NERA 2016

Making an Impact

Effectively Communicating the Results of Educational Research

47th Annual Meeting of the

Northeastern Educational

Research Association

Trumbull, CT

October 26 – 28, 2016

NERA

Northeastern Educational Research Association

Welcome from the 2016 NERA President

Welcome to the 47th Annual Conference of the Northeastern Educational Research Association!

It is my pleasure to welcome more than 300 researchers representing more than 125 institutions across more than 20 states to Trumbull, Connecticut and the 2016 NERA Conference. And it is always a particular pleasure to welcome the more than 100 researchers who are attending the conference for the first time into the NERA community. It is all of you who make the NERA Conference such a dynamic and enriching experience each year.

The 2016 Conference Co-Chairs, Molly Faulkner-Bond, Joshua Marland, and Scott Monroe have worked tirelessly over the last year to not only assemble an exceptional conference program, but also to create an exceptional conference experience for all of you. The conference offerings range from a variety of pre-conference and in-conference workshops to traditional and new session types to expanded plenary sessions to multiple opportunities for social interaction with old and new colleagues and friends. With the help of the new NERA Conference App to help you navigate the conference, communicate, and share with each other, I hope that you take advantage of all that the conference has to offer,

The theme for the conference this year is *Making an Impact – Effectively Communicating the Results of Educational Research*. We work in many different disciplines, may differ in our views and perspectives, and bring a wide variety of backgrounds and experiences to the table. All of us in this field and at this conference, however, are dedicated to the advancement of student learning. And it is only through effectively disseminating the results of our work to each other and to the wide range of policy makers and stakeholders in education can we make an impact. Our keynote speakers and invited panelists will address this theme from a variety of perspectives. On Wednesday evening, keynote speaker Jonathan Supovitz will discuss *The Social Context of Research Use* - illuminating the often tacit psychological and social factors that influence the ways that people interpret research.. On Thursday afternoon, keynote speaker M.V. Lee Badgett will offer innovative strategies for researchers to use their ideas, research, and knowledge to change the world in her address, ***Going Public: How Researchers Can Engage With The Public***. Late Thursday afternoon, Dr. Badgett will join invited panelists Juliane Baron, Jill Barshay, and Bridget Thomas to provide a national perspective on Research, Reporting, and Communication. Finally, on Friday morning we will wrap up the conference with invited panelists Carrie Conaway, Sarah Darville, and Kara Chesal offering **State and Local Perspectives on Research, Reporting, and Communication**.

Finally, NERA could not function without the many students and professionals who volunteer their time and talents throughout the year and at the conference. I thank those who reviewed proposals and those who are serving as session chairs, discussants, and registration volunteers at the conference. I thank all of our committee members and those members who chair committees. Special thanks to the NERA Executive Committee and Board of Directors for their input and guidance as we implemented a number of changes this year; and particularly to April Zenisky for her support over the last three years. Special thanks, too, to our institutional members who truly did step up and made a tremendous impact year. And I will forever cherish the memory of working with Molly, Joshua, and Scott. Go Team!

Enjoy the conference!

Charlie DePascale
NERA President 2015-2016

Welcome from the 2016 Conference Committee

Welcome, friends and colleagues, to NERA 2016! We are very excited to have you join us in Trumbull, CT for the 47th annual NERA conference. This conference proves to be exciting as we explore our theme: "making an impact by effectively communicating educational research." We feel very strongly about this topic, and we are excited to engage in conversation with all of you over the next few days. We have a great program of thought-provoking presentations, and anticipate equally great conversations and sharing of ideas.

As researchers, we spend much of our time investigating topics, collecting data, performing analyses, and writing up the results of our work. We then take what we have written and share it – perhaps in a journal or a book – and assume that the message we are trying to convey has reached our audience. We believe that effectively communicating research is about actively engaging with the audience(s) in ways that allow you to reflect on whether your message was received in the way that you intended. This requires new ways of communicating with your readership, including finding new ways to engage in a two-way dialogue with them.

Our goal in developing this year's program was to highlight forward-thinking researchers and practitioners who are actively working to support the field of education in using and communicating research results. We hope that you will join us at each special session to further the conversation, including and especially at the keynotes and panel discussions. We also encourage you to find new ways to engage with others at the conference through the NERA conference app!

In closing, we give huge thanks to the volunteer reviewers who supported the conference program, and who were very patient with our many requests, and to the chairs and discussants who will support and keep the conversations going in each of your sessions. We would also like to thank our NERA President, Charlie DePascale, for giving us this opportunity to co-chair, and for being a fantastic leader. In addition, our Treasurer, Steven Holtzman, has done a wonderful job keeping us on task. Finally, we want to thank all of our colleagues, friends, and family who have been there to support us while planning NERA 2016.

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.

Statement on Diversity (adopted May 2014)

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

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

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

NERA 2016 Sponsors

We extend our sincere gratitude and appreciation to our generous organizational and institutional sponsors. Without their support, the 47th Annual NERA Conference would not be possible. Information about our sponsors can be found throughout the program.

Platinum Sponsors

edCount, LLC
www.edcount.com

Educational Testing Service
www.ets.org

i-Ready
www.curriculumassoicates.com

James Madison University
www.jmu.edu/assessment

Johnson & Wales University
www.jwu.edu

Measured Progress
www.measuredprogress.org

National Center for the Improvement of Educational Assessment
www.nciea.org

Pearson
www.pearson.com

University of Connecticut, Neag School of Education
www.education.uconn.edu

The American Board of Surgery
www.absurgery.org

University of Massachusetts Amherst, College of Education
www.educ.umass.edu

Gold Sponsors

Bloomsburg University of Pennsylvania
www.bloomu.edu

University of Hartford
www.hartford.edu

Silver Sponsors

ACS Ventures
www.acsventures.com

ACT
www.act.org

AICPA
www.aicpa.org

Buros Center for Testing at University of Nebraska-Lincoln
www.unl.edu/buros

Fordham University
www.fordham.edu

Highlander Institute
www.highlanderinstitute.org

International Baccalaureate
www.ibo.org

Montclair State University
www.montclair.edu/cehs

National Board of Medical Examiners
www.nbme.org

Pacific Metrics Corporation
www.pacificmetrics.com

Southern Connecticut State University
www.southernct.edu/academics/schools/education

Thank you to our Silver Sponsors!

ACS VENTURES

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

ACT®

MONTCLAIR STATE UNIVERSITY

AICPA®

NBME®

BUROS CENTER FOR TESTING

Southern Connecticut State University
SCSU School of Education

FORDHAM UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

HIGHLANDER INSTITUTE
Leveling the Field for All Learners

PACIFIC METRICS™ CORPORATION

NERA Awards

THE THOMAS F. DONLON MEMORIAL AWARD FOR DISTINGUISHED MENTORING

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

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

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

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

THE LORNE H. WOOLLATT DISTINGUISHED PAPER AWARD

Educators are encouraged to submit a 15-20 page original research paper on any educational issue of interest for the Lorne H. Woollatt Distinguished Paper Award. The paper must be accepted for and presented at the NERA 2016 conference. There may be single or multiple authors. The submission will be peer reviewed and rated on a thirty point rubric. The winner(s) will be notified by both email and post in the beginning of January. The author of the winning distinguished paper will receive a stipend of $500 and present at the American Educational Research Association conference in 2017.

The Lorne H. Woollatt Award was renamed in 1990 to honor this New York educator who published, The evolution of state-local governmental relationships in New York State (Staff study of the fiscal policy for public education in New York State) in 1948. Woollatt was an active member of NERA.

TEACHER-AS-RESEARCHER AWARD

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

Building the
Future of Assessment

At Pearson, learning gives us purpose. We're working to fuel a lifelong love of learning by enabling students to flourish, teachers to inspire, and parents, schools, and organizations to have confidence that students are making meaningful progress toward their learning objectives.

One way to measure that progress is to create better assessments and provide better feedback. We are devoted to creating reliable, accessible solutions that empower our customers.

pearsonassessments.com/largescaleassessment.html

NERA Proposal Reviewers

NERA uses a process of blind peer review in order to evaluate each conference submission. Without our volunteer reviewers, *this conference simply would not be possible.* We sincerely thank each of them, listed below, for their contributions.
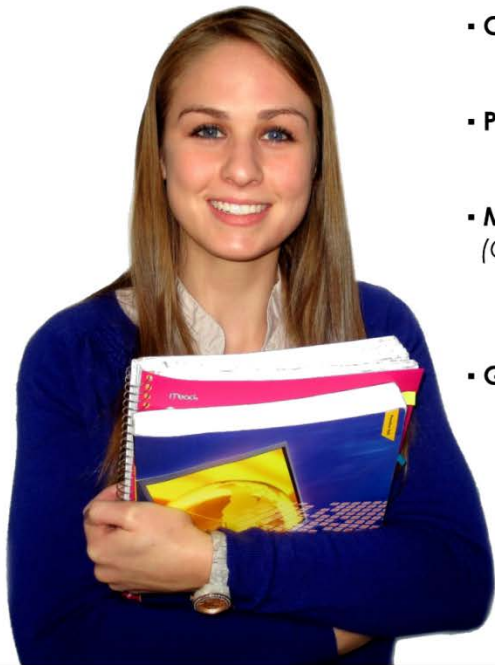
Heba Abdo
Elizabeth Alexis
Katherine Aquino
Sousan Arafeh
Jason Barr
Carol Barry
Tanesia Beverly
Felice Billups
Jennifer Bochenek
Michelle Boyer
Jade Caines Lee
Deborah Carroll
Ellina Chernobilsky
Thomas Christ
Immaculata Chukwunyere
Amanda Clauser
William Collins
Kimberly Colvin
Lori Cooper
Rosalba Corrado Del
Vecchio
Sharon Cramer
Nancy DeJarnette
Rebecca Dean
Francine Del Vecchio
Marcia Delcourt
Nina Deng
Ronli Diakow
Hongyu Diao
Cheryl Durwin
Matthew Duvall
Natalie Duvall
Kurt Eisele
Monica Erbacher
Carla Evans

Yuyu Fan
Yanyan Fu
Elizabeth Gittman
Jess Gregory
Sarika (Sari) Gupta
Thomas Heinzen
Barbara J. Helms
Alexander Hoffman
Steven Holtzman
John Houtz
Mary Johnston
Andrew Jones
Pamela Kaliski
Teresa King
Jason Kopp
Christopher Kurzum
Jennifer LaFleur
Jeremy Landa
Salika Lawrence
Edward Lehner
Adam Lekwa
Lynn Letukas
Eva Li
Hwanggyu Lim
tanya longabach
Susan Lyons
Juliette Lyons-Thomas
Lilliam Malave
Catherine Manly
Ross Markle
Adrian D. Martin
Christian Mathews
Gloria McNamara
Rochelle Michel
Maria Boeke Mongillo

Jane Northup
Frank Padellaro
Derek Palmisano
Thanos Patelis
Jill Patterson
Jessica Pawlik-York
Ashley Pereira
Duy Pham
Elisabeth Pyburn
Jennifer Randall
Francis Rick
Julie Rosenthal
Fusun Sahin
Kit Saizdelamora
Jennifer Saleta
Theodore Sawruk
Beth Ann Loveland Sennett
Stephen Sireci
Aaron Slodounik
Shiyu Song
Jonathan Steinberg
Matthew Swain
Sudha Swaminathan
Kimberly Swygert
Clarissa Uttley
Johan van der Jagt
Irene Van Riper
Simon Wang
Xi Wang
Pamela Watters
Craig Wells
Mary Yakimowski
April Zenisky
Whitney Zimmerman

Meeting Information

Location

All Events for the NERA 2016 conference take place at Trumbull Marriott Merritt Parkway Hotel in Trumbull, Connecticut. The contact information for the hotel is as follows:

180 Hawley Ln,

Trumbull, CT 06611

Phone: (203) 378-1400

Registration

The NERA 2016 registration desk will be located in the Marriott's lobby area conference foyer. There will be signs and a map at the front of the hotel to direct attendees to registration. Registration will be open the following times:

- Wednesday, October 26th: 9:00am–5:30pm
- Thursday, October 27th: 7:30 am–12:00pm & 2:00pm–5:30pm
- Friday, October 28th: 7:30 am–11:30 am

Conference Meals

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

Business Center

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

.

About NERA

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

Leadership	**President**: Charlie DePascale, *Center for Assessment (NCIEA)* **President-elect**: Craig Wells, *University of Massachusetts Amherst* **Past President**: April Zenisky, *University of Massachusetts Amherst* **Secretary**: Mary Yakimowski, *Sacred Heart University* **Treasurer**: Steven Holtzman, *Educational Testing Service*
Board of Directors	Carol Barry, *The College Board* Felice Billups, *Johnson & Wales University* Andrew Jones, American Board of Surgery Salika Lawrence, Medgar Evers College, CUNY Ross Markle, Educational Testing Service Javarro Russell, *Educational Testing Service* Thai Ong, James Madison University
NERA Researcher Co-Editors	Haifa Matos-Elefonte, *The College Board* Katherine Reynolds, *Boston College*
Webmaster	Bozhidar Bashkov, *American Board of Internal Medicine*
2016 Conference Co-Chairs	Molly Faulkner-Bond, *University of Massachusetts Amherst* Joshua Marland, *Highlander Institute* Scott Monroe, *University of Massachusetts Amherst*
2017 Conference Co-Chairs	Daniel Jurich, *National Board of Medical Examiners* Whitney Smiley, *SAS* Jason Kopp, *American Board of Surgery*
Conference Proceedings Editor	Jim McDougal, *University of Massachusetts*
Mentoring Program Co-Chairs	Jonathan Rubright, *National Board of Medical Examiners* Juliette Lyons-Thomas, *Regents Research Fund*

NERA Standing Committees

Communications Committee

Chair
Monica Erbacher Smith
University of Arizona

Members
S. Jeanne Horst, *James Madison University*
Jonathan Steinberg, *Educational Testing Service*
Duy Pham (Email Coordinator), *University of Massachusetts Amherst*
Bozhidar Bashkov (Webmaster), *American Board of Internal Medicine*
Chastity Williams-Lasley (Social Media Coordinator), *Duquesne University*

Membership Committee

Chair
Tabitha McKinley
New Jersey Department of Education

Members
Nina Deng, *Measured Progress*
Francis Rick, *University of Massachusetts Amherst*

Teacher-as-Researcher Issues Committee

Chair
Darlene Russell
William Paterson University

Members
Francine Falk-Ross, *Pace University*
Irene VanRiper, *William Paterson University*
Kate Zimmerbaum, *Caldwell College*
Konstantina Tsiokris, *St. John's University*
Lisa Bajor, *St. John's University*

Nominations Committee

Chair
April Zenisky
University of Massachusetts Amherst

Members
Barbara J. Helms, *Educational Evaluation Consultant*
Kristen Huff, *Curriculum Associates*
Thanos Patelis, *National Center for the Improvement of Educational Assessment*
Darlene Perner, *Bloomsburg University of Pennsylvania*
Lynn Shelley, *Westfield State University*

Graduate Student Issues Committee

Chair

Thai Ong (2015-2016)
James Madison University

Members
Hongyu Diao, *University of Massachusetts Amherst*
Emily Ho, *Fordham University*
Catherine Mathers, *James Madison University*
Katherine Nolan, *Pennsylvania State University*
Joshua Marland, *Highlander Instutute*
Elisabeth Pyburn, *James Madison University*
Xi Wang, *University of Massachusetts Amherst*

Award Committees

Thomas Donlon Mentoring Award

Chair
Lisa A. Keller
University of Massachusetts Amherst

Members
Ann Hassenpflug, *University of Akron*
Cathy Wendler, *Educational Testing Service*

Leo D. Doherty Memorial Award
Chair:

Helen Marx
Southern Connecticut State University

Members
Barbara J. Helms, *Educational Evaluation Consultant*
David Moss, *University of Connecticut*
Darlene Perner, *Bloomsburg University*
Steve Sireci, *University of Massachusetts Amherst*

Lorne H. Woollatt Distinguished Paper

Chair:

Johan van der Jagt
Bloomsburg University of Pennsylvania

Members
David Alba, *Concordia University*
Michael Deasy, *Athol Royalston Regional School District*
Elizabeth Gittman, *Retired Member*
Abigail Lau, *Emmanuel College*
Claire Mastromonaco, *Bridgeport Connecticut School District*
Rochelle Michel, *Curriculum Associates*
Kathleen Sheehan, *Educational Testing Service*

Ad-Hoc Committees

Infrastructure Committee

Chair

Tia Sukin
Pacific Metrics

Members
Bozhidar Bashkov, *American Board of
Internal Medicine*
Steven Holtzman, *Educational Testing Service*

Site Selection Committee

Chair

Craig Wells, *University of Massachusetts
Amherst*

Members

Pamela Kaliski, *The College Board*

Jennifer Randall, *University of Massachusetts
Amherst*

John Young, *International Baccaluareate*

April Zenisky, *University of Massachusetts
Amherst*

Session Information

Session 0.2: Propensity Score Analysis
Workshop   Merritt North

Facilitator: Heather Harris, *James Madison University*; Jeanne Horst, *James Madison University*; Jessica Jacovidis, *James Madison University*

Note: An optional introduction to R session (8:30 - 9:30 am) will be held prior to the workshop for those unfamiliar with working in the R environment.

This workshop will start with an introduction to the logic underlying propensity score analyses. An interactive session will follow where session participants will work with a data set to create propensity score matches using different matching methods in R (a free open-source statistical package).

Session 0.3: Practical Applications of ECD in Assessment Development and Accountability
Workshop   Merritt South

Facilitator: Kristen Huff, *Curriculum Associates*
Discussant: Christy Schneider, *NWEA*
In this training session, you will learn the basic principles of ECD through real-life examples in assessment development and accountability models that employ student learning objectives (SLOs). Special emphasis will be given to how ECD can serve as a framework for validation arguments for both assessment design and SLOs. No prior experience in assessment development is required.

Session 1.1: Teacher Observation, Evaluation, and Support
Paper Session   Augusta

Chair: Whitney Smiley, *SAS*
Discussant: Sankung Susso, *Touro College*

Impact Of A Discipline Model On Teacher Efficacy And Burnout: Perspectives For Elementary Teachers In Michigan
Lori Cooper, *Wilkes University*

This research study investigated the impact of a classroom management/emotional intelligence program (Conscious Discipline) on teacher efficacy and burnout scores in a post-test only quasi-experiment. The results indicated no statistical significance for the research questions; however, the incidental findings warrant discussion and further research.

CT SEED Model And Teacher Reported Stress
Dawn Fitzpatrick-Hanna, *Southern Connecticut State University*; Jess Gregory, *Southern Connecticut State University*

This research explores the role that the Connecticut System for Educator Evaluation and Development model plays in the levels of stress perceived by teachers, and how that stress impacts their motivation, self-efficacy, and at times the behaviors of these educational professionals.

A Comparison Of Live And Video-Recorded Classroom Observations To Detect Differences In Teacher Performance
Steven Holtzman, *Educational Testing Service*

This paper presents a mixed methods study that investigates how classroom observation scores given to video-recorded lessons compare to live teacher evaluation scores and uses focus groups to interview observers to explore differences. Scores were significantly different and interviews confirmed differences in teacher performance.

An Examination Of Educators' Leadership Characteristics And Preferences For Problem Solving
Reine Issa, *Bethel High School*; Marcia Delcourt, *Western Connecticut State University*; Donald Treffinger, *Center for Creative Learning*; Janice Jordan

Educators face new challenges in classrooms and schools, and are the problem solvers and instructional leaders for education reforms. Therefore, it is worthwhile to examine whether educators differ in their leadership based on their preferences for how to respond to change, manage structure and authority, and search for strategy.

Session 1.2: Non-Cognitive Constructs: Student Mental and Physical Well-Being
Paper Session   Boston

Chair: Kabba Colley, *William Patterson University*
Discussant: Salika Lawrence, *Medgar Evers College, CUNY*

Sharing A Successful Practice: A Life-Enhancing And Life-Saving Approach To Health Education
Joanne Crossman, *Saint Leo University*

This study sought to advance health education pedagogy by describing the framework, student learning outcomes, learning activities, and end of course evaluations from a newly designed course that approaches health from both life-enhancing and life-saving perspectives. Course design was Informed by Wiggins and McTighe's ?backward design.

The Impact Of Evidence-Based PE And After School Activity On Cardiovascular Endurance & Fundamental Motor Skills-Gr. 5
Carolyn Gross, *SAD #6*

Grade five students were taught physical education utilizing an evidence-based curriculum program and/or participated in an after school activity. The results of which intervention(s) had the greatest impact on a cardiovascular/muscular endurance assessments and fundamental motor skill proficiency will be shared and discussed.

The Impact Of Socioscientific Issues On Middle School Students' Character And Values For Global Citizens
Wardell Powell, *University of Massachusetts Amherst*; Ali Soken*, University of Massachusetts Amherst*

This study determined the extent to which socioscientific issues instruction impacts middle school students' abilities to use ecological worldview, social and moral compassion, and sense of socioscientific accountability to determine the permissibility of animal cloning. Results indicated that the lesson had the greatest impact on students' social and moral compassion.

Chair: Marcella Mandracchia, *St. John's University and Hostos Community College*
Discussant: James Campbell, *St. John's University*

Our students are being assessed by The National Assessment of Educational Progress (NAEP) data or the Nation's Report Card. This symposium shares four studies based in Science and Reading. Each of the studies focuses on a unique theoretical framework that calls for the betterment of strategies for our students.

The Significance Of Gender And Reading Achievement During Adolescence
Dorren Baldino, *St. John's University*

The first Ex Post Facto quantitative study investigated the significance of gender and reading achievement by analyzing data from the 2011 National Assessment of Educational Progress (NAEP) eighth grade reading scores. The 2011 sample of 135,775 eighth graders consisted of a cross-section of students that represented the socio-economic status (SES), cultural diversity, and gender of the population. Motivational behaviors were examined to ascertain factors that were predictors of reading achievement: technological autonomy, grit, engagement, autonomy, self-efficacy, and interest. The variables and factors were analyzed through a variety of methods: Descriptive Statistics, t-tests, Factor Analyses, and Hierarchical Regression Analyses. The results of the study indicated that there was a gap between male and female students in achievement and that all the variables were predictors of eighth grade reading achievement. The motivational behavior of Interest was the best predictor of achievement for both genders.

Predictors Of Cultural Capital On Science Achievement
Jonathan Scott Misner, *St. John's University*

This non-experimental study analyzed the results of the 2011 Eighth Grade Science National Assessment of Educational Progress (NAEP). The purpose of the study was to determine if students' cultural capital is a significant predictor of 8 th grade science achievement test scores in urban locales. Other variables analyzed include socioeconomic status (SES), gender, and English language learners (ELLs). The researcher analyzed the data using a hierarchical regression analysis. The researcher concluded that the addition of cultural capital factors significantly increased the predictive power of the model where magazines in home, gender, student classified as ELL, parental education level, and SES were the independent variables. The model predicted 23.2% of variance in science achievement results. Other major findings include: higher measures of home resources predicted higher achievement; males were predicted to have higher achievement; classified ELL students were predicted to score lower; higher parent education predicted higher achievement; lower measures of SES predicted lower achievement.

The Impact Of Professional Development Involving Technology On Reading Achievement
Dawn-Marie Sealy, *St. John's University*

The purpose of this non-experimental quantitative study was to analyze the results of the eighth grade 2011 National Assessment of Educational Progress (NAEP) in Reading in order to determine if teachers' technology professional development significantly influenced student achievement. The researcher used variables received from the NAEP data from students and teachers, such as students' School Lunch Eligibility, gender, and teachers' professional development involving technology use in the classroom. The analysis was conducted using a hierarchal regression by analyzing factors created from the 8th grade student and teacher surveys. Students' School Lunch Eligibility, parental education, basic teacher

professional development, professional development in instructional technology, and gender accounted for 36% of the variance in Reading.

The Influence Of School Type And Alignment Of Standards On 8th Grade American Indian And Alaska Native Students' Reading Achievement
Marcella Mandracchia, *St. John's University and Hostos Community College*; Edwin Tjoe, *St. John's University*; Steven Neier, *St. John's University*

The purpose of this study was to find out whether school type (private, public, or charter) and standards (state and cultural) are significant predictors of 8 th grade students' reading achievement on the 2009 National Assessment of Educational Progress (NAEP) in the National Indian Education Study (NIES). It was found that the students in Bureau of Indian Schools scored lower than those in those in public schools. Students who had teachers that do not follow the cultural standards scored higher than those who had teachers who had some alignment with those standards. Students with teachers who do not follow programming state standards scored higher than those who had followed programming state standards with a small extent. Students with teachers who do not follow programming state standards scored higher than those who had followed programming state standards with a large extent. Therefore, this study called for a more thorough examination of standards as well as revision to the standards. In addition, the implications are that teachers need more professional development in the utilizing and aligning their course materials and content to standards.

Session 1.4: Non-Cognitive Constructs: Social, Emotional, and Ethical Considerations
Paper Session   Hartford

Chair: Alejandra Garcia, *University of Massachusetts Amherst*
Discussant: Ross Markle, *Educational Testing Service*

The Effect Of Student-Teacher Relationship On Freshmen Students' Engagement And Behavior In High School
Haifa Abdel Jalil, *Southern Connecticut State University*

This study sheds the light on the level of student-teacher relationships, clarity of school rules, and positive environment as contributing factors to freshmen engagement and success in their first year of high school. Building relationships and connecting with students should be a priority .

Investigating Selection Practices For The Use Of Evidence Based Interventions In School Mental Health: Implications For Educational Stakeholders
Evelyn Bilias-Lolis, *Fairfield University*; Briana Clarke, *Fairfield University*; Kerry Grady, *Fairfield University*; Aubrey Nolan, *Fairfield University*; Matthew Varrone, *Fairfield University*

This study examined perceptions of school-based mental health providers on factors that influence their selection of evidence-based interventions for supporting socioemotional and behavioral issues in schools. Seventy practioners completed an online survey assessing the importance of a host of factors relevant to selecting and implementing interventions in schools.

Ethics And The Competitive High School Student
Alexander Hoffman, *AleDev Research*

Our most elite and competitive high schools are judged by academic quality, with no consideration for how they address ethics. This study focuses on how recent graduates of one such school understand their experiences with ethics as students, and both the expectations and teaching around ethics at their alma mater.

Noncognitive Situational Judgment Test: Development And Analysis
Christopher R. Kurzum, *Educational Testing Service*; Kevin T. Petway, II, *Educational Testing Service*

Situational judgment tests (SJTs) predict success in various fields, including school. This study details the methodology used to create a new SJT to measure the noncognitive constructs of Agreeableness, Conscientiousness, and Emotional Stability in an admissions process setting. The development of the scoring key is detailed.

Session 1.5: Riding Uphill: Addressing Issues in Teacher Preparation Programs
Symposium   Montpelier

Chair: Marjorie Magouirk-Colbert, *University of Massachusetts Amherst*
Discussant: Jennifer Randall, *University of Massachusetts Amherst*

The panel will discuss, in detail, how the university's P12 Educator Preparation Program (1) identified recurrent issues in its work with pre-service teachers, and (2) developed a research agenda designed to explore these issues through discipline inquiry. We highlight the significant results as well as implications for future practice.

Teacher Preparation: Pathways To The Classroom
Marina D.Donnelly, *University of Massachusetts Amherst*

The goal of the Teacher Preparation Program at the University is to prepare/develop critical, reflective teachers to work in diverse elementary, middle, and high schools. To that end, candidates engage in a rigorous program of study that blends theory and practice, content-area course work as well as course work in education, and time in university classes and public school classrooms. Still, not all of the College's students are successful and some even struggle to meet expectations. This paper describes the most commonly recorded issues (e.g. complaints) identified by supervising practitioners, supervising faculty, and teacher-candidates themselves.

Pre-Service Teacher Training In Classroom Management
Gabriel Rodriguez, *University of Massachusetts Amherst*

Nationwide, new teachers report dissatisfaction with their level of preparation in classroom management decade after decade (Melnick & Meister, 2008). This can result in missed educational opportunities for the students, increased stress for the teachers, and, in most severe cases, abandonment of profession by promising teachers who quickly burn out due to poor classroom management skills. The purpose of this paper is to identify existing mechanisms for assessment and delivery of classroom management training at the university in order to inform future practice. Course syllabi, assigned readings, and assessments and documentation related to NCATE/CAEP accreditation will be examined for relevant information to evaluate the quality and quantity of teacher candidates training in classroom management. This paper will culminate in a set of recommendations for future program development.

Rater Training In Educator Preparation Assessments
Darius Taylor, *University of Massachusetts Amherst*

Prior to receiving licensure, candidates have to submit a portfolio of performance which include assessments rated by select faculty, supervisors or staff within or outside of their respective disciplines. These assessments have independent scoring systems depending on the assessment type and licensure program. Raters are provided a rubric specific to each assessment to aid in the scoring process. Using a cross-sectional mixed-methods approach, we investigate (a) both the quantity and quality of rater training and (b) the extent to which there is a relationship between training practices, rater differentiation, and the overall performance of teacher-candidates.

Predicting The Success Of Elementary Pre-Service Teachers On Mtel
Hyun Joo Jung, *University of Massachusetts Amherst*

Designed for dynamic students interested in an intensive, full-time program, the Elementary Teacher Preparation Program is rooted in the constructivist theory of knowledge and learning, multicultural and social justice education, and active problem solving and reflection. Students complete an urban as well as a suburban practicum and spend three full-days in the classroom in the fall and five full-days in the spring. Students are jointly supervised by supervising practitioners and program supervisors and learn together in cohorts of twenty-five to thirty students. Despite a very rigorous set of prerequisites for admissions, a non-insignificant proportion of teacher-candidates fail to pass the state required math proficiency exam the first time. In this study, we investigated what student characteristics (GPA, etc.) best predict success on this high stakes exam.

Session 1.6: Educational Measurement: Applications
Paper Session   Providence

Chair: Thomas Robertson, *University at Albany, SUNY*
Discussant: Dena Pastor, *James Madison University*

Investigating The Dimensionality Of Examinee Anxiety Across Test Instruction Conditions In Low-Stakes Testing Context
Aaron J. Myers, *James Madison University*; Sara J. Finney, *James Madison University*

Confirmatory factor models were fit to scores from a 10-item measure of state test anxiety across three instruction conditions that increased consequences of test performance to students. Two factors of Worry and Emotionality were supported suggesting the measure could be used to assess construct irrelevant variance associated with test anxiety.

The Effect Of Computer Familiarity On Response Time And Scores In Computer-Based Tests
Fusun Sahin, *University at Albany, SUNY*; Kimberly Colvin, *University at Albany, SUNY*

This study focuses on the impact of computer familiarity on examinees' response time and response accuracy in computer-based tests. Data from PISA 2012 computer-based mathematics test and associated computer familiarity survey were modeled using structural equation modeling. Results indicated that computer familiarity had impacted response time but not response accuracy.

Modeling DIF As A Function Of Cognitive Load For Short Developmental Math Assessments
Charles Secolsky, *Alternative Assessment Strategies Inc.*; Peter Arvanites, *Rockland Community College*; Eric Magaram, *Rockland Community College*; Matthew Matcovich, *Rockland Community College*; Krista Kolka, *Rockland Community College*; Jean Phanor, *Rockland Community College*

Using reliability and other classical test statistics for computational and word problem item pairs, this paper proposes to identify DIF items for different native language groups without using a matching criterion. Instead,a model is developed that integrates DIF and cognitive load for inferring DIF for the math word problems.

Computer-Based Approach For Measuring Changes In Introductory Statistics Students' Knowledge Structures
Whitney Zimmerman, *The Pennsylvania State University*; Hyun Bin Kang, *The Pennsylvania State University*; Kyung Kim, *The Pennsylvania State University*; Glenn Johnson*, The Pennsylvania State University*; Roy Clariana*, The Pennsylvania State University*; Fen Zhang*, The Pennsylvania State University*

A recently developed automated writing evaluation tool was used to measure introductory statistics students' knowledge structures at the beginning and end of an online introductory statistics course. The reliability and validity of scores were examined as were changes in knowledge structures from the beginning to end of the course

Session 1.7: Writing and Submitting a Journal Article in 12 Weeks!
Workshop   Merritt North

Facilitator: Mary Grassetti, *Framingham State University*

In this workshop participants will examine the process of academic publishing. from getting started to responding to journal decisions. Topics include examining attitudes and beliefs about writing, planning for writing, finding and selecting an appropriate journal, and responding to an editor's decision. Participants are asked to bring in a sample piece of writing (no matter what stage it is in) so that they may begin to examine the piece as a potential future journal article.

Session 1.8: Using Mixed Methods to Tell the Whole Story
Workshop   Merritt South

Facilitator: Felice Billups, *Johnson & Wales University*

Discussant: Robert K. Gable, *Johnson & Wales University*

Mixed methods research projects provide researchers with the 'truth' generated from two very different perspectives: quantitative statistical analysis and qualitative narrative text. But the benefits of conducting mixed methods research is greater than the sum of its parts – the integration of the quantitative and qualitative paradigms yields a story that is both compelling and substantive. The current interest in mixed methods research is well deserved, as the value of this approach allows researchers to add depth, breadth, and new insights that a single paradigm approach would not provide. But for many new and veteran researchers, the question is how to begin when designing a mixed methods study? And how do you know whether your study appropriately matches the mixed methods approach? How do you know when to 'mix' and how do you report the findings? The tremendous interest in mixed methods applications has also generated tremendous confusion about how to design this type of study.

This workshop will focus on the myriad current definitions of mixed methods designs, the ways in which researchers can 'mix' their methods in a single study, including suggestions for data collection, data analysis, and data interpretation strategies. Designed as an interactive session, the workshop will be divided into three parts:

1. An overview of mixed methods research, how to design a mixed methods study, and examples of different types of mixed methods research designs

2. An example of an exemplary mixed methods study to illustrate how the combination of quantitative and qualitative methods creates a more meaningful – and holistic – story

3. Small work groups will convene where participants have the opportunity to share their own projects, either currently underway or in the planning stages, and work with workshop facilitators to develop their studies using the mixed methods approach.

Session 1.9: Preschool and Early Childhood
Paper Session   Salon A

Chair: Jayne Leh, *The Pennsylvania State University*
Discussant: Amanda Marcotte, *University of Massachusetts Amherst*

What Motivates Families To Get Involved? Perspectives From Low-Income Families In Headstart
Carly Champagne, *Temple University*; Annemarie Hindman, *Temple University*

Guided by Hoover-Dempsey and Sandler's (2005) model, this study examined Head Start families' motivation for involvement in their young children's learning and schooling. Results from three focus groups showed that many families are highly involved in their child's education, although involvement around children's vocabulary learning may merit additional support

Preschool Steam: Yes They Can!
Nancy DeJarnette, *University of Bridgeport*

This project addresses the need for STEAM (Science, Technology, Engineering, Arts, and Math) initiatives at the early childhood level. This ethnographic research focuses on observing the impact of professional development and consistent support on early childhood teachers' self-efficacy, dispositions, and rate of implementation of STEAM content within their curriculum.

The Impact Of Universally Designed STEM Curriculum On The Concept Acquisition Of At-Risk Preschoolers
Michelle Gonzalez, *William Paterson University*

This paper discusses a study that investigated the impact of universally designed STEM curricular units on the concept acquisition of at-risk preschoolers. No statistical significance was found. Factors such as the complexity of collecting UDL efficacy data, measuring UDL, participant differences, and unit implementation may have contributed to results.

Elementary Principal Perceptions Of Leading Pre-Kindergarten Programs
Maria Boeke Mongillo, *Central Connecticut State University*

With an increase in pre-k programs housed in elementary schools, the purpose of this study was to explore the perceptions of principals who are leading these programs. The goal was to gain a deeper understanding of leaders' beliefs about early learning and developing leadership abilities in this area.

Session 2.1: Educational Measurement: IRT and Categorical CFA
Paper Session   Augusta

Chair: Kristen Smith, *James Madison University*
Discussant: Craig Wells, *University of Massachusetts Amherst*

Latent Traits Correlation Recovery Of Compensatory Two Dimensional IRT Model
Yanyan Fu, *The University of North Carolina at Greensboro*; Edward Ip, *Wake Forest School of Medicine*;
Tyler Strachan, *The University of North Carolina at Greensboro*; Terry Ackerman, *The University of North Carolina at Greensboro*; Shyh-Huei Chen, *Wake Forest School of Medicine*

The study examined the several factors that could impact the correlation recovery of a two dimensional compensatory IRT model. The results showed that by having more items, more simple structure items, or a wider range of items that discriminate two latent traits, the correlation bias could be reduced.

A Comparative Study On Rotation Criteria For Ordered-Categorical Data Within Exploratory Factor Analysis
HyunJoo Jung, *University of Massachusetts Amherst*

To find latent factors which underlie the data, exploratory factor analysis is frequently used in educational research as well as the social sciences. In this study, we will compare the indicator grouping accuracy of rotation criteria across various conditions ? sample sizes, factor-structure complexity, inter-factor correlations and number of categories.

Using Institutional Data To Predict Student Performance On A Teacher Certification Exam
Julia Kara-Soteriou, *Central Connecticut State University*; Linda Clark*, Central Connecticut State University*

Utilizing a culture of continuous quality improvement, the study developed a predictive model that allows institutions of higher education to identify students at risk of failing the Foundations of Reading Test. The model encourages the introduction of interventions to enhance student skills and support students before they experience failure.

Structural Equation Models, Multiple Imputation, And Fit Indexes
Catherine Manly, *University of Massachusetts Amherst*

Guidelines for evaluating many common structural equation model (SEM) fit indexes have been lacking when using multiple imputation (MI) to handle missing data. This simulation study investigates alternatives for the likelihood ratio ?^2 test, which has a well-developed MI statistic, with the goal of developing practical guidance for applied researchers.

Session 2.2: Active Learning in Secondary and Post-Secondary Settings
Paper Session   Concord

Chair: Darius Taylor, *University of Massachusetts Amherst*
Discussant: Lilliam Malave, *University at Buffalo, SUNY*

Our Literate Lives Matter: Youth Becoming Disseminators Of Critical Literacy In Schools
Genie Bettencourt, *University of Massachusets Amherst*; Daniel Morales, *University of Massachusets Amherst*; Chrystal George Mwangi, *University of Massachusets Amherst*; Keisha Green, *University of Massachusets Amherst*

This paper discusses findings from a critical ethnography that explores how high school students develop critical literacy skills through a youth participatory action research (YPAR) class and share those skills and experiences with peers.

The Role Of Prior Knowledge And Case Studies In The Undergraduate Biology Classroom
Ally Hunter, *University of Massachusetts Amherst*

This study reports on the use of case study pedagogy in the undergraduate biology classroom. The role of prior knowledge in student-reported gains as well as achievement outcomes was investigated. Understanding the variables that impact student learning with case studies will help inform the development of quality cases.

Is Being "Collaborative" Always Good? : Critical Reflection On Korean History Teachers' Instantiating 'Foreign' Theory
Minjung Kim, *University of Connecticut*

Theory plays a pivotal role in providing ideas for improving teachers' practice. This study explores the process by and extent to which a group of Korean teachers applied foreign theory such as 'Reading Like a Historian' into their classrooms and developed a localized version of theory filtered by collaborative reflection.

Session 2.3: Educator Evaluation: Findings and Dissemination Strategies from Regional Educational Laboratory-Northeast and Islands
Symposium   Hartford

Chair: Jessica Bailey, *Regional Education Laboratory - Northeast & Islands (REL-NEI)*
Discussant: Brian Gong, *National Center for the Improvement of Educational Assessment*

This symposium presents the findings and dissemination strategies from three empirical studies of educator evaluation systems, which examined school climate and evaluation systems, patterns among teacher characteristics and evaluation ratings, and evaluator feedback and evaluation ratings. Dissemination strategies, including blogs, infographics, and user-friendly reports, leveraged the utilization of findings.

Relationship Between School Professional Climate And Teachers' Satisfaction With The Evaluation Process
Natalie Lacireno-Paquet, *REL-NEI*

States and districts in the REL-NEI region have recently enhanced their teacher evaluation systems with more frequent observations or the inclusion of student test score data. Given the challenges of implementing new teacher evaluation systems, education leaders want to understand teachers' perceptions of evaluation systems and the factors related to their successful implementation. REL-NEI stakeholders were interested in how new teacher evaluation systems are related to school professional climate. This study investigated the relationship between teachers' perceptions of school professional climate and their satisfaction with their formal evaluation process using a nationally representative sample of teachers.

Teacher Demographics And Evaluation: A Descriptive Study In A Large, Urban District
Jessica Bailey, *REL-NEI*

Limited empirical research exists that examines teacher demographic characteristics and their relationship to teacher evaluation outcomes, such as teacher evaluation ratings. This descriptive study analyzed teacher characteristics, such as age, race, and gender and teachers' evaluation outcomes in a large, urban district in the Northeast that had recently implemented a new educator evaluation system. This study is of broad interest to other districts and states as they roll out new evaluation systems and address the equitable distribution of teachers in federally required state equity plans.

Teacher Evaluation And Professional Learning: Lessons From Early Implementation In A Large Urban District
Karen Shakman, *REL-NEI*

Policymakers and researchers recommend that data collected through educator evaluation be used to guide teachers' continuous professional improvement (e.g., Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012; Curtis & Weiner, 2012; Danielson, 2012). This study looked closely at one large urban district's educator evaluation system, and examined the written feedback evaluators provided to teachers who were rated less than proficient in one or more standards on the evaluation rubric. The study examined the types of professional learning activities teachers reported they participated in, the alignment of the reported activities with what evaluators prescribed, and whether evaluation ratings improved from one academic year to the next.

Session 2.4: Supporting Secondary Students
Paper Session   Montpelier

Chair: Sarah Newton, *University of Connecticut*
Discussant: Javarro Russell, *Educational Testing Service*

Keeping Parents In School: A Federal Child Care Subsidy Program At One Northeastern Community College
Caitlin Kidder, *University of Massachusetts Amherst*; Anne McSweeney, *University of Massachusetts Amherst*; Stacey Sexton, *University of Massachusetts Amherst*

In this case study of a federal child care subsidy program (CCAMPIS) at a mid-sized community college in the Northeast, we examine student-parent perceptions of program effectiveness. Drawing on student-parents' own observations and recommendations, we present preliminary findings about the impact of this federal program on student success.

First-Generation College Students: Personal Best Leadership Experiences And Intramural Sports Participation
Joseph Milone, *Southern Connecticut State University*

This study explored the self-reported leadership skills of first-generation college students who were actively participating in intramural sports. Findings revealed that students reported engaging in behaviors and actions that are aligned with the leadership practices described by Kouzes and Posner (2014).

Meta-Assessment: Improving The Quality Of Assessment Reporting In Higher Education
Courtney Sanders, *James Madison University*; Nicholas Curtis*, James Madison University*; Scott Strickman*, James Madison University*

We aimed to examine whether the implementation of meta-assessment at a university could improve assessment reporting. Results suggest meta-assessment can: 1) improve the quality of assessment reporting; 2) encourage faculty to solicit help to improve assessment practices; and 3) change impressions of assessment by involving stakeholders in the process.

Using Attitudes And Anxieties To Predict End-Of-Course Outcomes In Online And Face-To-Face Introductory Statistics Course
Whitney Zimmerman, *The Pennsylvania State University*; Glenn Johnson, *The Pennsylvania State University*; Durland Shumway, *The Pennsylvania State University*

An abbreviated form of the Statistics Anxiety Rating Scale (STARS) was administered to 457 online and 655 face-to-face introductory statistics students. The ability of the STARS subscales to predict final exam grades and successful course completion was evaluated. ANCOVA using transformed percentiles and logistic regression methods were used.

Session 2.5: STEM Education in Secondary and Post-Secondary Settings
Paper Session   Providence

Chair: Michelle Boyer, *University of Massachusetts Amherst*
Discussant: Joanne Crossman, *Saint Leo University*

Socially Responsible Learning: Collaborative Competition And Reflective Communication In Public High School Math Classes
Sandra Abrams, *St. John's University*

This presentation draws upon an 18-month study of a game-based math curriculum that supported high school students' literacy-numeracy development, socially responsible learning, and participatory role in research. When students-as-stakeholders reflectively discussed ongoing findings, they generated understandings of their own learning and also partook in the effective communication of research.

STEM Major Declaration And Persistence: Relationship To STEM Advanced Placement Classes
Eva Yujia Li, *University of Connecticut*; Kara Smith, *The College Board*; Melinda Montgomery

This study investigated the effect of the Advanced Placement classes in the STEM fields during high school on college STEM major declaration and persistence using a quasi-experimental approach.

Using Ordinal Logistic Regression To Investigate The Role Of Family Factors In Mathematics Proficiency
Xing Liu, *Eastern Connecticut State University*; Hari Koirala*, Eastern Connecticut State University*

A growing body of research has examined the role of parental involvement in promoting mathematics achievement. However, previous research on the impact of parent-student communications at home on student achievement was limited. This study intended to investigate the relationship between family factors and mathematics proficiency using ordinal logistic regression.

Impacting Middle School Girls' Interest And Achievement In Math: Research On A Piloted Pre-Engineering Program
Linda Paslov, *University of Bridgeport*

A female's college and career goals may ultimately be restricted by declining interest and achievement in mathematics that originates during her pre-high school years. This researcher examined how a piloted pre-engineering program in one eighth grade middle school team impacted adolescent girls' interest and achievement in mathematics.

Session 2.6.1: Culture and Curriculum in Diverse Schools
Roundtable   Salon E-G

Facilitator: Quintin Robinson, *Southern Connecticut State University*

Beyond Bienvendo: Teacher Identities And English Learners In Multilingual Classrooms
Adrian D. Martin, *New Jersey City University*

This presentation examines how the construction of two teachers' professional identities attended to English learners (ELs) inclusion in their classrooms. Despite positive orientations toward ELs, participants struggled with supporting ELs' academic and English language development. Findings support the need for preparation and professional identity development to teach ELs.

Utilizing Digital Storytelling As A Way To Understand The Complexities Of The Transmigration Experience
Elizabeth Paulsen Tonogbanua, *University of Massachusetts Boston*

This qualitative interpretive study explored how former newcomer English Language Learners (ELLs) in Boston Public Schools (BPS) made sense of their transmigration experiences through a digital storytelling project. This study filled a gap on transmigration experiences in the context of English-only learning environments.

A Music-Infused Curriculum In The Primary Classroom To Examine Phonological Awareness And Oral Language
Karen Waters, *Sacred Heart University*

This action research project examines whether a music-infused curriculum in a primary classroom increases phonological awareness and oral language. Borrowing from shared reading pedagogy, the researchers examined video clips, artifacts of student learning, and assessment data to determine the effect of daily musical activities on literacy achievement.

Assessing Foster Parents' Readiness To Support School Engagement For Youth In Care
Gwen Bass, *University of Massachusetts Amherst*

The objective of this research is to assess foster parents' perceptions of the skills needed to meet the educational and developmental needs of youth in foster care, and the effectiveness with which the required foster parent training program, Model Approach to Partnerships in Parenting (MAPP), teaches such skills.

Using Institutional Data To Close The Success Gap And Increase College Completion
Rebecca Dean, *NHTI, Concord's Community College*; Denis Normandin*, NHTI, Concord's Community College*

Student success is critical to college students persisting from term-to-term and attaining a degree. This research will attempt to identify high-risk courses with elevated enrollments but low pass rates. The data will address courses by discipline and then break it down by course type and student type.

Session 2.6.2: Curriculum & Instruction - Content Areas
Roundtable   Salon E-G

Facilitator: Michelle Baker, *Waterbury Public Schools*

The Effect Of Interventions Based On CC Mathematical Practices On Struggling Math Students In Grade 6
Geetha Murthy, *St. John's University*

This investigative study examined the effect of a combination of interventions, behavioral and academic, on math achievement of low-performing students in Grade 6. Findings of the study suggest that developing mathematical practices and promoting self-regulation in math classrooms can lead to improved outcomes in attitudes and achievement in math.

Bridging The Creative Manufacturing Gap
Leonard Walsh, *Goodwin College*; Ernesto Varela, *Goodwin College*

There exists an andragogical gap in manufacturing education between entertaining initial projects that attract students to learn more about this field, and those more fully engineered prototypes or projects created by advanced engineering students. Practical, real-world projects that creatively apply manufacturing and engineering principles can successfully bridge that gap.

Deconstructing Bridges: Examining The Space Between Ideologies
Deborah Kardane, *University of Massachusetts Amherst*; Orly Hasbani*, Academy Elementary*

This ethnographic study explores teacher experiences with vocabulary instruction, specifically as it relates to oral language-use and literacy practices. Conflicting ideologies related to the positioning of teachers as practitioners or researchers, revealed a sequence of power circulation that holds potential to place teachers at the heart of future ideological transformation.

Cultural Sustaining Sat Preparation
Ashley Carpenter, *University of Massachusetts Amherst*

Through analyzing the broader nodes of race, gender & class, this proposal will examine the ways that students understand intersectionality and hegemonic academic systems, through the implementation a three-week SAT preparation course. Students will potentially form a better understanding of their (sub)cultural identities, and score higher on the SAT exam.

Session 2.6.3: Educational Measurement
Roundtable   Salon E-G

Facilitator: Nikole Gregg, *James Madison University*

A New Method For Small Sample DIF Analysis For Likert Scales With No Summative Score
Charles Secolsky, *Alternative Assessment Strategies Inc.*; Brian Denison, *Champlain Regional College*; Kristen Byrnes; Angela Vargas; Katherine Lee

Differential Item Functioning (DIF) analysis as an educational measurement subfield has grown markedly. DIF requires a matching criterion on which to compare item performance of two groups. This study employs exploratory factor analysis and descriptive statistics to identify DIF graphically with a nine item Likert scale with no summative score.

Exploring The Relationships Between Uniform And Nonuniform DIF Using Confirmatory Factor Analysis
Min Sung Kim, *Buros Center for Testing*

Uniform and Non-uniform DIF are typically considered distinct, and each are widely applied to measure how different item response patterns are observed across achievement levels. The relationship between these two DIF constructs is evaluated in Confirmatory Factor Analysis models by simultaneously including multiple DIF statistics as indicators.

The Development Of The Teacher Ideal Mentor Survey Needs Assessment (TIMS-NA)
Jeremy Landa, *University of Connecticut*; Aarti Bellara*, University of Connecticut*

Teacher mentorship is often synonymous with teacher retention and job satisfaction. This multi-part validation study aims to create a tool to measure mentorship through the eyes of practicing teachers. Findings for phase one of the study identified mentorship through three factors: reflective coach, protective nurturer, and experiential friend.

Running Records Are Likely An Inappropriate Measure: Closely Examining Early Reading Errors
Edward Lehner, *Bronx Community College, City University of New York*

Informed by Ellington's (2011) idea that methodologies do not have to take the form of binaries, this employs a methodology called comparison of means of inter-group readings and triangulating a knowledge claim. This method provides a quantitative analysis of the reading fluency.

Session 2.6.4: Diverse Learners, including ELLs and Special Ed
Roundtable   Salon E-G

Facilitator: Jeffrey Burt, *Milfod Public Schools*

Incorporating Culturally Relevant Teaching Practices To Improve Educational Outcomes For Minority Students
Thomas Mitchell, *Southern Connecticut State University*

The impact of culturally relevant teaching practices is being intensively explored in the field of education by scholars such as Gloria Ladson-Billing (1995), Shelly Brown-Jeffy, and Jewell E. Cooper (2011). This study explores culturally relevant pedagogy and its positive impact and/or empowerment for minority students.

Exploring The Needs Of Underprivileged Urban Students: From Parents, Faculty Members And Students' Perspectives
Olcay Yavuz, *Southern Connecticut State University*; Margaret Generali, *Southern Connecticut State University*; Jennifer Parzych, *Southern Connecticut State University*

This study provides valuable information about how to design student services strategically and effectively to increase college and career readiness of all underprivileged urban students. Particularly, this study will allow school leaders, policy makers and educators to identify the high and low program needs of urban students.

Evaluation Of Read 180 Intervention Program For High School Freshmen
Mei-Hui Wang, *Anne Arundel County Public Schools*; Kristy Pence*, Anne Arundel County Public Schools*; Christopher Grandieri*, Anne Arundel County Public Schools*

This study evaluates effects of the Read 180 intervention program for high school freshmen. Intervention students' NCE gains from Grade 8 Gates-MacGinitie to Grade 9 Scholastic Reading Inventory assessment were analyzed. The gap between intervention and non-intervention students from the beginning to end of year English benchmark assessments were compared.

Session 2.6.5: Teacher Education - Teaching & Learning
Roundtable   Salon E-G

Facilitator: Barbara J. Helms, *Community Training and Assistance Center*

Clinical Teacher Education: Evaluating A Program
Christine Hunt, *St. Bonaventure University*; Julie Hall, *St. Bonaventure University*; Richard Lipka, *St. Bonaventure University*; Michael Healy, *St. Bonaventure University*

The teacher education program at St. Bonaventure University was recognized for its clinically-based program. Using a structured interview process and existing artifacts, a descriptive case study of the nationally recognized program was completed that will serve as a tool to refine and improve the program.

Coaching In Middle And High School Classrooms
Salika Lawrence, *Medgar Evers College, CUNY*; Tiffany Jefferson, *UFT Teacher Center*

This paper describes the work of coaches in three urban schools and impact of this professional development model on teachers' practice. Document and content analysis of classroom observation checklists, field notes, and professional development artifacts showed coaches assisted with lessons, modeled lessons, and helped teachers plan units and lessons.

Teaching Strategies To Develop A Family-School Literacy Partnership
Julie Rosenthal, *William Paterson University*; Elizabeth Brown*, William Paterson University*; Nicole Dynega*, Learning Community Charter School*

A first grade teacher team included teacher-candidates in their initiative to enhance family-school relationships. Using the HDS Model of Parental Involvement (Hoover-Demsey & Sandler, 1995), the first grade teachers and candidates worked together to create and administer a ?Home Literacy Questionnaire?. Based on responses, they planned a family

Teaching As A Visible Other In Secondary Education: Embodiment, Politics, And Pedagogy
Ryan Ambuter, *University of Massachusetts Amherst*

Much of the theory and discourse in secondary education is disembodied. This phenomenological, qualitative study explores what teachers' bodies mean and how they matter in high school classrooms. The focus is specifically on teachers whose bodies, in some way, are counter-hegemonic and who have intentional body politics.

Mixed Methods: Using Critical Realism When Conducting Program Evaluations
Thomas Christ, *University of Bridgeport*; Claudia Berlage*, Stamford Public Schools*

Critical realism is applicable when conducting a mixed methods program evaluation. This paper describes the effects of professional development on transferring practice and student achievement. Results indicated that teachers valued instructional coaching as a way to increase their knowledge about and use of instructional practices including implementation of group

Session 2.6.6: Evaluating Teachers, Instruction, and Programs
Roundtable   Salon E-G

Facilitator: Jessica Pawlik-York, *Post University*

Tech Talks: Using An Online Environment To Enhance The Student Teaching Experience
Michelle Rosen, *Common Core Academy, New Jersey City University*; Leonid Rabinovich, *New Jersey City University*

The purpose of this session is for participants to understand how an online environment can enhance the student teaching experience for both teachers and interns in a co-teaching model. Co-teaching strategies, collaboration, communication and co-planning activities will be discussed as well as strategies to foster and support continuous online professional learning communities through the use of digital tools. Participants will leave with a toolbox of ready-to-use resources to initiate, implement, and sustain the co-teaching model. Early findings from a research project focused on the co-teaching implementation will be shared.

Developing The Student's Midterm Evaluation Of Teaching And Learning (SMETL) Survey: A Learner-Centered Approach
William Estepar-Garcia, *University of Connecticut*; Aarti Bellara, *University of Connecticut*

Midterm teaching effectiveness feedback has received far less attention in the literature than similar end-of-term measures. The present study describes the first phase of the validation of SMETL survey. Results of a one-factor EFA with half of the original items revealed a structure that accounted for 62.5% of the variance.

Perceptions Of Technology And Engineering Education: A Phenomenological Inquiry Of Participant Experiences
Jeff Iwanicki, *Southern Connecticut State University*

This study discovers and categorizes perceptions of, and personal experiences of participants within Technology and Engineering Education programs in k-12 settings in U.S. education. Specific perceptions and experiences of Technology and Engineering education in individuals with differing educational backgrounds are explored, analyzed and categorized.

Moving Beyond Identifying Factors Of Student Attrition In Distance Learning Only Educational Environments
Jessica Pawlik-York, *Post University*

The purpose of the original study was to identity the factors that impact attrition for students in Distance Learning Only Educational Environments (DLOEEs) and communicate those working in DLOEEs. This study seeks to further address emergent factors While Enrolled.

Graduate Student Issues Committee Social (4:45 - 5:30pm)
Social   Merritt Foyer

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

Invited Plenary Keynote (6:00 - 8:00pm)
Plenary Session   Grand Ballroom

The Social Context Of Research Use
Jonathan Supovitz, *University of Pennsylvania, Center for Policy Research in Education*

Ever since Nathan Caplan (1979) first described the gulf between researchers and policymakers as two communities "living in separate worlds with different and often conflicting values, different reward systems, and different languages" researchers have sought to better understand how research knowledge is utilized in order to bridge the gap between research and policy. In this talk, University of Pennsylvania professor Jonathan Supovitz will summarize several dominant theories of how research is utilized and how these theories play out in practice. By distilling experimental studies of how people interpret research and the factors that moderate this process, Supovitz will illuminate the often tacit psychological and social factors that influence the ways that people interpret research and discuss ways researchers have discovered to ameliorate these processes.

Speaker Bio:
Jonathan Supovitz is a Professor of Education Policy and Leadership at the University of Pennsylvania's Graduate School of Education and Co-Director of the Consortium for Policy Research in Education (CPRE). Dr. Supovitz is an accomplished mixed-method researcher and evaluator and has published findings from numerous educational studies and evaluations of state and district reform efforts. His areas of specialty include education policy, school leadership, professional development, data use, classroom formative assessment, and state and district standards and accountability systems. He is a lead and co-investigator of numerous IES, NSF, and foundation sponsored research projects. He directs the Evidence-Based Leadership strand of the Mid-Career Educational Leadership Program at the University of Pennsylvania.

NERA Welcome Reception (8:00 - 11:00pm)
Social   Merritt North/Merritt South

Meet and mingle with your NERA colleagues at our welcome reception, featuring the Joe Carter Jazz Quartet.

Breakfast (7:00 – 8:00am)   Grand Ballroom

Session 4.1: Educational Leadership
Paper Session   Augusta

Chair: Steven Holtzman, *Educational Testing Service*
Discussant: Steven Holtzman, *Educational Testing Service*

Theorizing Leadership Beyond Opportunity-To-Learn: Reconceptualizing "Opportunity" And Distributed Leadership For Ed
Sousan Arafeh, *Southern Connecticut State University*; Theresa Marchant-Shapiro, *Southern Connecticut State University*

Distributed leadership has strong equity/democratic underpinnings and intents. Information on how to initiate impactful distributed leadership in schools is limited. This study conceptualizes ?opportunity? at distributed leadership's center and reconceptualizes beyond the opportunity-to-learn construct to create a more robust and actionable distributed leadership model for educational equity and

Mindfulness As A Prerequisite To Effective Leadership: Exploring The Constructs That Foster Effective Communication
Danette Day, *Fitchburg State University*; Jess Gregory, *Southern Connecticut State University*

Feedback plays an essential role in the development of educators and the evaluation of programs, but too often the information provided by feedback is unused. Meaningful feedback can create school climates that encourage risk taking and growth. Mindfulness is a prerequisite skill to use feedback and for effective communication.

Making Your Voice Heard: Developing Online Leadership Through Persuasive Writing
Simon Wang, *University of Connecticut*; Addison Zhao*, University of Connecticut*; Shiyu Song*, University of Connecticut*; Marissa Morassini*, University of Connecticut*; Scott Brown, University of Connecticut

This in-progress study investigates factors that influence online leadership development within the GlobalEd 2 Project. We examined 600 US middle school students' synchronous messages in an online simulation during the 2015 fall semester. Online leadership (sponsorships received) is found to be positively related to online presence and real-world country influence.

Adding Some Style Into Academic Leadership
Lisa M. Wisniewski, *Goodwin College*; Michael Wolter, *Goodwin College*

This study will examine the relationship between motivation and leadership styles for employees at a 4 year higher educational institution. This study will employ a survey assessment to a random sample of staff and faculty members of a college in Connecticut.

Session 4.2: Policies, Programs, and Assessment to Support English Learners
Paper Session   Boston

Chair: Francis Rick, *University of Massachusetts Amherst*
Discussant: Beth Ann Loveland Sennett, *The University of Hartford*

Current Practices In Test Accommodations In The Usa
Ella Banda, *University of Massachusets Amherst*; Stephen Sireci, *University of Massachusets Amherst*

This paper reviews the different types of accommodations given to Students with disabilities and English Learners in the United States. The results of our review can be used to develop and evaluate test accommodation policies that facilitate fair and valid assessments as more K-12 assessments become computer-based.

Where Is The Cognate Advantage? Latinate First Language English Learner Performance On The Biology Mcas
Mary Mitchell, *Salem State University / Salem Public Schools*

This study analyzed English learner performance on the June 2012 Biology MCAS and explored whether a Latinate first language conferred a linguistic advantage. Results indicated that English learners with a Latinate first language had statistically significant lower performance overall and across content domains and three levels of item linguistic complexity

Evaluating District Level Indicators For English Learners (Els) In Four Massachusetts School Districts
Gabriel Rodriguez, *University of Massachusetts Amherst*

Evaluation of district data for four comparable districts within Massachusetts. This study looks at a number of variables related to EL education for each district and looks at the relationship between these variables and EL achievement in the districts as measured by state tests.

Creating Successful Pathways For Students With Interrupted Formal Education.
Sankung Susso, *Touro College*

Students with interrupted formal education (SIFE) are faced with structural barriers such as poverty, segregation, and limited English proficiency. This study has identified evidence-based instructional strategies that have succeeded at creating pathways for SIFE. Implications for the study will be discussed.

Session 4.3: Postsecondary Perspectives and Pathways
Paper Session   Concord

Chair: Elisabeth Pyburn, *James Madison University*
Discussant: Gregory Thompson, *City College of New York, CUNY*

Academic And Social Integration In Relation To Persistence: An Investigation Of Asian And Non-Asian International Students
Suzan Kommers, *University of Massachusetts Amherst*; Duy Pham, *University of Massachusetts Amherst*

This study investigates the relation between social and academic integration and college persistence of Asian versus non-Asian international students in U.S. postsecondary institutions. By using a national representative sample, we found that academic and social integration predicts persistence differently for Asian and non-Asian students.

Higher Education Outcomes Of The IB Career-Related Programme: CTE Specialization Plus IB Rigor
Lori Mack, *International Baccalaureate*; Olivia Halic, *International Baccalaureate*; Emily VanderKamp, *International Baccalaureate*

The International Baccalaureate (IB) Career-related Programme (CP) combines the practical skills of career and technical education (CTE) with academic rigor and higher-order thinking skills. This study examines the college-going pathways of all CP graduates from US high schools between 2013 and 2015, with implications for college and career readiness.

The Validity Of International Baccalaureate Scores For Forecasting Academic Performance In Higher Education
Alison Smith, *International Baccalaureate*; John Young*, International Baccalaureate*

Test score validity is a key concept that is central for much of educational research. Admissions to higher education institutions may be partly based on International Baccalaureate's Diploma Program (DP) assessment scores. This is the first large-scale study to investigate the correlations between DP scores and later academic performance.

Session 4.4: Culture and Communicaton in Schools
Paper Session   Hartford

Chair: Joan Weir, *University of Connecticut*
Discussant: Francine Del Vecchio, *Caldwell University*

Understanding Perception As A Power For Education Practice (Assessment And Instruction)
Shu Chen-Worley, *Touro College*

The purpose of this research study is to examine the concepts of perception, assessment, and instruction, and understand their interplay in the self-fulfilling prophecy process. The findings confirm the self-fulfilling prophecy effect and contribute to the understanding of our own education practice - assessment (judgments) and instruction (decisions for practice).

Creating A Solution To School Violence: Opening The Walls Of The Classroom And Including Community Experts In Collaboration
Jayne Leh, *The Pennsylvania State University*

This project developed a theoretical model to identify and intervene with children to prevent the perpetuation of school violence using cross disciplinary teams of undergraduate students. Students collaborated with a cross disciplinary advisory board who were experts from across the country in their various fields.

From Isolation To Collaboration: Changing School Culture Through Faculty Development
Christina Pavlak, *Quinnipiac University*; Jessica Devine*, Quinnipiac University*

In this qualitative study we investigate the effectiveness of a change in structure of professional development (PD) and its impact on the culture of a university school of education. Data analysis indicated positive impacts on participants' perceptions of their own growth and development and of the school's culture.

Session 4.5: Educational Measurement: Group Differences and DIF
Paper Session   Montpelier

Chair: Gili Lushkov, *Plymouth State University*
Discussant: Jeanne Horst, *James Madison University*

Three Is A Crowd! Comparing Five Group Difference Methods For Small Samples
Monica Erbacher, *University of Arizona*; Thai Ong, *James Madison University*

We compare two bootstrap methods to conventional group difference methods in analyzing small samples. When groups are small (n=3) or the smaller group is non-normal, Welch's t yields the lowest false positive rate and bootstrap methods produce the most power. When the larger group is non-normal this pattern reverses.

Bayesian Inference Of The Hyperbolic Cosine Unfolding Model
Xiang Liu, *EdLab, Teachers College Columbia University*; Zhou Zhou; Hui Soo Chae; Gary Natriello

Rater accuracy is important in rater-mediated assessment systems. The Hyperbolic Cosine Model (HCM) can be used to examine rater accuracy. In this paper, we develop a Bayesian inference procedure for the model and introduce an efficient Markov Chain Monte Carlo (MCMC) algorithm. A simulation study investigates its performance.

When Is The Same Form A Different Test? Using Classical Equating To Adjust For Item Bias
Frank Padellaro, *University of Massachusetts*

While it is common to think of differentially functioning items as differences between manifest groups taking the same exam, a different perspective is that the two groups are taking two similar but not quite parallel forms, and therefore the scores between groups can be equated to adjust for bias.

Session 4.6: Action Research Making an Impact from Primary Grades to Post-secondary Education
Symposium   Providence

Chair: Mary E. Yakimowski, *Sacred Heart University*
Discussant: Manuela M. Wagner, *University of Connecticut*

Practitioner researchers will share and discuss action research studies conducted ranging from kindergarten to higher education. Special attention will be made to include comments on inclusion of multiple stakeholders during their study and how their results are used to make a real impact in the education setting.

Letter And Sound Identification With Readers' Workshop
April Lang, *Trumbull Public Schools*

This action research paper compared struggling kindergarten students in letter and sound identification who receive Readers' Workshop, a small group reading program developed by Lucy Calkins and a few others at Teachers College, and Fundations, a Wilsons phonics program, against those who also receive leveled literacy intervention (LLI) in Trumbull, CT. The practitioner/researcher's examined one elementary school with four kindergarten teachers and one reading specialist, all of whom completed an online survey based off of the PIRLS. I gather information from 15 students received LLI who received an extra 45 minutes of reading daily which included pre- and post-assessments for sound and letter identification, as well as a Fountas and Pinnell running record for each child. My findings suggest that all students mastered 26 letters for identification and 30/31 sounds for letter sound identification. Future avenues of study would be to expand the study across all elementary schools throughout the district, shorten the time line for giving all the assessments and have a parent survey.

Mathematic Problem Solving Using Ipads In The Elementary Level
Trisha Gracia, *New Canaan Public Schools*

In this quantitative study, I compared students' scores from pre- and post-assessment scores on performance tasks. I surveyed teachers on their perceptions of mathematics, problem solving and technology. In the questionnaire, an inverse relationship was evident with student and teacher confidence. The teachers felt more confident with mathematics and problem solving where the teachers observed the opposite with students. Teachers felt less confidence with technology, where technology scored higher for students. When looking at the analysis of the post-assessment scores, technology made the most impact with students in the general education classes. Future avenues of research on the impact of technology could focus on whole school analysis, English language learners, and special education students.

Investigating The Preparedness Of Secondary English Teachers To Service High School English Learners
Michelle Dunbar, *Stamford Connecticut High School*

This practitioner/researcher's study involved a mixed method design. I studied Westhill High School in Stamford, Connecticut's English teachers' perceptions of their ability to implement meaningful and appropriate instructional strategies for EL students within their classrooms. I also studies perceptions through surveys from students in high school English classes. Surveys measured English content teachers' background in terms of understanding the needs of EL students, and examined the degree to which they have been pro-vided with appropriate professional development opportunities on using effective and appropriate strategies and assessments for EL students in their English content classes.

Through interviews, I also examined the degree to which EL students felt that research-based pedagogy was integrated into their English-speaking classes. Then, I surveyed effective pedagogical strategies which could be used to address the needs of EL students through the review of scholarly research and key interviews. Results will be presented along with future avenues of research.

The 9th Grade Summer School And Transition: Social-Emotional And Academic Achievement Needs
Lataya Berry-Middleton, *Academy of Information Technology & Engineering*

Using a quasi-experimental design, I collected both qualitative and quantitative data as a means to investigate the relationship between a ninth grade summer program and ninth grade transition. I took a closer look into a ninth grade summer program's effectiveness in students' social-emotional development in regards to transition as well as student achievement based upon first quarter grades of participants versus nonparticipants. Future avenues of research are to focus on grades 9-12 in their transition and add a summer program component for each grade.

Teacher Preparation Programs: A Candidate Seeking Information On Field Experiences Availability And Usefulness
Lindsey Prusak

As part of this study, I describe current pre-clinical experiences, often called field experiences, in the teacher preparation program at Sacred Heart University's Farrington College of Education, and then compare these offerings to Fairfield University, University of Hartford, and UConn gathered through conducting a document analysis and interviews. I also thematically analyzed a survey to determine candidates' perspectives about the current offerings at Sacred Heart University highlighting which experiences were the most beneficial and least beneficial. Results and next steps will be shared.

Session 4.7: An Introduction to Data Visualization
Workshop   Merritt South

Facilitator: Damian Betebenner, *National Center for the Improvement of Educational Assessment*

The proliferation of data, in general, and education related data, in particular, over the last decade has been dramatic. Researchers and analysts across varied organizations now possess vast amounts of education related data ranging from assessment scores to finance data to GIS data. Turning data into useful information requires a transformation turning the raw number into an intelligible "story". One of the most important ways of accomplishing this transformation is through data visualization. Creating data visualizations capable of communicating the rich stories embedded within the data often requires customization that goes beyond what is available in most point and click statistical graphics applications. In this workshop participants will be gently introduced to various data visualization tools including the R software environment and the D3 javascript library to showcase tools capable of turning data into information.

Session 5.1: The Impact of Feedback & Reflection in K-12 Instruction and Professional Practice
Symposium   Augusta

Chair: Felice Billups, *Johnson & Wales University*
Discussant: Scott Borstel, *Johnson & Wales University*

This Symposium will focus on the impact of feedback exchanged between teacher and student, between teaching professionals, and feedback which can positively affect teaching, learning, and professional development. The theoretical frameworks of Bandura (1997) and Stufflebeam and Shinkfield (2007) will ground the research findings. The perspectives of these administrators, teachers, and students provide a holistic representation of the impact of coaching, reflection, feedback, and the role of self-efficacy on instruction and professional practice in K-12 settings. This Symposium is intended to present the results of these studies in order to generate discussion and debate regarding the implications and recommendations for effective strategies.

Determining Elementary Students' Mathematics Self-Efficacy And Attitudes Towards Mathematics Through Journal Writing
Tammy Greene, *Johnson & Wales University*

This paper discusses elementary students' self-efficacy and attitudes towards mathematics, using Bandura's (1997) self-efficacy framework to "measure the skills one has and a belief about what one can do under different sets of conditions with whatever skills one possesses" (p. 37). This sequential mixed-methods study explored grade 5 students' mathematical self-efficacy and enjoyment, after implementing a 10-week journal writing treatment. Research questions examined the differences between students exposed to journal writing and students who were not exposed, after controlling for initial differences on a pre-test, with respect to gender differences, mathematical self-efficacy and enjoyment, affective/attitudinal dispositions in the content of mathematics, and variances in gender perspectives revealed through the journal writing responses.

The Relationship Of Grade 12 High School Students' Perceptions Of Writing
Agnes Pelopida, *Johnson & Wales University*

This paper examines students' writing proficiency, using self-efficacy as a primary predictor of the actual outcomes, (Zimmerman & Bandura, 1994) where developing beliefs of self-efficacy are thought to increase outcomes (Bandura, 1997). This sequential mixed methods single case study explored the effectiveness of the writing curriculum in increasing grade 12 students' self-efficacy with respect to writing and exploring students' and teachers' perceptions of the writing process and the Senior Project Research Paper curriculum. The element of constructive feedback was explored by reviewing student and teacher assessments, and recommendations of the writing program under study, using Stufflebeam and Shinkfield's (2007) program evaluation model with emphasis on the implementation of the curriculum and outcomes.

Teacher Self-Efficacy In Giving Feedback To Students
Magdalena Ganias-Panagiotidis, *Johnson & Wales University*

This paper examines the impact of a program or practice on transforming low-performing schools into effective schools, where educators provide feedback to improve classroom learning (Hattie & Yates, 2014). This convergent mixed methods design examined teacher self-efficacy perceptions with respect

to using feedback to improve student achievement, and teacher perceptions of their confidence and ability to provide that feedback to their students.

Principals' Perceptions On Coaching, Supervision And Evaluation
Jason DeFalco, *Johnson & Wales University*

This paper explores the role of feedback contextualized within the practices of coaching, supervision, and evaluation. High poverty urban centers across the United States who strive to educate the most at-risk youth face many non-cognitive barriers and stressors brought on poverty (Fullan, 2006; Gregory, 2012). Principals are the greatest asset school districts have to overcome these challenges (Hess, 2013); however, high poverty districts often struggle to find skilled principals who can lead underperforming schools (Lane, Unger & Souvanna, 2014). Suggesting the need to rethink an approach to coaching, supervising, and evaluating principals (Honig, Copland, Rainey, Lorton, & Newton, 2010), this study evaluated new techniques to support principal improvement by investigating principals' perceptions of the effectiveness of the coaching, supervision and evaluation process and its impact on developing leadership capacity. Using the CIPP model (Stufflebeam & Shrinfield, 2007), a sequential mixed methods study was conducted, revealing principals' attitudes regarding "real-time" coaching and direct "on-going" feedback from their supervisor as the most impactful methods of improving their practice.

Session 5.2: Research Methods and Models
Paper Session   Boston

Chair: Hongyu Diao, *University of Massachusetts Amherst*
Discussant: Minkie English,

Factors Involved In The Decisions Of Islamic School Teachers Affecting Teacher Retention: A Discrete Choice Experiment
Alaa Abd-El-Hafez,

Using discrete choice experiment, this study re-conceptualized teacher retention as a series of decisions or discrete choices made throughout a teacher's career (as suggested by human capital theory) and has not been employed in this manner previously in educational research on teacher retention.

A Multitrait-Multimethod Analysis Of The Construct Validity Of Ethical Reasoning
Allison Ames, *James Madison University*; Chi-Hang Au, *James Madison University*

Ethical reasoning is conceptualized as an extension of an applied critical thinking framework, much different than traditional frameworks typically present the skill. For this reasoning, ethical reasoning assessments should correlate positively with critical thinking scores, but diverge from other ethics assessments. A multitrait-multimethod analysis is used.

The Effect Of Varying Item Thresholds On Categorical And Continuous CFA Estimators
Tanesia Beverly, *University of Connecticut*; D. Betsy McCoach*, University of Connecticut*

The robustness of maximum likelihood (ML) and weighted least squares (WLSMV) estimation techniques were compared for recovering parameter estimates when item distributions are asymmetric. WLSMV outperforms ML when factor loadings are high; however, ML outperforms WLSMV for recovery of correlations. WLSMV and ML perform similarly when items distributions are uniform.

Why Less May Be More When It Comes To Student Retention: A Time-Availability Test Of Tinto's Non-Alignment Hypothesis
Thomas Heinzen, *William Paterson University*; David Plested, *William Paterson University*; Yaroslava Goncharova, *William Paterson University*

We applied Tinto's (2012) non-alignment hypothesis to the hours and days when student support services are offered compared to when students are available to use them. Data visualizations suggest further testing of a "less is more" approach to improving college completion rates.

Session 5.3: Education Policy and Perspectives
Paper Session   Concord

Chair: Duy Pham, *University of Massachusetts Amherst*
Discussant: Tabitha McKinley, *New Jersey Department of Education*

Is Education Important? Education In U.S. Presidents' Inaugural And State Of The Union Addresses, 1790-2016
Gili Lushkov, *Plymouth State University*; Kathleen Norris, *Plymouth State University*

American Presidents have given very limited rhetorical attention to education in their annual address to the joint Congress or in their inaugural addresses to the nation. We identified and grouped educational words in textual corpora that span the American Presidencies from George Washington to Barack Obama and analyzed the results.

Where To Begin? School Reform In A Developing Country
Peter McDermott, *Pace University*; Nancy Allen, *Qatar University*

In this case study we examine the status of literacy teaching in rural Sierra Leone and those school reform priorities identified by local school leaders. The findings reported here will help others implementing school reform projects in Sierra Leone as well as in other developing countries.

Calculated Actions To Deliver Racial And Ethnic Equity In Education (CADRE3): Understanding Desegregation Through Cross-Cultural Examination
Christine Novak, *Lehigh University*; Petrina Davidson*, Lehigh University*; Tamique Ridgard*, Lehigh University*; Alana Telesford*, Lehigh University*

Integration in schools promotes educational equality for students from racial and ethnic minority backgrounds, yet it is difficult to successfully implement. Through a comprehensive literature review and cross-cultural fieldwork, students working in both the United States and the Czech Republic gathered and disseminated knowledge related to successful models of desegregation.

Student And Leader Perceptions Of High School's Impact On Student Motivation And Sense Of Purpose
Derek Palmisano, *West Hartford Public Schools*

This qualitative study investigated high school students' and high school leaders' perceptions of support for student motivation and sense of purpose. Similarities in perception include relationships, autonomy, and opportunities to explore as motivators. Inconsistencies in perception suggest a need to expand support for motivation, sense of meaning, and purpose.

Session 5.4: Advancing Coaching Research and Practice with Formative Assessment of Teacher Practices in High Poverty Schools

Symposium   Hartford

Chair: Adam Lekwa, *Rutgers University*
Discussant: Salika Lawrence, *Medgar Evers College, CUNY*

In this symposium we present research on an instructional coaching model based on formative assessment of teaching. The coaching model and its ongoing randomized controlled trial will be introduced, as well as case studies highlighting teacher outcomes and relationships between measures of student engagement and teacher practices.

The Classroom Strategies Coaching Model
Linda Reddy, *Rutgers University*

In this paper we will present the design and key components as well as emerging evidence of the Classroom Strategies Coaching (CSC) Model used in a large randomized controlled trial study conducted in high poverty elementary schools (Reddy, Fabiano, & Dudek, in submission). The CSC Model follows a detailed prescribed process that includes specific objectives and goals for each coaching meeting. Fidelity assessments for both coach and teacher components will be described.

Teacher Formative Assessment Case Studies
Christian Mathews, *Rutgers University*; Rebecca Lefkowitz, *Rutgers University*; William Davis, *Rutgers University*

Two coaching cases randomly selected from the larger CSC Model randomized controlled trial will be presented. The two separate case studies, a general education and a special education teacher cases will be presented. Each case study will detail the procedures, processes, fidelity assessment and outcomes of the CSC intervention. Key observations of each coaching process will be described. Results will also present baseline and post-intervention data collected by independent observers and teachers, as well as data collected by coaches throughout the intervention. Key similarities and differences between cases studies will be discussed. Single subject effect sizes will be computed on goals at baseline and post-coaching (Busk & Serlin, 1992). Implications for future research will be discussed.

Convergent Validity Between The Classroom Strategies Assessment System – Observer Form And The Cooperative Learning Observation Code For Kids
Adam Lekwa, *Rutgers University*; Deanna Buscetta*, Rutgers University*; Tziporah Halberstam*, Rutgers University*; Allison Hawkins*, Rutgers University*

This paper will present data on the relationship between the Classroom Strategies Assessment System – Observer Form (CSAS-O) and the Cooperative Learning Observation Code for Kids (CLOCK; Volpe & DiPerna, 2010), an instrument designed to provide estimates of class-wide student academic engagement during instruction. The CSAS-O was designed to detect differences in the use of specific instructional and behavior management strategies between teachers, and within teachers over time. Prior research on this instrument yielded evidence of predictive validity for student academic achievement (Reddy, Fabiano, Dudek, & Hsu, 2013) and evidence of correspondence with student ratings of the classroom environment (Nelson, Reddy, Dudek, & Lekwa, in submission). To date, the extent to which the CSAS-O relates to direct observations of student engagement has not been studied.

Session 5.5: Using Technology to Support Students Who Face Reading and Writing Challenges
Symposium   Montpelier

Chair: Carrie Hong, *William Paterson University*
Discussant: Geraldine Mongillo, *William Paterson University*

This symposium examines the way technology influences the reading and writing of students with learning disabilities or who are reluctant readers and writers. Working from diverse perspectives, each paper examines the influence of a different technology on a specific aspect of Literacy. Practical implications will be discussed.

Supporting Peer Revision Using Google Docs
Jessica Semeraro, *William Paterson University*

The purpose of this study was to investigate 6th grade students with learning disabilities and their use of Google Docs (GD) to facilitate peer revision for informational writing. A qualitative case study design was used to examine how students used GD to support peer revision. Constant comparative analysis with a separate quantitative revision and overall writing quality analysis was used. The findings indicate that students used key features in GD to foster collaboration during revision, they made improvements in overall writing quality, their revisions focused on adding informational elements to support organization of their writing and revisions were mostly made at the sentence level, and students were engaged while using the technology. Implications for instruction will be discussed.

The Influence Of Student Blog Use During Literature Circles
Michele Ruggiero, *William Paterson University*

This qualitative case study was conducted to investigate how incorporating blogs into Literature Circle Discussions could affect students' perceptions of reading and lead to a richer discussion of books in a fifth-grade classroom. In addition, student perceptions of blog use as well as differences in face-to-face discussions versus online discussions were explored. The study occurred over an eight week period in their general education classroom. Data sources included surveys, student work samples, blog posts, and reflective notes by the researcher. Constant comparative analysis was used and three themes emerged from analysis. The themes that developed were: students were engaged in literature through the blog, blogs influenced students to participate and be heard by their peers, and students' use of language of comprehension strategies and metacognition could be seen in their blog posts and discussions. Suggestions for further research and implications for classroom teachers are also included.

Close And Repeated Readings Using Fluency Technology As A Reading Intervention For Students With Learning Disabilities
Lindsy Michaels, *William Paterson University*

This study explores the use of close readings and repeated readings of shorter, complex texts to improve comprehension and fluency in eighth and ninth grade students with learning disabilities. This case study took place in a self-contained 8th and 9th grade classroom with 5 students with special needs. Each week the class engaged in 20-minute lessons and activities centered on a complex text. At the beginning and end of the week, each student read the text into a Chromebook, and earned a WCPM fluency score. Throughout the course of the eight-week qualitative study, anecdotal field notes, student surveys, comprehension and fluency pretests and post assessments, and student work samples from literacy activities were collected. Constant comparative analysis was used to analyze the data. The findings indicate that all students showed growth in their comprehension and fluency after engaging in repeated readings and close reading activities.

Session 5.6: Educational Measurement: Computer-based Testing and Scoring
Paper Session   Providence

Chair:
Discussant: Pamela Kaliski, *The College Board*

Improving Girls' Educational Opportunities In The Democratic Republic Of Congo: Evaluating The Vas-Y-Fille! Project
Alejandra Garcia, *University of Massachusetts Amherst*; Jennifer Randall, *University of Massachusetts Amherst*

Responding to barriers keeping girls from succeeding academically, the Vas-Y Fille! project was created. Presented are findings from four data collection waves over three years focusing on attendance/enrollment rates, and girls' reading/numeracy proficiency. Results from the first three waves indicate intervention components impact academic proficiency, and possibly enrollment.

Finding Cheaters-Detection Of "Ghostwriting" In College Applications With Authorship Identification Techniques
Yi Gui, *University of Iowa*

The study of interest is using interdisciplinary authorship identification techniques in linguistics, statistics and computer science to detect the ?ghostwriting? of college application essays, especially involving applicants from origin countries where hiring agents to complete online applications, write essays and recommendations, sometimes even paying substitutes to take tests are prevalent.

An Application Of A Longitudinal Diagnostic Classification Model
Matthew Madison, *University of Georgia*; Laine Bradshaw*, University of Georgia*

Diagnostic classification models (DCMs) are psychometric models that classify examinees according to their mastery or non-mastery of categorical latent traits. One limitation of DCMs is that they do not accommodate longitudinal data. This study develops and applies a longitudinal DCM to a pre-test/post-test designed study in mathematics education.

Session 5.7: Extreme Standard-Setting
Invited Symposium   Merritt North

Moderator: Moderator: Charles DePascale, *National Center for the Improvement of Educational Assessment*

As a field, we barely have our heads around standard setting on traditional large-scale assessments and now the landscape has exploded. Panelists will address issues such as standard setting across grade levels, for college- and career-readiness, on assessments of higher-order complex skills, on non-standardized assessments, and validating standards for new assessment programs and accountability systems.

Panelists:
Andrew Wiley, *ACS Ventures*

Ye Tong, *Pearson*

Invited Plenary Keynote

Plenary Session   Grand Ballroom

Going Public: How Researchers Can Engage With The Public
M.V. Lee Badgett, *University of Massachusetts Amherst, School of Public Policy*

The work of academics can matter and be influential on a public level, but the path to becoming a public intellectual, influential policy advisor, valued community resource or go-to person on an issue is not one that most scholars are trained for. In this talk, M. V. Lee Badgett will offer innovative strategies for researchers to use their ideas, research, and knowledge to change the world. She will also discuss practical ways that scholars can become more engaged with the public on a variety of fronts: online, in print, at council hearings, even with national legislation. This information will be useful for faculty at all stages, as well as for graduate students and post-docs.

Speaker Bio:
M. V. Lee Badgett is a professor of economics and the former director of the School of Public Policy at the University of Massachusetts Amherst. She is also a Williams Distinguished Scholar at UCLA's Williams Institute. Her research focuses on employment discrimination and poverty among LGBT people in the U.S., and the economic cost of the exclusion of LGBT people globally. Her latest book is The Public Professor: How to Use Your Research to Change the World (NYU Press). Prof. Badgett's policy-related work includes testifying as an expert witness in legislative matters and litigation, consulting with development agencies (World Bank, UNDP, USAID), analyzing public policies, consulting with regulatory bodies, briefing policymakers, writing op-ed pieces, speaking with journalists, and advising businesses.

Session 6.1: Contributions to Educational Research through Structural Equation Modeling
Symposium   Augusta

Chair: Scott Monroe, *University of Massachusetts Amherst*
Discussant: Sarah Finney, *James Madison University*

This session contributes to educational research via methodological studies in SEM. These presentations cover: 1) detecting DIF; 2) evaluating fit for categorical SEM; 3) the bifactor model as an alternative measurement model; and 4) handling missing data in large-scale assessments. Implications for applied educational researchers are stressed throughout.

On Goodness-Of-Fit For SEM Models With Categorical Data
Yooyoung Park, *University of Massachusetts Amherst*; Scott Monroe, *University of Massachusetts Amherst*

This presentation explores the evaluation of model fit for categorical data SEM models (e.g., Finney & DiStefano, 2006). In particular, the extent to which model fit indices are sensitive to the number of variable categories is investigated. The relationship between one notable fit index, RMSEA (Steiger & Lind, 1980), and the number of categories has been studied in both IRT (Maydeu-Olivares & Joe, 2014) and SEM (Monroe & Cai, 2015) frameworks, which have found the power to detect the model misspecification decreases as the number of categories decreases. The first presentation expands on these efforts in three ways: 1) additional popular fit indices, such as the CFI and TLI indices, are explored; 2) misspecification is defined in alternative ways; and 3) the behavior is explored via simulation as well as analytically at the population-level. The results from this research provide useful information when choosing and interpreting fit indices for categorical data.

A Comparison Of Two Baseline Model Approaches For Detecting Measurement Invariance Of Items
Hwanggyu Lim, *University of Massachusetts Amherst*; Scott Monroe, *University of Massachusetts Amherst*

The second presentation focuses on DIF for categorical variables within a CFA framework. Typically, the likelihood ratio test (LRT), which may be calculated using either the so-called free- or constrained-baseline model approaches, has been used for this purpose (e.g., Kim & Yoon, 2011). This research extends previous work by Kim and Yoon (2011) by studying the free-baseline approach (in addition to the constrained-baseline approach) using a mixed-item format test. Thus, the results of this study are important for informing which LRT approach performs best for categorical data SEM, in particular with mixed-item format tests.

Investigating A MIMIC-Model Method For DIF Testing With Small Samples
Francis Rick, *University of Massachusetts Amherst*; Scott Monroe, *University of Massachusetts Amherst*

The third presentation also concerns DIF but uses a multiple indicators and multiple-cases (MIMIC) model, following Woods (2009). When applying this method, items are tested for DIF by comparing the fit of a model where all studied items are assumed to have DIF to the fit of a model where the regression path representing DIF for one specific item has been removed. An appealing feature of this method, demonstrated by Woods (2009), is that it works relatively well even for small focal group sample sizes. Building upon this work, this study examines the method's effectiveness when the focal and reference group sample sizes are both small.

Fitting Unidimensional Models To Bifactor-Generated Multidimensional Data
Hongyu Diao, *University of Massachusetts Amherst*; Scott Monroe, *University of Massachusetts Amherst*

The fourth presentation concerns the implications of misspecifying a model as being unidimensional when it is in fact multidimensional. More specifically, this research concerns how well a unidimensional model fits data generated under a bifactor model (e.g., Reise, 2012) within an SEM framework. In this research, the effects of fitting a unidimensional CFA model to data generated under a bifactor model are investigated using a simulation study. These results are compared to those obtained from fitting the (correct) bifactor model.

How Missing Data Influence Fit Statistics And Indexes In Structural Equation Modeling
Duy Pham, *University of Massachusetts Amherst*

The fifth and final presentation focuses on missing data in SEM (Allison, 2003). In this study, the performance of the full-information maximum likelihood (FIML) estimator is studied for missing data in SEM. The simulation study design is modeled after a secondary data analysis from a large-scale assessment, and fit statistics and fit indices are studied. Thus, this research provides results regarding sampling distributions of fit indices under varying degrees of misspecification, which could prove valuable to educational researchers working with large-scale assessment data.

Session 6.2: Language, Culture, and Perspective
Paper Session   Boston

Chair: Suzan Kommers, *University of Massachusetts Amherst*
Discussant: Quintin Robinson, *Southern Connecticut State University*

The Racial Divide In South Africa And The United States: Perspectives From Principals
Arnold Dodge, *Long Island University*

South African and US schools are reflections of local communities and a larger socio-political environment situated in an historical context. While dejure segregation has been dismantled, why does defacto segregation flourish in both countries? Examining principals' perspectives regarding the racial divide may shed light on why change has stalled.

Research-Based Chinese Culture And Mandarin Language Immersion: A Case Study Of A Short-Term ICBI Project Abroad
Lilliam Malave, *University at Buffalo*; Wen Guo, *University at Buffalo*

A case study of a short-term research-based language-culture immersion project abroad that provided language and culture content courses, home- like stays and experiences to increase the Mandarin proficiency and Chinese cultural knowledge of nine participants. A mixed methodology investigation that generated data to determine project impact on the participants.

Bakker's Balance Model Of Reading Applied To 16-18 Year Old Students
Johan van der Jagt, *Bloomsburg University of Pennsylvania*; Donna Christensen*, Bloomsburg Area School District*

Bakker's Balance Model of Reading is a reading intervention stimulating either the left or right cerebral hemisphere. Left or right visual fields are covered while reading words with letters having varied font types and sizes, or words with similar patterns. Results indicate significant positive outcomes with high school students.

Session 6.3: Technology in Postsecondary Settings
Paper Session   Concord

Chair: Fusun Sahin, *University at Albany, SUNY*
Discussant: Rochelle Michel, *Educational Testing Service*

Online Experience Role In Student's Self-Regulation Skills.
Rasis Alanazi, *University of Connecticut*; Scott Brown, *University of Connecticut*

This preliminary study examined the correlations between student's previous online learning experience and online self-regulation (SR) skills. Data were collected from 33 students participating in a college online class. The results revealed that previous online experience was significantly associated with SR skills goal setting, self-evaluation, and help seeking.

Flipped Classrooms As An Experiential Learning Strategy: Do Faculty Adapt To Teaching With Instructional Technology?
Jennifer Broderick, *Johnson & Wales University*

Faculty challenged to incorporate instructional technology for flipped teaching strategies will need institutional support to develop their capacity (Fulton, 2012). The purpose of this multiphase mixed methods study was to explore faculty perceptions of instructional technology use with the flipped classroom teaching strategy in higher education experiential learning programs.

Through The Learning Glass: Student Perceptions Of The Lightboard Technology As A Learning Tool In College Courses
David Des Armier, Jr., *University of Connecticut*; Karen Skudlarek*, University of Connecticut*

The purpose of this presentation is to share a research study that investigated students' perceptions regarding a lecture capture technology, the Lightboard, as a way to enhance online video lectures and as a learning tool in college courses. The presentation will cover the literature review, method, results, and discussion.

Session 6.4: Influencing Student Actions Through Instruction, Feedback, and Format
Paper Session   Hartford

Chair: Jason Kopp, *American Board of Surgery*
Discussant: Kurt Eisele, *Wilkes University*

Effects Of Thematic Social Studies Instruction On Eighth Grade Students' Historical Reasoning Ability And Attitudes
Andrew Cloutier, *Wilton Public Schools*; Marcia Delcourt, *Western Connecticut State University*

The National Council for the Social Studies described the effective delivery of a social studies curriculum as being "meaningful, integrative, value-based, challenging, and active." Based on this premise, this study reveals the impact of a thematic-based curriculum on students' attitudes towards social studies-related tasks and historical reasoning.

Reduce Your G: Evaluating The Impact Of Quantitative Feedback For Writing Students
Randy Laist, *Goodwin College*

The purpose of this study is to evaluate whether providing writing students with numerical feedback regarding the frequency of technical errors in their writing assignments can be a useful tool for reducing the number of such errors in subsequent assignments.

The Effects Of Reading Mode And Format On Decisions
Anne Niccoli, *U.S. Coast Guard Leadership Development Center*

This study examined the effects of reading mode (tablet or paper), photos (two versions), and format (single or two pages) factors on decision making. Students were presented with an ethical prompt containing the same text but differed in reading mode, photos, or format, then made a decision.

Session 6.5: Putting Subscores in Perspective - Alternative Approaches to Providing Context to Stakeholders
Symposium   Montpelier

Chair: Jonathan Rubright, *National Board of Medical Examiners*
Discussant: Jonathan Rubright, *National Board of Medical Examiners*

There is a current robust and spirited discussion about the reasons for providing, or not, subscore information to stakeholders. In the situation where policy dictates the provision of subscores, the following papers consider approaches to place subscores into context meaningful to end users

Guidelines For Interpreting And Reporting Subscores
Daniel Jurich, *National Board of Medical Examiners*; Richard Feinberg, *National Board of Medical Examiners*

This study addresses questions surrounding the interpretability of a value-added ratio (VAR) index by proposing methods to quantify the statistical significance and an effect size for the index. In doing so, the study provides concrete practical guidelines for subscore interpretation and reporting. Findings indicate that subscores must exceed a VAR of 1.1 at minimum to meaningfully contribute to a user's score interpretation. In contrast to common guidance, subscores with VAR between 0.9 and 1.1 are redundant with the total score. Finally, reporting subscores with VAR below 0.9 would be misleading as the total score is a substantively better predictor of the construct that the subscore was intended to measure. Additionally, we discuss potential alternatives when subscores do not add value, yet must be reported.

Applying A Naïve Bayes Classifier To Subscores
Carl Setzer, *American Institute of Certified Public Accounts*

The purpose of this paper is to explore a Bayesian probability approach to subscores. Specifically, we implement one of several methods from the machine learning literature, where classification algorithms are widely used for problems such as spam detection, facial recognition, and medical prognoses. Here we explore the use of a naïve Bayes classifier for modeling the likelihood of a test-taker passing a test, given a response vector from a set of subscore items. For each subscore, we use the response vector to estimate the probability of passing the test using the classifier algorithm. We apply additional calibration procedures to increase the accuracy of the probabilities. The result is a profile of probabilities for each test taker indicating which areas they are more like a passer or a non-passer.

Using Subscore Performance To Predict Future Test Success
Matthew T. Schulz, *American Institute of Certified Public Accountants*

This paper approaches the topic of subscores with the question: what can we learn about test takers' pattern of subscore performance so far as providing them meaningful feedback that can allow them to improve their test performance? Data will consist of a cross section of test takers who have taken, failed, and then retaken a section of the Uniform CPA Exam. Changes in subscore performance will be studied to determine if there is a pattern of subscore change that differentiates test takers that pass a subsequent retake from those who fail to pass. A pair of questions will be addressed – 1) for those who pass the subsequent attempt, how did their performance, at the subscore level, influence their passing? 2) For those who fail the subsequent attempt, what was their pattern of performance at the subscore level, and how did it change from the initial attempt to the subsequent one?

Session 6.6: National Studies about Leadership with The National Assessment of Educational Progress (NAEP) Data
Symposium   Providence

Chair: James Campbell, *St. John's University*
Discussant: Marcella Mandracchia, *St. John's University*

This symposium presents five national STEM studies. It demonstrates how NAEP data can be used with different theoretical frameworks. The studies deal with a wide range of topics including students' use of technology, professional development, limitations of iPads, predictors of science achievement, and the effectiveness of school configurations.

Nationwide Impact Of Educational Technology Professional Development On Fourth Graders' Math Achievement (NAEP)
Ailene Cavaliere, *Lindenhurst School District, West Islip NY*

The purpose of this study is to determine if teachers' professional development that involves educational technology is a significant predictor for fourth graders' mathematics achievement on the 2009 National Assessment of Educational Progress (NAEP) after accounting for their SES, the resources available in their homes, and their gender. The focus of this research revolves around professional development that employs educational technology. The TPACK theoretical framework was used because "Teaching successfully with technology requires continually creating, sustaining, maintaining, and re-establishing a dynamic equilibrium between each component" (Mishra & Koehler, 2006 p. 20). The current study analyzes factors related to this theoretical framework. In summary, the results of the analyses show that the students of teachers having professional development that involved technology have higher mathematics achievement.

They're Not Just Texting: Grade 8 Students Use Of Technology Outside And Inside School Effects On Mathematic Achievement.
Amy Reynolds, *NYC Department of Education, St. John's University*

This research looks for evidence of a significant relationship between academic achievement and student technology use in school and outside school. In the 21st century, technology and the internet have become omnipresent in students' lives. There is little research on how students use the internet and how technology impacts on students' academic achievement. Even fewer studies focus on how students use the internet and technology at home and how technology use at home correlates to student achievement (Kolikant, 2009; Lei, 2009). The results indicate that a student's use of technology outside school is positively associated with student mathematic achievement in school. Another finding offers evidence that student technology use in school is negatively associated with student mathematic achievement.

Why Are Schools Buying So Many Ipads? The Influence Of Fourth Grade Students' Use Of Technology On Mathematics Achievement.
Stephen Draper, *Baldwin UFSD, NY*

The purpose of this study is to determine if SES, home resources, gender, and the use of instructional technology by students are significant predictors of mathematics achievement. There is extensive literature documenting the research on the relationship between SES and student academic achievement. Coleman was one of the first researchers to employ quantitative methods to link family SES with high achievement (Coleman, 1966). Jencks performed a sophisticated re-analysis that came to

the same conclusion (Jencks, 1972). This study concluded that the addition of these students' use of technology factors significantly increased the predictive power of the model where SES, home resources, and gender are significant predictors of mathematics achievement.

Improving American Students Science Achievement Scores.
Martin Craig, *Brewster School District, NY*

Recent international comparisons of twelfth graders' science achievement reveal that American students consistently lag behind other developed nations (TIMMS, 2010). This study examines potential malleable factors that predict science achievement for twelfth graders using 2009 data from the National Assessment of Educational Progress (NAEP). This research examines the types of attributions (Weiner 2010; Hareli & Weiner, 2002) that students make about successes and failures in science that predict science achievement in twelfth-grade students. The students' science self-concept was found to have a significant positive effect on science achievement. Similarly, the students' use of in-class activities, such as taking tests, reading the textbook, and problem solving/experimenting were found to be significant predictors of science achievement. However, the use of technology available in science classrooms and social peer interactions within science classes were found to be negatively associated with science achievement.

School Structure And Its Effect On Eighth Graders' NAEP Science Achievement.
Ainjinette Piccirella, *St. John's University*

The purpose of this study is to analyze the results of the eighth grade NAEP assessment in science and determine the type of school setting that significantly influences student achievement. The researcher developed factors using school, teacher, and student variables collected from the NAEP 2011 eighth-grade surveys. Gomez, Marcoulides, and Heck (2012) took a generalized model of variables that influence organizational performance to examine the effectiveness of school structure when comparing the different levels (K-8 versus middle schools). The variables in the model include organizational structure, organizational values, managerial processes, organizational climate, and teacher attitudes. This study finds that students attending K-8 schools have higher science achievement than those in middle schools. This finding confirms a similar result with the NELS:88 data (Eccles, Lord & Midgley, 1991).

Session 6.7: Grant Writing

GSIC Session   Merritt North/Merritt South

Moderator: Thai Ong, *James Madison University*

In this session, graduate students at NERA will learn about the grant writing process, gather tips on writing a good grant, and learn about different types of grants. The session will primarily focus on research and dissertation grants.

Panelists:

Stephen G. Sireci, *University of Massachusetts Amherst*

April Zenisky, *University of Massachusetts Amherst*

Kristen Huff, *Curriculum Associates*

National Perspectives on Research, Reporting, and Communicaton
Plenary Session   Merritt North/Merritt South

Moderator: Rochelle Michel, *Educational Testing Service*

In this first of two plenary panels, we will convene the entire NERA conference community for a conversation about research, communication, and stakeholder relationships. This panel features three individuals whose work focuses on communicating information about research results and use, as well as a NERA member who recently conducted a study about the research-practice gap.

Juliane Baron, *The American Educational Research Association*
Juliane Baron is the Director of Government Relations for The American Educational Research Association (AERA). In this role, she leads AERA's education and advocacy efforts on Capitol Hill and with federal agencies, serves as advisor to the Executive Director, and plays a strategic role with committees and coalitions that deal with research funding, research policy, and education. Previously, Baron has served as Deputy Director of Government and Public Affairs for the Population Association of America and the Association of Population Centers (from 2006 to 2014), the Deputy Director of the Social Policy Action Network (from 2001 to 2004), and Director of the Population Resource Center (from 2005 to 2007). For three years, Baron served as a legislative staffer in the Texas House of Representatives, followed by a two-year stint as Associate Research Scientist and Project Manager of the Welfare, Families and Children: Three City Study, a multi-investigator study housed at Johns Hopkins University.

Jill Barshay, *The Hechinger Report*
Jill Barshay is a Spencer Fellow in Education Reporting at the Columbia School of Journalism for the 2016-17 academic year, researching a book on Big Data and Education. She is also a contributing editor at The Hechinger Report, where she writes,"Education by the Numbers," a column about education data and research. She taught algebra to ninth graders for the 2013-14 school year. Previously, she was the New York bureau chief for Marketplace, a national business show on public radio stations. Her 2011 series for Slate, "Negotiation Academy," was ranked a top 10 business podcast on iTunes. She has also written for The New York Times, the Asian Wall Street Journal and the Financial Times and appeared on CNN and ABC News.

M.V. Lee Badgett, *University of Massachusetts Amherst, School of Public Policy*
M. V. Lee Badgett is a professor of economics and the former director of the School of Public Policy at the University of Massachusetts Amherst. She is also a Williams Distinguished Scholar at UCLA's Williams Institute. Her research focuses on employment discrimination and poverty among LGBT people in the U.S., and the economic cost of the exclusion of LGBT people globally. Her latest book is The Public Professor: How to Use Your Research to Change the World (NYU Press). Prof. Badgett's policy-related work includes testifying as an expert witness in legislative matters and litigation, consulting with development agencies (World Bank, UNDP, USAID), analyzing public policies, consulting with regulatory bodies, briefing policymakers, writing op-ed pieces, speaking with journalists, and advising businesses.

Bridget Thomas, *George Mason University*

Dr. Thomas is a senior education researcher with Quality Information Partners (QIP) in Fairfax, Virginia, and an adjunct professor of education policy and research methods at George Mason University. Her expertise includes education policy, research methods, early childhood education, and teacher evaluation. At QIP, she serves as a researcher, writer, analyst, and editor on contracts for the U.S. Department of Education, state educational associations, and foundations. Her writing and professional presentations place her at the intersection of research and practice, with a particular focus on translating data and information to meet the needs of different audiences.

Session 7.1: Looking Ahead to NERA 2017
Feature   Augusta

Craig Wells, *University of Massachuesetts Amherst*

Do you have an idea for the NERA conference that you think would make it even better? Is there a session format you would like to see at the conference? Do you have an idea for an invited panel that NERA members would really enjoy? This session is for those interested in collaboratively brainstorming innovative ideas for the NERA 2017 conference. All are welcome.

Daniel Jurich, *National Board of Medical Examiners*

Jason Kopp, *American Board of Surgery*

Whitney Smiley, *SAS*

Session 7.2: NERA Mentoring Program Happy Hour
Social   Parallel Post Bar

A key part of every NERA conference, the mentoring program provides graduate students with the opportunity to meet with professionals in the field. Mentors can provide individualized feedback on research projects and/or dissertations, as well as provide guidance during the conference. An opportunity for participants in the mentoring program to forget about those research projects and dissertations for an hour will be provided on Thursday afternoon

Living in a Post-Validity World: Cleaning up our Messick (6:30 – 8:30pm)
Presidential Keynote   Grand Ballroom

Charles DePascale, *NERA 2016 President, NCIEA*

Stay tuned for more information….

Presidential Reception (8:30 - 11:00pm)
Social   Merritt North/Merritt South

We brought back the photo booth, guys. You're welcome. Now go find some friends and a crazy prop and get in there! Or cut a rug to the sweet sounds of the returning DJ Charley. Or just enjoy chatting with your NERA colleagues one last time before we all head home tomorrow.

Breakfast & NERA Business Meeting (7:30 – 8:30am)   Salon D-G

Session 8.1: Item-Writing and Survey Development Workshop (8:30 – 11:30am)
Workshop   Augusta

Facilitator: Elizabeth Pyburn, *James Madison University*
Discussant: Deborah Bandalos, *James Madison University*

This workshop is designed for anyone who develops or uses attitude, personality, opinion, or other affective scales and for those who want to know more about best practices in affective scale construction. In the first part of the workshop we will review the research on such topics as the impact of vaguely worded and of negatively worded items, the optimal length of a survey, how many scale points to include, whether scale points should be labeled or unlabeled, whether to include a neutral option, and how item order effects may impact responses. We also introduce and discuss theories of response processing, and how these can inform our understanding of the effects of these scale characteristics. For the second part of the workshop, we will provide hands-on practice in writing and revising items. We will use the joint expertise of the workshop instructors and participants to provide feedback to participants on items they are currently developing or revising. We encourage participants to bring with them items they are developing for use in this part of the workshop.

Session 8.2: Teacher-As-Researcher Session: Feedback, Practice, and Perception
Paper Session   Boston

Chair: Gabriel Rodriguez, *University of Massachusetts Amherst*
Discussant: Margaret Lafontant,

A Gap Between Research And Practice: (Mis)Use Of Praise In Fourteen NJ Charter Schools
Heba Abdo, *Rutgers University School System Improvement Project*; Christian M. Mathews, *Rutgers University School System Improvement Project*; Carolyn Ross, *Rutgers University School System Improvement Project*; Linda Reddy, *Rutgers University School System Improvement Project*; Ryan Kettler, *Rutgers University School System Improvement Project*; Alexander KurzAlexander Kurz,

Praise is an important teaching strategy supported by much research. Yet, teachers in a previous study sample (n=543), especially those in upper grades, did not use it frequently or recognize its importance. This mixed-methods study uses interview and statistical-analysis to better understand this disconnect between research and practice.

Teachers Practices And Perceptions Regarding Procedural Fluency: An Explanatory Sequential Mixed Methods Design
Thomas Nobili, *University of Bridgeport*

The purpose of this short pilot study was to ascertain the perceptions and practices of teachers at a K-8 School on the development of procedural fluency in elementary aged children utilizing an explanatory sequential mixed methods design.

The Norms That Drive Teachers' Use Of Feedback From The SEED Evaluation Process To Improve Classroom Practice
Beth Ann Loveland Sennett, *The University of Hartford*

This paper provides select results from an exploratory study examining the norms that drive teachers' intentions to use feedback provided through the formal teacher evaluation process. Participants' reports reflected positive attitudes regarding the effect of the norms on their feedback implementation.

An Investigation Of High School Students' And Teachers' Perceptions Of Academic Achievement And Underachievement
Natalie A Morales, *Newburgh Free Academy*

This study concurrently investigated high school students' and their teachers' perceptions of factors affecting students' academic achievement and underachievement. Students' academic self-perceptions, attitude towards school, and motivation/self-regulation varied by academic program and gender. Teachers and students possessed insightful views for the causes and resolutions of high school students' underachievement.

Session 8.3: Recent Research with Problem Solving Style
Symposium   Concord

Chair: John Houtz, *Fordham University*
Discussant: Marcia Delcourt, *Western Connecticut State University;* Eric Larsson*, American Cruise Lines*

This session reports background, progress, results and discussion of five recent studies relating problem solving style to various cognitive, affective, motivational, and behavioral characteristics, including parenting styles contributing to the development of styles, individuals' creative achievements in different domains, achievement motivation, spirituality, and even career choices.

Edwin Selby, *Fordham University*; John Houtz, *Fordham University*

The introductory presentation briefly reviews the background of VIEW: An Assessment of Problem Solving Style and style research generally. Reliability and validity evidence are presented, as well as relationships to other style measures. The behavioral characteristics of each style are rooted in theories of personality and cognitive information processing, and impact ways that individuals create and "interact" with ideas alone and within dynamic group communication. Understanding style can aid group members draw out reluctant participants, understand and offer meaningful feedback, and work toward productive solutions to try. Benefits and limitations of groups created by "matching" styles are described.

Julia Neyen, *Fordham University*; Carolyn Volpe, *Fordham University*

This presentation reports two independent studies that examined the relationship of problem solving styles to parenting styles. Both studies used VIEW: An Assessment of Problem Solving Style and the Parental Authority Questionnaire (PAQ). Study 1 included 173 adults recruited using Mechanical Turk and Study 2 included 131 adults recruited using Qualtrics. Data were analyzed with stepwise hierarchical multiple linear regression. After controlling for age and gender, individuals who recalled and rated their mothers' parenting styles as more permissive were also those adults who rated their problem solving styles as more Explorer-type, preferring to work with fewer restrictions and preferring more novel responses to problems.

Maria Hanakis, *Fordham University*

The third presentation presents data on the relationship between adults' problem-solving styles and their creative achievement and the domains in which they are creative. The Creative Achievement Questionnaire (CAQ) and Kaufman's Domains of Creativity Scale (K-DOCS) assessed participants' creative "everyday," scholarly, and professional accomplishments and their recognition for such accomplishments across multiple domains, including visual arts, music, dance, architectural design, creative writing, humor, inventions, scientific discovery, theater and film, and culinary arts.

Michelle Gorelick, *Forhdam University*

This presentation reports the research considering problem solving style and academic achievement motivation. Data with VIEW and academic learning styles suggest that Explorer-styled individuals as opposed to Developers are more motivated towards mastery of new knowledge and skill. Similarly, External as opposed to Internal-styled processors were more motivated to demonstrate acceptable performance and to value more highly the availability of structure and/or authority in a learning environment.

Marc Steinmetz, *Fordham University*

This presentation presents data on the relationship between individuals' religious and spiritual beliefs and problem solving style. Students enrolled in psychology undergraduate courses from three different New York City universities participated in this study. Participants completed VIEW: An Assessment of Problem Solving Style and the Assessment of Spirituality and Religious Sentiments-Short Form. Results suggest that individuals with a more External as opposed to Internal problem solving style feel greater fulfillment from prayer. Suggestions for why this might be and implications of such a finding are offered.

Session 8.4: Games and Technology in Education
Paper Session   Hartford

Chair: Nick Curtis, *James Madison University*
Discussant: Shauna Sweet, *Nyla Technology Solutions*

Repurposing Commercial Technology For Classroom Use: A Case Study Using Goodreads
Matthew Duvall, *Drexel University*

This case study describes how the Social Infrastructure Framework (Bielaczyc, 2006) was used to guide the implementation of social networking technology in a high school English classroom. This framework can be useful for educators in systematically planning to integrate technology effectively in any content area.

Using Hierarchical Linear Model To Measure Growth Rate In A Gamified CBM Environment
Jian Liao, *The Pennsylvania State University*; JooYoung Seo, *The Pennsylvania State University*; Misty Patcyk, *The Pennsylvania State University*; Simon Hooper, *The Pennsylvania State University*

This study focuses on using hierarchical linear model (HLM) to calculate the growth rate of weekly scores of students, who use Avenue-PM Maze, a gamified CBM system. We also compared our result to the results in previous studies and propose a better solution to design gamified CBM system.

The Effects Of Technology On Academic Motivation And Achievement In A Middle School Mathematics Classroom
Andrea Olsen, *Madison Public Schools*; Ellina Chernobilsky*, Caldwell University*

As classroom instruction and standardized testing more heavily rely on technology, teachers must assess the effectiveness of their technological tools. This study evaluates the effects of an online, standard-aligned practice program on student motivation and academic achievement in a 6th grade inclusive mathematics classroom.

Session 8.5: Educational Measurement: Quantitative Methods
Paper Session   Montpelier

Chair: Hwanggyu Lim, *University of Massachusetts Amherst*
Discussant: Kim Colvin, *University at Albany, SUNY*

Content Expert-Elicited Information To Construct Prior Distributions For Item Response Theory Models
Allison Ames, *James Madison University*; Chi-Hang Au, *James Madison University*

Bayesian methods incorporate model parameter information prior to data collection. Eliciting information from content experts is an option, but has yet to be implemented for Bayesian item response theory (BIRT). This study aims to use ethical reasoning content experts to elicit, then incorporate, prior information for the BIRT process.

Quality Control Models For Tests With A Continuous Administration Mode
Yuyu Fan, *Fordham University*; Alina von Davier, *Educational Testing Service*; Yi-Hsuan Lee, *Educational Testing Service*

This paper systematically compared the performance of Change Point Models (CPM) and Hidden Markov Models (HMM) on score stability monitoring and scale drift assessment in educational test administrations using simulated data. The study will contribute to the continuing monitoring of scale scores for the purpose of quality control in equating.

Exploring The Agentic Engagement Of University Students
Kathryn Field, *The University of Connecticut*; Aarti Bellara*, The University of Connecticut*

Reeve and Tseng (2011) initially conceived of agentic engagement as proactive attempts to influence one's learning but, in their surveys, only included actions oriented at authority figures. This study tested a hypothesis that agentic engagement encompasses actions oriented at authority figures, peers, and oneself as well.

Type I Error Rates Of Ten Post-Hoc Comparison Procedures: A Simulation
Derek Sauder, *James Madison University*; Christine DeMars, *James Madison University*

Analysis of variance (ANOVA) analyses with post-hoc comparison procedures (PCPs) are popular in various fields of science. However, the vast number of options for PCPs can be overwhelming to researchers with limited statistical training. A simulation study is conducted to determine the ideal follow-up for a given data situation.

Session 8.6: Understanding Educational Leadership
Paper Session   Providence

Chair: Hyun Joo Jung, *University of Massachusetts Amherst*
Discussant: Maria Boeke Mongillo, *Central Connecticut State University*

Creating Holistic Partnerships: School And Afterschool Personnel Reports Of Partnership, Communication, And Academic Res
Kenneth Anthony, *Connecticut After School Network*

The current state of partnership between school and afterschool programs is often limited. The purpose of this study was to examine reports regarding partnership, communication, and academic resources. The study illustrated multi-layered communication and identified five key themes. The findings highlight the need to create communication to adequately support students.

Principal Leadership Continuity And Its Influence On New Jersey Elementary Schools' Academic Performance
Gerard Babo, *Seton Hall University*

This study explored the influence of principal leadership continuity on the academic performance of 160 New Jersey elementary schools. Results found that the odds of a school meeting proficiency in LAL increase 21% for every year of continued principal leadership.

Sustainable School Improvement: Suburban Elementary Principals' Capacity Building
Alison Clark, *Plainview-Old Bethpage Central School District, NY*

Raising capacity is a key task for principals. The purpose of this qualitative case study was to understand and describe suburban elementary principals' practices and perceptions as change leaders related to capacity building. The study further explored the reciprocal effects model on how principals responded to the changing environment.

Leadership Qualities Of Special Education School Principals In A Large Urban District
Rene Parmar, *St. John's University*

An analysis of the responses from over 7000 teachers on NYC School Survey was conducted to compare leadership qualities of principals of special education schools with their general education counterparts. Multivariate analyses included school demographic data as variables. Implications for instruction, school climate, teacher collaboration, and trust are discussed.

Session 8.7: Growth - You Get It, Right?
Invited Symposium   Salon A

Moderator: Moderator: Charles DePascale, *National Center for the Improvement of Educational Assessment*

It all seemed so simple in 2005 when states wanted to include growth in their assessment and accountability systems. Then it got real. What is growth? How do we measure it? How much is good enough? Who is responsible for it? The panel will discuss these issues as well as how we grow from here.

Panelists:
Damian Betebenner, *National Center for the Improvement of Educational Assessment*

Lisa Keller, *University of Massachusetts Amherst*

Peter Swerdzewski, *Curriculum Associates*

Session 8.8: How to Write a Curriculum Vitae
GSIC Session   Salon C

In this session, graduate students will learn about best practices for writing CVs. In the first half of the session, Dr. Jennifer Randall will give a short presentation; in the second half, there will be a Q&A.

Session 9.1: Educational Measurement: Novel Models
Paper Session   Hartford

Chair: Christopher Shane Kerr, *James Madison University*
Discussant: Bo Bashkov, *American Board of Internal Medicine*

DIF And DDF Analyses On Turkish High School Entrance Exam
Abdullah Asilkalkan, *Rutgers, The State University of New Jersey*; Levant Yakar, *Rutgers, The State University of New Jersey*; Ragip Terzi, *Rutgers, The State University of New Jersey*;

This study aims to investigate the differential item functioning (DIF) and differential distractor functioning (DDF) of Turkish High School Entrance Exam (SBS). In particular, Math section of 2011 SBS test was analyzed. Among 20 items, DIF was observed for 5 items, where 3 of 5 DIF items showed DDF.

Student Engagement In High School Mathematics: Using Markov Modeling To Explore The Constrained Curriculum Hypothesis
Michelle Blair, *National Assessment Governing Board*

This study investigates the factors involved in students' high school course selections, including prior performance and course availability. Markov models with transition matrices are used to analyze data from the 2005 National Assessment of Educational Progress (NAEP) High School Transcript Study. This novel application of Markov Modeling is also evaluated.

Comparing Missing Data Methods In The Context Of Propensity Score Matching: A Simulation
Kelly Foelber, *James Madison University*; Heather Harris*, James Madison University*; Elisabeth Pyburn*, James Madison University*

Most research to date on missing data in propensity score matching has investigated how to handle missing data on the covariate. In this simulation study, we compared three techniques for handling missing data on the outcome variable ? listwise deletion, stochastic regression imputation, and multiple imputation.

Session 9.2: Info Blitz #1: Leadership, Climate, and Organization in Schools
Info Blitz   Montpelier

Facilitator: Jennifer Randall, *University of Massachusetts Amherst*

Information Blitzes have become a popular format to allow a large group of researchers to present the highlights of their research in one session, while the audience has the opportunity to hear many diverse research topics. Each presenter will make a brief presentation, moving quickly from one presentation to the next. When all presentations are completed, audience members will be able to engage in extended discussions with individual presenters.

The Case For Context-Conditional Achievement Gap Analysis
Carina McCormick, *Buros Center for Testing*

Context-conditional achievement gap analysis can provide a better way to convey the complexities of reported gaps in test scores. The study presents interrelated results to demonstrate how much of the disparity in test scores between student racial groups is tied to the percentage of low income students in the schools.

Factors That Affect School Climate: A Case Study In London, England
Orlando Valentin, *University of Connecticut*

Qualitative research conducted by 16 graduate students from the University of Connecticut. Researchers were placed at four secondary schools and one primary school within the burrows of London. Researchers recorded regular autoethnographic vignettes as well as conducted interviews to collect information on what factors contributed to a positive school climate.

Researching Online Commentary Concerning Rural School Reorganization
Casey Jakubowski, *University at Albany, SUNY*

This research examines the online discussions which surround rural school reorganizations in upstate New York from 2000-2014. The research seeks to expand our understanding of community member agency during the reorganization process.   The research uses John Kingdon's Multiple Streams Model of Agenda Setting to examine the sources.

Preparing And Developing Connecticut Pre-Service Principals As Instructional Leaders
Olcay Yavuz, *Southern Connecticut State University*

The study is designed to explore how Connecticut in-service principals' perceived readiness for instructional leadership change by school level, location and experience. These results may be value to educators and policy-makers concerned with the quality of in-service educational leader preparation programs through revising and improving their curriculum and instructional strategies

Aliteracy In Pre-Service Teachers
Krislynn Dengler, *South Kortright Central School District*

This multiple case study research delves into the stories behind four pre-service teachers (two males and two females) to discover reasons behind their aliteracy. Attention to this important area is needed for change in teacher education.

Session 9.3: Info Blitz #2: Diversity, Perspectives, and Communication
Info Blitz   Providence

Facilitator: TBD

Information Blitzes have become a popular format to allow a large group of researchers to present the highlights of their research in one session, while the audience has the opportunity to hear many diverse research topics. Each presenter will make a brief presentation, moving quickly from one presentation to the next. When all presentations are completed, audience members will be able to engage in extended discussions with individual presenters.

The Conversational Repair Strategies Of Deaf/Hard Of Hearing Students During Writing Instruction
Joan Weir, *University of Connecticut*

This study uses data from a larger project to examine the discursive strategies used by students with hearing loss and their teacher to repair communication and work towards conversational cohesion. Findings from this study could be used to inform instructional strategies.

An Exploration Of Teachers' Perspectives On The Decision Process To Use Twitter Personal Learning Networks
Lauren Tucker, *Southern Connecticut State University*

This embedded case study provides valuable insights on teachers' decisions to use a Twitter personal learning network (PLN) after participating in physical or virtual training, the role of PLN support, and their PLN's influence on practice and informal learning.

Developing A Model Of Empathy, Systemizing, And Executive Function In Children With Autism
Jason Barr, *The IDEA Center*; JoAnne Cascia*, Kean University*

Associations between empathy, systemizing, and executive function in children with Autism were studied. Differences between empathy and systemizing will be explained, especially among children with Autism, and the underlying executive function skills for each were explored. Practitioners should target prerequisite skills prior to teaching social skills in children.

Teaching Race: How Popular Culture Has Reconceptualized Race In American History Social Studies Classrooms
Edward Lehner, *Bronx Community College, City University of New York*

In New York State Public Schools, social studies education centers on employing interdisciplinary approaches to help students learn civic values and historical events. Increasingly, due in no small part to the influence of popular culture, social studies education research is making fewer distinctions about race and ethnic identity.

A Comprehensive Measure Of Emotional Intelligence

Katherine Nolan, *Payoff*; Galen Buckwalter*, Payoff*; Ryan Howes*, Payoff*; Chris Courtney*, Payoff*

Contemporary assessments of emotional intelligence (EI) measure a small number of domains related to the awareness and management of emotions. We believe EI extends beyond those parameters. Our goal is to develop a measure of EI that is easy to use and understand and will provide useful feedback and instruction.

Parent Comprehension, Preference, and Use of Information about Measurement Error presented in Score Reports

Andrew Bryant, *Educational Testing Service*; Priya Kannan*, Educational Testing Service*

In this study, we evaluated how parents understand and use the information about performance-level placement and measurement error presented in a child's score report. Results from interviews with five parents indicate that parents have difficulties with interpreting this information. This provides useful feedback for future studies.

Session 9.4: Poster Session

Poster Forum   Merritt North/Merritt South

Lessons Learned In Formative Teacher Evaluation: An Instrumental Case Study
Heba Abdo, *Rutgers University*

Teacher evaluation scholarship has increased in response to research and policy (RTTT). However, few describe how schools can implement positive systems. This study describes teacher evaluation at one DC Charter that self-reports a thoughtfully-implemented system. It may facilitate understanding of the process, products, and lessons learned for other schools.

Number Of Discipline Referrals Written By New Vs. Experienced Teachers In Middle And High School
Amanda Adley, *Anne Arundel County Public Schools*

This research examines the number of discipline referrals written by secondary school teachers with 1-2 years of experience vs. those with more years of experience. The research is extended to address new vs. experienced teacher referral writing in the context of total special needs populations within high referring schools.

On Combating The Culture Of Teacher Stress: Building Resilience Through Mindful Gratitude Practice
Evelyn Bilias-Lolis, *Fairfield University*; Kathleen Croke*, Fairfield University*; Yanni Gacopoulos*, Fairfield University*; Kiera Russo*, Fairfield University*

This study aims to extend the therapeutic effects of mindful gratitude to teacher-specific variables. It was hypothesized that engaging in daily gratitude journaling would reduce teacher stress and increase job satisfaction. This study employed a multiple baseline, single subject design across three middle school teachers in an urban school district.

Science Teaching Methodologies: Transformation In Response To NGSS-Based Professional Development
Amanda Bozack, *Radford University*; Cindy Kern, *Quinnipiac University*; Rosemary Whelan, *University of New Haven*; Elizabeth Markello*, University of New Haven*

This study is part of a year-long project that introduced the NGSS to beginning teachers, their mentors, and their administrators. Analyses review pre- and post-intervention data related to teachers science teaching methodologies and their beliefs about science teaching.

Effects Of Home Resources And School Environment On Eighth-Grade Mathematics Achievement In Taiwan
Jiaqi Cai, *Boston College*

This study investigated the variation in eighth graders' mathematics achievement in Taiwan as a function of student- and school-level differences in home resources and the school environment by using hierarchical linear modeling techniques. Data of 4,605 eighth-graders and 140 principals from Taiwan who participated in the TIMSS 2011 were analyzed.

Longitudinal Impact of a Dialogic Reading Intervention in First and Second Graders
Deborah Carroll, Cheryl Durwin*,* Dina Moore, Kelly Robinson, Madeline Smith & Tanya Strontzer, *Southern Connecticut State University*

The number of first graders achieving grade-level reading comprehension, improved significantly following a dialogic reading intervention. Second grade scores indicated that the reading gains achieved during first grade, declined over the summer. However, comprehension improved significantly by the end of second grade after a second round of brief intervention.

The Relationship between Mate Selection Preferences and Academic Motivation
Marisa Cohen, *St. Francis College*; Karen Wilson, *St. Francis College*

This study examined the relationship between academic motivation and mate preferences. Participants (N = 374) were given the Mate Preference Questionnaire (MPQ: Buss, 2013) and the Academic Motivation Scale (AMS: Vallerand et al., 1992). There were significant correlations between several factors in choosing a mate and intrinsic motivation.

Developing Customized Software for Classroom Interventions
Matthew Duvall, *Drexel University*; Natalie Duvall, *Johns Hopkins University*

Over six months, we designed, developed, tested, and deployed a web-based application called Relate2Motivate as part of a larger dissertation project investigating the impact of adult feedback on student motivation and coping strategies. This case study describes the affordances and constraints of developing custom software tools for classroom interventions.

Using Regression Discontinuity to Examine the Effects of a Supplemental Intervention for Struggling Writers
William Furey, *University of Massachusetts Amherst*; Amanda Marcotte, *University of Massachusetts Amherst*; Craig Wells, *University of Massachusetts Amherst*

This study investigated effects of a supplemental intervention on writing skills of fourth graders identified as struggling writers. Results indicate the intervention was successful for improving struggling writers' ability to use accepted orthographic and grammatic conventions during composition. It was not effective for improving the broader domain of story quality.

What can homeschooling teach traditional educators? Political and practical perspectives
Joseph Jeffery, *Bridgeport Public Schools*

Through a set of interviews about K-12 homeschooling and individualized instruction with Republican Connecticut State Representative and Tang Soo Do Karate Grandmaster Charles Ferraro and with an experienced lead teacher in a low-incidence special education setting, this research found three clearly emergent themes: socialization, individualized instruction, and parent networking.

Assessing Dimensionality of Gray Silent Reading Test Data: an Item Response Theory Approach
Xiaoli Jiang, *The Pennsylvania State University*

Dimensionality assessment in reading is used to assess the number of subskills underlying reading processes. The present study aims to examine the dimensionality of a standardized reading test using an IRT approach in order to provide empirical support for test validity and to guide reading curricular design, instructions or interventions.

Military Learner Pass Rates in the Online College Environment
Tanya Longabach, *Excelsior College*

This study examines the impact of military status on the passing rates of exams, classes, and clinical practicum in the environment of an online nursing program. Active military duty learners had a higher rate of failing online exams, which awarded credit for prior knowledge, compared to the civilian student population.

Performance analysis of repeater examinees on constructed response tests
Tanya Longabach, *Excelsior College*

This study investigates constructed response (CR) test performance of repeat test takers who received an alternate and same form of the test on the second attempt. Different methods of equating CR tests are also explored.

Kindergarteners' Initial Social Problem-Solving Skills Predict The Relationship They Develop With Their Teacher
Amy Mace*, University at Buffalo, SUNY*; Claire Cameron, *University at Buffalo, SUNY*

We examined whether kindergarteners' entering social problem-solving skills contribute to the teacher-child relationship. Results showed teachers rated being closer to (p < .10) and having less conflict (p < .05) with children with higher Wally scores. Furthermore, findings for closeness depended on child age.

A Critical Analysis of the Extant Meta-Analytical Literature of Vocabulary Intervention Components
Amanda Marcotte, *University of Massachusetts Amherst*; Lauren Erickson, *University of Massachusetts Amherst*; Colleen Boyle, *University of Massachusetts Amherst*

The purpose of this study is to examine the effects of vocabulary intervention components for different populations of emergent and early readers, including students across stages of reading development from kindergarten through third grade, those identified as at-risk for later reading failure, EL students, and students receiving special education services.

An Opportunity to Shine. Access to Success through Oral and Written Explanations in Early Elementary Science
Christine McGrail, *University of Massachusetts Amherst*

How do oral and written explanations from second graders demonstrate learning during inquiry-based science activities? Results indicate that most students were able to communicate more learning orally than in writing.

Black, Brown and Broke: Using NAEP Data to Reveal the Best Region in the United States for Educational Achievement in Underserved Student Populations
Tabitha McKinley, *New Jersey Department of Education*

According to composite data, the Northeastern region of the United States of America is the highest in educational achievement. Using NAEP data, this paper provides a closer investigation of the scores for underserved populations to determine if marginalized groups of students within the region are higher than their peers nationwide.

Effect of Personality on Weight Loss Behaviors Among College Students: A Retrospective Study
Gloria McNamara, *Borough of Manhattan Community College*; Lesley Rennis, *Borough of Manhattan Community College*; Hardaye Hansen*, Borough of Manhattan Community College*; Lisa Grace, *Borough of Manhattan Community College*

This study investigates the relationship between personality type and successful weight loss among college students (N=42). The findings reveal four weight loss strategies to be correlated with significance to specific

personality traits. This information can be used to personalize behavior change leading more individuals to achieve healthy weight management

Addressing Anxiety in High School Students Through Social/Emotional Curriculum
Maureen Reed

This scientifically based research examines debilitating anxiety in high school students. The research includes results from interviews and analysis of questionnaire data. The results validate that debilitating anxiety does exist. Furthermore, the study encourages educational leaders to implement specific instructional strategies in order to lessen anxiety.

Relationship of Scores on PARCC Math Content Emphases Areas with Student Performance
Thomas Robertson, *University at Albany, SUNY*; Kimberly Colvin, *University at Albany, SUNY*

The purpose of this study is to investigate the relationship between items measuring emphasized content clusters, specified by the Partnership for Assessment of Readiness for College (PARCC), with students' overall performance on end-of-year assessments. We are interested in how the emphases are reflected in the make-up of the assessments.

Predicting Success in an Online Undergraduate-Level Introductory Statistics Course using Self-Efficacy and Values
Whitney Zimmerman, *The Pennsylvania State University*

Measures of self-efficacy and values were used to predict student success in an online undergraduate-level introductory statistics course. Student success was operationalized as final exam grades and whether or not the student completed the course with a grade of D or higher.

State and Local Perspectives on Research, Reporting and Communication
Plenary Session   Grand Ballroom

Moderator: Peter Swerdzewski, *Curriculum Associates*

Our final session of the conference will be a second plenary panel about communicating and using research results. This panel features individuals whose work focuses on reporting or using research in the context of particular states or districts in the Northeast, and will be moderated by a former assistant state commissioner. Grab lunch from the buffet and then join us in one last conversation about making an impact before we part ways.

Carrie Conaway, *Massachusetts Department of Elementary and Secondary Education*
Carrie Conaway is the chief strategy and planning officer for the Massachusetts Department of Elementary and Secondary Education. She leads the agency's Office of Planning and Research, which helps the state and districts implement effective policy and programs and make effective resource use decisions to improve student outcomes. She has served as the agency's principal investigator on numerous evaluations of state education programs and policy and has published two peer-reviewed articles on connecting research to practice. She led the development of the state's top-scoring, $250 million Race to the Top proposal and managed its implementation, as well as winning several other grants to support state research, evaluation, and data use initiatives. Her team also manages the agency's strategic planning and implementation process and builds tools that help districts benchmark their performance and deploy their resources more effectively. Previously she was the deputy director of the New England Public Policy Center at the Federal Reserve Bank of Boston and an associate editor of the Bank's flagship publication, Regional Review.

Sarah Darville, *Chalkbeat*
Chalkbeat is a nonprofit news organization committed to covering the effort to improve schools for all children, especially those who have historically lacked access to a quality education. In 2014, Chalkbeat's founder developed a tool called MORI (Measures of Our Reporting's Influence) to track the impact of the organization's journalism. Sarah Darville is Chalkbeat's national editor. She joined the team as a reporter in 2013 and then became bureau chief of Chalkbeat New York. She was previously a Google Journalism Fellow at the Nieman Journalism Lab, and has also written for the New York Daily News and the South Florida Sun Sentinel.

Kara Chesal, *New York City Department of Education*
Kara is a Senior Director on the Computer Science Education team at the NYC Department of Education, the largest school district in the nation. Kara joined CS4All in January 2016 to lead work with teacher training providers, universities, industry, and the wider CS education community, to support the ambitious goal of bringing CS education to all K-12 students by 2025. Prior to joining CS4All Kara served as the Director of Innovate NYC Schools, which she joined shortly after its launch in 2010. Here she led technology pilots with internal teams, early-stage companies, researchers, and educators. Kara's research interests include behavioral economics, decision-making, and policy informatics.

NERA At-A-Glance: Wednesday, October 26, 2016

	Augusta	Boston	Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South	Grand Ballroom
9:00am – 5:00pm	**Registration** (Main Conference Hallway)								
9:30am – 12:30pm	**0.1 NERA Board Meeting**						**0.2 Pre-Conference Workshop:** Propensity Score Analysis Workshop	**0.3 Pre-Conference Workshop:** Evidence-Centered Design Workshop	
12:30 – 1:30 pm	Lunch on Your Own								
1:30 – 3:00 pm	**1.1 Paper Session:** Teacher Observation, Evaluation, and Support	**1.2 Paper Session:** Non-Cognitive Constructs: Student Mental and Physical Well-Being	**1.3 Symposium:** What's Happening with our Nation's Students?	**1.4 Paper Session:** Non-Cognitive Constructs: Social, Emotional, and Ethical Considerations	**1.5 Symposium:** Riding Uphill: Addressing Issues in Teacher Preparation Programs	**1.6 Paper Session:** Educational Measurement: Applications	**1.7 In-Conference Workshop:** Writing and Submitting a Journal Article in 12 Weeks!	**1.8 In-Conference Workshop:** Using Mixed Methods To Tell the Whole Story	**1.9 Paper Session:** Preschool and Early Childhood (**Salon A**)
3:15 – 4:45 pm	**2.1 Paper Session:** Educational Measurement: IRT and Categorical CFA		**2.2 Paper Session:** Active Learning in Secondary and Post-Secondary Settings	**2.3 Symposium:** Educator Evaluation: Findings and Dissemination Strategies from REL Northeast and Islands	**2.4 Paper Session:** Supporting Secondary Students	**2.5 Paper Session:** STEM Education in Secondary and Post-Secondary Settings			**2.6 Roundtable Sessions (Salon E-G)**
4:45 – 5:30 pm	**Graduate Student Issues Committee Social** (Merritt Foyer)								
6:00 – 8:00 pm	**Invited Keynote:** Jonathan Supovitz, University of Pennsylvania, Center for Policy Research in Education – *The Social Context of Research Use*								
8:00 – 11:00 pm	**NERA Welcome Reception** ft. Joe Carter Jazz Quartet (Merritt North/South/Foyer)								

NERA At-A-Glance: Thursday, October 27, 2016

	Augusta	Boston	Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South
7:30 am–5:00 pm	**Registration** (Main Conference Hallway)							
8:30 – 10:00 am	**4.1 Paper Session:** Educational Leadership	**4.2 Paper Session:** Policies, Programs & Assessment to Support ELs	**4.3 Paper Session:** Postsecondary Perspectives and Pathways	**4.4 Paper Session:** Culture and Communication in Schools	**4.5 Paper Session:** Educational Measurement: Group Differences and DIF	**4.6 Symposium:** Action Research Making an Impact from Primary Grades to Post-secondary Education		**4.7 In-Conference Workshop:** An Introduction to Data Visualization
10:15 – 11:45 am	**5.1 Symposium:** The Impact of Feedback & Reflection in K-12 Instruction and Professional Practice	**5.2 Paper Session:** Research Methods and Models	**5.3 Paper Session:** Education Policy and Perspectives	**5.4 Symposium:** Advancing Coaching Research and Practice with Formative Assessment of Teacher Practices in High Poverty Schools	**5.5 Symposium:** Using Technology to Support Students Who Face Reading and Writing Challenges	**5.6 Paper Session:** Educational Measurement: Computer-based Testing and Scoring	**5.7 Invited Symposium:** Extreme Standard-Setting	
12:00 – 2:00 pm	**Invited Keynote:** M.V. Lee Badgett, University of Massachusetts Amherst, School of Public Policy – *Going Public: How Researchers Can Engage with the Public* (Grand Ballroom)							
2:15 – 3:45 pm	**6.1 Symposium:** Contributions to Educational Research through Structural Equation Modeling	**6.2 Paper Session:** Language, Culture, and Perspective	**6.3 Paper Session:** Technology in Postsecondary Settings	**6.4 Paper Session:** Influencing Student Actions Through Instruction, Feedback, and Format	**6.5 Symposium:** Putting Subscores in Perspective - Alternative Approaches to Providing Context to Stakeholders	**6.6 Paper Session:** National Studies about Leadership with NAEP Data	**6.7 GSIC Session**: Grant Writing	
4:00 – 5:30 pm	**Plenary Panel:** National Perspectives on Research, Reporting, and Communication (Merritt North/South)							
5:30 – 6:30 pm	**7.1** Looking Ahead to NERA 2017							**7.2** Mentoring Program Happy Hour (**Parallel Post Bar**)
6:30 – 8:30 pm	**Presidential Address:** Charles DePascale, National Center for the Improvement of Educational Assessment – *Living in a Post-Validity World: Cleaning up our Messick* (Grand Ballroom)							
8:30 – 11:00 pm	**Presidential Reception** ft. DJ Charley & Photobooth (Merritt North/South/Foyer)							

NERA At-A-Glance: Friday, October 28, 2016

	Augusta	Boston	Concord	Hartford	Montpelier	Providence	Merritt North	Merritt South	Grand Ballroom
7:30 – 11:30 am	Registration								
7:30 – 8:30 am	*NERA Business Meeting* (Grand Ballroom)								
8:30 – 10:00 am	**8.1 In-Conference Workshop:** Item-Writing and Survey Development Workshop	**8.2 Teacher-As-Researcher Session:** Feedback, Practice, and Perception	**8.3 Symposium:** Recent Research with Problem Solving Style	**8.4 Paper Session:** Games and Technology in Education	**8.5 Paper Session:** Educational Measurement: Quantitative Methods	**8.6 Paper Session:** Understanding Educational Leadership			**8.7 Special Session:** Growth - You Get It, Right? (**Salon A**) **8.8 GSIC Session**: How to Write a Curriculum Vitae (**Salon C**)
10:15 – 11:30 am				**9.1 Paper Session:** Educational Measurement: Novel Models	**9.2 Information Blitz**	**9.3 Information Blitz**	**9.4 Poster Session**		
11:30 – 1:30 pm	**Closing Plenary Panel & Lunch**: State and Local Perspectives on Research, Reporting & Communication (Grand Ballroom)								

GRAND BALLROOM

SALON A

SALON G

SALON B

SALON D

SALON F

NORTH

SOUTH

SALON C

SALON E

MERRIT ROOM

PRE-FUNCTION

ASSEMBLY AREA

PROVIDENCE | MONTPELIER | HARTFORD | CONCORD | BOSTON | BOARD ROOM | AUGUSTA