

NERA

Northeastern Educational Research Association

38th Annual Conference

*Making Differences through Educational Research:
Bridging Research and Practice*

Program and Abstracts

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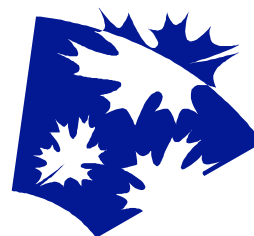
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Program and Abstracts

38th Annual Conference of the Northeastern Educational Research Association

A regional affiliate of the American Educational Research Association

Making Differences through Educational Research: Bridging Research and Practice

NERA members and other researchers are discovering remarkable findings regarding education, from implementation to assessment. But, how are these findings translated to the practical, day-to-day world of educators?

Program Co-Chairs

Amy R. Dresher, Educational Testing Service
April L. Zenisky, University of Massachusetts Amherst

Hartford Marriott Rocky Hill
Rocky Hill, CT
October 17-19, 2007

Welcome to the 38th Annual Conference of the Northeastern Educational Research Association!

The theme of this year's conference is 'Making Differences through Educational Research: Bridging Research and Practice', and we are most pleased to present a program that addresses this topic from a particularly diverse range of perspectives and disciplines. This year's program consists of 62 individual papers, 13 symposia, 28 posters, 3 working group discussions, and a number of other special sessions!

We are also especially thrilled to be in a new location, the Hartford Marriott Rocky Hill. With this change in venue, we hope you will find that this year's conference as collegial and stimulating as always, and look forward to your feedback about your 2007 conference experience.

The 2007 conference will feature two keynote speakers. First, on Thursday morning at 10:45, Dr. Cora B. Marrett of the National Science Foundation will speak on '*Educational Transformation through Research*'. The second keynote speaker is Dr. Wayne J. Camara of The College Board, who will talk on Friday morning at 9:15 about '*Research Required in Changing an ICON - The New SAT*'. We are very happy to have both of these distinguished individuals joining us.

This year we are also pleased to have poster sessions on both Wednesday and Thursday, and both will occur during extended refreshment breaks. We encourage all NERA attendees to grab a snack and peruse the presentations!

For graduate students, the 2007 conference program also includes the inaugural Graduate Student Issues Committee session featuring Steve Sireci, Kristen Huff, and David Moss who will be discussing topics of interest to graduate students.

At this time, we thank all of the NERA members who have so generously volunteered their time and energy as proposal reviewers and session moderators and discussants to help us put together a terrific Program this year. The support we have received throughout our term as conference Co-Chairs has been extraordinary, and we especially thank Steve Sireci, Barbara Helms, Lynn Shelley-Sireci, Kristen Huff, Donna Lembeck, and Kelly Smiaroski in this regard.

Enjoy the conference!

Amy Dresher and April Zenisky
2007 Conference Co-Chairs

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Thank you to our very generous corporate and institutional sponsors for their support of the 38th Annual Conference of the Northeastern Educational Research Association.

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Our congratulations to Neag School Associate Professor David Moss, incoming NERA President!

University of Massachusetts Amherst

School of Education

The UMass School of Education is proud to be a supporter of the 38th Annual NERA Conference. SOE participants in NERA's 2007 meeting include:

Mary Lou Chapman
Tara Clark
Jill Delton
Nina Deng
H. Jake Eberwein
Melena Fontaine
Ronald Hambleton

Kyung-tyek Han
John Hintze
Stephen Jirka
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Ana Karantonis
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NERA Mission Statement

The purpose of the Northeastern Educational Research Association is to encourage and promote educational research by providing a forum, interchange of information through publications, and the recruitment of active members who are interested in educational research. This association cooperates with professional associations interested in research. It is a regional affiliate of the American Educational Research Association.

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Asil Ozdogru, State University of New York at Albany

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Leo D. Doherty Memorial Award: Richard Schwab, University of Connecticut

Tom Dolan Memorial Award: Liora P. Schmelkin, Hofstra University

Membership: Katharyn Nottis, Bucknell University

Distinguished Paper Award: Craig S. Wells, University of Massachusetts Amherst

Wednesday, October 17

Schedule at a Glance

| | Nutmeg Salon A | Nutmeg Salon B | Nutmeg Salon C | Nutmeg Salon D | Hartford Room | Nutmeg Foyers |
|--------------|---|--|---|--|--|--|
| 12:15-2:15pm | Presession I: Program Evaluation Methodology: Are We Thinking Clearly? (Gable) | Presession II: Introduction to Item Response Theory (Swaminathan, Rogers) | | | | |
| 2:15-2:30pm | Break | | | | | |
| 2:30-3:45pm | A1 Paper Session: Computer Applications in Assessment | A2 Paper Session: Legal and Social Issues | A3 Symposium: Increasing Student Engagement in Higher Education | A4 Invited Session: NERA Past Presidents | A5 Symposium: Ethical Practices in Education and Research | |
| 3:45-4:30pm | | | | | | B1 Poster Session / Refreshment Break |
| 4:30-5:45pm | C1 Symposium: Special Education and Rehabilitation Research, Part 1 | C2 Paper Session: Teachers and Teaching Practice | C3 Paper Session: Topics In Postsecondary Research | C4 Paper Session: Modern Psychometric Analyses for Educational Test Data | C5 Teacher-As- Researcher Award Winner Presentation | |
| 5:45-6:15pm | Outside: Pre-Dinner Fitness Walk | | | | | |
| 6:15-7:00pm | | | | | Grand Ballroom Welcome Reception | |
| 7:00-8:30pm | | | | | Grand Ballroom Dinner | |
| 8:30-9:15pm | New Member Orientation | | | | | |
| 9:00-10:00pm | Old Member Reacquaintance | | | | | |

Thursday, October 18

Schedule at a Glance

| | Nutmeg Salon A | Nutmeg Salon B | Nutmeg Salon C | Nutmeg Salon D | Grand Ballroom |
|---------------|--|--|---|---|---|
| 7:00-8:30am | | | | | Breakfast |
| 8:00-9:00am | D1 Working Group: Exploring the Scholarship of Engagement: | D2 Working Group: Measurement Problems Revisited, Part 1 | D3 Symposium: Special Education and Rehabilitation Research, Part 2 | D4 Symposium: Using Mixture Modeling to Study Education- Related Variables | |
| 9:00-9:15am | Break | | | | |
| 9:15-10:30am | E1 Paper Session: Curriculum and Classroom Research | E2 Paper Session: Evaluating Tests and Constructs: Methodological Studies | E3 Invited Session: Using Assessment Data in the Classroom | E4 Symposium: Research on Examinee Test- Taking Motivation | E5 Working Group: Enriching the 'Evidence' of Learning in School Leader Preparation Programs |
| 10:30-10:45am | Refreshment Break | | | | |
| 10:45-11:45am | | | | | F1 Keynote: Dr. Cora Marrett 'Educational Transformation through Research' |
| 12:15-1:15pm | | | | | Lunch and Awards Presentations |
| 1:15-2:30pm | G1 Symposium: Research and Practice in the Assessment of General Education | G2 Paper Session: Models and Methods for Educational Data Analysis | G3 Paper Session: Technology- Based Learning Tools | G4 Symposium: Action Research in Sensory Integration | |
| 2:30-2:45pm | Break | | | | |
| 2:45-4:00pm | H1 Symposium: Bridge Over Muddy Waters | H2 Paper Session: Testing the Tests: Considerations for Psychometrics | H3 Symposium: Creating Life-long Readers | H4 Symposium: Statewide Evaluation of Reading First | |

Glance Schedule

| | Nutmeg Salon A | Nutmeg Salon B | Nutmeg Salon C | Nutmeg Salon D | Grand Ballroom |
|--------------|---|--|--|---|--|
| 4:00-4:45pm | | | | | I1 Poster Session / Refreshment Break |
| 4:45-6:00pm | J1 Symposium: A Comparison of Methods for Analyzing Pretest/Posttest Data | J2 Symposium: Selection and Development of Effective School Leaders | J3 Paper Session: Teaching and Testing Special Populations | J4 Invited Session: Graduate Student Issues Committee Session | |
| 6:00-6:30pm | Outside: Pre-Dinner Fitness Walk | | | | |
| 6:30-7:30pm | | | | | Dinner |
| 7:30-8:15pm | | | | | President's Address |
| 8:30-10:30pm | Presidential Reception | | | | |

Friday, October 19 Schedule at a Glance

| | <i>Grand Ballroom Salon III</i> | <i>Grand Ballroom Salon I</i> | <i>Grand Ballroom Salon II</i> | <i>Connecticut Suite</i> |
|---------------|---|--|--|--|
| 8:00-9:00am | | Breakfast and the NERA Business Meeting | | |
| 9:00-9:15am | Break | | | |
| 9:15-10:15am | K1 Keynote: Dr. Wayne Camara 'Research Required in Changing an ICON - The New SAT' | | | |
| 10:15-10:35am | Refreshment Break | | | |
| 10:35-11:50am | L1 Working Group: Measurement Problems Revisited, Part 2 | L2 Paper Session: Issues in Educational Reform, Improvement, and Accountability | L3 Paper Session: Going Global: Research in International Education | L4 Paper Session: Teaching the Teachers |
| 12:05-1:00pm | Lunch and Recapitulation | | | |

Conference Pre-Sessions

12:15 p.m. - 2:15 p.m.

Nutmeg Salon A

Program Evaluation Methodology: Are We Thinking Clearly?

Robert K. Gable

Emeritus Professor, Neag School of Education, University of Connecticut

Director, Educational Leadership Doctoral Program, Johnson & Wales University

This pre-session will focus on current Federal policies and controversies in program evaluation methodology. Topics will include: the history of program evaluation models, the role of quantitative and qualitative research strategies for effective program evaluation, and the implications of the US Department of Education and Institute of Education Sciences promotion of Evidence-Based Education (EBE).

12:15 p.m. - 2:15 p.m.

Nutmeg Salon B

Introduction to Item Response Theory

H. Swaminathan

Professor, Neag School of Education, University of Connecticut

H. Jane Rogers

Associate Professor, Neag School of Education, University of Connecticut

This session covers the basics of item response theory and its use in educational testing applications. Topics include the models available for dichotomous and polytomous responses, computer programs available for IRT scoring, procedures for assessing goodness of fit, and an overview of applications of IRT to equating, test construction, and computerized adaptive testing. The session is aimed at meeting the needs of individuals who are or expect to be using test scores based on IRT procedures and need an understanding of the basic concepts and issues. Participants with BILOG and/or PARSCALE are encouraged to bring their laptops, but laptops are not required.

2:30 p.m. - 3:45 p.m.

Nutmeg Salon A

A1: Computer Applications in Assessment - Individual Paper Session

Moderator: Christine Shea, University of Massachusetts Amherst

Evaluating Item Parameter Drift in Computerized Adaptive Testing

Tie Liang, Stephen Sireci, Craig Wells, and Kyung-tyek Han, University of Massachusetts Amherst

Computerized adaptive testing (CAT) is becoming increasingly popular since it can select items to match the proficiency of each examinee. Item response theory models are particularly suitable for adaptive testing because it is possible to obtain proficiency estimates that are independent of the particular set of test items administered. However, when item parameters drift over time CATs will not function as intended. The purposes of this paper are to examine the effectiveness of Lord's (Lord, 1980) and Dorans and Kulick's (1986) standardization statistics in identifying IPD in a multistage adaptive test. The effectiveness of the statistics is evaluated using real and simulated data.

Using Response Time to Examine the Effect of Examinee Effort on Validity

Jill Delton, University of Massachusetts Amherst

Achievement tests are designed to measure what test takers know and can do in a certain subject area. It is assumed that examinees will put forth their best effort when presented with each item on the test. However, when tests have little consequences for examinees, motivation becomes an issue. Low examinee effort can have an effect on examinee ability and item parameter estimates. Similar to Wise and Kong (2005), this study used response time data to determine if examinee effort is a potential problem and what item characteristics tend to elicit lower effort on a relatively low stakes test.

Local Item Dependence Indices Based on Nonparametric Item Response Theory

Tsung-hsun Tsai, Research League, LLC; Yung-chen Hsu, GED® Testing Service, American Council on Education
Local item dependence (LID) indices based on nonparametric item response theory (NIRT) are discussed. Currently, most indices for LID screening are computed using scaling results from parametric models. Re-scaling/re-screening is often needed when parametric models do not fit well. The LID indices using item characteristic curves (ICCs) from NIRT are independent of IRT models. NIRT-based LID indices may be used to screen potentially dependent items for proper item treatment or ability purification before parametric scaling procedures are performed.

Evaluating the Content validity of Multistage Adaptive Testing

Leah T. Kaira and Stephen G. Sireci, University of Massachusetts Amherst

Two qualities of good tests are reliability and validity. Validity is about inferences made based on test scores. Meaningful score inferences require that the construct a test claims to measure be well known or well defined. One way to validate a construct is by evaluating content on a test. Evaluating test content is therefore critical and more so in Computer Adaptive Testing (CAT). Previous content validity research has not evaluated consistency of content quality in CAT. This paper reports results of the analysis of content validity of a multistage test.

Methods Used to Obtain Convergence for Problematic 3PLM Items in PARSCALE

Zachary Smith, Craig Wells, and Stephen J. Jirka, University of Massachusetts Amherst

Often when running empirical data through the psychometric computer software PARSCALE, convergence cannot be reached for one or more items, especially under the three-parameter logistic model (3PLM) in item response theory (IRT). Most options for correcting the convergence problem are passed around by word of mouth and focus on manipulating the c-parameter. This study uses a Monte Carlo simulation study to manipulate different conditions to determine why certain items have trouble converging, as well as examining the validity of the methods that help mend the convergence problem.

Discussant: Rosemary Reshetar, The College Board

2:30 p.m. - 3:45 p.m.

Nutmeg Salon B

A2: Legal and Social Issues - Individual Paper Session

Moderator: Jeffrey B. Hauger, Moorestown (NJ) Township Public Schools

Limitations on Teacher Workplace Freedom of Speech Rights

Ann Hassenpflug, University of Akron

The U.S. Supreme Court announced in *Garcetti v. Ceballos* in May 2006 that a public employee's speech made as part of his duties as an employee was not protected by the First Amendment. Following that decision, lower federal courts including those in the Second and Third Circuits have decided cases addressing teachers' speech rights. The courts considered whether the speech was made as part of the teachers' job duties. These cases demonstrate the potentially problematic effect that *Garcetti* has had on decisionmaking in public schools and on teachers' careers.

Legal Literacy for Teachers: A Neglected Responsibility

David Schimmel, Matthew Militello, and H. Jake Eberwein, University of Massachusetts Amherst

What pre-service and in-service teachers learn and know about the law is the focus of this research. Based on the survey findings of more than 1200 K-12 teacher respondents in 17 states, the researchers found that teachers have wide gaps in their knowledge of school law issues. They are especially ill informed about their risk of liability for student injuries and academic freedom issues. Findings also suggest that teachers receive most of their information (and misinformation) about school law issues from other teachers and administrators, while receiving less information from teacher education and in-service programs.

Public School Principals' Experiences with Interpreting and Implementing Connecticut's Anti-bullying Law (CGS § 10-222d)

Diana J. LaRocco, University of Hartford; Jo Ann Freiberg, Connecticut State Department of Education; Donna Nestler-Rusack, King Philip School

The presenters will share select results from a survey designed to describe public school principals' experiences with interpreting and implementing Connecticut's anti-bullying law. In 2002, the State of Connecticut Grand Ballroom passed Public Act 02-119, directing local boards of education to develop and implement a policy to address bullying in their schools. The state's school districts have developed bullying policies and principals are expected to implement them at the building level. Over four years later, however, there has not been a state-level analysis of these policies. This study aimed to fill that gap. Findings, including descriptive statistics, will be shared.

Globalization and Internationalization of Higher Education in Europe

Ali Kemal Tekin and Gokce Tekin, The Pennsylvania State University

Globalization has its influences education. There are remarkable efforts in Europe to open up the higher educational institutions to ease the knowledge exchange, and provide effective training programs to enhance the quality of labor force and intellectual development for their citizens. This study aims to explore the effects of globalization on this internationalization process of higher education in Europe and examples, depict how the EU uses it as a tool to maintain its power and improve their societies, and discuss the equity and accessibility issues of conducted programs regarding all ages, genders, and socioeconomic status.

Discussant: Jennifer L. Dunn, National Center for the Improvement of Educational Assessment, Inc.

2:30 p.m. - 3:45 p.m.

Nutmeg Salon C

A3: Increasing Student Engagement in Higher Education Classrooms - Symposium

Participants:

Patricia L. McDiarmid, Springfield College

Anna Weidhofer, Springfield College

Shannon Whalen, Springfield College

Sneha Shah, Springfield College

Symposium abstract: Session attendees will leave with a variety of best practices that have proven successful in shifting from a teacher-centered to learner-centered instructional delivery approach. Utilizing a variety of teaching styles throughout a course provides opportunity for all students to have the chance to learn in at least one way that matches their learning style. Some benefits accrued following this shift in approach includes an increase in student interest and academic achievement, frequent and authentic opportunities to check for student understanding by the instructor serving as valuable feedback on teaching effectiveness, and an overall sense of enjoyment by both parties in the teaching and learning process.

2:30 p.m. - 3:45 p.m.

Nutmeg Salon D

A4: NERA Past Presidents - Invited Session

Moderator: Stephen G. Sireci, University of Massachusetts Amherst, Current NERA President

Participants:

Philip Archer; NERA President 1985-1986

Sharon F. Cramer, Buffalo State College; NERA President 2003-2004

Robert K. Gable, Johnson & Wales University; NERA President 1977-1978

Kurt Geisinger, Buros Center for Testing and The University of Nebraska-Lincoln; NERA President 1987-1988

Barbara Helms, Education Development Center, Inc.; NERA President 1997-1998

Judy Kull, University of New Hampshire; NERA President 1996-1997

Gavrielle Levine, Long Island University; NERA President 2004-2005

Dianne Zager, Pace University; NERA President 1992-1993

This session, organized in the fashion of "The Price is Right," will allow NERA Past Presidents to reflect on the differences in educational research and policies between the President's term and now. In addition, Presidents will discuss how educational research can influence practice. C'mon down!

2:30 p.m. - 3:45 p.m.

Hartford Room

A5: Ethical Practices in Education and Research: Advancing the Field for Students and Researchers - Symposium

Organizer/Moderator: Scott W. Brown, University of Connecticut

Who's Responsible for Research Ethics?

GNA Garcia, University of Connecticut

Providing Academic Integrity at the Collegiate Level

Kelly Richmond, Eastern Connecticut State University

Plagiarism in the 21st Century

Donalyn Maneggia, University of Connecticut

Publication Bias: A Threat to the Objective Report of Research Results

Andri Ioannou, University of Connecticut

Do Graduate Students and Faculty Differ in How They View Ethical Dilemmas?

Anthony R. Artino, Jr., University of Connecticut

Discussant: Mary Yakimowski, University of Connecticut

Symposium Abstract: Today more than ever educational researchers need to be aware of the rules and regulations regarding ethical conduct of educational and psychological research, whether undergraduate students, graduate students or professionals in the field. This symposium focuses on issues related to plagiarism, academic integrity, and the publication of results that failed to conform to popular theories and models. Based on current issues related to college presidents who have plagiarized their speeches, college students purchasing class papers on-line, paying more for papers designed to receive higher grades, and college professors responding to the pressures of the "publish or perish" standards of tenure, promotion and fame, by fabricating data and research results in national publications. This symposium on ethics in educational and psychological research focuses on current issues for students, staff and professionals in the field.

3:45 p.m. - 4:30 p.m.

Nutmeg Foyers

B1: Poster Session I and Refreshment Break

An Assessment of the Effectiveness of an Online Tutorial in Learning Statistical Concepts

Linda Mallory, University of Phoenix, Maryland Campus

The assessment on the effectiveness of the tutorial in mastering statistical concepts was conducted using three classes of onsite students in a graduate quantitative methods course. Using linear regression, the results indicated that there was a weak relationship with the concepts mastered in the online tutorial and the students' ability to translate that understanding into solving textbook problems. Additionally, students were taking significantly longer to master the exercises in the tutorial than were expected. It was determined that any benefits gained by the tutorial were not worth the time that was required by the students to complete the work.

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

Kristen Casale, William Paterson University of New Jersey / Passaic Valley High School

The purpose of this study was to examine the effects of a parent participation program on the mathematics performance of ninth grade Algebra 1 students. Participants in this study included two classes of 48 ninth grade Algebra 1 students, who all came from middle schools in three different districts. The effect of the program, particularly positive communication efforts with parents, on students' performance in homework, quizzes, tests, and class participation was also assessed. Most importantly, parent and student responses to the "contract" and weekly comments home commending individual students for successes in mathematics class throughout the week were observed and analyzed.

The Interaction of Self-Regulated Learning and Socio-Cognitive Learning Styles in an Online Course

Hilary Wilder and John Madison, William Paterson University of New Jersey

Success in online courses requires a command of volitional strategies and self-regulated learning (SRL) skills in order to maintain participation and keep up with the course. Additionally, socio-cognitive learning (SCL) can be facilitated by online discussions while sustaining and encouraging students' engagement. We will examine self-perceived and observed SRL and SCL styles in an online graduate education course by comparing the results of a self-assessment survey with students' actual participation in online discussions based on reading assignments and general open discussion forums as well as their final grade on a related course project.

Discussant: Rochelle Goldberg Kaplan, William Paterson University of New Jersey

Literacy Topics through the Use of Picture Books

Elena F. Bruno, College of St. Rose

Pre-service teachers in the education program are required to take: Literacy and Literature for grades 1-3, Literacy and Literature for grades 4-6, and Curriculum and Instruction, which all have a required ten to fifteen field hours in an elementary classroom. The author's use of picture books in the college classroom to teach literacy elements for elementary grades will be explored. Pre-service teachers participate through reading, small groups, and manipulatives within the college classroom in lessons that are designed for the elementary classroom thus exposing the college students to creative methods to teach with literature.

Literature Survey on Applications of Fuzzy Sets in Social Science

Qing Li, H. Swaminathan, and Jiong Tang, University of Connecticut

Many concepts and terms used in social sciences involve certain vagueness and have fuzzy boundaries. Both variables to be measured and tools developed for measurement in social science are subjected to vagueness. Computational intelligence techniques, as compared to conventional statistical methods, tend to be more "fault-tolerant" to vagueness. Fuzzy sets theory, in particular, one of the artificial intelligence tools, has successfully been

applied by social scientists for better conceptualization of social phenomena involving vagueness. This paper presents a literature survey of the pioneer applications of fuzzy sets in social sciences, with a special focus on educational measurements.

Discussant: Haiyan Zhang, SUNY Albany

Employers' Perceptions of Job-Training Programs for High School Students with Disabilities

Maureen Walsh, Bloomsburg University

This poster session will share the information acquired from a qualitative research project on transition programs. The purpose of the study was to describe the problems and issues experienced by collaborating employers with the intent of informing school program coordinators to improve their transition programs for students with disabilities. Using a qualitative approach, the researcher sought to identify components of job-training from the perspective of collaborating employers only. Disseminating the research results through this poster session will assist educators in developing and/or improving job-training programs for high school students with disabilities.

Native American Women's Community Needs Assessment

Chung-Fan Ni, University of Connecticut; Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation, Vocational Rehabilitation Program

The disparity between need and service provision for racial minorities and women, traditionally under-served populations, has been an increasing concern for service providers. This present study identified the disabilities among Native American women, and also considered their employment and job functioning. This study is part of a Participatory Action Research (PAR) project funded by the National Institute of Disability and Rehabilitation Research. Of the 320 recruited participants, 71 Native American women with disabilities were interviewed for this study. The PAR model enabled several services to be delivered through collaborated efforts during the five-year research period. Several implications were also considered.

The Impact of an Emotional Disorder on Reading Comprehension Performance

Teresa C. King and Cara Cahalan Laitusis, Educational Testing Service

The purpose of this study is to examine the performance of students within a larger data set who have an emotional disorder and a reading-based learning disability. This was a repeated measured design in which all students were administered a reading comprehension test with and without an audio accommodation. This analysis includes descriptive information of the sample as well a comparative analysis to distinguish how students performed differently in each condition to the larger data set. Conclusions explain the impact of having an emotional disorder and a learning disability affects reading comprehension and the use of an audio accommodation.

Discussant: Sharon F. Cramer, Buffalo State College

Patterns of District Performance in Student Achievement (2001-2005) Connecting Resource to Student Achievement

Peter O. Simpson, Stacey L. Kite, and Robert K. Gable, Johnson & Wales University

There is a lack of empirical evidence about the relationship between resource utilization *within* education delivery systems and student achievement. The first sequence of a three-phase mixed method study verifies a significant correlation. Student achievement is the dependent variable and Socioeconomic Status indicators are the independent variable. It conducts simple regression to identify distinct patterns of district performance over multiple years that include sustained over-performance, stagnation, decline, and possible turnarounds. The study is research in-progress that investigates the theoretical concept that resources can increase or diminish in value as they move through an organization resulting in variations in its performance.

Understanding the Achievement Gap through the Cultural and Linguistic Struggles of English Language Learners: A Challenge for All Educators

Pierre Orelus, University of Massachusetts Amherst

One of the most pressing educational issues that often comes to the fore of the debate centered around school reforms is the achievement gap between dominant (those from privileged social class backgrounds) and non-dominant students. Many scholars from different schools of thought (e.g. Apple, 1991; Anyon, 1980; Heath, 1983) have attempted to determine what causes the achievement gap among students. In this paper, I explore factors that have led to the achievement gap between dominant and non-dominant students. I explore factors, such as socioeconomic status, culture, language, race, teacher-student relationship, school and outside school factors that have led to the achievement gap among students.

The Health Literacy of U.S. Adults with Lower Educational Attainment Levels: 2003 NAAL

Yung-chen Hsu, GED® Testing Service / American Council on Education

Health literacy is important for all adults. Because lower health literacy is associated with lower educational attainment, many adult basic and literacy education programs increasingly provide health education to low-literate adults to improve their health literacy. Using data from the 2003 National Assessment of Adult Literacy (NAAL), this study examines the health literacy of adults with three lower educational attainment levels by various demographic and socioeconomic characteristics. Specific populations with lower health literacy levels are identified so that adult education entities and policymakers can target these groups with more support, funding, and better programs to improve their health literacy skills.

Discussant: Philip Archer

Students' Nesting within High Schools as a Predictor of College GPA, Worry, and Confidence

Peter Swerdzewski and Dena A. Pastor, James Madison University

Hierarchical models were fit to the data for ten dependent variables for the students at a college: one for GPA, six related to worry, and three related to student confidence. For each model, various high school characteristics were specified as level-two predictors. Taken together, the results indicate that knowing a student's high school provides little utility for a policymaker who is interested in using the specific high school a student attends or the characteristics of that high school to predict the student's academic success, levels of worry, or confidence to engage in situations typical of the college experience.

Teacher Efficacy and Motivational Attribution Change from Pre-service to In-service Teacher Preparation

Samantha Feinman, Pace University; Marisa Cohen, City University of New York

The relationship between teacher efficacy and motivational attribution will be examined. Teacher efficacy and motivation scales will be administered to New York City Teaching Fellows, once prior to their teaching experience, and a second time during their last week of teaching. Statistical analyses will be used to compare the change in, and correlation between, teacher self-efficacy and motivational attribution ratings. Such a study has implications as to the way in which to structure classrooms to maintain a strong, yet realistic sense of self-efficacy and foster motivation. This will also provide insight as to the amount of support needed by teachers.

Assessing Noncognitive Qualities through ReadyEdge™: Validity Evidence from a Community College Sample

Jennifer Minsky, Teresa Jackson, Jonathan Steinberg, Richard Roberts, and Carolyn MacCann, Educational Testing Service; Ralf Schulze, Westfälische Wilhelms-Universität Münster, Germany

Many students beginning Community College are at risk for attrition due to a lack of preparation skills and other issues not related to academic potential. ReadyEdge™ is a web-based self-help tool designed to assist students plan and meet college objectives. ReadyEdge™ comprises assessments and feedback on noncognitive constructs such as time management, test anxiety and career interests, providing students with feedback that is tailored to their proficiency levels on these constructs. In this paper, we discuss the development of ReadyEdge™ by focusing on the Time Management assessment and preliminary validity evidence from a study of community college students.

Discussant: Bruno Zumbo, University of British Columbia

4:30 p.m. - 5:45 p.m.

Nutmeg Salon A

C1: Symposium on Special Education and Rehabilitation Research (I) – Symposium – Session I

Organizer: Barbara J. Helms, Education Development Center, Inc.

Teaching Social Communication Skills to Children with Autism

Dianne Zager, Pace University; Carmen Armador, Laila Elias, and Kezia Harvey, New York City Department of Education

Assessing Students with the Most Significant Cognitive Disabilities

Darlene Perner and Philip Tucker, Bloomsburg University of Pennsylvania

Community Needs Assessment of Native Americans with Disabilities from Four Eastern Tribes

Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation, Vocational Rehabilitation Research Program; Diane E. Liebert, DLE Associates; Fran Ni, University of Connecticut; Valerie Ellien, MPTN Research Project Consultant

Early Predictors of Later School Success – A Pilot Study

Dona Bauman, University of Scranton; Barbara Yingling Wert, Bloomsburg University

Discussant: Dianne Zager, Pace University

Symposium Abstract: This session explores research in the areas of special education and rehabilitation; specifically autism, cognitive disabilities and other major types of disabilities and health problems. The first presentation employs action research in urban high need schools with socially and linguistically diverse children to examine social skills and language/communication development. The second presentation examines how states determine accountability and how they develop and implement assessments that affect students with disabilities. The third presentation presents a community needs assessment of Native Americans with disabilities from four Eastern Tribes using Participatory Action Research.

4:30 p.m. - 5:45 p.m.

Nutmeg Salon B

C2: Teachers and Teaching Practice - Individual Paper Session

Moderator: Barbara Rosenfeld, Brooklyn College of the City University of New York

The Contributions and Limitations of Different Conceptions of Teacher Community

Thomas H. Levine, University of Connecticut

Many have called for promoting teacher learning through different conceptions of “community.” Recently, the concept of “communities of practice” has also become a popular and powerful conceptual tool in the arsenal of those studying and practicing teacher education and in-service professional development. Different conceptions sometimes seem interchangeable in the way they are used; perhaps as a result, some have declared that the term community has lost its meaning. This paper seeks to clarify the distinctions among several notions of community, proposing that each has different contributions and limits for the design and study of teacher learning.

Evaluating Teacher Professional Development: An External and Cross-Project Approach

Jiarong Zhao and Ann A. O’Connell, University of Connecticut

Connecticut has used federal grant funds for higher education institutions to partner with schools and districts in designing and implementing professional development programs for in-service teachers. The state’s centralized evaluation team has worked with 13 grantees to design and conduct external cross-project evaluations that address questions focusing on projects’ characteristics and projects’ effectiveness and effects on teacher participants’ subsequent classroom teaching practices. Evaluation methodologies and rationales as well as results are reported. The implications for state efforts to enhance teacher quality are discussed. A number of suggestions are made for future in-service teacher professional development project evaluation approaches.

Teachers’ Perceptions of Their Focus on the Whole Child: Using Research to Improve Practice

Christine L. Emmons and Fay E. Brown, Yale University

The purpose of this study was to examine 1) the extent to which teachers’ classroom practices focus on development of the whole child, 2) gender and grade level differences, and 3) the relationship between these practices and classroom management and student-teacher relationships. The 389 teachers who completed the questionnaire reported focusing the least on students’ physical needs and the most on students’ psychological needs. Factorial ANOVAs showed gender and grade level differences and gender by grade level interactions on different developmental components. Correlations revealed significant positive relationships between teachers’ focus on the whole child and their self-reported classroom management skills and relationship with their students.

Demystifying Teacher Action Research: Lessons Learned from a Graduate Education Capstone Experience

Andrea Honigsfeld and Maureen Connolly, Molloy College

This documentary account examines the development of an action research requirement within the context of a graduate teacher education program. The action research is a capstone performance for degree candidates in professional certification programs. Course professors offer a 2-semester learning experience that consists of two major phases: proposal preparation and implementation of the teacher research. In our critical examination we found that the action research requirement has evolved into a process with five intertwined stages that are systematically scaffolded to ensure success. Questions remain regarding the necessary steps to continue action research beyond the master’s thesis.

The Effect of “Virtual Learning” Experiences on Teachers’ Abilities to Assess Children’s Mathematical Thinking

Linnea Weiland and Rochelle Goldberg Kaplan, William Paterson University of New Jersey

The purpose of this study was to determine the impact that pre-viewing, analyzing, and discussing videotaped segments of children doing mathematics would have on teachers’ abilities to make evidence-based judgments

Program with Abstracts for Wednesday, October 17

regarding mathematics learning. One study involved a class of early childhood and elementary education pre-service teacher candidates from a mathematics methods course and the other involved a class of experienced teachers who were master's degree candidates specializing in mathematics teaching. Findings indicated that instructor feedback was the critical element in changing teachers' ways of interpreting children's mathematical behaviors and that prior knowledge was needed in order for teachers to develop a more evidence-based approach to analysis.

Discussant: Geraldine Mongillo, William Paterson University of New Jersey

4:30 p.m. - 5:45 p.m.

Nutmeg Salon C

C3: Topics in Post-Secondary Settings - Individual Paper Session

Moderator: Raldy Laguilles, University of Massachusetts Amherst

Research Training for Practitioners Enrolled in Doctoral Programs: What is Needed?

Mark Fenster, University of Massachusetts Lowell

More doctorates are awarded in education than any other discipline. In preparation for developing original research like a dissertation, doctoral students take coursework in research/statistics. These courses are considered part of core set of competencies doctoral students are required to master. Questions of “how many courses, what material should be covered, to what depth that material should be covered, especially for students with no interest in becoming research scholars may be particularly vexing for education doctoral programs with high percentages of practitioners.

How Do Values Influence Higher Education Software Implementation Projects? Facilitating and Impeding Collaborative Work

Sharon F. Cramer, Buffalo State College

For eight years, EDUCAUSE members have identified “implementation of complex information systems” as a top issue for higher education information technology leaders. “Clearly, an ... implementation is not just about the technology” (Camp, et al., p. 20). This paper uses SPSS Text Analysis for Surveys 2.0 to analyze the narrative comments of 71 research participants, from 10 campuses. The study design incorporated work of Gardner, Csikszentmihalyi, and Damon (2001) to examine work-related values. The paper highlights values individuals involved in implementation identified as making a difference in their implementations, and provides suggestions for campus-wide implementations.

Exploring Leadership in Children's Books: Making a Difference in Issues of Equity

Patricia Ann Marcellino and Lori Berman-Wolf, Adelphi University

The study's purpose was to conduct exploratory action-research investigation of leadership depictions in children's books chosen by 32 literacy and 27 leadership students at a private university. The action-research model was the methodology. Results illustrated that students in both programs illustrated concern for social justice and equity issues in regard to race/ethnicity. Leadership students, however, chose books that illustrated males primarily in leadership roles. This lack of gender awareness may contribute to a difference regarding equity between males and females.

Connecting Theory and Practice: Distributed Leadership in Action at Manchester Community College

Catherine Manly and Matthew Militello, University of Massachusetts Amherst

The case study presented in this session shows distributed leadership occurring in community college setting, using current leadership theory as lens to illuminate practice. Based on interviews of individuals throughout college hierarchy, this study employs illustrative artifacts to demonstrate how leadership can be successfully dispersed across a campus. Examples of three forms of concertive action highlight a holistic distributed leadership view, and activity theory is shown to aid understanding of the application of theory to practice. Through this analysis, contemporary distributed leadership inquiry methods are connected with practices of distributed leadership at Manchester Community College.

The Impact of Gender and Educational Attainment on Workplace Attitudes

Miranda Jennings, University of Connecticut

The effects of gender and education level on workplace attitudes [self-efficacy (SE), collective efficacy (CE), mentoring experience (ME), and job satisfaction (JS)] were explored. The Workplace Attitudes Survey (WAS) was administered to 140 employees at an information service company (response rate of 56%). A significant interaction between gender and educational level for ME and JS subscales was observed. Men with graduate degrees received most ME and have highest levels of JS compared to women. Among women, those with graduate degrees had lower levels of JS and ME.

Discussant: John W. Young, Educational Testing Service

4:30 p.m. - 5:45 p.m.

Nutmeg Salon D

C4: Modern Psychometric Analyses for Educational Test Data - Symposium

Organizer: Ronald K. Hambleton, University of Massachusetts Amherst

Moderator: Bruno Zumbo, University of British Columbia

DIF Detection Methods for Both Large and Small Examinee Samples

Wendy Lam and Ronald K. Hambleton, University of Massachusetts Amherst

Checking Test Dimensionality: New Methods and Applications

Nina Deng and Ronald K. Hambleton, University of Massachusetts Amherst

New Statistical and Graphical Methods for Assessing IRT Model Fit to State Assessments

Yue Zhao and Ronald K. Hambleton, University of Massachusetts Amherst

A Case for Classical Item Analysis and Modern Refinements

Zachary Smith and Ronald K. Hambleton, University of Massachusetts Amherst

Discussant: Charles A. DePascale, National Center for the Improvement in Educational Assessment

Symposium Abstract: Today the demand for educational tests of high quality is great: States demand it of their contractors, and are paying large sums of money to try and obtain that quality. The federal government (through No Child Left Behind Legislation) and the public demand it because of the consequences of educational tests for students, teachers, and schools. Credentialing agencies require it, because when quality drops they are vulnerable to lawsuits. The goal of this collection of papers is to provide conference attendees with insights and new knowledge about constructing better educational tests through the use of both classical and modern test theory and practices. The testing field itself has advanced tremendously in recent years, but many of these important advances that could improve testing practices are either not known, or known, but not being used or being used improperly. The four papers themselves are written to change that current situation by focusing on the relevance and nature of modern item analyses and reliability studies, and the successful selection and application of item response theory models though addressing model assumptions such as test dimensionality and determining model fit, and addressing studies to detect differential item functioning.

4:30 p.m. - 5:45 p.m.

Hartford Room

C5: Teacher-as-Researcher Award Winner Presentation

Peaks and Valleys: A Teacher/Researcher Teaches Science to Students With Special Needs

Beth Mowry, Brooklyn College of the City University of New York

The teacher/researcher began her study by conducting an extensive review of the literature, focusing on articles about both science education and special education to identify best practices related to teaching science to students with special needs. However, this review identified significant holes in the science education literature regarding teaching students with special needs.

This research project involved keeping detailed notes about the teacher/researcher's experiences during the 2006-2007 school year. Multiple data points were used including a detailed field journal, communications with other teachers, interactions with students and their families and copies of student work. The teacher/researcher studied herself and the class with which she was working - a self-contained special education class of students who are in grades six and seven at an urban middle school. The class members were of diverse racial and ethnic backgrounds and were from middle to working socioeconomic class families. There were three girls and six boys in the sample. Two students were classified on their Individualized Education Plans as mentally retarded. The other seven were classified as emotionally disturbed and had accompanying learning disabilities. There were two paraprofessionals working with the researcher in the classroom and the classroom teacher, a special educator, is out of the classroom during science classes.

This study illuminated deep differences between the culture of science education and the culture of special education. Training, expectations and classroom practices of these two specialists in education differ vastly, one not being familiar with the practices of the other.

This study has implications for university faculty, school administrators and teachers. Primarily, university faculty must be aware that the cultures that are formulated in teacher training programs may be in conflict with other educational cultures. Teachers can learn from the successes, insights and failures of this teacher while administrators can learn about the implications that arise when teachers are placed in positions out of their expertise.

Program with Abstracts for Wednesday, October 17

5:45 p.m. – 6:15 p.m.

Pre-Dinner Fitness Walk

Weather permitting, join your colleagues for a brief stroll before dinner. Meet in the Hotel Lobby.

6:15 p.m. – 7:00 p.m.

Grand Ballroom

NERA Welcome Reception

7:00 p.m. - 8:30 p.m.

Grand Ballroom

Dinner

8:30 p.m. – 9:15 p.m.

Nutmeg Salons A and B

New Member Reception

9:15 p.m. – 10:30 p.m.

Nutmeg Salons A, B, C, and D

Old Member Re-acquaintance

7:00 a.m. – 8:30 a.m.

Grand Ballroom

Continental Breakfast

8:00 a.m. - 9:00 a.m.

Nutmeg Salon A

**D1: Exploring the Scholarship of Engagement: Charting a Course for Collaborative Action
- Working Group Discussion**

Session Organizers/Facilitators:

Karen I. Case, University of Hartford

James E. Fuller, University of Hartford

Sharon Toffey Shepela, Hillyer College, University of Hartford

Boyer's (1996) request for a broader definition of scholarship called for an increased commitment to faculty research designed to address issues of community consequence. He termed this research the scholarship of engagement. In the fall of 2006, an ad hoc committee at the University of Hartford was formed to address quality indicators for the scholarship of engagement. The Committee devised definitional and evaluative criteria and outlined quantitative and qualitative indicators for this category of scholarship. This workshop is a forum to present insights and to engage faculty from other institutions with an interest in conducting the scholarship of engagement.

8:00 a.m. - 9:00 a.m.

Nutmeg Salon B

D2: Measurement Problems Revisited: A Discussion to Identify Current Measurement Problems and Offer Potential Solutions - Working Group Discussion – Session I

Session Organizers/Facilitators:

Charles A. DePascale and Jennifer L. Dunn

National Center for the Improvement of Educational Assessment, Inc.

In a 1993 article in the *Journal of Educational Measurement*, Howard Wainer identified 16 unsolved measurement problems facing the measurement community as we approached the end of the twentieth century. Wainer categorizes his questions into five major areas: validity, adjustment, data insufficiencies, other issues, and technical issues. Fourteen years later, the vast majority of those problems remain unsolved, although some have decreased in urgency because the focus of educational measurement has shifted. In this session we discuss the current status of Wainer's original list of unsolved problems and emergent problems resulting from the shift to standards-based testing, inclusion, and growth.

8:00 a.m. - 9:00 a.m.

Nutmeg Salon C

D3: Symposium on Special Education and Rehabilitation Research (I) - Symposium – Session II

Organizer: Barbara J. Helms, Education Development Center, Inc.

Teaching Social Communication Skills to Children with Autism

Dianne Zager, Pace University; Carmen Armador, Laila Elias, and Kezia Harvey, New York City Department of Education

Assessing Students with the Most Significant Cognitive Disabilities

Darlene Perner and Philip Tucker, Bloomsburg University of Pennsylvania

Community Needs Assessment of Native Americans with Disabilities from Four Eastern Tribes

Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation, Vocational Rehabilitation Research Program; Diane E. Liebert, DLE Associates; Fran Ni, University of Connecticut; Valerie Ellien, MPTN Research Project Consultant

Early Predictors of Later School Success – A Pilot Study

Dona Bauman, University of Scranton; Barbara Yingling Wert, Bloomsburg University

Discussant: Dianne Zager, Pace University

Symposium Abstract: This session explores research in the areas of special education and rehabilitation; specifically autism, cognitive disabilities and other major types of disabilities and health problems. The first presentation employs action research in urban high need schools with socially and linguistically diverse children to examine social skills and language/communication development. The second presentation examines how states determine accountability and how they develop and implement assessments that affect students with disabilities. The third presentation presents a community needs assessment of Native Americans with disabilities from four Eastern Tribes using Participatory Action Research.

8:00 a.m. - 9:00 a.m.

Nutmeg Salon D

D4: Using Mixture Modeling to Study Education-Related Variables - Symposium

Moderator: Carol L. Barry, James Madison University

A Latent Profile Analysis of College Students' Achievement Goal Orientation

Dena A. Pastor and Kenneth E. Barron, James Madison University; BJ Miller, Eastern Mennonite University; Susan L. Davis, Buros Center for Testing

Are There Underlying Subpopulations of College Attachment? An Application of Mixture Modeling

Sara J. Finney, Megan France, and Peter Swerdzewski, James Madison University

An Application of Latent Transition Analysis (LTA) to Psychological Wellbeing

Pamela K. Kaliski, and Sara J. Finney, James Madison University

Factor Mixture Models: Mixture Modeling as a Tool for Studying Measurement Invariance

Abigail R. Lau and Dena A. Pastor, James Madison University

Discussant: J. Patrick Meyer, James Madison University

Symposium Abstract: Mixture modeling can be used to evaluate if data arose from a single population or a mixture of many populations that vary in their distributions. The four papers in this symposium demonstrate various types of mixture models using education-related variables (motivation and college adjustment). The first two papers demonstrate the use of latent profile analysis to study mixtures of multivariate distributions. The third paper demonstrates latent transition analysis, a technique used to study qualitative change in class membership over time. The final paper demonstrates factor mixture modeling, a technique used to study similarity in item functioning across unobserved groups.

9:15 a.m. - 10:30 a.m.

Nutmeg Salon A

E1: Curriculum and Classroom Research - Individual Paper Session

Moderator: Srilata Bhattacharyya, Adelphi University

No Exit from a Teachable Moment: "Digressing" When Reality Barges into the Curriculum

Cheryl J. Gowie and Kathleen Harrison, Siena College

The Virginia Tech tragedy of April 2007 offered a teachable moment for deepening preservice teachers' understanding of school violence and bullying. In one section of undergraduate Educational Psychology, we diverged from the syllabus and devoted a full period to discussing teachers' roles in counteracting the culture of violence, reducing class time for the topic of motivation to one period. The other section followed the syllabus and devoted two scheduled periods to motivation. Student performance on the final exam was analyzed, comparing scores on items addressing motivation and examining quantitative and qualitative aspects of essays on school violence and bullying.

Can Someone Help Me? Case Study on the Impact of Behaviors Related to Attention-Deficit/Hyperactivity Disorder on Classroom Dynamics and Students Achievement in the Inclusive Setting

Yelena Kurayeva, James Madison H.S., Touro College; Shedina Charles, James Madison H.S., Bates College

For children with ADHD, "school too often starts with failure ... and goes downhill from there". To examine the validity of available resources and the effectiveness of existing behavioral intervention methods for students with ADHD, we conducted research in our inclusion math class. An extensive research and analysis of data indicate that ADHD is not recognized by parents as a neurological condition. In many instances ADHD goes untreated and the negatives effects are ignored, by both parents and school professionals. In our search for a solution to help students with ADHD in the inclusive setting we designed "The Inclusive Setting Early Behavior -Academic Intervention Program (EBAIP- IS).

Sex Education: Where and What Do Students Learn?

Lynn Shelley-Sireci and Rebecca Burwell, Westfield State College

Most students believe they know everything about sexuality. There are also many sources of information including school, parents, peers and media. Most communities provide school based sex ed., but content varies tremendously. 231 college students reported that they primary learned about sex from friends, books, and electronic-media. Topics discussed most were love, marriage, and reproduction. Little was taught about homosexuality, incest, sexual pleasure, condoms or choosing a sexual partner. Formal sex education appears to be scant and narrowly focused.

Reconceptualizing Literacy Learning Using New Media

Geraldine Mongillo, William Paterson University of New Jersey

The goal of this qualitative study was to understand the natural link between literacy and educational technology. Research examined was analysis of alternate book reports created by teacher candidates in 3 graduate courses. Both print and digital products were compared and findings suggested that participants using technology employed: (a) multiple sources of information in digital productions representing diverse perspectives; (b) interdisciplinary approach to represent issues. Overall the implications from this study suggested that appropriate implementation of new media in teacher education courses may enhance critical literacy skills and generate high quality media literacy projects.

A Foucaultian Interpretation of Academic Anxiety

Gavrielle Levine, Long Island University

Increasing attention to student achievement generates high level of anxiety among students regarding academic accomplishments. Anxiety for test taking as well as anxiety associated with learning content material continues to affect student performance. Foucault discusses the need to question the "document," that is, the corpus of information comprising the content to be learned. With current national emphasis on standardized test scores, education in the U.S. may have returned to more traditional approaches to learning that Foucault describes as memorizing the "monuments" of the past. The work of Foucault provides a valuable perspective in considering academic anxiety.

Discussant: Julia Rothenberg, The Sage Colleges

9:15 a.m. - 10:30 a.m.

Nutmeg Salon B

E2: Evaluating Tests and Constructs: Methodological Studies - Individual Paper Session

Moderator: Mark Fenster, University of Massachusetts Lowell

A Psychometric Investigation of the College Self-Efficacy Inventory

Carol L. Barry and Sara J. Finney, James Madison University

This research examined construct validity evidence for the College Self-Efficacy Inventory by investigating the dimensionality of the measure, assessing generalizability of dimensionality, and examining external validity evidence. Four theoretically-based models were tested using two freshmen samples; none fit. Model modifications yielded an adequately-fitting 15-item, three-factor model. Model-data fit was then replicated in an independent, upperclassmen sample; local misfit was not as problematic. External validity evidence for the CSEI was also gathered by examining the relationships between CSEI subscale scores and theoretically-related criteria. Data supported most hypothesized relationships. Continued refinement of the CSEI and the construct is recommended.

The Generalizability of Systematic Direct Observations Across Items: Exploring the Psychometric Properties of Behavioral Observation

Tara M. Clark and William J. Matthews, University of Massachusetts Amherst

Direct behavioral observation of children in a classroom setting has become a required assessment procedure by school psychologists in order to determine possible out of class placement, services, and/or interventions. However, the reliability of direct behavioral observations has come under criticism. In this study, a partial interval and momentary time sampling observational system is used in which approximately 20 2nd grade children are observed in an academic period for on/off task behaviors for 15 second intervals. Generalizability theory will be employed to determine how many 15 second intervals are needed for reliability.

Are University and Student Attachment Distinct Constructs? An Examination of Factor Structure and External Validity

Megan K. France, Sara J. Finney, and Peter Swerdzewski, James Madison University

Students' attachment to their school is an important affect given behavioral outcomes to which it is linked (retention, involvement). Group (university) and member (student) attachment has been conceptualized as two separate dimensions of group definition (Prentice et al., 1994). The purpose of this study was to test this hypothesis by examining the psychometric properties of one attachment measure used in a university setting. A two-factor model was championed over a one-factor model providing evidence of a distinction between group and member attachment. External validity evidence (relationships with theoretically-related criteria) provided further support for this distinction and construct validity evidence.

Examining the Validity of a Measure of Divergent Thinking to Predict Grade Point Average Among MBA Students

Namrata Tognatta, Educational Testing Service

Admissions to most graduate schools of business schools are based on students' standardized test scores and/or undergraduate grade point average. They show low correlations with measures of divergent thinking. To test if a measure of divergent thinking contributes to graduate grade point average amongst business school students, 675 business school students were administered a 'Formulating Hypotheses' test. Preliminary results show that correlations between divergent thinking scores and graduate grade point average are moderate to low, within schools. Scores on the divergent thinking test are seen to vary by approximately one standard deviation when compared across high- and low-GPA groups.

Discussant: Drew Wiley, The College Board

9:15 a.m. - 10:30 a.m.

Nutmeg Salon C

E3: Using Assessment Data in the Classroom - Invited Session

Awash with Assessment Data: Implications and Practices Around NCLB Accountability Data for K-12 Schools and Preservice Teacher Educators.

Participants:

Brian Preston, Southern Westchester BOCES

Matthew Militello, University of Massachusetts Amherst

Bill Dornbusch, Northampton (MA) Public Schools

Karen Adesso, Connecticut State Department of Education

Since NCLB accountability measures began, K-12 schools have been awash in student test data that has been disaggregated and reported and used to determine what the public has been allowed to perceive as quality measures for schools. In this panel, higher ed and K-12 practitioners from NY and MA (and, we hope, CT) will discuss the implications of all this testing on professional development practices at the K-12 level and on instructional processes in classroom. K-12 educators will also discuss how they perceive teacher preparation programs can improve the abilities of new teachers to understand the implications of testing and methods of assessing student performance that can foster improved NCLB achievement without teaching to the test. Higher ed staff will reflect on how their programs can and do support this developing need. A look at the implications of NCLB reauthorization and growth models for accountability and at state data warehouses will be included.

9:15 a.m. - 10:30 a.m.

Nutmeg Salon D

E4: Recent Research on Examinee Test-Taking Motivation - Symposium

Organizer/Moderator: Steven L. Wise, James Madison University

Examinee Effort and Test Score Validity

Steven L. Wise, James Madison University

A Hierarchical Linear Model of Variability in Test Motivation Across Students and Within Students Across Tests

Abigail R. Lau and Dena A. Pastor, James Madison University

Studying the Effect of Rapid Guessing on a Low-Stakes Test: An Application of the Effort-Moderated IRT Model

J. Carl Setzer, James Madison University; Jill R. Allspach, Educational Testing Service

Examinee Motivation in Low-Stakes Testing: Two Approaches to Identifying Data from Low-Motivated Students in an Applied Assessment Context

Peter Swerdzewski, Sara J. Finney and J. Christine Harmes, James Madison University

Discussant: Kristen Huff, The College Board

Symposium Abstract: Without adequate effort, examinees' test scores likely under-estimate their true levels of proficiency. Consequently, low examinee effort represents a threat to test score validity. Moreover, to the extent that examinees differ regarding levels of effort exhibited, this biasing effect will itself vary, and introduce construct-irrelevant variance into the test score distribution. This symposium has two primary goals. The first is to overview the measurement challenges posed by low examinee effort and to summarize recent research findings concerning how to effectively deal with these challenges. The second is to present the results from three new empirical studies concerning examinee test-taking motivation.

9:15 a.m. - 10:30 a.m.

Grand Ballroom

E5: Enriching the 'Evidence' of Learning in School Leader Preparation Programs - Working Group Discussion

Session Organizers/Facilitators:

Peter R. Madonia and Gladys Labas, Southern Connecticut State University

This proposal explores the work in progress to develop an enriched culture for examining the evidence of learning in school leadership preparation programs. The working group discussion is intended to sharpen the focus of the work in progress with an eye towards establishing a stronger research driven basis aligned with the objectives raised in preliminary work related to this topic. A methodology for assessing the development of critical skills and competencies associated with leadership cognitive functioning, belief development, and analytical thinking skills will be presented for discussion and critical examination. The integration of key concepts in leader preparation efforts referenced in the objectives of foundational course work centering on NCATE, State and Professional Standards is the basis for assessing graduate outcomes. Data sources including Connecticut Administrator Test results over a five year period and internally developed assessments serve to assess student success as measured in terms of a continuum from being knowledge ready to performance ready for professional practice opportunities.

10:45 a.m. - 11:45 a.m.

Grand Ballroom

F1: Educational Transformation through Research - Keynote Address

Dr. Cora B. Marrett, National Science Foundation

Dr. Cora B. Marrett is Assistant Director of Education and Human Resources at the National Science Foundation. In her work at NSF, Dr. Marrett leads the NSF's mission to achieve excellence in U.S. science, technology, engineering and mathematics (STEM) education at all levels and in both formal and informal settings. Previously, Dr. Marrett had served as the University of Wisconsin's senior vice president for academic affairs and senior vice chancellor for academic affairs and provost at the University of Massachusetts Amherst. In 2005, she received the Erich Bloch Distinguished Service Award from the Quality Education for Minorities (QEM) Network and has received the NSF's Distinguished Service Award for her leadership in developing new research programs and articulating scientific projects. As a sociologist with her doctorate from UW-Madison and an honorary degree from Wake Forest University, she has been elected a fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science. Dr. Marrett is widely published in sociology, has held a number of public and professional service positions, and has been on the faculty at UW-Madison, University of North Carolina, and Western Michigan University.

12:15 p.m. - 1:15 p.m.

Grand Ballroom

Lunch and Awards Presentation

1:15 p.m. - 2:30 p.m.

Nutmeg Salon A

G1: Research and Practice in the Assessment of General Education - Symposium

Session Organizers: J. Christine Harmes, James Madison University
BJ Miller, Eastern Mennonite University

What Do College Students Think about General Education and Assessment?

Christine Harmes, James Madison University; BJ Miller, Eastern Mennonite University

Skipping the Test: The Phenomenon of Test Avoidant Students in a Low-Stakes Assessment Environment

Peter Swerdzewski, Sara J. Finney, and J. Christine Harmes, James Madison University

Achievement Goal Orientation toward General Education vs. Overall Coursework

BJ Miller, Eastern Mennonite University

Developing a Fine Arts General Education Assessment Tool

Andrew Jones, Carol L. Barry, and J. Christine Harmes, James Madison University; BJ Miller, Eastern Mennonite University

Investigating the Validity of the National Survey of Student Engagement

Peter Swerdzewski, James Madison University; BJ Miller, Eastern Mennonite University; Randy Mitchell, James Madison University

Discussant: Brian Preston, Southern Westchester BOCES

Symposium Abstract: Issues that may affect general education assessment results and inferences are considered from the perspectives of university students, assessment practitioners, and policymakers. Assessment of student outcomes related to the core curriculum, as opposed to specific academic majors, presents several challenges. Among these are students' perceptions and effort levels, the type and quality of direct measures used, and the validity of inferences made from self-report measures. These concerns were examined through the use of student focus groups, examinee motivation and goal orientation measures, mixed methods approaches to instrument development, and a validity study of a popular collegiate survey.

1:15 p.m. - 2:30 p.m.

Nutmeg Salon B

G2: Models and Methods for Educational Data Analysis - Individual Paper Session

Moderator: Linda Mallory, University of Phoenix, Maryland

How to Build and Use Data Marts for Policy Decisionmakers

Richard F. Mooney, Consultant; Barbara Beaudin, Connecticut Department of Education

Data marts are a fresh new way to analyze and interpret longitudinal performance data quickly and easily, but they are expensive and complex to implement. This paper will describe how to build a rudimentary but useful home-grown data mart using Structured Query Language (SQL) and multi-tiered programming methods. In part one we will describe what a data mart is and how to build one. In part two we will examine how a data mart can help non-technical decision makers better utilize longitudinal assessment data. Illustrative examples will be provided using groups with high and low levels of social disadvantage factors.

You Can (Almost) Get There From Here: Combining Non-Rigorous Self-Report Measures to Improve Program Evaluation

Doreen Finkelstein, The College Board

Rigorous experimental and quasi-experimental design approaches are unfeasible for many smaller evaluation projects, particularly when the goal is formative rather than summative evaluation. These projects often rely on participant self-report measures such as direct report and pretest/posttest. Both techniques are easy to implement, but are subject to validity threats that erode their usefulness in providing meaningful information. By combining evidence from both techniques, it is possible to improve the quality of information by decreasing the plausibility of some rival explanations. Illustrative examples are explored using a preliminary data set from a current ongoing program evaluation.

Batch Processing Lost Student ID Records Using Controlled SQL Cartesian Joins

Richard F. Mooney, Consultant; William Congero, Connecticut State Department of Education

During examinations most students are given test materials with identifying labels affixed to them, but new students must fill in bubble sheets. This introduces errors and lost records. A Cartesian Join occurs when all records from one file are ambiguously matched with all records from another file. In this case, ambiguous matches are used as a strategy to capture all potential matches from the main registration file. These are then rated and an iterative methodology is used to select better quality potential good matches and then progressively using less high quality matches to find these lost records quickly.

Statistical Models for Evaluating Educational Gain at the Program Level for Adult Basic Education Programs

Kyung T. Han and Stephen G. Sireci, University of Massachusetts Amherst

Since the accountability systems for ABE programs have been established in relatively short time, a large portion of frameworks was borrowed directly from K-12 system. However, the current statistical models being used for evaluating educational gain use difference scores between pre- and post-test, and do not consider the variability of time interval between the tests across students. In this study, we use hierarchical linear modeling (HLM) to examine whether there is difference in how programs are evaluated when time in the program is included or excluded in the model.

Big Fish in Little Pond or Little Fish in Big Pond - Centering Decision in HLM Level-1 Predictor

Aizhi Lu, University of Connecticut

In this article, using the ECLS_K data, I study effects of two different ways of centering on the level-1 predictors, i.e. group mean centering and grand mean centering in predicting outcome variable: read_5 achievement. Also, the effect of level-2 predictor on level-1 predictors in predicting the outcome variable is explored. The result shows that the group mean centering makes a certain observation like a big fish in little pond, while grand mean centering make the same observation like a little fish in big pond. Of course, the choice of centering depends on the specific analytical needs.

Discussant: Jennifer Randall, University of Massachusetts Amherst

1:15 p.m. - 2:30 p.m.

Nutmeg Salon C

G3: Technology-Based Learning Tools - Individual Paper Session

Moderator: Stanley Jackson, Westfield State College

E-Mail Correspondence: A Double-Edged Sword

Barbara Rosenfeld and Lisa Novemsky, Brooklyn College of the City University of New York

We interviewed e-mail-using professors representing 13 institutions from the northeastern United States to examine their perceptions and experiences with brazen, outrageous, disrespectful, and/or inappropriate e-mail communications with their students. Has e-mail between students and professors become a faucet that can wash out civility and rain rudeness? We interviewed approximately 40 e-mail-using professors representing 13 institutions from the northeastern United States to examine this dynamic. This presentation has both practical and theoretical aspects. It will be of interest to academics and those concerned with social interactions in computer-mediated communication between those of unequal status.

An Examination of Student Discourse After the Integration of Video in Online Course

Dolores Burton and Michael Uttendorfer, New York Institute of Technology

Online delivery system growth in higher education requires examination of practices that enhance student learning and quality indicators for these environments. The study was conducted with 43 graduate students enrolled in online courses taught over three semesters. Video was added to the course for one semester. Both the number of times the student entered the course and the words in the discussion forum increased for the treatment group. A T-Test of the mean word count by student indicated a significant difference between control group 1 and the treatment group and no significant difference between control 2 and the treatment group.

Using a Classroom Response System in an Undergraduate Educational Psychology Course: A Case Study

Andri Ioannou and Anthony R. Artino, Jr., University of Connecticut

A Classroom Response System (CRS) was adopted for an Educational Psychology undergraduate course in an effort to enhance interactivity, maintain student interest, and provide real-time, formative feedback to students and instructors. Students' attitudes toward the CRS were assessed using qualitative and quantitative data collected approximately 10 weeks after the technology was introduced. In general, the new technology was well-received by students and seemed to serve its intended purposes. Educational implications, lessons learned, and future directions will be discussed in the final paper.

LOL? Writing and Speaking in the College Classroom in the Age of Text Messaging: Impacts and Implications

Kenneth J. Weiss, Central Connecticut State University

The use of text messaging on the part of college students has become a widely used medium for personal communications. This paper focuses on college students' use of this medium (and its many forms including Instant Messaging) and what, if any, implications this has on their more formal writing, the oral use of language, and their collegial interactions in the college classroom.

Exploring Students' Identity in an Intercultural Web-assisted Scientific Inquiry Learning Environment

Yingjie Liu, John Settlege, and Robert Hannafin, University of Connecticut

The investigation explores how U.S. and China middle school students construct identities in an intercultural web-assisted scientific inquiry learning program. Eight U.S. and fourteen Chinese middle school students participated in this study, which took place over 2-hour after-school sessions for about eight months. Qualitative data from multiple resources are used to examine and compare the development of U.S. and Chinese students' identities from four perspectives: nature-identity, institution-identity, discourse-identity, and affinity-identity. The result and implications are discussed; and additionally, the recommendations for future science education are also made.

Discussant: Michael F. Young, University of Connecticut

1:15 p.m. - 2:30 p.m.

Nutmeg Salon D

G4: Action Research in Sensory Integration, Social Skills, and Communication Development in Children with Autism - Symposium

Session Organizer and Chair: Dianne Zager, Pace University

The Language of Play

Jacquie Watson, Amy Mercurio, MariaElena Noto, and Kathleen Brown, Pace University

Building Appropriate Behavioral Repertoires in Students with Autism

Valerie Tulloch-Blair, Irene Doukas, and Alfredo DeLeon, Pace University

Social Skill Support and the Use of Narrative Writing

Ellen Archer, Pace University

Assessment and Instruction Adaptations in Inclusive Classrooms

Vincent Nauheimer and Christopher Clough, Pace University

The Effect of Sensory Integration Intervention in Autism

Jamie Kijowski and Cindy Marcus, Pace University

Co-Discussants: Joan Myers and Samantha Feinman, Pace University

Symposium Abstract: In this session, the presenters discuss inter-related studies in sensory integration, social skills and language/communication development in children with autism. This session brings together research studies that examine specific techniques to improve and enhance the behavioral repertoires of children with autism spectrum disorders (ASD). The studies involve action research, including a combination of quantitative and qualitative data. Because the goal of action research is to gather information that may be utilized to inform practice, this form of research is designed to yield clinically-relevant information and is especially useful for teacher-researchers.

2:45 p.m. - 4:00 p.m.

Nutmeg Salon A

H1: A Bridge Over Muddy Waters: Journeys Towards Meaningful Assessment - Symposium

Organizer/Moderator: Raldy Laguilles, University of Massachusetts Amherst

Assessing an Undergraduate Research Experience in Chemistry

Raldy Laguilles, University of Massachusetts Amherst

Assessing Undergraduate Student Learning Outcomes in the Intergroup Dialogue Classroom

Dylan Larke, University of Massachusetts Amherst

Assessing Cultural Competence in Baccalaureate Nursing Students: Design and Implementation of an Assessment Plan

Cheryl Sheils, University of Massachusetts Amherst

Assessing Education Abroad Program Quality Through Learning Goals

April Stroud, University of Massachusetts Amherst

Discussant: Martha Stassen, University of Massachusetts Amherst

Symposium Abstract: Assessment in higher education can mean many things. To some, it is the means to achieve external accountability usually with standardized measures while to others it refers to course grades or G.P.A. However, effective assessment in colleges and universities is about improving the institution and its constituents, or more specifically, improving student learning and development. Four distinct proposed assessment plans will be discussed to describe the process for conducting course and program based assessment within higher education. Each presentation will identify learning goals, discuss learning objectives, and describe piloted assessment tools to reveal how assessment plans can be developed and implemented.

2:45 p.m. - 4:00 p.m.

Nutmeg Salon B

H2: Testing the Tests: Considerations for Psychometrics - Individual Paper Session

Moderator: Douglas Penfield, Rutgers University

From the Bronx through New Brunswick to Lincoln, Nebraska: Critical Questions in the Review of Tests

Kurt F. Geisinger and Janet F. Carlson, University of Nebraska - Lincoln Buros Center for Testing

Two former presidents of NERA briefly summarize the history of reviewing tests, epitomized by the epic Mental Measurements Yearbook series, and describe current and anticipated challenges to the test review process. Continuing to produce tests with high technical standards, addressing market demands for certain kinds of tests, maintaining the integrity of the test review process, illuminating the value of an independent review process, and addressing the reality that proprietary tests are excluded from the review process are among the critical questions that will be used as a forum to bridge research and practice.

Investigation of Some Assessment Issues for Students Who Are Blind or Visually Impaired

Elizabeth Stone, Educational Testing Service

The No Child Left Behind Act (2001) mandates assessment of all students in grades 3-8 annually, and students with disabilities are expected to perform comparably to students without disabilities. While some populations of students with disabilities have been studied with respect to differential item performance in this context, the population of students who are blind or visually impaired has not been as thoroughly examined. This study examines some issues in assessing students who are blind or visually impaired through Differential Item and Distractor Functioning (DIF and DDF) analyses of a state standards-based English Language Arts test using large print, and braille forms.

Validity and Fairness of State Standards-Based Assessments for English Language Learners

John W. Young, Yeonsuk Cho, Guangming Ling, Fred Cline, Elizabeth Stone and Jonathan Steinberg, Educational Testing Service

English language learners (ELLs) constitute the fastest growing subpopulation of students in the U.S. It is important to determine whether the assessments used by states in determining students' proficiency, as defined by NCLB, are valid and fair for ELLs. This study focuses on a state's standards-based assessments in mathematics and science in grades 5 and 8 during the 2005-06 school year. All of the tests are shown to be essentially unidimensional in their underlying factor structure for both ELLs and non-ELLs. Further, very few items were identified as exhibiting substantial DIF.

Combining Standard Setting and Content Validity Studies

Christine Shea and Stephen G. Sireci, University of Massachusetts Amherst

Standard setting is defined as a task of deriving levels of performance on educational or professional assessments, and equally important is to build a validity argument that supports the purpose and use of tests. The purpose of this study is to determine if there are advantages to simultaneously conducting standard setting and content validity studies. In addition to improved efficiency in terms of time/resources, including content validity ratings into standard setting process may result in more consistent standard setting ratings, which translates to improved internal validity.

Toward Test Form Equivalence: An Analysis of the Advanced Placement Program® (AP®) Constructed Response Item Features and Scoring Rubrics to Inform Assessment Redesign

Rosemary Reshetar, The College Board

The purpose of this paper is to present a taxonomy of constructed response (CR) item types as a launching point for improvement in the test design for the AP program where CR item types comprise a substantial portion of the tests. First an overview of the AP Program and the AP Redesign will be presented. Then an in-depth look at the structural variations in the item types and scoring rubrics for CR items on the AP exams will be presented. This analysis provides the basis for considering item type and scoring rubric design as a way of enhancing test form equivalence.

Discussant: Lisa A. Keller, University of Massachusetts Amherst

2:45 p.m. - 4:00 p.m.

Nutmeg Salon C

H3: Creating Life-long Readers: Perspectives from Teacher-Educators and Graduate Students - Symposium

Organizer/Moderator: Roberta Levitt, Long Island University

Are Teachers “Reader Leaders”? Confirmations From Research Over Time

Steven Nathanson, Long Island University

Research Design and Analysis: Administration of the Literacy Habits Questionnaire Study

John Pruslow, Long Island University

Improving Teacher Education to Achieve Life-long Literacy

Roberta Levitt, Long Island University

Literacy and Children's Literature: A Graduate Course to Promote Engaged Readers

Christine Cevetello, Long Island University

Literacy Needs of Adolescent Boys

Anne Brusca, Long Island University

Discussant: Gavrielle Levine, Long Island University

Symposium Abstract: Together, the papers in this symposium synthesize research and practice concerning the literacy habits and attitudes of teacher-educators with classroom applications for K-12 and higher education. The topics to be explored include: (1) a research review about aliteracy among teacher-educators and the implementation of a questionnaire to uncover reading habits and attitudes; (2) a discussion of the research design and data analysis obtained from the Literacy Habits Questionnaire; (3) a description of a graduate course designed to promote appreciation of reading; (4) a participating graduate student's perspective about the children's literature course; and (5) a discussion of the needs of adolescent males with recommendations for promoting literacy for this group.

2:45 p.m. - 4:00 p.m.

Nutmeg Salon D

H4: Statewide Evaluation of Reading First: A Multi-method, Longitudinal Investigation - Symposium

Chair: Stephen Brand, University of Rhode Island

Overview of the Evaluation Design

Anne Seitsinger, Amy Burns, Stephen Brand, and Susan T. Brand, University of Rhode Island

Synthesis of Key Informants Interview Data

Susan T. Brand, Amy Burns, and Anne Seitsinger, University of Rhode Island

Synthesis of Observational and Archival Data

Amy Burns, Susan T. Brand, and Anne Seitsinger, University of Rhode Island

Longitudinal Analysis of Achievement in Reading First and Matched Comparison Schools

Stephen Brand, Anne Seitsinger, and Amy Burns, University of Rhode Island

Utilization of Evaluation Findings

Betsey Hyman and Jackie Bourassa, Rhode Island Department of Education

Discussant: Terry Deeney, University of Rhode Island

Symposium Abstract: This symposium presents findings from a project that sought to increase students' proficiency in key literacy skills. This investigation synthesized data from multiple qualitative and quantitative sources to assess the scope, intensity, and fidelity of program implementation, and to measure the impact of program elements on reading skills among K-3 students from a low-income, urban population. The presentations address issues in promoting literacy skills in this population, and exemplify ways in which qualitative and quantitative data can be utilized to shape program development. High-quality implementation of instructional practices increased levels of proficiency among early elementary students from low-income, inner-city households.

4:00 p.m. - 4:45 p.m.

Grand Ballroom

11: Poster Session II and Refreshment Break

Distance Education: Is It a Catalyst for Language Teacher Development?

Sedef Uzuner, State University of New York at Albany

As more and more pre-service and practicing teachers of diverse languages from remote locations are in need of continuing education classes or teacher training, the need for online teacher education courses is growing. This presentation addresses the online instruction of teachers and provides possible answers to the question of whether distance teacher education programs are capable of promoting language teachers' professional development. Based on a critical exploration of the use of distance education for language teacher training, this article discusses the many ways in which distance teacher education programs can be powerful and powerfully different from conventional programs.

The Role of Religion, Culture, Media, And Democracy in American Public Schools: Making Connections through Teaching Philosophies and Teacher Knowledge Research

Melda N. Yildiz, William Paterson University of New Jersey

This research outlines the importance of teaching philosophies in education and explores the role religion, culture, media and democracy play in teacher education. The study explores three key topics in order to understand the educational experiences of the participants: the wide range of meanings participants associate with philosophy of education and teacher knowledge research; the impact of online and focus group discussions and activities on participants' understanding and reflection of current educational issues; and the ways in which they integrate religion, multicultural education, media literacy into their teaching philosophies.

Students' Understanding for Scientific Explanation and Evidence in an Intercultural Web-Assisted Scientific Inquiry Learning Environment

Yingjie Liu, Robert Hannafin, and Jiarong Zhao, University of Connecticut; Susan Palisano and Robert Vieth, Connecticut Center for Advanced Technology

The research reported in this paper concerns the development of students' skills in gathering and investigating scientific explanation and evidence in a U.S.-China collaborative web-assisted scientific inquiry learning environment. Eight U.S. and fourteen Chinese middle school students participated in this study, which took place over 2-hour after-school sessions for about eight months. Both qualitative and quantitative data from multiple resources are used to examine and compare the development of U.S. and Chinese students' abilities in gathering and investigating scientific explanations and evidence. The results and educational implications are discussed; and the recommendations for further research are also made.

Discussant: Frederick B. King, University of Hartford

Confirmatory Factor Analysis vs. the Generalized Graded Unfolding Model for Analyzing Responses to the Academic Motivation Scale

BJ Miller, James Madison University

The current study examined theoretical and measurement issues with the construct of academic motivation. Specifically, responses to the Academic Motivation Scale (AMS; Vallerand et al., 1992) were analyzed using both CFA and an IRT unidimensional unfolding model. Results indicated that both models provided plausible fit to the data. Implications for Self-Determination Theory (SDT; Deci & Ryan, 1985) and measurement are discussed. Ultimately, the unfolding model was endorsed as the appropriate choice because of its closer alignment with the theory, its role in scale development, and its parsimony.

Content Validity and Alignment: An analysis of Similarities and Differences

Leah Kaira and Stephen G. Sireci, University of Massachusetts Amherst

One of the goals of education is to ensure that students are learning because it is believed that educated people constitute a better society. Students' learning is usually measured through tests and other forms of assessment. Burger (2006) states that misaligned curriculum, instruction and assessment is one factor that leads to poor students achievement. Content validity and alignment studies are some of the strategies that could be employed to assess the match among curriculum, instruction and the assessment in an educational system. In this paper we compare the two approaches to test evaluation, elaborate their similarities and differences, and illustrate the unique types of information provided by each approach.

Who Stays and Who Leaves? A Discrete-Time Survival Analysis Model Predicting Teacher Retention

Xing Liu, Eastern Connecticut State University; Scott W. Brown, University of Connecticut

Survival analysis, also called event occurrence analysis, is widely used in the fields of medical sciences, epidemiology, biology, and public health for the analysis of time to an event occurrence data. In recent years, the need to apply survival analysis in educational research is growing. The purpose of the paper is to demonstrate how to model the survival time to an event using a discrete time survival analysis. In particular, this paper demonstrates the use of a discrete-time survival analysis model to investigate beginning teacher retention patterns over time, and the effects of teacher and school characteristics associated with the retention patterns that face teacher preparation programs and educational policy planners.

Discussant: H. Jane Rogers, University of Connecticut

Developing Action Plans to Improve Educational Outcomes One School at a Time

Marcia Singer, Gayle Calimese, Shelly Klainberg, and Francesco Fratto, Adelphi University

School building leaders must develop skills to improve student educational outcomes. Three students from the Adelphi University Educational Leadership and Technology Program have conducted problem based action research in their respective schools. The studies represent different student populations and address developing social skills for students with autism, use of IEP goals to inform reading instruction and school wide implementation of School Leadership recommendations. Data was collected and analyzed in multiple ways and action plans developed to improve student outcomes in each instructional setting. The three students are in different graduating classes and their research studies are in varied stages of implementation.

Improving the Accuracy and Effectiveness of Students' Self-Evaluative Judgments through Revision Strategy Training

Darshanand Ramdass and Barry J. Zimmerman, City University of New York

Research indicates that students are inaccurate in judging their performance; even when given incentives to improve their self-evaluative judgments, their accuracy increases minimally. This study examined whether strategy training would improve students' self-evaluative judgments. Students were randomly assigned to experimental and control groups within their grades. Students in the experimental group were taught a strategy to self-evaluate the accuracy of their answers to division problems. Results showed a main effect for grade and also a group by grade interaction. This study highlights the role of strategy training and self-evaluative accuracy as important components of math learning.

Motivating Learners to Complete Math Homework

Srilata Bhattacharyya, Adelphi University

The purpose of the study was to determine the motivational effects of homework completion on achievement in math. Factors on homework completion such as teacher strategies, family involvement, student and parent attitudes, and student motivation were investigated to determine if there is whether homework completion affects achievement in a mathematics classroom? Results indicate that in collaborative groups, peers were more influential than parent or teacher. None of the students expressed negative attitudes toward homework. Groups containing high achievers found the most success; low achievers finished the least amount of homework. There was an improvement of overall student achievement in math.

Discussant: Patricia L. McDiarmid, Springfield College

Coping with the Teaching and Learning of Mathematics and Science in English: Malaysian Context

Saw Lan Ong, Universiti Sains Malaysia; May Tan, McGill University

The Ministry of Education in Malaysia implemented the policy of English as the language of instruction for the teaching of mathematics and science. This poster is the first part of a study that examines the effect of the change in language of instruction on teaching practices in mathematics and science classrooms. Data collected by reviewing literature on consequence of change in language of instruction towards teaching practices, and the effect on the national level assessment. Despite learning science and mathematics in English for three years, most of the candidates preferred to answer in either Malay or a mixture of both languages in the national public examination.

Bored and Frustrated with Online Learning? Understanding Achievement Emotions from a Social Cognitive, Control-Value Perspective

Anthony R. Artino, Jr., University of Connecticut

Using social cognitive, control-value theory (Pekrun, 2006), this study investigates how students' cognitive appraisals (task value and self-efficacy) are related to their negative achievement emotions (boredom and frustration) within an online course. Service academy undergraduates ($n = 96$) completed a survey that assessed their cognitive appraisals and negative achievement emotions. Pearson correlations indicate that task value and self-efficacy were significantly related to students' negative achievement emotions. Additionally, regression results reveal that task value was a significant negative predictor of boredom and frustration, while self-efficacy was a significant negative predictor of boredom only. Theoretical considerations, educational implications, and future directions are discussed.

Discussant: Patricia Ann Marcellino, Adelphi University

Examination of a field based literacy course: Candidate's development and impact on readers they tutor

Julie Rosenthal, William Paterson University of New Jersey

This study seeks to examine the development of content-area, pedagogical and procedural knowledge of elementary teacher candidates during a field-based literacy course. Of interest is candidates' developing understanding of how children's needs inform instructional decision-making. A second purpose of this study is to investigate impact of candidates' growing knowledge on literacy achievement of children with whom they work. Data for this study includes candidates' weekly reflective journals and instructional plans, questionnaires administered at the beginning and end of course, observations of candidates as they work with children, and work produced by children during tutoring sessions.

Has MCAS Helped Students Learn?

Vincent P. Sireci, John F. Kennedy Middle School; Stephen G. Sireci, University of Massachusetts Amherst

The Massachusetts Comprehensive Assessment System (MCAS) grew from the Massachusetts Education Reform Law and is designed to measure students' achievement relative to Massachusetts's curriculum frameworks. In this poster, we evaluate data from the MCAS from 1998-2006 to determine whether (a) the mean test scores increase across years, (b) the percentages of students in the lowest achievement category ("warning" or "failing") decrease across years, (c) the percentages of students "proficient" or above increase across years, and (d) the percentages of students "advanced" increase across years. The results suggest significant increases in English Language Arts and Math for virtually all grades.

Longitudinal Progress in Primary Grade Reading Achievement

Peter R. Madonia, Southern Connecticut State University; Greg J. Florio, Cheshire (CT) Public Schools; William Diffley, Southern Connecticut State University

This presentation will detail the research methodology and outcomes associated with the development and implementation of a statistical model for public school assessment of student achievement targets set forth in the Federal No Child Left Behind Law. The study presents statistically significant results, but also provides a statistical framework for evaluating student assessment data and school variables related to predicting student achievement and informing curricular and instructional decisions by teachers, administrators and Boards of Education.

Discussant: Brian Preston, Southern Westchester BOCES

4:45 p.m. - 6:00 p.m.

Nutmeg Salon A

J1: A Comparison of Methods for Analyzing Pretest/Posttest Data - Symposium

Organizer/Moderator: Craig S. Wells, University of Massachusetts Amherst

A Comparison of ANOVA and ANCOVA for Analyzing Pretest/Posttest Data

Sarah Peller, Melena Fontaine, Craig S. Wells, and William J. Matthews, University of Massachusetts Amherst

A Comparison of Nonparametric Methods for Analyzing Pretest/Posttest Data

Joanne Morgan, Colleen Meier, Craig S. Wells, and William J. Matthews, University of Massachusetts Amherst

Examining the Equal Slopes Assumption in ANCOVA for Analyzing Pretest/Posttest Data

Melena Fontaine, Sarah Peller, Craig S. Wells, and William J. Matthews, University of Massachusetts Amherst

Analyzing Pretest/Posttest Data that Are Non-normal and Lack Homogeneity of Variance

Colleen Meier, Joanne Morgan, Craig S. Wells, and William J. Matthews, University of Massachusetts Amherst

A Synopsis of the Four Studies

John M. Hintze, Craig S. Wells, and William J. Matthews, University of Massachusetts Amherst

Discussant: D. Betsy McCoach, University of Connecticut

Symposium Abstract: The purpose of the symposium is to examine several parametric and nonparametric methods for analyzing pretest/posttest data with a between-subjects factor. The first study will compare the Type I error rate and power of using ANOVA versus ANCOVA for analyzing gain scores from a Pretest/Posttest design. Study 2 will examine the nonparametric equivalent of ANOVA and ANCOVA for analyzing non-normal data from the same design used in Study 1. Study 3 will explore the assumption of equal slopes under ANCOVA in analyzing gain scores. Study 4 will explore the analysis of data that are non-normal and lack homogeneity of variance. A summary analysis of the application utility will be provided.

4:45 p.m. - 6:00 p.m.

Nutmeg Salon B

J2: Selection and Development of Effective School Leaders - Symposium

Organizer: Robert K. Gable, Johnson & Wales University

Moderator: Stacey Kite, Johnson & Wales University

Perspectives on Building Leadership Capacity among K-12 Principals In a Regional Educational Northeast Collaborative

Thomas Kenworthy and Ralph Jasparro, Johnson & Wales University

Quantifying Effective Leadership Is Possible

Rolfe Wenner, Johnson & Wales University

Development of a Standards-Based Feedback System to Guide the Professional Growth of School Leaders in Connecticut

Edward F. Iwanicki and Deborah K. Boccanfuso, University of Connecticut

A Field Test of a Standards-Based Feedback System to Guide the Professional Growth of School Leaders in Connecticut

Deborah K. Boccanfuso, University of Connecticut

Discussant: Ralph Jasparro, Johnson & Wales University

Symposium Abstract: The presenters in this session will discuss issues and procedures for selection and professional development of school leaders. Rolfe Wenner, Johnson & Wales University, will present an assessment procedure in Quantifying Effective Leadership is Possible. Thomas Kenworthy and Ralph Jasparro, Johnson & Wales University, will address developing leadership capacity in Perspectives on Building Leadership Capacity among K-12 Principals in a Regional Educational Collaborative in the Northeast. Edward Iwanicki and Deborah Boccanfuso, University of Connecticut, will discuss professional development of school leaders in Development of a Standards-Based Feedback System to Guide the Professional Growth of School Leaders in Connecticut. Deborah Boccanfuso and Edward Iwanicki will present field test results in A Field Test of a Standards-Based Feedback System to Guide the Professional Development of School Leaders in Connecticut.

4:45 p.m. - 6:00 p.m.

Nutmeg Salon C

J3: Teaching and Testing Special Populations - Individual Paper Session

Moderator: Doreen Finkelstein, The College Board

Last But Not Least: A Study of Exploring Adult English Language Learners' English Learning Through Interactive Practices within an ESL Class in a Church

Ming-hui Tai, University of Massachusetts Amherst

There have been few investigations regarding the language learning experiences of adults who come to the United States having received an education in their own countries, but they often need a setting in which to improve their English and establish connections to the context in which they are now living. This study's data were collected in a year-long ethnographic study of how female adult English language learners explore language learning by attending cost-free ESL class designed to support them in improving language skills through classroom interactions. Findings suggest that female adult English language learners learn English skills and new culture through classroom interaction.

Evaluating Differential Item Functioning Between LEP and Non-LEP Students

Christine Shea and Ana Karantonis, University of Massachusetts Amherst

No Child Left Behind (NCLB) mandated inclusion of LEP students in statewide accountability systems. The law further stipulates that LEP students must be assessed in "a valid and reliable manner". One way to check for construct irrelevant variance at the item level is through analyses of DIF: item performance differs when examinees are comparably matched. Using data from an operational state test, this study employs both nonparametric and model-based DIF detection methods. DIF is used to flag items potentially disadvantaging LEP students, and items are further examined to help identify item characteristics that can potentially undermine validity of LEP students' test scores.

Comparison of Bridging Methods in the Analysis of NAEP Trends with the New Race Subgroup Definitions

J. Patrick Meyer and J. Carl Setzer, James Madison University

Recent changes to federal guidelines for the collection of data on race and ethnicity allow respondents to select multiple race categories. Little is known about the effects of redefining race subgroups on NAEP long term trends. Bridging methods for reconciling the single and multiple race definitions have been developed. A simulation study was conducted to determine the effectiveness of four bridging methods. The simulation took into account the percentage of biracial examinees and the missing data mechanism. Results indicated that the multiple imputation logistic regression method was often the best method. Implications for No Child Left Behind reporting requirements are discussed.

Communicative Language Teaching and the Confucian Culture of Learning: Why Can't EFL Students Speak?

Jonathan Schmidgall, Educational Testing Service / Dongseo University (South Korea)

Many EFL students enter university English courses with limited Speaking skills, despite years of EFL training that theoretically emphasizes communicative competence. In this study, 325 students from two universities in South Korea respond to a survey that examines the differences between secondary English courses with non-native-speaking teachers and university English courses with native-speaking teachers. The results provide insight into the difficulties communicative language teaching faces in cultures of learning that emphasize teacher dominance over learner-centeredness, mental over verbal activeness, and receptiveness over independence.

A Critical Literacy Curriculum for Immigrant Students: Inquiry about Social Justice Teaching

Miriam Pepper-Sanello, Adrienne Andi Sosin, Lucia Buttaro, and Susan Eichenholtz, Adelphi University

This session presents an action research study of curriculum innovation in implementing professional development initiative supporting students' literacy development as it raises critical consciousness of social justice. Organizing the Curriculum (OTC) is an instructional approach for culturally and linguistically diverse learners, centered on interests of immigrant/working class families. This investigation of efficacy of OTC combines data gathered through ethnographic observations and analyzed using grounded theory and qualitative thematic extraction. Findings link best practices in multiple literacies that evidence growth in critical awareness/advocacy for social justice by teachers and students.

Discussant: Kevin Meara, Educational Testing Service

4:45 p.m. - 6:00 p.m.

Nutmeg Salon D

J4: Graduate Student Issues Session - Invited Session

The Graduate Student Issues Session was organized by the Graduate Student Issues Committee for all NERA conference attendees, with special focus on common interests of graduate students. This session will feature the following guest speakers, who will talk about their experiences and recommendations in publishing in professional journals, exploring career options, and other issues related to graduate student life.

Days of Our Lives in Graduate School

Asil Ozdogru, SUNY at Albany

Are You Really Ready to Leave the Classroom? Job-Hunting in Non-Academic Settings

Kristen Huff, The College Board

Suggestions for Establishing a Publication Record

Stephen G. Sireci, University of Massachusetts Amherst

Landing Your First Job in Academia

David Moss, University of Connecticut

There will be a Question and Answer section during the session to allow session participants to address their individual needs and concerns.

Program with Abstracts for Thursday, October 18

6:00 p.m. – 6:30 p.m.

Pre-Dinner Fitness Walk

Weather permitting, join your colleagues for a brief stroll before dinner. Meet in the Hotel Lobby.

6:30 p.m. - 7:30 p.m.

Grand Ballroom

Dinner

7:30 p.m. - 8:15 p.m.

Grand Ballroom

Presidential Address

8:30 p.m. - 10:30 p.m.

Nutmeg Salons A, B, C, and D

NERA Presidential Reception

8:00 a.m. - 9:00 a.m.

Grand Ballroom Salons I and II

NERA Business Meeting / Breakfast

9:15 a.m. - 10:15 a.m.

Grand Ballroom Salons, I, II and III

K1: Research Required in Changing an ICON - The New SAT - Keynote Address

Dr. Wayne J. Camara, The College Board

Dr. Wayne J. Camara is Vice President for Research and Development at The College Board. His responsibilities include monitoring, coordinating and conducting all research and product development associated with the range of College Board assessments, services, and programs including the SAT and Advance Placement. Dr. Camara also has a long record of involvement in the professional organizations for psychology and measurement, was project director for the 1999 revision of the Standards for Educational and Psychological Testing, and is active on multiple external technical advisory groups. He holds a Ph.D. in industrial-organizational psychology from University of Illinois at Champaign-Urbana, as well as graduate degrees in school psychology and educational measurement. His principal areas of research include standards and professional practice in testing, legal and regulatory issues relating to assessment, test validity, and public policy issues concerning assessment.

10:35 a.m. - 11:50 a.m.

Grand Ballroom Salon III

L1: Measurement Problems Revisited: A Discussion to Identify Current Measurement Problems and Offer Potential Solutions - Working Group Discussion – Session II

Session Organizers/Facilitators:

Charles A. DePascale and Jennifer L. Dunn

National Center for the Improvement of Educational Assessment, Inc.

In a 1993 article in the *Journal of Educational Measurement*, Howard Wainer identified 16 unsolved measurement problems facing the measurement community as we approached the end of the twentieth century. Wainer categorizes his questions into five major areas: validity, adjustment, data insufficiencies, other issues, and technical issues. Fourteen years later, the vast majority of those problems remain unsolved, although some have decreased in urgency because the focus of educational measurement has shifted. In this session we discuss the current status of Wainer's original list of unsolved problems and emergent problems resulting from the shift to standards-based testing, inclusion, and growth.

10:35 a.m. - 11:50 a.m.

Grand Ballroom Salon I

L2: Issues in Educational Reform, Improvement, and Accountability - Individual Paper Session

Moderator: Peter O. Simpson, Johnson and Wales University

Assessment Literacy and Efficacy: Making Valid Educational Decisions

Mary Lou Chapman and Stanley E. Scarpati, University of Massachusetts Amherst

This study collected information from teachers about their knowledge and use of assessment, their confidence to assess students and make valid educational decisions, and beliefs about the consequences of these decisions. Two surveys were administered; a literacy scale to determine knowledge of assessment principles and an efficacy scale to determine confidence in using assessment results. Results indicate that participants were confident in their skills; however, met a standard of 70% correct or greater in only 56% of items on assessment literacy. Data from interviews indicate pressure to focus on statewide assessment.

An Examination of the Ability to Predict State Assessment Results Using District Assessment Data

Jeffrey B. Hauger, Moorestown Township (NJ) Public Schools

Besides the mandatory state assessments, many districts administer other assessments to monitor student progress. The purpose of this study is to determine the ability of a district-wide assessment used in a New Jersey school district to predict state assessment results. The correlation of the test scores and a comparison of the predicted performance to the actual performance was analyzed to determine how well scores predicted each performance level category on the state assessment. Implications are that educators could actively use the district assessment data to guide instruction and increase student learning.

Assessing the Effects of Learning Communities on Academically-Related Constructs: Group Differences and Change Over Time

Megan K. France, Andrew T. Jones, and Laura Haas, James Madison University

Universities invest significant resources into operation of learning communities. There is extensive research on learning communities' social benefits yet a paucity of research investigating specific academically-related constructs. The purpose of this study is to investigate mastery orientation, regulation of cognition, and grade-point average between learning community and non-learning community students. Data were collected from students at three time-points per year over two academic years. This study will determine if students change differentially as a result of participating in learning communities and contribute to the understanding of how these programs affect student development on academically-related constructs.

Effects of Curriculum Reform: Looking for Evidence of Student Learning Outcomes

Yujing Ni, The Chinese University of Hong Kong; Qiong Li, Beijing Normal University; Jinfa Cai, University of Delaware; Kit-Tai Hau, The Chinese University of Hong Kong

The study was concerned with effects of the curriculum reform on student learning in mathematics, involving 3,600 fifth-grade students from 60 classrooms, half each for the reform-curriculum group and for the non-reform curriculum group. Multiple measures were used to assess the skills of solving math problems, of carrying out mathematical communications, and attitude and interest towards mathematics in students. Results showed that the curriculum reform group performed better than non-curriculum reform group on 11 out of 16 indicators measuring solving math problems and communicating mathematical ideas and on 2 out of 4 indicators measuring student interest and attitude towards mathematics.

Discussant: Peter R. Madonia, Southern Connecticut State University

10:35 a.m. - 11:50 a.m.

Grand Ballroom Salon II

L3: Going Global: Research in International Education - Individual Paper Session

Moderator: Yingjie Liu, University of Connecticut

Investigating Pupil Anxiety Attributable to High-Stakes Testing in England, UK

Amber Hovland, Megan Anyzeski, Enfield (CT) Public Schools; Ruth Anne Grossman, Clifton (NJ) Public Schools; Amy Todaro, Essex (CT) Public Schools; Dana Brinkman, East Lyme (CT) Public Schools; Kelly Thurston, Meriden (CT) Public Schools; Nicole Jaser, Windham (CT) Public Schools; Sarah Middleton, Stamford (CT) Public Schools; Jenna Barrows, Woodstock (CT) Public Schools; Amy Beardsworth, Jumoke Academy

This study was conducted in three public schools in England, UK, and sought to uncover student voices that have been previously excluded from the discourse of high-stakes testing. Data collection involved a survey distributed to students (n=245), as well as semi-structured interviews with 49 students. Approximately half of all students in the study feel test anxiety. Students focused on their future displayed a higher level of anxiety. To alleviate anxiety, we propose the development of a student portfolio system to assess growth over time, and a teacher portfolio program which holds teachers accountable for the quality of their teaching.

Evaluating Instructional Practices to Enhance Literacy and Mathematics Education in Rural Jamaican Communities

Merry L. Staulters, Elizabethtown College; Stacy A. S. Williams, University at Albany, State University of New York

Rural Jamaican educators face tremendous challenges to educate the academically diverse population of students who are now attending their schools (Jennings, 2001). Researchers sought to understand the current educational techniques teachers are using to improve the literacy and mathematics performance of struggling students. Quantitative and qualitative data gathered from the surveys, observations, and interviews revealed information regarding educational practices and perceived needs, including teachers' rankings in terms of importance for continued professional development.

Standing Out as Arabs: Inter-group and Intra-group Cultural Identity Development in Female Muslim Arab Undergraduates.

Sawsan T. Awwad and Karen I. Case, University of Hartford

This qualitative case study examined inter-group and intra-group conflict in cultural identity development in female Muslim Arab undergraduates studying at an American private university in the Northeast. In-depth interviews were conducted in Arabic with three Muslim Arab female undergraduates. Developing cultural identity was perceived as a continuous balance between selfhood, gender, religion, and ethnicity. This was reported to occur while interacting with Muslim Arab peers on campus as well as with the surrounding American student community. Office personnel of international and student affairs must develop an awareness of complexities related to cultural identity development in female Muslim Arab undergraduates.

Implementing a Teacher Education Project in the Mwanza Region of Tanzania

Peter McDermott, The Sage Colleges

Using globalization as an interpretive lens, I examine the implementation of a literacy education project in Tanzania. In August 2006 I participated in a UNESCO/IRA project for professional development of Tanzanian teacher educators. The participants' responses to the workshop, my observations of their demonstration lessons, and interviews with key informants serve as my data source. Results indicate that although the project is having an immediate effect on the knowledge base of the teacher educators, inadequate school funding, poor teacher education, corruption, and burdensome educational policies interfere with this country's educational development.

Learning to See with a “Cultural Eye”: Pre-service Teachers’ Intercultural Development During a Study Abroad Program

Helen Marx and David Moss, University of Connecticut

Preparing teachers to effectively teach culturally diverse students, teacher educators advocate for the use of cross-cultural field experiences, including international study abroad programs. This paper reports on a qualitative case study of two pre-service teachers’ intercultural development during a semester-long teacher education study abroad program in London, England. Findings indicate that international experiences provide a catalyst to move pre-service teachers forward in their intercultural development. Implications include the need for multicultural teacher educators to take a developmental approach to pre-service teacher education informed by theories of intercultural development and cultural learning developed within intercultural communications.

Discussant: Julie Rosenthal, William Paterson University of New Jersey

10:35 a.m. - 11:50 a.m.

Connecticut Suite

L4: Teaching the Teachers: Preservice Teacher Training and Ongoing Professional Development - Individual Paper Session

Moderator: Thomas H. Levine, University of Connecticut

Renewing Schools while Developing Resilient Teachers: How Pre-Service Teachers Can Act as Change Agents in Partnering Schools

René Roselle, University of Connecticut

This paper reports on how a simple curriculum change in an undergraduate seminar class in a teacher preparation program led to seven school/community projects at local partnering schools. This qualitative study showcases how pre-service teachers were able to identify needs within school environments and act as change agents to address those needs. The experiences provided through the school/community projects appear to build upon Sagor's (1996) resiliency attributes of Competence, Belonging, Usefulness, Potency and Optimism (CBUPO). These attributes were used to analyze student self-reports of their participation in these service learning projects and how it enhanced pre-service teacher resiliency.

The Use of Mentoring to Bridge Research and Practice in the Efficacy of a Preschool Professional Development Program

Barbara J. Helms, Nancy Clark-Chiarelli, Joanne P. Brady, Julie A. Hirschler, and Jess Gropen, Education Development Center, Inc.

As part of a four-year project implementing two approaches to implementing empirically-based early literacy professional development-Literacy Environment Enrichment Program (LEEP) and Technology-Enhanced LEEP (T-LEEP)-a mentoring component was introduced in the second year. The purpose of this presentation is to show how the mentoring component influenced teacher practices and how the research-based principles of the courses translated into their day-to-day practice. Snapshots of three teachers using videotapes as well as information gathered from mentor and teacher interviews will be presented.

Laptops in the Classroom: Implications for Pre-service Teacher Programs

Vanessa Joy and Michael F. Young, University of Connecticut

This study investigated the impact of the University's technology initiative on pre-service teachers. One hundred and three participants completed a survey that included specific items on laptops and clickers, and general questions addressing technology behavior and usage. An exploratory factor analysis established internal consistency and suggested a three-factor solution with no items deleted. Results indicated that students had positive attitudes towards the laptop's quality and academic benefits, but negative attitudes towards specific academic applicability, specifically instructor use in the classroom. Future research is necessary to determine how laptops should be utilized in the program to best prepare pre-service teachers.

Relating Teacher Candidate Performance to their Students' Subject Specific Academic Achievement using TWS Methodology

Mark Fenster, University of Massachusetts Lowell; Diane Judd, Valdosta State University

Teacher education preparation programs are under pressure from the public to provide evidence that their programs and teacher candidates are improving student achievement. Teacher candidates were formally assessed by their university supervisor during their student teaching semester. Using the teacher work sample methodology, we were able to assess the achievement of the teacher candidate's students. Results showed that students of teacher candidates' showed 52% gains in knowledge of learning goals, but gains in science were about 1/2 as large as gains in other disciplines. However, teacher candidates choosing science learning goals had significantly higher scores on the Praxis I test.

Differentiated Instruction Applied to Teaching Technology to Aspiring Educational Administrators

Susan Eichenholtz, Adelphi University

This study focuses on applying differentiated instruction for teaching technology to aspiring educational administrators. At a private suburban university, graduate students, upon entrance to the Educational Leadership and Technology program, are required to take the course, "Computer-Based Technologies in Education." Because adult students demonstrate disparity in their experience and skills with technology as well as discontinuous knowledge and differing attitudes, meeting the needs of all students can be challenging. A pre-post survey and an analysis of reflection narratives of 18 students support findings that the pedagogical interventions that occur during the semester course influence the positive outcome of students' technological skills and attitudes.

Discussant: Christine L. Emmons, Yale University

12:05 p.m. - 1:00 p.m.

Grand Ballroom Salon III

Lunch and Recapitulation with Phil Archer

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Meeting Spaces

Please note that the Nutmeg Ballrooms, the Grand Ballrooms, and the Hartford Rooms are on the first floor, while the Connecticut Suite is on the hotel's second floor.

