NERA 2008 CONFERENCE OVERVIEW

Wednesday, October 22

12:00-6:00	Registration
12:15-3:00	Pre-Conference Workshops
2:00-3:30	Session One
3:30-4:00	Coffee/Tea Break
4:00-5:30	Session Two
5:30-6:30	(GSIC) Graduate Student Meeting
6:45 -8:00	Dinner
8:30-10:30	NERA Welcome Reception

Thursday, October 23

7:00-8:45	Breakfast
8:30-10:00	Session Three
10:15-11:15	Poster Session and Coffee/Tea Reception
11:30-12:30	Keynote Address: Marilyn Cochran-Smith
12:30-1:30	Lunch/ Teacher-as-Researcher Award Presentation
2:00-3:30	Session Four
3:15-3:45	Coffee/Tea Break
3:45-5:15	Session Five
5:20-6:30	Graduate Student Panel Presentation
6:45-8:00	Dinner/ President's Address/ Awards
8:00-10:30	President's Reception

Friday, October 24

7:00-9:00	Breakfast
7:30-8:30	NERA Business Meeting
9:00-10:30	Session Six
10:15-10:45	Coffee/Tea Break
10:45-12:15	Session Seven
12:15-1:15	Lunch and Phil Archer's Closing Remarks

WEDNESDAY, OCTOBER 22 – SCHEDULE AT A GLANCE

	Nutmeg A	Nutmeg B	Nutmeg C	Nutmeg D	Hartford	Rocky Hill	Ballroom I	Ballroom II
Registration 12:00-6:00pm (Nutmeg Foyer)								
Pre-Conference Workshops	**Pre-Conference Workshop:** Thinking Through Data (12:15-1:45)					**Pre-Conference Workshop:** Current Topics in Item Response Theory (1:00-3:00)		
Session ONE 2:00-3:30pm	**1.1 Symposium:** Cognitive Laboratory Interviews in the Validation of Educational Assessments	**1.2 Symposium:** Symposium on Special Education and Rehabilitation Research (Part 1)	**1.3 Symposium:** Scholar-Teachers for the 21st century: Preparing Future Faculty	**1.4 Symposium:** Improving Learning in the Classroom: What Teacher-Researchers Found Out About Highly Recommended Educational Practices	**1.5 Symposium:** Institutional Effectiveness: Studies of Student Satisfaction, Financial Aid, Retention and Graduation Rates, and Assessment in Leadership		**1.6 Symposium:** Embedding Information Literacy in Higher Education Coursework	
Coffee/Tea Break 3:30-4:00 (Nutmeg Foyer)								
Session TWO 4:00-5:30pm	**2.1 Paper Session:** Learning and Instruction on the College Campus	**2.2 Symposium:** Symposium on Special Education and Rehabilitation Research (Part 2)	**2.3 Paper Session:** Culture, Language and Technology	**2.4 Paper Session:** Leadership and Assessment for School Improvement	**2.5 Symposium:** Steps to College Readiness	**2.6 In-Conference Workshop:** Reporting Test Scores in More Meaningful Ways: Some New Findings, Research Methods and Guidelines for Score Report Design	**2.7 Working Group:** Diversity and Gifted Learners	
GSIC Graduate Student Meeting – 5:30-6:3 (Rocky Hill Rm)								
Dinner – 6:45-8:00pm (Grand Ballroom)								
NERA Welcome Reception – 8:30-10:30pm (Nutmeg Ballroom)								

THURSDAY, OCTOBER 23 – SCHEDULE AT A GLANCE

	Nutmeg A	Nutmeg B	Nutmeg C	Nutmeg D	Hartford	Rocky Hill	Ballroom I	Ballroom II
Breakfast 7:00-8:45am (Grand Ballroom)								
Session THREE 8:30-10:00am	**3.1 Paper Session:** Schooling of Culturally and Linguistically Diverse Students	**3.2 Paper Session:** Research on Federal, State and School Policy	**3.3 Symposium:** Possibilities and Concerns for an Online NERA Researcher: Related Research	**3.4 Paper Session:** Science and Math Learning	**3.5 Symposium:** Research involving the SAT	**3.6 Paper Session:** Educational Measurement and Psychometrics: Working with Items	**Mentoring Roundtable** *(closed session, participants already chosen)*	
Poster Session – 10:15-11:15am (Nutmeg A, B, C)								
Coffee/Tea Reception – 10:15-11:00am (Nutmeg Foyer)								
Keynote Address: Marilyn Cochran-Smith – 11:30am in the Grand Ballroom								
Lunch and **Teacher-as-Researcher Award Presentation –** 12:30-1:30pm (Grand Ballroom)								
Session FOUR 2:00-3:30pm	**4.1 Paper Session:** Educators' Cognition and Behaviors	**4.2 Paper Session:** Adult Learning and Professional Development	**4.3 Paper Session:** Becoming a Teacher	**4.4 Working Group:** Measuring Student Vocabulary Acquisition: Research and Practice	**4.5 Symposium:** Validating Standards on Educational Tests	**4.6 Symposium:** Empowering Teachers as Leaders: A Hard Sell	**4.7 Paper Session:** Technology and Testing	**4.8 Paper Session:** Test Design, Calibration, and Score Analysis
Coffee/Tea Break 3:15-3:45 (Nutmeg Foyer)								
Session FIVE 3:45-3:5:15pm	**5.1 Paper Session:** Understanding College-Aged Students	**5.2 Paper Session:** Educating for Citizenship and Democracy	**5.3 Paper Session:** Students' Social and Emotional Growth and Self-Esteem		**5.4 Paper Session:** Quantitative Research Methods and Statistical Theory	**5.5 Symposium:** The Fordham Five's Fundamentals of Fairness	**5.6 Symposium:** Methods for Assessing Measurement Invariance	**5.7 Teacher-As-Researcher Award Winner Presentation**
Graduate Student Panel Presentation– 5:30-6:45pm (Rocky Hill Room)								
Dinner at 7:00 and **President's Address and Awards Presentation –** 7:45-8:30 (Grand Ballroom)								
President's Reception – 8:30-10:30 (Nutmeg Ballroom)								

FRIDAY, OCTOBER 24 – SCHEDULE AT A GLANCE

	Nutmeg A	Nutmeg B	Nutmeg C	Nutmeg D	Hartford	Rocky Hill	Ballroom I	Ballroom II
Breakfast 7:00-9:00am (Grand Ballroom – II,III)								
7:30-8:30am					NEAR Business Meeting			
Session SIX 9:00-10:30am	**6.1 Paper Session:** Differential Item Functioning	**6.2 Symposium:** Development and Validation of Instruments in the Affective Domain	**6.3 Symposium:** Methods for Assessing Dimensionality of Test Data	**6.4 Paper Session:** How Students Learn to Read	**6.5 In-Conference Workshop:** Grant writing (first offering)	**6.6 In-Conference Workshop:** The past and Future of Teacher Education	**6.7 Symposium:** Reinventing Education Curriculum for a Globalized World (Part 1)	
Coffee/Tea Break 10:15-10:45 (Nutmeg Foyer)								
Session SEVEN 10:45-12:15am	**7.1 Symposium:** Scoring Issues in Large Scale Assessments	**7.2 Paper Session:** Improving Instruction of English as a Second/ Foreign Language	**7.3 Symposium:** Fostering Student Engagement Across Difference: What Does it Look Like and Why Does It Matter?	**Mentoring Roundtable** *(participants already chosen; not an open session)*	**7.4 In-Conference Workshop:** Grant writing (same as first offering)	**7.5 In-Conference Workshop:** An Introduction to Growth Curve Modeling Using HLM	**7.6 Symposium:** Reinventing Education Curriculum for a Globalized World (Part 2)	
Lunch and Phil Archer's Conference Recap and Closing Remarks 12:15-1:15 (Grand Ballroom II, III)								

Thinking Through Qualitative Data

Tom Schram, University of New Hampshire

How do we work with and through data generated through ethnographic fieldwork? What are some foundational tools of inquiry for making sense of what people do and say? This workshop will address these questions and related issues that include:

> How might we think about the central analytical task of the ethnographer?
> What are the essential operating assumptions of the ethnographer?
> How can we generate and frame data sets from field notes?
> What sorts of questions can we ask of our data to move our analysis forward?
> How do context and sequence matter in qualitative data analysis?

In addressing these questions, Tom will draw upon examples from his own research and his experience working with doctoral students across a range of qualitative studies. Workshop participants will be encouraged to share their own insights, experiences, frustrations, and ideas about making sense of data generated through qualitative fieldwork.

Tom Schram is an Associate Professor of Education at the University of New Hampshire. He is an educational anthropologist who has conducted fieldwork in the United States and Brazil, and currently teaches graduate seminars in qualitative research design, ethnography, field relations and qualitative data analysis.

Pre-Conference Workshop   **Wednesday, 1:00-3:00pm**   **Rocky Hill Room**

Current Topics in Item Response Theory

Hariharan Swaminathan, Neag School of Education, University Of Connecticut
H. Jane Rogers, Neag School of Education, University Of Connecticut

The purpose of this NERA pre-session workshop is to introduce participants who already have a basic understanding of item response theory to current topics that are not normally covered in a basic course. The topics include:

> Dichotomous and Polytomous Item response models
> Computer software: WINSTEPS, BILOG, PARSCALE, MULTILOG
> Mixed format tests that include both dichotomous and free response items
> Scaling of mixed format tests
> Vertical scaling: problems and solutions
> Dimensionality

The participants are expected to have an understanding of the basic concepts of item response theory. As the computer programs (WINSTEPS, BILOG, PARSCALE, and MULTILOG) used in the training session are commercially available, they will not be provided to participants. Nevertheless, participants who have access to these programs are encouraged to bring their laptops so that they can follow the illustrations on their laptops (the data used for the illustrations will be provided).

Text: Hambleton, R.K., Swaminathan, H., Rogers, H.J. (1991). *Fundamentals of Item Response Theory*. Sage Press.

Symposium	Session One	Wednesday, 2:00-3:30pm	Nutmeg A

1.1 Cognitive Laboratory Interviews in the Validation of Educational Assessments

Chair: Maria Martiniello, Educational Testing Service

Using Cognitive Interviewing to Get Evidence for Educational and Psychological Testing
José L. Padilla, University of Granada (Spain)

An Introduction to Cognitive Labs with Students with Disabilities: Methodology, Protocol, and Issues to Consider
Teresa C. King, Educational Testing Service; Cara Cahalan Laitusis, Educational Testing Service

National Indian Education Study – Using Cognitive Laboratory Methods to Develop Background Questions
Claire Melican, Educational Testing Service

Cognitive Laboratory Interviews in the Validation of Educational Assessments for English Language Learners
Maria Martiniello, Educational Testing Service

Discussant: Kristen Huff, The College Board

Symposium Abstract
This session features four presentations describing how cognitive interviews can be used to gather empirical evidence in the development and validation of educational and psychological testing for diverse groups. Presenters will discuss the application of cognitive interviewing in the validation of family support questionnaires administered to adults in Spain, reading tasks administered to elementary school students with disabilities, surveys of student attitudes and teachers' educational practices administered to American Indian and Alaska Native high school students; and standardized mathematics test administered to elementary school English Language Learners.

1.2 Special Education and Rehabilitation Research (part 1)

Chair: Barbara J. Helms, Education Development Center

An Examination of Educators' Perceptions of Self-Efficacy in the Area of Autism
Christine Emmons, Yale University Child Study Center; Dianne Zager, Pace University; Michael C. Koffler, Pace University

Factors Related to Mental Health of Native Americans in Eastern Tribes
Chung-Fan Ni, Western Oregon University; Felicia Wilkins-Turner, Valerie Ellien, Corinne Harrington, Diane E. Liebert., Mashantucket Pequot Tribal Nation, Vocational Rehabilitation Program

Variables Associated with Native Americans' Health Status
Corinne E. Harrington, Hartford Hospital/University of Connecticut; Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation, Chung-Fan Ni, Ph.D., Western Oregon University

A Review and Comparison of Various States' Alternate Assessments for Students with the Most Significant Cognitive Disabilities
Darlene Perner, Bloomsburg University of Pennsylvania; Amanda Dabashinsky, Bloomsburg University of Pennsylvania

Attitudes of Pre-Service Teachers Toward Individuals with Exceptionalities and Inclusive Practices: A Baseline Analysis of Students Enrolled in the Introductory Course
Maureen Walsh, Bloomsburg University of Pennsylvania; Sheila Jones, James Krause, Angela Pang, William Obiozor, Deborah Stryker, Barbara Wert, Barbara Wilson, and Walter Zilz, Bloomsburg University of Pennsylvania

The Use of Music to Teach Life Skills to Students with Emotional Disabilities in the Classroom
Williams Emeka Obiozor, Bloomsburg University of Pennsylvania

A Qualitative Study of the Assistive Technology Decision-Making Process in Four Pennsylvania School Districts
Philip Tucker, Bloomsburg University of Pennsylvania; Sheila Jones, Bloomsburg University of Pennsylvania; Dianne Zager, Pace University

Discussant: Dianne Zager, Pace University

Symposium Abstract
This session includes a wide range of papers dealing with all areas of special education including a training program for teachers of students with autism spectrum disorders, a multi-year study of mental health of Native Americans, pre-service teachers' attitudes toward individuals with exceptionalities, and a review of state assessments for students with most significant cognitive disabilities. In addition, a qualitative case study of assistive technology services will be presented along with a review of research reflecting behavioral interventions for students with disabilities and a study of music as a teaching technique for individual with emotional disabilities.

1.3 Scholar-Teachers for the 21st century: Preparing Future Faculty

Chair: David Moss, University of Connecticut

Presenters:
Dr. Cari Moorhead, Associate Dean, The Graduate School, University of New Hampshire
Dr. Keith Barker, Associate Vice Provost, University of Connecticut
Dr. David M. Moss, Associate Professor, Neag School of Education, University of Connecticut

Abstract

Historically, a tension between teaching and research has persisted within institutions of higher education. The ever growing need for extramural revenue coupled with the pressures of national rankings leads faculty across a broad spectrum of universities to focus almost exclusively on research, leaving little time to mentor graduate students in the practice of teaching. This perpetuates the false dichotomy between teaching and research, undermining the core mission of any university - learning. The University of New Hampshire and the University of Connecticut are striving to achieve excellence in their core missions of research, teaching, and service. This symposium outlines aspects of their Preparing Future Faculty programs which promote excellence in teaching in higher education.

1.4 Improving Learning in the Classroom: What Teacher-Researchers Found Out About Highly Recommended Educational Practices

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

The Effect of Instruction with Four Problem Solving Techniques on Fourth Grade Students' Independent Problem Solving
Lynn Demetrakis, Bogota School District, NJ

The Effect of Instruction on Informal Mathematics Skills on First Grade Students' Mastery of Curricular Content
Heather Mascuch, Passaic School District, NJ

The Effects of Authentic Writing, Family-Based Projects, and Current Events Discussions on the Critical Thinking of Middle School Social Studies Students
Aimee Silverstein, Wayne School District, NJ

The Effects of Integrating Instruction on Fifth Grade Students' Learning of Geography Skills
Christopher Yonitch, West Orange School District, NJ

Writing Modifications for Special Education Students
Janine Amoresano, William Paterson University of New Jersey

The Impact of Drawing on the Comprehension of Learning Disabled Children
Christin Walsh, William Paterson University of New Jersey

Discussant: Geraldine Mongillo, William Paterson University of New Jersey

Symposium Abstract
Classroom teachers are often faced with implementing teaching practices, assessments, and scheduling structures over which they have no control. In addition, they usually do not challenge or evaluate the assumptions that underlie the choices of these structures. As graduate master's degree students, the teachers in this presentation had the opportunity to try out and evaluate the impact of some of the practices that they have been asked to use or which they have chosen to use in order to increase student learning. This themed paper session shares the processes and results of their explorations.

| Symposium | Session One | Wednesday, 2:00-3:30pm | Hartford Rm |

1.5 Institutional Effectiveness: Studies of Student Satisfaction, Financial Aid, Retention and Graduation Rates, and Assessment in Leadership

Chair: Stacey Kite, Johnson & Wales University

Measuring College Student Satisfaction: A Multi-Year Study of the Factors Leading to Persistence
Felice D. Billups, Johnson & Wales University

Spending on Students Success: The Impact of Institutional Financial Aid on Graduation Rates at Public 4-Yr Institutions
Christopher Hourigan Director of Institutional Research, Johnson & Wales University

Retention and Graduation Rates: Measures of Institutional Effectiveness or Student Persistence or Neither?
William J. Gammell, Associate Vice Chancellor, Connecticut State University System

Exploring Measures of Institutional Effectiveness: Assessing Leadership for a State University System
Teresa Boyd Cowles, Strategic Planning, Institutional Research, Market Research and Analysis Officer Connecticut State University System

Discussant: Robert Gable, Johnson & Wales University

Symposium Abstract
This themes based session will examine research initiatives carried out in university institutional research offices that addressed the issues related to retention and graduation rates such as: student satisfaction, the impact of financial aid, and the accuracy of student persistence measures. In addition, a project exploring measures of institutional effectiveness by assessing university leadership will be discussed.

1.6 Embedding Information Literacy in Higher Education Coursework

Chair/Discussant: Dr. Patricia McDiarmid, Springfield College

Dr. Michelle Moosbrugger, Springfield College
Dr. Shannon Whalen, Springfield College

Symposium Abstract
The skills of identifying the necessity of information, accessing and assessing research, and incorporating new information into one's writing are critical to the success and growth of college students. The purpose of the session will be to describe the process of embedding standards-based information literacy (IL) curricula within undergraduate and graduate level courses. Participants will be exposed to methods suitable to incorporate IL objectives into syllabi, integrate IL instruction, and evaluate attainment of these objectives. Challenges and triumphs, and student performance and reactions experienced within the implementation process will be shared.

2.1 Learning and Instruction on the College Campus

Chair: TBA

Addressing Misconceptions about Heat Transfer in Undergraduate Chemical Engineering Instruction

Katharyn E. K. Nottis, Bucknell University; Michael J. Prince, Bucknell University; Margot A. Vigeant, Bucknell University

Understanding the distinction among heat, energy and temperature can be difficult. Misconceptions about heat transfer have been found to persist, even after instruction. New instructional methods are needed to address these misconceptions. This pilot study examined whether researcher-developed, inquiry-based activities could increase conceptual understanding of heat transfer. Twenty-two undergraduate chemical engineering students were assessed before and after instruction. Participants had significantly higher scores on the post-test. An examination of assessment questions revealed substantial improvement on questions closely related to instructional activities. However, participants had difficulty applying concepts in new contexts. Educational implications and suggestions for future research will be discussed.

Exploring Collaborative Assessment in an Undergraduate Educational Psychology Course: A Case Study

Andri Ioannou, University of Connecticut; Anthony Artino, University of Connecticut

A collaborative assessment was conducted in a small undergraduate educational psychology course. The assessment was designed to promote collaborative learning, mitigate test anxiety, and make in-class testing a more positive educational experience. Survey results from 31 students suggested that the collaborative assessment induced very little test anxiety and was generally more enjoyable than a traditional, individual test. Educational implications are discussed in the final paper, as are detailed results from quantitative and qualitative analyses, lessons learned from the collaborative assessment process, potential benefits of using a classroom response system for collaborative assessment, and suggestions for future research.

Evaluation of the Afghan Project Academic Success Initiative

Bonnie Sylwester, University of Massachusetts; Rebecca Gajda, University of Massachusetts

This presentation reports on the results of a program evaluation of an academic support program for international graduate students developed at the Center for International Education at the University of Massachusetts. In 2007, the Center admitted seven teacher educators from Afghanistan into their program. To ensure academic success, the Center developed a unique multi-pronged academic support program, including the use of a cohort study group, one-on-one tutoring and content-based instruction. A program evaluation was conducted to highlight the activities that were most effective, to determine elements that could be improved, and to illustrate effects of the project on student achievement.

The University of Connecticut Urban Service Track: Evaluating a Model of Interprofessional Education.

Andrea Fuhrel-Forbis, University of Connecticut; Petra Clark-Dufner, University of Connecticut Health Center; Devra K. Dang, University of Connecticut School of Pharmacy; Ruth Goldblatt, University of Connecticut School of Dental Medicine, Bruce Gould, University of Connecticut School of Medicine

The University of Connecticut's Urban Service Track (UST) is an interprofessional collaborative program between the Schools of Medicine, Dental Medicine, Nursing, and Pharmacy designed to address shortages of health care providers in urban underserved communities. The UST curriculum includes both didactic and clinical care components. Urban Health Scholars receive targeted training in 11 skill areas at four four-hour learning retreats. The curriculum is delivered by University and community clinicians representing the four disciplines. A strong evaluation component using multiple methods is imbedded within UST curriculum. Results from evaluation of the initial year of program implementation will be presented.

Family Myths, Beliefs, and Customs as a Research/Educational Tool to Explore Identity Formation
William E. Herman, State University of New York College at Potsdam
This paper outlines a qualitative research tool designed to explore personal identity formation as described by Erik Erikson and offers self-reflective and anonymous evaluative comments made by college students after completing this task. Subjects compiled a list of 200 myths, customs, fables, and beliefs from their family of origin and then reflected upon the relevance and meaning of such items. The research and instructional tool described in the paper should be of considerable interest to teachers who work to promote self-reflection amongst adolescents as well as case study researchers and counselors who wish to study identity formation and values acquisition.

Discussant: Keith Barker, University of Connecticut

2.2 Special Education and Rehabilitation Research (part 2)

Chair: Barbara J. Helms, Education Development Center

An Examination of Educators' Perceptions of Self-Efficacy in the Area of Autism
Christine Emmons, Yale University Child Study Center; Dianne Zager, Pace University; Michael C. Koffler, Pace University

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Philip Tucker, Bloomsburg University of Pennsylvania; Sheila Jones, Bloomsburg University of Pennsylvania; Dianne Zager, Pace University

Discussant: Dianne Zager, Pace University

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2.3 Culture, Language and Technology

Chair: Barbara Rosenfeld, Brooklyn College

Connecting Worlds: How Photo Elicitation Enhanced Communication between Preschool Teachers and Immigrant Children
Martha J. Strickland, Penn State - Harrisburg
Increases in the number of children from diverse cultural backgrounds within U.S. preschools challenge teachers' understanding and communication. To address this challenge, this study utilized photo elicitation to explore the following questions: 1) How do photo elicitation interviews impact communication between preschool teachers and immigrant children? and 2) What discontinuities are encountered when preschool teachers attempt to connect with immigrant children through photo elicitation? The findings revealed that photo elicitation enhanced communication by increasing the teacher's cultural awareness, providing her with information to enhance her connections with the immigrant students, and giving the child a voice.

Student Teachers' Experiences in the Distance English Language Teacher Training Program (DELTTP) in Anadolu University, Turkey
Cagri Ozkose-Biyik,University at Albany, SUNY
This study addresses the student teachers' perceptions about their field experiences in the Distance English Language Teacher Training Program (DELTTP) in Turkey. Qualitative data, obtained from 10 student teachers, included interviews and online discussion forums. Research questions addressed in this study were: 1) How do student teachers view the shared roles and responsibilities of the members of the triad? 2) How is communication carried out among the members of the triad? Data indicated that student teachers did not perceive their roles as critical thinkers that would help them engage in reform efforts in schools.

On the way to becoming Global Citizens: Use of ICT by Ukrainian students
Mariya Yukhymenko, University of Connecticut; Scott Brown, University of Connecticut
Information is one of the important assets in today's society. Information and communication technologies (ICT) may be particular important for students as one of the tools to become global citizens. The objective of this study was to investigate use of ICT by high school students (n=122) from Ukraine, a developing country. The analysis indicates that a majority of students from Ukraine have a computer at home and more than half of students have Internet access at home. In addition, gender differences in the use of computer and the Internet were identified. Educational implications and future directions are discussed.

Global Learning Community Network: Heritage Language Learning Project using Social Interaction Software
Melda N. Yildiz, William Paterson University; Deniz Palak, New York Institute of Technology; Anil Rakicioglu, Abant Izzet Baysal University, Turkey
This paper focuses on: (1) examining cultural and linguistically responsive curriculum for K12 students in the US as heritage language learners interacting with their peers studying English in Turkey; (2) multilingual tutoring and mentoring to K12 students about culture, language, and history of the US and Turkey using Web technologies; (3) identifying participants' reactions, discoveries, and experiences; and (4) the process of developing learning objectives using social interaction software focusing across

cultures throughout history. The study used three theoretical frameworks: educational media (Barnes & Tynan, 2007), (Buckingham, 2003), multiliteracies (Hobbs, 2006), (Kress, 2001) and multicultural education (Nieto, 2005).

Learning Communities in the Virtual Environment
Lili Teng Foti, University of Connecticut; Michael Young, University of Connecticut
In this study, we will investigate Internet affordances for social interactions and support of self-regulated learning in the web-based environment using the theoretical perspectives of social-constructivism and situated learning. We believe that online communities are supported by shared values and interests, community rules and resources, and online tools and applications. Using a module of the learning cycle that consists of challenges, negotiation of meanings, growth in knowledge or skills, and identify confirmation or position escalation, epitome research on two online communities, the Zizai club of poem lovers and LiveMocha, will be conducted to help us better understand factors that support learning and community development in the virtual environment.

Discussant: Lili Teng Foti**,** University of Connecticut

2.4 Leadership and Assessment for School Improvement

Chair: Ed Iwanicki, University of Connecticut

Rural School Leadership and School-Community Links: An examination of rural school-community partnerships
Hope Casto, Cornell University
This paper examines the presence of school-community links in rural areas of New York State. In addition, the role of leadership is examined through the relationships of rural superintendents with various community organizations. The lens of social capital theory, especially bridging and bonding ties, is used to analyze the individual and group level relationships. There are two sources of data: (1) a survey of rural superintendents; and (2) case studies of three rural districts. The survey offers information on the individual and district relationships, while the case studies shed light on the unique aspects of rural school-community partnerships.

The Relationship Among Leadership Preparation Practices and Leader, School, and Student Outcomes in K-8 Schools
Donna Braun, The Education Partnership Providence, Rhode Island; Robert K. Gable, Johnson & Wales University; Stacey L. Kite, Johnson & Wales University
Few studies have examined the relationships among leader preparation practices and leader behaviors, school learning environment, and student outcomes. Relationships were investigated through the use of hierarchical regression using data from a questionnaire ($N = 88$) and a state database. The findings suggest that, after controlling for demographics, a significant ($p < .05$) positive relationship was found between the essential preparation practices and leader behavior ($\Delta R^2 = .05$), the school learning environment ($\Delta R^2 = .02$), and student achievement ($\Delta R^2 = .05$). These findings support the further inclusion of the essential practices into leader preparation programs.

Conflicted uses and users: The development of a Formative Assessment System typology
Jason A. Schweid, University of Massachusetts-Amherst; Steven G. Sireci, University of Massachusetts-Amherst; Matt Militello, North Carolina State University
The current pressures on educators to use data to inform practice has led to creation of the Formative Assessment System industry. With a myriad of offerings and claims by assessment providers there is growing confusion as to the valid use of such systems. This study explores the variety of data generated by the 15 most commonly purchased Formative Assessment Systems. The study concludes by offering a grounded typology of Formative Assessment Systems to describe the proper uses and users based on past empirical studies on formative assessment and data use.

Formative and Summative Assessments: Improving Schools through Curricular Change
Pauline Parker, University of Massachusetts-Amherst; Stephen G.Sireci, University of Massachusetts-Amherst
The purpose of this literature review is to conceptualize the continuum that lies between formative and summative assessments; and examine how schools use data to improve instruction. Case studies involving the use of formative assessments will indicate how schools should make classroom changes and diagnostic responses. In addition, an example of how to use a summative, state-wide assessment to recognize gaps in the curriculum and shore up the district's scope and sequence will be provided.

Finally, a discussion on the usage of data in a way that is consistent with any assessment's purpose will be provided.

Assessment of the Indeterminacy of School District Achievement
Peter Simpson, Johnson & Wales University; Stacey L. Kite, Johnson & Wales University; Robert K. Gable, Johnson & Wales University
This research presents the qualitative sequence in a mixed-method research project. The tenet utilizes the economic theory that variation in performance relates to resource utilization (Porter 1985) within an organization. The National Research Council (1999) states the problem that: "Indeterminacy characterizes education production". Indeterminacy is represented by variation in performance as measured by student achievement. Inductive pattern recognition techniques (Trochim, 1986) and cluster analysis (Guest & McLellan, 2003) are used to examine the strength and nature of thematic patterns of resource utilization within N=33 school districts to study the indeterminate factors of achievement performance.

Discussant: Brian Preston, Southern Westchester BOCES

2.5 Steps to College Readiness

Chair: Thanos Patelis, The College Board

What do colleges want? Statistics from the College Board's Annual Survey of Colleges
Kelcey Edwards, Fordham University

Modeling Change in PSAT/SAT Scores across Time: A Hierarchical Analysis
Andrew Jones, James Madison University; Dena A. Pastor, James Madison University

School Effects on Student Learning in Mathematics: A Multilevel Latent Growth Analysis of PSAT/NMSQT to SAT Performance in Mathematical Reasoning
G. Anthony Benners, Fordham University; Howard Everson, Fordham University

Does the Relationship Between AP and SAT Scores Differ Across High Schools? A Hierarchical Approach.
Carol L. Barry, James Madison University; Dena A. Pastor, James Madison University

Course Taking, Test Scores and College Outcomes
Nichole Norman, University of North Carolina - Greensboro

Discussant: Thanos Patelis, The College Board

Symposium Abstract
This is a proposal for a theme-based paper session. One of the top goals of the College Board is to develop college readiness indicators validated by college outcomes. A research agenda has been developed that involves dozens of research projects. This session will provide the results of some of the work associated with this agenda undertaken by external researchers. Each presenter will provide information from one component of this effort. The first presenter will provide some statistical information from ten years of the College Board's Annual Survey of Colleges suggesting what colleges expect. The next three presenters will provide results of linking student performance across high school tests (i.e., the PSAT/NMSQT, AP, and SAT). Two of these presenters will present results from two independent studies that look at the linkage of the PSAT/NMSQT to the SAT using methods that take into account local influences of schools. The third of these three will show the results of the linkage of AP to SAT accounting for high school effects. The final presenter will present the results of high school results (e.g., high-school course taking habits, GPA, AP scores, SAT scores, etc.) and college related variables (GPA, course taking habits, etc.) for one state. The discussant will show how these studies are related to the College Board's agenda of developing college readiness indicators validated by college outcomes.

2.6   Reporting Test Scores in More Meaningful Ways: Some New Findings, Research Methods and Guidelines for Score Report Design

Ronald K. Hambleton, University of Massachusetts at Amherst
April L. Zenisky, University of Massachusetts at Amherst

Testing practices in education and psychology have advanced considerably in recent years through the introduction of item response theory models, generalizability theory, automated test assembly, and new test designs such as computer-adaptive testing. At the same time, methods for reporting test scores and diagnostic information to candidates, the culmination of the testing process, remain largely understudied and undervalued as a problem in educational and psychological assessment. This is most unfortunate too because of the large amount of evidence suggesting that candidates and other score users such as teachers, policy-makers, psychologists, and the media, are often confused by the meaning of test scores resulting in misinterpretations, and candidates are often disappointed by the limited amount of diagnostic information they receive from hours of testing.

The goals of this workshop include: (1) providing evidence about the shortcomings of score reporting methods in education, psychology, and credentialing, (2) describing several promising ideas (e.g., bench-marking and item mapping) and providing examples for enhancing the clarity and meaning of score reports (e.g., more use of focus groups, "think-aloud" studies, and experimental research to compile data for validating score reports), (3) offering guidelines for score report design based on our recent research in preparing score reports and score scales, and (4) providing attendees with exercises to gain experience in both constructively criticizing score reports and designing better score reports. Examples of good and bad practices presented in the workshop will come from our work with several national and state testing programs, and several credentialing agencies.

Working Group	Session Two	Wednesday, 4:00-5:30	Ballroom I

2.7 Diversity and Gifted Learners

Chair: Cheryl Gowie, Siena College

Robert Colesante, Siena College; Donald Biggs, Siena College

Sally Goldberg, Albany, NY City School District (retired)

John Carter, Rensselaer Polytechnic Institute,

Elena Bruno, NYS Education Department

Cheryl J. Gowie, Siena College

Abstract
Members of this group are dedicated to fostering the achievements of talented middle school students from high need schools. One promising approach is to place motivated students of above average ability in a challenging and mentored college setting. We hope to identify aspects of learning settings that encourage and that impede gifted behavior. We will examine how our constructs and narratives allow us to recognize, or cause us to overlook, students with potential to achieve in the arts and sciences. We will also consider how a resistance culture inhibits students' achievement and will explore potential antidotes.

3.1 Schooling of Culturally and Linguistically Diverse Students

Chair: Christine Emmons, Yale University Child Study Center

Differences in Teacher Awareness of Student Social Relationships in Urban Classrooms
Caroline Wagner, New York University; Yang Zhao, NYU; Kaitlyn Mishlen, NYU; Elise Cappella. NYU; Jenna Watling-Neal, University of Illinois, Chicago
Teacher practices and student social relationships are critical to child outcomes. This study examines factors that predict teacher awareness of student relationships in high poverty, urban elementary classrooms. We used rigorous methods to assess peer- and teacher-reported social networks (Cognitive Social Structures) and teacher practices (Classroom Assessment Scoring System). Beyond the expected effect of grade (positive) and class size (negative) on teacher-student agreement about social networks, we found that observed classroom productivity predicted greater teacher awareness of student friendships. Results suggest the importance of small and organized classrooms to increase teacher time and attention to multiple aspects of students' lives.

Promoting Social Inclusion and Respect for Diversity in US Early Childhood: Reflections on an Action Research Agenda
Mariajosé Romero, National Center for Children in Poverty, Columbia University
The paper examines preliminary results of an ongoing two-year action research study of the efficacy of four strategies to promote social inclusion and respect for diversity in U.S. early childhood environments: 1) the development of regional coalitions; 2) the mobilization of national organizations and stakeholders; 3) the synthesis and translation of research findings; and 4) a cost-effective, web-based dissemination strategy. Following an action research approach, the study draws on qualitative and quantitative methodologies for data collection and analysis. The paper discusses barriers and facilitators to the formation of regional coalitions around social inclusion and respect for diversity in early childhood.

Student perceptions of bilingualism and biliteracy: The role of contexts and communities
Aja E. LaDuke, University of Connecticut
This presentation examines student perceptions of bilingualism and biliteracy as related to their own lived experiences in an urban high school and community. Home, community, and school contexts are embedded within a larger sociopolitical context (Nieto & Bode, 2008) that forwards a monolingual ideology. Education policies continue to eliminate bilingual education programs to enforce an English-only agenda, and discourse within schools often frames language diversity as a problem (Freeman, 1996; Souto-Manning, 2006). How do Latino, Spanish-English bilingual adolescents perceive their own bilingualism and biliteracy? How do they recognize and respond to these institutional and individual discourses?

"But what does it look like? Operationalizing culturally relevant pedagogy in the K-6 classroom."
Kerri Ullucci, University of Massachusetts, Dartmouth
What does powerful multicultural teaching look like? While the literature on multicultural education is enormous, it is not always clear what actual teachers do to support the needs of their students of color. This presentation looks at the classroom practices of six highly effective White teachers in urban schools. The presentation shares ways in which they implement rigorous academic programs and

diversify their curriculum in non-superficial ways. Based on classroom observations, I will share how teachers support diversity and make their classrooms inclusive places.

Children's Weekend Activities across Cultures: A Dissertation Proposal
Asil Ali Özdoğru, University at Albany, SUNY
Children's out-of-school time activity patterns and profiles reveal important information about their individual and emotional development. Studying the structure and the schedule of children's weekend activities across cultures is valuable in the understanding of developmental processes as well as the role of culture in human development. In addition to looking at activity profiles of children from four different cultures, this dissertation will test the relation between adult-structure in activities and specific outcomes of emotional development. Fourth grade students' adult-structured weekend activities and their relation to enjoyment and anxiety in children from Bulgaria, Taiwan, Turkey, and United States will be discussed.

Discussant: Martha J. Strickland, Penn State University-Harrisburg

3.2 Research on Federal, State and School Policy

Chair: Kenneth Haar, Westfield State College

Effect of the School-to-Work Opportunities Act on Student Performance in Connecticut Schools
Patricia C. Lawler, Norwalk (CT) Public Schools; Edward F. Iwanicki, University of Connecticut
This study utilized a quasi-experimental non-equivalent control group design to examine whether there were differences in student performance with respect to dropout rates, college attendance, and scores on the Connecticut Academic Performance Tests (CAPT) between school districts that were committed to school-to-work and those that were not. The results of the ANCOVAs were mixed, but encouraging for the school-to-work program when interpreted more broadly. The policy implications of these findings are discussed.

Connecticut School Finance: Has the ECS Era succeeded in achieving school finance equity goals?
Kenneth Imperato, Southern Connecticut State University; Peter Madonia, Southern Connecticut State University
This study examined the extent to which Connecticut's equalization aid program achieved horizontal and vertical student equity, taxpayer equity, and fiscal neutrality between 1989 and 2004, using an analytical equity framework commonly accepted in the study of school finance. There was less horizontal and vertical student equity by 2004 than in 1989. However, taxpayer equity improved, as did fiscal neutrality, but most of the gains were in the program's first five years. This study also examined student and taxpayer equity among and across groups of like-communities to assist policy-makers' decisions in the Connecticut school finance arena.

The impact of bargaining agreements, state policies and teacher staffing on student learning
Mark Fenster, University of Massachusetts Lowell
Do (1) teacher benefits, (2) school calendar**,** (3) class size, (4) teacher evaluation procedures , (5) leave policies , (6) professional development opportunities , and (7) teacher salary impact student achievement? The core research question investigated, "Do collective bargaining agreements, school board policies, teacher quality, amount of instructional time and staffing patterns impact *student learning* at the *statewide* level as evidenced by the NAEP assessment"? Using multiple regression models we will estimate relationships from a database recently released to researchers (TR[3]), on these variables controlling for socio-economic status differences among states.

Adequate Yearly Progress: Is it Just About Assessment Results?
Sarah S. Ellsworth, Connecticut State Department of Education
With the high stakes associated with No Child Left Behind (NCLB), policy makers, researchers and educators in Connecticut are often looking for strategies to effectively improve student assessment results and therefore reduce the number of schools failing AYP. The purpose of this study is to investigate the relationship between several school-level variables and the likelihood of a school failing to meet AYP. Using logistic regression this study investigates which conditions contribute most significantly to a school's AYP status and determine if any variables contribute more than the assessment results alone.

Myth Busters: Do poorer schools pay their teachers less and do they stay in teaching?
Rohini Sen, University of Connecticut; Scott W. Brown, University of Connecticut
One of the common beliefs among teachers applying for positions and teacher education students is that those schools in lower SES areas pay lower teacher salaries than those in higher SESs. Based on this perception, it is believed that teachers may make decisions about applying for positions in schools lower in SES thereby limiting the number of possible teachers who will work in our neediest schools. This study was conducted to examine the relationship between SES of schools and teachers salaries of graduates from one teacher preparation program in Connecticut between 1998 to 2005.

Discussant: Diane E. Liebert., Mashantucket Pequot Tribal Nation

3.3 Possibilities and Concerns for an Online *NERA Researcher*: Related Research

Chair: Michael Young, University of Connecticut

Issues of Plagiarism from an Online Journal
Ya-Shu Yang, University of Connecticut

Making Sense of and Using Multimedia in a Scholarly Online Journal
Mark Oliver, University of Connecticut; Bruce Bowdish, Digital Union LLC

Writing Differently for an Online Journal
 Rick Hornung, Eastern Connecticut State

Wikipedia Authoring and the Peer Review Process
Vanessa Every, University of Connecticut

Discussant: Michael Young, University of Connecticut

Symposium Abstract
This session addresses research related to authoring and learning from online journals. For years NERA has rejected the idea of delivering the *Researcher* online. Reasons cited for not "going virtual" include concerns that it will violate the expectations of its readership, have a steep learning curve for members, and the lack of universal computer access that might restrict readership. Reasons for considering a virtual *Researcher* include the possibility for interactive communication with authors through threaded discussions, blogs, and even 3D avatar-based meeting spaces. Additionally, the inclusion of movies, simulations, research data, analysis tools, data visualizations, web links to e-portfolio artifacts, learning spaces, and databases could add value to members throughout the year.

3.4 Science and Math Learning

Chair: Darshanand Ramdass, City University of New York

Evaluating Inquiry-Based Science Modules Using a Hierarchical Linear Model
Ou Lydia Liu, Educational Testing Service; Hee-Sun Lee: Tufts University; Marcia C. Linn: University of California, Berkeley
This study investigates the effectiveness of technologically enhanced inquiry-based modules in six science areas. Assessments were administered to students who received the inquiry instruction and who received typical instruction. Students in the Inquiry Cohort significantly outperformed students in the Typical Cohort across all six areas. To identify the potential factors related to performance variations across 27 classroom settings, a three-level model was used to examine the impact of student, class, and teacher level characteristics. Results revealed that after other variables are controlled, higher science performance is associated with learning inquiry instruction, having a more experienced teacher, and having partner teachers enacting the same subject area at the same school.

A Critique of the Research Literature on the Use of Adjunct Visual Aids In the Learning of Scientific-Technical Content.
James Carifio University of Massachusetts Lowell; Rocco J. Perla, University of Massachusetts Lowell
This paper presents a critical review of key studies that have been done in science education on the effects of using diagrams, graphs, photographs, illustrations, and concept maps as "adjunct visual aids" in the learning of scientific-technical content.   In general, the research and theory on instructional aids is somewhat unsystematic with several flaws and a number of key uncontrolled variables which actually suppress and mask effects in these studies. The findings of these studies are compared to relevant empirical literature in cognitive psychology and other areas. An integrated theory is presented to guide future research on these instructional questions

The Impact of Story Books on Kindergarten Children's Mathematical Achievement and Approaches to Learning
Jane Murphy Wilburne, Penn State Harrisburg; Mary Napoli, Penn State Harrisburg; Jane Blakely Keat, Penn State Harrisburg
The problem addressed was understanding how to provide quality mathematical learning experiences that foster child achievement and positive approaches to learning. The research question was: How were student achievement and student enthusiasm and engagement in mathematics influenced by story books? Mixed methods were used. Participants were kindergarten teachers and their children. Data was collected with pre-and post-tests, work samples, teacher journals, researcher observation notes, and more. Data was analyzed quantitatively and qualitatively. Results statistically demonstrated significant improvement of test scores. Also, multiple examples of evidence demonstrate that story characters facilitated positive child approaches to thinking mathematically, with enthusiasm and engagement.

Practice Methods for Improving Automaticity With Basic Addition Facts
James Cressey, University of Massachusetts Amherst
This study compared the effectiveness of two interventions to improve automaticity with basic addition facts: Taped Problems (TP) and Cover, Copy, Compare (CCC), in students aged 6-10. Automaticity was measured using Mathematics Curriculum-Based Measurement (M-CBM) at pretest, after 10 days, and after 20 days of intervention. MANCOVA was used to evaluate two hypotheses: (1) the TP group

will gain higher levels of automaticity more quickly than the CCC and control groups; (2) the TP and CCC groups will achieve higher levels of automaticity than the control group by the end of the study.

Understanding math talk: Examining the frequency of math vocabulary on a high stakes test
Margaret E. Pierce, University of Massachusetts Amherst; Melena L. Fontaine, University of Massachusetts Amherst
High stakes math tests include specialized vocabulary words that present a roadblock to children from culturally and linguistically diverse backgrounds and children with language-based learning disabilities. This presentation presents results of an analysis of the vocabulary demands on the MCAS math tests (grades 3, 4, and 5), with a particular focus on the frequency of tier two and tier three math vocabulary words. Implications for instruction will be discussed.

Discussant: Kathryn Nottis, Bucknell University

3.5 Research Involving the SAT

Chair: Thanos Patelis, The College Board

The Florida Comprehensive Assessment Test and the SAT Reasoning Test
Jing Feng, Fordham University

Modeling The SAT Writing Test: Patterns of Performance for International Students
Jun Li, Fordham University

AP Validity with SAT Data
Xinhui Xiong, Fordham University

Rigorous Curriculum and SAT
Feifei Li, University of Maryland; Thanos Patelis, The College Board; Robert Lissitz, University of Maryland

Cognitive attributes of SAT Critical Reading items: Expert ratings of primary and secondary skills
Dubravka Svetina, Arizona State University

Discussant: Pamela Kaliski, James Madison University
Andrew Wiley, The College Board

Symposium Abstract
The College Board supports research on a variety of components of the SAT. This session will provide the results of some of the work associated with this work undertaken by external researchers. The first presenter will show the results of comparing student performance on the Florida's Comprehensive Assessment Test (FCAT) and the SAT. The second presenter will show results of student performance on the writing section of the SAT by international students. The third presenter will use data involving the SAT to examine the validity of AP in predicting student performance in college. The fourth presenter will show initial results of performance on the SAT based on the courses taken in high school from high schools transcripts from three districts in a middle-Atlantic state. Next, the fifth presentation will show the cognitive skills associated with the critical reading section of the SAT. Two discussants will be utilized. The first discussant will provide an overview of what can be learned from this work and the second discussant will place this work in context of the research agenda for the SAT.

3.6   Educational Measurement and Psychometrics: Working with Items

Chair: Xing Liu, Eastern Connecticut State University

Evaluating the construct of a math test for English-language-learners: Parceling items based on their linguistic complexity
Guangming Ling, Educational Testing Service
English linguistic complexity of an item may influence the item difficulty and threaten the construct validity of the test for students who are English language learners (ELL). The study evaluated the construct validity of a state test (Grade-5 Math) for the ELL versus non-ELL students. Different pattern of mean scores were found between the non-ELL and ELL students with or without test accommodations across the eight parcels classified by items language complexity. Different correlation patterns among the parcels were found between the ELL and non-ELL students. Factor analysis will be applied to examine whether the latent structures underlying these parcels are different for ELL and non-ELL students.

The Effect of Deleting Anchor Items on the Classification of Examinees
Tia Sukin, University of Massachusetts-Amherst; Lisa A. Keller, University of Massachusetts Amherst
In practice, anchor items are used to equate test scores of different forms. In Item response theory (IRT) the use of anchor items for equating becomes a scaling problem primarily when items are exposed or instruction changes between administrations. In these cases the item parameters of the anchor items may no longer be linearly related and a decision as to whether to retain the item as an equating item or not must be made. This study investigated the affect of retaining or removing such aberrant equating items on the classification of students into performance categories. Four methods were examined: Stocking & Lord, Mean-sigma, Mean-mean, and Haebara.

Evaluating Differential Item Functioning Based on Native Language on the Massachusetts Adult Proficiency Test (MAPT)
Jenna M. Copella, University of Massachusetts-Amherst; Stephen G. Sireci, University of Massachusetts-Amherst
The MAPT for Reading is designed to measure adult students reading knowledge and skills as related to the Massachusetts curriculum frameworks. However, for students who are not native English speakers, it is possible that factors irrelevant to reading proficiency may interfere with their performance. We used logistic regression to identify items that function differently for native English and English Language Learner (ELL) students. Students from these two groups were matched on the latent trait being measured using item response theory. A small percentage of items were flagged for differential item functioning and hypotheses regarding why these items exhibited DIF are offered. Although the relatively few items indicating DIF is encouraging, the results underscore the importance of searching for construct-irrelevant factors that may negatively affect the performance of ELL students on educational tests.

Item Exposure Control for Computerized-Adaptive Testing: A Review of Methods
(Henry) Hanwook Yoo, University of Massachusetts Amherst; Ronald K. Hambleton, University of Massachusetts-Amherst
A substantial number of admission tests (e.g., GMAT, GRE) and credentialing exams (e.g., nurses, accountants) are administered adaptively. Although a computer-adaptive test (CAT) has several

advantages over paper-and-pencil testing, test item security remains one of the biggest challenges to overcome with any high-stakes CATs since test items can become known to candidates when the items are frequently used. The purpose of this paper is to describe and evaluate the many item exposure methods, and to suggest a research agenda for some remaining questions. With the substantial increase in the uses of high-stakes CATs, the paper addresses critical problems for researchers.

Discussant: Stephen G. Sireci, University of Massachusetts- Amherst

Direct Instruction versus Discovery Learning on the Understanding of Science Lessons by Second Grade Students
Marisa Cohen, CUNY Graduate Center
This study examined the effectiveness of discovery learning and direct instruction in a diverse second grade classroom. An assessment test and transfer task were given to students to examine which method of instruction enabled the students to grasp the content of a science lesson to a greater extent. Results demonstrated that students in the direct instruction group scored higher on the assessment test and completed the transfer task at a faster pace; however, this was not statistically significant. Results also suggest that a mixture of instructional styles would serve to effectively disseminate information, as well as motivate students to learn.

An Examination of the Effectiveness of Sensory Enhanced Mathematics Instruction for Students with Autism
Dianne Zager, Pace University; Peter Di Nuovo P226M, District 75, New York City; Sherri Mangus, Rebecca School, New York City; Brian O'Connor, Dawning Village School, New York City
This poster session will present findings from three inter-related action research projects examining the effectiveness of a sensory-enhanced approach to teaching mathematics. The FensMath approach has been developed to teach fundamental math concepts to children with information processing challenges. FensMath is unique in its simultaneous integration of behavioral, cognitive and multi-sensory instruction of math and literacy. While strategies underlying the program are evidence-based, the specific methods and materials had not been evaluated prior to this pilot project. Assessment findings and implications for educational intervention will be presented. In addition to a poster board and handouts describing the research, a PowerPoint presentation will be available.

A Case Study of Teachers' Mathematics Content Knowledge and Attitudes toward Mathematics
Brian Evans, Pace University
The purpose of this study was to understand what mathematical content knowledge exists both before and after the first year for Teach for America (TFA) teachers, as well as what attitudes TFA teachers hold. TFA teachers were given a mathematical content test and two attitudinal questionnaires that measured their attitudes toward mathematics and teaching at the beginning and end of their first year of teaching and enrollment in teacher preparation classes. Considering the large number of alternative certification teachers teaching in the United States, and New York City in particular, this research is highly relevant.

The Effects of Self-Determination and Self-Advocacy Practices for Individuals with Autism Spectrum Disorders
James L. Kijowski, Pace University, P.369K, District 75, New York City; Melissa Carrera, District 75, New York City; Rome E. Macias, District 10, New York City; Michael Sowiski, Pace High School, New York City
This poster session examines the efficacy of self-determination and self-advocacy practices as interventions for improving targeted behaviors in individuals with autism spectrum disorders. The authors present their findings on a variety of self-advocacy practices including self-evaluation, social stories, and relaxation training, and their effectiveness in (1) improving targeted peer conversational

performances, (2) reducing tantrum behaviors and increasing attention, and (3) reducing test anxiety. Detailed methods of data collection and interventions will be presented, along with analyses of quantitative and qualitative baseline and post-intervention data. Implications for future intervention strategies and statements of impact to educators will also be included.

Tiers of Interventionists: Paraprofessionals - The Unsung Heroes of Kindergarten Reading Intervention
Maureen McSparran-Ruby, Eastern Connecticut State University
Effective early reading instruction is dependent on research and evidence based instructional practices. However, kindergarten reading interventionists may not need to be masters of declarative reading content knowledge. Findings from this study suggest there may be two tiers of knowledge (instructional and interventional) involved in teaching reading in kindergarten.

Física en español: Experiencias auténticas para los profesores en prácticas
(Physics in Spanish: Authentic experiences for preservice teachers.)
Robert Ceglie, University of Connecticut; Carolina Artacho Guerra, University of Connecticut; John Settlage, University of Connecticut
Research suggests that single multicultural experiences during preservice teacher preparation programs are not adequate to promote fundamental change in beliefs concerning diversity. Our effort presents an authentic experience during a science methods course as a complement to the formal course experiences concerning diversity. This "Physics in Spanish" lesson challenges preservice teachers to reconsider how elements of diversity, in this case language, can be critical challenges to our students. Preliminary data indicate that this experience was a turning point for many students in their beliefs about diversity. Additional analysis will focus on the role of this experience on our preservice curriculum.

Teacher Efficacy and Motivational Attribution Change from Pre-service to In-service Teacher Preparation
Samantha Feinman, Pace University; Marisa Cohen, CUNY Graduate Center
This is a follow up extending last year's study that measured the relationship between teacher efficacy and motivational attribution. Teacher efficacy and motivation scales were administered to New York City Teaching Fellows, once prior to their teaching experience, and a second time upon the completion of their first year of teaching. Statistical analyses were used to compare the change in, and correlation between, teacher efficacy and motivational attribution ratings from pre-service to in-service training. Implications include ways in which to support teachers in maintaining a strong, yet realistic sense of self-efficacy and motivation.

Issues of Application of Survey Sampling in China
Xing Liu, Eastern Connecticut State University
The purpose of this article was primarily to review and describe the issues of application of survey sampling in China, and propose some suggestions to improve survey sampling for the future. Based on the literature reviewed, a summary of eight topics regarding the main issues of survey sampling was presented, and each one had more detailed explanation: survey sampling and statistics reporting system; issue of randomization; issue of sampling frames; issue of sample size; issue of total error in survey sampling; use of results of survey sampling; use of results of survey sampling; impact on statisticians; and some misunderstandings of survey sampling. Some suggestions for dealing with these problems were provided. The objective of the reform of data collection was also introduced.

Can DIR Floortime be used in a traditional school setting to promote socio-communication skills?

Jan Charone-Sossin, Pace University; Mary Cunningham-Leopoldi, New York City Department of Education, District 75; Mary Johnson, New York City Department of Education, District 75; Irene Kawamura, New York City Department of Education, District 75; Justina Tong, New York City Department of Education, District 75

This poster session will analyze and discuss the findings from four inter-related, and yet distinct action research projects that have implemented the classic Floortime model proposed by Dr. Stanley Greenspan. In each of the projects, the teacher/researcher adopted   a comprehensive educational approach in traditional school environments that addressed the social-emotional deficits of students with ASD. Along with a poster board and a power point presentation, handouts further detailing the research will be available.

Constructivist theory: Practical perspectives on the effect of an implicit instruction of pre-reading activities on students' reading comprehension
Florence Omachonu, University of Wisconsin
This quasi experimental study compares the effects of two pre-reading instructional treatments on students' reading comprehension. The study population consists of fifty third grade students assigned to two groups; each group will consist of 25 students. Each group will be exposed to two treatment conditions; (a) explicit or teacher-centered condition in which the teacher reads prepared pre-reading activities scripts designed to assist students with important information necessary for processing upcoming texts, (b) an implicit or student-centered condition in which the teacher uses an advance graphic organizer designed to help students to process information from the text.

Increasing the Expressive Language Skills of Students Diagnosed with Autism Spectrum Disorders
Samantha Feinman, Pace University; Sarai Bakal-Falchick, PS 226, New York, NY; Suzanne Forbes, Citywide Speech Services, New York, NY; Kari Sachs, District Coach, Office of Autism, NYCDOE
This poster session will highlight three action research projects that utilize different intervention strategies to increase expressive language skills of students diagnosed with autism spectrum disorders. The first project implements a reverse inclusion program to increase spontaneous expressive language in four children with autism ages 9-11. The second project evaluates whether Picture Exchange Communication System (PECS) training for classroom personnel increases the use of spontaneous requesting of a four year old child with autism. The third project examines the effectiveness of using individualized video modeling to increase appropriate requesting skills of an adolescent student diagnosed with an autism spectrum disorder.

An Examination of the Effectiveness of Positive Behavior Supports as a Means of Facilitating Integration of Students with Disabilities
Joan Myers, Pace University; Mary Belsole, P176X, District 75, New York City; Marc Lapointe, P721X, District 75, New York City
This poster session will present two action research projects, both of which examine the effectiveness of a positive behavior supports in improving behavior of students with disabilities. Positive Behavior Supports is an approach to improve specified behaviors in students with disabilities who present difficult management and social concerns. Positive Behavior Supports incorporates both school-wide and individualized supports to improve student behavior. While positive behavior supports has become an accepted practice in the schools, this research focuses upon the application of positive behavior supports with students with severe disabilities. The poster will present action research findings as well as implications for future development and implementation of positive behavior supports with students with severe disabilities. The presentation will consist of a poster board, handouts, and a PowerPoint presentation.

21st Century Teaching : High School Social Studies Teachers' Participation in a Curriculum Computer-Mediated International Exchange
Therese Roberts, University of Massachusetts Amherst
The purpose of this study was to examine the lived experience of four New England high school social studies teachers who have participated in a computer-mediated international exchange with each teacher constructing meaning from their beliefs and experiences with global education and technology. This qualitative research study used in-depth phenomenological interviews and observations. Categories were created using open and axial coding of all interviews, field notes, film, surveys, and students work. The results of the research revealed themes: (a) the influence on teachers' pedagogical value within the social studies classroom (b) teachers' understanding of global education theoretical framework and how the framework is translated into their practice.

Student Achievement in ELA/Reading In A Collaborative Team Teaching Class
David Osei, Pace University
Co-teaching has become a very popular method employed by schools for teaching students with disabilities in an inclusive setting. Despite the many articles written about models of co-teaching, there is not much research on the efficacy of these models. Through research in a sixth grade ELA classroom, the author of this paper intends to show evidence of student achievement using two models of co-teaching: one teach assist and differentiated split. Furthermore the author seeks to show that when co-teaching models are purposefully used they will not only improve student learning but will be seen more favorably by teachers and students.

The Cooper Community Needs-Assessment: A Utilization-Focused Evaluation
Jessica Brown, Boston College; Kyle DeMeo, Boston College
The Cooper Community Needs-Assessment is a utilization-focused evaluation assessing the extent to which members of various constituent groups think that the Cooper Community Center is meeting the needs of the communities it serves. The results will inform the development of a strategic plan for the primarily childcare organization. The mixed-method design includes interviews, focus groups, and a survey. Overall it was found that Cooper's current services are effective and should remain, but that the community needs a variety of programming and resources. There are positive, educational implications of these results children and families served by Cooper

Measuring the Impact of Proctors on Examinee Motivation
Ross Markle, James Madison University, Center for Assessment and Research Studies
A major concern of researchers in higher education assessment is the reliability and validity of the scores they study. When assessing students in low stakes settings, examinee motivation has been shown to directly impact the quality of inferences made from assessments. Thus, optimizing that motivation should be a concern as well. One method of addressing motivation is through proctors, who are often the only direct contact with examinees. Using an internally developed, four-item proctor attitude scale, this study demonstrates a significant, moderate relationship between students' attitudes toward proctors and their effort on low stakes assessments.

E-Mail is for Old Fogeys: A Modest Study of E-Habits and E-Preferences Across Generations
Lisa Novemsky, Brooklyn College of the City University of New York; Barbara Rosenfeld, Brooklyn College of the City University of New York
Despite the fact that e-mail seems to be the preferred communications medium for college professors, there appears to be a generation gap between younger and older individuals, both students and professors. The older generation appears to be more comfortable with e-mail, whereas the younger

generation appears to favor social networking, instant messaging, and texting. We survey a sample of individuals to learn their perceptions and habits regarding electronic communications. Our study will raise an awareness of problems related to electronic communication styles. Insights from this study have the potential to create a more informed and culturally sensitive academic community.

An Exploration of Undergraduate Experiences and Post-Graduate Civic Participation
Jerold Laguilles, University of Massachusetts Amherst
Most institutions of higher education address the issue of accountability by measuring student outcomes at or near the end of a student's undergraduate career. However, post-graduate outcomes can also be used as additional measures of student success. This exploratory study will investigate the relationship between specific aspects of the undergraduate experience and future alumni civic participation at a research university. The findings of this study will provide insight into the characteristics of active community participants based on their college experiences.

Social Studies Interest, Social Studies Self-Efficacy, and Social Perspective Taking:
Do they increase with age?
Andri Ioannou, University of Connecticut; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Anat Niv-Solomon, University of Connecticut; Laura Janik, University of Connecticut; Wesley Renfro, University of Connecticut; Donalyn Maneggia, University of Connecticut
GlobalEd is a five-week, web-based, problem-based simulation of international relations for middle-school and high-school students. Data from 332 student participants indicate that high school students (grades 9-12) outperform middle school students (grades 6-8) in social studies interest, social studies self-efficacy, and social perspective taking in both pre- and post- simulation assessments. These results only partially confirm previous findings in the literature related to declines in adolescences' motivation, interest, and self-efficacy (Jacobs et. al., 2002; Pintrich & Schunk, 2002).

A Case Study of Model Based Co-construction: Applying the six level framework of instructional strategies
Abigail Leibovitch, University of Massachusetts, Amherst
This paper seeks to identify the instructional strategies used by a seventh grade science teacher to implement a co-constructed model-based lesson on diffusion. We gathered data on the lesson using work samples, classroom observations, and videotapes of the lesson. The analysis applies Clement 's (2008) six level theoretical framework for organizing instructional strategies to examine how strategies at each level support the levels above it to successfully promote the goal of attaining conceptual understanding. Educational implications include the identification of effective instructional strategies for co-construction and the further examination and refinement of the six level theoretical framework.

Distance Education in the Digital Age: Experiences of College Students in Virtual Academic Programs
Wilma L. Jones, New York University
Distance education in the digital age has experienced a dramatic increase in student enrollment, especially in virtual programs. Through a self-designed Web-survey, this study explores how students exclusively enrolled in virtual programs in invest their time and energy in activities related to desired educational pursuits and outcomes, i.e. interactions with other students, faculty, and content; academic support services; and other institutional services. It is hoped that this study will provide rich data for administrators, faculty, and also students, who are all engaged in virtual learning in the 21st century.

Achievement patterns for students with disabilities in grade 4 mathematics education in New York and Massachusetts

Emily Midouhas, Education Development Center; Katie Buckley, Education Development Center; Stacy Ehrlich, Education Development Center; Amy Brodesky, Education Development Center
This project consists of two reports that analyzed the mathematics achievement patterns of fourth-grade students with disabilities (SWDs) in Massachusetts and New York over a three-year period, using publicly available data. Findings indicated that, although the percentage of proficient SWDs greatly differed between MA and NY, the achievement gap between SWDs and general education students was approximately 30 percentage points in both states. As expected, in the two states, high need schools performed worse than low need schools. For Massachusetts and New York, three findings were particularly encouraging: (1) improvement by SWDs over the years was similar to that of general education students; (2) each state exhibited improvement in overall SWD performance in approximately half of their schools; and (3) both states had a slight decrease in the gap over time. This project's findings have particular implications in light of the No Child Left Behind Act's goal of both 100% proficiency by 2014 and a reduction in state achievement gaps.

Issues in Designing a Longitudinal Survey
Lisa Keller, University of Massachusetts Amherst; Jenna M. Copella, University of Massachusetts Amherst; Polly Parker, University of Massachusetts Amherst
The Adult Transitions Longitudinal Study (ATLAS) is a five year study of the educational and employment outcomes of Adult Basic Education (ABE) students. ATLAS is also interested in factors in students' lives that contribute to or impede success in the transition programs. A survey was developed to collect information about these factors. Analysis of the data gathered with the initial survey raises several issues. We will explore these issues and discuss potential methods for resolving the issues for the next wave of data collection. Information gathered by ATLAS will assist in creating more effective programs to transition from ABE to postsecondary education.

Female Adolescents in High School Science: The Role of Science Self-Efficacy and Interest
Natalie Cubbon, Bucknell University; Lynn M. Hoffman, Bucknell University; Katharyn E. K. Nottis, Bucknell University
An exploratory, mixed methods study examined the science self-efficacy of adolescent females. Nineteen students enrolled in advanced and general biology and physics classes completed researcher-developed surveys designed to measure science self-efficacy, emphasizing the role of mastery experiences and physiological states. A significant, moderate, negative correlation was found between interest and feelings of anxiety and nervousness. A significant positive correlation was also found between actively participating in the science course and motivation to succeed, when interest was controlled. Other survey responses reflected the connection between efficacy and interest and achievement. Promoting content relevance and boosting student interest may enhance adolescent females' participation in science.

Variables Associated with Native Americans' Health Status
Corinne Harrington, Mashantucket Pequot Tribal Nation and the University of Connecticut; Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation; Chung-Fan, Ni, Western Oregon University
Health disparities between Native Americans and the general population have been widely reported (Jones, 2006). There are numerous health studies on Native Americans who reside in the western states, but few on those who live in the northeast. This study examined medical and psychological variables that might explain the health differences. A community based approach, a participatory action research (PAR) model was used. The results indicated that age, weight, gender, having diabetes or heart problems, sadness, hopelessness, sleep disturbance and a history of physical abuse were associated with the health status ratings. The implications of these findings will be discussed.

Empowering School-wide Reform: Implementation of Professional Development Initiatives that Bridge, Develop and Support Learning Environments for Culturally and Linguistically Diverse School Communities
Miriam Pepper-Sanello, Adelphi University; Adrienne Andi Sosin, Adelphi University; Cynthia Rainbow, Adelphi University; Michelle Zucaro, Adelphi University.
Elementary School Teacher Professional development is pivotal to school reform efforts and to the implementation of academic standards that will raise the effectiveness of instruction. This project brings together literacy initiatives to help build bridges for teachers and teacher educators in the United States and developing worlds to engage in professional development alternatives. It integrates modules of innovative literacy professional development that include expert demonstrations of literacy techniques, presentations and workshops, study groups, collaborative and peer team investigations, and participatory action research for curriculum projects in New York City and Guatemala City.

Home or Homeroom: How do School Hours Impact Children?
Vincent Sireci; Lynn Shelley, Westfield State College
In most communities starting and ending times of high school are earlier than elementary school. Sleep studies show the circadian cycle for adolescents renders them biologically predisposed toward staying awake later, whereas children fall asleep and arise earlier. The educational consequences are significant. Parents, students, and teachers report adolescents find it difficult to fall asleep, tend to stay awake late, and find it difficult to arise in the morning. They rush to school, rarely eat breakfast, and are unable to focus on academics. This poster presents empirical research documenting the circadian cycle of teens, and case studies of school districts that adjusted school times.

Discourses of difference: Constructions of Puerto Rican Cultural Identity in U.S.
Mariana M. Cruz, Cornell University
This research examines cultural discourses of Puerto Rican identity within formal/informal educational spaces in Central Florida. Central Florida is home to the fastest growing Puerto Rican population in the U.S. where an equally sizeable number of Puerto Ricans from the island *and* from other states now live. How do island-based constructs of Puerto Rican culture intersect with "stateside" cultural constructs in educational spaces? Discourse analysis allows examination of discursive constructions at the intersections of self, other, migration, education, and cultural narrative to show that educational spaces are productive negotiation sites of emergent discourses of Puerto Rican culture in Central Florida.

College Students' Sleep, Time Management, Anxiety and Grades
Paige Fonda, Westfield State College; Jessica Lyons, Westfield State College; Katrina Crotts, Westfield State College
Success in college is impacted by a number of "time-management" variables as well as stress and anxiety. Numerous studies have found significant relationships between amount of time students spent in non-academic pursuits such as work and leisure, and their academic success. The present study surveyed 33 college students. For the most part, there were only weak correlations between GPA, anxiety, and the various ways students spent their time. This exploratory study differed from findings of previous studies. Possible reasons for these differences will be discussed, and ideas for future research presented.

Development and Validation of the Garcia College Student Openness Scale
GNA Garcia, University of Connecticut
The Garcia College Student Openness Scale (GCSOS) is a psychometric self-report assessment designed to measure a college student's openness to new experiences. The objective of this research was to establish reliability and validity evidence for the GCSOS. In Study 1 ($N = 120$), 30 survey items were

created for the GCSOS, and an exploratory factor analysis (EFA) was completed on the items. Results of the exploratory factor analysis and reliability indicated major modifications needed to be made to the GCSOS. In Study 2 ($N = 206$) a revised 20-item GCSOS was delivered. Preliminary data analyses suggest a 15-item, three-factor scale: Stress, Curiosity, and Peer Influence. Results of a confirmatory factor analysis (CFA) and scale reliability will be reported at the conference.

A Latent Profile Analysis of College Students' Health and Wellness Behaviors
Melynda R. Cotton, James Madison University; Dena A. Pastor, James Madison University
The purpose of this study was to investigate the existence of differing profiles of college students' engagement in health and wellness behaviors. To determine the number and nature of college students' health and wellness profiles, latent profile analysis was used with a sample of 1518 incoming freshmen students who had completed the Health and Wellness Questionnaire prior to beginning coursework. Our results pointed to a four class solution made up of qualitatively distinct classes roughly equal in size. The results of this study can be used to describe college students' health behaviors or target instruction and programming on university campuses.

Independent Investigation Method: Research Skills and Academic Achievement
Hope E. Wilson, University of Connecticut
Independent Investigations Method (IIM) provides a systematic plan for teaching research skills to students, in both group and individual sessions. The seven steps are: topic, goal setting, research, organizing, goal evaluation, product, and presentation. Teachers of grades 2 through 5 implemented IIM during the spring semester. Student achievement in reading comprehension was measured by the ITBS before beginning the implementation and at the conclusion of the study. These achievement scores, along with qualitative and quantitative data concerning student's attitudes toward research, was compared to control group students.

Re-examining assessment in the college classroom: Discovering the highs and lows of student learning
Kim Richard, University of Connecticut
This presentation will redefine assessment in the college classroom. It will focus on the one college instructor's quest to ask the right questions towards gaining a better perspective of the best way that students learn. It will also present findings on the power of continuous feedback from students as a way for teachers to make curricular and instructional changes while a course is in session.

Marilyn Cochran-Smith

Our conference's theme this year, "Strengthening Educational Research," responds to challenges we all face. At a time when many question the relevance and rigor of educational research, identifying the challenges and barriers to conducting high quality research is more pressing than ever. With an eye toward impacting policy and practice, how can we strengthen educational research?

Our keynote speaker, Marilyn Cochran-Smith, the John E. Cawthorne Millennium Chair in Teacher Education for Urban Schools at the Lynch School of Education, Boston College, is in a unique position to think with us about the problems and possibilities of educational research and to offer perspective on how we can strengthen our work.   Dr. Cochran-Smith served as President of AERA in 2004-05. During six years editing and improving the *Journal of Teacher Education,* she led the review of almost 2000 manuscripts. She co-chaired the AERA Panel on Research and Teacher Education, which reviewed the findings and rigor of a wide swath of research in teacher education. In addition to national leadership in educational research, she directs the doctoral program in curriculum and instruction for the Lynch School of Education at Boston University. All of these experiences put her in a unique position to think with us about the problems and possibilities of educational research, and to offer perspective on how we can strengthen our work. Cochran-Smith is the author or editor of 7 books and more than 100 articles, chapters and editorials. Her recent books include: Walking the Road: Race, Diversity and Social Justice in Teacher Education (Teachers College Press, 2004); Policy, Practice and Politics in Teacher Education (Corwin, 2005); and The 3rd Handbook of Research on Teacher Education: Enduring Questions in Changing Times (Routledge, 2008).

4.1 Educators' Cognition and Behaviors

Chair: Rachel Slaughter, Center for Resource Management

A Critical Examination of Current Minimum Grading Policy Recommendations.
Theodore Carey, University of Massachusetts-Lowell; James Carifio, University of Massachusetts Lowell
In an effort to reduce failure rates, many schools are adopting a policy of assigning minimum grades. Proponents see inherent unfairness in the traditional 100 point grading scale and claim the assigning of minimum grades can work to keep students motivated. This paper finds some support for the policy in the core ideas of Atkinson's Expectancy-Value Theory of Achievement Motivation. Related constructs such as self-efficacy, hope, anxiety and locus of control are also examined. Theory suggests that there may be certain subgroups of students more than others who could benefit from the policy. Ways to identify these students are presented.

Health Practices and Self-Efficacy of Rhode Island Secondary School Principals
Rosemary C. Reilly-Chammat, RI Department of Health; Ralph J. Jasparro, Ph.D., Johnson & Wales University
The purpose of this study was to investigate the degree to which health practices of secondary principals relates to their self-efficacy to lead school improvement.
A mixed-methods research design was used to survey and interview, N=43, Rhode Island secondary school principals to answer the main research question: what is the degree to which health practices of secondary principals relates to their self-efficacy with respect to leading school improvement?
Results of this study demonstrate that principals' health practices enhance their efficacy to lead school improvement. The implication is that health is a legitimate concern because it enhances principal self-efficacy to lead school improvement, which can result in improved student achievement.

Socio-cognitive Perceptions of Motivation
Srilata Bhattacharyya, Adelphi University
The purpose of this study was to investigate the relationship between teacher perceptions of student motivation in academic achievement and student perceptions of their own motivation in academic achievement. A quantitative analysis was conducted by analyzing a self-report survey data from math students and math teachers from a school in NY. Some survey items show significant differences in the teacher and student responses. Results show agreement in teacher and student perceptions of student motivation. However, the data also indicate quite clearly that the strength of the teacher and student opinion differs significantly.

Measuring Teachers' Perceptions of Grading Practices: Does School Level Make a Difference?
Xing Liu, Eastern Connecticut State University
The purpose of the present study was to examine whether middle and high school teachers differ in regard to ratings of the importance and usefulness of grading practices, teachers' perceived self-efficacy of the grading process, and the degree to which factors such as student effort, ability and teachers' personal grading habits affect their grading decisions. A total of 107 secondary school teachers participated in this study by responding to a self-report web-based survey (TPGP). A Multivariate Analysis of Variance (MANOVA) procedure was conducted to test the between-group (school level)

differences in teachers' perceptions of grading practices. The results of the One-way MANOVA analysis were presented and interpreted. Educational implications were also discussed.

Changing Teaching Thought and Practice Through Listening to Learners
Bonnie U. Dawkins, Hofstra University
This auto-ethnographic study documented a teacher's radical change through listening to learners while implementing the Let Me Learn Process® (LML), an advanced learning system.
Data were primarily thick, descriptive fieldnotes; secondary data forms were collected. Analytic methods included data reduction, pattern finding and thematic extrapolation.
The researcher discovered that understanding her particular learning processes was a first necessary step in listening to her student learners. Implementing the LML process enabled her to recognize learning differences, differentiate instruction, and to facilitate students in decoding learning tasks, strategizing approaches for effective learning and developing a meta-cognitive, intentional focus for their learning.

Discussant: Scott Brown, University of Connecticut

4.2 Adult Learning and Professional Development

Chair: TBA

Exploring Motivation & Volition For Adults in Non-traditional Learning Environments
Jason Bryer, University at Albany, SUNY; Laurie Nagelsmith, University at Albany, SUNY
The purpose of this study was to identify the best fitting model to represent interrelationships between motivation, volition, and academic success for adult nursing students learning in non-traditional environments. Participants (N=297) completed a survey that incorporated two measures, the Motivated Strategies for Learning Questionnaire (MSL-Q) and the Academic Volitional Strategies Inventory (AVSI) as well as demographic information. Exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM) were used for data analysis. In phase-one, EFA resulted in factors that generally aligned with previous theoretical factors as defined by the psychometrics used. In phase-two of the analysis, CFA validated the use of pre-defined factor structures. The third phase using SEM analysis revealed that motivation accounts for 28% of variance in GPA ($\hat{\beta} = .28; p < .01$) and volition accounts for 15% of variance in GPA ($\hat{\beta} = .15; p < .05$). There was also covariance between motivation and volition ($r=.42, p<.01$). These results suggest that there is a significant relationship among motivation, volition, and academic success for adult learners studying in non-traditional learning environments. These findings are consistent with and elaborate the relationship between motivation and volition with a population and setting underrepresented in the research.

Online Collaboration of Teachers in Professional Development for Instructional Technology
Shannon Hilliker-VanStrander, University at Albany
There is evidence that professional dialog between developing and experienced teachers can improve teaching and learning. This study takes a sociocultural approach to examining how professional conversations manifest in an online environment. The study answers the question: What patterns of idea exchange develop in the online environment that are important for teacher professional development and learning? Accordingly, data was gathered by: content analysis of coursework, online synchronous individual interviews using IM and chat rooms for focus group interviews. The results of the study are presented in four main categories: Publicness of assignments, Opportunity, Space to think and Links as referents.

Learning to Lead: Examining the facilitation of debrief conversations among professional developers
Heather K. Harkins, University of Connecticut
This paper examines the practice of "debriefing" teams of professional developers after they lead workshops. Typically lasting one hour, debriefs aim to identify implications for participants in the ongoing professional development (PD) experience. A related goal is the professional learning for the developers themselves. The methods included existing transcripts from debrief sessions, which were culled for evidence of a five-part theoretical framework: mental models, self-determination theory, metacognition, organizing circumstances and constructive controversy. The implications for professional developers are supported by adult learning theory and believed to have broader application across the teacher education community.

Adult Learners' Evaluation on the Online and Face-to-face Training Programs
Yongho Park, Penn State University
The most popular training evaluation model is Kirkpatrick's taxonomy of the four levels of training evaluation. The purpose of this study is to investigate the differences between older and younger workers in the adult learner's four-level evaluations of the online and face-to-face training programs. This study postulated that there are differences between older and younger age groups in the evaluation of training programs delivered through the different methods. The final research participants were composed of 216 older workers and 576 younger workers. The results revealed differences between older and younger employees' evaluations of training programs.

Online Collaborative Activities: Wiki or Threaded Discussion?
Andri Ioannou, University of Connecticut; Anthony Artino, University of Connecticut
The use of wikis in education is a relatively new phenomenon. In addition to a threaded discussion (TD) tool, we used a wiki with 15 graduate students to facilitate collaboration on a group activity in an online course. Our goal was to investigate (a) differences in collaborative learning processes evident in a wiki as compared to a TD—the predominant tool used to promote online collaboration today, and (b) students' attitudes about their collaborative experience after using a wiki and a TD. Patterns of responses of students working on a group activity, first using a TD, then using a wiki, suggest that the TD was preferred.
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Discussant: Sandy Bell, University of Connecticut

4.3 Becoming a Teacher

Chair: Maria Martiniello, Educational Testing Service

Of Minotaurs and make-believe: "Affective selection" in teacher candidates and teacher educators
Sally Galman, University of Massachusetts at Amherst
In this analysis of three connected ethnographic and self-study data sets, the story of Theseus, Ariadne and the Minotaur serves as a central metaphor of the labile and the unknown in my interpretation of the simultaneously emotional and intellectual terrain of teacher education, new teachers' identities and their developing practice. Findings suggest that pre-service and new teachers are aware of the complex nature of teaching as simultaneously intellectual and emotional work. They will most likely not exit the profession because cannot meet credential or professional requirements but rather because they realize that in affective ways they simply are not suited to continue to negotiate the myriad unknowns in this particular, labile professional maze.

Differences in Preservice Teachers' Attitudes toward Individuals with Physical, Developmental, and Behavioral Disabilities
Jason J. Barr, Monmouth University; Kristi Bracchitta, College of Mount Saint Vincent
This was the first study to investigate preservice teachers' attitudes toward individuals with different disabilities; physical, developmental, and behavioral. Preservice teachers had the most positive attitudes toward individuals with physical disabilities and the least positive attitudes toward individuals with developmental disabilities. This suggests that preservice teachers may have more favorable attitudes toward visible rather than unobservable disabilities. This helps us understand the attitudes preservice teachers have when entering our training programs. This has an impact on how we train future teachers and highlights the need for future teachers to engage in certain field experiences.

Using Backwards Design in High-Stakes Times: Novice Teachers on Becoming Curriculum Makers
Christine D. Clayton, Pace University
This presentation reports the results of a study to understand how secondary teachers report their experience learning and using the practical and conceptual tools of Backwards Design introduced in their teacher preparation. Results from interviews, focus groups, and an online survey indicate that teachers are mostly satisfied and value the idea of identifying big ideas and essential questions. The role and place of assessment in their preparation and reported use seems estranged from its relationship with curriculum design. Implications for teacher education and the professional development of new teachers in a high-stakes environment are explored.

Service Learning, Simultaneous Renewal and Teacher Resiliency: A Powerful Account of 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.

Learning about self far from home? Pre-service teachers' intercultural development during an international program
Helen Marx, University of Connecticut
Teacher education programs seek to provide pre-service teachers with opportunities for pre-service teachers to become more conscious of culture, understand themselves and their students as cultural beings, and teach in ways that are responsive to the cultural factors that influence teaching and learning. International teaching internships may provide pre-service teachers with a unique opportunity to engage in such cultural learning. Using a case study of one pre-service teachers' intercultural growth during a semester teaching in London, this paper will consider elements of such programs that might move pre-service teachers forward in their intercultural development in ways not possible within domestic placements.

Discussant: Roberta Levitt, Long Island University

4.4 Measuring Student Vocabulary Acquisition: Research and Practice

Chair: Karen Rambo, University of Connecticut

IVI- Intensifying Vocabulary Instruction
Michael Coyne, University of Connecticut; Sharon Ware, University of Connecticut; D. Betsy McCoach, University of Connecticut; Karen Rambo, University of Connecticut

VITAL- Vocabulary Intervention Targeting At Risk Learners
Michael Coyne, University of Connecticut; Sharon Ware, University of Connecticut; D. Betsy McCoach, University of Connecticut; Karen Rambo, University of Connecticut

Abstract
Measuring vocabulary acquisition in elementary age children has proven to be a complex undertaking. Through several research projects which targeted different student populations with multiple instructional methods, we have measured children's vocabulary using a range of instruments with various levels of accuracy and demonstrated understanding. In this working group discussion, we will consider some of the types of measures both traditional approaches and novel methods. This session will culminate by dialoguing about modifications to current instruments and other potential options for assessing both baseline and recently acquired student vocabulary.

4.5 Validating Standards on Educational Tests

Chair: Pitoniak

New Methods for Building Validity into the Standard Setting Process
Stephen G. Sireci, University of Massachusetts Amherst; Jennifer Randall, University of Massachusetts Amherst; April Zenisky, University of Massachusetts Amherst

Evaluating Standard Setting Panelists' Judgments via Cognitive Interviewing: A Methodological Proposal
José Padilla, University of Grenada, Spain

Using Evidence-Centered Design to Build a Validity Argument for Standards-Based Assessments
Kristen Huff, The College Board; Maureen Ewing, The College Board; Sheryl Packman, The College Board

Adjusting Standards to Enhance Validity
Kurt F. Geisinger, Buros Center for Testing, University of Nebraska-Lincoln

Discussant: Susan Loomis, National Assessment Governing Board

Symposium Abstract
Standard setting is one of the most important endeavors in contemporary educational testing, but there is little research targeted toward providing validity evidence for the standards that are set. Four papers will be presented in this symposium that discuss new methods for providing better evidence that the standards set on educational tests are defensible. These methods include new procedures for gathering data and fostering consensus among panelists, cognitive interviewing of panelists, evidence-centered test design, and sensible post-hoc adjustments to standards. The papers will be discussed by one of the most knowledgeable psychometricians in the world on the topic of standard setting.

| Symposium | Session Four | Thursday, 2:00-3:30 | Rocky Hill Rm |

4.6 Empowering Teachers as Leaders: A Hard Sell

Chair: Rochelle Goldberg Kaplan, William Paterson University

Empowering Math Educators as Leaders
Rochelle Goldberg Kaplan, William Paterson University

Empowering Reading Teachers as Leaders
Geraldine Mongillo, William Paterson University

Empowering Special Educators as Leaders
Christopher Mulrine, William Paterson University

Empowering Aspiring Principals Through a Developmental Supervision Approach
Kevin Walsh, William Paterson University

Empowering Teachers as Technology Leaders
Hilary Wilder, William Paterson University

Discussant: Dorothy Feola, William Paterson University

Symposium Abstract
Despite emphasis on preparing teachers as leaders, teacher educators realize that the transition of classroom practitioners into school leaders is fraught with many obstacles. This session addresses some of these obstacles, describes strategies and opportunities that we have used in our graduate master's degree programs for teachers that support professionals as they make this change. The session will present evidence on the results of our efforts in terms of teachers' performances within their programs and in the field after they graduate. Implications for other institutions as well as examples of how the data have provided us with directions for program improvement will be presented.

4.7 Technology and Testing

Chair: Huihong Bao, University of Massachusetts Amherst

Using Data Mart Technology to Investigate Student Test Performance over Time
Rick Mooney, Ct. State Dept. of Ed.; Barbara Beaudin, Ed.D., Ct. State Dept. of Ed.
Our analysis shows how an IT strategy known as a data mart can provide a simple and effective way to analyze student test performance over time. Using a data mart that we developed last year we found that students tested sequentially in grades 4, 6, 8 and 10 achieve better performance in mathematics and reading as compared to new incoming students who began testing after grade 4. This suggests that mobility depresses student performance, a finding supported by others (Rumsberger, 2002). Thus a data mart may provide a practical way to look at student test performance over time particularly when vertical scaling or vertical modulation aren't available.

Relationship of Gender, Grade Level, and School Demographics to Middle School Students' Knowledge of Appropriate Behavior and their Behaviors in Using Social Networking Sites
Stacey L. Kite, Johnson & Wales University; Robert K. Gable, Johnson & Wales University; Lawrence Filippelli, Scituate Middle School, Johnson & Wales University
McKenna (2007) states that social networking sites, cyberbullying, and instant messaging programs are a concern for parents and school administrators. A 34 item survey was developed to assess Knowledge of appropriate behavior on social networking sites (alpha = .84), Bullying Behavior (alpha = .72), and Internet Usage (alpha = .78) of social networking sites for $N = 588$ grade 7-8 students from an urban and a suburban school. Troubling gender, grade level, and school demographic differences were found ($p<.001$) at the dimension and item levels. Implications for educators and parents are discussed.

Does Media Inclusion Affect the Memorability of Computer Based Test Items?
Carol L. Barry, James Madison University; Pamela K. Kaliski , James Madison University; J. Christine Harmes, James Madison University
As computer-based testing increases in use, the potential for including innovative items also increases. The current paper reports the quantitative portion of a concurrent mixed methods study. Specifically, the focus of this paper is the extent to which the items remembered differ as a function of item type (i.e., text items, audio items, video items). Preliminary results indicate that although there is no statistically significant effect of the type of the item on its memorability, there may be practically significant differences in memorability across item types. Implications of the use of innovative items on test security are discussed.

Content validity study for the web-based mathematics tutoring system: Wayang Outpost
Ming-hui Tai, University of Massachusetts Amherst
Wayang Outpost is an intelligent electronic tutoring system that uses multimedia to help prepare high school students for standardized math test, such as the MCAS. The purpose of this study is to explore a content validity study of the Wayang Outpost. The math practice questions for grade 10 to 11 in this software will be examined in order to understand if practice questions match the Massachusetts Curriculum Frameworks. The implication is to improve this software to help students' math learning effectively, to increase their standardized test scores and to help teachers in their instructions and assessment in classrooms.

Discussant: April Zenisky, University of Massachusetts Amherst

4.8 Test Design, Calibration, and Score Analysis

Chair: Megan Welsh, University of Connecticut

What Matters in the Measurement of Mattering? A Confirmatory Factor Analysis
Megan K. France, James Madison University ; Sara J. Finney, James Madison University
Universities are increasingly concerned with issues of student mental health. Fostering a sense of mattering within students may help to decrease these mental health issues. Mattering is the feeling that we are significant and make a difference in the lives of others. However, the measurement of mattering has been lacking. The purpose of this study was to evaluate the psychometric properties of a measure of mattering. Using CFA, five theoretically-based competing models were tested. The results supported a four-factor model. Recommendations for improvement of the measure are made, as well as the necessity for gathering external validity.

A Review of Evidence-Centered Design and its Application to Operational Testing Programs
Jeffrey M. Patton, University of Massachusetts, Amherst
The purpose of this study was to evaluate the utility and feasibility of the evidence-centered design (ECD) approach to assessment development. Specifically, a literature review was conducted to address the following questions: (a) Does ECD do what it claims to do? and (b) Is ECD practical for and applicable to different assessment purposes and contexts? From its application to four operational testing programs, it is clear that some of the claims of ECD are being realized. However, there is little evidence of improved validity, and it appears that the approach may be too cumbersome to gain widespread use.

Comparing the Mean and Sigma and Fixed Theta Methods in Calibrating Practice Tests
Leah T. Kaira, University of Massachusetts; Lisa Keller, University of Massachusetts; Stephen G. Sireci, University of Massachusetts
A practice test was developed to help predict the most appropriate starting point for adult education students to take a multistage adaptive test (MST). In this study, we compare two methods for linking this practice test to the MST: mean/ sigma and fixed-theta. 872 examinees took both a practice and an operational versions of the test. The proficiency estimates from the two methods were moderately correlated ($r = 0.63$), while the item parameter estimates for the mean/sigma and fixed-theta methods had moderate to high correlations. The standard errors for proficiency estimates for the practice test were higher than for the operational test in the mean and sigma method. We conclude that fixed theta method produced better results.

Beyond Test Score Analysis: Investigating Raters' decision Making Process in a Writing Performance Assessment
Xin Diana Wang, University of Illinois at Urbana-Champaign
The present study investigates essay raters' decision making process in the ESL Placement Test (EPT) at the University of Illinois. In order to examine the online evidence of raters' decision making, a computer-based interface was designed to automatically collect the moment-to-moment information of raters' reading pattern, text comprehension and other scoring events.
Results from the current study indicate that 1) Raters share a common focus on the criterion of "idea development". 2) Most raters demonstrate a linear reading pattern during their essay grading. 3) Raters' reading time and their score assignment are strongly correlated with certain essay features.

Discussant: John W. Young, Educational Testing Service

5.1 Understanding College-Aged Students

Chair: Lynn Shelley, Westfield State College

Anxiety and Depression as Comorbid Factors in Drinking Behaviors of Undergraduate College Students in an Urban Private University
Charles Vohs, Johnson & Wales University; Robert Gable, Johnson & Wales University; Cynthia Ward, Johnson & Wales University; Joe Barresi, Johnson & Wales University; Ron Martel, Johnson & Wales University; Dameian Slocumb, Johnson & Wales University
This study examined differences among four drinking behavior groups (non-drinkers, low-risk drinkers, high-risk drinkers, and frequent high-risk drinkers) with respect to anxiety and depression in undergraduate males (n = 457) and females (n = 485). Participants completed a demographic questionnaire, the *Alcohol Use Disorders Identification Test*, the *Beck Anxiety Inventory*, and the *Beck Depression Inventory*. Results indicated significant differences among the groups only with respect to anxiety ($F = 6.49$, $p < .001$), and in levels of anxiety ($p < .01$) between high-risk females and males. Findings imply needed changes in prevention approaches to reduce high-risk drinking.

Experiences of Distance: Comparing College Student Communication Across Generations
Catherine A. Manly, University of Massachusetts, Amherst
In order to understand how distance-based communication has impacted residential liberal arts college students' experiences over the past 60 years, this project investigated differences in distance communication with professors, fellow students, and parents across three generations of students at one institution. Although each generation interviewed felt satisfied with the available communication technology options, there were noticeable changes that provide insight into the background differences of these generations. Distance communication with professors shifted from essentially non-existent to common, and expectations around social communications on campus showed a dramatic generational change, demonstrating a reversal in what was considered unremarkable and unnecessary.

White Institutional Presence
Diane Lynn Gusa, University at Albany, NY
There needs to be analysis of the elements within a campus that contribute to African-Americans negative perceptions. This paper develops the concept of *white institutional presence* and its impact on African-American students. White institutional presence (WIP) is a focus on the white normative messages and practices exchanged within Predominantly White Institutions (PWIs). Through a critical race lens and Sack's (1997) relational framework of place, I will utilize higher education empirical literature to illustrate four tenants of WIP. These tenants are: monoculture, assuming the dominant habitus is correct and all students should possess it, deficit lens on students rather than institution, and white-blindness.

Living the good life in college: A multidimensional approach to measuring college student life satisfaction
Allison Brown, James Madison University; Kenneth Barron, James Madison University; Donna Melchione, James Madison University
The purpose of this study was to investigate the utility of developing a multidimensional measure of college student life satisfaction following Benson's (1998) model for construct validation. Although a number of life satisfaction measures have been proposed, we lack measures developed specifically for

college students. This study focused on Benson's substantive phase, which entailed defining the construct theoretically and empirically through literature reviews, college student focus groups, and college administrator interviews. Results indicated that college student life satisfaction is best conceptualized multidimesionally, identified important dimensions, and revealed that a multidimensional measure is warranted and would have merit for higher education.

Discussant: Sue Saunders, University of Connecticut

5.2 Educating for Citizenship and Democracy

Chair: TBA

Consensus circle presidential rating: How an activity structure can shift roles and outcomes in history education

Thomas Levine, University of Connecticut

Reformers' have ambitious aims for history education, including helping students to engage in historical inquiry, read critically across conflicting sources, and engage in civil discussion of controversial issues. Where history is taught traditionally, how can we help teachers and students shift classroom roles, norms, and activity to achieve these aims? This paper introduces consensus circle presidential rating, an activity which scaffolds students' reading across secondary sources, forming and defending a judgment of a Presidents' impact, and engaging in persuasion and consensus-seeking with peers. An activity-theoretical framework shows how consensus circle presidential rating can shift roles and outcomes in history classrooms.

Implementing the Current Science and Citizenship Mandates: A Learning Theory Analysis and Set of Recommendations

James Carifio, University of Massachusetts, Lowell; Lisa Erikson, Franklin Pierce University

Education Reform has set major but poorly defined goals in the area of Science and Citizenship. This paper analyzes and discusses three competing views of Citizenship and Citizenship Education as they related to Science and Science Education using contemporary learning theories. These three competing Citizenship Education models are: the National Forging Approach, the Global Education Approach, and the Deliberative Democratic Approach. The purpose of this analysis is to identify the problems and incompatibilities as well as correspondences, synergies, and consistencies between these views in an effort to develop a reasonably coherent approach to this issue and problem. Critical Analysis theory and methodology was used to carry out these examination tasks.

Interested, but Uninformed: Preservice, Secondary Social Studies Teachers' Perceptions of Gender Equity

Margaret M. Monaghan, University of Connecticut

This study examines preservice, social studies teachers' perceptions of gender equity. The assumption that preservice teachers recognize gender as an important issue and are willing and able to take the initiative to remedy inequities in their classroom structures and content is considered. Six participants were interviewed using a three-round, interview protocol. A focused life history was compiled to situate participants' perceptions within their personal and professional experiences. Overall, while participants recognize gender inequity in society, they do not acknowledge it in their personal and professional lives. More explicit attention to gender equity in teacher education programs is recommended.

The Paradox of American Education Policy: The Unintended Attack on Democracy

Lawrence R. Schultz

John Passmore, a pre-eminent post-Dewey analytical educational philosopher, foresaw the current debate on education reform manifested in the essentialist movement and NCLB. This presentation debunks the rationalization for the federally mandated intervention into the teacher, student, and content paradigm. The argument examines influences in the evolution of American education using the Massachusetts education framework as an illustration. National and state educational policies and

practices have created a paradox where the expressed intention to promote democracy education are instead destroying it. This is the consequence of the confounding of moral, legal and educational responsibilities by the federal, state and local governments.

Socializing future teachers regarding the means and ends of social studies: Cautions, contradictions, and contraindications
Thomas Levine, University of Connecticut
Should teacher education programs socialize future social studies teachers, i.e., promote specific values, attitudes, and beliefs about social studies teaching? To address this question, this paper offers a case from the author's own practice as a social studies teacher educator, illustrating the contradictory aims he adopts. The author frames this case in terms of contradictory purposes for the social studies: socializing future citizens versus developing critical thinkers. The paper discusses when it might be acceptable and desirable for social studies teachers and teacher educators to cautiously, knowingly, and transparently adopt both of these contradictory stances during their work with students.

Discussant: John Tully, Central Connecticut State University

5.3 Students' Social and Emotional Growth and Self-Esteem

Chair: Joan Myers, Pace University

Cognition and Student Learning through the Arts
Steven A. Melnick, Penn State University- Harrisburg; Judith T. Witmer, Penn State University-Harrisburg; Martha J. Strickland, Penn State University-Harrisburg
In recent years, an increasing number of research studies strongly suggest connections between cognition, social and emotional development, and the arts.   Some of this research indicates that students in schools where the arts are an integral part of the academic program tend to be at an advantage academically over students in schools where that is not the case. This study examines factors in schools and at home that contribute most to the variance in student learning and achievement, particularly as they relate to the arts, from more than 11,000 students in grade 5 across the country.

Dissolving Child Defiance with Teacher Research and Recommended Practices
Jane Blakely Keat, Penn State Harrisburg
Teachers report a belief that recommended strategies will not be effective with 21st century children who exhibit defiant behavior. The purpose of this study was to understand two teachers' perspectives as they engaged in teacher research focused on improvement of child behavior. One research question was: How does a teacher describe assumptions and interactions with a defiant child? A qualitative study was designed with thematic analysis of data collected in interviews and documents. Teacher research activity revealed that early inaccurate assumptions and ineffective interactions were replaced with facilitative strategies. An implication is that teacher research can influence in-depth teacher change.

A Small School High School Design for Students with Social and Emotional Disabilities
Ryan A. Plosker, New England Academy
Over the past 10-years, research has demonstrated that public schools have seen a significant increase in the number of students diagnosed with social and emotional disabilities. This population of students has presented public schools with many challenges from both a clinical and educational perspective. This literature review examines two strands that join the fields of mental health and education: the core components of successful small schools and understanding students diagnosed with social and emotional disabilities. This paper discusses the potential effectiveness that a small school design may have on students with social and emotional disabilities.

Improving the Self-Esteem of At-Risk Youth
Gavrielle Levine, C. W. Post Campus, Long Island University; Elizabeth Schnur, Jewish Child Care Association; Susan Fojas, Jewish Child Care Association; Amy Cohen, Jewish Child Care Association
This study, which is part of a larger study, describes and evaluates a federally-funded (U.S. Administration for Children and Families, CBAE) program, RESOLVE, designed to increase self-esteem and encourage healthy life choices of at-risk youth. This program combines an educational component teaching healthy lifestyles, goal setting, and refusal skills to avoid unhealthy behaviors with a vocational training component. Preliminary data from post-test analysis show increased content knowledge and modest increases in self-esteem suggesting that this program is a promising way to reach a challenging population. It incorporates best practices in health education by taking a holistic approach and addressing physical and mental health along with vocational training and mentoring.

Discussant: Margaret E. Pierce, University of Massachusetts Amherst

5.4   Quantitative Research Methods and Statistical Theory

Chair: Barbara J. Helms, Education Development Center

Using Mixture Modeling to Investigate the Number of Personality Types in College Students
Pamela K. Kaliski, James Madison University; Sara J. Finney, James Madison University
Although there have been many person-centered research studies investigating the number of Big-Five personality types, personality researchers have not reached consensus regarding the number of types (e.g., Costa et al., 2002; Roth & von Collani, 2007). The majority of these studies have used cluster analysis (CA); however, CA has several limitations (e.g., Pastor et al., 2007). In the current study, mixture modeling will be conducted on the Big-Five personality traits using a sample of 1,465 college students to investigate the number of Big-Five personality types in college students. Results and implications for higher education and personality researchers will be discussed.

A Validation of the Collaborative Alternative Magnet School for Leadership (CAMS) Student Survey
Wei Xia, University of Connecticut; Mary E. Yakimowski, University of Connecticut, Maureen Bransfield, Collaborative Alternative Magnet School for Leadership (CAMS), Carolyn McNally, Area Cooperative Education Services (ACES)
The Collaborative Alternative Magnet School for Leadership (CAMS) Student Survey is intended to assess student's leadership development and skills. The survey was originally adapted by the Area Cooperative Educational Services (ACES) from Connecticut's Common Core of Learning, and was recently revised and used by CAMS. There are five basic aspects in the CAMS Student Survey: responsibility, persistence, respect for culture diversity, and sense of community. In this paper, the authors conduct an exploratory factor analysis (EFA) to explore the factor structure of the survey, and also report the reliability analysis results. Then, discussions are provided about further revisions of the CAMS Student Survey and its future applications.

Assessing Measurement Invariance of the Teachers' Perceptions of Grading Practices Scale across Cultures
Xing Liu, Eastern Connecticut State University
In a cross-cultural study, it was crucial to understand whether items and factorial structure of a survey instrument were equivalent across different cultural groups, because items might mean different things to different population groups, and thus the factorial structure of the measurement instrument might not hold across groups. The purpose of this study was to investigate the measurement invariance of the Teachers' Perceptions of Grading Practices Scale (TPGP) across the U.S. and China using structural equation modeling. In particular, this study was designed to examine whether items and the factorial structure of the TPGP scale were equivalent across the two countries, and to determine nonequivalent items if this instrument was a partially invariant measurement instrument.

A Comparison of Achievement Growth Using Norm-Referenced and Criterion-Referenced Test Scores
Rachel Slaughter, Center for Resource Management, A Unit of Public Consulting Group
This study evaluates reading and mathematics achievement growth for middle school students over three years using both statewide and norm-referenced test scores. Estimated student growth percentiles are calculated (Betebenner, 2008). Results show the relationship of observed growth for two different tests

among student subgroups and middle schools. Student growth percentiles establish a normative basis for looking at growth ("what is") so that realistic policies can be set for adequate growth ("what should be"). Comparison of growth patterns across criterion-referenced and norm-referenced test scores indicates whether information from each can be used in a complementary fashion to strengthen student progress monitoring.

Using Mixture Modeling to Better Understand Academic Help Seeking in College
Mary M. Johnston, James Madison University; Carol L. Barry, James Madison University; Sara J. Finney, James Madison University; S. Jeanne Horst, James Madison University
The current research was conducted to examine the interpretability of help-seeking "types" in a college student population. Specifically, the purpose of the study was two-fold: 1) to investigate whether the four-cluster solution championed previously (Karabenick, 2003) would replicate; 2) to provide an example of mixture modeling using education-related variables. A three-class mixture model was championed. Unlike the previous research, the three classes were not qualitatively distinct, but instead quantitatively ordered classes suggesting no taxonic structure of help seeking. Given these findings, further study of help seeking in different contexts with age groups is recommended.

Discussant: Guangming Ling, Educational Testing Service

5.5 The Fordham Five's Fundamental of Fairness

Chair: Thanos Patelis, The College Board

Fairness Issues in State Testing
Kevin Sweeney, Measured Progress

Fairness Issues in College Entrance Examinations
Andrew Wiley, The College Board

Fairness Issues in Reporting Scores from Tests
Thanos Patelis, The College Board

Applications of Automated Scoring and Fairness
David Williamson, ETS

Fairness Issues in Cross-Lingual Assessment
Steve Sireci, University of Massachusetts-Amherst

Discussant: Kurt Geisinger, Buros Institute, University of Nebraska-Lincoln

Symposium Abstract
The popular press and professional journals are crying out for solutions to the issues that have arisen as a result of the explosive growth in testing. A symposium is organized to address the fairness issues in large-scale testing efforts. The symposium will address (a) fairness issues faced in state testing, (b) fairness issues in college entrance examinations, (c) fairness issues in reporting scores from tests, (c) applications in automated scoring and fairness, and (d) fairness issues in cross-lingual assessment. Following these presentations, a discussant will tie these topics together and comment on the requirements needed to maintain quality assessments. The presentations will be kept very brief in order to engage the audience in a dialogue.

5.6 Methods for Assessing Measurement Invariance

Chair: Craig S. Wells, University of Massachusetts Amherst

A Comparison of Confirmatory Factor Analysis and Item Response Theory for Assessing Differential Test Functioning
Leah Kaira, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

Assessing Differential Item Functioning on a Visual Analog Scale using CFA versus ANCOVA
Jeffrey Patton, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

A Comparison of the Likelihood Ratio Test and Confirmatory Factor Analysis in Assessing Measurement Invariance
Jenna Copella, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

The Effect of Matching Distributions on the Proficiency Estimates when Evaluating Measurement Invariance using CFA
Zachary Smith, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

Discussant: Jennifer Randall, University of Massachusetts Amherst

Symposium Abstract
An important aspect of validity is determining whether inferences drawn from test scores have the same meaning for individuals with the same proficiency level but from different groups. If an individual's score from a particular group (e.g., females) does not have the same meaning compared to another individual from a comparative group (e.g., males), then the assessment lacks measurement invariance (i.e., the score depends not only on the individual's proficiency level but also on her/his group membership). The purpose of the proposed symposium is to examine several methods for assessing measurement invariance, particularly in the context of achievement test data. The four studies in the proposed symposium examine several linear and nonlinear factor analytic methods of assessing measurement invariance.

| Individual Paper Session | Session Five | Thursday, 3:45-5:15 | Ballroom II |

5.7 Teacher-As-Researcher Award Winner Presentation

6.1 Differential Item Functioning

Chair: TBA

Effect of sampling on differential item functioning (DIF) detection using logistic regression
FNU Rahmawati, University of Massachusetts, Amherst; Leah T. Kaira, University of Massachusetts,Amherst; Craig S. Wells, University of Massachusetts, Amherst
Stephen G. Sireci, University of Massachusetts, Amherst
Differential item function (DIF) studies involve splitting examinees into reference and focal groups. This study compares two sampling strategies in their efficiency in DIF detection: equal and non-equal samples. Both empirical and simulation studies were employed. In the empirical study, 448 examinees in the focal group were compared to both equal and unequal samples from the reference group. The simulation study involved 12 conditions: 2 sample sizes, 3 types of DIF, and 3 ability distributions. With equal sample sizes for the focal and reference groups, 4 of the 57 items were detected as DIF in the empirical study, but no items were detected with unequal sample sizes. It appears sampling the reference group is a better option in DIF studies when the focal and reference groups sample sizes differ extremely

Graphical Approaches for Assessing Differential Item Functioning In Polytomously-Scored Items
Yue Zhao, Educational Testing Service; Ronald Hambleton, University of Massachusetts-Amherst
Two graphical approaches were suggested and applied to a personality assessment with the interest of detecting DIF across two groups of examinees. Three additional DIF statistics available in DIFAS, a computer program written by Penfield (2005), were employed to evaluate the consistency of results across various DIF detection procedures. The study found that the two proposed graphical procedures appeared promising and they both worked well with the descriptive statistics and the polytomous data; and DIF statistics and the graphical procedures, more or less, resulted in the same findings -- there was high consistency of DIF items identified by all procedures.

DIF Analysis for Students With and Without Reading Disabilities: Evaluating the Impact of Matching Criterion
Guangming Ling, Educational Testing Service; Elizabeth Stone, Educational Testing Service
Students with versus without learning disability (LD and NLD respectively) were typically matched on LD students' accommodated scores and NLD students' scores under standard test condition in DIF analysis. Such a practice becomes less optimal because the accommodations sometimes change the construct. The study matched NLD students with reading-based LD students using four sets of variables and conducted several waves of DIF analyses with a standard error procedure implemented for small sample sizes. With more state tests evaluated for LD students under the requirement of NCLB, the findings and methods applied in this study would improve the understanding of accommodation and its impact on the evaluation of items using DIF procedures.

Further Investigation of Differential Math Performance
Elizabeth Stone, Educational Testing Service
The No Child Left Behind Act (NCLB, 2001) emphasizes student performance on state standards-based accountability tests. Measurement issues for students with learning disabilities have not been as thoroughly evaluated as those for other subgroups. This study compares these groups on state standards-based mathematics test, using more robust DIF procedures and work with a subject matter expert to address various measurement issues and gain insight about the items showing differences. Part of a

larger program of research on accessibility issues for students with learning disabilities, this study contributes to the effort to ensure fairness and validity for all students.

Discussant: Jane Rogers, University of Connecticut

6.2 Development and Validation of Instruments in the Affective Domain

Chair: D. Betsy McCoach, University of Connecticut

Development of an Instrument to Measure University Students' Social Ties and Social Distance with a Particular Focus on Racial and Ethnic Diversity
Vanessa Kass**,** University of Connecticut

The Attitudes Towards Mathematics and Mathematics Teaching (ATM&MT) scale
Rachel McAnallen, University of Connecticut

Females In Math Scale
Katherine Picho**,** University of Connecticut

Teacher Attitudes toward Subject-Specific Acceleration: Underlying Factors
Karen Rambo, University of Connecticut

Attitudes of college students towards politics
Reyhan B. Kaniskan, University of Connecticut

Discussant: Robert K. Gable, Johnson & Wales University

Symposium Abstract
The development of affective instruments that exhibit adequate psychometric properties for use in small scale research studies often presents a challenge for doctoral students and educational researchers. Often, researcher developed instruments do not possess even the most rudimentary evidence of construct validity or reliability. To remedy this situation, our university offers a semester-long course in instrument design for the affective domain. As part of this course, students learn to develop, pilot, and evaluate attitude, evaluation, and other affective instruments. This symposium highlights issues related to the development of instruments in the affective domain and features several of the pilot instruments that were created for this year's instrument design course.

6.3 Methods for Assessing Dimensionality of Test Data

Chair: TBA

A Confirmatory Factor Analytic Study Examining the Dimensionality of an Educational Placement Test
Nina Deng, University of Massachusetts Amherst; Ronald K. Hambleton, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

A Comparison of Methods for Handling Missing Data when Assessing Dimensionality via Linear Factor Analysis
Yu Meng, University of Massachusetts Amherst; Ronald K. Hambleton, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

The Effect of Speededness on Assessing Test Dimensionality
Hanwook Yoo, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

A Comparison of Methods for Assessing Local Dependency due to Common Stimuli
Polly Parker, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

An Investigation of the Structural Comparability of Test Forms which were Selected Based on Examinees' Choices of Questions
Wendy Lam, University of Massachusetts Amherst; Craig S. Wells, University of Massachusetts Amherst

Discussant: Sara Finney, James Madison University

Symposium Abstract
Assessing the dimensionality of a set of test data is an important step in the measurement process. For example, it provides support for reporting one or more proficiency estimates. It also may be used to establish whether the dimensionality assumption underlying item response theory models is satisfied. The studies in this symposium address several methods for assessing the dimensionality of test data. The challenges of analyzing ordinal and incomplete data sets were addressed. Furthermore, the studies addressed several methods for assessing unintended dimensionality related to test content, item format, unintended test speededness, and common-item stimuli.

6.4 How Students Learn to Read

Chair: Jan Charone-Sossin, Pace University

The Reading Motivation Gender Gap: Differences in Value
Barbara A. Marinak, Penn State Harrisburg
Research studies have consistently found that girls are more motivated to read than boys (Gambrell, 1996). This study had two objectives: (a) to examine gender differences in reading motivation in an average-achieving population and, (b) if differences exist, to more clearly define *why* boys are less motivated to read than girls. The reading motivation of 288 average-achieving third graders was examined using a profile that assessed self-concept and value of reading. The results revealed that boys and girls were equally self-confident, but statistically significant differences were found with regard to the value each gender placed on reading experiences.

SFL and CDA analysis of an introductory letter
Wawan Gunawan, The University of Massachusetts Amherst; Pamela Howes, Michael E. Smith Middle School Holyoke MA
This case study offers a look at how a teacher can use Systemic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA) to discover the strengths and weaknesses of a student's writing at the beginning of the school year. The study is aimed at providing information about the way teachers should understand the students and their capacity as learners in using language as a source of meaning making. With the focus on the writing of a student of the 8th grade English class in district's middle school, the study, under the framework of CDA, explores the student's choices of language sources to make meanings in terms of language meta-functions in SFL: ideational, interpersonal, and textual functions. The analysis shows that the teacher has substantial amount of information to help the student become a stronger and more developed writer.

Stories of Growth: Student Attitudes Toward Reading in a Workshop Setting
Katherine Tietjen, University of Connecticut, Old Saybrook Middle School
The purpose of this study was to examine how seventh grade students in a public school setting responded to the implementation of reading workshop. The study attempted to answer these questions: 1) How does providing students with time to read in class affect the amount of reading they do and their attitudes toward it? 2) How does offering students choice over their reading material affect their attitude towards reading? 3) How do non-traditional culminating activities—specifically, participating in book chats and a meet and greet—affect students' attitudes towards reading?
Students wrote reader autobiographies, goals, and reflection letters and completed surveys. Results suggest the value of reading workshop to students. Teacher-researchers' work emphasizes the value of investigating the practices they enact with students.

'Drawing is a Frame of Mind': Students' Perceptions of Reading Instruction
Renee Greenfield, Boston College; Lauren Chapman, Boston College; Claudia Rinaldi, Boston College
This investigation is part of a larger study examining the effects of a school-wide literacy reform effort through a multi-leveled system of instructional delivery. The research question addressed was, "How do students perceive reading instruction within their elementary language arts classroom?" Students' perceptions were analyzed through drawings of students (N=210) that attend an urban elementary school. As part of the implementation of a multi-tiered reform effort, student perceptions support small

group and one-and-one instructional delivery, rather than the traditional whole-group instruction. Students depict themselves as "readers" and see books as part of their classroom environments. Positive student affect is evident in their perceptions of reading instruction.

Discussant: TBA

6.5 Grant Writing

Stan Shaw

Shaw, and experienced and successful grant writer and teacher of grant writing, will provide tips on this essential skill that will support your research.

6.6   The Past and Future of Teacher Education

Presenter: Michael Andrew, University of New Hampshire

This presentation will offer a brief history of teacher education with reference to persistent calls for reform and arguments about the usefulness of formal teacher education. Evidence from research at the University of N.H. will highlight the need for subject matter depth and extended internship. Forty years of experimenting with a full year internship have led to some procedures which seem to optimize the growth and confidence of beginning teachers. Recent research on teacher growth will be shared. An agenda for producing more good teachers will be offered.

| Symposium | Session Six | Friday, 9:00-10:30 | Ballroom I |

6.7   Reinventing Education Curriculum for a Globalized World (part 1)

Chair: Roberta Levitt, Long Island University

Towards a Curriculum for the Twenty-first Century: The Right Brain Ascending
Steven Nathanson, Long Island University

Dare the School Build a New Global Order: Curriculum-Making in a Brave and Grave New World
Joseph Piro, Long Island University

The New Literacy-What's Next?
Roberta Levitt, Long Island University

Integrating Counseling Skills into the Curriculum: A Strategy for Maintaining Competitiveness in a Flat World
Susan S. Shenker, Long Island University

21st Century Education: Collaboration is the Key
Louisa Kramer-Vida, Long Island University

Knowing is the Strong Root of Egalitarianism, Not Failed Social Theory
Anthony Palumbo, Long Island University

Teaching Socrates in Technology and Globalization
Haeryun Choi, Long Island University

An Innovative Left-Brain Activity: Integrating the Concepts of Thomas Friedman's *The World is Flat*
Kim Rodriguez, Long Island University

Discussant: Gavrielle Levine, Long Island University

Symposium Abstract
An interdisciplinary conversation among professors at a major school of education, stimulated by a reading of *New York Times* columnist Thomas Friedman's bestseller *The World is Flat,* resulted in ideas for curricular change in teacher education programs to prepare teachers of students who will be living and working in an increasingly globalized environment. Researchers in literacy, special education, curriculum and instruction, and counseling bring ideas from Socrates to Dewey, Freire, and Carl Rogers to bear on the challenges of teacher preparation in a world that is moving from an information age to a conceptual age. These papers describe ways in which teacher education can change to increase K-12 students' aptitudes in such areas as creativity, emotional expression, and synthesis.

7.1 Scoring Issues in Large Scale Assessments

Chairs: H. Jane Rogers, University of Connecticut
Hariharan Swaminathan, University of Connecticut

Comparison of Linking Procedures for Vertical Scaling of Tests and their Effect on Proficiency Scores
Presenter: H. Jane Rogers (second author), University of Connecticut. Co-authors: Hariharan Swaminathan (first author), Gil Andrada (third author), Ethan Arenson (fourth author), University of Connecticut

Comparison of Procedures for Handling Omits in Estimation of IRT Proficiency Parameters
Presenter: Paul Hernandez (third author), University of Connecticut. Co-authors: H. Jane Rogers (first author), Hariharan Swaminathan (second author), Melissa Eastwood (fourth author), University of Connecticut

Effect of Formula Scoring Instructions on IRT Parameter Estimates
Presenter: Karen Rambo (third author), University of Connecticut. Co-authors: H. Jane Rogers (first author), Hariharan Swaminathan (second author), Mark Oliver (fourth author), University of Connecticut

Comparison of Information Functions for EAP and Maximum Likelihood IRT Proficiency Estimates
Presenter: Rohini Sen (third author), University of Connecticut. Co-authors: H. Jane Rogers (first author), Hariharan Swaminathan (second author), University of Connecticut

Comparison of PARSCALE and MULTILOG for Calibration of Mixed Format Tests
Presenter: Burcu Kaniskan, (second author) University of Connecticut. Co-authors: H. Jane Rogers (first author), Wei Xia (third author), Phillip Wollscheid (fourth author), University of Connecticut

Discussant: Lisa Keller, University of Massachusetts Amherst

Symposium Abstract
Item response theory is widely used in large scale assessments for test construction, scoring, and scaling. While procedures for implementing the theory are well established, there are a number of areas in which further research is needed, particularly in relation to scoring and scaling. The treatment of omitted responses and their effect on parameter estimation, procedures for linking forms in vertical scaling, use of information functions for test construction, and scoring of mixed format tests are among those areas. This symposium contains papers that address each of these issues and provide results that have practical value for large scale assessments.

7.2 Improving Instruction of English as a Second/Foreign Language

Chair: Lili Teng Foti, University of Connecticut

Prospective EFL (English as a Foreign Language) Teachers' Perceptions of Learner Autonomy
Ozgur Yildirim, Anadolu University, Turkey
This study investigated prospective EFL (English as a Foreign Language) teachers' perceptions of learner autonomy. Main aim was to see whether the education they receive on how to teach English make any difference in prospective EFL teachers' perceptions regarding learner autonomy. A researcher-developed questionnaire was administered to 179 students studying in the program of 'Teaching English as a Foreign Language' at Anadolu University in Turkey. Results of the study indicated that generally there is not much difference between the first and fourth year participants of the study in terms of their perceptions of learner autonomy.

An experimental study of linguistic modification as a testing accommodation for English language learners
John W. Young, Educational Testing Service; Maurice Hauck, Educational Testing Service; Mitchell Ginsburg, Educational Testing Service; Yeonsuk Cho, Educational Testing Service, Guangming Ling, Educational Testing Service; Namrata Tognatta, Educational Testing Service
This study investigated the impact of linguistic modification as a testing accommodation for English language learners (ELLs) on academic content tests as required under NCLB. Since high verbal processing demands may be differentially detrimental for the performance of ELLs, linguistic modification can reduce the verbal processing requirements for all examinees, while ensuring that measurement of the intended construct is maintained. We created test forms using standards-based test items in mathematics and science in their original as well as modified versions of the same items. ELLs and non-ELLs in two grade levels in two states were administered these forms in 2007-08.

Language, Learning, and the Achievement Gap: The Influence of Classroom Practices and Conversation on Performance
Teresita Nieves, Central Connecticut State University
Debate exists concerning the schooling of English language learners. Although national policy mandates emphasize English language learning and achievement many second language learners do not perform at grade level standards. This qualitative case study focused on the relationship between discourse opportunities, conversational interactions, and the academic achievement of English language learners that both foster and impede these phenomena. Data were drawn from observations, interviews, documentation, and videotapes. Findings suggest that teachers provided opportunities for students to engage in varied classroom practices and conversations that stagnated language development and limited academic performance that affected teaching and learning.

Exploring Dialogicality and Intertextuality in ESL College Students' Computer-mediated L2 Literacy and Identity Construction
Huihong Bao, University of Massachusetts Amherst
A great deal of research has been done on how Bakhtin's concepts of dialogicality and intertextuality are applied in literary work's interpretation, commentaries, analysis and education. However, little attention has been given to how these two concepts are employed in ESL college students' online communication.

I have conducted an ethnographic case study to understand online identity construction and L2 literacy development from the lenses of dialogicality and intertextuality. I use critical discourse analysis for data analysis. This study provides theoretical insights to identify cross-cultural communication issues and challenges to ESL and ELL practitioners in their curricula design.

Validity and Fairness of Standards-Based Assessments for Former English Language Learners
John W. Young, Educational Testing Service; Jonathan Steinberg, Educational Testing Service; Fred Cline, Educational Testing Service; Elizabeth Stone, Educational Testing Service; Maria Martiniello, Educational Testing Service; Guangming Ling, Educational Testing Service; Yeonsuk Cho, Educational Testing Service
To date, assessment validity research on non-native English speakers has focused exclusively on students who are presently English language learners (ELLs). However, little, if any, research has been conducted on two other groups of language minority students: (1) bilingual or multilingual students who were already English proficient when they entered the school system, and (2) students who were once classified as ELLs but are now reclassified as being English proficient. This study investigated the validity and fairness for these two examinee groups of several standards-based assessments in mathematics and science taken by 5th and 8th graders in spring of 2006.

Discussant: Lucia Buttaro, Adelphi University

7.3 Fostering Student Engagement Across Difference: What Does it Look Like and Why Does it Matter?

Chair: Ximena Zúñiga, University of Massachusetts Amherst

Psychological, communicative and pedagogical dimensions of student engagement in intergroup dialogues
Lisa Werkmeister-Rozas, University of Connecticut; Ximena Zúñiga, University of Massachusetts Amherst; Martha Stassen, University of Massachusetts Amherst; Molly Keehn, University of Massachusetts Amherst

Engagement processes in cross-gender and cross-race intergroup dialogues
Molly Keehn, University of Massachusetts Amherst; Keri DeJong, University of Massachusetts Amherst; Ximena Zuñiga, University of Massachusetts Amherst; Martha Stassen, University of Massachusetts Amherst; Kyle Oldham, University of Massachusetts Amherst

Developing intergroup skills to foster engagement across differences
Ximena Zúñiga, University of Massachusetts Amherst;; Larissa Hopkins, University of Massachusetts Amherst; Alina Torres-Zickler, University of Massachusetts Amherst; Shuli Archer, University of Massachusetts Amherst; Taj Smith, University of Massachusetts Amherst; Dylan Larke, University of Massachusetts Amherst; Kelly Simon, University of Massachusetts Amherst

Discussant: Dr. Maurianne Adams, University of Massachusetts Amherst

Symposium Abstract
This symposium examines engagement processes involved in intergroup dialogue through three papers and an interactive activity. The first paper describes a conceptual framework for understanding student engagement in intergroup encounters. The second and third papers report results of qualitative analyses on interviews conducted with participants in race or gender dialogues. One paper explores students' engagement processes and the other paper examines the skills students report learning and practicing as result of their participation in intergroup dialogue. These three papers represent important contributions to the literature revealing a nuanced understanding of the processes involved in structured interactions across race and gender.

7.4 Grant Writing

Stan Shaw

Shaw, and experienced and successful grant writer and teacher of grant writing, will provide tips on this essential skill that will support your research.

7.5 An Introduction to Growth Curve Modeling Using HLM

D. Betsy McCoach, University of Connecticut, and Anne C. Black, Yale University
Tentatively scheduled for Friday, October 24, 9-10:30 a.m.
While, there are many ways to analyze longitudinal data, growth curve modeling is one of the most common method s used to study growth processes over time. Using the multilevel framework to model growth over time, we can estimate starting values and growth trajectories for every person in the sample. We can also introduce person-level covariates (such as IQ, gender, race/ethnicity, etc.) to explain differences among people in terms of their starting values and their growth rates. Finally, we can include time-varying covariates to model the impact of independent variables that change over time (such as amount of time spent on homework, semester GPA, etc.) on individuals' growth trajectories. Thus, multilevel modeling allows us to create a rich model of individual growth processes. In this session, we will introduce participants to the basic concepts behind growth curve modeling, and we will demonstrate an application of growth curve modeling using the HLM software program.

7.6 Reinventing Education Curriculum for a Globalized World (part 2)

Chair: Roberta Levitt, Long Island University

Towards a Curriculum for the Twenty-first Century: The Right Brain Ascending
Steven Nathanson, Long Island University

Dare the School Build a New Global Order: Curriculum-Making in a Brave and Grave New World
Joseph Piro, Long Island University

The New Literacy-What's Next?
Roberta Levitt, Long Island University

Integrating Counseling Skills into the Curriculum: A Strategy for Maintaining Competitiveness in a Flat World
Susan S. Shenker, Long Island University

21st Century Education: Collaboration is the Key
Louisa Kramer-Vida, Long Island University

Knowing is the Strong Root of Egalitarianism, Not Failed Social Theory
Anthony Palumbo, Long Island University

Teaching Socrates in Technology and Globalization
Haeryun Choi, Long Island University

An Innovative Left-Brain Activity: Integrating the Concepts of Thomas Friedman's *The World is Flat*
Kim Rodriguez, Long Island University

Discussant: Gavrielle Levine, Long Island University

Symposium Abstract
An interdisciplinary conversation among professors at a major school of education, stimulated by a reading of *New York Times* columnist Thomas Friedman's bestseller *The World is Flat,* resulted in ideas for curricular change in teacher education programs to prepare teachers of students who will be living and working in an increasingly globalized environment. Researchers in literacy, special education, curriculum and instruction, and counseling bring ideas from Socrates to Dewey, Freire, and Carl Rogers to bear on the challenges of teacher preparation in a world that is moving from an information age to a conceptual age. These papers describe ways in which teacher education can change to increase K-12 students' aptitudes in such areas as creativity, emotional expression, and synthesis.