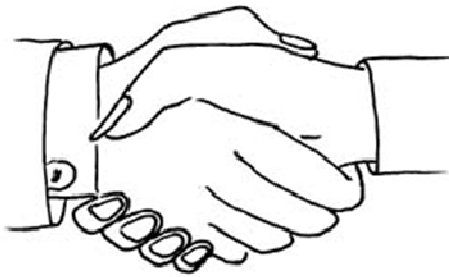# NERA 2010:

Building Research Partnerships

41st Annual Meeting of the
Northeastern Educational Research Association
Hartford Marriott Rocky Hill
October 20th – 22nd, 2010
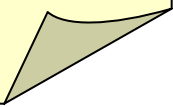
Welcome to the 41st Annual Northeastern Educational Research Association Conference!
Building Research Partnerships

Welcome to the 41st annual meeting of the Northeastern Educational Research Association! It is my hope that you will enjoy the high quality educational research for which NERA continues to be known. In addition, I urge you to take advantage of the pre- and in-conference workshops. Throughout the entire program, you will see evidence of our overall conference theme, *Building Research Partnerships*.

Use your time at NERA to learn about how using multiple research lenses can help us address the tough learning and assessment questions with which we are faced in education. Build some new research partnerships!

Katharyn E. Nottis, NERA President

"*Alone we can do so little; together we can do so much*" Helen Keller

Welcome Message from the 2010 Program Committee

This event is a rare occasion for "new" and "seasoned" researchers to come together and examine practice and other factors of interest to the educational community with the goal of improving academic possibilities for all students. We hope you will enjoy this opportunity to share a broad array of perspectives with colleagues to research partnerships that are enriched and energized by the diversity of lenses.

We are pleased to offer you an exciting and enriching program in this year's conference. Last year's conference was a total success in terms of the substantive presentations, vigorous conversation and exchanges, and attendance. We hope you will find this year's sessions equally enriching, interesting, and informative. We are honored to have two exceptional keynote presenters, Kathleen Williamson from the US DOE and Burke Johnson from the University of South Alabama. We have exceptional pre- and in-conference workshops, a diverse set of paper sessions, and, as always, innovative, top-notch entertainment featuring The Shilanski Jazz Band on Wednesday evening and the Messickists & Distractors on Thursday evening!

To reflect this year's theme, we have a variety of workshops to offer training in a variety of methodologies (i.e., quantitative, qualitative, and mixed methods) and on the process of collaboration itself. We also would like to bring to your attention the invited panel on collaboration and teaming.

Next, to demonstrate collaboration in action, please engage the presenters in the poster session. There are no concurrent sessions being held during the poster session on Thursday morning at 10:15 AM. So, please make sure you engage the presenters in a dialogue in an effort to learn and to offer feedback. Who knows – collaborations and research partnerships may be initiated as a result!

We are very grateful to our sponsors and institutional members who have contributed to NERA and the 2010 conference. We also want to thank all the volunteers who have made this conference possible. There was incredible support to make this conference possible from reviewing papers, to being chairs and discussants, to offering a word of support, and for . We also want to thank Sharon Cramer, Sara Finney, Kelly Godfrey, and Jan Stivers for their generosity in volunteering their time to provide the high-quality workshops.

Finally, we want to thank the president of NERA, Katharyn Nottis, and our Board of Directors for their support and contributions. Much appreciation goes to Kevin Brewer and Helen Ng, The College Board, for many hours of hard work in producing this program.

Dolores Burton, Yanhui Pang, and Thanos Patelis
2010 NERA Conference Co-Chairs

Contents

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Much appreciation is extended to our very generous corporate and institutional sponsors for their support of the 41st Annual Conference of the Northeastern Educational Research Association!

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Differential Validity and Prediction of the SAT®
Recent changes to the test did not diminish the differential prediction or validity of the SAT. An assessment of the differential validity and prediction of the new SAT for gender, racial/ethnic and best language subgroups is included in the report.

The Relationship Between PSAT/NMSQT Scores and AP Examination Grades:
A Follow-Up Study.
Over one million students who took the PSAT/NMSQT also completed an AP Examination. This study reports on the expected performance of these students on AP examinations.

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This report presents a methodology for the measurement and tracking of the college readiness level of high school students who are engaged in the college admission process. The proposed index uses the three distinct hurdles of SAT scores, high school GPA and a newly developed measure of academic rigor.

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on 41 Years of

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Overview

We are excited to continue the tradition of bringing together educational researchers and practitioners representing a diverse set of interests and backgrounds in an intimate setting with an emphasis on quality interactions and research! Not only is the tradition of excellence and personalized, intimate feedback continued, but the cutting-edge quality fun continuous.

Sessions, Events, and Experiences Available at NERA 2010

Pre-conference Workshops	We are pleased to offer two pre-conference workshops! One pre-conference session runs from 10:00 am to 4:45 pm and the other from 10:00 am until 12:45 pm both on Wednesday, October 20. These are great opportunities get in-depth information and training about a topic offered by experts in the field — at no charge! We only ask that you indicate on the conference registration and membership form whether you plan to attend a pre-conference session. Please note that Pre-Conference Workshop A is limited to 20 participants – so sign-up quickly!! **Pre-conference Workshop A: NVivo 8 Fundamentals (full day)** Presenter: Dr. Kelly Godfrey, The College Board **Pre-conference Workshop B: Survey Design and Development** Presenters: Dr. Katherine McCormick, University of Kentucky
In-Conference Workshops	In addition to all of the great paper sessions, poster sessions, symposia, keynotes, and networking opportunities for which NERA is known, we are also offering training opportunities that will take place during the conference. These "in-conference workshop" are open to all conference attendees, are free of charge, and do not require pre-registration. The sessions are simply another way that NERA helps its members use and conduct educational research to improve student learning. **In-Conference Workshop A:** Collaboration for Scholarship Results: Guidelines for Maximizing Outcomes, Enjoyment and Learning Presenters: Drs. Jan Stivers, Marist College, and Sharon Cramer, Buffalo State College **In-Conference Workshop B:** Mixed Method Design and Analysis with Validity Presenter: Dr. Burke Johnson, University of South Alabama **In-Conference Workshop C:** An Introduction to Structural Equation Modeling Presenter: Dr. Sara Finney, James Madison University
Concurrent Sessions	Concurrent sessions are a key aspect of the NERA conference. Through concurrent sessions, presenters and attendees have the opportunity to learn from one another about cutting-edge research taking place around the Northeast and beyond. All submissions to the NERA conference have been subjected to a blind peer-review process and have been subsequently selected and grouped to create a comprehensive educational research conference experience. Papers are scheduled into one of several concurrent session time slots that take place on Wednesday, Thursday, and Friday of the conference. Session attendees are encouraged to approach presenters after sessions to further exchange ideas.
The NERA Poster Session	The NERA Poster Session is an integral part of the NERA experience. The NERA Poster Session will take place on Thursday, October 21st from 10:15 am – 11:15 am. No other sessions are scheduled at this time. So, please take your time to engage the presenters, offer feedback, generate ideas, and even build research partnerships!
NERA Social Events	As is the NERA tradition, registered conference attendees are invited to join us at two receptions. The Wednesday night **NERA Welcome Reception** provides a low-key environment for old friends or new acquaintances to meet one another with soothing music from a jazz trio playing in the background. For this year's Thursday night event, NERA President Katharyn Nottis invites conference attendees to join the fun with two bands making their a special appearance as part of their national tour coming off standing-room only audience show in Denver, CO at the AERA/NCME conference, the Messickists and Distractors. A limited number of drink tickets will be provided for both social events.

General Meeting Information

Location	All events for the NERA 2010 conference will take place at the Hartford Marriott Rocky Hill in Rocky Hill, Connecticut. The contact information for the hotel is as follows: 100 Capital Boulevard Rocky Hill, Connecticut 06067 USA Phone: 1-860-257-6000 Fax: 1-860-257-6060 Toll-free: 1-800-228-9290 Web Site: http://www.marriott.com/bdlrh
Registration & the Registration Desk	The NERA 2010 registration desk will be located in the Marriott conference foyer adjacent to the Rocky Hill and Hartford Rooms. Registration will be open the following times: Wednesday, October 20th: 9:00 am – 5:30 pm Thursday, October 21st: 7:00 am – 11:15 am, 1:15 pm – 5:15 pm Friday, October 22nd: 8:00 am – 12:15 pm
Meals	At NERA 2010, many of the meals are combined with conference events. For example, both keynote speeches take place in conjunction with meals. As such, conference attendees are encouraged to participate in as many meals as possible during the conference. For attendees staying at the conference hotel, a number of meals are included in the price of the hotel room: **For attendees staying Tuesday night**: Tuesday night dinner, Wednesday breakfast and lunch are on your own. The **NERA Deli** will be open for Wednesday lunch offering a brown-bag lunch for an inexpensive $10. This will keep you going as you take advantage of the pre-conference workshop and head into the sessions to kick-off the conference. Look for the NERA Deli signs at the hotel for the exact location. **For attendees staying Wednesday night**: Dinner on Wednesday, breakfast on Thursday, and lunch on Thursday are included. **For attendees staying Thursday night**: Dinner on Thursday, breakfast on Friday, and lunch on Friday are included. All included meals will take place in the hotel's conference facilities, not in the hotel restaurant. Attendees not staying at the hotel have the option of purchasing meal tickets at the conference (see the NERA registration desk for details).
Cyber Café	As a benefit to conference attendees, the NERA '10 conference will have a cyber café at which conference attendees can check e-mail, print out airline/train tickets, and surf the Internet. There are a limited number of computer terminals available in the Cyber Café, and all terminals are available on a first-come, first-served basis.
Round Table for Research in Progress	In an effort to support researchers, a round table for research in progress has been scheduled. In addition, the poster sessions are scheduled without any competing sessions to permit all participants to engage the research presenters in a dialogue.
Mentorship	To encourage graduate students and early career professionals, NERA has an extensive mentoring program that takes place during the conference. For information on the NERA mentoring program, contact mentorship coordinator Tom Levine, University of Connecticut, at thomas.levine@uconn.edu.

Wednesday

Wednesday highlights

Pre-Conference Workshop A: *NVivo 8* Fundamentals
Salon A, 10:00 am – 4:45 pm
This session is training for QSR International's NVivo software, a powerful qualitative data analysis tool that allows users to simultaneously code audio, video, picture, and text within one interface. Participants will receive hands-on training in data preparation, importing, coding, conducting queries, and demonstrating and sharing findings using NVivo. **A laptop and pre-installed version of NVivo 8 (free trial or full version) is required.**
Presenter: Dr. Kelly Godfrey, The College Board

Dr. Kelly Godfrey is an Associate Research Scientist at The College Board. She received her doctoral degree from the Educational Research Methodology department at UNC Greensboro, and has been a trainer for QSR's qualitative analysis software for over 6 years. Her research focuses primarily in psychometrics, including IRT and test equating, and program evaluation, including mixed methods and responsive evaluation approaches.

Pre-Conference Workshop B: Survey Design and Development
Salon B, 10:00 am – 12:45 pm
The purpose of the training session is to provide attendees with an overview of survey design.
Presenter: Dr. Katherine McCormick, University of Kentucky

Dr. Katherine McCormick is an Associate Professor in Interdisciplinary Early Childhood Education and holds the James W. and Diane V. Stuckert Service-Learning Professor in the Department of Special Education and Rehabilitation Counseling. Dr. McCormick was recently appointed by Kentucky Governor Steve Beshear to the Kentucky Early Childhood Development Authority. Her research with other colleagues at UK includes a 3-year research and evaluation project of the Kentucky primary program and a 7-year federally funded project to study transition for young children with disabilities and their families across the early childhood years. Her work with the Endowment includes work on campus to encourage more faculty to use service-learning in their coursework and to promote the inclusion of service-learning and engagement into UK promotion and tenure policy. Most recently, she has focused her efforts on international service-learning in Ecuador.

The NERA Deli
TBD at the Marriott, 12:00 pm – 1:30pm
Attendees who are interested in grabbing a quick bite to eat before the Concurrent Session 1 have the option of grabbing a brown-bag lunch for $10. Go to the NERA Registration Desk for details. *No reservation required.*

Symposium on Trends in College Readiness
Salon C, 1:30 pm – 3:00 pm
This session will provide an overview of trends in college readiness across six geographic regions across the United States. *See session description 1.2 for details.*

Invited Panel on Collaboration and Teaming
Salon C, 3:15 pm – 4:45 pm
Exemplifying the theme of the conference (Building Research Partnerships), this panel will provide real examples about collaboration and teaming. *See session description 2.2 for details.*

Symposium on Practical Applications of Structural Equation Modeling
Salon D, 3:15 pm – 4:45 pm
The overall purpose of the symposium is to provide guidance to practitioners/researchers about effective strategies when using item-level data with structural equation modeling. *See session description 2.3 for details.*

Symposium on Designing and Using Assessment Formatively
Hartford, 3:15 pm – 4:45 pm
This session will define and provide contemporary research and practice on formative assessment. *See session description 2.4 for details.*

Symposium on Special Education and Rehabilitation Research
Rocky Hill, 3:15 pm – 4:45 pm
An annual NERA tradition, this symposium will showcase cutting-edge research of interest to special education researchers and educational practitioners. *See session description 2.5 for details.*

Mentoring
Connecticut, 3:15 pm – 4:45 pm
Rocky Hill, 4:45 pm – 5:30 pm
Mentoring sessions provided as pre-arranged by Tom Levine, University of Connecticut, chair of the Mentoring Committee.

Round Table for Research in Progress
Connecticut, 4:55 pm – 5:30 pm
Round table feedback sessions provided as pre-arranged by Dolores Burton, New York Institute of Technology, 2010 NERA Program Committee.

Graduate Student Social
Lobby Bar at the Marriott, 4:45 pm – 5:30 pm
All graduate students attending NERA are welcome to meet one another and enjoy complimentary appetizers. *Open to all conference participants who are graduate students; no RSVP or reservations necessary.*

Sponsored by the Graduate Student Issues Committee

Welcome & Keynote by Elizabeth Williamson, US Department of Education: The Quiet Revelation: Driven by a Partnership of Motivated Parents, Teachers, Administrators and Researchers
The Grand Ballroom, 5:30 pm – 6:45 pm

Ms. Williamson will present an overview of the President's agenda for education and discuss reauthorization of ESEA. Her presentation will also include information about the Education Department's new initiatives. *Open to all conference attendees. Individuals who wish to participate in the dinner held in conjunction with the Welcome and Keynote must be staying at the hotel on Wednesday night or must purchase a meal ticket. See the NERA registration desk for details.*

Elizabeth Williamson is a program specialist in the Philadelphia Regional Office of the United States Department of Education's Office of Outreach and Communication. The Philadelphia Regional Office serves the education communities in Delaware, Pennsylvania, Maryland, Virginia, West Virginia and the District of Columbia by communicating major Department initiatives through outreach activities.

Prior to her appointment at the Department of Education, Elizabeth was the regional communications director for the U. S. Small Business Administration and a public affairs specialist for the New Jersey Juvenile Justice System. She also served as a public information officer for a New Jersey regional school district.

Elizabeth received her undergraduate degree in American and British literature from the University of Pittsburgh and her Master of Arts degree from Virginia Tech. She has 40 years of classroom teaching experience, and has taught in community colleges and universities in Maryland, New Jersey, Virginia, and Pennsylvania. In addition to working as a program specialist for the Department of Education, she is currently an adjunct professor teaching rhetoric at Temple University.

NERA Welcome Reception
Salons A and B, 8:00 pm - 10:00 pm
Come meet other conference attendees in a jovial, low-key atmosphere against a backdrop of jazz by the Shilanski Jazz Band. Complimentary drink tickets will be available in limited supply. *Open to all conference attendees.*

Pre-Conference Workshops – 10:00 am – 4:45 pm

1.A Pre-Conference Workshop A   **Salon A**
NVivo 8 Fundamentals

Presenter: Kelly Godfrey (kgodfrey@collegeboard.org), The College Board

This session is training for QSR International's NVivo software, a powerful qualitative data analysis tool that allows users to simultaneously code audio, video, picture, and text within one interface. Participants will receive hands-on training in data preparation, importing, coding, conducting queries, and demonstrating and sharing findings using NVivo. **A laptop and pre-installed version of NVivo 8 (free trial or full version) is required. Please make sure you install the software beforehand.**

> **Please Note: This session runs from 10am–4:45pm**

1.B Pre-Conference Workshop B   **Salon B**
Survey Design and Development

Presenter: Katherine McCormick (kmcco2@email.uky.edu), University of Kentucky

The purpose of the training session is to provide attendees with an overview of survey design.

> **Please Note: This session runs from 10am–12:45pm**

Concurrent Session 1 – 1:30 – 3:00 pm

1.2 Symposium	Salon C
Towards College Readiness for All	

Symposium Organizer: Jennifer Bausmith (jbausmith@collegeboard.org), The College Board

Symposium Chair: Megan France (francemk@jmu.edu), James Madison University

Symposium Discussant: Kevin Sweeney (ksweeney@collegeboard.org), The College Board

As pressure mounts for all students to become college ready it is important to know where and to what extent students are moving towards that goal. The papers in this session will include analyses of five years of matched cohort data on graduating seniors across each of six regions in the country, as well as a national overview. The session will examine the progress made across the country in preparing students for college by examining five years of trends in six different regions in the nation along a variety of measures related to college preparation and success: achievement gaps, AP participation and performance, SAT participation and performance, and a new College Readiness Index that predicts students' college success.

Towards College Readiness: An Overview
Carol Barry (cabarry@collegeboard.org), The College Board
Roxanna Menson (rmenson@collegeboard.org), The College Board

PSAT/NMSQT Participation and SAT Performance: Trends across States
Haifa Matos-Elefonte (hmatoselefonte@collegeboard.org), The College Board
Jen Bausmith (jbausmith@collegeboard.org), The College Board

The Relationship between Advanced Placement and SAT
Anita Rawls (arawls@collegeboard.org), The College Board
Vytas Laitusis (vlaitusis@collegeboard.org), The College Board

Who is College-Ready? SAT Participation and Performance Demographics, 2005-2009
Mary McKillip (mmckillip@collegeboard.org), The College Board
John Lee (jlee@collegeboard.org), The College Board

1.3 Working Group Discussion	Salon D
Techniques and Outcomes of International Collaborations on Courses Using Technology	

Working Group Coordinator: Rochelle Kaplan (kaplanr@wpunj.edu), William Paterson University
Working Group Discussant: Hilary Wilder (wilderh@wpunj.edu), William Paterson University

This working group will present some data on three projects designed as international course collaborations. It will also focus on the processes involved in setting up and implementing these collaborations using distance learning approaches. The first project describes a collaboration between teacher education students in New Jersey and Namibia The second describes a collaboration during an undergraduate sociology course between a New Jersey class and one in Australia and the third describes an in-progress assignment for mathematics educators for New Jersey and Israeli teachers. Results of survey data and some coded responses obtained from online discussions will be presented. The major part of the presentation will be an opportunity to share strategies for conducting international collaborations within courses.

Using Online Technologies to Promote Multicultural Experiences in Educational Technology Courses
Hilary Wilder, William Paterson University
Heejung An (anh@wpunj.edu), William Paterson University

International Group Projects Using Google Groups
Sheetal Ranjan (ranjans@wpunj.edu), William Paterson University
Marietta Martinovic, RMIT University, Australia

Using Video Case Analysis and Distance Learning Methods with Elementary Mathematics Teachers: An International Course Collaboration
Rochelle Kaplan, William Paterson University
Hagar Gal, David Yellin Teachers College, Israel

1.4 Individual Paper Session	Hartford
International Education and Comparisons	

Session Chair: Katrina Crotts (kmcrotts@gmail.com), University of Massachusetts-Amherst
Session Discussant: Rosemary Reshetar (rreshetar@collegeboard.org), The College Board

Sociocultural Influences on Policy Discussions: Development of a Conceptual Framework for Educational Policy Analysis
Bridget Thomas (bthomas5@gmu.edu), George Mason University

This paper discusses the development of a conceptual framework to evaluate early childhood education policies. A framework was created that maps the goals of a program into four categories (academic, child development, societal, and economic) and the implementation of the program across Heck's (2004) core policy values (choice, quality, efficiency, and equity). The framework was used as the structure for a content analysis of the preschool policy documents of selected programs in the United States, Canada, and Sweden. Using this content analysis as a demonstration of the framework, this paper focuses on the development of the framework, its utility in evaluating sociocultural influences on policy development, and the possibilities for use of the framework in future analyses.

Developing Basic and Higher Level Reading Skills: Extending an Instructional Model to National and International Settings
Michael Joseph Deasy (deasymj@aol.com), University of Massachusetts Lowell
James Carifio, University of Massachusetts Lowell
Lorraine Dagostino, University of Massachusetts Lowell

According to the UN, twenty percent of the adult population is illiterate and schools in areas with the lowest literacy rates need support in developing the capacity for literacy instruction. This study explored if a beginning reading instructional model (Singer & Donlan, 1989) replicated to national and international settings and how well it developed basic and higher level processing skills. A construct of the model using the Progress in Reading Literacy Study 2006 database was tested in five countries using multiple regression. On the international benchmark scale, the model predicted fourth grade performance at an intermediate level for four countries and a high level for the fifth country. The model offers teachers a framework for designing beginning reading instruction.

Teachers Rule…Or Do They? Exploring Teacher Autonomy under the British National Curriculum
Sara Letai Feshazion (sarafeshazion@yahoo.com), University of Connecticut
Jessica Addonizio, University of Connecticut
Tara Case, University of Connecticut
Alicia Crichton, University of Connecticut
Heather Frac, University of Connecticut
Emily Giannotta, University of Connecticut
Nicole Holland, University of Connecticut
Blair Izard, University of Connecticut
Laura Kirsche,University of Connecticut
Gregory Parkhurst, University of Connecticut
Yurah Robidas, University of Connecticut
Kristina Scarrozzo, University of Connecticut
Kelsey Seddon, University of Connecticut
Jennifer Suen, University of Connecticut

In recent decades, the educational system in England has caused teachers to adapt their pedagogy and practices to fit the central government's mandates for curriculum reform. The overall purpose of the research was to investigate teacher beliefs regarding their autonomy as professional educators teaching in London urban state (public) schools under the national curriculum. This research was conducted in four London schools by a cohort of 14 teacher education candidates on a semester-long professional teaching internship program. Data was collected from both administrators and teachers using a mixed-method design of surveys and interviews. Findings suggest the range of autonomy varied between schools and individuals based upon subject area under the national curriculum, grade-level taught, and years of service teaching. The implications are significant in the consideration of reform-minded agendas for the education system here in the United States.

Teacher Retention in EARCOS: Salary and Leadership Are Key
Laura Roberts (rightangleresearch@comcast.net), Right Angle Research
Steven Mancuso, American Community School of Amman, Amman, Jordan
Roland Yoshida, Lehigh University

The purpose of this study was to create a model to explain teacher turnover in the East Asia Regional Council of Schools (EARCOS). We sent a letter electronically to EARCOS school heads asking them to distribute an electronic version of the International Teacher Mobility Survey (ITMS) to overseas-hired teachers at their schools. From a population of 2,143 overseas-hired teachers, 745 responded (35%). The most important correlates of turnover were satisfaction with salary and the perception of a supportive principal. Results are consistent with sociological theory and with studies conducted in the U.S. These findings provide guides for leadership development in EARCOS to improve teacher retention and to improve conditions for student learning.

1.5 Symposium	Rocky Hill
Ethics Across the Curriculum: Exploration by an Interdisciplinary Academic Community of Inquiry	

Symposium Organizer: Inna Rozentsvit (inna.rozentsvit@gmail.com), Brooklyn College, CUNY
Symposium Discussant: Victoria Núñez (vnunez@brooklyn.cuny.edu), Brooklyn College, CUNY

The discussion of "pure ethics" falls within the realm of philosophy. Discussions of morality and moral development typically are found in the disciplines of social sciences, rare guests in the secondary school's science classroom or its computer lab. While colleges and universities offer courses in ethics, and professions and corporations adopt their own Codes of Ethics, recent and remote examples of social irresponsibility of individuals and organizations are abundant. In light of

this, we should seriously reconsider our approach to teaching and interweave discussions about ethical dilemmas throughout the school curriculum. In this symposium we will cross disciplinary lines to explore the teach-ability of ethics in the forum of an interdisciplinary community of inquiry.

Ethical Inquiry Across the Curriculum: A Way to Re-contextualize, Reason, and Reflect in Community
Lisa Novemsky (novemsky@brooklyn.cuny.edu), Brooklyn College, CUNY

Teaching Science with Ethical Compass in Hand & Moral Imagination in Mind: Who? When? How?
Inna Rozentsvit (inna.rozentsvit@gmail.com), Brooklyn College, CUNY

Teaching Environmental Ethics: The Mother, the Mountain, & the Mature Self: Three Exercises in Moral Imagination
Robinson Lilenthal, Rutgers University

The Challenge of Ethics in Technology
Barbara Rosenfeld (rosenfeld@brooklyn.cuny.edu), Brooklyn College, CUNY

Teaching Ethics and Socio-Emotional Curriculum with a Diverse Learning Community Presenter
Victoria Grinman, The Summit School

1.6 Individual Paper Session	Salon I
Collaboration, Teaming, and Group Process	

Session Chair: Darshanand Ramdass (dramdass@gc.cuny.edu), Graduate Center, CUNY
Session Discussant: Cheryl Gowie (cgowie1@nycap.rr.com), Siena College

Building Mutually Beneficial Campus-Community Partnerships for Health: Challenges and Lessons Learned
Christie Barcelos (cbarcelo@schoolph.umass.edu), University of Massachusetts Amherst

This case study examines the challenges and lessons learned from service learning partnerships between a community health center and several institutions of higher education. Drawing from the literature on service learning, a content analysis of program documents and staff feedback is used to identify challenges in creating and maintaining mutually beneficial partnerships. These challenges include communication barriers in understanding partnership goals and students' lack of cultural competency. Lessons learned include strategies to establish realistic project expectations and facilitate student understanding of community health disparities. The challenges identified in this case study confirm and extend those found in the literature and provide examples for other postsecondary institutions and community organizations to build mutually beneficial service learning partnerships.

The Relationship of Personality Traits to Satisfaction with the Team: A Study of Interdisciplinary Teacher Teams in Rhode Island Middle Schools
Michele Humbyrd (mhumbyrd@skschools.net), Johnson & Wales University
Robert K. Gable (robert.gable@JWU.edu), Johnson & Wales University

Shared practice in schools has emerged; teachers are moving from isolation to team collaboration where personality traits could be related to quality interactions. Team personality traits and team satisfaction were examined. A survey and interview approach was used for $N = 244$ full-time teachers from $N = 49$ interdisciplinary teams at $N = 7$ middle schools. Descriptive, correlational, multiple regression analyses and coded themes about team members' personalities and interactions were employed. No significant relationships were found between the BFI traits and Satisfaction with the Team. Team-level

analysis indicated a significant negative correlation between Satisfaction with the Team and Extraversion and Agreeableness. Qualitative data revealed team climate, team member personality, and team personality configuration were related to Satisfaction with the Team.

1.7 Individual Paper Session — Salon II
Learning and Instruction - I

Session Chair & Discussant: Barbara Wert (bwert@bloomu.edu), Bloomsburg University of Pennsylvania

Results of Using the "Take-Away" Technique on Students' Achievements and Attitudes in High School Physics and Physical Science Courses

James Carifio (James_Carifio@uml.edu), University of Massachusetts-Lowell

The Take-Away Technique was used in High School Physics and Physical Science courses for the unit on Newtonian mechanics in a teacher (6) by grade level (4) crossed design (N=212). The experimental group did a short Takeaway after each class summarizing the key concepts and concepts covered in the class, whereas the control group wrote a short evaluation of what they liked and disliked about the class. The experimental group performed better than the control group on both the achievement measure and the attitude measure used in all classes (p< .001). The experimental group students gave the same positive benefits for the Takeaway technique as given in a previous study done with college undergraduates in a psychology course.

Teachers' Choice: Building Content Area Connections Through Professional Development in Language and Literacy Support

Francine Falk-Ross (ffalkross@pace.edu), Pace University

PBL in Action: Effects of GlobalEd 2 on Students' Motivation Related to Science and Social Studies in Middle School

Mariya A Yukhymenko (mariya.yukhymenko@uconn.edu), University of Connecticut
Scott Brown, University of Connecticut
Mark Boyer, University of Connecticut
Kimberly A. Lawless, University of Illinois at Chicago
Andrew Cutter, University of Connecticut
Gregory Mullin, University of Connecticut
Gregory Williams, University of Connecticut
Nicole Powell, University of Connecticut
Maria Fernanda Enriquez, University of Connecticut
Kamila Brodowinska, University of Illinois at Chicago
Daniel O'Brien, University of Illinois at Chicago
Gena Khodos, University of Illinois at Chicago

The present study explored the effects of Problem-Based Learning Environment focused on international negotiation, science, technology, and writing, the GlobalEd 2 Project, on middle school students' academic motivation and future aspirations. Specifically, this study investigated students' Interest in Academic Science Activities, Interest in Science-Related Career or Degree, Technology Self-Efficacy, Efficacy for Engaging in Academic Science Activities, Efficacy for Science Skills or Career, Writing Tasks Self-Efficacy, Interest in Social Studies, and Social Perspective Taking. Results revealed some differences in students' motivation as a result of participating in GlobalEd 2. Additionally, differences were found in Interest in Academic Science Activities among students from different states. Theoretical and educational implications are discussed.

1.8 Individual Paper Session — Salon III
Pre-Service Teachers and Alternative Programs

Session Chair: Pamela Stazesky (pstazesky@ccebos.org), Center for Collaborative Education

Session Discussant: Sharon Cramer (cramersf@buffalostate.edu), Buffalo State College

Middle and High School Mathematics Teacher Differences in Mathematics Alternative Certification

Brian Evans (bevans@pace.edu), Pace University

This study examined the differences in content knowledge, attitudes toward mathematics, and concepts of teacher self-efficacy among several different types of teachers in the New York City Teaching Fellows (NYCTF) program, and informs teacher education in mathematics alternative certification. Findings revealed that high school teachers had significantly higher content knowledge than middle school teachers. Mathematics Teaching Fellows had significantly higher content knowledge than Mathematics Immersion Teaching Fellows. Mathematics and science majors had significantly higher content knowledge than other majors. Mathematics content knowledge was not related to attitudes toward mathematics and concepts of teacher self-efficacy. Thus, teachers had the same high positive attitudes toward mathematics and same high concepts of self-efficacy regardless of content ability.

Mentoring/Induction Programs: One State's Landscape

Cara McDermott-Fasy (cmcDermott@ric.edu), Rhode Island College

There is an increasing consensus that special education teacher preparation is at a critical juncture. As special education service delivery and classroom practice continue to evolve in response to federal initiatives, special education teacher preparation programs must evolve as well. Moving forward, mentoring/induction programs will play an important role in the professional development of new special education teachers. However, as noted in Rhode Island's Race to the Top (RTTT) application, "many LEAs have struggled to design and launch effective induction programs, particularly for teacher with high need students." The purpose of this study is to investigate one State's current landscape and to offer suggestions for ways of building effective partnerships between institutions of higher education and Local Education Agencies.

Alignment of University Instructional Materials with District Reading Curricula and Assessments: Preparing Classroom-Ready Teacher Candidates

Maureen Ruby (rubym@easternct.edu), Eastern CT State University
Brandon Monroe, Eastern CT State University

This project provided an opportunity to close the gap between the preparation of elementary literacy educators and the expectations of school districts that partner with universities in preservice teachers' clinical and student teaching experiences. By identifying curricula and assessments used in cooperating districts, informed faculty can now incorporate specific clinical tools into coursework. This is accomplished by providing a seamless connection between theory, pedagogy, and practice in the university classroom. Candidates will become more "classroom ready," and the department is better prepared to meet NCATE's demands for evidence of program outcomes. Faculty, schools, and students will have a common knowledge base and language regarding literacy instruction and assessment.

Concurrent Session 2 – 3:15 – 4:45 pm

2.1   Salon B
No Session Scheduled

2.2 Invited Panel   Salon C
Collaboration and Teaching
Session Organizer & Facilitator: Dolores Burton, NYIT

Valerie Jackson, Belmont (NY) Elementary School
Linda Catelli, Dowling College
Patricia Ann Marcellino, Adelphi University
Yaoying Xu, Virginia Commonwealth University
Elizabeth Mauch, Bloomsburg University of Pennsylvania

2.3 Symposium   Salon D
Practical Applications of Structural Equation Modeling
*Symposium Organizer: Craig S. Wells (cswells@educ.umass.edu),
University of Massachusetts Amherst*
*Symposium Discussant: Robert Keller
(keller.robert@measuredprogress.org), Measured Progress*

Structural equation modeling (SEM) is a powerful tool that is capable of several types of analyses such as assessing test dimensionality, testing the structural relationship among a set of latent variables, and assessing measurement invariance. However, researchers face several challenges when attempting to use SEM with item level data. The purpose of this symposium is to examine the use of SEM in several contexts when the observed data are based on item responses (e.g., Likert-type items). The overall purpose of the symposium is to provide guidance to practitioners/researchers about effective strategies when using item-level data with SEM.

**A Comparison of Methods for the Assessment of Measurement
Invariance**
*Robert Cook (rob.cook.umass@gmail.com), University of Massachusetts
Amherst*
Craig S. Wells, University of Massachusetts Amherst

**The Effect of Using Item Level Data versus Parcels when Conducting
SEM**
*Brooke Magnus (brooke.magnus@gmail.com), University of North
Carolina – Chapel Hill*
*Craig S. Wells (cswells@educ.umass.edu), University of Massachusetts
Amherst*

**A Comparison of Linear and Nonlinear Factor Analysis in Examining
the Effect of a Calculator Accommodation on Math Performance**
*Minji Kang (minjikang@gmail.com), University of Massachusetts
Amherst*
Craig S. Wells, University of Massachusetts Amherst

**A Comparison of SEM Software Packages in Assessing Test
Dimensionality**
*Amy Semerjian (amy.semerjian@gmail.com), University of
Massachusetts Amherst*
Craig S. Wells, University of Massachusetts Amherst

2.4 Symposium   Hartford
**Designing and Using Assessments Formatively: Contemporary
Research and Practice**
*Symposium Organizer: Kristen Huff (khuff@collegeboard.org), The
College Board*

*Symposium Chair: Sheryl Packman (spackman@collegeboard.org), The
College Board*
Symposium Discussants:
*Stephen G. Sireci (sireci@acad.umass.edu), University of Massachusetts
Amherst*
David Moss (david.moss@uconn.edu), University of Connecticut

The frequently-used term "formative assessment" has different meanings for different people. However, labeling an assessment a priori as formative is misleading as an assessment is formative only when the results are used to modify instruction. This definition of formative assessment (FA) begs the questions: What constitutes FA? What are the optimal design characteristics of FA? What is the most useful way to consider FA from a validity perspective? These questions become even more intriguing when one considers that the most effective FA is a seamless, ongoing process of instruction, assessment, feedback and modification, engaged in collaboratively by the teacher and student. We will present contemporary research and practice on FA, and two discussants will offer commentary from different perspectives.

**Considering the Validity of Formative Assessment from Two
Perspectives**
Christine J. Lyon, Educational Testing Service

**Students as the Definitive Source of Formative Assessment: Academic
Self-Assessment and the Self-Regulation of Learning**
Heidi L. Andrade, University of Albany

**Formative Assessment in the Classroom: Variations in the Nature and
Level of Teacher Support**
Vytas Laitusis (vlaitusis@collegeboard.org), The College Board

**Using Evidence-Centered Design to Support the Formative Use of
Assessment in the Classroom**
Kristen Huff, The College Board
Sheryl Packman, The College Board

2.5 Symposium   Rocky Hill
Special Education and Rehabilitation Research
*Symposium Organizer: Barbara J. Helms (bhelms@edc.org), Education
Development Center, Inc.*
*Symposium Discussant: Dianne Zager (dzager@pace.edu), Pace
University*

The Symposium on Special Education and Rehabilitation Research is an annual session devoted to research relative to both adults and students with disabilities. This year's session includes three papers related to students with exceptionalities; specifically factors that influence the attitudes of university students toward their classmates and others with exceptionalities, the use of the IBET model for teaching mathematics to students with autism, and an assessment model for college students with autism.

**Factors that Influence Attitudes of University Students toward
Individuals with Exceptionalities**
*Barbara Wert (bwert@bloomu.edu), Bloomsburg University of
Pennsylvania*
Deborah S. Stryker, Bloomsburg University of PA
Sheila Dove-Jones, Bloomsburg University of PA
Eileen Astor-Stetson, Bloomsburg University of PA
Maureen Walsh, Bloomsburg University of PA
Yanhui Pang, Bloomsburg University of PA
Barbara Wilson, Bloomsburg University of PA

Anthony Zilz, Bloomsburg University of PA
James Krause, Bloomsburg University of PA
Emeka Obiozor, Bloomsburg University of PA

Effectiveness of the Integrated Behavioral Experiential Teaching (IBET) Model for Teaching Mathematics to Students with Autism

Dianne Zager, Pace University
Francine Dreyfus, Pace University
Marisa Cohen, Pace University
Christine Emmons (christine.emmons@Yale.edu), Yale Child Study Center

Text Cohesion and the Ability to Identify Anaphoric Relationships: An Exploratory Study of College Students with Autism

Samantha Feinman (sfeinman@pace.edu), Pace University
Darlene Perner (dperner@bloomu.edu), Bloomsburg University

2.6 Individual Paper Session — Salon I
Computers & Technology in Education - I

Session Chair: Elina Chernobilsky (EChernobilsky@caldwell.edu), Caldwell College
Session Discussant: Benedict Lai (benedict.lai@uconn.edu), University of Connecticut

Zut Alors: Designing Podcasts for Increasing Performance in French Pronunciation

Anthony Girasoli (girasolia@norwichfreeacademy.com), University of Connecticut & Norwich Free Academy

At the Norwich Free Academy, eleven Honors French students were preparing to participate in a French poetry recital contest. An accessible technological device and media were chosen as a learning aid – the Apple iPod and podcasts. Could podcasts be crafted to facilitate knowledge transfer of French pronunciation? Students participated in a pre- and post-test of academic and technology self-efficacy before and after using the podcasts. Qualitative data were also gathered from the students and teacher. While the quantitative data will be analyzed this summer, the qualitative data suggests that the podcasts were helpful. If podcasts can be created by grounding the production in cognitive theory, it is possible that podcasts could be used to enhance foreign language learning.

Virtual Education in Rhode Island's K-12 Public Schools: Current Status and Perceptions of Administrators

Barbara Morse (Barbara_Morse@nksd.net), North Kingstown School Department
Ralph Jasparro (ralph.jasparro@jwu.edu), Johnson and Wales University

The USDOE Technology Plan encourages schools to provide every student with access to online-learning opportunities and to develop criteria for earning credit through e-learning. This study surveyed $N = 29$ public school administrators. Focus-group interviews were conducted and descriptive statistics, ANOVAs and t-tests were used to explore differences in administrators' perceptions which were examined for metropolitan and charter status. The most common forms of fully online courses were for remediation or credit recovery (45%), elective courses (38%), required courses (21%) and Advanced Placement and/or college-credit courses (21%). Administrators are seeking to expand online-learning programs in their districts, while perceived barriers to expansion include course development and/or purchasing costs, the lack of other sources of funding, and the lack of grants.

Learning in Second Life? Listening to Two Multivocal Inter-animated Discourses

Martha Strickland (mjs51@psu.edu), Pennsylvania State University - Harrisburg
Gloria Clark, Pennsylvania State University - Harrisburg

This interactive session will present results from a study conducted by an educational psychology professor and a professor of Spanish seeking to understand learning in the virtual world, Second Life, during a Spanish course. The purpose of this study was to analyze how a professor and her undergraduate students, when introduced to a virtual world as a key learning context, construct their learning inside that world. Focus group transcripts, journals, and qualitative analysis strategies were used to explore their learning construction. Findings revealed two Discourses. These Discourses were both multivocal, revealing institutional and cultural voices, and inter-animated. These multivocal inter-animated Discourses expose important considerations when introducing a virtual world as a learning context for an undergraduate course.

2.7 Individual Paper Session — Salon II
Program Evaluation: Issues and Studies

Session Chair: Barbara Rosenfeld (rosenfeld@brooklyn.cuny.edu), Brooklyn College of CUNY
Session Discussant: John Lee (jlee@collegeboard.org), The College Board

Evaluating Programs Serving High-Risk Populations: Challenges and Recommendations

Gavrielle Levine (Gavrielle.Levine@liu.edu), Long Island University
Peter Swerdzewski (pswerdz@me.com)

Grant-supported programs, particularly those sponsored with government funds, are required to include a rigorous evaluation as part of the proposal and project implementation to demonstrate program effectiveness. Ironically, programs that serve high-risk populations are often at an inherent disadvantage with regard to conducting rigorous program evaluations since this unique population does not lend itself to accepted program evaluation standards and practices. Consequently, these programs often do not receive the funding needed to provide useful programs for high-risk populations. The New York City-based RESOLVE abstinence education program will be used as a running example to discuss challenges and recommendations that are commonly encountered when evaluating programs that target high-risk youth. Examining the challenges that high-risk populations present to evaluators can lead to the development of new evaluation protocols that are more appropriate to this group of individuals.

The Impact of a College Readiness Initiative in a Large, Urban School District

Jennifer Bausmith (jbausmith@collegeboard.org), The College Board
Mary McKillip (mmckillip@collegeboard.org), The College Board

This presentation will provide background on the beginnings of a research collaboration between a large, urban public school district and The College Board's Research and Development Department. The collaboration is designed to develop and explore mutually relevant research projects that will answer questions about students' progress towards college readiness. Preliminary data analyses involved utilizing five years of matched cohort files to track district students' participation and performance on College Board assessments. These trends were examined both for all participating students as well as for a variety of test taking trajectories. These analyses served to promote discussion between the College Board and the district and to clarify the direction of more in-depth analyses and next steps.

Effects of Cognitive Process and Decision Making Training in Reading Experience with Underachieving College Students

Rebecca Dean (rebeccajdean@yahoo.com), Salem State College
Lorraine Dagostino, University of Massachusetts - Lowell
Elizabeth Bifuh-Ambe, University of Massachusetts - Lowell

The ability of underprepared college students to read and learn from their reading is essential to their academic success and to their ability to persist towards completing their degree. The purposes of this study were to (a) assess the relationship between the cognitive processes of reading-based decision making and meaningful learning and (b) assess the degree to which a five week instructional intervention in the cognitive processes of reading-based decision making training affected student learning.

Hierarchical Linear Modeling of Students' Mathematics Self-Efficacy and School Effects on Mathematics Achievement

Xing Liu (liux@easternct.edu), Eastern Connecticut State University
Hari Koirala (koiralah@easternct.edu), Eastern Connecticut State University

The purpose of this study was to investigate the relationship between mathematics self-efficacy and mathematics achievement of high school sophomores across the United States, and to examine the effects of gender, ethnicities, and school characteristics on students' mathematics achievement using hierarchical linear modeling (HLM). The base-year data of the Educational Longitudinal Study (ELS): 2002 were used for analysis. Hierarchical linear models were developed from the one-way random effects ANOVA model and the unconditional Model with mathematics self-efficacy in level 1 to the contextual models with variables in the both levels. Both fixed effects and random effects were estimated and interpreted for all the models.

Teen Motherhood and Its Impact On Student Achievement in Reading, Mathematics, and Science

Shanetia P. Clark (spclark@gmail.com), Pennsylvania State University at Harrisburg
Barbara A. Marinak (bam234@psu.edu), Pennsylvania State University at Harrisburg
Steven A Melnick (sam7@psu.edu), Penn State University at Harrisburg
Jane M. Wilburne, Pennsylvania State University at Harrisburg
Jason Petula, Pennsylvania State University at Harrisburg

National attention has focused on the importance of highly-qualified teachers as a means to improve student achievement in reading, mathematics, and science. But scant attention has been directed toward impact of parenting on student achievement. This research explores the relationships of teen motherhood and the subsequent achievement of fifth grade students in reading, mathematics, and science.

2.8 Individual Paper Session	Salon III
Validation Studies	

Session Chair: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board
Session Discussant: Dena Pastor (pastorda@jmu.edu), James Madison University

Using Student Think-Alouds and Confirmatory Factor Analysis to Improve the Measurement of University Mattering

Megan France (francemk@jmu.edu), James Madison University
Christine Harmes, James Madison University

This study provides an applied example of how a mixed methods design can enhance the instrument development process. The researchers employed both quantitative (QUAN) and qualitative (QUAL) methodologies (an integrated mixed design) to improve the Revised University Mattering Scale (RUMS). There were two QUAN phases and one QUAL phase. Both QUAN phases utilized CFA to inform the internal structure of the RUMS. The QUAL phase consisted of gathering think-alouds for each item on the RUMS. The QUAN results were analyzed to indentify *which* items were performing poorly, the QUAL results were analyzed to understand *why* those items were functioning poorly, and the results from both QUAN and QUAL components results were considered together to inform the theory of university mattering.

Assessing Young Children: An Examination of Variability in Teacher Ratings of Kindergarten Students' Skills

Jessica Goldstein (Jessica.Goldstein@uconn.edu), University of Connecticut
Karen Rambo (karen.rambo@uconn.edu), University of Connecticut

Though annual testing requirements mandated in the *No Child Left Behind Act of 2001*(NCLB) begins in third grade, educators are placing a renewed emphasis on education in the primary grades as it serves as the foundation for all future learning. In 2005 and 2006, the State of Connecticut passed legislation requiring the assessment of kindergarten students at school entry and again at the end of the kindergarten year beginning in 2007. In this paper, exploratory and confirmatory factor analyses were used to examine the structure of the instrument using designed to fulfill this legislation using data from one urban district in the state.

Evaluating the Quality of Assessment: Applying G-Theory to a Non-Traditional Performance Assessment

Christopher Orem (oremcd@jmu.edu), James Madison University

The Assessment Progress Template (APT) is a performance assessment used by academic programs to report their assessment practices. A rubric was developed to evaluate the APT. Generalizability theory was used to gather validity evidence for the rubric scores. Five rater teams rated random samples of APTs and separate fully crossed designs were used to estimate ratings from the different teams. Generalizability studies were conducted to analyze the variance components of the rater and item facets, and decision studies were conducted to investigate additional universes of generalization. Results provided some support that the current design yielded consistent results among teams. This study provides initial support for the methodology used to evaluate assessment. Additionally, suggestions are made for improving future research.

A Mixed Method Approach to Developing Measures of Mathematical Knowledge for Teaching in Preservice Teachers

Javarro Russell (j.a.russell06@gmail.com), James Madison University
Robin Anderson (ander2rd@jmu.edu), James Madison University
Cara Meixner, James Madison University
LouAnn Lovin, James Madison University

Pre-service teacher programs are in search of tools to assess their students' mathematical knowledge for teaching (MKT), a construct seen as essential to mathematics education. Items developed to specifically assess MKT have been piloted on a sample of preservice teachers. This research will use a mixed method approach to providing validation evidence for the interpretation of scores from the items. This approach allows for a strong validity argument by connecting examinee thought processes (qualitative data) to the psychometric properties of the items (quantitative data). The results will provide validity evidence for the use of these items, as well as inform proper assessment practices when measuring MKT with preservice teachers.

Thursday

Thursday Highlights

In-Conference Workshop A: Collaboration for Scholarship Results: Guidelines for Maximizing Outcomes, Enjoyment and Learning
Salon A, 8:30 am – 10:00 am

This interactive workshop will enable participants to gain new insights about how they work with others throughout the writing process. The presenters, who have collaborated long distance on two joint articles and a research project resulting in a book, have also served as informal resources to each other on independent projects. This session will enable participants to develop new skills and enthusiasm for transforming the solitary scholarship experience into one that (when shared) can include candor and celebration.

Presenters: Jan Stivers, Marist College, and Sharon Cramer, Buffalo State College

Dr. Jan Stivers is Professor of Special Education at Marist College in Poughkeepsie, New York, where she has team–taught classes and led college-wide collaborative efforts (for example by co-chairing the Middle States Self Study). Jan also serves as a consultant to school districts implementing inclusive education, with a focus on collaboration and co-teaching. As a researcher and writer, she has worked alone and in collaboration with others, most recently with Sharon Cramer on A Teacher's Guide to Change. Jan will use examples from teaching, research and service to illustrate the challenges and rewards of collaboration and to offer suggestions for enhancing collaborative skills.
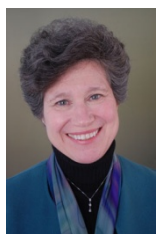
Dr. Sharon F. Cramer is a SUNY Distinguished Service Professor at Buffalo State College, where she has been a member of the faculty since 1985. Her experiences creating collaborative environments in academic settings include chairing the Exceptional Education Department and the College Senate at Buffalo State, as well as leadership roles in state and national professional organizations (including NERA). In 2003, she received the Burton Blatt Humanitarian Award from the Division of Developmental Disabilities of the Council for Exceptional Children, and in 2008, the Leo D. Doherty Memorial Award for Outstanding Leadership and Service from NERA. She and her co-presenter, Jan Stivers, recently collaborated on A Teacher's Guide to Change: Understanding, Navigating and Leading the Process (Corwin Press, 2009). Her publications include A Special Educator's Guide to Collaboration (Corwin Press, 2006). Dr. Cramer has given over 100 presentations and keynotes in 20 states and Canada. She completed her Ph.D. at New York University, earned an M.A.T. from Harvard University and a B. A. from Tufts University. She

has been listed in Who's Who in America and Who's Who in American Education since 2006.

Symposium on Research on College Board Assessments and Educational Initiatives
Salon B 8:30 am – 10:00 am

This session pulls together the work of several current graduate students who are interning with the College Board to provide them an opportunity to showcase their research and also to gain invaluable presentation experience. *See session description 3.2 for details.*

The NERA Poster Session
Salon A, B & C (Nutmeg Ballroom), 10:15 am – 11:15 am

A NERA tradition! Coffee will be available during the session. No other sessions are scheduled for this time, so please grab your refreshment and engage the presenters in a collegial conversation. *See the NERA Poster Session for listing of all presentation.*

Keynote by Burke Johnson: Can the Philosophy and Practice of Mixed Methodology Help Us Construct a More Inclusive "Education Science"?
Salon I, II & III (Grand Ballroom), 11:30 am – 12:30 pm

In this presentation, Dr. Johnson will provide an overview of the current state of the field in mixed methodology and discuss how it might mediate the longstanding qualitative-quantitative schism in education. He will trace the intellectual history out of which mixed research emerged, and he will briefly discuss its current philosophies and approaches to practice. He will carefully explain how researchers can reconcile some of the epistemological differences between "pure" qualitative and quantitative research and distinguish a new set of philosophical underpinnings for mixed research. He also will address why mixed methods research fits well with interdisciplinary and practice-oriented fields such as many areas in educational research. Then Dr. Johnson will present the tenets for an "inclusive education science" and dialogue with the audience about the strengths and weaknesses of these tenets and listen to the audience to learn how they might be improved. *Open to all conference attendees. Individuals who wish to participate in the lunch held after the keynote must be staying at the hotel on Wednesday night or must purchase a meal ticket. See the NERA registration desk for details.*

Dr. R. Burke Johnson is professor at the University of South Alabama. Dr. Johnson is the author with Larry Christensen of Educational Research: Quantitative, Qualitative, and Mixed Approaches. Dr. Johnson received his doctorate from Research, Evaluation,

Measurement, and Statistics Program at the University of Georgia. Dr. Johnson has two master's degrees in psychology and sociology. His research interests are in mixed methods research, evaluation, and research methodology.

Lunch and Awards
Salon I, II & III (Grand Ballroom) Grand Ballroom, 12:30 pm – 1:30 pm
Open to all conference attendees. Individuals who wish to participate in the lunch held in conjunction with the award ceremony must be staying at the hotel on Wednesday night or must purchase a meal ticket. See the NERA registration desk for details.

In-Conference Workshop B: Mixed Methods Design and Analysis with Validity
Salon A, 2:00 pm – 3:30 pm
This workshop will cover some of the nuts and bolts of mixed methods research. Current thinking on the following topics will be briefly examined: appropriate research questions, sampling methods in mixed research, typologies of mixed research designs, and mixed data collection and analysis strategies. Special attention, throughout the workshop, will be given to "legitimating" mixed methods studies using the nine Onwuegbuzie and Johnson validity criteria. Exemplary studies will be addressed as models of practice. Participants' insights and questions will be discussed as time permits, and sources for additional information will be provided. Dr. Johnson also will provide a copy of his Primer of Mixed Methodology, so bring your jump drive to receive a copy.
Presenter: Dr. R. Burke Johnson, University of South Alabama

(See keynote address Dr. Johnson's bio and picture)

Symposium: Fordham Five on Finishing and Further: Dissertation Research Then and Now
Salon B, 2:00 pm – 3:30 pm
What is becoming a tradition at NERA, these five NERA members will describe the dissertation research they completed over a decade ago and will comment on what has happened in their dissertation area since that time. *See session description 4.2 for details.*

In-Conference Workshop C: An Introduction to Structural Equation Modeling
Salon A, 3:45 pm – 5:15 pm
The purpose of the training session is to provide attendees with a general overview of structural equation modeling (SEM) by introducing path analysis, confirmatory factor analysis (CFA), and full structural equation modeling. We will start with path analysis, which models relationships among measured variables, then move to CFA, which is simply an extension of exploratory factor analysis, and finish with full structural models involving latent variables, which essentially merges path analysis and CFA. The advantage of the latter is that theories may be tested by estimating relationships between the underlying constructs of interest, rather than estimating relationships between observed variables that are contaminated by measurement error. Links will be made between these techniques and other more familiar techniques such as multiple regression and exploratory factor analysis.

For each SEM technique, the following steps in the analysis process will be explained: model specification, model identification, model-data fit evaluation, and parameter estimate interpretation. This 1.5 hour workshop requires no prior experience with SEM.
Presenter: Dr. Sara Finney, James Madison University

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

Teacher-as-Researcher Award Presentation
Hartford, 3:45 pm – 5:15 pm
Chair: Susan Eichenholtz, Adelphi University
Award Recipient & Presenter: Pat Romano

Graduate Student Issues Committee Special Session: Seven Year, Five Career Paths: Successes and Lessons Learned
Hartford, 5:30 pm – 6:45 pm
The Graduate Student Issues Committee is excited to host an interactive, panel-based format where five graduates of UMass Amherst School of Education's Research and Evaluation Methods Program will discuss how their career paths have played out in the seven years since graduation.

> **Sponsored by the Graduate Student Issues Committee**

Dinner, Presidential Address, and Awards
Salon I, II & III (Grand Ballroom), 7:00 pm – 8:30 pm
NERA President, Katharyn E. Nottis, Bucknell University will make her Presidential Address entitled "Looking through the Prism of Research Partnerships".
NERA awards will be presented during this time, as well.
Open to all conference attendees. Individuals who wish to participate in the dinner held in conjunction with the award ceremony must be staying at the hotel on Thursday night or must purchase a meal ticket. See the NERA registration desk for details.

President's Reception
Salon A, B, C & D (Nutmeg Ballroom), 8:30 pm – 10:30 pm
Featuring the Messickists and the Distractors coming off of a standing-room only performance in Denver, CO! Limited drink tickets will be available. *Open to all conference attendees.*

Concurrent Session 3 – 8:30 – 10:00 am

3.1 In-Conference Workshop A — Salon A
Collaboration for Scholarship Results: Guidelines for Maximizing Outcomes, Enjoyment and Learning

Presenters: Janet Stivers (jan.stivers@marist.edu), Marist College, Sharon Cramer (cramersf@buffalostate.edu), Buffalo State College

This interactive workshop will enable participants to gain new insights about how they work with others throughout the writing process. The presenters, who have collaborated long distance on two joint articles and a research project resulting in a book, have also served as informal resources to each other on independent projects. This session will enable participants to develop new skills and enthusiasm for transforming the solitary scholarship experience into one that (when shared) can include candor and celebration.

3.2 Symposium — Salon B
Research on College Board Assessments and Educational Initiatives

Symposium Organizer: Jennifer Bausmith (jbausmith@collegeboard.org), The College Board
Symposium Discussant: Megan France (francemk@jmu.edu), James Madison University

This session pulls together the work of several current graduate students who are interning with the College Board to provide them an opportunity to showcase their research and also to gain invaluable presentation experience. Four papers will be included in the session which focuses on a broad array of College Board assessments and educational initiatives. Paper 1 presents an evaluation of the 2009 Chinese Guest Teacher Summer Institute. Paper 2 will present an evaluation of The Springboard Program developed by the College Board. Paper 3 examines the educational crisis facing young men of color. Paper 4 evaluates SAT test items for bias caused by culture dependent content.

The Evaluation of the 2009 Chinese Guest Teacher Summer Institute
Jing Feng (jfeng@fordham.edu), Fordham University
Anita Rawls (arawls@collegeboard.org), The College Board

The Influence of the Springboard Program on the High School College-Bound Students
Jun Li (ajuli@fordham.edu), Fordham University
Haifa Matos-Elefonte (hmatoselefonte@collegeboard.org), The College Board

The Educational Crisis Facing Young Men of Color
Tefaya Ransom (ransomt@gse.upenn.edu), University of Pennsylvania
John Lee (jlee@collegeboard.org), The College Board
Vytas Laitusis (vlaitusis@collegeboard.org), The College Board

Differential Item Functioning of SAT Items between US Citizens and International Students
Nina Proestler (nproestler@fordham.edu), Fordham University
Michael Chajewski (mchajewski@collegeboard.org), The College Board

3.3 Individual Paper Session — Salon C
Issues in Post-Secondary Education

Session Chair: Melinda Burchard, James Madison University
Session Discussant: Lucia Buttaro (buttaro@adelphi.edu), Adelphi University

Tackling Plagiarism in Higher Education
Reva Fish (fishrm@buffalostate.edu), SUNY College at Buffalo
Gerri M. Hura, SUNY College at Buffalo

This study explored the scope and nature of plagiarism by students at a large urban college in order to provide information about how past efforts to curb plagiarism are faring and the extent of the problem currently. Students and faculty completed electronic surveys asking about their views and experiences regarding plagiarism. Data analysis was carried out in two stages in this mixed methods study, including descriptive statistics of categorical and Likert scale survey responses followed by content analysis of responses to an open-ended survey question that invited respondents to provide additional information or follow-up comments about plagiarism at the college.

The Legal Role in Public Higher Education
Frank A. Sargent (fsargent@jwu.edu), Johnson & Wales University
Felice Billups (Felice.Billups@jwu.edu), Johnson & Wales University

This study investigated why some colleges and universities employ in-house counsel, while others rely on private law firms. Employing depth interviewing techniques and an evaluative questionnaire to collect and analyze data, interviews were conducted with N=6 vice presidents at N=6 public institutions of higher education in one state in the Northeast region; n=3 attorneys who serve as in-house counsel; and, n = 3 attorneys from private law firms who provide legal counsel to public institutions of higher education. The findings of this study reveal cost, availability of counsel, knowledge of client, and knowledge of legal issues as major factors to consider when selecting a method of delivery of legal services for a public institution of higher education and reveal significant differences in preventive law practices between institutions that employ in-house legal staff and institutions that rely on outside counsel.

3.4 Individual Paper Session — Salon D
Psychometric Issues - I

Session Chair: Douglas Penfield (douglas.penfield@gse.rutgers.edu), Rutgers University
Session Discussant: Jonathan Steinberg (jsteinberg@ets.org), Educational Testing Service

Rapid Responding: An Overlooked Threat to Validity
James Koepfler (koepfljr@jmu.edu), James Madison University
Daniel P. Jurich (jurichdp@jmu.edu), James Madison University

One advantage of computer based testing is that it allows test administrators the option of forcing a respondent into answering all items. An overlooked disadvantage is that respondents may rapidly respond to items that they would otherwise skip. Rapid responding will bias subsequent item parameters and estimates of true ability. A simulation will be conducted that mimics a possible low stakes testing scenario where rapid responding is present and affected items removed. Traditional and modern missing data techniques will be compared on their ability to recover item and ability parameters. Treating rapid responses as missing data, and subsequently applying missing data techniques, may provide more accurate parameter estimates. This may allow for more valid interpretations of computer-based test scores.

The Role of Normative Performance Data in Standard-Setting
Jerome Cody Clauser (jclauser@educ.umass.edu), University of Massachusetts-Amherst
Brian Clauser, National Board of Medical Examiners
Stephen G. Sireci (sireci@acad.umass.edu), University of Massachusetts-Amherst

This paper will examine the role of normative performance data in standard-setting. It begins with a thorough review of the literature which chronicles both historic perspectives and recent developments. The review highlights shifting perspectives on the validity of standards developed with normative performance data. The paper concludes with a discussion of "best practices" in standard-setting and a variety of recommendations for future research.

Robustness of Three Decision Consistency Estimates to Violations of Uncorrelated Error Scores
Emily Hailey, University of Virginia
Patrick Meyer (meyerjp@virginia.edu), University of Virginia
Michael Hull, University of Virginia

Decision consistency estimates are based on models that assume uncorrelated error scores. However, testlets and other violations of uncorrelated errors are commonly encountered in high-stakes criterion referenced testing. The purpose of this study is to evaluate the robustness of decision consistency indices to violation of the assumption of uncorrelated error scores. Huynh, Subkoviak, and Lee methods for computing decision consistency will be studied using a simulation that manipulates: (a) test length, (b) percent of items with correlated errors, (c) percent of items in each testlet, (d) cut score, and (d) degree of error score correlation. This study will provide guidance on which method to use when the assumption of uncorrelated error score is violated.

3.5 Individual Paper Session   Hartford
Cognitive Strategies in Education
Session Chair: Bridget Thomas (bthomas5@gmu.edu), George Mason University
Session Discussant: Robin Anderson (ander2rd@jmu.edu), James Madison University

Assessing Cognitive Flexibility Following Discrete Instruction
James B. Crabbe (jcrabbe@ccm.edu), County College of Morris
Charles Secolsky (csecolsky@ccm.edu), County College of Morris

We asked whether students,, writing a one page essay, would integrate physiological systems (as taught in Anatomy and Physiology I), even though explicit instructions to integrate were not given. Complex thinking assessment was guided by Cognitive Flexibility Theory developed by Rand Spiro. Using two approaches, independent samples t-tests and log linear analyses, we found that students do discuss discrete systems and there is some level of complexity in their writing as ascertained by t-tests. However, using a log linear approach, it does not appear that students' discussions were highly complex in nature.

Training Students' Self-regulation of Motoric Flexibility: The Effects of Modeling and Self-evaluation
Gloria McNamara (gmcnamara@bmcc.cuny.edu), CUNY: The Graduate Center
Barry Zimmerman (bzimmerman@bmcc.cuny.edu), CUNY: The Graduate Center

The purpose of this research was to determine if technique modeling and self-evaluation had an impact on college students' self-regulation of motoric flexibility, measured through physiological assessments and surveys of stretching practices, flexibility outcome expectations, self-efficacy, and knowledge. In order to measure the impact of the treatments, students were randomly assigned to three conditions: 1) control lecture condition, in which flexibility fitness was taught using a scripted lecture format; 2) technique modeling condition, in which flexibility fitness was taught using the same script in addition to the researcher modeling proper stretching technique; and 3) technique modeling and self-evaluation condition, in which flexibility fitness was taught using the same script and technique modeling in addition to students being taught to measure their own motoric flexibility and to record their progress. The results of this research study demonstrate that flexibility training had a significant positive linear effect on college students' right upper body motoric flexibility, stretching practices, outcome expectations, self-efficacy and flexibility procedural knowledge.

The Effects of Planning on the Cognitive Abilities of a Novice Writer
Darshanand Ramdass (dramdass@gc.cuny.edu), Graduate School & University Center, CUNY
Mereille Gold (mireillerg@gmail.com), Brooklyn College

This study evaluated the effects of planning on the writing skills of one normally achieving 6th grade student. The participant wrote 3 essays in the baseline phase. Following a writing strategy intervention, the sixth grader wrote 4 more essays in the post test phase. It was hypothesized that planning would improve the writing skills of the student on all dependent measures and improve the student's self-efficacy from pretest to posttest. Results showed that the student did not plan before writing the essay in the baseline phase. However, the intervention was instrumental in facilitating planning behaviors, improving the overall quality of his writing, and self-efficacy from baseline to posttest.

3.6 Individual Paper Session   Rocky Hill
Social Support in Education and Other Support Mechanisms
Session Chair: Christine Emmons (christine.emmons@yale.edu), Yale University
Session Discussant: Thomas DiPaola (tdipaola@jwu.edu), Johnson & Wales University

Suburban Middle School Students' Reports of the Social Supports They Receive Through Their Advisory Program
Beth Giller (bgiller@sps.suffield.org), University of Hartford

Findings from survey research aimed at examining suburban middle school students' reports of the social supports they received through their school's advisory program are presented in this paper. A modified version of the Child and Adolescent Social Support Scale (Malecki, Demaray, & Elliot, 2000) was administered to 580 middle school students. Results were similar to previous social support research in finding that younger students perceived they received more social support through advisory class than did older students. Similarly, girls perceived more support than did boys. Overall, students perceived the most support from their advisory teacher and a close friend in advisory. They perceived and valued emotional support the most when compared with the other types of social support.

A Qualitative Study of the Influence of the Senior Pastor on the Educational and Professional Achievement of African American Men
Tracy P Johnson (johnsotp@buffalostate.edu), Buffalo State College

Despite recent educational reports on the academic gains of American schools, Black males continue to underachieve on most academic issues when compared to their white counterparts. This qualitative study explores the role of the Senior Pastor, as the church and structural role of religion, in relationship to the educational, social, and cultural capital used by the men in this study to negotiate their masculine identities with oppressive professional and educational spaces. The results from this study revealed that the participants relied heavily upon spirituality and the Church to help persist through their educational journey. Moreover, this study found that the participants

relied heavily upon spiritual practices, such as prayer and reading the bible to overcoming difficult obstacles in achieving academic, personal, and financial success. More importantly, the data revealed that one-on-one mentoring sessions with the Senior Pastor, the educational level of the Senior Pastor as well as their perspective regarding education impacted how the men viewed and valued education.

Student Support Service for Doctoral Student Success
Felice D. Billups (Felice.Billups@jwu.edu), Johnson & Wales University
Stacey Kite (Stacey.Kite@jwu.edu), Johnson & Wales University

This session will present the results of phase three of a descriptive study to identify/examine/indicate satisfaction with support services offered at an Ed.D. Program at a small university in southern New England. Qualitative data from the first phase of this study identified factors that impede or assist in the completion of the degree program. These findings were then used to develop a quantitative instrument to determine the satisfaction and magnitude of importance from students currently enrolled in their courses, dissertation phase, and alumni. This third, and final phase, consists of qualitative interviews with students to clarify the findings from phase one and phase two.

Interdistrict Magnet High School Students' Perceived Social Support: An Exploratory Investigation
Diana J LaRocco (dlarocco@hartford.edu), University of Hartford
Jessica M. Fitzgerald, University of Hartford

Magnet high school attendance seems to lead to improved academic performance (Cobb, Bifulco, & Bell, 2009). Likewise, perceived social support has been linked with positive outcomes for adolescents (Rosenfeld, Richman, & Bowen, 2000). Yet, little is known about urban magnet high school students' perceived social support. Select results from a study in which the Child and Adolescent Social Support Scale (Malecki, Demaray, & Elliot, 2000) was administered to 319 students are presented in this paper. Students' reports of the frequency of support fell between *most of the time* and *almost always* (M = 250.20, SD = 47.17, n = 213). The perceived importance of support was between *important* and *very important* (M = 121.33, SD = 26.68, n = 198).

3.7 Individual Paper Session — Salon I
Validation Studies - II
Session Chair: April Zenisky (azenisky@educ.umass.edu), University of Massachusetts Amherst
Session Discussant: Abigail Lau (lauar@jmu.edu), College of the Holy Cross

Construct Invariance of the Survey of Knowledge of Internet Risk and Internet Behavior Knowledge Scale
Robert K. Gable (robert.gable@JWU.edu), Johnson & Wales University
Larry H. Ludlow (ludlow@bc.edu), Boston College
Stacey L. Kite (Stacey.Kite@jwu.edu), Johnson & Wales University
D. Betsy McCoach (mccoach@uconn.edu), University of Connecticut

The wide use of the Internet has the potential for students to become victims of Internet sexual predators or other students who engage in inappropriate cyberbullying behaviors. The key for educational programming efforts targeted for students, teachers and parents is instrumentation that provides meaningful and reliable data assessing students' knowledge of Internet risk and their actual Internet behaviors. The Survey of Internet Risk and Internet Behavior (SIRIB) was developed for this type of assessment. Construct invariance of the SKIRIB is examined for N = 2000 middle school and N = 2000 high school students using multi-group confirmatory factor analysis and Rasch rating scale modeling techniques. Implications for future score interpretations are discussed.

Measuring Goal-Setting Attitudes and Predicting Academic Outcomes using the Theory of Planned Behavior
Steven L Holtzman (sholtzman@ets.org), Educational Testing Service
Teresa Jackson, Educational Testing Service
Jeremy Burrus, Educational Testing Service
Richard Roberts, Educational Testing Service

This study aims to predict grades and goal-setting behaviors in a sample of high school students by developing a goal-setting assessment employing the Theory of Planned Behavior (TpB; Ajzen, 1991). In the newly developed TpB goal-setting assessment, students' intentions to set goals can be measured by their level of perceived control, attitudes, and subjective norms. Furthermore, goal-setting intentions predict grades and behaviors. Confirmatory factor analysis (CFA) revealed that the structure of the goal-setting assessment was generally consistent with the TpB framework. Also, structural equation modeling (SEM) indicated that perceived control, attitudes, and subjective norms significantly predicted intentions. A second SEM revealed that intentions were a significant predictor of grades and goal-setting behaviors.

"I Can't Believe She Gave Me a C!": Measuring Entitlement in Higher Education
Jason Kopp (koppjp@dukes.jmu.edu), James Madison University
Tracy E. Zinn, James Madison University
Sara J. Finney (finneysj@jmu.edu), James Madison University
Daniel P. Jurich (jurichdp@jmu.edu), James Madison University

Researchers have increasingly focused on entitlement related to education, but a measure with adequate construct validity evidence has yet to be created. Construct validity evidence was gathered for a newly created measure of academic entitlement, the Academic Entitlement Questionnaire (AEQ). After a review of the entitlement literature, focusing on the various facets of entitlement, items were written to cover the breadth of the academic entitlement construct. Reponses from two samples of college students resulted in an eight-item, unidimensional measure. Theoretically-based a priori hypotheses were empirically supported, which included a positive relationship with external locus of control and a negative relationship with mastery achievement goal orientation. Thus, the AEQ shows promise as a useful measure of academic entitlement.

Psychometric Properties of the Short Version of Autism-Spectrum Quotient (AQ-26)
Anna Zilberberg (azilberb@gmail.com), James Madison University
Dena Pastor (pastorda@jmu.edu), James Madison University
Christine J. Harmes (harmesjc@jmu.edu), James Madison University

The short version of the Autism-Spectrum Quotient (AQ-26) (Baron-Cohen et al., 2001) was designed to screen for autistic traits in a non-clinical adult population. The current study garnered validity evidence for this instrument through investigating its dimensionality using both confirmatory and exploratory factor analytic methods. In addition, two scoring schemes available for the AQ-26 were compared. The results indicated that the AQ-26 is in need of substantial revisions before it can be used in research or practice. Further, the two scoring schemes were deemed not interchangeable. Substantive suggestions regarding future scale development and the optimal scoring scheme are made based on the empirical results of the current analysis.

3.8 Individual Paper Session — Salon II
Assessment Design & Instructional Sensitivity
Session Chair: Rochelle Kaplan (KaplanR@wpunj.edu), William Paterson University
Session Discussant: Kristen Huff (khuff@collegeboard.org), The College Board

Bringing Innovation to Testing
Robert Cook (rob.cook.umass@gmail.com), University of Massachusetts, Amherst
Jason Schweid (jschweid@educ.umass.edu), University of Massachusetts, Amherst

Current educational models are placing increasing emphasis on development of specific cognitive learning structures and processing skills rather than the more traditional "three R's" approach. With the current policy emphasis on educational testing and the disconnect between what conventional tests can measure and these cognitive psychological trends, more innovative forms of testing are being sought. While computer based testing has great potential for the innovation required to provide meaningful cognitive diagnostic information, to date, such innovation has consisted merely of modification of traditional testing methods and focused on traditional testing subject matter. Rather than continue down this path, test developers should look to innovative technological trends and determine how they might be developed or integrated into assessment methodology.

Using Item Mapping to Evaluate Curriculum Assessment Alignment
Leah Kaira (lkaira@educ.umass.edu), University of Massachusetts Amherst

One strategy used to evaluate the match between the curriculum and the assessment is carrying out alignment studies. Bhola, Impara, and Buckendahl (2003) define alignment as "the degree of agreement between a state's content standards for a specific subject and the assessment(s) used to measure student achievement of these standards" (p. 21). One of the greatest limitations of current alignment methods is that they do not take into account actual student performance. This study employed IRT based item mapping methodology on Math and Reading assessments for adult learners to illustrate how item mapping could be used to assess alignment. The study also aimed at investigating the impact response probability (RP) has on item mapping. Two RP values (RP50 and RP67) were used in the study. The degree of agreement between item mapping results and Subject Matter Experts (SMEs) classification of the items was used to assess alignment. Both Math and Reading results showed that more congruence between item mapping results and SME classification of the items was obtained at RP50 than RP67.

An Exploration of the Instructional Sensitivity of Items on One State Test
Megan Welsh (welsh.megan@gmail.com), University of Connecticut

This paper explores an approach for gauging the instructional sensitivity of test items on the third and fifth grade versions of a state mathematics assessment by blending two approaches promoted by Popham & Kaase (2009). The first approach involves asking 22 teachers from one school district to rate the instructional sensitivity of test items through a judgmental review process. The second, empirical, approach involves contrasting student performance on test items between those students whose teachers believe they taught the item content well and those whose teachers believe they taught the content badly. Results indicate that teachers have difficulty identifying instructionally insensitive items, leaving questions about the efficacy of both the judgmental review and empirical approaches.

3.9   **Salon III**
No Session Scheduled

3.10 Individual Paper Session   **Connecticut**
Teaching & Learning
Session Chair: Hilary Campbell (HCampbell@HumRRO.org), Human Resources Research Organization (HumRRO)
Session Discussant: Samantha Feinman (sfeinman@pace.edu), Pace University

Improving the Acquisition of Science Material by Fifth Grade Students Through the Use of Imagery Interventions
Marisa Cohen (MCohen1@gc.cuny.edu), CUNY Graduate Center

This study examined the effect of imagery interventions for the presentation of science material to fifth grade learners. Students were randomly assigned to three interventions: a Dual Coding method, an Image Creation- No Picture method, and an Image Creation- Picture method. Students were measured on their acquisition and retention of the vocabulary instructed through the use of sentence fill-in and definition word match tasks. Significant differences were found between the Image Creation- Picture group and the Image Creation- No Picture group for both measures at immediate recall, assessed a day later, and delayed recall, assessed two weeks after instruction. Such a study has implications as to the way to integrate science and literacy and successfully present vocabulary in the classroom.

Teacher Quality, Content Knowledge, and Self-Efficacy in one Mathematics Teach for America Cohort
Brian Evans (bevans@pace.edu), Pace University

The purpose of this study was to understand the relationships between mathematical content knowledge, perceptions of teaching self-efficacy, and attitudes toward mathematics in one cohort of Teach America (TFA) teachers. Findings revealed that mathematical content knowledge was related to attitudes toward mathematics, and attitudes toward mathematics were related to perceptions of self-efficacy. It was found that teachers had high levels of self-efficacy. It was also found that mathematics related majors had higher mathematical content knowledge than did business majors, but similar levels of self-efficacy. Liberal arts majors had similar content knowledge and levels of self-efficacy as did mathematics related majors.

Curriculum-Based Measurement Performance Indicators: A Tool for Undergraduate Calculus Students to Inform and Direct Their Learning Behavior
Linda Sturges (LSturges@sunymaritime.edu), SUNY Maritime College

The purpose of this study was to examine the role of individualized performance feedback on students' learning behaviors with 67 calculus students who were tested using curriculum-based measurement practices. It was postulated that students who receive individualized feedback as progress graph or as a progress graph supplemented with qualitative mastery analysis would have more accurate judgments of their calculus capability and relearn topics not mastered more often than students who received a no individualized feedback. Additionally, when students receive individualized feedback they would achieve at higher levels on exams. Mixed-model analyses supported these hypotheses. An implication of the findings for teachers is the use of the feedback information to refine instruction and close the feedback loop.

The NERA Poster Session – 10:15 – 11:15 am

Salon A, B, C and D 10:15 am – 11:15 am

A Comparison of Oral Storytelling Goals and Techniques Within Various African Cultural Contexts and Implications for American Teacher Educational Programs: A Review of the Literature

Johan van der Jagt (jvanderj@bloomu.edu), Bloomsburg University of Pennsylvania

Mary Sciacchetano (MLS33237@huskies.bloomu.edu), Bloomsburg University of Pennsylvania

The tradition of oral storytelling in Africa continues to enhance the goals of cultures. This contrasts with North American cultural changes in which oral storytelling is greatly diminished due to e.g., technology and changes within family systems and student learning styles are not being addressed. This literature review utilized databases and primary literature sources to research African traditional storytelling goals and methods. The results indicate that oral storytelling continue to have goals of building peaceful and harmonious relationships, humbleness, and relating cultural variables. Implications and recommendations for the incorporation of the culturally diverse goals and strategies to address inclusive classroom teaching-learning styles in the North American education system and teacher training programs are noted.

Asian and American Parenting Styles and Their Impact on Adolescents' Self Esteem and Academic Achievement

Ji Eun Lee (jl824128@albany.edu), University at Albany-SUNY
Stella Xian Li (stellalixian@hotmail.com), University at Albany-SUNY
Deepti Marathe, University at Albany-SUNY
Yuriko Sasak, University at Albany-SUNY
Joan Newman (joanewman@aol.com), University at Albany-SUNY

In a previous study we found that an authoritative parenting style predicted high school academic success for students from USA, but not those from China or Korea. The study currently in progress investigates a wider range of parenting styles to determine which is more characteristic of Asian parents and whether the prevalent parenting style predicts academic success for their children. Undergraduate students now in the USA but who spent their high school years in China, Korea or USA complete surveys on the parenting style of their mothers and fathers, their high school academic achievement level, and their self esteem. ANCOVA will be used to test differences in the effect of parenting style on student competence in each country.

In What Ways Does a Mini-Scale Virtual Community of Practice Approach to Professional Development Assist New China's Elementary Science Teachers to Implement Inquiry-Based Instruction in their Classrooms?

Hongqin Zhang (hongqin@educ.umass.edu), University of Massachusetts-Amherst
Jiaxu Li, Chongwen Elementary School
Dinger Zhang, Chongwen Elementary School
Rongmei Wen, Chongwen Elementary School
Xiangpeng Zhou, Chongwen Elementary School

It is a big problem to give opportunity for students discourse in the classroom in China. Because of many entrance exams, parents and teachers emphasize students understanding content knowledge instead of other science literacy. Furthermore, more than 2500 years' Confucius' philosophy deeply influences educational culture of China. Chinese students regard their teacher as the absolute authority in the school. This study is to explore a research class initiated by a Famous Teacher Studio, and the phenomenon of the teaching research presented by a Famous Teacher Studio, to explain a very common professional learning community in China and how they try to find solutions to break teachers' authority, give students the opportunity to exchange their ideas.

Coming Out in the Classroom: The Experiences of Two Lesbian/Gay College Instructors

Kristen Helmer (khelmer@educ.umass.edu), University of Massachusetts, Amherst

Through the lived experiences of lesbian and gay educators, the power relations that have been constructed within the homophobic and heterosexist value structure of U.S. public education can be interrogated, emancipation and social justice can be promoted, and lesbian and gay educators can be empowered. However, there is an absence of empirical-based research and an ensuing lack of data about the experiences of lesbian and gay educators. The purpose of this phenomenological pilot study was to explore the experiences and highlight the implications of coming-out in the college classroom for lesbian or gay identified college instructors through in-depth interviewing. The poster session will presented excerpts from the crafted profiles of the two study participants highlighting the emerging themes.

Designing Online Instruction Using Case-based Approach: Criteria, Effect and Lessons Learned

Heng Luo (heluo@syr.edu), Syracuse University
Tiffany A. Koszalka, Syracuse University

Case-based approach, as an instructional method, has been widely used in training professionals such as doctors, lawyers, and teachers. Its effect on classroom education has been well studied with empirical evidence from various fields. However, the construct of case-based instruction was often vaguely defined, and less emphasis was given to its application in a purely online environment. As a result, using an online tutorial developed by the authors, the study first proposes an instrument to assess whether the tutorial is a good application of case-based approach, and then investigates the effects of its online and paper-based versions, with the purpose to find out how the use of multimedia and online interaction affects the overall effect of case-based instruction.

Differentiated Professional Development: Impact on the Preschool Literacy Gap

Maureen Ruby (rubym@easternct.edu), Eastern CT State University
Ann Anderberg, Eastern CT State University

Findings on preschool students' outcomes on assessments of early literacy development in a research project providing differentiated professional development for staff in two preschool centers will be presented. For this study, intensive training on evidence-based early literacy practices was developed for adults who worked with the students. In addition to information on the adult training, the curricula used in the preschool classrooms will be described. The presentation will focus on a discussion of preschoolers' 2009-2010 school year gains in literacy (including letter identification, phonological awareness skills, receptive and expressive vocabulary knowledge, concepts about print, and name writing) as assessed with standardized measures given in English for both native English speaking and Spanish speaking students.

Dramatic Play Lab and its Effects on the Use of Thematic Vocabulary

Ellina Chernobilsky (EChernobilsky@caldwell.edu), Caldwell College
Julie A. Leszczynski, Walden University

Learning the meaning of vocabulary words and using them appropriately in speech is an important part of a child's learning. Designing play labs to enable such learning allows students to make connections to the words while playing. This action research study was conducted to determine if using multiple methods to elicit targeted vocabulary would help kindergarten children retain the words. Various props and materials in play labs, peer conversations, and drawings were used to provoke targeted vocabulary. Oral storytelling was used to measure the vocabulary retention. The results of the study have shown that students who are exposed to targeted vocabulary words are more likely to use the words when retelling a story then those who have not been exposed.

Effects of Sensory Intervention on the Self-Stimulatory Behavior of Children with Autism

Melissa Benzel (Melissa.Benzel@gmail.com), Pace University
Catherine Rivela (Rivelac@hotmail.com), Pace University

Students with autism spectrum disorders often exhibit various self-stimulatory behaviors, which can be maladaptive and prohibit them from participating in the general education environment. Sensory diets are commonly used with individuals with autism, however there is little research supporting their effectiveness in reducing self-stimulatory behaviors in the classroom. In order to address this issue, an AB action research design was developed to investigate the effects of sensory intervention on the maladaptive self-stimulatory behavior of four children with autism. Prior to daily 40-minute instructional sessions, each student will participate in individualized sensory diet for five minutes, addressing their proprioceptive, vestibular and tactile areas. During this time, data will be taken to monitor the frequency of the self-stimulatory behavior.

Ethical Dilemmas for the School Counselor: Balancing Student Confidentiality and Parents' Right to Know

Nithya Iyer (iyernn@oneonta.edu), SUNY Oneonta, Educational Psychology and Counseling
Julia Baxter-MacGregor, SUNY Oneonta
Amanda R. Connor, SUNY Oneonta

Professional School Counselors have a variety of roles and responsibilities to students, teachers, parents, and administrators. School counselors must collaborate with both the students and other stakeholders – in this case, usually parents and teachers. Consultation and collaboration with stakeholders can be carried out through team meetings or child study teams, with all relevant parties present. Such gatherings, while beneficial to everyone involved, can potentially bring about ethical dilemmas for school counselors. This article will examine the function of child study teams, the counselor's role as consultant within the team, and what ethical issues might arise in this role. Recommendations for avoiding and resolving such potential dilemmas will be provided.

Expressing Situations that Elicit Emotions in Students with Autism

Kaitlin Brayer (kbrayer@gmail.com), Pace University

This action research explores the ability of students with autism to communicate expressions of emotional states. Two students with autism, one female age 7.1 and one male age 6.5 participated in the study. Students demonstrated an ability to identify emotions, but had difficulty labeling emotions and expressing emotions. Students were assessed on labeling emotions on faces in isolation and in specific situations. Students were taught in direct instruction trials of emotional discrimination to answer the questions, "What makes you feel happy?" and "What makes you feel angry?" Photographs of the students in isolation in situations that made them angry and happy were used in the trials. This action research is currently in progress.

Factors That Influence Teacher's Decision Making Process Regarding Grade Retention

Gia Renaud (gia.renaud@salve.edu), Salve Regina University

The purpose of this study was to investigate teacher attitudes toward grade retention and if teacher practices differ when recommending retention of students. It also explored what factors influenced the teacher decision making process and how state testing influences their judgment. The research questions that guided this study were: 1. What factors influence elementary teachers' decision making process about retaining students?; and 2. How does student performance on state testing affect elementary teachers' decision making process about retaining students?

Gender Differences in Engineering Education: Is What's Good For the Goose Good For the Gander?

Jennifer Walter (jnw007@bucknell.edu), Bucknell University
Candice Stefanou (cstefano@bucknell.edu), Bucknell University
Katharyn Nottis (knottis@bucknell.edu), Bucknell University
Michael Prince, Bucknell University
Jonathan Stolk, Franklin W. Olin College of Engineering
John Chen, California Polytechnic State University

The purpose of this study is to understand the effects of pedagogical conditions on engineering students' development of lifelong learning skills. This study examines whether pedagogical choice interacts with gender to produce different effects. Four instructional environments that vary in the amount and type of student-centered pedagogies are examined. Two use a more student-directed approach (problem-based and project-based), while two others use a more teacher-directed approach but incorporate instructional technology to a greater degree. Self-report measures from both male and female students suggest that pedagogical style does, in fact, play an important role in students' motivational propensities and learning strategies.

Gender Differences in Implementation of Tutoring and Peer Coaching

Lindsey K Le (lle@sjcme.edu), University of Connecticut

In order to examine gender differences in the implementation of tutoring and peer coaching, 108 undergraduate college students from a college in New England were surveyed. Results from cross tabulations between gender, purposes for seeking tutoring and peer coaching, as well as strategies when implementing peer coaching groups indicated that females participated in both tutoring and peer coaching significantly more than males on a variety of purposes. Results also indicated that females utilized discussion based and written based strategies for studying more than males did. Implications of the study are discussed.

Head Start Teachers' Pedagogical Approaches to Curriculum Delivery

Reva Fish (fishrm@buffalostate.edu), SUNY College at Buffalo

In recent years, Head Start teachers have been faced with a push to increase academic rigor in their classrooms. Research shows their students benefit from a supportive learning environment that allows for child-led play activities and provides playful teacher-guided learning activities rather than structured didactic instruction. However, in order to be comfortable with the integration of play and learning, Head Start teachers must be confident that these activities provide everything

children need to learn and they must have the pedagogical skills to implement them. This study uses a grounded theory approach to data collection and analysis to explain the pedagogical strategies used by Head Start preschool teachers to meet increasingly rigorous curriculum requirements and higher expectations for student learning.

Igniting Independence: Using a Peer Support Group to Cultivate Agency in Adolescents with Autism

Julia Keister (juliakeister@hotmail.com), Pace University

Students with disabilities often lack the agency needed to be independent problem-solvers. This study attempts to answer the question of whether a peer support group centered on self-determination will increase the agency and therefore problem-solving skills of students with autism, by enabling them to achieve a personal community-based goal. 4 participants will complete an 8-week intervention model with 7 stages that address different aspects of self-determination. While student progress will ultimately be determined by their goal achievement, a combination of parent/student surveys, Stage Progress Assessments, and researcher observations will be used to collect data. Through this study it is hypothesized that the students will achieve their community-based goal, and that their agency and problem-solving skills will increase.

Increasing Self-Determination in Middle School Students Through Goal-Setting

Tracy Haber (thaber@aaronacad.org), Pace University

The purpose of this study is to investigate the effect of goal-setting on self-determination levels of Middle School students with special needs. Participants are involved in a three-step intervention. At the beginning of each week, participants set clear goals with their teacher. Then, throughout the week the teacher provides instruction geared towards the students' goals. At the end of each week, students reflect with their teacher about the progress made towards the goals. The students then work with the teacher to determine if they should set a new goal for the following week, or if the original goal should be amended. This study is a work in progress; anticipated results are that an increase in levels of self-determination will occur.

Ordinal Regression Analysis: Fitting the Continuation Ratio Model to Educational Data Using Stata

Xing Liu (liux@easternct.edu), Eastern Connecticut State University

Ordinal data in education are widely available to researchers. To model these ordinal data, one of the most commonly used models is the proportional odds (PO) model, which is also known as the cumulative odds model. However, when the research interest is focused on a particular category rather than at or below that category, given that an individual must pass through a lower category before achieving a higher level, the continuation ratio model (Fienberg, 1980; Long & Freese, 2006) is a more appropriate choice than the proportional odds model. The purpose of this paper is to demonstrate the use of the continuation ratio (CR) model to analyze ordinal data in education using Stata, and compare the results of the continuation ratio model with the proportional odds model. Ordinal regression analyses are based on a subset of data from the Educational Longitudinal Study 2002 (ELS: 2002).

Partnering for Research and Professional Development in Literacy Instruction in Guatemala

Miriam Pepper-Sanello (Peppersanello@adelphi.edu), Adelphi University
Adrienne Andi Sosin (SOSIN@adelphi.edu), Adelphi University
Michelle Zucaro, Adelphi University
Cynthia Rainbow, Adelphi University

This poster describes an international initiative that engages teachers from the US and Guatemala in professional development to transform teaching and learning using recommended approaches to balanced literacy. During this initiative, research partnerships have developed to examine Guatemalan K-6 cross-cultural classroom environments and literacy instructional practices. The partners, who have established ties with the Consejo de Lectura de Guatemala, include teachers associated with the Nassau Reading Council of the International Reading Association, educators from US colleges and universities, and graduate students. Data sources include interviews with project participants, with field notes, videos, photos and teacher surveys collected at a professional development conference in Guatemala. Findings suggest the importance of international partnerships to improve professional development in literacy instructional practices.

Retention of Most-at-Risk Entering Students at a Four Year College

Hari P Koirala (koiralah@easternct.edu), Eastern Connecticut State University
Marsha J. Davis (davisma@easternct.edu), Eastern Connecticut State University
Carmen R. Cid (cid@easternct.edu), Eastern Connecticut State University

The literature on retention and graduation of college students suggests that institutions that serve higher proportions of at-risk students, such as low-income, first-generation, and minority students, have generally a lower graduation rate. Using both quantitative and qualitative research methodologies, this study focused on the retention of students from first to second year and from second to third year at a four-year college. Consistent with the literature, it was found that a disproportionately higher percentage of the at-risk students are likely to leave college without graduating. This study adds to the literature by providing specific information about factors that affect student retention from the first to the second year and from the second to the third year.

Teacher Self-Efficacy and Accommodating for Students with Disabilities in the Regular Education Classroom

Christine Gotshall (cdg006@bucknell.edu), Bucknell University
Candice Stefanou (candice.stefanou@bucknell.edu), Bucknell University

Children with disabilities are taught in the general education classroom when possible, requiring k-12 teachers to be well-trained in accommodating instruction. Additionally, more children with disabilities are enrolling in post-secondary schools where faculty must accommodate for learning differences. This study is to investigates teacher feelings about their abilities to educate students with special needs, how their degree of teacher self-efficacy compares to intended courses of action, if teachers develop learned helplessness when faced with difficult situations, if a relationship exists between teacher efficacy and learned helplessness, and if teacher self-efficacy and learned helplessness differ by gender, educational level, years of teaching experience, and grade level taught. Results showed that several factors affect the degree of teacher efficacy and learned helplessness.

Teaching Emotional Literacy Skills Using RULER and The Transporters Methods to Young Children with Autism

Lisa Dold (LDold@schools.nyc.gov), Pace University

This study will examine the overall impact of teaching young students with autism emotional literacy skills. Adaptations from two different curriculums will be combined with individualized materials to create structured learning sessions focused on teaching emotional literacy skills. Four students in first and third grade will attend learning session groups over the course of four weeks. Qualitative and quantitative data in the form of teacher questionnaires, student pre

and post tests, quizzes and observational notes will be examined to determine if the students have benefited from the emotional literacy learning sessions. Additionally the data will be examined to make further adaptations to the available emotional literacy curriculums in order to best meet the learning needs of students with autism.

The Effect of Sheltered Instruction Strategies on the Academic Achievement of Mainstreamed English Language Learners

Nichole Rucci (tecnichole@optonline.net), William Paterson University

The purpose of this study was to measure the effects of scaffolding interventions for mainstreamed ESL (English as a Second Language) students. The modifications were made in an eighth grade social studies class, but they could be applied to other grade levels and subject areas easily. The expectation was that these special considerations would improve students' content comprehension, thus enabling greater academic achievement. Lessons were enhanced with an abundance of visuals and individualized vocabulary studies, and participants were evaluated at three-week intervals to determine the success of the specific interventions. Results serve to reiterate the value of general education teachers taking responsibility to provide meaningful instruction for **all** of their students – even the ones who are still learning the language.

The Effect of Using Technology on the Motivation and Performance of Eighth Grade Mathematics Students in an Urban School

Lilioara Helgiu (altalilia@yahoo.com), William Paterson University and Passaic NJ School District

In this twenty-first century most jobs are based on computer applications and are necessary for survival in a tough competitive job market. This is one reason why technology-based strategies in teaching mathematics are of interest. The purpose of the present study was to assess how effective technology tools were when used in an urban classroom for teaching mathematics to eighth graders. The study conducted an experiment with 61 students who were taught and assessed with and without using technology in the mathematic classroom. Findings indicated a trend demonstrating that students when students learned mathematics through technology, they achieved better results on tests scores and became motivated to do class work, and homework.

The Effects of Computer-Assisted and Teacher-led Instruction on an Early Literacy Skill of Preschool Students with Autism

Jason Travers (travers@educ.umass.edu), University of Massachusetts at Amherst

This study focused on teaching alphabet skills to young children with autism. Two instructional conditions were compared, traditional teacher-led group instruction that used alphabet books and multimedia computer-assisted instruction. Data were compared to determine the effects on alphabetic skills acquisition and maintenance, as well as student attention and engagement in problem behavior from both interventions. The results indicate that both interventions were effective for improving student alphabet recognition skills. The children in both interventions also maintained their learning over two-week periods without instruction. High rates of attention to task and low rates of undesirable behavior were obtained in both interventions. Research-based instructional methods combined with motivating qualities of the interventions may have been essential to academic and behavioral outcomes.

The Effects of the Practice of Yoga and Meditation on Teachers and their Teaching Practice

Danette Day (danetteday@gmail.com), UMASS-Amherst

Effective teaching is more than an intuitive process, and there is growing concern about how best to prepare teachers for today's classrooms. This qualitative, phenomenological research explored how the practice of yoga and meditation affected teachers and their teaching practice. Through in depth interviews participants described how yoga and meditation increased their physical, emotional and intellectual awareness. Participants developed understanding of how to embody beneficial qualities, how to make more meaningful connections with their students, and how to improve their teaching practice. Further research is required to introduce the practice of yoga and meditation into teacher education programs, as a skill that teachers can acquire and use to meet the varied demands of teaching.

The Power of Service-Learning and Sports Teams: Building Research Partnerships

Kate Darcy Hohenthal (hohenthal@cox.net), University of Hartford

This research study explores the perceptions of the members of a girls JV basketball team when they engage in a service-learning initiative focused on hunger and homelessness.

The Relationship Between the Valence of Self-Talk Statements and Social Anxiety: An Analysis of Gender and Athletic Status

Melissa Bostwick (mb049@bucknell.edu), Bucknell University
Candice Stefanou (cstefano@bucknell.edu), Bucknell University
Joe Murray, Bucknell University

When faced with difficult or novel situations, most people employ a strategy to help them deal successfully with that situation, like self-talk statements. Self-talk statements can either be negative or positive in nature. These statements affect individuals differently depending on the valence of the statement. The purpose of this study was to investigate the relationship between self-talk statements and social anxiety and specifically to examine differences between males and females and athletic status. The results revealed positive and negative correlations between social anxiety and negative and positive self-statements. The relative use of positive and negative self-statements was somewhat dependent on gender and athletic status. There were no significant differences between social anxiety and gender or athletic status.

Using Video Modeling to Increase Appropriate Object Interaction During Play in Children with Autism Spectrum Disorders

Diana Rocklin (dmrocklin@gmail.com), Pace University
Ashley Montero (ashleymontero@gmail.com), Pace University

The identification of efficient teaching procedures to address deficits in play skills, which are commonly seen in children with autism, is a challenge for professionals. In the present action research, video modeling will be used to teach two school-aged children with autism appropriate object interaction during play using a peer as a video model. The number of modeled and not-modeled motor play responses will serve as dependant measures; data will also be taken on time on task. A multiple baseline procedure across two response categories (building a marble track, and building a train track) will be implemented to demonstrate experimental control. The research on this study is currently being implemented therefore results are not present at this time.

Preparation for Professional Graduate Schools

Margaret Anderson (Margaret.Anderson@cortland.edu), SUNY Cortland
Thomas Breitfeller, SUNY Cortland
Amanda Zezima, SUNY Cortland

Four years ago we developed a psychology-based undergraduate internship-in-the-schools program at SUNY Cortland. Following a semester of training, students who qualify are placed with local sponsors in school psychology, counseling or social work at grade levels from pre-K through college. Student response to the program has been very strong and 93% of those participating have been accepted into their first choice graduate school. This poster describes graduate schools' expectations and evaluation process. We present a review of surveys related to graduate schools admission criteria. We also provide a draft of a survey we plan to distribute this year to solicit feedback to help us further refine our preparation program.

Tutoring a First Grade Struggling Reader Positively Affects Learning of Children and Teacher Candidates

Brittany Bright, William Paterson University of New Jersey
Jillian Dowling, William Paterson University of New Jersey
Cassandra Katsogiannos, William Paterson University of New Jersey
Amanda Wiley, William Paterson University of New Jersey
Julie Rosenthal (rosenthalj@wpunj.edu), William Paterson University of New Jersey

This presentation chronicles a semester long tutoring program embedded in an undergraduate literacy course. In the course, teacher candidates work one-on-one with struggling readers on a variety of needs driven literacy activities. In this presentation, candidates will share assessments used, instruction planned, and artifacts of the tutoring sessions including children's work. Based on samples of children's work and candidates' ongoing anecdotal records, children benefitted from tutoring sessions, both emotionally and academically. Evidence drawn from each candidate's weekly plans and reflective journals show that candidates developed a greater understanding of components of early literacy, and in their knowledge of literacy instruction. Additionally, each grew in her self-efficacy for teaching reading and writing.

Concurrent Session 4 – 2:00 – 3:30 pm

4.1 In-Conference Workshop B   Salon A
Mixed Methods Design and Analysis with Validity
Presenter: Burke Johnson, University of South Alabama

This workshop will cover some of the nuts and bolts of mixed methods research. Current thinking on the following topics will be briefly examined: appropriate research questions, sampling methods in mixed research, typologies of mixed research designs, and mixed data collection and analysis strategies. Special attention, throughout the workshop, will be given to "legitimating" mixed methods studies using the nine Onwuegbuzie and Johnson validity criteria. Exemplary studies will be addressed as models of practice. Participants' insights and questions will be discussed as time permits, and sources for additional information will be provided. Dr. Johnson also will provide a copy of his Primer of Mixed Methodology, so bring your jump drive to receive a copy.

4.2 Symposium   Salon B
Fordham Five on Finishing and Further: Dissertation Research Then and Now
Symposium Coordinator: Stephen G. Sireci (sireci@acad.umass.edu), University of Massachusetts
Symposium Chair: Maureen Ewing (mewing@collegeboard.org), The College Board
Symposium Discussant: Kurt Geisinger (kgeisinger2@unl.edu), University of Nebraska – Lincoln

In this session, five NERA members will describe their dissertation research completed over a decade ago and will comment on what has happened in their dissertation area since that time. An overview of the technical issues addressed in their disserations, as well as the practical issues faced will be presented. Finally, an indication of how the method evolved from the time of the disseration to its current state will be provided. The quantitative methods include the use of cluster analysis and multidimensional scaling in evaluating test content, test equating, differential item functioning, structural equation modeling, and Bayesian inference networks. This will be a unique session that will offer both graduate students some practical advice and researchers interested in these methods a unique perspective.

The Importance of Content Validation in Educational Testing
Stephen G. Sireci, University of Massachusetts

Equating Examinations with Multiple Item Formats
Andrew Wiley (awiley@collegeboard.org), The College Board

Differential Item Functioning
Kevin Sweeney (ksweeney@collegeboard.org), The College Board

Structural Equation Modeling: Modeling for the Math Challenged
Thanos Patelis (tpatelis@collegeboard.org), The College Board

Diagnostic Indices for Bayesian Inference Networks in Cognitive Assessment
David Williamson, Educational Testing Service

4.3   Salon C
No Session Scheduled

4.4 Individual Paper Session   Salon D
Cognitive Methods in Assessment and Assessment Strategies
Session Chair: Kristen Huff (khuff@collegeboard.org), The College Board
Session Discussant: Hilary Campbell (HCampbell@HumRRO.org), Human Resources Research Organization (HumRRO)

Implementation of Formative Assessment Strategies Perceived by High School Students and Teachers: Professional Development Implications
Rosemary Burns (roe27@cox.net), Johnson & Wales University
Ralph Jasparro (ralph.jasparro@jwu.edu), Johnson & Wales University

The purpose of this research study was to investigate the level of implementation of formative assessment strategies among high school teachers and student. Furthermore, the research analyzed the relationship of the disciplines taught, the amount and kinds of professional development teachers had, and district urbanicity relative to their levels of implementation of formative assessment strategies. Formative assessment is a bidirectional process between teacher and student to enhance, recognize, and respond to the learning. Traditionally, teachers instruct a variety of content based skills and knowledge and conclude with a test. By implementing formative assessment strategies, teachers can revise their instruction accordingly, and students are provided scaffolded opportunities to construct their own process for learning. A mixed methods design was used to survey high school teachers (N = 137) and students (N = 129) in three school districts. Principal findings included significant differences between student and teacher regarding teacher modification of instruction when students are struggling.

An Empirical Validation of an Item-Skill Q-matrix for a Reading Test
Hongli Li (Hongli@psu.edu), The Pennsylvania State University
Hoi K. Suen, The Pennsylvania State University

In recent years, cognitive diagnostic assessment has received intensive and widened attention. In order to use Cognitive Diagnostic Modeling (CDMs) approach to extract detailed diagnostic information, one should identify the subskills required by each item in the test, the so-called Q-matrix. However, due to the lack of full understanding of the construct and the underlying cognitive processes, to establish a Q-matrix, especially for an existing test, has been a challenging task. An initial Q-matrix has been built for a second language reading test based on students' think-aloud verbal report and expert rating. The purpose of this study is to demonstrate the process of empirically validating the initial Q-matrix by using Fusion model calibration.

Multi-Method Approaches to Test Design with Students in Mind: An EAG 2% Perspective
Phil Robakiewicz (robakiewicz.phil@measuredprogress.org), Measured Progress
Sue Bechard (sbechard@measuredprogress.org), Measured Progress

This paper discusses how three investigative studies across five states determined strategies to decrease item difficulty in tests of reading comprehension to investigate whether reducing cognitive load made a difference for students with disabilities. Coordinated studies included cognitive interviews, item difficulty modeling, and distractor analyses. The results of the investigations were triangulated to revise the items to conform to the cognitive model and create a pilot test, which was administered to 1280 students. This project highlights the need for multiple methods by multiple researchers to strengthen the evidence for item manipulations and provide a better understanding of the target population.

4.5 Individual Paper Session   Hartford
Student Populations with Special Needs

*Session Chair: Darlene Perner (dperner@bloomu.edu), Bloomsburg
University of Pennsylvania*
*Session Discussant: Yanhui Pang (ypang@bloomu.edu), Bloomsburg
University of Pennsylvania*

The Purpose of a College Education: Getting a Job. Narrations of First-Generation College Students
Angela Thering (theringdyc@gmail.com), D'Youville College

American colleges are considered classed environments. First-generation college students often have difficulties navigating the system of higher education. This study focuses on how a group of white, working-class, undergraduate first-generation students attending a large northeastern research university narrate their educational and social experiences in both their home culture and within the culture of college. Two main themes that were drawn from this qualitative study were that the participants who were raised in working class communities had close connections to the military, this group of students thought that although there are "no guarantees" a college education would lead them to the sort of job that would allow them to live more comfortably than their working class parents.

Connecticut High School Students with Disabilities: Four-Year Results for Those Who Started in 2005-2006
*Kate Zhou (Kate.Zhao@ct.gov), Connecticut State Department of
Education*
*Alison Zhou (alison.zhou@ct.gov), Connecticut State Department of
Education*

Much of current literature on educational outcomes for high school students with disabilities focuses on reporting of graduation and dropout rates. This study goes further by examining demographic information (e.g., grade 9 entry age) and educational experiences (e.g., time with non-disabled peers) in relation to six categories of outcomes for students with disabilities: 1) Transfer to general education; 2) Reach maximum age for receipt of special education services; 3) Remain in special education with promotion to next grade; 4) Remain in special education repeating grade; 5) Drop out; 6) Graduate with regular high school diploma or receive a certificate. Four-year results were reported for the 6,761 Connecticut public school students identified with disabilities who entered grade 9 in 2005-06.

Examining the Manifestation of Behavioral Problems and Reading Difficulties among Language Minority and Monolingual Urban Elementary School Students
*Margaret Pierce (mpierce@educ.umass.edu), University of
Massachusetts Amherst*
Adrianna Wechsler, University of Nevada, Las Vegas
Gil Noam, McLean Hospital
Maryanne Wolf, Tufts University
Tami Katzir, University of Haifa

This study examined the manifestation of behavioral problems and reading difficulties among Language Minority and English Monolingual urban second and third graders (n=96) identified as poor readers. Each participant was evaluated with language and literacy assessments and self-efficacy and social functioning measures. Each subject's in-school behavior was rated using the Conners' Teacher Rating Scale – Revised. Univariate analyses showed that a disproportionate percentage of both groups already displayed clinically-significant levels of hyperactive and ADHD-like behaviors, anxiety, social problems, and oppositional behaviors in the classroom. Analyses of variance demonstrated that there were no observed differences between the groups on most literacy measures, on their teachers' ratings of problem behaviors in the classroom, or on self-ratings of self-efficacy and social competence.

Results are discussed in relation to comprehensive models of intervention and resilience for urban students with reading difficulties.

Tier II Behavior Interventions in Head Start
Kim Westcott (kimkwestcott@gmail.com), University at Albany, SUNY
Bethany Ochal, University at Albany, SUNY
Melinda Tanzman, University at Albany, SUNY

This study focused on early identification and differentiated intervention for preschool children with behavior problems. The disproportionate prevalence of behavior problems among low-income children suggests the importance of such early intervention to promote later academic and social success in this population. Tier II behavior supports, in the context of the *Teaching Pyramid*, were provided in an upstate New York Head Start. Interventions were implemented in small-group settings. Using qualitative individualized reports following each session combined with *Social Skills Improvement System* scores, changes in problem behaviors and social skills were assessed. Differentiated behavior supports provided were associated with reduced behavior problems and increased pro-social behavior in the sample of low-income preschoolers.

Cultural Competence, Systems of Care, and Students with Emotional and Behavioral Challenges
Lakeisha Meyer (lakeishameyer@bucknell.edu), Bucknell University
Jeffrey A. Anderson, Indiana University – Bloomington
Kand McQueen, Indiana State University

For youth with emotional and behavioral challenges, there is a trend of minority overrepresentation in restrictive settings. "System of care" refers to an approach that emphasizes cultural competence and providing services in the least restrictive setting. This study investigated the relationship between placement restrictiveness, emotional-behavioral functioning, race, and parent perceptions of cultural competence. 356 school-aged youth and their families were interviewed. Study findings revealed no racial differences in the areas of placement restrictiveness and perceptions of cultural competence. Emotional-behavioral functioning and a combination of age and gender influenced placement restrictiveness. Systems of care may be living up to their goal of cultural competence, which has implications for how schools can better serve youth with emotional and behavioral challenges.

4.6 Individual Paper Session   Rocky Hill
Parental Involvement in Education

Session Chair: Francine Falk-Ross (ffalkross@pace.edu), Pace University
*Session Discussant: Rochelle Kaplan (KaplanR@wpunj.edu), William
Paterson University*

Are Household Income, Gender, and Race Important In Shaping Parental Involvement in Children's Education?
*Nicholas Hartlep (nhartlep@uwm.edu), University of Wisconsin,
Milwaukee*
Antonio Ellis, Howard University

The author used data from the National Household Education Surveys (NHES) Program 2007 Parent and Family Involvement in Education Survey (National Center for Education Statistics, 2007) (N=10,681) to examine household income, gender, and race of parents, and their importance in shaping parental involvement in children's education. The study finds that when accounting for tutoring that: (1) Pacific Islander mothers have the highest odds of being involved in their child's homework; (2) Black fathers have the highest odds of being involved in their child's homework; and (3) Low household incomes (compared to high household incomes) have the highest odds of being involved in their child's homework. This study supports previous research on "nontraditional parental involvement," as well as previous research regarding high African American parental involvement.

Parental Involvement in Connecticut Priority School District Middle Schools as Mandated by No Child Left Behind
Claire Mastromonaco (mastrodance@aol.com), University of Bridgeport

The purpose of this study was to investigate parental involvement in Priority School Districts' (PSD) middle schools in Connecticut as mandated by No Child Left Behind and to create parental involvement guidelines. This analysis sought to answer: do PSDs provide a "best practice" model for parental involvement? This study presented a history of parental involvement and current adolescent development research. Dr. Joyce Epstein's six-point framework for parental involvement was used to analyze parental involvement in select Priority School District middle schools in Connecticut. After the analysis, a set of guidelines was developed and approved by a panel of experts. Five research areas were provided for future research studies in Connecticut and throughout the nation.

The Role of Parents in Preschool Policies: Improving Parenting vs. Supporting Parents
Bridget E Thomas (bthomas5@gmu.edu), George Mason University

This paper presents selected results from a study that investigated how a country's preschool policies are influenced by what the policymakers consider the purpose of preschool. Using content analysis of program documents and evaluation of the available literature related to each program's goals, case studies of selected program were developed that addressed the way in which sociocultural influences have affected the design, implementation, and policy values related to each program. This paper focuses on views of parents that emerged from the policy documents in Georgia and Sweden. Parents were central to the emergent goal themes for both programs, but in a significantly different way: in Georgia the theme that emerged was *improving* parenting, whereas Sweden's related theme was *supporting* parents.

4.7 Working Group Session   Salon I
The Conduct of Post-Secondary Educational Research by Professors of Different Disciplines at the Community College Level

Working Group Organizer & Discussant: Charles Secolsky (csecolsky@ccm.edu), County College of Morris

Community colleges are presently undergoing greater scrutiny and accountability by state and local officials because they are commissioned to educate high school students and returning adult students. For some of these students, the community college is their first choice to pursue a post-secondary education. However, others attend a community college because they cannot find, either because of cost constraints or academic preparation, other institutions that satisfactorily meet their needs. Given the great time demands placed on the educators at community colleges, little educational research can be undertaken even though faculty development in educational research is sorely needed. Four working papers are presented, each on a different question related to post-secondary educational research. They are: differences in grading honors Calculus problems, domain learning in a Hospitality/Management program, faculty perceptions of student grading systems, and item analysis for Chemistry tests.

Assessing the Domains of Learning in a Hospitality/Management Program at a Community College
Mark Cosgrove, County College of Morris

Differences between Mathematical and English Responses on an Honors Calculus Test
Peter Arvanites (parvanit@sunyrockland.edu), Rockland Community College

Beyond the Polarization Regarding Community College Change in Grading Systems
Peter Pappas, County College of Morris
Jack Bernardo, County College of Morris

Using GPA and Retention as Distal Criteria in Item Analyses
Janet Johannessen, County College of Morris

4.8 Individual Paper Session   Salon II
Student Characteristics and Experiences in Post-Secondary Education
Session Chair: Robin Anderson (ander2rd@jmu.edu), James Madison University
Session Discussant: *Tracy Johnson (johnsotp@buffalostate.edu), Buffalo State College*

The Effect of Music Aptitude on Children's Musical Responses and Music Education Majors' Teaching Skills
Jason Crockett (jasonmcrockett@aol.com), Long Island University
Jennifer Scott Miceli, Long Island University

This study investigated the way in which children's music aptitude affects their musical responses and the way in which college students' music aptitude affects their teaching skills. The following research questions were determined: (a) What effect does music aptitude have on children's musical responses? and (b) How does music aptitude affect a music educator's teaching skills based on the INTASC Standards? The study involved 23 music education majors and 30 preschool children. Data was collected over a ten-week period using music aptitude tests by Edwin E. Gordon. Research findings indicated that high music aptitude does effect children's musical responses during preparatory audiation and music education majors' high music aptitude correlates with their effectiveness according to the INTASC Standards.

Does Implicit Intelligence Moderate Stereotype Threat in Perception of Non-Traditional Students?
Avis Jackson (avis.jackson@gmail.com), Morgan State University
John Young (JWYoung@ets.org), Educational Testing Service
Carrol S. Perrino, Morgan State University

Older non-traditional students, particularly women, are perceived as less competent (Fiske, Cuddy, Glick, & Xu, 2002, Kite, Stockdale, Whitley, & Johnson, 2005). However, increased exposure decreases age bias (Kite, et al. 2005). Implicit intelligence beliefs have been shown to moderate stereotype threat (Aronson Fried & Good, 2002, Good, Aronson & Inzlicht 2003). Stereotype threat was manipulated in three conditions (positive, neutral, high) with implicit intelligence theories (entity, incrementalist) in six scenarios to measure non-traditional student competence. Subjects attributed performance of actors to the situation or personal attributes, accounting for subjects' implicit intelligence beliefs, age, gender and exposure (Dweck & Henderson, 1989). Factor analysis and multiple regression will be run. Implications for teaching post secondary older non-traditional students.

An Investigation of Student Study Behaviors in Post-Secondary Classes
Jess L. Gregory (gregoryj2@southernct.edu), Southern Connecticut State University
Cicely Horsham-Brathwaite (chorsham@bridgeport.edu), University of Bridgeport
Margaret Lally Queenan (mqueenan@bridgeport.edu), University of Bridgeport
Beth Scott, University of Bridgeport

The current study explored study skills utilized by students across post-secondary academic levels. Participants ranged from bachelors, masters, post-graduate and doctoral levels. One hundred and forty eight students from a private university in the Northeast completed a

survey which assessed participant's self-reported use of textbook skills, note taking, memory, test preparation, concentration, and time management. Textbook skills, p<.01 and time management skills, p<.05 were found to be positively correlated with class level. The results indicate that more advanced students utilize time management and textbook skills however students at all levels might benefit from direct instruction on other effective study skills. Implications for the study are discussed.

Back to BASICS: An Evaluation of Brief Alcohol Screening and Intervention for College Students

Kimberly Marsh (krm.marsh@gmail.com), James Madison University
Christopher S. Hulleman, James Madison University
Paige Hawkins, James Madison University
Tia Mann, James Madison University

Binge drinking and negative consequences associated with excessive alcohol consumption or abuse is an issue of concern within college student populations. Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based, early intervention alcohol abuse program developed for a college student population by researchers at University of Washington's Addictive Behavior Research Center and offered to students at a number of colleges and universities (Dimeff, Baer, Kivlahan, & Marlatt, 1999). The current study replicates and further examines changes in college student drinking habits, level of temptation to abuse alcohol, and negative consequences associated with excessive alcohol consumption upon their completion of BASICS. Preliminary results suggest that BASICS participants exhibit significant decreases in negative drinking behavior and negative consequences associated with excessive alcohol consumption.

Beliefs towards Academic Dishonesty: Ukrainian Undergraduate Students

Mariya A Yukhymenko (mariya.yukhymenko@uconn.edu), University of Connecticut

The previous study focused on cross-cultural comparison of American and Ukrainian undergraduates revealed that Ukrainian students reported significantly lower judgments about wrongness of cheating and higher engagement in cheating behaviors. The present study focused on Ukrainian undergraduates' beliefs towards specific academic behaviors. The results revealed that that majority of students believe that receiving and supporting academic dishonesty is not wrong. However, students believe that receiving any kind of favoritism from a professor is wrong. Educational Implications are discussed.

Placement & Predictive Validation Studies
Session Chair: Benedict Lai (benedict.lai@uconn.edu), University of Connecticut
Session Discussant: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board

How Prepared are Advanced Placement Science Students for College Coursework? An Investigation Using Multilevel Modeling

Pamela Kaliski (pkaliski@collegeboard.org), The College Board
Maureen Ewing (mewing@collegeboard.org), College Board

For many years, researchers have conducted studies investigating the validity of AP exam scores. Recently, some researchers have investigated the college success of students who complete science AP courses. Students who complete a science AP course and exam, but choose to take the introductory college course is the population of interest. These researchers have concluded that these students earn higher grades in their introductory college courses than students with other experiences besides AP (e.g., regular science course), but that there is not enough evidence to imply mastery. There are important

limitations of these studies (e.g., use of survey data) that warrant additional research around this topic; the current study will provide additional research using multilevel modeling with College Board data.

General Education Outcomes and Advanced Placement Exam Performance

Abigail Lau (lau.abigail@gmail.com), College of the Holy Cross
Megan France (francemk@jmu.edu), James Madison University

The validity research available for the Advanced Placement exams has focused primarily on comparing students who have taken AP exams to those who have not on college outcomes such as college course grades, cumulative GPA, major program selection, and number of advanced courses. In this study we provide unique validity evidence for the AP exams in that we compare students in terms of their performance on institution-specific general education outcomes assessment tests. Specifically we found that for several AP exams, even after controlling for overall college preparedness (SAT scores), students who have completed relevant AP exams still outperform others on these measures of general education outcomes.

An Investigation on the Teachers' Perception of Placement Accuracy

Yuan Wang (ywang@ets.org), Educational Testing Service
Guangming Ling (gling@ets.org), Educational Testing Service
Mikyung K. Wolf, Educational Testing Service
Yeonsuk Cho, Educational Testing Service

With the flying number of international students who seek language help from college-based ESL programs, the validity and accuracy of the placement procedure have become a concern. This study used teachers' ratings on the accuracy of placement decisions as a direct measure, and compared the results of two repeated ratings (at the beginning and the end of the semester) on 114 students' placement decisions. In the Listening/Speaking course, over one third of the students' ratings changed, revealing a group of students that are likely to be misplaced. Descriptive analysis and generalized linear models were applied to analyze the placement test and TOEFL iBT scores. The students whose ratings went up were found to have higher TOEFL speaking scores, suggesting a potential advantage of placing students on their TOEFL iBT scores.

Concurrent Session 5 – 3:45 – 5:15 pm

5.1 In-Conference Workshop C   Salon A
An Introduction to Structural Equation Modeling
Presenter: Sara Finney (finneysj@jmu.edu), James Madison University

The purpose of the training session is to provide attendees with a general overview of structural equation modeling (SEM) by \introducing path analysis, confirmatory factor analysis (CFA), and full structural equation modeling. We will start with path analysis, which models relationships among measured variables, then move to CFA, which is simply an extension of exploratory factor analysis, and finish with full structural models involving latent variables, which essentially merges path analysis and CFA. The advantage of the latter is that theories may be tested by estimating relationships between the underlying constructs of interest, rather than estimating relationships between observed variables that are contaminated by measurement error. Links will be made between these techniques and other more familiar techniques such as multiple regression and exploratory factor analysis. For each SEM technique, the following steps in the analysis process will be explained: model specification, model identification, model-data fit evaluation, and parameter estimate interpretation. This 1.5 hour workshop requires no prior experience with SEM.

5.2 Individual Paper Session   Salon B
Psychometric Issues - II
Session Chair: Elizabeth Stone (estone@ets.org), Educational Testing Service
Session Discussant: Rosemary Reshetar (rreshetar@collegeboard.org), The College Board

An IRT Approach for Detecting Differences in the Cognitive Demands of Testlet Pairs
Charles Secolsky (csecolsky@ccm.edu), County College of Morris
Peter Arvanites (parvanit@sunyrockland.edu), SUNY Rockland Community College
John Klages, County College of Morris

The validation of item responses for measuring higher-order problem-solving continues to be a challenging problem. This paper employs testlet pairs in an attempt to detect invalid responses on multiple-choice tests that are based on either definitional or complex computational items. Identifying such different types of cognitive-oriented items may influence the interpretation of test results, especially if what is identified is not a function of the difficulty of other items in the testlet pairs. It was found that when items statistics were calibrated with the full item set on the test, item statistics (difficulty and discrimination) were different.

Detecting Sources of DIF in Polythomous Items by Cognitive Interviewing
Isabel Benitez Baena (ibenitez@ugr.es), University of Granada (Spain)
Jose Luis Padilla García, University of Granada (Spain)
M. Dolores Hidalgo Montesinos, University of Murcia
Stephen G. Sireci (sireci@acad.umass.edu), University of Massachusetts, Amherst

Differential Item Functioning (DIF) has received increased attention by professionals and researchers interested in international and cross-cultural assessments over the last decades. Efforts have been focused much more on developing statistics to detect DIF than on identifying DIF causes. Cognitive interviewing allows survey researchers to identify questions that turn out to be problematic and possible sources of measurement error. Cognitive interviewing may be helpful in detecting sources of DIF linking validity evidence on response processes to possible sources of DIF. This study is part of a major research project aimed at investigating into the causes of DIF by means of cognitive interviewing. First, polythomous DIF was analyzed for the "self-related cognitions" scale (Student Questionnaire, Q17) included in the Student Questionnaire of the Program for International Student Assessment (OECD, 2006). Secondly, potential sources of DIF in items flagged with DIF were pointed out and cognitive interviewing will be performed.

Responses of 25215 participants, 19604 participants from Spain and 5611 participants from Unites States were analyzed to detect DIF. The self-related cognitions scale consists of 8 polythomous items with 4 response categories. Polytomous DIF analysis comparing groups defined by country were conducted using Logistic Regression analysis framework. DIF was analyzed using Discriminant logistic regression models and effect size measures. Interviewing protocol along with main characteristic of cognitive interviewing study will be presented and discussed.

The Role of Model Selection in the Assessment of DIF and a Mixture Model Analysis
Yu Meng (ymeng@educ.umass.edu), University of Massachusetts Amherst
Craig S. Wells (cswells@educ.umass.edu), University of Massachusetts Amherst
Jennifer Randall (jrandall@educ.umass.edu), University of Massachusetts Amherst

Mixture-models are often used to help understand potential causes of differential item functioning (DIF). The purpose of the present study was to examine the role of model selection and model fit when conducting a mixture model analysis to understand the possible causes of DIF in an accommodated assessment for students with disabilities. Items were identified as exhibiting potential DIF with various IRT models (1PLM, 2PLM and 3PLM) using the likelihood-ratio test. A subsequent mixture model was applied to help understand the nature of the DIF further. The results of the mixture model were compared across the IRT models to determine if model selection plays an important role in understanding the observed DIF.

5.3 Individual Paper Session   Salon C
Computers & Technology in Education - II
Session Chair: Joan Myers (jmyers2@pace.edu), Pace University
Session Discussant: Javarro Russell (j.a.russell06@gmail.com), James Madison University

"We don't go on the computers anymore" - How Urban Children Lose-out in Learning the New Digital Literacies
Peter McDermott (mcderp@sage.edu), The Sage Colleges
Kathleen Gormley, The Sage Colleges

In this descriptive study we compared urban and suburban children in their knowledge and use of the new digital literacies. More than two hundred 4th and 5th grade children (urban = 150 urban; suburban = 60) participated in the study. Interviews with the children and their classroom teachers contextualized the descriptive data acquired from the children's computer demonstrations. Mean scores confirm the existence of a digital divide between urban and suburban children. Urban children have fewer opportunities to use the new digital literacies in school than suburban children. Statewide testing requirements pressure the urban teachers to teach conventional reading and writing skills without use of the new technologies. Suburban children, on the other hand, are advantaged at home and in school in their access to and use of the digital technologies for learning.

The Affordances of Being Anonymous In An Online Discussion
Benedict M. Lai (benedict.lai@uconn.edu), University of Connecticut at Storrs
Michael F. Young (myoung@uconn.edu), University of Connecticut at Storrs

Computer mediated communication (CMC) is changing the way people learn. The purpose of this research is to investigate educational affordances of pseudonyms used by online discussants. Pseudonyms can offer a layer of anonymity that shield the author from persecution or accountability, while still providing readers with a way to attribute a set of communications to a single entity. Building upon previous research on the social implications of anonymity in CMC, this study seeks to explore how pseudonyms can foster better discussions.

Assessment of Students' Knowledge of Internet Risk and Internet Behaviors: Potential Threat to Bullying and Contact by Internet Predators
Stacey Kite (stacey.kite@jwu.edu), Johnson & Wales University
Robert K. Gable (robert.gable@jwu.edu), Johnson & Wales University
Lawrence Filippelli, Scituate School Department

Given the serious issue of bullying, this study sought to assess middle and high school students' knowledge of appropriate use and their behaviors on the Internet and social networking sites, especially regarding behaviors that may lead to cyberbullying or contact with potential Internet predators. Three school districts (urban, suburban, and urban ring) with grades 6 – 12 are participating in this study. Differences among and between grade levels, gender, and school demographics at the dimension and item-level will be presented.

Playful Talk and Creative Social Interactions in Online Learning Environments
Florence Sullivan (fsullivan@educ.umass.edu), University of Massachusetts, Amherst
Nicholas Wilson, University of Massachusetts, Amherst
Claire Hamilton, University of Massachusetts, Amherst

This paper explores the relationship of playful and everyday talk to creative social interactions in online learning environments. Playful and everyday talk is an important focus of study because it may shed light on student exploration of social identities and the development of creativity as a habit of mind. Creativity is recognized as an extremely important habit of mind as regards the advancement of knowledge in many disciplines. Through frame and discourse analysis we identify instances of creative social interaction and examine them from both an agency lens as it is related to identity and a meaning lens as it is related to creative and imaginative dialogue. This paper will have implications for the design of online learning environments.

5.4 Individual Paper Session   **Salon D**
Non-Cognitive Constructs in Education
Session Chair: Sharon Cramer (cramersf@buffalostate.edu), Buffalo State College
Session Discussant: Jennifer Bausmith (jbausmith@collegeboard.org), The College Board

The Relationship of General and Specific Self-Efficacy and GPA in a Highly Diverse Woman's Liberal Arts College
Stephen P. Becker (steve.becker4@verizon.net), Pine Manor College
Robert K. Gable (robert.gable@JWU.edu), Johnson & Wales University

Bandura's construct of General and Specific self-efficacy was examined in the context of GPA for N = 98 female students at a diverse liberal arts college in New England. General (alpha reliability .76) and Specific (alpha reliability .77) self-efficacy data were assessed with a 25 item questionnaire administered at the beginning of first semester for

analysis of semester end GPA. While there was no significant relationship for General self-efficacy and GPA, there was a significant correlation between Specific self-efficacy and GPA (r = .27, r^2 = .08, p = .006, ES = medium) supportive of Bandura's concept of context-specific self-efficacy. Five additional items were associated with significant relationships with GPA. Meaningful interpretations are offered and implications for college administrators are discussed.

A Working Framework for Assessing Academic Preparedness and Providing Feedback for Career Interests
Jonathan Steinberg (jsteinberg@ets.org), Educational Testing Service
Walter Emmerich, Educational Testing Service

Research has demonstrated that effective career decision-making can be enhanced with feedback on abilities and interests, in relation to matching potential career choices (Prediger, 1999). A career path should be aligned with one's motivation, attributes, and available choices, known as trait matching (Eccles, 2005). This paper proposes a framework incorporating characteristics related to trait matching as students decide on educational programs and careers: basic academic skills (BAS), general academic motivation (GAM), and career interests, all rooted in vocational psychology (Savickas & Spokane, 1999). The framework serves as a potential guidance tool for evaluating career choices before or during college, particularly for those struggling academically. The framework was developed and tested with community college and four-year university students.

A Typology of Middle School Students based on Non-cognitive Factors
Zhitong Yang (zyang@ets.org), Educational Testing Service
Richard Roberts, Educational Testing Service

Students' coping strategies and feelings toward school-related activities have been found to have impact on their life satisfaction and academic performance. Multistage cluster analyses with replication were used to sort profiles of 382 seventh graders sampled from five cities in the U.S. 49 4-point Likert scale items were used to measure two domains of students' non-cognitive disposition, coping strategy (i.e., task-coping, avoidant-coping, and emotional-coping) and school feeling (i.e., positive and negative feeling). The analysis yield 5 replicable cluster groups varying in frequency of different coping strategy used and school feeling experienced, namely, avoidant, enjoying, playful, indifferent, and emotional students. The study provides guidance for teachers and school counselors to diagnose students' maladaptive behaviors in terms of the two non-cognitive measures.

5.5 Invited Session   **Hartford**
Teacher-as-Researcher Award Presentation
Chair: Susan Eichenholtz (eichenho@adelphi.edu), Adelphi University
Award Recipient & Presenter: Pat Romano presenting **"Bio Buddies": Peer Tutoring as an Instructional Strategy**

Pat Romano is a career changer, having previously worked in medicine for a number of years. She became interested in teaching middle and high school science when her daughter was younger, as a regular "guest scientist" for her elementary school classes. She returned to graduate school at Pace University for a MST 7-12 Biology (and is also certified in Chemistry, General Science, and Health). This academic year is her fifth year teaching middle school and high school science at a small private college preparatory school (grades 6-12) in upper Westchester County. What she enjoys most about teaching is curriculum development, creating lessons and activities in which my "science phobic" students will engage, and (just maybe) appreciate that science can be interesting and rewarding to learn. She is currently finishing a special education certification at PACE. When not preparing/delivering lesson plans, Pat enjoys cooking, knitting, reading novels, and attending her daughter's soccer games. Pat reports, "In my

current life, I can honestly say that I look forward to going to work each day and that (on most days) teaching is a rewarding experience".

Peer tutoring is an instructional strategy where peers act as "instructional agents" for fellow students. Through peer-tutoring, students learn to collaborate to improve content understanding as students with lower academic abilities are paired with students of higher ability.   In this study, 10 high school (9th-10th grade) biology students (typical students and students with learning/behavior disabilities) participated in a ten day peer-tutoring intervention to determine whether peer tutoring would; 1) facilitate student academic success, 2) enhance student focus as well as engagement in biology class, and 3) favorably affect students' behavior in class leading to fewer off- task behavioral problems. Baseline data included scores on academic tasks, student surveys, student reflection journal entries, teacher observation field notes, and behavior checklists. Similar data types were collected for ten days after peer-tutoring was initiated. Student scores on most academic tasks were higher after peer-tutoring, with the exception of scores on the unit assessment. More students completed homework after peer-tutoring. After peer-tutoring, off-task behavior in class was reduced. Most students "agreed strongly" that working with peers led to greater understanding, better focus on -task, and more enjoyment in studying biology.

5.6 Individual Paper Session   Rocky Hill
Teaching Strategies

Session Chair: Beatrice Adera (baa13@psu.edu), Pennsylvania State
  University - Harrisburg
Session Discussant: Janice Sawyer (jsawye01@nyit.edu), NYIT

Multicultural and Multilingual Youth Projects from Turkmenistan: Developing 21st Century Skills through Global Connections and Teaching Beyond Borders
Melda Yildiz (yildizm@wpunj.edu), Kean University

This presentation is for teacher educators and K12 teachers who would like to integrate global education, 21st Century skills and new media in education, the paper outlines my experiences as a Fulbright Scholar teaching multicultural education, media literacy and educational technology in Ashgabat, Turkmenistan; offers creative strategies for producing media with youth; and showcases their projects and digital stories from Central Asia. The research participants deconstructed and assessed the national and local curriculum and standards; presented their curriculum projects such as video documentaries reflecting not only on their stories but also international issues and perspectives through their online contact to global community and documented their stories in order to articulate the realities of conditions in schools through their research, analysis, and dialog. Through the discovery process, the participants explored, designed, and created the strategies, curricula, and programs for improving student outcomes, also the candidates gained alternative point of view on their subject fields and renewed interest and commitment to socially responsible teaching.

An Investigation of the Strategies and Decision-Making Processes Used By Effective Elementary Mathematics Teachers
Rochelle Kaplan (KaplanR@wpunj.edu), William Paterson University

This project investigated the behavioral and cognitive decision-making processes used by effective elementary mathematics teachers in order to add to the knowledge base in that field and move toward better elementary mathematics teacher preparation, enhancement, and selection. The data collection utilized an observational and interview format for assessing teachers. Data were collected from 15 teachers in New Jersey and in Israel from a variety of SES and ethnic communities. The presentation will provide samples of interviews and teaching transcripts as well as a coding system for analyzing the data. Preliminary hypotheses generated from the data will be presented.

What is an Effective Teacher? Using Parenting Style Theory to Understand How Teachers' Management and Instructional Practices Interact to Influence Student Engagement and Learning
Joan Walker (walkjoan@gmail.com), Pace University
Perry den Brok, Eindhoven University of Technology
Mieke Brekelmans, Utrecht University

The added value of attending a given classroom stems from the quality of two sources: teachers' instructional practices *and* their relationships with students (Pianta et al., 2007). Yet we know little about *how* these two teaching dimensions interact to influence student outcomes. Drawing from parenting style theory (Baumrind, 1994; Darling & Steinberg, 1993), this paper explains the concept of teaching style (Walker, 2008, 2009) and presents tests of its hypotheses using survey data from 878Dutch high school students and their English language teachers (n = 21). Preliminary path analyses support the theory's assumptions: style functions as a moderator (between instruction and student learning) and a mediator (via students' openness to teachers' influence). Implications for teacher education are discussed.

5.7 Individual Paper Session   Salon I
Student Mobility

Session Chair: Lynn Shelley (lshelley@wsc.ma.edu), Westfield State
  University
Session Discussant: Mary McKillip (mmckillip@collegeboard.org), The
  College Board

Homelessness and Education
Christina Spathis (cspathis@nyit.edu), NYIT
Gwen Corley, NYIT

Homelessness can impact a student's ability to function properly in the classroom. This study examines how homelessness affects a students education and what strategies teachers can use to help these students in the classroom from the perceptions of principals, homeless liaisons, assistant superintendents and experts on homelessness. This is a mixed-methodology study where both quantitative and qualitative data were to be collected from surveys and face-to-face interviews. The online surveys, using Survey Monkey, were distributed to teachers in a participating elementary school in one of the cooperating districts. Evidence from the data sources identified ways to better meet the needs of homeless students and came to understand how being homeless affects a students ability to function in the classroom.

Student Mobility as an Indicator for Socioeconomic Status
*Amy Semerjian (amy.semerjian@gmail.com), University of
  Massachusetts*

Secondary data analysis addressing a continuum of socioeconomic status (SES) is problematic at the student level. For example, readily-available student-level economic variables in Massachusetts' Student Information Management System (SIMS) data are discrete and have few levels. To further explain SES, student-level sociological indicators of student mobility were explored. Using simple linear regression, this study found that student mobility negatively influenced test scores ($p < 0.001$), but explained very little variability in test scores ($r = 0.002$). Student enrollment data were operationally reported less specifically than SIMS codes. Enrollment status is recommended as a sociological indicator, and more thorough data collection recommendations are given.

Mobility History of the High School Senior Dropouts in Connecticut
*Alison Zhou (alison.zhou@ct.gov), Connecticut State Department of
  Education*

Jiarong Zhao (jiarong.2.zhao@uconn.edu), Connecticut State Department of Education

Student mobility is defined as the students changing schools other than promoting to next grade level in another school. Historically, there are evidences showing that high school dropout students tend to have more incidents of non-promotional changing schools. The student mobility is potentially a sign of school disengagement and also a risk factor for high school students dropping out school. The purpose of the study is to investigate historical mobility profile of reported 1,489 Connecticut high school senior dropouts in 2008-09. The characteristic profiling include numbers of mobility incident occurred, type of mobility incident, location of mobility incident, and time of mobility incident occurred. In addition, other potentially contributing variables to student dropout will be examined.

5.8 Individual Paper Session   **Salon II**
Conducting Focus Groups for Dissertation Research
Session Chair & Discussant: Francine Falk-Ross (ffalkross@pace.edu), Pace University

Helping Urban Students Read Science: A Partnership with Teachers
Margaret Queenan (mqueenan@bridgeport.edu), University of Bridgeport

The problem addressed 80% of fourth grade students in one urban school not meeting the state reading goal. Research questions asked: Will comprehension strategies bring students to proficiency, and will researcher-teacher collaboration support that effort? The researcher served as participant observer for a fourth year. Data included researcher lesson plans, student interviews, discussion transcripts, student work, and field notes of lunchtime conversations with teachers, analyzed through constant comparison, coding until saturation, and triangulation through sharing with teachers. Students learned comprehension strategies, but only 38% reached "proficiency" levels. Partnerships included collaboration during instruction and parallel teaching during guided reading. Implications address comprehension strategies as necessary but not sufficient for reading and guided reading as reducing time with teachers for learning content.

A School-University Partnership: Collaborative Professional Learning and Inquiry
Frank Daniello (daniellf@bc.edu), Boston College
Christina Pavlak, Boston College

This mixed methods action research study examined a school-university partnership designed to improve school writing instruction. Four aims guided the inquiry: What impact has the partnership had on the researchers, teachers, and pupils? What factors have contributed to these outcomes? How has the partnership been carried out? What tensions, if any, exist within the partnership and what are the potential reasons for these tensions? Data sources included classroom observations, interviews with teachers and partnership leaders, student writing, and archival documents. Analyses indicated that the partnership had a positive impact on all stakeholders. Complexity theory was used as a lens to conceptualize the partnership as a Complex Adaptive System. Findings can inform collaborative practices and promote educational betterment for all stakeholders.

A Meta-Analysis of "Teacher Effect" and Teacher Qualities Effecting Elementary Mathematics Achievement Scores
Craig Waterman (craigwaterman87@gmail.com), University of Connecticut

The teacher effect is a measure of the amount of variation in student's achievement scores attributed to teachers. This meta-analysis calculates the effect size of the teacher effect on elementary math achievement is between .1128 and .1655. While a seemingly small number, this represents 2 months of growth over the average teachers. Attempts to measure teacher qualities such as a masters degree, certification, or experience were not significant, although the evidence suggests that experience is an important factor and that certification may even have a negative effect. Improvements on a future meta-analysis are discussed.

5.9 Working Group Discussion   **Salon III**
Conducting Focus Groups for Dissertation Research
Organizer: Felice Billups (Felice.Billups@jwu.edu), Johnson & Wales University

Conducting Focus Groups for Dissertation Research
Felice D. Billups, Johnson & Wales University
Stacey L. Kite, Johnson & Wales University

This session is designed to assist doctoral students who are planning to employ focus group methodology for their dissertation data collection. Intended as a practical step-by-step guide, the discussion will focus on 1) developing a work plan and timeline for scheduling focus groups, 2) developing a moderator's guide, 3) constructing the questioning stages of the focus group session, from welcome/introductions to conclusion and de-briefing, 4) managing problems and challenges with focus groups and 5) coordinating essential logistics. The session is structured to allow participants to ask questions and share concerns related to their research. Experts in the field (Krueger & Casey, 2009; Morgan, 1997) will be referenced to support the discussion.

Invited Panel – 5:30 – 6:45 pm

GSIC - Invited Panel   **Hartford**
Seven Years, Five Career Paths: Successes and Lessons Learned

Organizer: Allison Brown (arbrown86@gmail.com), George Washington University

Presenters: Kristen Huff, Senior Research Scientist, Research and Development, College Board

Lisa A. Keller, Assistant Professor in the Research and Evaluation Methods Program in the School of Education at the University of Massachusetts Amherst

Michael Jodoin, Associate Vice President, Scoring Services National Board of Medical Examiners

Mary Pitoniak, Strategic Advisor, Educational Testing Service

Mary Zanetti, Senior Director, Division of Research & Evaluation, University of Massachusetts Medical School

This session is an interactive, panel-based format where five graduates of UMass Amherst School of Education's Research and Evaluation Methods Program will discuss how their career paths have played out in the seven years since graduation. Highlights will focus on choices and supports that helped them successfully navigate the post-graduate landscape, as well as those "lessons learned" that only the benefit of hindsight can bestow.

Sponsored by the Graduate Student Issues Committee

Brought to you by UMass Grads '03

Friday

Friday Highlights

NERA Business Meeting
Salon I, 8:00 am – 9:00 am
The NERA Business Meeting is the one opportunity during the year for all NERA members to assemble and discuss the operations and future of the organization. *All conference attendees are encouraged to attend this open meeting. This is a breakfast meeting, so all attendees are encouraged to bring food from the breakfast buffet in the adjacent hallway into the meeting room.*

Invited Panel: Beyond "Perform and Conform": Earning Tenure in Today's Academy
Salon B, 9:00 am – 10:30 am
A panel provides multiple perspectives on the tenure process*.*
 See session description 6.2 for details.

Invited Session on Common Core State Standards: Alignment and Implications
Connecticut, 9:00 am – 11:00 am
As one of the original partner organizations in the Common Core State Standards Initiative, the College Board is committed to helping states and districts understand how to implement these new common standards. The College Board has conducted several alignment studies comparing the Common Core State Standards to College Board products and assessments. This session will give a brief overview of the College Board's involvement in the initiative, will offer a description of our alignment methodology and initial findings, and will discuss potential implications, based on our alignment studies, for states and districts. A representative from the Connecticut State Department of Education will offer commentary from a state's perspective. *See session description 6.9 for details.*

Brought to you by the Ad Hoc Committee on District/State Issues, The College Board, and the University of Connecticut

This session is open to all paid NERA conference attendees. If you want to attend this session only, the cost is $25 and payable at the NERA Registration Desk before the session.
CEU's will be offered.

Graduate Student Issues Committee Special Session: Practical Applications of Advanced Measurement and Statistical Methods
Salon D, 10:45 am – 12:15 pm
The Graduate Student Issues Committee is excited to host this session that will feature an interactive discussion about the application of measurement and statistical techniques to complex situations of practical importance. Two accomplished practitioners, Drs. Betsy McCoach and Kurt Geisinger will provide perspectives on the development of the field as it relates to applied research. Additional questions will be collected from graduate students and posed to the panel. Audience questions will be taken at the end of the session as well.

Concurrent Session 6 – 9:00 to 10:30 am

6.2 Invited Panel   Salon B
Beyond "Perform and Conform": Earning Tenure in Today's Academy

Organizer & Facilitator: Yanhui Pang (ypang@bloomu.edu), Bloomsburg University of Pennsylvania

6.3 Working Group Discussion   Salon C
Developing Engaged Scholars: Identifying Leadership Competencies for Community-Based Participatory Research

Working Group Organizer: Karen I. Case (kcase@hartford.edu), University of Hartford
Working Group Discussants:
Tatum Krause, University of Hartford
K. Darcy Hoenthal, University of Hartford

The engaged scholar exhibits the competencies necessary to conduct jointly planned, developed and implemented research with community members. To pedagogically accomplish this, doctoral faculty in educational leadership must move beyond the theory versus practice argument and instead match theory with the corresponding skill sets necessary to accomplish community based participatory research (CBPR). This work session focuses on the identification of leadership competencies necessary to conduct CBPR. Doctoral programs in educational leadership must evolve to match current conceptions of leadership theory and devise student competencies for the development of engaged scholars, who have the skills to lead and follow community members, for the purpose of dual capacity building.

6.4 Individual Paper Session   Salon D
Post-Secondary Learning and Issues

Session Chair: Thomas DiPaola (tdipaola@jwu.edu), Johnson & Wales University
Session Discussant: Theresa Rooney (trooney@york.cuny.edu), York College, CUNY

Higher level peer editing: An investigation of the use and quality of peer editing in an MBA program
Stacey Kite (Stacey.Kite@jwu.edu), Johnson & Wales University
Joanne M. Crossman, Johnson & Wales University

This mixed methods study investigated the use of peer editing to improve writing among graduate students with a high percentage of non-native speakers of English. Following a modified version of the Van den Berg et al. (2006) *Optimal Model* of peer critique of university coursework, statistically significant gains were realized between the initial draft and final proposal for each of the measured items: support, audience focus, writing conventions, and organization. During the qualitative phase, students were observed to identify how peer editors engaged in *discovery mode* (Lockhart & Ng, 1995) interactions. The modified model and pedagogical practice proved effective for the diverse student population.

Community Service Learning in Public Health: Toward a Critical Pedagogy
Christie Barcelos (cbarcelo@schoolph.umass.edu), University of Massachusetts Amherst

The objective of this paper is to provide recommendations for moving community service learning (CSL) in post-secondary public health education toward a critical pedagogy and practice. This purposive review of the literature on CSL in higher education and the health professions critically reviews and synthesizes key theoretical and empirical works in both fields. Results include the finding that the literature on service learning in public health is rich in theoretical work, professional documents, and position statements, but lacks empirical evidence to support its stated goals of reducing health disparities and achieving social justice. I argue that the principles of community-based participatory research for health promotion can help move public health CSL toward a critical pedagogy and practice.

Putting Theory Into Practice: The Educational Leadership and Technology Program Supporting Alumni as School Practitioners
Susan Eichenholtz (eichenho@adelphi.edu), Adelphi University

This research examines how the graduate students' experience with technology and action research in the Educational Leadership and Technology (EDL) program supports their work as building leaders after they completed the EDL program. A review of the literature suggests that preparation programs are not aligned with the needs of the educational leader. The results of the survey sent to EDL alumni suggest that the EDL program curriculum emphasis on technology and action research were employed by the administrative school practitioners to promote change in their schools.

6.5 Individual Paper Session   Hartford Room
Psychometric Issues - III

Session Chair: Liu Xing (liux@easternct.edu), Eastern Connecticut State University
Session Discussant: Peter Swerdzewski (pswerdz@me.com)

An Application of Multilevel Modeling to Investigate Item Features Impacting Comparability between Test Administration Modes
Daniel P. Jurich (jurichdp@jmu.edu), James Madison University
Dena A. Pastor (pastorda@jmu.edu), James Madison University
Joshua T. Goodman (goodmajt@jmu.edu), James Madison University

Maintaining score comparability for computer-based tests adapted from paper and pencil versions is an essential process when both test modes are given in the same administration. Research has posited several item features that may contribute to test mode effects. The current study explores the extent to which several item characteristics contribute to the differential functioning of items across testing modes. Two multilevel models are employed to investigate the effects of item characteristics and test mode on the probability of obtaining a correct response to an item. A greater understanding of item characteristics that differentially affect examinee performance across test-mode aid in the creation of tests that are comparable prior to their initial administration.

Dependability and Accuracy of Clinical Performance in Nursing Examination Scores
Laurie Nagelsmith (lnagelsmith@excelsior.edu), Excelsior College
Maurice Odondi, Excelsior College

The purpose of this study was to determine the dependability and accuracy of Clinical Performance in Nursing Examination (CPNE®) scores obtained from trained raters. Intraclass correlations were calculated to estimate interrater agreement. Accuracy was determined by identifying percent accuracy. Generalizability (G) coefficients were calculated to estimate sources of variance in scores. The sample for the study was obtained from the pool of faculty raters at Excelsior College who agreed to participate. All participants serve in the role of clinical examiner/rater for the CPNE. Each participant was asked to score the performance of two candidates using current examination scoring protocols. Findings from this study add to the existing body of validity evidence for inferences made based on CPNE scores.

Using Computer-based Testing with Young Children
Susan Barnes (barnessk@jmu.edu), James Madison University

This study explored factors that impact the merit of using computer-based testing (CBT) with children between the ages of three and six. Specifically, the level of adult supervision needed during the CBT, the young children's reactions to CBT, and the comparability of CBT and PPT scores were examined. These three questions were addressed using a mixed methods approach. The findings indicated that while all children reacted positively to the CBT, preschoolers needed more support than kindergarteners in order to demonstrate their knowledge or skills using a CBT. Kindergarten children performed nearly as well on the CBT as they did on the traditional paper version of the test. The potential benefits of CBT, such as efficient and objective scoring, are promising.

Using the Hong Psychological Reactance Scale to Better Understand Compliant and Non-Compliant Examinees on Low-Stakes Tests
Allison Brown (arbrown86@gmail.com), George Washington University
Sara J. Finney (finneysj@jmu.edu), James Madison University

The current study examined the utility of reactance to discriminate between compliant and non-compliant examinees in a low-stakes testing context. Measurement invariance (i.e., configural, metric, and scalar) of the Hong Psychological Reactance Scale (HPRS) was tested and supported across two types of examinees: examinees that attended university assessments (i.e., compliant examinees) and examinees that skipped these assessments (i.e., non-complaint examinees). Establishing measurement invariance enabled the testing of latent mean differences, which provided known-groups validity evidence: non-compliant examinees reported significantly higher levels of reactance than did complaint examinees. Implications for low-stakes testing, including strategies to increase compliance, are discussed.

6.5 & 6.6
No Session Scheduled

6.8 Individual Paper Session   Salon II
Large-Scale Testing Issues
Session Chair: Sheila Shultz (sschultz@humrro.org), Human Resources Research Organization (HumRRO)
Session Discussant: Kurt Geisinger (geis@stthom.edu), University of Nebraska – Lincoln

Examining the Impact of Alternate Assessments on Instruction: A Multimethod Study of Test Consequences
Jessica Goldstein (Jessica.Goldstein@uconn.edu), University of Connecticut
Janet Stuck, Connecticut State Department of Education

This mixed method study employed focus groups and survey research to examine the validity of the use of one state's alternate assessment to inform instruction. Connecticut's Skills Checklist was developed in response to federal policy that requires all students with significant cognitive disabilities participate in state assessments and be included in measures of adequate yearly progress. The data indicates that the Checklist has helped teachers access the grade-level curriculum in a manner that sets high expectations for students with significant cognitive disabilities. As a result, the Checklist has raised special education teachers' expectations for their students.

The Instructional Impact of North Dakota State Accountability System: A Consequential Validity Study
Xin Wang (XWang@mcrel.org), Mid-continent Research for Education and Learning (McREL)

This investigation examines both intended and unintended consequences of North Dakota state accountability system on curriculum change and local instruction. A mixed-methods approach is used to gather both qualitative and quantitative data from an online survey and focus groups. Teachers and principals from North Dakota public schools will complete an online survey about the implementation of the state assessment and accountability systems and related impact on their instructional practices. Focus groups of teachers and school administrators will verify and expand upon survey data regarding whether the classroom teachers are aligning their instruction with the state standards. Initial findings from survey data and focus group protocols will be reported.

Does a Low SAT Score Mean Lower Educational Quality?
Allison Camara (acamara@achieve.org), American University

Previous research (Powell et al., 1984; Powell et al., 1996) has examined the impact of some of these variables in examining the state rankings on SAT scores. However, those analyses used state rank (an ordinal measure) and this analysis will use actual state mean SAT scores (ordinal/ratio measure) and more current data that reflects the increased number of students taking the SAT in the past decade. The proposed policy memorandum will examine the validity of state comparisons of educational quality based on mean state SAT. The paper will examine the relationship between the proportion of students in a state taking the SAT and mean SAT scores. The issue of whether participation rates impact the performance on SAT scores can be determined using a number of measures.

6.9 Invited Session   Connecticut
Common Core Standards: Alignment and Implications
Note that this session runs from 9:00 am – 11:00 am.
CEU's are offered. Please make sure you collect them at the session.

Organizers: Thanos Patelis, The College Board, & Mary Yakimowski, University of Connecticut
Facilitator:

Presenters:
Danielle Luisier, The College Board
Beth Hart, The College Board
Elaine Carman, The College Board
Joanne White, Connecticut State Department of Education

As one of the original partner organizations in the Common Core State Standards Initiative, the College Board is committed to helping states and districts understand how to implement these new common standards. The College Board has conducted several alignment studies comparing the Common Core State Standards to College Board products and assessments. This session will give a brief overview of the College Board's involvement in the initiative, will offer a description of our alignment methodology and initial findings, and will discuss potential implications, based on the alignment studies, for states and districts. The Connecticut State Department of Education will offer commentary about the Common Core from the State's perspective. The facilitator will ensure a lively Q&A session.

This session is free to all registrants of the 2010 NERA Conference. Otherwise, there is a $25 fee for anyone wanting to attend just this session and is payable at the NERA Registration Desk at the Rocky Hill Marriott, Rocky Hill, CT using a check or cash.

This session is offered by the NERA Ad Hoc Committee on District and State Issues, The College Board, and the Neag School of Education at the University of Connecticut.

Concurrent Session 7- 10:45 am – 12:15 pm

7.2 Individual Paper Session   Salon B
Scale/Instrument Development

Session Chair: Kenneth Haar (khaar@wsc.ma.edu), Westfield State University
Session Discussant: Lynn Shelley (lshelley@wsc.ma.edu), Westfield State University

Oral Reading Fluency as Part of an Accessible Reading Assessment for Students with Learning Disabilities
Elizabeth Stone (estone@ets.org), Educational Testing Service
Kelly Bruce, Educational Testing Service

   Education-related legislation (e.g., NCLB, 2001; IDEA, 1997 and 2004) has sought to improve participation in and performance on state standards tests for students with disabilities. While these efforts may help to place and keep an educational spotlight on this heterogeneous subgroup, they may not be focused on improving accessibility of tests for these students. This paper describes an oral reading fluency measure that was used as part of a routed test to gain information about reading proficiency for students in the lower tails of the proficiency distribution. The assessment was field tested for a group of approximately 700 students with and without reading disabilities in the 8th grade.   Results of analyses related to the fluency measure are discussed.

Defining Critical Thinking in Higher Education: Determining Assessment "Fit"
Martha Stassen (mstassen@acad.umass.edu), University of Massachusetts Amherst
Anne Herrington, University of Massachusetts Amherst
Laura Henderson, University of Massachusetts Amherst

   "Critical Thinking" has emerged as an essential learning outcome for higher education. While there is general agreement that critical thinking is important, there is less consensus, and often some lack of clarity, about what exactly constitutes "critical thinking". The range of critical thinking dimensions (and the lack of one agreed upon definition of the construct) poses a challenge for campuses working to align their course, program, and institution-wide priorities for critical thinking with appropriate national and/or standardized assessment methods. This paper addresses this challenge by conducting an exploratory qualitative content analysis of six different representations of critical thinking (two specific to our campus and four drawn from national assessment tools) and identifying common and distinct dimensions across the six sources.

Funny the Way it is: Development of the Learner Attitudes of Professor Humor (LAPH) Scale
Greg Mullin (gregory.mullin@uconn.edu), University of Connecticut

   This study attempted to develop a scale to measure learner attitudes towards professor humor in the classroom. Scale items were created to determine if students felt that professors' humor increased student *attention* and *interest*, and to what degree humorous instruction is *desired* by students. An initial pool of 25 questions was created, tested for content validity, narrowed down to 20 questions, and pilot tested to a sample of 184 University of Connecticut undergraduate and graduate students. An EFA ultimately showed that 17 of the 20 items loaded onto one factor. It was determined that the factors of attention, interest, and desirability fit under the umbrella of interest and therefore cannot be measured independently regarding learner attitudes towards professor humor.

7.3 Individual Paper Session   Salon C
Psychometric Issues - IV

Session Chair: Steven Holtzman (sholtzman@ets.org), Educational Testing Service
Session Discussant: Rochelle Michel (rmichel@ets.org), Educational Testing Service

Levels of Urgency & Attitudes toward Group Experiences
Christine Perakslis (cperakslis@jwu.edu), Johnson & Wales University
Felice Billups (Felice.Billups@jwu.edu), Johnson & Wales University
Stacey Kite (Stacey.Kite@jwu.edu), Johnson & Wales University

   The purpose of this study was to investigate differences between personality factors and student attitudes toward group experiences to propose pedagogical adjustments to an university. This quantitative, descriptive study employed two instruments: an attitudinal survey, and a behavioral (personality) assessment. Descriptive statistics were run and t-tests used to determine if there were significant differences in attitudes based on personality factors. Freshmen with a C-high factor (high levels of patience) reported significantly less favorable attitudes about trustworthy attributes in others ($M = 2.99$, $t = -3.21$, $p = .01$, $d = .65$) than those without this factor ($M = 3.50$) Understanding and influencing freshman student attitudes toward group experiences through personality assessments can be used to enhance academic and social integration.

Evaluating Examinee Motivation in Low-Stakes Assessment using Item Response Time
Hanwook Yoo (hanuki82@gmail.com), University of Massachusetts Amherst
Lisa A. Keller (lisa lkeller@educ.umass.edu), University of Massachusetts Amherst

   The relationship between response time (RT) and test taker behavior to produce item responses has always been an interesting topic to educational and psychological researchers. The purpose of this study is to investigate the effect of item and examinee characteristics on item RTs from computer-based low-stakes assessment. Then, response time effort (RTE) and response time fidelity (RTF) are examined to decide whether examinee effort is a potential issue on a multistage-adaptive test for adult basic education students. The results provide that log-transformed median RT may be appropriate to analyze the item-level RT data using regression analysis. Regarding the comparison between English language learners (ELLs) and non-ELLs of examinee motivation, ELLs spent more testing time to answer each item, but they may put more effort to answer correctly than non-ELLs.

Mathematics Strategy Use in Solving Test Items in Varied Formats
Sarah M. Bonner (sbonner@hunter.cuny.edu), Hunter College

   Although test scores from similar tests in multiple choice and constructed response formats are highly correlated, equivalences in rankings may mask differences in substantive strategy use. The researcher used an experimental design and participant think-alouds to explore cognitive processes among 60 examinees. This study examined the effect of format on mathematics performance and strategy use, for male and female examinees given stem-equivalent items in different formats. A significant main effect of format on performance was found, with constructed-response items more difficult. The multiple choice format was associated with more varied strategies, backward strategies, and guessing. Format was found to moderate the effect of problem conceptualization on performance. The study has implications for cognitively-based test development and score interpretation.

7.4 GSIC - Invited Panel   Salon D
Practical Applications of Advanced Measurement and Statistical Methods

Panel Organizer: Allison Brown (arbrown86@gmail.com), George Washington University
Presenters: Betsy McCoach, University of Connecticut
Kurt Geisinger, The Buros Center for Testing, University of Nebraska-Lincoln

This session will feature an interactive discussion about the application of measurement and statistical techniques to complex situations of practical importance. Two accomplished practitioners, Drs. Betsy McCoach and Kurt Geisinger will provide perspectives on the development of the field as it relates to applied research. Additional questions will be collected from graduate students and posed to the panel. Audience questions will be taken at the end of the session as well.

Sponsored by the Graduate Student Issues Committee

7.5 Individual Paper Session   Hartford
Instructional Design & Practice

Session Chair: Barbara Wert (bwert@bloomu.edu), Bloomsburg University
Session Discussant: Bridget Thomas (bthomas5@gmu.edu), George Mason University

A Waste of Time? The Value and Promise of Researcher Completed Qualitative Data Transcribing
Krista Lucas (lucaskr@bc.edu), Boston College

A former teacher of the year turned doctoral candidate shares insights she gained from completing transcribing of more than forty individual and small group interviews with public school children of color aged 8-12. In this paper, the author argues that transcribing is a powerful qualitative research tool, one that should not be looked at as mundane, tedious or a waste of a researcher's time.

A Grounded Theory of 21st Century Skills Instructional Design for High School Students
Jennifer Olsen, Tolland Public Schools

The purpose of this qualitative study was to develop a model of instructional design that high school teachers use to promote students' proficiency in 21st century skills. Few, if any, comprehensive theories about designing instruction to promote students' proficiency in 21st century skills seem to exist. A qualitative methodology using a grounded theory approach was used to gather data and develop the model. The model of instructional design for 21st century skills that emerged from the iterative analyses of teachers' stories has as its central category an inquiry-based approach to teaching and learning. Further, their accounts of designing instruction yielded the model components: environment, planning, instructing, and assessing students' proficiency in 21st century skills.

"Mini-Observations: An Authentic, Sustainable and Ongoing Process for Changing Teacher Practice and Improving School Performance"
Peter Madonia (madoniap1@southernct.edu), Southern CT State Univeristy
Jack Zamary, Middlebury Elementary School

This paper will present the outcome of a pilot research effort examining and assessing the application of focused mini-observations by teachers and school leaders seeking performance gains for all students. Policy implications resulting from findings supporting the documentation of an effective, feasible and replicable approach for improving instructional practice and influencing the quality of teaching and learning in schools are envisioned as resulting from this study. Data related to the process, procedures and findings of a pilot effort protocol will be presented; the perspectives and observations of the audience will be solicited. This information will serve to support refinements to a larger more broad-based study to be initiated in the spring of 2011.

Building a Successful Partnership Between a University and Local School Districts
Catherine L Tannahill (TannahillC@easternct.edu), Eastern Connecticut State University
Jeanelle Day, Eastern Connecticut State University

The purpose of this paper is to describe the use of the Collaborative/Cooperative Model of staff development as a means for providing content knowledge and pedagogical skills to middle school teachers. The study involved four sequential one-year projects to increase science (and related mathematics and literacy) content knowledge and skills. The research question addressed: What is the most effective staff development model to provide science (and related mathematics and literacy) content knowledge and skills to middle school teachers? The study involved an intensive two week workshop at the beginning with on-going electronic and formal university based follow-up activities. Using pre-and post testing, participating teachers demonstrated significant gains in content knowledge and growth in implementation of content and skills.

7.6 Individual Paper Session   Rocky Hill
Pre-Service Teachers

Session Chair & Discussant: Jan Stivers (jan.stivers@marist.edu), Marist College

Developing Efficacy Beliefs in Pre-Service Teachers
Cheryl Gowie (cgowie1@nycap.rr.com), Siena College

This paper reports on the initial two years of a study of the development of efficacy beliefs in undergraduate preservice secondary teachers. The purpose of the research is to determine whether certain instructional practices associated with mastery experience, vicarious experience, social persuasion, and emotional state, i.e., sources of efficacy beliefs, in fact correlate with increased efficacy beliefs in this population. The Teacher Efficacy Scale: Short Form (Woolfolk and Hoy, 1993) was administered to three sections of an Educational Psychology course over a two-year period. In year 2 data were collected at the beginning and end of the semester, allowing for investigation of change in beliefs. Differences in instructional practices are examined as they impact the development of efficacy beliefs.

Urban Field Placements Influence on Pre-service Teachers' Career Plans
Helen A Marx (marxh@easternct.edu), Eastern Connecticut State University

This study examined the influence of urban school placements on pre-service teachers' feelings of preparedness towards working with culturally and linguistically diverse students and intentions to seek employment within urban school districts. The study surveyed 40 pre-service teachers, all of whom participated in an urban field placement. The study found that the urban field placement influenced students' career intentions to work within urban schools. However, these placements did not increase feelings of preparedness towards working with ELL learners. Other factors that influenced career intentions toward urban schools were the pre-service teachers' k-12 schooling experience within an urban school and other significant cross-cultural experiences, such as study abroad. The findings suggest that urban field placements may positively influence pre-service intentions to work within urban schools.

Expertise[2]: Outcomes of Instructor Collaboration on Elementary
  Teacher Education in Mathematics

Mary Truxaw (mary.truxaw@uconn.edu), University of Connecticut,
  Dept. of Curriculum and Instruction
Fabiana Cardetti, University of Connecticut, Dept. of Mathematics
Cynthia A. Bushey, University of Connecticut, Teachers for a New Era
  Project

This research grew from two university faculty members' collaboration across different academic fields (mathematics and education) in order to better serve elementary education majors. The collaborative process resulted not only in shared expertise, but also in an ongoing investigation of confidence of mathematical content knowledge (M-CK) and mathematics pedagogical content knowledge (M-PCK) of elementary preservice teachers (PSTs) who participated in math content coursework designed for elementary teachers. Findings suggest that PSTs who take one or more of these content courses, along with a mathematics methods course, have higher M-CK and M-PCK than PSTs who take only traditional mathematics courses along with a mathematics methods course.

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

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

NERA welcomes individuals conducting research in all aspects of education including learning, curriculum and instruction, educational policy and administration, measurement, statistics, 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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Conference Overview

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Salon III	Connecticut
	Wednesday, October 20th, 2010									
	Registration	*9:00 am – 5:30 pm in the Nutmeg Foyer*								
10:00 am - 12:45 pm	**Pre-conference A:** NVivo 8 – Part 1	**Pre-conference B:** Survey Design & Development								
	12:00 pm - 1:30 pm	*Lunch on your own. Take advantage of the NERA Deli to pick-up a brown-bag lunch for $10*								
1:30 pm – 3:00 pm Concurrent Session 1	NVivo 8 – Part 2		**1.2 Symposium:** Toward College Readiness for All	**1.3 Working Group Discussion:** Techniques and Outcomes of International Collaborations on Courses Using Technology	**1.4 Paper Session:** International Studies and Comparative Education I	**1.5 Theme-Based Session:** Ethics Across the Curriculum: Exploration by an Interdisciplinary Academic Community of Inquiry	**1.6 Paper Session:** Collaboration, Teaming, and Group Process	**1.7 Paper Session:** Learning and Instruction - I	**1.8 Paper Session:** Pre-Service Teachers and Alternative Programs	
	3:00 pm - 3:15 pm	*Coffee Break*								
3:15 pm - 4:45 pm Concurrent Session 2	NVivo 8 – Part 3		**2.2 Invited Panel:** Collaboration and Teaming	**2.3 Symposium:** Practical Applications of SEM	**2.4 Symposium:** Designing and Using Assessments Formatively: Contemporary Research and Practice	**2.5 Symposium:** Special Education and Rehabilitation Research	**2.6 Paper Session:** Computers & Technology in Education - I	**2.7 Paper Session:** Program Evaluation: Issues and Studies	**2.8 Paper Session:** Validation Studies	**Mentoring** Pre-arranged
	4:45 pm - 5:30 pm	*GSIC Meeting (Lobby Bar)*			**Mentoring** Pre-arranged					**Round Table for Research in Progress** Pre-arranged
	5:30 pm - 5:45 pm	*Welcome (Salon I - III)*								
	5:30 pm - 6:45 pm	*Keynote: Elizabeth Williamson, USDOE (The Quiet Revelation: Driven by a Partnership of Motivated Parents, Teachers, Administrators and Researchers) (Salon I - III)*								
	6:45 pm - 7:45 pm	*Dinner (Salon I - III)*								
8:00 pm - 10:00 pm	**NERA Welcome Reception The Shilanski Jazz Band**									

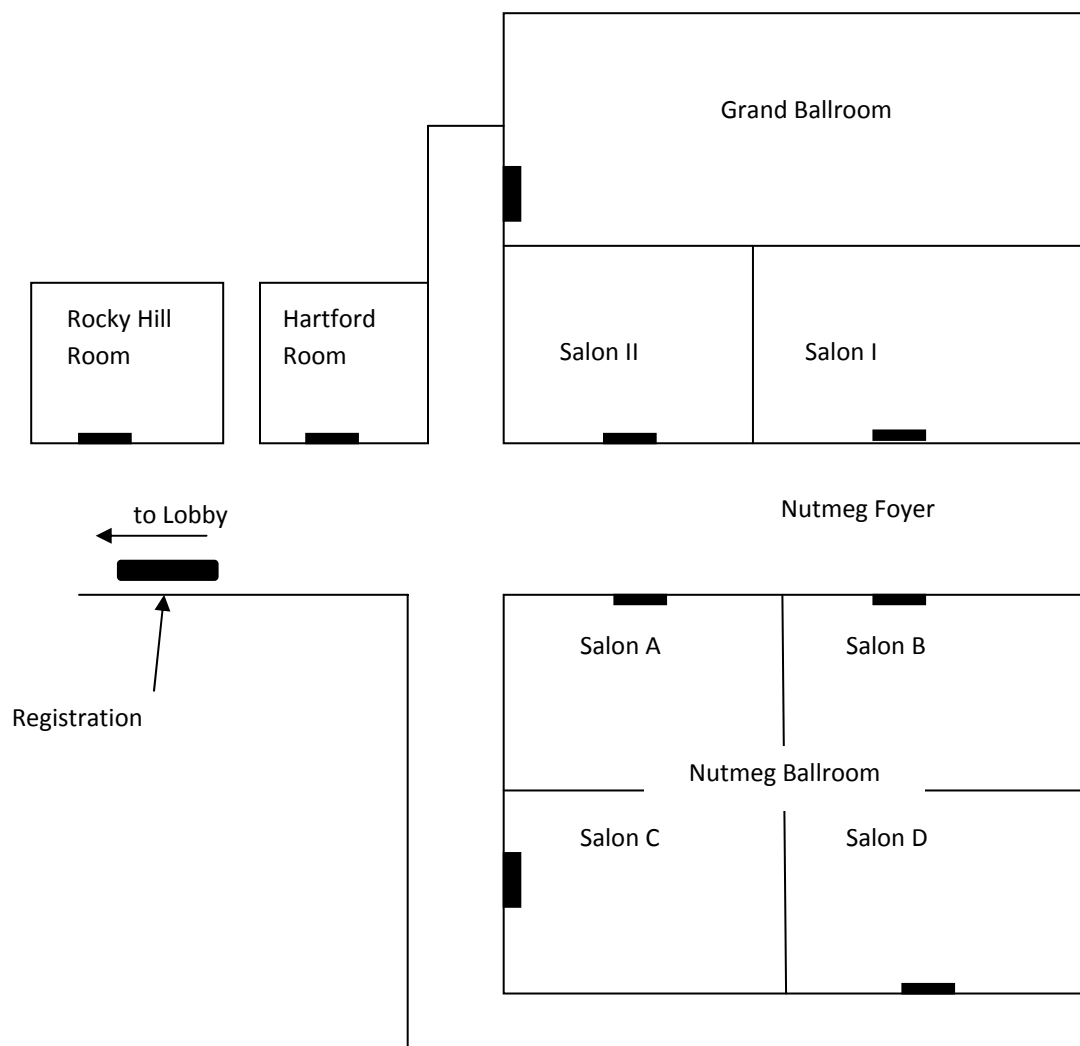|	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Salon III	Connecticut
Thursday, October 21st, 2010										
Registration 7:00 am – 11:15 am and 12:30 pm – 5:15 pm in the Nutmeg Foyer										
7am - 8:30am *Breakfast*										
8:30 am – 10:00 am Concurrent Session 3	**3.1 In-Conference Workshop:** Collaboration for Scholarship Results: Guidelines for Maximizing Outcomes, Enjoyment and Learning	**3.2 Symposium:** Research on College Board Assessments and Educational Initiatives	**3.3 Paper Session:** Issues in Post-Secondary Education	**3.4 Paper Session:** Psychometric Issues - I	**3.5 Paper Session:** Cognitive Strategies in Education	**3.6 Paper Session:** Social Support in Education and Other Support Mechanisms	**3.7 Paper Session:** Validation Studies – II	**3.8 Paper Session:** Assessment Design & Instructional Sensitivity	**3.9 No Session Scheduled**	**3.10 Paper Session:** Teaching & Learning
10:15am - 11:15am *Poster Session (Salon A – D) & Coffee Break*										
11:30 am - 12:30 pm *Keynote: Burke Johnson, University of South Alabama (Can the Philosophy and Practice of Mixed Methodology Help Us Construct a More Inclusive "Education Science"?) (Salon I - III)*										
12:30 pm - 1:30 pm *Lunch / Awards (Salon I - III)*										
2:00 pm - 3:30 pm Concurrent Session 4	**4.1 In-Conference Workshop:** Mixed Methods Design and Analysis with Validity	**4.2 Symposium:** Fordham Five on Finishing and Further: Dissertation Research Then and Now	**4.3 No Session Scheduled**	**4.4 Paper Session:** Cognitive Methods in Assessment and Assessment Strategies	**4.5 Paper Session:** Student Populations with Special Needs	**4.6 Paper Session:** Parental Involvement in Education	**4.7 Working Group Discussion:** The Conduct of Post-Secondary Educational Research by Professors of Different Disciplines at the Community College Level	**4.8 Paper Session:** Student Characteristics and Experiences in Post-Secondary Education	**4.9 Paper Session:** Placement & Predictive Validation Studies	
3:30 pm - 3:45 pm *Coffee Break*										

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Salon III	Connecticut
3:45 pm - 5:15 pm Concurrent Session 5	**5.1 In-Conference Workshop:** Introduction to Structural Equation Modeling	**5.2 Paper Session:** Psychometric Issues - II	**5.3 Paper Session:** Computers & Technology in Education - II	**5.4 Paper Session:** Non-Cognitive Constructs in Education	**5.5 Invited Panel:** Teachers-as-Researcher Award Presentation	**5.6 Paper Session:** Teaching Strategies	**5.7 Paper Session:** Student Mobility	**5.8 Paper Session:** Learning and Instruction - II	**5.9 Working Group Discussion:** Conducting Focus Groups for Dissertation Research	
		5:30 pm - 6:45 pm Graduate Student Issues Committee Special Session: Seven Years, Five Career Paths: Successes and Lessons Learned (Salon B)								
		7:00 pm - 7:45 pm Dinner (Salon I - III)								
		7:45 pm - 8:30 pm Presidential Address: Katharyn Nottis, Bucknell University (Looking through the Prism of Research Partnerships) & Awards (Salon I - III)								
		8:30 pm - 10:30 pm President's Reception where research partnerships can be made– The Messickists and Distractors in live performances								

	Friday, October 22nd, 2010									
	Registration *8:00 am – 12:15 pm in the Nutmeg Foyer*									
	7:30 am - 9:00 am Breakfast (provided by hotel)									
	8:00 am - 9:00 am NERA Business Meeting. All are welcome! This is a working breakfast meeting, so feel free to bring food from the buffet into the meeting.									
9am - 10:30am Concurrent Session 6	**6.1 No Session Scheduled**	**6.2 Invited Panel:** Beyond "Perform and Conform:" Earning Tenure in Today's Academy	**6.3 Working Group Discussion:** Developing Engaged Scholars: Identifying Leadership Competencies for Community-Based Participatory Research	**6.4 Paper Session:** Post-Secondary Learning and Issues	**6.5 Symposium:** Psychometric Issues – III	**6.6 No Session Scheduled**	**6.7 No Session Scheduled**	**6.8 Paper Session:** Large-Scale Testing Issues		**6.9 Invited Session:** Common Core and State Standards **(9am – 11am)**
		10:30am - 10:45am Coffee Break								
10:45am - 12:15pm Concurrent Session 7	**7.1 No Session Scheduled**	**7.2 Paper Session:** Scale / Instrument Development	**7.3 Paper Session:** Psychometric Issues - IV	**7.4 GSIC-Sponsored Session:** Practical Applications of Advanced Measurement and Statistical Methods	**7.5 Paper Session:** Assessment and Learning of Mathematics	**7.6 Paper Session:** Pre-Service Teachers				
		12:15pm - 1:15pm Lunch								

Hartford Marriott Rocky Hill Meeting Space

Grand Ballroom

Rocky Hill Room

Hartford Room

Salon II

Salon I

to Lobby

Nutmeg Foyer

Registration

Salon A

Salon B

Nutmeg Ballroom

Salon C

Salon D

The **Connecticut Room** is located on the second floor of the Marriott. To access the Connecticut Room, take the elevators located adjacent to the lobby to the second floor and follow the signage.

NERA Conference 2010: Schedule At A Glance

		Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Salon III	Connecticut
Wednesday, October 20											
10:00 – 4:45	Pre-Conference Workshops	Precon A	Precon B								
12:45 – 1:30	Lunch (The NERA Deli)										
1:30 – 3:00	Concurrent Session 1			1.2	1.3	1.4	1.5	1.6	1.7	1.8	
3:00 – 3:15	Coffee Break										
3:15 – 4:45	Concurrent Session 2			2.2	2.3	2.4	2.5	2.6	2.7	2.8	Mentoring
4:45 – 5:30	GSIC Meeting (Lobby Bar)						Mentoring				Round Table
5:30 – 6:45	Welcome and Keynote										
6:45 – 7:45	Dinner										
8:00 – 10:00	NERA Welcome Reception - The Shilanski Jazz Band										
Thursday, October 21											
7:00 – 8:30	Breakfast										
8:30 – 10:00	Concurrent Session 3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8		3.10
10:15 – 11:15	The NERA Poster Session	Poster	Poster	Poster	Poster						
11:30 – 12:30	Keynote										
12:30 – 1:30	Lunch & Awards										
2:00 – 3:30	Concurrent Session 4	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	
3:30 – 3:45	Coffee Break										
3:45 – 5:15	Concurrent Session 5	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	
5:30 – 6:45	Graduate Student Panel										
7:00 – 7:45	Dinner										
7:45 – 8:30	Presidential Address / Awards										
8:30 – 10:30	Presidential Reception – The Messickists and Distractors										
Friday, October 22											
7:30 – 9:00	Breakfast										
8:00 – 9:00	NERA Business Meeting										
9:00 – 10:30	Concurrent Session 6		6.2	6.3	6.4	6.5			6.8		6.9
10:30 – 10:45	Coffee Break										
10:45 – 12:15	Concurrent Session 7		7.2	7.3	7.4	7.5	7.6				7.7
12:15 – 1:15	Lunch										