NERA 2011

Educational Research for the Good of Society

42nd Annual Meeting of the
Northeastern Educational Research Association
Hartford Marriott Rocky Hill
October 19th – 21st, 2011

NERA
Northeastern Educational Research Association

Welcome Message from the 2011 NERA President

Welcome to the 42nd annual meeting of the Northeastern Educational Research Association! The program co-chairs, Carol Barry, The College Board, and Abby Lau, Emmanuel College, have put together a wonderful program with many high quality sessions representing the diversity of our organization. The participants represent all stages of experience. The quality of the scholarship is only surpassed by the supportive environment that has become the legacy of NERA.

As you will see and experience, world-class workshops are provided as part of the registration fee to introduce, re-acquaint and enhance skills and knowledge in important, relevant areas. Entertaining socials becoming synonymous with NERA have been organized. We hope that you all participate and enjoy the acts associated with *NERA's Got Talent* – don't forget to vote for your favorite act! Prizes will be made available.

We are so fortunate to have two exceptional keynotes, Professor Diana Pullin from Boston College and Governor Roy Romer. Their perspectives, insights and oratory skill will challenge and inspire you to do what we all dream – contribute to society with our work and action.

Please join me in thanking all who have contributed and continue to contribute to our organization and this conference. Please make sure you make our new members welcome and our returning members appreciated. Take time to engage each other in conversation and continue to strengthen our community of scholars to do quality work in the betterment of our society.

Thank you for attending and enjoy the conference!

Thanos Patelis, NERA President

Welcome Message from the 2011 Program Committee

Welcome new and returning NERA members! The Program Committee has planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. Our theme this year is *Educational Research for the Good of Society* because we believe this dictum underlies and drives everything NERA members do. As the NERA community gathers this year, let us remember that our work here has the potential to change society for the better. Throughout the conference, we encourage you to consider and discuss how educational research can and does benefit our world.

The goal of the Program Chairs each year is to create a conference program that facilitates the sharing of research, knowledge, and ideas in a supportive and stimulating environment. We believe this year's conference program will deliver all that you expect from NERA. The conference includes 6 pre-conference and in-conference workshops, 11 symposia, 28 research paper presentation sessions, a plenary poster session, and an array of invited panels and special sessions. In addition to these sessions, we have planned evening receptions for both Wednesday and Thursday. During Wednesday's *Welcome Reception* we will honor NERA's past with musical selections picked by past presidents. Thursday, we will honor the talent of NERA's present by hosting the first-ever *NERA's Got Talent* show. These events are sure to make the conference memorable - you won't want to miss them!

Of course all of this could not have been arranged without the dedication of many NERA members, especially the NERA Board of Directors, the appointed members of NERA's leadership, those who submitted proposals, and those who volunteered as discussants, reviewers, and chairs. We are especially indebted to the 2011 NERA President, Thanos Patelis, the NERA web-master, Barbara Helms, and the NERA treasurer, Helen Marx; each of them provided invaluable guidance and support for this conference.

With the approval of the NERA Board of Directors, we were fortunate enough to be a part of a historic year for NERA. For the first time, the NERA web site includes an online searchable conference program, which we hope is a helpful companion to this printable NERA program document. We encourage you to use both formats as you explore the conference offerings and plan your days at NERA. In the pages that follow you'll find more information about NERA sponsors, the conference sessions and schedule, and the hotel meeting space.

Welcome to the 2011 NERA Conference. We hope you have a great conference!

Carol Barry and Abby Lau
2011 NERA Conference Co-Chairs

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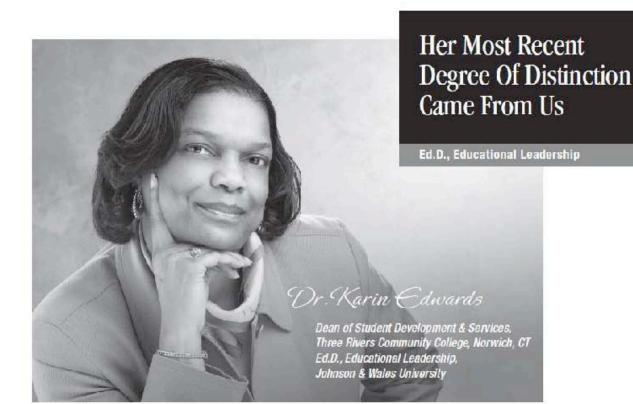**William Paterson University**
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NERA Conference Features

Returning NERA members will find the familiar session formats in the conference details as well as a few new formats and special sessions. New NERA members will find that NERA has both standard and unique session formats. Below are descriptions of the different types of sessions, events, and experiences offered in the NERA program this year.

Concurrent Sessions	Concurrent sessions are the core of NERA conference. Each Concurrent session includes several different research presentation sessions as well as at least one Symposium/Themed research session or Invited Panel. This year we have seven concurrent sessions: two on Wednesday afternoon, three on Thursday, and two on Friday morning. The four types of sessions that run currently are: **Research Paper Presentation Sessions:** Paper sessions include the presentation of completed or nearly-completed research in 10-12 minutes among 3-4 other individual presentations grouped according to research area. A discussant was assigned to read the set of papers in advance and will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion. Session attendees are encouraged to approach presenters after sessions to further exchange ideas. **Symposium Sessions:** Symposium sessions include the presentation of a set of 4-5 research papers organized around a common theme. Similar to paper presentation sessions, a discussant will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion. **Working Group Sessions:** Working group sessions provide a facilitated opportunity to discuss a line of research in-depth with a group of researchers to support and engender collaborative ongoing research in that area of research. The facilitator and presenters will discuss their planned research program or project ideas with session participants and potential collaborators. **Research Paper Discussion Sessions:** Paper discussion sessions provide authors a chance to present a research in a format designed for feedback and discussion. Research will be presented similar to a Paper Presentation session, except that the Discussant will facilitate feedback and discussion after each presentation. Research discussed in these sessions may be completed or in progress. **Invited Panels** These sessions are arranged around a theme or topic. The structure of the invited panel session may vary but each session is comprised of leaders in the field who have valuable experience and ideas to share with the membership.
Poster Session	NERA has only one Poster Session and historically it has been an integral part of the NERA experience. The session is scheduled to overlap as little as possible with other sessions to encourage and enable NERA members to attend on Thursday, October 20th from 10:15 am – 11:15.
Professional Development Workshops	NERA provides professional development workshops at no additional charge. Pre-conference workshops take place Wednesday morning before conference sessions begin. These sessions require advanced registration (see NERA web page). In-Conference workshops occur throughout the conference and do not require pre-registration. However, workshops may only seat 35 participants; interested members are encouraged to arrive early.
Graduate Student Sessions	Graduate Student Issues Committee (GSIC) has planned a series of events for graduate students. The **GSIC Social** will be held Wednesday afternoon from 4:45-5:30 in the Lobby Bar. Additionally, there are two GSIC sponsored conference sessions: **Early Careers in Educational Research** on Thursday, October 20th 5:30-6:30, and **Promoting the Integration of Educational Research and Policy** on Friday, October 21st 10:45-12:15.
Speakers and awards	NERA hosts two keynote speakers, one on Wednesday evening and another on Thursday morning. In addition, NERA's current president gives an address to the membership on Thursday evening. All speakers occur in tandem to conference meals in the Grand Ballroom. Meals serve as an opportune time for making announcements, including this year's NERA award recipients!
Special Sessions	NERA business meeting: Everyone is invited to attend this working breakfast meeting Teacher-as-Researcher session: A special session honoring the 2011 award recipient Conference Theme sessions:Presentations that will be of general interest to the NERA membership Yoga Break: A low-key and rejuvenating session on Thursday to help you enjoy a full day of NERA

Mentorship	To encourage graduate students and early career professionals, NERA has a 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.
Consumers of Educational Research	This is an Assessment, Research and Evaluation Colloquium sponsored jointly the University of Connecticut's Neag School of Education and the NERA Ad Hoc Committee for The State & District Consumers of Educational Research. The session is open to state and district consumers of research who are not NERA members for $25 fee. This year's speaker is Dr. Megan Welsh, from the University of Connecticut's Neag School of Education. The session entitled *Efforts to Teach in a Way that Tests can Detect: Pointless or Profitable?* takes place on Friday from 9:00-11:00 am.
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**, where we encourage both new and returning members to get acquainted with one another and enjoy a relaxing evening. For this year's Thursday night event, NERA President Thanos Patelis invites conference attendees to join the fun with the first ever **NERA's Got Talent!** contest, featuring a special appearance by The Messickists, who entertained us at the 2010 conference. A limited number of drink tickets will be provided for both social events.

Meeting Information

Location	All events for the NERA 2011 conference 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 NERA 2011 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 19th: 9:00 am – 5:30 pm • Thursday, October 20th: 7:00 am – 11:15 am, 1:15 pm – 5:15 pm • Friday, October 21st: 8:00 am – 12:15 pm
Conference Meals	NERA members typically dine together Wednesday evening through Friday lunch. Meal prices are bundled with room rates. **Attendees staying at the hotel Wednesday night** will receive a meal sticker that entitles them to Wednesday's dinner, Thursday's breakfast, and Thursday's lunch. **Attendees staying at the hotel Thursday night** will receive a meal sticker for Thursday's dinner, Friday's breakfast, and Friday's lunch. All included meals are nontransferable and take place in the hotel's conference facilities, not in the hotel restaurant. Conference attendees not staying at the hotel have the option of purchasing meal tickets at the hotel gift shop/front desk.
The NERA Deli	The **NERA Deli** provides an inexpensive ($10) buffet lunch option on Wednesday for pre-conference session attendees and early arrivers. Prior to lunch on Wednesday, there are no conference-organized meals.
Cyber Café	As a benefit to conference attendees, the NERA '11 conference will have a cyber café at which conference attendees can check e-mail, print out airline/train tickets, and surf the Internet. Terminals are available on a first-come, first-served basis.

Session Information

Session information is organized by conference day, with invited sessions highlighted in the first section of each day, and the research sessions following in chronological order. Sessions running during the same schedule block appear grouped together under black headings in ascending session number order (not necessarily sequential). The session numbers and poster identification codes are newly created for the printed conference program and are especially useful alongside the Author Index (see appendix). Session room names appear on the right of the session header; a map of the hotel rooms is located at the end of the program. The full abstracts of all NERA sessions can be viewed through the conference web site: www.nera-education.org/conference.php. Printed abstracts are limited to invited sessions and symposiums in order to keep NERA environmentally friendly.

Session Information

Invited Sessions
Wednesday, October 19, 2011

Pre-Conference Session	10:00 AM - 12:45 PM

Workshop	Session 0.1	Salon B

Electronic Literature Reviews: Time Savers, Tree Savers, Life Savers

Instructor
Kelly Godfrey
The College Board

Is printer ink eating into your already shrinking budget? Is your university trying to limit you to 75 printouts per year? You need NVivo to conduct your literature reviews! In one software program, you can merge, annotate, synthesize, text search, model and more all from the convenience of your computer screen. That's right, now you can keep your notes, quotes, and highlights in one convenient and secure location. This presentation is an interactive demonstration of how to use qualitative software tools like NVivo to conduct literature reviews, emphasizing the synthesis of ideas and sources to better reveal patterns, helping you organize your thoughts and formulate arguments and claims. So stop carrying around those heavy stacks of paper, and stop giving yourself headaches remembering where you read what. Save time, brain power, and some trees and conduct those literature reviews electronically!

Workshop	Session 0.2	Salon A

An Introduction to jMetrik: A Free and Open-source Software Program for Comprehensive Psychometric Analysis

Instructor
J. Patrick Meyer
University of Virginia

Participants will receive a fully licensed and free copy of jMetrik, a software program that can be used to conduct a variety of basic and advanced psychometric procedures with a user-friendly point-and-click interface. Participants will learn to conduct a comprehensive psychometric analysis on test data using jMetrik. In the process, all psychometric procedures will be reviewed. Participants will receive practice data files, a copy of the presentation slides, and a software user manual draft. Participants should bring a laptop computer and are encouraged to bring their own test data to analyze as well. jMetrik software can be downloaded and installed prior to the session from www.ItemAnalysis.com.

In-Conference Workshops	1:30 PM - 4:45 PM

Workshop	Session 1.0	Salon B

Best Practices for Survey Design

Instructor
Cancelled

This workshop will focus on currently accepted best practices for designing surveys in four different areas. The first area concerns question wording. Although question wording is in part an art, there are various rules, guidelines, and strategies that should generally be followed. The second area concerns the organization of the survey as a whole - which parts of the survey should come first, which last? The third area concerns transitioning the survey from one mode of administration to another. In the past, most surveys were of the pencil and paper variety, or were delivered by telephone. Now, many surveys are administered online, and the most current trend is to deliver surveys through mobile phones. If in the past one has administered a survey through one medium and now wishes to do so in another, or if one has a study in which several media are being used, how can one be assured of the comparability of the surveys? The fourth area concerns obtaining as much efficiency in survey construction as possible: What are some strategies for constructing a survey of minimal length while still obtaining all the information one wants to obtain?

Workshop	Session 1.1	Salon A

Longitudinal Modeling from Two Perspectives: SEM & HLM

Instructors

Sara Finney	Dena Pastor
James Madison University	*James Madison University*

Because analysis of variance techniques are very limited in their ability to model change over time, it is important for educational researchers to be aware of other, more sophisticated statistical models that can be used for this purpose. This three-hour workshop will highlight the advantages of using two such models, Structural Equation Models (SEM) and Hierarchical Linear Models (HLM), over analysis of variance techniques, paying particular attention to how the more modern methods can be used to capture variability among individuals in change over time and how such variability is related to other variables. The workshop will begin by describing research design considerations and preliminary data analyses common to all longitudinal studies and will continue by providing an overview of the use of SEM and HLM to model linear and nonlinear change over time. Throughout the workshop there will be an emphasis on distinguishing between longitudinal modeling situations in which either approach is suitable and those situations in which one approach has clear advantages over the other.

Conference Welcome	5:30 PM - 6:45 PM

Keynote	Session 2.71	Grand Ballroom

Research and the Common Good: Big Business, Consumerism, and Law's Metrics for Educational Change

Introduction by	**Speaker**
Kevin Sweeney	Diana Pullin
The College Board	*Boston College*

Diana C. Pullin, J.D., Ph.D., is Professor of Education Law and Public Policy in the Lynch School of Education and the School of Law at Boston College. The focus of her work is the impact of law on education practice and the impact of social science on the law. She has served as legal counsel for students, educators, and school systems in many different types of education disputes, particularly over high stakes uses of testing. She has published numerous books, chapters, and articles on education law and public policy, educational and employment testing, educator quality, and individuals with disabilities. She is a Fellow of the American Educational Research Association, serves on the Board on Testing and Assessment of the National Research Council of the National Academy of Sciences, and is associate editor of the interdisciplinary journal Educational Policy.

Research Sessions
Wednesday, October 19, 2011

Concurrent Session I	1:30 PM - 3:00 PM

Paper Presentations	Session 1.2	Salon III

Access and Success in Postsecondary Education

Chair   **Discussant**
Robin Anderson   Jennifer Kobrin
James Madison University   *The College Board*

Teaching Academics and Teaching Life: Building a College-going Culture in an Urban High School

This study presents findings from a 2010-2011 case study of a small urban high school located within a large school district. Through a series of interviews, classroom observations, focus groups, and visits during professional development, researchers focused on defining qualities of a college-going culture and the school's focus on building relationships and encouraging personal growth as well as academics. Findings coincide with literature supporting the importance of relationships and a culture of belonging.

Mary McKillip   Kelly Godfrey
The College Board   *The College Board*

Anita Rawls
The College Board

Building the Nomological Net of Academic Entitlement: Metacognition, Help-Seeking, and GPA

Although prior research has established much of the nomological net surrounding academic entitlement (AE, Kopp & Finney, 2011; Kopp, Zinn, Finney, & Jurich, 2011), little research has focused on the relationship between AE and academic achievement. Thus, the current study employed latent variable modeling techniques to examine the relationship between AE and metacognitive regulation, academic help seeking behaviors, and collegiate grade point average (GPA). As predicted, AE was negatively related to metacognitive regulation and positively related to executive help-seeking. AE was also negatively related to GPA, albeit weakly. This study provided an important first step in examining AE and academic outcomes, and future research should examine this relationship further with additional indicators of achievement.

Jason Kopp   Sara Finney
James Madison University   *James Madison University*

Concurrent Session I	1:30 PM - 3:00 PM

Determinants of Success in Community College Developmental Education

As the United States seeks to expand the portion of the population with a postsecondary degree, continued attention is focused upon the community college setting to serve an entire population of Americans who have never entered academe before. As the postsecondary population increases, the need for developmental education, particularly at the community college level, becomes great. Yet we have little understanding of the populations, processes, and outcomes that are associated with developmental coursework. This study attempts to examine differences in developmental and non-developmental students on a wide variety of variables, including personal, cognitive, and noncognitive. By better understanding not only who succeeds, but why, the community college system can be better positioned to expand access and success in higher education.

Ross Markle   Richard Roberts
Educational Testing Service   *Educational Testing Service*

Family Financing for College and the Relationship to Children's College Attendance Choices

This study explores the impact of a family's pre-college financial planning on the college attendance choices of a child. It uses the Education Longitudinal Study's (ELS:2002-06) national dataset to look longitudinally from a family unit perspective. Whether financial planning is done, the amount saved, and the saving strategies used are all investigated. The study describes differences between college students whose parents have saved and those whose have not by SES, and investigates the relationship between saving and college attendance. Logistic regression models for postsecondary enrollment are run by SES quartile. We present how a student's likelihood of enrollment changes based on the strategies (or lack thereof) their parents used.

Catherine Manly   Ryan Wells
University of Massachusetts Amherst   *University of Massachusetts Amherst*

Paper Presentations	Session 1.3	Salon II

The Social Context of Education

Chair   **Discussant**
Thomas DiPaola   Dolapo Adeniji-Neill
Johnson & Wales University   *Adelphi University*

Concurrent Session I   **1:30 PM - 3:00 PM**

Act Out, Get Out? Considering the Impact of School Discipline Practices in Massachusetts

A primary purpose of school discipline is to keep schools safe and to that end, Massachusetts laws specify that disciplinary removal may be used for the most serious behaviors that threaten school safety. Yet, this study found that serious offenses constitute only 46% of the statewide disciplinary removals reported in 2007-2008. The study also found that, consistent with national trends, African-American, Hispanic and low-income students in Massachusetts are subject to disciplinary removal at disproportionately high rates. Study findings suggest the need for Massachusetts to take a closer look at the racial/ethnic and socio¼economic status disparities in school discipline as part of the strategy for reducing the state's dropout rate and efforts to close the achievement gap.

Lisa Famularo
Rennie Center for Education Research & Policy

Opening Spaces for Authentic Dialogue to Build Connection with Children from Diverse Backgrounds

Although authentic dialogue is identified as key to learning, the constrained context of instructional scripts, high-stakes testing, and increasing diversity, offers little space for such interactions. This provokes the question: What happens if children from diverse backgrounds are given the space to talk about their lives outside of school, and their teachers are given the space to listen to them? Adopting auto-photography as the tool to provide such a space, this study sought to answer this question with four kindergarten teachers and their children. Analyzing verbal and nonverbal interactions revealed how the teachers both opened and closed spaces in conversation. This informs the focus and training of teachers in diverse classroom settings.

Martha Strickland   Barbara Marinak
*Pennsylvania State   Mount St. Mary's University
University, Harrisburg*

The Nonwhite Speech Language Impaired Student Population: The "Cycle-of-Silence" and the "Possessive investment in whiteness"

Nicholas Hartlep   Antonio Ellis
*University of Wisconsin-   Howard University
Milwaukee*

Concurrent Session I   **1:30 PM - 3:00 PM**

Paper Presentations   Session 1.4   Salon I

Beginning Teaching: Preparation, Perceptions and Perils

Chair   **Discussant**
James Koepfler   Vytas Laitusis
James Madison University   *The College Board*

A Comparison of Two Alternative Pathway Programs in Secondary Mathematics Teacher Certification

The purpose of this study was to compare the mathematics content knowledge, attitudes toward mathematics, and concepts of self-efficacy held by teachers in two alternative pathways to mathematics teacher certification: New York City Teaching Fellows and Teach for America. Both groups constituted a large part of the adolescent mathematics graduate degree students at the partnering university in which this study took place. Findings revealed that there were no differences between Teaching Fellows and TFA teachers in mathematics content knowledge, attitudes toward mathematics, and concepts of self-efficacy.

Brian Evans
Pace University

The Perils of Colorblindness: Lessons for New Teachers

As teacher educators, we have been struck by the consistency, urgency and frequency in which our students employ colorblind perspectives when working with children of color. While often aspired to, this orientation has significant negative consequences in K-12 settings. In this presentation, we lay out a conceptual overview of the multiple meanings of colorblindness, drawing from legal, educational and social science traditions. We juxtapose colorblindness with arguments for color consciousness in preparing teachers for urban schools. Additionally, we provide specific interventions for countering colorblindness that can inform the practice of teacher educators. Using a framework steeped in the tenets of color consciousness, we draw from scholars as well as our own work to provide interventions designed to challenge colorblind orientations in teachers.

Dan Battey   Kerry Ullucci
Rutgers University   *Roger Williams University*

Concurrent Session I   **1:30 PM - 3:00 PM**

Exploring the Development of Novice Teachers' Self-Efficacy

Teacher self-efficacy has been linked to multiple positive student outcomes and teacher practices (Ashton & Webb, 1986; Grant, 2006; Klassen, et al., 2009; Perrachione, Rosser, & Petersen, 2008). However, few studies, have explored teacher self-efficacy qualitatively (Manuel, 2003; Tschannen-Moran & Hoy, 2007; Tschannen-Moran, Hoy, & Hoy, 1998). This basic interpretive collective case study included two novice teachers in one urban school district in Connecticut. It utilized Bandura's (1986, 1997) sources as a framework for understanding the development of teacher self-efficacy during teacher preparation and early teaching years. Findings suggest the importance of working one-on-one with students, especially those who are struggling, careful assigning of mentors, and ongoing professional development for supporting novice teachers' self-efficacy.

Maria Boeke Mongillo
*Southern Connecticut
State University*

Beginning Teachers' Perceptions of Preparedness to Differentiate Instruction for Diverse Learners

A two-phase, sequential mixed-methods design was used to assess perceptions of Preparedness (28 items, alpha = .96) to differentiate instruction for N = 36 graduates from one MAT teacher preparation program. Data were analyzed using descriptive statistics, one-way ANOVA and t-test procedures. A focus group with N = 10 purposively selected 2010 graduates and interviews with N = 2 graduates each from the 2008 and 2009 classes, and N = 2 faculty were conducted. The following areas presented challenges to teachers when attempting differentiation: pre-existing ideas of how to teach which contradict differentiation, misinformation regarding differentiation, and classroom management skills. This resulted in the unintentional implementation of surface-level differentiation, rather than deep-structure differentiation (Brighton, Hertberg, Moon, Tomlinson, & Callahan, 2005).

Michelle Casey   Robert Gable
*Johnson & Wales   Johnson & Wales University
University*

Concurrent Session I   **1:30 PM - 3:00 PM**

The Development of Novice Teachers' Self-Efficacy: Principals' Perceptions

Teacher self-efficacy has been linked to positive student outcomes and teacher practices (Ashton & Webb, 1986; Grant, 2006; Klassen, et al., 2009; Perrachione, Rosser, & Petersen, 2008). However, few studies have explored the role of principals in its development. This basic interpretive case study included six principals in one Connecticut urban school district. It utilized Bandura's (1986, 1997) sources as a framework for understanding the role school administrators play in the development of teacher self-efficacy. Findings show a link between distributed leadership and the importance a principal places on teacher self-efficacy, but did not find the same connection with transformational leadership. Regardless of leadership style, all principals engaged in and created opportunities for novice teachers that support self-efficacy development.

Maria Mongillo
*Southern Connecticut
State University*

Paper Presentations   Session 1.5   Salon D

Education of Young Children

Chair	**Discussant**
Samantha Feinman	Diana LaRocco
Pace University	*University of Hartford*

A Referent-based Approach to Teaching Fraction Concepts Evidence and Analysis from a classroom case study

Despite the importance of having a deep facility in fraction concepts both for real life and higher-level mathematics, young students have consistently failed to develop a deep understanding of the topic. This lack of conceptual understanding hinders the development of fraction computation and problems solving ability. This paper suggests that one solution to the challenges facing instructors and students is to empower teachers to redesign fraction lessons to focus on a fraction definition as the lens for developing a rich understanding of fraction concept. The validity of this approach is tested in a classroom-based case study that compares student test performance under the two pedagogical alternatives. The study finds that students instructed under the definition centric lessons outperformed their peers, at statically significant levels, in mean scores and across all question, models, and concept types.

Sandra Alon
*William Paterson
University*

Concurrent Session I	1:30 PM - 3:00 PM

Calculating Risk: A Study of Students' Skills at Kindergarten Entry and Kindergarten Retention

Though early childhood literature defines kindergarten readiness in the context of the whole child across multiple domains, there is little research to demonstrate the relative influence of these domains on success in the kindergarten year. In this study, we use teacher judgments of students at the start of the kindergarten year across multiple domains as predictors of retention in kindergarten the following year. The analyses demonstrated that low ratings of students' skills are predictive of retention, particularly for young males eligible for free or reduced price lunch. Further, the analyses showed that of the set of domains, low ratings of literacy and numeracy skills are most closely associated with increased likelihood of retention.

Jessica Goldstein
University of Connecticut

Melissa Eastwood
University of Connecticut

Peter Behuniak
University of Connecticut

Differentiated Professional Development: Impact on the Preschool Literacy Gap represented by Three Years of Teacher and Student Outcome Data

This paper describes three years of results from an Early Reading First (ERF) project that is improving the lives of approximately 750 high-need, at-risk children and their families, through intensive, bilingual, language and literacy intervention in preschools. An IHE and an LEA have developed a research partnership focused on professional development that has begun to transform 15 preschool classrooms serving low-income families into sites of educational excellence. Student pre and post data on measures of early literacy over the three year grant period and pre-post measures of teacher knowledge of early literacy (declarative and procedural knowledge) will be presented and the relationships thereof will be discussed.

Maureen Ruby
Eastern Connecticut State University

Ann Anderberg
Eastern Connecticut State University

Concurrent Session I	1:30 PM - 3:00 PM

The effect of problem-solving task configuration on planning ability in preschoolers

The purpose of this study was to identify the effect of task configuration of the task, number of attempts, and number of applications on planning abilities of 4-year old children. The study used a problem-solving task in a multimedia format with two different configurations, two applications, and three attempts. The task was applied to 18 4-year old children (M=4,7) in two applications with three attempts of solving for each one. The results show high levels of planning in the preschoolers, and significant differences between the two configurations, applications, but not among attempts. The implications of task configuration are discussed and its implications for the education of preschoolers.

Tatiana Rojas Ospina
Pontificia Universidad Javeriana

Symposium	Session 1.6	Salon C

What Are Achievement Gaps and What Can We Do to Close Them?

Chair	**Discussant**
Molly Faulkner-Bond	Ellen Forte
University of Massachusetts Amherst	*EdCount, LLC*

Reducing achievement gaps has long been a concern of educators and educational policy makers. Although recent initiatives and funding opportunities are exciting, the obstacles to overcome in reducing the gaps are significant. In this symposium, we focus on three factors that receive relatively little attention in achievement gap discussions. The first is defining and understanding how achievement gaps are manifested. A second is the "overlooked" achievement gaps involving students with disabilities. The third is the role assessments play in reflecting achievement gaps and what test developers and evaluators can do to make sure any gaps are due to true achievement differences, rather than to artifacts of the testing process. The four presentations involve both literature reviews and empirical analyses and the session features commentary from a national expert in education reform.

What Are Achievement Gaps and What Can We Do to Close Them?

Katrina Crotts
University of Massachusetts

Minji Lee
University of Massachusetts Amherst

Jennifer Randall
University of Massachusetts Amherst

Michael Krezmien
University of Massachusetts Amherst

Jerome Clauser
University of Massachusetts

Ronald Hambleton
University of Massachusetts Amherst

Ellen Forte
EdCount

Achievement Gaps for Racial/Ethnic and Linguistic Groups in K-12 Assessment.

Katrina Crotts
University of Massachusetts Amherst

Minji Lee
University of Massachusetts Amherst

Special Education and the Achievement Gap for Students with Disabilities.

Michael Krezmien
University of Massachusetts Amherst

DIF Analyses to Inform Educators About the Achievement Gap

Jerome Clauser
University of Massachusetts Amherst

Ronald Hambleton
University of Massachusetts Amherst

Exploring Language as a Source of DIF in a Math Test for English Learners

Minji Lee
University of Massachusetts Amherst

Jennifer Randall
University of Massachusetts Amherst

Paper Presentations   Session 1.7   Rocky Hill

Issues in Psychological and Educational Measurement

Chair
April Zenisky
University of Massachusetts Amherst

Discussant
Anita Rawls
The College Board

Equitable Access: English Language Learners and Test Accommodations

As the English language learner (ELL) population continues to grow in this country, it is increasingly important for educators to understand how to address these students' needs both with respect to instruction and assessment. In this study, we explore the use of accommodations on one state's standardized assessment. Specifically, we examine the use of assessment accommodations for ELLs by the students' native language. Analyses indicated differences by native language on the Mathematics and Reading assessments but not for the Science assessments. Of particular interest are differences found in dictionary accommodation assignments between Spanish-speaking students and students of low incidence languages. Implications and directions for future research are also presented.

Melissa Eastwood
University of Connecticut

Jessica Goldstein
University of Connecticut

Peter Behuniak
University of Connecticut

Comparability of Simulated Test-Taker Responses to Real Responses on Computer Adaptive Tests

Data simulations are a commonly used analytical technique with many potential benefits, but it is unclear to what extent these artificially generated datasets compare to real-world examinee item responses. This study will compare real, large-scale examination data to simulated data to determine the extent to which simulated data are an accurate representation of real-world testing outcomes. Using an original method, this study matched examination data from multiple administrations of the Law School Admission Test (LSAT) to create a single non-sparse dataset with 534 items and 5,000 synthetic examinees. Numerous IRT-based comparisons between real and simulated data will be made by test length. Preliminary results indicate that simulated data are largely similar to real test data, with a few exceptions.

Josiah Evans
Law School Admission Council

Jimmy de la Torre
Rutgers University

Peter Pashley
Law School Admission Council

Concurrent Session I   1:30 PM - 3:00 PM

Validity of Instruments, Appropriateness of Designs and Statistics in Articles in Nigerian Education Journals

The main purpose of the study is to assess the validity of research instruments and the appropriateness of the research designs and statistics used in articles published in local education journals in Nigeria for the last five years. Accidental sampling technique was used to select the volumes of journal while purposive sampling technique was used to select the articles reviewed. So far, 126 articles have been reviewed. Findings showed that 36% of the instruments were found valid while 64% were not valid, 67% of the research designs were appropriate while 33% were inappropriate. Final conclusion will be drown when mere articles are reviewed.

Nkechi Patricia-Mary Esomonu
Nnamdi Azikiwe University

Christopher Amobi Nwankwo
Nnamdi Azikiwe University

Analyzing Content Validity Ratings Using Multidimensional Scaling

The purpose of this study is to explore a more parsimonious approach for evaluating content and cognitive distinctions among test items using subject matter experts (SMEs). This study describes a new method for evaluating the degree of alignment between assessments and test specifications by analyzing item-objective congruence data using multidimensional scaling. Compared to previous research, the task for the SMEs is simpler and does not require them to rate the content similarity of each pair of items. The procedure of carrying out this approach and corresponding results are provided. The results suggest that this method is effective for evaluating the degree to which a test represents its test specifications, but future research on the method is needed.

Xueming Li
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

Paper Presentations   Session 1.8   Hartford

Vocabulary and Language Instruction

Chair
Liwen Liu
University of Illinois at Urbana-Champaign

Discussant
Theresa Rooney
York College

Concurrent Session I   1:30 PM - 3:00 PM

Improving the Acquisition and Retention of Vocabulary Through Imagery Interventions

This study examined the effect of imagery interventions for the presentation of novel science vocabulary. Eighty-nine students from two schools in Long Island participated in this study and were randomly assigned to four interventions: Picture Presentation, Image Creation- No Picture, Image Creation- Picture, and Word Only. Results demonstrated that students in the imagery intervention groups scored higher on the outcome measures at both immediate and delayed recall. It was also shown that the deeper the students processed the to be learned vocabulary words, the higher they scored on the outcome measures. Such a study has implications as to the most effective way to integrate science and literacy and successfully present novel concepts in the classroom.

Marisa Tamar Cohen
St. Francis College

Vocabulary Characteristics of Fifth-Grade Writers Across Three Genres

A sample of 105 fifth-graders composed texts in three genres: narrative, informational, and persuasive. These texts were analyzed for the frequency of several vocabulary characteristics. Follow-up analyses examined whether these characteristics significantly differed by genre and whether these characteristics predicted writing quality in each genre. A repeated measures MANOVA found a significant genre by vocabulary interaction, indicating that vocabulary characteristics significantly differed by genre. Commonality analysis revealed that different vocabulary variables predicted writing quality across the genres. Results have implications for vocabulary assessment: accurately assessing written vocabulary may require multiple measures across multiple genres of text. Suggestions for writing instruction include teaching students to utilize vocabulary that is most appropriate to the genre in which they compose.

Joshua Wilson
University of Connecticut

Natalie Olinghouse
University of Connecticut

Concurrent Session I   **1:30 PM - 3:00 PM**

How Cardiovascular Exercise Effects Vocabulary Recall and Comprehension

Research on physical activity and cognition is based on the existing theoretical and empirical evidence, which indicates that engaging in cardiovascular exercise improves cognitive capabilities, by increasing neural functioning which improves learning (cognitive development). This presentation will describe the previous research and the purpose, methods, results and educational implications of the presenters study on cardiovascular exercise and vocabulary recall and comprehension. That is, performing a moderate amount of exercise before or after rehearsing for a vocabulary comprehension test significantly improved test results. Further, performing a light amount of exercise demonstrated improvement in comparison to not performing any exercise. Overall, the results of the research demonstrated a significant positive linear trend between increased levels of physical activity and comprehension.

Andrea Selena Salis
City University of New York

Working Group   Session 1.9   **Connecticut**

Instructional and Student-Interaction Strategies Used By Effective Elementary Teachers in Reading and Mathematics

Rochelle Goldberg Kaplan
William Paterson University

This working group will discuss research questions and methods for documenting the processes used by effective elementary teachers when they teach reading/language arts and mathematics. Our focus is on finding the similarities and differences in instructional strategies and student communicative interaction patterns as a function of subject matter and school ommunity culture.

Rochelle Kaplan   Dorothy Feola
William Paterson University   *William Paterson University*

Geraldine Mongillo   Carrie Hong
William Paterson University   *William Paterson University*

Sandra Alon
William Paterson University

Concurrent Session II   **3:15 PM - 4:45 PM**

Paper Presentations   Session 2.1   Salon III

School Reform and Instructional Innovations

Chair   **Discussant**
Louise Shaw   Brian Evans
Dowling College   *Pace University*

Teacher Education and Mentoring: A Study of Decentralized Induction Policy Development and Implementation

This naturalistic, mixed methods study analyzed how micro-level structures interpret and manifest macro-level policy. It examined a statewide decentralized teacher induction program through the lenses of organizational structure, public action theory, and transformation of intentions. Multiple sources of data were used to describe the type and degree of beginning teacher support offered by the district and to determine the degree of ownership that local players felt in implementing policy. Quantitative data originated from surveys, while qualitative data was collected through open-ended survey questions and participant interviews. Results indicated that decentralized induction policy has the potential to maintain its central tenets, adjust for contextual differences, and improve over time for the benefit of all those involved in providing beginning teacher support.

Leigh DelBuono
Wallingford Public Schools

Linking Teaching to Learning in Physics: A Video-Based Action Research Study and Approach to Reform

The purpose of the video-based research study was to identify and link effective classroom teaching-learning performances to student learning and achievement. In the context of recent Race to the Top reforms, the study was aimed at connecting teaching standards with effective classroom teaching actions and student achievement of the learning objectives in a unit of instruction in high school physics. A series of videotaped lessons were coded, analyzed and assessed by a team of researchers to determine the plausible correlates of learning and probable causes of student achievement of the objectives. Findings of the study will be used to improve classroom teaching in a Professional Development School Partnership. For purposes of the session, the researchers will present selected findings from the study.

Linda Catelli   Cristina Brazzelli
Dowling College   *William Floyd High School*

Dorothy Burns   Melissa Farrell
Dowling College   *Dowling College*

Mini-Observations Case Study: Assessing and Changing Instructional Practice

This paper will present the outcomes from a research effort examining and assessing the application of focused mini-observations by school leaders and teachers seeking performance improvements in teaching and learning. 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.

Jack Zamary

Southern Connecticut State University

Peter Madonia

Southern Connecticut State University

Investigating Test Performance Outcomes for Traditional and Non-Traditional Schools for Inner-City Students in Mathematics Using Data Mart Technology

Many inner-city school districts in Connecticut have embraced non-traditional public schools such as Charter, Magnet and School Choice options, to overcome entrenched patterns of low academic test performance in traditional inner-city schools. An important question is whether or not these non-traditional public schools improve student performance in the long term, particularly in mathematics. This paper will look at inner-city student performance in mathematics by tracking the same students over time on the Connecticut Mastery Test (CMT) in grade 3 through 8 and also the Connecticut Academic Performance Test (Capt) administered in grade 10 using data mart technology. In particular, we will look at outcomes for non-traditional schools, and compare their outcome performance with conventional public school mathematics performance for inner-city students.

Richard Mooney

Connecticut State Department of Education

Barbara Beaudin

Connecticut State Department of Education

Symposium	Session 2.2	Salon II

Product Efficacy Arguments: Building a Research Base to Support Non-Assessment Products

Chair

Dawn Leusner
Educational Testing Service

Discussant

Cathy Wendler
Educational Testing Service

Kristen Huff
Regents Research Fund

ETS utilizes a formalized process to provide educators with research-based information about its non-assessment products and services before a direct evaluation of the

product or service is possible. Referred to as a Product Efficacy Argument (PEAr), it includes a logic model and its research foundation. Logic models graphically display a product's theory of action, which is a set of hypotheses that explain how it is designed to work. Each hypothesis, or claim, is then substantiated by pre-existing relevant research. To illustrate how varying levels of support (ranging from weak to strong evidence) serve different purposes, three examples are presented. Discussants will comment on the methodology, examples and how this work can inform product development, research agendas, and program evaluation.

Product Efficacy Arguments: Building a Research Base to Support Non-Assessment Products

Dawn Leusner
Educational Testing Service

Elia Mavronikolas
Educational Testing Service

Christopher Foster
University of MassachusettsAmherst

Rosalea Courtney
Educational Testing Service

The Development Process & Levels of Research Support for ETS Product Efficacy Arguments

Dawn Leusner
Educational Testing Service

Using a Product Efficacy Argument to Guide Program Evaluation

Elia Mavronikolas
Educational Testing Service

Identifying Gaps in the Literature to Build a Research Agenda

Christopher Foster
University of Massachusetts Amherst

Explicating a Theory of Action to Inform the Field of Education

Rosalea Courtney
Educational Testing Service

Concurrent Session II   3:15 PM - 4:45 PM

Paper Presentations   **Session 2.3**   **Salon I**

School Administration, Policy, and Staff

Chair	**Discussant**
Jason Kopp	Dan King
James Madison University	*Massachusetts School of Professional Psychology*

A New Era of Education Reform in Massachusetts: School and District Leaders' Views on 21st Century Skills

As society changes, the knowledge and skills required for citizens to navigate the complexities of life and work must also change. As a result, some argue that schools must provide students with a broader set of skills that will enable them to thrive in our increasingly diverse, rapidly evolving and globally-connected world. While others maintain that as long as a portion of the student population is not mastering basic skills, schools must continue to focus on the traditional academic disciplines. To inform this debate, the Rennie Center for Education Research & Policy conducted a statewide survey of Massachusetts school and district leaders, and a qualitative study of practices in a small sample of Massachusetts schools and districts.

Lisa Famularo
Rennie Center for Education Research & Policy

Crisis Preparedness: Do School Administrators and First Responders Feel Ready to Act?

This study explored the perceptions of Rhode Island school principals, district-level administrators, and first responders in regards to school crisis preparedness. Utilizing survey data, ANOVAs indicated suburban schools reported greater external building security than urban districts (F = 4.00, p = .024). Elementary schools reported greater external security measures than high schools (F = 3.17, p = .049); high schools reported greater internal security measures (F = 11.06, p = .001) and drills with first responders than elementary and middle schools (F = 6.09, p = .004). Interviews with district-level leadership and first responders indicated desire for coherence among procedures. Ambiguity of roles and responsibilities were noted in addition to gaps in communication and collaboration both within and among organizations.

David Alba	Robert Gable
Johnson & Wales University	*Johnson & Wales University*

Concurrent Session II   3:15 PM - 4:45 PM

Catholic School Administrators' Perceptions of Their Roles in Leading Beginning Teacher Induction

This mixed-methods sequential study explored Catholic school administrators' perceptions of their roles in leading school based induction programs for beginning teachers. Data were collected from school administrators using focus groups and a questionnaire. Qualitative data underwent content analysis; descriptive and inferential statistical procedures (t- tests) were performed to analyze the quantitative data. Supervision of Instruction emerged as the primary administrator role. A significant difference (t = 2.149; p = .040; ES = large) was found between administrators who participated in formal induction as beginning teachers and those who did not with respect to their allocation of time for induction activities. Implications for school administrators include a need to establish priorities, create reasonable teaching schedules, and allocate sufficient time for induction program activities.

Karen Bigos Brennan	Ralph Jasparro
Johnson & Wales University	*Johnson & Wales University*

Exploring Pre-service Teacher Education: Impact of Higher Education Institutions on Pupil Mathematics Performance

The authors begin by providing a model for investigating the impact of teacher preparation programs on pupil performance. Researchers examine grades 3-8 longitudinal mathematics performance as measured by a state-mandated assessment in mathematics. Quantitative analysis techniques are used to investigate if there is a significant difference between pupil performance of teachers who graduated from the identified teacher preparation program and other teachers in the same schools. Additionally, we will share obstacles faced and challenges that were overcome by such a quantitative model.

Mary Yakimowski	Mary Truxaw
University of Connecticut	*University of Connecticut*

Paper Presentations   **Session 2.4**   **Salon D**

Language Learners: Issues of Culture and Perception

Chair	**Discussant**
Ellina Chernobilsky	Mary McKillip
Caldwell College	*The College Board*

| Concurrent Session II | 3:15 PM - 4:45 PM | Concurrent Session II | 3:15 PM - 4:45 PM |

Perceptions about an ELL After-School Program at a Suburban Public School. An Exploratory Study

The current project is a descriptive, exploratory study of an ELL intervention in a small, suburban, public, elementary school in New Jersey. This case study provides a unique opportunity to explore in depth issues and attitudes of parents and teachers, and how those issues are addressed by the after-school program. The case itself is special in that it is a suburban institution with a very large share of students whose first language (L1) is not English: there are numerous Polish and Spanish L1 students. We are conducting classroom observations, a series of focus groups with teachers and parents, and summarizing the findings of a school-run evaluation survey.

Marcel Ionescu   Rosalea Courtney
*Educational Testing   *Educational Testing Service*
Service*

An investigation of Classroom Management Problems of Pre-service Turkish EFL Teachers

This paper aims to report the problems of student teachers related to classroom management in a Turkish teacher training context through qualitative data collection tools. Student teachers of English were asked to write diaries on a daily basis considering their their actual problems concerning classroom management by describing them in detail and by mentioning about the strategies they employ to cope with those problems. They were also interviewed based on those experiences in order to elaborate the discussion on the experiences. The obtained qualitative data were analyzed to categorize the problems. The interviews were also analyzed to support the previously gathered data. The findings are discussed according to previous research on classroom management, pre-service teacher education, and Turkish educational system.

Ali Merc   Gonca Suba
Anadolu University   *Anadolu University*

Learner Autonomy and Culture: Indian ESL Learners' Perceptions of Autonomous Learning

Learner autonomy has been one of the most popular terms in the language learning field lately. Cultural and educational settings of the instruction affect how students perceive the concept of learner autonomy. Research suggests that before making any attempt to promote learner autonomy, culturally different students' perceptions related to autonomous learning should be investigated. This small-scale study investigated four Indian students' perceptions related to learner autonomy to see how students coming from Indian culture perceive the concepts related to learner independence in the process of language learning. It was hoped that the results of the study would provide guidance for teachers and researchers to understand the effects of culture on the interpretation of concepts related to learner autonomy.

Ozgur Yildirim
Anadolu University

The Perceptions of Pre-Service and In-Service Teachers on Teaching English Language Learners

Recent studies indicate that many mainstream teachers feel insufficiently prepared to meet the needs of ELLs in their classrooms. This study will examine how the perceptions of pre-service and in-service teachers in Connecticut differ by investigating their knowledge, attitudes, and self-efficacy for working with ELL students using a reliable and valid instrument. Research will address the degree to which a score based on the four factors of knowledge, self-efficacy, attitudes towards ELLs in the classroom, and attitudes towards the parents of ELLs can be predicted by a number of variables, including group membership. Differences in knowledge, attitudes, and self-efficacy by grade level taught. Analyses will include a confirmatory factor analysis of the instrument used.

Marisa del Campo   Mary Yakimowski
University of Connecticut   *University of Connecticut*

| Paper Presentations | Session 2.5 | Rocky Hill |

Students with Disabilities

Chair   **Discussant**
Darlene Perner   Samantha Feinman
Bloomsburg University of   *Pace University*
Pennsylvania

Concurrent Session II   **3:15 PM - 4:45 PM**

Feedback and Revision Opportunities for Students with Disabilities on a Mathematics Assessment

Alternate assessments of modified achievement standards (AAMAS) are an attempt to construct accountability tests with accessible, grade-level content. Similarly, allowing multiple responses (with partial credit) may allow students to demonstrate proficiency better than a general assessment while providing increased reliability over the AAMAS. Providing feedback about whether student responses are correct (and, if not, what the correct option was) contributes additional instructional benefits. This paper describes the development and early small-scale testing of a math test offering feedback and revision opportunities (having a second chance to answer, or answering until correct) for students with disabilities. The preliminary rounds of data collection have indicated that having a second chance to answer is favored over the ability to answer until correct.

Elizabeth Stone
Educational Testing Service

Understanding Leadership in Part C of IDEA: Voices from the Field

Given the complexities of providing intervention services and supports to families of infants and toddlers with disabilities birth through 2 years of age, building leadership capacity from within the Early Intervention Program for Infants and Toddlers with Disabilities of the Individuals with Disabilities Education Act Part C is important. Nevertheless, this area of leadership is woefully understudied. A qualitative survey of 44 identified leaders from seven states and various levels of the Part C program was conducted. Participants reports of effective leadership clustered into three areas: technical-functional knowledge that is unique to Part C, dispositions that are somewhat characteristic of leaders in other fields, and skills that cross disciplinary boundaries.

Diana LaRocco
University of Hartford

The Effects of Intensifying Vocabulary Intervention for Kindergarten Students at Risk of Learning Disabilities

The purpose of this study was to establish the causal relationship that targeted wordlist vocabulary plays in the larger vocabulary knowledge construct for kindergarten students identified for Tier 2 Response to Intervention (RTI). The findings of the study suggest that the limited number of targeted words taught to Tier 2 students do not cause a significant increase in their generalized measures of vocabulary knowledge. Interestingly, however, the targeted wordlist that provide the basis for the Tier 2 intervention group does mediate the ability for all students to retell vocabulary-rich stories.

John Madura
University of Connecticut

Michael Coyne
University of Connecticut

Betsy McCoach
University of Connecticut

A Curriculum to Promote the Development of Individualized Transitions Plans by Students with Disabilities in a Public Schools.

Students with disabilities often are not self-determined and lack the requisite understanding of their strengths and limitations. Consequently, these students have inaccurate and negative perceptions of themselves and are at-risk for achieving a dissatisfied lifestyle after high school. Student participation in the development of transition planning processes enhances the likelihood that positive outcomes will be achieved. This pilot project focused on the development and implementation of a transition planning curriculum as well as professional and parent workshops. Anecdotal data form teacher and parent surveys, evaluation of individualized transition plans prior to and following the project, products developed by students, and extent of student participation , and directions for future research will be shared.

Jason Travers
University of Massachusetts Amherst

Michael Krezmien
University of Massachusetts Amherst

Paper Presentations   **Session 2.6**   **Hartford**

Higher Education Assessment and Accountability

Chair	**Discussant**
Jeanne Horst	Keston Fulcher
Eastern Mennonite University	*James Madison University*

| Concurrent Session II | 3:15 PM - 4:45 PM | Concurrent Session II | 3:15 PM - 4:45 PM |

Assessment in Higher Education: The Importance of Cognitive Engagement

Due to the low-stakes nature of assessment in higher education, assessment specialists have turned to motivation theory in search of ways to increase examinee effort so that valid inferences can be made regarding student test scores. Relying on motivational theory alone may exclude other factors that play a role in student effort on low-stakes assessment, such as cognitive engagement. This study compared levels of student self-reported motivation and cognitive engagement across two different assessment tests. Results suggest that while motivation was the same across tests, one of the tests promoted deeper cognitive engagement. The authors concluded that by examining the construct of cognitive engagement, specialists are able to gain more information about assessment practices beyond what we gain from studying motivation alone.

Whitney Smiley
University of South Carolina

Robin Anderson
James Madison University

The Effect of Gender and Inquiry-Based Activities on Understanding Concepts in Thermodynamics

Students in engineering hold misconceptions about heat, temperature, and entropy. Confusion in these areas can persist after instruction. The purpose of this study was to investigate the effect of participant gender and level of inquiry-based activities used on engineering students' understanding of five conceptual areas in thermodynamics as measured by the Concept Inventory for Engineering Thermodynamics (CIET; Vigeant, Prince, & Nottis, 2011). Participants from five engineering programs (n = 247) were assessed prior to and after instruction using all, some, or none of the researcher-developed inquiry-based activities. Students exposed to all did significantly better on the post-test than those given some or none. A significant interaction was found between gender and activity level. Implications of these findings will be discussed.

Sarah Nelson
Bucknell University

Katharyn Nottis
Bucknell University

Margot Vigeant
Bucknell University

Michael Prince
Bucknell University

Ron Miller
Colorado School of Mines

Candice Stefanou
Bucknell University

Critical Thinking: Synthesizing Proposed Definitions to Inform Criteria for Assessment

Despite widespread agreement that critical thinking is vital to student success, a clear definition of this skill has yet to find consensus in the education community. Furthermore, many reform-minded individuals and organizations support assessing students' critical thinking skills with little explanation of how this might be reliably, validly, and fairly accomplished. Taking the position that the uncertainty surrounding assessment strategies is anchored in the absence of a widely-accepted definition of critical thinking, this paper examines and deconstructs proposed definitions from multiple academic fields. Common themes within these definitions are identified and serve as criteria used to examine current assessments and inform the development of new strategies to assess critical thinking. Implications for future research are addressed in the final section.

Zachary Warner
*University at Albany,
State University of New
York*

The effect of faculty academic qualifications on outcomes assessment scores in higher education

A purposeful sampling of faculty members was used to determine if there was a significant difference in student learning outcome scores based on the academic qualifications (educational levels) of 3 groups of faculty: faculty members who possessed professional industry experience; faculty members who possessed professional industry experience with a minimum of a master's degree; and faculty members who possessed professional industry experience, a minimum of a master's degree, and a degree in education. An analysis of variance (ANOVA) revealed that there was a significant difference in student learning outcomes scores as assigned by the 3 groups of faculty, $F(2, 9,336) = 123.336$, $p < .05$.

Susan Marshall
*Johnson & Wales
University*

Invited Sessions
Thursday, October 20, 2011

Concurrent Session III   8:30 AM - 10:00 AM

Invited Panel   Session 3.1   Salon B

Presidents Panel: Former NERA Presidents Discuss Educational Research

Chair
Thanos Patelis
The College Board

In this invited panel, esteemed former NERA presidents will share their perspectives on thought-provoking questions about how educational research contributes to the good of society. As scholars who have helped guide NERA in the past, they will shed light on the important role NERA has in advancing education. The panelists represent a variety of disciplines in education and each will bring a unique perspective to the discussion of critical issues facing educators today.

Panelists

Sharon Cramer
Buffalo State College

Robert Gable
Johnson & Wales University

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

Gavrielle Levine
Long Island University

David Moss
University of Connecticut

In-Conference Workshops   8:30 AM - 11:15 AM

Workshop   Session 3.2   Rocky Hill

Finding a Needle in the Haystack: Using Inductive Analysis in Qualitative Inquiry

Instructor
Robin Grenier
University of Connecticut

Finding themes in hundreds of pages of transcripts, hours of observational field notes, or among innumerable artifacts is often like finding the elusive needle in a haystack. It's not impossible, but it requires time, skill, and resources. This workshop is designed to take on the challenge of qualitative inquiry by introducing basic, inductive methods of qualitative analysis to emerging scholars. Through examples, modeling, group discussion, and application, participants will leave the workshop with new resources and knowledge about how to design and implement a qualitative study using inductive analysis.

In-Conference Workshops   8:30 AM - 11:15 AM

Workshop   Session 3.3   Hartford

The Concept of Validity and Some Novel Validation Methods

Instructors

Bruno Zumbo
University of British Columbia

Benjamin Shear
University of British Columbia

As educational researchers and assessment specialists we use quantitative data from tests and other measures on a day-to-day basis. The aim of this session is to provide a description of the various views of validity seen in the literature today and discuss two new methods that researchers and assessment specialists can apply in validation research. The first portion of this session will briefly review the conceptual foundations of measurement validity through overview of the major views (outlooks) on the nature of validity itself and the process of validation. The second portion will present three systematic reviews that we have recently conducted of current validation practices, with an eye toward contrasting these practices with the various conceptions of validity. The third portion of the session will briefly describe two new methods that are useful in validation practice: (a) Zumbo's Draper-Lindley-de Finetti framework, and (b) variable ordering methods based on the Pratt index that are useful when investigating relationships to other variables and particularly predictive validity studies. Where possible, examples will be used to

Speaker   11:30 AM - 12:45 PM

Keynote   Session 3.91   Grand Ballroom

The Impact of Standards-based Reform: Lasting or Fleeting?

Introduction by   **Speaker**

Wayne Camara   Gov. Roy Romer
The College Board

The Honorable Roy Romer was Governor of Colorado for three terms, from 1986 to 1998, and was the General Chairman of the Democratic National Party from 1997 to 2000. Romer was Chairman of the National Governors Association, Chair of the Educational Commission of the States and the National Education Goals Panel. He served as Superintendent of Schools for the Los Angeles Unified School District from 2000 to 2007. Additionally, he served the state of Colorado as State Representative, State Senator, Commissioner of Agriculture and State Treasurer. Romer was in private business as owner/operator of a ski area, a flight school and aircraft FBO; he was involved in John Deere businesses in several states. Most recently, Romer was Chair of Strong American Schools and joined the College Board as senior advisor in March, 2009. He has a degree in agricultural economics from CSU, a law degree from the University of Colorado and studied ethics at Yale University.

Concurrent Session IV	2:00 PM - 3:30 PM

Invited Panel Session 4.0	Salon B

Assessment Practices: From Teacher Education To The Classroom

Chair

Jeanne Horst
Eastern Mennonite University

What does the word "assessment" mean to professionals working in different areas of education? Four individuals working in the discipline of teacher education will discuss how assessment translates to their particular fields and viewpoints. Timely issues will be discussed, and examples and innovations presented.

Panelists

Susan Barnes
James Madison University

Melinda Burchard
Messiah College

Kristi Peery
Augusta County Public Schools

Amy Thelk
James Madison University

Invited Panel Session 4.1	Salon A

Psychometric Panel: Issues in Large-Scale Testing

Chair

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

This invited panel will address psychometric issues that emerge in large-scale testing programs. Measurement specialists on this panel represent several different testing organizations running a range of testing applications. Combined, they can discuss the current issues inherent in testing for admissions, certification, and educational achievement. Panelists will discuss implementation of changes in large-scale high-stakes testing programs, problems they have encountered when applying theory to practice, and can offer perspectives on practical solutions.They will present an overview of their experience implementing changes in large-scale testing, highlighting issues encountered and addressed during the process

Panelists

John Mazzeo
Educational Testing Service

Jennifer Lawlor
Law School Admission Council

Rosemary Reshetar
The College Board

John Mattar
American Institute of Certified Public Accountants

Michael Finger
American Institute of Certified Public Accountants

Susan Loomis
National Assessment Governing Board

Concurrent Session IV	2:00 PM - 3:30 PM

Special Session Session 4.2	Connecticut

The 3 R's of YOGA: Reenergize, Refocus, Restore

Instructor

Danette Day
University of Massachusetts Amherst

Learn the basics of Iyengar Yoga, a type of Hatha Yoga developed by Indian Yogi Master B.K.S. Iyengar. This 30-minute session will include practical physical postures (asanas), breathing techniques (pranayama), and a meditation (dhyana) developed to energize the body, to focus the mind, and to create emotional balance. Also, learn some helpful, instructional tips applicable to life in the classroom. Simply come dressed as you are, and bring an open heart and mind.

Concurrent Session V	3:45 PM - 5:15 PM

Invited Panel Session 5.0	Salon A

The Common Core State Standards and Assessments

Chair

Jason Schweid
Regents Research Fund, University of the State of New York

This invited panel will focus on the Common Core State Standards and related assessments. Panelists will include professionals from the K-12 assessment industry as well as state representatives from states within the SMARTER Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness of College and Careers (PARCC). The discussion will focus on the Common Core, efforts to develop the assessments, alignment methodology, as well as state perspectives on the Common Core.

Panelists

Barbara Beaudin
Connecticut State Department of Education

Nancy Doorey
Educational Testing Service

Kristen Huff
Regents Research Fund, University of the State of New York

Danielle Luisier
The College Board

Symposium Session 5.1	Rocky Hill

F5 Re-Designing Statewide Testing Programs

Chair

Rochelle Michel
Educational Testing Service

Discussant

Susan Loomis
National Assessment Governing Board

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

In the past 10-15 years, statewide testing has shifted

Concurrent Session V	3:45 PM - 5:15 PM

dramatically under such laws as No Child Left Behind. It has moved to a perspective of system accountability, with impacts of testing sometimes affecting students, school administrators, or teachers. While the goals of No Child Left Behind may been seen by some as lofty and aspirational, by others they are unrealistic and punishment oriented rather than rewarding. The Obama administration came into power stating that they wished to remove the punishing quality of the law, but keep the accountability provisions. While it is always difficult to imagine what might be rather than what is, some, as ultimate guardians of truth, will try. In other words, this session is aimed at looking at statewide testing from a tabula rasa perspective by reporting what the very best statewide testing program would look like if recent legislation on statewide assessments did not exist. Each participant will expound upon what statewide testing programs would look like if they were a Secretary of Education with unbridled powers to change the educational testing scene…(full abstract online)

Growth, Schmoth! Tell me something useful.

Kevin Sweeney
The College Board

If I Were King of the Forrressst: Designing an Effective and Valid Statewide Assessment Program

Stephen Sireci
University of Massachusetts Amherst

Molly Faulkner-Bond
University of Massachusetts Amherst

State assessment systems using multiple measures for multiple purposes: curis personalis or delusion of grandeur

Thanos Patelis
The College Board

One stop shopping: Designing a high school state accountability assessment which also services higher education

Wayne Camara
The College Board

Concurrent Session V	3:45 PM - 5:15 PM

Special Session Session 5.8	Hartford

Teacher-As-Researcher Award Presentation

Chair
Susan Eichenholtz
Adelphi University

The purpose of this study was to determine the effect of using a software program called Geometer's Sketchpad in high school mathematics classes on students' conceptual understanding and inductive reasoning skills in geometry, as well as on their motivation toward learning mathematics. Geometer's Sketchpad is a type of interactive dynamic geometry software that provides students with a hands-on and visual approach to learning mathematics. The study compared two high school geometry classes, one using Geometer's Sketchpad and one completing the same activities using paper and pencil. The results of this study indicated that students who used Geometer's Sketchpad demonstrated increased inductive reasoning when learning geometry and the properties of quadrilaterals. Even though an increase in motivation or conceptual knowledge were not found to be significant, informal observations showed that higher achieving students tended to display greater motivation and on task time when using Geometer's Sketchpad. For teachers who may wish to implement the Geometer's Sketchpad program in their classrooms, it is recommended that they provide students with a tutorial and hands-on training with Geometer's Sketchpad before they use the program.

Award Recipient
Lisa Ames
William Paterson University

GSIC Careers Session	5:30 PM - 6:30 PM

Special Session Session 5.92	Salon B

Early Careers in Educational Research

Chair
Katrina Crotts
University of Massachusetts Amherst

This session is an interactive, panel-based format where recent graduates will describe their experiences as new educational researchers in a diversity of areas such as policy, industry, and academia. Topics covered will include finding a job in the current market, the transition from graduate school to employment, potential pitfalls, and general advice. Audience questions will be taken at the end of the session as well.

Panelists

Tia Sukin
Measured Progress

Peter Swerdzewski
Regents Research Fund, University of the State of New York

Abigail Lau
Emmanuel College

Aryn Karpinski
Kent State University

Theme Session I   **5:30 PM - 6:00 PM**

Special Session   Session 5.93   **Salon A**

When Elephants Fight, the Grass gets Trampled: Internal Displacement of Women and its Educational Implications

Chair

Carol Barry
The College Board

This study described the experiences of internally displaced women in Nigeria, using heuristic and phenomenological inquiry as guiding theoretical frameworks. It resulted in illuminating the problems of internally displaced women by putting faces on the statistics through topical life history interviews of three individual Nigerian women displaced by internal conflicts. The voices of the displaced were central to this research as well as my own because I was one of them.

Presenter

Dolapo Adeniji-Neill
Adelphi University

Theme Session II   **6:00 PM - 6:30 PM**

Special Session   Session 5.91   **Salon C**

Perspectives of Resilience and Recidivism Among Hispanic Male Adolescents

Chair

Carol Barry
The College Board

The purpose of this qualitative phenomenological study was to explore why Latinos are a growing population in the United States prison system, the barriers that urban, male Hispanic adolescents face and the interventions that may contribute to their behaviors. Participants (N = 10) were purposefully selected based on the following criteria: 1) Latino males between 18 and 23; 2) U.S. residents for no less than five years; 3) history of recidivist behaviors leading to incarceration; and 4) demonstration of a minimal pattern of two years of resilient behavior. A significant theme was the influence of fear, which resulted in positive and negative influences. Findings are reported in a narrative summary which can be utilized by educational leaders and other stakeholders.

Presenters

Javier Montanez   Ralph Jasparro
Johnson & Wales University   *Johnson & Wales University*

Research Sessions
Thursday, October 20, 2011

Concurrent Session III 8:30 AM - 10:00 AM

Paper Presentations **Session 3.4** **Salon II**

Higher Education, Cultural Competency, and Globalization

Chair **Discussant**
Renee Savoie Robin Anderson
Connecticut State Department of Education *James Madison University*

Fitting-In: Sociocultural Adaptation of International Graduate Students

The purpose of this study was to determine if there is a relationship between sociocultural adaptation of international graduate students and selected demographic characteristics, and to explore the students' perceptions of institutional support with regard to their adaptation. A three-phased, mixed methods approach was used to study international graduate students at a private, urban, mid-sized, Northeastern university. Preliminary discussion groups (N = 42), followed by a questionnaire (N = 129), and then follow-up focus groups (N = 11), resulted in 28 statistically significant findings and five major themes. These findings resulted in recommendations for: improving university communication with international students, expanding international orientation, including more Americans in international activities, expanding English language improvement activities, and continually assessing international programs.

Georgette Wilson
Northshore Community College

A Second Look at the Structural Validity of the Scale of Ethnocultural Empathy: A Replication

An exploratory factor analysis (EFA) was conducted on the Scale of Ethnocultural Empathy (SEE) attempting to replicate findings by Gerstner and Pastor (2011), which revealed notable differences in the functioning of items from Wang et al.'s (2003) four determined SEE subscales. Some differences in item functioning replicated from Gerstner and Pastor's EFA, specifically item 29 consistently loaded on a different subscale than defined by Wang et al., and item 2 again functioned poorly. However, some differences in the factor structure were found, most significant was one of the extracted factors having no resemblance to Wang et al.'s subscales. Results point to the need for further development of the construct, as well as the exploration of item functioning in a confirmatory framework.

Jerusha Gerstner Dena Pastor
James Madison University *James Madison Universtiy*

Strategic Plans and Globalization Discourses: Public universities in Connecticut as an institutional expression of globalization

This paper intends to study the effects of globalization on American higher education. It assesses organizational priorities of public universities in Connecticut with respect to globalization as represented formally in the institutional direction, goals, mission and values of American higher education. Public universities in Connecticut composed the data set. They were analyzed using the conceptual framework of globalization discourses. The data was quantitatively evaluated. Results revealed significant presence of globalization discourses in the strategic plans. It also evidenced the current institutional coping with decreasing public funds and difficult economy. This research is significant as applicable to social and organizational change in light of globalization in public universities.

Sahaya Josephine
University of Hartford

Paper Presentations **Session 3.5** **Salon I**

Impact, Promise, and Policy of School Accountability

Chair **Discussant**
Dan King Nicholas Hartlep
Massachusetts School of Professional Psychology *University of Wisconsin-Milwaukee*

Concurrent Session III	8:30 AM - 10:00 AM

Growing up with No Child Left Behind: Creating a Measure of College Students' Knowledge of Accountability Testing in K-12

Guided by the intention to investigate the impact of college students' knowledge of the basic premises of No Child Left Behind on their performance on university administered accountability tests, this study focused on developing a multiple choice measure of students' knowledge of accountability testing (KAT) in K-12. Preliminary item analysis results from the sophomore student sample suggested that the KAT is multi-dimensional, the majority of the items are difficult for students, and several items may need revision. Students tended to be moderately confident in their responses regardless of the response accuracy. Suggestions for scale revisions and educational implications are discussed.

Anna Zilberberg
James Madison University

Peter Swerdzewski
Regents Research Fund, State University of New York

Robin Anderson
James Madison University

Sara Finney
James Madison University

Kimberly Marsh
James Madison University

Promising Trends: The Connecticut Accountability for Learning Initiative (CALI) and Connecticut's Partner Districts

In June 2007, state accountability legislation was enacted, giving new authority to the Connecticut State Department of Education (CSDE) to intervene in low performing school districts. As a result, Partner Districts were identified to receive more intensive supports. The Partner District status was determined based on a district's record of student performance on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT), and the district standing relative to the Adequate Yearly Progress (AYP) measure under NCLB. In the 2008-09 school year. 12 districts were identified; in 2009-10, 3 additional districts met the Partner District criteria. Preliminary analyses matched cohort data comparing performance on the CMT in 15 Partner Districts against the rest of the state reveal promising trends.

Heather Levitt Doucette
Connecticut State Department of Education

Patrick Proctor
Connecticut State Department of Education

Michelle Rosado
Connecticut State Department of Education

Warren Logee
Connecticut State Department of Education

Shauna Brown
Connecticut State Department of Education

The Neoliberal Policyscape: Reflections on Connecticut School Leadership

This study describes how neoliberal, market-driven tendencies are reflected in ongoing efforts to increase accountability in schools in Connecticut and, more specifically, how such efforts are affecting school leadership practices. Using a qualitative research design, interviews were conducted with eleven school leaders, faculty members and policymakers. Results indicate a tension between instructional leadership (preferred by the principals interviewed) and managerial leadership (required to satisfy federal, state and local accountability mandates). It was also found that accountability is interpreted differently in suburban and urban districts, and that core values of educators and policymakers may not match. The study concludes that principals, leadership preparation faculty and policymakers must collaborate more closely to ensure both accountability and attention to the instructional core.

Cathryn Magno
Southern Connecticut State University

Kristopher Boyle
Southern Connecticut State University

Heather Brown
Southern Connecticut State University

Ruth Rose
Southern Connecticut State University

The Effect of Monitoring School Performance

In the spring of 2009, an erasure analysis of a statewide test revealed unusually numerous instances of wrong to right answer changes in some schools. This study aimed to investigate how the identification of the high-erasure schools in this state influenced these schools' performance in the 2010 administration of the test. We found that the identification of these high-erasure schools led to a substantial drop in their average performance in 2010, which provided evidence that they did indeed promote cheating in the previous years. In addition, Black and Hispanic status were associated with negative impacts on student performance across school categories.

Minji Lee
University of Massachusetts Amherst

Jennifer Randall
University of Massachusetts Amherst

Paper Presentations	Session 3.6	Salon D

Item Response Theory Models: Estimation and Specification

Chair	**Discussant**
Rosemary Reshetar	Paula Elosua
The College Board	*University of the Basque Country*

Concurrent Session III   **8:30 AM - 10:00 AM**

The Sensitivity of Student Performance and Growth to IRT Model Specification

In this paper, we explore the sensitivity of student performance and student growth to variations in the scaling of a large-scale state assessment. Using Item Response Theory (IRT), we calibrated raw scores of students from a state assessment using a 1-parameter logistic/partial credit model (PCM), a 2-parameter logistic/ generalized partial credit model (GPCM), and a 3-parameter logistic/generalized partial credit model (GPCM), in order to determine the sensitivity of item ordering to model specification. We also examined the extent to which changes in item ranking distort measures of student growth using absolute and relative measures of student growth. We anticipate that our results will have policy implications for states seeking to better understand the consequences of choices concerning IRT scale.

Katie Buckley

Harvard Graduate School of Education

Charles DePascale

National Center for the Improvement of Educational Assessment

Item Response Theory (IRT) Analysis of Item Sets

We examined whether set-based items affected IRT model-data fit. We also evaluated fit after combining dependent items into composites and treating them as polytomous items. Analysis of the 2009 AP English Literature Exam showed that some of item pairs had major violations of local independence. Model fit improved when we analyzed the data using composites. Our findings suggest that conducting IRT analyses on composites provides a viable approach to circumventing problems of local dependence for set-based items.

Liwen Liu

University of Illinois at Urbana-Champaign

Rosemary Reshetar

The College Board

Fritz Drasgow

University of Illinois at Urbana-Champaign

YoungKoung Rachel Kim

The College Board

Concurrent Session III   **8:30 AM - 10:00 AM**

The Effect of Levels of Skewness on Parameter Recovery: A Comparison of BILOG-MG, PARSCLAE and MULTILOG

The use of Item Response Theory (IRT) has been extensively validated in educational research using large sample sizes and normally distributed traits. However, there are cases in which distributions are not normal, and a small pocket of research has shown that the estimation of parameters becomes problematic with non-normal data. In achievement data there can be extremely skewed distributions as a result of larger than normal ability differences which could cause estimation errors (Gotzmann et al., 2000; Hambleton & Rogers, 1989). This study investigates the effects of skew on parameter estimation using BILOG-MG, PARSCALE, and MULTILOG with five distribution conditions of varied skewness and three sample sizes with 100 replications. Findings are reported and implications of these findings are discussed.

Andrea Gotzmann

University of Alberta

Ulemu Luhanga

University of Alberta, Centre for Research in Applied Measurement and Evaluation

Louise Bahry

University of Massachusetts Amherst

Differences in Equating with Joint and Maximum Marginal Likelihood Estimation Using 2PL and 3PL Models

Historically, the two most commonly used methods of estimating parameters within an IRT framework have been marginal maximum likelihood estimation (MMLE) and joint maximum likelihood estimation (JMLE), previous research conclusively demonstrating the superiority of MMLE over JMLE. Within some operational environments, however, software is still in place that uses JMLE. Little research is available regarding the effect this may have on equating. Additionally, choice between IRT models is often made based on ease of use rather than its effect on equating. This simulation study examines how JMLE and MMLE and the use of 2PL and 3PL models may differentially impact equating, finding and finds minimal differences under most circumstances. MMLE performs better, however, when examinee ability changes between test administrations.

Robert Cook

University of Massachusetts Amherst

Hyeon-Joo Oh

Educational Testing Services

Craig Wells

University of Massachusetts Amherst

Lisa Keller

University of Massachusetts Amherst

Concurrent Session III	8:30 AM - 10:00 AM

Symposium	Session 3.7	Salon C

Ethics Cases in Educational and Psychological Research

Chair

Scott Brown
University of Connecticut

Discussant

Scott Brown
University of Connecticut

Recently, there have been a number of ethical violations in educational and psychological research, publicized both nationally and internationally, varying from ignoring IRB protocols, to the fabrication of data, to misappropriations of funds. As part of a professional's preparation for the research community, it is paramount to educate researchers to various ethical challenges involved in academic research, enabling them to conduct safe, appropriate and important research. This symposium presents an overview of the issues associated with research ethics and practices in education and psychology using a Problem-Based Learning (PBL) case approach by presenting cases developed on the topics of: Function of IRBs, Plagiarism, Authorship, Conflicts of Interest, Internet issues, CyberLearning and Neuroethics.

Ethics Cases in Educational and Psychological Research

Donald Briere
University of Connecticut

Lindsey Le
University of Connecticut

Lauren Schlesselman
University of Connecticut

Gregory Mullin
University of Connecticut

Ashley S. MacSuga
University of Connecticut

Robert Weiner
University of Connecticut

Andrew Cutter
University of Connecticut

Working Group	Session 3.8	Connecticut

Strengthening the Latino/a Education Pipeline with a Focus on Alternative Teacher Training

Victoria Nunez
Hunter College

In this working session, a group of researchers working with the National Latino Education Research and Policy Project (NLERAPP) on its initiative to develop alternative teacher training programs, will discuss new research that will influence the training of new teachers for Latino/a students and communities. The session will be framed by sociohistorical research on Latino/a teacher development. Researchers will discuss research being conducted on at least two topics (it is expected that more researchers will join and share, at least two more). The first author will discuss research on the development of teacher education students' writing skills, specifically those students who are bilingual and speak English as a second language. The second author will present research on translanguaging as a pedagogical tool for teachers across the contiuum of bilingualism to utilize when working with Latino emergent bilinguals. He will report on practical strategies being used successfully by teachers working with bilingual students that utilize translanguaging.

Concurrent Session III	8:30 AM - 10:00 AM

Carmen Mercado
Hunter College

Victoria Nunez
El Centro de Estudios Puertorriquenos, Hunter College

Nelson Flores
Graduate Center, CUNY

NERA Poster Session	10:15 AM - 11:15 AM

Poster: A 1

To Serve and Lead: Operationally Defining Servant Leadership

This study aims to define servant leadership in the context of a university setting. Focus groups and think-aloud methodology resulted in an 82-item pool, which was distributed to 99 undergraduates. Via item analysis, the item pool was reduced to 18 items. Principal axis factor analysis suggested three underlying dimensions, which aligned with theory suggesting that servant leadership can be explained by character-, people -and task- orientations (Page & Wong, 2000). Future studies should utilize confirmatory factor analysis, comparing competing models, on data from a larger sample. Future research will explore hypothesized relationships between scores from the scale and scores from external measures, and differences between known groups. The researchers acknowledge the current study as a first step in scale development.

Michael Horst
Eastern Mennonite University

BJ Miller
Eastern Mennonite University

Rochelle Fisher
Eastern Mennonite University

Jeanne Horst
Eastern Mennonite University

Poster: A 2

Measuring Rater Reliability in Evaluations of Online Course Designs while Valuing Diversity of Raters

An appropriate method for measuring the reliability of evaluation results from a peer-review process was examined. The Quality Matters RubricTM studied here used in conjunction with a unique process in which online course designs are evaluated by teams of three raters. Quantitative analyses using existing data compared rater agreement on the Rubric's 40 specific were conducted but later deemed inappropriate for two reasons: (1) raters often communicate throughout the review process and (2) diversity of raters is desired. Inter-team reliability is suggested as a method to be used in future studies to measure the reliability of the Quality Matters Program's course review evaluations.

Whitney Zimmerman
Pennsylvania State University

Poster: A 3

Exploring Skill Groups within the SAT Writing Section

This study is a confirmatory analysis of the skill groups measured within the SAT writing section. Each item within the writing section is mapped to a specific writing skill during test development. The skills were categorized into five broader skill groups in a project examining the potential of providing SAT takers with diagnostic feedback on their writing proficiency in specific areas. The goal of this study is to verify that the construction of the five skill groups can be supported empirically using factor analysis. The study will utilize 15 SAT forms administered between October 2006 and March 2008.

Mylene Remigio
The College Board

Jennifer Kobrin
The College Board

Poster: A 4

Assessing Item Bank Needs for Computer Adaptive Testing

For a specific CAT program seeking to assemble an item pool for operational CAT administration, a practical approach is to first analyze the existing items to predict characteristics of additional items needed for the pool. The current study assessed the pool depth for the existing items in the context of a computer adaptive test with dual purpose of ability estimation and classification. The results suggest that for the item pool to be well suited for the examinee population, there should be addition of items with more extreme difficulty values and higher discrimination values. Items should also be added with difficulty levels surrounding the lower cut score to enhance accuracy of classifying examinees.

Hui Deng
The College Board

NERA Poster Session   **10:15 AM - 11:15 AM**

Poster: B 1

Comparing Scientific Research Based Interventions at a Middle and Elementary School: A Case Study

Properly implemented response to intervention (RTI) programs offer an alternative to the high cost of specialized education, while claiming to arbitrate academic and emotional disabilities and provide a higher quality education for all students (Danielson, Doolittle & Bradley, 2007; Fuches & Fuches, 2006), but they have not been well-studied in the middle school setting. This study compares cultural and structural implications of initiative implementation, through the analysis of data team processes at a middle and elementary school. Video-cued multivocal case study (Tobin, Hsueh & Karasawa, 2009) was used to collect data. The study concludes that leaders must purposefully develop strong structural and cultural measures in order to facilitate proper initiative implementation at the middle school level.

Steven Robert Clapp
Southern Connecticut State University

NERA Poster Session   **10:15 AM - 11:15 AM**

Poster: B 2

Middle-School Student Experiences Participating in the PBL Simulation that is GlobalEd2: An Inductive Approach

GlobalEd2 (GE2) is a web-based simulation of international negotiations on science topics such as water resources and global climate change for 7th and 8th grade students from Connecticut and Chicago. Once the simulation was completed in the fall of 2010, four teachers participating in the simulation were interviewed regarding their implementation of GE2 in the classroom. An inductive analysis of these four interviews was conducted to explore what the participating students experienced during the five-week simulation. After the initial open coding process and ultimate categorization of codes, five themes emerged that helped to explain what students experienced during the GE2 simulation.

Gregory Mullin
University of Connecticut

Kimberly Lawless
The University of Illinois at Chicago

Andrew Cutter
University of Illinois at Chicago

Nicole Powell
University of Connecticut

Kamila Brodowinska
The University of Illinois at Chicago

Dan O'Brien
University of Connecticut

Scott Brown
University of Connecticut

Mark Boyer
University of Connecticut

Mariya Yukhymenko
University of Connecticut

Maria Fernanda Enriquez
University of Connecticut

Gena Khodos
The University of Illinois at Chicago

Poster: B 3

Implementing Tiered Interventions to Improve Computational Fluency of Middle School Students with Disabilities

This poster presentation will discuss the results of a tiered intervention implemented to improve the computational fluency of forty-one (41) sixth grade students with a varity of disabilities. The students' computational fluency was assessed twice a month using CBM's from MBSP Basic Math Computation   Second Edition. The CBM's consisted of 25 problems involving the four basic operations with whole numbers, fractions, and decimals. Based upon their math performance, students were selected for one of three levels of intervention. Students in all three Tiers showed progress. The performance of the students in Tier 2 is notable. Even though they demonstrated lower initial computational fluency and lower general ability than their counterparts in Tier 1, they demonstrated similar growth. Furthermore, the intervention they received was very economical, requiring only 6 minutes of instructional time per day and no commercial materials.

John Provost
Agawam Public Schools

Poster: B 4

A Tale of Two Classrooms: A Visual Analysis

This qualitative study examines photographs of two classrooms and how the physical arrangement reflects, or conflicts with, the theoretical framework of an invention vocabulary curriculum. The first teacher had a high fidelity rating. She also had a classroom that reflected responsive teaching, sheltered instruction, and effective vocabulary instruction. Those three components are the core of the curriculum. The second teacher had a low fidelity rating and her classroom did not align with the beliefs of the curriculum. Although generalizations can not be made, this study highlights the importance of the interrelation between teaching philosophies, curriculum implementation and classroom arrangement.

Jennifer Green
University of Connecticut

Poster: C 1

Comparison of Library Book Selection Methods on Reading Motivation and Comprehension Skills of Second Graders

The purpose of this study was to examine three types of library book selection methods, with the goal of helping to enhance student reading motivation and comprehension skills. The study involved 61 second graders in 3 groups. Each group was given a set of books in accordance with its assigned condition. One was given books that matched the students' surveyed reading interests, one was given books that matched the students' interests and reading levels, and one was given books that did not specifically match the students' interests or levels. The results indicated trends towards students whose books matched only their interests having the strongest comprehension and enjoyment, and students whose books did not match their interests having the highest motivation.

Amy Bonaria
William Paterson University

Poster: C 2

Going Beyond "Band-aid" Approaches to Anti-gay Bullying in Schools: A Three-step Model

The purpose of this paper was to develop a method for addressing bullying and antigay violence in U.S. schools considering theories of social justice education/anti-oppression education. Based on a review of literature, a three-step model is proposed. The suggestions that are outlined in this three-step model offer ideas on how to go beyond band-aid reactive responses to incidents of bullying and antigay violence by addressing the deep level issues that lead to bullying behavior, such as institutionalized heterosexism and homophobia. I propose that schools need to identify, problematize, disrupt, and replace violence-maintaining practices as well as provide opportunities to construct new discourses that are grounded in a commitment to anti-oppression education.

Kirsten Helmer
University of Massachusetts Amherst

Poster: C 3

It's a Process: A grounded theory framework for success with social studies simulations

Social studies has long relied on traditional teaching methods; however, more dynamic teaching methods such as the use of simulations are emerging as alternatives. Yet, these approaches are complex and often appear daunting to teachers who may not know how to use them successfully. This qualitative study employs a basic interpretive approach informed by phenomenology to explore two veteran middle school teachers' beliefs about simulations. Using grounded theory this poster will help to illuminate the process through which my participants have enacted simulations successfully in their social studies classroom. Moreover it offers an emergent framework for future study that may help teacher educators facilitate pre-/in-service teacher learning around the use of simulations.

Cory Wright-Maley
University of Connecticut

Poster: C 4

Borders and bridges: Latino/Latina students engaging educational research with, for, and within Latino communities.

Within mainstream educational research, the formative role community-based research has played in the development of pre-service teachers and educational studies students is often overlooked (Moll, 1992). The research gap is especially prevalent when in the documentation of community research by students of color. This poster presentation exhibits the process and findings of community-based research conducted by Latino/Latina education students in the areas of migrant education and women's advocacy as part of their goal to bridge family and community in their efforts to understand the educational needs of K-12 Latino students. Grounded in action-research methods (Tomal, 2010), the projects build on multiculturalist approaches to education to conceptualize what it means to do culturally inclusive educational research for the "public good" (Villenas, 2010).

Isabelle Rodriguez
Bowdoin College

Ana Ibanez
Bowdoin College

Rodolfo Edeza
Bowdoin College

Mariana M. Cruz
Bowdoin College

Poster: D 1

Pre-Service Teachers' Sense of Academic Optimism: Implications for Teacher Education

The purpose of this study was to examine a relatively new construct, Academic Optimism, and then apply it to confirm and rethink practices in teacher education. The study focuses on one teacher education program in New England. All pre-service teachers in the program were surveyed to provide data on the positive beliefs of personal, behavioral, and affective factors related to success in their classroom.   As such, the study informs the field of scholarship regarding preparing teachers to enter the classroom with the positive knowledge, skills, and beliefs to produce favorable outcomes for all students.

Jess Gregory
Southern Connecticut State University

Nan M. Nutt
University of Bridgeport

Lori Noto
University of Bridgeport

Poster: D 2

E-mentoring and Teaching Efficacy in Preservice Physical Educators

An online forum was designed to provide additional support during an initial field-based setting with a group of aspiring physical educators attempting to improve the practicum coursework component of the teacher preparation process. Using a sequential mixed-method design participant (N = 60) completed teaching efficacy measures before and after a 15-week field practicum experience that included virtual support provided by trained mentors. Significant differences (p < .05) were found in mean scores from pre-test to post-test on the Physical Education Teacher Self-Efficacy scale (PETE; Goudas & Biddle, 1998) and in all six subscales of the Norwegian Teacher Self-efficacy Scale (NTSES; Skaalvik & Skaalvik, 2007). Participants reported greater teaching efficacy levels following the e-mentoring-practicum experience.

Patricia McDiarmid
Springfield College

Michelle Moosbrugger
Springfield College

NERA Poster Session	10:15 AM - 11:15 AM

Poster: D 3

Teaching Think Alouds: A Pilot Investigating the Use of Flip Cameras in Improving Instruction of Student Teachers

This research study investigates the effect of the use of video using Flip cameras to improve the preparation and instruction of student teachers who are videotaped using "Think Alouds" strategies. Cooperating teachers and supervisors are asked to view any tapes both independently and with the student teacher. The collaboration provides feedback to the student for reflection,as well as the opportunity to examine both skills and strategies to improve their practice.
The evidence gathered from this pilot will be used to develop a more substantive and expansive reserch project which will assist student teachers to be effective in the motivation and academic achievement of all of their students.

John Kappenberg
NYIT

Alice Siegal
College of New Rochelle

Marlene Zakierski
Iona College

Janice Marie Sawyer
New York Institute of Technology

Gail Sachs
New York Institute of Technology

Poster: E 1

Examining Grade 12 State NAEP Participation in Connecticut

Grade 12 student participation in the National Assessment of Educational Progress (NAEP) is a perennial problem. This study uses archival data from the 2009 Grade 12 State NAEP administration in Connecticut to examine whether there was systematic or random student non-participation in NAEP based on ability. The analysis shows that while NAEP participants earned higher scores than non-participants on the Connecticut Academic Performance Test (CAPT), a statewide assessment administered to all Grade 10 public school students in Connecticut, the potential impact of the differences was likely small. The results provide evidence that a representative sample of Connecticut students participated in NAEP 2009, suggesting that student non-participation was unlikely to have seriously compromised the validity of results.

Renee Savoie
Connecticut State Department of Education

Poster: E 2

Perspectives of In-service School Psychology Students on NASP Standards and Needs of ELL and Disabilities

The purpose of this study is to assess the perspectives of incoming school psychology students regarding the skills outlined by the National Association of School Psychologists (NASP) training standards (NASP, 2000a), students who are English as a Second Language learners (ELL) and those with disabilities. In addition, information will be gathered on the demographics and career aspirations of incoming school psychology students. As a result of this study, we will integrate student perspectives of their own skills and competencies with data from external sources such as practicum and intern supervisors to gain a more complete assessment picture of students from entrance to completion of the school psychology program.

David Matthew Sax
University of Connecticut

Mary Yakimowski
University of Connecticut

Lisa Sanetti
University of Connecticut

Poster: F 1

Using Propensity Score Analysis to Assess the Effects of Parental Educaiton on Creativity of Adolescents

This study used propensity score analysis to investigate if the students whose parents have a graduate degree are more creative than the students whose parents don't have a graduate degree. Data from 229 8th graders in two school districts were included for analysis. Academic achievement, parents and teachers support, and several derived personality dimensions were used as covariates to adjust for their possible confounding effects. Propensity-based comparisons of creativity scores between these two groups were made using the entire sample, and then, separately, data from each school district. Results from the entire sample show that students from more educated families enjoyed a significant advantage over their counterparts, while results from each school district fail to support any statistically notable differences.

Xiaoyuan Tan
University at Albany, State University of New York

Robert Pruzek
University at Albany, State University of New York

David Dai
University at Albany, State University of New York

| NERA Poster Session | 10:15 AM - 11:15 AM | NERA Poster Session | 10:15 AM - 11:15 AM |

Poster: F 2

Openness and its Facets: Do They predict?

Based on 726 college students, the study replicated five of six facets of Openness of personality, including Ideas, Actions, Fantasy, Aesthetics, and Values. In addition, the study found that not all facets of Openness were equally correlated with cognitive and non-cognitive outcome variables, including cognitive aptitudes, life satisfaction, and coping strategies. Moreover, the study showed that the facets added unique contribution to the predictions of the college students' cognitive and non-cognitive outcomes.

Zhitong Yang
Educational Testing Services

Ming Kuang
Educational Testing Service

Poster: G 2

If You View it, Grades Will Come: Website Views Linked to Performance in GlobalEd2 Writing

The GlobalEd2 (GE2) Project consists of a five-week web-based simulation regarding international negotiations between 7th and 8th grade students from Connecticut and Chicago. In the fall of 2010, groups of students (acting as delegates from different countries) wrote opening and closing statements to represent their country's position on science topics such as water resources. To scaffold student writing, the GE2 team constructed a website that contained pages on how to write high quality opening and closing statements. Ultimately, student scores on the opening and closing statements were compared to website visits (specifically to the writing resource pages). A significant difference was found across states (CT vs. IL) which would suggest that greater web-resource use is linked to greater performance.

Gregory Mullin
The University of Connecticut

Andrew Cutter
The University of Connecticut

Scott Brown
University of Connecticut

Kimberly A. Lawless
University of Illinois at Chicago

Mark Boyer
University of Connecticut

Mariya Yukhymenko
University of Connecticut

Nicole Powell
University of Connecticut

Maria Fernanda Enriquez
University of Connecticut

Kamila Brodowinska
The University of Illinois at Chicago

Gena Khodos
The University of Illinois at Chicago

Dan O'Brien
The University of Illinois at Chicago

Poster: G 3

Intention-Based Web Browsing Characteristic Browsing Patterns of Student Inquiry

The GlobalEd2 project is a problem-based learning intervention that places 7th and 8th grade students from suburban Connecticut and urban Chicago, IL in the role of science advisors in an international negotiation setting. Using Google Analytics, it is possible to view the browsing patterns of students visiting the GlobalEd2 website, and syncing this information with the conference schedule has provided a window into intention-based browsing with an educational intention. Using graph theory as the basis of analysis, a few conclusions can be drawn: students visiting the website for non-specific purposes do not exhibit random browsing; and when navigation is motivated by specific content, browsing patterns exhibit attractor-like characteristics.

Andrew Cutter
University of Connecticut

Gregory Mullin
University of Connecticut

Scott Brown
University of Connecticut

Kimberly Lawless
University of Illinois at Chicago

Mark Boyer
University of Connecticut

Mariya Yukhymenko
University of Connecticut

Nicole Powell
University of Connecticut

Maria Fernanda Enriquez
University of Connecticut

Kamila Brodowinska
University of Illinois at Chicago

Gena Khodos
University of Illinois at Chicago

Dan O'Brien
University of Illinois at Chicago

Poster: G 4

Impact of Matching Student Learning Styles to the Delivery of Research and Technology Coursework

Many colleges require undergraduate students to complete General Education (GE) courses, along with coursework in designated majors. At Kean University, General Education offerings include five foundation courses (Transition to Kean, College Composition, Communications, Research and Technology, and a college level Mathematics section.) Research and Technology is a multidisciplinary course that enables faculty to introduce research skills to undergraduate students. The University administration has recently experienced a need to balance traditional delivery with electronic modes that support the learning styles of these entry-level millennial learners. Therefore, a one-year study was conducted, using the Adaptive Teaching Taxonomy (AT) methodology, to expand the traditional offering of Research and Technology and include an augmented, blended, and online delivery of this course.

Melda Yildiz
Kean University

Roxie James
Kean University

Claudia Knezek
Kean University

Dawn Dowd
Kean University

Bridget LePore
Kean University

Poster: H 1

Elementary Teachers' Mathematical Content Knowledge, Efficacy, and Problem Solving Abilities in Alternative Certification

The purpose of this study was to understand teachers' mathematical content knowledge, efficacy, problem solving abilities, and teacher beliefs in an elementary education mathematics methods course for special education teachers in alternative certification programs. Findings revealed a significant increase in mathematical content knowledge and teacher efficacy. Additionally, teachers were found to have high efficacy at the end of the semester and strong problem solving abilities.

Brian Evans
Pace University

Poster: H 3

Eliciting Student Judgments of Intrinsic Difficulty for Studying Student Misconceptions in Solving Basic Mathematics Items

The serious problem developmental mathematics students have in attempting to solve basic arithmetic items is becoming a national crisis. If instructors would have a better understanding of the conceptions that students have that lead to incorrect responses when solving arithmetic problems, instruction of the material presented to the students could potentially improve. Four groups of five students were given five basic math questions for a total of 20 questions using think-aloud protocols. Students' thought processes were transcribed and were used to create four solution strategies for each of the 20 questions. The solution strategies enabled the determination of the significance of misconceptions that arose in attempting to find the correct answer to arithmetic items.

Eric Magaram
SUNY Rockland Community College

Charles Secolsky
County College of Morris

Jean Phanor
SUNY Rockland Community College

Preston Hasbrouck
Independent Consultant

Poster: I 1

Improving Independence and Self-Regulation in a Mathematics Classroom

The action research project described in this proposal is designed to increase self-regulation and self-cueing of three students with learning disabilities who are struggling with mathematic computation and problem solving. "Think-aloud" lessons will be employed to model self-regulation in the context of small group mathematics instruction. The goal of this project is to increase the ability of students to work independently and self-regulate their on task behaviors. Data will be collected through student observation, problem inventories, and student self-reflection on the targeted self-regulation strategies.

Adam Wade Driggers
Pace University

Concurrent Session IV	2:00 PM - 3:30 PM

Paper Presentations　Session 4.3	Salon III

Exploring New Technologies in the Classroom

Chair　　　　　　　　　　　　　　**Discussant**
Theresa Rooney　　　　　　　　　　Ellina Chernobilsky
York College　　　　　　　　　　　　*Caldwell College*

Incorporating 21st Century Skills into Teaching & Learning: The Classroom Teachers' Perspective

The public debate about 21st century skills has made evident some misperceptions and lack of clarity about what teaching and learning in classrooms that incorporate 21st century skills looks like. This paper informs the debate by giving voice to key education stakeholders who have not been part of the public discourse. The findings are based on interviews with 47 teachers in 12 Massachusetts schools. This study sought to understand how teachers incorporate 21st century skills into teaching and learning, and to identify common strategies for increasing student mastery of both 21st century skills and core academic content. Rather than serving as exemplars to be imitated, the practices highlighted in this report are intended to provide clarity about what the integration of 21st century skills looks like in the classroom.

Lisa Famularo
*Rennie Center for
Education Research &
Policy*

The Impact of Traditional and Digital Storytelling on Writing: An Action Research Project

The purpose of this action research was to examine second graders' self-perception as writers and the quality of their writing when completing traditional and digital storytelling projects. The participants were assigned to two groups and were taught using either traditional or digital storytelling methods. All participants responded to a Writer Self-Perception scale, completed three personal narrative prompts, wrote in learning journals, participated in interviews about the quality of their writing and their sentiments toward writing, and prepared a complete narrative that was used during storytelling. Data analysis revealed improvements in the students' writing quality and a decrease in the number of students with low self-perception about their writing. No significant differences were found between the two groups.

Ashley Thesen　　　　　　　Julia Kara-Soteriou
Eric G. Norfeldt　　　　　　*Central Connecticut State
Elementary School*　　　　　*University*

Lynda Valerie
*Central Connecticut State
University*

Concurrent Session IV	2:00 PM - 3:30 PM

MUDding About Amateur Radio

Technology has the power to bring equity to the quality of instruction and learning with our children. To use educational technology in an effective and affordable manner requires one to rethink how the educational technology should be designed. One of the low-costing technologies that support communication is text-only technology using a Multi-user Dungeon (MUD). In this study, high school students will participate in a problem-based learning (PBL) environment using a MUD to learn amateur radio concepts. A mixed-mode analysis will compare learners' self-efficacy, exam scores, and open-ended responses regarding the PBL lesson. If this study is successful in supporting effective learning with equitable educational technology, other academic subjects could benefit from this kind of instruction.

Anthony Girasoli
University of Connecticut

Supporting Learning Equity with Student-created Podcasts

In today's high school educational landscape, teachers are challenged to provide diverse teaching strategies to accommodate a more heterogeneous classroom. One method to bridge the gap between the disparate reading and writing skills in the classrooms is the use of student-created video. This study will have high school students create video, in a social studies class, based on Mayer's (2009) multimedia principles for facilitating knowledge transfer. Knowledge, attitudes, and behaviors will be assessed and analyzed. If there is a significant increase in self-efficacy, motivation, and/or knowledge, the use of student-created video podcasts (rather than focusing solely on reading/writing skills) may have potential as an alternate form of knowledge construction in the high school classroom.

Anthony Girasoli　　　　　　Lindsey Le
University of Connecticut　　　*University of Connecticut*

Paper Presentations　Session 4.4	Salon II

Quantitative Research Methods

Chair　　　　　　　　　　　　　　**Discussant**
Dena Pastor　　　　　　　　　　　Bruno Zumbo
James Madison University　　　　*University of British
Columbia*

Concurrent Session IV   **2:00 PM - 3:30 PM**

Classification Accuracy of IRT Models at Small Sample Sizes: Exploring the role of Model Selection

Classifications determined through test scores are frequently used to make significant decisions such as whether a school retains funding or an individual is licensed to practice a chosen profession. Given these high-stakes implications, it is imperative that measurement practitioners employ best practices to ensure accurate classifications. This study examines the influence of model selection on classification accuracy under the practical constraint of small sample sizes. A simulation was conducted to compare classification accuracy of commonly applied item response theory models under several conditions. Specifically, the study investigated if the theoretical appeal of complex models is mitigated by the inadequate sample size. Conclusions will focus on guiding practitioners restricted by practical constraints in selecting a model that limits classification errors.

Daniel Pacheco Jurich   Christine DeMars
James Madison University   *James Madison University*

Using Markov Modeling with DIBELS Oral Reading Fluency Classifications Over Time

The study will provide an illustrative example of Markov Modeling in educational research, with an emphasis on the substantive interpretation of student growth in reading over time. Markov modeling is appropriate when the outcome measured over time is categorical rather than a longitudinal scale score. The study will use Markov modeling to understand student classification trajectories over time on the DIBELS Oral Reading Fluency measure, which classifies students into three risk categories at each measurement occasion. The data set is a complete data set of all students in a small, rural district over four grade cohorts, spanning from 2005 to 2009. The study will compare manifest and latent models. English language learner status will be added as a predictor.

Carina McCormick   James Bovaird
University of Nebraska-Lincoln   *University of Nebraska-Lincoln*

Concurrent Session IV   **2:00 PM - 3:30 PM**

The Effect of Missing Data on Latent Growth Model Parameter Estimates

The implementation of state standardized testing has led to increased interest in examining student growth. A common statistical technique employed when examining student growth is latent growth models (LGM). One obstacle when using LGMs is managing missing data that may come from difficulties in tracking students and/or student drop out. The extent that missing data affect LGM parameter estimates is dependent on the mechanism underlying the missingness, the amount of missing data, and techniques used to manage the data. The purpose of this simulation study is to explore the sensitivity of LGM parameter estimates to various missing data conditions. Conclusions will focus on the practical impact of various missing data conditions on LGM parameter estimates and implications for state testing programs.

James Koepfler   Daniel Jurich
James Madison University   *James Madison University*

Fitting Generalized Ordinal Logistic Regression Models for Educational Data Using Stata

The most well-known model for estimating ordinal dependent variables might be the proportional odds (PO) model. In this model, the effect of each predictor is assumed to be the same across the categories of the ordinal dependent variable. However, the assumption of proportional odds is often violated, since it is strongly affected by sample size and the number of covariate patterns. It is misleading and invalid to continue to interpret results if this assumption is not tenable. The purpose of this paper is to illustrate the use of generalized ordinal logistic regression models, which allow the effect of each explanatory variable to vary across different cut points, to predict mathematics proficiency levels using Stata, and compare the results of fitting the PO models and the generalized ordinal logistic regression models.

Xing Liu
Eastern Connecticut State University

Paper Presentations	Session 4.5	Salon I
Current Issues in Higher Education		

Chair	**Discussant**
Steven Holtzman	Javarro Russell
Educational Testing Service	*National Board of Medical Examiners*

Concurrent Session IV   **2:00 PM - 3:30 PM**

Community College Professors of English: Self-Efficacy Concerning Teaching Basic Writing to Underprepared Students

This paper presents the results of an investigation of community college English faculty members' perceived self-efficacy (Bandura, 1997) using best instructional practices, as identified by the National Association of Developmental Education (2009) to teach students who are underprepared for college. A single-site case study approach was taken and two data collection methods were used a researcher-designed survey and in-person interviews. Overall, the survey respondents were confident in using the practices and the interviewees provided some rich examples. There were several practices, however, where the interview data did not reinforce survey data, such as confidence in assessment of prior knowledge, use of current research, and selection of an appropriate learning pace.

Sharon Koch   Diana LaRocco
University of Hartford   *University of Hartford*

Collegiate Administrator Perceptions of Organizational Culture: An Analysis of Metaphors

This study sought to identify and characterize college and university administrator perceptions of organizational culture, their perceptions of themselves versus other subcultures, and their perceptions of themselves within the campus community. Using a qualitative phenomenological design, this research employed semi-structured individual interviews to explore cultural perspectives, using metaphor analysis to generate rich, detailed participant descriptions and perceptions. Five private New England colleges and universities comprised the purposefully selected sample; individuals representing the areas of admissions, student affairs, development, and planning comprised the cross-section of participants. Results may contribute an alternative perspective on the roles and effectiveness of administrators within campus communities, and establishes administrators as a legitimate subculture within higher education.

Felice Billups
Johnson & Wales University

Concurrent Session IV   **2:00 PM - 3:30 PM**

Is Psychological Entitlement Really Stable Over Time? An Empirical Investigation

The purpose of the current study was to examine the stability of psychological entitlement over a period of 1.5 years. Data were collected from 2182 undergraduate students at two time points (first and fourth semester in college) to investigate mean change and the correlation of entitlement scores across time. The study fills an important gap in the domain of entitlement, given that psychologists have not studied change in entitlement over long periods of time. Thus, results have valuable implications for educational programming and potential interventions.

Bozhidar Bashkov   Sara Finney
James Madison University   *James Madison University*

To Engage or Not to Engage: Factors Related to Student Engagement, Achievement, and Un-Achievement

The undergraduate large-lecture classroom has a number of drawbacks regarding student learning (Greske, 1992). Among these drawbacks is the professor's inability to effectively engage all students during class. According to the information-processing model of human learning (Gray, 2010; Miller, 2003), one must attend to something in order for meaningful learning to take place. Therefore, engaging students is of grave importance as capturing and maintaining attention is essential in the learning process. This study identified 16 factors that were significantly related to engagement in an undergraduate large lecture classroom (N = 114). Additionally, five factors demonstrated a significant relationship with student achievement, though not all five factors were positively related.

Gregory Patrick Mullin
The University of Connecticut

Concurrent Session IV   **2:00 PM - 3:30 PM**

Empirical Evidence for a Philosophic Analysis of Student Grading in Higher Education

Several broad criteria for grading students' work include definitions, arguments, and imagination. In one way or another, most professors in most fields apply these criteria when they say they are being "objective" in grading. There is considerable introspective, anecdotal and circumstantial evidence that these criteria are indeed applied. To find more substantial evidence, a survey is being developed for academics educators. It contains both objective and open-ended questions. The objective questions specify two or more answers from which the respondent selects one or more. The open-ended questions ask the respondent to offer an answer that is not specified. The objective questions gather evidence that specific criteria are actually used, while the open-ended questions solicit possibly new criteria. These criteria are applied in grading students' work, but the proper weights assigned to each criterion is an open question.

Stephen Levy

County College of Morris

Charles Secolsky

County College of Morris

Paper Presentations	Session 4.6	Salon D

Teacher Education

Chair

Molly Faulkner-Bond

University of Massachusetts Amherst

Discussant

Lynn Shelley

Westfield State College

Special Educators' Perceptions of Teacher Preparation and Retention

Across the United States, teachers, especially special educators are leaving the teaching profession at alarming rates. The high percentage of teachers leaving during their first five years of teaching has prompted the development of alternative forms of teacher preparation. However, there is little evidence that teachers from these programs stay in the field at greater rates than those candidates from traditional teacher preparation programs. This qualitative study describes N = 6 special educators' perceptions of their type of preparation program and longevity in the field, as well as necessary components of a quality program. Findings suggest that teacher preparation should be viewed as a continuum of models to address the needs of different teacher candidates.

Kimberly Rose Rothwell-Carson

Johnson & Wales University

Louis D'Abrosca

Johnson & Wales University

Concurrent Session IV   **2:00 PM - 3:30 PM**

University Supervisors Using Technology with Student Teachers: A Case Study

This research examines the laptop initiative at a private University. Five laptops were awarded by Dell as a pilot grant to university supervisors to use in their work. Every semester, the School of Education (SOE) sends about 250 to 300 student teachers to about 75 fieldwork and practicum sites in Long Island and New York City K-12 Schools. These students work with university supervisors and cooperating teachers. University supervisors ordinarily use paper-based materials for supervision. When this study began, university supervisors had not collaborated with other university supervisors, other cooperating teachers (K-12 Teachers) or other student teachers. University supervisors have a 1:1 relationship with their assigned cooperating teacher and student teacher. The goal of this research is to document: 1. The experiences of university supervisors who have non-use to some-use of technology when they are introduced to laptops.   2. The university supervisors' use of laptops and applications to facilitate their ability to communicate, collaborate and work efficiently.   3. Whether university supervisors do a better job of supervising their student teachers because of their use of technology. Results of this pilot study provide input to the School of Education as they pursue the laptop initiative project and support university supervisors in their work with student teachers using technology.

Susan Eichenholtz

Adelphi University

Emilia Zarco

Adelphi University

Concurrent Session IV   2:00 PM - 3:30 PM

Rethinking Music Teacher Education for the Greater Good of All Learners: Teachers' Perspectives

The quality and education of teachers is extremely complex and ever changing in this 21st century global world (Sen, Xia, Yakimowski, Brown, & Kehrhahn, 2010). In particular, music education has taken on numerous connotations with vast technological, intellectual, social, and cultural transformations. There is also evidence that teacher quality is a crucial element in the success of students in school (Darling-Hammond, 2006; Sanders, 1998). As teaching becomes an increasingly complex endeavor, high-quality teacher preparation is seen as critical for preparing effective teachers (Bransford, Darling-Hammond, & LePage, 2005; Darling-Hammond, 2006). Related to this, Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) examined research literature on teacher preparation programs, described key elements, and shared a conceptual model as a system of change from preservice to novice to master teacher. Although vast literature exists on good music teaching, few studies investigate curricular content of teacher education programs now or in the future that address issues of equity, accessibility, and democracy in developing human musical potential. Thus, the purpose of this study is to gain perspectives on music teacher preservice education. More specifically, a survey was developed and 750 music educators from throughout the Northeast were invited to participate in the study by completing a survey. Participants represent a diverse pool of racial/ethnicities, specialties, and teaching levels. Quantitative analysis will include frequency of distribution along with means of central tendency and dispersion describing courses and experiences teachers perceive effective in facilitating quality learning environments needed in the next decade. Qualitative data will be analyzed thematically to assist with the voice of teachers. Suggestions will be made for future practices. (Please note: The quantitative and qualitative analysis will be completed by the end of June.)

Mary Yakimowski   Gillian Greco
University of Connecticut   *University of Connecticut*

Concurrent Session IV   2:00 PM - 3:30 PM

Project-Based Learning in Teacher Education: Developing Information Literacy Skills and Global Competency among Teacher Candidates

This paper outlines the difficulties and unique characteristics of developing information literacy skills and global competencies through new media and technologies in Teacher Education. It offers creative strategies for integrating project-based learning modules into undergraduate courses and showcases participants' group projects. The participants studies the value of college education; conducted surveys and interviews to articulate the realities and conditions in colleges through their research, analysis, and dialog; and presented their research-based group posters reflecting on the current national college productivity issues as well as international perspectives on the value of college education. Through their project-based activity, they gained alternative point of view on the role of college of education in their lives and renewed interest and commitment to their program of studies.

Melda Yildiz   Linda Cifelli
Kean University   *Kean University*

Dawn Dowd   Juan Carlos Orejarena
Kean University   *Kean Universtiy*

Bridget LePore   Claudia Knezek
Kean Universtiy   *Kean Universtiy*

Symposium   Session 4.7   Salon C

Research and Validity Evidence on VIEW: An Assessment of Problem Solving Style

Chair   **Discussant**
Peter Swerdzewski   Peter Swerdzewski
Regents Research Fund,   *Regents Research Fund,*
University of the State of   *University of the State of New*
New York   *York*

This coordinated paper session will provide research and validity evidence about an instrument developed to measure program solving style in three psychological areas, the VIEW: An Assessment of Problem Solving Style. The unifying theme of this session is that there will be one presentation on the development and current research of the VIEW, and two presentations on new validity evidence representing the internal structure of the VIEW. A discussant will then comment on the work and provide suggestions for future research and validity studies.

Research and Validity Evidence on the VIEW: An Assessment of Problem Solving Style

Edwin Selby   Jared Anthony
Center for Creative Learning   *Fordham University*

Lauren Rauch   Jessica Williams
Fordham University   *Fordham University*

Sandy Vazquez   Nina Proestler
Fordham University   *Fordham University*

Concurrent Session IV	2:00 PM - 3:30 PM

Peter Swerdzewski

Regents Research Fund,
University of the State of
New York

Overview of the VIEW Assessment

Edwin Selby

Center for Creative Learning

Understanding Preferences in Problem Solving Style through Confirmatory Factor Analysis

Jared Anthony   Lauren Rauch

Fordham University   *Fordham University*

Jessica Williams

Fordham University

The Factor Structure of the VIEW: An Assessment of Problem-Solving Style

Sandy Vazquez   Nina Proestler

Fordham University   *Fordham University*

Symposium	Session 4.8	Rocky Hill

Research on College Board Assessments and Educational
Initiatives

Chair   **Discussant**
Jennifer Bausmith   Awilda Rodriguez
The College Board   *University of Pennsylvania*

This theme session showcases the research of five graduate
student interns at the College Board on a broad array of
College Board assessments and educational initiatives.
Paper 1 presents a mid-year evaluation of the Chinese
Guest Teacher Program. Paper 2 presents a study of the
development of English Language Learners critical
reading ability using the PSAT/NMSQT and SAT. Paper
3 examines the influence of cultural differences in college
readiness and academic rigor on post-secondary
enrollment and persistence. Paper 4 evaluates whether the
relationship between PSAT/NMSQT scores and first year
college grades, particularly among high scoring students,
is linear. Paper 5 evaluates alignment methodologies that
are currently being used in education research and practice
and suggest standards for conducting alignments.

Research on College Board Assessments and Educational Initiatives

Jing Feng   Jun Li

Fordham University   *Fordham University*

Jessica Marini   Nina Proestler

Teachers College, Columbia   *Fordham University*
University

Concurrent Session IV	2:00 PM - 3:30 PM

Mid-year evaluation of the Chinese Guest Teacher Program

Jing Feng   Anita Rawls

Fordham University   *The College Board*

Modeling the Development of English Language Learners' Critical Reading Ability

Jun Li   Haifa Matos-Elefonte

Fordham University   *The College Board*

Anita Rawls

The College Board

The Influence of Cultural Differences in College Readiness and Academic Rigor on Post-Secondary Enrollment and Persistence

Nina Proestler   Jeff Wyatt

Fordham University   *The College Board*

Methods for Examining the Linearity of the PSAT/NMSQT-FYGPA Relationship

Jessica Marini   Krista Mattern

Teachers College, Columbia   *The College Board*
University

Emily J. Shaw

The College Board

Paper Discussions	Session 4.9	Hartford

Learning and Instruction

Chair   **Discussant**
Barbara Rosenfeld   Scott Brown
Brooklyn College   *University of Connecticut*

Concurrent Session IV   **2:00 PM - 3:30 PM**

Instruction in Head Start Classrooms: Is It Developmentally Appropriate?

This study explored the pedagogical decisions made by Head Start teachers in their effort to meet increasingly rigorous expectations for preschool student learning. Interviews with teachers were conducted and the grounded theory process was used to analyze the data. Results were that the Head Start teachers chose the learning activities in their classrooms through observing and questioning their students to determine what they did not know, and by recognizing the unique needs of individual students. In general the teachers used empirically and professionally recommended practices, including hands on activities, games, and incidental opportunities during children's chosen play activities. Few of the teachers mentioned using didactic methods of instruction.

Reva Fish
SUNY College at Buffalo

Influencing Higher Education Pedagogy through Focused Study and Peer Review: A Research-to-Practice Faculty Learning Community

Increasingly diverse students and faculty seeking long-term employment at a university, both depend heavily on effective teaching to achieve their respective goals. Much research has been published on effective instruction in inclusive classrooms at the pre-collegiate level where teachers are generally trained educators. Only recently, however, have scholars tackled the instructional demands of post-secondary students with special needs, where faculty may or may not have a pedagogical background. Two studies about class participation and one about self-advocacy of college students with disabilities will be piloted during the Fall 2011 Semester. The use of this collegial faculty development model involving collective study about teaching, collaborative research, and classroom peer review, holds special relevance to those new to the professoriate and teaching.

Michael Nerino   Mary Schreiner
Alvernia University   *Alvernia University*

Concurrent Session IV   **2:00 PM - 3:30 PM**

Using Narrative Inquiry with Teacher Education Candidates: Authoring and Re-authoring Stories of Being and Becoming

This paper documents the process and products of using narrative inquiry to support pre-service teacher identity development through writing. This approach was piloted in two methods courses to promote the candidates' self-awareness and skill in implementing effective curricular design practices. Grounded in a strong tradition of narrative inquiry (Clandinin & Connelly, 2000) and sociocultural theories (Charmaz, 2000; Vygotsky, 1978), this qualitative action research study drew from co-researchers' methods courses as a way to elicit the practical and conceptual tools of narrative inquiry for use with pre-service candidates. Preliminary results suggest that narrative inquiry processes encouraged revision in curriculum designs while results were less clear in terms of the connection between narrative inquiry and its impacts on candidates' writing.

Christine Clayton   Mary Horgan
Pace University   *Bronx High School for the*
                             Visual Arts / Pace University

Our Princess is in Another Castle: A Review of Trends in Serious Gaming for Education

Multimedia-threaded pedagogy has undergone several transformations since the beginning of the Information Age in the late 1980s, rapidly evolving into a staple of post-millennial K-12 classrooms. Accordingly, the 2010 and 2011 Horizon Reports have highlighted how important up-and-coming virtual simulations, in the form of video games, may be in public education over the next several years. Game-based instruction, consequently, has led to the opening of facilities devoted to the implementation of game-based curricula, the most noteworthy being the Quest2Learn magnet school in New York City. This paper represents a literature meta-review addressing the use of serious games for education in relation to academic achievement as to shed light on the current trends of serious games in

Stephen Slota   Michael Young
University of Connecticut   *University of Connecticut*

Andrew Cutter   Jerry Jalette
University of Connecticut   *University of Connecticut*

Benedict Lai   Gregory Mullin
University of Connecticut   *University of Connecticut*

Zeus Simeoni   Matthew Tran
University of Connecticut   *University of Connecticut*

Mariya Yukhymenko
University of Connecticut

Concurrent Session V   3:45 PM - 5:15 PM

Paper Discussions   Session 2.0   Connecticut

Motivation and Achievement, Validity

Chair   **Discussant**
Carol Barry   Donna Sundre
The College Board   *James Madison University*

College Student Perceptions of Student Life Programs

This sequential explanatory mixed methods study explored undergraduate student satisfaction with student life programming at a small, specialized college in the Northeast. Phase I of this study employed a quantitative instrument (N = 240) to determine the factors affecting satisfaction and extent of involvement; Phase II will employ focus groups (N = 4) to further probe findings from Phase I and develop a holistic profile of student perspectives on programming designed to supplement their college experience. Astin's (1993) work regarding the ways in which college impacts undergraduate students frames this study; specific involvement factors closely associated with satisfaction includes student interactions in clubs, social events, and intramural activities. The findings may assist in the development of programs to enhance students' undergraduate experience.

Felice Billups
Johnson & Wales University

Reading Motivation and Academic Achievement: A Study of Relational Effects in Adolescent Boys

Despite a growing interest in and research base on adolescent literacy, scant literature exists on the relationship between academic achievement and reading motivation in concurrent and predictive ways. Using motivation and achievement data collected from 815 students at an all-boys high school over three years, the proposed study seeks to understand (1) if motivational construct scores change meaningfully over time or stay relatively constant, (2)what, if any, relationship exists between the achievement scores and reported reading motivation? And, (3) if students who report higher reading motivation initially have greater gains in achievement over time compared to students who report lower reading motivation. Method of data collection, proposed analyses, and implications for the research are discussed.

Amanda Bozack   Amy Nicole Salvaggio
University of New Haven   *University of New Haven*

The Role of Face Validity in Measurement Theory: Review and Reconsideration

The concept of face validity has wavered in its significance. There have been periods when contemporaneous theorists' viewpoints differed markedly and periods when face validity played only a small role in developments in measurement. This paper's purpose is to illuminate the controversies surrounding face validity in the literature and to review its newest role in assessing validity via the systematic collection and quantification of expert and examinee judgments. The focus for test validation has become one of argument. Kane (2006) emphasizes that the interpretations of test results lie at the root of validation, and it is the plausibility of interpretations that bear on decisions engendered from testing. Yet, the enduring ideas behind face validity can never completely fade away.

Charles Secolsky
County College of Morris

Academic Achievement Motivation and Cheating Behavior

Academic integrity has been studied from many perspectives. External variables like peer attitudes and institutional policy are found to be related (Jordan, 2001). Studies attempting to relate internal personality variables had inconclusive findings possibly due to social desirability response bias (Thorpe, Pittenger and Reed, 1999). This study focuses on a specific characteristic, achievement motivation. It is proposed that achievement motivation is related to cheating in college; however, the direction of this correlation has yet to be determined. Highly motivated students may cheat because they want the best grade and outcome or low motivation may drive a student to cheat because he/she has not cared about a course. This research is intended to show support for a single effect.

Joanne Walsh   Ilianna Jimenez
Kean University   *Kean University*

Paper Presentations   Session 5.2   Salon III

Persistence in school: What Predicts Success

Chair   **Discussant**
Pamela Kaliski   Ross Markle
The College Board   *Educational Testing Service*

Perspectives of Public School Teachers on the Characteristics of Students At-Risk for Dropping out of School

This study focused on a major problem facing today's educators: high school dropouts. Research questions addressed differences in teacher perspectives of the characteristics of struggling students. Differences in teachers' perspectives based on tenure and type of teaching assignment were examined.   A sequential, mixed methods approach was taken.   Surveys were administered to N = 108 elementary and secondary teachers. The data were analyzed to identify significant differences among perspectives. Descriptive statistics, t-tests, ANOVA, and factor analysis were utilized. The researcher also conducted focus groups with a total of N = 6 teachers at each level. The research was conducted in two suburban districts. The data can be used to inform decisions regarding the identification and support of at-risk students.

Michael Sollitto
Johnson & Wales University

Robert Gable
Johnson & Wales University

College Completion: Comparing AP, dual enrolled, and non-AP students

The purpose of this study is to build on the existing body of literature examining the impact of AP on college outcomes. Specifically, this study examines the relationship between students' participation and performance levels in AP courses and dual enrollment courses within specific discipline areas and college graduation from 4-year colleges and universities, after taking into account appropriate control variables (e.g., prior academic achievement, gender, race, socio-economic status, and college selectivity).

Kelly Godfrey
The College Board

Maureen Ewing
The College Board

Haifa Matos-Elefonte
The College Board

Do PAX-RN Scores Predict First Year Success in Nursing School for Minority Disadvantaged Students?

Do PAX-RN Scores Predict First Year Success in Nursing School for Minority Disadvantaged Students? The National League for Nursing developed the Pre-Examination for RN Programs (PAX-RN) that purports to provide information predicting academic success at the completion of the first year of nursing programs. While the PAX-RN is normed on a stratified sample, the effectiveness of this test in predicting academic success for minority disadvantaged students is unclear. A cohort of 45 predominately minority students (71.1%) enrolled in an Associate Degree nursing program in an urban environment completed the PAX-RN. While verbal and composite scores were significantly higher for students who passed the first semester nursing course than for those who failed, there were no significant differences in mean scores for students at the completion of the first year. Future research is needed to identify those factors predicting academic success for minority disadvantaged students.

Gavrielle Levine
Long Island Univeristy

Carmelle Bellefleur
Nassau Community College

Paper Presentations   Session 5.3   Salon II

Advancing Measures: Instrument Validity Research

Chair
Anna Zilberberg
James Madison University

Discussant
Dena Pastor
James Madison University

Measuring Learning in Service Learning: Examining the Functionality of the Alternative Break Questionnaire

This study examines the usefulness of five scales; personal competency, interpersonal relationships, social justice, civic action, and interpersonal problem solving, designed to assess student learning and development as a result of student participation in an Alternative Break program. Confirmatory factor analysis and item analysis are used to examine the functioning of each of the five scales. Results will determine the scales to be used for ongoing student assessment and programmatic changes. Results will also guide the revisions to scales that are not functioning well.

Tanja Waugh
James Madison University

Robin Anderson
James Madison University

Concurrent Session V	3:45 PM - 5:15 PM

A Performance Level Descriptor (PLD) Validation Study for the Advanced Placement Program Environmental Science Examination

In assessment programs that classify test-takers into performance categories, performance level descriptors (PLDs) are used to communicate the meaning of scores in each category and to describe what students in each category know and able to do based on their test performance. In addition PLDs may also serve an important role in setting the cut scores that determine the categorization of scores. This study explored analytical methods and systematic procedures for gathering subject matter experts' evaluations to examine the validity of PLDs that were created for the 2011 AP Environmental Science exam and used as the input for standard setting on the same exam. This study will provide guidance for designing PLD validation studies and refining methodological procedures.

Rosemary Reshetar   Pamela Kaliski
The College Board   *The College Board*

Michael Chajewski
The College Board

Examining Structural Invariance of English and Spanish Video Accommodations for English Learners Using Multidimensional Scaling

Multidimensional scaling (MDS) is a method that can be used to give a spatial representation of similarities among different test items as determined by the student responses to the items. Using MDS, we examined the structural invariance across the standard administration, and English and Spanish video accommodation administrations of a 3rd-grade math test at the item level. Two different sampling methods were used to account for different sample sizes and proficiency distributions in the administrations. Results indicated that the 2-D solution best fit the item-level data for both sampling methods, with similarities in weights for the matched samples indicating structural invariance across the different administrations. These results supported the use of the video accommodation.

Katrina Crotts   Stephen Sireci
University of   *University of Massachusetts*
Massachusetts Amherst   *Amherst*

Craig Wells
University of
Massachusetts Amherst

Concurrent Session V	3:45 PM - 5:15 PM

Cognitive Interviewing Evidence on DIF in Polytomous Items of the Student Questionnaire of the PISA

Research on Differential Item Functioning (DIF) in international and cross-cultural assessments has focused much more on developing statistics than on explaining DIF results. This study is part of a major research project aimed at investigating the causes of DIF by means of cognitive interviewing. Starting from DIF results obtained by analyzing US and Spanish versions of the Student Questionnaire of the Program for International Student Assessment (PISA, OECD, 2006), 25 cognitive interviews in the US and 25 in Spain are being conducted. Interview protocols were developed taking expert appraisal evidence into account. Interviewees respond to general and follow-up probes after answering each Student Questionnaire scale. Preliminary cognitive interviewing evidence on the 8 items flagged with large DIF is presented. Lastly, arguments for extending the use of cognitive interviewing to explain DIF results will be pointed out.

Jose Luis Padilla   Isabel Benitez
University of Granada   *University of Granada*

Maria Dolores Hidalgo   Stephen Sireci
University of Murcia   *University of Massachusetts*
                               Amherst

Paper Presentations	Session 5.4	Salon I

Exploring Teaching Strategies

Chair	**Discussant**
Anthony Girasoli	Dolapo Adeniji-Neill
Norwich Free Academy	*Adelphi University*

Using Psychological Principles to Tackle Difficult to Teach Issues: Teaching Strategies that Work

Students often come into the classroom with strong opinions and misconceptions that are resilient even in the face of disconfirming information. This is particularly true when students believe material is common-sense, or the research is inconsistent with their own experiences. Direct refutation of misconceptions works when opinions are not strongly internalized, but many are, particularly those related to gender, socio-economic class, and culture. This presentation will describe teaching strategies, such as role-playing, debates, and guest-speakers, that help students evaluate research-based information even when it runs counter to deeply-held beliefs. Social psychological theories, such as cognitive dissonance, the foot in the door phenomenon, automatic vigilance, and "us and them," will be described and used to explain why these teaching strategies can successfully change previously held misconceptions.

Lynn Shelley   Rebecca Stoddart
Westfield State University   *Saint Mary's College*

Concurrent Session V　　　　3:45 PM - 5:15 PM

Teachers' Instructional Practices and Students' Responses in PBL Classrooms: A Hybrid Approach of Thematic Analysis

The present study investigated teachers' instructional practices and students' responses to such practices in middle school classrooms with a problem-based learning (PBL) environment through qualitative analyses. Specifically, a hybrid approach of inductive and deductive thematic analyses was employed. Findings revealed some consistency between the teachers' instructional practices and students' responses to such practices in PBL classroom environments as found in the Bridge (1992) definition of PBL. The study also revealed some important differences between teachers' instructional practices in PBL classrooms, students' responses to such practices and Bridge's definitions of the latter two. Specifically, three additional categories of teachers' instructional practices and two categories of students' responses to such instructional practices were found. Educational implications will be discussed.

Mariya Yukhymenko
University of Connecticut

Kimberly Lawless
University of Illinois at Chicago

Gregory Mullin
University of Connecticut

Kamila Brodowinska
University of Illinois at Chicago

How Art Activities in Academic Classrooms Helped Increase Incarcerated Youths' Capacities to Self-Regulate

I evaluated a program in which Department of Youth Services teachers hosted multiple-day residencies. Teaching artists involved incarcerated students in arts activities to boost their academic engagement and achievement, and to help them visualize how they can lead more productive lives. The paper describes: (1) Twelve social psychological developmental adaptations that at-risk adolescents achieved, grouped under three categories: developing a more positive and reality-based identity, broadening and deepening their motivation, and increasing their capacities for self-regulation; (2) external and internal conditions that promote and support these adaptations; (3) the impact of these conditions on at-risk adolescents' situational appraisals, self-regulation, engagement, and reflection; (4) how the adolescents' emotions affected this process; and (5) educator practices that established and maintained these conditions.

Jeffrey Eiseman
University of Massachusetts Amherst

Concurrent Session V　　　　3:45 PM - 5:15 PM

Problem-Based Learning in an Elementary Social Studies Class

This study attempted to evaluate whether problem-based learning (PBL) would be a successful teaching method in a 3rd grade social studies class. This was important to consider because PBL appears to be a successful method of teaching in other educational settings such as medical schools and post-secondary education; however, little research shows its effectiveness in elementary grades. Data were collected in two classes, one experiment and one control - using Likert scale surveys, pre- and post-tests, open-ended questionnaires, and teacher observation notes. The results of the analysis showed that PBL can be a successful method of teaching for 3rd graders, and that students do enjoy student-centered learning experiences with their peers - even students as young as 3rd graders.

Lauren Stephens
Caldwell College

Ellina Chernobilsky
Caldwell College

Paper Presentations　　**Session 5.5**　　**Salon D**

Secondary Math and Science Instruction

Chair	**Discussant**
Melda Yildiz	Katharyn Nottis
Kean University	*Bucknell University*

Prediction of the Correctness of Responses to Basic Mathematics Items from Students' Selected Solution Strategies

Students have many conceptions of how to solve basic arithmetic problems. Do their pre-existing understandings of how to solve the problems influence the correctness of their responses? Students in grades 10-12 were administered 20 fraction and decimal problems and were also asked to indicate the solution strategy they used. The solution strategies had been developed from think-aloud protocols in a previous study. Four different solution strategies per item were used as independent variables in an OLS regression. Preliminarily, it was found that pre-existing erroneous misconceptions usually led to incorrect answers. Implications for transforming instructional activities via more focused feedback to teachers on student misconceptions are discussed.

Charles Secolsky
County College of Morris

Eric Magaram
SUNY Rockland Community College

Concurrent Session V   **3:45 PM - 5:15 PM**

Association between Types of Errors in Math Problem Solving and Probability of Correction Following Feedback

Students answered open-ended math questions and received immediate feedback on the correctness of their response and an opportunity to correct their answers. Overall, students were able to correct about a third of their initial incorrect answers. However, probability of correction differed widely across different classes of errors. Process and encoding errors, as well as errors resulting from carelessness, were corrected by a large proportion of students. Errors related to the comprehension of the text or transformation from the written problem to a mathematical model were also corrected in significant numbers. Finally, incorrect responses that seem to haphazardly use the given numbers were seldom corrected.

Meirav Attali   Yigal Attali
Educational Testing   Educational Testing Service
Service

Impacting Science Knowledge Through an Educational Game: The GlobalEd 2 Project

This study examined the results of 359 middle students from urban and suburban settings in Connecticut and Illinois participating in a PBL simulation on international negotiations on 1) water resources or 2) climate change during an entire semester. The impact on the students' science knowledge was examined using a knowledge assessment in a pre- and post format. Results indicated similar results for the two simulations demonstrating significant gender differences favoring females, and inconsistent race results with one simulation favoring Whites and the other Hispanics. Results are discussed within a PBL framework.

Scott Brown   Kimberly Lawless
University of Connecticut   *University of Illinois at
                                     Chicago*

Mark Boyer
University of Connecticut

Concurrent Session V   **3:45 PM - 5:15 PM**

Assessing the Causal Ordering in the Relationship between Mathematics Self-Efficacy and Mathematics Achievement of High School Students

Although numerous studies have been conducted on the relationship between attitude toward mathematics and mathematics achievement, comparatively there was a deficiency of research in examining the casual relationship between mathematics self-efficacy and mathematics achievement. Furthermore, if the causal relationship existed, it was not clear whether the causal ordering (predominance) was reciprocal or unidirectional only. The purpose of this study was to continuously investigate the causal relationship and ordering between mathematics self-efficacy and mathematics achievement of high school sophomores across the United States using structural equation modeling (SEM). The national data, Educational Longitudinal Study of 2002 (ELS: 2002) was used for this study.

Xing Liu   Hari Koirala
*Eastern Connecticut State   Eastern Connecticut State
University*   University*

Symposium   Session 5.6   Salon C

Professional Learning Communities: What Are They & Can We Measure Them?

Chair   **Discussant**
Jennifer Randall   Mark Zito
University of Massachusetts   East Hartford Public Schools
Amherst*

The need for strong teacher collaboration in American public schools has been at the center of many educational reform movements since the early 1990s (Hord, 2004; Pounder, 1998). Still, little empirical [qualitative or quantitative] research exists linking teacher collaboration efforts to improved teaching and/or student achievement. To be sure, the lack of (a) a consistent, or shared, operationalized definition of what effective teacher collaboration is and (b) a comprehensive framework for evaluating the quality of teacher collaboration explains, to some extent, this dearth of empirical research. This symposium identifies/describes the key components of professional learning communities (PLC), evaluates the psychometric properties of three scales designed to measure the quality and effects of PLCs, and presents findings from a district's efforts to establish effective PLCs.

Professional Learning Communities: What Are They and Can We Measure Them?

Xueming Li   Minji Lee

*University of Massachusetts   University of Massachusetts
Amherst*   Amherst*

Katrina Crotts   Craig Outhouse

*University of Massachusetts   University of Massachusetts
Amherst*   Amherst*

Robert Cook   Christopher Foster

Concurrent Session V   **3:45 PM - 5:15 PM**

University of Massachusetts Amherst

University of Massachusetts Amherst

Kim Colvin

University of Massachusetts Amherst

Quality Professional Learning Communities: How to Define and Evaluate

Craig Outhouse

University of Massachusetts Amherst

Effects of Primary Teacher Collaboration

Kim Colvin

University of Massachusetts Amherst

Katrina Crotts

University of Massachusetts Amherst

Xueming Li

University of Massachusetts Amherst

Jennifer Randall

University of Massachusetts Amherst

Perceptions about Collaboration

Minji Lee

University of Massachusetts Amherst

Jennifer Randall

University of Massachusetts Amherst

Quality of Collaboration

Robert Cook

University of Massachusetts Amherst

Christopher Foster

University of Massachusetts Amherst

Jennifer Randall

University of Massachusetts Amherst

Symposium   **Session 5.7**   **Salon B**

Assessment Embracing Stakeholders: A Symposium Sharing Studies and Stories

Chair   **Discussant**

Mary Yakimowski
University of Connecticut

Mary Yakimowski
University of Connecticut

The underlying paradigm of continuous improvement embraces the philosophy that programs should have a record of preparing successful teachers and other educators. We believe programs should be focused on results. How how do you do that and what must be involve especially given the quality and education is an extremely complex and ever changing variable in this 21st century global society? In a teaching-learning institution, assessment of student learning results in a continuous system for improvement based upon assessment results. The University of Connecticut's Neag School of Education

Concurrent Session V   **3:45 PM - 5:15 PM**

embraces this paradigm shift for learning and assessment. Mirroring the conference theme, educating for the good of society, members of our symposium panel will have present diverse yet integrated perspectives on how one assessment system incorporates as many stakeholders in assessment studies as possible to obtain powerful information that is used to enhance data-driven decisions for the ultimate purpose of program improvement.

Assessment Embracing Stakeholders: A Symposium Sharing Studies and Stories

Mary Yakimowski
University of Connecticut

Michael Alfano
University of Connecticut

Shuana Tucker
University of Connecticut

Marissa delCampo
University of Connecticut

Working Session   **5:15 PM - 6:45 PM**

Working Group   **Session 5.94**   **Connecticut**

Measuring College-and-Career Readiness

Charles DePascale
National Center for the Improvement of Educational Assessment

In this working group session we will discuss the development of a research plan to examine the relationship between the design of an assessment and the inferences about college readiness that can be made on the basis of student performance on that assessment. With the near universal adoption of the Common Core State Standards and the Obama administration's Blueprint for Reform and Race to the Top initiative college-and-career readiness has become the new focus of K-12 public education and high school state assessments. At this time two very different designs are under consideration for the design of those assessments program. The research developed here will be designed to identify the type of inferences that are supported by each design.

Invited Sessions
Friday, October 21, 2011

Colloquium	9:00 AM - 11:00 AM

Special Session Session 6.71	Salon III

Efforts to Teach in a Way that Tests Can Detect: Pointless or Profitable?

Chair

Mary Yakimowski
University of Connecticut

Educators and test developers have engaged in a lengthy debate about tests' ability to detect instructional efforts. While measurement specialists take the position that tests are sensitive enough to detect skills and understandings presented in a variety of ways teachers have posited that they must teach students similarly to the way that items are presented on tests. This presentation gives an overview of the field of instructional sensitivity, which is concerned with a tests' ability to detect instructional efforts and shares the results from a series of studies conducted in one school district that show that efforts to "teach to the test" may not lead to improved performance.

As a result of their attendance at this session, participants will:
• Increase their understanding of the field of instructional sensitivity
• Identify key issues surrounding the debate about tests' abilities to detect instructional efforts
• Describe how these issues apply to the results of a series of school district studies

This is an invited session at the Northeastern Educational Research Association (NERA) offered by the University of Connecticut's Neag School of Education and the NERA Ad Hoc Committee for The State & District Consumers of Educational Research.

Presenter

Megan Welsh
University of Connecticut

Concurrent Session VI	9:00 AM - 10:30 AM

Invited Panel Session 6.0	Salon B

Making the Most Out of Life in Academia: Insiders Share Their Secrets

Chair

Darlene Perner
Bloomsburg University of Pennsylvania

This invited panel will address issues underpinning life in academia that are on the minds of every beginning faculty member and of graduate students who may be considering a career at university. The faculty members on this panel represent a broad continuum of perspectives in terms of institutional mission and how they survive and thrive with the various demands of their vocational and personal lives. They will offer perspectives and concrete advice for tenure track professionals and also share practical strategies related to balancing vocational demands and becoming more effective in the ability to teach and research while also providing service to the university and its community.

Panelists

Thomas Levine	David Moss
University of Connecticut	*University of Connecticut*
Darlene Perner	Craig Wells
Bloomsburg University of Pennsylvania	*University of Massachusetts Amherst*

Invited Panel Session 6.1	Salon A

Assessment In Higher Education: For the Good of Society

Chair

Donna Sundre
James Madison University

Programs on college campuses are being pressed more heavily by governmental authorities and accreditation agencies to evaluate program outcomes and effectiveness.In this invited panel, we will hear from experts in higher education assessment whose daily work revolves around helping institutions meet these demands in a way that benefits students and faculty. The panel reflects a variety of institution types and covers the influence of three of the six U.S. higher education regional accrediting bodies. This session will be enriching for those who are involved in higher education and help all educators to better understand the opportunities and challenges inherent in assessment of higher education.

Panelists

Keston Fulcher	Abigail Lau
James Madison University	*Emmanuel College*
B. J. Miller	Kara Siegert
Eastern Mennonite University	*Salisbury University*

Concurrent Session VII   **10:45 AM - 12:15 PM**

Special Session   Session 7.0   **Salon B**

Promoting the Integration of Educational Research and Policy

Chair

Katrina Crotts
University of Massachusetts Amherst

This session will feature an interactive discussion about the intersection of policy and research in education. A panel of researchers will describe their real-world experiences in communicating with policy makers and stakeholders about the relevance of research findings to important educational issues.

Panelists

Ellen Forte   Cathy Wendler
EdCount, LCC   *Educational Testing Service*

Luz Bay
Measured Progress

Workshop   Session 7.1   Salon A

Visual Pedagogy: Reimagining the Power of Powerpoint

Instructors

Lisa Sisco   Richard Miscovich
Johnson & Wales University   *Johnson & Wales University*

Tired of sitting through boring, text-heavy PowerPoint presentations? You're not alone. We're in the midst of powerful backlash against PowerPoint. This presentation will explore the causes of this backlash and draw on recent developments in cognitive science, rhetorical theory, and the work of innovative communication experts to maximize PowerPoint's potential. This approach integrates images, video and audio to transform PowerPoint from a series of bulleted lists into a compelling visual narrative, helping you engage and persuade audiences. We will offer practical tips for using PowerPoint as a teaching tool, provide media resources, and share examples of slide makeovers.

Research Sessions
Friday, October 21, 2011

Concurrent Session VI	9:00 AM - 10:30 AM

Symposium	Session 6.2	Salon II

College Readiness at the State and National Level: Trends in College Board Assessments, 2006-2010

Chair   **Discussant**
Jennifer Bausmith   Kevin Sweeney
The College Board   *The College Board*

Were graduating high school seniors more prepared for college in 2010 than they were just five years before? How does this preparedness vary across states and according to select demographics (i.e., race and first generation status)? This theme session builds from last year's NERA presentation by College Board researchers on trends in college readiness. It focuses on characteristics of high school students from the graduating classes of 2006 and 2010. For this descriptive report, we use data on the 2010 and 2006 graduating cohorts across College Board assessments including the PSAT/NMSQT (PN), the SAT, and AP examinations. We look across the five years at changes within and across states and make some comparisons between states similar to one another.

College Readiness at the State and National Level: Trends in College Board Assessments, 2006-2010

Anita Rawls   Carol Barry
The College Board   *The College Board*

Mary McKillip   Haifa Matos-Elefonte
The College Board   *The College Board*

Sunny Niu   Siobhan Cooney
The College Board   *The College Board*

Vytas Laitusis   Jennifer Bausmith
The College Board   *The College Board*

Understanding State and National Trends with College Board Data

Siobhan Cooney   Mary McKillip
The College Board   *The College Board*

An Examination of PSAT/NMSQT and SAT Trends and Implications for Policy Makers

Anita Rawls   Carol Barry
The College Board   *The College Board*

Advanced Placement, STEM, and the SAT: Progress towards preparing students for rigorous college and career pathways

Haifa Matos-Elefonte   Vytas Laitusis
The College Board   *The College Board*

Concurrent Session VI	9:00 AM - 10:30 AM

A Close-up Look at Specific States and Their Progress Towards College Readiness

Sunny Niu   Jennifer Bausmith
The College Board   *The College Board*

Paper Presentations	Session 6.3	Salon D

Achievement Gaps and School Reform

Chair   **Discussant**
Jun Li   Mary McKillip
Fordham University   *The College Board*

Poor School Districts Much Less Likely than Affluent Districts to be Proficient on State Tests

Poor School Districts Much Less Likely than Affluent Districts to be Proficient on State Tests   The objective of the study was to determine if school districts in New York State obtain high scores of stat English Language Arts (ELA) and Math tests at the same rate as did affluent districts (36). Districts with Census poverty rates of 2, 5, 10, 15, 20, 25, or 27 were selected. Five large city districts with high poverty rates were included: Yonkers, New York City, Syracuse, Buffalo and Rochester. The districts with the lowest poverty rate had the highest scores. The five large cities had by far the lowest scores.

Stuart Elwood Smith
Alfred University - Emeritus

Aligning Voices, Urban Teachers and Leaders

Societal expectations and diminished resources are two of the myriad of challenges faced by urban educators, teachers and school level administrators. Through a probabilistic functionalism model, this research sought to identify concordance and dissonance in the voices of urban educators. The educators surveyed were optimistic that changes at the building level can positively impact educational outcomes for students, and with the optimism was a sense of purpose and commitment. The synergy of teacher and leader voices in the data suggest that alignment is possible, while the lens model highlights the importance of empowering educators to improve efficacy, to compel choices that will heighten student success and drive the change in societal expectations.

Jess Gregory   Damon Lewis
Southern Connecticut   *University of Bridgeport*
State University

Lori Noto   Ethan Margolis
University of Bridgeport   *University of Bridgeport*

Concurrent Session VI	9:00 AM - 10:30 AM

Will the U.S. Poverty Achievement Gap Narrow by 2015?: Probably Not.

Stuart E. Smith, Alfred University (Retired) Will the U.S. Poverty Achievement Gap Narrow by 2015?: Probably Not.   The purpose of the study was to determine, for the period 2003-2009, if the achievement gap has narrowed for students eligible for the free/reduced price school lunch program versus students not eligible, using National Assessment of Educational Progress (NAEP) measures of reading and math. The primary data sources were the NAEP Report Cards (for Reading and Math) for 2003, 2005, 2007, and 2009.The NAEP provides achievement data for fourth and eighth-grade students nationally, and by state.   The results of the study showed that the poverty gap did not narrow from 2003 to 2009; rather, there was a very small increase. The gap was expected to increase slightly by 2015.

Stuart Elwood Smith
Alfred University

Parenting: The Real Key to School Reform

You can't help hearing that our schools are failing. All you need do is tune into the evening news, pick up a newspaper, or listen to talk radio. The outrage is everywhere and the blame is being placed squarely on teachers, administrators, and what is perceived to be a dysfunctional system. Most critics of the schools, however, continue to miss a very important part of the equation--the impact of parents on a child's education and achievement. The purpose of this research is to identify parenting behaviors that are positively correlated with higher student achievement and examine those behaviors through the lens of teacher practice and the implications for school reform.

Steven Melnick
Alvernia University

Paper Presentations	Session 6.4	Salon C

Student Achievement and Personal Development

Chair	Discussant
Sheila Schultz	Jason Schweid
Human Resources Research Organization	*Regents Research Fund, University of the State of New York*

Concurrent Session VI	9:00 AM - 10:30 AM

Black Male, First-Generation College Students' Reports of the Social Supports that have Buffering Effects on their School-Related Stress and Help them Achieve Academic Success

Findings from a single-site case study of Black male first-generation college students' reports of the social supports (House, 1981) that have buffering effects on their school related stress and helped them achieve academic success in college are presented in this paper. The study was conducted at a four-year college in the northeastern United States. Thirteen students participated, completing both a survey and an in-person interview. Overall, participating students perceived they received social support that helped to buffer their school-related stress, and the sources of this support were primarily professors, family members, and close friends.

Anthony Harrington	Diana LaRocco
University of Hartford	*University of Hartford*

Measuring Activity Participation and Well-being to Predict Academic and Social Outcomes

Two studies investigated the relationship between daily activity participation and well-being with academic and social outcome measures, such as GPA, stress, anxiety and time management. The Day Reconstruction Method (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004) was employed to record the activities high school students participated in and their feelings during each activity. Net affect was calculated to measure each student's well-being during each activity. Both studies demonstrated that students had higher affect for leisure activities than work activities. Significant differences were found for outcome measures between activity participants and non-participants, although results were not consistent across the two studies. Moderate correlations were discovered between net affect and stress and anxiety, although net affect was not significantly correlated with GPA.

Steven Holtzman	Jennifer Minsky
Educational Testing Service	*Educational Testing Service*
Teresa Jackson	Jeremy Burrus
Educational Testing Service	*Educational Testing Service*

| Concurrent Session VI | 9:00 AM - 10:30 AM | Concurrent Session VI | 9:00 AM - 10:30 AM |

Facets of Extraversion: Predict or not?

The present study was aim to replicated the facets of Extraversion of personality as modeled in Five Factor Model, and test whether facets add predictive power over the trait-level personality. The results indicated that, at the facet-level, the correlations between these traits and outcome measures differ dramatically, indicating a complex interaction among these facets and their impact on cognitive and non-cognitive scores. In addition, in line with previous research, facets were found to add unique contributions in predicting students' cognitive and non-cognitive outcomes.

Ming Kuang   Zhitong Yang
Educational Testing   *Educational Testing Service*
Services

Continuous and Categorical Exploratory Factor Analyses of the Sense of Identity Scale

Abstract   Sense of identity has been shown to be positively related to numerous desirable outcomes in both academic and mental health domains. The Adolescent Personal Style Inventory (APSI) contains 8 items measured on a 5-point Likert scale measuring sense of identity. Due to the lack of validity evidence for the sense of identity items, data from 1297 students at a mid-sized southeastern university will be used to examine the structural validity of the sense of identity items using exploratory factor analysis (EFA). EFAs will be conducted and compared treating the outcome variable two ways: continuous and categorical. Results of this study will help to inform researchers of the validity of the inferences being made using the scores from this instrument.

Kelli Marie Samonte   Dena Pastor
James Madison University   *James Madison University*

| Paper Presentations | Session 6.5 | Rocky Hill |

Postsecondary STEM Education

Chair	Discussant
Daniel Jurich	Candice Stefanou
James Madison University	*Bucknell University*

The Effect of Prior Knowledge and Grade Point Average on Undergraduates' Understanding of Heat Transfer

Engineering students have misconceptions about heat transfer even after instruction. Inquiry-based activities have shown some success in altering misconceptions. Students' conceptual understanding has been shown to vary by GPA and prior knowledge. The purpose of this study was to determine whether undergraduate engineering students' understanding of heat transfer, as measured by the Heat and Energy Concept Inventory (HECI; Prince, Vigeant, & Nottis, 2010), significantly changed after instruction with inquiry-based activities and whether students' self reported GPA and prior knowledge affected changes in conceptual understanding. It was found that mean scores significantly increased from pre- to post-test. Significant differences were found on the post-test among GPA groups but results were mixed when courses previously taken were analyzed. Implications will be discussed.

Amanda Lorson   Katharyn Nottis
Bucknell University   *Bucknell University*

Michael Prince   Margot Vigeant
Bucknell University   *Bucknell University*

Lori D. Smolleck
Bucknell University

The Use Generalizability Theory in an Investigation of Engineering Student's Identification with Their Major

Students that were currently enrolled in engineering and students that switched out were interviewed for the purpose of gaining initial insight into facets of identity in relation to retention in engineering. Five judges rated the interview scripts of twenty-one freshman college students. Reliability of expert ratings was assessed using generalizability theory (GT). Additionally, the effect of analyzing item variance as a random and fixed design was explored. Results will be discussed with respect whether expert judges provide reliable and consistent ratings of the interview data and what impact the specific design has on the GT results.

Kathleen Virginia Casto   Robin Anderson

James Madison University   *James Madison University*

Concurrent Session VI	9:00 AM - 10:30 AM

Gender Differences in Engineering Classrooms: Sugar and Spice and Everything Nice?

The purpose of this study was to examine whether engineering students' development of self-regulated learning skills varied with instructor gender and type of pedagogy. A mixed-methods design was used in which data was collected from eight different courses at four universities; four of the courses were content-focused and four of the courses were process-focused. 176 students (103 male; 73 female) and four instructors (3 male; 1 female) participated in the study. Results of the study suggest that the gender of the instructor may have more of a positive impact on female students' acquisition of self-regulated learning strategies than pedagogy. Findings suggest that both pedagogy and gender of the instructor may impact the development of these skills in male students.

Jennifer Walter
Bucknell University

Candice Stefanou
Bucknell University

Jonathan Stolk
Franklin W. Olin College of Engineering

Susan Lord
University of San Diego

Michael Prince
Bucknell University

John Chen
California Polytechnic State University

Katharyn Nottis
Bucknell University

The Use of GRE Verbal Scores by STEM Graduate Departments to Evaluate Graduate School Applicants

This study documents how faculty and administrators in STEM graduate programs use applicants' GRE Verbal scores as predictive measures of success in graduate school. Understanding how these scores are used may aid interpretation of predictive validity measures of the GRE Verbal section and broaden understanding of characteristics that are useful for the STEM areas. Interviews are being conducted at 12 diverse graduate schools as part of a larger study. Preliminary results reveal a range of opinions, with some interviewees believing the GRE Verbal scores to be indicative of a vital communicative ability and others disregarding them. These results suggest a need for a larger empirical study on how the STEM areas use GRE Verbal scores in admissions and fellowship decisions.

Rachel Adler
Educational Testing Service

Paper Presentations	Session 6.6	Hartford

Teacher Professional Development

Chair   **Discussant**
Rochelle Michel   Barbara Helms
Educational Testing Service   *Consultant*

Teachers' Perceptions of Professional Development: A K-12 Qualitative Study

The purpose of the qualitative phase of this study was to investigate teachers' perceptions of professional development and the extent to which teachers believe it expands their knowledge and skills and improves student learning. Teachers from an urban ring district in Rhode Island were asked to participate in a focus group discussion. A thorough analysis of the content of the responses to focus group questions was completed. In general, teachers felt that effective professional development experiences had been on topics chosen, and facilitated by, teachers. According to focus group results, collaboration and relevancy were two additional characteristics of effective professional development. The results may assist districts, policy makers, and designers of professional development in the quest for more personalized professional learning.

Mary Ann Casale
Johnson & Wales University

Ralph Jasparro
Johnson & Wales University

Professional Development's Effect on the Relationship between Efficacy and Behaviors in Reforming Qatar

This paper examines the relationships between professional development, teaching efficacy, and teaching behaviors in Qatari elementary school teachers. Teaching efficacy and behaviors were measured before and after the implementation of a professional development program. Changes in teaching efficacy between the pre- and post- tests approached significance. Significant differences, in terms of teaching efficacy, were not found between the professional development and control groups. Using regression techniques we found that participation in professional development mediated the relationship between teaching efficacy and behaviors. For teachers in the professional development group, the relationship between teaching efficacy and behaviors was negative while for teachers in the control group the relationship was positive. These findings demonstrate the impact that learning experiences have on efficacy.

Whitney Zimmerman
The Pennsylvania State University

Dawn Parker
Texas A&M University

Stephanie L. Knight
Pennsylvania State University

Concurrent Session VI   **9:00 AM - 10:30 AM**

Learning on their Own: The Absence of Professional Development for Teachers to Learn the New Digital Literacies in Urban and Suburban Schools

There is extensive research identifying teacher effects as the most important variable in children's academic achievement, and because of this teachers' on-going professional development is essential if schools are to make a difference in children's learning. In this study we examined suburban and urban teachers professional development opportunities for learning to integrate the new digital literacies into their instruction. Using a case study method we interviewed 14 urban and suburban teachers about their professional development opportunities with the new literacies. Findings reveal little evidence that teachers received district-sponsored professional development opportunities. Instead, whatever professional learning occurred was the result of teachers' personal and ad hoc efforts to share and learn the new digital literacies with one another.

Kathleen Gormley   Peter McDermott
Sage Colleges   *Pace University*

For the Good of the Multicultural Society in the Five Classrooms of One Urban Third Grade

This study used ethnographic methods to analyze the results of the researcher's weekly participant observation in the five third grade classrooms of a Northeast urban school. The theoretical background included the reading comprehension strategies advocated by the National Reding Panel (2000) and the RAND Reading Study group but took into account the concern that too often the strategies are divorced of the content of reading. Data included student artifacts from note taking on science-based trade books, interviews of selected students, and field notes reflecting on the day. Results showed that the urban third graders learned the strategies and content but upset teachers with noise during discussion, alleviated through structured and timed procedures.

Margaret Queenan
University of Bridgeport

Paper Discussions   **Session 6.7**   **Connecticut**

Educational Administration, Policy, and Accountability

Chair   **Discussant**
Thanos Patelis   Charles DePascale
The College Board   *National Center for the*
                           Improvement of Educational
                                   Assessment

Cypriot Teachers' Concerns at the Early Stage of Adoption of New Curricula: Opening Pandora's Box

This study aimed at identifying Cypriot teachers' concerns at the early stage of the adoption of new curricula. A qualitative research design was used to investigate eight teachers' perceptions and experiences through semi-structured internet-based individual interviews, a focus group and documentary analysis. The research findings revealed that change is a highly personal experience, involving developmental growth in feelings and that change was less welcome to the veteran teachers than to the novice teachers. The top-down implementation of change and the inadequate supporting resources resulted in discrepancies in understanding the reform and raised the issue of teachers' powerlessness. The study recommends giving a voice to teachers in curriculum change by involving them in curriculum development processes.

Georgina Tsangaridou   Cathryn Magno
Southern Connecticut   *Southern Connecticut State*
State University   *University*

Case Studies of At-Risk Middle Grades Students

Case studies of six middle grade (6-8) students who struggle with literacy were developed using results of interest and attitudes surveys and results of running records (assessments of reading competency and comprehension) and supporting data from teachers to build an understanding of trends in instructional practice that are appropriate for at-risk middle grade readers. The profiles will include challenges such as diversity due to linguistic differences, cultural differences, speech/language difficulties, and learning disabilities in critical areas of literacy development (comprehension, word identification, vocabulary, writing, fluency, and listening skills).

Francine Falk-Ross
Pace University

| Concurrent Session VI | 9:00 AM - 10:30 AM | Concurrent Session VII | 10:45 AM - 12:15 PM |

Massachusetts Superintendents' Perceptions of Multi-Hazard Emergency Plans

A two-phase, sequential mixed-methods design assessed perceptions of implementation of Multi-hazard Emergency Plans (56 items, alpha = .92) of Massachusetts Superintendents N = 44. Data were analyzed using descriptive statistics, and one-way ANOVA. Interviews purposively selected N = 6 with rural N = 2, urban N = 2, and suburban N = 2 superintendents were conducted. There was no significant difference among urbanacity. Collaboration was the primary catalyst and the obstacle is time/resources. Common strategies are communication, training, and funding. Results will enable superintendents to develop and implement emergency preparedness plans. School safety continues to gain attention in American education (Davis & Davis, 2007, Dorn, 2006, United States Secret Service & U.S. Department of Education, 2004).

Jessica Lee Hammond

Johnson & Wales University

Thomas DiPaola

Johnson &Wales University

Chair

Haifa Matos-Elefonte

The College Board

Discussant

Rochelle Michel

Educational Testing Service

A (Cautionary) Tale of Two Testing Sessions: Administration Effects in Educational Research

This study illustrates how data collection procedures can impact the validity of educational research. During a recent university-wide assessment day, two comparable groups of students completed separate versions of a non-cognitive questionnaire. Reliability statistics revealed that seemingly minor contrasts in the administration of the questionnaire (e.g., presentation mode) resulted in drastic differences in the quality of information collected. Structural equation mixture models provided insight into observed response patterns and how they may have been affected by administration procedures.

Chris Coleman

James Madison University

Deborah Bandalos

James Madison University

Evolving Perspectives on Assessment and the Role of Technology

This study investigates the evolving views of faculty in the College of Education at William Paterson University toward evidenced-based assessment of student learning and program effectiveness as it is carried out during our continuing accreditation process for the National Council for Accreditation of Teacher Education (NCATE). In particular, we wanted to find out how the attempted use of several technology formats used for aggregating data have affected their attitudes and whether their overall attitudes toward using a quantitative assessment approach has changed from 2004/2005, the time of our last NCATE review, and the present time, as we prepare for another NCATE review in 2012.

Hilary Wilder

William Paterson University

Marjorie Goldstein (Emeritus)

William Paterson University

Rochelle Kaplan

William Paterson University

Dorothy Feola

William Paterson University

Apathy or Indecision: An Examination of Characteristics that Influence Endorsement of a Midpoint Response

Researchers and practitioners alike have long debated the necessity and utility of the midpoint response option on Likert response scales. Research suggests that there are several different factors that may influence response styles (Baumgartner & Steenkamp, 2001; Hamilton, 1968; Harzing, 2006; Kieruj & Moors, 2010; Velez & Ashworth, 2007). The purpose of the current study was to predict participant selection of the neutral/undecided response option on the Sense of Identity scale (Lounsbury, Levy, Leong, & Gibson, 2007) based on predictors including: participant Sense of Identity total score, SAT verbal score, gender, and level of motivation. Results indicated that effort significantly predicts midpoint response selection for some Sense of Identity scale items, but not for others, after controlling for other predictor variables within the model.

Kimberly Marsh
James Madison University

Dena Pastor
James Madison University

Impact of Local Dependence on Classification Consistency and Accuracy Using the Testlet Response Model

The current study examines the impact of local dependence among the items in the same testlet on examinee ability estimation. In particular, the study focuses on classification consistency and accuracy within a Bayesian framework. Using the testlet response theory (TRT) model, we assess the degree of local dependence in the items of each reading passage in the AP English Literature and Composition exam. Then the classification consistency and accuracy are evaluated using the PPoP curves. Comparisons between the TRT model and the 3PL IRT model are made to examine the effects of local dependence on examinee classification.

YoungKoung Kim
The College Board

Rosemary Reshetar
The College Board

Fritz Drasgow
University of Illinois at Urbana-Champaign

Liwen Liu
University of Illinois at Urbana-Champaign

Estimating Item Difficulty Parameters using The Relative Judgmental Scaling Process

In the present study we investigate the accuracy of human raters in estimating item difficulty parameters using a process called Relative Judgmental Ordering. Raters are asked to compare items in terms of difficulty using an adaptive method of pairwise comparisons. Using this method 14 raters correctly estimated 18 of 26 item parameters within two standard deviations of the standard error of the parameter. Raters were not accurate when estimating math items that included graphs. However, the procedure was robust across content strands.

Christopher Foster
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

Symposium	Session 7.3	Salon C

Symposium on Rehabilitation and Special Education Research

Chair   **Discussant**
Barbara Helms   Barbara Helms
Consultant   *Consultant*

This symposium is an annual session devoted to research relative to both adults and students with disabilities. This year's session presents three papers that focus on university students. The first investigates the types of information that universities post on their websites with respect to accommodations and serves for students with disabilities. The second paper is an extension of a study presented last year regarding the Autism Specialist Program at Pace University and the impact it has had on the students' professional lives and the way they do their

work. The third paper presents comprehensive results of a 4-year, mixed methods longitudinal study of attitudes toward individuals with exceptionalities at the university level and inclusive practices. This paper is also an extension of preliminary results presented at last year's session.

Symposium on Rehabilitation and Special Education Research

Darlene Perner
Bloomsburg University of Pennsylvania

Maria Pellechio
Bloomsburg University of Pennsylvania

Anjana Upadhyay
Bloomsburg University of Pennsylvania

Dianne Zager
Pace University

Christine Emmons
Yale University Child Study Center

Shirley Jones
Bloomsburg University of Pennsylvania

James Krause
Bloomsburg University of Pennsylvania

William Obiozor
Bloomsburg University of Pennsylvania

Angela Pang
Bloomsburg University of Pennsylvania

Deborah Stryker
Bloomsburg University of Pennsylvania

Maureen Walsh
Bloomsburg University of Pennsylvania

Barbara Wert
Bloomsburg University of Pennsylvania

Electronic Information Dissemination: How are Universities Informing Students with Disabilities about their Accomodations and Services

Darlene Perner
Bloomsburg University of Pennsylvania

Maria Pellechio
Bloomsburg University of Pennsylvania

Anjana Upadhyay
Bloomsburg University of Pennsylvania

Impact of a Training Program in Autism on Participants and Their Work

Dianne Zager
Pace University

Christine Emmons
Yale University Child Study Center

Inclusive Attitudes: Mixed Methods Research

Shelia Jones
Bloomsburg University of Pennsylvania

James Krause
Bloomsburg University of Pennsylvania

William Obiozor
Bloomsburg University of Pennsylvania

Angela Pang
Bloomsburg University of Pennsylvania

Deborah Stryker

Maureen Walsh

Concurrent Session VII	10:45 AM - 12:15 PM	Concurrent Session VII	10:45 AM - 12:15 PM

Bloomsburg University of Pennsylvania

Bloomsburg University of Pennsylvania

Barbara Wert

Barbara Wilson

Bloomsburg University of Pennsylvania

Bloomsburg University of Pennsylvania

Walter Zilz

Eileen Astor-Zilz

Bloomsburg University of Pennsylvania

Bloomsburg University of Pennsylvania

Symposium	Session 7.4	Rocky Hill

What is the Value Added in Modeling Teachers Effectiveness?

Chair   **Discussant**
Craig Wells   Andrew Ho
University of Massachusetts   *Harvard University*
Amherst

Evaluating teaching is a key component in education reform efforts. Currently, there are policies in place to reward teachers who are thought to be doing a good job and impose sanctions on those identified as being ineffective. However, the difficulty in measuring teaching quality is rarely part of the conversation. Most research in this area has focused on statistical models for evaluating the "value" a teacher adds to a student's achievement. In this symposium, we bring together educational researchers to (a) define the key issues and terms used in current teacher accountability movements; (b) describe the models and policies states have implemented to evaluate teachers; (c) discuss the research design, psychometric, statistical, and practical problems associated with large-scale assessment of teacher quality; and (d) report on how principals use data from value-added models to evaluate teaching quality.

What is the Value Added in Modeling Teachers' Effectiveness?

Kimberly O'Malley

Katie McClarty

Pearson

Pearson

Tracey Magda

Kelly Burling

Pearson

Pearson

Amanda Corby Soto

Stephen G. Sireci

University of Massachusetts Amherst

University of Massachusetts Amherst

Lisa Keller

Kimberly Colvin

University of Massachusetts Amherst

University of Massachusetts Amherst

Andrew Ho

Harvard University

Making Sense of the Metrics: Student Growth, Value-added Models, and Teacher Effectiveness

Kimberly O'Malley

Katie McClarty

Pearson

Pearson

Tracy Magda

Kelly Burling

Pearson

Pearson

Evaluating Teachers Using Value-Added Models: Current Practices and Validity Evidence

Amanda Corby Soto

Stephen Sireci

University of Massachusetts Amherst

University of Massachusetts Amherst

Lisa Keller

University of Massachusetts Amherst

Equity in Student Growth Projections: An Investigation of Factors That Influence Growth Expectations

Kimberly Colvin

Lisa Keller

University of Massachusetts Amherst

University of Massachusetts Amherst

How Do Principals Use the Results of Student Growth Models? An Examination of the Practices of Massachusetts Principals

Lisa Keller

Amanda Corby Soto

University of Massachusetts Amherst

University of Massachusetts Amherst

Paper Presentations	Session 7.5	Hartford

Student Engagement and Learning in Online Classrooms

Chair   **Discussant**
Margaret Queenan   Kara Siegert
University of Bridgeport   *Salisbury University*

| Concurrent Session VII | 10:45 AM - 12:15 PM | | Concurrent Session VII | 10:45 AM - 12:15 PM |

Promoting Student Engagement through Bulletin Board Style Virtual Learning Communities

This study investigated the possibility of increasing student engagement by creating, implementing and maintaining a virtual learning community (VLC). Increasing student engagement requires reaching students with a variety of active and collaborative learning methods (Ullah & Wilson, 2007). In the 21st century, almost all students are engaged in online activities; being connected has become essential (Oblinger & Oblinger, 2006).   A two-phase, mixed methods approach was used. Two focus groups of undergraduates (N = 10, N = 11) were conducted to gather information about attitudes toward a virtual community as a resource and to solicit suggestions for improvement. The updated VLC was activated and data collected to assess student participation and engagement in the VLC and classroom (N = 81).

Anthony Fruzzetti
Johnson & Wales University

Do Personality Factors Play a Role in the Adoption of Technology?

This research investigated differences between personality dimensions to better understand adoption of technology. The study took into account levels of willingness of college students toward implanting a Radio Frequency Identification chip in the body for such reasons as: to reduce identity theft, as a lifesaving device, for trackability in case of emergency, as a method to increase safety/security, and to speed up airport checkpoints. The author presents a literature review, findings relative to personality dimensions, a discussion of the findings when considered against Rogers' Diffusion of Innovation Theory, and recommendations for future research. Reported also are changes between 2005-2010 in the levels of willingness of students. Administrators can utilize these findings to understand the influence of personality on technology adoption.

Christine Perakslis
Johnson & Wales University

Enhancing Student Learning Through Discussion Boards and Blogs

Discussion boards and blogs are Web 2.0 tools that purportedly enhance learning. Teachers hope that the exchange of ideas and opinions that occur in these environments will help students to form or perhaps change their own ideas on a given topic. The purpose of the study is to determine if participation in a discussion board helps students' (perception of) learning, particularly in forming opinions. Data from class discussion board dialogues, a 10-item survey, and final course reflections were collected and analyzed for common trends and themes. Results indicate that students perceived that their learning was helped by their participation in the discussion board. Two graduate students will join their professor for the presentation.

Barbara Rosenfeld
Brooklyn College of the City University of New York

Jeremy Bletterman
Brooklyn College of the City University of New York

Isis Shorter
Brooklyn College of the City University of New York

Comparative Content Analysis of Online Learning: Pseudonyms vs. Real Names

The purpose of this research is to compare the instructional affordances of real name and pseudonyms in computer mediated online discussions (such as on Facebook

Benedict Lai
University of Connecticut

Stephen Slota
University of Connecticut

Michael Young
University of Connecticut

| Working Group   Session 7.6 | Connecticut |

From Traffic Management to Collaborative Impact: Metropolitan Community-Based Learning in Holyoke, MA

Alan H. Bloomgarden
Mount Holyoke College

US urban hubs annually experience students, staff, and faculty streaming from multiple institutions into campus-community partnerships. Despite benefits, multi-institutional landscapes complicate engagement partnerships. What practices and policies foster positive outcomes and address community issues, while helping students think and solve problems at a more systemic, global level? This paper frames several campus-community partnerships across the Five Colleges in Holyoke within a context of metropolitan collaboration that aims to move toward impact from basic traffic management. Videos, documents and analysis portraying

Concurrent Session VII   **10:45 AM - 12:15 PM**

initiatives in Holyoke will inspire an interactive problem-solving session focused on questions such as: whose voices define the community, whose priorities drive complex, multi-faceted campus-community partnerships, where is collaboration or bi-lateralism most appropriate?

Ariel Marie Sykes   Alan Bloomgarden
Mount Holyoke College   *Mount Holyoke College*

About NERA

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

NERA Mission

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by:
- Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs.
- Promoting the sharing of professional information through publications and other types of communications.
- Encouraging the development of research among junior researchers.

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	Thomas Donlon Mentoring Award Committee Chair:
	    Chair: James Carifio, *University of Massachusetts Lowell*
	Lorne H. Woollatt Distinguished Paper Award Committee Chair:
	    Chair: Rochelle Michelle, *Educational Testing Service*
	Communications Committee Chair:
	    Chair: Steven Holtzman, *Educational Testing Service*
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	    Chairs: Barbara Wert, *Bloomsburg University of Pennsylvania*
	        Liz Stone, *Educational Testing Service*
	Strategic Planning Committee:
	    Chair: Kristen Huff, *Regents' Research Fund*
	Ad Hoc Committee on State & District Consumers of Educational Research:
	    Chair: Mary Yakimoski, *University of Connecticut*

NERA Reviewers

Below you'll find the names of the NERA members who reviewed this year's session proposals.

Dolapo Adeniji-Neill, Adelphi University
Robin D. Anderson, James Madison University
Jennifer Bausmith, The College Board
Amanda Bozack, University of New Haven
Hilary Campbell, Blue Ridge Community College
Quan Chen," University at Albany,SUNY"
Ellina Chernobilsky, Caldwell College
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Katrina Crotts, University of Massachusetts Amherst
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Christine L. Emmons, Yale University Child Study Center
Brian Evans, Pace University
Lisa Famularo, Rennie Center for Education Research & Policy
Samantha Feinman, Pace University
Sara Finney, James Madison University
Reva M. Fish, SUNY College at Buffalo
Anthony Girasoli, University of Connecticut
Elizabeth Gittman, Nassau Community College/Consultant
Kelly Godfrey, The College Board
Cheryl J Gowie, Siena College
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Nicholas D. Hartlep, University of Wisconsin-Milwaukee
Ann Hassenpflug, University of Akron
Barbara J. Helms, Independent Consultant
Amy Hendrickson, The College Board
Steven Holtzman, Educational Testing Service
Tracy Johnson, Buffalo State College
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Thomas Levine, University of Connecticut
Jun Li, Fordham University
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Heng Luo, Syracuse University
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Krista Mattern, The College Board
Pete McDermott, The Sage Colleges
Cara McDermott-Fasy, Rhode Island College
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Rochelle Michel, Educational Testing Service
Brandon Monroe, Eastern Connecticut State University
Sunny Niu, The College Board
Katharyn Nottis, Bucknell University
Jose Luis Padilla, University of Granada (Spain)
Dena Pastor, James Madison University
Darlene Perner, Bloomsburg University of Pennsylvania
Margaret Queenan, University of Bridgeport
Darshanand Ramdass, The Graduate Center, CUNY
Anita Rawls, The College Board
Rosemary Reshetar, The College Board
Casey M Roberts, The George Washington University
Barbara Rosenfeld, Brooklyn College of the City University of New York
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Sheila Schultz, HumRRO
Charles Secolsky, County College of Morris
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Lynn Shelley-Sireci, Westfield State University
Amanda Soto, University of Massachusetts Amherst
Jonathan Steinberg, Educational Testing Service
Jan Stivers, Marist College
Elizabeth Stone, Educational Testing Service
Linda Sturges, SUNY Maritime College
Kenneth J Weiss, Central Connecticut State University
Mary Yakimowski, University of Connecticut
Melda Yildiz, Kean University
April L Zenisky, University of Massachusetts Amherst
Whitney Alicia Zimmerman, The Pennsylvania State University
Johan van der Jagt, Bloomsburg University of Pennsylvania

Participant Index

All conference participants are listed below, along with corresponding session numbers and poster codes.

Thank you

NERA is a non-profit organization that relies on the commitment and service of its members. Please join us in thanking all of those who participated in this year's conference as session chairs, session discussants, proposal reviewers, panelists, registration desk attendants, and entertainers. Each of them played a role in making the conference productive and enjoyable.

Map of Meeting Spaces

Salon III

Grand Ballroom

Rocky Hill Room

Hartford Room

Salon II

Salon I

Nutmeg Foyer

to Lobby

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.

Conference Schedule

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Salon III	Connecticut
Wednesday, October 19th, 2011										
	Registration *9:00 am – 5:30 pm in the Nutmeg Foyer*									
10:00 am - 12:45 pm	**0.2 Pre-conference Workshop:** An Introduction to jMetrik: A Free and Open-source Software Program for Comprehensive Psychometric Analysis	**0.1 Pre-conference Workshop:** Electronic Literature Reviews: Time Savers, Tree Savers, Life Savers	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**	**No Session Scheduled**
	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	**1.1 Workshop:** Longitudinal Modeling from Two Perspectives: SEM & HLM	**1.0 Workshop:** Best Practices for Survey Design *(CANCELLED)*	**1.6 Symposium:** What Are Achievement Gaps and What Can We Do to Close Them?	**1.5 Paper Session:** Education of Young Children	**1.8 Paper Session:** Vocabulary and Language Instruction	**1.7 Paper Session:** Issues in Psychological and Educational Measurement	**1.4 Paper Session:** Beginning Teaching: Preparation, Perceptions and Perils	**1.3 Paper Session:** The Social Context of Education	**1.2 Paper Session:** Access and Success in Postsecondary Education	**1.9 Working Group:** Instructional and Student-Interaction Strategies Used By Effective Elementary Teachers in Reading and Mathematics
	3:00 pm - 3:15 pm *Coffee Break*									
3:15 pm - 4:45 pm Concurrent Session 2	**1.1 Cont'd**	**1.0 Cont'd**		**2.4 Paper Session:** Language Learners: Issues of Culture and Perception	**2.6 Paper Session:** Higher Education Assessment and Accountability	**2.5 Paper Session:** Students with Disabilities	**2.3 Paper Session:** School Administration, Policy, and Staff	**2.2 Symposium:** Product Efficacy Arguments: Building a Research Base to Support Non-Assessment Products	**2.1 Paper Session:** School Reform and Instructional Innovations	**Mentoring Session (pre-arranged)**
	4:45 pm - 5:30 pm *GSIC Social (Lobby Bar)*									
	5:30 pm - 5:45 pm *Welcome (Grand Ballroom)*									
	5:30 pm - 6:45 pm *Keynote: Diana Pullin, Boston College Research and the Common Good: Big Business, Consumerism, and Law's Metrics for Educational Change (Salons I - III)*									
	6:45 pm - 7:45 pm *Dinner (Grand Ballroom)*									
8:00 pm - 10:00 pm	**NERA Welcome Reception** *(Nutmeg Ballroom)*									

	Thursday, October 20th, 2011									
	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	**No Session Scheduled**	**3.1 Presidents Panel:** Former NERA Presidents Discuss Educational Research	**3.7 Symposium:** Ethics Cases in Educational and Psychological Research	**3.6 Paper Session:** Item Response Theory Models: Estimation and Specification	**3.3 Workshop:** The Concept of Validity and Some Novel Validation Methods	**3.2 Workshop:** Finding a Needle in the Haystack: Using Inductive Analysis in Qualitative Inquiry	**3.5 Paper Session:** Impact, Promise, and Policy of School Accountability	**3.4 Paper Session:** Higher Education, Cultural Competency, and Globalization	**No Session Scheduled**	**3.8 Working Group:** Strengthening the Latino/a Education Pipeline with a Focus on Alternative Teacher Training
	10:00am – 10:15am *Coffee Break*									
	10:15am - 11:15am *Poster Session (Salons A – D)*			**3.3 Cont'd**	**3.2 Cont'd**					
	11:30 am - 12:30 pm *Keynote: Roy Romer, The Impact of Standards-based Reform: Lasting or Fleeting? (Grand Ballroom)*									
	12:30 pm - 1:30 pm *Lunch & Awards (Grand Ballroom)*									
2:00 pm - 3:30 pm Concurrent Session 4	**4.1 Invited Panel:** Psychometric Panel: Issues in Large-Scale Testing	**4.0 Invited Panel:** Assessment Practices: From Teacher Education To The Classroom	**4.7 Symposium:** Research and Validity Evidence on VIEW: An Assessment of Problem Solving Style	**4.6 Paper Session:** Teacher Education	**4.9 Paper Discussions:** Learning and Instruction	**4.8 Symposium:** Research on College Board Assessments and Educational Initiatives	**4.5 Paper Session:** Current Issues in Higher Education	**4.4 Paper Session:** Quantitative Research Methods	**4.3 Paper Session:** Exploring New Technologies in the Classroom	**4.2 Special Session:** The 3 R's of YOGA: Reenergize, Refocus, Restore
	3:30 pm - 3:45 pm *Coffee Break*									
3:45 pm - 5:15 pm Concurrent Session 5	**5.0 Invited Panel:** The Common Core State Standards and Assessments	**5.7 Symposium:** Assessment Embracing Stakeholders: A Symposium Sharing Studies and Stories	**5.6 Symposium:** Professional Learning Communities: What Are They & Can We Measure Them?	**5.5 Paper Session:** Secondary Math and Science Instruction	**5.8 Special Session:** Teacher-As-Researcher Award Presentation	**5.6 Invited Session:** F5 Re-Designing Statewide Testing Programs	**5.4 Paper Session:** Exploring Teaching Strategies	**5.3 Paper Session:** Advancing Measures: Instrument Validity Research	**5.2 Paper Session:** Persistence in school: What Predicts Success	**2.0 Paper Discussions:** Motivation and Achievement, Validity
5:30 pm – 6:30pm	**5.93 Special Session (5:30 – 6:00):**	**5.92 GSIC-Sponsored Session (5:30 – 6:00):** Early Careers in Educational Research	**5.91 Special Session (6:00 – 6:30):**							**5.94 Working Group (5:15pm-6:45pm):** Measuring College- and Career-Readiness
	7:00 pm - 7:45 pm *Dinner (Grand Ballroom)*									
	7:45 pm - 8:30 pm *Presidential Address: Thanos Patelis, The College Board & Awards (Grand Ballroom)*									
	8:30 pm - 10:30 pm *President's Reception – NERA's Got Talent, featuring a special performance by The Messickists*									

	Friday, October 22nd, 2011									
	Registration *8:00 am – 12:15 pm in the Nutmeg Foyer*									
	7:30 am - 9:00 am *Breakfast*									
	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 Invited Panel:** Assessment In Higher Education: For the Good of Society	**6.0 Invited Panel:** Making the Most Out of Life in Academia: Insiders Share Their Secrets	**6.4 Paper Session:** Student Achievement and Personal Development	**6.3 Paper Session:** Achievement Gaps and School Reform	**6.6 Paper Session:** Teacher Professional Development	**6.5 Paper Session:** Postsecondary STEM Education	**No Session Scheduled**	**6.2 Symposium:** College Readiness at the State and National Level: Trends in College Board Assessments, 2006-2010	**6.71 Special Session (9:00am – 11:00am):** Consumers of Educational Research	**6.7 Paper Discussions:** Educational Administration, Policy, and Accountability
	10:30am - 10:45am *Coffee Break*									
10:45am - 12:15pm Concurrent Session 7	**7.1 Workshop:** Visual Pedagogy: Reimagining the Power of Powerpoint	**7.0 GSIC-Sponsored Session:** Promoting the Integration of Educational Research and Policy	**7.3 Symposium:** Symposium on Rehabilitation and Special Education Research	**7.2 Paper Session:** Studies in Psychometrics	**7.5 Paper Session:** Student Engagement and Learning in Online Classrooms	**7.4 Symposium:** What is the Value Added in Modeling Teachers Effectiveness?	**No Session Scheduled**	**No Session Scheduled**	**6.71 Cont'd (end at 11:00am)**	**7.6 Working Group:** From Traffic Management to Collaborative Impact: Metropolitan Community-Based Learning in Holyoke, MA
	12:15pm - 1:15pm *Lunch and Closing Remarks (Grand Ballroom)*									