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RESEARCH ASSOCIATION



NERA 2022

Supporting Student Learning in a Dynamic Environment

53rd Annual Meeting of the
Northeastern Educational Research Association
Trumbull, CT
October 19 – 21, 2022

Welcome from the 2022 NERA President



It is my greatest pleasure to welcome everyone to the 53rd annual conference of the Northeastern Educational Research Association (NERA) held in-person at Trumbull, Connecticut! The 2022 Conference Co-chairs Kate Nolan, Frank Padellaro, Beth Perkins, and Duy Pham have been working very hard during the last year to create an engaging program for the first in-person conference post-pandemic.

With the theme of *Supporting Student Learning in a Dynamic Environment*, in addition to about 100 research presentations across a large variety of topics, you will hear esteemed keynote speakers and invited panelists speak to the evolving environment and research-based solutions to support students learning and well-being in this non-traditional learning environment. On Wednesday evening, keynote speaker

Christina Cipriano will discuss “Defining and Measuring Social and Emotional Learning So All Students Thrive”. On Thursday noon, keynote speaker Darrell Earnest will present “STEM Research towards Inclusivity and Equity”. In a series of invited panel discussions throughout Thursday and Friday, you will hear from various distinguished panelists share their thoughts on topics including student’s well-being, equity, balanced system of assessment, and the next-generation standards of educational testing. You will also learn from a number of informative sessions focusing on job searching and self-care for our graduate students and young professionals. Thursday night is my Presidential Address, following a Mentoring Happy Hour and a special tribute to remember Ronald Hambleton. On Friday morning we will wrap up with an invited group of NERA Past Presidents to discuss supporting student learning post COVID using assessment and technology. Last but not least, we are excited to bring back the 3MT Competition on Wednesday evening, followed by a Welcome Reception and entertainment with talent show and Karaoke on Thursday evening for you to socialize and connect with other NERA members.

I would like to express my deepest gratitude to everyone who has been involved to make the conference possible, including conference chairs, committee members and chairs, Board of Directors, executive members, and most importantly, the dedicated members like you. I would also like to thank our supportive institutional members to help subsidize the costs of the conference. The conference wouldn’t be possible without your generous and invaluable support.

It has been an incredible honor to serve as your President and I can’t wait to see you all to celebrate what you have accomplished.

Welcome to all and enjoy the conference!

Nina Deng, Ed.D.

NERA President 2021- 2022

Welcome from the 2022 Conference Co-Chairs

Welcome!

As the summer cools down, the fall creeps in and we are closer to our first in-person NERA meeting after two years of virtual gatherings. We decided to center our discourse this year around “Supporting Student Learning in a Dynamic Environment”.

The conference will begin on Wednesday, October 19th with a set of diverse workshops on topics such as Diagnostic Classification Models, application of IRT, and facilitating trauma-informed classrooms. After the workshops, we will welcome the first keynote speaker, Dr. Christina Cipriano, Direct of Research at the Yale Center for Emotional Intelligence to speak with us about how we can define and measure social emotional learning (SEL) to help all students thrive. Finally, the day will end with our welcome reception and fan-favorite three-minute thesis competition.

On Thursday, October 20th, NERA members will have a chance to join a variety of sessions and social events. The day will start with a workshop entitled “Designing Schools for Equity”, an invited panel discussion on the nature of the work in EdTech, and research presentation sessions on student success and student learning in higher education. The day proceeds with many invited and research presentation sessions ranging from switching jobs in educational measurement to building a balanced system of assessments. After lunch time, Dr. Darrell Earnest from University of Massachusetts Amherst will deliver our second keynote speech on how to use learning theories to support student learning in STEM areas and help under-served students. In the late afternoon we’ll feature a special panel from the Women in Measurement organization, the mentoring committee will host the *Mentoring Happy Hour*, and we’ll have a special remembrance to Ron Hambleton. Finally, dinner will be followed by our Presidential Address on the topic of how to use data science to support student learning. We will close the day with evening entertainment during which we can listen to music performed by our talented NERA members.

The third and final day, Friday, October 21st will start with a workshop on transforming our practice to support immigrant and other culturally diverse students in our classrooms. We will also welcome two invited panel discussions on the next version of the standards for educational and psychological testing and a discussion by past NERA presidents on technology in assessment. Before leaving the conference, don’t forget to grab some good food for lunch and attend the NERA business meeting.

We are so excited to meet with you again in the colorful town of Trumbull, CT!

Kate Nolan, Beth Perkins, Frank Padellaro, and Duy Pham (Co-chairs)



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.
- Helping to increase NERA's visibility with multiple audiences, including graduate students.

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.

Statement on Diversity

As an elaboration of its general research mission, NERA commits itself to promoting diversity and inclusiveness and to promote activities that foster a diverse community of researchers.

NERA values human and intellectual diversity and is committed to providing a multiplicity of views and perspectives from innumerable types of educational institutions and occupations to enhance research, teaching, and the development of new knowledge. NERA believes that when a variety of backgrounds, experiences, and viewpoints converge, the result is an advanced understanding of research and education.

In addition to expanding the current base of knowledge through new research, NERA seeks individuals that challenge the very ways in which we have traditionally come to understand that knowledge. This challenge may come explicitly through the presentation of new theoretical and methodological explorations, but it may also come organically through mutual engagement of members from different backgrounds, experiences, and occupations who hold different beliefs and perspectives. NERA believes the diversity of its membership leads to the advancement of learning and academic excellence. As such, NERA is committed to the recruitment and retention of members from different educational experiences and backgrounds to achieve this goal.

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THE THOMAS F. DONLON MEMORIAL AWARD FOR DISTINGUISHED MENTORING

The Thomas F. Donlon Award for Distinguished Mentoring was established in 2000 in recognition of Tom's long and valued contributions to NERA, particularly as a mentor to so many colleagues. Since then the award has been presented annually to other NERA members who have demonstrated distinction as mentors of colleagues by guiding them and helping them find productive paths toward developing their careers as educational researchers.

The practice of mentoring in education has been going on for centuries and most of us can name a person who helped us move our careers along by being more than just a friend or colleague. That person may have been an advisor in developing your research agenda or perhaps brought you to NERA for the first time after suggesting that you might be ready for a conference presentation.

THE LEO D. DOHERTY MEMORIAL AWARD FOR OUTSTANDING LEADERSHIP AND SERVICE TO NERA

The Leo D. Doherty Memorial Award is given to a longstanding NERA member who exemplifies the qualities that Leo Doherty brought to NERA members, his colleagues, and students over his career. The award, instituted by the NERA Board of Directors in 1981, honors the memory of Leo Doherty. He was instrumental in the development and growth of NERA as a professional association for educational research. His leadership qualities, which were both ethical and humane, encouraged others to pursue and achieve their goals. Thus, this award is presented to NERA members who have exhibited outstanding leadership and service to our organization.

THE LORNE H. WOOLLATT DISTINGUISHED PAPER AWARD

Educators are encouraged to submit a 15-20 page original research paper on any educational issue of interest for the Lorne H. Woollatt Distinguished Paper Award. The paper must be accepted for and presented at the NERA 2022 conference. There may be single or multiple authors. The submission will be peer reviewed and rated on a thirty-point rubric. The winner(s) will be notified by both email and post in the beginning of January. The author of the winning distinguished paper will receive a stipend of \$500 and present at the American Educational Research Association conference in 2023. The Lorne H. Woollatt Award was renamed in 1990 to honor this New York educator who 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. Woollatt was an active member of NERA.

EDUCATOR-AS-RESEARCHER AWARD

The Educator-as-Researcher Award recipient is a teacher (P-12; i.e., preschool through high school) who has conducted classroom research to modify and improve his or her teaching efforts and instructional effectiveness. The purpose of the award is to encourage teachers to conduct research and to use the findings of that research to inform their own teaching.

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22-137 (10/22)

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NERA Proposal Reviewers

NERA uses a process of blind peer review in order to evaluate each conference submission. Without our volunteer reviewers, *this conference simply would not be* possible. We wish to extend a big thank you to all the NERA members that gave their time to review conference proposals! An extra special thank you to those that reviewed more than their assigned number of proposals or jumped in as emergency reviewers – thank you for helping us complete the task within our original timeline.

Abdolvahab Khademi	Duy Pham	Kelly Rewley	Petra Hesse
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Meeting Information

Location

All Events for the NERA 2022 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 2022 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:

Wednesday, October 19th: 7:00 am–5:00 pm
Thursday, October 20th: 7:00 am–11:30 am & 1:30 pm–4:30 pm
Friday, October 21st: 7:00 am–10:00 am

Conference Meals

NERA attendees typically dine together Wednesday evening through Friday lunch. All meals are included with conference registration.

Business Center

The hotel's business center is located on the main floor in the library area.



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

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Keynote Speaker



Christina Cipriano, Ph.D., is an Assistant Professor at the Yale Child Study Center and Director of Research at the Yale Center for Emotional Intelligence (YCEI). Dr. Cipriano's research focuses on the systematic implementation and assessment of SEL in the service of marginalized student and teacher populations. Dr. Cipriano received her Ph.D. in Applied Developmental and Educational Psychology from Boston College and her Ed.M. from the Harvard Graduate School of Education. Chris is a Jack Kent Cooke Scholar and the mother of four beautiful children who inspire her each day to take the moon and make it shine for everyone. Follow her @drchriscip

Keynote Speaker



Darrell Earnest, Ph.D., is an Associate Professor in Math, Science, & Learning Technologies, University of Massachusetts Amherst. Dr. Earnest studies thinking and learning in STEM areas, with a particular focus on the interplay of representations and tools with doing mathematics. His research has focused on how students think and learn about time, a mathematics topic that permeates other STEM areas in order to explore behavior and change in the world. He would enjoy talking with you about the analog clock, hourglasses, or any other timekeeping device.

His work has been published in the *Journal for Research in Mathematics Education*, *Cognition and Instruction*, *Journal of Mathematics Teacher Education*, *Journal of Numerical Cognition*, and *Teaching Children Mathematics*. He is committed to exploring issues of equity in mathematics education.

Conference Sessions

Wednesday, October 19, 8:00 am – 10:00 am

Session 0.1: An Introduction to Diagnostic Measurement Models

Workshop

Salon EFG Combined

Facilitator: Matthew J. Madison, *University of Georgia*

Diagnostic classification models (DCMs) are an emerging class of measurement models that hold promise for providing fine-grained information about students' strengths and weaknesses. In educational settings, this feedback may be useful for monitoring proficiency of learning standards. This workshop will first provide a motivation and conceptual foundation for DCMs as psychometric tools for obtaining fine-grained and diagnostic feedback. Then, the statistical specifications of DCMs will be explained and illustrated. The workshop will end with a thorough and hands-on demonstration of how to use recently developed R packages to estimate DCMs and longitudinal DCMs. Upon completion, participants will be able to determine when DCMs are appropriate psychometric tools, understand the statistical foundation of DCMs, estimate and interpret results from DCM analyses, and critique DCM literature.

Wednesday, October 19, 10:15 am – 12:15 pm

Session 1.1: Self-Care During Your Dissertation and Job Searching

Workshop

Montpelier/Providence Combined

Facilitator: Michelle Gonzalez, *Brightside Behavioral Health*

You have probably seen social media posts promoting "Self-Care." Self-Care is more than 'checking out' or indulging yourself. It's a systemic approach that helps keep you connected to what you value in life beyond your work. This workshop will focus on identifying activities, people, ways of being that are important to you, reducing guilt about taking self-care time, and learning how to create and schedule self-care goals to put into action.

Session 1.2: Challenges and Lessons Learned from Applying IRT to Alternate Assessments

Workshop

Salon EFG Combined

Facilitator: Louis Roussos, *Cognia*

In 2016, Cognia began applying item response theory to two different alternate assessment programs, both of which had adaptive delivery formats tailored to the unique demands of alternate assessment. In this workshop we will describe the two assessment designs, including their adaptive mechanisms

and the fundamental reasoning that motivated the two different approaches. Following that we will present in-depth descriptions of lessons we learned in regard to item types, dimensionality analysis, item calibration, field-testing, and test construction that were unique to alternate assessments. The primary goal of the workshop will be to generate discussion about these challenges and talk about future research and corresponding possible alternative approaches to further develop and improve the use of IRT in alternate assessments.

Wednesday, October 19, 1:30 pm – 3:00 pm

Session 2.1: Education: Impact of Teachers' Beliefs & Attitudes

Individual Paper Session

Boston

Chair: Sanford Student, *University of Colorado Boulder*

Discussant: Matthew Speno, *Salem State University*

Emotional Intelligence: A Predictive Factor in Educator Attitudes Toward Students with Social and Emotional Challenges

Presenting Author: Erin Custadio, *Falmouth Public Schools*

This multiphase, mixed-methods study utilized Q-methodology to investigate teacher attitudes toward students with challenging behavior. The study identified attitude patterns among participants with varied trait Emotional Intelligence levels. The results revealed those with the lowest levels of tEI were the least tolerant of students with ADHD and other behavioral challenges.

Impact of Teachers Self-Efficacy Beliefs on Instructional Practices for English Language Learners

Presenting Author: Marcia Delcourt, *Western Connecticut State University*

Secondary Authors: Anne Heath, *Brookfield Public Schools*; Pauline Goolkasian, *Western Connecticut State University*; Helena Nitowski

This mixed-methods study was used to examine the self-efficacy beliefs and instructional practices of K-12 teachers who instruct English Language Learners. It was found that teachers' efficacy in student engagement, student-directed instruction, direct instruction, and academic performance feedback predicted adaptive instruction for ELLs.

Teachers' Beliefs in Critical Period for Language Development and Their Language Teaching Practices

Presenting Author: Shu Chen-Worley, *Touro University*

The study quantitatively and qualitatively investigates both preservice and in-service teachers' beliefs and understandings on critical period of language development and their language teaching practices. The results of the study and their teaching practices are analyzed and discussed. Educational implications and recommendations are provided accordingly.

The Effect of Emotional Awareness Exercises on Adaptiveness in Coping and Empathy with Pre-Service Teachers in Mixed Reality Simulations

Presenting Author: Ashley Brooksbank, *Ridgefield High School*

Secondary Author: Jody Piro, *Western Connecticut State University*

This session will present a mixed-methods study that explored the perceived importance of emotional awareness with two groups of pre-service teachers participating in a mixed reality simulator, as well as the impact of emotional awareness exercises on adaptiveness in coping and empathy with the treatment group.

Wednesday, October 19, 1:30 pm – 3:00 pm

Session 2.2: Understanding Students' Identities

Individual Paper Session

Concord

Chair: Francis O'Donnell, NBME

Discussant: Francis O'Donnell, NBME

Classrooms and Minefields: Navigating Identity Whiplash and the Multiple Identities of Graduate Student Instructors

Presenting Author: Jonathan Simmons, *University of Connecticut*

Secondary Authors: Sandra Silva-Enos, *University of Connecticut*; Shannon Kelley, *University of Connecticut*

Teaching is often viewed as a core part of graduate study, yet many graduate students struggle with self-doubt and the expectations of their multiple identities. This paper explores the experiences of three graduate students as they navigate feelings of identity whiplash and the landmines they faced while teaching.

When Can I Use My Career Experience? Graduate Students' Perspectives when Engaging with Educational Research

Presenting Author: Sandra Silva Enos, *University of Connecticut*

Secondary Author: Jonathan Simmons, *University of Connecticut*

As they engage in advanced study, graduate students of education can feel like there is no room for their practical classroom experiences and they are asked to give up their previous perspectives. This paper presents a four stage model of perspectives graduate students adopt when engaging with educational research.

Negotiating Identities in Transitions: A Case Study of an International Student's College Experience

Presenting Author: Xiaoyun Song, *University of Massachusetts-Amherst*

This paper presents a case study of an international student's first-year to second-year college experiences throughout the in-person to remote learning transition and vice versa. Drawing on data from longitudinal semi-structured interviews, this study shows how an international student coped with multidimensional challenges in second language learning environments.

Social Media Use on Adolescents' Self-Concept and Self Worth

Presenting Author: Stacey Kite, *Johnson & Wales University*

Secondary Authors: Lindsay Millerick; Tonia Napolitano, *Scituate Middle School*

This quantitative, descriptive study investigated self-concept, self perception, and social media behaviors with middle school students in the northeast. Specifically, the study sought to examine the self-reported ratings of behaviors on social media including social media use, activities on social media platforms, and behaviors indicative of self-concept.

Wednesday, October 19, 1:30 pm – 3:00 pm

Session 2.3: Education: Remote Learning in P-12 Education

Individual Paper Session

Hartford

Chair: Le'Tanya Lawrence, *Cooperative Education Services*

Discussant: Jade Lee, *University of Kansas*

Building Community for Transformative Social-Emotional Learning in Remote and Hybrid Spaces

Presenting Author: Chu Ly, *Framingham State University*

Secondary Author: Madona Soutter, *Villanova University*

This paper explores how teachers can create a community in online/hybrid classrooms. Analysis of interviews with students, parents, and teachers suggests teachers' technological, pedagogical, and content knowledge (TPACK, Mishra & Koehler, 2006) can be leveraged to foster students' transformative social-emotional learning to create community and connection for students learning remotely.

Remote Learning During COVID-19: A Phenomenological Case Study of Parents of Preschool Students

Presenting Author: Monisha Gibson, *University of Bridgeport*

The COVID-19 pandemic has prevented 40 million preschool children globally from receiving early childhood education (UNICEF, 2020a). Parents around the world were thrust into providing remote learning for their preschoolers with little experience or training. This presentation attempts to fill the gaps in research on preschool and the COVID-19 pandemic.

Considerations for Professional Learning for Online Teaching in Elementary Contexts

Presenting Author: Miriam Gates, *Emmanuel College*

Secondary Author: David Earls, *Emmanuel College*

Teachers may need skills to shift to online instruction in the future, even as the acute phase of COVID-19 ends. We describe a qualitative study that identifies what professional learning opportunities were provided for teaching online during the pandemic and identifies the additional areas teachers would target for ongoing learning.

Wednesday, October 19, 1:30 pm – 3:00 pm

Session 2.4: Research and Support in Education Roundtable Discussions

Roundtable Session

Augusta

Chair: Chris Patterson, *James Madison University*

Praxis in Social Justice Leadership: Leveraging the Focus Group in a Qualitative Research Study

Presenting Author: Kristine Woleck, *University of Bridgeport*

This presentation examines how a focus group used in a qualitative, phenomenological study of social justice leadership provided a praxis experience for suburban elementary principals. It will discuss the notion of praxis, the focus group's theoretical alignment, and how it allowed for synthesis of participant reflections in a transformative paradigm.

The Adult Skills Assessment Program (ASAP): A Competency Framework for 21st-Century Learners

Presenting Author: Javier Suarez-Alvarez, *University of Massachusetts-Amherst*

Secondary Authors: April Zenisky, *University of Massachusetts-Amherst*; Maria Elena Oliveri, *University of Nebraska-Lincoln*; Stephen Sireci, *University of Massachusetts-Amherst*

This presentation describes the mixed research methods used to develop the Adult Skills Assessment Program (ASAP) Competency Framework. This includes a literature review, analysis of the Occupational Network (O*NET) database, focus groups with adult learners, and the integration of culturally sustaining and anti-racist assessment principles.

Taking Action: Using action research to support pre-service teacher social-emotional learning during field placement

Presenting Author: Rachel Satter, *University of Bridgeport*

The proposed mixed-methods dissertation research focuses on investigating the impact providing pre-service teachers with social-emotional learning and competency feedback during student teaching has on both their SEL/SEC and their ability to better support students' SEL in the elementary classroom.

Evaluating Hierarchical Cluster Analysis Methods Under Specific Simulated Conditions

Presenting Author: Gabriel Rodriguez, *University of Massachusetts-Amherst*

In this paper, Hierarchical Cluster Analysis (HCA) is evaluated with the goal of determining the accuracy of different algorithms for clustering items using simulated data. Simulated conditions will vary test length, number of participants, and correlation among factors to determine some basic guidelines for HCA's usefulness and accuracy.

Using Poetic Inquiry to Help Preservice Teachers Explore Their Emerging Identities

Presenting Author: Kerry Cormier, *Rowan University*

A poetic inquiry was conducted at a professional development school to understand how to help preservice teachers develop an inclusive philosophy of teaching and become social justice advocates. Four clinical interns participated in individual interviews and weekly book club discussions. Transcription poems captured their perspectives and developing purpose.

Wednesday, October 19, 1:30 pm – 3:00 pm

Session 2.5: Facilitating (Truly) Trauma-Informed Classrooms in a Post-Pandemic World

Workshop

Salon EFG Combined

Facilitator: Turea M. Hutson, *Drexel University*

In this ever-changing educational climate, it is critical for educators to recognize that the definition of “trauma-informed” must consistently evolve as well. The creation of a truly trauma-informed classroom requires consistent refinement, and an approach that is sensitive to both students’ unique needs, as well as cultural factors. A truly trauma-informed classroom manifests itself in multiple ways and takes various sources of trauma into consideration. Additionally, a trauma-informed classroom ideally challenges the notion that an individual can effectively define trauma for another individual, recognizing that the social sciences were initially developed and situated within specific cultural norms. In this two-hour interactive workshop, the participants and the facilitator will attempt to answer the following questions:

- What is a trauma?
- How do we, as educators, define it?
- What are unique sources of trauma that educators may not recognize?
- How does a traumatic incident, or series of traumatic incidents, impact the brain and body?
- What does it mean to have a trauma-informed classroom?
- What are the political and cultural implications of trauma?
- How is the experience of trauma influenced by cultural norms? How can we create classrooms that are trauma-informed for all cultures?
- What do educators need to know about creating trauma-informed classrooms?

This workshop will be collaborative and participant-centered, which means the facilitator will maintain flexibility in the agenda in order to meet the needs and the desires of the participants. Participants will be encouraged to engage in dialogue and share knowledge with the facilitator and other participants throughout the workshop.

Wednesday, October 19, 3:15 pm – 4:45 pm

Session 3.1: P-12 Education: Career Challenges

Individual Paper Session

Boston

Chair: Kevin Krost, *Virginia Tech*

Discussant: Katrina Roohr, *Educational Testing Service*

Contextual Factors Influencing Career Paths for Paraprofessionals

Presenting Author: Jonathan Steinberg, *Educational Testing Service*

Secondary Authors: Melissa Gholson, *Educational Testing Service*; Jennifer Bailey, *Educational Testing Service*

This study focuses on contextual factors related to where paraprofessionals reside and are employed which is critical to understand in light of current national educator staffing struggles. Historical data on paraprofessional licensing exam performance and background characteristics and an historical online job posting database obtained through webscraping illustrate these relationships.

Skill Expectations of K-12 Teachers: A Comparison by Region, Locale Type and District Poverty Level

Presenting Author: Steven Holtzman, *Educational Testing Service*

Secondary Authors: Kevin Williams, *Educational Testing Service*; Caroline Wylie, *Educational Testing Service*; Devon Kinsey, *Educational Testing Service*; Tao Wang, *Educational Testing Service*; Phil Leung, *Educational Testing Service*

This study uses webscraping of job postings to compare K-12 teacher skill expectations by region, locale, and district poverty levels. Results showed that although skills sought were relatively consistent across these characteristics, some notable differences were found which can provide evidence of how different districts value different skills.

Teacher Retention and COVID-19: Did the Pandemic Complicate Matters? The Case of NYC Public Schools

Presenting Author: Charles Ogundimu, *PACE University*

This study examines the impact of the COVID-19 pandemic on teacher retention in the NYC public school system and juxtaposes this with previous findings on teacher labor markets in the same system.

Wednesday, October 19, 3:15 pm – 4:45 pm

Session 3.2: Educational Support for Students with Disabilities

Individual Paper Session

Hartford

Chair: Tabitha Bellamy-McKinley, *New Jersey Department of Education*

Discussant: Tabitha Bellamy-McKinley, *New Jersey Department of Education*

Participatory Ethnography: Methodology and Method of Inquiry And its Role in Disability Studies Cultural Research

Presenting Author: Mary Kalliny, *Interdisciplinary and Inclusive Education*

This review examines the participatory ethnography methodology's role in centering the voices of individuals with disabilities in social and educational cultural research. Linton (1998) noted that claiming disability in society, institutions, and educational discourses will enable disabled individuals and Disability Studies to challenge the notion of physical and mental ableism.

A Review of the Literature on Test-Taker Engagement and Students with Disabilities

Presenting Author: Maura O'Riordan, *University of Massachusetts-Amherst*

This literature review focuses on methods of measuring test-taker engagement, factors that may impact test-taker engagement, and whether disability status is one such factor. Results indicate a gap in the literature regarding test-taker engagement and students with disabilities, a subgroup that may be differentially impacted by low test-taker engagement.

Enhancing Inclusive Special Education Through a School-Community Partnership: A Case Study

Presenting Author: Rebecca Natow, *Hofstra University*

Secondary Author: Jordan McCaw, *Massapequa Public Schools*

School-community partnerships have the potential to transform how special education is delivered. This case study examines one school district's partnership of parents, teachers, staff, and school leaders to raise awareness and make recommendations regarding inclusive special education. Findings indicate that the partnership has influenced special education stakeholders in several ways.

Wednesday, October 19, 3:15 pm – 4:45 pm

Session 3.3: Students' Perceptions of and Engagement in General Education Learning Outcomes and their Assessment

Symposium

Augusta

Chair: Sara J. Finney, *James Madison University*

Discussant: Rory Lazowski, *The College Board*

Three studies were conducted to uncover students' perceptions of the learning outcomes associated with a university's general education program and their engagement when assessing this learning. Students' perceptions of the SLO's and effort during assessments was varied. Fortunately, effort could be improved via a quick strategy prior to completing assessments.

The Meaning, Cost, and Value of Student Learning Outcomes: A Mixed Methods Study

The Influence of Item Characteristics and Setting on Motivation Fluctuation During a Single Test

“Will you give good effort during the test?” Simply asking increases examinees’ test-taking motivation

Presenting Authors: Josiah Hunsberger, *James Madison University*; John Hathcoat, *James Madison University*; Katarina Schaefer, *James Madison University*; Mara McFadden, *James Madison University*

Secondary Author: Yelisey Shapovalov, *James Madison University*

Wednesday, October 19, 3:15 pm – 4:45 pm

Session 3.4: Before the Loans Come Due: Finding the Job!

GSIC Session

Montpelier/Providence Combined

Facilitator: Matthew Speno, *Salem State University*

If you have earned your doctorate, congratulations and well done to you, Doctor! If you are currently a graduate student, we say to you, yes, you will emerge from this metamorphosis intact and you will become a member of an elite group of academics. After the pomp and circumstance of hooding and commencement activities, some say the work really begins. Seems this statement is apropos because one of the goals of a terminal academic degree is to find “work” that puts your degree to use and, as a bonus, you might get paid for your toil. But, and there is always a but, right?!? Before you land that perfect job, there is a lot of preparation you need to accomplish before even sending out your cover letter and CV. This session is geared to providing information and practical tips/strategies for Grads and Postdocs to consider during their job search. During our time together, we will explore topics such as how a postdoc employment plan can be created, discuss how a cover letter for academia is different from a “general” cover letter, and how to maximize your professional network. Although the job search is akin to a full-time job, having a solid plan and action steps might provide the

structure to keep you going until you land your dream job which you have been preparing for. There will be ups and downs until you land that job, but remember, those moments where you felt like you were on a roller coaster during your doctorate have prepared you for the job search.

Wednesday, October 19, 3:15 pm – 4:45 pm

Session 3.5: Impact of Social Challenges Poster Session

Poster Session

Main Ballroom

Chair: Henry Johnson, *New England Institute of Technology*

It's Not Just About Behaviors: Supporting Students' Academic Engagement Through a Multi-Dimensional Tool

Presenting Author: Rui Dai

Academic engagement is a multi-dimensional concept consisting of a behavioral as well as a psychological component. Behavior changes stay at a superficial level if the psychological component is not appropriately addressed. The purpose of this presentation is introducing a multi-dimensional tool that practitioners can use to support students' academic engagement.

Life Stress and Adolescent Internet Addiction: The Roles of School Level and Psychological Resources

Presenting Author: Haiyan Zhang, *SUNY-Cortland*

To elucidate the mechanism through which stress influences the development of internet addiction (IA) in adolescence, the study tested a moderated mediation model using a longitudinal design. It was found that the impact of life stress on IA depends on participants' developmental stage as well as their psychological resources.

Human Trafficking Training Modalities in University Allied Health Programs

Presenting Author: Shelby Perry, *New England Institute of Technology*

Secondary Author: Henry Johnson, *New England Institute of Technology*

This study examined the modalities of human trafficking training amongst students in New England utilizing the Factors Influencing Training Transfer (FITT) survey. Respondents were also asked about the format, quality, and delivery of human trafficking intervention training. Additionally, respondents were asked about their confidence in identifying potential human trafficking victims.

Listen to the Students: Learning About Student Experiences During Covid-19

Presenting Author: Megan Dwyer, *New Milford Public Schools*

This research examined how students' perceived their student experiences, social emotional development, and overall well-being during Covid-19 in academic and non-academic settings. Using CASEL's framework, students shared detailed accounts on how they developed core SEL competencies during the pandemic. Findings showed that student perspectives provide great insight in educational experiences.

Undergraduate Students' Perceptions of Transitions to Online and Face-to-Face Learning During the COVID-19 Pandemic

Presenting Author: Haley Maggs, *State University of New York – Geneseo*

Secondary Author: Anjoo Sikka, *State University of New York – Geneseo*

Thirty-nine (n=39) undergraduate students at a college in northeastern US, respondents reported struggles with online learning, adaptation to change in instructional delivery (online and in-person), and mental health during the COVID-19 pandemic. Implications of the research suggest need for support during times of transition and counseling services.

Can Cross-age Tutoring Using Dialogic Reading be a Feasible Post-Pandemic Intervention?

Presenting Author: Cheryl Durwin, *Southern Connecticut State University*

Secondary Authors: Dina Moore, *Southern Connecticut State University*; Madeline Barrett, *Southern Connecticut State University*; Karlos Mate, *Southern Connecticut State University*; Claudia McKenley, *Southern Connecticut State University*; Daniela Sevilla, *Southern Connecticut State University*; Andre Sokk, *Southern Connecticut State University*; Carla Velasquez, *Southern Connecticut State University*

This pilot study explores whether dialogic reading can be implemented as a cross-age tutoring intervention to address COVID slide. Our data will be analyzed to determine the feasibility of teaching older elementary readers to deliver dialogic reading to younger children and the modifications needed to ensure success of the intervention.

What if We Ignore Non-Effortful Responses: The Impact of Rapid-Guessing on Item Parameter Estimates

Presenting Author: Sarah Alahmadi, *James Madison University*

Secondary Author: Christine DeMars, *James Madison University*

The presence of rapid-guessing may bias estimates of item parameters. The direction of the bias in item discrimination estimates has been inconsistent across studies. In this study, discrimination was overestimated in one condition and underestimated in another condition with the same generating parameters and the same proportion of rapid-guessing responses.

Wednesday, October 19, 5:00 pm – 6:00 pm

Graduate Student Issues Committee Social

Social

Foyer

Take the opportunity to grab a snack and connect with other NERA graduate students in this social session sponsored by the GSIC.

Wednesday, October 19, 6:15 pm – 8:00 pm

Dinner & Invited Keynote

Plenary Session

Main Ballroom



Keynote Speaker: Christina Cipriano, Ph.D

Assistant Professor at the Yale Child Study Center and Director of Research at the Yale Center for Emotional Intelligence (YCEI)

Defining and Measuring Social and Emotional Learning So All Students Thrive: Opportunities and Challenges for Educational Researchers

Social and emotional learning, or SEL, and the ways that it is defined and measured in support of all students thriving has been a critical conversation in the national education discourse for the better part of the past decade. What is SEL and what have we learned from high-quality SEL implementation and assessments that can support the meaningful inclusion of all learners in SEL? In this keynote, Dr. Cipriano will unpack the operational definition of SEL, identify what we know and don't about SEL assessment, discuss examples of how SEL research and practice are being applied to support wellness and effective learning environments for students and their teachers, pose critical considerations for educational researchers when choosing and using SEL assessments, and identify opportunities for SEL assessment to support equitable and inclusive school communities hereafter.

Wednesday, October 19, 8:00 pm – 11:00 pm

NERA Welcome Reception & 3MT Competition

Social

Salon EFG Combined

It is so exciting to convene in person once again! Keep the excitement going at our welcome reception where you can catch up with old friends and meet new NERA colleagues. We are bringing back the fan favorite from 2019 – the Three Minute Thesis (3MT) competition! The academic competition focuses on fostering effective presentation and communication skills. Participants have three minutes to explain the breadth and significance of their research project to a non-specialist audience. Come watch and support our graduate student and professional competitors!

Thursday, October 20, 7:00 am – 8:15 am

Breakfast

Main Ballroom

Join us for breakfast in the main ballroom to fuel up for an exciting day full of sessions!

New Member Breakfast

Social

Salon EFG Combined

If you are new or new-ish to NERA and would like to meet others in our amazing organization, please join us for breakfast/coffee before starting your day on Thursday. You're welcome to drop in and ask questions about NERA and connect with new and seasoned members.

Grab breakfast in the main ballroom and join us in Salon EFG combined!

Thursday, October 20, 8:15 am – 9:45 am

Session 4.1: Factors that Influence Student Success

Individual Paper Session

Hartford

Chair: Mary Kalliny, *Rowan University*

Discussant: Scott Monroe, *University of Massachusetts-Amherst*

College Students' Participation in Study Abroad Programs Contributes to Higher Graduation Rates for Some Students

Presenting Author: Dylan Boczar, *University of Connecticut*

Secondary Authors: Ngozi Taffe, *University of Connecticut*; Scott Brown, *University of Connecticut*

Logarithmic regression was used to predict graduation within 6 years; study abroad, beneficiary of Student Support Services, first-year GPA, and entry age were used for freshmen starting within a 3-year period beginning Fall 2011 at a public university. Studying abroad showed a positive relationship with graduation, particularly for low GPAs.

The Relationship Between Motivated Reasoning and Reading Mode on Performance

Presenting Author: Anne Niccoli, *U.S. Coast Guard*

This study sought to determine if there are differences in cognitive performance based on reading mode and motivated reasoning. Chi test results for data interpretation accuracy showed significant differences between reading modes ($p < .01$) and a medium effect size ($v = 0.38$).

Health Challenges and Community College Student Outcomes Before and During the COVID-19 Pandemic

Presenting Author: Catherine Manly, *City University of New York*

Secondary Authors: Alyse Hachey, *University of Texas-El Paso*; Clair Wladis, *Borough of Manhattan Community College, CUNY*

This study details the prevalence of community college students' reports of serious health events before and after the onset of COVID-19 in spring 2020. Findings suggest that health issues may be a major barrier to student progress at community colleges, even outside of the conditions of a global pandemic.

Peer Coaching in Higher Education: Faculty Coaching Partnerships to Support Student Learning

Presenting Author: Kristin Rainville, *Sacred Heart University*

Secondary Authors: David Title, *Sacred Heart University*; Cynthia Desrochers, *California State University-Northridge*

This participatory action research project explores the processes and outcomes of a faculty peer coaching initiative in higher education. Thirty-seven faculty members committed to a series of professional learning sessions on effective instructional practices and engaged in a model of peer-coaching to observe, reflect, and improve their instructional practices.

Thursday, October 20, 8:15 am – 9:45 am

Session 4.2: Methods for Organizing and Aligning Competencies and Learning Objectives in Higher

Symposium

Augusta

Chair: Thanos Patelis, *University of Kansas & Johns Hopkins University*

Discussant: Stephen Sireci, *University of Massachusetts-Amherst*

Different types of alignments in higher education serving various aspects of the educational process in higher education are shared. In each presentation the context will be described, a description of the alignment and its purpose, an overview of the methodology used, and results will be shared. Insights will be discussed.

Alignment Needs and Methods of Artifacts of Prior Learning for Credits in a Higher Education, Degree-Granting Program

Curriculum Mapping to Visualize Program Content Scope and Sequence

Using Multidimensional Scaling to Help Organize Competencies of a Course of Study in Cybersecurity to Produce a Curriculum Map

Presenting Authors: Angela Karrasch, *University of Kansas*; Sousan Arafah, *Southern Connecticut State University*; Thanos Patelis, *University of Kansas & Johns Hopkins University*; Stephen Sireci, *University of Massachusetts-Amherst*

Thursday, October 20, 8:15 am – 9:45 am

Session 4.3: So You Want to Work in EdTech? What Kinds of Job Opportunities are Out There and How to Get Into the Field?

Invited Panel

Montpelier/Providence Combined

Facilitator: Matthew Speno, *Salem State University*

Panelists: Katrina Roohr, *ETS AI Labs*; Bo Bashkov, *IXL Learning*; Madison Holzman, *Curriculum Associates*; Abbie Lopuch, *ETS AI Labs*; Victoria Yaneva, *NBME*

As the EdTech field continues to expand, there are more new job opportunities that leverage the expertise of education researchers. Opportunities include different roles such as user experience (UX) researchers, data scientists, learning scientists, and impact and efficacy researchers. In this session, you will hear from various researchers in the EdTech field and their current roles. Each researcher will elaborate on what they are currently doing in their role, offering insights and perspectives from multiple organizations. We will discuss differences across roles (e.g., what kinds of research we do, who we work with), and opportunities in EdTech more broadly. Participants will be able to pose questions for the panelists and learn more about the EdTech space.

Session 4.4: Designing Schools for Equity

Workshop

Salon EFG Combined

Facilitator: Kevin Mattingly, *Riverdale Country School*; Sybille Bruun-Moss, *Riverdale Country School*

One of the most useful and powerful arrays of mindsets and skills students can learn in school is to be effectively metacognitive--to productively “think about their thinking” as they engage in academic tasks and grow as self-regulated learners. But what exactly is metacognition and how can it be taught and improved for individual learners over time? This workshop will discuss the Why, What, and How of teaching metacognition based on theoretical and best-practice research with the role of feedback and reflection particularly emphasized, as well as the science of learning and development. We will also make the case that effectively teaching metacognition and self-regulated learning in enduring, transferable ways is a critical element of achieving equitable schools. Recent scholarship (Allensworth et al 2018, Sturgis and Casey 2018, Darling-Hammond et al 2021) has defined equitable schools/ classrooms as providing opportunities for all children to thrive and fully participate in learning. In addition, equity refers to ultimate results with the goal of achieving equal outcomes for all students regarding the most important skills and knowledge that are developmentally appropriate and culturally responsive. We will explore the classroom practice and professional development implications of this two-part definition of equity.

Thursday, October 20, 10:00 am – 11:30 am

Session 5.1: Diverse Learners in Higher Education Roundtable Discussions

Roundtable Session

Boston

Chair: Yelisey Shapovalov, *James Madison University*

Critically Examining EPP Candidate Interview Responses and Reimagining Dispositional Screening

Presenting Author: Katie Nagrotksy, *Sacred Heart University*

Secondary Author: Niralee Patel-Lye, *University of Connecticut*

This paper explores how teacher educators made sense of prospective teacher candidates' interview responses. We describe how these interactions led us to reconsider teacher dispositions as a screening tool to assess candidates' orientations towards social justice teaching (Villegas, 2007) prior to entering our graduate program and teaching in public

Teaching Diversity, Equity, and Inclusion in Undergraduate Education Courses: Understanding Faculty of Color Experiences

Presenting Author: Annabelle Estera, *Endicott College*

Secondary Author: Dennis Camacho, *Endicott College*

In this paper, we use scholarly personal narrative (Nash & Viray, 2013) to discuss our experiences as higher education administrators and faculty members of color incorporating DEI topics into undergraduate education courses. We share the challenges, tensions, and opportunities.

Meeting the English language Needs of International Students

Presenting Author: Golnar Fotouhi, *University of Massachusetts-Lowell*

Secondary Author: Johanna Tigert

International university students possess differing levels of English language proficiency. Receiving institutions aren't always ready to meet students' language needs, thereby placing their academic success and integration into campus life at risk. We examine international students' perceptions of English supports and challenges on campus and propose solutions for IHEs.

Collaborative Online Learning Experiences Among Health Educators

Presenting Authors: Alex Evangelista, *Borough of Manhattan Community College*; Anika Thrower

The pandemic spawned devastating disruption to educational systems worldwide. Post-secondary institutions responded expeditiously through an extensive conversion of classes to digital format. This investigation examined health education faculty attitudes toward online collaboration. Modest support for the model was uncovered along with additional analysis suggesting a more accurate and comprehensive representation.

Thursday, October 20, 10:00 am – 11:30 am

Session 5.2: Research Methods: Investigating Students' Knowledge and Perceptions

Individual Paper Session

Hartford

Chair: Kevin Krost, *Virginia Tech*

Discussant: Javier Suarez-Alvarez, *University of Massachusetts-Amherst*

The Interplay of High School Student History Attitudes, Social Studies Coursework, and Background Knowledge

Presenting Author: Jonathan Steinberg, *Educational Testing Service*

Secondary Authors: Kelsey Dreier, *Educational Testing Service*; Jennifer Bailey, *Educational Testing Service*

This study examines relationships among U.S. high school students' attitudes toward U.S. history, course-taking, and domain-related background knowledge (BK). Selected attitudes positively relate to BK. Taking honors/Advanced Placement (AP®) U.S. History minimally adds explanatory power with small average BK performance differences. The results can help improve civic learning for students.

Using Vignettes to Explore Student Perceptions of Computational Thinking

Presenting Author: Nellie Rushton, *Worcester Polytechnic Institute*

Secondary Authors: Hannah Smith, *Worcester Polytechnic Institute*; Luisa Perez Lacera, *Worcester Polytechnic Institute*; Francisco Castro, *New York University*; Gillian Smith, *Worcester Polytechnic Institute*

Computational thinking (CT) is a crucial skill set that enables optimal problem-solving in a digital society. However, CT lacks a concrete definition and is rarely implemented in classroom settings. This study and qualitative analysis of college student responses to vignettes examines perceptions of CT and elements commonly associated with CT.

Fifteen Years Later, A Reassessment of Students' Knowledge of Internet Risk and Internet Behaviors: What Changed?

Presenting Author: Stacey Kite, *Johnson & Wales University*

Secondary Authors: Tonianne Napolitano, *Scituate Middle School Rhode Island*; Lindsay Millerick

This quantitative, descriptive study reassessed students using the Survey of Internet Risk and Internet Behavior to determine what, if anything, has changed over the past fifteen years. The study specifically investigated behaviors that may lead to cyberbullying or contact with potential Internet predators.

Thursday, October 20, 10:00 am – 11:30 am

**Session 5.3: Educational, Transitional, and Self-Efficacy Challenges
Servicemembers and Veterans Face: From Classroom to Workplace**

Symposium

Augusta

Chair: Kevin Coopersmith, *Stockton University*

Discussant: John W. Young, *Student Achievement Partners*

The purpose of this theme-based paper session symposium is to discuss the various educational challenges service members face while on active-duty, challenges they face while seeking education as U.S. military veterans, and challenges they face while finding full-time federal employment.

Educational Mismatches in Military Leadership Training

Challenges for Student Veterans

Veterans Finding Full-Time Permanent Federal Employment

Presenting Authors: Sean Lenahan, *U.S. Department of State*; Mark Rizzo, *New Jersey Army National Guard*; Joseph Sippel, *New Jersey Army National Guard*

**Session 5.4: The Good, Bad, and the Pandemic: Self-care During the
Dissertation Climb**

GSIC Session

Montpelier/Providence Combined

Facilitator: Matthew Speno, *Salem State University*

Panelists: Rachel Satter, *University of Bridgeport*; Le ‘Tanya Lawrence, *Cooperative Education Services*; Anthony Vinci, *CCSU*

Due to COVID-19, our world has changed which has created acute emotional situations that can put undue stress upon an individual's self care and wellness. As if completing a doctorate is not enough stress! Although GSIC has offered sessions about strategies to cope with the demands (physical and emotional) of being a doctoral candidate, we want to provide the space for addressing how the emotional effects of the Pandemic impact graduate students. The session format will be a quasi-panel and roundtable discussion on evergreen topics like eating well, getting enough sleep, exercise, and cultivating hobbies with the twist of understanding how your Pandemic coping strategies can be applied to your academic journey and beyond.

Thursday, October 20, 10:00 am – 11:30 am

Session 5.5: Switching Jobs in Educational Measurement: Advice and Insights

Invited Panel

Salon EFG Combined

Facilitator: Sara J. Finney, *James Madison University*

Panelists: Carol Barry, *American Board of Surgery*; Bo Bashkov, *IXL Learning*; Matthew J. Madison, *University of Georgia*; Ross Markle, *DIA Higher Education Collaborators*, Becca Runyon, *ETS AI Labs*

“Is it time to switch positions?” This question is common in the educational measurement field, especially given the number of positions each year. What questions should you work through (individually or with others) when considering a job transition? A panel of professionals who have changed positions within the field of educational measurement provide their perspectives and experience on a variety of issues including salary, work-life balance, and alignment between work and personal values. These professionals have transitioned from higher education to industry, from admissions testing to certification testing, from large-scale industry positions to their own consulting firm, from certification testing to educational technology, and across universities. In addition to sharing their stories, they will field questions and provide practical tips on career change.

Thursday, October 20, 11:30 am – 1:30 pm

Lunch & Invited Keynote

Plenary Session

Main Ballroom



Keynote Speaker: Darrell Earnest, Ph.D

Associate Professor in Math, Science, & Learning Technologies, University of Massachusetts Amherst

STEM Research Towards Inclusivity and Equity

Research in STEM areas has made strides for more inclusive and equitable practices. There continues to be a critical need for research that broadens access and diversifies these areas. This session will consider how intersectional research might support moving towards greater inclusivity and equity. Two projects will be shared that seek to broaden access to these areas across K-16 education. First, I share efforts to develop cultural sustaining assessment tools in an urban school district. Bringing

together computer science education and anthropology, everyday knowledge of first grade children and their families was gathered through a series of family interviews in order to identify informal computational thinking at play. Second, I consider undergraduates with learning disabilities (LD) and their efforts to manage their time, coordinating efforts in higher education, disability studies, and mathematics education and leading to a framework for providing academic support for LD students.

Thursday, October 20, 1:30 pm – 2:45 pm

Session 6.1: Incorporating Intersectionality into Practice

Individual Paper Session

Boston

Chair: Tabitha Bellamy-McKinley, *New Jersey Department of Education*

Discussant: Salika Lawrence, *The College of New Jersey*

Visual Representation Matters in an Image-Based Assessment of Extroversion

Presenting Author: Kevin O'Rourke, *University of Massachusetts-Amherst*

A photo-based assessment of extroversion was conducted using only photos of white subjects and administered to both black and white respondents. The explained variability of the photo scores by the text scores was measured (as well as the correlation between the two sets of scores) and compared across racial subgroups.

Applying Intersectionality Theory to Critical Analyses: Interrogating the Limitations of Current Statistical Methods

Presenting Author: Olivia Szendey, *Boston College*

Through critical analysis of the conceptual and statistical limitations approaches to capturing intersectional identities in regressions this paper provides guidance for researchers who wish to examine educational issues through an intersectional frame. This paper encourages education researchers to critically interrogate existing research tools and assumptions to better account for intersectionality.

Change Management for Campus: A Practice Model

Presenting Author: Son Pham, *Stephen F. Austin State University*

Drawing on the review of literature on change management theory in higher education institutions and an empirical case study of an internationalizing campus project in a public university, this article put forward a research-based practice model for transformation. The applications are fruitful to lead in the crisis ephemera.

Thursday, October 20, 1:30 pm – 2:45 pm

Session 6.2: Research Methods: Detecting Misconceptions, Multilevel Indirect Effects, Content Analysis, and Enhancing Score Reports

Individual Paper Session

Hartford

Chair: Francis O'Donnell, *NBME*

Discussant: Sanford Student, *University of Colorado Boulder*

Detecting Misconceptions with Discrete Option Multiple Choice Items and Diagnostic Concept Inventories

Presenting Author: Jennifer Lewis, *University of Massachusetts*

Bradshaw et al. (2022) presented diagnostic concept inventories (DCI) as a framework to develop diagnostic assessments to detect misconceptions. Current DCIs are composed of multiple-choice (MC) items. While MC items are effective, this paper suggests the combination of innovative item technology (Foster, 2020) and DCI to detect misconceptions.

Designing Multilevel Experiments to Detect Indirect Effects

Presenting Author: Ben Kelcey, *University of Cincinnati*

We developed a flexible framework to guide the design of multilevel experiments probing indirect (mediation) effects. The framework is implemented in the R library *powerup* and the free *PowerUp!* Shiny applications and software.

Conducting a Content Analysis of Mistakes in Children's Literature: Reflections on Study Design and Process

Presenting Author: Maleka Donaldson, *Smith College*

Secondary Authors: Mia Hwang, *Smith College*; Selma Benmoussa, *Smith College*

Content analysis is a research method that unpacks the messages embedded within cultural texts, including books, media content, and more. Complex themes are identified through a systematic process of searching, coding, and memoing. We model key steps and offer reflections based on our recent study of mistakes in children's books.

Growth Score Report Enhancements in Formative Assessments of an Online Learning Program

Presenting Author: Jinah Choi, *Edmentum*

Secondary Authors: Catherine Oberle, *Edmentum*; Audra Kosh, *NWEA*

This research documents and describes the process of redesigning student growth reports which utilize gain scores from an interim assessment. Involving stakeholders early in the design of these reports ensures that educators can make valid interpretations of student growth.

Thursday, October 20, 1:30 pm – 2:45 pm

Session 6.3: Impact of Specific Interventions in P-12 Education

Individual Paper Session

Augusta

Chair: Rochelle Michel, *Smarter Balanced*

Discussant: Rochelle Michel, *Smarter Balanced*

The Impact of IXL Math in Title I Texas High Schools

Presenting Author: Bo Bashkov, *IXL Learning*

Secondary Authors: Christina Schonberg, *IXL Learning*; Xiaozhu An, *IXL Learning*

This study examined the impact of a popular personalized learning platform, IXL, on math achievement among ninth-grade students in Title I Texas schools. Using a quasi-experimental pretest-posttest control group design, we found that students using IXL Math outperformed non-IXL students. Higher levels of usage corresponded to larger achievement gains.

Bridging Science Learning with Students' Community Identities Using System Mapping

Presenting Author: Eleanor Abrams, *University of Massachusetts-Lowell*

Systems mapping was examined as an epistemic tool to integrate science learning with rural middle-school students' knowledge cultures. Pre/post systems maps were created during investigations to determine the sustainability within community practices (i.e., farming). A majority of post-maps increased in understanding of systems and sustainability.

An Action-Research Case Study: The Impact of a Coaching Model on Implementation of NGSS within Grade Four Classrooms

Presenting Author: Shelby Hale, *University of Bridgeport*

This action-research case study looked to explore the effects of a coaching model on teacher's increased perceived understanding of Next Generation Science Standards (NGSS) and its three-dimensional design to identify their perception of the most meaningful component of the coaching model and suggested improvements for NGSS implementation based on experiences.

The Impact of Utilizing Mixed Reality Simulations on Pre-Service Teachers' Coping and Anxiety

Presenting Author: Steven Anton, *Ridgefield High School*

Secondary Authors: Jody Piro, *Western Connecticut State University*; Marcia Delcourt, *Western Connecticut State University*; Erik Gundel, *Greenwich High School*

This session will present a study that investigated the impact of time in Mixed Reality Simulations on anxiety levels and coping for preservice teachers through a convergent parallel mixed methods design.

Thursday, October 20, 1:30 pm – 2:45 pm

Session 6.4: Diversity, Equity, and Inclusion Poster Session

Poster Session

Montpelier/Providence Combined

Chair: Marcia Delcourt, *Western Connecticut State University*

Uncovering the Model Minority Narrative: A Case Study on Asian American Students in High-Achieving Schools

Presenting Author: Joanne Choi, *Therapy Source, Inc.*

Abstract: An insightful presentation that explores how increased knowledge of the unique cultural experiences, perspectives, and challenges of Asian American students in high-achieving secondary schools due to the perpetuation of the 'Model Minority' conceptualization can enable educators to make their classrooms more culturally responsive, address students' deficits, and eliminate harmful biases.

Implicit Racial Bias and Perceptions About the Effectiveness Physicians' Communication

Presenting Author: Chloë Braum-Bharti, *Germantown Friends School*

Abstract: Crowdworkers were shown two physician statements alongside seemingly incidental images of physicians and were more likely to judge statements as more effective when presented with an image of a white physician than with a black physician. These findings suggest that implicit bias may affect patients' perceptions of physician communication effectiveness.

Inclusion; What, How, and for Whom? Sense of School Belonging as an Indicator of Inclusive Education

Presenting Author: Mary Kalliny, *Rowan University*

Abstract: As the field of special education seeks full inclusion of students with disabilities in mainstream education, the need for understanding their sense of school belonging and inclusive education experiences across school settings and context increases. This research examines middle school students with disabilities' meaning of inclusion via belonging to school.

Expanding Views of Autism in School with an #ActuallyAutistic YA Novel

Presenting Author: Madeline Boehning, *Rowan University*

Abstract: Informed by Disability Studies in Education and the neurodiversity paradigm, this critical content analysis compares YA fiction: *On the Edge of Gone*, lauded by #ActuallyAutistic social media for autistic representation and *The Curious Incident of the Dog in the Night-Time*, a text often used in high schools for autistic representation.

Explanatory Modeling of Language Differential Item Functioning Using the Item Response Theory-Covariates Model

Presenting Author: Kevin Krost, *Virginia Polytechnic Institute and State University*

Abstract: Differential item functioning (DIF) was evaluated between English- and Spanish-speaking students on released science items from 2011 TIMSS using the IRT-C model. Several items exhibited

DIF, and covariates were modeled to explain DIF. Last, item content features were evaluated to explain any remaining DIF after modeling the covariates.

Thursday, October 20, 1:30 pm – 2:45 pm

Session 6.5: Building a Balanced System of Assessments

Invited Panel

Salon EFG Combined

Facilitator: Kurt Geisinger, *University of Nebraska*

Panelists: Jade Lee, *University of Kansas*; Gil Andrada, *Curriculum Associates*; Harold Doran, *HumRRO*; Lily Marietto, *Belleville High School*

In recent years, the field of educational measurement has been promoting the idea of building a balanced system of assessments to support different policy and instructional purposes. Federal and summative tests are used to help policy makers and administrators to make high-stakes decisions. Interim counterparts are designed to keep track of group learning and support decisions at classroom, school, or district levels. Whereas classroom, formative, and performance assessments are usually used to shed light on student learning on specific concepts and skills. In this panel discussion, we will encourage the panelists to offer their insights to the following questions:

- Why do we need a balanced system of educational assessments?
- What can each type of assessment (federal, summative, interim, classroom, formative, performance) do to improve P-12 education and student learning?
- What are the main challenges to develop and use each type of assessment?
- How much each type of assessment is enough?
- How to build an ecosystem of assessments that complement each other and support student learning and instruction?

Thursday, October 20, 3:00 pm – 4:30 pm

Session 7.1: Innovations in Testing and Assessment

Individual Paper Session

Boston

Chair: Anh Nguyen, *University of Massachusetts Amherst*

Discussant: Kurt Geisinger, *University of Nebraska*

The Impact of Scoring Method on Reliability of a Situational Judgment Test

Presenting Author: Kimberly Colvin, *University of New York, Albany*

Secondary Author: Lisa Keller, *University of Massachusetts-Amherst*

Situational Judgment Tests (SJT) are used for job selection and to assess college and career readiness. It is known that the scoring method has an impact on reliability; this study examines the impact of using IRT scoring on reliability of SJTs.

Lessons from Analyzing Formative Assessments Built by Medical School Faculty

Presenting Author: Dukjae Lee, *University of Massachusetts-Amherst*

Secondary Authors: Francis O'Donnell, *NBME*; Lisa Keller, *University of Massachusetts-Amherst*

We investigated the content and psychometric characteristics of formative assessments built by faculty using a flexible test construction system from NBME. A total of 119 assessments from 49 medical schools were analyzed. The results provide insights about current practices and could inform new offerings or product enhancements.

When What How and to Whom to Report Subscores

Presenting Author: Richard Feinberg, *National Board of Medical Examiners*

Despite a consistent finding that subscores often lack sufficient psychometric properties to be useful, they are still in demand and are frequently reported. In this research we explore different ways that subscores have been reported across a variety of assessments and recommend how to maximize impact and minimize misinterpretation.

Thursday, October 20, 3:00 pm – 4:30 pm

Session 7.2: Teacher Preparation & Support

Individual Paper Session

Hartford

Chair: Jonathan Steinberg, *Educational Testing Service*

Discussant: Gil Andrada, *Curriculum Associates*

Rooting Teacher Preparation in Equity: A Culturally Sustaining Pedagogical Approach

Presenting Author: Kathleen Wallace, *University of Bridgeport*

This study examines teacher candidates' understanding and application of culturally sustaining pedagogy (CSP). Participants complete an efficacy survey, a CSP workshop, and submit edTPA. edTPA scores on two rubrics evaluating CSP will be analyzed against survey results to ascertain whether perceived abilities align with Pearson scores indicating learner-ready teachers.

Teacher Professional Learning Communities for Strengths-Based Character Development in Schools

Presenting Author: Madora Soutter, *Villanova University*

Secondary Authors: Gracie Petrelli, *Villanova University*; Casey O'Donnell, *Villanova University*

This study explores how to best prepare teachers to nurture character goals to their classrooms. By leading small, monthly Professional Learning Communities, we sought to support teachers in establishing and cultivating character goals in their own classrooms, and to evaluate the effectiveness of this approach.

Jamaican Teacher Educators' Responses to a professional development on African Diaspora Literacy

Presenting Author: Clement T M Lambert, *Northern Arizona University*

Secondary Author: Claudia Fletcher

African Diaspora Literacy (ADL) is yet to gain significant traction in the Jamaican education system. This paper describes a professional development activity involving over fifty Jamaican teacher educators from eight teacher education institutions. The educators provided encouraging feedback on the intervention and provided suggestions for further ADL infusions.

Thursday, October 20, 3:00 pm – 4:30 pm

Session 7.3: P-12 Education Roundtable Discussions

Individual Paper Session

Augusta

Chair: Ketan, *University of Massachusetts Amherst*

Standing in the Intersection: Searching for the Contextual Frameworks of Interdistrict Magnet Schools in Connecticut

Presenting Author: Wendy Jean Sonstrom, *LEARN*

The state of Connecticut has public school choice options, some of which are the result of the Sheff v. O'Neill lawsuit. This review of the literature seeks to understand the various contexts of interdistrict magnet schools operating within the Sheff region.

Virtual Volunteerism: How Offering Virtual Support Impacts Entrepreneurial Mindset and Learning

Presenting Author: Hannah Lieber, *Network for Teaching Entrepreneurship (NFTE)*

Employing Difference-in-Differences (DiD) techniques, we explored the impact of shifting from an in-person to virtual model for volunteers meant to assist K12 students in developing a business plan. Our outcomes of interest are noncognitive skill growth and entrepreneurial content learning growth.

Role of Social Supports: African American and Latino Male Students' Pathways to College

Presenting Author: Kisong Yim, *St John's University*

Using social capital theories, the study examined factors influencing college access. The paper emphasizes the two most prominent findings: the significance of what parents deem important in education and the importance of supportive and disciplinary school culture. This study illustrates the importance of social support for college readiness and access.

'I felt like when I talked it got silent': Critical Conversations in a Book Club with Adolescents and College Students

Presenting Author: Salika Lawrence, *The College of New Jersey*

Secondary Author: Tammy Harris, *Trenton Public Schools*

This qualitative study examined the practices of middle school and college students in a book club about diversity. Content analyses of the data were thematically coded and triangulated with survey responses. Results show that both groups had misperceptions about each other and raised several issues about social justice.

Principals' Perspectives on Making Sense of and Implementing Teacher Evaluation During the COVID-19 Pandemic

Presenting Author: Anna Mahon, *Amity Regional School District #5*

The COVID-19 pandemic shook our educational systems, resulting in significant temporary adjustments to the CT Teacher Evaluation Model. Through a qualitative phenomenological research design, the lived experiences of Connecticut high school principals was explored as they made sense of and implemented the adjusted flexibilities plan for the 2020-2021 school year.

Thursday, October 20, 3:00 pm – 4:30 pm

Session 7.4: Beyond the Grade: Expanding the Predictors and Outcomes of Education

Invited Symposium

Montpelier/Providence Combined

Chair: Chris Patterson, *James Madison University*

Presenters: Renee Delgado-Riley, *University of Oregon*; Rory Lazowski, *The College Board*; Ross Markle, *DIA Higher Education Collaborators*

The pandemic has codified the notion that education is more than developing cognitive ability. For example, student well-being is now, more than ever, a consideration of our educational process. But how do we define, assess, and address those domains other than traditional outcomes such as literacy, numeracy, and critical thinking? This esteemed panel will engage in a discussion of issues across the educational spectrum that seek to transform the impact we have on learners.

Thursday, October 20, 3:00 pm – 4:30 pm

Session 7.5: Women in Measurement: A Journey Towards Racial and Gender Equity

Invited Panel

Salon EFG Combined

Facilitator: Jenn Dunn, *Pearson*

Panelists: Fiona Hinds, *Cognia*; Jenn Dunn, *Pearson*; Jade Lee, *University of Kansas*; Ellen Forte, *edCount LLC*

This session will share the story of a new non-profit, Women in Measurement, how it came about, why it is important and what we hope to accomplish. We will provide context for the organization, our vision and mission, and programs. The discussion will emphasize how WIM is designed to amplify the voices of aspiring women leaders and promote discussions of gender and racial equity. We aim to empower women and women of color to advance throughout their careers in the measurement field.

Thursday, October 20, 4:30 pm – 5:30 pm

Remembrance of Ronald K. Hambleton

Special Session

Main Ballroom

Facilitator: Nina Deng, *Kaplan*

Panelists: April Zenisky, *University of Massachusetts-Amherst*; Charlie DePascale, *Assessment Consultant*; Jerome Clauser, *ABIM*; Stephen Sireci, *University of Massachusetts-Amherst*

Ronald K. Hambleton, one of the giants in the field of educational measurement and assessment, also a dear professor, advisor, mentor, friend, and colleague of many of NERA members sadly passed away this year. Join us in remembrance as a panel consisting of Ron’s colleagues, friends and students reflect on their personal experience with Ron, remember his spirit and legacy, and celebrate his achievements.

Thursday, October 20, 5:00 pm – 6:15 pm

Mentoring Happy Hour

Social

Parallel Post

A key part of every NERA conference, the mentoring program provides graduate students with the opportunity to meet with professionals in the field. Mentors can provide individualized feedback on research projects and/or dissertations, as well as provide guidance during the conference. If you are a part of the NERA mentorship program, this is your chance to meet your mentor/mentee face-to-face. If you are not a part of the program, consider signing up for the upcoming year.

Thursday, October 20, 6:15 pm – 8:00 pm

Dinner & Presidential Address

Plenary Session

Main Ballroom



NERA 2022 President: Nina Deng, Ed.D.

Director, Psychometrics and Learning Analytics at Kaplan

Supporting Student Learning: Assessments and Learning Analytics

From high-stakes testing to formative assessments, from psychometric modeling to learning analytics, this Presidential Address will reflect and explore the various aspects to support student learning in today's dynamic educational environment.

Thursday, October 20, 8:00 pm – 11:00 pm

NERA Conference Reception – Featuring Talent Show & Karaoke

Social

Salon EFG Combined

Join us for another fun social event! Show off your talents, support your colleagues, and mingle!

Friday, October 21, 7:00 am – 8:15 am

Breakfast

Main Ballroom

Join us for breakfast in the main ballroom.

Friday, October 21, 8:15 am – 9:45 am

Session 8.1: Advancing Testing and Assessment Practice Through Simulation Studies

Individual Paper Session

Boston

Chair: Dukjae Lee, *University of Massachusetts-Amherst*

Discussant: Kevin Krost, *Virginia Tech*

The Performance of Unidimensional Approximation of MIRT Observed-Score Equating on Testlet-Based Assessment

Presenting Author: Hongyu Diao, *Educational Testing Service*

The main purpose of the study was to investigate the performance of UIRT and unidimensional approximation of MIRT (UMIRT) observed score equating on testlets-based assessments. The results show that UAMIRT is an approach producing less bias than UMIRT approach.

A Bayesian Approach in Detecting DIF Using Ordered Probit Regression

Presenting Author: Dongwai Wang, *University of Massachusetts-Amherst*

Secondary Authors: Jeffery Starns, *University of Massachusetts-Amherst*; Craig Wells, *University of Massachusetts-Amherst*

This study compared the Frequentist approach against the Bayesian approach in detecting DIF using a simulated test with Likert-type items. Both approaches successfully identified DIF, however, the authors argued that the Bayesian approach builds a distribution around the parameter(s) of interest which is the group difference on the item.

Detecting Halo Effects in Performance Assessments: A Rasch Measurement Model Simulation Study

Presenting Author: Yelisey Shapovalov, *James Madison University*

Secondary Authors: Christine DeMars, *James Madison University*; John Hathcoat, *James Madison University*

Performance assessment scores are prone to bias from halo raters that assign scores more similarly across criteria than they should be, which is unfair to examinees and reduces quality feedback. We present results of a simulation study investigating the viability of recommended measurement methods for detecting halo effects raters.

Friday, October 21, 8:15 am – 9:45 am

Session 8.2: Research Methods: Supporting Student Learning in Higher Education

Individual Paper Session

Hartford

Chair: Jonathan Steinberg, *Educational Testing Service*

Discussant: Henry Johnson, *New England Institute of Technology*; Shelby Perry, *New England Institute of Technology*

Integrative Social Contract Theory as an Intervention for Unintentional Plagiarism

Presenting Author: Jess Holman, *Southern Connecticut State University*

Secondary Authors: Jess L. Gregory, *Southern Connecticut State University*; Jenna C. Retort, *Southern Connecticut State University*

Unintentional plagiarism is a problem for university students and faculty. This project leverages micro-credentials and badging to reduce the incidence of unintentional plagiarism. Through the lens of integrative social contract theory, this program creates a common norm of correct behavior and aims to reduce cases of plagiarism.

Community Engaged Scholarship and Student Learning in a Dynamic Environment

Presenting Author: Anthony Vinci, *CCSU*

This individual paper session will focus on how community engaged scholarship (CES) can support the development of hands-on skills for students like operating effectively with external stakeholders, supporting knowledge production, problem solving, and overcoming the Ivory Tower concept in the dynamic environment of COVID-19.

Using Concept Maps: What do Students Know About Sequences and Series?

Presenting Author: David Earls, *Emmanuel College*

Secondary Authors: Miriam Gates, *Emmanuel College*; Lauren Sager, *University of New Hampshire*; Grace Gaultier, *Emmanuel College*; Jack Tata, *Emmanuel College*; Kira Glasmacher, *Emmanuel College*

The topics of sequences and series presents much difficulty for students in second semester calculus courses. This paper seeks to add to the existing literature by looking at student concept maps of sequences and series and comparing those concept maps to the expectations experts have for students.

Friday, October 21, 8:15 am – 9:45 am

Session 8.3: Overcoming Barriers to Teacher Diversity

Individual Paper Session

Augusta

Chair: Chris Patterson, *James Madison University*

Discussant: Tabitha Bellamy-McKinley, *New Jersey Department of Education*

Barriers to Teacher Diversity in a Predominantly White District

Presenting Author: Justin Sulsky, *Long Beach Public Schools*

Data collected indicated that administrators stated they wanted to diversify the teaching staff of the case district, but were constrained by various factors including the inability to identify candidates of color, procedures that favor those with connections to the district, and perceived uninterest of candidates of color in teaching there.

Ableism in Teacher Candidates' Autoethnographies about Becoming Special Educators

Presenting Author: Aubry Threlkeld, *Endicott College*

Secondary Author: Julie Calzini, *Endicott College*

Teacher candidates have their own stories about teaching and learning. These stories and narratives frame their understanding of special education and the work they intend to do as special educators. Ableism shapes these intentions and the framing of their narratives. This study examines the content and structure of 147 autoethnographies.

Interrogating Academic Genealogy and Eugenics in Educational Measurement: A Path Forward Towards Racial Justice

Presenting Author: Jade Lee, *The Achievement & Assessment Institute, University of Kansas*

Secondary Author: Fiona Hinds, *Cognia Inc.*

Recently, there have been educational measurement scholars who have offered historical overviews of the educational measurement field and center key, contributing pioneers. There has not, however, been an explicit focus on how eugenics has played a role in the academic genealogy of historical figures in the field.

Friday, October 21, 8:15 am – 9:45 am

Session 8.4: Our Thoughts for the Next Version of the Standards for Educational and Psychological Testing

Invited Panel

Montpelier/Providence Combined

Facilitator: Kristen Huff, *Curriculum Associates*

Panelists: Kristen Huff, *Curriculum Associates*; Stephen Sireci, *University of Massachusetts-Amherst*; Rochelle Michel, *Smarter Balanced*; Ellen Forte, *edCount LLC*

There is growing recognition of the need to address longstanding issues to revise and improve the current Standards for Educational and Psychological Testing. The field relies heavily on these standards for the development of, validation, and proper use of assessments. This discussion will be led by Kristen Huff as the NCME representative on the Standards Management Committee that is overseeing this next version scheduled to be released in 2027. A panel of professions will provide their perspective and expertise on how to improve the current standards to offer the best guidance possible in educational and psychological testing.

Session 8.5: Transforming Our Practice to Support the Immigrant and Other Culturally Diverse Students in Our Classrooms

Workshop

Salon EFG Combined

Facilitator: Neisha Terry Young, *Drexel University*

This workshop is practitioner focused and aims to raise educators' critical consciousness as it relates to their pedagogical practices in culturally diverse classrooms. Participants will be provided with an exploratory overview of the immigrant and culturally diverse students in today's classrooms, and some of the challenges they experience. We will then explore theories of culturally relevant and sustaining pedagogies to identify ways in which we can create unit and lesson plans that better honor and support the pluralistic cultural identities of our students. In doing this, participants will work in a collaborative discipline-focused groups to evaluate and transform various aspects of unit and lesson design, including objectives, learning activities, and assessments, to make them more culturally relevant and sustaining. Workshop participants will leave the workshop with a deeper understanding of the challenges that immigrant and other culturally diverse students experience, and a toolbox of strategies that they can use to ensure that their lessons and activities are crafted in ways that sustain and support the rich identities of all students in their classrooms.

Friday, October 21, 10:00 am – 11:30 am

Session 9.1: Assessment and Scale Development

Individual Paper Session

Boston

Chair: Dukjae Lee, *University of Massachusetts-Amherst*

Discussant: Francis O'Donnell, *NBME*

Interest Requires Knowledge: Initial Development of a Measure of Career Knowledge

Presenting Author: Sarah Ferguson, *Rowan University*

Secondary Authors: Kara Ieva, *Rowan University*; Theresa Cann, *Teachers College, Columbia University*; Kimelle Ash, *Rowan University*; Christopher Winkler, *Rowan University*

This paper details the validation of a career knowledge measure, developed and piloted to address the need for empirical data to measure student knowledge of STEM careers. Exploratory factor analysis and reliability are presented, as well as correlations with other similar constructs.

Using Weighted Multidimensional Scaling with Publicly Available Data to Inform an Adult Assessment Framework

Presenting Author: Brendan Longe, *University of Massachusetts-Amherst, Center for Educational Assessment*

Secondary Authors: Stephen Sireci, *University of Massachusetts-Amherst, Center for Educational Assessment*; Javier Suarez-Alvarez, *University of Massachusetts-Amherst, Center for Educational Assessment*

Using the Occupational Information Network (O*NET) data, we used multidimensional scaling to explore dimensionality in expert ratings of how important 45 skills and abilities are for 876 occupations. Differences in dimensionality were found across levels of occupations. The results have implications for designing literacy and numeracy assessments for adult learners.

Leaps: An Assessment System for Tracking School Transformation and Student Learning Experiences

Presenting Author: Sanford Student, *University of Colorado Boulder*

Secondary Authors: Susan Lyons, *Lyons Assessment Consulting*; David Nitkin, *Transcend*; Youssef Shoukry, *Transcend*

We present a system of student assessments aligned to ten distinct aspects of students' learning experiences that reflect an equitable, opportunity-oriented approach to education. We outline a theory of action for assessment use in support of school transformation, backed by relevant psychometric evidence gathered through extensive, iterative piloting.

Friday, October 21, 10:00 am – 11:30 am

Session 9.2: Blended & Virtual Learning in Higher Education

Individual Paper Session

Concord

Chair: Joanne Choi, *Teachers College, Columbia University*

Discussant: Anthony Vinci, *CCSU*

The Impact of Virtual Global Learning Programs During the COVID-19 Pandemic

Presenting Author: Scott Brown, *University of Connecticut*

Secondary Authors: Dylan Boczar, *University of Connecticut*; Ngozi Taffe, *University of Connecticut*

Virtual Study Abroad Programs (VSAPs) have been an option but rarely selected by students. However, COVID has made VSAPs the only option for many. A study of VSAPs for one university from spring 2021, with the demographics of 74 participants and a subset of participants focusing on VSAP experiences.

The Effects of Virtual Environments on Decisions

Presenting Author: Anne Niccoli, *U.S. Coast Guard*

Abstract: This study extends research of decision making in virtual group environments by comparing pre-post poll response times of graduate students. There was a significant difference for poll response times between pre-post-trials and chi-test results of mean response times show a significant relationship between question type and time.

Effects of Online Learning Behavior, Prior Learning Experience, and Assignment Submission on Learners' Academic Success

Presenting Author: Xiaoye Yang, *University of Massachusetts-Lowell*

Secondary Author: Jason Rydberg, *University of Massachusetts-Lowell*; Cuibing Wu, *University of Massachusetts-Lowell*

Abstract: This paper builds multiple regression models to explore how online learning behaviors, prior online learning experiences, and assignment submission impact online learners' academic success using the OULAD dataset. Also, the moderating effects are examined. This study contributes to the extant literature on factors that affect online learners' academic success.

Session 9.3: Educators Overcoming Obstacles

Individual Paper Session

Hartford

Chair: Mary Kalliny, *Rowan University*

Discussant: Gil Andrada, *Curriculum Associates*

Buoyancy: A Way Through the Gridlock of Tolerance and Resistance

Presenting Author: Sara Harvel, *University of Connecticut*

It's hard for people to talk to others who think differently from themselves. Society expects schools to teach students to engage with otherness and to be inclusive. There conflicting messages of tolerance and resistance, creating gridlock and confusion. The concept of buoyancy will help teachers consider how to support students.

The Relationship Between Teacher Demographic Factors, Wellness, and Burnout

Presenting Author: Marcia Delcourt, *Western Connecticut State University*

Secondary Authors: Mykal Kuslis, *Bullard-Havens Technical High School*; Pauline Goolkasian, *Western Connecticut State University*; Stephanie Wozniak, *Putnam/Northern Westchester BOCES*; Reine Issa, *Bethel High School*

Wellness is a major indicator of successful teachers, the longevity of their careers, and their impact on student performance. This mixed-methods study surveyed 125 teachers across the US to examine connections between demographic factors, personal wellness, teacher stress, and burnout. Variables successfully predicted emotional exhaustion, depersonalization, and personal accomplishment.

Diamonds in a Rough: Invisibility and Hyper-Visibility of Black and Afro-Latina Women in Education

Presenting Author: Le Tanya Lawrence, *Elle's HEART LLC*

In a recent study Black and Afro-Latina women illuminated career highlights from their multiple perspectives that reflected their identities as invisible and hyper-visible within the schoolhouse (Author name, 2021). This presentation shares research-informed strategies to carefully cultivate the diamond potential of Black and Afro-Latina women educators.

Preservice Teacher Identity in the Liminal Space of Simulated Parent Teacher Conferences

Presenting Author: Emily Kilbourn, *Ridgefield High School*

Secondary Author: Jody Piro, *Western Connecticut State University*

This session will present interpretive case study research that addressed what the contribution of liminal experiences were to teacher identity formation within mixed reality simulations of parent-teacher conferences.

Friday, October 21, 10:00 am – 11:30 am

Session 9.4: Demonstration of Psychometric Methods: DCM, ML, and CFA

Individual Paper Session

Augusta

Chair: Catherine Manly, *City University of New York Graduate Center*

Discussant: Catherine Manly, *City University of New York Graduate Center*

Multilevel Diagnostic Classification Modeling in Applied Research: An illustration

Presenting Author: Nicolas Mireles, *James Madison University*

Secondary Author: Yu Bao, *James Madison University*

Diagnostic Classification Models have been integrated into a multilevel framework and offer benefits of more accurate student attribute classification and relationship between predictors and attributes. In

this study, we demonstrate an application of a theorized multilevel diagnostic classification model to depict the process of applying such a model.

Identifying Rapid-Guessing Behaviors Using Autoencoders

Presenting Author: Mina Lee, *University of Massachusetts-Amherst*

Secondary Author: Scott Monroe, *University of Massachusetts-Amherst*

To detect rapid-guessing behaviors on low-stakes assessments, I suggest a machine learning method based on neural networks known as the autoencoder. This research aims to compare the detection of rapid-guessing using autoencoder and response time threshold methods and their effects on inferences drawn from test data.

Differential Performances of Different Chi-Square Tests in Mplus for DIF Detection

Presenting Author: Yong Luo, *Educational Testing Service*

When multiple-group confirmatory factor analysis is used for DIF detection, different estimation methods can be used for the construction of chi-square test. This study shows that different estimators in Mplus result in different chi-square tests that differ in their Type I error rate and statistical power to detect DIF.

Friday, October 21, 10:00 am – 11:30 am

Session 9.5: Taking a Stand: A Culturally Responsive, Sustaining, and Anti-Racist Approach to Assessment Design

Symposium

Montpelier/Providence Combined

Chair: Maria Hamdani, *Center for Measurement Justice*

Discussant: Maria Hamdani, *Center for Measurement Justice*

Presenting Authors: Maria Hamdani, *Center for Measurement Justice*; Nirupa Mathew, *Curriculum Associates*; Angela Bahng, *Curriculum Associates*; William Green, *NYC DOE*

In this session, we will describe our efforts to create, use, and advocate for justice-oriented assessment practices. We provide an overview of the sociopolitical context in which we do this work, describe our implementation experiences, share exemplar tasks, and discuss initial pilot study data collected from students, parents, and teachers.

Session 9.6: Past President Panel - Using Assessment and Technology to Support Student Learning Post COVID

Invited Panel

Salon EFG Combined

Facilitator: Bo Bashkov, *IXL Learning*

Panelists: Kristen Huff, *Curriculum Associates*; Rochelle Michel, *Smarter Balanced*; Javarro Russell AAMC; Stephen Sireci, *University of Massachusetts-Amherst*; John W. Young, *Student Achievement Partners*

In this session, NERA Past Presidents will first discuss how education in general and learning and assessment in particular have been affected by the COVID-19 pandemic. Next, they will discuss what changes to these processes have taken place and how procedures will continue to evolve to support student learning across K-12, higher education, and medical education in the years to come. Finally, the panelists will reflect on their careers and give advice to audience members, particularly those still early in their professional careers.

Friday, October 21, 11:30 am – 12:30 pm

Lunch (Grab & Go Option Available)

Main Ballroom

Join us for lunch in the main ballroom and stay for the business meeting. You can also take your lunch as grab-and-go if needed.

Friday, October 21, 12:00 pm – 1:00 pm

NERA Business Meeting

Plenary Session

Main Ballroom

All NERA members are welcome and encouraged to attend the annual NERA business meeting. Grab your lunch and bring it to the meeting!

At A Glance

Legend
GSIC Session
Poster Session
Roundtable Session
Workshop
Paper Session
Invited Panel Session
Symposium Session
Meal
Remembrance Session
Specific Social Events
Conference Receptions
Business Meeting

Wednesday, October 19 - At a Glance									
	Ballroom Foyer	Boston	Concord	Hartford	Augusta	Montpelier/Providence Combined	Salon EFG Combined	Main Ballroom	
	Registration								
8:00-10:00 AM	Registration						Workshop: An Introduction to Diagnostic Measurement Models		
10-10:15 AM		Break							
10:15-12:15 PM						Workshop: Self-care During your Dissertation and Job Searching	Workshop: Challenges and Lessons Learned from Applying IRT to Alternate Assessments		
12:15-1:30 PM		Lunch on Your Own							
1:30-3:00 PM		Education: Impact of Teachers' Beliefs & Attitudes	Understanding Students' Identities	Remote Learning in P-12 Education	Research and Support in Education Roundtable Discussions		Workshop: Facilitating (Truly) Trauma-Informed Classrooms in a Post-Pandemic World		
3:00-3:15 PM		Break							
3:15-4:45 PM		P-12 Education: Career Challenges		Educational Support for Students with Disabilities	Symposium: Students' Perceptions of and Engagement in General Education Learning Outcomes and their Assessment	GSIC: Before the Loans Come Due: Finding the Job!		Impact of Social Challenges Poster Session	
4:45-5:00 PM		Break							
5:00-6:00 PM		GSIC Social - Foyer							
6:15-8:00 PM		DINNER in Main Ballroom - Christina Cipriano, Keynote Speaker							
8:00-11:00 PM	3MT and NERA Welcome Reception - Salon EFG Combined								

Thursday, October 20 - At a Glance								
	Ballroom Foyer	Boston	Concord	Hartford	Augusta	Montpelier/Providence Combined	Salon EFG Combined	Main Ballroom
	Registration							
7:00-8:15 AM		BREAKFAST in Main Ballroom						
		New Member Breakfast - Grab food from Main Ballroom and meet in Salon EFG Combined						
8:15-9:45 AM				Factors that Influence Student Success	Symposium: Methods for Organizing and Aligning Competencies and Learning Objectives in Higher Education	Invited Panel Discussion: So You Want to Work in EdTech? What Kinds of Job Opportunities are Out There and How to Get into the	Workshop: Designing Schools for Equity	
9:45-10:00 AM	Registration							
10:00-11:30 AM		Diverse Learners in Higher Education Roundtable Discussions		Research Methods: Investigating Students' Knowledge and Perceptions	Symposium: Educational, Transitional, and Self-Efficacy Challenges Servicemembers and Veterans Face: From Classroom to Workplace	GSIC: The Good, Bad, and the Pandemic: Self-care During the Dissertation Climb	Invited Panel Discussion: Switching Jobs in Educational Measurement: Advice and Insights	
11:30-1:30 PM		LUNCH in Main Ballroom - Darrell Earnest, Keynote Speaker						
1:30-2:45 PM	Registration	Incorporating Intersectionality into Practice		Detecting Misconceptions, Multilevel Indirect Effects, Content Analysis, and Enhancing Score Reports	Impact of Specific Interventions in P-12 Education	Diversity, Equity, and Inclusion Poster Session	Invited Panel Discussion: Building a Balanced System of Assessments	
2:45-3:00 PM								
3:00-4:30 PM		Innovations in Testing and Assessment		Teacher Preparation & Support	P-12 Education Roundtable Discussions	Invited Symposium: Beyond the Grade: Expanding the Predictors and Outcomes of Education	Invited Panel Discussion: Women in Measurement: A Journey towards racial and gender equity	
4:30-5:30 PM								Remembrance of Ron Hambleton
5:00-6:15 PM		Mentoring Happy Hour - Parallel Post						
6:15-8:00 PM		DINNER in Main Ballroom - Nina Deng, Presidential Address						
8:00-11:00 PM		NERA Conference Reception (Featuring Talent Show & Karaoke) - Salon EFG Combined						

Friday, October 21 - At a Glance								
	Ballroom Foyer	Boston	Concord	Hartford	Augusta	Montpelier/Providence Combined	Salon EFG Combined	Main Ballroom
	Registration							
7:00-8:15 AM		BREAKFAST in Main Ballroom						
8:15-9:45 AM	Registration	Advancing Testing and Assessment Practice Through Simulation Studies		Research Methods: Supporting Student Learning in Higher Education	Overcoming Barriers to Teacher Diversity	Invited Panel Discussion: Our Thoughts for the Next Version of the Standards for Educational and Psychological Testing	Workshop: Transforming Our Practice to Support the Immigrant and Other Culturally Diverse Students in Our Classrooms	
9:45-10:00 AM								
10:00-11:30 AM		Assessment and Scale Development	Blended & Virtual Learning in Higher Education	Educators Overcoming Obstacles	Demonstration of Psychometric Methods: DCM, ML, and CFA	Symposium: Taking a stand: A culturally responsive, sustaining, and anti-racist approach to assessment design.	Past President Panel Discussion: Using Assessment and Technology to Support Student Learning Post COVID	
11:30-12:30 PM		LUNCH (Grab & Go) - Main Ballroom						
12:00-1:00 PM		NERA Business Meeting - Main Ballroom						

Trumbull Marriott

