



NERA 2023

Where Do We Go From Here? Shaping the Future of Education Together

54TH ANNUAL MEETING OF THE
NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION
TRUMBULL, CT
OCTOBER 18-20, 2023

Program Version: 2.0





WELCOME FROM THE PRESIDENT



Dear Colleagues,

I am thrilled to welcome everyone to the 54th annual conference of the Northeastern Educational Research Association (NERA)! The NERA 2023 Conference Co-Chairs Francis O'Donnell, Sarah Ferguson, Maura O'Riordan, and Mina Lee have worked tirelessly over the past year to craft a fabulous program for you, and we cannot wait to host all of you in Trumbull, CT for this spectacular event.

Inspired by the theme ***Where do we go from here? Shaping the future of education together***, more than 100 presentations were accepted and assigned to symposium, paper, poster, roundtable, and panel sessions. Highlights of the program feature two esteemed keynote speakers. On Wednesday evening, Dr. Jamila Lyiscott (a.k.a. 'Dr. J') will take the main stage with her keynote titled *"The Future of Racial and Educational Justice is Now"*. Then on Thursday at noon, Dr. Fabienne Doucet will deliver the second keynote titled *"With Their Dreams as Our Compass: Immigrants, Education, and Where We Go From Here"*. We also have six amazing workshops spread across the two and a half days of the conference, so be sure to attend the ones of interest and enhance your professional development. Graduate students can enjoy the annual social as well as a session sponsored by the Graduate Student Issues Committee (GSIC). Last but not least, you are welcome to socialize and connect with colleagues at two receptions. The Wednesday evening welcome reception will feature The Three Minute Thesis (3MT) competition. The Thursday evening presidential reception will host karaoke with Frank Padellaro, following my presidential address.

My sincere gratitude for making this event possible goes to everyone who has contributed in so many ways, including the conference co-chairs, the committee chairs and members, the Board of Directors, the executive team, all proposal reviewers, session chairs, presenters, and discussants, and all dedicated members and attendees like you. I would also like to thank our generous institutional members for sponsoring the conference. We couldn't advance NERA's mission and field of educational research without your support.

It has been my honor to serve all of you as NERA President. I cannot wait to see you, learn from you, and celebrate your accomplishments.

Welcome to NERA 2023, and make the most of your time with us!

Bo Bashkov, PhD
NERA President

WELCOME FROM THE CONFERENCE CO-CHAIRS

Welcome to NERA 2023, everyone! Whether you are attending for the first time, or returning for your 15th year (or more!), we are so excited to have you join us for the 54th Annual Meeting of the Northeastern Educational Research Association. Our theme for this year's conference is *Where Do We Go From Here? Shaping the Future of Education Together*, looking forward to the future of education and education research while we also seek to learn from the past and gain from the experiences of the last few years.

The conference begins on Wednesday, October 18th with a selection of workshops voted on by the membership. Covering topics such as measurement development, Bayesian statistics, generative AI applications, and validity, there is a wide range of options for those engaging in related research. Following the workshops and afternoon sessions, the Graduate Student Issues Committee (GSIC) will hold their yearly social. Then, during dinner on Wednesday we will hear from our first keynote speaker Dr. J in her talk titled "The Future of Racial and Educational Justice is Now." Following dinner and this presentation, we will host our Welcome Reception including the return of the Three Minute Thesis (3MT) competition!

On Thursday, October 19th the conference will continue with a full day of presentations, symposia, roundtable discussions, poster sessions, and social events. We will start the day with a New Member Breakfast set aside specifically for those who are new to NERA, held just next door to the main breakfast area. Another workshop will be offered on Thursday morning, focused on the design of multilevel cluster randomized studies and achieving adequate power for analysis. At lunch time we will welcome our second keynote speaker Dr. Doucet and hear her presentation titled "With Their Dreams as Our Compass: Immigrants, Education, and Where We Go From Here." Paper, poster, and roundtable sessions will be held throughout the day, and the NERA Mentoring Program will host their happy hour event in the hour before dinner. Then, Thursday's dinner will conclude with the Presidential Address by our own NERA 2023 President Bo Bashkov. Finally, we will wrap up our longest conference day with the NERA Presidential Reception, featuring a karaoke night!

For our final conference day on Friday, October 20th, we will start the day with the NERA Business Meeting being held during breakfast in the morning, so plan to get up early and join us for important conversations about the business of the association. Our final workshop will be held on Friday morning, looking at the use of generative AI in assessment applications. A panel presentation hosted by the Educator as Researcher Committee will take place later that morning on the evolving nature of K-12 education and making sense of research within this context. Paper presentations will be offered throughout the morning as well, with all sessions closing just before noon. A to-go snack will be available for everyone as we say farewell to NERA 2023 and head off to the real world again for another year.

We have worked hard on the conference program this year, and we hope that everyone who attends finds ways to engage with the theme as we shape the future of education and educational research together!

Francis O'Donnell, Maura O'Riordan, Mina Lee, and Sarah Ferguson
NERA 2023 Conference Co-Chairs



NERA 2023 SCHEDULE AT A GLANCE

WEDNESDAY	
8:30 am - 5:30 pm	<i>Registration Table Open (Foyer)</i>
9:00 am - 12:00 pm	Workshop: An Introduction to Key Components of Bayesian Inference
10:00 am - 12:00 pm	Workshop: Quantitative Instrument Development: Creating Questionnaires to Measure Constructs
1:30 - 3:00 pm	Panel: Reimagining the Role of Schools in Promoting Mental Health, SEL, and Resilience <i>Paper Sessions / Symposia</i>
1:30 - 4:30 pm	Workshop: Technical Foundations of Generative Artificial Intelligence: Applications to Measurement Workshop: Theory of Action: Guiding Assessment Design and Validity Research
3:15 - 4:45 pm	<i>Paper Sessions / Symposia</i>
5:00 - 5:45 pm	Graduate Student Issues Committee Social (Foyer)
6:00 - 8:00 pm	Dinner and Wednesday Keynote Address: Dr. Jamila "J" Lyiscott (Ballroom)
8:00 - 11:00 pm	NERA Welcome Reception (Merritt)
THURSDAY	
8:00 am - 5:30 pm	<i>Registration Table Open (Foyer)</i>
7:00 - 8:15 am	Breakfast (Ballroom) & NERA New Member Breakfast (Salon)
8:15 - 9:45 am	Workshop: Designing Adequately Powered Multilevel Studies Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation <i>Paper Sessions / Symposia</i>
10:00 - 11:30 am	<i>Paper Sessions / Symposia / Roundtables / Poster Session</i>
11:30 am - 1:00 pm	Lunch and Thursday Keynote Address: Dr. Fabienne Doucet (Ballroom)
1:15 - 2:45 pm	<i>Paper Sessions / Symposia / Roundtables / Poster Session</i>
3:00 - 4:15 pm	<i>Paper Sessions / Symposia / Poster Session</i>
4:30 - 5:45 pm	Panel: Catalysts for Engagement: Culturally Responsive Teaching Strategies to Promote Deep Learning Among Marginalized Groups <i>Paper Sessions / Symposia</i>
5:45 pm - 6:30 pm	NERA Mentoring Program Happy Hour (Parallel Post Bar)
6:30 - 8:30 pm	Dinner and Presidential Address (Ballroom)
8:30 - 11:00 pm	NERA Presidential Reception (Merritt)
FRIDAY	
8:00 am - 10:00 am	<i>Registration Table Open (Foyer)</i>
7:00 - 8:30 am	Breakfast and NERA Business Meeting (Ballroom)
8:30 - 10:00 am	<i>Paper Sessions / Symposia</i>
8:30 - 11:30 am	Workshop: Integrating Generative AI in Assessment Engineering: Hands-On Training with ChatGPT
10:15 - 11:45 am	Panel: Evolving K-12 Education: How Scholars Make Sense of Their Research in a Rapidly Changing World <i>Paper Sessions / Symposia</i>
11:45 am - 12:45 pm	Farewell and To-Go Snack (Ballroom)

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.
- Helping to increase NERA's visibility with multiple audiences, including graduate students.

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

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.

THANK YOU TO OUR SPONSORS!

We extend our sincere appreciation and gratitude to our generous organizational and institutional sponsors. Without their support, the 54th Annual NERA Conference would not be possible. Information about our sponsors can be found throughout the program.

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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 2023 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 2024. 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.

EDUCATOR-AS-RESEARCHER AWARD

The Educator-as-Researcher 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.



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The MCAT exam is one of many AAMC resources designed to help admissions officers make informed decisions about the academic readiness of applicants. Learn more at aamc.org/admissions.

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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 wish to extend a big **thank you** to all the NERA members that gave their time to review proposals! An extra special thank you to those that reviewed more than their assigned number of proposals or jumped in as emergency reviewers.

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LOCATION

All Events for the NERA 2023 conference take place at Trumbull Marriott Merritt Parkway Hotel in Trumbull, Connecticut:
180 Hawley Ln, Trumbull, CT 06611 Phone: (203) 378-1400

REGISTRATION

The NERA 2023 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 18th: 8:30 am - 5:30 pm

Thursday, October 19th: 8:00 am - 5:30 pm

Friday, October 20th: 8:00 am - 10:00 am

CONFERENCE MEALS

NERA attendees typically dine together Wednesday evening through Friday breakfast. All meals are included with conference registration. The last session ends on Friday at 11:45am, at which time to-go snacks will be available in the main ballroom.

BUSINESS CENTER

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



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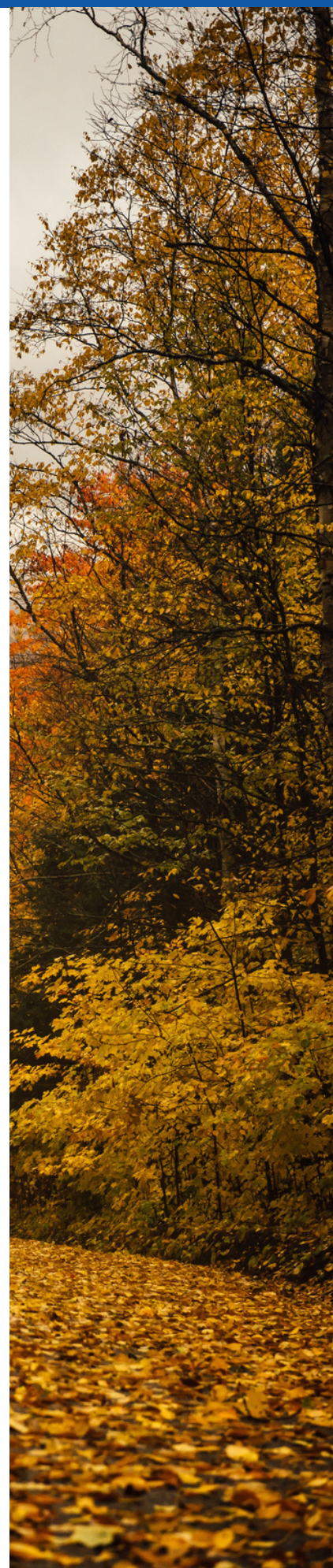
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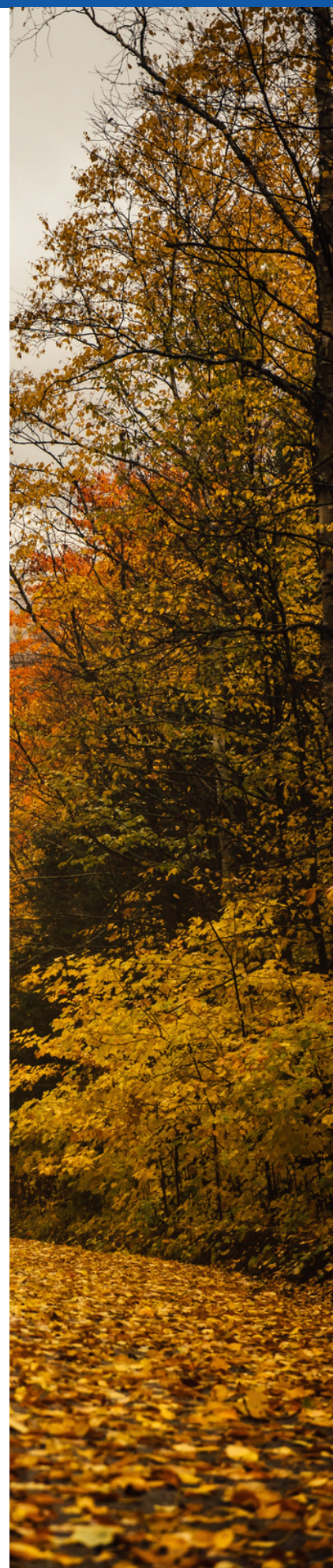
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NERA 2023 KEYNOTE SPEAKERS

NERA 2023 Conference KEYNOTE SPEAKER

WEDNESDAY
October 18, 2023 @ 7pm

Trumbull Marriott Shelton
Trumbull, CT

Jamila Lyiscott, Ph.D. ('Dr. J')
Associate Professor of Social
Justice Education, UMass



See page 30 for more information.

NERA 2023 Conference KEYNOTE SPEAKER

THURSDAY
October 19, 2023 @ 12pm

Trumbull Marriott Shelton
Trumbull, CT



Fabienne Doucet, Ph.D.
Executive Director of the NYU Metropolitan
Center for Research on Equity and the
Transformation of Schools

See page 41 for more information.

WEDNESDAY, OCT 18
DAY 1

NERA

9:00 - 12:00

Merritt South

An Introduction to Key Components of Bayesian Inference

WORKSHOP

Brian C. Leventhal, *James Madison University*

Understanding Bayesian statistics is an important skill for researchers and practitioners of educational research. This workshop presents a conceptual introduction to the foundations of Bayes, including: 1) specifying a prior distribution, 2) summarizing evidence using a likelihood function, 3) forming a posterior distribution, and 4) making inferences. The workshop is designed at an introductory level to be accessible to attendees wishing to familiarize themselves with Bayesian techniques. Although some technical details will be discussed, the focus is on a conceptual understanding, making this workshop accessible to all educational researchers.

10:00 - 12:00

Merritt North

Quantitative Instrument Development: Creating Questionnaires to Measure Constructs

WORKSHOP

Stacey Kite, *Johnson & Wales University*

This interactive working session will guide participants through the development of a quantitative questionnaire. The session will begin with the identification of the purpose and resulting actions of the study in which the instrument will be used. Next, the session will assist participants in operationally defining variables and constructs and selecting existing literature and instruments to support them. Finally, after defining the study population, participants will learn how to develop new items and modify existing instrument items for their study. Participants are encouraged, but not required, to bring a researchable topic, literature to support the topic, and existing instruments.

1:30 - 4:30

Merritt North

Technical Foundations of Generative Artificial Intelligence: Applications to Measurement

Seating for this session is first come, first served

WORKSHOP

Susan Lottridge, *Cambium Assessment*

Generative artificial intelligence tools, like ChatGPT, are likely to deeply impact education and measurement, by changing what is taught and how it is taught, what constructs are measured and how they are measured. We, as measurement professionals, should know their design, potential use, and issues. This session will describe, in detail, the architecture of these models, provide examples of use of these tools in measurement, and discuss issues and opportunities in assessment. Participants will learn the steps in building models for each phase of the architecture and will leave with code that can be run to implement their own models.

WEDNESDAY, OCT 18
DAY 1

NERA

1:30 - 4:30

Merritt South

Theory of Action: Guiding Assessment Design and Validity Research

WORKSHOP

Andrea Pope & Ross Markle, *DIA Higher Education Collaborators*

Whether you are a seasoned assessment professional, a graduate student building a new assessment, or somewhere in between, this workshop is for you. A Theory of Action (ToA) provides a strategic overview of assessment components, action mechanisms, and impacts as well as the connective tissues among them. This ensures that assessment programs contain all the relevant components to lead to the desired impacts while providing a roadmap for vital validity research. Workshop participants will engage in an active and collaborative process for building ToA's for themselves or others, using real-world examples – or even one of your own!

1:30 - 3:00

Montpelier/Providence

Reimagining the Role of Schools in Promoting Mental Health, SEL, and Resilience

INVITED PANEL

Panelists: Stuart Grossman, *Touro University*; Ellen Margolin, *Touro University*; Rebecca Clark Stoyanova, *Johns Hopkins University*; Peling Li, *Johns Hopkins University*; Vik Joshi, *Columbia University*; Amra Sabic-El-Rayess, *Columbia University*

Chair: Vik Joshi, *Columbia University*

In this panel session, researchers will discuss their work on reimagining resilience in schools and communities through professional development with educators and increase of mental health services in our schools, addressing the pressing issue of trauma and its role in education, and the untapped potential of social and emotional learning (SEL) in K-12 and higher education.

Join us for a meaningful conversation on how we can reshape education for a healthier future!

WEDNESDAY, OCT 18
DAY 1

NERA

1:30 - 3:00

Boston/Concord

Exploring Variation in Populations and Outcomes: Challenging Design Conventions in Study Parameters

SYMPOSIUM

Discussant: Benjamin Kelcey, *University of Cincinnati*

Chair: Dea Mulolli, *Western Michigan University*

Presenters: Dea Mulolli, *Western Michigan University*; Benjamin Kelcey, *University of Cincinnati*; Eric Hedberg, *Abt Associates*; Jessaca Spybrook, *Western Michigan University*; Fangxing Bai, *University of Cincinnati*; Yanli Xie, *Florida State University*; Kyle Cox, *University of North Carolina at Charlotte*; Amota Ataneka, *University of Cincinnati*; Nianbo Dong, *University of North Carolina Chapel Hill*; Megan Bogia, *Abt Associates*

This symposium aims to emphasize the significance of design parameters that exhibit practical variations across levels of clustering, samples, outcomes, and educational roles. By highlighting these differences, we hope to underscore the importance of considering the nuanced and significant impact they can have on research outcomes.

Statistical Power of Main and Moderator Effects for Planning Cluster Randomized Trials to Improve Student Achievement in Science, Mathematics, and Reading

Designing Regression Discontinuity Studies to Detect Multilevel Mediation Effects

Design Parameter Values for Multilevel Mediation Studies of Teacher Development

Estimation, Statistical Power, and Optimal Sample Size Allocation in Partially Nested Multisite Clustered-Randomized Trials

Modern Issues in Test Development

PAPER SESSION

Discussant: Becca Runyon, *Educational Testing Service*

Chair: Wendy Jean Sonstrom, *LEARN*

Rigorous Test Development: The New Core Principles and the Pillar Practices

Marjorie Wine, *ATLAS, The University of Kansas*; Alexander Hoffman, *AleDev Research & Consulting*

This paper presents the eight New Core Principles and the five Pillar Practices of Rigorous Test Development (RTD): an item-centric principled approach to test development that focuses primarily on item validity (rather than reliability). RTD was inspired by Evidence Centered Design (ECD).

Observing College Students' Perceptions of Culturally Responsive Test Items

Chris Patterson, *The University of Iowa*

Many test companies have focused on how K-12 students perceive culturally responsive test items, but what about college students? This study used cognitive interviews to collect students' observations and opinions of culturally responsive items modified from a local information literacy test. Results indicate heightened potential for culturally responsive tests.

Content and Cognition Traits of High Quality Valid Test Items

Marjorie Wine, *ATLAS, The University of Kansas*; Christy Glore, *ATLAS, The University of Kansas*; Alexander Hoffman, *AleDev Research & Consulting*

This paper offers a set of principles to apply in item development and item evaluation during the test development process that focuses on the substantive content of items and their ability to elicit evidence of the targeted cognition for the range of typical test takers.

Generating Items Using Large Language Models: Exploring Psychometric Characteristics

Chris Foster, *Caveon*

This paper presents an innovative approach to item generation in psychometrics by utilizing Large Language Models (LLMs). It investigates the psychometric characteristics of items generated using these models, including test level and item level characteristics ranging from reliability to DIF.

WEDNESDAY, OCT 18
DAY 1

NERA

3:15 - 4:45

Boston/Concord

Issues and Solution for Assessment in Competency-Based Education in Higher Education

SYMPOSIUM

Discussants: Megan Good, *James Madison University*; Des Floyd, *University of Kansas*

Chair: Thanos Patelis, *University of Kansas*

This symposium involves three presentations and two commentaries about issues, solutions and recommendations for the assessments in competency-based education (CBE) programs in higher education. As CBE programs increase, the assessment development and maintenance increase in complexity, scope, and labor. Practice-oriented principles and procedures will be provided, and solutions shared.

Anything Special about Assessments in Competency-Based Education Programs

Thanos Patelis, *University of Kansas*

Assessment in CBE: Considerations for Online, High-enrollment Institutions

Laura Williams, *Western Governors University*

Assessment Approach & Lessons Learned from a Competency-Based Teacher Preparation Program

Courtney Castle, *University of Kansas*

3:15 - 4:45

Hartford

Language, Learning, and Mathematics: Exploring Connections

PAPER SESSION

Discussant: Marcia Delcourt, *Western Connecticut State University*

Chair: Siyu Wan, *American Board of Internal Medicine*

Words Matter: Effect of Manipulating Storybook Texts on Parental Math Talk

Muanjing Wang, Elida Laski, Marina Vasilyeva, *Boston College*

The current study was designed to test the effects of manipulating storybook texts on the quantity and quality of extra-textual math talk parents and preschool children produce during storybook reading.

The Influence of Bilingualism on Children's Self-Efficacy in Mathematics From a Sociocultural Perspective

Yuhwa Hong, *University of Massachusetts Amherst*

This study explores the relationship between bilingualism and self-efficacy beliefs in mathematics through a sociocultural perspective. The study utilizes explanatory sequential mixed methods with 2019 TIMSS data and interviews with Korean-American families. Findings indicate that bilingualism can enhance positive self-efficacy beliefs by providing diverse perspectives and meaningful challenges for learning.

Relation Between Preschool Teachers' Knowledge of Early Math Development and Amount of Math Instruction

Jiwon Ban, Elida Laski, *Boston College*

This exploratory study investigated teachers' knowledge of early math development, amount of math instruction, and their relation. Preschool teachers (N=76), in general, were able to identify developmentally appropriate math goals across the domains of numeracy, patterning, geometry. In addition, teachers reported more frequent math instruction than noted in previous studies.

3:15 - 4:45

Montpelier/Providence

Policy Dynamics in Education: Exploring Equity, Governance, and Student Success

PAPER SESSION

Discussant: Cecile Sam, *Rowan University*

Chair: Javier Suarez-Alvarez, *University of Massachusetts Amherst*

The Policy Effect: The Unseen Influence That Sabotages Title 1 Schools' Progress

Michele Williams, *Fordham University*

This phenomenological, qualitative study examined how high-stakes accountability policies influenced the leadership experiences and decision-making of principals from Title 1 schools in New York City. This study concluded that these external education policies were restrictive, discriminatory, expanded structural inequities, created disadvantaged learning environments, and undermined the work of principals.

The COVID-19 Pandemic: Change, Equity, and Technology Highlight Policy Challenges

Tricia Stewart, Katie Lever, Marigrace Walker, *Western Connecticut State University*

This qualitative case study focused on Connecticut and New York Teachers to better understand the ways that existing policies and on-going policy decisions were implemented during the COVID-19 Pandemic. Findings suggest that economically advantaged districts were able to better meet the challenges faced with the Pandemic.

WEDNESDAY, OCT 18
DAY 1



Higher Education Title IX Administrators as Policy Actors: Street-Level Bureaucracy and Beyond

Rebecca Natow, *Hofstra University*

This study examined how higher education Title IX administrators view themselves and act as policy actors. Data sources included interviews with 28 Title IX administrators from across the U.S. Findings illuminate how these administrators interpret, implement, advocate for, and create policy, and how they use discretion when implementing federal law.

Amistad Policy Inquiry and Analysis

Jocelyn Auerbach Klein, *Cherry Hill Public Schools*

New Jersey's Amistad legislation mandates the inclusion of quality and accurate Black history education in PK-12 public schools and establishes a commission to help districts incorporate Black history into curricula. However, it fails to provide clear guidance on effective implementation. Policy revision must address professional development and meaningful, interdisciplinary integration.

5:00 - 5:45

Ballroom Foyer

Graduate Student Issues Committee Social

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

WEDNESDAY, OCT 18 DAY 1

NERA

6:00 - 8:00

Main Ballroom

Dinner & Invited Keynote Address by Dr. Jamila Lyiscott (aka Dr. J)

The Future of Racial & Educational Justice is Now

PLENARY SESSION



In this talk Dr. J will draw on her community-engaged research, poetry, and activism to call us to the 'nowness' of enacting racial and educational justice. Grounded in fugitive and decolonial approaches to research and practice, this talk will invite attendees to design equitable social futures that breathe life into the work of the present moment.

Dr. Jamila Lyiscott a.k.a 'Dr. J' is an Associate Professor of Social Justice Education. Her community-engaged research focuses on racial equity, youth activism, and the power of hip-hop and spoken word in education. Dr. J is a community-engaged scholar, nationally renowned speaker, and the author of *Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom*. She serves as an Associate Professor of Social Justice Education at the University of Massachusetts Amherst, where she is the founding co-director of the Center of Racial Justice and Youth Engaged Research.

Learn more about her at <https://jamilalyiscott.com/about/>

8:00 - 11:00

Merritt

NERA Welcome Reception and 3MT Competition

SOCIAL

Keep the excitement going at our welcome reception where you can catch up with old friends and meet new NERA colleagues. We are bringing back the fan favorite from last year – the Three Minute Thesis (3MT) competition! The academic competition focuses on fostering effective presentation and communication skills. Participants have three minutes to explain the breadth and significance of their research project to a non-specialist audience. Come watch and support our graduate student competitors!

THE
THREE MINUTE THESIS
COMPETITION

THURSDAY, OCT 19 DAY 2

NERA

7:00 - 8:15

Salon EFG

New Member Breakfast

SOCIAL

If you are new or new-ish to NERA and would like to meet others in our amazing organization, please join us for breakfast/coffee before starting your day on Thursday. You're welcome to drop in and ask questions about NERA and connect with new and seasoned members.



Grab breakfast in the main ballroom and join us in Salon EFG!

7:00 - 8:15

Main Ballroom

Breakfast

Join us for breakfast in the main ballroom to fuel up for an exciting day full of sessions!

8:15 - 9:45

Montpelier/Providence

Designing Adequately Powered Multilevel Studies Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation

WORKSHOP

Ben Kelcey, Fangxing Bai, Amota Ataneka, *University of Cincinnati*; Yanli Xie, *Florida State University*

We describe the conceptual logic and mechanics of multilevel studies (e.g., cluster-randomized trials) and train participants in how to plan multilevel studies with adequate statistical power to detect main, mediation, and moderation effects. We introduce participants to the free PowerUp! software (implemented in Shiny Apps, an R package, and Excel, see <https://www.causalevaluation.org/power-analysis.html>) designed to estimate the statistical power to detect main, mediation, and moderation effects across a wide range of designs (e.g., cluster-randomized, multisite, partially nested, regression discontinuities). The workshop combines lecture with hands-on software practice. Participants should bring a laptop to the session.

8:15 - 9:45

Augusta

Advantages and Implications of Incorporating Qualitative Data in Education Research: Across Contexts

SYMPOSIUM

Discussant: Elena Silla, *University of Delaware*

Chair: Hannah Smith, *Assumption University*

Presenters: Paul Pacheco, *Worcester Polytechnic Institute*; Andrew McReynolds, *Worcester Polytechnic Institute*; Itay Kohen, *Worcester Polytechnic Institute*; Maddy Berube, *California State University - Fresno*; Gabriella Morra, *University of Delaware*; Christina Areizaga Barbieri, *University of Delaware*; Paul Reimer, *AIMS Center for Math and Science*

Quantitative and qualitative methods are used in education research and each have their own unique affordances and limitations, partially dependent on contexts, participants and methodologies. This symposium argues for the broader use of qualitative and mixed methods approaches within education research to uncover deeper details of participant perspectives and experiences.

8:15 - 9:45

Boston/Concord

Exploring Educational Inclusivity in Higher Education: Strategies and Reflections

PAPER SESSION

Discussant: Chris Patterson, *The University of Iowa*

Chair: Jonathan Steinberg, *EurekaFacts*

Principles for Culturally Affirming Assignments: Supporting all Higher Education Students

Adrian D. Martin, *New Jersey City University*

The purpose of this inquiry is to conceptually explore higher education assignments as culturally affirmative learning experiences. Culturally affirming assignments offer students an opportunity to meaningfully employ cultural insights and understandings to advance their learning. The value of these assignments are of benefit to all members of a classroom community.

Unlearning School: The Impact of a Social Justice Foundation Course on Preservice Teachers

Marissa Bellino, Jasneet Kaur, *The College of New Jersey*

This paper presentation will share experiences of preservice teacher participation in a social justice foundations course as part of a secondary education teacher preparation program. Our goal was to investigate the ways in which preservice teachers' unlearned school and raised their awareness as a result of taking this course.

Restorative Practice in Higher Education: Why Aren't We Doing It?

Sousan Arafeh, Patricia Gagliardi, *Southern Connecticut State University*

Restorative Practice (RP) approaches to misconduct and harm in educational settings have increased in the past 20 years. The research literature reflects substantial interest and proliferation in K-12 settings, but not comprehensively in institutions of higher education. This paper shares findings of this literature review.

Undergraduate Experiences With Mistakes in the College Classroom

Maleka Donaldson, Liz Rodriguez Sehara, Ruth Gomez, *Smith College*

Learning from mistakes is shaped by the culture of the classroom context and day-to-day interactions with teachers and peers. Through interviews, we explore undergraduate experiences with mistakes made in their courses and majors, as well as perspectives on feedback, intellectual risk-taking, and facing academic challenges.

8:15 - 9:45

Hartford

Advancing STEM Education: From Diversity Initiatives to Novel Interventions

PAPER SESSION

Discussant: Tricia Stewart, *Western Connecticut State University*

Chair: Turea Hutson, *Drexel University*

A Systematic Literature Review of Pipeline Programs Aimed to Diversify STEM Professions

Jade Caines Lee, *University of Kansas*; Daniela Cardoza, *University of Iowa*

There are a number of pipeline programs intended to increase the number of historically marginalized students of color (HMSOC) in science, technology, engineering, and mathematics fields. We seek to conduct a systematic literature review of pipeline programs and initiatives seeking to increase representation and inclusion of HMSOC in STEM fields.

Learning Improvement in STEM: Responding to Faculty Situational Factors

Laura Lambert, *James Madison University*; Megan Good, *James Madison University*

Learning improvement projects are large, complex, time-consuming, and rarely seen in the literature. One STEM department set out to undertake a learning improvement project, learned that the data was already available to evaluate a large curricular change, allowing them to evidence learning improvement even with overwhelmed faculty.

(Sessions details continued on next page)

Shaping STEM Career Exploration through Virtual Reality: Creative Collaborations and Interventions

Marjorie Blicharz, Sarah Ferguson, *Rowan University*

This paper will detail the first-year findings of a NSF Broadening Participation EHR study, STEM-VRCE, on the impact of 360 virtual reality (VR) on career development, self-efficacy, and interest in STEM fields amongst undersupported groups in rural communities.

An Exploratory Constructivist Grounded Theory Study: The Binary Thought Processes of Science Teachers

Alecia Redway, *Yonkers Public Schools*

Using constructivist grounded theory, this study explores the binary thought processes of science teachers when interpreting students' scientific models that are comprised of drawings. The study highlights the role of culture in shaping science teachers' interpretation and offers educational implications for decolonizing science assessment practices and engaging in ongoing research.

10:00 - 11:30

Merritt

Innovations and Insights in Assessment: From DEIB to AI Applications

POSTER SESSION

Chair: Katrina Roohr, *Educational Testing Service*

Innovative Assessment (Co)Design Approaches to DEIB Competency Development in Adults

Des Floyd, *University of Kansas Achievement & Assessment Institute*

KU completed its first pilot of DEIB competencies. Upon completion of the 15-week pilot, participants can earn credits if they submit assessment artifacts. This requirement produces feelings of fear in many participants since the assessments require rigorous and ongoing self-reflection. There is a need for innovative DEIB assessments that incorporate co-design.

The Effect of Patient Race on ChatGPT's Probability of Success When Answering Medical Test Questions

Nina Braum-Bharti, *Germantown Friends School*; Miles Baldwin; Peter Baldwin, *NBME*

Although AI systems have successfully answered medical exam questions, one concern is that their response preferences may be based on construct-irrelevant item features. In this study, ChatGPT was given medical questions rewritten to include patient race. Despite being medically irrelevant, race was found to affect ChatGPT's success on these items.

Regression Discontinuity Designs within a Latent Variable Framework: Measurement Considerations for the Accuracy of the Treatment Effect

Sarah Hammami, *Buros Center for Testing, University of Nebraska Lincoln*

This study applies a regression discontinuity designs (RDDs) to a randomized control trial (RCT) dataset to illustrate the advantages and limitations when the outcome is latent in nature. Two models with different estimators and bandwidth sizes are analyzed. This applied project serves as a preliminary investigation for a thesis project.

The Impact of Q-matrix Misspecification and Use of Q-matrix Validation Method for Classification Accuracy

Xiaoli Jiang, *Penn State University*

Q-matrix plays an essential role in any CDA analysis since it provides the specification of attribute-item relationship. The present study explores the impact of Q-matrix misspecification by using an empirical Q-matrix validation method.

Classification Accuracy and Consistency of a Depression and Anxiety Scale Cut Scores on Salvadoran Students

Fernando Mena Serrano, *University of Massachusetts Amherst*

This study investigates the Classification Accuracy and Consistency of the RCADS-25 depression and anxiety subscales used in a nationwide evaluation in El Salvador. Findings suggest strong Classification Consistency on both subscales, whereas Classification Accuracy is strong on the depression but not the anxiety one, making it prone to misclassification.

Test Length and Sample Size Requirements for Applying the IRT-IPL Model to Formative Assessments

Eduardo Crespo Cruz, Lisa Keller, *University of Massachusetts - Amherst*

This research investigates the fitness of an IRT IPL model to gather helpful information from a formative assessment. With 28 multiple-choice items and 33,137 examinees, we propose to address the minimum number of items (test length) and sample size required to achieve 'acceptable calibration.'

Diversity, Equity, Inclusion, and Justice in Education

ROUNDTABLE SESSION

Chair: Jordana Simmons, *Rowan University*

Table 1: DEIJ in Higher Education

Autoethnographic Tactics to Addressing the College Enrollment Crisis

Anika Thrower, *Borough of Manhattan Community College/CUNY*; Alex Evangelista, *Borough of Manhattan Community College*

This autoethnographic project chronicles a small segment of nontraditional and marginalized college graduates and provides context for successful degree attainment. Raw anecdotal perspectives from those willing to reveal their accounts are crucial to empowering today's college students and helping educational researchers develop solutions to the enrollment and retention crisis.

Breaking the White Wall: Student Perceptions of Labor-Based Equity Grading

Zan Walker-Goncalves, *Franklin Pierce University*; Misty Chisum, *Landmark College*

First- and Second-Year Composition undergraduates perceptions of labor-based equity grading grounded in Asao Inoue's antiracist assessment ecology of care (2022) varied; most First-Years felt less anxious and developed self-efficacy, breaking through the 'white wall' but Second Years felt more anxious, finding the labor of learning too time consuming and grading confusing.

Views of African Higher Education Scholars about Effective Leadership

Daniel Alemu, *Russell Sage College*

This study explored the views of African higher education faculty and administrators about leadership in general and if those views reflect a unique, African meaning, that does not necessarily fit the widely accepted western theories.

(Sessions details continued on next page)

Table 2: DEIJ in PK-12 Education

Building Levers for Universal Strength-Based, Whole Learner IEPs

Jennifer Stillman, Zohal Shah, Barbara Pape, *Digital Promise*

IEPs are the main point of entry into learning for students with disabilities. We conducted a 50-state policy scan of strength-based language in state IEP guidance documents to examine the extent states have gone beyond the federal minimum and created policies that support implementation of a strength-based, whole learner IEP.

Painting an Authentic Portrait of a Modern Learner: Using a Whole-Learner Lens

Alison Shell, *Digital Promise*

The goals of future learners have shifted yet pedagogy has not caught up. We propose a research-based whole learner framework to paint the whole picture of a modern learner along with strengths-based pedagogy to support them.

A Discourse Analysis of Children's Picture Books on the Topic of Climate Change

Wenyan Yang, *University of Massachusetts - Amherst*

This research employed various discourse analysis approaches to investigate the representation and accessibility of children's picture books addressing the topic of climate change. The findings provide solid support for picture book writers and illustrators, caregivers, and educators in promoting climate change education.

A Novel Examination of Testing-Taking Context: Steps to Identify and Address Low Motivation

SYMPOSIUM

Discussant: Kelly Rewley, *American Board of Internal Medicine*

Chair: Dena Pastor, *James Madison University*

Three studies were conducted to better understand the influence of test-taking motivation in low-stakes assessment in higher education. Context influences test-taking motivation and different methods can be used to identify unmotivated students. The session concludes with an intervention to increase test-taking motivation via double dosing of the Question Behavior Effect.

Context Matters: The Impact of External Events on Low-Stakes Assessment

Kelsey Nason, Christine DeMars, *James Madison University*

The Influence of Disengagement on the Factor Structure of a Non-Cognitive Measure: Practical Solutions

Katarina Schaefer, Sara Finney, *James Madison University*

Multiple Priming Questions Can Provide a Solution to Issues with Low Examinee Response Time Effort in a Testing Session

Mara McFadden, Sara Finney, *James Madison University*

Innovation in Credentialing and Adult Education

PAPER SESSION

Discussant: Jason Kopp, Meta

Chair: Hongyu Diao, Educational Testing Service

The Case for Credentialing Occupational Therapists for School Administration

Joan Sauvigne-Kirsch, *Sacred Heart University*

School OTs are an untapped resource to help solve the recruitment and retention of qualified school administrators.

Human Trafficking Education in Nursing Programs: A Systems Thinking Approach

Shelby Perry, *New England Institute of Technology*

Utilizing a systems thinking approach, this study provides an overview of the importance of educating undergraduate nursing students on human trafficking. A review of evidence-based articles showed that nursing accrediting bodies do not require human trafficking education in undergraduate programs leading to gaps in professional practice.

Exploring Response Process Data from a Performance-Based Assessment for Medical Licensing: A Network Analysis Approach

Nathaniel Smith, *University of Massachusetts - Amherst*; Rich Feinberg, *NBME*; Chunyan Liu, *NBME*; Lisa Keller, *University of Massachusetts Amherst*

This study utilizes network analysis to explore response process data from a performance-based medical licensure assessment. By analyzing action sequences, we identify important actions, distinct action clusters and variations among subgroups. Preliminary findings highlight the prevalence of certain examination actions, discrete treatment branches and unique structures for pass/nonpass examinees.

A Study of Adult Education Programs' Usage of Score Reports for the MAPT-CCR

Kevin O'Rourke, *University of Massachusetts Amherst*

The MAPT-CCR is used in Adult Education (AE) programs throughout the state of Massachusetts to report student outcomes. A study was conducted into AE programs' use of the score reporting system, to collect feedback, evaluate usage, and identify strategies to improve use and understanding of the reports.

Teacher Well-Being and Self-Efficacy

PAPER SESSION

Chair/Discussant: Laurie Bonjo, *Southern Connecticut State University*

A Culture of Stress: Examining Challenges Facing a Metropolitan, Educational Suburban High School Space in Connecticut

Mary Boudreaux, *Southern Connecticut State University*

Developing a positive school culture can be challenging, especially in high schools facing academic pressure, mental health, and parental engagement issues. Rather than focusing on challenges within urban schools, this paper examines educators' perspectives on the culture and challenges of a predominantly white suburban space, a high school in Connecticut.

Supporting Educators' White Racial Identity Development through Professional Learning Communities

Erica Nekulak, *Rowan University*

Public school students continue to diversify, and educators remain predominantly White. Many White educators begin exploring their racial identities when entering the classroom (Barnes, 2017; Behm Cross et al., 2019; Kinloch & Dixon, 2017). State-sponsored professional learning communities can allow White educators to explore their racial identity development.

Stress, Burnout, and Lack of Support of Middle School Teachers

Kristin Weyrick, *Perth Amboy BOE*

This study addressed the factors that contribute to teacher burnout in beginning teachers and evaluated if self-care strategies and administrative support can reduce stress and lead to teacher retention. After all data was analyzed, it concluded that beginning teachers are in fact struggling with stress and burnout.

Exploring the Effects of Teachers' Self-Efficacy on Their Professional and Instructional Practice

Bohdan Christian, *Stockton University*

Teachers' Self-Efficacy is a complex web of beliefs that are not applied systematically across professional and instructional practices. Results indicate that teachers differentiate self-efficacy across individual activities through classroom management, instructional clarity, and cognitive activation. Collaboration, exchange, and coordination as professional practices do mediate Teachers' Self-Efficacy.

THURSDAY, OCT 19
DAY 2

NERA

11:30 - 1:00

Main Ballroom

Lunch & Invited Keynote Address by Dr. Fabienne Doucet

**With Their Dreams as Our Compass:
Immigrants, Education, and Where We Go From Here**

PLENARY SESSION



Immigrants in the United States find themselves every day reeling on the edge of hope. The idea that education is the road to success has become analogous to what Jennifer Hochschild, referring to the “American dream,” brilliantly coined, “the spell of the great national suggestion” in the minds of hopeful immigrants. For millions of would-be immigrants worldwide, the U.S. represents the possibility of starting from “nothing” and becoming “something” via educational pathways and hard work. For their part, the children of immigrants harbor their own American dreams, some of which are extensions of their parents’ dreams for them and are rooted in educational opportunities. But for some children who have experienced schools as alienating and irrelevant to the realities of their daily lives, the American dream is overcast with great shadows of doubt. How, then, do we make sense of the persistent, audacious hope that, even as it is clearly situated in the promises of education, also is aware of the various limits on its ability to thrive—limits that stem from racism, poverty, xenophobia, and the various other forms of oppression immigrants experience? In this talk, I will unpack the complex hope of the immigrant students who populate our schools. Based partly on my more than two decades of research on immigrant youth and family, and partly on my own story as a 1.5-generation immigrant, I argue that, as educators and educational researchers, we can choose to make schools places where immigrant youth can thrive and I share ideas for how we might forge paths of possibility for immigrant students.

Dr. Fabienne Doucet is the Executive Director of the NYU Metropolitan Center for Research on Equity and the Transformation of Schools and an Associate Professor of Early Childhood Education and Urban Education in the department of Teaching and Learning at the NYU Steinhardt School of Culture, Education, and Human Development. She is also an affiliated faculty member of the NYU Institute for Human Development and Social Change and Center for Latin American and Caribbean Studies.

Learn more about her at <https://steinhardt.nyu.edu/people/fabienne-doucet>

Shaping the Future of Learning: Innovations in Instruction and Intervention

POSTER SESSION

Chair: Laurie Bonjo, *Southern Connecticut State University*

Architecture as a Visual Art: Best Practices in Secondary School Pedagogy

Theodore Sawruk, *University of Hartford*

Some Connecticut high schools have introduced architecture into their Visual Arts curriculums. This paper presents a case study of two programs, utilizing qualitative document analysis, classroom observations, and semi-structured faculty interviews, each program was evaluated based on student engagement, learning objectives achieved, and optimized student learning. Best practices are presented.

Inquiry and Argumentation Skill Development May Work in Conjunction

Si Xiao, *Columbia University*

Inquiry, as well as argumentation, are both central to scientific reasoning. Most studies tend to exclusively focus either on the inquiry process or on argumentation. This study aims to examine the development of inquiry skills and argumentations in conjunction with one another.

Analysis and Intervention Design of Digital Distraction in Online Learning at Home Context

Xiping Jiang, *University of Pennsylvania*; Lanli Jiang, *Beijing Normal Univertisty*

This study addresses digital distraction in online learning at home. It discusses the related reasons, negative impact, and previous interventions. It also proposes using the Family Media Use Plan (FMUP) as an intervention that aims to reduce digital distractions and improve self-control in home remote learning in this post-Covid-19 time.

(Sessions details continued on next page)

THURSDAY, OCT 19 DAY 2

NERA

Investigation of a Cross-age Dialogic Reading Intervention for Improving Reading in Struggling Elementary Students

Cheryl Durwin, Dina Moore, Madison Ledford, Karlos Mate, Tiara Mae, *Southern Connecticut State University*

This pilot study investigates whether dialogic reading can be implemented as a cross-age intervention in a Title I elementary school to improve reading outcomes of below-average students. Undergraduate research assistants trained fifth and sixth grade students (Big Buddies) to use the approach with first graders (Little Buddies).

Implementation of Emotional Support Animal Policies at College Campuses

Christy King, *PASSHE*

Most higher education institutions have implemented emotional support animal policies. However, a void appears to exist regarding content and staff experiences. This research investigated: the relationship between policy and staff experiences; how the policy contributed to staff experiences; and what differences exist by various characteristics regarding policy or staff experiences.



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Assessment and Measurement, Supporting Teachers, and Post-COVID Innovation

ROUNDTABLE SESSION

Chair: Joseph Kush, *James Madison University*

Table 1: Assessment and Measurement

Impact of Backtracking on Online Quiz Performance

Lynn Shelley, *Westfield State University*; Joseph Sireci, *University of Oklahoma*

Students with disabilities are offered test accommodations. One accommodation commonly offered on online tests is to permit 'backtracking,' where students can change earlier responses after reading later items. But there is no empirical research on backtracking's efficacy. This study examined 150 students who took quizzes with and without backtracking.

The Content Validity Evidence in Virtual Reality (VR) Assessments: A Literature Review

Jungwon Kyung, Craig Wells, *University of Massachusetts - Amherst*

This literature review investigates content validity evidence in Virtual Reality (VR) assessments, focusing on education and medical training. It explores how current research demonstrates content validity evidence and identifies the primary methods of obtaining such evidence. The review concludes with significant promise for VR application in education.

Exploring the Relationship Between Interim and Summative Assessments Within the Context of Through-Year-Assessment

Xiaonan Zhang, Louis Roussos, *Cognia*; Matthew Gushta, *MetaMetrics, Inc.*

Our proposal concerns through-year-assessment (TYA) research using data from 2021-2022 school year from an assessment program closely paralleling that of a TYA. Our two-phase study demonstrates concurrent validity evidence on the relationship between the end-of-year interim and summative assessments, and predictive validity evidence for the middle-of-year interim and summative assessments.

(Sessions details continued on next page)

Table 2: Supporting Teachers

Preservice Teachers' Sense of Belonging in a Teacher Education Program

Raha Moussavi, Connie Chow, *University of Kansas*

Sense of belonging is an important, yet under-researched element in teacher education programs (Bjorklund et al., 2020). This work adds to research establishing the importance of sense of belonging in teacher education programs. We identify key factors that affected preservice teachers' feelings of belonging and recommendations for teacher education programs.

Bridging The Gap: Innovations to Involve P12 Practitioners in an Educational Research Conference

Bryan Mascio; Kathy Welby, *Merrimack College*

In response to the persistent gap between educational research and K-12 practices, members of NEERO are investigating ways to help bridge this gap. This culminated in a pilot symposium at NEERO's 2023 annual conference. Feedback was collected and will be used to inform possible reimaginations of future events.

(Sessions details continued on next page)

Table 3: Post-COVID Innovation

Rethinking Education and High School in the Digital Age

Bohdan Christian, *Stockton University*

Through an equity and inquiry/apprenticeship, 'education' is redefined as thematic conversations and ideas explored across subject matter and actualized in individualized education plans. The curriculum is compacted and spread over an extended day, year-long schedule. Computational thinking highlights the instructional design and operationalized using AI And machine learning.

Culturally Responsive School Leadership and Sensemaking During COVID-19 Reducing Learning Loss

Lenneen Gibson, Michelle Roberts-Bacchus, *Queens North High Schools*

Culturally responsive school leaders addressed the chaos and learning loss resulting from the COVID-19 pandemic in our school system. Cultural differences coupled with the uncertainty and limitations of the COVID-19 pandemic necessitates that school leaders must bridge cultural differences to alleviate the burden of learning disruption while learning remotely.

Beyond the Pandemic, Exploring How Changes in State Reporting Influenced Higher District Truancy Counts

Wendy Jean Sonstrom, *LEARN*

Post-COVID, challenges to K-12 student attendance have never been greater. However in school year 2021-2022, changes from the state department of education in one Northeast state resulted in higher district counts of truant students. The impact of these changes on districts' truancy data is explored in this phenomenological case study.

Current Issues in Testing and Assessment

SYMPOSIUM

Discussants: Ross Markle, *DIA Higher Education Collaborators*; Thanos Patelis, *Johns Hopkins University & KU*

Chair: Thanos Patelis, *University of Kansas*

This symposium address four current issues in testing and assessment: admissions testing in higher education, outcomes assessment in higher education, k-12 testing for learning, and certification, especially in medicine. After the four distinguished presenters, two equally distinguished discussants will talk about the papers and similarities and differences across these domains.

Admissions Testing for Selective Admissions in Higher Education

Kurt F. Geisinger, *University of Nebraska Lincoln*

Assessment in Higher Education

Sara Finney, *James Madison University*

The New Potential of K12 Educational Assessments

Stephen G. Sireci, Eduardo Crespo Cruz, *University of Massachusetts Amherst*

Credentialing Measures for Licensure and Certification

Amanda Clauser, *NBME*

THURSDAY, OCT 19
DAY 2

NERA

1:15 - 2:45

Boston/Concord

Words That Shape Minds: Teachers, Books, and Language Proficiency

PAPER SESSION

Discussant: Rochelle Michel, *Smarter Balanced*

Chair: Mina Lee, *Cambium Assessment*

The Impact of Teacher Behavior and Attitudes on Student Reading Achievement

Tricia Clarke, Dorcas Boateng Asa Ntow, *Fordham University*

Using the PISA 2018 dataset for the United States and Finland, we examined the extent to which teacher instructional practices, beliefs, and attitudes impact student reading behavior and achievement. Findings revealed that teacher behavior and attitudes directly contribute to students' perception of reading activities and achievement.

Does Book Genre Matter when Reading to Your Child?

Charles Baldwin, *University of Maryland Eastern Shore*

Narrative fiction dominates other genres such as informational texts during early childhood. For shared book reading, theory and research indicates narrative's dominance may contribute to reading difficulties, especially as children read textbooks. This literature review suggests introducing multiple genres in early childhood offers advantages for literacy development.

1:15 - 2:45

Montpelier/Providence

Equity, Persistence, and Student Experiences in Higher Education

PAPER SESSION

Discussant: Catherine Manly, *Fairleigh Dickinson University*

Chair: Dukjae Lee, *University of Massachusetts Amherst*

African American Males at Four-Year PWIs: Sense of Belonging, Persistence, and Graduation

Stephen Davis, *Stockton University*

Historically, African American males have had the lowest academic outcomes of all student subgroups at four-year Predominantly White Institutions (PWIs). This is a phenomenological study using participants from a PWI in the Northeast. From the study's findings, an intervention program will be developed to improve academic outcomes for these students.

Justice for Moms in College: Examining Student-Parents' Bachelor's Degree Completion Timelines

Haley Myers Dillon, *Sacramento State (California State Univ Sacramento)*

Student-parents' bachelor's degree completion timelines are protracted, yet insufficient research examines this phenomenon. Studies show most student-parents take between 9 and 15 years to earn a bachelor's degree. This mixed methods study examines the factors that influence these extended degree completion timelines.

Real or Fake? Connecting Student Learning and Graduation Rates Across Time

Autumn Wild, Joseph Kush, *James Madison University*

College graduation rates have dramatically increased since the 1990s. It has been questioned whether this increase is associated with student learning or a different factor (i.e., grade inflation). Using data from a public university, student learning was shown to be significantly and positively related to graduation rates.

The Role of College Undermatching in College GPA and Persistence Among First-Generation College Students

Ling Chen, *University of Massachusetts Amherst*

Utilizing an interdisciplinary theory of college student success as a framework, this study investigated how the differences between undermatched students and non-undermatched students in postsecondary outcomes vary based on first-generation college student status. Results suggest that the influence of undermatching varies across different populations.

Finding Latent Profiles of Student Success Skills to Predict Retention

Chris Patterson, *The University of Iowa*, Riley Herr, *James Madison University*

This paper introduces latent profile analysis as an alternative method to help predict college student retention. By using LPA on a collection of various success skills and attitudes, this paper shows that even the slightest increase or decrease in attitudes or skills can affect a student's likelihood of retention.

Challenging Norms: New Frontiers in Education and AI Ethics

POSTER SESSION

Chair: Latanya Brandon, *State University of New York at New Paltz*

Evaluating a Neurodiversity Program for Student Doctors

Stephanie Levin, *Rowan University*

Studies have shown that neurodiversity has been acknowledged within other spheres of influence; however, professional schools have been slow to recognize and accommodate their neurodiverse student colleagues (Duong & Vogel, 2022). A neurodiversity program is vital to combat the persistent stigma within this population.

Investigating the Extent to Which ChatGPT's Output Reflects and Reproduces Gender Stereotypes About Math Ability

Miles Baldwin, Nina Braum-Bharti, *Germantown Friends School*; Peter Baldwin, *NBME*

One concern with AI systems is their potential for perpetuating harmful stereotypes. In this paper, we task ChatGPT with estimating student age based on math test performances. Despite attributing identical test performances to girls and boys, ChatGPT's age estimates for girls are 5.8 months older than for boys on average.

Instructional Systems Approach to Student Quantitative Capability Development

Yevgeniya Rivers, Ellen Belitzky, *University of New Haven*

Advanced course instructors may fail to deliver student outcomes if pre-requisite course instructors do not lay the necessary foundation. It is difficult to find higher education research to track this phenomenon. The primary research question is to assess how an instructional systems approach may influence student development of quantitative capabilities.

The Benefits of Dance Education for Students with Disabilities

Susan Redfield, *Rowan University*

This poster explores the multifaceted advantages of dance for students with disabilities. Dance has gained recognition as an inclusive and adaptable form of physical activity that promotes physical development, emotional expression, social interaction, and cognitive enhancement. Dance empowers students to embrace their potential and thrive in all aspects of life.

Social Inclusion at the High School Level

Sarah Dubin, *Rowan University*

In this practitioner-focused poster presentation, I share five research-based strategies to help promote inclusion at the high school level.

Using a Student-Centered Test Design Process to Promote Equity

SYMPOSIUM

Discussant: Ellen Forte, *edCount, LLC*

Chair: April Zenisky, *University of Massachusetts Amherst*

This symposium discusses the process of using a student-centered assessment design to promote equity for adult English learners. Each of the papers focuses on a different piece of the test design process. Together, the process and challenges that arise will be discussed.

Addressing Equity and Accessibility Issues within English Exams for Adult Learners

Gabriel Rodríguez Matos, Jennifer Lewis, Kevin O'Rourke, Vafa Alakbarova, Tram-Anh Tran Nguyen, April Zenisky, Maura O'Riordan, & Stephen G. Sireci, *University of Massachusetts Amherst*

Digital Literacy Among Adult English Learners and its Implications for Test Development

Gabriel Rodriguez & Maura O'Riordan, *University of Massachusetts Amherst*

Developing an English Language Proficiency Test for Adult Learners: A Review of Item/Task Formats

Tram-Anh Tran Nguyen, Maura O'Riordan, April Zenisky, & Stephen G. Sireci, *University of Massachusetts Amherst*

A review of reporting strategies from existing English language tests

Ketan, April Zenisky, & Maura O'Riordan, *University of Massachusetts Amherst*

Engaging Adult English Language Learners through Focus Groups for Test Development

Gabriel Rodriguez, Jennifer Lewis & Tram-Anh Tran Nguyen, *University of Massachusetts Amherst*

Leadership and Culture Across Educational Contexts

PAPER SESSION

Discussant: Gil Andrada, *Curriculum Associates*

Chair: Jordana Simmons, *Rowan University*

The Glass Ceiling in the Academy: The Lived Experience of Female College Presidents

Lydia Dodson, *Massasoit Community College*

While women occupy the majority of administrative roles on college campuses, the glass ceiling persists as an obstacle for female leaders aspiring to the presidency (Warner et al., 2018). This phenomenological study explored the lived experience of female college presidents and their perceptions of the glass ceiling along their journey.

Diversifying the Teacher Pipeline through Quality Partnerships: A Snapshot of a PAID Internship Program in America's Most Diverse City

Michelle Rosen, Mary McGriff, Lourdes Sutton, Brandi Warren, *New Jersey City University*

This session will describe a successful PAID internship experience through University- School partnerships between an urban institution of secondary education and neighboring schools. The partnership, which pairs pre-service teachers with experienced in-service teachers, provides an effective model for authentic and meaningful learning experiences.

Special Education Teachers' Perceptions of the School Code of Conduct: An Exploratory Case Study

Estyr Bomgardner, Lesa Givens, *Rowan University*

This is an exploratory case study seeking to understand how special education teachers described their school's code of conduct. This was an important first step toward understanding how a school's code of conduct may be implemented differently based on student differences such as race, disability, linguistic background, and/or gender.

Exploring Principal Experience and School Demographics to Explain Twitter for Professional Development Scale Scores

Samuel Fancera, *William Paterson University*

The purpose of this study was to explore experience and school demographics to explain principals' use of Twitter for professional development/learning (PDL). The school was the unit of analysis for this quantitative study. Results indicated the use of Twitter for PDL was higher among principals with 3-5 years of experience.

Challenges and Opportunities in PK-12 Teaching

PAPER SESSION

Discussant: John Young, *Stockton University*

Chair: Jocelyn Auerbach Klein, *Cherry Hill Public Schools*

The Use of Force: Teaching Adolescents in the 21st Century

John Brown, *University of Massachusetts - Lowell*

Teachers can no longer rely on traditional instructional models, pedagogical approaches nor research-based practices that have been taught in teacher prep programs for the past 50 years. Changing societal situations, circumstances and realities require a move away from compliance-based K-12 education.

Using Game-Based Learning Activities to Promote Foundational Literacy Skills, Inclusion, and Equity

Shu J Chen-Worley, *Touro University*

Learning-by-doing is one of the influential concepts that the prominent American philosopher and education reformer, John Dewey (1859-1952) emphasized. The purpose of the presentation is to demonstrate how foundational literacy skills, inclusion, and equity can be achieved through game-based learning activities.

Pennsylvania's State GEAR UP Grant's Relationship to Postsecondary Enrollment and Persistence

Christy King, *GEAR UP/PASSHE*; Felix Fernandez, *FHI360*; Saori Iwamoto, *FHI360*

GEAR UP was 'designed to increase the number of low-income students who are prepared to succeed in postsecondary education.' However, minimal research has been conducted on its effects. Using NSC and participation data, we explore the extent to which services increased enrollment and persistence of Pennsylvania GEAR UP's 2020 class.

Observing Children's Responses to Mistakes in First- and Fifth-Grade Classrooms

Maleka Donaldson, Cindy Sun, Annie Chimgee, Mia Hwang, Selma Benmoussa, *Smith College*

Learning from mistakes and feedback is a crucial aspect of classrooms, even for the youngest of learners. In this study, we closely observed the mistake responses of first and fifth-grade children during daily instruction.

4:30 - 5:45

Augusta

Examples of Innovation in Education

SYMPOSIUM

Chair/Discussant: Thanos Patelis, *University of Kansas & Johns Hopkins University*

The purpose of this symposium is to hear four real innovations in education affecting individuals at various levels. The presenters will provide a description of the innovation, an overview of the development process and launch intentions. A facilitated Q&A will attempt to elicit discussion among the presenters and audience members.

Innovation in School Curriculum

Rinat Levy Cohen, *Fairfield College Preparatory School*

Game-based Learning and Assessment: Reducing Costs and Increasing Access

Jack Buckley, *Roblox*

Content-Referenced Growth

Kristen Huff, *Curriculum Associates*

Artificial Intelligence in Action

Kara McWilliams, *Educational Testing Service*

Supporting Diverse Student Groups in Higher Education

PAPER SESSION

Discussant: Sousan Arafeh, *Southern Connecticut State University*

Chair: Jungwon Kyung, *University of Massachusetts Amherst*

The Secret Reading Lives of College Students

Johanna Tigert, Ann Dean, Sharifa Djurabaeva, *University of Massachusetts - Lowell*

Using survey and interview data, we investigated university students' reading habits, and whether differences existed based on students' language backgrounds. Results suggest that students read a wide variety of nonfiction and fiction. No meaningful differences were found between groups. We discuss the positioning of students as readers by university faculty.

Time Literacy: Academic Support for Undergraduates with a Learning Disability

Darrell Earnest, Zander Crowley, Rachel Adams, *University of Massachusetts Amherst*

Time management for students with learning disabilities (LD) has long been identified as a hurdle impeding college graduation. We share a case study analysis of the academic support offered through a large university's Disability Services Office, which provided academic support for LD students with a focus on time management.

Resilience and Determination: International PhD Students' Experiences on Campus

Susannah Marcucci, Luyi No, Golnar Fotouhi, Johanna Tigert, *University of Massachusetts - Lowell*

International students require support adjusting to a new culture and a different academic and linguistic environment. This qualitative study examines ISs' campus experience. Findings demonstrate that ISs face challenges with academic English, social adjustment, and graduate assistantships. ISs use several strategies to overcome these challenges, demonstrating determination and resilience.

English Language Learners in Higher Education: Including the Oral Component of Language in the Classroom

Mara Marino, *St. John's University*

The ability to speak in class, ask questions, and participate in discussions is a key component of college readiness. However, this is a hurdle for some English Language Learners who may feel unsure of their language abilities and comprehension. Focus on best practices for English Language Learners in higher education.

Validity Evidence and Innovation in Assessment

PAPER SESSION

Discussant: Kurt Geisinger, *Buros Center for Testing, University of Nebraska Lincoln*

Chair: Jason Kopp, *Meta*

Promoting Validity in Online Assessments of English Language Proficiency: Teachers' Perspectives

Tram-Anh Tran Nguyen, Stephen Sireci, *University of Massachusetts Amherst*

In this study, we conducted interviews of English as a foreign language (EFL) teachers to understand their use of online assessments during the COVID-19 pandemic and their impressions of the validity of these assessments. Teachers used several online assessment methods and provided helpful suggestions for improving their validity.

Attitude When Using Digital Devices and Academic Performance: Difference Between PISA 2018 and TIMSS 2019

Dukjae Lee, Lisa Keller, *University of Massachusetts Amherst*

This study explored how the relationship between students' attitudes when using digital devices and academic performance differs between PISA 2018 and TIMSS 2019, focusing on Finland and Sweden. The relationship was positive for PISA 2018 but negative for TIMSS 2019. How survey questions were addressed could have influenced such differences.

Every Child Counts: Validity Evidence Based on Internal Structure for ICAN

Ketan, Craig Wells, *University of Massachusetts Amherst*

Originated in the Global South, ICAN is a simple-to-use test that measures children's foundational numeracy. This study assesses the dimensionality of foundational numeracy and evaluates factorial and item-level invariance for ICAN. The reliability of results produced by ICAN across 13 countries is also examined using a confirmatory factor analysis framework.

What's the Difference: Evaluating the Validity Claims of a General Education Program

Josiah Hunsberger, *James Madison University*

General education provides students with the flexibility to tailor their college experience. However, flexibility in general education presents concerns about the opportunity to learn key outcomes set forth by institutions. The current study investigates the presence of multi-group differential item functioning among different courses.

THURSDAY, OCT 19
DAY 2

NERA

5:45 - 6:30

Parallel Post

NERA Mentoring Program Happy Hour

SOCIAL

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. If you are a part of the NERA mentoring program, this is your chance to meet your mentor/mentee face-to-face. If you are not a part of the program, consider signing up for the upcoming year.

6:30 - 8:30

Ballroom

Dinner and Presidential Address by NERA 2023 President Bo Bashkov

Together We Can!

Shaping the Future of Education Using Effective and Equitable Technology

PLENARY SESSION

As a basic human right, education has the remarkable ability to profoundly shape lives, enabling people to transcend boundaries, reach for new possibilities, and realize their full potential, both on a personal and societal level. Drawing on my own educational journey and my experience as an education research professional, I will delve into the near-future landscape of education, where teachers and learners alike rely on educational technology that is not only highly effective and efficient, but also safe, secure, and equitable.

8:30 - 11:00

Merritt

NERA Presidential Reception - Featuring Karaoke

SOCIAL

Join us for another fun social event! Show off your singing talents, support your colleagues, and mingle!



FRIDAY, OCT 20
DAY 3

NERA

7:00 - 8:30

Ballroom

Breakfast and NERA Business Meeting - All are welcome and encouraged to attend!

Join us for breakfast (starting at 7:00) and the NERA business meeting (starting at 7:30) in the main ballroom.

8:30 - 10:00

Merritt South

Academic and Emotional Support During (and After) the Doctoral Journey

GSIC SESSION

Organized by the Graduate Student Issues Committee (GSIC)

8:30 - 11:30

Merritt North

Integrating Generative AI in Assessment Engineering: Hands-On Training with ChatGPT

Seating for this session is first come, first served

WORKSHOP

Jaehwa Choi, *The George Washington University*

This training offers an introduction to the integration of Generative AI, ChatGPT, with Assessment Engineering (AE) for psychometricians and assessment service providers. Attendees will learn about Assessment Knowledge Engineering technologies (e.g., Automatic Item Generation) to generate psychometrically sound digital assessment items by leveraging the new advancements of Generative AI. The training includes theoretical and practical exercises on the application of AE in collaboration with subject matter experts (SMEs). Participants will gain practical experience with the open-access AE platform, CAFA Lite, and will learn how to strategically integrate ontology modeling with computer-assisted template coding with the power of Generative AI. The training is designed for psychometricians who want to expand their knowledge of digitally innovative and sustainable methods in the AE framework. Attendees are required to bring their own laptops.

8:30 - 10:00

Augusta

The Future of Educational Measurement

SYMPOSIUM

Chair/Discussant: D. Betsy McCoach, *University of Connecticut*

Emergent measurement scholars provide their perspective on current issues and future directions in educational measurement. The four presentations focus on 4 critical areas: 1.) Equity and social justice, 2.) The context in which we operate, 3.) The rise of artificial intelligence, and 4.) Graduate training in educational measurement.

Context Matters

Amanda Sutter, Marcus Harris, *University of Connecticut*

Equity and Social Justice Issues and Values in Measurement

Claudia Ventura, Amanda Sutter, *University of Connecticut*

Exploring the Challenges and Potential of Artificial Intelligence in Educational Measurement

Faeze Safari, Kirsten Reyna, *University of Connecticut*

Transforming Graduate School Training: Advancing Measurement and Open Science

Marcus Harris, Kirsten Reyna, *University of Connecticut*

8:30 - 10:00

Boston/Concord

Multiple Perspectives on Online Work and Learning

PAPER SESSION

Discussant: Jonathan Steinberg, *EurekaFacts*

Chair: Lydia Dodson, *Massasoit Community College*

Undergraduate Student Perceptions of Faculty Engagement During the Transition to Online Learning

Lori Cooper, Ty Frederickson, *Wilkes University*

Challenges with student engagement and motivation have been ongoing, but the online COVID-19 pandemic response added further complication. The researchers in this study investigated student perceptions of faculty engagement practices using Seif's learning engagement theory and dimensions of deep learning (2018) as the theoretical framework to describe research outcomes.

Factors Associated with Online Course Outcomes of Introductory Psychology Students

Raoul Roberts, C. Donnan Gravelle, Elizabeth S. Che, Arshia K. Lodhi, *College of Staten Island & CUNY Graduate Center*; Nicole M. Zapparrata, *College of Staten Island & Ascend Learning, LLC*; Patricia J. Brooks, *College of Staten Island & CUNY Graduate Center*

Structural equation models identified relations between expectancy-value beliefs, academic self-efficacy, reading comprehension, attentional control, and course-outcomes in an online Introductory Psychology course (N = 948). Expectancy-value beliefs, self-efficacy, and attentional control covaried, as did reading comprehension and expectancy-value beliefs. Controlling for enrollment, reading comprehension and attentional control predicted final grades.

The Future of Work: Remote Work Policies for Higher Education Administrators

Huyuni Suratt, *Seton Hall University*

This paper examines remote work policies for higher education administrators and their impact on employees, students, and institutions. It reviews the history and research on remote work's effects on employee satisfaction and retention, benefits, and challenges. It concludes with recommendations for future remote work policies in higher education.

Supporting Stakeholder Influence in Predictive Model Comparisons: An Online Literacy Program Example

James Appleton, Steven Dang, Kang Xue, *Lexia*

We examine methods for including stakeholder interests in the metrics of predictive model evaluations. These modifications rest on important assumptions that should be made explicit and be evaluated. We find that our evaluations with stakeholder-impacted metrics produce useful results for model comparison but also support discussion for ongoing improvements.

8:30 - 10:00

Montpelier/Providence

Cultivating Inclusive PK-12 School Environments

PAPER SESSION

Discussant: Jade Caines Lee, *University of Kansas & The JC Research Group*

Chair: Bo Zhang, *University of Hartford*

Supporting Refugee Resettlement in Micropolitan Schools

Sara Harvel, *University of Connecticut*

As refugee resettlement protocols expand to rural areas, research is necessary to understand how to best support refugee students in new contexts. This literature review investigates research to explore what current research about teaching refugees focus on and says about how contextual factors might influence refugee resettlement in rural schools.

Efficacy of a Jewish Mental Health Training for Educators: The BaMidbar Program

Rachel Bond, Ian Barron, Angela D'Souza, *University of Massachusetts Amherst*

This mixed method study examines the efficacy of a Mental Health training for community educators through surveys, observations and interviews. Participants' confidence had a correlation to the likelihood of implementing training materials. Perceived skill development included: checking in, changing spaces, giving students choices, giving feedback and identifying behaviors.

The Perceptions of Black and Latinx High School Males Regarding Their Attitudes Towards Schools and of Hopefulness

Antoine Billy, Marcia A. B. Delcourt, Pauline Goolkasian, *Western Connecticut State University*

This mixed-methods study with 262 high school Black and Latinx males revealed academic self-perception was predicted by four independent variables: agency, pathways, attitudes towards teachers, and motivation/self-regulation, $R = .729$, $R^2 = .532$, effect size = 1.137, large. Eight themes included internal and external motivators for success.

10:15 - 11:45

Merritt South

Evolving K-12 Education: How Scholars Make Sense of Their Research in a Rapidly Changing World

PANEL

Chair: Tajma Cameron, *Drexel University*

Dara Bright, Tajma Cameron, Turea Hutson, Neisha Young, Sinead Meehan, Ellana Black, *Drexel University*

This interdisciplinary panel discussion explores exceptional minoritized students-like Black girls, students with disabilities, and immigrants,-and their challenges in K-12 education including identity based-rejection and opportunity gaps in STEM education. This discussion emphasizes the importance of making research accessible beyond academia. Using a neuroeducational lens, we suggest multiliteracies as an approach toward the creation of actionable strategies. The panel provides suggestions to engage policymakers, school officials, parents, and the community. Scholars will discuss responses to the evolving K-12 education landscape, aiming to bridge the gap between academia and the wider community. The panel hopes to inspire scholars and practitioners to use research to make an accessible and equitable education for all learners.

**Current Trends in the Interplay of Machine Learning and Psychometrics:
Applications for Adult Skills Assessment**

SYMPOSIUM

Discussant: Dan Jurich, *NBME*

Chair: Dukjae Lee, *University of Massachusetts Amherst*

This symposium showcases the influence of machine learning on educational measurement in two parts: (i) using machine learning techniques to analyze literature trends in psychometric journals, particularly the influx of data science techniques, and (ii) applying machine learning to align and to design socioculturally-sensitive and contextualized adult assessment modules.

Exploring the Intersection of Psychometrics and Machine Learning: A Natural Language Processing Analysis of Recent Literature Trends

Nate Smith, Dongwei Wang, Lisa Keller, *University of Massachusetts Amherst*

Unveiling the Scholarly Landscape: A Topic Model Analysis of the Psychometric Literature on Machine Learning

Dongwei Wang & Lisa Keller, *University of Massachusetts Amherst*

Evaluating Existing Standard Alignment Studies Using NLP: A Proof-of-Concept Study for the Adult Skills Assessment Program ("ASAP") Standard Alignment using ROC Analysis

Fernando Mena Serrano, Nate Smith, Javier Suarez Alvarez, *University of Massachusetts Amherst*

Automated Item/Task Generation for Adult Literacy and Numeracy: Unleashing the Potential of Large-Language Models

Brendan Longe, Tram-Anh Tran Nguyen, Eduardo Crespo Cruz, Javier Suarez Alvarez, *University of Massachusetts Amherst*

Supporting Students in PK-12: Teachers, Family, and Technology

PAPER SESSION

Discussant: Sarah Ferguson, *Rowan University*

Chair: Rochelle Michel, *Smarter Balanced*

The Use of Virtual Reality Technology in Career Exploration and Career Development

Ashley Elmes, Kara Ieva, *Rowan University*

The use of virtual reality technology in career exploration and career development is an innovative intervention that strives to eliminate gaps in career accessibility for undersupported groups in rural communities. Particularly, this study aims to understand how school counselors in the high school setting can improve their students' career knowledge.

Enhancing Student Engagement Through Teacher Cultural Competence

Deirdre Rood, Samuel Fancera, *William Paterson University*

Culturally competent teaching is an understanding of how inequality has been perpetuated through socialized behaviors in education, the ability to challenge inequitable practices, and successfully teach students from cultures different from your own. Culturally competent teachers can more deeply engage students, leading to higher levels of student achievement.

The Effects of Collective Digital Content Curation on Student Autonomous Motivation

Nathaniel Woodruff, *University of Massachusetts*

This study found that utilizing a collective curation process, that takes advantage of crowdsourcing, can produce a resource that students value more than the textbook alone, and that the process of collective curation can better satisfy students' basic psychological needs and autonomously motivate students to engage in the learning process.

Equitable Community-School Collaboration: Fostering Family Contributions as Key Stakeholders

Olusola Ogundola, *Rowan University*

Families have potential to be valuable allies, collaborators, and leaders if engaged in collaborative roles with educators, to support the educational achievement of minoritized students. Using the lens of equitable community-school collaboration, I engage both stakeholders to find out more about how they viewed the possibility in US public schools.

What's in a Word?: Mistake Words, as Defined by Classroom Teachers

Maleka Donaldson, Audrey Bloom, Ava Fleisher, *Smith College*

Words have power, and the definitions we carry with us can shape our actions. In this study, elementary teachers' definitions of mistake-related words were analyzed, and we consider ways that their interpretations may connect to their instructional practices and teacher-student interactions.

FRIDAY, OCT 20
DAY 3

NERA

10:15 - 11:45

Montpelier/Providence

The Future of Educational Leadership: From Concepts to Application

PAPER SESSION

Chair/Discussant: Matthew Speno, *Salem State University*

Aspiring School Principals' Perception of How Current Curricular Controversy Will Impact Future Instructional Leadership

Charles Lowery, *Virginia Tech*; Chetanath Gautam, *Delaware State University*; Michael Hess, *Ohio University*

Using a critical qualitative design, we delved into how principal candidates perceive the way that they will be lead instruction and curricular decision making in times of controversy and politicized conflict. The study includes cohorts of aspiring leaders from Delaware, Ohio, and Virginia. Findings are presented as themes.

Ethical Leadership: A Systems Approach

Cecile Sam, *Rowan University*

This conceptual paper explores the idea of situating ethical leadership within a larger system that is the organization, be it a larger district or within a school. This paper is guided by the following question: What could it mean for ethical educational leadership to be viewed through a systems lens?

Exploring the Intersection of School Counselor Leadership and Systems

Brittany Harden, *Southern Connecticut State University*

School counselors are expected to be leaders. However, they do not occupy formal positions of leadership. Therefore, school counseling leadership must be understood in the context of their specific setting. Leadership practices and systems theories are analyzed and explored as it relates to systemic delivery of school counseling programming.

Mary Parker Follett, A Modern Conceptualization of Power Nearly a Century in the Making

Jess Gregory, *Southern Connecticut State University*

More than a synthesis of Mary Parker Follett's work, this paper examines how her work on organizational dynamics is even more relevant now than it was nearly a century ago when written. Both a summary of her work and how it can be applied in current contexts will be presented.

11:45

Ballroom

Farewell and To-Go Snacks

NERA 2023 SCHEDULE

Wednesday, October 18								
	Ballroom Foyer	Augusta	Boston + Concord	Hartford	Montpelier + Providence	Merritt North	Merritt South	Salon EFG
8:30 - 9 am	Registration 8:30 am - 5:30 pm	NERA Board Meeting 8:30 am - 12pm						
9 - 10 am							Workshop: An Introduction to Key Components of Bayesian Inference	
10 am - 12 pm						Workshop: Quantitative Instrument Development: Creating Questionnaires to Measure Constructs		
12 - 1:30 pm		Lunch on your own						
1:30 - 3 pm			Symposium: Exploring Variation in Populations and Outcomes: Challenging Design Conventions in Study Parameters	Papers: Modern Issues in Test Development	Panel: Reimagining the Role of Schools in Promoting Mental Health, SEL, and Resilience	Workshop: Technical Foundations of Generative Artificial Intelligence: Applications to Measurement	Workshop: Theory of Action: Guiding Assessment Design and Validity Research	
3:15 - 4:45 pm			Symposium: Issues and Solution for Assessment in Competency-Based Education in Higher Education	Papers: Language, Learning, and Mathematics: Exploring Connections	Papers: Policy Dynamics in Education: Exploring Equity, Governance, and Student Success	1:30 - 4:30 pm	1:30 - 4:30 pm	
4:45 - 5pm		Break						
5:00 - 5:45 pm	GSIC Social (Ballroom Foyer)							
6 - 8:00 pm		Dinner and Keynote Address: Dr. J (Ballroom)						
8 - 11 pm	NERA Welcome Reception feat. The 3MT Competition (Merritt)							

Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

NERA 2023 SCHEDULE

Thursday, October 19								
	Ballroom Foyer	Augusta	Boston + Concord	Hartford	Montpelier + Providence	Merritt North	Merritt South	Salon EFG
7 - 8:15 am	Registration 8 am - 5:30 pm	Breakfast (Ballroom) - New Member Breakfast (Salon/EFG)						
8:15 - 9:45 am		<i>Symposium:</i> Advantages and Implications of Incorporating Qualitative Data in Education Research: Across Contexts	<i>Papers:</i> Exploring Educational Inclusivity in Higher Education: Strategies and Reflections	<i>Papers:</i> Advancing STEM Education: From Diversity Initiatives to Novel Interventions	<i>Workshop:</i> Designing Adequately Powered Multilevel Studies Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation			
9:45 - 10 am		Break						
10 - 11:30 am		<i>Symposium:</i> A Novel Examination of Testing-Taking Context: Steps to Identify and Address Low Motivation	<i>Papers:</i> Innovation in Credentialing and Adult Education		<i>Papers:</i> Teacher Well-Being and Self-Efficacy	<i>Posters:</i> Innovations and Insights in Assessment: From DEIB to AI Applications (Foyer)		<i>Roundtables:</i> Diversity, Equity, Inclusion, and Justice in Education
11:30 am - 1 pm		Lunch and Keynote Address: Dr. Doucet (Ballroom)						
1:15 - 2:45 pm		<i>Symposium:</i> Current Issues in Testing and Assessment	<i>Papers:</i> Words That Shape Minds: Teachers, Books, and Language Proficiency		<i>Papers:</i> Equity, Persistence, and Student Experiences in Higher Education	<i>Posters:</i> Shaping the Future of Learning: Innovations in Instruction and Intervention (Foyer)		<i>Roundtables:</i> Assessment and Measurement, Supporting Teachers, and Post-COVID Innovation
2:45 - 3 pm		Break						
3:00 - 4:15 pm		<i>Symposium:</i> Using a Student-Centered Test Design Process to Promote Equity	<i>Papers:</i> Challenges and Opportunities in PK-12 Teaching	<i>Papers:</i> Leadership and Culture Across Educational Contexts		<i>Posters:</i> Challenging Norms: New Frontiers in Education and AI Ethics (Foyer)		
4:15 - 4:30 pm		Break						
4:30 - 5:45 pm		<i>Symposium:</i> Examples of Innovation in Education	<i>Papers:</i> Supporting Diverse Student Groups in Higher Education	<i>Papers:</i> Validity Evidence and Innovation in Assessment				
5:45 pm - 6:30 pm		NERA Mentoring Program Happy Hour (Parallel Post Bar)						
6:30 - 8:30 pm		Dinner and Presidential Address (Ballroom)						
8:30 - 11:00 pm		NERA Presidential Reception feat. Karaoke (Merritt)						

Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

NERA 2023 SCHEDULE

Friday, October 20								
	Ballroom Foyer	Augusta	Boston + Concord	Hartford	Montpelier + Providence	Merritt North	Merritt South	Salon EFG
7 - 8:30 am		Breakfast and NERA Business Meeting (Ballroom)						
8:30 - 10 am	Registration 8 - 10 am	Symposium: The Future of Educational Measurement	Papers: Multiple Perspectives on Online Work and Learning		Papers: Cultivating Inclusive PK-12 School Environments	Workshop: Integrating Generative AI in Assessment Engineering: Hands-On Training with ChatGPT	GSIC Session: Academic and Emotional Support During [and After] the Doctoral Journey	
10 - 10:15 am		Break					Break	
10:15 - 11:45 am		Symposium: Current Trends in the Interplay of Machine Learning and Psychometrics: Applications for Adult Skills Assessment	Papers: Supporting Students in PK-12: Teachers, Family, and Technology		Papers: The Future of Educational Leadership: From Concepts to Application	8:30 - 11:30 am	Panel: Evolving K-12 Education: How Scholars Make Sense of Their Research in a Rapidly Changing World (Salika E-A-R)	
11:45 am - 1:30 pm	Farewell and To-Go Snack (Ballroom)							

Paper Session	Symposium	Poster Session	Roundtables	Workshop	Panel	GSIC

HOTEL MAP

