

NERA 2014

Equity and Excellence in an Era of Accountability

45th Annual Meeting of the
**Northeastern Educational
Research Association**

Trumbull, CT

October 22nd – 24th, 2014

NERA

Northeastern Educational Research Association



Welcome from the 2014 NERA President

It is my great pleasure to welcome you to the 45th annual meeting of the Northeastern Educational Research Association (NERA). For the first time, the NERA conference is being held at the Marriott Hotel in Trumbull, Connecticut. The conference co-chairs, Pamela Kaliski, Ross Markle and Javarro Russell, have done an outstanding job in creating an exciting and stimulating conference program. For this year's conference, we received a record number of proposal submissions, 260, from individuals at more than 100 different institutions. I would like to extend a special warm welcome to those of you who are attending your first NERA conference.

The theme for this year's NERA conference is *"Equity and Excellence in an Era of Accountability"*. Despite years of research, policy debates, and program refinements, inequality of opportunity continues to be one of the major problems in the United States today. The achievement gap between rich and poor students born at the beginning of this century is now about one-third larger than for those born 25 years earlier. In an era of greater educational accountability, what can and should we do, as educators and researchers, to help reduce inequalities of opportunity and to ensure equity and excellence for all students?

We are thrilled to have an outstanding roster of invited speakers for the conference. Our keynote speaker is Jonathan Alger, the President of James Madison University. President Alger is a nationally recognized scholar and speaker on higher education policy and law, and has presented on a range of topics including access and opportunity, diversity, intellectual property, and academic freedom. He will deliver his keynote address, *"Educational Research, the Law, and Public Policy: Perfect Together?"*, at **Thursday's luncheon. Professor Andrew Ho, from Harvard University, will give his invited address in conjunction with Wednesday's dinner, and Dr. Michael Kane, from Educational Testing Service, will deliver his invited address at Friday's luncheon. In a new format, NERA Past President Kristen Huff will host an interview of Dr. Kurt Geisinger, Director of the Buros Center for Testing and Meierhenry Distinguished University Professor at the University of Nebraska, on Thursday afternoon.**

Be sure to also participate in the social events that are planned for the conference. On Wednesday night, please join us for the NERA Welcome Reception, with music from DJ Charley and a photo booth! On Thursday night, you are invited to my Presidential Reception, which will feature live music from the group, Exit Row Band. Please come and meet old and new friends and join in the celebration of all of our accomplishments over the past year.

Thanks to all of the NERA volunteers and members who have contributed in different ways to this conference, particularly the Executive Committee, the Board of Directors, and the Graduate Student Issues Committee. My sincerest thanks go out to Pamela, Ross and Javarro for all that they have done to make the conference a resounding success. Welcome everyone and please enjoy this year's NERA conference!

John W. Young

NERA President



Welcome from the 2014 Conference Committee

Welcome new and returning NERA members! The Conference Chairs have planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. The theme this year is *Equity and Excellence in an Era of Accountability*. We believe this to be a goal that many of our members strive to achieve in various areas within the field of education. As we prepare for this year's conference, please keep in mind that the work you are presenting and bearing witness to is a step forward and may one day become the policy, assessment, or intervention that improves education locally, nationally, or globally. Throughout the conference, we encourage you to keep this theme in mind as you engage with your peers, reflect on various presentations, and generate new ideas.

We are proud and honored to play a part in the rich NERA tradition. The goal of the Program Chairs each year is to create a conference program that facilitates the sharing of research, knowledge, and ideas in a supportive and stimulating environment. We believe this year's conference program will deliver all that you expect from NERA and more. We received a record number of proposals this year, representing more institutions, organizations, and regions from across the country than ever before. Ultimately, we were able to organize 6 pre-conference and in-conference workshops, 12 symposia, 30 research paper presentation sessions, 2 poster sessions, 8 research roundtables, and an array of invited panels and speakers.

You may have noticed this year that we have implemented a new website that includes more information about the conference, as well as new features for members want to interact with NERA community. Along with planning this year's conference, we, under the guidance of NERA President John Young, have also been busy trying to improve the membership experience. We ask that you continue to take advantage of these tools and provide feedback where possible.

The development of this program of events could not have been arranged without the dedication of many NERA members, especially the NERA Board of Directors, the appointed members of NERA's leadership, those who submitted proposals, and those who volunteered as discussants, reviewers, and chairs. We are especially indebted to the 2014 NERA President, John Young, the NERA web-master, Tia Sukin, the NERA treasurer, Elizabeth Stone, and Steven Holtzman, the Presidential Advisor on Special Projects; each of them provided invaluable guidance and support for this conference. We'd also like to thank all previous program chairs for providing guidance when possible.

With that, we'd like to welcome you to the 2014 NERA Conference. We hope you have a great conference!

Sincerely,
Your NERA Conference Team,
Pamela Kaliski, The College Board
Ross Markle, Educational Testing Service
Javarro Russell, Educational Testing Service



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NERA's Mission

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

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

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



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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 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.

Symposia:

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.

Research Roundtable Sessions:

Research roundtable 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.

Poster Sessions

This year NERA has two Poster Sessions, which have historically been an integral part of the NERA experience. These sessions are scheduled 9:30 AM on Thursday and 8:30 AM on Friday.

Professional Development Workshops

NERA provides professional development workshops at no additional charge. Preconference workshops take place Wednesday morning before conference sessions begin in the afternoon. In-Conference workshops occur throughout the conference. These sessions require advanced registration (see NERA web page). However, workshops may only seat 32 participants; interested members are encouraged to sign up in advance through the registration process, or to arrive early to guarantee a spot.

**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 22nd from 4:45 pm - 5:45 pm. Additionally, there are two GSIC sponsored conference sessions: Validity and Fairness: An Interview with Dr. Michael Kane on Wednesday, October 22nd 3:00 pm -4:30 pm., and Creating and Maintaining a Professional Web Presence with Monica Erbacher on Thursday, October 23rd from 9:30 am to 10:45 am.

**Speakers and
Award**

This year NERA will host two invited speeches and two keynote sessions throughout the conference. In addition, NERA's current president, John Young, will give an address to the membership on Thursday evening. Most speakers will present 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 (which will be announced at Thursday dinner)!

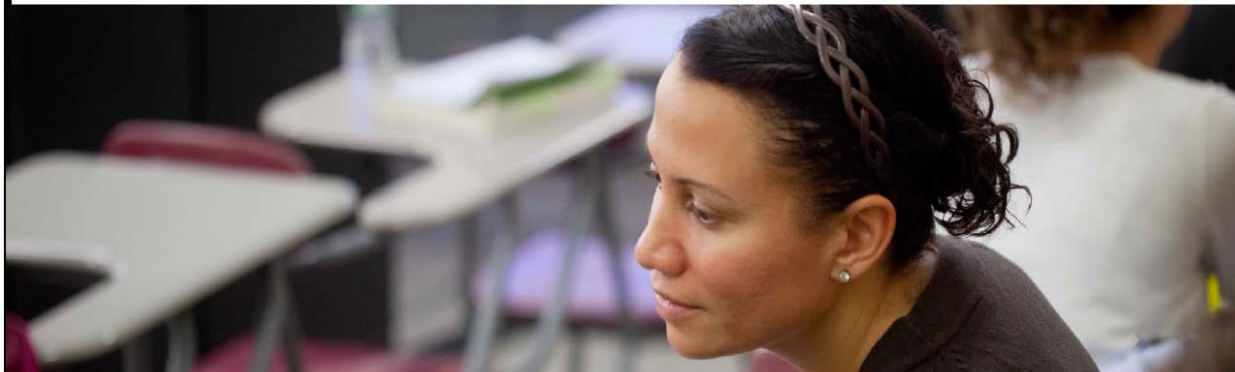
**NERA Social
Events**

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. This year, on Wednesday night there will also be music playing by DJ Charley as well as photo booth so fun pictures and memories can be captured. For this year's Thursday night event, NERA President John Young invites conference attendees to come together to enjoy a live band—Exit Row BandA limited number of drink tickets will be provided for both social events.

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NERA Awards

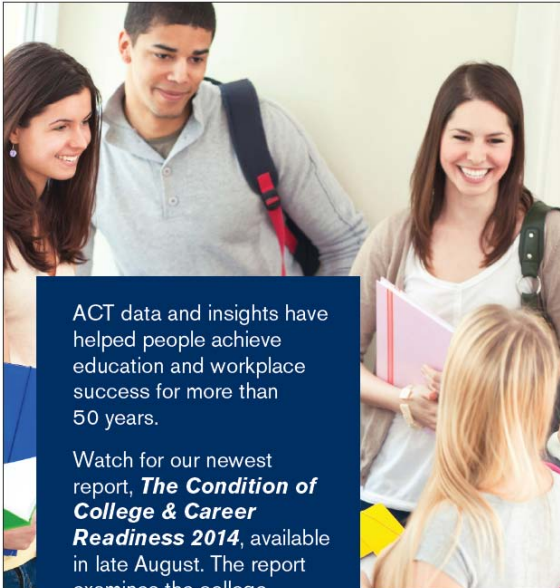
Lorne H. Woollatt Distinguished Paper Award

In 1990, this award was renamed to honor this active NERA member who also published, *The evolution of state-local governmental relationships in New York State (Staff study of the Fiscal policy for public education in New York State)* in 1948. In order to be eligible for the award, researchers must submit a 15- 20 page original research paper on any educational issue of interest. Submissions are then peer reviewed and rated on a thirty-five point rubric. The author of the winning distinguished paper receives a stipend of \$500 and presents at the American Educational Research Association Conference.

The winner of the Woollatt Distinguished Paper Award is Michael Deasy of the University of Massachusetts at Lowell. Hi co-authors are Lorraine Dagostino, James Carifio of the University of Massachusetts at Lowell and Mark Fenster of the University of Notre Dame in Maryland. Their paper entitled, *Developing Basic and Higher Level Reading Processing Skills: Exploring Reading Instruction with the PIRLS Database* discusses the need for accurate analyses of effective reading strategies to promote world-wide literacy.

Stay tuned for two additional awards that will be presented during the NERA Conference:


- **Thomas F. Donlon Memorial Award for Distinguished Mentoring** (2013 Winner: Dr. Kristen Huff)
- **Leo. D. Doherty Memorial Award for Outstanding Leadership and Service to NERA** (2013 Winner: Dr. Thanos Patelis)



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2390

2014 Teacher as Researcher Award



Kate Zimmerbaum is an eighth grade language arts teacher and a curriculum chair in the Clinton Township School District in New Jersey. She earned a BA in English and Philosophy at University College Dublin, Ireland, and both post-baccalaureate teacher certification and an MA in Curriculum and Instruction at Caldwell University, New Jersey. She is a teacher consultant for National Writing Project at Rutgers University, and the current president of the Tri-County Reading Association. Prior to beginning her career as a teacher nine years ago, Ms. Zimmerbaum worked for 20 years as an information systems analyst.

Ms. Zimmerbaum's research focused on methods to help students in examining and analyzing data in order to come to conclusions.

Specifically, her six-week study implemented instruction in a critical questioning strategy and the Toulmin model of argument in order to help eighth-grade English language arts students develop the requisite skills to develop logical, reasoned arguments based on analysis of data. Her findings suggest that this approach to teaching argumentative writing can increase student proficiency in producing well-reasoned arguments.



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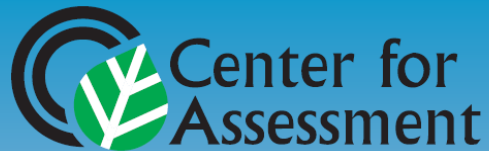
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Preston C. Green III has devoted his career to studying the sometimes surprising ways in which law and education intersect, with an eye toward helping legislators and others make better decisions when it comes to developing education policies. Dr. Green is one of 20 new faculty at the Neag School of Education poised to help make a difference in the lives of children and adults.

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Meeting Information

Location	<p>All Events for the NERA 2014 conference take place at Trumbull Marriott Merritt Parkway Hotel in Trumbull, Connecticut. The contact information for the hotel is as follows: 180 Hawley Ln, Trumbull, CT 06611 Phone: (203) 378-1400</p>
Registration	<p>The NERA 2014 registration desk will be located in the Marriott's lobby area conference foyer. There will be signs and a map at the front of the hotel to direct attendees to registration. Registration will be open the following times:</p> <ul style="list-style-type: none">• Wednesday, October 22nd: 9:00 am – 5:30 pm• Thursday, October 23rd: 7:00 am – 11:30 am & 1:30 pm – 5:30 pm• Friday, October 24th: 7:00 am – 12:00 pm
Conference Meals	<p>NERA attendees typically dine together Wednesday evening through Friday lunch. Meal prices are bundled with room rates. Attendees staying at the hotel Wednesday night will receive a meal sticker that entitles them to Wednesday's dinner, Thursday's breakfast, and Thursday's lunch. Attendees staying at the hotel Thursday night will receive a meal sticker for Thursday's dinner, Friday's breakfast, and Friday's lunch. All included meals are nontransferable and take place in the hotel's conference facilities, not in the hotel restaurant. Conference attendees not staying at the hotel have the option of purchasing meal tickets at the hotel gift shop/front desk. Please visit the registration desk to find out specific instructions for how to purchase a la carte meals if you are not staying at the hotel.</p>
Business Center	<p>The hotel's business center is located on the main floor in the library area.</p>

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

Leadership

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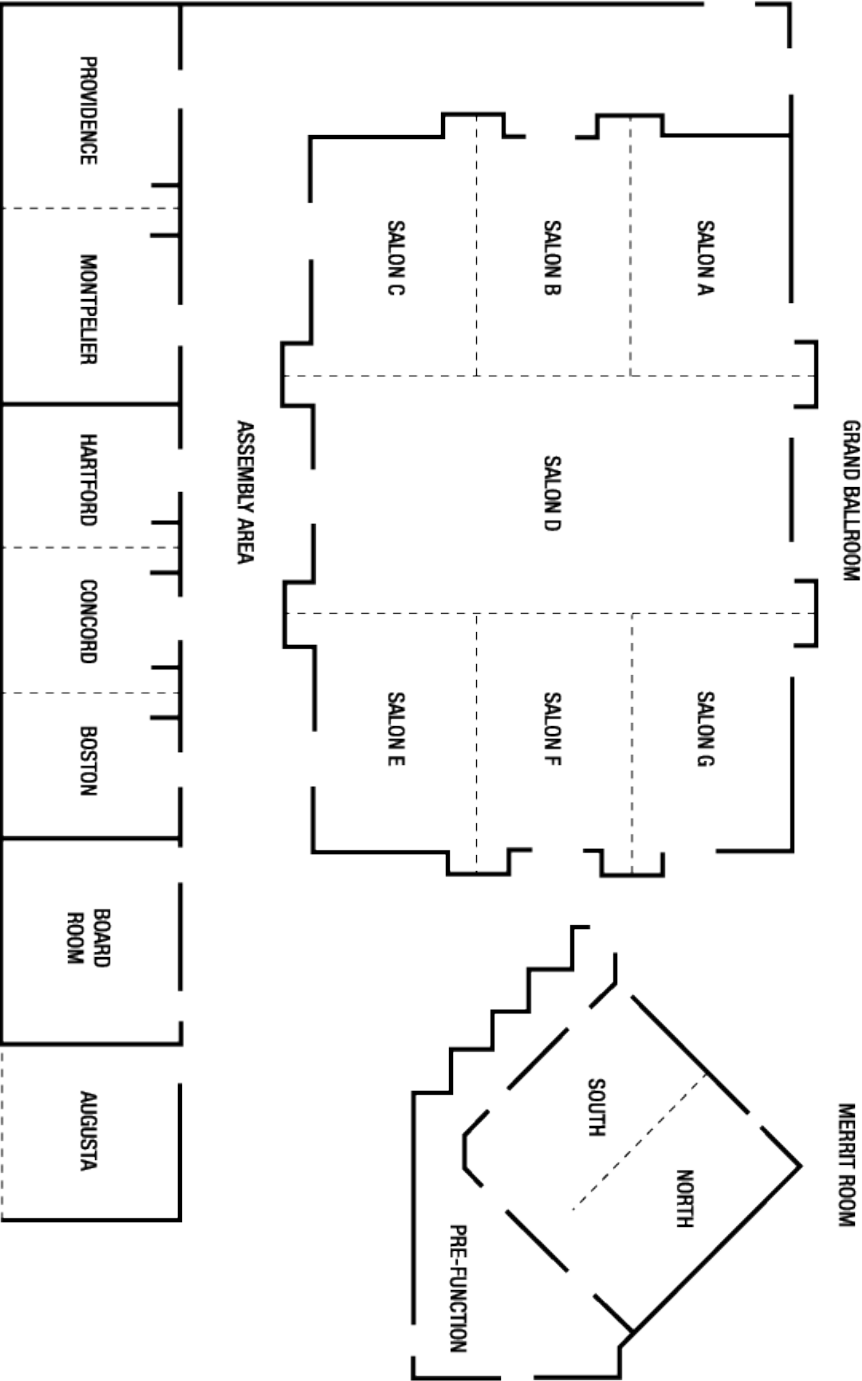
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NERA Reviewers

NERA uses a process of blind peer review in order to evaluate each conference submission. Without our volunteer reviewers, *this conference simply would not be possible*. We sincerely thank each of them, listed below, for their contributions.

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Trumbull Marriott Meeting Space



Participant Index

The list below includes the session numbers for all session chairs, discussants, presenters, and co-authors, listed alphabetically by last name.

Kathryn Ado - 8.R.2	Susan Brand - P.F.7	Mark Davis - 3.R.4
Rosa Aghekyan - 3.R.2	Meghan W. Brennenman - 2.5	Eileen de los Reyes - 4.3
Margie Aldrich - 3.5	Brent Bridgeman - 1.6	Francine Del Vecchio - 4.6
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Conference Schedule

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 (available on the NERA website). A Map of the Meeting Spaces is located at the end of the program.




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Invited Speakers



Dinner Presentation - Wednesday, October 22nd, 6:00 PM

Andrew Ho, Professor of Education, Harvard Graduate School of Education

Made to be Broken: The Paradox of Student Growth Prediction

Andrew Ho is a psychometrician interested in educational accountability metrics: an intersection between educational statistics and educational policies. He has studied the consequences of "proficiency"-based accountability metrics, the validation of high stakes test score trends with low stakes comparisons, and the potential for alternative accountability structures—like "growth models" and "index systems"—to improve school- and classroom-level incentives.

Keynote Address - Thursday, October 23rd, 12:30 PM



Jonathan R. Alger, President, James Madison University

Educational Research, the Law, and Public Policy: Perfect Together?

President Alger is a nationally recognized scholar and speaker on higher education policy and law, and has given presentations across the United States and abroad on a range of topics including access and opportunity, diversity, intellectual property, and academic freedom. Prior to becoming president of James Madison University, he was a senior vice president and the general counsel at Rutgers University. At the University of Michigan, he played a key leadership role in the university's efforts in two landmark Supreme Court cases on diversity and undergraduate and professional school admissions.

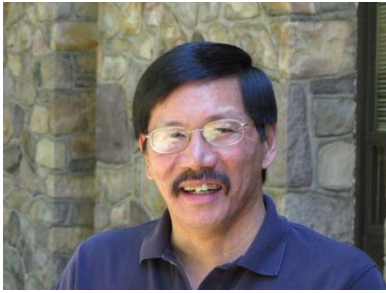
Keynote Interview - Thursday, October 23rd, 4:00pm



Kurt Geisinger, Director of Buros Center for Testing & Meierhenry Distinguished University Professor at the University of Nebraska

In his 37-year career in higher education, Dr. Geisinger has fulfilled several roles and has brought his leadership acumen to several institutions and organizations. He has previously been professor/chair of the psychology department at Fordham University and psychology professor/dean of arts and sciences at SUNY–Oswego, and psychology professor/vice president for Academic Affairs at two institutions. His academic interests lie in validity theory, admissions testing, outcomes assessment, accreditation, proper test use, testing individuals with disabilities, testing language minorities and the translation or adaptation of tests from one language and culture to another. Kurt has also been an active member and leader AERA, NCME, and APA. He has recently been nominated as a candidate for APA President.

In this new format, Dr. Geisinger will be interviewed by Kristen Huff, Senior Fellow at Regents Research Fund, including questions from the audience and social media.



Presidential Address - Friday, October 24rd, 6:30 PM

John W. Young, Director of the Higher Education Research Group, ETS ***Ensuring Equality of Opportunity: The Role of Education and Research***

John W. Young is the Research Coordinator for the Graduate Record Examinations and the Director of the Higher Education Research Group in the Center for Validity Research at the Educational Testing Service (ETS) in Princeton, New Jersey. 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 American Educational Research Association's (AERA) Committee on Scholars of Color in Education for his research on academic achievement and minority students.

Lunch Presentation - Friday, October 24th, 11:30 AM

Michael Kane, Samuel J. Messick Chair, ETS



Asking the Right Questions

Created in 2008, The Samuel J. Messick Chair honors a pioneer in the field of educational measurement and a leading authority in validity theory who worked at ETS for over three decades. Michael T. Kane was appointed to the Messick Chair in 2009. In his talk, Dr. Kane will argue that we are not always as careful as we should be in defining the intended uses of test scores and in matching the evaluative criteria to these uses; as a result, we sometimes generate precise answers to the wrong questions.

Pre-Conference Workshops

Using Think Aloud Protocols for Educational Research

10:00 – 12:45

Pre-Conference Workshop

Merritt North

Juliette Lyons-Thomas

Kadriye Ercikan

Regents Research Fund/Columbia University

University of British Columbia

The anticipated participants will be students, researchers and practitioners who are interested in learning more about think aloud protocols (TAPs) in order to use this method for their own research purposes. Attendees will gain hands-on experience in conducting TAPs and understanding how to maximize the utility of this method.

Attendees will learn about the background and evolution of TAPs, in addition to the benefits and limitations of using this method (including different forms of the method). Participants will learn how to carry out TAPs by performing the protocols with each other, both as subjects and administrators.

The workshop will be structured so as to maximize application and interaction among participants. Therefore, the session will begin with a brief lecture that describes the history, uses, and various formats of TAPs, followed by the pairing of attendees to practice TAP sessions in various roles and for various types of data collection. The session will end with a group discussion of participant questions and experiences.

Attendees may want to bring audio recorders to document the protocols from the session. Software that is helpful for transcription purposes is not necessary for the workshop itself, but will be described so that participants may obtain it at a later date.

Wednesday, October 22nd - Morning

A Hands-On Introduction to R

10:00 – 12:45

Pre-Conference Workshop

Merritt South

Monica Erbacher

Matthew Swain

James Madison University

James Madison University

R is an incredibly flexible, free software program for data analysis and visualization. Once fluent in the R language, users can not only complete basic and advanced statistical and graphical tasks, but can also write their own functions to maximize workflow, and use R to run simulations or to automate analyses in other programs (e.g., Mplus, WINSTEPS, or any other script-based language).

This workshop is intended to provide attendees with a hands-on introduction to the R language and its components. Material is targeted at beginner R users and those who have never worked in R before. We will work in the R environment for the entirety of the workshop, and will aim to cover the following topics/tasks, time permitting:

- Starting a new script
- Good scripting habits
- R language components (objects, operators, functions)
- Using functions
- Downloading additional functions
- Setting a working directory
- Importing and exporting data
- Types of data
- Basic descriptive and statistical analyses
- Writing a simple function
- Basic plotting

Throughout these tasks, help-seeking and trouble-shooting techniques will be demonstrated. While many tasks will first be demonstrated by the instructor, this workshop is meant to be interactive. Attendees will be expected to type code, trouble-shoot, and look up help sources throughout the workshop. Verbal participation will also be encouraged and much appreciated.

This workshop is meant to provide participants with the skills and knowledge needed to continue using R and learning new tasks on their own. Time limits prevent covering more than one or two very basic statistical analyses (e.g., correlation, descriptive statistics); however, the techniques demonstrated for help-seeking and trouble-shooting should allow attendees to learn how to execute other statistical and graphical tasks independently.

Attendees should bring a laptop (Mac or PC) with R 3.0.2 (or the most recent version) already downloaded from the following website: <http://cran.us.r-project.org/>. Workshop materials, mainly R scripts and example data files, will be distributed via flash drive. Laptops should be WiFi capable, as help-seeking resources in R are Internet-based.

In-Conference Workshops & Concurrent Sessions

Preparing All Teachers to Succeed with English Language Learners

1:30 – 4:30

In-Conference Workshop

Merritt North

Tom Levine

David Moss

University of Connecticut

University of Connecticut

This first in-conference workshop—and two optional and associated in-conference sessions—will help teacher education instructors and program directors to improve teachers' preparation to work with linguistically and culturally diverse students.

English learners (also called ELLs and emergent bilinguals) are “the fastest-growing student population in U.S. schools” (Nutta, Mokhtari, & Strebel, 2012, 1); however, most preservice teachers are inadequately prepared to work effectively with this growing group (e.g. Cummins & Miramonte, 2005; Lucas & Villegas, 2011; Menken & Antunez, 2001). To empower teacher educators to do things differently, our sessions offers practical approaches for engaging busy faculty in professional development and course revision. At the University of Connecticut, faculty began learning together and changing their courses in 2005; since 2010, 18 faculty have participated in a formal faculty learning community and documented its benefits. Based upon our work, we are offering the following sessions:

Part One: Preparing pre-service teachers for ELLs: Rationale and methods for teacher educators developing their own knowledge and practices [40 minutes of presentation, discussion, & application]

We open explaining the urgency of preparing teachers for cultural and linguistic diversity. We identify what both preservice teachers and their instructors—teacher educators—need to learn; we then provide participants with four broad approaches participants could adapt to their own context to improve teacher preparation for linguistic diversity.

Part Two: How to Recruit and Retain Busy Faculty into Collective Faculty Development [20 minutes of presentation and small group problem solving]

Participants will learn strategies for recruiting and retaining busy faculty members in a sustainable and ongoing process of change.

Part Three: Protocol-guided Discussion as a Tool for Supporting Faculty Learning and Change in Practice [50 minutes, introduction and then modeling with audience fully participating]

Participants will gain an experiential understanding of one method of promoting insight into practice – building local practical knowledge, and motivating a group to support each other and curricular change. Participants will leave with resources that would support their ongoing learning about the use of protocols and with an understanding of some of the issues and needs that collective professional development must address regardless of whether it uses protocols.

Part Four: Tensions of—and Strategies for—Infusing New Learning about ELLs into Existing Teacher Education Courses [40 minutes, panel presentation by faculty followed by questions and answers]

Participants will learn specific challenges and strategies for infusing new material into a single teacher education course. Participants will raise questions. Individuals or teams from schools might begin drafting next action steps or questions if time allows.

This session will be followed by two in-conference sessions. For more information, see the session descriptions later in the program:

- **Improving Teacher Preparation for Linguistic and Cultural Diversity: Changing Individuals Teacher Educators' Curriculum & Instruction**, Thursday October 23rd, 8:15am-9:45am
- **Improving Teacher Preparation for Linguistic and Cultural Diversity: Program Level Challenges and Strategies**, Thursday October 23rd, 10:00am-11:30am

Introduction to Phenomenological Interviewing as Qualitative Research

1:30 – 4:30

In-Conference Workshop

Merritt South

Irving Seidman

University of Massachusetts Amherst

This workshop is designed for doctoral candidates and other researchers interested in doing research using the method of in-depth interviewing.

The workshop will include the following:

1. Presentation of basic assumptions of a phenomenological approach to interviewing as qualitative research,
2. Presentation of a structure of interviewing and interviewing techniques that flow from those assumptions.
3. Peer Interviewing in which participants will practice interviewing and gain experience with the structure of a phenomenological approach to interviewing and its basic interview techniques.
4. Reflection on the practice peer interviewing and discussion of issues of qualitative research that arise from that reflection
5. Exploring whether participants' own research interests might be well served by in-depth interviewing
6. Ethic of doing research using in-depth interviewing

By the conclusion of the workshop participants will have explored whether interviewing might be a useful approach for their own research, how they see themselves as potential interviewers, and have been introduced through their own experience to the techniques and structure of such interviewing.

The workshop is based on *Interviewing as Qualitative Research: A Guide for Researcher in Education and Social Sciences*, 4th edition, Teachers College Press. Participants could have a little bit of a head start by taking a look at that book, but it is not necessary.

Wednesday, October 22nd - Afternoon

#1.3 - Psychometric Research

1:30 - 2:45

Paper Presentation

Augusta

Chair: Jason Kopp

Discussant: Jonathan Rubright

An Evaluation of the CFI, TLI, and RMSEA Fit Indices for CFA Models with Dichotomous Indicators

Abdolvahab Khademi

Craig S. Wells

University of Massachusetts Amherst

Consequences of Disregarding Nesting in Education Research

Katherine Marino

Pui-Wa Lei

Pennsylvania State University

Pennsylvania State University

The Effects of Categorized Data on Coefficient Alpha

Kathryn Pinder

Deborah Bandalos

James Madison University

James Madison University

Using Common Examinees between Administrations to Scale Test Scores for a Language Test

Youhua Wei

Albert Low

Rick Morgan

ETS

ETS

ETS

#1.4 - Students with Disabilities: Assessment and Interventions

1:30 - 2:45

Paper Presentation

Boston

Chair: Robert K. Gable

Discussant: Liliana Donchik

A Culturally Responsive Response to Intervention (RTI) model for African American Males with Disabilities

Ramon M Griffin

Michigan State University

Conceptualizing a Reading Strategy Intervention for Students with Autism

Kristina Scott

Salem State University

Excellence and Equity for Dyslexic Students: A Study of Disruptive Change in an Independent School

Mary Taft

The Kildonan School

Relationship Value Scale: Initial Validity Evidence and Applications for Special Education

Jennifer Kowitt

University of Connecticut

Wednesday, October 22nd - Afternoon

#1.5 - Understanding Achievement Gaps

1:30 - 2:45

Paper Presentation

Concord

Chair: Marisa Cohen

Discussant: Tami Fagan

An exploration of How Disciplinary Policy and Practice May Perpetuate Educational Inequality

Leigh Curtis Higgins

Dissecting Achievement Gaps Over Time in the NAEP Mathematics Assessment

Chelsea Duran

Helyn Kim

David Grissmer

University of Virginia

University of Virginia

University of Virginia

Equity and Excellence in Graduating At-Risk Students on Time

Janet Angelis

Kristen C. Wilcox

Linda Baker

University at Albany

University at Albany

University at Albany

Rethinking the Achievement Gap: Equity and Excellence for minority students in the Era of Accountability

Immaculata Chukwunyere

#1.6 - The Research Foundation for the GRE revised General Test: What It Takes To Do It Right

1:30 - 2:45

Symposium

Hartford

Chair: Cathy Wendler

Discussant: Sara J. Finney

Session Description

The efforts undertaken to create the GRE® revised General Test exemplify the careful planning and evaluation needed to revise a test used for high-stakes decisions. This session reviews some the psychometric and research work done prior to the launch of the revised test. Presentations provide (1) the rationale, goals, and field study results, (2) the history of the GRE score scales and the process used to set the new score scales, (3) efforts exploring alternative test designs and scoring models leading to a multistage test, (4) work related to the validation of the intended use of test scores, and (5) results from studies designed to assure fairness and access for all test takers.

Cathy Wendler

Marna Golub-Smith

Frederick Robin

Brent Bridgeman

Chelsea Ezzo

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Wednesday, October 22nd - Afternoon

#1.7 - Diagnostic Modeling and Score Reporting		1:30 - 2:45
<i>Paper Presentation</i>		<i>Ballroom A</i>
<i>Chair: Matt Burke</i>		<i>Discussant: Matt Burke</i>

Providing Diagnostic Feedback for Students Developing English Language Proficiency: A Classification Profile Method

Bozhidar Bashkov	Christine DeMars	Shu Jing Yen	Dorry Kenyon
<i>James Madison University</i>	<i>James Madison University</i>	<i>Center for Applied Linguistics</i>	<i>Center for Applied Linguistics</i>

The Impact of Diagnostic Score Reporting on Test Performance: Implications for Feedback Intervention Theory

Joseph Rios
Educational Testing Service

The Little Model that Couldn't: How the DINA Model Misclassifies Students and Hides Important Effects

Laine Bradshaw	Jonathan Templin
<i>University of Georgia</i>	<i>University of Kansas</i>

The Selection of Cognitive Diagnostic Models for a Reading Comprehension Test

Hongli Li	C. Vincent Hunter	Pui-Wa Lei
<i>Georgia State University</i>	<i>Georgia State University</i>	<i>The Pennsylvania State University</i>

#1.8 - CLIPS - A Pioneering Career-Ladder Funded Project: Voices, Roles and Research		1:30 - 2:45
<i>Symposium</i>		<i>Ballroom B</i>
<i>Chair: Linda Catelli</i>		<i>Discussant: Linda Catelli</i>

Session Description

In 2010, New York State won the second round of the Race to the Top competition. Subsequent to winning the competition, the State released a request for proposals that challenged school districts to develop newer career ladders for teachers and principals. Having taken up the challenge, North Babylon District, in partnership with Downing College, won an award to develop their Career Ladder Innovator Programs and System's project. In this session, the members of CLIPS collaborate to present their perspectives, the project's goals, roles, research and approach to preparing educators for newer leadership positions. Their voices in this venture along with the lessons learned and selected findings are crucial to developing effective classroom teachers and teacher leaders directed at student achievement.

Linda Catelli	Judy Marino	Alan VanCott	Patrick Johnson	Marshall Perry
<i>Downing College</i>	<i>North Babylon School District</i>	<i>North Babylon School District</i>	<i>Dowling College</i>	<i>Dowling College</i>
Linda Bausch	Richard Willis	Melissa Gavin	Thomas Mangano	
<i>Dowling College</i>	<i>North Babylon School District</i>	<i>Downing College</i>	<i>Downing College</i>	

Wednesday, October 22nd - Afternoon

#1.9 - Evaluating the Effectiveness of Educational Programs

1:30 - 2:45

Paper Presentation

Ballroom C

Chair: Craig Wells

Discussant: Amanda Marcotte

Asking Questions: Refining an Urban Education Fellows Program through Action Research

Helen Marx	Laura Bower-Phipps	Kayla Kernstock	Katiria Kearney	Marissa Scinto	Jessica Magalhaes
<i>Southern Ct.</i>	<i>Southern Ct.</i>	<i>New Haven Public</i>	<i>International School,</i>	<i>Westport Public</i>	<i>New Haven Public</i>
<i>State University</i>	<i>State University</i>	<i>Schools</i>	<i>Japan</i>	<i>Schools</i>	<i>Schools</i>

Massachusetts' Wraparound Zones Initiative: Examining Sustainability of a Program Providing Comprehensive Non-Academic Supports in schools

Allison Gandhi	Alexandra Kistner
<i>American Institutes for Research</i>	<i>American Institutes for Research</i>

Summer Undergraduate Research Programs and Underrepresented Male and Female Students' Mastery, Self-Efficacy and Academic Persistence

Oriana Aragón	Margaret S. Clark	Mark J. Graham
<i>Yale University</i>	<i>Yale University</i>	<i>Yale University</i>

The Effect of the VAS-Y Fille! Project on Achievement and Attendance in the DRC: An HLM approach

Jacqueline Adams Dickey	Jennifer Randall
<i>University of Massachusetts Amherst</i>	<i>University of Massachusetts Amherst</i>

#2.3 - Understanding and Improving College Student Success: The Student Perspective

3:00 - 4:30

Paper Presentation

Augusta

Chair: Catherin Manly

Discussant: Wanda Swiggett

"I Made It": Factors that Contributed to Degree Completion for 10 Community College Students

Diane Levinson
Quinsigamond Community College

Habits of Work Grades as Predictors of Student Academic Success, Retention, and Graduation

Denise Matuszczak
Springfield Public Schools

International Student Success: An Application of Cluster Analysis to Predict GPA

Elisabeth Pyburn	S. Jeanne Horst	Monica Erbacher
<i>James Madison University</i>	<i>James Madison University</i>	<i>James Madison University</i>

The Impact of Appreciative Advising on a First-Year, Faith-Based Leadership Learning Community

James R. Walters
St. John's University

#2.4 - IRT Research & Applications

3:00 - 4:30

Paper Presentation

Boston

Chair: Jonathan Steinberg

Discussant: Tia Sukin

Approaches for Incorporating Theta Estimation in Generating Information Functions of Observed Score on True Score

Charles Secolsky

CIRCE-Illinois

Examining the Efficacy of the Rasch Model with Subdimensions under Different Subdimension Conditions

John Willse

*University of North Carolina
at Greensboro*

Xiao Lou

*National Council of State Boards
of Nursing*

Doyoung Kim

*National Council of State Boards
of Nursing*

Non-Compensatory MIRT Models: An Application of Assessing Math Ability in English Language Learners

Janine Buchholz

DIPF

Joseph A. Rios

Educational Testing Service

Johannes Hartig

DIPF

Parameter Recovery of the Rasch Model Using Principal Components Pairwise Estimation

Jonathan Rollins

University of North Carolina at Greensboro

John Willse

University of North Carolina at Greensboro

Rasch Analysis of Rating Scales for Gifted & Talented Identification: Validity Evidence and Rater Effects

David Nelson

George Mason University

Dr. Ellen Rowe

George Mason University

Yovonda Kolo

Walden University

#2.5 - Cross-Cultural Competence: Assessing a Skill for the Future Using Biographical Data

3:00 - 4:30

Symposium

Concord

Chair: Chelsea Ezzo

Discussant: Lisa Keller

Session Description

The proposed symposium will discuss the importance of cross-cultural competence (3C) as part of the 21st century skills that are becoming essential to students and teachers in this global era. The first paper will discuss the importance and recommended means of promoting and training students and teachers in 3C. The second paper will discuss a model for assessing 3C through the use of biographical data (biodata). The third paper will demonstrate how Item Response Theory is useful in refining biodata scales. The last paper will discuss the utility of biodata for assessing the impact of demographic characteristics on 3C predictors and outcomes. A final discussion will be conducted, summarizing the results presented and highlighting the importance of 3C in education.

Cristina Anguiano-
Carrasco

*Educational Testing
Service*

Meghan W.
Brenneman

*Educational Testing
Service*

Joshua Marland

*University of
Massachusetts -
Amherst*

Lauren Carney

*Educational Testing
Service*

Chelsea Ezzo

*Educational Testing
Service*

Lisa Keller

*University of
Massachusetts -
Amherst*

Wednesday, October 22nd - Afternoon

#2.6 - Assessment Issues and Practice

3:00 - 4:30

Paper Presentation

Hartford

Chair: Fernanda Gandara

Discussant: Andrew Jones

An exploration of rater reliability between pre-service and in-service teachers' rubric assessments of mathematical problems

Kimberly Sofronas

Grant Kuehl

Abigail Lau

Emmanuel College

Emmanuel College

Emmanuel College

Learning outcomes assessment practices for excellence in higher education: Policy implications

Abdou Ndoeye

Qatar University

Motivational Filtering: A Comparison of Test-specific versus Global Measures of Student Effort

Courtney Sanders

Carolyn Meisen

John Hathcoat

James Madison University

James Madison University

James Madison University

Response time and performance on low-stakes tests: Differential effects based on test-takers' effort.

Maria Bertling

Jonas Bertling

Educational Testing Service

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The Effects of a Planned Missingness Design on Examinee Motivation and Psychometric Quality

Matthew Swain

James Madison University

#2.7 - Measuring and Understanding Subpopulations

3:00 - 4:30

Paper Presentation

Ballroom A

Chair: Dena Pastor

Discussant: Kimberly Swygert

Asking about socioeconomic status differently: Effects on classification and inferences

Julio Cabrera

Stacy R. Karl

Katrina Crofts Roohr

David Klieger

Michael C. Rodriguez

Educational Testing Service

University of Minnesota

Educational Testing Service

Educational Testing Service

University of Minnesota

Identifying examinees who guess on low-stakes tests: An application of the extended HYBRID model

Mary Johnston

Dena Pastor

James Madison University

James Madison University

The impact of changes in race and ethnicity classifications when measuring DIF

Anita Rawls

Xiuyuan Zhang

Amy Hendrickson

College Board

College Board

College Board

Wednesday, October 22nd - Afternoon

#2.8 - Effort in Low-Stakes Testing

3:00 - 4:30

Paper Presentation

Ballroom B

Chair: Jessica Flake

Discussant: Abigail Lau

An Examination of Students' Beliefs Regarding Assessment

Marisa Cohen

Karen Wilson

St. Francis College

St. Francis College

But It Doesn't Count: A Mixed-Methods Investigation of Student Test-Taking Motivation in Low-Stakes Testing

Laura Williams

Mandalyn Swanson

James Madison University

James Madison University

Perceptions of Test-Taking Ability Scale (PTTAS): A Self-Report Instrument for Assessing Test Taking Ability

Tanesia Beverly

University of Connecticut

Predicting Change in Examinee Effort on Low-Stakes Tests

John Sessoms

Sara Finney

James Madison University

James Madison University

Student Voices about Assessment: A Goal Theory Perspective

Amanda Turner

James McMillan

Connecticut State Department of Education

Virginia Commonwealth University

#2.9 - Ensuring the Quality of Assessments

3:00 - 4:30

Symposium

Ballroom C

Chair: Charlie DePascale

Discussant: Thanos Patelis

Session Description

This session is about efforts and recommendations for ensuring and evaluating assessment quality. There have been efforts to systematically evaluate assessment programs to improve their quality. This has been undertaken by testing companies, government agencies, and independent bodies. Some have advocated for independent bodies to be formed to audit assessment quality. The basis for evaluating assessment quality represents both technical and operational aspects of assessment programs. The context of educational assessment will be presented. Evolved practices in the development of assessments utilizing evidence-centered design to contribute to the quality of assessments will be presented. Additionally, specific efforts to review the quality of assessments will be presented and discussed. Recommendations for good practices in assessment quality will be discussed.

Thanos Patelis

Charles DePascale

Kristen Huff

Cathy Wendler

Kurt F. Geisinger

Center for Assessment

Center for Assessment

*The Regents Research
Fund*

*Educational Testing
Service*

Buros Center for Testing

Wednesday, October 22nd - Afternoon

#2.10 - Validity & Fairness: An Interview with Dr. Michael Kane

3:00 - 4:30

GSIC Sponsored Session

Montpelier/Providence

Chair: Kristen Smith

Session Description

This invited session will provide an opportunity for NERA graduate students to get to know a renowned researcher in the field of educational measurement and a pioneer of validity theory, Dr. Michael Kane. He will share his experiences from graduate school and the beginning of his professional career. The session will include ample time for audience questions. Don't miss this unique opportunity to actively engage with Dr. Michael Kane.

Michael Kane

Educational Testing Service

John Young

Educational Testing Service

Kristen Smith

James Madison University

Graduate Student Social

4:45 – 5:45

GSIC Sponsored Session

Foyer

Chair: Kristen Smith

Session Description

All graduate students are encouraged to attend the Graduate Student Social on Wednesday, October 22nd from 4:45-5:45pm in the Marriott Hotel Foyer. Come join your fellow graduate students to discuss shared research interests and enjoy complimentary appetizers.

Thursday, October 23rd – Morning

Hierarchical Linear Modeling

8:30 – 11:30

In-Conference Workshop

Merritt North

Michael Chajewski

The College Board

This half day workshop is intended to provide a general introductory overview to hierarchical linear models (also known as multilevel- or random effects models) for social and behavioral research scientists with little or no prior experience. Attendees will learn to identify situations in which multilevel modeling is appropriate. Further, proper applications of the modeling technique will be illustrated using different data and scenarios posing different research questions. Additionally, model assumptions, setting up and interpreting model equations, and evaluating model fit will be discussed. Time permitting, syntax intricacies for SAS, SPSS, R and HLM will be explored. Handouts and workshop materials will be provided.

Item Response Theory with jMetrik

8:30 – 11:30

In-Conference Workshop

Merritt South

J. Patrick Meyer

University of Virginia

jMetrik is an open source program for psychometrics that is user-friendly and easy to learn. It provides a variety of tools for measurement including classical item analysis, reliability estimation, exploratory factor analysis, and item response theory (IRT). This workshop focuses on IRT methods available in jMetrik. Specifically, participants will learn to (a) estimate item parameters of the three parameter logistic model and generalized partial credit model via marginal maximum likelihood, (b) plot item characteristic curves, (c) estimate examinee ability with MLE, MAP, and EAP techniques, (d) and implement scale linking procedures such as the Stocking-Lord and Haebara methods. Finally, participants will learn how to access the source code online and contribute to the development of jMetrik.

This workshop is suitable for students and researchers seeking to learn new tools for item response theory and easily implement advanced psychometric procedures. Although some introductory material will be presented, participants should have a basic understanding of IRT. The workshop involves hands-on experience through the analysis of a variety of data sets and practical exercises.

Participants should bring a laptop to the session and have the software ready for use. jMetrik is free and available online. Download it from www.ItemAnalysis.com and install it on your computer prior to the workshop. Also, download the example data files from www.itemanalysis.com/example-data.php or bring your own data files for practice.

Participants will receive a 20% discount for *Applied Measurement with jMetrik*, a text recently published by Routledge that provides detailed information about the procedures available in jMetrik and gives step-by-step instructions for implementing them.

Thursday, October 23rd – Morning

#3.R.1 - Instruction in STEM Fields

8:00 - 9:15

Research Roundtable

Montpellier/Providence

Chair: Kimberly Laliberte

College Student Persistence in STEM: A Systems Approach to Evaluation of STEM Faculty Development Initiatives

Mark Graham	Aiyana Bobrownicki	Oriana Aragon	Jon A.J. Waterhouse	Jennifer Frederick
<i>Yale University</i>	<i>Yale University</i>	<i>Yale University</i>	<i>Southern Connecticut State University</i>	<i>Yale University</i>

Development of science teaching practice: A retrospective view of an elementary teacher

Elaine Silva Mangiante

Salve Regina University

Inclusive Teaching, Faculty Development, and College Science Education Reform

Aiyana Bobrownicki	Oriana Aragón	Lianna Etchberger	Jennifer Frederick	Mark Graham
	<i>Yale Center for Scientific Teacher</i>	<i>Utah State University</i>	<i>Yale Center for Scientific Teacher</i>	<i>Yale Center for Scientific Teacher</i>

Supporting Successful Implementation of a PBL Curriculum: Scaffolding and Research Skills

Kathryn Field	Jeremy Riel	Kimberly Lawless	Scott W. Brown	Kamila Brodowinska
<i>University of Connecticut</i>	<i>University of Illinois-Chicago</i>	<i>University of Illinois-Chicago</i>	<i>University of Connecticut</i>	<i>University of Illinois-Chicago</i>

#3.R.2 - Diverse Learners in Secondary Education

8:00 - 9:15

Research Roundtable

Montpellier/Providence

Chair: Nkemjika Ofodile

A Student's Perspective on Poverty and Student Behavior/Responsibility in the Classroom

Wallis Johnson

CREC Two Rivers Magnet High School

Examining the Relationship between Working during High School and Students' Educational Expectations

Chase Milam

University of Massachusetts Amherst

Promoting Equity and Excellence Through Rain of Hope's Afterschool Programs

Cynthia Fedorko	Laura Bower-Phipps
<i>Southern Connecticut State University</i>	<i>Southern Connecticut State University</i>

Questioning Patterns during Discussions in Collaborative Groups in Socioeconomically Diverse High Schools

Rosa Aghekyan

Elizabeth Board of Education

Thursday, October 23rd – Morning

#3.R.3 - Teachers in Action

8:00 - 9:15

Research Roundtable

Montpellier/Providence

Chair: Sheetal Sood

Achieving Learning Outcomes for Social Justice through Teacher Action Research

Michelle Yvonne Szpara

Cabrini College

How Much Do Teachers Leverage Student Mistakes? Preliminary Scale Development and Validity

Maleka Gramling

Harvard University

Supporting Changes in Classroom Practice Through In-Class Coaching

Salika A. Lawrence

St. John's University

Trust as a Function of Power Bases

Jess Gregory

Southern Connecticut State University

#3.R.4 - Reading Interventions in the Schools

8:00 - 9:15

Research Roundtable

Montpellier/Providence

Chair: Alexander Hoffman

Intervention Meets the Common Core: Providing Equitable Access to Students in All Tiers Through Close and Shared Reading

Karen Waters

Sacred Heart University

Michael Bennett

Naugatuck Public Schools

Measuring the Impact on Reading Comprehension in Traditional Paper- and Computer-based Testing Environments, A Proposed

Mark Davis

University of Rhode Island

Kristin Scala

University of Rhode Island

The Effects of Reading Mode on Recall and Comprehension

Anne Niccoli

U.S. Coast Guard Leadership Development Center

While reflecting and self-monitoring, does the use of audiobooks help support

Sarah McLaughlin

Peekskill City School District

Thursday, October 23rd – Morning

#3.3 - Generalizability Theory: Applications Across Measurement Settings

8:00 - 9:15

Symposium

Augusta

Chair: Amanda Soto

Discussant: Lisa A. Keller

Session Description

Though Generalizability theory is common in some operational settings, typically in performance assessments, there are other applications within measurement where a Generalizability theory approach could provide unique insight into the assessment process, design, and results. This symposium will explore the application of generalizability theory methods to rater training, evaluation and feedback in high stakes and diagnostic assessments (papers one and three), evaluating standard setting processes (paper two), as well as a part of validation of data from an impact evaluation study in the Democratic Republic of the Congo. We anticipate a discussion of the strengths and weaknesses of Generalizability theory in each application, software and design approaches, as well as operational considerations for this type of analysis.

Amanda Soto

Jerome C. Clauser

Kimberly F. Colvin

Louise M. Bahry

*National Board of Medical
Examiners*

*American Board of Internal
Medicine*

University at Albany, SUNY

University of Massachusetts

#3.4 - Understanding and Improving College Student Success: The Institutional Perspective

8:00 - 9:15

Paper Presentation

Boston

Chair: Mathew Swain

Discussant: Donna Sundre

Implementing Transfer and Articulation: A Case Study of Community Colleges and State Universities

Kathryn Senie

Norwalk Community College

Preliminary Development of an Instrument to Assess Size, Scale, and Structure Concepts in Introductory Astronomy

Kathryn EK Nottis

Ned Ladd

Alyssa Goodman

Patricia Udomprasert

Bucknell University

Bucknell University

Harvard University

Harvard University

Relationships Between Countries' Differentiation Practices, College and Career Readiness Definitions, and Higher Education

Jennifer Kobrin

Antonio Moretti

Pearson

Pearson

Remediation in College: Opening Doors or Creating Barriers?

Kara Smith

Jeff Wyatt

College Board

College Board

A Case Study of One Higher Education Institution's Academically At-Risk Program: Student Perceptions of Impact

Mary Yakimowski

Samantha Strazza

Sacred Heart University

Teachers College, Columbia University

Thursday, October 23rd – Morning

#3.5 - Student Learning and Success in STEM Fields

8:00 - 9:15

Paper Presentation

Concord

Chair: Margie Aldrich

Discussant: Wanda Swiggett

Impact of Experiences on Calibration between Self-Efficacy and Demonstrated Knowledge in Introductory Statistics

Whitney Zimmerman

Deborah D. Goins

The Pennsylvania State University

The Pennsylvania State University

Sourcing STEM Career Interests among Diverse Students: A Psychology of Working Perspective

Sheron Mark

Loyola Marymount University

The Effect of Reflective Practice on High School Science Students' Critical and Reflective Thinking

Kathleen Murphy

North Salem Central Schools

Using Robotics to Expand STEM-Related Opportunities for Girls

Antoinette Bruciati

Sacred Heart University

#3.6 - Student-Teacher Interactions

8:00 - 9:15

Paper Presentation

Hartford

Chair: Joanne Crossman

Discussant: Maria Boeke Mongillo

Contributions of Teacher-Child Play Interactions in Preschool to Young Children's Mathematical Thinking

Sudha Swaminathan

Jeffrey Trawick-Smith

Eastern Connecticut State University

Eastern Connecticut State University

Effect of Banking Time Intervention on Student-Teacher Relationships and Problem Behaviors in Early Childhood

Tara Strand-Balunis

Spencer-East Brookfield Regional School District

Parent Peer Effect: The exchange of family out-of-school practices in an integrated school setting

Elizabeth Brown

Deena Khalil

William Paterson University

Howard University

Relationships in Middle Level Education

Vincent Marchese

Ellina Chernobilsky

Florham Park BoE

Caldwell College

Thursday, October 23rd – Morning

#3.8 - Effective Teacher Effectiveness Measures

8:00 - 9:15

Invited Session

Ballroom B

Chair: Phoebe Winter

Discussant: Phoebe Winter

Session Description

This session is designed to bring various stakeholder group representatives together to discuss the debated topic of teacher evaluation. Discussion questions will focus on 1) what do we currently know about teacher effectiveness measures, 2) what do we know does not work, 3) what are effective measures, and 4) how do we know or find out those measures are effective?

There will be no panelists for this discussion; instead, the panel consists of you. So come prepared to share your views, research, experiences, and ideas. A desired outcome of this meeting is that research/policy groups will work together to continue a line of research focusing on adequately meeting the needs of teacher evaluation. All are welcome to join the discussion.

Tia Sukin

Pacific Metrics

Leigh DelBuono

*Wallingford Board
of Education*

Steven Holtzman

*Educational Testing
Service*

Ronald Michaels

*Connecticut State Department of
Education*

#3.9 - Preparing All Teachers to Succeed with English Language Learners

8:00 – 9:15

Paper Presentation

Ballroom C

Tom Levine

University of Connecticut

David Moss

University of Connecticut

Part Five: How a course's conceptual framing can facilitate pre-service teacher learning about emergent bilinguals [40 minutes, presentation, discussion with audience]

The first part of this session presentation will: 1) explain how instructors of teacher education courses can use conceptual framing to meaningfully integrate learning about English language learners into courses focused on other topics; 2) identify options for conceptual frames that can help preservice teachers weave understandings about emergent bilinguals into other courses; 3) illustrate how two different conceptual frames created different opportunities for preservice teacher learning.

Part Six: Positioning Both Teacher Educators and Preservice Teachers as Learners about Linguistic and Cultural Diversity [30 minutes, presentation and discussion with audience]

In university-based teacher education courses, both preservice teachers and teacher educators can adopt a stance of inquiry regarding linguistically and culturally diverse K-12 learners. This session presents such methods, assignments, and experiences to empower teacher educators to position themselves and their students as learners about—and from—culturally and linguistically diverse students.

Discussion [20 minutes...open discussion and small group work as needed].

1. A Four-Factor Structural Equation Model for Motivation and Resilience

Jun Xu

Steven Holtzman

Educational Testing Service

Educational Testing Service

2. Assessing Equating Accuracy through the Preservation of Equity Properties

Raffaella Wolf

Council for Aid to Education

3. College Students' Skill in Predicting Assignment Grades

Marisa Cohen

St. Francis College

4. Design and Validation of a Gullibility Scale

Dani Yomtov

5. Differential Validity of Problem Solving Style: Is Flexibility Key to Instructional Equity

John Houtz

Edwin Selby

Maria Hanakis

Julia Neyen

Jeanna Pagnotta

Fordham University

Fordham University

Fordham University

Fordham University

Fordham University

6. Enhancing University-level Teaching Excellence and Promoting Equity for Undergraduate Students

Patricia Mulcahy-Ernt

University of Bridgeport

7. Evaluating the Misalignment between Information and Content Specifications by means of Statistically Equivalent Tests

Fernanda Gandara

Stephen G. Sireci

University of Massachusetts Amherst

University of Massachusetts Amherst

8. Exploring the Determinants and Usage of Research-Based Information of Educators: An Empirical Study

Valerie Anne Storey

Ann Clark

University of Central Florida

Sacred Heart University

9. Improving diversity in MBA programs by expanding admission test options

Jennifer Bochenek

Educational Testing Service

10. Inquiry-based Instruction: Cultivating Analytical Habits of Mind with 21st Century Skills, A Quantitative Approach

Kimberly Laliberte

Robert K. Gable

Johnson & Wales University Center for Research and Evaluation

Johnson & Wales University Center for Research and

11. Is the Relationship between Teacher Immediacy and Student Learning Mediated by Attendance?

Gregory Mullin

Bunker Hill Community College

12. Leveling higher education: Impact of precollege programs on institution choice for historically disadvantaged students

Taghreed Alhaddab

Katherine C Aquino

Seton Hall University

13. Non-Cognitive Skills: Measure, Malleability, and Effect

Zhitong Yang

Kevin Petway

Elizabeth Coppola

Christopher Kurzum

ETS

ETS

ETS

ETS

14. Pre-Service Training in Social-Emotional Development and Behavior Management: A Review of Teacher Education Programs

Suzanne Vinnes

15. Primary Discourse and Expressive Oral Language in a Kindergarten Student

Darcy A. Fiano

Manchester Public Schools

16. Psychometric Properties of the Attitude Toward Unsolicited Academic Help Scale

Eva Yujia Li

University of Connecticut

17. Renovating an Admissions Test in Vietnam: How to Build a Suitable Standardized Test for Admission Purposes?

Duy Pham

Center of Educational Assessment, COE - UMass Amherst

18. Teachers' Reports of Classroom Practices that Foster Motivation in Preschoolers

Amanda Berhenke

Albertus Magnus College

19. Test-retest Reliability of Problem Solving Style

Michelle Gorelick

Maria Hanakis

Julia Neyen

Jeanna Pagnotta

Fordham University

Fordham University

Fordham University

Fordham University

20. The Educational Perfectionism Scale

Anthony Gambino

D. Betsy McCoach

University of Connecticut

University of Connecticut

21. The Relationship between Collective Teacher Efficacy & School Level Academic Achievement

Benjamin Norris

University at Buffalo

22. Understanding the Role of Norm Groups in Student Growth Percentiles

Alejandra Garcia

Thursday, October 23rd – Morning

#4.3 - Testing: Uses, Policy, and Implications

9:30 - 10:45

Paper Presentation

Augusta

Chair: Sarah D. Newton

Discussant: Teresa King

Military Recruitment and Economic Inequality: An Assessment of ASVAB Testing in Florida and Pennsylvania High Schools

Adam McGlynn

Seth Kershner

Jessica Lavariega Monforti

East Stroudsburg University

Massachusetts College of Liberal Arts

The University of Texas-Pan American

Multiple Accountability Theory: Eight Paradigms of Accountability in Education

Alexander Hoffman

AleDev Research & Consulting

Testing as a Mechanism for Equity and Excellence? A Solution Becomes a Problem

John Wachen

University of North Carolina at Chapel Hill

Testing Without Proficiency: When Should English Language Learners Participate in Standardized Testing?

Michael Berardino

Miren Uriarte

Faye Karp

Rosann Tung

Eileen de los Reyes

Antonieta Bolomey

Gaston Institute

Gaston Institute

*Boston Public
Schools*

*Annenberg Institute,
Brown University*

*Boston Public
Schools*

*Boston Public
Schools*

#4.4 - Diverse Learners in Higher Education

9:30 - 10:45

Paper Presentation

Boston

Chair: Jennifer Randall

Discussant: Jennifer Randall

A Psychometric Evaluation of the Miami University Diversity Awareness Subscales

Elisabeth Pyburn

Mary Johnston

S. Jeanne Horst

John D. Hathcoat

James Madison University

James Madison University

James Madison University

James Madison University

Study Skills in College Freshmen – A Qualitative Exploration of Motivation to Succeed

Aukje Lamonica

Jess Gregory

Southern Connecticut State University

Southern Connecticut State University

The Right Mix: Course Based Thesis Completion Support for Part-time Students at an Urban University

Paula Quenoy

Robyn Greenpan

Southern Connecticut State University

University of Bridgeport

Where Policy Meets Practice: Data Use in a Title III Program

Patricia Carroll

University of California - Los Angeles

Thursday, October 23rd – Morning

#4.5 - Assessment in STEM Fields

9:30 - 10:45

Paper Presentation

Concord

Chair: Nkemjika Ofodile

Discussant: Jason Kopp

An Examination of Instructional Sensitivity of TIMSS Math Items: A Hierarchical Differential Item Functioning Approach

Hongli Li

Qi Qin

Pui-Wa Lei

Georgia State University

Georgia State University

The Pennsylvania State University

Assessing Quantitative Literacy in Higher Education: Current State and Future Directions for Next Generation Assessment

Katrina Roohr

Edith Aurora Graf

Ou Lydia Liu

Educational Testing Service

Educational Testing Service

Educational Testing Service

Elementary Teachers' Skills in Aligning Mathematics State Standards with Assessment Items

Peggy Chen

Angela Lui

Hunter College, CUNY

University at Albany-SUNY

Multilevel Effects of Student, Classroom, and School Factors on Mathematics Achievement in Five Countries

Fen Fan

Xi Wang

Jennifer Randall

University of Massachusetts Amherst

University of Massachusetts Amherst

University of Massachusetts Amherst

#4.6 - Research in Teacher Evaluation

9:30 - 10:45

Paper Presentation

Hartford

Chair: Wanda Swiggett

Discussant: David Nelson

An Examination of Factors that Improve the Validity of Student Learning Objective Scores for Teacher Evaluations

Katie Buckley

Harvard University

Raising the Stakes: Reading Rubrics that Evaluate Teachers in an Era of Accountability

Christine Clayton

Pace University

Reading, Writing, and Ratings: Literacy Teachers' Notions of Effectiveness Within a New Teacher Evaluation System

Francine Del Vecchio

Caldwell College

Two Sides of the Educator Evaluation Coin: Student Growth Measures Meet Performance Standards in Ohio

Anirudh V. S. Ruhil

Marsha S. Lewis

Margaret Hutzel

Voinovich School/Ohio University

Voinovich School/Ohio University

Voinovich School/Ohio University

Thursday, October 23rd – Morning

#4.7 - Promoting Improvement and Building Capacity: Evaluating Massachusetts' Assistance to Struggling Districts

9:30 - 10:45

Symposium

Ballroom A

Chair: Susan Therriault

Discussant: Susan Therriault

Session Description

The Massachusetts Department of Elementary and Secondary Education developed a framework for accountability and assistance intended to increase district capacity to turn around their lowest performing schools. This session will include presentations of evaluations examining three aspects of this framework, and which are informing the supports and resources offered to struggling districts across the Commonwealth. This session will illuminate a variety of methods for providing support to underperforming districts. It will highlight best practices and describe the efficacy of each of these initiatives in building district capacity and improving student performance.

Susan Therriault

Laura Stein

Chad Duhon

Megan Brown

*American Institutes
for Research*

*American Institutes
for Research*

*American Institutes
for Research*

*American Institutes
for Research*

#4.8 - Integrating Embedded Assessment, Curriculum Design, and Professional Development to Support Student Learning

9:30 - 10:45

Symposium

Ballroom B

Chair: Ellen Forte

Discussant: Thanos Patelis

Session Description

State and local education agencies across the United States are struggling with how to build policies and systems that support student learning and also yield data necessary for various mandated evaluations. In many cases, decisions about, for example, textbooks, assessments, teacher professional development (PD), curriculum, and evaluation are disjointed and it is difficult, if not impossible, to determine whether or how classroom experiences relate to student learning and performance. Often, decisions prioritize data needs for evaluations over processes that contribute to learning. This symposium presents an approach that integrates key support components without compromising characteristics with demonstrated effectiveness. Participants include a state-level administrator who is implementing this approach and those who have designed and are studying the system.

Ellen Forte

Harry Valentin

Elizabeth Greninger

Jonathan Templin

edCount, LLC

*Puerto Rico Department of
Education*

edCount, LLC

University of Kansas

Thursday, October 23rd – Morning

#4.9 - Preparing All Teachers to Succeed with English Language Learners

10:00 – 11:30

Paper Presentation

Ballroom C

Tom Levine

David Moss

University of Connecticut

University of Connecticut

Part Seven: Do practices supported in teacher education coursework show up in practice or in other ways? How can we tell? [40 minutes presentation and discussion]

This session provides practical options for collecting data that can measure changes in outcomes like classroom practice, attitudes, knowledge, and/or lesson planning. We provide suggestions for adapting methods to different contexts and available resources, and suggest how such data can be used to guide further course revision and professional development.

Part Eight: Identifying readings, reform points within your program, obstacles, and/or other ways of moving forward [50 minutes, presentation, discussion, joint problem solving]

To help participants take next steps, this session will help them identify: options for initial readings; resources within their institution that could help them begin individual or collective work; promising points to begin work within their program to maximize impact; Participants will also leave having offered—and gained for themselves—advice regarding methods of overcoming roadblocks. We'll close with small groups drafting or refining action steps for their individual work and/or work with colleagues.

Creating and Maintaining a Professional Web Presence

9:30 – 10:45

GSIC Sponsored Session

Montpelier/Providence

Chair: Kristen Smith

All graduate students are invited to attend this hour-long workshop on creating and maintaining a professional online presence. This session will include a discussion of options for creating online accounts such as profile-based web pages, and an interactive portion to construct or improve a profile or webpage. Participants are encouraged to bring their laptops and electronic copies of materials to post online (think CVs, research synopses, etc).

Monica Erbacher

Kathryn Pinder

Heather Harris

James Madison University

James Madison University

James Madison University

Thursday, October 23rd – Morning

#5.3 - Fairness Issues in Assessment and Accountability

11:00 - 12:15

Symposium

Augusta

Chair: Thanos Patelis

Discussant: Kurt Geisinger

Session Description

This session is around fairness in a variety of measurement areas. First, fairness issues existing in educator evaluation systems using student assessments as one component and efforts to address them are provided. The second presentation shows how universal design permits the constructs measured in new assessments administered with accommodations can be equivalent. The third provides an overview of fairness issues facing new assessments of college readiness used in college admissions. The fourth presentation is about fairness issues in standard setting. This presentation describes three categories of evidence needed to support the goal of ensuring the cut-scores are fair to all. The fifth is about fairness in automated scoring of essays and the evidence addressing potential threats to arguments for fairness.

Thanos Patelis

Steve Sireci

Gabriel Rodriguez

Kevin Sweeney

Andrew Wiley

David Williamson

*Center for
Assessment*

*University of
Massachusetts-
Amherst*

*University of
Massachusetts-
Amherst*

The College Board

*Alpine Testing
Solutions*

*Educational Testing
Service*

#5.5 - Teaching Students to be Citizens

11:00 - 12:15

Paper Presentation

Concord

Chair: Anita Rawls

Discussant: Joseph Rios

Analyzing Pathways to Civic Engagement among White, African-American, and Latina/o Adolescents

Joshua Littenberg-Tobias

Alison Cohen

Boston College

Generation Citizen

Challenges in Measuring Civic Knowledge and Engagement in Higher Education: Review and Recommended Solutions

Katrina Roohr

Julio C. Cabrera

Ou Lydia Liu

Joseph A. Rios

Educational Testing Service

Educational Testing Service

Educational Testing Service

Educational Testing Service

Examining the Factor Structure of the Civic-Mindedness Scale

Kelly Foelber

S. Jeanne Horst

Monica Erbacher

James Madison University

James Madison University

James Madison University

#5.6 - Research in Graduate Education

11:00 - 12:15

Paper Presentation

Hartford

Chair: Steven Holtzman

Discussant: Fred Cline

Life After the Doctorate: A Multiphase Phenomenological Study

Felice Billups

Johnson & Wales University

Student Co-authoring Parity or Parody? Successful and Equitable Writing Procedures (Models)

Joanne M. Crossman

Saint Leo University

The Benefits of Graduate School: Reasons for Attending and Perceived Value by Degree Level and Field of Study

Samantha Wendler

Educational Testing Service

#5.7 - Challenges with Education Interventions in the Developing World: Improving Girls'

11:00 - 12:15

Educational Opportunities in the Congo

Symposium

Providence

Chair: Jennifer Randall

Discussant: Jennifer Randall

Session Description

To respond to the economic and social barriers that have kept poor rural Congolese girls from succeeding in and completing school, the Valorisation de la Scolarisation de la Fille (VAS-Y Fille!) project is currently being implemented in the Democratic Republic of the Congo (DRC) from 2013-2016. VAS-Y Fille! hopes to improve the life chances for marginalized girls in the DRC as demonstrated through the number of girls completing a full cycle of primary. Currently, a cluster-randomized controlled trial design is in place to evaluate the impact of the intervention. This symposium discusses some initial findings as well as the ongoing challenges of collecting meaningful evaluation data in developing countries.

Jennifer Randall
*University of
Massachusetts
Amherst*

Anjuli Shivshanker
*International Rescue
Committee*

Fernanda Gandara
*University of
Massachusetts
Amherst*

Alejandra Garcia
*University of
Massachusetts
Amherst*

Maguette Diame
*University of
Massachusetts
Amherst*

Fen Fan
*University of
Massachusetts
Amherst*

Thursday, October 23rd – Afternoon

#5.8 - Teacher Research on Literacy Classroom Practices and Student Learning

11:00 - 12:15

Symposium

Boston

Chair: Manina Urgolo Huckvale

Discussant: Irene Van Riper

Session Description

This symposium will be organized around the conference theme of “Equity and Excellence in an Era of Accountability” and how P-12 teachers can support diverse students' literacy needs by using action research informed by student assessment. Given the wide range of reading problems seen in the classroom arena, the symposium presents an opportunity to discuss how to conduct curriculum-based and standardized assessments for reading and the benefits derived from that research. Teachers will explore their experiences as they collected their data and examine their resulting analyses.

Alyce Gerwald

Mary Grochan

Christos Karoutsos

Anita Kocovski

William Paterson University

William Paterson University

William Paterson University

William Paterson University

Elizabeth Teterycz

Nyra Toby

Grace Yoo

William Paterson University

William Paterson University

William Paterson University

#6.3 - Noncognitive Skills: Predictors and Outcomes

2:15 - 3:45

Paper Presentation

Augusta

Chair: Haifa Matos-Elefante

Discussant: Carol Barry

Academic Motivation Needs Assessment in Students of Poverty at a Residential School

Natalie Duvall

Milton Hershey School

Examining the correlates of procrastination in a college population

Darshanand Ramdass

Danielle Gesmondi

Taylor Buckley

St. Joseph's College

St. Joseph's College

Student at St. Joseph's College

Gender Differences in Noncognitive Skills

Elizabeth Coppola

Kevin Petway

Educational Testing Service

Educational Testing Service

The Ethnic Divide: An Analysis of Non-Cognitive Skills in a High School Population

Christopher Kurzum

Kevin Petway

Zhitong Yang

Educational Testing Service

Educational Testing Service

Educational Testing Service

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

Jessica Hedges

Robert Gable

Tiverton Middle School

Johnson & Wales University

#6.4 - Language and Communication: Instructional Approaches

2:15 - 3:45

Paper Presentation

Boston

Chair: Ellina Chernobilsky

Discussant: Christine Clayton

A Dramatic Community of Learners: excellence revealed in an era of accountability

Katherine Macro

University at Buffalo

Examining the effects of web-based classroom book publishing in an English methods course

Darlene Russell

William Paterson University

Cashna Dossous

Reynolds Middle School

Kindergarteners' Vocabulary and Language Development: Effectiveness of Whole-Class Read-Aloud Intervention

Renee Greenfield

University of Hartford

Poetry in the Content Areas: The Impact of Changing Perceptions

Francine Falk-Ross

Pace University

Roberta Linder

Wittenberg University

Tracy Whitlock

Wittenberg University

The Effectiveness of Self-Regulated Strategy Instruction on Analytical Writing within the Disciplines

Andrea Salis

Queensborough Community College

Aaron Slodounik

The Graduate Center, CUNY

Gloria McNamara

*Borough of Manhattan Community College,
CUNY*

Thursday, October 23rd – Afternoon

#6.5 - Training New Teachers

2:15 - 3:45

Paper Presentation

Concord

Chair: Jonathan Steinberg

Discussant: Salika Lawrence

Building Connections: A Self-Study of Site-Based Teacher Preparation Courses

Laura Bower-Phipps

Amanda L. Sature

Sophie M. Ladd

Southern Connecticut State University

Southern Connecticut State University

University of Nevada, Las Vegas

Clinical Teacher Education: The Sum and Substance of a Nationally Recognized Program

Christine Hunt

Julie Hall

Richard Lipka

St. Bonaventure University

St. Bonaventure University

St. Bonaventure University

Group video technology in an online course for teacher preparation.

Maria Lizano-DiMare

Sacred Heart University

Preparing Teachers for Math and Science in the Era of Standards Reform

Maria Boeke Mongillo

Central Connecticut State University

Team Teaching Buddies: Student Teaching in the Era of edTPA

Barbara Rosenfeld

Susan Givner

Nedra Tasimowicz

Brooklyn College of the City University of New York

PS 235 and Brooklyn College

PS 235 and Brooklyn College

#6.6 - Bias and DIF: Applications and Research

2:15 - 3:45

Paper Presentation

Hartford

Chair: Bo Bashkov

Discussant: April Zenisky

Age Matters: Grouping Approaches for Detecting Differential Item Functioning Due to Age

Joshua J. Marland

Steve Sireci

University of Massachusetts Amherst

University of Massachusetts Amherst

Examining the Effect of Different Estimators on the Efficacy of Confirmatory Mixture Models in DIF Detection

Kelli Samonte

John Willse

University of North Carolina at Greensboro

University of North Carolina at Greensboro

Understanding Sources of Differential Item Functioning for International Examinees Taking the rGRE

Maria Elena-Oliveri

Educational Testing Service

What Proportion of the HS/College Text Complexity Gap is Due to Genre DIF?

Kathleen Sheehan

Educational Testing Service

#7.3 - The Assessment of Noncognitive Skills

4:00 - 5:30

Paper Presentation

Augusta

Chair: Laura Williams

Discussant: Dena Pastor

A Self-Report Middle School (6-8) Assessment for Inquiry-based 21st Century Skills

Frank LaBanca

Danbury Public Schools

An Investigation of the Dimensionality and Measurement Properties of the Revised Interpersonal and Problem-Solving Scale

Heather Harris

Catherine Mathers

Derek Sauder

S. Jeanne Horst

James Madison University

James Madison University

Eastern Mennonite University

James Madison University

Assessing Attitudes toward Ethical Reasoning: Examining the Factor Structure of the Survey of Ethical Reasoning

Kristen Smith

Bozhidar Bashkov

Keston Fulcher

James Madison University

James Madison University

James Madison University

Investigating the Psychometric Properties of and Establishing Levels for Life Satisfaction in High School Students

Jonathan Steinberg

Jennifer Minsky

Educational Testing Service

Educational Testing Service

Measuring mathematics testing confidence and anxiety: A scale analysis using Rasch modeling

Caroline Vuilleumier

Kelsey Klein

Boston College

Boston College

#7.4 - School Reform and Administration

4:00 - 5:30

Paper Presentation

Boston

Chair: Jess Gregory

Discussant: Mary Taft

A Connecticut Charter School's Response to Community, State, and Federal Demands: 1997 – 2014

Peter Cipparone

PS 29, NYC Public Schools

Fifty years after Brown v. Board, the NEW segregation in schools? An investigation of the Northeastern Socioeconomic Ach

Tabitha McKinley

New Jersey Department of Education

Innovation Schools and the Culture of Political Disaster

Benjamin Parsons

Center for Education Innovation

Locating Chicago Charter Schools: A Socio-Spatial Analysis

Jennifer LaFleur

University of Rochester

#7.5 - Teaching and Learning in Online Settings

4:00 - 5:30

Paper Presentation

Concord

Chair: Steven Holtzman

Discussant: Michael Wilson

Anonymity Raising Creativity in Online STEM Education

Benedict Lai

Michael Young

James Kaufman

Jonathan Plucker

Chadwick Rittenhouse

Univ. of Connecticut

Univ. of Connecticut

Univ. of Connecticut

Univ. of Connecticut

Univ. of Connecticut

College students' perceptions of cyberbullying and Internet risk: building empathy

Stacey Kite

Joanne Crossman

Johnson & Wales University

St Leo University

IPads in the Elementary Inclusion Classroom: Do they make a difference?

Jeanne Ingle

Tanya Moorehead

Norwich Public Schools

Eastern Connecticut State University

Perceptions of Off and On Task Computer Activity among College Students

Zandra Gratz

Kean University

From Bengal to New York: A Comparative Analysis of Grade Eight Students' Attitudes and Experiences Using Computers

Mathew Swerdloff

Hendrick Hudson School District

Thursday, October 23rd – Afternoon

#7.6 - Teacher Selection, Recruitment, and Retention

4:00 - 5:30

Paper Presentation

Hartford

Chair: Sousan Arefeh

Discussant: Sousan Arefeh

Career Paths of Elementary Educators: An Assessment of Attrition and Mobility in Connecticut by Type of Community

Mary Yakimowski

Caroline Thompson

Sacred Heart University

University of Connecticut

Searching for the 3 C's in New Teacher Hires: Content Knowledge, Cultural Understanding, and Commitment

Deena Khalil

Elizabeth Brown

Tara Davidson

Howard University

William Paterson University

NSRC Research Affiliate, Rutgers University

The Relationship between Teacher Job Satisfaction and Teacher Evaluation

Maura Walsh

Lynn Public School

Urban Secondary School Teachers' Understandings of Themselves as Adult Learners

Jessica Fitzgerald

Hartford Public Schools

Mentoring Happy Hour

5:30 – 6:30

Special Session

Restaurant/Lounge

This happy hour will provide a chance for those members and mentees enrolled in the NERA Mentoring Program to meet and greet one another. If Mentoring Program participants are not available at this time, they are encouraged to find another time during the conference to meet each other.

1. An investigation of college readiness in first-year female students from culturally diverse backgrounds

Darlene Russell

William Paterson University

Carolina James

Roberto Clemente School

2. Autobiography as a Tool for Examining the Emerging Teacher Identities of Early Childhood Pre-service Teachers

Marlene Munn-Joseph

Long Island University Brooklyn

Felicia Black

Long Island University Brooklyn

3. Collaboration between school and afterschool contexts of learning: A comparison between Switzerland and the USA

Michelle Jutzi

University of Zürich, Switzerland

4. Diagnosing the Achievement Gap: Gender and Ethnicity Comparisons of College Math Students' Motivation

Jeff Kosovich

University of Virginia

Chis S. Hulleman

University of Virginia

5. Evaluating Internal Structure Validity Evidence for the TIMSS 2011 Mathematics Test

Fen Fan

University of Massachusetts Amherst

Stephen Sireci

University of Massachusetts Amherst

Craig Wells

University of Massachusetts Amherst

6. Face Time vs. Screen Time: The social impact of online communication on college freshmen

Catherine Tannahill

Eastern Connecticut State University

Ashley Hudd-Trotter

University of Connecticut

7. Facilitating Literacy Skills of Diverse Learners Through Multisensory Storytelling

Susan Brand

University of Rhode Island

Kaitlin Lambert, Ph. D.

Mitchell Elementary School

8. Feedback and Revision for Students with Disabilities: Teacher Estimates of Students' Reaction and Test Performance

Carlos Cavalie

ETS

Elizabeth Stone

ETS

Yigal Attali

ETS

Cara Laitusis

ETS

9. Learning math in college: Efficacy and engagement in technology driven classes

Kimberly Wilshire

University of New Haven

Amanda R. Bozack

University of New Haven

10. New Principal Leadership and Teacher Morale

Kaitlin Lambert

Bridgewater-Raynham

Susan Trostle-Brand

Professor, University of Rhode Island

11. "Opportunity-to-Learn" Today: A Scoping Review of the Literature

Sousan Arafeh

Southern Connecticut State University

Theresa Marchant-Shapiro

Southern Connecticut State University

12. Principal/Teacher Relationship

Cynthia Hall

13. Providing Candidates Opportunities to Work with Families During an Early Field Experience

Julie Rosenthal

William Paterson University of New Jersey

Elizabeth Brown

William Paterson University

14. Research Based Course Design for Supervisors of Aspiring School Administrators: Effective Mentor Characteristics

Carol Marcotte

University of New England

15. Studying "Culture" Abroad to Address How "Othering" Affects Diverse Learners' Experiences in U.S. Schools

Edith Duckett

Linden Public Schools

16. Talking Interactions in Middle School ESL Classroom

Xiujun Questel

SUNY at Albany

Paul LeMahieu

The Carnegie Foundation

17. Teachers Leaders as Professional Development Providers: A Case Study

Michelle Rosen

New Jersey City University

18. The evaluation of how scientific teaching strategies can impact a hybrid laboratory setting

Xinnian Chen

Donnasue Graesser

Megha Sah

Adam Nemeroff

Mark Graham

University of Connecticut

University of Connecticut

University of Connecticut

University of Connecticut

Yale University

19. Use Of High Impact Practices in Experiential Learning

Andrea Salis

Queensborough Community College

Anthony Monahan

Queensborough Community College

Daniel Armstrong

Queensborough Community College

Friday, October 24th - Morning

NERA Business Meeting

8:00 – 9:00

Special Session

Ballroom DEFG

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

#8.1 – Teacher Researcher Presentation

9:45 - 11:15

Teacher-as-Researcher Award Winning Paper Presentation

Merritt North

Kate Zimmerbaum is an eighth grade language arts teacher and a curriculum chair in the Clinton Township School District in New Jersey. She earned a BA in English and Philosophy at University College Dublin, Ireland, and both post-baccalaureate teacher certification and an MA in Curriculum and Instruction at Caldwell University, New Jersey. She is a teacher consultant for National Writing Project at Rutgers University, and the current president of the Tri-County Reading Association. Prior to beginning her career as a teacher nine years ago, Ms. Zimmerbaum worked for 20 years as an information systems analyst.

Ms. Zimmerbaum's research focused on methods to help students in examining and analyzing data in order to come to conclusions. Specifically, her six-week study implemented instruction in a critical questioning strategy and the Toulmin model of argument in order to help eighth-grade English language arts students develop the requisite skills to develop logical, reasoned arguments based on analysis of data. Her findings suggest that this approach to teaching argumentative writing can increase student proficiency in producing well-reasoned arguments.

#8.R.1 - The Voice of the Teacher

9:45 - 11:15

Research Roundtable

Montpellier/Providence

Chair: Maura Walsh

Educator's Perceptions of Their Instructional Leadership Styles and Their Problem Solving Styles

Reine Issa

Marcia Delcourt

Donald Treffinger

Janice Jordan

Bethel High School

Studying Special Education in Europe and the United States: Preservice Teachers' Study Abroad Experiences

David Perry

Judi Randi

University of New Haven

University of New Haven

Teacher Perceptions of Factors that Help or Hinder Teacher Change During Mandated Reform

Pamela McKeever

Teacher Perceptions of SOAP (Subjective Objective Assessment Plan) Formatted Post-Observation Conversations

Carla Hozebin

The Power of Organizational Culture: Subculture Preservation During Program Closure

Felice Billups

Johnson & Wales University

Friday, October 24th - Morning

#8.R.2 - Training Existing Teachers

9:45 - 11:15

Research Roundtable

Montpellier/Providence

Chair: Peter Berg

Co-Teaching Partnerships for Excellence in the Age of Accountability

Claudine Keenan

Jeanne DelColle

Theresa Dougherty

Richard Stockton College

Richard Stockton College

Roland Rogers Elementary School

Making sense, making do: local district implementation of a new state induction program

Chad Ellis

Trinity College

Teaching Mixed Methods Research: Combining Research and Practitioner Oriented Strands in Doctoral Programs

Thomas Christ

University of Bridgeport

The Classroom Embedded Instructional Coaching Professional Development Framework: A Case Study

Thomas Christ

Claudia Berlage

University of Bridgeport

University of Bridgeport

Transitioning from Digital Natives to Digital Learners: Implementing a Blended Learning Model at a NYC High School

Kathryn Ado

Nancy Amling

Fairleigh Dickinson University

Hudson High School of Learning Technologies

Friday, October 24th - Morning

#8.R.3 - Implications for Policy and Practice in the Schools

9:45 - 11:15

Research Roundtable

Montpellier/Providence

Chair: Kevin Crouse

A Mixed Method Study Exploring Administrative Practices in Out-of-School Suspension in Two Urban High Schools

Joseph DiBacco

Peter Madonia

Southern Connecticut State University

SCSU Dissertation advisor

At-Risk Programs: A Parents' Lens

Michelle Nicklas

Shelley Solomon

West Hartford Public Schools

West Hartford Public Schools

Estimating the Risk of School Suspension: A Case Study in One County's Public Middle Schools

Stephen Hoffman

Harvard Graduate School of Education

In The Public Interest: Examining the Profit Motive in Cyber Charter Schooling

Michael Barbour

Sacred Heart University

Use of Teacher Formative Assessments in Educator Evaluation in High-Poverty Schools

Christian Mathews

Rutgers University

#8.R.4 - Equity and Access in the Schools

9:45 - 11:15

Research Roundtable

Montpellier/Providence

Chair: Jade Caines

"I feel that culture matters!": Conceptualizing images of effective classrooms for diverse learners

Leta Hooper

Building on Diverse, Indigenous Funds of Knowledge Through Visual Imagery and Critical Literacy

Beth Powers Costello

Millersville University

Supporting Urban Teachers' Growth in High-Poverty Schools: Constructive-Developmental Theory Applications

Sandra Bridwell

Cambridge College

The Role of the Paraprofessional in the Inclusion Classroom: A Field Study of Multiple Perspectives

Courtney Jean

Central Connecticut State University

Friday, October 24th - Morning

#8.2 - Language and Communication: Theory and Development

9:45 - 11:15

Paper Presentation

Merritt South

Chair: Salika Lawrence

Discussant: Irene Van Riper

"That's not real reading!": The relationship between L1 literacies and developing literacies in the L2.

Megeara Glah

Temple University

From the Components Model to Communicative Competence: A 50-Year Retrospective on the Construct of the TOEFL

Francis Rick

University of Massachusetts, Amherst

Dawn Vreven

Framingham State University

Linguistically Diverse Writers and Development with Type of Writing

Sarah McGaughey

The Learning Center for the Deaf

Hannah Dostal

University of Connecticut

Kimberly Wolbers

University of Tennessee

#8.4 - Gathering Validity Evidence: Applied Examples

9:45 - 11:15

Paper Presentation

Boston

Chair: Fred Cline

Discussant: Ronli Diakow

Can Unidimensional IRT Models Provide Useful Subscore Information?

Xi Wang

UMass Amherst

Craig Wells

UMass Amherst

April L. Zenisky

UMass Amherst

Exploring the Factor Structure of a K-12 English Language Proficiency Assessment

Molly Faulkner-Bond

*University of Massachusetts
Amherst*

Mikyung Kim Wolf

Educational Testing Service

Craig S. Wells

*University of Massachusetts
Amherst*

Stephen G. Sireci

*University of Massachusetts
Amherst*

Exploring the relationship between the Scholastic Achievement Test (SAT) and the Alternate Uses Test (AUT)

Pamela Watters

University of Rhode Island

Investigating the Impact of Speededness on Item Calibration of a Mixed Format Assessment

Immanuel Williams

Rutgers University

Terran Brown

Educational Testing Service

Shuhong Li

Educational Testing Service

Youngsuk Suh

Rutgers University

Rigorous Test Development: An Introduction

Alexander Hoffman

AleDev Research & Consulting

Marjorie Wine

GED Testing Service

Friday, October 24th - Morning

#8.5 - Perspectives on the Common Core

9:45 - 11:15

Paper Presentation

Concord

Chair: Shayna Fox-Norwitz

Discussant: Tabitha McKinley

Common Core and Early Learning: Perspectives from Georgia's Universal Pre-K Program

Bridget Thomas

George Mason University

Standards-based Reform: Take III

Mindy Kornhaber

Erica B. Sausner

Julia Mahfouz

The Pennsylvania State University

The Pennsylvania State University

The Pennsylvania State University

Teachers' Emerging Perspectives on Common Core State Standards in Math: An Exploratory Case Study

Ian Banner

Thomas Christ

University of Bridgeport

The Weak Role of Educational Publications at Informing the Policy Makers about CCSS Writing Reforms

Peter McDermott

Kelley Lassman

Pace University

Pace University

#8.6 - Symposium on Research in Special Education

9:45 - 11:15

Symposium

Hartford

Chair: Barbara J. Helms

Discussant: Barbara J. Helms

Session Description

This session will present three quite different issues within special education. As the first paper explains, severe-relevant research is not only in education journals but across disciplines. A systematic review was conducted to identify current topics and it explored where research across disciplines could be accessed and using which databases. The second paper is an evaluation of a parent education program for parents of preschoolers with or at risk of ADHD. The program included had ten 2-hour sessions with the goal of increase family engagement with early intervention for ADHD. The third is an exploratory survey being developed by the presenter to look at needs of preschool directors in how to include preschool children with disabilities in their programs.

Barbara Helms

Darlene Perner

Sarika S. Gupta

Robin Drogan

George DuPaul

Lee Kern

*Community Training
& Assistance Center*

*Bloomsburg
University*

*Johns Hopkins
University*

*Bloomsburg
University*

LeHigh University

LeHigh University