

NERA 2013

FAIRNESS!

44th Annual Meeting of the
Northeastern Educational
Research Association
Sheraton Hartford South Hotel
Rocky Hill, CT
October 23- 25, 2013

NERA

Northeastern Educational Research Association



Welcome Message from the 2013 NERA President



It is my pleasure to welcome you to the 44th Annual Meeting of the Northeastern Educational Research Association (NERA). The program chairs, Steven Holtzman, Educational Testing Service and Jennifer Randall, University of Massachusetts at Amherst have planned a wonderful conference. This follows in a long tradition of exceptional NERA programs with scholarship and friendship at its best!

This year's conference theme is **Fairness!** This theme is always at the forefront of educational research and impacts how we all work toward enhancing education to improve student learning and well-being. I hope this conference inspires reflection on what we do every day to ensure fairness in our society.

Steven and Jennifer are pleased to offer our NERA members many outstanding sessions representing diverse organizations. Year after year, it is our members who contribute to making NERA the great organization that it is. Thank you members! As many of the NERA traditions carry on, we are always excited to see new members from many varied institutions coming to NERA and participating for the first time. NERA is a family and we are so delighted that you have joined us!

We are thrilled and honored to announce two outstanding keynote sessions! On Wednesday evening, Charlotte Danielson, internationally recognized expert on teacher effectiveness, specializing in the design of teacher evaluation systems, will be our keynote speaker. On Thursday, our luncheon keynote panel, chaired by Steve Sireci, will include Barbara Helms, Kristen Huff, Tom Levine, David Moss, and Thanos Patelis. These NERA members from different disciplines will be coming together to share their expertise on FAIRNESS! Both keynote sessions will offer perspectives and insights that will inspire and challenge us in how we think about fairness in education.

A NERA conference would not be a NERA conference without time for social events, networking and relaxation. On Wednesday night please join us for NERA's Welcome Reception with music from *Branded*. On Thursday night, the President's Reception will feature the *Work Fair, Play Fair* Game Show followed by DJ Charley with Karaoke. And, as always, we encourage you to meet new members, engage in conversations, enjoy meals and special breaks together, and participate in all conference events!

NERA has always instilled a sense of community among its members. The same can be said about those who have gone above and beyond in making additional contributions as NERA leaders. Thank you for sharing the work and friendship...and to Elizabeth Stone, Treasurer, for your kind and patient assistance!

A special, heartfelt thank you to my conference co-chairs, Steven and Jennifer! You are wonderful!

Welcome everyone and enjoy the conference!

Darlene Perner
NERA President

Welcome Message from your 2013 Conference Co-chairs

Welcome new and returning NERA members! We have planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. Our theme this year is *Fairness!* because this is an important topic that affects every aspect of education and, consequently, educational research. It must be a high priority to establish policies and systems to ensure fair practices for and treatment of all students, teachers and administrators, regardless of any external factors. These considerations include, but are not limited to, fairness in testing, fairness in teacher evaluation, fairness to people of different genders, ethnicities or socio-economic statuses, fairness to students with disabilities and fairness to ELL students. We hope that the various presentations planned will help to shed light on this topic and provide an opportunity to discuss how we can all contribute to ensuring *Fairness!* for everyone.

The goal of the Conference Co-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 2 keynote sessions, 7 pre-conference and in-conference workshops, 16 symposia, 23 research paper presentation sessions, a plenary poster session, and an array of invited panels and special sessions. We are very excited to have Charlotte Danielson, internationally recognized expert on teacher effectiveness, as our keynote speaker for Wednesday evening and a wonderful keynote panel on Fairness! on Thursday afternoon. The conference will feature workshops in Strategies for Differentiating Instruction in Higher Education Classrooms, Psychometrics in R, Taking the Mystery Out of Qualitative Data Analysis, Generalizability Theory and Applications, SEM Methods for Assessing Measurement Invariance, Social Network Analysis and the Diffusion of Innovation in K-12 Education, and Scientific Peer Review: Roles and Responsibilities that should provide a wide variety of learning opportunities for participants. We have also planned many interesting invited panels that will discuss school safety, teacher education, and fairness from many perspectives. In addition to these sessions, we have a meditation session as well as a high energy Zumba! workout scheduled for Thursday afternoon and planned evening receptions for both Wednesday and Thursday. Come join us Thursday night for the Work Fair, Play Fair game show, karaoke and a DJ at the *Presidential Reception*.

Preparation for NERA's annual conference requires the dedication of many NERA members, especially the NERA Board of Directors, the appointed members of NERA's leadership, those who submitted proposals, and those who volunteered as reviewers, session chairs, discussants, workshop leaders, invited panelists and committee members. We had an unprecedented amount of conference submissions this year and we are thankful to the 92 volunteers who reviewed the 196 conference proposals received. We are especially indebted to the 2013 NERA President, Darlene Perner; our NERA Treasurer, Elizabeth Stone; our NERA Communications Committee Chair, Jonathan Steinberg; our GSIC Chair, Jerusha Gerstner; and the 2012 NERA Conference Co-chairs, Gil Andrada, Tia Sukin, and Craig Wells. Each of them provided invaluable guidance and we are grateful for their assistance. Also, we are particularly grateful for the tremendous amount of administrative support provided by Kim Colvin, Fen Fan and Emily Pichette. Planning a conference requires a great team and we couldn't have done it without you. Finally, we want to thank all of our colleagues, friends and family who have been there to support us while planning NERA 2013.

Welcome to the 2013 NERA Conference. We hope you have a great conference!

Steven Holtzman, Educational Testing Service
Jennifer Randall, University of Massachusetts Amherst
NERA 2013 Conference Co-chairs

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NERA's Mission

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

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

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

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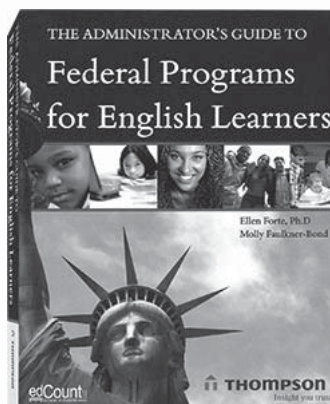
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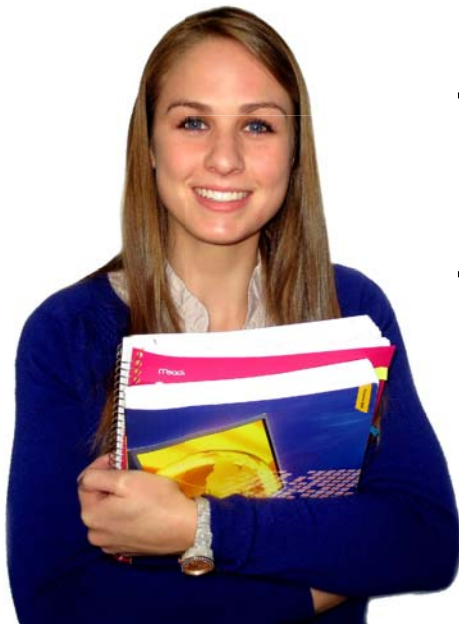
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JWU alum **KARIN EDWARDS**

has worked at public and private two- and four-year institutions for the majority of her career in education.

Edwards has served in several leadership positions including nine years as senior student affairs administrator and nine years as a senior-level administrator outside of student affairs.

She currently serves as the dean of student development at Three Rivers Community College in Norwich, Conn.

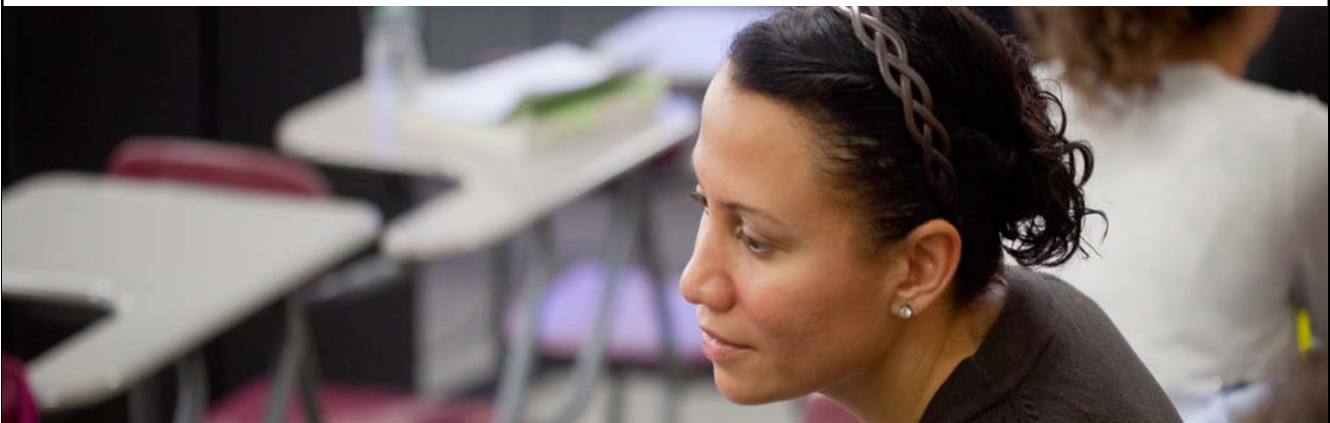
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Lorne H. Woollatt Distinguished Paper Award

Nina Kositsky



Congratulations to Nina Kositsky for winning the 2012 Lorne H. Woollatt Distinguished Paper Award for her paper entitled "Teachers, technology, and digital natives: Building a reading culture in a secondary school."

The Lorne H. Woollatt Distinguished Paper Award is presented annually in recognition of the paper deemed exemplary by the Award Committee. The award is named in honor of Lorne H. Woollatt, a distinguished New York State educator and active member of NERA.

Nina Kositsky, a doctoral candidate in the language, literacy and culture concentration in the School of Education at University of Massachusetts Amherst, received the Lorne H. Woollatt Distinguished Paper Award at the 2012 Northeast Educational Research Association's (NERA) annual conference for "Teachers, technology, and digital natives: Building a reading culture in a secondary school." Her paper considers attributes of a pedagogical framework for promoting an interest in reading along with the development of 21st century literacy skills among high school students.

2013 Teacher as Researcher Award

Kristen Miller



Congratulations to Ms. Kristen Miller for winning the 2013 Teacher as Researcher (TAR) Award! Kristen is a Special Education Teacher in Franklin Lakes, NJ, working with 4th and 5th grade students. Currently, Ms. Miller is working towards her Master Degree in Literacy from William Paterson University. Her experience and knowledge in the field of special education was a driving force in her most recent research titles "Self-Regulator Self-Development (SRDS) Mnemonic Strategies to Benefit Learning Disabled Students; Writing". Her research demonstrated that when the special needs students were given concrete strategies there were more successful in producing a formal writing piece.

Ms. Miller will present her research as part of the symposium titled "Meeting Common Core State Standards Through Classroom Research" on Thursday, October 24, 2013 from 3:45 pm - 5:15 pm.

NERA Conference Features

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

Concurrent Sessions

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

Paper Presentation Sessions:

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

Symposium Sessions:

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

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.

Paper Discussion Sessions:

Paper discussion sessions provide authors with 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 of the four presentations. 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 Friday, October 25th from 11:00 am – 12:00 pm.
Professional Development Workshops	NERA provides professional development workshops at no additional charge. Pre-conference workshops take place Wednesday morning before conference sessions begin in the afternoon. 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 graduate student reception will be held Wednesday October 23rd from 4:45 pm - 5:30 pm. Additionally, there are two GSIC sponsored conference sessions: Navigating the Publication Process on Wednesday, October 23rd 3:15 pm -4:45 pm in Salon III, and Where is the Field Going and How Do I Get There on Thursday, October 24th 5:30 pm -6:30 pm in Salon A.
Speakers and Awards	This year NERA will host one keynote speaker on Wednesday evening and a keynote panel on Thursday morning. In addition, NERA's current president, Darlene Perner, will give 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	<u>Zumba Break</u> : a "fitness party" designed to get your blood flowing after a full day of conference sessions before attending the President's Reception <u>Meditative Practice for Mindful Relaxation</u> : a guided imagery relaxation exercise to promote mindfulness of the present moment and relaxation <u>NERA business meeting</u> : Everyone is invited to attend this working breakfast meeting Friday morning
NERA Social Events	As is the NERA tradition, registered conference attendees are invited to join us at two receptions. The Wednesday night's NERA Welcome Reception is an opportunity encouraging both new and returning members to get acquainted with one another and enjoy a relaxing evening. For this year's Thursday night event, NERA President Darlene Perner invites conference attendees to come together to enjoy a mixed-bag of entertainment which includes a game show and karaoke DJ. A limited number of drink tickets will be provided for both social events.

Meeting Information

Location	<p>All Events for the NERA 2013 conference take place at the Sheraton Hartford South Hotel in Rocky Hill, Connecticut. The contact information for the hotel is as follows:</p> <p>100 Capital Boulevard Rocky Hill, Connecticut 06067 USA Phone: 1-860-257-6049 Fax: 1-860-257-6060 Toll-free: 1-888-627-8263</p>
Registration	<p>The NERA 2013 registration desk will be located in the Sheraton conference foyer adjacent to the Rocky Hill and Hartford rooms. Registration will be open the following times:</p> <ul style="list-style-type: none"> • Wednesday, October 23rd: 9:00 am – 5:30 pm • Thursday, October 24th: 7:00 am – 11:30 am & 1:30 pm – 5:30 pm • Friday, October 25th: 7:00 am – 12:00 pm
Conference Meals	<p>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.</p>
The NERA Deli	<p>The NERA Deli provides an inexpensive (\$13) buffet lunch option on Wednesday for pre-conference session attendees and early arrivers. Prior to lunch on Wednesday, there are no conference-organized meals.</p>
Cyber Café	<p>As a benefit to conference attendees, the NERA '13 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.</p>

Session Information

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

Workshop	Session 0.1	Salon A
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Psychometrics in R		
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Instructor

Jonathan Weeks

Educational Testing Service

In recent years there has been growing interest in using R for statistical analyses and creating data visualizations. The purpose of this session is to provide an overview of resources for conducting psychometric analyses in R, including an introduction to packages that are available for CTT analyses, parametric and non-parametric equating, IRT parameter estimation and linking, factor analysis, and other related psychometric analyses. The session will also address ways to import data from SPSS, SAS, text files, and common IRT software. Finally, the session will address plotting functionality and how to export results (data and/or plots) to individual files or LaTeX documents. Laptops are optional.

Biography**Jonathan Weeks**

Jonathan Weeks is an Associate Research Scientist in the Research & Development Division at Educational Testing Service. He holds a Ph.D. in Research and Evaluation Methodology from the University of Colorado at Boulder, a M.A. in Educational Psychology from the University of Colorado at Denver, and a B.A. in English from Colorado College. Dr. Weeks received a Spencer Dissertation Fellowship to support his dissertation research, a methodological examination of growth distortions when large scale assessments are vertically scaled unidimensionally versus multidimensionally. He has written an R package for IRT-based test linking that is now one of the core psychometric packages in the software suite. He has also published in various peer-reviewed journals including the *Journal of Educational and Behavioral Statistics*, *Educational Measurement: Issues and Practices*, and the *Journal of Statistical Software*. His current research focuses on issues in multidimensional test linking.

Workshop	Session 0.2	Salon B
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Strategies for Differentiating Instruction in Higher Education Classrooms		
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Instructors

Charles B. Starkey

Bloomsburg University of Pennsylvania

Barbara A. Wilson

Bloomsburg University of Pennsylvania

Differentiated instruction is a philosophy that promises to meet the needs of diverse learners. Using the Gregorc Learning Styles Delineator participants will experience how instruction can be differentiated to enhance learning. This workshop will also focus on classroom-tested strategies based on the research of Tomlinson, Wiggins and McTighe. The workshop leaders will model effective differentiated instruction strategies and provide activities that utilize application of these methods in teaching students in university and college settings.

**Biographies****Barbara Wilson**

Dr. Barbara Wilson has had a 30 year career in education as a special education teacher, administrator, consultant and professor. Currently an associate professor in the Department of Exceptionality Programs at Bloomsburg University of Pennsylvania, Dr. Wilson received the 2009 Bloomsburg University Teaching and Learning Enhancement Outstanding Teaching Award and the 2010 Provost's Award for Excellence in Research/Scholarly Activity. Barbara holds a doctoral degree in special education, a master's degree in school administration, and a bachelor's degree in special education. Her particular areas of interest include developing successful strategies for including students with disabilities in general education classrooms, supporting students with challenging behaviors, and making education accessible to learners with varying interests and abilities.

Charles Starkey

Dr. Charles Starkey is the chair of the Department of Early Childhood and Adolescent Education at Bloomsburg University of Pennsylvania. Charles has extensive experience working with classroom teachers and school districts for the purposes of implementing Differentiated Instruction in professional practice. As a Staff Developer in residence Charles worked as a coach for teachers; assisting them with transitioning from traditional instruction to a more inclusive differentiated platform.

Workshop**Session 1.1****Salon A****Taking the Mystery Out of Qualitative Data Analysis****Instructor**

Felice Billups

Johnson & Wales University

Have you decided to conduct a qualitative study involving interviews, focus groups, observations, or artifact/document review - or some combination of these data collection strategies? Or have you already collected your qualitative data and are unsure about how to analyze pages and pages of transcriptions or notes - or where to begin? Just as there are numerous statistical tests to run for quantitative data, there are a variety of options for qualitative data analysis. This overview is designed to assist beginning qualitative researchers with successfully managing their qualitative analysis process, introducing participants to the various strategies associated with specific qualitative designs. This session is intended to be interactive and hands-on; participants will work with sample qualitative data in order to develop skills to effectively conduct qualitative data analysis for a project, from start to finish.

Biography**Felice Billups**

Dr. Felice D. Billups is a Professor in the Educational Leadership Doctoral Program at Johnson & Wales University. She teaches courses in Research Methods, specializing in qualitative research, and in Organizational Theory & Behavior in Higher Education. Her professional expertise includes work as an college administrator in the areas of educational research, institutional and strategic planning, and institutional accreditation and assessment. She is also an educational consultant for colleges and non-profit organizations, and a New England Association of Schools & Colleges Accreditation Team Chair/Evaluator.

Dr. Billups' academic research focuses on collegiate culture, organizational theory and behavior, student satisfaction and retention, and the graduate student experience. She is a member of and proposal reviewer for the American Educational Research Association/Northeast Educational Research Association, New England Educational Research Association, American Evaluation Association, Association for Institutional Research, Society for College and University Planning and the National Association for Student Personnel Administrators. She is also an editorial board member for the *Journal of Planning for Higher Education*, a peer-reviewed publication sponsored by the Society for College & University Planning. Billups currently serves on the Distinguished Mentor Award Committee for the Northeast Educational Research Association.

Invited Panel	Session 1.2	Salon B
International Experiences in Teacher Education		

This panel will explore a range of international experiential learning opportunities that are being developed in an effort to internationalize the teacher education curriculum. Four innovative programs will be presented. Presentations will consider the following: expanding our definition of Educational Foundations to include the exploration of educational concerns through a global lens thereby encouraging students to compare, contrast, and explicitly question how formal schooling is integrated into society; using technology to foster and assess critical cultural reflection; designing short-term study tours that explore cultural and national perspectives within the study and presentation of history; and, integrating international experiences within multicultural coursework as a means of addressing students' cultural competence. A panel discussion will consider the ways these programs attend to four areas found crucial to design of international programs: curricular integration, intercultural learning, cross-cultural collaborations, and administrative challenges.

Presentations:

Helen Marx, Assistant Professor

Southern Connecticut State University

Beyond Student Teaching Abroad: Innovative International Experiences in Teacher Education

Caryn Terwilliger, Assistant Professor

Bloomsburg University of Pennsylvania.

Developing Cultural Competence through a Study Abroad to Reggio Emilia Schools in Italy

Barbara Garii, Associate Dean

School of Education, SUNY Oswego.

Expanding Foundations: Asking Questions about Educational Structures and Exploring Answers in Three Countries

David Stolloff, Professor

Eastern Connecticut State University.

Using Electronic Portfolios to Foster and Assess Intercultural Growth During a Global Field Experience in Jamaica

David Moss, Associate Professor and Interim Director of Teacher Education

Neag SOE, University of Connecticut

Preparing Global Educators: WWII Study-Tour for Pre-Service Teachers

Symposium	Session 1.3	Salon C
Applied Research in School Settings: Including School Professionals in Collecting, Analyzing, and Using Data		

Chair

Sara Whitcomb

University of Massachusetts Amherst

Discussant

Adam Feinberg

The May Institute

School reform efforts over the last several years have included an increased focus on the use of evidence-based practices and data-based decision-making. At this time school leaders are encouraged to shape professional climates that are based on collaboration and inquiry (Skalski & Romero, 2011). These Professional Learning Communities (PLCs; Dufour, Dufour, & Eaker, 2008) are based on the premise that educators should consistently work together to identify what they want students to learn, what data is needed to understand when students have learned, and how data will be used to identify when students are not learning. Such professional environments, grounded in collaborative problem-solving, naturally lend themselves to open examination of instructional practices, too. To examine student and educator data well, however, professionals must engage in job-embedded training on the collection, analysis, and use of data. Researchers, savvy in applied data methods and knowledgeable about the threats to validity that are often at work in applied research, may be a natural choice for providing school professionals with technical assistance in this realm.

The proposed symposium offers four papers, outlining applied research studies that incorporated school professionals in the collection, analysis, and use of data related to a framework of interventions known as School-wide Positive Behavioral Interventions and Supports (SWPBIS; see www.pbis.org). SWPBIS is a well-researched and multi-tiered educational approach that is grounded in principles of applied behavior analysis. It specifically addresses the creation of school contexts that reflect safety, health, and achievement. SWPBIS is not a packaged curriculum; rather, it relies on consistent implementation of a continuum of practices (Horner, Sugai, & Anderson, 2010). Tier 1 of SWPBIS includes the development of a few positively stated behavioral expectations for all students across all school settings, along with teaching and feedback strategies that ensure behavioral success. The papers included in this proposal and summarized below range in scientific rigor; yet, they highlight a science of implementation that allows professionals to translate evidence-based practice into real-world settings.

Increasing Middle School Teachers' Use of Specific Praise in the Classroom through Consultation and Performance Feedback

Rebecca Allen
University of Massachusetts Amherst

Sara Whitcomb
University of Massachusetts Amherst

Reframing Homeroom in an Alternative High School Setting

Elizabeth Barker
University of Massachusetts Amherst

Sheera Hefter
University of Massachusetts Amherst

Sara Whitcomb
University of Massachusetts Amherst

PBIS in the Elementary School Cafeteria: Reducing "Out of Seat" Behavior

Kelly Penestong
University of Massachusetts Amherst

Sara Whitcomb
University of Massachusetts Amherst

A Case Study Investigating Barriers to Office Disciplinary Referral Data Entry in a Web-Based Software System

Shannon Barry
University of Massachusetts Amherst

Cheyne LeVesseur
University of Massachusetts Amherst

Sara Whitcomb
University of Massachusetts Amherst

Symposium

Session 1.4

Salon D

Why Graduate School? Perceptions About the Value of Graduate Education and Career Opportunities

Chair

Cathy Wendler
Educational Testing Service

Discussant

Nathan Bell
American Educational Research Association

Graduate education in the United States plays a critical role in the success of the U.S. workforce and economy, attracting and producing influential researchers, innovators, and leaders. Graduate schools provide the environment in which students acquire the knowledge and skills necessary to be successful in the workforce (Council of Graduate Schools, 2009; Wendler, Bridgeman, Cline, Millett, Rock, et al., 2010). But little is known about what students know or believe about graduate school, how they value advanced degrees, what they know about careers available to them by obtaining a graduate degree, and how well graduate education prepares them for the careers they pursue. In addition, graduate school administrators may have preconceived ideas of what students know and don't know about graduate education.

Perceptions of Graduate Deans and Graduate Students About Career Knowledge and Opportunities

Cathy Wendler
Educational Testing Service

Bumps in the Road: An Investigation of Students' Decisions Regarding Graduate School

Samantha Wendler
Educational Testing Service

Graduate Student Perceptions of Graduate School Preparation for the Workplace

Chelsea Ezzo
Educational Testing Service

Differences and Similarities Between U.S. and Non-U.S. Citizens in Graduate School. Perceptions, Experiences, and Career Preparation

Fred Cline
Educational Testing Service

Paper Presentations Session 1.5 Salon I

Applications, Issues, and Solutions with Item Response Theory

Chair

Louise Bahry
University of Massachusetts Amherst

Discussant

Rochelle Michel
Educational Testing Service

Comparing the Reliability and Precision of IRT and CTT Observed Scores

Steven Culpepper
University of Illinois at Urbana-Champaign

Immanuel Williams
Rutgers University

This study builds upon previous research by further articulating the relationship between item response theory (IRT) and classical test theory (CTT). Equations are presented for comparing the reliability and precision (i.e., the test score conditional standard error of measurement for a given trait value) of observed scores within the CTT and IRT frameworks. The relative reliability and precision of CTT and IRT scores are examined as a function of item characteristics (e.g., locations, category thresholds, discriminations) and subject characteristics (e.g. the skewness and kurtosis of the latent distribution). Total scores were more reliable when the latent distribution was mismatched with category thresholds, but the discrepancy between CTT and IRT declined as the number of scale categories increased.

Evaluating Limited-Information Goodness-of-fit Indices in Assessing Multidimensional Item Response Models

Daniel Jurich
James Madison University

Christine DeMars
James Madison University

Educational measurement practitioners have limited options to assess model fit for full-information multidimensional item response theory (MIRT) models because common statistics fail to approximate their appropriate distribution with typical test lengths. Recently, limited-information test statistics amenable to full-information models have been developed that can provide better Type I error control and increased power. However, these statistics have not been evaluated with MIRT models. To address this deficiency, a simulation was conducted investigating performance of limited-information fit statistics for MIRT models. Additionally, these limited-information statistics can be used to quantify the degree of model misspecification through the root mean squared error of approximation index (RMSEA). This study investigates RMSEA guidelines to help practitioners distinguish between acceptable and poor fitting MIRT models.

An Item Parameter Recovery Study of Multidimensional IRT Software

MinJeong Shin
University of Massachusetts Amherst

Joseph A. Rios
University of Massachusetts Amherst

As the interest in multidimensional item response theory (MIRT) models has increased, the demand for accurate MIRT calibration software is high. This study compared item parameter recovery for two currently available MIRT software packages: TESTFACT and flexMIRT. The current study generated item responses based on a multidimensional extension of the 3PL model. Since TESTFACT cannot freely estimate c parameters for the 3PL model, three constraint values were applied to the lower asymptote in both TESTFACT and flexMIRT: 0.1, 0.2 and the estimated guessing parameters from a unidimensional model. Results from the analysis demonstrated that using the guessing parameters from a unidimensional model or estimating them in flexMIRT showed higher correlations than fixing them to be 0.1 or 0.2.

Effect of Estimation Error on Test Construction Using Information Functions

Jane Rogers
University of Connecticut

Hariharan Swaminathan
University of Connecticut

The purposes of this study were (1) to assess the effect of IRT item parameter estimation error on the psychometric properties of tests constructed using information functions in a more generalizable manner than in previous studies; and (2) and to investigate the utility of a correction to the information function that may mitigate the effects of item parameter estimation error. A test construction approach that uses a minimum discrepancy from target TIF at target theta values produced the least overall bias in the TIF across replications of the item bank. The correction factor proposed by Zhang (2012) appears to be effective in reducing the bias.

Differences in Examinee Item Attribute Selection: A Cognitive Source of DIF

Peter Arvanites

Rockland Community College

Thomas Judd

United State Military Academy

Eric Magaram

Rockland Community College

Charles Secolsky

University of Illinois

Differential Item Functioning (DIF) analysis has been used since the mid-1980s on large scale tests. The emphasis then and now still is on applying it to different racial groups for detecting items that are potentially unfair to either the white or a minority examinee group after conditioning on ability as total test score. In the present study, DIF is used to identify sources of cognitive difference between examinee groups conditioned on ability but for purposes of finding potential examinee misconceptions. These groups are formed by whether or not they select the instructor indicated attribute for a given item. Small sample DIF analysis as proposed by Clauser and Hambleton (2012) is employed on 124 students in different sections of a statistics course but with nearly the same exam. Items determined to have DIF are discussed as well as what the DIF means in this context.

Paper Presentations

Session 1.6

Salon II

Postsecondary Education: Challenges and Opportunities

Chair

Yanhui Pang

Bloomsburg University of Pennsylvania

Discussant

Bo Bashkov

James Madison University

Scholars' Ideologies about Part-time Faculty: A Content Analysis of New Directions for Community Colleges, 1973 - 2012

Maya Wellundermo

Harvard Graduate School of Education

The increasing proportion of part-time faculty at U.S. institutions of higher education has raised questions about how part-time faculty affect quality. Research presents conflicting accounts about the effects of part-time faculty, and some critics worry that researchers' ideological differences may explain differences in their conclusions. To examine the ideological perspectives that scholars bring to this issue, this study analyzed forty years of content from *New Directions for Community Colleges*, a prominent scholarly periodical in the field of higher education. The study found persistent differences in scholars' perspectives about how to conceptualize and measure faculty quality that may help explain why research has produced conflicting accounts about the effects of part-time faculty.

They're Here to Learn: Student Attendance Predicts Learning in Community College Classrooms

Gregory Mullin

Bunker Hill Community College

The purpose of this study was to determine if community college students' classroom attendance was a significant predictor of their learning. Daily attendance was collected for 110 community college students from five different courses during the Spring 2013 semester. When the semester had culminated, the final grades of the participating students were matched to their attendance rates. Through a simple regression analysis, the predictive ability of attendance on final grades was explored to answer the question: Does student attendance predict learning?

Exploring Life Stressors, Academic Ability, Psychosocial Skills, and Academic Outcomes in Veterans

Liz Coppola
Educational Testing Service

Ross Markle
Educational Testing Service

Postsecondary institutions have been increasingly developing initiatives to serve the growing population of veterans, but little research exists on this population. Consequently, there is scant understanding on the unique challenges veterans face, how they are faring in postsecondary education, or how institutions can increase their likelihood of success. Using a sample of 72 veterans from a multi-institution national study of student success, we found that veterans differ from nonveterans in life stressors and psychosocial skills, yet were similar with regards to academic ability and academic outcomes. We then discuss how these variations in psychosocial skills suggest effective ways for institutions to develop programs for veterans.

Examining the Effects of Self-Efficacy and Stress on College Success for Hispanic and White Students

Maria Bertling
Educational Testing Service

Margarita Olivera-Augilar
Educational Testing Service

Ross Markle
Educational Testing Service

Academic self-efficacy is one of the most important noncognitive predictors of college success (e.g., Richardson, Abraham, & Bond, 2012) and has joint effects with stress (Zajacova, Lynch, & Espenshade, 2005), but little is known about differential effects across ethnically diverse populations. The current study extends previous research by investigating joint effects of self-efficacy and sensitivity to stress on college success in large samples of Hispanic and White college students. Results from multi-group regression analyses indicate that while both predictors have the same importance for predicting GPA across the two groups, self-efficacy shows differential effects across ethnic groups. These results highlight the need to test for differential prediction for theoretical and practical implications.

The Effectiveness of Learning Communities on Students' Knowledge Acquisition and Perceived Self-Efficacy

Andrea Selena Salis
Queensborough Community College

Previous literature has shown that the use of learning communities (LCs) in higher education enhances student academic performance, social engagement and retention (Hotchkiss, Moore and Pitts, 2006). Much of the literature on LCs has focused on students attending two or more courses that may be linked by learning goals, assignments or projects. What is missing from the previous literature is a study that examines the effectiveness of a LC linking a lecture-based course with an experiential learning, activity-based course to demonstrate improvement in students' academic performance and perceived self-efficacy. This study examines the learning outcomes of a course assessment from community college students participating in a lecture and activity LC to increase their knowledge acquisition and self-efficacy for applying course content.

Paper Presentations Session 1.7 Salon III**Teaching Math: Research on Math Pedagogy and Practice****Chair**

Leta Hooper

*University of Massachusetts Amherst***Discussant**

Kimberly Colvin

*MIT***Manipulating Math: A Hands-On Approach to Teaching Mathematics**

Alisa Mahoney

Pace University

This study implemented the use of manipulatives in mathematics to a group of five special education students in the fourth grade. Through quantitative measures we were able to find that the students test scores increased an average of 47 points (296%). That data of the students' progress is shown on graphs to compare their test results. Additionally, the qualitative data showed that students' level of participation increased and they were able to apply fractions to real life situations. The triangulation of results among the formal assessments, the teachers' view points, and the students' view points show how this method increased student learning. Implications of the findings show that manipulatives can be an effective tool when teaching fractions to students with disabilities.

Lecturing Versus Leading in High School Geometry: Implications from the Arbitrary to the Necessary

Douglas M. Platt

Montclair State University

This talk examines the implications for student learning in a high school geometry classroom depending on the order in which ideas and vocabulary are presented. Through a professional development program, the teacher was able to discuss her concerns and receive feedback and guidance related to student learning of mathematical vocabulary, which appears to have had an effect on her teaching style, as subsequent lessons sought to address student understanding before vocabulary accumulation. Using data triangulated from professional development and classroom observations, the effect of focusing on what is arbitrary and necessary within a mathematics curriculum are examined with possible implications for the balance between teacher- and student-centered teaching and learning being developed.

Number Sense Instruction for Kindergarten Students

Sheetal Sood

University of Hartford

This study examined the effectiveness of a number sense program on kindergarten students' number proficiency and responsiveness to treatment. The program targeted development of number relationships (e.g., spatial, more and less). A total of 209 students from four schools in Connecticut participated in the study. Results indicated significant differences favoring the treatment students on all measures.

Feedback and Revision for Students with Disabilities: Effects of Personality Factors on Efficacy

Carlos Cavalle

Educational Testing Service

Elizabeth Stone

Educational Testing Service

Yigal Attali

Educational Testing Service

Cara Laitusis

Educational Testing Service

Seventh-grade students were presented with multiple-choice and open-ended mathematics items in both a standard condition and a feedback-and-revision condition in a computer-based format. The feedback-and-revision condition presented students with information about the correctness of their answers (feedback) and invited them to resubmit answers up to two additional times (revision). Students also answered a questionnaire about their preference for one condition over the other. In addition, they were given parts of the Conscientiousness and Neuroticism subscales of the HEXACO scale. This study reports on results of analyses exploring the relationship between personality, attitudes toward feedback and revision, and performance on the test under the two conditions.

Implementation of Elementary Mathematics Materials: A Six-Year Interrupted Time Series Analysis of Fourth Grade Achievement

Kristen E. Reed
Education Development Center

Jessica Young
Education Development Center

How do district-led elementary mathematics improvement efforts relate to changes in fourth grade students achievement as measured by the state test? We describe a multilevel mixed methods project studying twelve districts' implementation of two elementary mathematics materials. We employed a short interrupted times series analysis using six years of performance outcome data—three years prior to the adoption of the new materials and three following adoption. Preliminary results suggest a potential effect of the intervention on student outcomes, where student scores increased over the four year period post-implementation. The results will assist administrators, as well as policymakers, in planning implementation. This project contributes to education research by using a short ITS quasi-experimental analysis to study curriculum implementation.

Paper Discussions

Session 1.8

Rocky Hill

Assessment and Achievement

Chair

Oksana Naumenko
James Madison University

Discussant

Alexander Hoffman
AleDev Consulting

Towards Validating the Revised GRE General Test: Gathering Initial Evidence

Megan Elise Schramm-Possinger
Educational Testing Service

Donald Powers
Educational Testing Service

Brent Bridgeman
Educational Testing Service

Scores from the revised GRE General Test—introduced on August 1, 2011—serve as an important source of information regarding applicants' verbal, quantitative and analytic academic competencies, equipping graduate school admissions committees to make reasoned decisions regarding who is most likely to succeed in a specific program. The utility of the revised GRE depends upon the degree to which scores on each of the three sections of the test predict graduate students' success. To assess the predictive validity of this measure, several sources of data have been collected: first-year graduate students' fall and spring GPAs; their responses to a survey, requiring them to self-assess their academic strengths and weaknesses; two writing samples from their first year coursework and/or research; and two faculty members' appraisals of their academic competencies. Measures of association between the scores on each section of the revised GRE exam and academic achievement criteria (GPA, writing samples, faculty evaluations, self assessments) are used to determine the predictive validity of the revised GRE.

Inquiry-based Instruction: Cultivating Analytical Habits of Mind

Kimberly A. Laliberte
College of Arts and Sciences
Educational Leadership Doctoral Program
Johnson & Wales University

Global competitiveness challenges regarding 21st century work-force skills in STEM-based careers have increased. Strategic interventions for the K-12 educational system are imperative for post-secondary opportunities. This mixed method sequential explanatory, quantitatively dominant study will survey N=300 teachers from urban, suburban and rural RI schools to assess frequency and level of inquiry related to Webb’s depth of knowledge and teacher inquiry self-efficacy. Descriptive and inferential statistics (t-test and ANOVA) will be used to analyze the survey responses and teacher demographic data. Three follow-up focus groups will illuminate teacher self-efficacy regarding inquiry. Findings will be of interest to varied stakeholders regarding workforce readiness through 21st century skill proficiency.

Making the Grade: An Exploratory Study of Meritocracy in New York City Public Schools

Anjali Deshpande
New York University

Receiving grades is an integral part of the schooling experience. Research on grading practice suggests that grades are unpredictably variant and can represent a multitude of factors including formal assessments, participation, and improvement. This dissertation project builds on previous studies of grading practice and focuses on the impact of teachers’ beliefs on middle school teachers’ grading practices in New York City, where school reform efforts including high school choice may affect grading policies. I employ a mixed methods design, and plan to triangulate data from surveys (N=300), interviews (N=12), and a large administrative dataset (N=20,000). I use descriptive and correlational methods for quantitative analyses, and recursive coding methods consistent with the grounded theory method for qualitative analyses.

Evaluating and Establishing “Gain” Criteria on an Educational Assessment

Abdolvahab Khademi
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

April Zenisky
University of Massachusetts Amherst

In this study, we explore and investigate the impact on the programs of adopting different criteria in Massachusetts Adult proficiency Test (MAPT) to define program level gain. Criteria explored include proportion of students gaining one EFL, proportion of students exhibiting any gain at all, proportion making .2 standard deviation gain, and proportion increasing 1 standard error of measurement (about 23 points). Data are from MAPT fiscal years 2011 and 2012 administrations, including math test scores for 2,702 and 2909 examinees for fiscal years 2011 and 2012, respectively, and reading scores for 3,491 and 3,861 examinees for the 2011 and 2012 years, respectively. A work in progress, the present study reports on the results of only one of the foregoing criteria.

Invited Panel	Session 2.2	Salon B
Fairness in Licensure & Certification Testing: Thoughts on Test Development, Standard Setting and Score Use		

Moderator

Javarro Russell

National Board of Medical Examiners

There are few places where the theme of “Fairness in Testing” resonates more than when developing exams for the purpose of licensure and certification. There are standards of practice that provide guidance in ensuring an appropriate level of fairness throughout the test development process. The purpose of this session is to discuss fairness from the perspective of psychometricians working in licensure and certification testing. We will touch on topics related to test development, standard setting, and score use.

Presenters

Carol Morrison, Manager Psychometrics

National Board of Medical Examiners

Andrew Jones, Psychometrician

American Board of Surgery

Jonathan Rubright, Psychometrician

American Institute of CPAs

Symposium	Session 2.3	Salon C
Teacher Effectiveness: Measuring Scientific Knowledge for Teaching		

Chair

Jennifer Merriman

*College Board***Discussant**

Jamie Mikeska

Educational Testing Service

Teacher effectiveness is at the forefront of educational discussion and reform in the US today. Converging lines of evidence suggest that neither proxy measures of teacher effectiveness based on observable data nor value-added models validly capture teachers’ knowledge and instructional practices. Content knowledge for teaching is shown to be a strong predictor of student achievement, yet professional development (PD) on subject matter content and how students learn that content is not typically sought out by teachers, especially those with weak content knowledge. Ball, Hill, & Bass (2005) argue that “[a]lthough the typical methods of improving U.S. instructional quality have been to develop curricula, and—especially in the last decade—to articulate standards for what students should learn, little improvement is possible without direct attention to the practice of teaching” (p. 14). Thus, the quality of teaching depends on the teacher’s knowledge of the content. Indeed, content knowledge for teaching and related instructional quality is one of the priority indicators that gets closest to the core of student learning and represents a point of greatest leverage to improve the education system and student outcomes in the STEM disciplines (National Research Council, 2013). This symposium will include four papers that discuss the development of a new instrument that is designed to measure teachers’ Scientific Knowledge for Teaching, specifically in AP Biology.

AP Insight: Formative Assessments to Support Teacher Pedagogy

Cynthia Hamen Farrar
College Board

Formative Impact Evaluation Outcomes of AP Insight: Design and Results from an i3 Grant

Andrew Wiley
College Board

Scientific Knowledge for Teaching: Defining the Construct

Jennifer Merriman
College Board

Cynthia Hamen Farrar
College Board

Psychometric Challenges in Developing a Measure of Scientific Knowledge of Teaching

Stephen Sireci
University of Massachusetts Amherst

Kimberly Colvin
MIT

Jennifer Randall
University of Massachusetts Amherst

Symposium
Session 2.4
Salon D
Assessing Ethical Reasoning in Higher Education: An Example
Chair

Keston Fulcher
James Madison University

Discussant

Ross Markle
Educational Testing Service

Most universities embrace ethical reasoning. Indeed, the American Association of Colleges and Universities (2007) highlighted ethical reasoning skills as an “essential learning outcome” of higher education. While implicitly subscribing to ethical reasoning for many years, our institution – XX University – recently addressed ethical reasoning directly. Specifically, over the next five years, most students will receive ethical reasoning intervention through student services programs, an on-line module, and general education classes. The authors of this proposal were charged with assessing how much students learn as a function of these endeavors.

Introducing an Ethical Reasoning Framework and Related Assessment Instruments

Keston Fulcher
James Madison University

Developing the Test of Ethical Reasoning via Classical Test Theory Analysis and Benson's Validation Framework

Kristen Smith
James Madison University

Assessing the Dimensionality of the Test of Ethical Reasoning: A Demonstration of Using Exploratory Factor Analysis with Dichotomous Data

Bozhidar Bashkov
James Madison University

Rubric Development and Performance Assessment Reliability Analyses: A Generalizability Theory Approach

Oksana Naumenko
University of North Carolina - Greensboro

Paper Presentations Session 2.5 Salon I
One World: Understanding/Educating International Students
Chair

Ann Anderberg
Eastern Connecticut State University

Discussant

Melda Yildiz
Kean University

Dominican Stereotypes and Little Mexico: Latino Students in New Hampshire Schools

Meg Petersen
Plymouth State University

This paper describes a preliminary study of Latino/a students in the urban schools in Nashua and Manchester, New Hampshire. Through interviews with students, teachers and administrators, as well as observations in the schools, the presence of Latino students in traditionally white schools is examined. The rapid demographic shift in New Hampshire middle and secondary schools has brought about a situation where different cultural groups inhabit urban secondary schools. The study aims to describe the differing perceptions of all concerned. This paper considers how each group experiences the diversity of the school, where the tensions arise, and how different groups describe those tensions. Concerns are raised about equity in New Hampshire schools and possible directions for further research are suggested.

Non-cognitive Factors That Identify Academically At-Risk International Students

Mariafe T. Panizo
James Madison University

Jonathan A. Kratz
James Madison University

Vesna Hart
James Madison University

S. Jeanne Horst
James Madison University

The purpose of the study was to investigate whether non-cognitive factors indicators of adjustment and motivation predict international student academic success. Students completed self-report measures of attitude and affect prior to their first year and during their sophomore year. Entering first-year international students' self-reported performance avoidance, work avoidance and sophomore self-acceptance significantly correlated with sophomore GPA. The relationship between work avoidance and GPA was moderated by whether a student was international or from the US. International students who scored above the midpoint on work-avoidance had significantly lower GPA's than US students at the same level of work-avoidance. The relationship between self-acceptance and GPA was also moderated by whether or not a student was international or from the US. Implications are discussed.

Evaluating Attitudes Towards Mathematics in Three Countries: Analysis of Data from TIMSS 2011

Fen Fan
University of Massachusetts Amherst

Jennifer Randall
University of Massachusetts Amherst

Attitudes toward math have been linked to math achievement and career selection (Armstrong & Price, 1982; Ethington & Wolfe, 1988, Sherman, 1982). Using data from the 2011 Program for the Trends in International Mathematics and Science Study (TIMSS) student questionnaire, we will compare the attitudes towards math of students from three countries—New Zealand, Hong Kong (China), and the United States— and use differential item functioning (DIF) to determine if these attitudes vary across country and sex subgroups.

Daughters of China: An Examination of the Home, School, and Community Experiences of Chinese Adoptees

Marguerite Scaglione Aldrich
Western Connecticut State University

Deborah Hardy
Western Connecticut State University

Marcia A. B. Delcourt
Western Connecticut State University

George F. Kain
Western Connecticut State University

This individual Paper Presentations will provide a summary of the results of a dissertation research project completed in 2011-2012. The purpose of this qualitative study was to examine the life experiences of Chinese adoptees raised in the United States. This research was notable because the existing body of research dealing with Chinese adoptees was largely quantitative and predominantly relied upon parents' perspectives; simply because most of the children had not been old enough to speak for themselves. As a result, the voices of these young women were missing from previous research. The presentation will include a summary of the underlying theoretical framework, methodology of the research, qualitative data analyses procedures, resulting themes, and a discussion of implications for educators.

International Students' Perceptions of the Educational Value of Service Learning

Sahaya Josephine
University of Hartford

This research intends to examine international students' perception of the educational value of service learning as a part of their university or college experience. Pedagogical implication for service learning was the conceptual framework that guided this research. Students (N= six) were recruited by means of random sampling from a private university in the northeast. The data was collected via interviews and was analyzed qualitatively. This study shows that service learning is perceived as most instrumental in preparing students for lifelong learning and citizenship. It is an important teaching tool to develop critical thinking and demonstrating the practical implications of theories learned. It has the potential to enhance the learning environment for international students and subsequently improving their academic engagement and learning.

Paper Presentations

Session 2.6

Salon II

Education and Care: Cultural/Social Awareness and Competence

Chair

Amanda Bozack
University of New Haven

Discussant

Summer Williams
Westfield State University

Cultural Competence: An Investigation of Urban High School English Teachers' Practices

Alyce Roberts
University of Hartford

The purpose of this study was to determine the cultural relevance of urban high school English teachers' practices. Au's (1998) diverse constructivism outlining seven literacy educator roles was the conceptual framework. A multiple case study was designed to investigate practices based on student demographics. Teachers participated in interviews and furnished lesson plans. Results showed teachers' reliance on social constructivist practices and prevalence of dominant cultural values. There was evidence of minimization of cultural differences, apathy towards diversity, and cultural deficit thinking. A proposed sociopolitical constructivist framework better reflects the urban educator's role as an agent of change to transform for social action. The study has implications for policy and practice. Recommendations encompass curriculum, professional development, and urban teacher evaluation in addition to recommendations for future research.

Urban Community Schools: Educator Perceptions of the Effects of Children's Health and Wellness on Learning

Diana J. LaRocco
University of Hartford

Beth A. Parker
University of Hartford

Suzi D'Annolfo
University of Hartford

Select findings from a participatory action-research project that brought together 11 individuals from five of Hartford's seven community schools to engage in a focus group discussion about the effects of children's health and wellness on learning will be presented. The researchers and key personnel from Hartford Public Schools and Achieve Hartford! co-constructed the inquiry. Issues identified as interfering with student learning clustered into themes that include students' and family members' mental, behavioral, nutritional, and domestic/neighborhood health. The results are being used to create a call for translational research proposals for University researchers to address these questions and disseminate findings to HPS and related community partners.

Pre-service Teachers' Changing Perceptions of Diversity Following and Intensive Urban Teaching Practicum

Tamara L. Roth
Bloomsburg University of Pennsylvania

Frank D. D'Angelo
Bloomsburg University of Pennsylvania

Molly H. Marnella
Bloomsburg University of Pennsylvania

Ingrid T. Everett
Bloomsburg University of Pennsylvania

Bloomsburg University pre-service teachers participated in a two-week intensive urban teaching practicum in the Bethlehem/Easton, PA area. From 2006 to 2012, the researchers collected and analyzed quantitative and qualitative data from pre-service teacher pre-surveys, post-surveys, and written, mid-point reflections. The faculty-created surveys focused on the psychosocial development of teacher candidates attributed to this diverse hands-on field experience. Longitudinal quantitative and qualitative data supported the hypothesis that pre-service teachers from predominantly rural settings would experience change in personal and professional understandings of urban and diverse students and schools.

Who Has a Bias Blind Spot? The Relation of Individual Differences to Bias Blind Spot

Lauren Carney
Educational Testing Service

Chelsea Ezzo
Educational Testing Service

Jeremy Burrus
Educational Testing Service

Teachers are expected to rate students in an unbiased manner. However, research in psychology has found that most people possess a "Bias Blind Spot" (BBS), in which they tend to recognize biases more in others than in themselves. The purpose of the current study was to identify individual differences associated with BBS. BBS was found to be significantly correlated with extraversion, possibly due to a link between introspection and BBS. More intelligent people were found to have a larger BBS, and gender and age were not related to BBS. These results help identify which teachers may be more susceptible to underestimating their own biases.

Caring in Teaching: What is in the Name?

Gina Fanelli
Caldwell College

Ellina Chernobilsky
Caldwell College

Given the increasing scrutiny of standards for colleges and universities to maintain accreditation in teacher education programs, caring in teaching and how pre-service teachers are trained in caring has received a lot of attention. This paper reports on a piece of a larger study that aims to understand pre-service teachers' perceptions of caring. Specifically, the paper focuses on the identification of traits that pre-service teachers identify as the most important to possess in order to be considered a caring teacher. The results indicated that traditional and post-baccalaureate pre-service teachers identify different sets of traits that they consider caring. The results also indicate that these sets remain stable and do not change as the students progress through their respective programs.

GSIC Session	Session 2.7	Salon III
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Navigating the Publication Process

Chairs

Xi Wang

University of Massachusetts Amherst

Whitney Zimmerman

The Pennsylvania State University

In this invited panel, individuals with a wide variety of experiences will provide advice on the publication process. Topics will include working with co-authors, submitting your work, and surviving the peer-review process. Publishing in journals and books will be discussed from the perspective of both an author and an editor/reviewer. At the end of the session, there will be time set aside for questions from the audience.

Panelists

Deborah Bandalos

James Madison University

Robert Gable

Johnson & Wales University

David Moss

University of Connecticut

Stephen Sireci

University of Massachusetts Amherst

Paper Presentations	Session 2.8	Rocky Hill
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What's in a Class, Race, Neighborhood, Placement Test? Can We Predict Academic Achievement?
--

Chair

Darlene Perner

*Bloomsburg University of Pennsylvania***Discussant**

Sharon Cramer

Buffalo State, Emerita

Collective Teacher Efficacy at the School Level Examined: Magnet Schools in an Urban District
--

Deborah Annette Santacapita

University of Bridgeport

Connecticut urban schools have not been as academically successful as Connecticut suburban schools with respect to student academic achievement as measured by No Child Left Behind standards. Nevertheless, there were academically successful urban schools in Connecticut that rival suburban schools. Students who attended these high-performing magnet schools had the same demographic characteristics as those who attended neighboring underperforming urban schools. Therefore, the primary focus of this study was to describe the variables within these high-performing magnet schools—primarily collective teacher efficacy—using the theoretical framework of social cognitive theory by Bandura. This explanatory mixed-methods design examined how collective teacher efficacy might be used to inform educational leadership and policy decisions related to school accountability measures. A survey and open-ended essay questions elicited from 61 magnet school teachers were investigated to see the perceived collective efficacy at the school level. The variables and characteristics explored in this study may explain high collective teacher efficacy to the educational community and all vested staff in order to help schools to replicate and to achieve the same level of academic success for all urban students.

Parental Education Level Predicts Differences Between High and Low Performing States

Stuart E. Smith
Alfred University (Retired)

Correlations between the percentage of college graduate parents of eighth-grade students and NAEP reading and math scores for fifty states for 2003, 2005, 2007, 2009, and 2011 were calculated. The five correlations were .74, .74, .74, .72, and .77 for reading and .74, .70, .70, .74, and .72 for math. The six highest-scoring states were contrasted with the seven lowest-scoring states on the 2003 NAEP reading test. The six highest-scoring states all had percentages of college graduate parents above the national mean; the seven lowest-scoring states all had percentages of college graduate parents below the national mean. Similar analyses were conducted with eleven large city districts. Educational implications of these findings are discussed.

Parent Involvement as a Mechanism of the Intergenerational Transmission of Youth Educational Aspirations and Attitudes

Emily Pressler
Pennsylvania State University

Daphne C. Hernandez
University of Houston

The current study explores whether maternal educational aspirations and attitudes are transferred to their children through measures of parental involvement in child education. Using data from the National Longitudinal Study of Youth 1979 Cohort (Generation 1 mothers) and linked NLSY79 Children and Young Adults (CNSLY) files (generation 2 youth) the intergenerational transmission of educational orientations was explored in a sample of 1,225 mothers and their 2,080 children. Results indicate that prospective maternal aspirations are positively predictive of youth aspirations in adolescence, and this relationship is partially mediated through parent communication at home and parent participation at school. However, prospective maternal school attitudes are not significantly predictive of offspring school attitudes in adolescence. Conclusions and implications are discussed.

Perceptions of Underprivileged High Ability Students Who Bridged the Achievement Gap

Marcia Delcourt
Western Connecticut State University

Claire Delcourt
Metropolitan Nashville Public Schools

New York City's lower east side is a neighborhood of contrasts. One of Manhattan's most prestigious high schools is situated across the street from a cluster of apartment buildings that house some of the most economically disadvantaged families in the country. A program called the Early College Academy (ECA) was designed to strengthen the skills of local middle school students with high potential in order to improve their acceptance rates to competitive high schools. The program resulted in student acceptances to several such schools. This qualitative study was conducted to examine perceptions of students who had attended the ECA and were second or third year participants in a high school with competitive admission procedures.

An Examination of A District's Waiver Provision for Advanced Grade 6 Math: An Explanatory-Sequential Mixed Methods Design

Thomas W. Christ
University of Bridgeport

Ian Banner
University of Bridgeport

This explanatory-sequential (QUAN->qual) mixed methods complementarity study attempted to determine whether a math-level reconsideration provision at one middle school in a suburban district is justified. A group-comparison was employed to separately compare one group's scores to two other groups' scores in a single year (2011-2012). A teacher focus-group interview was conducted to explain the results and provide insider perspectives of two experienced grade 6 teachers. The result of a two-tailed, unpaired t-test comparing the means of the wTPA and the M6 groups, indicated that they differed significantly on math level $t(52) = 3.460, p < 0.05$. A second two-tailed, unpaired t-test comparing the means of the wTPA and the TPA groups indicated that they, too, differed significantly $t(52) = 4.338, p < 0.05$. The two teachers explained the results somewhat differently and differed in the way they perceived the wTPA students' performance in relation to the TPA students.

Keynote

Grand Ballroom

Getting It Right: Fair and Defensible Approaches to Teacher Evaluation in a High Stakes Environment

Introduction by
Steven Holtzman
Educational Testing Service

Speaker
Charlotte Danielson
The Danielson Group

In the current landscape of high-stakes teacher evaluation, it's essential to design approaches to teacher evaluation that are both defensible (professionally & possibly legally) and fair to all stakeholders. Indeed, because teacher evaluation is high stakes not only for teachers, but for the systems themselves, it's critically important to "get it right." So what does it take to get it right? This address will describe the elements needed: clear standards of practice using a validated instrument, trained and certified evaluators who can make accurate and consistent judgments based on evidence, and the active engagement of teachers in the evaluation process.



Biography

Charlotte Danielson
A former economist, is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. She advises State Education Departments and National Ministries and Departments of Education, both in the United States and overseas. She is in demand as a keynote speaker at national and international conferences, and as a policy consultant to legislatures and administrative bodies.

Ms Danielson is a graduate of Cornell University (history), Oxford University (philosophy, politics, and economics) and Rutgers University (educational administration and supervision.) She has taught at all levels, kindergarten through university), and has worked as a curriculum director and staff development director, and is the founder of The Danielson Group. Her Framework for Teaching has become the most widely-used definition of teaching in the United States, and has been adopted as the single model, or one of several approved models, in over 20 states.

Ms. Danielson's many publications range from defining good teaching ("*Enhancing Professional Practice: a framework for teaching*," 2007), to organizing schools for student success ("*Enhancing Student Achievement: a framework for school improvement*," 2002), to teacher leadership ("*Teacher*

Leadership that Strengthens the Profession," 2006), to professional conversations ("*Talk about Teaching! Conducting Professional Conversations*," 2009), to numerous practical instruments and training programs (both onsite and online) to assist practitioners in implementing her ideas.

Workshop	Session 3.1	Salon A
Generalizability Theory and Applications		

Instructors
Lisa Keller
University of Massachusetts Amherst

Joseph Rios
University of Massachusetts Amherst

Generalizability Theory liberalizes and extends classical test theory. In particular, Generalizability Theory enables an investigator to disentangle multiple sources of error through the application of analysis of variance procedures to assess the dependability of measurements.

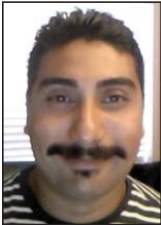
The primary goals of this training session are to enable participants to understand the basic principles of generalizability theory, to conduct relatively straightforward generalizability analyses, and to interpret and use the results of such analyses. Mathematical and statistical foundations will be treated only minimally. Major emphasis will be placed upon quickly enabling participants to conduct and interpret relatively straightforward generalizability analyses, then more complicated ones. Examples will include various types of performance assessments. Prerequisites include knowledge equivalent to one course in educational measurement and familiarity with ANOVA at an introductory level. Computer programs for performing generalizability analyses will be discussed and illustrated. Participants should bring laptops and a hand calculator.

Biographies

Lisa Keller
Lisa Keller is an Associate Professor in the Department of Educational Policy, Research & Administration at the University of Massachusetts Amherst. She earned her B.S. in mathematics magna cum laude in 1993 from St. Michael's College in Winooski, VT. She earned an M.S. in mathematics with a statistics concentration in 2001, and an Ed.D. in psychometrics from the University of Massachusetts in 2002. Since then, she has been in the Research and Evaluation Methods Program. Her research interests focus around areas of equity in K-12 testing, especially in the context of equating and assessing changes in student achievement. Additionally, Dr. Keller is interested in measures of reliability, especially including generalizability theory. Dr. Keller also engages in consulting both within education as well as in other areas of social sciences. She also does consulting work for various market research firms.



Joseph Rios
Joseph Rios received his B.A. in psychology from Lewis & Clark College and his M.A. in quantitative methodology from the University of California, Riverside. He is currently a doctoral student in the psychometrics program and a research assistant in the Center for Educational Assessment at the University of Massachusetts Amherst. Joseph's methodological research has focused on differential item functioning in a computerized adaptive testing context, subscore reporting, as well as variance component and standard error estimation procedures in generalizability theory. Furthermore, his interests in assessing linguistic minorities, international assessment, and cross-cultural research have led him to pursue various topics related to score comparability, test accommodations, and test adaptation.



Invited Panel	Session 3.2	Salon B
Questioning the Beauty of Fairness		

Moderator

Kerrita Mayfield

University of Massachusetts Amherst

This invited panel will discuss the meaning(s) of fairness and equality across multiple social, cultural, and economical circumstances. Specifically, this dynamic panel will explore: (a) the collision of race and fairness and ways it is struggled over and enacted through one southern community's traditions, (b) how one progressive school addresses the challenges and opportunities with providing all students with a quality, first-class educational experience regardless of ability to pay, (c) various strategies to lift LGBTQ students' voices and to collaboratively advocate *with* them to cultivate positive, sustainable systemic change for all members of the school community, and (d) how classrooms, through their assessments, processes, and curricula have the potential for being emancipatory not only for their students/learners, but for their wider communities.

Presenters

Marcus Ware, Dean of Students

*Commonwealth Academy, Springfield, MA****Financing the American Dream: Quality Education for All***

Kerrita Mayfield, Visiting Professor

*University of Massachusetts Amherst, Social Justice Program****Queering the Curriculum: Exploring Curricular******In/Con/De/Construction Toward Emancipation***

Brenda Juarez, Assistant Professor

*University of Massachusetts Amherst, Social Justice Program****Fairness and the Democracy-Racism Paradox***

Maru Gonzalez, Graduate Assistant

*University of Massachusetts Amherst, Social Justice Program****School counselor advocacy with LGBTQ students across identity groups: A collaborative vision for school reform***

Invited Panel	Session 3.3	Salon C
In the Pursuit of Academic Excellence: Insights into the New National Standards Movement		

Moderator

Keisha Green

University of Massachusetts Amherst

Currently, 45 states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards for Reading and Mathematics. Moreover, 26 states have come together to develop the New Generation Science Standards. The movement towards a coherent system of national standards seems unavoidable. This panel broadly explores the goals, implications, and challenges, of this movement from multiple perspectives (school administrators, teacher-educators, and assessment professionals).

Presenters

Dawn Lentini-Brookhart, Director of Curriculum, Instruction, & Assessment

*Danville Area School District****The Challenges Schools Face in Implementing the Common Core Standards***

Mary Yakimowski, Yujin Kim, Marisa DelCampo

*University of Connecticut****Taking Charge of the CCSS Initiative within a Teacher Preparation Program***

Joanna Gorin, Robert Mislevy

*Educational Testing Service****Inherent Measurement Challenges in the Next Generation Science Standards for both Formative and Summative Assessment***

Keisha Green

*University of Massachusetts Amherst****Considering English Language Arts in the Context of the Common Core***

Symposium**Session 3.4****Salon D****Issues in Higher Education Assessment****Chair**

S. Jeanne Horst
James Madison University

Discussant

Abigail Lau
Emmanuel College

The assessment/teaching-learning cycle consists of at least four steps: 1) defining student outcomes, 2) putting learning opportunities in place, 3) gathering/interpreting evidence, and 4) applying results to student learning and teaching. Paper one highlights step one by discussing faculty engagement with assessment activities. Paper two highlights step two of the assessment/teaching-learning cycle: implementation fidelity. Specifically, in order to draw appropriate inferences from assessment results, we need to ensure that the students actually experienced the learning opportunity that is being assessed. Paper three highlights step three by offering an applied example of variables related to self-selection of students into a learning community. Paper four highlights the fourth step by exploring and providing suggestions for overcoming obstacles to using results.

Faculty Attitudes towards Assessment

Sarah MacDonald
James Madison University

Laura Williams
James Madison University

Rory Lazowski
James Madison University

S. Jeanne Horst
James Madison University

Kenn Barron
James Madison University

Showcasing the Utility of Implementation Fidelity to Evaluate Educational Programing

Kristen Smith
James Madison University

Rochelle Fisher
James Madison University

Kathryn Pinder
James Madison University

Sara Finney
James Madison University

Establishing an Academic Support Structure: An Investigation of Underrepresented Students' Transition and Persistence through Their Undergraduate Education

Heather Harris
James Madison University

S. Jeanne Horst
James Madison University

Using Assessment Results: Hyped Often, Evidenced Rarely

Keston Fulcher
James Madison University

Symposium Session 3.5 Salon I

Repairing Reporting: New Findings and Directions for Educational Score Reporting in the 21st Century

Chair

Molly Faulkner-Bond
University of Massachusetts Amherst

Discussant

Ronald Hambleton
University of Massachusetts Amherst

This symposium will draw attention to the practices, problems, and promise of score reporting as a critical measurement practice. It will feature four papers that build on each other to provide a sense both of what score reporting currently looks like and, more importantly, how it can be improved through better design and practices. The first two papers will focus on the burgeoning area of digital reporting by providing a summary of current K-12 practices, as well as a broader discussion of what digital reporting could look like, based on analysis of other industries and fields. The last two papers will focus on the score report design process, and highlight key questions, practices, and challenges associated with the development of effective reports.

A Summary of Current Online Reporting of K-12 Assessment Data in the 50 States

MinJeong Shin
University of Massachusetts Amherst

Katrina Crotts
University of Massachusetts Amherst / ETS

Measurement Marketing 101: How Non-Educational “Reporting” Sites Can Inform K-12 Assessment Reporting

Molly Faulkner-Bond
University of Massachusetts Amherst

MinJeong Shin
University of Massachusetts Amherst

Reliability and Responsibility in the Reporting of Practice Test Scores

Louise Bahry
University of Massachusetts Amherst

Lisa Keller
University of Massachusetts Amherst

April Zenisky
University of Massachusetts Amherst

Designing and Piloting Individual Score Reports for ELP Assessments

Xi Wang
University of Massachusetts Amherst

M. Fernanda Gándara
University of Massachusetts Amherst

Symposium	Session 3.6	Salon II
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Methodological Approaches for Evaluating the Quality of Standard-Setting Ratings: A Demonstration Using Advanced Placement® Data
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Chair

Pamela Kaliski
College Board

Discussant

Stephen Sireci
University of Massachusetts Amherst

Given that judgments from standard-setting directly impact decisions about students, it is imperative to evaluate the quality of these judgments. The purpose of this symposium is to describe three methodological approaches for evaluating the quality of standard-setting ratings, with the intent of providing researchers with demonstrations that can be applied to their own practices. Such approaches help gather validity evidence for recommended cut-scores. An overview of the historical and policy context supporting the development of new methods of standard setting on the Advanced Placement® exams is summarized in the first paper. The following four papers focus on different methodological approaches for evaluating the quality of standard setting ratings: Rasch Measurement Theory, Generalizability Theory, and the Hierarchical Generalized Linear Model.

Overview of AP Standard Setting Processes: Past and Present
--

Deanna Morgan
College Board

Rosemary Reshetar
College Board

Thomas Matts
College Board

Pamela Kaliski
College Board

Amy Hendrickson
College Board

An Illustration of the Many-facet Rasch Model for Evaluating Modified-Angoff Standard-setting Judgments Within the Context of the AP World History Examination

Stefanie Wind
Emory University

Pamela Kaliski
College Board

Deanna Morgan
College Board

George Engelhard
Emory University

Using Generalizability Theory to Assess Consistency of Standard Setting Ratings
--

Amy Hendrickson
College Board

Stefanie Wind
Emory University

Deanna Morgan
College Board

Pamela Kaliski
College Board

An Examination of the Hierarchical Cross-classified Modeling Approach to Standard Setting Ratings Within the Context of the AP World History Examination

Yuk Cheong
Emory University

Stefanie Wind
Emory University

George Engelhard
Emory University

Pamela Kaliski
College Board

Using Information Integration Theory to Evaluate Subject Matter Experts During Standard Setting Workshops
--

Christopher Foster
P I Worldwide

Paper Presentations	Session 3.7	Salon III
Are They Ready? Examining Teacher and Administrator Preparation		

Chair
Dawn Leusner
Educational Testing Service

Discussant
Maria Mongillo
College of New Rochelle

Team Teaching: A New Paradigm for Student Teachers

Barbara Rosenfeld
Brooklyn College CUNY

Susan Givner
P.S. 235 and Brooklyn College

Nedra Tasimowicz
P.S. 235 and Brooklyn College

The typical student teaching practice in schools of higher education with teacher education programs is to place a single teacher candidate in a classroom with a veteran mentor teacher. This session will discuss a new paradigm for student teachers, that of placing two teacher candidates in a classroom with a veteran mentor teacher. Student teachers who were part of a team and their mentor teachers were surveyed to discover their perceptions about this model. The presenters will discuss the benefits and drawbacks for the student teacher, the cooperating teacher, and the classroom students. Results from past research as well as from this study indicate that this is a win-win-win situation for all.

Classroom Management Self-efficacy in a Teacher Preparation Program

Brandi Simonsen
University of Connecticut

Mary Yakimowski
University of Connecticut

Philip Medeiros
University of Connecticut

Marisa DelCampo;
University of Connecticut

This presentation will focus on the gauging the self-efficacy of classroom management of students in within a teacher education program. Classroom management has been a concern for this program and plaguing teacher and learning process over the century (Hicks, 2012). The purpose of this study is to 1) discuss the history of classroom management course in general and this teacher education program in particular; 2) share the tool to collect self-efficacy and report overall and by field results; and 3) interpret findings and deliver recommendations for this teacher preparation program.

Policy Content in Educational Leadership Programs: Tools for Assessing and Designing Curricula

Sousan Arafeh
Southern Connecticut State University

Anne Pember
Southern Connecticut State University

Policy research and applied policy advocacy and reform efforts are integral to what building and district leaders do to benefit their communities and staff. This paper focuses on a process undertaken in the Educational Leadership Department of one urban state university to evaluate policy content and curriculum in current Intermediate and Superintendent Certification, Sixth Year, and Ed.D. Doctoral courses and programs. Useful models of curriculum analysis were identified and program relevant recommendations were proposed. Of interest to K-12 or higher education staff responsible for creating scope and sequence coherence and translating this into specific courses and curricula, tools for mapping curriculum and tracking program scope, sequence, and coherence are discussed (Cuevas & Feit, 2011).

Building Capacity for Critical Reflection: Use of the edTPA in a Teacher Education Program

Barbara Peterson
Austin Peay State University

This study supports the work of Argyris and Schön (1974) who implied that teacher quality involves more than rules and surface level experiences, but also includes reflective practice as evidenced in the double-loop learning process. Additionally, this study extends the work of Eilertsen and London (2005) whose description of learning included the triple-loop process, or utilizing reflective experiences as transformative ones to include not only self but also others. This qualitative study examined the reflections of teacher candidates on two different capstone experiences: an electronic portfolio and the Teacher Performance Assessment (TPA). The researchers surveyed 140 undergraduate and graduate level teacher candidates about their different capstone experiences. Two focus groups formed from this larger group. The researchers utilized a semi-structured interview protocol to glean insights into the groups' experiences with either the electronic portfolio or the edTPA. Constant comparative analysis and data triangulation illuminated data patterns. Results suggested a greater capacity for reflection among teacher candidates who participated in the Teacher Performance Assessment. Implications for enhancing professional practice are discussed.

A Long-Term Effects Study on the Effects of Teaching Reflectivity and Dispositions on Pre-Service Candidates: Year 2 Lessons Learned

Christine Hunt
St. Bonaventure University

Julie Hall
St. Bonaventure University

Autumn Dodge
St. Bonaventure University

Frank Marzullo
St. Bonaventure University

Sarah Ford
St. Bonaventure University

Richard Lipka
St. Bonaventure University

Two essential concepts in the profession of education are reflection and dispositions. While these are significant concepts, they are also ones that can be difficult to define, measure, and teach to teacher candidates. As members of the undergraduate elementary education program, many of us have noted the struggles some teacher candidates have with reflection and dispositions. We are seeking to examine how students' skills and abilities in reflection and their dispositions change or don't change over a 10 year time span. Analysis of this data is limited due to the low number of participants, so we present several lessons we have learned from two years of data collection.

Paper Presentations	Session 3.8	Rocky Hill
Education in a Changing World: The Effect of Instructional Technology & Online Classrooms on Achievement		

Chair
Jacqueline Dickey
University of Massachusetts Amherst

Discussant
Whitney Alicia Zimmerman
The Pennsylvania State University

The Effects of Targeted English Language Arts Instruction Using Multimedia Applications on Grade Three Students' Reading Comprehension, Attitude Toward Computers, and Attitude Toward School

Mathew Swerdloff
Hendrick Hudson School District

The purpose of this study was to investigate the specific effects of targeted English Language Arts (ELA) instruction using multimedia applications. Student reading comprehension, student attitude toward computers, and student attitude toward school were measured in this study. The study also examined the perceptions, of selected students, of the use of these applications. In this study, targeted ELA instruction was compared to similar instruction of ELA skills with the addition of multimedia software applications. A MANOVA revealed that students who participated in the treatment group and received ELA instruction using online multimedia applications scored significantly higher than students in the control group. Analysis of the qualitative data revealed three themes that recurred throughout the five interviews. The themes were: having fun, learning content, and expressing emotions. Qualitative and quantitative data were triangulated, and implications for practitioners and researchers were discussed.

The Use of New Technologies in Reading Lessons: A Case Study of One Urban Elementary School

Peter McDermott
Pace University

Kathleen Gormley
The Sage Colleges

Technology use is now an integral part of everyday life, and increasingly students are reading and writing with the new technologies when outside of school. In this study we examined how technology was used in the reading lessons of urban elementary teachers. A qualitative research method was used in which multiple data sources were collected including observations of the reading lessons of four teachers, teacher interviews, and informal and spontaneous discussions with teachers and children. Results indicated that teachers successfully used technology to involve children in fluency practice, assessment activities, interactive learning, and multimedia practice of skills related to word identification, vocabulary, and comprehension. Although collaborative and multimedia composing activities are cited as affordances of the new technologies, they were not observed in these lessons.

Preliminary Results of Using the "Take-Away" Technique on Students' Achievements and Attitudes in a Graduate-Level Online Course.

James Carifio
University of Massachusetts, Lowell

Lisa Erikson
University of Massachusetts, Lowell

Graduate students had to write short weekly summaries of the key concepts, ideas, theories and events that occurred in all activities and readings for the week in an online theories of learning course which was taught twice (N=43). Three essay exams were given on course content 5 weeks apart. The quality of online student responses to essay exam questions improved remarkably over the semester. The quality of students' TA's predicted higher order essay exam achievement at $r=+.62$. Prior research showed that the quality of students' TA were independent of students' GPA and SAT scores. Online graduate students reported experiencing 86% of the possible theoretical benefits of TA's and were very positive about the technique and its use in an online course in particular.

Does Students' Academic, Collaboration, and Technology Self-efficacy with iPads Predict Academic Performance?

Anthony Joseph Girasoli
Norwich Free Academy

This study will examine the impact of using iPads in a social studies and a science curriculum on high school students' self-efficacy and academic performance. Self-efficacy is a construct that measures one's confidence in a task (Bandura, 1997). Individuals with high levels of self-efficacy tend to perform better and persist at tasks (Multon, Brown, & Lent, 1991; Zimmerman, 2000). Students' academic, collaboration, and technology self-efficacy when using iPads are measured in this study. It is possible these three factors can predict students' academic performance when using iPads consistently in the classroom. As iPads find their way into more and more high school classrooms, research of their effectiveness is needed.

Initiatives in Afterschool Literacy eTutoring

Francine Falk-Ross
Pace University

This research project describes the efficacy of the components of an effective online literacy afterschool tutoring practicum/program for partnership schools to address the needs of academically marginalized students, sidelined in the classroom due to a ~1-2-year lag in reading level due to learning/cognitive disabilities, or linguistic differences, or emotional or cultural difficulties. The study consisted of students in a partnership school district using online delivery through Skype using existing school computers. The tutoring activities are a part of class required-assignments for literacy instruction and provide individual attention for the students as well as guided teaching experiences with online work as clinically-rich experiences. Data collection and analysis utilized a mixed methods design.

Invited Panel**Session 4.2****Salon B**

Apartheid in Public and Higher Education: Issues, Policy and Research Affecting Historically Marginalized Students In Public and Higher Education

Moderator

Michael Krezmien

University of Massachusetts Amherst

This invited panel explores the advantages, challenges, obstacles, struggles, and requirements (both legal & moral) of creating fair and just learning spaces for heavily marginalized student groups in K-12 and post-secondary education settings. Specifically, the panelists will discuss: their experiences/struggles advocating for (a) English language learners, (b) incarcerated youth, (c) K-12 students with severe disabilities, and (d) undergraduate students with disabilities; current state and federal policies designed to protect these groups; and recommendations for both future research and practice.

Presentations

Michael Krezmien, Assistant Professor

University of Massachusetts Amherst, Special Education Program

Unshackling the entitlements to delinquent youth: Identifying policies and practices to promote positive outcomes for our most vulnerable learners

Jason Travers, Assistant Professor

University of Massachusetts Amherst, Special Education Program

Blaming the victims: How low expectations and deficient accountability results in ongoing injustice for learners with severe disabilities

Molly Faulkner-Bond, Graduate Student

University of Massachusetts Amherst, Psychometric Methods Program

English Learners in US Schools: Promise, Problems, and Policy

Madeline Peters, Director of Disability Services

University of Massachusetts Amherst

The Hidden Majority People with Disabilities Post-ADA

Paper Presentations**Session 4.3****Salon C**

Science Literacy and Inquiry

Chair

Joanna Badara

University of Bridgeport

Discussant

Joanna Gorin

Educational Testing Service

Decisions of an Urban Elementary Teacher: Creating a Collaborative Classroom Climate for Scientific Discourse

Elaine Silva Mangiante

University of Rhode Island/Salve Regina University

This study examined how a fourth grade teacher, Ann, in a high-poverty school planned for her students' scientific discourse in a collaborative classroom environment. The results indicated that training in the Responsive Classroom® and Accountable Talk® provided background for her planning such that she first established a "community of caring," next promoted student ownership in science, followed by scaffolding for and expecting student communication for scientific meaning making. The findings also showed that though Ann encouraged the norm for scientific discourse of "building on one another's ideas" (Palinscar et al., 1993), she had not planned for a way for students to do so, suggesting that this social norm may require further teacher professional development for enactment.

Is Hands-on Science Learning Effective in Schools? An Examination of TIMSS 2007 Data

Lin Zhang

Boston College

Zhushan Li

Boston College

Youjin Lee

Boston College

Scientific practice that favors methods of science and hands-on inquiry is the predominant approach suggested for improving science learning outcome. Therefore, it is important to know what the current state of hands-on practice is in school science and how it relates to students' science achievement. This study adopted multilevel modeling techniques and used the data from TIMSS 2007 to examine this relationship. Our analyses showed that students' high involvement in practical work negatively associated with students' science learning outcomes. The same result has also been reported by other scholars. Extending their view, we provided a further discussion of what might cause this negative relationship.

Learning Science with the STEM Solar Laboratory in Middle and High Schools

Martina Nieswandt
University of Massachusetts Amherst

The study investigated middle and high school students' interest in and learning of science concepts using the STEM Solar Laboratory. The STEM Solar Laboratory is comprised of a solar array (the Solar Learning Lab, SLL) and various science modules that contain a series of lessons to be used with the solar lab. Initial results show an increase of student science content knowledge and interest from pre- to post-test indicating the STEM Solar Lab's potential to help students to become critical consumers of scientific information, to understand the impact of scientists' and engineers' work, and lead them to consider a career in a STEM field. Relations of the modules to the Next Generation of Science Standards will be discussed.

Adolescent Girls' Engagement with Science Class: A Review of the Literature

Julie Robinson
University of Massachusetts Amherst

Despite attempts to increase the participation of girls in science pursuits, current data shows that women are still underrepresented in many fields of science. The purpose of this literature review was to examine the factors contributing to girls' disengagement with science in middle school due to its subsequent effect on later career choices. Studies from 1979 to 2012 relating to science education, girls and science, and adolescent development were selected in order to identify themes related to this phenomenon. Findings showed society, family, and education emerging in terms of their critical impact on girls' identities as learners of science. Classroom pedagogical considerations that allow girls to access science in ways that are more aligned to their identities are described.

Influences on Practice: A Study of Teachers Who Implemented Curriculum-Based Field Trips with Classroom Connections

Heather Harkins
Charles H. Barrows STEM Academy

Field trips are a common strategy used in science education. Researchers have found that student learning on field trips (such as to museums) can occur. Researchers have suggested that a series of curriculum-connected activities (which occur before, during, and after the trip) make learning more likely. This study establishes the influential factors and experiences on four teachers who implemented curriculum-based field trips to a science center with explicit connections to ongoing student learning. Kolb's Experiential Learning Model and Pugh's Transformational Experiences construct were used to examine the role of prior experiences in shaping these teachers' educational field trip practice.

Symposium

Session 4.4

Salon D

Student Perspectives on the Collegiate Experience

Chair

Robert Gable
Johnson & Wales University

Discussant

Felice Billups
Johnson & Wales University

This theme-based session showcases undergraduate and graduate student perspectives on higher education, with particular emphasis on student sub-groups whose experience is unique, under-represented or minimally expressed in the literature. This symposium incorporates the perspectives of first-generation students, international students, veteran students, incoming graduate students, and recently graduated doctoral students. Findings provide a deeper understanding of how diverse student populations experience and ascribe meaning to their collegiate experience, and how college faculty and administration can better serve their unique needs.

First-Generation College Student Success: Exploring Experiences That Promote College Degree Attainment

Darryl Reome
Middlesex Community College

Acculturation of International Students to American University Life

Veera Gaul
Independent Educational Consultant

The Adaptive Military Transition Theory: Supporting Military Students in Academic Environments

Aynsley Diamond
Connecticut State Colleges & Universities

The Relationship Between Graduate Orientation Programs and Satisfaction with Institutional Choice

Carl Stiles
Springfield College

Jumping Into the Abyss: Life After the Doctorate

Felice Billups
Johnson & Wales University

Symposium	Session 4.5	Salon I
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Special Education Research

Chair

Barbara J. Helms

*Education Evaluation Consultant***Discussant**

Barbara J. Helms

Education Evaluation Consultant

This symposium looks at a variety of diverse subjects within the area of special education research. First is an examination of the current research involving individuals with severe disabilities followed by results of a national survey to determine how IDEA Part B-619 and Part C programs are collecting high quality child outcomes data and the barriers they encounter. Two case studies are discussed: one applying Universal Design to knowledge and skills into curriculum that meets the needs of academically diverse college students and the other of physical therapists perceptions of their use of language within the context of public schools. Finally, the results of a study of how families from culturally, linguistically diverse backgrounds teach their young children bilingual education.

Severe Disabilities in Review: An Examination of the Current Research in the Field

Jordan Shurr

Central Michigan University

Darlene Perner

Bloomsburg University of Pennsylvania

Jennifer Smeraldo

Bloomsburg University of Pennsylvania

Collecting High Quality Child Outcomes Data in Early Intervention and Preschool Special Education Programs: A National Survey of States
--

Sarika Gupta

George Mason University

Universal Design for Learning in Postsecondary Settings: One Faculty Member's Journey Towards Making Learning Accessible for All Students
--

Diana LaRocco

University of Hartford

Deanne Anderson

Goodwin College

MaryJo Archambault

University of Hartford

School System Occupational Therapists: Using Language in Everyday Practice

Joyce Rioux

Capitol Region Education Council

The Dilemma of Bilingual Instruction for Culturally, Linguistically Diverse Families

Yanhui Pang

Bloomsburg University of Pennsylvania

Paper Presentations	Session 4.6	Salon II
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Assessment and Grading

Chair

Jae-Eun Joo

*University of Connecticut***Discussant**

Cathy Wendler

Educational Testing Service

Assessing the Social Validity of the AIMSweb Curriculum Based Measurement Software: A Survey Project

Catherine Rossi

University of Massachusetts Amherst

A Western Massachusetts school district adopted the AIMSweb curriculum based measurement software tool to universally assess elementary aged students during fall, winter, and spring benchmarking periods. Their progress in basic reading, language arts, and math skills were compared to national norms. District teachers showed reluctance to adopt AIMSweb because it differed from traditional teacher created benchmarking assessments. A survey was developed to measure beliefs of teachers using AIMSweb to see if they thought it was a socially valid measure. Many research studies have focused on the content and predictive validity of AIMSweb, but less research has examined the social validity during its early phases of implementation within a school district. The survey results will be presented through a Paper Presentation.

Is Minimum Grading a Sound School, Educational and Societal Policy?
--

James Carifio

University of Massachusetts, Lowell

Theodore Carey

University of Massachusetts, Lowell

The debates concerning minimum grading have grown increasingly intense in the past decade. However, there has been an absence of empirical data, theory and comparative policy analysis. In this study, we define and conceptualize minimum grading theoretically and the views of its proponents, opponents and critics. We then summarize the results of the seven year longitudinal study of macro minimum grading we did at a large urban high school to test the competing views, and present new analyses of this data set as well. We found no evidence of grade inflation or social promotion over a seven year period and most of the benefits posited by minimum grading theory. The benefits of minimum grading as sound policy are discussed.

State Exam Scores in Course Grade Calculation: Review of Current Practice and Some Proposed Guidelines

Zachary B Warner

University at Albany, SUNY

The number of states that offer end-of-course (EOC) exams in a wide variety of content areas continues to grow. Many states use these exams as graduation requirements and some require the inclusion of student EOC exam scores in the calculation of final course grades. This practice has some advantages, including ensuring that student grades reflect state standards. Still, there are many considerations when taking a score from a standardized measure and incorporating it into a classroom grading system. This paper reviews current practice around this issue in several states and highlights the challenges faced by a state, district, or school wishing to combine EOC exam scores and course grades. Guidelines for policymakers are included and educational implications are discussed.

Do Examinees Want Their Scores? Investigating the Relationship between Feedback, Motivation, and Performance in Low-Stakes Testing Contexts
--

Alan Socha

James Madison University

Matthew S. Swain

James Madison University

Donna L. Sundre

James Madison University

This study assessed the impact of offering students feedback on their performance during a low-stakes testing session. We randomly assigned students to testing rooms in which we gave one of three slightly different test administration instructions that manipulated test consequences. In some conditions, students were told that their scores were available and in other conditions they were not told. All students completed a rigorous scientific reasoning test, a test-taking motivation instrument, and personality inventory. Scores on the scientific reasoning test and test-taking motivation scale were across conditions. In addition, hits to two feedback websites offering normative and criterion-referenced score information were compared for the three test consequences groups.

Examining School-Level Variation in the Relationship between PSAT/NMSQT Scores and AP Examination Grades

Jason P. Kopp

James Madison University

Dena A. Pastor

James Madison University

Thanos Patelis

National Center for the Improvement of Educational Assessment

Previous research has found PSAT/NMSQT composites to be strong predictors of eventual AP test scores across a variety of subject areas. However, no previous research has examined the extent to which the PSAT/NMSQT-AP relationships vary across schools. To investigate this question, we examined the relationship between PSAT/NMSQT composites and 15 AP tests in one mid-Atlantic state. We found the relationship between PSAT/NMSQT composites and AP scores to vary significantly across schools for all included AP tests, although the degree of cross-school variation depended on the AP test. Further examination of student-level and school-level predictors will be conducted in order to better understand variables that may moderate the relationship between PSAT/NMSQT and AP scores.

Paper Presentations

Session 4.7

Salon III

Professional Development: Improving Teacher and Student Outcomes?

Chair

Lousie Bahry

University of Massachusetts Amherst

Discussant

Ellina Chernobitsky

Caldwell College

Mathematics Content Knowledge, Anxiety, and Efficacy Among Traditional and Alternative Certification Elementary School Teachers

Brian R Evans

Pace University

The purpose of this study was to understand mathematical content knowledge, anxiety, and efficacy for mathematics elementary school traditional and alternative certification preservice and in-service teachers. The teachers in this study were given mathematics content examinations and mathematics anxiety and efficacy questionnaires in reform-based mathematics methods. Additionally, teachers were required to keep reflective teaching and learning journals throughout the semester. It was found that there were increases in content knowledge and efficacy, but not anxiety levels, over the course of the semester. There were no differences between traditional and alternative certification teachers in content knowledge, anxiety, and efficacy.

Evaluating the Effectiveness of a Professional Development Program on Teacher's Use of Comprehension Strategy Instruction

William M. Furey

University of Massachusetts Amherst

Amanda M. Marcotte

University of Massachusetts Amherst

Adolescent readers face unique challenges as they enter schools where reading is a common instructional medium. Many students solely engage in reading because it is assigned as homework from which they must learn information. Literacy instruction should therefore provide students with strategies to extract information from texts, study that information, and learn from what they read. To ensure teachers can educate students to read for learning, it is important to evaluate how research on best practices in reading instruction is disseminated through professional development. Effective in-service education benefits student learning by creating behavioral change in teachers. This paper will evaluate the effectiveness in terms of teachers' change in practice of one professional development program, The Key Three Routine (Sedita, 2008).

To Infinity and Beyond: A Study of One-on-One Teacher Technology Training

Margaret Sullivan
Pace University

The purpose of this study was to identify teachers’ needs and fears when using technology, specifically SMART Boards, and to establish ways to maximize use and minimize anxiety. This study is framed by research focused on preparing practicing teachers to properly implement technology, multimodal learning, and the advantages of using interactive whiteboards and is grounded in social constructivism utilizing personal coaching while emphasizing guided learning. A mix of quantitative and qualitative methodology, informal and formal assessments was used to provide triangulation of results. Data collected corroborated that teachers’ comfort level when using technology in the classroom increased as a result of personal training, confirming their willingness to add technology to class instruction in a needs-defined environment with support.

Provision of Professional Development in Adult Learning Techniques to Surgical Faculty.

Kathy Peno
University of Rhode Island

Elaine Silva Mangiante
University of Rhode Island

This study examined the effect of professional development training in adult learning principles, adult learning styles, and mentoring practices provided to surgical faculty in their training of medical students/fellows. Academic surgeons have expertise in content and procedural knowledge, but lack training in teaching.

Effects of Professional Development in School Improvement: A Mixed Methods Case Study

Thomas W. Christ
University of Bridgeport

Denise Clemons
University of Bridgeport

This study is an explanatory sequential mixed methods design. Phase-I of the longitudinal study represents the first round of data collection and analysis of this multiple phase study. Phase-I included surveys and interviews of staff, a needs assessment to determine if Professional Development as an intervention would be applicable. Results from this phase will inform Phase-II. Specifically, professional development as an intervention will be created to meet the needs of the staff. The specific research questions used in Phase-I of this study are: 1. What is the perception of the impact of professional development? 2. What is the perspective of the Site Manager in regards to the impact of professional development? 3. How does the perspective of the teaching staff align with the perspective of the Site Manager regarding professional development/support? Results indicate that the teaching staff believe that instructional support previously received improved their teaching strategies and they were comfortable administering what they had learned to their students. The coded interview with the Site Manager revealed three crucial themes: The importance of the ‘Students’, how critical ‘Support’ is and why ‘Differentiation’ is a crucial skill for teachers to have. Further, results from the data indicated that the site manager had “the skills to communicate and to build a shared vision within the school.

Paper Discussions**Session 4.8****Rocky Hill****Online Learning and Technology Use****Chair**

Barbara Rosenfeld

*Brooklyn College of the City University of NY***Discussant**

Sousan Arafeh

*Southern Connecticut State University***Monetizing MOOCs**

David Passmore

Pennsylvania State University

Rose Baker

Pennsylvania State University

I-Pang Fu

Pennsylvania State University

Discussed is a project designed to create “thought” leadership about the topic of monetizing MOOCs. The discussion has two major components. First, we discuss a written review of emerging literature and opinion about monetizing MOOCs, combined with a review of extant literature about financial approach and economic dynamics of pricing “free” products and services, especially in terms of what has been learned about products and services available on the global network. Second, we discuss our plans for an online, global meeting (anticipated to occur early during 2014) of opinion leaders, researchers, and entrepreneurs designed to provide a “state-of-the-market” synthesis of knowledge, opinion, and trends in monetizing MOOCs.

Teacher’s Perceived Self-Efficacy in Integrating Technology into Pedagogical Practice and Barriers to Technology Integration

Lynne Burke

Alan Shawn Feinstein Graduate School

A review of the literature exposes extreme variations in the integration of technology in K-12 education. Several barriers to integration are cited, as well as the importance of leadership, if changes in teachers’ pedagogical behavior are to take place (Plair, 2008, p. 70). By identifying technology needs and barriers to integration, schools may begin to address these issues. This mix-method study will provide data as elementary and secondary teachers in all 39 districts may participate. Superintendents will distribute a survey link to their professional staff. Three focus groups representing each district type (urban, urban ring, suburban) will be conducted. The combined results may indicate extreme differences and/or similarities or patterns of categorical perceptions to address the research questions.

Communities of Practice: A Case Study of One Department’s On-Line Teaching and Learning Development

Michelle Collay

University of New England

This case study examines the ways in which faculty members in an education department supported individual and collective development through workshops, courses and program design. Through a series of focus groups, participants documented their goals and aspirations to examine their own assumptions about teaching and learning, implications for their own learning about teaching, both hybrid and online, and the ways their emergent “community of practice” (Wenger, 1998) supported their development. Faculty members focused on individual course development, building their skills through formal training and peer evaluation. Interview and focus group data will be gathered to portray specific faculty concerns and outcomes of collaboration to improve online and hybrid instruction.

A Disruptive Theory Produces More Consternation Than Research

Catherine Manly

University of Massachusetts Amherst

Not been mirrored by its use in the higher education research literature, this study investigates the use of disruptive innovation and related theories in scholarly research. It finds that while there have been numerous articles which refer to disruptive innovation, there have been few peer-reviewed published research studies utilizing disruptive innovation theory. This appears to be a fairly open area for future research, and several potential research directions are proposed for discussion and feedback.

Keynote Panel

Grand Ballroom

Fairness

Introduction By

Stephen Sireci

University of Massachusetts Amherst

The Keynote Panel of experts on “Fairness” features five outstanding, long-time NERA members. The panel members are Drs. Barbara Helms (Educational Evaluation Consultant), Kristen Huff (Senior Fellow, Regents Research Fund, NY State), Thomas Levine (Associate Professor, UCONN), David Moss (Associate Professor, UCONN, and Thanos Patelis (Vice President, Research and Analysis, Strategy & Operations, Research and Development Department, The College Board). All of the panel members have held leadership roles in NERA, and have made valuable contributions to NERA and their individual disciplines. The panel members will speak on fairness as it relates to their field. Methodology, Assessment and Measurement, Inclusion, Teacher Education and Policy are the five areas that will be addressed.

Biographies

Dr. Barbara J. Helms

Barbara J. Helms, Ph.D. is an independent Educational Evaluation Consultant. She joined NERA as a graduate student at the University of Connecticut, Neag School of Education in 1978. She served as President in 1998 as well as treasurer, board member, and several other positions with the organization and where she was honored with the Leo D. Doherty Award for Outstanding Leadership and Service in 1992 and received an Award of Special Recognition for Outstanding Dedication and Commitment to Education in 2010.



Dr. Helms joined the Community Training and Assistance Center in Boston in 1998 where she continues to serve as a senior associate conducting program evaluations of several teacher incentive fund grants from the USDOE. Dr. Helms has extensive experience in design and implementation of program evaluations employing mixed-methods research strategies. She served as Principal Investigator/Research Scientist on a 3-year Early Reading First project in Lowell, MA awarded to Education Development Center in Waltham, MA. She was a Mary E. Switzer Distinguished Research Fellow. Prior to moving to Boston, Dr. Helms was director of Demographics and Assessment, for the East Hartford Public Schools (CT) and Vice President for Research of the Institute for Human Resource Development, Glastonbury CT.

Dr. Kristen Huff

Kristen Huff is a Senior Fellow with the University of the State of New York Regents Research Fund, where she advises NYSED on the comprehensive redesign and validation of their state testing programs. In addition, Kristen serves as New York state lead and Chair, Research and Psychometrics state working group for PARCC. Before joining Regents Research Fund, she spent eight years in assessment design, research, and development at the College Board. Kristen served as Co-PI in the NSF-funded redesign of AP courses and exams and played a key leadership role in the design of the new Skills Insight reports for SAT. Other projects Kristen led include the implementation of evidence-centered assessment design for AP exams; integrating cognitively-based assessment design theory and practice into College Board assessment initiatives; and development and execution of the research agenda to support the SAT, PSAT/NMSQT, and ReadStep instructionally-relevant descriptive score reports. Earlier, she worked at Educational Testing Service (ETS) and the Medical College Admission Test. She has served as President of the Northeast Education Research Association and on the editorial boards of *Applied Measurement in Education* and the *Journal of Applied Testing Technology*. She has been published and cited in several leading publications and has presented at numerous conferences. Kristen holds a B.A. and M.Ed. from UNC-Greensboro and a doctorate from UMass Amherst in Educational Measurement, Research and Evaluation.



Dr. Thomas Levine

Dr. Thomas [Tom] Levine is an Associate Professor of Curriculum & Instruction at the University of Connecticut in the USA. He currently co-leads a faculty learning community at UCONN which is improving teacher preparation for cultural and linguistic diversity. His research explores how collaboration and community among professionals influence practice. Tom has 12 journal articles and 11 book chapters published or conditionally accepted for publication. He is the lead editor of a book, accepted for publication by Routledge, *Preparing Teachers for Work with Emergent Bilinguals*. Tom completed his Ph.D. (Teacher Education) at Stanford University in 2005. In addition to teaching teachers at the University of Connecticut, Tom has taught history to U.S. high school students, led workshops on groups traditionally left out of the curriculum for K-12 teachers, and taught English to Chinese college students and to Korean kindergarteners. Tom and his wife, who grew up in Korea, are raising their daughters to be bicultural and bilingual.



David M. Moss

David M. Moss, Ph.D., is an Associate Professor on the faculty of the Neag School of Education at the University of Connecticut. Specializing in curriculum studies, his research interests are in the areas of culturally responsive teaching, global education, and environmental literacy. As a scholar, Dr. Moss has authored over 60 articles, book chapters, and reviews on such topics as interdisciplinary education, international teacher education, and philosophy of science. His published books include *Reforming Legal Education: Law Schools at the Crossroads* (IAP, 2012); *Critical Essays on Resistance in Education* (Peter Lang, 2010); *Interdisciplinary Education in an Age of Assessment* (Routledge, 2008); *Portrait of a Profession: Teachers and Teaching in the 21st Century* (Praeger, 2005, 2008); and *Beyond the Boundaries: A Transdisciplinary Approach to Learning and Teaching* (Praeger, 2003). Dr. Moss has served as a keynote and featured speaker at scholarly societies, universities, and national/international conferences, including the American Association of Colleges for Teacher Education (AACTE), Association of International Educators (NAFSA), Science Education at the Crossroads, and the New England Philosophy of Education Society. He has extensive K-16 curriculum development and assessment experience on projects funded by the National Science Foundation (NSF) and the National Aeronautics and Space Administration (NASA), and has directed a teacher education internship-based study abroad program in London, U.K. for over a dozen years. Dr. Moss was named a Teaching Fellow at UConn, the highest honor awarded for instructional excellence and leadership. He earned his Ph.D. from the University of New Hampshire and completed his undergraduate work at Alfred University.

**Dr. Thanos Patelis**

Thanos Patelis (Ph.D., Fordham University, 1994, psychometrics) currently works as a Senior Associate at the National Center for the Improvement of Educational Assessment. Prior to his work at the Center, Thanos worked as Vice President of Research and Analysis for the College Board's Research and Development Department where he conducted and supervised research on validation and impact, and to increase usability of a variety of assessments, educational products, and programs. He also has an academic appointment as a research scholar at Fordham University Graduate School of Education. He is past president of the Northeastern Educational Research Association (NERA), past Executive Committee Member of Division 5, former editor of the National Council on Measurement in Education (NCME) Newsletter, and current head of the psychology division of the Athens Institute for Education and Research. His areas of research are applied psychometrics, test validity, assessment score reporting, structural equation modeling, program evaluation, meta-cognitive measurements, history of testing, growth modeling, and multivariate statistical analysis. He has been a reviewer for *Educational and Psychological Measurement*, *Educational Measurement: Issues and Practice*, *Mental Measurements Yearbook*, and *Psychological Methods* and on the editorial board of *Applied Measurement in Education*. He has published and presented over 50 papers and served as an independent evaluator and statistical consultant on numerous federal and private grants. He has also served on an APA Task Force for the Recruitment of Quantitative Psychology Professionals. He founded the College Board Internship Program to facilitate the training and experience of undergraduate and graduate students in quantitative psychology and educational research. He is a fellow of APA Division 5.



Workshop	Session 5.1	Salon A
SEM Methods for Assessing Measurement Invariance		

Instructors

Deborah Bandalos
James Madison University

Jerusha Gerstner
James Madison University

In this workshop we will provide an introduction to the assessment of measurement invariance based on the framework of Structural Equation Modeling (SEM). Assessment of measurement invariance is important for any situation in which it is hypothesized that measurement scales may function differently for respondents in different gender, cultural, age, or other identifiable groups. In particular, because many measurement scales used in international contexts have been developed in the United States, it is particularly important that those using such scales to conduct research in other countries ascertain the degree to which invariance holds. Similarly, those interested in conducting cross-cultural research must first verify that the instruments to be used function in the same way in each culture of interest.

We will begin with a brief conceptual discussion of the nature of measurement invariance and of situations in which it is of interest. We will then present a commonly used hierarchy of tests used to assess measurement invariance in SEM and discuss the meaning and implications of each test in the hierarchy. Annotated SEM syntax using both the Lisrel and Mplus computer packages will be presented and discussed in the context of several examples. Finally, extensions of measurement invariance to longitudinal designs and other advanced topics will be briefly introduced.

Biographies

Deborah Bandalos

Deborah Bandalos, Ph.D., is a Professor and Director of the Assessment and Measurement Doctoral Program at James Madison University where she teaches courses in exploratory factor analysis, measurement theory, and missing data methodologies.

Her research areas include structural equation modeling, scale development techniques, reliability and validity studies, and educational accountability and assessment systems. Dr. Bandalos has published articles in many journals including *Structural Equation Modeling*, *Multivariate Behavioral Research*, *Applied Measurement in Education*, and the *Journal of Educational Psychology*, as well as book chapters in the volumes *New Developments and Techniques in Structural Equation Modeling*, *Applied Multivariate Statistics for the Behavioral Sciences*, *The Reviewer's Guide to Quantitative Methods in the*



Social Sciences, Statistical and Methodological Myths and Urban Legends, and *A Second Course in Structural Equation Modeling*. She is currently working on book entitled *Measurement Theory and Applications in the Social Sciences* to be published by Guilford Publications.

Dr. Bandalos serves as associate editor of *Multivariate Behavioral Research* and was previously associate editor of *Structural Equation Modeling*. She serves on the editorial boards of *Psychological Method* and *Applied Measurement in Education*. She is an ad hoc editor for *Psychological Assessment*, *Journal of Educational Measurement*, *Educational and Psychological Measurement*, *Multivariate Behavioral Research*, the *Educational Researcher*, and the *American Educational Research Journal* and other journals.

Jerusha Gerstner

Jerusha Gerstner is a doctoral student in the Assessment and Measurement Ph.D. Program at James Madison University (JMU) and has a M.A. in Psychological Sciences with a concentration in Quantitative Psychology from JMU. Jerusha serves as an assessment consultant to academic and student affairs programs on campus. Her research interests include structural equation modeling, instrument development, and implementation fidelity assessment.



Workshop	Session 5.2	Salon B
Social Network Analysis and the Diffusion of Innovation in K-12 Education		

Instructor
Rebecca Woodland
University of Massachusetts Amherst

Come learn how...

- the quality of social networks constrains and supports the pace and scale of K-12 curricular and instructional innovation
- social networks are identified, described and analyzed through the use of network graphs and network matrices
- social network analysis differs from traditional quantitative and qualitative approaches to social science research
- to map your friend network through ®Facebook



Biography

Dr. Rebecca Woodland
Dr. Rebecca Woodland is Associate Professor of Educational Leadership at the University of Massachusetts Amherst. She is a recognized scholar in the areas of instructional leadership, school improvement, and social network analysis (SNA). She has published numerous refereed journal articles, two encyclopedia entries and a book. Her publication, “*Communities of Practice as an Analytical Construct: Implications for Theory & Practice*,” was the *International Journal of Public Administration’s* most widely read article for 2009. Her most recent articles are: “*Social Network Analysis and the Evaluation of Teacher Collaboration: A District Case Study*” in press with the *Journal of School Leadership* and “*A Validation Study of the Teacher Collaboration Assessment Survey*” in press with *Educational Research and Evaluation*. Dr. Woodland is a member of the Editorial Board for the *American Journal of Evaluation*, and reviews manuscripts for various journals including the *NASSP Bulletin*, *Evaluation and Program Planning*, and *Teachers College Record*.

Rebecca is committed to community outreach and passionate about building authentic connections between schools and universities, and state level policy. From 2007-2010, she led the team that developed the Massachusetts’ Standards and Indicators of Effective Administrative Leadership Practice, and was recently appointed to the Design Team for the Performance Assessment for MA Leaders Project by the Office of Educator Policy, Preparation and Leadership at the MA Department of Elementary & Secondary Education. For the past three years she has directed the Teacher Collaboration and Instructional Improvement Project, an innovative school-University partnership with the Amherst Public School system that builds capacity for high quality instruction and job-embed-

ded professional development. She represents UMass Amherst on the CT Valley Superintendent’s Roundtable (CVSR) and recently worked in partnership with the leaders of the Springfield, MA Public School system to submit an Institute of Education Sciences Research-Practitioner Partnerships in Education grant that, if funded, will be used to examine and improve district capacity for effective teacher professional development.

When not working on her research, teaching and outreach, you can find her dancing in Zumba classes, jumping on the trampoline with her children (Gabe and Emma), and working in collaboration with her husband to keep Ginger and Sadie (their two Labrador retriever puppies) from eating all the flowers around their home in Amherst, MA.

Symposium	Session 5.3	Salon C
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Cognitive Lab Studies: Methods and Applications

Chair

Meirav Attali and Margaret Redman

*Educational Testing Service***Discussant**

Irvin Katz

Educational Testing Service

Cognitive Lab techniques (Coglabs) have gained popularity in recent years within the context of educational measurement since these techniques provide invaluable support for a test's validity argument (Embretson & Gorin, 2001; Kane, 1992; Leighton, 2004; Messick, 1995). However, given the wide variety of techniques, terminologies, and applications, there is also considerable divergence among stakeholders regarding the specific aims and applicability of the methodology in educational measurement. The purpose of this symposium is to review the range of techniques within a conceptual framework specific to educational measurement, and to present several applications of the methodology: a classic use in computer based assessment, another use in considering test platform, Coglabs for special populations, and Coglabs with eye-tracking. The symposium includes five papers, the first being a theoretical overview and the other four papers will present applications with the common theme of exploring validity and usability issues, illustrating how findings are used to make recommendations for test developers to promote assessment design.

Cognitive Lab Techniques: A Review of the Literature and a Conceptual Framework
--

Meirav Attali

Educational Testing Service

A Usability Study in Action

Margaret Redman

Educational Testing Service

A Usability Study of iPads as Delivery Platforms for Computer-based Assessment

Margaret Vezzu

Educational Testing Service

Applications of Cognitive Labs to Examine Test Content and Format for Special Populations of Students
--

Teresa King

Educational Testing Service

Cued Retrospective Think-Aloud (cued-RTA): Methodological Triangulation
--

Anita Sands

Educational Testing Service

Symposium	Session 5.4	Salon D
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Characterizing Teachers Most Negatively Impacted by Teacher Evaluation Systems
--

Chair

Amanda Corby Soto
National Board of Medical Examiners

Discussant

Lisa Keller
University of Massachusetts Amherst

This theme-based paper session has been organized to discuss groups of teachers who would be most negatively impacted by the widespread use of existing and proposed teacher evaluation systems. The first paper aims to catalog cases in the media where teachers have been identified as “wrongly” fired by some group of stakeholders. The second paper provides empirical support to indicate that the use of student achievement gains in teacher evaluation systems serve to deflate teacher effectiveness for some groups of teachers due to the unreliability of the gain score or value-added measures. The final paper discusses one testing company’s proposed response to the expected pressure to measure teacher effectiveness.

Reflections on Cases in the Media: Did They Get it Wrong?
--

Tia Sukin
Pacific Metrics

Growth Measures: Are They Really Related to Latent Gain?

Alan Nicewander
Pacific Metrics

Testing Company & States at a Crossroads: What to do When They are going to do it Anyway?
--

Phoebe Winter
Pacific Metrics

Howard Mitzel
Pacific Metrics

Paper Presentations	Session 5.5	Salon I
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Large Scale Assessment: Problems and Solutions
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Chair

S. Jeanne Horst
James Madison University

Discussant

Dena Pastor
James Madison University

Variance in Standard Setting Judgments: Investigating Cognitive Sources
--

Patricia Baron
Educational Testing Service

Priya Kannan
Educational Testing Service

How do panelists make standard-setting decisions? Standard-setting methods often rely on the judgments of panelists. A key validity issue is judgment variability – for example, are the panelists judging the difficulties of these items similarly, and would a different panel produce the same recommendation? This has been investigated primarily from a statistical perspective (e.g., Englehard, 2011; Giraud, Impara, & Plake, 2005; Guemin & Lewis, 2008; Yin & Sconing, 2005). In the current study, we consider a previously overlooked source of irrelevant variance: the cognitive processing underlying panelists’ decision making. In Angoff-based standard setting, panelists judge the probability that a just qualified candidate (JQC) would answer the item correctly. If the item requires knowledge not mentioned in the JQC description, panelists must make inferences, which produces unintended variance in judgments. The results from the two studies reported support the view that judgment variability is higher for items requiring more inference. Implications and further study are explored.

Adding Precision to Quality Control Procedures for Automated Scoring

Frank Williams
Educational Testing Service

This research aims to make the argument for adding scale point investigations to the statistical analyses used in quality control procedures that typically investigate human and automated scores at an overall level. The analysis investigates the proportions of scores at the individual scale values. If most of the scale values contain proportions of scores between humans and automated scoring engines that are statistically equivalent, then testing companies could more meticulously report that the two sets of scores are in agreement. If most of the scale values contain proportions of scores between humans and automated scoring engines that are statistically different or indeterminate, then there may need to be additional efforts to ensure the quality of automated scoring engines.

Enhancing the Validity of Testing Programs through Internal Audits

M. Fernanda Gándara
University of Massachusetts Amherst

Molly Faulkner-Bond
University of Massachusetts Amherst

Stephen G. Sireci
University of Massachusetts Amherst

Educational testing programs strive to adhere to professional guidelines for test development, administration, scoring, and validation. To facilitate this adherence and ensure the highest quality assessments, some agencies mandate comprehensive internal reviews of their programs. In this paper, we review the literature related to professional guidelines in educational testing and audits of testing programs. Results indicated that the AERA, APA, and NCME (1999) Standards are considered in all audit models, but that there are substantive differences across them related to their evaluation criteria and ways to conclude about test quality. Other professional guidelines are not widely cited in audits. The degree to which models are consistent with the Standards and other guidelines is discussed, and suggestions for improving audits are provided.

Comparison of Computer-Delivered and Paper-and-Pencil Statewide Mastery Test Exams

Jane Rogers
University of Connecticut

Hariharan Swaminathan
University of Connecticut

Pei Hsuan-Chiu
University of Connecticut

The purpose of this study was to compare the psychometric characteristics of paper-and-pencil (P&P) and computer-based (CB) forms of a statewide mastery test in Reading, Mathematics, and Writing in Grades 3-8 and Reading and Writing in Grade 10. All CB tests in Grades 3 through 8 were more difficult than their P&P counterparts. The largest discrepancies between the item difficulty estimates were observed for the Reading tests across grades. The effect was smaller for Mathematics and Writing. There were no characteristics of the items that by themselves appeared to be strongly related to the discrepancy between forms. The results of the Grade 10 analyses were quite different, where overall, the CB and P&P forms were of similar difficulty.

Computer-Adaptive Testing for Small Volume Exams

Jane Rogers
University of Connecticut

Hariharan Swaminathan
University of Connecticut

Several computer-adaptive test (CAT) approaches were compared in the context of a small-volume proficiency exam using simulated data. Fixed-length tests were constructed from a 96-item bank built from five forms of a language proficiency exam. While a CAT with no exposure control produced the smallest RMSE, bias, and standard errors and the highest decision accuracy, the three-stage multi-stage test (MST) outperformed the CAT with exposure control and an a-stratified CAT. The accuracy of the 32-item MST was very similar to that of a 44-item linear test. These results indicate that even with a relatively poor item pool, the MST design provides significant improvement in testing efficiency, allowing the same degree of measurement precision with a shorter test.

Paper Presentations	Session 5.6	Salon II
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Completing an Undergraduate Education & Beyond:
Perceptions and Miconceptions

Chair

Nicholas Hartlep
Illinois State University

Discussant

Jennifer Merriman
College Board

The Relationship Between Self-Efficacy and Persistence in Adult Remedial Education

Carol L. Holmquist
Johnson & Wales University

Felice Billups
Johnson & Wales University

Robert Gable
Johnson & Wales University

Persistence in remediation as preparation for higher education continues at less than 50%. Self-efficacy may be a barrier influencing persistence and, therefore, successful academic preparation. This study at a non-profit adult education site establishes a relationship between general self-efficacy and academic self-efficacy. The survey (N=75) investigated demographic characteristics related to general self-efficacy, academic self-efficacy, motivation, and persistence. There was no significant correlation between the demographic characteristics and general self-efficacy, academic self-efficacy, motivation, or persistence, nor was there any significant correlation among these variables, however, general self-efficacy and academic self-efficacy, did have a significant correlation ($r=.56$, $r^2=.32$, $p<.001$). These findings may contribute to practice and policy in the area of adult remediation in preparation for higher education and employment skills training.

The Influence of Gear Up on Academic Achievement and College Enrollment for Low SES Learners

Demetrick Williams

The purpose of this quantitative correlation study was to examine the association between participation in the GEAR UP program with academic achievement and college enrollment for low SES students. The non-experimental design for this quantitative correlation study assessed associations between participation in the GEAR UP program, academic achievement, and college enrollment for low SES students in New Jersey. Archival data was retrieved from NCES and NCCEP on the GEAR UP program and analyzed for the results. The results showed that there is a significant relationship between participation in GEAR UP and college entrance for low SES students, and there is a significant relationship between participation in GEAR UP and academic achievement for low SES students.

Community Based Dissertation Research: A Comparative Content Analysis of Dissertation Research from Canada and the United States

Karen Case
University of Hartford

This paper presents findings from a content analysis of 187 dissertations from Canada and the United States from the years 2010 to 2013 that employed community based research (CBR). It provides a preliminary model for the assessment of community participation in dissertation research. Ideally, in community based dissertation research (CBDR) doctoral candidates work in partnership with community members throughout all of the research stages. Levels of community participation range from: no participation; passive participation; participation by information; participation by consultation; functional participation; interactive participation; and self-mobilization of the community. This research found that CBDR that employs community members as active members of the research process remains at the margins of educational research in Canada and the United States.

Effects of Graduate Education: an Analysis Using Theory of Basic Human Values

Sahaya Josephine
University of Hartford

This research studied the effects of graduate education on basic human values. The research was guided by the conceptual framework of Schwartz's theory of basic human values. American students (N= 40, Undergraduate=20, Graduate= 20) were recruited by means of random sampling from a private university. The data were collected via surveys and were analyzed quantitatively. Results revealed a decrease in every human value when moving from undergraduate to graduate except security and conformity. This research shows that graduate education affects human values. This research has the potential to provide insight into how graduate education directly or indirectly is shaping the values of our leaders in different fields who will influence the nation's future.

Validation of the Secondary School Admission Test (SSAT) Using GPA, PSAT, and SAT Scores

Meghan Kiley
College of Arts and Sciences
Educational Leadership Doctoral Program
Johnson & Wales University

Robert K. Gable
Johnson & Wales University

The research examined the relationship of grade 8 SSAT scores to grade 9 GPA, grade 11 PSAT, and grade 12 SAT scores. The researchers examined the relationship of student demographics to these scores; and the extent in which score variation could be explained by grade 8 SSAT scores after controlling for the demographic variables. Data included SSAT scores for 110 grade 8 students from 2006-2011 who had grade 9 GPAs, 105 students with grade 11 PSATs, and 57 students with grade 12 SAT scores. Strong support was found for the validity of SSAT scores in relation to grade 9 GPA, grade 11 PSAT and grade 12 SAT scores before and after controlling for student demographics.

Paper Presentations

Session 5.7

Salon III

Scale Development and Maintainance

Chair

Joshua Marland
University of Massachusetts Amherst

Discussant

Ross Markle
Educational Testing Service

The Empirical Similarities of a Time Management Assessment based on Varying Response Scales

Jonathan Steinberg
Educational Testing Service

Steven Holtzman
Educational Testing Service

The number of response options is important in developing a Likert-scale assessment. Komorita and Graham (1965) stated how this can affect survey responses, yet claimed that this decision does not impact scale reliability. Dawes (2008) called for additional studies highlighting empirical results with Likert-scale assessment. This paper examines response patterns, scale reliability, and the latent structure of a time management assessment given on multiple occasions. Two sets of independent samples were used, each utilizing a different number of response options. While there were slight differences in response patterns, the results showed a high degree of similarity based on scale reliability and strong invariance based on multi-group confirmatory factor analysis. This demonstrates potential flexibility for researchers in designing Likert-scale assessments.

Innovations in Validity Assurance and the 2014 GED Test

Alexander M. Hoffman
AleDev Consulting

Marjorie Wine
GED Testing Service

The development of items (i.e., questions) for standardized tests has traditionally been a black box, in which standards and assessment targets are turned into items without examination by researchers or establishment of a profession. The new demands of the Common Core State Standards have pressured the assessment industry to develop assessments for skills it has never assessed before. In this paper, we open that black box and examine how principles of organizational learning have been applied to extend ECD (Evidence Centered Design) to item writing and review by focusing on how the GED Testing Service developed innovative new practices and tools to meet these challenges.

Theory to Practice: Validity Issues in the Development of Early Childhood Assessment Systems

Jessica A. Goldstein
University of Connecticut

Jessica Flake
University of Connecticut

The issue of assessment in early childhood and the early years of school is being examined at the state level across the country following the Race to the Top Early Learning Challenge grants. The purpose of this paper was to outline the validity issues in the development of comprehensive early childhood assessment systems (ECAS) at the state level and to review the advantages and disadvantages of various assessment solutions in the context of making valid inferences about students' learning and development. This paper will provide guidance for those involved in the selection and/or development of such systems at the state level and offer a working example of appropriate validity procedures used in practice.

Development of an Online Learning Self-Efficacy Scale

Whitney Alicia Zimmerman
The Pennsylvania State University

Jonna M. Kulikowich
The Pennsylvania State University

A scale to measure online learning self-efficacy was developed. The scale focuses on learning in formal, paced online courses. Items related to technology use and study skills were included. A sample of students enrolled in online and face-to-face courses at the undergraduate and graduate levels participated in a pilot study. A statistically significant correlation coefficient was found between online learning self-efficacy composite scores and the number of online courses completed. In a second round of data collection, the structure of online learning self-efficacy for individuals with varying levels of experience will be examined to determine if online learning self-efficacy scores, as measured by the instrument developed, are unidimensional or multidimensional.

Validating Assessments of Complex Thinking: The Use of Think Aloud Protocols

Juliette Lyons-Thomas
University of British Columbia

Kadriye Ercikan
University of British Columbia

Validation requires the collection of evidence that supports the inferences of an assessment. Think aloud protocols (TAPs) are one method of collecting validity evidence for assessments; however this technique is rarely used in validity investigations of complex thinking. This research aims to investigate the use of TAPs as a method of validation for assessments of complex thinking. Specifically, this research explores how TAPs add to validity investigations beyond the information that psychometric analyses provide.

Paper Discussions	Session 5.8	Rocky Hill
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Parent & Teacher Perceptions/Perspectives

Chair

Mary Yakimowski
University of Connecticut

Discussant

Richard P. Lipka
Saint Bonaventure University

"Dignity = Respect": Preservice Teachers' Perceptions about Dignity and Students with Disabilities
--

Angela Marie Mucci
Mount St. Mary's University

With an increasing number of students with diverse learning needs served in inclusive settings, it is important teachers recognize the individuality and uniqueness of each student. This study engaged 60 preservice teachers in an in-depth study on the personhood of those with disabilities and dignity. Fifty-nine preservice teachers were surveyed regarding their beliefs about dignity in reference to students with disabilities, with interview data obtained from one preservice teacher. Preliminary findings suggest engaging preservice teachers in a study on the personhood of those with disabilities and dignity can affect how they perceive individuals with disabilities and their role as future teachers in ensuring they recognize and respect the dignity of these students in how they meet their individual needs.

An Exploration of Working, Single-Mothers' Perceptions of Quality Parent-School Partnerships
--

Marissa Scinto
Southern Connecticut State University

Helen Marx
Southern Connecticut State University

This qualitative study explores how working single mothers of young children conceptualize their partnerships with their child's teachers and school community. Using Seidman's (2013) three-interview approach, the study focuses on exploring participants' prior experiences with teachers and schools, their assumptions about the roles each should play in their child's education, and their experiences developing such relationships with the goal of illuminating the complexities therein. Increasing our understandings of mothers' perceptions of these partnerships can influence school and teacher programmatic decisions, highlighting potential barriers and avenues to parent participation.

Global Perspectives and Social Justice: Teacher Candidates' Study Abroad and Development of Professional Identity

Caryn Terwilliger
Bloomsburg University of Pennsylvania

This study examines how teacher candidates, primarily from rural areas, when immersed in a supervised study abroad program can recognize, reflect, and negotiate their personal and professional values. The degree to which values are translated in and out of the classroom around perspectives of social justice and fairness is the primary emphasis. Data retrieved from teacher candidates' completion of the Global Perspective Inventory (GPI), along with reflective journals, and case study analyses were utilized before, during, and after the study abroad experience to better understand how teacher candidates' attitudes and beliefs may influence decisions they make in their future classrooms.

Paper Presentations Session 6.2 Salon B**Methods for Addressing Assessment Issues in Education****Chair**

Barbara J. Helms

*Education Evaluation Consultant***Discussant**

Abigail Lau

*Emmanuel College***Investigating Differential Prediction Using Orthogonal Regression Analysis**

John W. Young

Educational Testing Service

Michael Kane

Educational Testing Service

Lora Monfils

Educational Testing Service

Chen Li

Educational Testing Service

Chelsea Ezzo

Educational Testing Service

The standard analytical approach used to investigate differential validity has been to examine the magnitude of correlation (validity) coefficients, while the approach used for differential prediction has been ordinary least-squares (OLS) regression analysis. OLS regression can introduce inaccuracies in estimating the relationship between independent variables and a dependent variable when the variables are measured imperfectly. Orthogonal regression is an alternative approach, which has shown promise in an earlier study of group differences (Kane & Mroch, 2010). This is the first study to evaluate the use of orthogonal regression for a common predictive validity design: High school grades and admissions test scores used to predict college grades. Orthogonal regression provides an alternative method for understanding differential prediction in forecasting college grades.

The Impact of Missingness on Higher Education Assessment Growth Estimates

Jason P. Kopp

James Madison University

Sara J. Finney

James Madison University

Many higher education institutions use pre-post assessment designs to measure growth in student knowledge, skills, and abilities over time. Unfortunately, missing data is a common problem in these longitudinal designs that is rarely addressed appropriately. We collected pre-post data from 821 students who completed a measure of scientific reasoning as a part of a mandatory university assessment requirement. Of the 821 students, 45 students failed to attend posttest, and were compelled to attend a makeup assessment session. To examine the possible effects of missingness, average growth estimates were compared between the full dataset and listwise deletion of students attending the makeup session at posttest. Results are discussed in the context of ensuring accurate inferences regarding student growth in higher education.

State-Funded PreK Classroom Observation Policies: Potential Validity and Reliability Issues

Debra Ackerman

Educational Testing Service

Early education policymakers increasingly are being required to rely on classroom observation score data for important low- and high-stakes programmatic decisions. However, various validity and reliability issues can negatively affect the quality of this data and thus its usefulness for fairly informing such judgments. It would be helpful for the early childhood field to examine existing policies on the large-scale administration of classroom observations as a means for informing a discussion on best practices. This paper reports on the 2012-2013 state-funded PreK policies regarding the classroom observation protocol(s) to be used, frequency of observations, and use of score data. The paper concludes with some overall perspectives on the trends reflected in these policies.

Fitting Stereotype Logistic Regression Models for Ordinal Response Variables in Educational Research

Xing Liu

Eastern Connecticut State University

The stereotype logistic (SL) model is an alternative to the proportional odds (PO) model when the proportional odds assumption is violated. This model seems to be underutilized. One major reason is the limitations of current statistical software packages. SPSS cannot perform the SL regression analysis, and SAS does not have the procedure developed to directly estimate the model. The purpose of this paper is to illustrate the stereotype logistic (SL) regression model, and apply it to estimate mathematics proficiency level of high school students using Stata. In addition, it will compare the results of fitting the PO model and the SL model. The High School Longitudinal Study of 2009 (HLS: 2009) data was used for the ordinal regression analyses.

The Effects of Q-Matrix Design on Classification Accuracy in the LCDM

Matthew James Madison

University of Georgia

Laine Bradshaw

University of Georgia

Diagnostic classification models are psychometric models that aim to classify respondents according to their mastery or non-mastery of specified latent characteristics. These models are well-suited for providing diagnostic feedback on educational assessments because of their practical efficiency and increased reliability when compared to other multidimensional measurement models. A priori specifications of which latent characteristics or attributes are measured by each item are a core element of the diagnostic assessment design. This attribute-item alignment, expressed in a Q-matrix, precedes and supports any inference resulting from the application of the DCM. This study investigates the effects of Q-matrix design on classification accuracy for the log-linear cognitive diagnosis model. Preliminary results suggest that Q-matrix design can have a substantial effect on classification accuracy.

Symposium

Session 6.3

Salon C

Meeting Common Core State Standards Through Classroom Research

Chair

Rochelle Kaplan

William Patterson University

Discussant

Ellina Chernobilsky

Caldwell College

This session will provide presentations by teachers who have conducted research in their own classrooms in order to improve their students' performance in literacy, mathematics, or English language acquisition skills. Presenters will discuss how their research has helped move students toward success in meeting grade level common core state standards.

Latinate Derivational Approach for Vocabulary Intervention With Spanish Speaking Elementary School English Language Learners

Maureen Cantu

William Paterson University

Developing Emergent Readers Through Systematic Phonemic Intervention

Madeline Cuffari

William Paterson University

Correlation between Reading Comprehension and Mathematics

Jenni Harmon

William Paterson University

Self-Regulated Self-Development (SRSD) Mnemonic Strategies to Benefit Learning Disabled Students' Writing

Kristen Miller

William Paterson University

The Effects of Teaching Small Group Collaborative Communications Behaviors on the Mathematics Performance of Low Achieving Seventh Grade Students

Ralph Prinz

William Paterson University

The Effects of Adapting Instruction in an Inquiry-Based Mathematics Curriculum on the Performance of Learning Disabled Students in an Inclusive Classroom

Nicole Ferlise
William Paterson University

The Effect of Peer Tutoring to Assist ELLs in the Acquisition of English Language Skills

Cheryl Mooney
Caldwell College

Symposium

Session 6.4

Salon D

Validity Issues in Computer-Based Testing

Chair

Janine Buchholz
German Institute for International Educational Research

Discussant

Stephen Sireci
University of Massachusetts Amherst

The purpose of this symposium is to present four papers that examine validity issues related to various aspects of computer-based testing. The first paper investigates the impact of ignoring item information on domain representation in multi-stage tests. The second paper reviews current methodological approaches to validating innovative item types and provides recommendations on integrating validity evidence for future research. The third paper reviews methodologies for detecting aberrant responses in a computer-adaptive testing environment. The final paper discusses state-level procedures for implementing computer-based technology in assessing special populations. Overall, this symposium looks to identify current validity issues in computer-based testing that have gone overlooked and propose areas of future research.

The Impact of Ignoring Item Information on Domain Representation in a Multistage Test

Joseph Rios
University of Massachusetts Amherst

M. Fernanda Gándara
University of Massachusetts Amherst

Minjeong Shin
University of Massachusetts Amherst

Lisa Keller
University of Massachusetts Amherst

A Review of Validity Evidence (or Lack Thereof) for Innovative Item Types

Hongyu Diao
University of Massachusetts Amherst

Fen Fan
University of Massachusetts Amherst

Joseph Rios
University of Massachusetts Amherst

Methodologies for Detecting Aberrant Responses in Computer-Adaptive Testing: A Review

Xi Wang
University of Massachusetts

Can Shao
University of Notre Dame

The Use of Assistive Technology in Alternate Assessment: A Systematic Review

Louise Bahry
University of Massachusetts Amherst

Molly Faulkner-Bond
University of Massachusetts Amherst

Symposium

Session 6.5

Salon I

Investigating Current Issues in Undergraduate Science, Technology, Engineering, and Math (STEM) Education

Chair

Sarah D. Newton
University of Connecticut

Discussant

Nancy Heilbronner
Mercy College

Research suggests that science, technology, engineering, and mathematics (STEM) professionals are the key to improving invention and innovation in the United States. Yet, there are concerns that we, as a nation, may not be able to keep up with the increasing demand for high-quality STEM professionals (Langdon, McKittrick, Beede, Khan, & Doms, 2011). The present symposium focuses on current issues surrounding STEM education at the undergraduate level, which have implications for the production of excellent STEM workers now and in the future. These issues include defining STEM and characterizing STEM students, investigating defection from STEM majors, and examining reasons for persistence in or attrition from these fields, such as cost of engagement in STEM courses and resilience in mathematics.

Defining and Profiling STEM Students: Making National Comparisons

Gary Lewicki
University of Connecticut

Sarah Newton
University of Connecticut

Brian Boecherer
University of Connecticut

The Cost of College Calculus: Initial Validity Evidence for the Barriers to Persistence Scale

Jessica Flake
University of Connecticut

Amit Savkar
University of Connecticut

D. Betsy McCoach
University of Connecticut

Kenn Barron
James Madison University

Chris Hulleman
University of Virginia

Bi-Factor and Higher-Order Factor Analysis of the Mathematical Resilience Scale

Janice Kooken
University of Connecticut

Megan Welsh
University of Connecticut

D. Betsy McCoach
University of Connecticut

Paper Presentations

Session 6.6

Salon II

Multiple Perspectives on the Evaluation of Teaching:
Can We Get It Less Wrong?

Chair
Pamela Kaliski
College Board

Discussant
Tia Sukin
Pacific Metrics

Connecticut’s New Teacher Evaluation Process: Concerns, Commitment, and Experiences of Educators in Two Pilot Districts

Diana J. LaRocco
University of Hartford

Deborah S. Wheeler
Litchfield Public Schools

This paper provides select results from a co-constructed study that examined public school personnel’s concerns about implementing Connecticut’s new teacher evaluation process. Data were gathered from educators in two districts involved in a statewide pilot of the new process. To examine change over time, study volunteers completed an Internet-based questionnaire twice: in the beginning of the school year and at the end of the school year. A subsample of participants also participated in a focus group at the end of the pilot school year. Results reveal a shift in concerns from a focus on self and tasks to improving the process. At the same time, the level of commitment to implementing the process as experienced in the pilot decreased somewhat.

An Empirical Investigation of Ohio's Teacher Evaluation System

Anirudh V. S. Ruhil

Ohio University

Marsha Shook Lewis

Ohio University

Emily Price

Ohio University

Suzanne Franco

Wright State University

Ohio, like other Race to the Top states and DC is wrapping-up its first year of piloting a new teacher evaluation system that places equal weight on teacher performance on standards (50 percent) and student growth measures (50 percent). In ongoing research we are conducting the first systematic analysis of the resulting teacher ratings data from 385 local education agencies (LEAs) in Ohio. In particular, we examine if, how, and why (a) summative teacher ratings, and/or (b) the sub-components of summative teacher ratings vary by contextual features of the LEA -- poverty, enrollment, percent of student population flagged as minority, percent with limited English proficiency, and geography (urban, suburban, rural). Policy and practice consequences are also discussed at length.

Approaches to Combining Measures of Classroom Observation and Student Achievement in Teacher Evaluation Systems: Does it Matter?

Kevin Crouse

Rutgers Graduate School of Education

Drew Gitomer

Rutgers Graduate School of Education

Between Race to the Top, ESEA Flexibility, and continued focus on accountability in public education, new teacher evaluation systems have become a prominent method of reform in states across the USA. Essentially all of these systems combine measures of student growth with research-based observation frameworks, but states vary widely in the ways in which they combine these data into a teacher's evaluation score. In this study, we model the variety in state aggregation approaches using data from a large scale research study of teaching quality to simulate potential outcomes. In consideration of prescribed consequences for human capital decisions set by the states, we suggest these findings indicate substantial challenges for implementation in addition to measurement accuracy and evaluator calibration.

Exploring the relationship between Massachusetts Teachers, the Curriculum Frameworks, and MCAS Scores.

Jenna Copella

Pearson

Lisa Keller

University of Massachusetts Amherst

The Massachusetts Department of Secondary and Elementary Education (DESE) has implemented an Educator Evaluation Framework that requires MCAS scores be used as a significant indicator of teacher effectiveness when available. DESE has not provided evidence to support the validity of using MCAS scores to make interpretations about teacher effectiveness. An assumption implicit in this framework is that Massachusetts teachers use the Curriculum Frameworks to plan instruction. A survey of Massachusetts public school Math teachers investigated the degree to which teachers use the Frameworks to plan instruction. Survey results indicate great variability among teachers related to the use of the Frameworks to plan instruction. These findings suggest MCAS scores may not be an appropriate indicator of teacher effectiveness.

Teacher Appraisal in London Schools: A Cross-Cultural Perspective

Robert K Janes
University of Connecticut

Arianna M Aquilino
University of Connecticut

Alexandra Davidson
University of Connecticut

Kayla E Everson
University of Connecticut

Sarah Harris
University of Connecticut

Lauren B Midgette
University of Connecticut

Abigail R Smith
University of Connecticut

Kelsea J Whittemore
University of Connecticut

The aim of this study is to develop a portrait of educator perceptions of teacher evaluation in London schools. Researchers collected survey and interview data from educators in four disparate London schools. Data across schools represented a generally positive view of the evaluation process, yet educators advocated for improvements. These included more frequent classroom observations; immediate feedback; the establishment of an ongoing, reflective evaluation document; and individualized targets for professional growth. New models of evaluation for teachers in the U.S. closely resemble the 2012 English teacher evaluation policies. Results of this study suggest improvements that would help prevent our teachers from experiencing similar frustrations, positively influence the effectiveness of evaluations, and develop a strong teaching force in the United States.

Invited Panel

Session 6.7

Salon III

School Safety

Moderator

Robert K. Gable, Director, Center for Research and Evaluation
Johnson & Wales University

Discussant

David J. Alba, Principal
Central Falls RI School Department Middle School

Keeping Schools Safe: Critical Components to a Comprehensive Approach

Tragedies occurring in schools have greatly increased the importance of keeping students, teachers and administrators safe at school. This panel will discuss school-level safety policies and practices; statewide emergency planning for school safety; psychological impacts of critical incidences in school on the teachers, students, and parents; and statewide legislative policy pertaining to school safety.

Presentations

Tom Moore, Assistant Superintendent for Administration
West Hartford Public Schools

Putting School Safety Policy into Practice

Holly Susi,
*Federal Incident Command System Certification and Clinician
Member of the RI Critical Incident Stress Management Team.*

Providing Crisis Management Preparation and Recovery Interventions for Emergency Services Personnel

CT State Representative Marilyn Giuliano
*Member of the Education Committee
School Psychologist Lyme/Old Lyme School District
Former Chair of the Middlesex Mental Health Council
The Psychological Impact of Critical Incidents at School on Teachers, Students, and Parents*

CT Senator Kevin Witkos
*Deputy Minority Leader Pro Tempore and Caucus Chair for Outreach
Member of the Senate Public Safety and Security Committee
Retired Sgt. with the Canton Police Department
Former Vice-Chairman Canton Board of Education
Statewide Legislative Policy on School Safety: Proactive or Reactive*

Paper Discussions	Session 6.8	Rocky Hill
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Hodgepodge: Where Good Papers Go When Conference Chairs Can't Identify an Equally Good Theme

Chair

John Houtz
Fordham University

Discussant

Daniel Morales
University of Massachusetts Amherst

Many Hands Make Light Work: Collaborative Action Research on Flipped Course Design

Mary M. Taft
The Kildonan School

This mixed-method, collaborative action research project involves graduate students and the professor working together to refine a flipped course model incorporating web-based interaction platforms for dialog and communication. Students in five sections of the course are collaborating with the professor to refine the delivery of the course through iterative cycles of action research. Collegial collaboration with graduate students presents a model of empowerment and professionalism to pre-service and in-service teachers, and encourages students to use similar methodologies with colleagues and students in preK-12 settings.

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

Jessica Lynn Hedges
Johnson & Wales University

Reading self-efficacy and motivation are fast becoming critical areas of literacy instruction and determining factors of overall reading achievement and life-long application (Applegate & Applegate, 2010; Henk & Melnick, 1995; Marinak & Gambrell, 2008; McClure, 2008; Pitcher et al., 2007). The purpose of this study is to examine the relationship of reading self-efficacy and motivation with respect to reading achievement. Approximately 400 rural middle school level students will participate in this mixed methods study. Scores produced from The Developmental Reading Assessment (DRA), The Reader Self Perception Scale (RSPS), and a 10 point motivational measure created by the researcher will be analyzed. Stepwise multiple regression will be applied to explain variability among the DRA scores (Huck, 2012; Trochim, 2006).

Learner Characteristics in Prior Learning Assessment (PLA): A Study of Self-Regulated Learning in Pennsylvania

I-Pang Fu
The Pennsylvania State University

Nai-Fen Su
The Pennsylvania State University

Current research project aimed to investigate the relationship between self-regulated learning (SRL) and prior learning assessment (PLA) to expand understanding of learner characteristics and rigorous assessment in PLA in Pennsylvania. Minimum sample size of 381 students from three different higher education institutions in Pennsylvania will be participated in current study to answer two research questions, which are proposed: First, what is the relationship between PLA students' self-regulated learning strategies and their academic performance in Pennsylvania? Second, is there a significant difference between traditional students and PLA students in self-regulated learning and their academic performance in Pennsylvania?

Decision Making in NCAA Athletics: Factors Related to Adding Sports to Division I Institutions

Sloane Milstein
Southern Connecticut State University

For a number of students sports can provide access and opportunity to gain a higher education. This study will focus on understanding the decision-making factors used to add sports to intercollegiate athletic programs. Data will be collected through the use of approximately 21 semi-structured interviews with NCAA Division I Athletic Directors from various size institutions, across the various sport offerings. The findings of this study should be of particular use to various stake holding groups such as those who are considering adding a sport or proposing a new sport to an institution

GSIC Session	Session 7.1	Salon A
Where is the Field Going and How Do I Get There?		

Chair
Rochelle Fisher
James Madison University

Kristen Smith
James Madison University

As a student and young professional, you might be asking yourself, “Where is the field going and how do I get there?” In this invited panel, leaders from educational research, assessment, and academia will discuss how their respective fields are changing in regards to job qualifications, responsibilities, and recommended experiences. Panelists will also discuss advice for obtaining a job in their area and what students can do now to successfully break into these fields in the future. At the end of the session, time will be allotted for audience questions.

Panelists

S. Jeanne Horst
James Madison University

Kristen Huff
USNY Regents Research Fund

Thanos Patelis
National Center for the Improvement of Educational Assessment

John Young
Educational Testing Service

Working Group	Session 7.2	Salon B
Fair to Whom? New Methods in Classroom Equality		

Authors
Jacob Bartholomew
*University of Massachusetts
Social Justice Education*

Robert Downey
*University of Massachusetts
Social Justice Education*

We seek to provide dialogue, insight and discussion into best practices in the context of education around the concept of ‘fairness’ in the classroom. This interactive presentation will encompass practice and methodological backgrounds such as intergroup dialogue, and highlighting the work done by people such as Lisa Delpit. We aim to promote new thoughts around the issue of ‘power and fairness’ in the classroom, while making visible some of the invisible norms that occur. This will be a highly interactive presentation, with engaged audience participation.

Working Group	Session 7.3	Salon C
Teacher Research and its Impact on Classroom Practices and Student Learning		

Authors

Salika Lawrence
William Paterson University

Rabab Abi-Hanna
Montclair University

Ellina Chernobilsky
Caldwell College

Jacqueline Dauplaise
Wayne School District

Rochelle Kaplan
William Paterson University

Diana LaRocco
Hartford University

This working group will be organized around the conference theme of “Fairness in Education” and how P-12 teachers can meet diverse students’ needs by doing their own research on a wide range of instructional strategies driven by teachers’ decision making. Given the diversity encountered in today’s classrooms, the group presents an opportunity for teachers to discuss how to conduct and benefit from research in their own classrooms. Although teachers’ decision making is derived through different paths, this topic will be explored through teachers’ self-examination of their experiences while conducting action research in P-12 contexts. The facilitators will use guiding discussion questions to lead the working group in exploration of teacher research and its impact on classroom practices and student learning.

Working Group	Session 7.4	Salon D
Growing a Culture of Practitioner Researchers: A Cross Institutional Effort in Teacher Education		

Authors

Christine Hunt
St. Bonaventure University

Julie Hall
St. Bonaventure University

Autumn Dodge
St. Bonaventure University

Richard Lipka
St. Bonaventure University

In our view, reflection and dispositions embody the initial steps for teacher candidates to utilize empirically validated practices. In fall of 2011, we began a study to examine just this. We see this study as having the potential to build cross institutional efforts in teacher education. To that end, this session has the following goals: 1. Enlarge sample size to allow for generalizable results 2. Foster collaborative relationships among teacher education programs 3. Grow a culture of research within teacher education.

Special Session	Session 7.5	Salon I
Simple Meditative Practice for Mindful Relaxation		

Leader
Summer Williams
Westfield State University

In this short 30 minute session you will be engaged in a guided imagery relaxation exercise to promote mindfulness of the present moment and relaxation. There will be short discussion of the purpose and goals behind mindfulness meditation, how you can use it in your every day practices and how you can even use it with your students in the classroom!

Special Session	Session 7.8	Rocky Hill
®ZUMBA		

Leader
Rebecca Woodland
University of Massachusetts Amherst

®ZUMBA is "fitness-party" made up of Latin-inspired, easy-to-follow, rhythmic and aerobic movements set to international music. A Zumba fitness party is meant to be fun! It exhilarates the senses and works all major muscle groups in a high-energy cardio blast that leaves you feeling invigorated and covered in sweat. It's easy to do, effective and JOYFUL.



Workshop	Session 8.1	Salon A
Scientific Peer Review: Roles and Responsibilities		

Leaders

John Young
Educational Testing Service

Bjorn Nordtveit
University of Massachusetts Amherst

The peer review process has been the cornerstone of scientific inquiry for more than 300 years, yet it is not always well-understood. It is estimated that annually more than 20,000 journals publish over one million peer-reviewed research papers. How does peer review operate for journals, conference submissions, grant applications (i.e., IES, NSF), and in the tenure review process? The presenters will explain and discuss this topic from their experiences in a variety of roles: proposal and manuscript reviewer, journal editor, review panel member, and promotion and tenure committee member.



Biographies

John Young

John W. Young is the Director of the Higher Education research group at the Educational Testing Service in Princeton, New Jersey and is currently the President-Elect of the Northeastern Educational Research Association. Prior to returning to ETS in 2006, he was a faculty member for 17 years at Rutgers University and served as the program coordinator of the Educational Statistics, Measurement, and Evaluation group. He received his Ph.D. in Educational Measurement from Stanford University in 1989, and in 1999, he received the Early Career Contribution Award from the AERA Committee on Scholars of Color in Education for his research on academic achievement and minority students. The primary focus of his research has been on test validity issues with regard to demographic subgroups (by sex, race/ethnicity, English proficiency status). He has published 50 articles, book chapters, and research reports including ones in the following journals: *Applied Measurement in Education*, *Assessment in Education*, *College & University*, *Educational Assessment*, *Journal of College Admission*, *Journal of Educational Measurement*, *Research in Higher Education*, and the *Review of Educational Research*. He currently serves on the editorial boards of *Educational Assessment* and the *Journal of School Connections*.

Bjorn Nordtveit

Bjorn H. Nordtveit is Associate Professor at the Center for International Education, School of Education, University of Massachusetts Amherst, and editor of the *Comparative Education Review*.

Nordtveit’s previous experience includes work with UNESCO, as a non-formal education adviser in the Lao PDR from 1994-1999, upon which he was transferred to Iraq, working as an educational observer for the Oil-For-Food program. Subsequently he worked for the World Bank (2000-2006), providing technical advice to West African education initiatives. His PhD, earned from the University of Maryland in 2005, focused on aid effectiveness in public-private partnerships, using a World Bank women’s literacy project in Senegal as a case study. In 2006, Nordtveit accepted a position at the University of Hong Kong, from where he continued his research on bi- and multi-lateral aid in education; and also started working on emerging donors (especially on China’s educational cooperation with Africa). At the same time, he started research on the creation of child-friendly learning environments that are protective of vulnerable children, especially as related to prevention of the worst forms of child labor (WFCL). In this regard, he recently has worked with funding from the U.S. Department of Labor’s Office of Child Labor, Forced Labor, and Human Trafficking on various projects aiming at preventing WFCL and child trafficking through protection and provision of educational services.

Invited Panel	Session 8.2	Salon B
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Promoting Fairness Throughout the Entire Research Process		
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Chair

Jonathan Steinberg

Education Testing Service

This invited session builds on the 2013 NERA conference theme to demonstrate how the concept of fairness fits into all aspects of the research process and builds legitimacy. The series of presentations will cover fairness issues in (1) seeking approval from the Institutional Review Board (IRB) process, (2) in data analysis as applied to legitimizing results for sub-groups through differential item functioning (DIF) and multi-group confirmatory factor analysis (CFA) as separate topics, and (3) in creating fair and equitable policies for relevant stakeholders. Our panel consists of specialists with extensive experience who have developed best practices in each of these areas.

Presentations

Dawn Leusner & Rosalea Courtney

*Educational Testing Service****Making Sure Your Research and Ethical Shoes Match***

Lisa Keller

*University of Massachusetts-Amherst****The Role of DIF in Assessing Test Fairness***

Dena Pastor

*James Madison University****The Importance of Measurement Invariance in Scale Development***

Jonathan Steinberg

*Educational Testing Service****The Promotion of Fairness in Educational Policy Decisions***

Symposium	Session 8.3	Salon C
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Critical Inquiry into High Quality Online Teaching and Learning: Professional Toolkits for K-12 & Higher Education		
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Chair

Jae-Eun Joo

*University of Connecticut***Discussant**

Mike Young

University of Connecticut

The common theme of research interest in this symposium is to critically investigate ways in which emerging online technologies can be effectively integrated into inquiry-oriented, interactive online teaching and learning for high school students to teach English writing (Paper 1), pre-service teacher education students (Papers 2 & 3), in-service K-12 teachers (Paper 4), university faculty members (Paper 5), and the MOOCs (Massive Open Online Courses) development (Paper 6). By reviewing and applying current online education theories and practices, this symposium addresses effective online teaching and learning strategies to improve learners' understanding of subject matters, and to increase their engagement and collaboration in the process of teaching and learning in both K-12 and higher education settings.

Improving High School Writing Instruction with Interactive Fiction (IF)
--

Anthony Girasoli

University of Connecticut

Using iPad Apps to Promote Higher-Order Thinking Skills in K-12 Classrooms

Lindsey Le-Gervais

University of Connecticut

Operation HYPNOS: Integration of a Situated, Social Constructivist Game into Pre-Service Teacher Preparation

Stephen Slota

University of Connecticut

Helping Pre-Service Teachers Develop Knowledge and Skills for Critically Evaluating Online Information Using Blackboard
--

Elena Forzani

University of Connecticut

Preparing to Teach Online: Lessons from the University-Wide Faculty Development for High Quality Online Teaching

Jae-Eun Joo
University of Connecticut

Adam Nemeroff
University of Connecticut

Analysis of the Current Trends and Potential of Massive Open Online Courses (MOOCs) for the 21st Century Learning and Teaching in K-12 and Higher Education

Jae-Eun Joo
University of Connecticut

Clint Kennedy
University of Connecticut

Symposium

Session 8.4

Salon D

TIMSS: An International Context for Analyzing Measures of Student Achievement

Chair

Thanos Patelis
National Center for the Improvement of Educational Assessment

Discussant

F. Tony DiGiacomo
The College Board

TIMSS is an international assessment of mathematics and science at the fourth and eighth grades that has been conducted every four years since 1995. In 2011, nationally representative samples of students in 63 countries and 14 benchmarking entities participated in TIMSS. Participants are able to explore system-level educational issues and monitor achievement trends in a global context. This theme-based paper symposium includes six papers demonstrating the utility of TIMSS 2011 data. The papers explore the structure and technical aspects of the assessment and demonstrate ways to examine predictors of student achievement within the various contexts that TIMSS items and questionnaires capture. The symposium concludes with ways to consider the contexts of education policies to maximize the likelihood for student success.

An Overview of TIMSS 2011

Amy Semerjian
Boston College

An International Comparison of Gender Differences in Mathematics Achievement by Content Area

Bethany Fishbein
Boston College

An Analysis of the Psychometric Properties of TIMSS Contextual Questionnaire Scales

Martin Hooper
Boston College

Aligning TIMSS Science Assessment Frameworks to National Science Standards

Christopher Lazzaro
The College Board

Inquiry in TIMSS 2011: Can Grade 8 Science “Inquiry” Items be Used to Predict TIMSS Results?

Victoria Centurino
Boston College

Paper Presentations	Session 8.5	Salon I
School Prevention & Tolerance Programs: Can We Change Student Behavior		

Chair
Meghan Kiley
College of Arts and Sciences
Educational Leadership Doctoral Program
Johnson & Wales University

Discussant
Lynn Shelley
Westfield State University

No Kidding About Bullying and Theory of Mind

Michael James Wilson
Western Connecticut State University

In this research, we examined the effects of the No Kidding About Bullying (NKAB) on the different aspects of the elementary population. NKAB is a workbook on bullying prevention. It provides a series of practical, concrete steps. A scenario-based open-ended questionnaire was given to each student after completing the NKAB program to determine the effect on bullying. The most simple, concrete practices the workbook suggested appeared to have been readily operationalized. However, from the comments of individual students, it appeared that a lack of particular NKAB work pages on a theory of mind prevented people from being able to practice the more complicated bully identification and response NKAB suggestions.

Classroom Management: A World of Misconceptions

Tracey Garrett
Rider University

Research indicates that classroom management is a compelling concern for beginning teachers. Therefore, the purpose of this study was to describe and document how a proposed model of classroom management impacts novice teachers’ classroom management beliefs and practices. Interviews, observations and a questionnaire were the main methods of data collection. Results indicate three themes including (1) prevention is at the heart of effective classroom management, (2) relationships matter, and (3) everyone needs a plan. The results of this study suggest that the proposed model of classroom management may be helpful with respect to helping novice teachers better understand and deconstruct the tasks involved in effective classroom management and, ultimately, develop an effective plan to implement in their own classrooms.

Effects of Implementing School Wide Positive Behavioral Intervention and Supports in an Alternative School Setting

Erica D. Evans
Johnson & Wales University

Robert K. Gable
Johnson & Wales University

Despite research documenting the negative effectiveness of punishment, most high schools and correctional facilities rely on punishment to establish compliance (Nelson, Sprague, Jolivette, Smith, & Tobin, 2009). One alternative to punitive consequences is School Wide Positive Behavioral Intervention and Supports (SWPBIS). This mixed method study evaluated the academic achievement, problem behavior and social behavior of students in a juvenile correctional facility pre- and post- implementation of SWPBIS. The t-test results demonstrated a statistically significant difference in the frequency of office referrals between the pre-implementation of SWPBIS and at follow-up $p < .05$. Findings from this study add to the research literature on SWPBIS in juvenile correctional settings and may be useful to educational administration personnel in supporting program implementation.

Effects of Block Scheduling on Student Retention of At-risk Students in Higher Education

Susan L. Rogers
SUNY Sullivan

Student retention and graduation rates have been a staple of discussion in public higher education for more than a decade. Student engagement is indisputably tied to student success, and a number of institutions have undertaken a modified block schedule arrangement of course offerings to bolster student engagement and student retention, with varied effects. The current paper reviews the research on these programs and offers a comparative analysis of effective features and their impact on student engagement, with particular emphasis on outcomes for at-risk and traditionally underserved students. Interviews with faculty and administrators who have participated in block schedule programs were also conducted, and first-person observations from these interviews are included. Best practices and implications for the future are discussed.

Paper Presentations

Session 8.6

Salon II

Exploring Language and Literacy

Chair

Douglas Platt
Montclair State University

Discussant

Mary Taft
The Kildonan School

Multi-Group Structural Equation Modeling: Early Literacy Development of Asian Immigrant Children in the United States

Lihong Yang
Michigan State University

Mingcai Zhang
Michigan State University

Guofang Li
Michigan State University

This study investigates 1.5 generation Southeast Asian (N=157) and other Asian immigrant children's (N=167) early literacy development using multi-group structural equation modeling. Data was drawn on four waves of reading scores from ECLS-K of 1998-1999 from kindergarten to third grade. Our analysis shows that for both ethnic groups, children from high-SES families had significantly higher reading abilities upon entry into kindergarten and grew at a faster rate over time than their low-SES counterparts. For other Asian immigrant children, parents' after school reading activities contributed significantly to the children's initial reading scores, but not for reading growth over time. However, the times that parents bring children to the public libraries were not significant for children's reading for both ethnic groups.

Game Dynamics Increases Early Childhood Students' Reading Interests-Integrating Bookboard in Kids' Reading Course

Hengtao Tang
The Pennsylvania State University

It has been widely recognized that reading interests are integral to engage early childhood students in reading materials and contribute to their reading acquisition; as such reading is considered as a form of language acquisition and consequently to begin earlier when early childhood students experience the most rapid development in language acquisition and symbolic thinking. Recent advances and the rise in popularity of gamification in learning, specifically game dynamics necessitate new forms of research examining what the reading experience is like for early childhood students. This paper will demonstrate the results of a qualitative empirical study examining how the integration of game dynamics can help early childhood students increase their interests in reading.

Dual Language Learners: Family Literacy and Early Reading Development

Ann Anderberg
Eastern Connecticut State University

This study describes the features and context of dual language families in relation to early reading practices in the home. Research from three distinct areas, dual language learners, early literacy and parenting informs the study which employs a mixed-methods approach. In keeping with the conference theme of Fairness, this study provides an opportunity for families to speak for themselves through a process of narrative inquiry and provides quantitative feedback on their children's progress in two languages. Creating a space for families to explore and develop their bilingualism while providing access to evidence-based research usually reserved for professionals yields important insights for the field of education as the needs of English Learners become a greater concern to all educators.

Computer Lab Instruction in Elementary Schools: Time for Instructional Transformation or Worksheet Substitution?

Julia Kara-Soteriou
Central Connecticut State University

Lately, concerns are raised about the ways teachers integrate technology and how capable students are in applying digital literacy skills. Therefore, the purpose of this study was to investigate how elementary school teachers use their scheduled computer lab time. During this observational study emphasis was placed on the integration of literacy and technology and the extent to which integration supported the development of new literacies and promoted transformation of literacy tasks. The study took place in two elementary schools and included three weeks of daily observations in each of the schools. After the observations, interviews were conducted with teachers and school/district administrators. The results of the study have implications for computer lab instruction, professional development, and technology funding in schools.

An Exploration of Assessing Educators' Attitudes Toward Literacy Development

Jess L. Gregory
Southern Connecticut State University

Laura Raynolds
Southern Connecticut State University

Margie Gillis
Literacy How, Inc.

According to the National Assessment of Educational Progress (NAEP), only 1/3 of 4th grade students are proficient in reading. Based on the theory of planned behavior, attitudes are the precursors to behaviors, and therefore validly and reliably measuring attitudes is crucial for effectively targeting professional development. This research will establish the psychometric properties of the Attitudes Toward Literacy Assessment Scale (ATLAS). An estimated sample of over 100 educators will participate in the pilot study that will be used to determine which of the 30 items will best measure the three elements of attitudes (cognitive, affective, and behavioral).

Paper Presentations Session 8.8 Rocky Hill

The Pursuit of Professional Excellence: Examining Educator Confidence & Competence

Chair

Debra Ackerman
Educational Testing Service

Discussant

Sheetal Sood
University of Hartford

Breakthroughs and Struggles of Beginning, Mid-Career, and Veteran Teachers

Alyson Leah Lavigne
Roosevelt University

Amanda R. Bozack
University of New Haven

All teachers face challenges and successes; however, an alarming fifty percent of teachers leave by the fifth year of teaching. Little is known about how the struggles and successes of novice, mid-career, veteran teachers differ, and how this informs teacher development and attrition. This study examines the perceived struggles and successes of beginning, mid-career, and veteran teachers. Results demonstrate that teachers' descriptions of their successes and struggles are more similar than different. Across all career phases, there is little connection between teachers' actions and students' actions. Beginning teachers were found to be more skillful in reflecting on their teaching practice than hypothesized. Implications and limitations are discussed.

Closing the Gender Gap: Increasing Confidence for Teaching Mathematics

Gavrielle Levine
LIU Post

Closing the Gender Gap: Increasing Confidence for Teaching Mathematics Abstract National emphasis on STEM education highlights the need to reduce mathematics anxiety and increase confidence for teaching mathematics among elementary level teachers. Most elementary school teachers are female, and are responsible for introducing foundational mathematics concepts and attitudes to developing minds. Female teachers' higher levels of mathematics anxiety (when compared with male teachers) have detrimental effects on student learning. In this study, pre-service elementary teachers enrolled in mathematics education courses increased their confidence for teaching mathematics and reduced their mathematics anxiety. At the beginning of the course, males were more confident than were females. At the conclusion of the course, while both males and females reported more confidence for teaching mathematics, females' gains were larger and no gender differences were found.

Teaching Quality in Secondary Algebra Classrooms: Through the Lenses of a Classroom Observation Protocol and Teachers' Perceptions of Practice

Yi Qi
Educational Testing Service

Drew Gitomer
Rutgers University

Courtney Bell
Educational Testing Service

As a result of the policy pressure of improving teaching effectiveness, classroom observations have emerged as a major component of teacher evaluation. In this study, we used the Classroom Assessment Scoring System for Secondary Classrooms (CLASS-S) to measure teaching quality in secondary algebra classrooms. We find that the quality of instructional and emotional support is weaker than classroom organization. We also find that teachers are more able to make valid judgments on the classroom organization aspects of their practice but less so with their ability to support students emotionally and instructionally. The problem of not being able to identify their own strengths and weaknesses in teaching suggests an important challenge for professional development as well as teacher evaluation systems.

Problem Solving Style, Teaching Style, and Teaching Practices among In-service Teachers

Matthew Mandelbaum
Robert Louis Stevenson School

Characteristics of Instructional Leaders as Problem Solvers and Inquirers

Marcia Delcourt
Western Connecticut State University

Instructional leaders include administrators, teachers, and other school personnel who have the skills to examine their classrooms, schools, and districts to reinforce best practices and initiate change. The purpose of this project was to investigate the characteristics and perspectives of administrators and non-administrators who have completed a doctoral program in instructional leadership. Specifically, a mixed-methods design was used to collect information about leaders as problem-solvers, including their post-graduation accomplishments, and their perspectives of inquiry in their personal and professional lives. A total of 76 educators completed a problem-solving styles inventory and a leadership survey and 25 participated in an interview. Results revealed no significant differences between means on the quantitative tools, but indicated contrasting perceptions based on role, school culture.

Poster Session	Session 9.1	Nutmeg Ballroom
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Discussant

Patricia Baron

Educational Testing Service

Equating under Small Sample Sizes: A Comparison of Traditional versus Circle-Arc Methods under a Random Groups Design
--

Raffaella Wolf

University of Pittsburgh

Investigating the Usability of Interactive Item Types and Tools Introduced in the New GRE® Revised General Test
--

Wanda D. Swiggett

Educational Testing Service

Measuring Alumni Satisfaction: Developing an Instrument with Strong Technical Properties

Mary Yakimowski

University of Connecticut

Yujin Kim

University of Connecticut

Wei Xia

Private Consultant

Using Generalizability Theory to Inform Performance Assessment-Based Decisions

Oksana Naumenko

James Madison University

Poster Session	Session 9.1	Nutmeg Ballroom
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Discussant

Anthony Girasoli

University of Connecticut

Helping Pre-Service Teachers Becoming Reflective Practitioners Within a Community of Practice
--

Doreen Saccomano

Marist College

Perceptions of Elementary Preservice Teachers' Confidence to Teach Mathematics

Nithya Narayanaswamy Iyer

SUNY Oneonta

Jen-Ting Wang

SUNY Oneonta

Investigating Global Education Projects for Promoting Healthy Eating Behaviors Among Elementary School Children: Engaging Pre- and In-Service teachers in Developing Project Based Activities
--

Melda N Yildiz

Kean University

Brianne Mahoney

Kean University

Altagracia Petela

Kean University

Examination of Pre-service Teachers and Administrators' Experience with English Language Learners (ELLs)

Yujin Kim
University of Connecticut

Dana Lovallo
University of Connecticut

Mary Yakimowski
University of Connecticut

Marisa DelCampo
University of Connecticut

Poster Session
Session 9.1
Nutmeg Ballroom
Discussant

Javarro Russell
National Board of Medical Examiners

A Content Analysis on Ethnicity and Culture in State Social Studies Standards

Joy Anderson
Arizona State University

Tier 2 Number Sense Instruction for At-Risk Students

Sheetal Sood
University of Hartford

Science Hobbyists' Development, Motivations, and Contributions to Informal Science Education: Design and Preliminary Qualitative Analysis

Thomas Andre
Iowa State University

Gail Jones
North Carolina State University

Gina Childers
North Carolina State University

Elysa Corin
North Carolina State University

Developing Basic and Higher level Reading Processing Skills: Exploring Reading Instruction with the PIRLS Database

Michael Deasy
University of Massachusetts, Lowell

Lorraine Dagostino
University of Massachusetts, Lowell

James Carifio
University of Massachusetts, Lowell

Mark Fenster
Notre Dame of Maryland University

Problematizing Non-Meaning-Oriented Written Responses to L2 Students’ Texts: A Case Study of a College-Level Chinese L2 Instructor

Ying Zhang
University of Massachusetts Amherst

Poster Session Session 9.1 Nutmeg Ballroom

Discussant
Douglas Platt
Montclair State University

A Tale of Two Principals: The One Who Stole and the One Who Reported the Theft

Ann Hassenpflug
University of Akron

Putting The I in Education: iPads and Educational Apps

Stacy A. S. Williams
University at Albany

Kaitln Gould
University at Albany

Heather Creary
University at Albany

Christina Monachino
University at Albany

Engaging Students in Creating a Home Safety and Emergency Preparedness Program for Elementary School Students

Kate Darcy Hohenthal
Engagement Consultant

John Byrnes

Poster Session Session 9.1 Nutmeg Ballroom
Discussant

Alejandra Garcia and M. Fernanda Gandara
University of Massachusetts Amherst

Developmental Changes and Gender Similarities and Differences across Five School Subjects From Grades 4 to 12

Eunmi Yang
Stonehill College

Andre Thomas
Iowa State University

Myrna Whigham
Iowa State University, Retired

Literacy Initiatives that Support Educational Fairness in Guatemala

Miriam Pepper-Sanello
Nassau Reading Council

Adrienne Andi Sosin
Nassau Reading Council

Perceptions of English Language Learners from the Lenses of Monolingual and Multilingual Educators

Marisa DelCampo
University of Connecticut

Mary Yakimowski
University of Connecticut

Yujin Kim
University of Connecticut

Bilingual Professionals: Asset or Liability?

Isabel Logan
University of Hartford

Poster Session Session 9.1 Nutmeg Ballroom
Discussant

Craig Wells
University of Massachusetts Amherst

Evaluating Suicide Prevention Programs for High Schools Using the Suicide Prevention Program Checklist

Abbey Marie Nachman
University of Massachusetts Amherst

Sara A Whitcomb
University of Massachusetts Amherst

Investigation of a Graduate Student Peer-Mentoring Program with an Emphasis on Research

Michelle Moosbrugger
Springfield College

Aylene Ilkson
United States Coast Guard Academy

Effectiveness of Read-Aloud Intervention on the Vocabulary and Oral Language Development of Kindergarten Students

Renee Greenfield
University of Hartford

Vietnamese Youth and the Model Minority Stereotype: An Examination of the National Asian American Survey of 2008

Nicholas Hartlep
Illinois State University

Grant Morgan
Baylor University

Karie Hodge
Baylor University

**Towards a Fairer Ex-Post Facto Program Evaluation Model
Unsing “Virtual” Control Groups**

Richard Mooney
Connecticut State Department of Education

Poster Session**Session 9.1****Nutmeg Ballroom****Discussant**

Nkemjika Ofodile
Howard University

**Utilizing Video Feedback to Improve Behaviors of Twins
with Autism**

Megan Mackey
University of Hartford

Gretchen Nelson
University of Hartford

**500 Solving Behaviors for “Kiddos”: Early Intervention and
Its Influence on Behavior Plans**

Hannah E Schultz
Primary Researcher

Sheetal Sood
Advisor

**Tuned In: The Importance of Reflection in a Media Literacy
Class with Underprivileged Students**

Jonathan Friesem
University of Rhode Island

Kelsey Greene
University of Rhode Island

**Evaluative Inquiry Into Engaging Urban Youth in STEM to
Catalyze Cultural Change in Their Communities**

Jae-Eun Joo
University of Connecticut

Susan Klimczak
South End Technology Center

Poster Session	Session 9.1	Nutmeg Ballroom
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Discussant

Jonathan Steinberg
Educational Testing Service

The Effects of a Parent Participation Program on the Mathematics Performance of Ninth Grade Algebra I Students

Kristen Marie Casale
Montclair State University,
William Patterson University and
Passaic Valley High School

Causes of Chronic Absenteeism

Michaela Keegan
Johnson & Wales University

The Emergence of Content Validity Evidence in Cognitive Ability Testing for Employment Selection: Overcoming Differences

Thomas P. Judd
United State Military Academy

Aubrey E. Lutz
University of Illinois, Urbana-Champaign

Sara Janine Rose
University of Illinois, Urbana-Champaign

Charles Secolsky
University of Illinois

The Worldview Matrix as a Strategy when Designing Mixed Methods Research

Thomas W. Christ
University of Bridgeport

Mindfulness in the Classroom: A Strategy for Engaging College Students

Summer Williams
Westfield State University

Poster Session	Session 9.1	Nutmeg Ballroom
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Discussant

Marcia Delcourt
Western Connecticut State University

College Students' Problem Solving Styles: There Are Fewer 'Out-of-the-Box' Thinkers
--

Tara Gartner
Fordham University

Andrew Landers
Fordham University

Examining the Relationship of Problem Solving Style to School Achievement in High School Students
--

Sandra Vazquez
Palisades Park, NJ, Jr./Sr. High School

Educators' Perceptions of their Instructional Leadership Style and their Problem Solving Style

Reine Issa
Bethel High School

Marcia Delcourt
Western Connecticut State University

Donald Treffinger
Center for CREative Learning

Janice Jordan
Bethel Public Schools

**Effect of Style Training on Future Problem Solving
Performance**

Laura Main
Western Connecticut State University

Marcia Delcourt
Western Connecticut State University

Donald Treffinger
Center for Creative Learning, Inc.

Nancy Heilbronner
Mercy College

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Members: Lynn Shelley, *Westfield State University*
Elizabeth Stone, *Educational Testing Service*
John Young, *Educational Testing Service*

**NERA 2014
Conference
Co-chairs**

How to Expand the Presence of K-12 Teachers

Chair: Rochelle Kaplan, *William Paterson University*

Members: Ellina Chernobilsky, *Caldwell College*

Diana LaRocco, *Hartford University*

Salika Lawrence, *William Paterson University*

Connecting Research to Practice

Chair: Gilbert Andrada, *Connecticut State Department of Education*

Members: Abby Lau, *Emmanuel College*

Rochelle Michel, *Educational Testing Service*

Javarro Russell, *National Board of Medical Examiners*

Peter Swerdzewski, *The Regents Research Fund*

Conference Ambassadors

Chair: Rochelle Michel, *Educational Testing Service*

Ross Markle, *Educational Testing Service*

Javarro Russell, *National Board of Medical Examiners*

Pamela Kaliski, *The College Board*

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 administrative support. Each of them played a role in making the conference productive and enjoyable.

NERA Reviewers

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

Arafeh, Sousan	Ionescu, Marcel	Quashie, Kevin
Attali, Yigal	Jakubowski, Casey	Reed, Kristen
Badara, Joanna	Joo, Jae-Eun	Richardson, Thomas
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Cline, Fred	Levine, Gavrielle	Swain, Matthew
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Fitzgerald, Jessica	Michel, Rochelle	Zang, Xiaojiao
Gerstner, Jerusha	Minsky, Jennifer	Zarumb, Franklin
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Helms, Barbara J.	Ofodile, Nkemjika	
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Horst, S. Jeanne	Perner, Darlene	
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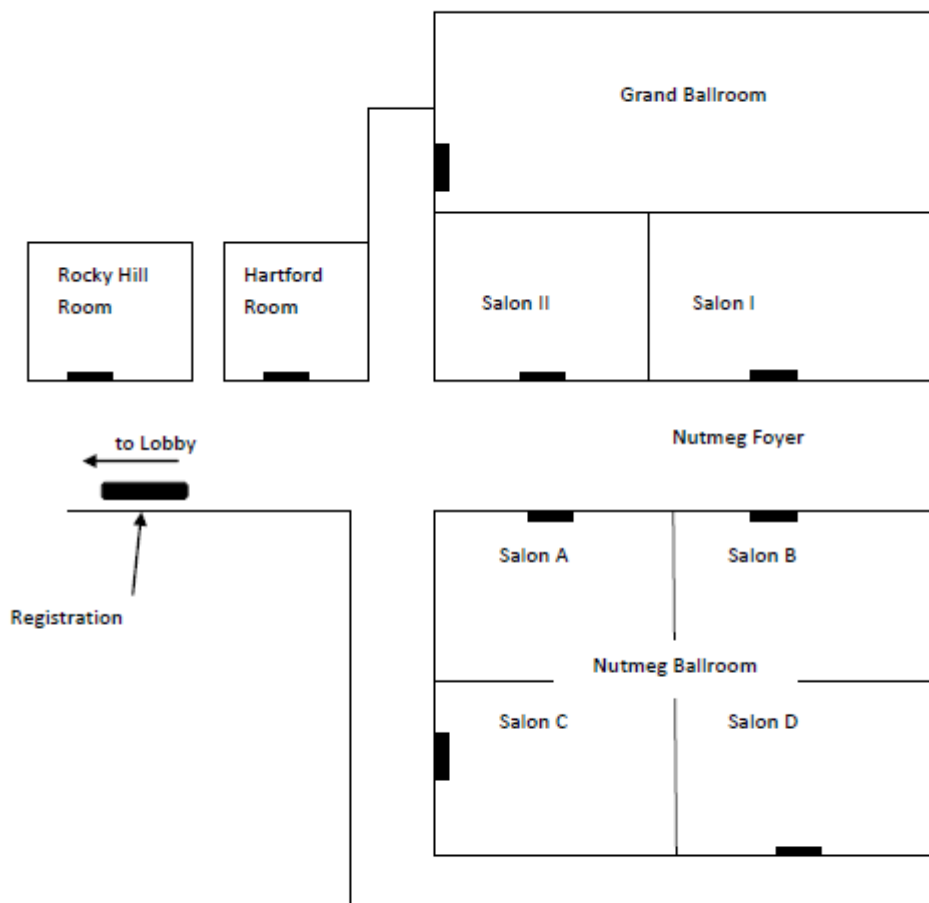
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Hartford Marriott Rocky Hill Meeting Space



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.

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Rocky Hill
	Wednesday, October 23rd 2013							
	Registration (9:00 am - 5:30 pm) in the Nutmeg Foyer							
10:00 AM - 12:30 PM	0.1 Workshop: Psychometrics in R	0.2 Workshop: Strategies for Differentiating Instruction in Higher Education Classrooms						
12:00 PM - 1:30 PM	<i>Lunch on your own. Take advantage of the NERA Deli to pick-up a brown-bag lunch for \$13</i>							
1:30 PM - 3:00 PM	1.1 Workshop: Taking the Mystery Out of Qualitative Data Analysis (1:30 pm - 4:45 pm)	1.2 Invited Panel: International Experiences in Teacher Education	1.3 Symposium: Applied Research in School Settings: Including School Professionals in Collecting, Analyzing, and Using Data	1.4 Symposium: Why Graduate School? Perceptions About the Value of Graduate Education and Career Opportunities	1.5 Paper Session: Applications, Issues, and Solutions with Item Response Theory	1.6 Paper Session: Postsecondary Education: Challenges and Opportunities	1.7 Paper Session: Teaching Math: Research on Math Pedagogy and Practice	1.8 Paper Discussion: Assessment and Achievement
3:00 PM	<i>Coffee Break</i>							
3:15 PM - 4:45 PM	1.1 Workshop: cont.	2.2 Invited Panel: Fairness in Licensure & Certification Testing: Thoughts on Test Development, Standard Setting and Score Use	2.3 Symposium: Teacher Effectiveness: Measuring Scientific Knowledge for Teaching	2.4 Symposium: Assessing Ethical Reasoning in Higher Education: An Example	2.5 Paper Session: One World: Understanding/Educating International Students	2.6 Paper Session: Education and Care: Cultural/Social Awareness and Competence	2.7 GSIC Session: Navigating the Publication Process	2.8 Paper Session: What's In A Class, Race, Neighborhood, Placement Test? Can We Predict Academic Achievement?
4:45 PM - 5:30 PM	<i>GSIC Meeting</i> (Restaurant)							
5:30 PM - 5:45 PM	<i>Welcome</i> (Grand Ballroom)							
5:45 PM - 6:45 PM	Keynote: <i>Charlotte Danielson</i> (Grand Ballroom)							
6:45 PM - 7:45 PM	<i>Dinner</i> (Grand Ballroom)							
8:00 PM - 10:00 PM	NERA Welcome Reception (Nutmeg Ballroom)							

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Rocky Hill
Thursday, October 24th, 2013								
Registration (7:00 am - 11:15 am & 12:30 pm - 5:15 pm) in the Nutmeg Foyer; Breakfast (6:45 am - 8:15 am)								
8:15 AM - 9:45 AM	3.1 Workshop: Generalizability Theory and Applications (8:15 AM - 11:30 AM)	3.2 Invited Panel: Questioning the Beauty of Fairness	3.3 Invited Panel: In the Pursuit of Academic Excellence: Insights into the New National Standards Movement	3.4 Symposium: Issues in Higher Education Assessment	3.5 Symposium: Repairing Reporting: New Findings and Directions for Educational Score Reporting in the 21st Century	3.6 Symposium: Methodological Approaches for Evaluating the Quality of Standard-Setting Ratings	3.7 Paper Session: Are They Ready? Examining Teacher and Administrator Preparation	3.8 Paper Session: Education in a Changing World: The Effect of Instructional Technology & Online Classrooms on Achievement
9:45 AM	<i>Coffee Break</i>							
10:00 AM - 11:30 AM	3.1 Workshop cont	4.2 Invited Panel: Apartheid in Public and Higher Education	4.3 Paper Session: Science Literacy and Inquiry	4.4 Symposium: Student Perspectives on the Collegiate Experience	4.5 Symposium: Special Education Research	4.6 Paper Session: Assessment and Grading	4.7 Paper Session: Professional Development: Improving Teacher and Student Outcomes?	4.8 Paper Discussions: Online Learning and Technology Use
11:45 AM - 12:45 PM	<i>Keynote Panel : Fairness</i>							
12:45 PM - 1:45 PM	Lunch & Awards (Grand Ballroom)							
2:00 PM - 3:30 PM	5.1 Workshop: SEM Methods for Assessing Measurement Invariance (2:00 PM - 5:15 PM)	5.2 Workshop: Social Network Analysis and the Diffusion of Innovation in K-12 Education	5.3 Symposium: Cognitive Lab Studies: Methods and Applications	5.4 Symposium: Characterizing Teachers Most Negatively Impacted by Teacher Evaluation Systems	5.5 Paper Session: Large Scale Assessment: Problems and Solutions	5.6 Paper Session: Completing an Undergraduate Education and Beyond: Perceptions and Misconceptions	5.7 Paper Session: Scale Development and Maintenance	5.8 Paper Discussions: Parent & Teacher Perceptions/Perspectives
3:30 PM	<i>Coffee Break</i>							
3:45 PM - 5:15 PM	5.1 Workshop cont.	6.2 Paper Session: Methods for Addressing Assessment Issues in Education	6.3 Symposium: Meeting Common Core State Standards Through Classroom Research	6.4 Symposium: Validity Issues in Computer-Based Testing	6.5 Symposium: Investigating Current Issues in STEM Education	6.6 Paper Session: Multiple Perspectives on the Evaluation of Teaching: Can We Get It Less Wrong?	6.7 Invited Panel: School Safety	6.8 Paper Discussion: Hodgepodge: Where Good Papers Go When Conference Chairs Can't Identify an Equally Good Theme
5:30 PM - 6:30 PM	7.1 GSIC Session: Where is the Field Going and How Do I Get There	7.2 Working Group: Fair to Whom? New Methods in Classroom Equality	7.3 Working Group: Teacher Research and its Impact on Classroom Practices and Student Learning	7.4 Working Group: Growing a Culture of Practitioner Researchers	7.5 Special Session: Simple Meditative Practice for Mindful Relaxation	7.6 NO SCHEDULED SESSION	7.7 NO SCHEDULED SESSION	7.8 Special Session: ZUMBA
7:00 PM - 7:45 PM	Dinner (Grand Ballroom)							
7:45 PM - 8:30 PM	Presidential Address & Awards (Grand Ballroom)							
8:30 PM - 11:00 PM	Presidential Reception (Nutmeg Ballroom)							

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Rocky Hill
	Friday, October 25th, 2013							
	Registration (8:00 am - 12:15 pm) in the Nutmeg Foyer; Breakfast (7:30 am - 9:00 am); & NERA Business Meeting (8:00 am - 9:15 am) <i>All are welcome! This is a working breakfast meeting, so feel free to bring food from the buffet into the meeting.</i>							
9:15 AM - 10:45 AM	8.1 Workshop: Scientific Peer Review: Roles and Responsibilities	8.2 Invited Panel: Promoting Fairness Through the Entire Research Process	8.3 Symposium: Critical Inquiry Into High Quality Online Teaching and Learning	8.4 Symposium: TIMSS: An International Context for Analyzing Measures of Student Achievement	8.5 Paper Session: School Prevention & Tolerance Programs: Can We Change Student Behavior	8.6 Paper Session: Exploring Language and Literacy	8.7 NO SESSION SCHEDULED	8.8 Paper Session: The Pursuit of Professional Excellence: Examining Education Confidence & Competence
10:45 AM	<i>Coffee Break</i>							
11:00 AM - 12:00 PM	Poster Session (Nutmeg Ballroom)							
12:00 PM - 1:00 PM	Lunch & Closing Remarks (Grand Ballroom)							

