm• Thursday, October 22nd: 7:00am–12:00pm & 2:00pm–5:30pm• Friday, October 23rd: 8:00am–12:15pm
Conference Meals	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.
Business Center	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 Conference Workshops presented first, followed by each concurrent time block. The day and time for each session is listed at the top of each page. Each session has a session number, session type (e.g., symposium, paper session, invited session), and session location. The corresponding authors, session chairs, and session discussants' email addresses can be found in the index. The session numbers can also be used with the NERA-At-A-Glance schedule at the very end of the program. A map of the meeting spaces is also located at the end of the program.



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Leadership	<p>President: April Zenisky, <i>University of Massachusetts Amherst</i></p> <p>President-Elect: Charles DePascale, <i>National Center for the Improvement of Educational Assessment</i></p> <p>Past President: John W. Young, <i>International Baccalaureate</i></p> <p>Secretary: Mary Yakimowski, <i>Sacred Heart University</i></p> <p>Treasurer: Elizabeth Stone, <i>Educational Testing Service</i></p>
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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.

Katherine C. Aquino	S. Jeanne Horst	Michelle Rosen
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Jason Barr	Marcel Ionescu	Jonathan Rubright
Patti Barron	James Jackson	Jennifer Saleta
Bozhidar Bashkov	Lijun Jin	Lynn Shelley
Maria Bertling	Andrew Jones	Aaron Slodounik
Tanesia Beverly	Daniel Jurich	Whitney Smiley
Felice Billups	Pamela Kaliski	Kristen Smith
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Sheera Hefter	Duy Pham	Whitney Zimmerman
Barbara J. Helms	Jennifer Randall	
Alexander Hoffman	Anita Rawls	
Steven Holtzman	Karen Robertson	

Pre-Conference Workshops

0.1 An Introduction to Structural Equation Modeling

Pre-Conference Workshop

Mont./Prov.

The purpose of the training session is to provide attendees with a general overview of structural equation modeling (SEM) by introducing path analysis, confirmatory factor analysis (CFA), and full structural equation modeling. We will start with path analysis, which models relationships among measured variables, then move to CFA, which is simply an extension of exploratory factor analysis, and finish with full structural models involving latent variables, which essentially merges path analysis and CFA. The advantage of the latter is that theories may be tested by estimating relationships between the underlying constructs of interest, rather than estimating relationships between observed variables that are contaminated by measurement error. Links will be made between these techniques and other more familiar techniques such as multiple regression and exploratory factor analysis. For each SEM technique, the following steps in the analysis process will be explained: model specification, model identification, model-data fit evaluation, and parameter estimate interpretation. This 3-hour workshop requires no prior experience with SEM.

Presenters:

Dr. Sara Finney has a dual appointment at James Madison University (JMU) as a Professor in the Department of Graduate Psychology and as a Senior Assessment Specialist in the Center for Assessment and Research Studies, where she teaches courses in structural equation modeling and multivariate statistics. In addition to serving as a faculty member for the Assessment and Measurement Ph.D. program, Dr. Finney coordinates the Quantitative Psychology Concentration within the Psychological Sciences M.A. program at JMU. Much of her research involves the application of structural equation modeling techniques to assess the functioning of self-report measures.

Kelly Foelber is a second-year student in JMU's Assessment and Measurement Ph.D. program, as well as a Graduate Assistant for JMU's Center for Assessment and Research Studies. Kelly graduated from JMU's Psychological Sciences M.A. program in 2014, and from Franklin and Marshall College in 2011.

0.2 Introductory R Workshop

Pre-Conference Workshop

Merritt North

The basics of data manipulation, statistical functions, and graphs will be covered, including: Basic R commands, accessing help and documentation, importing data, descriptive statistics, significance tests, and creating graphs in base R. No prior knowledge is assumed.

Presenter:

Jonathan Weeks is an Associate Research Scientist in the Research & Development Division at Educational Testing Service. He recently received a Ph.D. in Research and Evaluation Methodology from the University of Colorado at Boulder. He has written an R package for IRT-based test linking that is now one of the core psychometric packages. He has published in various peer-reviewed journals including the Journal of Educational and Behavioral Statistics, Educational Measurement: Issues and Practices, and the Journal of Statistical Software. His current research focuses on the development of multidimensional vertical scales and the identification of between-test dimensionality when the construct of interest changes over time.

In-Conference Workshop - Wednesday

1:30pm – 4:45pm

Getting to the “Action” in Youth Participatory Action Research: Research-Based Student Voice as a Driver of School Change

In-Conference Workshop

Merritt South

For the past five years, a select group of 11th and 12th grade students at Miss Porter’s School has engaged in Youth Participatory Action Research in conjunction with the Center for the Study of Boys’ and Girls’ Lives. In that time, student voice – grounded in a rigorous qualitative research process – has become an increasingly important part of decision-making at school.

In this workshop, 12th grade students from the current research team will present several examples of changes to school policy and procedure that have come about as a direct result of the work of this group. From our students’ interactions with our own alumnae to their interactions with the boys from the school up the road, from an analysis of teachers’ availability for extra help during the school day to a hard look at the impact of our students’ diverse socio-economic backgrounds on their ability to fit in with the traditions that make our community special, our YPAR work has shaped the way our school administrators make decisions and interact with our students. Participants will be introduced to YPAR concepts and methods, as well as the process of implementing change based on a YPAR project.

Participants seeking to get a YPAR group started should bring questions about the logistics of starting or maintaining such a project with student researchers, and those who find themselves at the “Now What?” phase of their projects should bring questions about reporting out and implementation.

Presenters:

Jessica Watkin, Miss Porter’s School

YPAR Research Team, Miss Porter’s School

Concurrent Sessions - Wednesday

1.1 Revolutionary Education: Fostering Emotional Intelligence and Empathic Imagination across the Mainstream Curriculum

Symposium

Augusta

Chair: Inna Rozentsvit**Discussant:** Audience as discussant body

This symposium represents a collaborative effort of four educators from various disciplines who crossed boundaries to propose the paradigm shift in mainstream education -- in emphasizing and fostering emotional intelligence and empathic imagination throughout the K-12 curriculum. Presenters will offer a cross-pollinated approach to the idea of “revolutionary education.”

Inna Rozentsvit

*Object Relations Institute for Psychotherapy and
Psychoanalysis*

Victoria Grinman

The Summit School; Adelphi University

Robinson Lilienthal

*Object Relations Institute for Psychotherapy and
Psychoanalysis*

Alice Maher

Changing Our Consciousness/ Emotional Imprint

1.2 Math: Teaching and Learning

Paper Session

Boston

Chair: Steven Holtzman**Discussant:** Kurt Eisele

Improving Developmental Math Pass Rates for Hispanic/Latino College Students: A Growth Mindset Intervention

Developmental math is a major barrier in education, especially in two-year colleges. One method of improving academic success is by fostering growth mindsets. We present two mindset studies: (1) an end-semester questionnaire and (2) a mindset intervention. Study one identified potential groups for intervention. Study two demonstrated minor intervention

Jeff Kosovich

University of Virginia

Leah Cole

University of Virginia

Chris Hulleman

University of Virginia

Jon Centeno

University of Virginia

Julie Phelps

Valencia College

Maryke Lee

Valencia College

Differing Pedagogical Characteristics in the Delivery of a Mathematics Curriculum: A Multiple-Case Analysis

A multiple case study analysis was conducted of the first year calculus course taught in three different places with differing contexts. When possible, progressively focused in-depth issues found were treated as categorical variables in discriminant analysis and this analysis served to supplement the more pure qualitative data to confirm findings.

Charles Secolsky
Mississippi Department of Education

Eric Magaram
Rockland Community College

Peter Arvanites
Rockland Community College

Arnettra Williams

Mathematics Teachers' Use of the Culturally Relevant Cognitively Demanding Task Framework in the Classroom

Teachers are responsible for creating a classroom climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels. Five secondary teachers created culturally relevant cognitively demanding mathematics tasks using a framework and shared their students' engagement with the tasks.

Shelly Jones
Central Connecticut State University

Socially Mediated Mathematical Strategies in a Dynamic Multi-Touch Geometry Environment

We present how young children work together in small groups using interactive multimodal technologies that integrate dynamic geometry software with multi-touch interfaces in order to understand a fundamental scientific idea of covariation. The main purpose of the study is to investigate how young children co-construct mathematical strategies.

Stephen Hegedus
Southern Connecticut State University

Yenny Otalora Sevilla
*University of Massachusetts Dartmouth and
Universidad del Valle, Columbia*

1.3 Identifying, Understanding, and Making Use of Test Consequences Symposium

Concord

Chair: Cathy Wendler

Discussant: Rochelle Michel

Determining if a test is doing what it was designed to do involves understanding consequences that result when scores are used to make decisions. The presentations in this session will focus on various efforts to identify, understand, and make use of test consequences as part of ensuring validity.

Cathy Wendler
Educational Testing Service

Erika Hall
Center for Assessment

Maria Elena Oliveri
Educational Testing Service

Richard Tannenbaum
Educational Testing Service

1.4 An Introduction to Ambient Positional Instability through Four Illustrative Cases

Symposium

Hartford

Chair: John M. Weathers

Discussant: Sarah Woulfin

This symposium is based on an NSF funded research project to investigate a new way of conceptualizing teacher turnover and subject and grade assignment changes: Ambient Positional Instability (API). Through four illustrative state case studies, we present findings on the extent and distribution of API.

John Weathers
21st Century Partnership for STEM Education

Robert Boruch
University of Pennsylvania

John Baker
21st Century Partnership for STEM Education

Ji Eun Park
University of Pennsylvania

Dave Taylor
21st Century Partnership for STEM Education

F. Joseph Merlino
21st Century Partnership for STEM Education

1.5 Exploring Different Job Areas and Developing Effective Job-Seeking Skills

GSIC Session I

Mont./Prov.

In this session, panelists will talk about their daily job responsibilities, describe what skills they look for from job applicants, and provide suggestions on constructing an effective CV or resume tailored across job areas as well as preparing for a job interview.

Panelists:

Sara Finney
James Madison University

Peggy Van Meter
Pennsylvania State University

Andrew Jones
American Board of Internal Medicine

John W. Young
International Baccalaureate

Charles DePascale
National Center for the Improvement of Educational Assessment

2.1 Teacher Evaluation & Coaching**Paper Session**

Augusta

Chair: Natalie Duvall**Discussant:** Lynn Shelley**Aligning Professional Development to an Educator Evaluation Data System to Support New Teachers**

The professional development opportunities for teachers in a K-12 district were examined to determine the extent to which they supported teachers' evaluation ratings. This mixed-methods study examined the perceived confidence of educators in relation to their PD needs and their evaluation standards; utilizing an online questionnaire and a focus group.

Kathleen Torregrossa
Johnson & Wales University

Robert Gable
Johnson & Wales University

A Program Evaluation Framework to Evaluate Instructional Coaching Professional Development

This study created and piloted a comprehensive framework to evaluate instructional coaching PD in mathematics. The instruments were developed in such a way that variables essential to the evaluation of professional development could be isolated and using a critical realist concept of causal explanations in the context.

Claudia Berlage
University of Bridgeport

Thomas Christ
University of Bridgeport

Psychological Praise Metrics in K-12 Education

In a university and school USDOE collaborative grant, 15 charter schools implemented a teacher evaluation system, the Classroom Strategies Scale (CSS). Analysis will be used to determine the frequency and quality of teacher praise in relation to teacher grade level using a sample of 538 teachers.

Christian Mathews
Rutgers University: School Systems Improvement Project

Carolyn Ross
Rutgers University: School Systems Improvement Project

Heba Abdo
Rutgers University: School Systems Improvement Project

Value-Added Assessment of U.S. Teacher Preparation Programs: A Critical Evaluation

This paper investigates the validity of value-added assessment, or the use of K-12 student test scores to estimate teacher preparation program effectiveness. To do so, this paper evaluates the technical quality and social consequences of value-added assessment using Newton and Shaw's (2014) framework for the evaluation of educational testing policy.

Carla Evans

University of New Hampshire

Perceptions of Student Learning Objectives: Lessons Learned from Data Meeting Observations

This study qualitatively explores teacher and leader perceptions of Student Learning Objectives (SLOs) as the student growth component within a new evaluation system for teachers in "non-tested" grades and subjects. Barriers to implementation and resulting policy recommendations are discussed.

Katie Buckley

Harvard University & Center for Assessment

Susan Lyons

Center for Assessment

2.2 School Policy & Practice**Paper Session****Boston****Chair:** Scott Monroe**Discussant:** Gail Prelli**A Mixed-Methods Study of the Causes of Chronic Absenteeism**

Given the relationship between attendance and graduation rates, N=99 grade 9 students completed an academic self-efficacy survey and N=17 chronically absent participated in focus groups. Relationships of self-efficacy to rates of absenteeism and the stated reasons for absenteeism were examined. Recommendations were made for creating meaningful interventions to reduce absenteeism.

Michaela Keegan

Providence Public Schools

Robert Gable

Johnson and Wales University

You again? Estimating the Occurrence and Timing of Repeated School Suspensions

I use repeated-spells survival analysis to describe the timing of out-of-school suspensions particularly the repeated occurrence of suspensions over students' middle-school career. While the odds of a first suspension are relatively low, the risk of each subsequent suspension is substantially higher than the previous suspension.

Stephen Hoffman

Harvard Graduate School of Education

A Closer Look at Remediation and Time to Graduation: A Quasi-Experimental Validity Study

Using an exact matching method, we examined the causal effects of remediation in math, reading, and writing on time to college graduation. Consistent with some prior research, students who did not enroll in remedial coursework graduated sooner than did remediated students, on average, raising concerns about the value of remediation.

Bozhidar Bashkov
American Board of Internal Medicine

Jeff Wyatt
The College Board

Kara Smith
The College Board

Examining the Predictive Validity of the Developmental Reading Assessment

This paper will examine the predictive relationship of the Developmental Reading Assessment (DRA; Beaver & Carter, 2006) and the Stanford Achievement Test- Tenth Edition (SAT-10). Additionally, the study will examine which components of reading achievement as measure by the SAT-10 are most closely related to student's DRA performance.

Amadee Meyer
University of Massachusetts

Kelley Fillion
University of Massachusetts Amherst

Amanda Marcotte
University of Massachusetts Amherst

Anna Habib
University of Massachusetts Amherst

Identifying and Analyzing Instructional Changes in Classroom Teaching: A Collaborative Action Research Study

The authors present their collaborative PDS, video-based action research study aimed at improving classroom teaching performances. The study takes place within a two-year grant project, funded by NYSED with RtT monies. Using rubrics (Charlotte Danielson's Framework, 2011) and observational tools, changes in performances were measured over time. Findings are presented.

Linda Catelli
Dowling College

Maryjean Ferrara
North Babylon School District

2.3 School Culture & Community**Paper Session****Concord****Chair:** Francine Del Vecchio**Discussant:** Francine Del Vecchio**Using Behavior Change Plans to Make Wellness an Informed Priority: Health Education Meets General Education**

Students advanced health education and general education skill through a multi-phase, Behavior Change Plan (BCP) Project. Primarily self-selecting nutrition and fitness improvement, 145 students reported BCP goal progress, perceived obstacles, and behaviors important toward goal attainment, illuminating their importance in successfully teaching and managing personal health behavior change.

Joanne Crossman
Saint Leo University

Preparing Teachers for School Tragedy: Reading, Writing and Lockdown

A sequential mixed-methods design (N=307 surveys and N=19 in three focus groups) was used to examine teachers' perceptions of crisis preparedness. ANOVAs analyzed perceptions related to teachers' urbanicity, grade level, and years of teaching. Recommendations for increasing teachers' self-efficacy when protecting students during a crisis were made.

Jane Perkins
Johnson & Wales University

Robert Gable
Johnson & Wales University

Mindfulness as a Pathway to Classroom Focus and Self-Love

The primary purpose of this study is to determine to what degree practicing mindfulness in a high school classroom impacts students' ability to focus. In our preliminary review of the data, there seems to be a promising relationship between practicing mindfulness activities and focus in the classroom.

Connie Titone
Villanova University

Erin Feldman
PVPA Charter School

Jennifer Zymet
Villanova University

Growing a School Garden: Effects on Children, Candidates, Teachers, and the Community

A vacant lot adjacent to an urban school partner was converted into a school-community garden with the help of teachers, students, faculty and candidates. This study describes the collaborative creation of the garden, and interdisciplinary learning, and behavioral benefits of classroom-linked garden work for children and future teachers.

Julie Rosenthal
William Paterson University

Michelle Albritton
Paterson School 12

Anissa Conyers
Paterson School 12

Not Just ABCs and 123s: Why Emotional Development is Critical to School Readiness

Early childhood policy research has shown that prekindergarten programs' narrow focus on cognitive development is detrimental to domains such as socio-emotional development. This study investigates the place of emotional development in the research literature and in the policies of states' publicly funded prekindergarten programs.

Bridget Thomas
George Mason University

**2.4 How Teacher Educators Foster Inquiring Teachers
Teacher-as-Researcher Session****Hartford****Navigating the Choppy Waters of Action Research**

Edith Dunfee Ries
Caldwell College

Nurturing Culturally Responsive Equity Teachers (NCRET) Project

Darlene Russell
William Paterson University

Fostering Teacher Inquiry

Francine Falk-Ross
Pace University

2.5 Public Funding, Private Rules: How Charter Schools have Taken Advantage of Their Hybrid Characteristics

Invited Speaker: Preston Green

Mont./Prov.

Since 1991, forty-two states and the District of Columbia have enacted legislation for charter schools. While charter schools are generally characterized as “public schools,” they are in reality hybrid institutions that exhibit both public and private characteristics. This presentation discusses how charter schools have used their public characteristics to qualify for public funding under state constitutional law, while highlighting their private characteristics to exempt themselves from other laws that apply to public schools. This presentation concludes by discussing how legislatures can design their charter school laws to provide greater protection to the public and to students.

Speaker Biography:

Preston Green is the John and Carla Klein Professor of Urban Education at the University of Connecticut’s Neag School of Education. He is also a professor of educational leadership and law at the University of Connecticut. Before coming to the University of Connecticut, he was the Harry Lawrence Batschelet II Chair Professor of Educational Administration at Penn State, where he was also a professor of education and law and the program coordinator of Penn State’s educational leadership program. In addition, Dr. Green was the creator of Penn State’s joint degree program in law and education. Further, he ran the Law and Education Institute at Penn State, a professional development program that teaches teachers, administrators, and attorneys about educational law. At the University of Massachusetts, Dr. Green was an associate professor of education. He also served as the program coordinator of educational administration and Assistant Dean of Pre-Major Advising Services. Dr. Green has written four books and numerous articles and book chapters pertaining to educational law. He primarily focuses on the legal and policy issues pertaining to educational access and school choice.

3.1 Looking Ahead to NERA 2016**Featured Session****Mont./Prov.**

Do you have an idea for the NERA conference that you think would make it even better? Is there a session format you would like to see at the conference? Do you have an idea for an invited panel that NERA members would really enjoy? This session is for those interested in collaboratively brainstorming innovative ideas for the NERA 2016 conference. The 2016 conference team, president-elect Charlie DePascale and conference co-chairs Jennifer Dunn, Molly Faulkner-Bond, and Joshua Marland will share their initial thoughts for the conference and look forward to hearing yours as we begin to plan another great conference.

3.2 Graduate Student Social**Merritt Foyer**

The graduate student social is a great opportunity for graduate students to build social network at NERA. All graduate students are encouraged to come to this event, talk to students from different organizations, and enjoy the complimentary appetizers!

Evening Events - Wednesday

5:45pm – Welcome and Dinner

Grand Ballroom

7:00pm – Keynote: The Influence of Teaching on Adolescent Agency

Ronald Ferguson, Harvard University

Grand Ballroom

Using Tripod student survey data from 16,000 sixth to ninth grade classrooms, Dr. Ferguson will present new evidence on how components of teaching predict not only basic academic skills, but also a range of agency-related factors. He will suggest that agency-related factors can be effectively cultivated and should educational priorities alongside the skills that standardized tests measure.

Biography:

Ronald Ferguson is an MIT-trained economist who has taught at Harvard University since 1983. His teaching and publications cover a variety of issues in education and economic development. In addition to teaching and writing, he consults actively with school departments and agencies at all levels of government on efforts to raise achievement levels and close achievement gaps. He is the creator of the widely used Tripod Student Surveys (tripoded.com), the faculty co-chair and director of the Achievement Gap Initiative at Harvard University (agi.harvard.edu), and was recently faculty co-chair of the Pathways to Prosperity Initiative on adolescent-to-adult transitions at Harvard's Graduate School of Education. After 31 years as full-time faculty, he has recently moved into an adjunct position.

Most of his research since the mid-1990s has focused on racial achievement gaps, appearing in publications of the National Research Council, the Brookings Institution, and the US Department of Education, in addition to books and journals. His most recent book is *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, published by Harvard Education Press. Dr. Ferguson earned an undergraduate degree from Cornell University and PhD from MIT, both in economics.

8:00pm – NERA Welcome Reception with Joe Carter Jazz Quartet

Merritt North/South

In-Conference Workshops - Thursday

8:30am – 11:45am

Making it Personal: The Utility of Person-Centered Analysis in Academic Research

In-Conference Workshop

Merritt South

This workshop outlines the utility of person-centered techniques – specifically mixture modeling and cluster analysis. The session will involve a discussion of possible research situations in which person-centered analyses are most appropriate, an outline of best practices, tips for addressing common issues, and a demonstration of several useful software platforms. Participants will also be provided with a handout/electronic copy of annotated syntax and a list of references for future study. Please feel free to bring a laptop to follow along with analysis demonstrations; however, note that this workshop will focus mainly on explaining the models themselves rather than walking through the syntax.

Presenters:

Elisabeth Pyburn is a first-year doctoral student in the Assessment and Measurement PhD program at James Madison University. Her master's thesis was an applied examination of the similarities and differences between cluster analysis and mixture modeling. In addition to person-centered techniques, she is interested in measurement and test development.

S. Jeanne Horst is Assistant Professor in the Department of Graduate Psychology and Assistant Assessment Specialist at James Madison University. Her research interests involve the application of statistical techniques within the educational context, including scale development, examination of student motivation, and assessment of student learning.

Monica Smith is an Assistant Professor in Graduate Psychology and an Assistant Assessment Specialist in the Center for Assessment and Research Studies (CARS) at James Madison University. Her research interests include applying person-centered and longitudinal data analytic techniques to explain changes in higher education phenomena, as well as evaluating response scale use when measuring non-cognitive attributes. In her assessment work, Monica helps evaluate sociocultural awareness, health and wellness knowledge, and components of international student success and adjustment.

Heather Harris is a first-year doctoral student in the Assessment and Measurement PhD program at James Madison University. Her research interests include student learning outcomes assessment and the application of propensity score matching and person-centered statistical techniques in the context of higher education.

4:00pm – 5:30pm**Using Mixed Methods to Tell the Whole Story****In-Conference Workshop****Merritt South**

Mixed methods research projects provide researchers with the ‘truth’ generated from two very different perspectives: quantitative statistical analysis and qualitative narrative text. But the benefits of conducting mixed methods research is greater than the sum of its parts – the integration of the quantitative and qualitative paradigms yields a story that is both compelling and substantive. The current interest in mixed methods research is well deserved, as the value of this approach allows researchers to add depth, breadth, and new insights that a single paradigm approach would not provide. But for many new and veteran researchers, the question is how to begin when designing a mixed methods study? And how do you know whether your study appropriately matches the mixed methods approach? How do you know when to ‘mix’ and how do you report the findings? The tremendous interest in mixed methods applications has also generated tremendous confusion about how to design this type of study.

This workshop will focus on the myriad current definitions of mixed methods designs, the ways in which researchers can ‘mix’ their methods in a single study, including suggestions for data collection, data analysis, and data interpretation strategies. Designed as an interactive session, the workshop will be divided into three parts: **1) An overview of mixed methods research, how to design a mixed methods study, and examples of different types of mixed methods designs, 2) An exemplary mixed methods study will illustrate how the combination of quantitative and qualitative methods creates a more meaningful research story, and 3) Participants have the option of sharing their own projects with other attendees in an interactive discussion guided by the workshop facilitators.** Workshop participants will develop practical skills and knowledge about using the mixed methods approach for educational research projects.

Presenters:

Dr. Felice D. Billups is a Professor in the Educational Leadership Doctoral Program at Johnson & Wales University, where she teaches courses in Research Methods, specializing in qualitative research and mixed methods designs. Dr. Billups' academic research focuses on collegiate culture, organizational theory and behavior, student satisfaction and retention, and the graduate student experience.

Dr. Robert Gable is a Professor and Director of Research in the Educational Leadership Doctoral Program at Johnson & Wales University, and is also the Director of the Center for Research & Evaluation. He teaches courses in Research Methods, specializing in quantitative research. His research focuses on quantitative designs, instrument development and applications of mixed methods research.

Concurrent Sessions - Thursday

4.1 Lessons Learned Through a Research Collaborative with School Districts Symposium

Augusta

Chair: Mary E. Yakimowski**Discussant:** Zollie Stevenson

Presenters will incorporate discussions on the nature of their collaborative. For some this will include the methods used to cultivate these partnerships and reach mutual agreement on the research agenda, for others the perspectives on the relevance and importance of the partnership or other facets perceived to be insightful.

Mary Yakimowski
Sacred Heart University

Martin Scanlan
Boston College's Lynch School of Education

Zollie Stevenson
Howard University

Julie Booth
Temple University

Faith/Rachel Connolly/Durham
Baltimore Research Consortium

4.2 Educational Leadership: Diverse Learners Paper Session

Boston

Chair: Katherine Reynolds**Discussant:** Molly Faulkner-Bond

Dialogic Discourse in Linguistically Diverse Elementary Mathematics Classes: Lessons Learned from Dual Language Classroom

This research investigated discourse in linguistically diverse elementary mathematics classrooms on a continuum from univocal (transmitting meaning) to dialogic (dialogue to construct meaning). Although analysis revealed predominantly univocal discourse in these classrooms, it also uncovered verbal moves and promising practices for supporting English learners with dialogic discourse and mathematical understanding.

Mary Truxaw
University of Connecticut

The Preparation of Pre-service General Education Teachers to Teach English Language Learners

This paper offers a comprehensive synthesis and critical appraisal of the empirical research on the pre-professional preparation of general education teachers for ELLs published since 2005. The studies reviewed focused primarily on altering teacher candidates' beliefs about ELLs, while paying limited attention to developing their pedagogical skills.

Adrian D. Martin
Montclair State University

Kit Saiz de La Mora
Montclair State University

Tammy Mills
Montclair State University

Ana Maria Villegas
Montclair State University

Parent and Teacher Ratings of Empathy and Executive Function in Children with Autism

Associations between language, executive function, and empathy in individuals with Autism, as reported by parents and teachers, were explored. Higher language and executive function were associated with higher empathy. Practitioners should understand there are prerequisite language and executive function skills that should be targeted prior to targeting social skills.

Jason Barr
The IDEA Center, Inc.

JoAnne Cascia
Kean University

Self-talk+ and Strategic Teacher Moves Aimed at Cognitive Advancement in Linguistically Diverse Elementary Mathematics

This study investigated purposes of self-talk+ (self-talk and related forms of talk) in linguistically diverse elementary mathematics classrooms, associated teacher moves, and relationships between self-talk+ and strategic teacher moves. Specific purposes of self-talk+ were uncovered. Classroom interaction maps showed that self-talk+, combined with strategic teacher moves, supported student cognitive advancements.

Bailey Muchin
University of Connecticut

Mary Truxaw
University of Connecticut

“Bringing It Down a Notch”: Elementary Teachers Speak About Teaching Diverse Students

This study attempted to understand White, middle-income, female teachers' beliefs and instructional practices after working in an urban, culturally diverse, elementary school. Interviews with 10 teachers revealed (a) difficulties in relating to students, (b) focus on economic disadvantages, (c) satisfaction with “back to the basics,” and (d) lowered expectations.

Rene Parmar
St. John's University

4.3 Policy and School Reform

Paper Session

Concord

Chair: Alexander Hoffman**Discussant:** William Collins

Can the America COMPETES ACT Better Support the Academic Success of Minorities in STEM Degrees?

While the 2010 America COMPETES Act addressed various STEM education concerns, its impact on minority college students maybe marginal. This article explores various policy issues needed to alleviate the barriers that limit minority academic success, identifying specific education strategies that enhance the STEM degree completion of African American women.

Theodore Sawruk
University of Hartford

Teachers' Intentions to Use Feedback Provided Through the Formal Teacher Supervision and Evaluation Process

This paper provides results from an exploratory study examining teachers' intentions to use feedback provided through the formal teacher evaluation process. Twelve teachers from three Connecticut school districts completed a survey and an interview to share their intentions to use evaluation feedback. Participants' reports reflected positive attitudes regarding feedback implementation.

Beth Ann Loveland Sennett
Independent Educational Consultant

A Crucial Complement to Opportunity-to-Learn: Opportunity-to-Teach •

The seminal construct Opportunity-to-Learn (OTL) describes learning as bounded by contextual factors (e.g., policies and practices around infrastructure, curriculum, and instruction). Teaching is similarly constrained, but the Opportunity-to-Teach (OTT) construct is not well-developed. This work advances the OTT construct to explore its significance for systemic educational improvements

Sousan Arafeh
Southern Connecticut State University

Theresa Marchant-Shapiro
Southern Connecticut State University

Evaluating the Effects of the Massachusetts Comprehensive Assessment System on Dropout Rates among English Learners

The Massachusetts Comprehensive Assessment System (MCAS) was introduced as a state-wide requirement for High School graduation in 2003. This study evaluates the relationship between the MCAS becoming a High School graduation requirement, and the high-school drop-out rate of English Learners (ELs) in the state.

Gabriel Rodriguez
University of Massachusetts Amherst

Policy meets practice in the first three rounds of edTPA implementation: Understanding the edTPA through pre-service can

The purpose of this presentation is to describe the perspectives of the first three rounds of teacher candidates who completed the edTPA as a licensure exam while student teaching. In addition to score results and student work, in-depth interviews and survey responses were the primary data collected and analyzed.

Christine Clayton
Pace University

4.4 Modeling to Support Valid Inference

Paper Session

Hartford

Chair: Fen Fan

Discussant: Andrew Jones

Comparing EM Algorithm and MCMC in Profile and Parameter Recovery under the NIDA Model

The purpose of this simulation study was to examine attribute parameter recovery and attribute profile classification accuracy under the NIDA model when comparing MMLE and MCMC. Overall, there appeared to be no practical difference in "slip" and "guess" attribute parameters and marginal correct classification rates between the two methods.

Yanyan Fu
The University of North Carolina at Greensboro

Jonathan Rollins
The University of North Carolina at Greensboro

Does intervention effect size predict variance heterogeneity in education RCTs?

Treatment effect size and variance heterogeneity was explored in 37 randomized clinical trials of educational interventions. Glass' τ^2 , predicted variance heterogeneity ($\beta = .39$, $p = .016$) such that larger effect sizes were associated with smaller treatment group variance. Implications for differentiated instruction and the interpretation of standardized mean difference statistics are discussed.

Bruce Blaine
St. John Fisher College

How Much Misfit Can the Rasch Model Tolerate?

A simulation study will be conducted to examine the effect of Rasch model misfit on linking scales from two testing administrations.

Hongyu Diao
University of Massachusetts Amherst

Craig Wells
University of Massachusetts Amherst

Fitting Adjacent Categories Logistic Regression Models for Ordinal Response Variables in Educational Research

The adjacent categories (AC) model is a better choice than the proportional odds (PO) model when we are interested in the pairs of adjacent categories rather than the grouped categories. The purpose of this paper was to illustrate the use of the AC model in educational research with Stata.

Xing Liu

Eastern Connecticut State University

Factor Analyzing Change Scores: A Close Examination Through Lord's Paradox

Recent work factor analyzing change scores has prompted discussions about whether pre/post scores and change scores (post-pre) can have different factor structures. We review Lord's paradox, use an example demonstrate pre/post and change score analyses answer different research questions, and provide an example of change score factor analysis.

Thai Ong

James Madison University

Monica Erbacher

James Madison University

5.1 Educational Technology**Paper Session**

Augusta

Chair Addison Zhao**Discussant:** Joshua Elliott

Twitter as an educational communication tool: One guidance department's scholarship effort

The cost of attending higher education has swelled beyond the affordability of many students. However, one school district had many small scholarships where students were not filling out the applications; therefore, money was going unclaimed. Learn how collaborative efforts resulted in a non-traditional effort to communicate scholarship opportunities using Twitter.

Brian Cook

Dorchester County Public Schools

Scaffolding Preschoolers' Interactions with iPads and Proscopes: Effects and Implications

We examined teacher-child interactions during preschoolers' educational technology usage to determine effective teacher scaffolding patterns. Results indicate patterns and types of good fit interactions, including surprising findings about open-ended questions. Analysis by ISTE standards indicate that primary usage in the classroom focused on propagating Critical Thinking and Communication.

Sudha Swaminathan

Eastern Connecticut State University

Ariel Levesque

Eastern Connecticut State University

Erin Murphy

Eastern Connecticut State University

Suzanne Slater

Windham School Districts

Blog, Blog, Blog: Can a Reading and Blogging Summer Program be the Answer for Preventing Regression in Struggling Readers

The summer months can cause severe reading regression for students, especially struggling readers. The purpose of this study is to examine the degree to which struggling adolescent readers who read for pleasure during a reading, writing, and blogging summer program will maintain or improve their reading achievement levels.

Diana Pelletier

Oyster River Cooperative School District

Jade Caines

University of New Hampshire

Evaluating Educational Technology Using Discourse Analysis

Two researchers examined Blackboard Collaborate and Google Hangout. Based on Gee's (2005) approach to discourse analysis, they investigated the extent to which these tools reinforced (Blackboard Collaborate) or refuted (Google Hangout) traditional educational Discourse. This approach provides a method to effectively incorporate technology and achieve learning goals in the classroom.

Matthew Duvall

Drexel University

Natalie Duvall

Johns Hopkins University

5.2 Considerations in Equating

Paper Session

Boston

Chair Ross Markle**Discussant** Lisa Keller

Rater Variance and Multidimensionality in Mixed-Format Test Equating: A Comparison across Models and Methods

In this simulation study, mean-sigma equating was compared to Yao's rater model equating in the context of a nonequivalent groups design with mixed-format tests under conditions of differential rater severity change, item formats ratio, and dimensionality. Results show improved equating accuracy when accounting for average rater-severity differences between calibrations.

Oksana Naumenko

The University of North Carolina at Greensboro

Estimating vertical scale drift due to repetitious horizontal equating

Our empirical simulation assesses stability of a vertical base scale as a function of several types of equating over 10 years, using tests from three grades. Diagnostics include raw to scale score conversions, score gaps, score compressions, and stability in subscores.

Emily Ho

Fordham University

Accounting for Linking Error when Evaluating the Performance of Automated Text Complexity Measurement Tools

A source of experimental error that is frequently overlooked in tool validation studies is examined: the additional uncertainty introduced when different students read different subsets of texts and an IRT-based linking algorithm is used to re-express each resulting text complexity score on a common vertical scale

Kathleen Sheehan

Educational Testing Service

5.3 Education, Culture, and Society**Paper Session**

Concord

Chair Joshua Marland**Discussant** Jessica Scheld**Developing Problem Solving Skills: Lessons from Divergent Haiti**

The Divergent Haiti seminar was designed to facilitate the development of divergent thinking at a university in Jeremie, Haiti. While the activities were designed to foster skill improvement within the Haitian cultural context, this paper will explore the implications for working with US students. •

Maria Boeke Mongillo
Central Connecticut State University

Mercedes A. McGowen
William Rainey Harper Community College

Robert M. Boeke
University of the Nouvelle Grande'anse (UNOGA)

Interdisciplinary Collaboration to Develop Intercultural Competence by Integrating Math, Languages, and Social Studies

We share and engage participants in a discussion of the results of collaborative interdisciplinary work to create interdisciplinary (mathematics, world languages, social studies) curriculum units integrating intercultural competence and social justice for 6th grade. We present initial results of the analysis into the essence of the collaboration along with challenges.

Fabiana Cardetti
University of Connecticut

Michael Byram

Manuela Wagner
University of Connecticut

What a Difference a Year Makes: Examining the Factors that Disrupted a Burgeoning Social Network

This paper explores a two-year collaboration between a charter and district school and the effort to build social networks among teachers while improving elementary students' reading scores. This comparative analysis explores the year-two factors that disrupted the burgeoning networks began by teachers in year one.

Lynette Parker
Bronx Charter School for Excellence

Tanya Ghans
Bronx Charter School for Excellence

Charlene Reid
Bronx Charter School for Excellence

Coping with Academic Stress: A Typology and Its Association with Life Satisfaction

Using Cluster Analysis techniques, this study will classify 7,000 adolescents from over 30 states into meaningful subgroups based on their academic coping styles, and examine how combinations of coping styles associate with academic performance and life satisfaction. This study will shed light on how coping styles naturally emerge without intervention.

Zhitong Yang
Educational Testing Service

5.4 Teacher Research in K-12 Contexts

Teacher-as-Researcher 2: Panel

Hartford

Using PLCs to Promote Teacher Inquiry and Collaborative Learning

Salika A. Lawrence
Medgar Evers College, City University of New York

Valentina Carleo
Passaic Public Schools

Tiffany Jefferson
UFT Teacher Center, New York

State Math and English Assessments as Predictors of High School Students Success in an Online Credit Recovery Program

Teacher-as-Researcher Award Winner
Elizabeth Alexis
Westbury School District

Teacher Research from the Superintendent's Perspective

Brian D. Monahan
Mahopac Central School District and Pace University

5.5 Data Blitz 1

Mont./Prov.

An Analytical Study of School Climate and Principal Leadership

One important aspect of a learning environment is the link between a principal's leadership style and school climate. This study identified that supportive, approachable, shared leadership, and visionary behaviors result in a school climate exemplified by: respect and engagement, autonomy and recognition, collaboration and innovation, and socialization and personalization.

Maria Perez
Malden Public Schools

Bookworms in Action: Documenting Process and Practice in an Afterschool Program for Bilingual Students

This presentation will review the process and products of an effective tutoring program to support Tier 2 bilingual students and provide professional development for teachers as tutors work to assess and teach the students based on need. Teachers' comments and students' achievement results provide evidence of change.

Francine Falk-Ross
Pace University

Renee O'Rourke
Pace University

Justinna Porcelli
Ossining Free Union District

Marissa Bertone
Pace University

An Examination of the Various Ways Teachers Become Leaders: A Blended Process

This exploratory study had the goal of identifying leadership factors that teachers viewed as most influential in their development as teacher leaders and to generate a framework to assist in the selection of teacher leaders.

Anthony Bundy
William Paterson University

Geraldine Mongillo
William Paterson University

Kevin Walsh
William Paterson University

Searching for the Visual and Performing Arts in Contracted School Curricula

This study examined if contracted school curricula integrated the visual and performing arts into English language arts units and lesson plans. Content analysis revealed that contracted curricula, which are intended to provide school districts with models for teaching the Common Core, largely excluded the creative arts.

Peter McDermott
Pace University

Comparing the Effectiveness of Professional Development Modalities for AP Biology

This paper will discuss the three professional development modalities offered for AP Biology teachers as part of a pilot study by the College Board, the experiences of the teachers who participated in this study, and two years of student performance data on the AP biology exam.

Alejandra Garcia
University of Massachusetts Amherst

Louise Bahry
University of Massachusetts

Assessment of Students' Analytical Reasoning Skills and Engagement in Deep Learning

This study investigates the effectiveness of implementing High Impact Practices (HIPs) in courses across disciplines to improve community college students' academic performance. Analysis of students' analytical reasoning skills and engagement in deep learning will help determine how effective HIPs have been at enhancing this particular general education student learning outcome.

Andrea Salis
Queensborough Community College

Victor Fichera
Queensborough Community College

Ian Beckford
Queensborough Community College

Changing attitudes through a social learning experience: Rats in the early childhood classroom.

Social learning theory explains that people learn behaviors, attitudes, & values through observing others. Humans typically have negative views of certain animals, specifically rats. This study explored children's attitudes toward rats, over time, when rats were part of the classroom. Results and implications for curriculum and learning will be presented.

Clarissa Uttley
Plymouth State University

Meredith Leighton
*Plymouth State University - Center for Young
Children & Fam*

Lunch and Keynote - Thursday

12:00pm – Lunch

Grand Ballroom

1:00pm – Keynote: The Power and Pitfalls of University-School Partnerships

Nancy W. Streim, Columbia University Teachers College

Grand Ballroom

Many colleges and universities claim to have partnerships with public schools in their communities. But what do we mean by partnership? While the primary motivation for higher education is usually teaching and research, the motivation for schools is typically services and expertise. Can partnership thrive if the agendas are different? Do research partnerships lead to school improvement? Can university-school partnerships change teaching and learning in K-12 and higher education?

These questions will be addressed in a discussion based on the speaker's twenty year history with university-school partnerships, with special focus on lessons learned in creating university-assisted community schools in urban areas. It will be argued that bridging the accountabilities in K-12 and higher education is at the heart of successful university-school partnerships.

Biography:

Nancy Streim is Associate Vice President for School and Community Partnerships at Teachers College, and Special Advisor to the Columbia University Provost. Prior to joining Teachers College in 2007, she was Associate Dean for Educational Practice at the University of Pennsylvania's Graduate School of Education.

Dr. Streim leads TC's efforts to connect university expertise to improving public education for New York City's children. She is an architect of a "university-assisted community schools model" that systematically addresses conditions related to educational success, including teacher development, expanded learning opportunities, early childhood education, physical and mental health, and parent engagement. She has established two successful university-assisted public elementary schools - in Philadelphia and New York, - and has built sustained partnerships with local education authorities, community organizations and the corporate sector to implement the model in a network of high poverty public schools in New York City. She also teaches a popular graduate course in educational entrepreneurship.

Dr. Streim has raised over \$20 million for her work at Teachers College. She has been Principal Investigator on grants from the National Science Foundation, New York State Department of Education, General Electric Foundation and JPMorgan Chase Foundation among others. She serves on the board of the Cahn Fellows Program for Distinguished Principals, the executive board of the Morningside Area Alliance, and is vice president of the Remedco Foundation, which provides grants to community organizations in Harlem.

Dr. Streim earned a bachelor's degree with honors from Bryn Mawr College, a master's degree from the State University of New York, and a PhD from the University of Wisconsin-Madison. In her free time, she likes to see the world on a bicycle.

6.1 Educational Technology 2**Paper Session**

Augusta

Chair: Clarissa Uttley**Discussant:** Sudha Swaminathan**Closing the Gap between Technological and Best Practice Innovations: TPACK and DI**

The purpose of this study was to investigate the relationships between the technological pedagogical content knowledge of prek-grade 12 educators (N=72), their self-efficacy to differentiate instruction, and their demographics in order to determine the factors that impede and assist the diffusion of innovational, best practice within public school districts.

Robin Millen

Monomoy Regional School District

Robert Gable

*Johnson and Wales University***The GlobalEd 2 Project: Effect of Access to Internet on Students' Self-Efficacy of Academic Success**

This research aimed at investigating if the use of technology enhances students' self-efficacy for academic performance within the GlobalEd 2 project, a technology oriented problem-based-learning environment. A significant main effect of internet access as well as interactions among treatment, gender and internet access have been found.

Shiyu (Sheila) Song

*University of Connecticut***Using Digital Stories to Increase High School Students' Writing Self-efficacy**

This study explored the impact of digital stories to help plan narrative essays among 9th grade students at a suburban high school. Students' writing self-efficacy, a predictor of writing performance, was found to increase over time when students planned their writing with digital stories.

Anthony Girasoli

University of Connecticut

6.2 Teacher Evaluation & Coaching 2

Paper Session

Boston

Chair: Jacqueline Dickey**Discussant:** Salika Lawrence**Refining the ISIOP Classroom Evaluation Instrument to Define Five Factors of Science Teaching**

Factor analyses can refine the Inquiring into Science Instruction Observation Protocol to five factors of quality science teaching: Teaching Style, Student-Directed Learning, Scientific Investigation, Managing the Physical and Social Classroom and Developing a Coherent Lesson Storyline. The reduced cognitive load for evaluators can improve its reliability for classroom use.

Steven Holtzman
Educational Testing Service

Leslie Stickler
Educational Testing Service

Jamie Mikeska
Educational Testing Service

Nancy Duchesneau
Michigan State University

Yi Qi
Educational Testing Service

Tamara Shattuck
Michigan State University

Examining Teacher Self-assessment and its Relation with Teacher Characteristics and their Learning Outcomes

The study examines how accurately teachers assess their own knowledge for teaching mathematics and whether their self-assessment accuracy relates to their background and learning. The initial findings suggest that teachers generally do not assess their own knowledge accurately, although higher-performing teachers showed higher self-assessment accuracy.

Shuangshuang Liu
Education Testing Service

The CT SEED model: exploring power and trust relationships in an era of accountability

Trust is a key factor in developing a positive school culture and strong leadership in schools. This research applies power base models to autobiographical stories regarding the CT System for Educator Evaluation and Development model of evaluation and support to uncover the structures undergirding the trust relationships in schools

Jess Gregory
Southern Connecticut State University

Dawn Fitzpatrick-Hanna
Southern Connecticut State University

Mentoring for Reform-Based Science: Clinical Educators Coaching their Elementary Pre-Service Teachers

This study examined clinical educators' implementation of science mentoring strategies with elementary pre-service teachers to promote their reform-based science teaching practice. The mentoring tool provided pre- and post-observation questions and focus points for lesson observations in two areas: the lessons' science learning goal and scientific practices to promote student

Elaine Silva Mangiante
Salve Regina University

Kathy Peno
University of Rhode Island

6.3 Subscore and Score Reporting**Paper Session****Concord****Chair:** Sarah Newton**Discussant:** Scott Monroe**Evaluating Score Reports: Lessons Learned from Conducting Focus Groups with Students**

This paper discusses the role of focus groups in score report evaluation research, reviews focus group designs that are suitable to students (based on a set of criteria), and presents considerations for future studies based on the authors' experience conducting focus groups with students.

Francis Rick
University of Massachusetts, Amherst

Amanda Clauser
National Board of Medical Examiners

Lisa Keller
University of Massachusetts, Amherst

Subscore Reporting: A Bifactor Modeling Approach

As subscores obtained from the bifactor model are not correlated with each other and the general factor, this model seems promising for obtaining both reliable and valid subscores with reasonable test length. This study attempts to figure out conditions where reliable subscores using the bifactor model can be obtained.

Fen Fan
University of Massachusetts Amherst

Ronald Hambleton
University of Massachusetts Amherst

Xi Wang
University of Massachusetts Amherst

Exploration of Factors Affecting the Necessity of Reporting Test Subscores

Interest in test subscore reporting has been growing rapidly for diagnosis purposes. This simulation study examined factors (sample size, number of subscales, correlation between subscales, number of items per subscale, complexity of test, and item parameter distribution) that affected the necessity of reporting subscores within the classical test theory.

Xiaolin Wang
Indiana University - Bloomington

Shenghai Dai
Indiana University - Bloomington

Dubravka Svetina
Indiana University - Bloomington

The use of multiple strategies for developing subscores for a large-scale medical licensure exam

This paper describes the use of two conceptual frameworks, based on both traditional group-level and examinee-level indices, for deciding what subscores to report for a large-scale medical licensure exam. The use of both frameworks proved useful in helping policy-makers and psychometricians make decisions about subscore reports.

Kimberly Swygert
NBME

Richard Feinberg
NBME

Jacqueline Vasinda
NBME

Amy Baker
NBME

Mark Raymond
NBME

Jennifer Lord
NBME

6.4 The Role of Constructs in Educational Measurement**Symposium****Merritt North****Chair:** Thanos Patelis**Discussant:** Stephen G. Sireci

The purpose of this session is to provide several examples and perspectives on the role of constructs in the use of assessments as indicators of academic performance. The presentations offer insights into the use of assessments meant to represent various constructs in making decisions and predictions of future academic performance.

Thanos Patelis
Center for Assessment

James Hennessy
Fordham University

Kurt Geisinger
Buros Center for Testing, University of Nebraska-Lincoln

Haifa Matos-Elefonte
The College Board

7.1 Assessment Design**Paper Session**

Augusta

Chair: Jonathan Steinberg**Discussant:** Kimberly Swygert**Fairness in Item Development: Addressing Fairness through the Test Production Phase**

The importance of fairness in testing was recently highlighted in the new Standards for Educational and Psychological Testing through the decision to include it as the topic of one of the three Foundations chapters (along with Validity and Reliability). This paper compares how the Standards and practitioners address fairness considerations.

Alexander Hoffman
AleDev Research & Consulting

Marjorie Wine
GED Testing Service

Comparing Rater Effects for Constructed-Response Items Based on Delivery Method

While much has been written regarding differences in student performance on computer-based and paper-based tests, little is known about raters' scoring differences when those examinees' answers are viewed on computer screen versus as a hard copy. This study examines differences in judgments for constructed-response items based on mode of delivery.

Jacqueline Dickey
University of Massachusetts Amherst

Investigating the Psychometric Properties of a Repurposed Assessment Motivation Instrument

This study examined the Student Opinion Scale (Sundre, 1999) repurposed for a sample stratified by educational attainment. Descriptive statistics generally confirmed previous findings, but confirmatory factor analysis (CFA) results indicated misfit, leading to an investigation of possible causes. The analyses may help assessment developers in other possible repurposing efforts.

Jonathan Steinberg
Educational Testing Service

It Takes a Village: How Collaborative Assessment Design Can Strengthen Institutional Partnerships

In order to address the lack of understanding that informal learning institutions may have regarding the ways to support formal educators in improving student outcomes, we use a collaborative, participatory approach to developing an instrument that could provide a deeper understanding of the experiences, beliefs, and motivations of classroom teachers.

Sara Clarke-Vivier
University of New Hampshire

Jade Caines
University of New Hampshire

Impact of Difficult Item Banks and Item Estimation Error on Computer Adaptive Test Results

Investigated were the effects of a skewed item difficulty distribution and the variability of sample size per item on the estimation of item and person parameters. A field test was simulated using a LOFT design followed by a simulated CAT which either included measurement error in items or not.

Erin Strauts

University of Connecticut

7.2 Teacher Preparation**Paper Session****Boston****Chair:** Jonathan Rubright**Discussant:** -**Collaborative Efforts to Support the Academic Writing of Teacher Candidates**

Two professors collaborate to provide meaningful instruction to support their students in writing synthesis papers in their respective education courses. Direct instruction and other collaborative experiences between instructors as well as with the students' respective instructors and peers were found to support students and help improve their academic writing.

Carolyn Cook

Mount St. Mary's University

Angela Mucci

Mount St. Mary's University

We are in this together: Integrating information literacy into a content area methods course

Through co-planning and teaching, a course professor and a college librarian, studied their impact on pre-service teacher's ability to increase information literacy skills through a content area methods course. Our findings indicate that our collaboration and synchronicity with the students and the course proceedings resulted in positive learning outcomes.

Michelle Erklenz-Watts

St. John Fisher College

Kathi Sigler

St. John Fisher College

Clinical Teacher Education: The Sum and Substance of a Nationally Recognized Program - A Continuation of the NERA 2014 Presentation

At the October, 2014 conference, we presented the data we had collected to date for this study. The presentation for the 2015 conference will include the original data as well as that from more interviews and analysis of artifacts.

Christine Hunt

St. Bonaventure University

Predictive Validity and Impact of Implementing CAEP Standard #3: Results from One Master's-Level Teacher Preparation Program

New CAEP accreditation standards increase the selectivity of teacher preparation programs. This study investigates the predictive validity and impact of increasing GRE scores for one master's-level teacher preparation program. Findings suggest undergraduate GPA is a more accurate criterion measure of students' success than GRE scores for this program.

Carla Evans
University of New Hampshire

Educators' Perceptions of Leadership and Problem Solving

This study examined educators' perceptions of the characteristics of instructional leaders, teacher leaders, and problem solvers. A total of 368 educators who occupy positions in K-12 school settings participated in the study. Analysis indicated four emerging themes that set direction for school improvement and leadership through professional learning.

Reine Issa
Bethel (CT) Public Schools

Donald Treffinger
Center for Creative Learning

Marcia A.B. Delcourt
WCSU

Janice Jordan
Bethel (CT) Public Schools

7.3 Access and Equity in Education

Paper Session

Concord

Chair: Jess Gregory

Discussant: Lori Cooper

For Argument's Sake: Building a Pathway to College for Urban Adolescents

This presentation shares the findings of a year-long intervention designed to promote argumentative writing among first-generation, college-bound students at a comprehensive urban high school. Combining quantitative and qualitative measures, impacts of the instruction are evidenced through performances on standardized assessments, analysis of student writing, and interviews with key informants.

Jon-Philip Imbrenda
Temple University

Superintendents Leading for Educational Equity

This study examined how school superintendents fostered educational equity. The researcher conducted a qualitative study that utilized a semi-structured interview protocol. Data were gathered to determine equitable practices within eleven school systems. The researcher explored how superintendents cultivate educational equity by describing approaches, practices, systems, and reforms implemented.

Valerie Vacchio
Oyster Bay-East Norwich Central School District

Girls' Engagement in Science: Exploring the Influence of Gender Grouping in a Design-Based Science Context in a High School Biology Class

In a design-based science context in high school biology where students worked in small groups to design an artificial heart valve for a hypothetical patient, this study explored the relationship between female students' engagement and the varying gender composition of student groups.

Miancheng Guo
University of Massachusetts Amherst

Elizabeth McEneaney
University of Massachusetts Amherst

Martina Nieswandt
University of Massachusetts Amherst

A National Evaluation of Equitable Access to Effective Educators

We investigate new USDE teacher effectiveness metrics for states by providing a national comparison across all 50 states, and find the greatest variability across high and low-need schools and states exists in the average salaries paid to teachers, while there is little variability in the percent of uncertified teachers.

Joshua Marland
University of Massachusetts Amherst

Jennifer Randall
University of Massachusetts Amherst

Jacqueline Dickey
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

Maximizing Complementary Expertise through Research-Based Partnerships for Gender-Inclusive NGSS Implementation

Student outcomes are often absent from STEM educational program evaluations. This qualitative study investigated how resources from the American Meteorological Society's DataStreme Project inform girls' perceived STEM self-efficacy. Findings were used to foster partnerships between educators and scientists that capitalize upon complementary expertise to promote gender equality in STEM.

Jill Patterson

7.4 Higher Education**Paper Session**

Hartford

Chair: Jason Kopp**Discussant:** Jason Kopp**How Do Higher Education Faculty Members Use Assessment Results to Improve Student Learning?**

We aimed to understand how faculty from diverse programs describe use of assessment results to influence learning interventions within their programs. Results suggest that we should help faculty: 1) engineer stronger learning interventions; 2) link interventions to learning objectives; and 3) understand the importance of re-assessment (Fulcher et al., 2014).

Kristen Smith

James Madison University

Courtney Sanders

James Madison University

Keston Fulcher

*James Madison University***Social Support and Community College Student Academic Persistence**

A survey method was used to examine community college students' perceptions of the social support perceived, its importance, and their academic persistence. Specifically it examined whether the frequency and importance of the types of support and sources of support were correlated with students being retained.

Debra Zavatkay

*Northwestern Connecticut Community College***Evaluating Patterns of Solution Behavior at the Item Level in Low-Stakes Assessments**

Pastor, Strickman, and Ong (2015) explored patterns of solution behavior at the item level in a low-stakes testing environment. The present study examined whether the same types of patterns emerged with different assessments. Preliminary results were similar to those reported by Pastor et al. (2015).

Scott Strickman

James Madison University

Thai Ong

James Madison University

Dena Pastor

James Madison University

Transparent Problem-Based Learning across the Disciplines in the Community College Context: Issues and Impacts

This paper will focus on findings related to Queensborough Community College's (CUNY) participation in the Advancing Underserved Student Success through Faculty Intentionality in Problem-Based Learning project of the AAC&U. Issues and impacts of simultaneous implementation of transparent methods across the disciplines will also be explored.

Andrea Salis
Queensborough Community College, CUNY

Franca Ferrari
Queensborough Community College, CUNY

Amy Traver
Queensborough Community College, CUNY

Kostos Stroumbakis
Queensborough Community College, CUNY

Tanya Zhelezcheva
Queensborough Community College, CUNY

Integrating Students' Occupational Goals into Liberal Curricula in a Single Course: An In-Depth Case Study

Americans turn to community colleges for an education and help with career goals. Yet, community colleges offer either liberal or vocational programs. To compensate, some faculty have synthesized liberal and vocational learning in individual courses. This paper engages student artifacts to understand this synthesis at Queensborough Community College, CUNY.

Amy Traver
Queensborough Community College, CUNY

7.5 A Perspective on Equating and Comparability at the State and National Levels

Invited Interview

Mont./Prov.

Interviewee: Ronald K. Hambleton, *University of Massachusetts Amherst*

Interviewer: Daniel Jurich, *National Board of Medical Examiners*

There are few topics in psychometrics that occupy the space between policy and operational testing in such an interesting, challenging, and consequential way as equating and score comparability. Technical and methodological choices can have an enormous impact on results, and sometimes the context for equating brings in considerations that are well outside the textbook procedures for ensuring test and form equivalence. Professor Ronald K. Hambleton has over twenty years' worth of hands-on experience in this area within the context of the Massachusetts K-12 assessment system and other state testing programs such as those in Alaska, Delaware, New Jersey, Pennsylvania, and Virginia, and for several years he has had a front-row seat for this topic at the national level in his role as a member of the PARCC Technical Advisory Committee. In this featured interview, Professor Hambleton will share his accumulated understanding and insights on large-scale equating in the context of both state testing and PARCC, with a special focus on technical problems, policy implications, and research opportunities.

7.7 Roundtable: Higher Education**Grand Ballroom****Employers' Perceptions of For-Profit Higher Education**

Using a qualitative methodology, this study explored employers' perceptions of for-profit higher education. Participants were hiring supervisors at Hartford, CT area companies. Two major themes emerged from the data. It was concluded that study participants believed for-profit colleges (FPCs) are low quality institutions that provide convenient career training.

Matthew Hodgman
Goodwin College

Between Two Worlds: Examining Graduate Students' Experiences as Primary Instructors

This roundtable session aims to engage scholars, practitioners, and graduate students in a discussion of research on how full-time graduate students who also teach one or more undergraduate classes balance those responsibilities. This research project builds on existing literature about work/life balance with an analysis of work/work balance.

David Brown
University of Kentucky

Katherine Reynolds
Boston College

Exploring the Lived Experience(s) of Black and Latino Male Faculty

We came together as four male faculty who identify as members of underrepresented groups in the field of education in order to address one of the most salient problems as we see it: The underrepresentation of males of color in the teacher education workforce. Along the way, we found ourselves!

Anthony Bundy
William Paterson University

James Alford
William Paterson University

David Fuentes
William Paterson University

Kabba Colley
William Paterson University

Policy Innovation in Shaping Modern Higher Education Systems

Policy Innovation in shaping modern higher education systems is analyzed in this paper as the force for dynamic change, the basis for supervision and guiding higher education systems, in order to achieve optimal outcomes over time and a qualitative equilibrium for the system.

Galit Eizman
Harvard University

7.7 Roundtable: Teaching and Learning, Adolescents**Grand Ballroom****Estimating Causal Effects of Mindset Beliefs on Adolescents' Mathematics Achievement**

Given previous literature describing the negative relationship between math anxiety and math achievement, we hypothesize that students with growth mindset will have lower level of math anxiety and tend to be better achievers than students with fixed mindset.

Yin Yu

*University of California Santa Barbara***Developing a Collaborative Model to Enhance Equity and College Access for All**

Inadequate college access for underrepresented urban students is of the most urgent problems of America's education system. In response to the growing national concern, this study investigates how school leaders engage and collaborate with key stakeholders to develop a college-oriented culture through implementing a comprehensive model and research-supported practices.

Olcay Yavuz

*Southern Connecticut State University***Identifying At-Risk Students Using a Discriminant Analysis and a Scoring System**

Using a discriminant analysis and a scoring method, an early warning system that utilizes students' state science assessment, Gates-MacGinitie Reading Test, discipline referral count, attendance, and demographic data is developed to identify students with high risk of dropping out or repeating grade 9 and to predict each student's risk probability.

Mei-Hui Wang

Anne Arundel County Public Schools

Chris Grandieri

7.7 Roundtable: Teaching and Learning, Elementary**Grand Ballroom****Assessing Prekindergarten and Kindergarten Parental Beliefs of Literacy Acquisition**

This study examined parental perceptions of literacy acquisition using the Parents' Perception of Literacy Learning Interview Schedule (PPLIS). Data was collected from 32 pre-kindergarten and 49 kindergarten parents of a Title I elementary school and analyzed using two independent sample t-test providing insight to parental beliefs of literacy acquisition.

Kimberly Osborne

Middle Tennessee State University

Learning to Use Descriptive Feedback in K-5 Classrooms: Process and Impact

This study looks at one school's efforts to adopt descriptive feedback, students' descriptions of their experiences in structured dialogue with teachers. Students build awareness of themselves and each other as learners and are given opportunities for agency in the classroom as co-planners and powerful actors.

Carol Rodgers
SUNY Albany

Bruce Ballard
Bronx Charter School for Better Learning

Theodore Swartz
Bronx Charter School for Better Learning

Stephanie Poillucci-Cruz
Bronx Charter School for Better Learning

Dasha Alexander
Bronx Charter School for Better Learning

Chris Kinloch
Bronx Charter School for Better Learning

Exclusionary Discipline in New Hampshire Public Schools: Focus on Preschool through Grade Eight

The purpose of this study was (1) to explore what types of preschool through grade eight student behaviors, that resulted in out-of-school or in-school suspension, were reported to the New Hampshire Department of Education and (b) whether the use of school suspensions varied among schools.

Lisa Bozogan
Colby-Sawyer College

What is the sense in nonsense fluency probes? An exploration of teacher experiences and perceptions

The purpose of this study is to reflect on teacher perceptions of the usefulness of one commonly utilized, although often misunderstood, form of assessment known as the Nonsense Word Fluency (NWF) probe to promote optimal literacy instruction for all students.

Maggie Habershaw
Rhode Island College

7.7 Roundtable: Teaching & Learning, Collaboration

Grand Ballroom

Bridging Discourse in Education: A Focus on Stability and Change in Learning and Teaching

This study applies a dialectic approach and the complementary accounts methodology to bridge the discourse in education. It involves an analysis of different teaching and learning theories and interviews with researchers to examine the tensions between stability and change in education and the implications of these tensions for classroom practice.

Man Ching Esther Chan
The University of Melbourne

Interprofessional Collaboration: An Interdisciplinary Language and Literacy Program for Emergent Readers

Language and literacy are intimately woven; however, services provided in K-12 schools are often fragmented. This study proposes an interdisciplinary approach with graduate students in speech-language pathology and the reading specialist program collaborating to provide emergent readers with an intensive language and literacy program to build foundational literacy skills.

Dana Reinhardt
Loyola University Maryland: Loyola Clinical Centers

Kara Tignor
Loyola University Maryland: Loyola Clinical Centers

Marie Kerins
Loyola University Maryland

Building bridges: Engaging students via collaboration with non-profits in a capstone strategic planning course

This study will explore whether collaboration with local non-profit organizations will increase students' engagement within a capstone class focused on strategic planning. The working hypothesis is that this collaborative effort will increase student engagement with the class project and with strategic planning in general.

Ernesto Varela
Goodwin College

Michael Wolter
Goodwin College

Tina Grove
Goodwin College

Teacher Collaboration and Student Achievement: The case of South Korea, Japan, and the United States

The present study investigates the relationship between teacher collaboration and student achievement by using nationally representative data of eighth-grade students from Trends in International Mathematics and Science Study (TIMSS) 2011 across three countries: South Korea, Japan, and the United States.

Kyung Sun Chung
Pennsylvania State University

7.7 Roundtable: Teacher Learning & Professional Development Grand Ballroom**Investing in our Urban Literacy Leaders: A Comprehensive Professional Development Program to Enhance Teacher Learning Experiences**

Literacy teacher leaders play a vital role in supporting school-based professional development. Yet, the process of developing literacy teacher leaders can be highly complex. This roundtable discussion will share early findings from a study investigating how a group of literacy teachers from six racially and ethnically diverse schools

Michelle Rosen
New Jersey City University

Shifting Preservice Teachers Beliefs and Understandings to Support the Common Core

Preservice teacher (PST) programs must prepare students to implement the Common Core, which requires deeper conceptual understandings of mathematics. This study explored changes in PSTs after mathematics methods courses grounded in conceptual learning experiences, collaboration, and critical reflection. PSTs revealed notable shifts in beliefs, understandings, and personal philosophies.

Karim Medico Letwinsky
Wilkes University

Monica Cavender
Quinnipiac University

The Relationship between Professional Development and Student Achievement: Does it make a Difference?

Professional development is a tool used by schools to increase the effectiveness of their teachers. The purpose of this study was to investigate the relationship between professional development and student achievement. The findings support that professional development makes a difference when it was guided by professional learning standards.

Nicolas Cracco
New York City Department of Education

Rosalba Del Vecchio
St. John's University

Investigating the Usefulness of a Training of Trainers Model for Professional Development and Assessment Implementation

This paper will describe the impacts of a Training of Trainers model for professional development relating to the implementation of Cognitively Based Assessment of, for, and as Learning (CBAL) formative and summative assessments across four middle schools in a northern-central US state school district during the 2014-15 academic year.

Amanda Roth
Educational Testing Service

Elia Mavronikolas
Educational Testing Service

Analyzing Expert, Postulant, and Novice Instruction in Laboratory Classrooms

Expert, postulant and novice teachers were given limited time to prepare and deliver a lesson, which was then observed and rated by experts in subject matter, pedagogy and nonverbal communication. Qualitative and quantitative data were analyzed in order to determine if there were differences between the varying levels of expertise.

Christine Stamm
Johnson & Wales University

President Obama's Race to the Top Competition: Its Policy Origins and Impact on Education Reform in Massachusetts

This study offers the first insider account of how the Obama administration's Race to the Top (RTTT) competition was conceived and developed. It also analyzes how RTTT affected the political and institutional landscape surrounding education reform in Massachusetts, the jurisdiction that received the top score in the competition.

J.D. LaRock
Northeastern University

CARD-tamen™ TPACK: Action Research of Performance Evaluation Card Game

This study implements an iterative design process and action research to develop a game-based evaluation method that can directly target the knowledge, attitude and behaviors needed to be K-12 technology coordinators. The purpose of this study is to explore, develop and improve the evaluative efficacy of this game-based assessment.

Benedict Lai
University of Connecticut

Stephen Slota
University of Connecticut

BeomKyu Choi
University of Connecticut

Michael Young
University of Connecticut

8.1 Mentoring Program Happy Hour

Restaurant Lounge

The Mentoring Happy Hour is a structured opportunity for mentors and mentees, who are part of the NERA Mentoring Program, to meet. Participants can obtain beverage tickets from Ross Markle or Jonathan Rubright.

8.2 How to Write an Effective Report

GSIC Session 2

Mont./Prov.

In this session, panelists will discuss what makes an effective research report. The session consists of three parts. The first part is a two-person panel discussion of several graphs taken from actual research reports and articles. The second part is a humorous talk on fifty common mistakes to avoid in writing a research report. The third part is a short talk on some suggestions for writing an effective report.

Panelists:

Samuel A. Livingston
Educational Testing Service

Dena Pastor
James Madison University

Stephen G. Sireci
University of Massachusetts Amherst

Evening Events - Thursday

7:00pm – Dinner and Awards

Grand Ballroom

7:45pm – Presidential Address: Choose Your Own (Data) Adventure: Perils and Pitfalls, and Lots of Promise

April Zenisky, University of Massachusetts Amherst

Grand Ballroom

Data - from large-scale assessments *and* otherwise - is ubiquitous in education today, and the admonition to “use the data” has become something of an oft-repeated (and top-down) expectation. Administrators, teachers, families - no one gets a pass from the idea that data will make the difference. The prevalence of online data tools and web-based portals as a key dissemination method for results has served to make data more readily available, but handing over the keys to the proverbial data castle does not always translate into the improvements that are typically expected, improvements which are generally quite abstract and/or ill-defined. The focus of this talk is to explore the concept of “use the data” in the context of several different online data sources, aimed at different user groups, in order to reflect on the underlying assumptions and value judgments, and also to identify potential opportunities for researchers and research.

8:30pm – Presidential Reception: DJ Charley and Photo Booth

Merritt North/South

Morning Event - Friday

NERA Business Meeting

Grand Ballroom

The NERA Business Meeting is an opportunity for all NERA members to assemble and receive an overview of our organization's operations, as well as ask questions of NERA's leadership and discuss its future. *All members are encouraged to attend this open meeting.* Please note that this is a breakfast meeting, and all attendees are encouraged to bring food from the breakfast buffet in the adjacent hallway into the meeting room.

Concurrent Sessions – Friday

9.1 Helping 1st through 6th Year Secondary Teachers Develop As Teachers and Teacher Leaders

Symposium

Augusta

Chair: Patrick Mulcahy

Discussants: Christine Clayton, Karen MacVeigh, & Lyn Nevins

This symposium makes two contributions to extant literature on novice teacher support. Cases of novice teachers add to the six best practices currently identified for school-based novice teacher induction. Interview and survey data from teachers and administrators illuminate methods of helping 1st-6th year teachers develop as teacher leaders.

Thomas Levine
University of Connecticut

Patrick Mulcahy
E.O. Smith High School

Sara Nelson
Canton Middle School

John A. Bengston
University of Connecticut

Abigail Esposito
Hall Memorial High School

Andrew Didden
University of Connecticut

9.2 Validation of the Use of Automated Scoring and Feedback in an Earth Science Assessment

Symposium

Boston

Chair: Vinetha Belur

Discussant: Kathleen M. Sheehan

Integrating principles from the disciplines of natural language processing, science education, and formative assessment evaluation, we demonstrate the valid use of automated scoring and feedback in a science assessment by first evaluating the psychometric properties of the assessment and then providing validity evidence for the automated scoring and feedback features.

Liyang Mao
Educational Testing Service

Ou Lydia Liu
Educational Testing Service

Vinetha Belur
Educational Testing Service

Katrina Roohr
Educational Testing Service

Matthew Mulholland
Educational Testing Service

9.3 Cognitive Diagnostic Models

Paper Session

Concord

Chair: Jonathan Rubright**Discussant:** Galit Eizman

The Impact of Attribute and Sample Sizes on Variable-Length CD-CAT

This study investigates the impact of attribute and sample sizes on variable-test lengths in cognitive diagnosis computerized adaptive testing. In addition, the impact of other factors is also examined using a simulation study. The results show that these two factors have substantial effects on the average test lengths.

Mehmet Kaplan

Rutgers, The State University of New Jersey

An Application of Cognitive Diagnosis Modeling Framework: Attribute Identification and Validation

This is a complete CDA application, which demonstrates necessary steps to be taken from beginning to the end. We aim to define and validate the attributes necessary for deeming someone proficient. We further demonstrate the extent to which attributes may differ due to what curriculum offers.

Lokman Akbay

Rutgers, The State University of New Jersey

Mehmet Kaplan

Rutgers, The State University of New Jersey

Ragip Terzi

Rutgers, The State University of New Jersey

Invariance Principles for General Diagnostic Classification Models

The invariance properties have long been established and understood by the measurement community for IRT models; the same cannot be said for diagnostic classification models (DCMs). We examine the invariance properties for DCMs using the log-linear cognitive diagnosis model framework. Results indicate that DCM classifications and item parameters are invariant.

Matthew Madison

University of Georgia

Laine Bradshaw

University of Georgia

9.4 Pathways to Academic Success**Paper Session**

Hartford

Chair: Amanda Bozack**Discussant:** Amanda Bozack**Who's in? Middle-Class Parents Who Opt into Struggling Urban Middle Schools**

This work uses interviews and focus groups to explore why a small subset of middle-class parents, who are generally thought to have other options (Ball, 2003; Carter, 2012; Kahlenberg, 2001) remain in a struggling public school system and how they negotiate school choice.

Cara Kronen

*Borough of Manhattan Community College***Data Collection and Use in Early Childhood Education Programs: Evidence from the Northeast Region**

This study explores how early childhood education programs are collecting and using data, how they would like to use data, and the challenges they face in these efforts. The results are based on interviews with administrators and teachers at seven preschools in a mid-sized city in the Northeast Region.

Jacqueline Zweig

*Education Development Center/REL-NEI***A Sixth of the Nation: Large City Reading Scores Will Improve Only Slightly by 2021**

This study examines the fourth-grade NAEP reading scores of ten TUDA (Trial Urban District Assessment) cities for the ten year period 2003-2013. Nine of the ten cities are projected to continue to score below the national mean in the next eight years. Implications are discussed.

Stuart Smith

*Alfred University***IB Diploma Program - A Pathway to Success in Postsecondary Education**

This study investigates the relationships between participation and performance in the Diploma Program, a college-preparatory curriculum offered by the International Baccalaureate, and postsecondary outcomes. Results show that attaining a higher mean score on DP exams is related to a significant increase in the likelihood of on-time graduation.

Olivia Halic

International Baccalaureate

9.5 Data Blitz 2

Mont./Prov.

Effect of Style Training on Future Problem Solving Performance

The participants were grade 9-12 students ($n = 75$) from one suburban high school who were part of interdisciplinary, collaborative teams in the Future Problem Solving Program (FPSPI). After controlling for pretest scores, the treatment group (who participated in problem solving styles training) outperformed the comparison group ($p = .008$).

Laura Main
Booker T. Washington Academy

Donald Treffinger
Center for Creative Learning

Marcia Delcourt
Western Connecticut State University

Expanding the Measurement of Climate to Schools/Colleges in Higher Education

The author developed a climate instrument at the School/College level within a higher education organization. The methodological issues encountered and the strategies to address them will be addressed through sharing the steps in the process and the resulting instrument.

Mary Yakimowski
Sacred Heart University

Investigating the Systematic and Random Error in Classroom-Level SGPs Using Multiple Aggregation Approaches

Aggregate student growth percentiles are increasingly being used for educator and institutional accountability throughout the country. In this study, true and observed SGPs were simulated, and the amount of systematic and random error was estimated to determine if aggregated SGPs can support their intended purposes.

Joshua Marland
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

Craig Wells
University of Massachusetts Amherst

Katherine Castellano
Educational Testing Service

Impact of Sample Size and Numbers of Common Items on Equating Bias and Decision Accuracy

This paper describes results of a study that investigates equating bias and accuracy under different small sample sizes and anchor test designs. The findings reveal that the larger the sample size, the higher the level of accuracy becomes. At a given sample size, more common items result in more accuracy.

Hongyu Diao
University of Massachusetts Amherst

Lisa Keller
University of Massachusetts Amherst

Duy Pham
University of Massachusetts Amherst

A Comparative Differential Item Functioning (DIF) Study: Multilevel vs. Classical Approaches

DIF testing procedures that are commonly utilized fail to take into account the clustering that is present in all test data, where items are nested in examines. Therefore a comparative simulation study was run comparing the Hierarchical Generalized Linear Model to the Mantel-Haenszel, Lord, and Logistic Regression approaches.

Graham G. Rifenbark
University of Connecticut

H. Jane Rogers
University of Connecticut

Push-Pull Factors that Influence Comprehensive School Reform Adoption and Implementation

The aims for this paper are to identify factors that drive or hinder the adoption of comprehensive school reform (CSR) from the perspective of school and district level staff who were involved in CSR. This was done through individual interviews and focus groups.

Christine Emmons
Yale University

Fay E. Brown
Yale University

10.1 Some People Were Made to Be Together: Propensity Score Matching in Higher Education Assessment Symposium

Augusta

Chair: Bozhidar Bashkov**Discussant:** Carol Barry

This symposium is designed to educate attendees about the analytic process and value of propensity score matching (PSM) in educational research. Following an introduction to PSM, two applied examples will be offered 1) to illustrate best practices in PSM, and 2) to highlight challenges that researchers may encounter.

Heather Harris
James Madison University

Elisabeth Pyburn
James Madison University

Jeanne Horst
James Madison University

Jessica Jacovidis
James Madison University

Kelly Foelber
James Madison University

10.2 Special Education Research: Preschool to College Symposium

Boston

Chair: Barbara J. Helms**Discussant:** Joyce E. Rioux

This symposium presents 3 research studies: inclusive instructional and accommodation strategies faculty use to assist SWD in their classes; a survey of preschool administrators' educational and programmatic needs for early childhood inclusion; and an exploration of supports advanced undergraduate students with ASD need to buffer college-related and academic stress.

Barbara J. Helms
Community Training and Assistance Center

Robert A. LeGary, Jr.
University of Hartford

Darlene E. Perner
Bloomsburg University of Pennsylvania

Joyce E. Rioux
Capitol Region Education Council

Sarika S. Gupta
Johns Hopkins University

Deborah Stryker
Bloomsburg University of Pennsylvania

10.3 International Experiences and Influences**Paper Session**

Concord

Chair: Kate Marino**Discussant:** Michelle Rosen**Directing Short-Term Study Abroad Programs at a Public Flagship University: Exploring the Faculty Experience**

Faculty-led, study abroad programs have increased throughout the United States in recent years as institutions are eager to globalize their campuses. While many studies describe the student experience abroad, there is minimal research focused on faculty. This qualitative, descriptive inquiry explored the faculty experience directing a short-term study abroad program.

Kelly Watts

*University of Rhode Island***Educator Professional Development of Interdisciplinary Learning in a Global Context**

Teacher learning in a professional development workshop aimed at teaching an interdisciplinary secondary-school course is examined, with particular emphasis on teacher perceptions of the workshop experience as well as impact of the workshop on classroom practice. Differences in these perceptions are further examined by country, education level, and gender.

Yi-Chun Chen

International Baccalaureate

Alison Smith

*International Baccalaureate***Culturally Responsive Schooling: A Case Study in London, England**

With culturally responsive teaching practices in mind, our study examined the holistic practice of culturally responsive schooling (CRS) in diverse London schools. Our data indicated that CRS was embedded within the hidden curriculum and ethos of the schools. We concluded that schools should implement CRS strategies dependent on individual context.

Kimberly Burk

University of Connecticut

Rebecca Duchesneau

University of Connecticut

Megan Mabee

University of Connecticut

Gabriela Deambrosio

University of Connecticut

Camille Thomas

*University of Connecticut***Educational Culture Survey to Build Context for Interpreting Assessment Results: A Case Study from Vietnam.**

This paper describes a study aiming to measure student perceptions of educational culture across multiple educational systems. The information obtained from the survey is expected to provide valuable information for interpreting assessment results. The paper explains theoretical and statistical frameworks under which the scale was developed and shows preliminary findings.

Duy Pham

University of Massachusetts Amherst

10.4 Improving Girls' Educational Opportunities in the DRC: Impact Evaluation Symposium Hartford**Chair:** Jennifer Randall**Discussant:** Jennifer Randall

This panel will present, in detail, the theory of change of the Vas-Y-Fille! education intervention, some challenges with both the implementation and evaluation of the project, as well as findings from three waves of data collection over two years.

Jennifer Randall
University of Massachusetts Amherst

Michelle Boyer
CTB

Fen Fan
University of Massachusetts Amherst

Maguette Diame
University of Massachusetts Amherst

Alejandra Garcia
University of Massachusetts Amherst

10.5 Poster Session 1

Merritt North

Educators' methodological preparedness for implementing the Next Generation Science Standards

This study examines beginning teachers', mentors', and administrators' pre-existing, written descriptions of their science teaching methodology and their efficacy for science teaching. Degrees of written alignment with the NGSS Core Disciplinary Ideas, Science and Engineering Practices, and Crosscutting Concepts are explored, as is the relationship between beliefs and written descriptions.

Amanda Bozack
University of New Haven

Rosemary Whelan
University of New Haven

Cindy Kern
Quinnipiac University

Higher level thinking questions impact on scientific models' complexity and accuracy

This research studied whether combining higher level thinking questioning with the model processing would lead to the construction of more complex and accurate models. The results showed no improvements in constructed models' complexity. However, there was an improvement in models' accuracy.

Rosa Aghekyan
Rutgers University

Explicitly Teaching Text Structure and Graphic Organizers to Students with Learning Disabilities to Improve Comprehension

This study was done to determine the impact of explicitly teaching text structure and the use of graphic organizers on reading comprehension in non-fiction texts. The results showed that these strategies had a positive impact on non-fiction reading comprehension in eight 6th grade students with learning disabilities.

Allison Stein
Franklin Avenue Middle School

Accessing SSI/SSDI in Postsecondary Education: Who Is Receiving Benefits?

Limited research has assessed students with self-identified disabilities attending higher education institutions receiving Social Security Income (SSI)/ Social Security Disability Insurance (SSDI). Utilizing the Beginning Postsecondary Students dataset, descriptive analyses were performed to investigate key characteristics of students enrolled in postsecondary institutions receiving SSI/SSDI benefits.

Katherine Aquino
Seton Hall University

Differentiated and Flexible Learning Environment for Calculations in a Pharmacy Skills Lab

Flex Learning is a new form of course delivery, affording students and faculty more opportunities for individualized teaching and learning. We are exploring the effect that this course delivery format has on student learning and satisfaction in a one-credit pharmacy skills lab course where students must tackle advanced pharmacy calculations.

Tammy Garren
Albany College of Pharmacy and Health Sciences

Kimberly Skylstad
Albany College of Pharmacy and Health Sciences

Implementing an Experiential Model of Business Writing Instruction

This poster describes the results of an effort to teach business writing by cultivating partnerships between student writers and local employers. Students in the class receive real-world writing experience by composing and designing communications materials to meet the needs of small businesses and non-profit organizations.

Randy Laist
Goodwin College

Mirroring Math Lessons to the Cloud: An Online Technology Intervention Case Study

This is a mixed methods technology intervention research study on investigating the impact on secondary geometry and calculus students' learning when their class lessons are mirrored to the Cloud as videos and note files for students to access. This research demonstrates the benefits of mirroring mathematics lessons to the Cloud.

Raina Eckhardt Fitzgerald
Plymouth State University

Academic Personality Scale (APS): An Educationally Situated Personality Instrument

The Academic Personality Scale (APS) is designed to situate in academic contexts and provide a solution to the undifferentiated use of existing personality scales in studying the relationship between personality and academic achievement. Initial validation identified three factors: Creativity, Neuroticism, and Self-regulation.

Simon Wang
University of Connecticut

Implementing Universal Screening: The Benefits and Challenges of Establishing an Effective Universal Screening System

The purpose of this poster presentation is to examine the extant literature regarding universal screening in order to identify the key components of a successful, evidence-based screening system, and address the benefits and challenges of maintaining such a system.

Anna Habib
University of Massachusetts Amherst

Faculty Adoption of Technologies in Team-Based Learning Classrooms

This study investigates a group of faculty members converting a traditional lecture course to a team-based learning class for the first time providing an opportunity to investigate the perceived technology barriers and adoption factors in team-based learning classrooms.

Bradford Wheeler
University of Massachusetts

10.6 Poster Session 2

Merritt South

Student Mobility and Its Short- and Long-Term Effect on Academic Achievement

This study examines how student mobility during kindergarten through 3rd grade affects 3rd grade academic achievement. These students are then followed as their mobility remains stable in 4th through the beginning of 6th grade to examine the short- and long-term effects of early mobility on achievement.

Amanda Adley
Anne Arundel County Public Schools

Accessible Computer-Based Assessment: Lessons Learned from a Collaborative, Interdisciplinary R&D Project

This paper describes best practices for providing students with high quality, computer-based audio and American Sign Language (ASL) access to assessment content. The best practices are based on lessons learned from a federally funded, collaborative research effort that involved an interdisciplinary research team.

Lisa Famularo
Measured Progress Innovation Lab

Trinell Bowman
Maryland State Department of Education

Psychometric Properties of a Next-generation Critical Thinking Assessment for Higher Education

This study examined psychometric properties of a next-generation critical thinking assessment by investigating the dimensionality, internal structure, and the possibility of reporting subscores. Results suggested the unidimensionality nature of the assessment, but subscores at institution-level were reliable and distinctive from each other. The implications of the results were also discussed.

Liyang Mao
Educational Testing Service

Jun Xu
Educational Testing Service

Ou Lydia Liu
Educational Testing Service

Exploring cross-linguistic transfer and bilingual reading models in Uganda

Using data from Ugandan students in second grade assessed in several literacy skills, this study explores cross-linguistic transfer between two Ugandan languages - Luganda and Runyankole-Rukiga - and English. Structural Equation Modeling is used to explore a model of bilingual reading comprehension.

Pierre de Galbert
Harvard Graduate School of Education

Investigating Principals' Perspectives on Transforming School Counseling to Increase Student Success

The working relationship of principals and counselors is essential to improve students' college and career readiness to succeed in work and life. The results of this study's examination of the perceptions of 1466 principals offer a contemporary view of the opportunities and challenges to implement transforming school counseling programs.

Olcay Yavuz
Southern Connecticut State University

Ali Gumuseli
Okan University

Carol Dahir
NYIT

A Critical Investigation of the Core Components Needed to Improve School Climate

Positive school climate is integral for strong outcomes for students, staff, and families. This poster will critically evaluate interventions aimed at improving school climate relative to the four critical elements that must be targeted by effective programs - safety, relationships, teaching and learning, and institutional environment.

Laura Linck
University of Massachusetts Amherst

Sarah Fefer
University of Massachusetts Amherst

Amanda Marcotte
University of Massachusetts Amherst

An Historical Analysis of Traditional Arithmetic in School Mathematics Textbooks, 1904-2000

This research examines quantities and qualities of traditional arithmetic in textbooks of the twentieth century. Results indicate that arithmetic comprises a significant majority of the curriculum throughout. Deeper analysis reveals there is evidence of a shift toward conceptual and critical thinking yet repetitive, procedural application also remains constant or increases.

Hilary Swank
Plymouth State University

Evaluation of R Package ltm for IRT Dichotomous Models

There are many software packages that estimate item response theory parameters and examinee abilities. This study evaluates the open-source ltm package used in R under four conditions imposed on the number of items and examinees. Item and ability estimates were compared with true parameters by correlations, bias, and RMSE.

Fusun Sahin
University at Albany, SUNY

Kimberly Colvin
University at Albany, SUNY

Overcoming Obstacles toward a Better Life: Resilience and Its Association with Life Satisfaction

Research has shown an association between resilience and life satisfaction in young students. Regression analysis performed on a sample of over 7,000 students across 30 states investigated the extent to which resilience scores from 2013, predict students' life satisfaction ratings from 2014 with age, gender, SES, and ethnicity controlled.

Christopher Kurzum
Educational Testing Service

Kevin Petway
Educational Testing Service

Zhitong Yang
Educational Testing Service

The Effects of the Distribution of Item Responses on Coefficient Alpha

The purpose of this presentation is to share the results of examining the effects of various distributions of item responses on coefficient alpha. Using simulations of item responses, coefficient alphas were calculated and compared. Additional studies were suggested.

Georgia Galanopoulos
Virginia Commonwealth University

Thanos Patelis
Center for Assessment

Assessing the Performance of Classical and Modern Classification Methods: LR, LASSO, RF and SVM

A primary purpose in educational testing is achieving optimal decision making results regarding examinees (admit/reject) or the psychometric aspects of the test (e.g. identifying DIF items or cut-off scores). We assess and compare classification accuracy of the classical logistic regression with lasso, random forests and support vector machines.

Abdolvahab Khademi
University of Massachusetts Amherst

Anna Liu
University of Massachusetts Amherst

Lunch and Invited Speaker - Friday

11:30am – Lunch

Grand Ballroom

12:00pm – Invited Speaker: Next Generation Performance Assessment for Improved Assessment and Learning

Joanna Gorin, Educational Testing Service

Grand Ballroom

As education standards have increasingly emphasized higher-order cognitive processes, assessment developers have responded by including more short and extended constructed-response items, most notably essays, on their high-stakes assessments. Both in terms of face validity and construct validity, the use of performance tasks is appealing because they can be more aligned with the targeted reasoning and higher-order cognitive skills. However, while performance assessments overcome several of the limitations of traditional item types, it is not without costs. Scoring cost and reliability, performance generalizability and person-by-task interactions, and logistical and financial constraints are challenges that have faced the educational testing community as large-scale performance assessments have been become more frequently included on student and teacher assessments.

In this talk I will discuss the opportunities and challenges facing next-generation performance assessments, emphasizing in particular what is new now that may have been insurmountable in past performance assessment movements. I will focus on assessment capabilities that leverage emerging technologies to afford a wider range of examinee interactions, assessment contexts, and real-time process data to support inferences and decisions about the complex skills stakeholders want to measure. I will also review the rigorous research that is needed to address a set of common questions including fairness and bias, generalizability, scoring and scaling, construct representation, utility and validity, data structure and processing, psychometric and statistical modeling, and reporting and validation. Finally, I will provide specific examples of simulation and games-based assessment in a discussion of strategies for building next generation performance assessments and associated validity arguments.

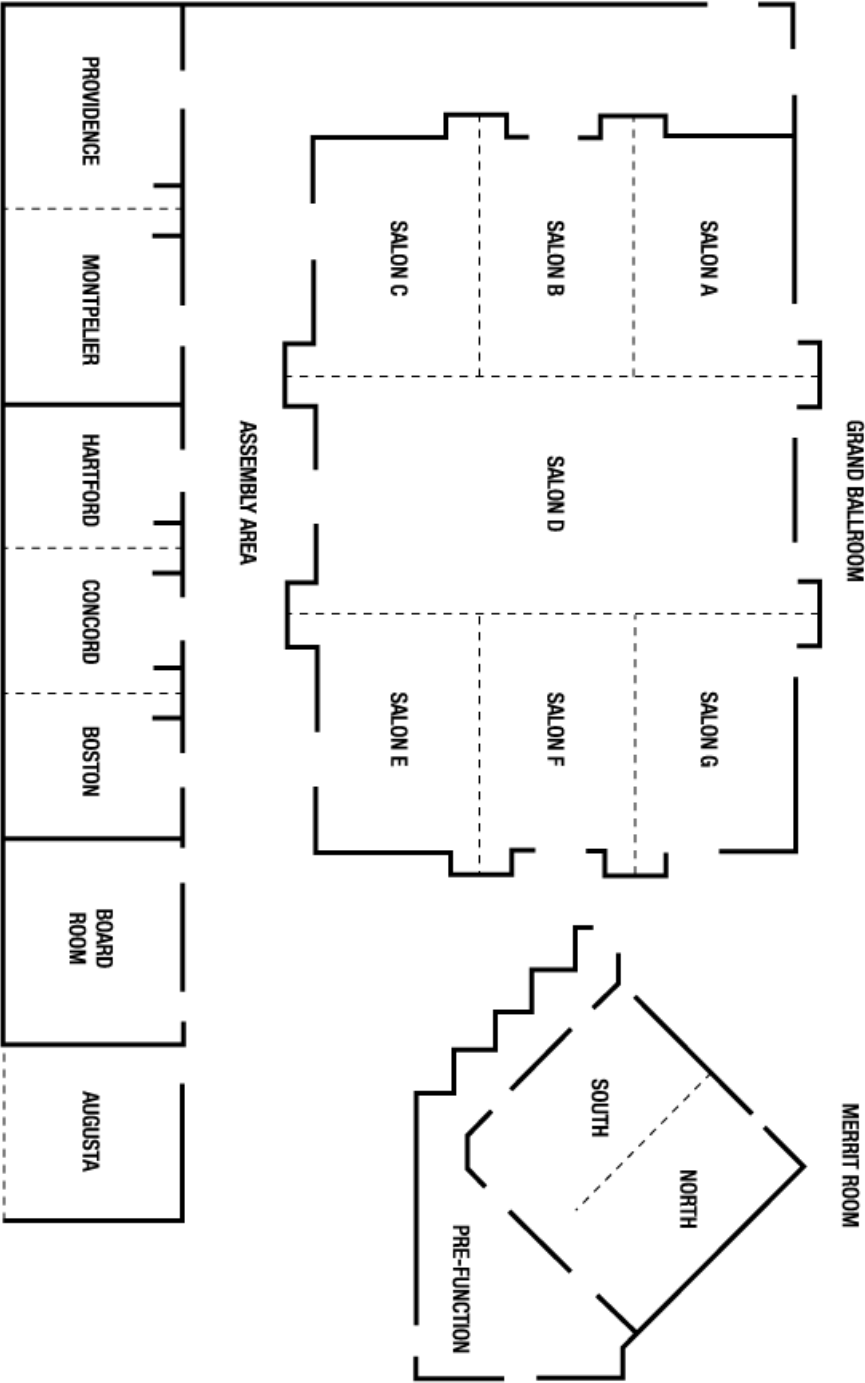
Biography:

As Vice President of Research at ETS, Joanna Gorin is responsible for a comprehensive research agenda to support current and future educational assessments for K–12, higher education, global, and workforce settings. She manages a portfolio of internally-funded research such as agendas on next generation assessment, cognitive and learning science, and validity and fairness for learners and teachers globally.

Joanna's own research has focused on the integration of cognitive theory and psychometric theory as applied to principled assessment design and analysis. Her work has included studies of item difficulty, cognitive complexity, and automated item generation for assessments of quantitative reasoning, spatial reasoning, and verbal reasoning. With a publication record that includes articles in top-tier educational assessment journals and chapters in numerous edited volumes, her recent publications have focused on the role of cognitive and psychometric models, methods, and tools to support improved measurement of complex competencies, including literacy and the Next Generation Science Standards.

Gorin received her Ph.D. in Quantitative Psychology (minor: cognitive psychology) from the University of Kansas 2002; her M. A. in Educational Psychology (major: quantitative methods, minor: learning) from the University of Texas at Austin in 1999; and her B.A. in Psychology from the University of California at Los Angeles in 1995. She is the 2007 recipient of NCME's Jason Millman Promising Measurement Scholar award, and founding president of AERA's Cognition and Assessment Special Interest Group.

Trumbull Marriott Meeting Space



Index of Corresponding Authors, Chairs, & Discussants

The list below includes page numbers and email addresses for all corresponding authors, session chairs, and session discussants listed alphabetically by last name.

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NERA At-A-Glance: Wednesday, October 21, 2015

	<i>Augusta</i>	<i>Boston</i>	<i>Concord</i>	<i>Hartford</i>	<i>Mont./Prov.</i>	<i>Merritt North</i>	<i>Merritt South</i>	<i>Grand Ballroom</i>
9:00am – 5:00pm	Registration in the Assembly Area							
9:30am – 12:30pm					0.1 Pre-Conference Workshop: An Introduction to Structural Equation Modeling	0.2 Pre-Conference Workshop: Introductory R Workshop	0.3 Pre-Conference Workshop: Intermediate R Workshop	
12:30pm – 1:30pm	Lunch on your own							
1:30pm – 3:00pm	1.1 Symposium Fostering Emotional Intelligence and Empathic Imagination Across the Mainstream Curriculum	1.2 Paper Session Math: Teaching and Learning	1.3. Symposium Identifying, Understanding, and Making Use of Test Consequences	1.4 Symposium An Introduction to Ambient Positional Instability through Four Illustrative Cases	1.5 GSIC Session 1: Exploring Different Job Areas and Developing Effective Job-seeking Skills		1.6 In-Conference Workshop Getting to the “Action” in Youth Participatory Action Research: Research-Based Student Voice as a Driver of School Change	Collaboration Station Working and collaboration space
3:00pm	Coffee Break (Assembly Area)							
3:15pm – 4:45pm	2.1 Paper Session Teacher Evaluation & Coaching	2.2 Paper Session School Policy & Practice	2.3 Paper Session School Culture & Community	2.4 Teacher-as-Researcher 1: How Teacher Educators Foster Inquiring Teachers – Panel of Teacher Educators who Teach Research	2.5 Invited Speaker -- Preston Green: Public Funding, Private Rules: How Charter Schools Have Taken Advantage of Their Hybrid Characteristics		1.6 In-Conference Workshop: cont.	Collaboration Station Working and collaboration space
4:45pm – 5:30pm					3.1 Featured Session Looking Ahead to NERA 2016	3.2 Graduate Student Social (Merritt Foyer)		
5:45pm – 6:00pm	Welcome (Grand Ballroom)							
6:00pm – 7:00pm	Dinner (Grand Ballroom)							
7:00pm – 8:00pm	Keynote: Dr. Ronald F. Ferguson, Harvard University – The Influence of Teaching on Adolescent Agency (Grand Ballroom)							
8:00pm – 11:00pm	NERA Welcome Reception: Joe Carter Jazz Quartet (Merritt North/South)							

Thursday, October 22, 2015

	<i>Augusta</i>	<i>Boston</i>	<i>Concord</i>	<i>Hartford</i>	<i>Mont./Prov.</i>	<i>Merritt North</i>	<i>Merritt South</i>	<i>Grand Ballroom</i>
7:00am – 12:00pm 2:00pm – 5:30pm	Registration in the Assembly Area							
7:00am – 8:30am	Breakfast (Grand Ballroom): Breakfast is included for guests of the Trumbull Marriott. All other attendees can purchase meals during their conference registration.							
8:30am – 10:00am	4.1 Symposium Lessons Learned Through Research Collaborative with School Districts	4.2 Paper Session Educational Leadership: Diverse Learners	4.3 Paper Session Policy & School Reform	4.4 Paper Session Modeling to Support Valid Inference			4.5 In-Conference Workshop: The Utility of Person-Centered Analysis in Academic Research	Collaboration Station Working and collaboration space
10:00am	Coffee Break							
10:15am – 11:45am	5.1 Paper Session Educational Technology	5.2 Paper Session Considerations in Equating	5.3 Paper Session Education, Culture, and Society	5.4 Teacher-as-Researcher 2 Teacher Research in K-12 Contexts – Panel	5.5 Data Blitz 1		4.5 In-Conference Workshop: cont.	
12:00pm – 1:00pm	Lunch (Grand Ballroom)							
1:00pm – 2:00pm	Keynote: Dr. Nancy Streim, Columbia University Teachers College – The Power and Pitfalls of University-School Partnerships (Grand Ballroom)							
2:15pm – 3:45pm	6.1 Paper Session Educational Technology 2	6.2 Paper session Teacher Evaluation and Coaching 2	6.3 Paper Session Subscore and Score Reporting			6.4 Symposium The Role of Constructs in Educational Measurement		Collaboration Station Working and collaboration space
3:45pm	Coffee Break							
4:00pm – 5:30pm	7.1 Paper Session Assessment Design	7.2 Paper Session Teacher Preparation	7.3 Paper Session Access and Equity in Education	7.4 Paper Session Higher Education	7.5 Invited Interview -- Ron Hambleton: A Perspective on Equating and Comparability at the State and National Levels		7.6 In-Conference Workshop: Using Mixed Methods to Tell the Whole Story	7.7 Roundtable Sessions

Thursday, October 22, 2015 (Continued)

	<i>Augusta</i>	<i>Boston</i>	<i>Concord</i>	<i>Hartford</i>	<i>Mont./Prov.</i>	<i>Merritt North</i>	<i>Merritt South</i>	<i>Grand Ballroom</i>
5:45pm – 6:45pm	8.1 Mentoring Program Happy Hour 5:45 – 6:45 Restaurant Lounge				8.2 GSIC Sponsored Session 2 How to Write an Effective Research Report		7.6 In-Conference Workshop: cont.	
7:00pm – 7:45pm	Dinner and Awards (Grand Ballroom)							
7:45pm – 8:30pm	Presidential Address: Dr. April Zenisky, University of Massachusetts Amherst – Choose Your Own (Data) Adventure: Perils and Pitfalls, and Lots of Promise (Grand Ballroom)							
8:30pm – 11:00pm	Presidential Reception: DJ Charley and Photo Booth (Merritt North/South)							

Friday, October 23, 2015

	<i>Augusta</i>	<i>Boston</i>	<i>Concord</i>	<i>Hartford</i>	<i>Mont./Prov.</i>	<i>Merritt North</i>	<i>Merritt South</i>	<i>Grand Ballroom</i>
8:00am – 12:15pm	Registration in the Assembly Area							
7:30am – 9:00am	Breakfast (7:30am – 9:00am): Breakfast is included for guests of the Trumbull Marriott. All other attendees can purchase meals during their conference registration. NERA Business Meeting (8:00am – 9:00am) in the Grand Ballroom: All are welcome! This is a working breakfast meeting, so feel free to bring food into the meeting.							
9:15am – 10:15am	9.1 Symposium Helping 1st through 6th Year Secondary Teachers Develop As Teachers and Teacher Leaders	9.2 Symposium Validation of the Use of Automated Scoring and Feedback in an Earth Science Assessment	9.3 Paper Session Cognitive Diagnostic Models	9.4 Paper Session Pathways To Academic Success	9.5 Data Blitz 2			Collaboration Station Working and collaboration space
10:15am	Coffee Break							
10:30am – 11:30am	10.1 Symposium Propensity Score Matching	10.2 Symposium Special Education Research: Preschool to College	10.3 Paper Session International Experiences & Influences	10.4 Symposium Improving Girls' Educational Opportunities in the DRC: Impact Evaluation		10.5 Poster session	10.6 Poster session	
11:30am – 1:00pm	Invited Speaker: Dr. Joanna Gorin, Educational Testing Service – Next Generation Performance Assessment for Improved Assessment and Learning (Grand Ballroom)							