NERA '09:

Using Educational Research to Improve Student Learning for 40 Years …
And Still Going Strong!

40th Annual Meeting of the
Northeastern Educational Research Association

Hartford Marriott Rocky Hill

October 21st – 23rd, 2009

Online Program
Includes Session Abstracts!

NERA *EST. 1969*

Northeastern Educational Research Association

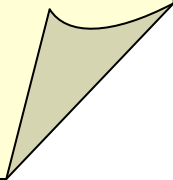**Welcome to the 40th Annual Northeastern Educational Research Association Conference!**

We are so pleased that so many longtime and new NERA members are attending the conference this year from the Northeast and from many other regions as well. Thank you to all who have helped to make this conference another in a long tradition of memorable NERA conferences, including the NERA Board of Directors, the appointed members of NERA's leadership, and all those who have submitted and reviewed proposals this year. Every year, the Program Chairs attempt to pull together a conference that will allow the NERA membership to share their research formally and informally in a supportive, stimulating environment. We hope that we have successfully achieved this goal, and thank you for your patience throughout this challenging (but marvelously enjoyable) process. We are fortunate to have excellent conference facilities again this year at the Hartford Marriott Rocky Hill, and have scheduled some fabulous entertainment for our two evening receptions. On Wednesday night, we hope you'll join us for the NERA Welcome Reception, where you can meet new friends or catch up with the folks you see at NERA year after year, with a background of jazz music providing a low-key ambiance. On Thursday night, we will pick up the beat and have a celebration of NERA's 40th conference, complete with a toast from our long-standing colleague and friend, Phil Archer. The Glamour Girls will keep the party going with hit songs from the past several decades.

In this program, you'll find information about all of the educational training sessions, thought-provoking keynote addresses, and engaging paper and poster presentations that will be taking place at the conference. We think you'll be reminded, as we were in putting this schedule together, of how wonderfully diverse the field of educational research is and of how well-represented that diversity is here at NERA.   Our conference theme this year is *Using Educational Research to Improve Student Learning for 40 years… and Still Going Strong!*, and our annual gathering of researchers has an excellent opportunity to bring this theme to life through the collaborations that take place at NERA and beyond. Whether we teach, assess, or research, we share the same goal of enhancing education. Only by sharing educational theory and solutions from our perspectives, and listening and learning as others do the same, can we find the connections that will allow us to embody this ideal nexus of theory and application. The size and atmosphere of the NERA conference provides an excellent setting for the kinds of discussions and debates that lead to the kind of research community so many return to year after year for a collegial exchange of ideas, as well as for friendship.

Special thanks to our fearless leader, President Kristen Huff, for having the vision for this conference, the wise words of encouragement and advice, and the willingness to reach out and get people involved in so many ways. Also thanks to our very patient Treasurer, Barbara Helms, and to Helen Marx for going way above and beyond the call of duty.

Again, welcome to all conference goers, and many thanks for your contributions!

Maureen Ewing, Elizabeth Stone, and Peter Swerdzewski
2009 NERA Conference Co-Chairs

Contents

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Bucknell University's College of Arts and Sciences is honored to recognize Professor Katharyn Nottis's contributions to NERA. The College wishes her much success in her upcoming term as NERA's President

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Jennifer L. Kobrin, Brian F. Patterson,
Emily J. Shaw, Krista D. Mattern,
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Overview

The ability to bring together professionals from various fields associated with educational research with the goal of learning from each other has helped NERA become a conference that many look forward to year after year. In a region with such active and respected members and affiliated institutions, NERA still manages to maintain that feeling of intimacy that encourages us to welcome new friends and colleagues while reconnecting with those we have cherished throughout the years. To honor this tradition, we will celebrate the 40th NERA conference with a birthday party in addition to the sessions and events that bring us together each year. We hope you'll join us for the festivities!

Sessions, Events, and Experiences Available at NERA '09

Pre-conference Sessions	We are pleased to offer two pre-conference training sessions! The pre-conference sessions run from 10:00 am to 12:45 pm on Wednesday, October 21. These are great opportunities to learn in-depth about a topic taught by experts in the field — at no charge! We only ask that you indicate on the conference registration and membership form whether you plan to attend a pre-conference session. **Pre-conference Session A: Fundamentals in Standard Setting** Presenters: Dr. Susan Cooper Loomis, National Assessment Governing Board; Dr. Mary J. Pitoniak, Educational Testing Service **Pre-conference Session B: Supporting Professional Development through Teacher Learning Communities: Research Support, Practical Lessons Learned, and Evaluating the Impact.** Presenter: Dr. Caroline Wylie, Educational Testing Service
In-Conference Professional Development Sessions	In addition to all of the great paper sessions, poster sessions, symposia, keynotes, and networking opportunities for which NERA is known, we are also offering training opportunities that will take place during the conference. These "in-conference sessions" are open to all conference attendees, are free of charge, and do not require pre-registration. The sessions are simply another way that NERA helps its members use and conduct educational research to improve student learning. **In-Conference Session 4.1:** Classifying Persons Into Groups: An Introduction to Mixture Modeling and Considerations for Applied Practice Presenter: Dr. Dena Pastor, James Madison University **In-Conference Session 6.1:** Grant Writing (sponsored by the Graduate Student Issues Committee) Presenters: Dr. Stan Shaw, University of Connecticut; Dr. Michael Coyne, University of Connecticut **In-Conference Session 7.1:** Put Down the Highlighters! Qualitative Analysis Using NVivo 8. Presenter: Dr. Kelly Godfrey, College Board
Concurrent Sessions	Concurrent sessions are a key aspect of the NERA conference. Through concurrent sessions, presenters and attendees have the opportunity to learn from one another about cutting-edge research taking place around the Northeast and beyond. All submissions to the NERA conference are subjected to a blind peer-review process and are subsequently selected and grouped to create a comprehensive educational research conference experience. Papers are scheduled into one of seven concurrent session time slots that take place on Wednesday, Thursday, and Friday of the conference. Session attendees are encouraged to approach presenters after sessions to further exchange ideas.
The NERA Poster Session	The NERA Poster Session is an integral part of the NERA experience. This year, the NERA Poster Session will take place on Thursday, October 22nd from 10:15 am – 11:15 am. As with concurrent session presentations, all NERA posters have discussants that will visit each poster and provide one-on-one feedback to the presenter.
NERA Social Events	As is the NERA tradition, registered conference attendees are invited to join us at two receptions. The Wednesday night **NERA Welcome Reception** provides a low-key environment for old friends or new acquaintances to meet one another. For this year's Thursday night event, NERA President Kristen Huff invites conference attendees to commemorate the organization's fourth decade at the **President's Reception in Honor of NERA's Birthday Celebration**. A limited number of drink tickets will be provided for both social events.

General Meeting Information

Location	All events for the NERA '09 conference will take place at the Hartford Marriott Rocky Hill in Rocky Hill, Connecticut. The contact information for the hotel is as follows: 100 Capital Boulevard Rocky Hill, Connecticut 06067 USA Phone: 1-860-257-6000 Fax: 1-860-257-6060 Toll-free: 1-800-228-9290 Web Site: http://www.marriott.com/bdlrh
Registration & the Registration Desk	The NERA '09 registration desk will be located in the Marriott conference foyer adjacent to the Rocky Hill and Hartford Rooms. Registration will be open the following times: Wednesday, October 21st: 9:00 am – 5:30 pm Thursday, October 22nd: 7:00 am – 11:15 am, 12:30 pm – 5:15 pm Friday, October 23rd: 8:00 am – 12:15 pm
Meals	At NERA '09, many of the meals are combined with conference events. For example, both keynote speeches take place in conjunction with meals. As such, conference attendees are encouraged to participate in as many meals as possible during the conference. For attendees staying at the conference hotel, a number of meals are included in the price of the hotel room: **For attendees staying Tuesday night**: No meals are included in the price of the hotel room, but attendees have the option of partaking in (for a charge) an express lunch buffet in the Marriott's restaurant. The lunch buffet is ideal for those conference attendees who will be in a pre-conference session (just prior to lunch) and who would also like to attend Concurrent Session 1 (just after lunch). **For attendees staying Wednesday night**: Dinner on Wednesday, breakfast on Thursday, and lunch on Thursday are included. **For attendees staying Thursday night**: Dinner on Thursday, breakfast on Friday, and lunch on Friday are included. All included meals will take place in the hotel's conference facilities, not in the hotel restaurant. Attendees not staying at the hotel have the option of purchasing meal tickets at the conference (see the NERA registration desk for details).
Cyber Café	As a benefit to conference attendees, the NERA '09 conference will have a cyber café at which conference attendees can check e-mail, print out airline/train tickets, and surf the Internet. There are a limited number of computer terminals available in the Cyber Café, and all terminals are available on a first-come, first-served basis.
Mentorship	To encourage graduate students and young professionals, NERA has an extensive mentoring program that takes place during the conference. For information on the NERA mentoring program, contact mentorship coordinator Tom Levine at thomas.levine@uconn.edu.

Wednesday

Wednesday highlights

Pre-conference Session A: Fundamentals in Standard Setting
Salon A, 10:00 am – 12:45 pm
The purpose of the training session is to provide attendees with basic information about how to choose a standard-setting method, which methods are currently being used, and how to know if the cut scores set for an assessment yield valid interpretations within the context of a particular testing program. The first step will be to define what we mean by standard setting and clarify the different types of standards (absolute or relative) that can be set. Second, the typical steps in a standard setting will be described, from selecting a method and recruiting panelists through conducting the study and documenting the results. A detailed review of steps in several popular standard-setting methods (Bookmark, Angoff) will be provided. Information will also be provided on how to evaluate the validity of standard setting procedures and the resulting cut scores.
Presenters: Dr. Susan Cooper Loomis, National Assessment Governing Board; Dr. Mary J. Pitoniak, Educational Testing Service

Dr. Susan Loomis is the National Assessment Governing Board's chief technical expert on all matters related to the design of the methodology of NAEP assessments and setting of achievement levels. She is also responsible for advising the Executive Director on the development and execution of policy matters related to the overall technical integrity of NAEP assessments.

Dr. Mary J. Pitoniak is a Lead Program Administrator in the Research and Development division at Educational Testing Service (ETS) and serves as the Associate Project Director for Research and Development for the National Assessment of Educational Progress (NAEP). She co-authored the standard setting chapter in the 4th edition of Educational Measurement. She has also served on the Technical Advisory Committee on Standard Setting for NAEP, and co-conducted a workshop on standard setting at the annual meeting of the National Council on Measurement in Education from 2005 through 2008.

PRE-CONFERENCE SESSION B: Supporting Professional Development through Teacher Learning Communities: Research support, practical lessons learned, and evaluating the impact.
Salon B, 10:00 am – 12:45 pm
Working with colleagues in the Learning and Teaching Research Center at ETS, we have been focusing on supporting teachers' implementation of formative assessment. Teacher learning communities (or professional learning communities) provide a way of sustaining school-based, on-going professional development that teachers require in order to make changes to teaching practices. This session will address:
- Research on effective professional development
- Translating research into reality and lessons learned along the way
- Evaluating the impact of TLCs
Presenter: Dr. Caroline Wylie, Educational Testing Service

Dr. Caroline Wylie is a research scientist in the Learning and Teaching Research Center at ETS. She received her doctorate in educational assessment from Queen's University, Belfast in 1996, and her post-graduate certificate in teaching (mathematics and information technology) in 1993. Current research centers around the use of formative assessment as a mechanism for improving teaching and learning in classrooms, and on issues related to the creation of effective, scaleable and sustainable teacher professional development.

Express Lunch Buffet
Allie's American Grille at the Marriott, 12:00 pm – 1:30pm
Attendees who are interested in grabbing a quick bite to eat between a pre-conference session and Concurrent Session 1 have the option of heading to Allie's American Grille at the Marriott. A special express lunch buffet will be available at an affordable additional cost, payable at the restaurant. See the restaurant or NERA registration desk for details. *No reservation required.*

Symposium on Race and Gender
Salon A, 1:30 pm – 3:00 pm
This special symposium, sponsored by the NERA Diversity Task Force, will provide valuable and cutting-edge research on structured interactions across race and gender. *See session description 1.1 for details.*

Symposium on Special Education and Rehabilitation Research
Rocky Hill Room, 1:30 pm – 4:45 pm
An annual NERA tradition, this special double-session will showcase cutting-edge research of interest to special education researchers and educational practitioners. *Individuals are welcome to attend either or both halves of this two-part session. See session descriptions 1.6 and 2.5 for details.*

Graduate Student Social
Lobby Bar at the Marriott, 4:45 pm – 5:30 pm
All graduate students attending NERA are welcome to meet one another and enjoy complimentary appetizers. *Open to all conference participants who are graduate students; no RSVP or reservations necessary.*

Sponsored by the Graduate Student Issues Committee

Welcome & Keynote by Mary Kennedy: Can Research Help Teachers? Why Are There Doubts?
The Grand Ballroom, 5:30 pm – 6:45 pm
Can research help teachers? Why are there doubts? What are the issues involved? We are celebrating NERA's 40th anniversary as a research association with a conference theme of using research to improve student learning. But research does not directly foster student learning; teachers do. And throughout NERA's 40 years we have been struggling to better articulate what should happen and to better understand what does happen. Sometimes we say we want to see more evidence-based decision making. Other times we cringe at the way people draw on research findings. The history of educational research can be characterized in part by this somewhat schizophrenic relationship between researchers and practitioners. In this talk, Kennedy examines research on this issue and evaluates a collection of hypotheses that aim to explain the role that research has in the classroom. *Open to all conference attendees. Individuals who wish to participate in the dinner held in conjunction with the Welcome and Keynote must be staying at the hotel on Wednesday night or must purchase a meal ticket. See the NERA registration desk for details.*

Dr. Mary M. Kennedy is a professor of education at Michigan State University. Her scholarship focuses on defining teacher quality and on identifying the things that most influence it. She has examined the influences of teacher education, research knowledge, attitudes and beliefs, credentials and school context. From 1986-1994, she directed the National Center for Research on Teacher Learning. Dr. Kennedy has published three books addressing the relationship between knowledge and teaching and has won five awards for her work, most recently the prestigious Margaret B. Lindsey Award for Outstanding Research in Teacher Education. Her most recent book, Inside Teaching: How Classroom Life Undermines Reform (2005, Harvard Press), addresses the influence of school context on the quality of teaching practices and shows how local circumstances make it difficult for teachers to live up to reform expectations. Dr. Kennedy has been a consultant to four Ministries of Education, the World Bank, and a host of national organizations and has published numerous articles on teaching, research and policy.
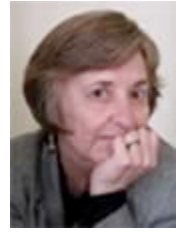
NERA Welcome Reception
Nutmeg Ballroom, 8:00 pm - 10:00 pm
Come meet other conference attendees in a jovial, low-key atmosphere against a backdrop of jazz. Complimentary drink tickets will be available in limited supply. *Open to all conference attendees.*

Concurrent Session 1

1.1 Symposium — Salon A
Talking About Race and Gender: Engagement and Learning in Diversity Dialogue Courses

Symposium Coordinator: Ximena Zúñiga (xzuniga@educ.umass.edu), University of Massachusetts Amherst
Session Chair: Jennifer Randall (jrandall@educ.umass.edu), University of Massachusetts Amherst
Session Discussant: Sally Galman (sally@educ.umass.edu), University of Massachusetts Amherst

> **Sponsored by the NERA Diversity Task Force**

This symposium examines engagement processes and learning outcomes of intergroup dialogues, a highly effective form of diversity education. The three papers in the symposium report results of qualitative analyses of interviews conducted with participants in race or gender dialogues at nine universities across the nation. The first two papers explore engagement processes, cognitive and communicative, and the third paper examines student skill development as a result of participation in dialogues. Each paper represents an important contribution to the literature focusing on structured interactions across race and gender.

Engagement Processes in Race and Gender Dialogues
Ximena Zúñiga (xzuniga@educ.umass.edu), University of Massachusetts Amherst
Keri DeJong, University of Massachusetts Amherst
Jane Mildred, Westfield State College
Molly Keehn, University of Massachusetts Amherst
Rani Varghese, University of Massachusetts Amherst

Cognitive Engagement in Intergroup Dialogues on Race and Gender
Martha Stassen (mstassen@acad.umass.edu), University of Massachusetts Amherst
Molly Keehn, University of Massachusetts Amherst
Elaine Brigham, University of Massachusetts Amherst
Kyle Oldham, University of Massachusetts Amherst

Exploring student skill development in intergroup dialogues: A qualitative analysis
Alina Torres-Zickler (amtorres@educ.umass.edu), University of Massachusetts Amherst
Shuli Archer, University of Massachusetts Amherst
Ximena Zúñiga, University of Massachusetts Amherst
Taj Smith, University of Massachusetts Amherst
Andrea Dre Domingue, University of Massachusetts Amherst
Larissa Hopkins, University of Massachusetts Amherst

1.2 Symposium — Salon B
Novel Applications of Generalizability Theory to Current Measurement Issues

Symposium Coordinator: Lisa Keller (lkeller@educ.umass.edu), University of Massachusetts Amherst
Session Chair: Jennifer Dunn (dunn.jennifer@measuredprogress.org), Measured Progress
Session Discussant: Robert Keller (Keller.Robert@measuredprogress.org), Measured Progress

This session seeks to explore the use of generalizability (G) theory to address measurement problems that are not typically answered using G theory. G theory has traditionally been used to examine the reliability of assessments that consist of a number of factors, each of which may contribute to the unreliability of the test. However, G theory should not be limited to such applications, and this session provides a sample of the types of problems that can be addressed using G theory. A diverse range of topics is explored including school effectiveness, diagnostic score reporting, optimal test design and equating.

School Violence, Parent Involvement, Student Growth and Achievement: Using G Theory to Evaluate Variability in School Effectiveness
Jason Schweid, University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst

Using G Theory to Determine the Necessary Number of Items for Diagnostic Score Reporting
Alexander Lapointe, University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst

Optimal Anchor Set Design: Using Generalizability Theory to Inform Item Selection
Tia Sukin (tiacorliss@hotmail.com), University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst

Improving Optimal Multistage Testing Design Using Generalizability Theory
Henry Yoo (hanuki82@gmail.com), University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst

1.3 Individual Paper Session — Salon C
Technological Impacts on Education

Session Chair: Barbara Rosenfeld (rosenfeld@brooklyn.cuny.edu), Brooklyn College of the City University of New York
Session Discussant: Christine Harmes (harmesjc@jmu.edu), James Madison University

An Exploratory Study of Adult Learners, Response Time, and Test Performance
The increasingly widespread use of computers in testing mirrors the growing prevalence of computers in everyday life, but one important consideration for assessment remains the extent to which examinees in specific testing contexts are at ease with this delivery mode. The purpose of the present research is to evaluate the relationship between examinee age and outcome variables such as test performance, testing time, and the standard error or measurement in the context of adult basic education assessment. Correlation and analysis of variance results indicated that older examinees were likely to take significantly longer and perform somewhat lower on the test.
April Zenisky (azenisky@educ.umass.edu), University of Massachusetts Amherst
Jerold S. Laguilles, University of Massachusetts Amherst

Computer-Supported Collaborative Learning: Wikis and Threaded Discussion
Despite the well-established benefits of collaborative learning, successfully implementing group activities in online environments is often a challenge for online instructors. Web 2.0 technologies provide opportunities for the implementation of more effective computer-supported collaborative learning environments for online learning. Yet, the affordances of such technologies are currently under-researched. We present a case study investigating the affordances of wikis to support online collaborative learning, compared to asynchronous threaded discussion tools. This case study focuses on two selected

groups (four students each) collaborating on the analysis of a case scenario, first using wiki (vs. threaded discussion), then using threaded discussion (vs. wiki). Our initial analysis showed that groups demonstrated different patterns of collaboration in each technology. Complete results, discussion, and implications of this work for future research and practice in online education will be included in the final presentation.

Andri Ioannou (andri.ioannou@uconn.edu), University of Connecticut

Hybrid Technologist: The New Shifts in Education Creates a New Industrial Laborer

Classroom technology has been integrated into schools for almost three decades with very mixed results. Some of the inconsistencies stem from socioeconomics, along with the digital and access divides respectively. Much federal legislation, especially under President Clinton's e-rate and Goals 2000, tried to bridge the socioeconomic gap by providing funding for technology in public libraries and schools. The purpose of this paper is to address a shift with education, which has moved away from vocational training to emphasize today's skill based learning- computers and technology. This shift has produced a market for, what I call, the hybrid technologist. While this position is neither white- nor blue-collar, it straddles both arenas. This paper strives to open a space for this idea and bring into focus the need for, and peril of stressing these skills in schools as a pathway toward immediate post-secondary employment.

Ramona R. Santa Maria (santamrr@buffalostate.edu), Buffalo State College

Being socially inclusive and globally aware: Purpose of ICT use by Ukrainian high school students

Information and communication technologies (ICT) provide opportunities for development and social inclusion. This study investigated the intentions of high school students (n=122) from Ukraine, a developing country, to be informed, socially inclusive, and globally aware. Specifically, exploring students' use of computers at school and out of school. The quantitative analysis indicated that the majority of students access the Internet out of school for the purpose of academic and information search, socialization, and entertainment. Additionally, significant differences between the purpose of use of the computer at school and out of school were identified. Educational implications are discussed.

Mariya Yukhymenko (4ganga@gmail.com), University of Connecticut
Scott Brown, University of Connecticut

1.4 Individual Paper Session — Nutmeg D
Development and Training of Teachers of Mathematics

Session Chair: Darshanand Ramdass (dramdass@gc.cuny.edu), The Graduate Center of the City University of New York
Session Discussant: Rochelle Michel (rmichel@ets.org), Educational Testing Service

The New York City Teaching Fellows Program: A Case Study in Alternative Certification in Mathematics

The purpose of this study is to understand the mathematical content knowledge new teachers have before and after taking a mathematics methods course in the New York City Teaching Fellows program. Further, the purpose is to understand attitudes toward mathematics Teaching Fellows have over the course of the semester. Findings revealed a significant increase in mathematical content knowledge and positive attitudes toward mathematics. Relationships were found between attitudes and self-efficacy. Finally, Teaching Fellows found that classroom management was the biggest issue in their teaching, and that problem solving and numeracy were the most important topics addressed in the methods course.

Brian Evans (bevans@pace.edu), Pace University

The Investigation of Measurement Properties in Low-Stakes Cross-District Interim Mathematics Assessments

Assessment design within a professional development program can be very challenging. It can be equally difficult to create a reliable test without sacrificing content validity. When stakes are low, interpretation of the assessment results may be influenced by student motivation and effort, or by "teaching to the test". This paper will describe results from three years of quarterly mathematics assessments given to 6th grade students in a consortium of four school districts, as part of a program designed to provide teacher professional development and improve student achievement in math and science.

Jonathan Steinberg (jsteinberg@ets.org), Educational Testing Service
Caroline Wylie, Educational Testing Service
Dawn Leusner, Educational Testing Service

The Effect of School-Based Math Coaching Programs on Urban Elementary Mathematics Teachers

This paper reports on two classroom interventions by math coaches to determine the effects of professional development on teachers' discussion techniques and uses of manipulative materials. The coaches conducted workshops at grade level meetings, modeled lessons and co-taught lessons with the teachers. Results indicated that discussion techniques and manipulative use by teachers increased, and student learning, in general, also increased.

Joan Kokoska (jkokoska2003@yahoo.com), William Paterson University
Meredith Parmelee, William Paterson University

Assessing Mathematical Knowledge for Teaching: An Examination of the Learning Mathematics for Teaching Instrument

This study proposes to examine the factor structure of the Learning Mathematics for Teaching (LMT) instrument when used with undergraduate pre-service teachers. While the one factor and three factor models identified for in-service teachers did not fit when examined with pre-service teachers, there is reason to believe that a bi-factor model, which specifies all items to load on a general "math ability" factor and subsets of items to load onto a content specific factor, may be more appropriate. Identifying adequate fit of the bi-factor model for LMT data provided by pre-service teachers will allow for the interpretation of test scores.

Javarro Russell (russe2ja@jmu.edu), James Madison University
Robin Anderson, James Madison University
Joshua Goodman, James Madison University
LouAnn Lovin, James Madison University

1.5 Individual Paper Session — Hartford Room
Student Characteristics and Perceptions in the Post-Secondary Setting

Session Chair: Kelly Godfrey (kgodfrey@collegeboard.org), The College Board
Session Discussant: To Be Announced (contact the 2009 planning team at neramembers@gmail.com for more information)

Development of A Classification System for Engineering Student Characteristics Affecting College Enrollment and Retention

In engineering education, a considerable amount of research effort has been dedicated to study the impacts of student characteristics on their college enrollment, major selection, and college retention. Characteristics that are significantly correlated with the success of engineering education have been identified. However, there exists no universally agreed upon standardized categorical classification system of engineering student characteristics in the current literature. Different researchers tend to focus on specific characteristics within the scope of their own research interests. In this paper, a comprehensive review and analysis of the existing research on the measurement of the characteristics of engineering students is presented. Review of the literature is organized around the following measurement questions: 1) What engineering student characteristics have been measured? 2) What research questions regarding the impact of student

characteristics on their educational outcomes have been answered? 3) What measurement and analysis methods have been applied in these studies? Based on the answers to these questions, a generalizable classification system for engineering student characteristics has been proposed. Not only can this classification system be applied retrospectively to review previous studies, but also, it can provide guidelines for future research in measurement of engineering student characteristics.

Qing Li (qing.li@uconn.edu), University of Connecticut

The Effect of College Student Demographic Variables on Teacher Enmeshment

Interactions with teachers in college have been linked with greater achievement. This study measures the presence of teacher enmeshment, or strong attachments with teachers, in college students from different demographic groups. Race/ethnicity, gender, major, and year in college are examined. All variables except for year in college affected student responses on individual items.

Mark Walzer (msw014@bucknell.edu), Bucknell University
Katharyn Nottis, Bucknell University

Five years of Senior Survey Data at a Master's Comprehensive Institution in Western Massachusetts

Measuring student satisfaction can guide program development and strategies to enhance the student experience, leading to higher retention. By viewing higher education in terms of consumable good, research analyzing student satisfaction can be viewed through the lens of a standard disconfirmation model. Five years of data from a survey of graduating seniors at a comprehensive Master's college in Western Massachusetts is analyzed for changes over time and among the three different schools at this college. This survey instrument covers topics such as perceived impact of the college on aspects of self- and academic-development, academic advising, and non-academic experiences.

Tyler Boone (tylergboone@gmail.com), Western New England College

1.6 Symposium — Rocky Hill Room
Symposium on Special Education and Rehabilitation Research (Part I)

Symposium Coordinator: Barbara Helms (bjhelms@gmail.com), Education Development Center, Inc.
Session Chair: Barbara Helms (bjhelms@gmail.com), Education Development Center, Inc.
Session Discussant: Dianne Zager (dzager@pace.edu), Pace University

The Symposium on Special Education and Rehabilitation Research is an annual session devoted to research relative to both adults and students with disabilities. This year's session includes a report of results of a study of state assessment instruments used to assess students with the most significant cognitive disabilities, an examination of mathematics abilities of high functioning students with autism and students with nonverbal learning disabilities and a study of educators' perceptions of their self-efficiency in working with children with autism. The fourth paper in the session addresses university students' attitudes toward individuals with exceptionalities and inclusive practices using a mixed-methods research design. The final presentation reports the results of a multi-year study that explored Native Americans with disabilities from four Eastern tribes.

A Review and Comparison of Various States' Alternate Assessments for Students with the Most Significant Cognitive Disabilities

Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania
Amanda Dabashinsky, Blue Mountain School District, PA

Mathematical Ability in Individuals with High Functioning Autism/Asperger's Disorder and Non-Verbal Learning Disabilities

Jeffrey Barrett Donaldson, Pace University
Dianne Zager, Pace University

A Study of Educators' Perceptions of Their Self-Efficacy in Autism

Christine Emmons (christine.emmons@Yale.edu), Yale University
Dianne Zager, Pace University

Inclusive Attitudes: Mixed Methods Research

Sheila Jones (sjones@bloomu.edu), Bloomsburg University of Pennsylvania
James Krause, Bloomsburg University of Pennsylvania
Wiliam Obiozor, Bloomsburg University of Pennsylvania
Angela Pang, Bloomsburg University of Pennsylvania
Deborah Stryker, Bloomsburg University of Pennsylvania
Maureen Walsh, Bloomsburg University of Pennsylvania
Barbara Wert, Bloomsburg University of Pennsylvania
Barbara Wilson, Bloomsburg University of Pennsylvania
Walter Zilz, Bloomsburg University of Pennsylvania
Eileen Astor-Stetson, Bloomsburg University of Pennsylvania

Final Results of a Community Needs Assessment of Native Americans with Disabilities from Four Eastern Tribes and Follow-up Study

Chung-Fan Ni (Fran_033@yahoo.com), Western Oregon University
Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation NIDRR Research Project
Valerie Ellien, Mashantucket Pequot Tribal Nation NIDRR Research Project
Corinne Harrington, Mashantucket Pequot Tribal Nation NIDRR Research Project
Diane Liebert, DLE Associates

1.7 Individual Paper Session — Salon I
Issues in Assessment I

Session Chair: Benjamin Kelcey (bkelcey@umich.edu), Wayne State University
Session Discussant: Joshua Goodman (goodmajt@jmu.edu), James Madison University

Comparison of Measurement Precision in a Multi-stage Adaptive Test

Multi-stage adaptive testing (MST) is a computer-based test design that uses sets of items as the building blocks for a test. The purpose of this simulation study is to compare the measurement precision of different MST designs using true and observed ability estimates in the context of a large-scale assessment administered to adult learners in a Northeastern state. One of our findings is that the six-stage test associated with greater adaptivity results in lower standard error of measurement and hence greater measurement precision than the three-stage test. The sample distribution does not significantly impact the accuracy of ability estimation.

Yu Meng (ymeng@educ.umass.edu), University of Massachusetts Amherst
April Zenisky, University of Massachusetts Amherst

Evaluating a New Essay Item on an AP Exam Using Subgroup Analyses and Mixture Modeling

In addition to multiple-choice items, large-scale testing programs often include constructed response (CR) items to assess performance (e.g., Lane & Stone, 2006). Although guidelines for developing CR items are readily available (e.g., Hogan & Murphy, 2006), the procedure for evaluating the psychometric quality of CR item scores is less well-established. The purpose of the study is to demonstrate how one could approach evaluation and validation of test design and psychometric quality when tests include CR items, using real AP exam data. The results will be presented and the implications for testing practitioners working with CR items will be discussed.

Pamela Kaliski (pamela.kaliski@gmail.com), The College Board
Rosemary Reshetar, The College Board

A Framework for the Design and Evaluation of Large Scale Assessments with Constructed Response Items

Performance assessments which include tasks that are not selected response format have grown in popularity and many large scale testing programs are entirely or partially performance based. The purpose of this paper is to provide a framework for the design and evaluation of assessments that include performance based items, in particular constructed response items. The intent is to integrate research and best practice recommendations with practical experience gained during work over the past few years with the current Advanced Placement Program® (AP®) and the AP Course and Exam Review.

Rosemary Reshetar (rreshetar@collegeboard.org), The College Board
Pamela Kaliski, The College Board

Examination of Extended Time Accommodation in Standardized Testing

This study examined the effects of taking the Massachusetts Adult Proficiency Test for Math 5 (MAPT) under timed and untimed conditions. I found significant correlations between MAPT scores and GPA among participants in the timed condition implying that a timed test may be more indicative of scholarly achievement than an untimed test. I reran these analyses separately for learning disabled participants and non-disabled participants. Among learning disabled participants, there was no longer a relationship between MAPT scores and GPA in the timed condition, indicating that standardized tests may not be valid indicators of academic success among students with learning disabilities.

Katrina Crotts (kcrotts9074@wsc.ma.edu), Westfield State College
Joseph Camilleri, Westfield State College
Lynn Shelley, Westfield State College

1.8 Working Group Session	Connecticut Room

Building Blocks of Student Engagement: Implications for Educational Leadership

Working Group Coordinator: Suzanne D'Annolfo (dannolfo@hartford.edu), University of Hartford
Session Chair: Dianna Roberge (droberge-wentzell@swindsor.k12.ct.us), University of Hartford

Building Blocks of Student Engagement, based on how the brain learns, refers to a structure put into place in four different secondary schools representing urban, suburban, and rural settings over the past several years. Representatives of this working group session will engage in professional discourse around the implementation, keys to success, outcomes and implications for educational leadership in the process.

Suzanne D'Annolfo (dannolfo@hartford.edu), University of Hartford
Robert Lindgren, Litchfield Public Schools
Caryn Stedman, Metropolitan Learning Center Interdistrict Magnet School for Global and International Studies
Jeffrey Schumann, Newington Public Schools
Brian Benigni, Catherine McGee Middle School, Berlin Public Schools

Concurrent Session 2

2.1 Individual Paper Session — Salon A
Helping Teachers to Improve Teaching

Session Chair: Lisa Keller (lkeller@educ.umass.edu), University of Massachusetts Amherst
Session Discussant: Steven Melnick (sam7@psu.edu), Penn State University at Harrisburg

Elementary, Middle, and High School Teachers Understanding and Use of Formative Assessment Strategies
High stakes summative assessments do not recognize gaps in understanding that occur along the way; formative assessments, however, are designed to do just that. Stiggins (2002) states, in order for students to meet with success, teachers must repond to students misunderstandings as they arise. A survey was designed to investigate the following questions: How do elementary, middle, and high school teachers describe formative assessment? To what extent do these teachers feel they are able to implement formative assessment strategies in their classrooms? What differences exist in the ways these teachers describe and use formative assessment?
Caroline Frey (cafrey@cox.net), Johnson & Wales University
Ralph Jasparro, Johnson & Wales University

Formative Assessment: How Much are Teachers Really Doing?
Often in discussions with teachers or administrators the question is asked, "Isn't formative assessment just part of good instruction?" The data presented in this paper seeks to contribute to this conversation. Approximately 30 teachers who had not yet participated in formative assessment professional development were observed teaching for up to two hours, in most instances spanning at least two distinct lessons. Two separate protocols were used: the CLASS protocol focused on general instructional quality and a formative assessment focused protocol. Results suggest that in fact these teachers, even the best teachers, used very little formative assessment in daily instruction.
Caroline Wylie (ecwylie@ets.org), Educational Testing Service
Christine Lyon, Educational Testing Service

Establishing a Professional Learning Community in a High School Setting
Over the years, the school has been perceived as a place where adults conduct their work in isolation, rarely collaborating or conferring about their students and teaching practices. Such practice falls short of optimizing students' learning. Thus, it is imperative to transform schools into learning communities where both adults and students are engaged in serious scholarship. Steps to establish and evaluate PLC are proposed. Results indicated some resistance from veteran teachers with respect to the emerging the PLC model, yet there was a positive response with regard to teacher collaboration.
Sean Elbousty (elbousty@yahoo.com), Lynn Public Schools
Kirstin Bratt, Penn State University Park

The Influence of Occasions on the Reliability of Classroom Observations: An Application of Multivariate Generalizability Theory
Classroom observations occur in complex, naturalist settings with little control over the events that transpire during an observational period. Consequently, scores derived from classroom observations are subject to multiple sources of measurement error. This paper evaluates the influence of occasion of observation on the reliability of classroom observations. Data from the Classroom Assessment Scoring System will be analyzed using multivariate generalizability theory. This method of analysis allows reliability to be evaluated within each domain as well for a composite score representing all domains.
Patrick Meyer (meyerjp@virginia.edu), University of Virginia
Anne Henry, University of Virginia
Andrew Mashburn, University of Virginia

2.2 Symposium — Salon B
Research on College Board Assessments

Symposium Coordinator: Thanos Patelis (tpatelis@collegeboard.org), The College Board
Session Chair: Thanos Patelis (tpatelis@collegeboard.org), The College Board
Session Discussant: Pamela Kaliski (pamela.kaliski@gmail.com), The College Board

Much research is undertaken on and using College Board assessments. This session will share some specific studies involving the SAT, AP, PSAT/NMSQT, and ACCUPLACER. The first two presentations involve research undertaken on the SAT and AP. The third presentation involves examining the relationship of a state high school test with the AP, PSAT/NMSQT, and SAT. The fourth presentation examines differential item functioning for ACCUPLACER, a computer adaptive placement test. Finally, the discussant will comment on the work and integrate these into the overall research goals of the College Board.

The Growth in Test Scores of English Language Learners
Jun Li (jli@collegeboard.org), The College Board
Andrew Wiley, The College Board

Overview of Current Research on AP
Carol Barry (barrycl@jmu.edu), James Madison University
Rosemary Reshetar, The College Board

The Empirical Relationship of a State High School Test and College Board Assessments
Jing Feng (fengjing@gmail.com), Fordham University
Kelly Godfrey, The College Board
Thanos Patelis, The College Board

The Use of College Board Assessments in Evaluating Educational Initiatives
Li Hao (lhao@collegeboard.org), Fordham University
Hui Deng, The College Board
Thanos Patelis, The College Board

2.3 Individual Paper Session — Salon C
Policy Issues in Education

Session Chair: Bridget Thomas (bthomas5@gmu.edu), George Mason University
Session Discussant: Diana LaRocco (dlarocco@hartford.edu), University of Hartford

Perceptions of CT K-12 Public School Board Members of Attended Training Programs
An exploratory quantitative study which investigated the perceptions of Connecticut's K-12 board of education members to training programs they attended is the topic for the paper session. Using Bolman and Deal's (1997) organizational frames as the conceptual framework, attention focused on perceived impact regarding training benefits at addressing district structural, political, human resource, and symbolic issues as well as board actions to promote student achievement. The study's methodology involved a researcher-developed self report three-part questionnaire which included demographic information, training topics cued with the organizational frames, and open-ended responses.
Louise Polistena-D'Agosto (louise15@comcast.net), University of Hartford

Ways in which Postsecondary Institutions are Structured to Promote, Develop, Receive, and Acknowledge External Funding
Respondents identified offices in their institutions that were responsible for soliciting, obtaining, and managing external funding. There were differences between the colleges on roles and responsibilities, institutional structure, fiscal reporting, management of specific grants programs, and communication and collaboration between offices that were engaged in activities related to external funding. It was found that college offices conducted overlapping activities. The researchers concluded that postsecondary institutions should assign discrete responsibility to specific staff for tasks related to external funding, and that clear communication between different offices within institutions is necessary for effective functioning.
Elizabeth Gittman (egittman@nyc.rr.com), Nassau Community College
Mary Mirabito, Nassau Community College

Partnering among Schools and Communities in Rural New York State: The Case of Universal Pre-Kindergarten
Schools and communities are inextricably linked and increased academic and economic pressures create the conditions for schools and communities to form partnerships. The Universal Pre-Kindergarten policy in New York State requires schools to subcontract at least 10% of the state grant to a community-based organization. In this context and using data from five case studies, this work explores (1) how rural school districts respond to the partnership aspect of the policy and (2) how educational leaders characterize the influences on their decision-making process. This work is essential to educational administrators, policy-makers, and researchers involved in school-community partnerships and UPK programs.
Hope Casto (hgc5@cornell.edu), Cornell University

Does the Principal's Content Area Background Impact Student Achievement?
A shortage of qualified candidates for the principal position amplifies the need to identify the traits of effective leadership to help close the achievement gap. Does the content-area background of principals impact student achievement? A quantitative study of forty-five middle school principals grounds its conclusions based on 5 years of achievement data from Connecticut's state-level assessments mandated by NCLB. Student achievement was substantially lower for principals certified in traditional academic content areas when compared to student performance data associated with principals certified in specialty areas noted for interpersonal skills. The findings have implications for strategies in identifying effective school leaders.
Tod Kenney (tod.kenney@comcast.net), Central Connecticut State University

Beyond Bloom: A Broader Understanding of Educational and Developmental Outcomes
In order to develop and understand the outcomes for any educational program, several frameworks help to outline the possible levels at which students may be affected. Most noteworthy among these is Bloom's (1994) taxonomy, along with it's various revised versions. However, Bloom's taxonomy may fail to capture all of the outcomes of some programs, due to its focus on knowledge-based domains. This paper presents Kirkpatrick's (1979) framework, designed to assess training programs, and applies it to a student affairs and traditional educational program as an exercise in expanding the understanding of student outcomes.
Ross Markle (rossmarkle@gmail.com), James Madison University

2.4 Individual Paper Session　　　　　　　**Hartford Room**
Pre-K and Elementary Education
Session Chair: Norma Sinclair (norma.sinclair@ct.gov), Connecticut State Department of Education
Session Discussant: Lynn Shelley (lshelley@wsc.ma.edu), Westfield State College

The Effectiveness of Imagery Interventions on the Vocabulary Learning of Second Grade Students
This study investigated the impact of imagery interventions on the vocabulary acquisition abilities of second grade students. Participants were randomly assigned to three different conditions: word only, dual coding, and image creation. Students were measured on the amount of words they successfully acquired. While no significance was shown between the interventions across word categories, a significant difference was found between the image creation and word only interventions within the science terms category. Students reported that the imagery interventions facilitated the ease with which they learned the words. This has implications as to the successful presentation of vocabulary in the classroom.
Marisa Cohen (marisatcohen@gmail.com), The Graduate Center of the City University of New York

When Does Warmness Become Warmth? An Investigation of Children's Vocabulary Acquisition Through Their Writing
This study compared third and fifth graders in their oral and written use of morphologically complex words and examined how morphological awareness predicted the use of morphologically complex words in written narratives. Sixty-nine students were administered tests of morphological awareness, phonological awareness, spelling, and vocabulary. Additionally, participants composed oral and written narratives based on picture prompts. Fifth graders used more morphologically complex words than third graders, and children used more morphologically complex words orally than in writing. As a set, the literacy assessments predicted the use of morphologically complex words, but no predictors were unique. Educational implications are discussed.
Brooke Magnus (brooke.magnus@gmail.com), University of Massachusetts Amherst
Katherine Binder, Mount Holyoke College

The Reliability and Validity of the Social Skills Improvement System for Head Start Students
The Social Skills Improvement System (SSiS; Gresham & Elliot, 2008) is an update to the Social Skills Rating System (Gresham & Ellliot, 1990) for measuring social skill and problem behaviors. A key enhancement of the SSiS is its expanded use for students aged 3 to 5. Given its intended use for this age group, an exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed to test the reliability and validity for Head Start children. Results are varied with EFA providing evidence of reliability and validity but CFA suggesting an overall lack of convergent validity. Implications of these discrepancies are discussed.
Jason Bryer (jason@bryer.org), State University of New York at Albany

Assessing the Effects of Early Entry to Head Start Using Propensity Score Analysis
The issue of what age at-risk students should enter Head Start is hotly debated. This study uses propensity score analysis (PSA) to compare students in an upstate New York Head Start Program from 2002 through 2008 who received one year versus two years of program instruction. Overall results suggest that students who received two-years of instruction outperformed their one-year counterparts in literacy, $t(495)=-2.43$, and mathematics, $t(818)=-4.08$, but there is no overall effect for social skills $t(823)=-1.41$. PSA assessment plots provide insight into specific subgroup effects and the implications for future research are discussed.
Jason Bryer (jason@bryer.org), State University of New York at Albany
Bethany Ochal, State University of New York at Albany
Kimberly Wescott, State University of New York at Albany

Relationship between Education Intensity and Extending the Academic Benefits of Attending Preschool
This study explored whether the positive effect of prekindergarten attendance on academic achievement might be strengthened through

policies and practices which provide a more intense educational experience to children in kindergarten and grade 1. Intensity of education was considered to be a combination of intensity of time allocated to learning and intensity of instruction in the classroom. HLM regression analysis found few relationships between experiencing education intensity and achievement, with or without prekindergarten attendance. Further, most of the statistically significant relationships found indicated that experience of education intensity actually predicted lower gains in achievement in kindergarten and grade 1.
Reva Fish (fishrm@buffalostate.edu), State University of New York at Buffalo

2.5 Symposium — Rocky Hill Room
Symposium on Special Education and Rehabilitation Research (Part II)

Symposium Coordinator: Barbara Helms (bjhelms@gmail.com), Education Development Center, Inc.
Session Chair: Barbara Helms (bjhelms@gmail.com), Education Development Center, Inc.
Session Discussant: Dianne Zager (dzager@pace.edu), Pace University

The Symposium on Special Education and Rehabilitation Research is an annual session devoted to research relative to both adults and students with disabilities. This year's session includes a report of results of a study of state assessment instruments used to assess students with the most significant cognitive disabilities, an examination of mathematics abilities of high functioning students with autism and students with nonverbal learning disabilities and a study of educators' perceptions of their self-efficiency in working with children with autism. The fourth paper in the session addresses university students' attitudes toward individuals with exceptionalities and inclusive practices using a mixed-methods research design. The final presentation reports the results of a multi-year study that explored Native Americans with disabilities from four Eastern tribes.

A Review and Comparison of Various States' Alternate Assessments for Students with the Most Significant Cognitive Disabilities
Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania
Amanda Dabashinsky, Blue Mountain School District, PA

Mathematical Ability in Individuals with High Functioning Autism/Asperger's Disorder and Non-Verbal Learning Disabilities
Jeffrey Barrett Donaldson, Pace University
Dianne Zager, Pace University

A Study of Educators' Perceptions of Their Self-Efficacy in Autism
Christine Emmons (christine.emmons@Yale.edu), Yale University
Dianne Zager, Pace University

Inclusive Attitudes: Mixed Methods Research
Sheila Jones (sjones@bloomu.edu), Bloomsburg University of Pennsylvania
James Krause, Bloomsburg University of Pennsylvania
Wiliam Obiozor, Bloomsburg University of Pennsylvania
Angela Pang, Bloomsburg University of Pennsylvania
Deborah Stryker, Bloomsburg University of Pennsylvania
Maureen Walsh, Bloomsburg University of Pennsylvania
Barbara Wert, Bloomsburg University of Pennsylvania
Barbara Wilson, Bloomsburg University of Pennsylvania
Walter Zilz, Bloomsburg University of Pennsylvania
Eileen Astor-Stetson, Bloomsburg University of Pennsylvania

Final Results of a Community Needs Assessment of Native Americans with Disabilities from Four Eastern Tribes and Follow-up Study
Chung-Fan Ni (Fran_033@yahoo.com), Western Oregon University
Felicia Wilkins-Turner, Mashantucket Pequot Tribal Nation NIDRR Research Project
Valerie Ellien, Mashantucket Pequot Tribal Nation NIDRR Research Project
Corinne Harrington, Mashantucket Pequot Tribal Nation NIDRR Research Project
Diane Liebert, DLE Associates

2.6 Individual Paper Session — Salon I
Issues in Assessment II

Session Chair: April Zenisky (azenisky@educ.umass.edu), University of Massachusetts Amherst
Session Discussant: Susan Loomis (susan.loomis@ed.gov),

Exploring an Argument-Based Approach to Validation with the CMT/CAPT Skills Checklist
As state-level testing programs continue to grow, the challenge of validation does not wane. Though a decade has passed since the 1999 Joint Standards for Educational and Psychological Testing set out a call for the organization of validity evidence into validity arguments, practical examples of such arguments are not readily available for the research community. The purpose of this paper is to review the development a validity argument for the Connecticut Mastery Test/Connecticut Academic Performance Test (CMT/CAPT) Skills Checklist and to examine emerging findings from studies designed to support that argument.
Jessica Goldstein (jessica.goldstein@uconn.edu), University of Connecticut
Peter Behuniak, University of Connecticut

Evaluating the Comparability of Paper and Computer-Based Math and Science Tests: A Multi-Group Confirmatory Analysis
As access and reliance on technology continues to increase, so does the use of computerized testing for admissions, licensure/certification, and K-12 statewide accountability exams. Nonetheless, full CBT implementation at the statewide level is difficult due to limited resources in some schools. As a result, some states offer both CBT and PBT administration formats. In this study we investigated the structural invariance, comparability, of computer based and paper based administrations of a large-scale statewide Grade 10 science test using multi-group confirmatory factor analysis. The results suggest partial measurement invariance across the two administration types.
Leah Kaira (lkaira@educ.umass.edu), University of Massachusetts Amherst
Jennifer Randall, University of Massachusetts Amherst
Stephen Sireci, University of Massachusetts Amherst

Connecticut's Conundrum: How to Assess Young Children for Accountability Purposes
In 2006, the Connecticut legislature mandated a state-wide kindergarten assessment to provide data on children's skills as they enter kindergarten. The State Department of Education developed a teacher observation tool rather than conducting direct assessments of children. Results are reported each year using the Results-Based Accountability framework to track changes in the school readiness of children across the state. Preliminary analyses of the reliability and validity of using the results for the stated purpose are presented.
Karen Addesso (karen.addesso@ct.gov), Connecticut State Department of Education
Carlota Schechter, Connecticut Department of Higher Education

Do States Inadvertently Encourage "Teaching to the Test"?
This research determines to what extent states encourage "teaching to the test" by providing practice test items that mirror state assessments. State department of education websites were browsed to determine if the information they provided about standards-based assessments encourage inappropriate test preparation. We proposed a framework for categorizing various test preparation practices and used them to describe the practices of teachers in one district. Results show that many state websites provide inappropriate test preparation material, and teachers employ a wide range of test preparation practices. We also offered recommendations for state practices to encourage appropriate test preparation.
Melissa Eastwood (meastw06@gmail.com), University of Connecticut
Megan Welsh, University of Connecticut

2.7 Individual Paper Session	Salon II
Focus on Pre-service and Novice Teachers	

Session Chair: Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University
Session Discussant: Tom Masters (tmasters@pace.edu), Pace University

Predicting Success in Teacher Certification Testing: The Role of Academic Help-Seeking
The present study has introduced a valid and reliable measure to identify the help-seeking behaviors of preservice teachers, who are at risk for failure of state certification examinations, through use of a scale adapted to the arena of teacher education. In the past, self-report measures of help-seeking behavior patterns has been problematic due to scales with limited reliability (Pajares, Cheong, & Oberman, 2004) and no help-seeking scales were designed for use in teacher education. The PTHSS proved to be a more reliable assessment of preservice teachers' use of this important self-regulatory strategy to pass state certification exams.
Marie White (Marie.White@nyack.edu), Nyack College

Effects of an In-service Education Program on the Professional Development of Turkish EFL Teachers: Efficacy and Classroom Practice
This study investigated the impact of an in-service teacher education program on EFL teacher's a) teacher efficacy, and b) their observed practice of Communicative Language Teaching (CLT). Data came from a) Teachers' Background Questionnaire, b) English Teachers' Sense of Efficacy Scale (ESTES) (Chacon, 2005), and c) Communicative Orientation of Language Teaching (COLT): Observation Scheme (Spada & Frönlich, 1995). 50 Turkish EFL teachers working in eight schools responded to the questionnaires while 20 of them were observed. The findings indicated that after the in-service teacher education program, the teachers not only improved their practice of CLT but also became more efficacious.
Deniz Ortactepe (denizortactepe@yahoo.com), State University of New York at Albany

Pre-Service Teacher Anxiety throughout Teaching Practicum
This study aims to find out the anxiety level of pre-service teachers at Anadolu University Faculty of Education before and after the practicum placement. For this aim, a Student Teacher Anxiety Scale (STAS) were administered before and after the practicum to 403 and 348 teacher candidates respectively. The results of the quantitative analyses revealed that the participants were moderately anxious about the items in the scale in both administrations. Further analysis showed that there was a significant decrease in the anxiety levels throughout the teaching experience. The findings are discussed along with the teacher education research and the relevant context.
Ali Merc (amerc@anadolu.edu.tr), Anadolu University

Pre-service EFL Teachers' Awareness of Their Own Classroom Actions in Teaching Practice
The purpose of this study is to identify whether the Turkish pre-service EFL teachers reflect a solidly grounded methodological knowledge on their classroom actions or not, while they are teaching as a requirement of their teaching practice course. The participants of the study were ten pre-service EFL teachers. The data of the study were collected through non-judgmental classroom observations and interview sessions made based on those observations. The results of the study indicated that pre-service EFL teachers were not aware of the rationale of more than half of their own classroom actions during teaching practice.
Ozgur Yildirim (oyildirim@anadolu.edu.tr), Anadolu University

Parallel Reflections: The Process of Co-Constructing Meaning
This session will present results of a study conducted by four teacher educators, representing four different education disciplines, seeking to understand the learning potential of reflection. The purpose was to analyze how preservice and practicing teacher reflections influence teacher educator reflections about the learning dynamics within a course. Narrative and document data collection methods and qualitative analysis strategies were used. Findings included an understanding of how a spiraling collection of student reflections shaped teacher educators' awareness of their students' meaning-making process. A parallel reflection model emerged from the data and will be shared at this session.
Martha Strickland (mjs51@psu.edu), Penn State University at Harrisburg
Janet Keat, Penn State University at Harrisburg
Jane Wilburne, Penn State University at Harrisburg
Beatrice Adera, Penn State University at Harrisburg

Thursday

Thursday Highlights

Past Presidents Session
Strategies for Writing and Dissemination: Publishing is Not Rocket Science, You CAN Do It
Salon A, 8:30 am – 10:00 am
Presenters: Sharon Cramer, Kurt Geisinger, Kristen Huff, David Moss, Steve Sireci

The NERA Poster Session
Nutmeg Ballroom, 10:15 am – 11:15 am
A NERA tradition! Coffee will be available during the session.

Keynote by George Pruitt
Grand Ballroom, 11:30 am – 12:30 pm
Dr. George A. Pruitt has been the President of Thomas Edison State College since 1982. Dr. Pruitt is Past Chairman, and a Member of the Mercer County Chamber of Commerce Board of Directors. He sits on the Board of Directors of Sun National Bank; the Board of Trustees of Rider University; and the Board of Trustees of The Union Institute and University. He is the Chairman of Structured Employment Economic Development Corporation (SEEDCO); Chairman, Capital City Partnership, Inc.; Member, New Jersey Association of State Colleges and Universities (NJASCU); Member of the Robert Wood Johnson Foundation Nurses in the Boardroom National Advisory Committee; and Member, Board of Directors, American Association of State Colleges and Universities (AASCU), Washington, DC. He has consulted widely in business and government, as well as within the higher education community. He has served in an advisory capacity to four Secretaries of Education under three Presidents of both parties.

Lunch and Awards
Grand Ballroom, 12:30 am – 1:30 pm
Open to all conference attendees. Individuals who wish to participate in the lunch held in conjunction with the award ceremony must be staying at the hotel on Wednesday night or must purchase a meal ticket. See the NERA registration desk for details.

In-Conference Professional Development: Classifying Persons into Groups: An Introduction to Mixture Modeling and Considerations for Applied Practice
Salon A, 2:00 – 3:30
Mixture models are increasingly being used in education and psychology to classify persons into unobserved groups (also known as latent classes) based on their values on a set of variables. Although mixture modeling can be used with a wide variety of data, this session will focus specifically on the use of mixture modeling with cross-sectional continuous data. The similarities and differences between mixture modeling and other statistical techniques used for classification, such as cluster analysis and latent profile analysis, will be described.

The process of fitting mixture models using the Mplus software will be discussed, with particular attention paid to issues in model specification, estimation and fit. Additionally, issues that need to be considered in the applied use of these models will be reviewed. Specifically, participants will be alerted to the potential of finding interesting, but not meaningful or "real" classes and the debate surrounding the inclusion of covariates and outcomes in the model.
Presenter: Dena Pastor, Ph.D.
Dr. Dena A. Pastor has a dual appointment at James Madison University (JMU) as an Associate Professor in the Department of Graduate Psychology and as an Associate Assessment Specialist in the Center for Assessment and Research Studies. She received her doctoral degree in quantitative methods from the University of Texas in Austin in 2001 and has been teaching courses in measurement and statistics at JMU for over seven years. Her research typically involves the application of latent variable modeling to the study of college student learning and development.

Graduate Student Issues Committee Special Session: Professional Perspectives on the Future of Educational Research
Salon A, 5:30 pm – 6:45 pm
The Graduate Student Issues Committee is excited to host a dialogue on the future of educational research. Panelist from diverse areas of educational research will discuss their perspectives and provide personal advice for current graduate students. Specifically, panelist will share their insight on the progress of the field and what they have learned thus far. They will also be asked to discuss the hypothetical question: "if you were in graduate school now, what would you be learning and what skills would you try to develop?" Additional questions will be collected from graduate students by the GSIC for the panelist to respond to. *Panelists: Judy Robb, University of New Hampshire; John Young, Educational Testing Service; and April Zenisky, University of Massachusetts at Amherst. Although this session is directed at a graduate student audience, the session is open to all conference attendees.*

Dinner, Presidential Address, and Awards
Grand Ballroom, 7:00 pm – 8:30 pm
Open to all conference attendees. Individuals who wish to participate in the dinner held in conjunction with the award ceremony must be staying at the hotel on Thursday night or must purchase a meal ticket. See the NERA registration desk for details.

President's Reception in Honor of NERA's 40th Birthday
Nutmeg Ballroom, 8:30 pm – 10:30 pm
Featuring the Glamour Girls! Limited drink tickets available.
Open to all conference attendees.

Concurrent Session 3

3.1 Special Session — Salon A
Strategies for Writing and Dissemination: Publishing is not rocket science, you CAN do it

Come join NERA leadership for an innovative panel-based discussion of writing and publishing. Panel members are all Past-Presidents of NERA, and each have a rich and successful history in writing and publishing educational research: Sharon Cramer, Kurt Geisinger, David Moss, and Steve Sireci. NERA's current President, Kristen Huff, will pose questions to each Panel member, and encourage discussion among Panel members and the audience regarding writing about educational research and disseminating our work.

Sharon Cramer (cramersf@buffalostate.edu), Buffalo State College
Kurt Geisinger (kgeisinger2@unl.edu), University of Nebraska-Lincoln
Kristen Huff (khuff@collegeboard.org), The College Board
David Moss (david.moss@uconn.edu), University of Connecticut
Steve Sireci (sireci@acad.umass.edu), University of Massachusetts at Amherst

3.2 Symposium — Salon B
An Examination through Exploratory and Confirmatory Factor Analyses of a Leadership Survey for Secondary Level Students

Symposium Coordinator: Mary Yakimowski (mary.yakimowski@uconn.edu), University of Connecticut
Session Chair: Mary Yakimowski (mary.yakimowski@uconn.edu), University of Connecticut
Session Discussant: Faith Connolly (faith.connolly@naviance.com), Naviance

Collaborative Alternative Magnet School for Leadership, a middle and high school leadership interdistrict magnet school administered by the regional Area Cooperative Educational Services, administers a survey as part of its national funded program evaluation. In development of the survey, individuals attempted to examine content validity by aligning the survey statements with literature (e.g., Aspects of Character in Connecticut's Common Core of Learning) from the CSDE. This presentation offers how the survey will be used as part of its program evaluation, in addition to exploratory and confiratory factor analyses results and a critique of these methods. The session concludes about lessons learned.

Introducing the CAMS Evaluation and Examining CAMS Student Survey
Mary Yakimowski, University of Connecticut

CAMS Student Survey: An Exploratory Factor Analysis
Lukas Kailimang, University of Connecticut
Wei Xia, University of Connecticut
Mary Yakimowski, University of Connecticut

CAMS Student Survey: A Confirmatory Factor
Wei Xia (adashxia@yahoo.com), University of Connecticut
Mary Yakimowski, University of Connecticut
Lukas Kailimang, University of Connecticut

A Comparison, Critique, and Implications
Mary Yakimowski (mary.yakimowski@uconn.edu), University of Connecticut
Wei Xia, University of Connecticut

3.3 Individual Paper Session — Salon C
Special Approaches to Education

Session Chair: Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania
Session Discussant: Katharyn Nottis (knottis@bucknell.edu), Bucknell University

Available Supports for for Students with Autism Spectrum Disorders in Public Schools
A national, self-administered web-based survey was used to determine the quality, quantity and types of supports that are made available to students with autism spectrum disorders in a variety of public school settings nationwide. Quantitative and qualitative analyses were conducted to determine the effects of the educational background and ongoing training and development activities and the personal and professional opinions and attitudes of educators on the supports available. Statistically and socially significant effects were found for a number of these characteristics. A need for increased and improved educator training in autism strategies was a prevalent theme throughout the data.
Cheryl Sandford (Cheryl.Sandford@fcps.edu), Fairfax County Public Schools, Virginia

Family-School Partnerships in Special Education: A Narrative Study of Parental Experiences
In the contemporary field of special education, family-school partnerships are the idealized relationship between the home and the school. This is based on the widely held assumption that when families are involved in a child's schooling, student outcomes will improve. This presentation explores the realities of fourteen families who have recent experience with the unfolding special education process. Interview data will be presented and participant narrative explored. Findings help answer the question of whether families-school partnerships for these families were rhetoric or reality.
Cara McDermott-Fasy (mcdermcb@bc.edu), Rhode Island College

Developing a Scale to Assess Self-Efficacy for Response to Intervention Practices in Schools
Response to Intervention (RTI) is an educational model required by the No Child Left Behind Act and the Individuals with Disabilities Education Act (IDEA). This multi-tiered approach integrates ongoing assessment of individual student progress with targeted instruction, a process previously reserved for students with special needs. Educators are required to use RTI to monitor all children, even those not identified for special services. Effective educators need training in selecting appropriate instruments and conducting accurate assessments. This presentation describes the development of a scale to measure self-efficacy of educators using RTI to better identify areas in which educators need additional support.
Susan Barnes (barnessk@jmu.edu), James Madison University
Melinda Burchard, James Madison University

Understanding Teachers' Concerns about Implementing RTI: Practical Implications for Educational Leaders
The Concerns Based Adoption Model (Hall & Hord 2006) is one tool educational leaders can use to understand the process of change and teachers' stage-related concerns when implementing innovations. This paper presents select findings from a comparative case study of two urban elementary schools in which changes in teachers' reports of their level of concern regarding implementation of response to intervention were examined over time. The Stages of Concern Questionnaire (SoC-Q; Hall & Hord, 2006) was administered to study participants twice: at the

beginning of the school year and at the end of the end of the school year.
Diana LaRocco (dlarocco@hartford.edu), University of Hartford
Perri Murdica, University of Hartford

3.4 Individual Paper Session Nutmeg D
Student Behavior in the Classroom and in the School
Session Chair: Stanley Jackson (sjackson@wsc.ma.edu), Westfield State College
Session Discussant: Jason Barr (jbarr@monmouth.edu), Monmouth University

Behavior Management: Practices and Perceptions of Educators in British Schools
This research seeks to explore policies and practices underpinning classroom organization and management in four urban schools in London, England. This study employs a comparative qualitative case study approach in exploring the relationship between classroom management practices and self-reported teacher perceptions in this area. Additionally, it investigates school-wide behavior management plans along with the contextual elements, such as school culture, which influence their implementation. Overall, results find that consistency, respect, and effective school leadership are essential elements of an environment that promotes both academic and social success, however data suggests that these notions were not commonly seen across the research sites. Many teachers favored reactive approaches to establish classroom control as opposed to proactively considering issues of planning and organization, including effective curriculum and transitions. Implications address comparative international perspectives, school culture, school wide behavior management plans, classroom organization and management, and need for rethinking what it means to be a professional educator.
Kelly Thompson (ThompsonKelly21@gmail.com), University of Connecticut
Heather Dwyer, University of Connecticut
Krista Forte, University of Connecticut
Amanda Kivell, University of Connecticut
Tiffany Smith, University of Connecticut
Ashley Gore, University of Connecticut

Uncovering the Facets of the Five Factor Model of Personality and Relationships to Educational Outcomes
Over the past century, personality has been distilled into five broad dimensions: conscientiousness, openness, extraversion, neuroticism, and agreeableness, which has become known as the Five Factor Model (FFM). This paper reports on the first stage of an ongoing study that provides preliminary validity evidence for a reliable facet structure of these five dimensions and explores the extent to which facets of each of the FFM traits predict academic outcome variables. By uncovering differential relations between personality facets and outcomes, this study has demonstrated the importance of examining personality at the facet level.
Steven Holtzman (sholtzman@ets.org), Educational Testing Service
Bobby Naemi, Educational Testing Service
Jonathan Steinberg, Educational Testing Service
Richard Roberts, Educational Testing Service

Contributors to Disproportionate School Discipline During the Tween and Earliteen Years
School discipline research suggest high rates of suspension and expulsion impact students of color disproportionally and may be unintended consequences of school disciplinary policies designed to promote enhanced school safety. With the proportion of students of color continuing to increase in schools, this study sought to use a school-level regression model to identify personal and school factors that contribute to school disciplinary sanctions that are amenable to policy intervention. Results of regression analyses indicated that sanctions might be explained by factors beyond poverty, including

achievement, type of school and minority enrollment. Additional research and policy are suggested to address discipline disproportionality.
Norma Sinclair (norma.sinclair@ct.gov), Connecticut State Department of Education

Understanding Bullying in the 21st Century
Bullying can be a tremendously damaging behavior for both perpetrator and victim alike. This study examines the effects of being a victim of bullying in a sample of 541 high school students. A psychometrically rigorous measure is developed that differentiates four forms of bullying: verbal, physical, relational, and electronic victimization. It was found that each form was uniquely predictive of valued educational and noncognitive outcomes. Implications and future directions are discussed: addressing bullying today is a positive step in building better students in the future.
Anthony Betancourt (anthonybetancourt1@gmail.com), Educational Testing Service
Yan Zhou, University of Southern California
Richard Roberts, Educational Testing Service

3.5 Individual Paper Session Hartford Room
Connections between Learning and Student Perspectives
Session Chair: Ross Markle (rossmarkle@gmail.com), James Madison University
Session Discussant: James Carifio (james_carifio@uml.edu), University of Massachusetts Lowell

Surviving a Doctoral Program: Student Perspectives of Support Services
This exploratory, mixed method, sequential design sought to investigate doctoral student perspectives regarding support services that impede or assist in the completion of an Ed.D. program at a small, northeast university. First phase qualitative methods employed focus groups (n=2) and in-depth interviews (n=4). Students stressed not feeling well informed regarding program content and requirements prior to their first semester. They emphasized the need for better pre-course preparation and a comprehensive orientation program. Additionally, students recommended specific academic support services (writing/editorial assistance, APA workshops) that would enhance their classroom experience, encouraging persistence to degree completion.
Felice Billups (fbillups@jwu.edu), Johnson & Wales University
Stacey Kite, Johnson & Wales University

The Joke's On You: The Effect of Humor on Student Retention of Information
The goal of educators is to increase the knowledge of their students, but what pedagogical tools provide an optimal environment to foster that increase? This study attempted to provide empirical evidence that the addition of humor to a lesson would increase the retention of information of college undergraduates. A non-humorous PowerPoint presentation was shown to a control group while a humorous PowerPoint presentation was shown to a treatment group. Participants were given a post-PowerPoint quiz to assess their retention of information. Results did not provide statistically significant evidence that the addition of humor increases retention of information.
Gregory Mullin (gregory.mullin@uconn.edu), University of Connecticut

First-generation College Students' Participation in Study Abroad: Institutional Barriers and Support
Efforts to internationalize higher education curriculum have called for increased access to study abroad opportunities for all students, however research suggests that first-generation college students are far less likely than their peers to participate in such programs. Grounded within a review of the literature that identifies barriers to participation, this paper will present elements of a successful study abroad program that provides the necessary support and access to study abroad for first

generation college students. The role of higher education staff in the recruitment, preparation, and implementation of such programs will be highlighted. The need for more systematic research on both the institutional barriers to participation and study abroad program elements that seek to remove these barriers will be proposed.

Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University
Bidya Ranjett, University of Connecticut

Science Proficiency and Environmental Awareness: A Study of Canadian and Brazilian Adolescents

Science education plays a critical role in developing understanding of the scientific principles underlying environmental issues. Environmental awareness and pro-environmental behaviour are viewed as important outcomes of science education in many countries. The objective of the present study is to use data from PISA to develop and evaluate a mathematical model, using structural equation modeling, of the relationship among the following variables: (a) student perceptions of the general value of science, (b) student learning experience in the classroom, (c) student self-study, and (d) family socio-economic and cultural background; and the contribution of these variables to students' science proficiency and environmental awareness.

Oksana Babenko (obabenko@ualberta.ca), University of Alberta
Cecilia Alves, University of Alberta
Tatiana Moreira, CESPE/Universidade de Brasília

3.6 Symposium   **Rocky Hill Room**

Finding Their Voices: Teacher Researchers' Reflections on the Process of Initiating Projects for Student Learning

Symposium Coordinator: Francine Falk-Ross (ffalkross@pace.edu), Pace University
Session Chair: James Kilbane (jkilbane@pace.edu), Pace University
Session Discussant: Dianne Zager (dzager@pace.edu), Pace University

This session documents a collaborative research investigation of 50 graduate students in two university classes as they initiated action research projects in their respective practicum classrooms. These new teacher-researchers were asked to provide reflections on the process and practice (i.e., their connections, conflicts, and considerations) of the journey's challenges. Their insights are provided in four papers. Two papers detailing the assigned elements and reflective themes in their work are presented by the university professors. In addition, two teacher-researchers present their own projects as examples of effective inquiry and practice in supporting and evaluating classroom students' learning.

Putting It Into Words: Teacher-Researchers' Reflections on the Research Writing Process
Francine Falk-Ross (ffalkross@pace.edu), Pace University
Christine Clayton, Pace University

I See What You Are Saying: Screencasts in the Elementary Computer Class
Christopher Keough, Hastings Middle School

Paired Reading, ScSR, START: Implementing Reading Comprehension Strategies for Students with Special Needs in a Regular Classroom
Jennifer Papa, Pace University

Developing Voice: Reflections from Novice Teacher Researchers in a Graduate Course
Christine Clayton (cclayton@pace.edu), Pace University
Francine Falk-Ross, Pace University

The NERA Poster Session

Nutmeg Ballroom, 10:15 am – 11:15 am

Are General Education Teachers Prepared to Meet the Needs of Their Inclusive Students?

The paper and accompanying visual aid address the lack of preparation that today's general education teachers receive from both university preparation and staff development programs. The paper further explores who is at fault for this under-preparedness, noting that today's future and current elementary and secondary educators share in this responsibility as well and university staff and school administrators

Kate Rosenzweig (kate.rosenzweig@gmail.com), Long Island University at C.W. Post
Poster Discussant: Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania

Is the SAT a Valid Indicator of State Educational Quality

Previous research (Powell et al., 1984; Powell et al., 1996) examined the impact of differences across states in the percent of students taking the SAT and the demographic backgrounds of these students on state rankings on the SAT. However, those analyses used state rank (an ordinal measure) and were conducted over 12 years ago. This study uses a state's mean SAT Math scores (ordinal/ratio measure) and more current data that reflects the increased number of students taking the SAT in the past decade. Multivariate regression results demonstrated that participation rate, percent first generation, and percent of students whose first language is not English accounted for 83.5%.

Allison Camara (acamara@achieve.org), Achieve Inc.
Session Discussant: Jane Rogers (Jane.Rogers@UConn.edu), University of Connecticut

Exploring the Needs and Views of Hispanic Students in Education

This studied explored the views of a group of high school Hispanic ESL students of multi-national ethnicities toward their education. This study took place in a region of the northeastern United States that is undergoing rapid demographic changes. Using the Care Theory framework, the focus of the study was on relationships with the faculty and staff at school. Despite feeling that adults at their school were not very culturally aware and despite strained relationships with some, these students acknowledged feeling that teachers cared about them and discussed positive relationships with some adults.

Karah Molesevich (molesevichk@yahoo.com), Bucknell University
Candice Stefanou, Bucknell University
Poster Discussant: Rosemary Reilly-Chammat (rosemary.reilly-chammat@health.ri.gov), Rhode Island Department of Health

Project ExCELL: Excellence for Connecticut's English Language Learners

Mainstream classroom teachers from four Connecticut districts are working together to build skill in teaching content to ELLs. This program combines onsite and offsite professional development focused on scaffolding content, not simplifying, for students. Teachers reflect on the what?, and the so what? of using scaffolds with their students.

Laureen Cervone (lcervone@smp.gseis.ucla.edu), UCLA School Management Program, Northeast Region
Juan Lopez, UCLA School Management Program, Northeast Region
Lisa DiMartino, UCLA School Management Program, Northeast Region
Sheila Osko, Norwich Public Schools
Laurie Pallin, Montville Public School
Poster Discussant: Caroline Wylie (ecwylie@ets.org), Educational Testing Service

Behavioral and Academic Effects of Skillstreaming the Adolescent for At-Risk Middle School Students

Research links social skills deficits with academic failure. This study investigated whether socials skills training leads to improved social skills and academic achievement. Six middle school students, considered behaviorally at-risk, participated in a six-week social skills training intervention using Skillstreaming the Adolescent (Goldstein, McGinnis, Sprafkin, Gershaw, & Klein, 1997). Teacher and self-report measures and grades were collected at pre-intervention, mid, and end of intervention. Results showed significant differences in some aspects of social skills but no achievement improvements. This study provides evidence that brief, targeted interventions may have positive effects on social skills for at-risk students.

Candice Stefanou (candice.stefanou@bucknell.edu), Bucknell University
Amy Evans, Bucknell University
Poster Discussant: Rosemary Reilly-Chammat (rosemary.reilly-chammat@health.ri.gov), Rhode Island Department of Health

The Homework Debate: How Much Homework is Helpful for Students to Acquire Mathematical Procedural Knowledge?

The effects of using homework guides, and homework logs on students' abilities to solve word problems involving basic addition and subtraction facts were studied. Students received one of three versions of addition and subtraction timed tests once per week-every Friday-that focused on measuring automaticity of basic addition and subtraction facts. Thirty-one first-grade students participated in this action-research study. Students' automaticity of basic addition and subtraction facts increased over the course of this study. Additionally, word problems that involved basic subtraction facts appeared more difficult to solve; whereas, word problems that involved basic addition facts appeared easier to solve.

Nicholas Hartlep (nhartlep@uwm.edu), University of Wisconsin - Milwaukee
Jacqueline Gosz, University of Wisconsin – Milwaukee
Poster Discussant: Rochelle Michel (rmichel@ets.org), Educational Testing Service

Using Manipulatives Effectively in K-6 Classrooms

There is a need to investigate the issue of transference from concrete to abstract. To address it, ways in which educators can facilitate the effective use of manipulatives in their classroom is discussed. Simply using manipulatives in K-6 instruction is the first step, but more important is their effective use and whether this practice enhances learning and transfer of knowledge. In this poster, research regarding manipulatives is discussed, ways in which manipulatives can be used to transfer learning from concrete to abstract are explored and specific steps educators can implement to promote transfer when using manipulatives are provided.

Penina Kamina (kaminapa@oneonta.edu), State University of New York at Oneonta
Nithya Iyer, State University of New York at Oneonta
Poster Discussant: Rosemary Reilly-Chammat (rosemary.reilly-chammat@health.ri.gov), Rhode Island Department of Health

Presidential Assistants' Commitment through the Lens of Career Stages

Literature has revealed that employees' commitment to stay employed is a psychological state. Three components reflect employees' commitment to remain employed in an organization: (1) a desire (Affective Commitment), (2) a need (Continuance Commitment) and (3) an obligation (Normative Commitment). This empirical study of university presidential assistants (N=279) revealed their commitment of

intent to stay over career stages. Multiple regression analysis determined that, taken together, age, organizational tenure and positional tenure accounted for about 9%, 5% and 4% of the variability in ACS, CCS and NCS, respectively. This could be useful for university presidents to determine their assistants' commitment.

Larry Shawn Bassham (larryshawn.bassham@gmail.com), Oklahoma State University

Lihua Xu, Oklahoma State University

Poster Discussant: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board

Social Skill Training in Inclusive Classrooms for Children with Autism Spectrum Disorders

Social skills deficits among children with autism are commonplace. However, transfer of skills becomes an issue when training. This study investigated the efficacy of providing social skills intervention in the inclusive classroom. Paraeducators were trained to deliver social skills interventions in the inclusive classroom to children with autism. Social skills, measured by the Social Responsiveness Scales, provided a measure of social skills in five categories, plus an overall rating. Results indicated gains in social skills, regardless of a partially or fully-included placement, when rated by the children's teachers and the researcher in several areas. Educational implications are discussed.

Candice Stefanou (candice.stefanou@bucknell.edu), Bucknell University
Rebecca Mazurik-Charles, Bucknell University

Poster Discussant: Barbara Wert (bwert@bloomu.edu), Bloomsburg University of Pennsylvania

Negotiating Identities: Discourses on Teaching and Learning in Educational Policies for Puerto Rico.

Within the field of educational studies, education in the U.S. territories is often overlooked. My research concerns itself with the territory of Puerto Rico, specifically the production of discourses of teacher and student identity in educational policies. This is a qualitative study examining 50 educational policies generated by the Puerto Rico Department of Education between 2000-20009. Theoretically I draw from feminist and post-colonial theories of identity as well as from anthropology of education perspectives to analyze the intersections between colonialism, identity, and education. Methodologically, this study is grounded in a critical discourse analysis approach to the study of policy.

Mariana Cruz (mmc77@cornell.edu), Cornell University

Poster Discussant: Rosemary Reilly-Chammat (rosemary.reilly-chammat@health.ri.gov), Rhode Island Department of Health

Saccadic Eye Exercises: Improving Reading Fluency in a Student with Autism

This poster session examines the efficacy of saccadic eye exercises as an intervention for improving reading fluency in a student with autism. The author presents her findings of twice-daily saccadic eye exercises as a method to improve reading fluency, as measured by increased words read per minute and improved reading expression and volume, phrasing, smoothness, and pace. Detailed methods of data collection and intervention will be presented, along with analysis of quantitative and qualitative baseline and post-intervention data. Implications for future intervention strategies and statements of impact to educators will also be included.

Courtney O'Reilly (courtney.oreilly@corps2006.tfanet.org), Pace University

Poster Discussant: Barbara Wert (bwert@bloomu.edu), Bloomsburg University of Pennsylvania

Professional Development Evaluation: Reading and Writing for English Language Learners in Sheltered Elementary Classrooms

The purpose of this study was to conduct an evaluation of a piloted teacher professional development in a Northeastern urban school district. The program paired 12 literacy specialists with 12 language acquisition specialists and prepared them to co-train elementary teachers at their sites in practices that best support English language learner students' language and literacy development. The evaluation consisted of three stages. Data analysis included both quantitative and qualitative modes of examination. The results indicated the strengths and weaknesses of the curriculum and these findings were used to inform revisions by to the final PD curriculum.

Frank Daniello (daniellf@bc.edu), Boston College
Anne Homza, Boston College
Kathryn Sallis, Boston College

Poster Discussant: Caroline Wylie (ecwylie@ets.org), Educational Testing Service

An Examination of the Effectiveness of Sensorimotor Interventions upon improving behavior of Students with Disabilities

This poster session will present four action research projects, all of which examine the effectiveness of sensorimotor interventions upon improving behavior of students with disabilities. Sensorimotor intervention is an approach to improve specified behaviors in students with disabilities who present maladaptive behaviors. Sensorimotor intervention incorporates both school-wide and individualized supports to improve student behavior. This research focuses upon the implementation of sensorimotor based interventions with students with disabilities. The poster will present action research findings as well as implications for future development and implementation of sensorimotor based activities with students with disabilities. The presentation will consist of a poster board, handouts, and a PowerPoint presentation.

Jessica C. Beach (Deborah2k5@aol.com), Pace University
Deborah Charles, Pace University
Maury Diaz, Pace University
Jessica Fischer, Pace University

Poster Discussant: Barbara Wert (bwert@bloomu.edu), Bloomsburg University of Pennsylvania

A Researcher's Dilemma: A Comparison of Estimated versus Actual College G.P.A.

Unfortunately, many researchers have opted to employ student estimations of their current GPA as a variable rather than extracting official GPA from the college records. The current study was designed to compare estimated and actual GPA in the records. The results showed a correlation between estimated and actual GPA as +.91 **, but this still leaves 18% of the variance in actual GPA unexplained. The authors recommend against the more expedient method of asking college students to estimate their current GPA. and advocate the use of actual GPA as recorded in the Registrar's Office based upon precision in measurement arguments.

William Herman (hermanwe@potsdam.edu), State University of New York at Potsdam
Gena Nelson, State University of New York at Potsdam

Poster Discussant: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board

The Effects of Interventions on Maladaptive Behaviors for Students with Severe Disabilities

This poster session examines the efficacy of self-regulation practices as interventions for improving targeted maladaptive behaviors in individuals with severe disabilities. The authors present their findings on multiple self-regulation practices including increasing conversations through consistent interactions, providing midmorning nutrition, and scaffolding self-awareness, and their effectiveness in (1) increasing student-initiated, open-circle conversations, (2) increasing on-task academic behaviors, and (3) reducing maladaptive behaviors. 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 interventions and statements of impact to educators will also be included.

Gillette Eckler (gillette.eckler@gmail.com), Pace University
Keri Goldman, Pace University
Lauren Mullaney, Pace University
Poster Discussant: Christine Emmons (christine.emmons@Yale.edu), Yale University

Teacher Mentors Using Technology in their Supervising Work: A Case Study

The purpose of this research is to examine the laptop initiative at a private University. Specifically the project will examine the experiences of Teacher Mentors who have "no-use to some-use" of technology when they are introduced to laptops and how their use of laptops and applications affects their ability to communicate, collaborate and work efficiently in their supervising work. The Concerns Based Adoption Model will be utilized as a framework in monitoring the Teacher Mentors' experiences. Data analysis will compare pre and post questionnaires. Log entries and focus group notes will be utilized to identify themes of their laptop usage.

Susan Eichenholtz (eichenho@adelphi.edu), Adelphi University
Emilia Patricia Zarco, Adelphi University
Poster Discussant: Hilary Wilder (wilderh@wpunj.edu), William Paterson University

Learning about Disabilities: The Effects of a Social Curriculum on Children with Autism Spectrum Disorders

This poster session examines the effect of a social curriculum on the self-esteem of adolescents with autism spectrum disorders. The author presents her findings on the ways in which learning about various learning differences affects the way an adolescent with autism spectrum disorder views himself. 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.

Kelly Masterson (KJMasterson@aol.com), Pace University
Poster Discussant: Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania

Building Early Literacy Skills For At-Risk English language Learners In Extended Day Kindergarten

Curricula require kindergarten students have pre-literacy skills. Many students are English Language Learners (ELLs). The purpose of this study examined the benefits of a six-week, 30-minute extended kindergarten instructional program that focused on building pre-literacy skills through sub-lexical drill and practice using Interactive Read Alouds or Word Study. Results indicated that ELLs benefited from intervention - significantly increasing sub-lexical fluency and sight word recognition, closing gaps in pre-literacy skills with English-Only counterparts,. The Word Study cohort indicated a slightly higher gain. Implications for future research included the importance of early identification of at-risk ELLs and subsequent intervention through extended instruction.

Marianne Russo (RussoM2@student.wpunj.edu), William Paterson University
Poster Discussant: Tom Levine (thomas.levine@uconn.edu), University of Connecticut

The Effect of Dual Language or English-Only Instruction on the Mathematics Performance of Sixth Grade English Language Learners

The purpose of this study is to determine the effect of dual language instruction compared to English-only instruction on the performance of sixth grade ELL students. In particular, this study focuses on fractions, percents, and decimals. This study is conducted by giving instruction to a group of students in English and Spanish language and then at a different time instructing them only in English. After instructing the students, a multiple choice and open-ended assessment will be given in English. It is expected that when the students are taught through dual language instruction they will score higher on the assessment than when they are taught through English-only.

Erika Oliveros (eoliveros@paterson.k12.nj.us), William Paterson University
Poster Discussant: Rosemary Reshetar (rreshetar@collegeboard.org), The College Board

The Impact of Technology on Eighth Grade English Language Learners' Performance in Language Arts

The purpose of this study is to determine if using technology such as blogs, tape recorder, listening to short stories on the computer, and making videos would increase ELL students' performance in language arts as well as increase their motivation to learn. It is expected that if these students use these technology tools, they will improve their performance in reading comprehension of literature, increase the length and quality of written pieces about the literature, and improve their oral presentations. It was also expected that the students' motivation to read, write and speak in class would improve.

Carlita Rodriguez (rodriguezc8@student.wpunj.edu), William Paterson University
Poster Discussant: Tom Levine (thomas.levine@uconn.edu), University of Connecticut

A Mixed Methods Investigation into the Functionality of the Willingness to Consider Contradictory Evidence Scale (WCCES)

Many higher education institutions strive to reinforce students' critical thinking skills, especially their willingness to consider contradictory evidence. Although this cognitive skill is very important, no direct method for assessing this skill currently exists. A self-report measure titled Willingness to Consider Contradictory Evidence Scale (WCCES) was created using items from flexible thinking questionnaires. Functionality of the WCCES was investigated using a mixed methods approach, including exploratory factor analysis, think-alouds, and structured interviews. This investigation revealed shortcomings of the scale, including low internal consistency and poor wording. Scale modifications and alternate methods of evaluating willingness to consider contradictory evidence are suggested.

Anna Zilberberg (azilberb@gmail.com), James Madison University
Dena Pastor, James Madison University
Session Discussant: Jane Rogers (Jane.Rogers@UConn.edu), University of Connecticut

Stressors Experienced by Families During their Young Children's Transition from Early Intervention System to Preschool

The purpose of the study is to understand the stressors associated with families' transition experiences when their young children transfer from early intervention system to preschool. A survey package, including a Cover Letter, Family Post-Transition Survey, and Family Information sheet, was used to interview families of their transition experiences. The participant families were selected from the middle Pennsylvania area whose children transitioned between January 1, 2006 and June 31 2008. The results will open a window for professionals and policy makers to understand family's transition related stressors, thus improving family-centered services delivered in transition.

Yanhui Pang (ypang@bloomu.edu), Bloomsburg University of Pennsylvania
Barbara Wert, Bloomsburg University of Pennsylvania
Sheila Jones, Bloomsburg University of Pennsylvania
Poster Discussant: Christine Emmons (christine.emmons@Yale.edu), Yale University

Parenting Style Perceived by American, Chinese, and Korean College Students and Its Relationship to Academic Achievement

Previous research indicates that European-American parents demonstrate a more authoritative style than parents from East Asian countries. 262 US college undergraduate students originally from three countries (America, China and Korea) recalled parenting experienced during high school. Students completed a survey addressing parental acceptance, autonomy granting and supervision which yielded a total authoritativeness score. ANOVA showed significant country differences; American students perceived that their parents were most authoritative while Chinese students perceived least authoritative parenting. Female students in each country reported higher authoritativeness scores. Parental authoritativeness predicted the high school GPA of American students but not of Chinese or Korean students.

Xian Li (stellalixian@hotmail.com), State University of New York at Albany

Ji Eun Lee, State University of New York at Albany

Joan Newman, State University of New York at Albany

Poster Discussant: Rosemary Reshetar (rreshetar@collegeboard.org), The College Board

Emancipatory View of Struggle through Culturally Responsive Teaching

Many remediation methods have been tried for students who are labeled struggling readers. Yet, some still do not become successful readers. One of my research questions asks what adolescent students say about their experiences with reading, especially as it relates to their progress in school and being labeled as "struggling readers." My methods are qualitative using narrative inquiry to investigate perspectives of adolescents who are labeled "struggling readers." I found that the quest of literacy begins within and is influenced by pedagogy. Educational implications are that reading success cannot be legislated, and personal perspectives provide directions about other people's education.

Myrtle Welch (welchmi@buffalostate.edu), State University of New York at Buffalo

Poster Discussant: Christine Emmons (christine.emmons@Yale.edu), Yale University

Examining the Teacher Efficacy of Special Education Teachers of Autism

Teacher efficacy has been shown to be positively correlated to actual student performance. This study investigates the teacher efficacy of special education teachers of autism and attempts to identify the independent variables that are the best predictors of their teacher efficacy. Statistical analyses will be examined using multiple regression to identify any independent variables found to be significant to predict teacher efficacy. Such a study may provide insight as to what factors may predict the amount of support needed by teachers to maintain a high level of teaching efficacy during their teaching experiences.

Samantha Feinman (sfeinman@pace.edu), Pace University

Kari Sachs, Pace University

Poster Discussant: Caroline Wylie (ecwylie@ets.org), Educational Testing Service

Generational Differences in the Use of Social Networking Sites and Other Electronic Communications

Our research investigates some of the generational issues that arise with the use of electronic communications in our society. For example, when people communicate via e-mail, social networking sites (e.g., MySpace, Facebook, Twitter), texting, etc., are there differences across the generations in what is perceived to be appropriate etiquette? What are the preferences among generations in social networking sites? Do adults tend to communicate in the same medium with all age groups, or are certain age groups more inclined to use particular media? Our presentation will report on the results of our survey.

Barbara Rosenfeld (rosenfeld@brooklyn.cuny.edu), Brooklyn College of the City University of New York

Lisa Novemsky, Brooklyn College of the City University of New York

Poster Discussant: Hilary Wilder (wilderh@wpunj.edu), William Paterson University

The Multicultural ABC's: Encouraging Self Reflection in Pre Service Teachers

This paper examines the attempt to nurture self reflection in pre-service teachers in a Multiculturalism class. Students are required to create a multicultural ABC book in which they must define themselves culturally. This assignment is designed to undermine any student resistance to the difficult task of self-reflection. This paper analyzes the extent to which students successfully examine their cultural identities and and also explores the challenges presented to the class and instructor with this assignment.

Hilary Lochte (lochteh@dyc.edu), D'Youville College

Poster Discussant: Peter McDermott (mcderp@sage.edu), The Sage Colleges

General Education Teachers: Attitudes Toward Spacial Education and Willingness to Include Children with Spacial Needs

This study examines the attitudes and beliefs of general education teachers in an elementary Queens Public School toward the inclusion of students with special needs in their general education classes as mandated by The Individuals with Disability Education Act (IDEA). A Survey Research was deigned to gather respondents' demographic information such as gender, age, and years of teaching experience. In addition a 25-question questionnaire was distributed among 50 teachers. Results will indicate the overall knowledge respondents have about special education programs and children with special needs, as well as their willingness to include special education children in their general education classes.

Henry Caracas (hcaraca@schools.nyc.gov), New York City Department of Education

Poster Discussant: Hilary Wilder (wilderh@wpunj.edu), William Paterson University

A Comparison IRT Parameter Recovery of Mixed Format Examinations in PARSCALE and ICL

The increased focus on educational testing measurement specifically through Item Response Theory (IRT) models has led to demand for accurate and reliable measurement practices. IRT models typically require specialized software for model estimation for which there are several commercial software packages available. However these packages may be prohibitively expensive in certain situations where Hanson's IRT Command Language (ICL), a freeware IRT estimation package, may be more suitable. This study compared performance between PARSCALE and the freeware alternative ICL on accuracy of item and person parameters. If results show ICL to be equally effective there are numerous cost advantages to using this software.

Daniel Jurich (jurichdp@jmu.edu), James Madison University

Joshua Goodman, James Madison University

Session Discussant: Jane Rogers (Jane.Rogers@UConn.edu), University of Connecticut

Authentic Assessment: A Solution, or Part of the Problem?

In the testing culture promoted by "A Nation at Risk" and "No Child Left Behind," many criticize the emphasis placed on traditional standardized testing procedures. The charge is that educators spend an inordinate amount of time teaching students to take tests, a skill that will have little value once formal schooling ends. As an alternative, many tout the advantages of what is termed "authentic assessment." Upon close examination, however, authentic assessment procedures may pose

many of the same validity questions that conventional testing raises, and the reliability problems may in fact be more profound.

David Tanner (davidt@csufresno.edu), California State University, Fresno

Poster Discussant: Caroline Wylie (ecwylie@ets.org), Educational Testing Service

Teacher Candidate' Successful Implementation of the Problem Solving Approach in Mathematics: A Case Study

Many teacher candidates cannot wait for their junior participation to try out methods they have been learning at college. Problem Solving Approach (PSA) in mathematics is natural to children because of their curiosity, intelligence, and flexibility. The challenge for teacher candidates is to build on children's problem-solving inclinations. I present a case study at two urban schools where teacher candidates attempted to implement the PSA, one was successful and one was not. I discuss many factors (training of mentoring teachers, elementary students' readiness to write, mentoring teachers' philosophy of teaching, classroom climate) that affected a successful implementation of the PSA.

Hibajene Shandomo (shandohm@buffalostate.edu), State University of New York at Buffalo

Poster Discussant: Peter McDermott (mcderp@sage.edu), The Sage Colleges

Blind Spots in Teaching Mathematics: An Investigation of the Relationship between Mathematics Content Knowledge and Pedagogical Content Knowledge Among Pre-service Teachers

This study reported evidence supporting the counterintuitive hypothesis that, in some situations, pre-service teachers who have a high level of mathematics content knowledge may be associated with limited pedagogy (called blind spots) in teaching mathematics. Those pre-service teachers with high level of mathematics content knowledge had less insight into how students think about and solve mathematical problems. In contrast, pre-service teachers who had taken fewer advanced mathematics courses but more pedagogical content knowledge courses were in a way that was more consistent with actual students' performance

Hsuehi (Martin) Lo (hlo@stcloudstate.edu), St. Cloud State University

Poster Discussant: Peter McDermott (mcderp@sage.edu), The Sage Colleges

Using Antecedent Cue Regulation Strategy to Increase Turn-Taking Behaviors in a Child with Autism

This poster proposal provides information on the effectiveness of using a self-directed antecedent cue regulation strategy to increase the turn-taking behavior of a child with autism. This study is a single case experimental research, which uses a multiple baseline across behaviors design. It focuses on a verbally 7-year old communicative child who has difficulty with self-regulation. Data collection runs for a period of about 5 weeks: 1 week pre-intervention, 2- week intervention period, and 2 weeks for post-intervention phase to quantify gains made from the intervention done. Triangulation of data is employed to support findings from a variety of sources.

Elmer Palmones (remle_palmones@yahoo.com), Pace University

Poster Discussant: Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania

The Purpose of Preschool: Using Content Analysis to Investigate Cultural Influences on Policy Development

Despite data indicating their effectiveness, the United States has not bought in to preschool and early childhood initiatives in the way that many other industrialized nations have. Evidence suggests that underlying beliefs regarding early childhood, families, and government may be at play. This research investigates how the perspective a culture has on the purpose of preschool affects the development of its policies. Using qualitative content analysis, it evaluates the evolution of

universal preschool policies and program development in three countries that are at varied points on the spectrum regarding support for early childhood education: the United States, Canada and Sweden.

Bridget Thomas (bthomas5@gmu.edu), George Mason University

Poster Discussant: Christine Emmons (christine.emmons@Yale.edu), Yale University

Technology: Real World E Learning For Today's Learners

This paper seeks to explore the use of technology of the e learning model for teaching content to today's learners. Knowing who students are is critical to learning success. Today's students are a generation that has been immersed in technology. They are students accustomed to a visual stimulating, face paced, instant gratification culture. An e leaning teaching model could reach a broad spectrum of students from students at risk of non completion to students in need of remediation to gifted students. Technology activates the senses allows enhanced, creative learning, and enables students to use problem solving skills and critical thinking.

Elena Bruno (ebruno@mail.nysed.gov), New York State Education Department

Poster Discussant: Hilary Wilder (wilderh@wpunj.edu), William Paterson University

360 Degree Perspective: Stakeholder Perceptions of the Positive Experiences and Critical Challenges Involved in Student Service-Learning Experiences

This Research Poster Session presents an inclusive 360 Degree view of stakeholders perceptions of the positive benefits and critical challenges involved in student service-learning experiences. Bolman and Deal (2003) provide a 4-Frame lens with which to see service-learning through the eyes of the student, professor, brokering program director, and community receiving agency representative stakeholders. The 360 Degree view provides insight into how an experience can differ for individuals engaged in the same experience.

K. Darcy Hohenthal (hohenthal@cox.net), University of Hartford

Poster Discussant: Barbara Wert (bwert@bloomu.edu), Bloomsburg University of Pennsylvania

Digital Literacies as Semiotic Representation: Multimodal Textual Practices for the 21st Century

This qualitative inquiry project examines digital literacies as semiotic representation and explores the question of what happens when sixth grade students use the computer to collaboratively compose multimodal texts. Based on the sociocultural theory of learning and the belief that literacies are multiple, this ethnographic exploration looks at the communicative nature of students' learning as they strive to construct meaning for themselves and others using technology as part of their own social studies research project. As educators, this study prompts us to question whether or not we are teaching the way our students need to learn for the future.

Louise Shaw (Reading04@aol.com), Dowling College

Poster Discussant: Tom Levine (thomas.levine@uconn.edu), University of Connecticut

Circle of Practice: Teaching a Methods Course in an Urban High School

The study addresses the need to provide active field placements in urban schools to help education students realize their own efficacy for teaching and facilitating student learning with diverse student populations. The research questions are: (1) What happens when education students "read" an urban English class as "text" in a Methods course? (2) What effects, if any, does the "reading" have on the ability of preservice teachers to integrate and apply their knowledge? (3) What effect, if any, does the "reading" have on preservice teachers' perceptions of their abilities to teach and facilitate learning with a diverse student population?

Theresa A. Harris-Tigg (harrista@buffalostate.edu), State University of New York at Buffalo
Poster Discussant: Peter McDermott (mcderp@sage.edu), The Sage Colleges

What Constructs Matter in Academic Motivation?

With the ultimate goal of developing a comprehensive yet parsimonious assessment tool for college student motivation, we sought to identify the constructs that matter most. Using a mixed method triangulation approach, we collected quantitative and qualitative data to assess the relative contribution and importance of different motivational constructs in predicting when students were most and least motivated in college classes. Preliminary results support the validity of a number of key constructs, to be included on any comprehensive motivational assessment, with the overlap of constructs mentioned in qualitative focus groups and constructs strongly endorsed through quantitative surveys. Further analyses will refine and evaluate the utility of each theoretical construct in explaining student academic outcomes, informing subsequent research and recommendations for teaching and motivational interventions.

Joseph Bloom (joecbloom@gmail.com), James Madison University
Donna Melchione, James Madison University
Michael Grote, James Madison University
Shannon Nelson, James Madison University
Mathew Snow, James Madison University
Nishi Vijay, James Madison University
Kenneth Barron, James Madison University
Poster Discussant: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board

Assessing Students' Writing Performance at the University Level

Federal and state governments have increased pressure on colleges to demonstrate student learning outcomes. Relevant to our institution, the State Council of Higher Education for Virginia (SCHEV) has mandated that public colleges and universities report "value-added" data on six general education areas, including writing. This poster focuses on a new writing assessment process at a midsized university and how it is collecting validity evidence to support its use. Evidence will be presented following Benson's (1998) three step approach in an effort to establish a strong program of validity while being mindful of the importance of reliability in large scale writing assessment.

James Koepfler (koepfljr@jmu.edu), James Madison University

Keston Fulcher, James Madison University
Chris Orem, James Madison University
Poster Discussant: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board

Enhancing Appropriate Social Interaction Using Peers As Models For Children With Autism

This poster will examine three different means by which educators can enhance appropriate social interaction in children on the autistic spectrum. A Speech- Language Pathologist focused on the implementation of a mealtime social group and the subsequent effect on the student's social language. A Special Education Teacher utilized a Joint Action Routine to develop narrative play in a student on the spectrum. Finally, another Special Education Teacher concentrated on the technique of video modeling to improve social skills for a child on the spectrum.

Jan Charone-Sossin (jcharonesossin@pace.edu), Pace University
Margie Migliaccio, Pace University
Shana Lehar, Pace University
Catherine Bianco, Pace University
Poster Discussant: Darlene Perner (dperner@bloomu.edu), Bloomsburg University of Pennsylvania

Pre-School Teacher Knowledge Assessment of Early Literacy Skills

This study employed a pre/post test design to assess the knowledge and skill of PA of preschool teachers and paraprofessionals (English and Spanish)in an Early Reading First grant, which included intensive professional development, embedded coaching. And assessment of students' early literacy skills. Participants will learn (a) how preschool teachers perform on assessments to assess teacher knowledge of early literacy; (b) how teacher knowledge is impacted by targeted PD when PD is delivered in homogeneous groups assigned by pretest performance and preferred language ; and (c) how students perform relative to teacher performance on pre and post tests.

Maureen Ruby (rubym@easternct.edu), Eastern Connecticut State University
Ann Anderberg, Eastern Connecticut State University
Poster Discussant: Tom Levine (thomas.levine@uconn.edu), University of Connecticut

Concurrent Session 4

4.1 In-Conference Session — Salon A
Classifying Persons Into Groups: An Introduction to Mixture Modeling and Considerations for Applied Practice

*Dena Pastor (pastorda@jmu.edu), James
  Madison University*

In-Conference Professional Development Session

See Thursday Highlights for details.

This special in-conference professional development session is open to all conference participants. There is no need to pre-register to attend this session, and there is no additional fee associated with the session.

4.2 Symposium — Salon B
Toward a Better Understanding of Test-Taking Motivation in Low-Stakes Testing Sessions

*Symposium Coordinator: Sara Finney (finneysj@jmu.edu), James
  Madison University*
*Session Chair: Sara Finney (finneysj@jmu.edu), James Madison
  University*
*Session Discussant: Stephen Sireci (sireci@acad.umass.edu), University
  of Massachusetts Amherst*

Assessments of student learning for accountability or program evaluation purposes often have no personal consequences for the test takers. The lack of personal consequences can negatively impact test-taking motivation. Consequently, test scores may be poor estimates of actual ability in low-stakes settings, which threatens the quality of the decisions made on the basis of these scores. Five studies were conducted to provide a better understanding of the test-taking motivation exhibited in low-stakes settings. The studies highlight the importance of measuring test-taking motivation, the variables related to test-taking motivation, and examinees' perceptions of low-stakes testing endeavors.

Examining Inferences about Test-Taking Motivation: The Student Opinion Scale (SOS)
Amy Thelk (thelkad@jmu.edu), James Madison University
Donna Sundre, James Madison University
Jeanne Horst, James Madison University
Sara Finney, James Madison University

Modeling test-taking motivation over the course of a low-stakes testing session: A mixture modeling approach
Allison Brown (brownar@jmu.edu), James Madison University
Carol Barry, James Madison University
Jeanne Horst, James Madison University
Sara Finney, James Madison University
Jason Kopp, James Madison University

Exploring Change in Test Taking Motivation
Carol Barry (barrycl@jmu.edu), James Madison University
Sara Finney, James Madison University

Motivation in Low Stakes Testing Conditions: What's the Feedback on Feedback?
Donna Sundre (sundredl@jmu.edu), James Madison University
Phillip Erb, University of Florida
Javarro Russell, James Madison University

How Can We Increase Student Motivation During Low-Stakes Testing? Understanding the Student Perspective
Anna Zilberberg (azilberb@gmail.com), James Madison University
Allison Brown, James Madison University
Christine Harmes, James Madison University
Robin Anderson, James Madison University

4.3 Symposium — Salon C
Assessment Research Working Together Across Departments

*Symposium Coordinator: Mary Yakimowski
  (mary.yakimowski@uconn.edu), University of Connecticut*
*Session Chair: Mary Yakimowski (mary.yakimowski@uconn.edu),
  University of Connecticut*
*Session Discussant: Faith Connolly (faith.connolly@naviance.com),
  Naviance*

In learner-centered environments, teaching and assessment are not episodic events, but activities focused on what students are learning by providing continual and interactive feedback. The goal of this panel presentation is to describe an integrative perspective of the ways in which assessment can be a system for improvement of student learning. We start with our blueprint, the Neag School of Education Assessment Plan, and then delve into our use of e-portfolio system and alignment issues; and, the research data that leads for continuous improvement. The next steps needed for policy to ensure that teacher preparation and practice are aligned to help students.

The Gestalt: Assessment Plan
*Mary Yakimowski (mary.yakimowski@uconn.edu), University of
  Connecticut*
Mallory Coleman, University of Connecticut

The 1st Part: The E-Portfolio Data System
Michael Alfano, University of Connecticut

The 2nd Part: Five Domains for Special Education
Michael Faggella-Luby, University of Connecticut

The 3rd Part: Administrator Preparation Aligned
Michele Femc-Bagwel, University of Connecticut

4.4 Individual Paper Session — Hartford Room
Engaging Students to Foster Learning

*Session Chair: Marisa Cohen (marisatcohen@gmail.com), The Graduate
  Center of the City University of New York*
*Session Discussant: Keith Barker (keith.barker@uconn.edu), University
  of Connecticut*

Why & How Instructors Grade Participation in Undergraduate Courses
Although active engagement and participation in college courses has been shown to lead to increased learning (Weaver & Qi, 2005), instructors often struggle to get their students to participate more in class. This issue is sometimes addressed by including "participation" in grading criteria. The current study investigates this convention by identifying current instructor attitudes and practices towards grading student participation in undergraduate classrooms. To this end, a survey has been created and piloted amongst university instructors of varying disciplines. Data is presented in the context of current literature, and relationships between attitudes and practices in grading participation will be explored.
*Susan Rogers (Bottlecap22@hotmail.com), State University of New York
  at Albany*

The Impact of Tagging/Metadata Creation Exercises on College Freshmen's Epistemological Skills

Tagging is the process of specifying keywords, categories, and other identifying information for online informational and creative pieces such as photos, audio clips, video clips and text pages so that it can be searched for and located by others as well as semantically connected to similar objects on the Web. It was hypothesized that the repeated process of tagging objects and then receiving feedback from peers who try to use the tags to select the correct object as part of an online game-like activity would lead to improved epistemological skills.

Hilary Wilder (wilderh@wpunj.edu), William Paterson University

Increasing Students' Higher Order Learning and Course Achievement Through the "Take-Away" Technique

"Take-aways" are the key and critical messages and meanings learners derive from presentations and interactions of all kinds. Cognitive learning theory take-aways are not prescriptive; rather they are extracted and constructed by the learner at the conclusion of a learning session. Little research has been done on this backend of the learning process. This inquiry explored the take-away technique in a variety of ways by having undergraduate students write a brief take-away after each class and relating their take-aways to the quality of their responses to in-class higher-order essay exam questions. Controlling for various abilities and prior achievement, the quality of student take-aways predicted exam achievement at r= +61 across 3 such exams with students being positive about the technique by the end of the course.

James Carifio (james_carifio@uml.edu), University of Massachusetts Lowell
Lisa Erikson, University of Massachusetts Lowell
Shanna Thompson, University of Massachusetts Lowell

Flame or Fizzle? A Comparative Case Study of the SPARC Experience

Learners, from an ecological psychology perspective, are perceiving-acting agents who continually interact with their environments, guided by their intentions and effectivities. Social Perceiving-Acting Reciprocal Conversations (SPARC) is an emerging tool that guides the tuning of agents' perceiving-acting systems through an iterative and reflective discussion process. Through this instrumental comparative case study we meet Luke, Esmeralda, and Diane, three undergraduates who engaged in SPARC in an Educational Psychology course in Spring 2009. Using qualitative analysis and descriptive statistics, I present a story of their experiences with SPARC. Through these stories, we may also come to know the transformative potential of SPARC.

Cynthia Bushey (cynthia.bushey@uconn.edu), University of Connecticut

Kindling SPARC: The Emergence of Social Perceiving-Acting Reciprocal Conversations

What are the affordances of discussion interactions? How does engaging in discourse around a critical question influence knowing? Further, what does listening to a discussion with intentionality afford in subsequent iterations of that same discussion? Social Perceiving-Acting Reciprocal Conversations (SPARC) seeks to answer these questions. Based on an ecological theory of knowing, SPARC is an emerging tool designed to tune agents' perceptions to the affordances of social interactions and develop their effectivities to act on these affordances. This paper discusses the creation and subsequent iterations of SPARC that emerged in an undergraduate Educational Psychology class in the Spring of 2009.

Cynthia Bushey (cynthia.bushey@uconn.edu), University of Connecticut

Symposium Coordinator: Maria Martiniello (mmartiniello@ets.org), Educational Testing Service
Session Chair: Lisa Keller (lkeller@educ.umass.edu), University of Massachusetts Amherst
Session Discussant: Kurt Geisinger (kgeisinger2@unl.edu), University of Nebraska

This panel will provide an overview of assessment guidelines for English Language Learners (ELLs) developed by the Educational Testing Service. ETS staff has authored these guidelines to be of use to test developers, testing program administrators, psychometricians, and educational agencies as they work to ensure that assessments are fair and valid for ELLs. The purpose of these guidelines is to provide practitioners with a framework to assist in making appropriate decisions regarding the assessment of ELLs in academic content areas in all stages of assessment, from the planning of the instrument, test specifications, alignment to curriculum standards, to scoring and analysis.

The ETS Guidelines for the Assessment of English Language Learners: Introduction and History
John Young (jwyoung@ets.org), Educational Testing Service

Overview of the ETS Guidelines for the Assessment of English Language Learners
Mary Pitoniak (MPitoniak@ETS.ORG), Educational Testing Service

English Language Learner Guidelines on Testing Accommodations
Teresa King (TKing@ets.org), Educational Testing Service

Using Statistics and Empirical Evidence to Evaluate Assessments and Scoring
Maria Martiniello (mmartiniello@ets.org), Educational Testing Service

Session Chair: Jennifer Kobrin (jkobrin@collegeboard.org), The College Board
Session Discussant: Jennifer Randall (jrandall@educ.umass.edu), University of Massachusetts Amherst

Tests and Retention: What Are Teachers' Beliefs?

Thirty-three elementary and middle school teachers' beliefs about grade retention and high stakes testing were investigated using an adapted version of Tomchin and Impara's (1992), Teacher Retention Beliefs Questionnaire. Ten researcher developed items were added to assess the impact of high stakes testing on retention decisions. Results showed that the teachers generally believed that the practice of retention was acceptable and effective. However, significant differences were found between teachers in grades K-3 and teachers in grades 4-7 and those with greater or less than ten years of teaching experience. Implications and suggestions for future research will be provided.

Michael Kelleher (mtkelleh80@yahoo.com), Bucknell University
Katharyn Nottis, Bucknell University
Lynn Hoffman, Bucknell University

Subgroup Achievement Trends in the Northeast Region: African American, Latino, and Low-Income Students

Since the passage of the No Child Left Behind Act, researchers have studied student achievement at the national level. The NERA Annual Conference presents a perfect opportunity to explore targeted findings the Northeast. Using assessment data endorsed by each state's department of education, we will examine trends in the Northeastern states at the Basic and Above, Proficient and Above, and Advanced achievement levels for African American, Latino, and low-income

students, subgroups which traditionally struggle with state assessments. Results will be compared with national trends, and conclusions and implications will be discussed.

Hilary Campbell (HCampbell@HumRRO.org), Human Resources Research Organization (HumRRO)
Sunny Becker, Human Resources Research Organization (HumRRO)

An Empirical Investigation of Achievement Trends Across Performance Levels in the Northeastern States

Since the passage of the No Child Left Behind Act, researchers have studied student achievement at the national level. The Northeastern Educational Research Association Annual Conference presents a perfect opportunity to explore targeted findings for one specific region, the Northeast. Using assessment data endorsed by each state's department of education, we will examine trends at the Basic and Above, Proficient and Above, and Advanced achievement levels for Northeastern states. Results will be compared with national trends, and conclusions and implications will be discussed.

Hilary Campbell (HCampbell@HumRRO.org), Human Resources Research Organization (HumRRO)
Sunny Becker, Human Resources Research Organization (HumRRO)

The Black-White Achievement Gap: 3rd Grade MCAS Outcomes for Low-Income Reading Recovery Students

Studies have shown that low-income African American and White students begin school with comparable literacy skills but a gap emerges immediately and widens over time. This paper examines the gap in 3rd grade MCAS reading scores between low-income African American and White students who began school as struggling readers and received Reading Recovery in first grade. We found that the Black and White students made equal progress in Reading Recovery but by the end of third grade showed a large gap in MCAS scores. We discuss the results in terms of standardized tests and educational opportunities for African American students.

Emily Dexter (edexter@lesley.edu), Lesley University
Jessica Simon, Lesley University

4.7 Working Group Session — Salon II
Internationalizing Teacher Education: The Challenges and Benefits of Creating International Experiences within Teacher Education Programs

Working Group Coordinator: Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University
Session Chair: Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University

This session considers the use of international experiences within pre-service teacher education programs, specifically focusing on the institutional and programmatic aspects of designing, implementing, maintaining, and assessing such programs. The session will provide a rationale for the inclusion of such experiences within teacher education programs and detail the steps needed to develop international pre-service student teaching placements from the perspective of two programs, a new and an established international program. Emphasis will be placed on a consideration of the ways collaboration, both inter-institutional and cross-cultural, play in the successful implementation of international programs.

Rationale for the use of international experiences within teacher education programs

Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University
David Moss, University of Connecticut

Institutional and programmatic challenges in the use of international experiences within teacher education

Eleanor Wilson, University of Virginia
David Moss, University of Connecticut

Practical considerations in the design, implementation, and maintenance of an international teacher education program: perspectives from two programs

Eleanor Wilson, University of Virginia
David Moss, University of Connecticut

Programmatic elements that support student learning within international teacher education experiences

Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University

Research on student learning in international teacher education experiences

Helen Marx (helenmarx@sbcglobal.net), Eastern Connecticut State University
David Moss, University of Connecticut
Eleanor Wilson, University of Virginia

4.8 Working Group Session — Connecticut Room
Criteria for Change: The Scholarship of Engagement and the Dissertation in Educational Leadership

Working Group Coordinator: Karen Case (kcase@hartford.edu), University of Hartford
Session Chair: Suzanne D'Annolfo (dannolfo@hartford.edu), University of Hartford

The session offers an opportunity to broaden dialogue on dissertation research criteria in educational leadership programs by proposing the Scholarship of engagement (SE) as a potential avenue for meeting four competing demands. These include the advisement of dissertations that insist on the rigors of academic culture, authentic involvement of community partners, social justice advocacy, and correspond with the Standards for Advanced Programs in Educational Leadership. It provides a way to connect to the intellectual and capacity building resources of departments of educational leadership to solve in conjunction with constituents the pressing social, civic, and ethical problems endemic to school communities.

Karen Case (kcase@hartford.edu), University of Hartford
Tatum Krause, University of Hartford
Suzanne D'Annolfo, University of Hartford
K. Darcy Hohenthal, University of Hartford
Suzanne D'Annolfo (dannolfo@hartford.edu), University of Hartford

Concurrent Session 5

5.1 Individual Paper Session	Salon A
Scale Validity and Utility	

Session Chair: Hilary Campbell (HCampbell@HumRRO.org), Human
  Resources Research Organization (HumRRO)
Session Discussant: Donna Sundre (sundredl@jmu.edu), James Madison
  University

Creating and Developing the Social Identities and Attitudes Scale (SIAS) - A Measure of Stereotype Threat

Stereotype threat (ST) is defined as a psychological threat that occurs when one performs challenging tasks in a domain where a negative stereotype about one's group exists (Steele, 1997). Although studies show that ST has a negative impact on the academic performance of females in stereotypically 'male' domains like mathematics (Aronson, Quinn & Spencer, 1999), there is currently no unified instrument that measures all dimensions of ST. In this study exploratory factor analysis was used to develop and validate measure of stereotype threat, the social identities and attitudes scale (SIAS). SIAS demonstrated acceptable levels of internal reliability and discriminant validity.

Katherine Picho (edpsychci@gmail.com), University of Connecticut
Scott Brown, University of Connecticut

Examining the Dimensionality of the Hong Psychological Reactance Scale

The Hong Psychological Reactance Scale purports to measure reactance, a motivational state that functions to restore eliminated behavioral freedoms (Brehm & Brehm, 1981). Reactance may influence test-taking motivation on low-stakes tests. That is, when examinees perceive a reduction in their behavioral freedoms due to required assessments, they may put less effort into answering the questions. To date, five studies have examined the psychometric properties of this scale, but reached different conclusions regarding its factor structure. The current study further investigates the psychometric properties of the scale, using confirmatory factor analysis to test four competing models. Results and implications are discussed.

Allison Brown (brownar@jmu.edu), James Madison University
Sara Finney, James Madison University
Megan France, James Madison University

Behaving Like a Citizen: A Confirmatory Factor Analysis of the Civic Responsibility Behavior Questionnaire

Several authors have noted the dearth of citizenship behavior in modern American society, as well as higher education's role in addressing that shortage. In an effort to provide a tool to assess civic responsibility, the Civic Responsibility Questionnaire (CRBQ) was developed using five dimensions partially based on T.H. Marshall's theory of citizenship. Confirmatory factor analyses tested the appropriateness of a five-factor model containing the dimensions of civil behavior, political behavior, social behavior, civic motivation and civic efficacy.

Ross Markle (rossmarkle@gmail.com), James Madison University

Validation Study of the Scale of Educational Attitudes & Behaviors

This study provides evidence of the psychometric properties of the Scales of Educational Attitudes and Behaviors (SEA-B; Mitchell, 2009) which attempts to determine whether the behaviors and attitudes of those within a student's sphere of influence affect the student's level of academic achievement and aspirations. The Exploratory Factor Analysis (n= 196) revealed a six factor structure: personal motivation, active family involvement in academics, positive peer behavior, negative peer behavior, teacher behavior, and passive family involvement in academics. Preliminary findings show that peer and family behaviors are highly correlated to student motivation, over and above the other factors.

Melissa Mitchell (melissa.s.mitchell@uconn.edu), University of
  Connecticut

Validation of a Reader Self-Perception Scale for Use in Grades 7 and Above

Clearly, the attitudes, values, expectations, and beliefs that individuals possess about literacy will play a vital role in shaping their engagement with reading, writing, and other language processes. Grounded in Self-Efficacy Theory (Bandura, 1977, 1982; Schunk, 1984), the Reader Self Perception Scale Version 2 predicts that students take four basic factors into account when forming literacy self-perceptions: Progress, Observational Comparisons, Social Feedback, and Physiological States. Student response data (n=1,679 in grades 7-10) to the pilot instrument provides evidence of construct validity through a principal components analysis of the factor structure. Alpha reliabilities by factor are reported

Steven Melnick (sam7@psu.edu), Penn State University at Harrisburg
William Henk, Marquette University
Barbara Marinak, Penn State University at Harrisburg

5.2 Individual Paper Session	Salon B
Education of ELLs	

Session Chair: John Olson (jmclkolson@yahoo.com), Olson Educational
  Measurement and Assessment Services
Session Discussant: Charles DePascale (cdepascale@nciea.org)

A Framework for Test Validity Research on English Language Learners

English language learners (ELLs) are one of the fastest growing subpopulations of students in American classrooms. Because of their increasing size and importance, the academic achievement of ELLs is of vital concern to educators nationally. Thus, it is important to evaluate whether the assessments used to determine students' proficiencies are valid and fair for ELLs, and whether the scores from content assessments have the same meanings for ELLs as for other groups of students. In order to implement a test validity research agenda, a framework which reflects the current psychometric challenges in studying the performance of ELLs is needed.

John Young (jwyoung@ets.org), Educational Testing Service

Emergent Language Skills of Three, Young Chinese-English Bilingual Children

With an increased number of English Language Learners (ELLs) enrolled in U.S. public schools, the bilingual education becomes an urgent issue in the U.S. This study focuses on three two-and-half-year-old Chinese children who were born in U.S., their bilingual education. Observation of the child's development was conducted, followed by interviews. The interview questions include "Do you think the bilingual education is important? And why? How do you teach your child both mandarin and English?" The approaches adopted by these three families to bilingual education were reported. Implications such as provide a rich literacy environment to the ELLs were provided.

Yanhui Pang (ypang@bloomu.edu), Bloomsburg University of
  Pennsylvania

Navigating Graduate School: International Students, Institutionalism and Language Ideologies

Given U.S. research university dependence on non-native English speaking graduate students, more research is needed on their experiences. Graduate study has inherent ambiguities; being a non-native English speaker adds an additional layer of complexity. The study utilizes a multiple case replication design to explore how students

understand and manage the expectations of their universities, disciplines and departments at two competitive research universities. Key socialization activities are viewed through the lenses of institutional theory and language ideology. The work will inform and enhance programming to address the needs and promote the success of these students, which will benefit all university constituents.

Pamela Pollock (pmp25@cornell.edu), Cornell University

Comparison of Test Accommodation Effects on English Language Learners and Non-English Language Learners Through a Meta-Analysis

An appropriate test accommodation ideally should help to improve the performance of English language learners (ELLs), but not affect the performance of the non-ELLs who do not need it. To examine whether this hypothesis holds, this study compared the effects of test accommodations on ELLs and non-ELLs through a meta-analysis. With sample size, mean, standard deviation of the control and experimental group across the studies, the combined effect sizes for accommodations on ELLs and non-ELLs were calculated and compared. The result of this study offers valuable evidence for the validity of test accommodations for ELLs.

Hongli Li (Hongli@psu.edu), Penn State University Park
Hoi Suen, Penn State University Park

5.3 Individual Paper Session   **Salon C**
Issues Affecting Student Learning and Achievement

Session Chair: Suzanne D'Annolfo (dannolfo@hartford.edu), University of Hartford
Session Discussant: Kerri Ullucci (kullucci@umassd.edu),

Examining the Challenges of Teaching for Social Justice in Sarajevo

Social justice is a critical principle of democracy. Societies seeking to become democratic must infuse social justice issues into their schools. In this qualitative study the researchers examined the extent to which social justice is being taught in Sarajevo's educational system. With only a few exceptions, the findings indicate that education in Sarajevo has not reformed since the 92-95 conflict. Instead, its curriculum has become more fragmented and less multicultural, and its schools are not preparing children to think democratically and work for social justice. Unless educational reforms accelerate, there is a real danger that the country may return to civil conflict.

Peter McDermott (mcderp@sage.edu), The Sage Colleges
Brian Kirby Lanahan, University of Alabama

A Study of the Causes and Effects of Middle School Plagiarism

This study was conducted to determine the causes of middle school students' accidental and intentional plagiarism (copying verbatim or lacking author accreditation) of school reports. It was hypothesized that plagiarism occurs due to lack of knowledge of paraphrasing and citations, misconceptions of the implications, and the Internet's influence. Pre and post student reports were compared to measure growth in plagiarism awareness. Intervention between research reports consisted of appropriate lessons on paraphrasing and citing work. Results showed significant growth in authentic report writing and plagiarism awareness. Data also showed students were naive on the reliability of the Internet, yet were eager to learn and correct their misunderstandings.

Sherry Fehir (s_ann77@yahoo.com), William Paterson University

The Effect of Procrastination on Academic Integrity

Academic integrity has been studied from many perspectives. External variables such as peer attitudes and institutional policy have been found to be related (Jordan, 2001). Studies attempting to relate internal personality variables had inconclusive findings due to a possible social desirability response bias (Thorpe, Pittenger and Reed, 1999). While this research centered on subject variables, it did not look at variables that an individual can easily modify and control so that negative effects on academic integrity could be reduced. The purpose of the current study is to focus on a specific personality characteristic, procrastination, and its effects on cheating. This variable was chosen since it has the possibility of being modified by specified behavioral interventions. It is proposed that procrastination will be positively correlated with cheating yet have the capability of being modified to affect cheating behavior. If this is the case, results will be discussed in terms of specific behavioral interventions aimed at reducing procrastination.

Joanne Walsh (jwalsh@kean.edu), Kean University
Tiffany Bynum, Kean University

Academic Motivation and Misconduct in Two Cultures: A Comparative Analysis of U.S. and Ukrainian Undergraduates

The present study explored the differences among U.S. and Ukrainian undergraduates (N= 378) in terms of their academic motivation and beliefs and behaviors related to academic misconduct. Specifically, this study investigated differences between U.S. and Ukrainian students' task value, goal orientations, moral beliefs about cheating and engagement in cheating behavior. Results revealed several significant differences between U.S. and Ukrainian students: although significantly less performance goal oriented than U.S. students, Ukrainian students reported significantly lower judgments about the wrongness of cheating and significantly higher levels of engagement in cheating behavior. These results and their theoretical and educational significance are discussed.

Jason Stephens (jason.stephens@uconn.edu), University of Connecticut
Mariya Yukhymenko, University of Connecticut
Volodymyr Romakin, Petro Mohyla State University

5.4 Individual Paper Session   **Nutmeg D**
Methods I

Session Chair: Patrick Meyer (meyerjp@virginia.edu), University of Virginia
Session Discussant: Craig Wells (cswells@educ.umass.edu), University of Massachusetts Amherst

Using an Inverse-Gamma Prior for Estimating Variance Components in a Simple Model

Frequentist estimates of variance component models can be negative when there is more variability between groups relative to that from within groups. This paper compares these estimates with those from a Bayesian approach that uses an inverse-gamma prior on the variance components. Results from simulations on balanced and unbalanced data will be presented.

Ethan Arenson (ethan.arenson@uconn.edu), University of Connecticut

Capturing Missing Information Using Fuzzy Likert Scale

This paper proposed a fuzzy Likert scale based on fuzzy sets theory. Fuzzy sets theory is well known for its advantage in dealing with reasoning that is approximate rather than precise. Approximate reasoning is frequently accounted in survey research because our language abounds in fuzzy and imprecise information by nature. By applying a mathematical model in communication theory, we can prove that fuzzy Likert scale is more precise than the traditional Likert scale.

Qing Li (qing.li@uconn.edu), University of Connecticut

Investigation of the Censored-Inflated Model for Use With Floor Effects Data

A "floor effect" arises when performance is as bad as possible in all conditions (Cohen, 1995). For the purpose of this study the censored-inflated model (Muthen, 2003) will be used. In this method, two growth models are simultaneously estimated based on the normal observations within the sample, and observations within the population that display floor effects. Samples will be generated using MPlus Monte Carlo (Muthen, 2003), and compared with a state school system dataset. It is hypothesized that this analysis employing the censored-inflated model will provide parameter estimates that display less bias that other growth modeling methods.

Tabitha McKinley (tbmac@uga.edu), University of Georgia
Deborah Bandalos, University of Georgia

Performance of Different Parallel Analysis Procedures in Detecting Unidimensionality of Binary Data
Different procedures of parallel analysis (PA) were investigated to examine their performance in retrieving unidimensionality of binary data. IRT models were applied in data simulation and item parameters were manipulated to investigate their influence on PA results. The preliminary simulation study showed that parallel analysis with raw data permutation performed better than regular parallel analysis. The effect of tetrachoric correlation or PCA/PAF was inconsistent across different PA procedures. Even though modified parallel analysis (Drasgow & Lissak, 1983) also excelled in detecting dimensionality of binary data, the consequences of IRT model misspecification shall be investigated in next step simulation study.
Junhui Liu (junehui.liu@gmail.com), University of Maryland: College Park
Andre Rupp, University of Maryland: College Park

5.5 Individual Paper Session   **Hartford Room**
Aspects of Educational Engagement
Session Chair: Karen Addesso (karen.addesso@ct.gov), Connecticut State Department of Education
Session Discussant: Robert Gable (rgable@jwu.edu), Johnson & Wales University

How Qualified Are You and How Long Will You Stay? Exploring Novice Teachers' Perceptions
Preparing high quality teachers is important for solving the problem of teacher attrition. Attrition occurs earlier and with more frequency in teaching than in any other field. Higher quality teachers, who are better prepared to handle the realities of the classroom and perceive greater levels of efficacy, are more likely to remain in the field. This qualitative study explored five novice teachers' perceptions of the roles their preparation and induction programs played in developing their content knowledge, skills, dispositions, and efficacy. Findings highlight the importance of linking coursework to practice, training in planning and reflection, and collaborating with veteran teachers.
Maria Boeke Mongillo (mongillom5@southernct.edu), Southern Connecticut State University

Financial Planning for College: What Parents Do To Prepare
This study explores reported parental financial college preparations and the amount parents have saved for college, with a goal of determining strategies used by different parents based on parental college aspirations and expectations for their child, as well as the highest reported parental and grandparental educational levels. Regression analysis indicates that parents' expectations, but not their aspirations, correspond to engagement in financial planning. Family education is strongly associated with taking some financial planning actions and the amount saved. The results may be helpful to those who are working to increase the effectiveness of disseminating college financial information to parents.
Catherine Manly (cmanly@educ.umass.edu), University of Massachusetts Amherst
Ryan Wells, University of Massachusetts Amherst

Predicting College Enrollment: Multi-level Model or Herding Cats?
This presentation highlights research in the prediction of college enrollment immediately following high school completion. Using a multi-level modeling approach, researchers use various student- and school-level indicators to explain higher education enrollment for the Class of 2002 in public high schools within a large, diverse state in the continental U.S. By including several measures of academic rigor and achievement, along with various background variables at the student-level, and multiple measures of schools' academic, socioeconomic, and social environment, researchers present a model and method to predict students' higher education enrollment decisions: 2-year college, 4-year college, or none.

Kelly Godfrey (kgodfrey@collegeboard.org), The College Board
Haifa Matos-Elefonte, The College Board

Diversity Education and Students' Perceptions of Campus Climate at a Small Private Institution of Higher Education
The purpose of this study is to analyze to what extent students perceive a positive campus climate as a result of diversity education in a small, private, Ivy League graduate school. During this study, the students' pre-diversity and post-diversity attitudes will be quantitatively assessed. A qualitative approach will be used to scrutinize whether diversity education has improved campus climate. This analysis will serve as a baseline for recommendations on the appropriate steps required to promote an inclusive environment at small, private universities.
Bethany Zemba (bcz267@students.jwu.edu), Johnson & Wales University
Felice Billups, Johnson & Wales University

5.6 Individual Paper Session   **Rocky Hill Room**
Assessment and Learning of Mathematics and Science
Session Chair: Hibajene Shandomo   (shandohm@buffalostate.edu), State University of New York at Buffalo
Session Discussant: David Moss (david.moss@uconn.edu), University of Connecticut

The Relationships of Demographics, Mathematics Performance, and Mathematics Attitudes to Career Interests
There has been increased effort to identify students' career interests to aid in decisions regarding their majors and future career paths. Relationships exist between demographic factors (age and gender), cognitive factors (performance on mathematics assessments), and noncognitive factors (attitudes toward mathematics) that can all impact one's choice of major and vocation. This paper will discuss how career interest assessment can identify interest patterns, the similarities across different studies, and the relationships with demographic, cognitive, and noncognitive factors.
Jonathan Steinberg (jsteinberg@ets.org), Educational Testing Service
Anastasiya Lipnevich, Educational Testing Service
Rosalea Courtney, Educational Testing Service
Walter Emmerich, Educational Testing Service

Effects of Emotional Reactions on High School Learning
The purpose of this study is to validate a new measure of emotional reactions towards school and to investigate whether meaningful educational outcomes can be predicted by situation-specific positive and negative emotional reactions, and whether the pattern of prediction differs across the three situations of classwork, homework, and after-school activities in a sample of high school students. The results indicated that positive affect and negative affect are separable across situations. In addition, we found that there were predictive relations between emotional reactions and students' academic performance. Thus it is important to nurture students' emotions to schooling to promote learning.
Zhitong Yang (zyang@ets.org), Educational Testing Service
Anastasiya Lipnevich, Educational Testing Service
Bobby Naemi, Educational Testing Service

Undergraduate Engineering Students' Understanding of Heat, Temperature, and Radiation
Difficulty understanding heat and temperature concepts has been recognized in engineering education. Confusion about these concepts has been shown to persist after instruction. The purpose of this study was to determine whether undergraduate engineering students' knowledge of four heat transfer concept areas significantly changed as a result of instruction and whether this varied by major and GPA. Two hundred twenty-eight undergraduate engineering students were assessed prior to and after instruction. Results showed significant improvement in most target areas but mean scores were below

concept mastery. Significant differences were seen according to major and GPA. Implications of findings will be discussed.

Katharyn Nottis (knottis@bucknell.edu), Bucknell University
Michael Prince, Bucknell University
Margot Vigeant, Bucknell University
Sarah Nelson, Bucknell University
Kathryn Hartsock, Bucknell University

Common Mistakes and Misconceptions in Elementary Calculus
This paper presentation will examine key psychometric and cognitive features of an existing elementary calculus assessment. The potential usefulness of multiple-choice items, beyond just correct and incorrect, need to be further explored. Past researchers have tried to make better use of the results of multiple-choice items by considering the partial knowledge contained in the distractors and assigning partial credit to the multiple-choice item based on the distractor selected. Instead of trying to assign partial credit, this line of research examines the nature of this partial knowledge and how it relates to common mistakes and misconceptions in the subject matter domain.

Rochelle Michel (rmichel@ets.org), Educational Testing Service

5.7 Symposium — Salon I
The Fordham Five on F(V)alidity

Symposium Coordinator: Thanos Patelis (tpatelis@collegeboard.org), The College Board
Session Chair: Thanos Patelis (tpatelis@collegeboard.org), The College Board
Session Discussant: Kurt Geisinger (kgeisinger2@unl.edu), University of Nebraska

This is a symposium on validity issues faced in various contexts with an emphasis on the empirical evidence needed. Experiences and evidence from various substantive areas will be presented by researchers and professionals who actively work in these areas. The symposium will address validity issues faced in (a) state testing, (b) college entrance examinations, (c) reporting scores from tests, and (d) automated scoring. Then, the fifth presentation will provide an overview of the type and amount of evidence needed to address validity. The discussant will comment on these papers and make suggestions for requirements needed to maintain quality assessments.

Validity Issues in State Testing
Kevin Sweeney (ksweeney@collegeboard.org), The College Board

Validity Issues in College Entrance Examinations
Andrew Wiley (awiley@collegeboard.org), The College Board

Validity Issues in Reporting Scores from Tests
Thanos Patelis (tpatelis@collegeboard.org), The College Board
Haifa Matos-Elefonte, The College Board

Validity Issues of Automated Scoring
David Williamson (dmwilliamson@ets.org), Educational Testing Service

Building Validity Arguments for Educational Testing Programs
Stephen Sireci (sireci@acad.umass.edu), University of Massachusetts Amherst
Yu Meng, University of Massachusetts Amherst
Henry Yoo, University of Massachusetts Amherst
April Zenisky, University of Massachusetts Amherst

5.8 Individual Paper Session — Salon II
Developing Quality Teachers

Session Chair: Francine Falk-Ross (ffalkross@pace.edu), Pace University
Session Discussant: Cheryl Gowie (cgowie1@nycap.rr.com), Siena College

What's Inside the Pandora's Box of Student Teaching?
The purpose of any student teaching program is to provide a situation in which real students learn and practice varied techniques of teaching while working with "real students" under the direction of a certified teacher in a public or private school. The questions posed by student teaching candidates in the TESOL program from two semesters (fall of 2007 and spring of 2008) were triangulated with the journals, school visits, weekly seminars and post observations/conferences that took place after their observations. This paper will address what we, as university supervisors, need to bring to the seminars in the future.

Lucia Buttaro (buttaro@adelphi.edu), Adelphi University

Developing a Lingua Franca: How to Talk to Teachers About Intervention Scripts and Coach Cards?
The following discussion seeks to demonstrate the similarities and differences between conventional lesson planning and creating intervention scripts. First, I'll elucidate the climate that has required educators to be more involved in the planning of interventions, define what is meant by lesson plans and intervention scripts, and demonstrate the similarities between the two. Finally, I'll provide participants with examples of intervention scripts and lesson plans and resources for developing scripts.

Stacey Williams (swilliams@uamail.albany.edu), State University of New York at Albany

A Snapshot of the Journey to Quality Teachers: the TWS Route to Improve Student Learning
Federal Policy has turned attention to teacher quality (A Nation at Risk, 1983; The Holmes Group, 1986; No Child Left Behind, 2001). The study examines the Teacher Work Sample method of assessment from data collected during two pilots from a sample of 31 teacher candidates. Qualitative data were collected from artifacts, student teacher supervisors and the teacher candidates. The teacher candidate assessment resulting from the evaluation of the TWS measured the quality of the "inflight" decision making when implementing an instructional plan (Cowart & Myton, 1997) and the effect of instruction on student achievement.

Dolores Burton (dtburton@optonline.net), New York Institute of Technology
Janice Sawyer, New York Institute of Technology

Professional Development Implementation and Teacher Change: Identity Work in New York City Public Schools
This paper develops and tests a theory linking professional development to teacher outcomes, addressing the following questions: How do teachers implement professional interventions? How do teachers (re)construct identities upon participating in the Scaffolded Apprenticeship Model (SAM) program? Qualitative analysis shows that teachers interpret interventions and engage as change agents in mediating identity processes, through enacting new roles. Data are from a four-year school improvement model that trains teacher teams in data inquiry, leadership, and action research. An identity frame explains variation in teachers' practices and beliefs, transformations that are difficult to achieve and key to effective reform implementation.

Lambrina Mileva (mileva@stanford.edu), Stanford University School of Education

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Friday

Friday Highlights

NERA Business Meeting
Salon I, 8:00 am – 9:00 am
The NERA Business Meeting is the one opportunity during the year for all NERA members to assemble and discuss the operations and future of the organization. *All conference attendees are encouraged to attend this open meeting. This is a breakfast meeting, so all attendees are encouraged to bring food from the breakfast buffet into the meeting room.*

In-Conference Professional Development: Grant Writing
Salon A, 9:00 am – 10:30 am
Sponsored by the Graduate Student Issues Committee
This workshop will present practical steps for writing fundable grant proposals. It will begin with a discussion of general approaches to identifying grant opportunities in a timely fashion and initiating the grant writing process to enhance the likelihood of approval. The session will end with a focus on successful writing strategies for the Institute for Education Sciences (IES) research competitions.
Presenters: Dr. Stan Shaw and Dr. Michael Coyne

Dr. Stan Shaw is Senior Research Scholar and Associate Director at the University of Connecticut's (UConn) Center on Postsecondary Education and Disability. He has been Project Director for more than six million dollars in grants implementing model demonstration projects, transition, inclusion and preparation of special education personnel.

Dr. Michael Coyne is associate professor and Program Coordinator of Special Education at the University of Connecticut. Dr. Coyne currently directs or co-directs three multi-year research grants funded by the U.S. Department of Education's

Institute of Education Sciences focused on optimizing vocabulary and beginning reading practices for students with diverse learning needs through school-based experimental research.

In-Conference Professional Development: Put Down the Highlighters! Qualitative Analysis Using NVivo 8
Salon A, 10:45 am – 12:15 pm
Presenter: Dr. Kelly Godfrey
This session is a demonstration of QSR International's NVivo 8, a powerful qualitative data analysis tool that allows users to simultaneously code audio, video, picture, and text within one interface. The presentation will give an overview of the software's capabilities while highlighting its relevance to the field of educational research.

Dr. Kelly Godfrey is an Associate Research Scientist at the College Board. She received her doctoral degree from the Educational Research Methodology Department at UNC Greensboro, and has been a trainer for QSR's qualitative analysis software for over 5 years. Her research focuses primarily on program evaluation, including mixed methods approaches, and psychometrics, including IRT and test equating.

Lunch and Closing Address by Phil Archer
Grand Ballroom, 12:15 pm – 1:15 pm
Another NERA tradition! Come enjoy one final meal as long-time NERA member Phil Archer recounts anecdotes about this and other NERA conferences. *Open to all conference attendees. Individuals who wish to participate in this lunch must be staying at the hotel on Thursday night or must purchase a meal ticket. See the NERA registration desk for details.*

Concurrent Session 6

6.1 In-Conference Session — Salon A
Grant Writing

*Stan Shaw (stan.shaw@uconn.edu),
University of Connecticut
Michael Coyne (mike.coyne@uconn.edu),
University of Connecticut*

See Friday Highlights for details.

*This special in-conference professional
development session is open to all conference
participants. There is no need to pre-register
to attend this session, and there is no
additional fee associated with the session.*

> **In-Conference Professional Development Session**
>
> **Sponsored by the Graduate Student Issues Committee**

6.2 Symposium — Salon B
Is Generalizability Theory Practical? An Investigation of Some Issues in Applying Generalizability to Measurement Problems

*Symposium Coordinator: Lisa Keller (lkeller@educ.umass.edu),
University of Massachusetts Amherst
Session Chair: Maria Martiniello (mmartiniello@ets.org), Educational
Testing Service
Session Discussant: Ana Karantonis (akaranto@educ.umass.edu),
University of Massachusetts Amherst*

This session seeks to explore how practical the use of generalizability (G) theory is in addressing current measurement problems. G theory has been shown to be a quite useful tool in many applications, however, there are some assumptions that underlie its use and to the extent that these assumptions are not met in real data, some of the benefits of G theory might be limited. Therefore, this symposium seeks to investigate some of the practical issues in applying G theory to real data to determine how useful G theory is for making real decisions with real test data.

An Empirical Investigation of the Quality of D-Study Predictions
*Lisa Keller (lkeller@educ.umass.edu), University of Massachusetts
Amherst
Jennifer Randall, University of Massachusetts Amherst*

The Effect of Missing Data on The Estimation of Variance Components
*Robert Cook, University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst*

Is it Possible to Use a Summative Multistage Assessment for Diagnostic Purposes? A Discussion of the Issues
*Jenna Copella (jcopella@educ.umass.edu), University of Massachusetts
Amherst
Amy Semerjian, University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst*

Is it Possible to Use a Summative Multistage Assessment for Diagnostic Purposes? An Analysis of the Data
*Amy Semerjian (amyrsemerjian@yahoo.com), University of
Massachusetts Amherst
Jenna Copella, University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst*

6.3 Individual Paper Session — Salon C
Strategic Development and Training of Teachers

*Session Chair: Myrtle Welch (welchmi@buffalostate.edu), State
University of New York at Buffalo
Session Discussant: Emily Dexter (edexter@lesley.edu), Lesley University*

Literacy Crisis in Secondary Content Classrooms: Targeted Professional Development that can Help New Teachers Cope
There continues to be a growing crisis in secondary content area classrooms where literacy strategies are embedded. This presentation addresses the needs of pre- and in-service content area teachers to be better prepared to embed multiple literacy strategies within their teaching. The study points to a great need for targeted professional development opportunities for recent university graduates and their cooperating teachers.
*Kenneth Weiss (weisskej@ccsu.edu), Central Connecticut State
University*

CT's Reading Test for Elementary Teacher Certification: Meeting the Challenge
Effective July 1, 2009, all early childhood and elementary teacher candidates seeking Connecticut certification are be required to pass the Connecticut Foundations of Reading Test (CFRT) to demonstrate knowledge of reading instruction. ECSU's Education Department administered a practice CFRT in September and December of 2008. Teacher candidates were invited to participate. Pre/post data were analyzed to evaluate areas of strength and weakness as measured by the CFRT.   Findings yielded options for departmental consideration to align reading and literacy content with elementary education course content to provide students with a more integrated, comprehensive foundation in evidence and standards based reading instruction.
*Maureen Ruby (rubym@easternct.edu), Eastern Connecticut State
University
Brandon Monroe, Eastern Connecticut State University
Leslie Ricklin, Eastern Connecticut State University
Jeanelle Day, Eastern Connecticut State University*

Literature, Laptops, and Other Scaffolds in Teacher Preparation
An undergraduate Educational Psychology course for preservice teachers is described that relied heavily on young adult literature, technology, and collaborative practices to scaffold development of knowledge, skills, and dispositions delineated in NCATE standards. Instruction centered on narratives with characters at risk, with a learning disability, living in poverty, victimized by or witnesses to violence, or from diverse backgrounds. Responses to surveys on engagement and on teacher efficacy, podcasts, CDs and other student-produced materials are analyzed. We explore the role of literature and technology and examine evidence of preservice teachers' thinking and decision-making as they plan instruction for diverse learners.
*Cheryl Gowie (cgowie1@nycap.rr.com), Siena College
Elena Bruno, New York State Education Department
Jami Cotler, Siena College*

Effects of Writing Strategies Professional Development on the Efficacy of Collaborative Language Art Teachers
National and state-level assessments reveal an achievement gap in writing for students with disabilities who are increasingly educated in inclusion classes. Content teachers generally have a low sense of efficacy for teaching students with disabilities. The study investigated whether sense of efficacy for teaching writing is alterable. Teachers (N=31) participated in Writing Strategies PD based on Bandura's social cognitive theory and best-practice writing strategies instruction. Participants' pretest/posttest responses to a survey instrument

revealed significant increases in efficacy for teaching writing to students with disabilities and for implementing testing accommodations. The PD had differing effects based on teachers' years of experience.

Michelle Crotteau (mcrotteau@rockingham.k12.va.us), Rockingham County Public Schools, Virginia

6.4 Individual Paper Session — Hartford Room
Retention of Teachers and Students

Session Chair: Haifa Matos-Elefonte (hmatos@collegeboard.org), The College Board

Session Discussant: Dena Pastor (pastorda@jmu.edu), James Madison University

Retaining the Good Ones - Factors Associated with Tenure Teacher Retention!
To identify the intrinsic and extrinsic motivators affecting teachers' decisions to remain in the profession, a study was conducted using data collected by the National Center for Education Statistics obtained through a survey administered during the 2003-2004 school year to teachers across the nation. A statistical analysis was completed on responses of 495 New Jersey teachers with at least five years K-12 experience in public schools. The analysis included descriptive statistics, factor analysis and ANOVA. Analysis of the responses to twenty questions identified the factors that influence teacher retention and whether these factors differ by gender or grade level assignment.

Kevin Walsh (walshk@wpunj.edu), William Paterson University
Jolene Battitori, Seton Hall University

High School Dropouts in Connecticut: A Multilevel Investigation
Prior research on high school dropouts has often examined the issue from either the student or the school perspective, with a few studies addressing both. Using data from Connecticut State Department of Education and a multilevel analytic approach, this study captures the nested nature of educational data by investigating high school dropouts from three perspectives (student, school and district) and empirically demonstrates contributing factors. Various student-, school- and district-level characteristics are used as explanatory variables, while variance at each level is taken into account. Discussions and recommendations for stakeholders are provided regarding targeting interventions at the highest risk student populations.

Jiarong Zhao (kate.zhao@ct.gov), Connecticut State Department of Education
Alison Zhou, Connecticut State Department of Education
Diane Murphy, Connecticut State Department of Education

Who Drops Out? A Study of Secondary School Dropouts in Connecticut
The purpose of the study was to investigate the relationships between the dropout pattern and student characteristics such as gender, ethnicity and grade level among exited students from grade 7 to grade 12. The study included 57,709 students from grades 7-12 in the 2006-2007 school year in Connecticut. A logistic regression analysis was conducted to examine demographic factors related to student dropout pattern. This study provides empirical evidence of identifying secondary school students in Connecticut who were more likely to drop out. Identifying the groups of high risk students would help practitioners and policy makers to develop prevention programs or make interventions to reduce student attrition at the early stage, and thus, to close the achievement gap among these groups.

Xing Liu (liux@easternct.edu), Eastern Connecticut State University
Alison Zhou, Connecticut State Department of Education

The Relationship of Self-Efficacy and GPA, Attendance, and College Student Retention
The relationship of self-efficacy to GPA, attendance rate, and retention of first term students in a career college was examined. An adapted General Self-Efficacy Scale assessing General and Specific self-efficacy with alpha reliabilities of .72 and .75 was employed. Step-wise regression demonstrated that General self-efficacy incremented the explanation of variance 5% in GPA (p < .01). GPA was correlated with non-attendance (r = -.72, p < .01, d = large) and with retention (r = .52, p < .01, d = large). Non-attendance was correlated with retention (r = -.39, p < .01, d = medium). Early identification of students at risk is discussed.

Stephen Becker (steve.becker4@verizon.net), Pine Manor College
Robert Gable, Johnson & Wales University

6.5 Symposium — Rocky Hill Room
Critical Identities Formed at the Crossroads of Race, Class, Gender, Sexuality, and Spirituality and Intersecting with Education, Administrators, Educators and Students

Symposium Coordinator: Tracy Johnson (johnsotp@buffalostate.edu), Buffalo State College
Session Chair: Yanick Jenkins (jenkinyh@buffalostate.edu), Buffalo State College
Session Discussant: Ramona R. Santa Maria (santamrr@buffalostate.edu), Buffalo State College

This presentation is designed to explore identity formation at the intersections of race, class, gender, sexuality, and spirituality in relation to education by disrupting the traditional perspectives on these topics. Three research papers will be presented from a multi-methodological and theoretical perspectives. It examines the question: How do students and educators produce and enact their identity through the eyes of Alain Locke, the lived experience of White, working-class, undergraduate college students and African American males who have dropped-out of high school? Thus, the relation of identity formation and its intersectionality with race, class, gender, sexuality, and spirituality is significant to the study.

Hiding Behind the Cross: The Production and Enactment of Black Masculinity in the Context of an Urban Black Church
Tracy Johnson (johnsotp@buffalostate.edu), Buffalo State College

Critical Cosmopolitanism and the Intellectual Work of Alain Locke
Kara Olidge, State University of New York at Buffalo

Critical White Theory, Successful First-Generation College Students, and connection to the United States Military: Examination of Quasi-Life Histories of White, Working-Class, First-Generation College Students
Angela Thering, D'Youville College

6.6 Individual Paper Session — Salon I
Issues in Assessment III

Session Chair: Douglas Penfield (dougpen@rci.rutgers.edu),
Session Discussant: Kevin Sweeney (ksweeney@collegeboard.org), The College Board

Increased Percentage of Student Passing a State-Mandated Assessment after Implementation of Block Scheduling
This study examined one public school system's change in its bell scheduling format from a seven period day to block scheduling. The data collected was from a three year period of the grade 10 students passing the Massachusetts Comprehensive Assessment System exam. Students in Massachusetts must pass the mathematics and English/language arts subject tests in order to receive their diploma. There were 762 total student results that were observed that included one year prior to the change in the schedule and two years after the change in the schedule. There was an increase in the percentage of students passing the graduation required subject tests of over 15% over the first two years of the block scheduling.

Eric Forman (erforman@comcast.net), University of Massachusetts Lowell

The Relationship of 10th Grade MCAS Test Anxiety to Student Demographics

Test anxiety has increased among students and has the potential to decrease students' test scores (Casbarro, 2005). The Test Anxiety Inventory was used to survey N=156 10th grade students to examine the relationship between student gender, socioeconomic status, perceived teacher anxiety, and student preparedness with levels of the Massachusetts Comprehensive Assessment System (MCAS) test anxiety. A total of n=20 students and n=12 educators were interviewed. Student socioeconomic status and perceived teacher anxiety accounted for a significant amount of variance in levels of student test anxiety (R2 = .06, p = .033, d = small/medium). High-test anxious students appeared to require emotional, as well as academic preparation, when completing high-stakes testing. Implications for staff and parent training are discussed.

Peggy McCaleb-Kahan (mkspeech15@hotmail.com), Johnson & Wales University
Rolfe Wenner, Johnson & Wales University

Looking Backward: Using Data Mart Technology to Track low-Performing Grade 4 Census Test-Takers in Connecticut

We used archival assessment data to find out if low status indicator performance on Connecticut's grade 4 statewide academic tests from the year 2000 could be used to identify students with long-term academic test performance deficiencies. Using Data Mart technology, we found that 77% of those who scored Below Basic in grade 4 Mathematics, also scored below Proficiency in Mathematics on the grade 10 CAPT assessment in 2007. However, only 44% of those who scored Below Basic in grade 4 Reading scored below Proficiency in Reading on the CAPT. We conclude that more effective academic interventions are needed, particularly in Mathematics.

Richard Mooney (richardmooney@hotmail.com), Connecticut State Department of Education
Barbara Beaudin, Connecticut State Department of Education

An Analysis of the Effectiveness of an MCAS Remediation Program at the High School Level

A high school implemented a remediation program to help improve the scores of students in danger of failing the Massachusetts Comprehensive Assessment System (MCAS) exam, the state mandated competency test required for graduation. To ensure passing of this exam, the school offered courses in the sophomore year called MCAS Prep. The gains for the students who did not receive treatment were 12 scaled points from the eighth grade. However the gains for students receiving the MCAS Prep treatment were 23 scaled points higher from the eighth grade and the MCAS Remediation students gained 18 points, a statistically significant difference.

Mark Fenster (fenster_21stcentury@hotmail.com), University of Massachusetts Lowell
Deanne Gadston, Billerica Memorial High School

High Stakes Testing Literature Review and Critique

Standardized testing has been long established in most of the schools in United States. States have attached "high stakes" to tests as a response to the federal law NCLB. Under this law, schools had to develop or alter their assessments which are administered to gauge school progress. While many agree that high-stakes testing has an impact on students, studies have been conducted to vet if these impacts have propitious or harmful outcomes. In this paper, I review and critique the literature on high stakes testing coupled with a close scrutiny of the research methods utilized.

Sean Elbousty (elbousty@yahoo.com), Lynn Public Schools

6.7 Individual Paper Session   **Salon II**
The Connection between the Physical and the Intellectual
Session Chair: Rosemary Reilly-Chammat (rosemary.reilly-chammat@health.ri.gov),Rhode Island Department of Health
Session Discussant: Jan Charone-Sossin (jcharonesossin@pace.edu), Pace University

TPR and its Effect on Vocabulary Acquisition and Motivation in Advanced Foreign Language Class

Total Physical Response (TPR) is a method that helps students learn and retain vocabulary through physical movements (Asher, 2005). It is not known whether TPR strategies are effective in high levels of foreign language instruction. The purpose of this study was to understand to what extend TPR affects motivation and the acquisition of vocabulary in an advanced foreign language class. The results indicate that students learned vocabulary and retained it successfully. Lower achieving students benefited more than those who have higher levels of achievement. The results also indicate higher levels of motivation when TPR was used during the instruction.

Paola Arias (parias@teaneck.org), Teaneck High School
Ellina Chernobilsky, Caldwell College

Effects of Computerized Feedback and Coaching on College Students' Dietary Self-efficacy, Knowledge, Beliefs, and Behaviors

National surveys reveal that students consume unhealthy diets.This study examined whether computerized feedback and coaching had an impact on dietary self-efficacy, knowledge, beliefs and behaviors of 49 college students. Students were randomly assigned to (1) inputting menu data, (2) inputting and receiving a computerized nutrient analysis, or (3) inputting, receiving analysis, and obtaining self-regulation coaching. Using pre-post tests, ANOVA analysis revealed a main effect of time on dietary self-efficacy, knowledge, food consumption and weight for all groups and an interaction effect of feedback on dietary beliefs. ANOVA analysis revealed no significant effect on actual food and nutrient intake. Health educators should consider whether the benefits of software programs used for diet instruction are justified.

Gloria McNamara (msmcnamara@aol.com), The Graduate Center of the City University of New York
Barry Zimmerman, The Graduate Center of the City University of New York

Program Encouraging Healthy Lifestyle Choices Among At-Risk Youth: The RESOLVE Program

This study describes preliminary results for the RESOLVE program, a federally-funded (U.S. Administration for Children and Families, CBAE) program designed to teach healthy lifestyles, goal setting, and refusal skills to at-risk youth. These data examine changes in attitudes and intentions regarding pre-marital sexual behavior from pre- to post-test, as well as self-report data on actual sexual activity. Results for the 111 youth who completed the program indicate positive changes in attitudes, values and intentions regarding sexual behavior. Qualitative results highlight the importance of health educators as role models and mentors for youth, enhancing the information provided by the formal curriculum.

Gavrielle Levine (glevine@liu.edu), Long Island University at C.W. Post
Deborah Majerovitz, York College, City University of New York
Elizabeth Schnur, Jewish Child Care Association
Charletta Robinson, Jewish Child Care Association
Codine Soman, Jewish Child Care Association

Physical Health, Emotional Health and Learning: Middle Schoolers' Report of Their Behavior

The purpose of the study was to examine the extent to which students engage in specific behaviors aimed at improving their physical and emotional health and the degree to which these habits had positive relationships with critical thinking skills that promote learning. About 1,358 students from five middle schools completed the survey.

Descriptive statistics revealed that generally, more than 50% of students reported that all or most of the time they engaged in behaviors that promote their physical and emotional health. Correlations revealed significant positive relationships between students' self-report of physical health habits and critical thinking skills; and between emotional health and critical thinking skills.

Fay Brown (fay.brown@yale.edu), Yale University
Christine Emmons, Yale University

Concurrent Session 7

Put Down the Highlighters! Qualitative Analysis Using NVivo 8

Kelly Godfrey (kgodfrey@collegeboard.org),
   The College Board

In-Conference Professional Development Session

See Friday Highlights for details.

This special in-conference professional development session is open to all conference participants. There is no need to pre-register to attend this session, and there is no additional fee associated with the session.

Methods II

Session Chair: Pamela Kaliski (pamela.kaliski@gmail.com), The College Board
Session Discussant: Tim Davey (tdavey@ets.org), Educational Testing Service

Multilevel Propensity Scores
Despite increasing popularity of propensity score (PS) methods in educational research, literature has been scarce in how we might appropriately adapt PS methods to address salient features of educational data. One such feature is the ability of the group (e.g. school) to influence individuals' (e.g. students) treatment assignments. Such hierarchical treatment assignment mechanisms need to attend to a number of implications and assumptions concerning the different capacities and paths groups may influence their members. To address the limitations of the single level PS in education I explore several multilevel PS's models and their implications and assumptions.
Benjamin Kelcey (bkelcey@umich.edu), Wayne State University

Comparisons of IRT-Based Ability Estimation Methods and Calibration Procedures in Scaling Test Design
This study aims to use Monte Carlo simulation to compare different IRT-based ability estimations (MLE versus MAP) and calibration procedures (separate versus concurrent) in the scaling test design. Vertical scales were developed for Grade 3 through 8 under 4 method conditions. In general, the concurrent calibration procedure produced better results than separate calibration. There are no big differences between using the MLE and the MAP method in terms of RMSD values. Additionally, the bias for base grade is the smallest. As the grade moves farther away from the base grade, the bias roughly increases correspondingly.
Liqun Yin (liy15@pitt.edu), University of Pittsburgh, School of Education
Clement Stone, University of Pittsburgh, School of Education

A Comparison of Lord's Chi Square DIF Results with Large Group Proficiency Differences
Differential item functioning (DIF) is one way to check for construct-irrelevant variance at the item level. DIF studies often include sub-groups, such as Second Language Learners, which are often both much smaller than the overall population and have much different score distributions. This large difference in distribution may inflate the type 1 error rate when running a DIF procedure. This study compares the results of the Lord's Chi Square DIF detection procedure (Lord, 1980) when two different methods are used to select the reference group sample. It is hoped the results will provide insight into solving this problem.
Christine Shea (cshea@educ.umass.edu), University of Massachusetts Amherst
Brooke Magnus, University of Massachusetts Amherst

Lisa Keller, University of Massachusetts Amherst
Craig Wells, University of Massachusetts Amherst

Impact of Panelists' Characteristics on Setting Cutoff Scores During the First Round of a Standard Setting Study
This paper examines the effect of an important factor that may affect panelist cutoff scores: experiences with district curriculum on interpretation of ordered item booklets (OIB) used during the bookmarking procedure. Using interview transcripts from a mock standard setting exercise with third and fifth grade teachers serving as the panelists, we examine teacher cutoffs to cutoffs from a southwestern state as well and identify the differentially functioning items on the administered test using DIF analysis. Identification of DIF items further help to illuminate the impact of district curricular effects on teachers' expectations and thereby on established cutoff points.
Rohini Sen (rohini.sen@uconn.edu), University of Connecticut
Megan Welsh, University of Connecticut

Estimating Real Data Variance Components' Confidence Intervals with Normal Approximation and Jackknife Methods
Generalizability theory provides a practical tool for program evaluators to use to make informed decisions. After parsing out variance through GENOVA software, confidence intervals are used assay the accuracy of point estimates. Confidence intervals help expose similarities and illuminate true differences between decisions which appear different when based only on point estimates. This paper uses real data to compare the normal approximation to perhaps the simplest of resampling methods, the jackknife, in the context of a two-facet fully-crossed design. Well-interpreted confidence intervals educate stakeholders with a more complete picture of the situation, thus providing opportunity for more nuanced decisions.
Amy Semerjian (amyrsemerjian@yahoo.com), University of Massachusetts Amherst
Lisa Keller, University of Massachusetts Amherst

Education of Special Populations and in Special Conditions
Session Chair: Kenneth Weiss (weisskej@ccsu.edu), Central Connecticut State University
Session Discussant: Sunny Becker (sbecker@humrro.org), Human Resources Research Organization (HumRRO)

The Indian American Teen: Parental Aspirations Versus Societal Conformity
This study offers an insight into the conflicts that arise as the Indian American first generation tries to retain its identity in the adopted country, while the second-generation struggles to find a balance between the values espoused at home and school and find their own identity as they negotiate hierarchies of race, class, gender, and nationalism in a land they call their own. This paper studies intergenerational conflicts, tensions and points of divergence which creates discord and silent pressures in this otherwise silent minority.
Srilata Bhattacharyya (bsrilata@yahoo.com), Adelphi University

Suburban Alternative School Student Realities in the Post-Industrial Era
This ethnographic research explores the ways in which the realities created in the rustbelt Northeast by the new global economy, the resulting changes in school reform and the new suburban/exurban reality are constitutive of and reproduced in the culture, functioning and institutional role of the alternative school setting and in turn, how this setting and its constitutive elements are mapped onto the lives of these predominantly working class boys and girls; in essence, how

these realities mediate the formulation of their identities. Additionally, the study is concerned with how these adolescents formulate and articulate their sense of self within and in relation to these multiple contexts, as well as how they see these as influencing and shaping their current schooling experiences and future life and work possibilities.

Melissa Smythe (mksmythe@gmail.com), State University of New York at Buffalo

The Making of a Princess: School and Community Intertwined

A princess pageant for adolescent girls, recorded annually as a school event in the high school yearbook, reveals itself to be a cooperative venture between members of the school and community This ethnographic study of 16 participants and their female adult sponsors in their months of preparation for the pageant explores how school, family, and community interests, expectations, and values are intertwined and sometimes misunderstood in this process. Participants viewed their participation as a challenging transitional task toward adulthood, while female advisors inoculated their charges with an appreciation for local and traditional values, especially community involvement, by word and example.

Lynn Hoffman (lhoffman@bucknell.edu), Bucknell University

Student Mobility in Connecticut: Is the Door Revolving?

Student mobility has historically presented a challenge to schools across the country. Students who are mobile experience breaks in instruction, inconsistent curricula, and ultimately a potential for decreased academic achievement. Understanding the extent to which a school or district student population is mobile can lead educational policy makers and leaders to implement strategies to support these particular students so that they do not experience an academic downturn; therefore, access to mobility data is critical. Using data from the Connecticut State Department of Education, this paper examines the degree to which student mobility exists within Connecticut, and analyzes student mobility in relation to student achievement. Implications for policy and suggestions for further research will be discussed.

Sarah Ellsworth (sarah.ellsworth@ct.gov), Connecticut State Department of Education
Scott Brown, University of Connecticut

Critical Voices of Chinese American Youth in Education

Research illustrates that minority students from immigrant and under-resourced communities are more prone to fail and drop out of school because of the cultural irrelevancy of academic teaching to their everyday lives. As a result, poor/low-income Chinese American youth often feel isolated and disengaged from school. However, within under-resourced Chinese American communities there are community-based youth organizations that are responsive to the needs of minority youth by developing culturally relevant after-school programs. Utilizing critical multiculturalism as a theoretical framework, the purpose of this action research explores the lived experiences and the engagement of four poor/low-income Chinese American youth in a Chinese American history after-school program located in New York City's Chinatown. This collaborative action research was guided by the following research questions: (1) How do four poor/low-income Chinese American youth interpret their lived experiences in an after-school Chinese American history program? (2) How do four poor/low-income Chinese American youth view their experiences in the Chinese American history program as influencing their engagement in and out of school? This study is presented in a qualitative case study which draws its data from participation observation, reflective journal, interviews, focus groups, and document analysis. Summary of findings indicate that first, Chinese American youth experienced a great deal of family pressure to succeed in school and that the youth were negatively influenced by the "model minority" stereotype. Second, Chinese American youth's experiences in the after-school program resulted in an increase of their engagement in school and that they developed a great sense of historical pride for Chinatown. Implications for practice indicate the significance for schools and educators to understand the lived experiences of Chinese American youth in order to develop culturally relevant pedagogy and critical multicultural education. Implications for theory suggest that Chinese American youth's voices can provide critical insights for changing curriculum and pedagogy for all youth.

Judy Yu (jwy2001@columbia.edu), Teachers College Columbia University

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7.4 Individual Paper Session   **Nutmeg D**
Language and Literacy

Session Chair: Cynthia Bushey (cynthia.bushey@uconn.edu), University of Connecticut
Session Discussant: Maureen Ruby (rubym@easternct.edu), Eastern Connecticut State University

"What is Upside Down to You is not Upside Down to Me": What Literacy Means from the Perspective of Young Children

This presentation gives a spotlight on emergent writers' working knowledge of writing and what it means to be a writer. Based on the results of a year-long observational field study of preschoolers engaged in conversation during literacy activities, this presentation will focus on writing as a social practice. Through this presentation, participants will value the importance of creating curriculum that is driven by children's working understanding of writing. Through listening to children's conversations, participants will gain an understanding of what it means to be a writer from the perspective of young children.

Efleda Tolentino (efleda.tolentino@liu.edu), Long Island University at C.W. Post

An International Professional Development Collaboration in Literacy Education

As part of a project sponsored by the International Reading Association (IRA), Adelphi University faculty and two literacy graduate students traveled to Guatemala in February 2009 to participate in the Seventh International Literacy Conference, where they provided workshops in literacy comprehension strategy instruction, and observed Guatemalan schools. Analysis of the data collected indicates strong cultural influences and an intense need for resources to improve the educational environment and enhance professional development in international literacy instruction. This presentation will include video and photography that support teacher narratives and thematic implications.

Miriam Pepper-Sanello (Peppersanello@adelphi.edu), Adelphi University
Adrienne Sosin, Education and Labor Collaborative

Factors Influencing Motivation of Foreign Language Students

The purpose of this research was to measure differing factors related to student motivation in foreign language classes in both an urban and suburban setting. The main research question was which factors most meaningfully contributed to a student's motivation to continue study of the foreign language. We based the factors included in the survey on previous studies related to motivational factors affecting foreign language students, and amalgamated in the study so as to gain a holistic view of motivational factors affecting foreign language learning.

Scott Bonito (Scott.Bonito@gmail.com), University of Connecticut
Manuela Wagner, University of Connecticut
Mary Yakimowski, University of Connecticut

From the Page to the Stage: Teacher Artist Partnership in a Language Arts Classroom

This paper will present the findings of an educational action research study that examines student learning when an English teacher and professional actress partnered for a semester in a high school English classroom. Student skills that emerged from this partnership included the following: imaginative development and being able to see from diverse perspectives, collaborating on difficult issues (such as product and process), learning to trust instincts and being adaptive. These are

skills cited as important in the 21st century classroom. Incorporating these skills into a classroom focused on an AP exam provides a provocative context for further discussion.

Elizabeth Andrews (elizabeth@education-of-the-imagination.org), Center for the Education of the Imagination
Angela Dohrmann, Pennsylvania Council on the Arts
Christine McLaughlin, Newport High School, Pennsylvania

7.5 Individual Paper Session — Hartford Room
Assessment and Learning of Mathematics

Session Chair: Susan Barnes (barnessk@jmu.edu), James Madison University
Session Discussant: Janice Sawyer (jsawye01@nyit.edu), New York Institute of Technology

Gender Differences in Mathematics: Fact or Fiction?
Despite the stereotype that boys are better than girls at mathematics, resent state assessment results for students in grades K-12 show that this is not the case. This study analyzed the trends of K-12 gender differences in mathematics at four grade levels, from 2002 to 2008, for six large U. S. states. Preliminary analysis supports recent research findings of no significant general differences in mathematics achievement between boys and girls (Hyde, 2005). These data indicate that girls are currently performing as well as boys on state mathematics assessments and are performing better in many instances.

Avis Jackson (avis.jackson@gmail.com), Morgan State University
John Young, Educational Testing Service

Students' Perceptions toward Learning Calculus
The purpose of this study is to develop and to validate the instrument, Students' Perceptions on Learning Calculus. The SPLC contains three scales and 31 items. The three scales include Usefulness of Calculus, Professor Efficacy, and Work Ethic. The surveys were given to the students who have registered for Calculus I, Calculus II, and Business Calculus at Uconn in spring, 2009. 340 students completed the survey. An exploratory analysis was applied to validate the instrument. Using principal axis factoring with oblique rotation, the analysis suggested that 7 items should be dropped and that the remaining 24 items could be best represented by the three factors.

Su Liang (liang@math.uconn.edu), University of Connecticut

The Effect of Mathematics Self-Efficacy on Mathematics Achievement of High School Students
The purpose of this study was to investigate the relationship between mathematics self-efficacy and mathematics achievement of high school sophomores across the United States. Using regression analysis for complex sample survey data from the Educational Longitudinal Study of 2002 (ELS, 2002) (n = 11726), the current study indicated that mathematics self-efficacy and mathematics achievement were positively related, and mathematics self-efficacy was a significantly positive predictor of mathematics achievement. Results from this study, which is generalizable to the population of approximately three million high school sophomores, suggest that mathematics self-efficacy of high school students should be promoted to increase their achievement.

Xing Liu (liux@easternct.edu), Eastern Connecticut State University
Hari Koirala, Eastern Connecticut State University

Will Self-Regulation Training Improve Fifth Grade Students' Mathematics Performance and Accuracy Judgments?
To improve mathematics achievement in the United States, instruction should incorporate strategy training and self-reflection on one's work. This study investigated whether self-regulation training, strategy and self-reflection, would improve fifth grade students' mathematics performance and accuracy judgment. The participants were 88 fifth graders and the task involved fraction problems. Students were randomly assigned to one of four groups, strategy training and self-reflection training, strategy training, self-reflection training, and the control group. The results showed significant main effects of strategy training, but no significant main effects for self-reflection training. This study demonstrates that strategy training can be employed to improve students' math performance.

Darshanand Ramdass (dramdass@gc.cuny.edu), The Graduate Center of the City University of New York

7.6 Symposium — Rocky Hill Room
Establishing the Validity of Test Accommodations for Students with Disabilities: A Collaboration of State-based Research

Symposium Coordinator: John Olson (jmclkolson@yahoo.com), Olson Educational Measurement and Assessment Services
Session Chair: Barbara Beaudin (barbara.beaudin@ct.gov), Connecticut State Department of Education
Session Discussant: Eileen Ahearn (eileen.ahearn@nasdse.org), National Association of State Directors of Special Education

NCLB requires that states offer accommodations on grade-level assessments so they are accessible to students with disabilities. Little research has been conducted on the effectiveness of test accommodations and validity of scores. A large consortium of states participated in a special research project funded by an Enhanced Assessment Grant, with studies conducted in multiple states on a variety of commonly-used accommodations to establish the validity of inferences from accommodated assessments. This symposium provides information on the CTEAG project and detailed results, which includes research designs, procedures, statistical data, findings, and recommendations for states on the validity of accommodated test scores.

Validity of Test Accommodations for Students with Disabilities: The CTEAG State Collaborative Research Project
John Olson (jmclkolson@yahoo.com), Olson Educational Measurement and Assessment Services

Methods and Procedures for Conducting Validity Studies of Test Accommodations
Joe Amenta, Connecticut State Department of Education

A Summary of Findings from State Collaborative Research on the Validity of Test Accommodations
Mohamed Dirir, Connecticut State Department of Education

Use of Validity Evidence on Test Accommodations to Improve State Assessment Programs
Doug Rindone, CCSSO Technical Issues in Large Scale Assessment State Collaborative

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All authors for individual paper sessions, symposia, the poster session, and working groups are listed below, along with authors' corresponding sessions.

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Conference Overview

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Connecticut
Wednesday, October 21st, 2009									
Registration — *9:00 am – 5:30 pm in the Nutmeg Foyer*									
10:00 am - 12:45 pm	**Pre-conference A:** Fundamentals in Standard Setting	**Pre-conference B:** Supporting Professional Development through Teacher Learning Communities: Research Support, Practical Lessons Learned, and Evaluating the Impact							
12:00 pm - 1:30 pm — *Lunch on your own. Note that Allie's American Grille at the Marriott is hosting as special Express Lunch Buffet for conference attendees (additional fee)*									
1:30 pm – 3:00 pm Concurrent Session 1	**1.1 Symposium:** Talking About Race and Gender: Engagement and Learning in Diversity Dialogue Courses	**1.2 Symposium:** Novel Applications of Generalizability Theory to Current Measurement Issues	**1.3 Paper Session:** Technological Impacts on Education	**1.4 Paper Session:** Development and Training of Teachers of Mathematics	**1.5 Paper Session:** Student Characteristics and Perceptions in the Post-Secondary Setting	**1.6 Symposium:** Symposium on Special Education and Rehabilitation Research (Part I)	**1.7 Paper Session:** Issues in Assessment I		**1.8 Working Group Session:** Building Blocks of Student Engagement: Implications for Educational Leadership
3:00 pm - 3:15 pm — *Coffee Break*									
3:15 pm - 4:45 pm Concurrent Session 2	**2.1 Paper Session:** Helping Teachers to Improve Teaching	**2.2 Symposium:** Research on College Board Assessments	**2.3 Paper Session:** Policy Issues in Education		**2.4 Paper Session:** Pre-K and Elementary Education	**2.5 Symposium:** Symposium on Special Education and Rehabilitation Research (Part II)	**2.6 Paper Session:** Issues in Assessment II	**2.7 Paper Session:** Focus on Pre-service and Novice Teachers	**2.8 Special Session:** Mentorship I
4:45 pm - 5:30 pm — *GSIC Meeting (Lobby Bar)*									
5:30 pm - 6:45 pm — *Welcome (starting at 5:30pm) & Keynote 1 (Mary Kennedy; starting at 5:45pm) (Grand Ballroom)*									
6:45 pm - 7:45 pm — *Dinner (Grand Ballroom)*									
8:00 pm - 10:00 pm	**NERA Welcome Reception**								

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Connecticut
Thursday, October 22nd, 2009									
7am - 8:30am *Breakfast (continental buffet provided by hotel)*									
8:30 am – 10:00 am Concurrent Session 3	**3.1 Special Session:** Strategies for Writing and Dissemination: Publishing is not rocket science, you CAN do it	**3.2 Symposium:** An Examination through Exploratory and Confirmatory Factor Analyses of a Leadership Survey for Secondary Level Students	**3.3 Paper Session:** Special Approaches to Education	**3.4 Paper Session:** Student Behavior in the Classroom and in the School	**3.5 Paper Session:** Connections between Learning and Student Perspectives	**3.6 Symposium:** Finding Their Voices: Teacher Researchers' Reflections on the Process of Initiating Projects for Student Learning			
10:15am - 11:15am *Poster Session & Coffee Break*									
11:30 am - 12:30 pm *Keynote 2: George Pruitt (Grand Ballroom)*									
12:30 pm - 1:30 pm *Lunch / Awards (Grand Ballroom)*									
2:00 pm - 3:30 pm Concurrent Session 4	**4.1 In-Conference Session:** Classifying Persons Into Groups: An Introduction to Mixture Modeling and Considerations for Applied Practice	**4.2 Symposium:** Toward a Better Understanding of Test-Taking Motivation in Low-Stakes Testing Sessions	**4.3 Symposium:** Assessment Research Working Together Across Departments		**4.4 Paper Session:** Engaging Students to Foster Learning	**4.5 Symposium:** Guidelines for the Assessment of English Language Learners' Academic Content Knowledge	**4.6 Paper Session:** Evaluation of Achievement	**4.7 Working Group Session:** Internationalizing Teacher Education: The Challenges and Benefits of Creating International Experiences within Teacher Education Programs	**4.8 Working Group Session:** Criteria for Change: The Scholarship of Engagement and the Dissertation in Educational Leadership
3:30 pm - 3:45 pm *Coffee Break*									
3:45 pm - 5:15 pm Concurrent Session 5	**5.1 Paper Session:** Scale Validity and Utility	**5.2 Paper Session:** Education of ELLs	**5.3 Paper Session:** Issues Affecting Student Learning and Achievement	**5.4 Paper Session:** Methods I	**5.5 Paper Session:** Aspects of Educational Engagement	**5.6 Paper Session:** Assessment and Learning of Mathematics and Science	**5.7 Symposium:** The Fordham Five on F(V)alidity	**5.8 Paper Session:** Developing Quality Teachers	**5.9 Special Session:** Mentorship II
5:30 pm - 6:45 pm *Graduate Student Issues Committee Special Session: Professional Perspectives on the Future of Educational Research (Salon A)*									
7:00 pm - 7:45 pm *Dinner (Grand Ballroom)*									
7:45 pm - 8:30 pm *Presidential Address / Awards (Grand Ballroom)*									
8:30 pm - 10:30 pm *President's Reception in honor of NERA's Birthday Celebration*									

	Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Connecticut
Friday, October 23rd, 2009									
7:30 am - 9:00 am *Breakfast (provided by hotel)*									
8:00 am - 9:00 am *NERA Business Meeting. All are welcome! This is a working breakfast meeting, so feel free to bring food from the buffet into the meeting.*									
9am - 10:30am Concurrent Session 6	**6.1 In-Conference Session:** Grant Writing	**6.2 Symposium:** Is Generalizability Theory Practical? An Investigation of Some Issues in Applying Generalizability to Measurement Problems	**6.3 Paper Session:** Strategic Development and Training of Teachers		**6.4 Paper Session:** Retention of Teachers and Students	**6.5 Symposium:** Critical Identities Formed at the Crossroads of Race, Class, Gender, Sexuality, and Spirituality and Intersecting with Education, Administrators, Educators and Students	**6.6 Paper Session:** Issues in Assessment III	**6.7 Paper Session:** The Connection between the Physical and the Intellectual	
10:30am - 10:45am *Coffee Break*									
10:45am - 12:15pm Concurrent Session 7	**7.1 In-Conference Session:** Put Down the Highlighters! Qualitative Analysis Using Nvivo 8	**7.2 Paper Session:** Methods II	**7.3 Paper Session:** Education of Special Populations and in Special Conditions	**7.4 Paper Session:** Language and Literacy	**7.5 Paper Session:** Assessment and Learning of Mathematics	**7.6 Symposium:** Establishing the Validity of Test Accommodations for Students with Disabilities: A Collaboration of State-based Research			
12:15pm - 1:15pm *Lunch and Closing Address*									

Hartford Marriott Rocky Hill Meeting Space

Grand Ballroom

Rocky Hill Room

Hartford Room

Salon II

Salon I

Nutmeg Foyer

to Lobby

Registration

Salon A

Salon B

Nutmeg Ballroom
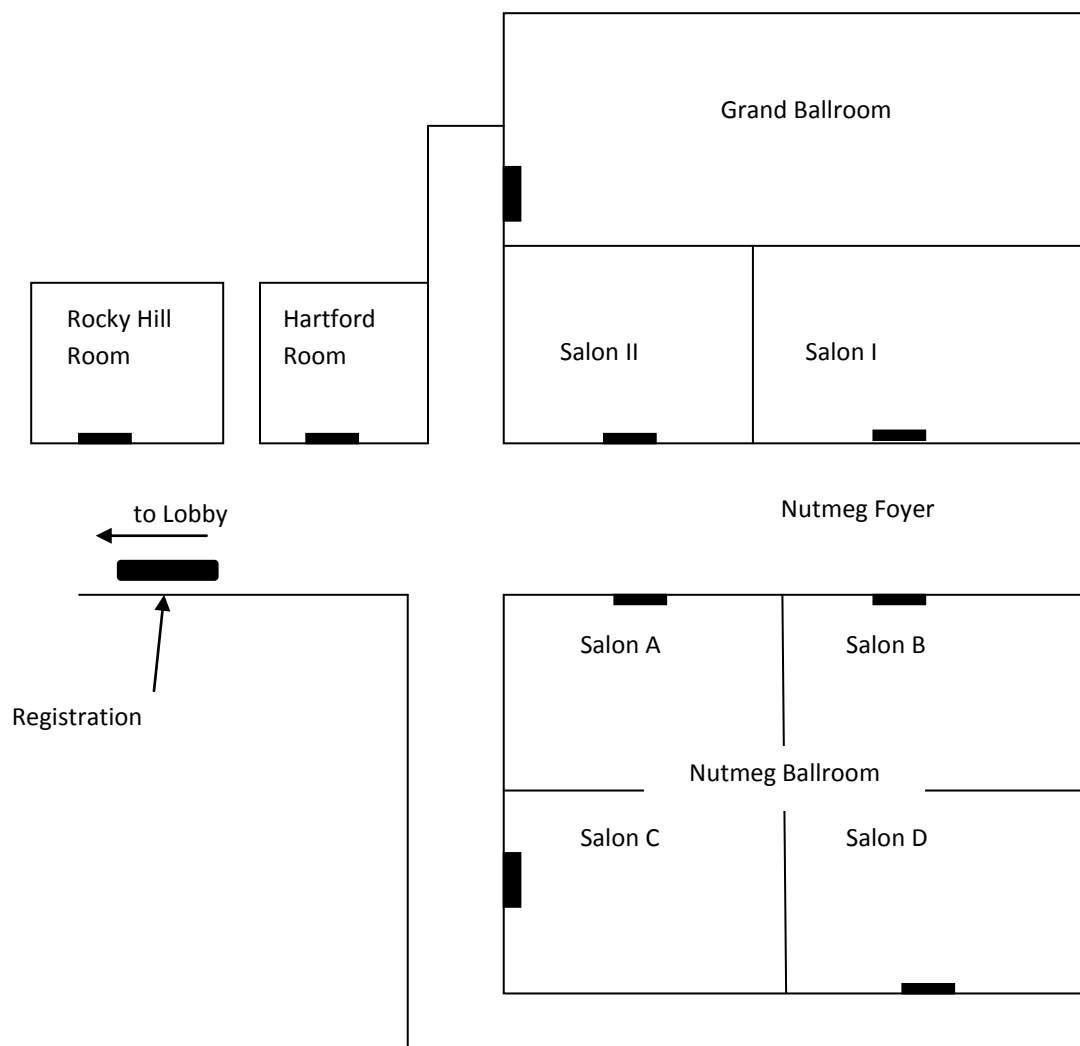
Salon C

Salon D

The **Connecticut Room** is located on the second floor of the Marriott. To access the Connecticut Room, take the elevators located adjacent to the lobby to the second floor and follow the signage.

NERA Conference 2009: Schedule At A Glance

		Salon A	Salon B	Salon C	Salon D	Hartford	Rocky Hill	Salon I	Salon II	Connecticut
Wednesday, October 21										
10:00 – 12:45	Pre-Conference Workshops	Precon A	Precon B							
12:45 – 1:30	Lunch (on your own)									
1:30 – 3:00	Concurrent Session 1	1.1	1.2	1.3	1.4	1.5	1.6	1.7		1.8
3:00 – 3:15	Coffee Break									
3:15 – 4:45	Concurrent Session 2	2.1	2.2	2.3		2.4	2.5	2.6	2.7	2.8
4:45 – 5:30	GSIC Meeting (Lobby Bar)									
5:30 – 6:45	Welcome and Keynote									
6:45 – 7:45	Dinner									
8:00 – 10:00	NERA Welcome Reception									
Thursday, October 22										
7:00 – 8:30	Breakfast (Continental)									
8:30 – 10:00	Concurrent Session 3	3.1	3.2	3.3	3.4	3.5	3.6			
10:15 – 11:15	The NERA Poster Session									
11:30 – 12:30	Keynote									
12:30 – 1:30	Lunch & Awards									
2:00 – 3:30	Concurrent Session 4	4.1	4.2	4.3		4.4	4.5	4.6	4.7	4.8
3:30 – 3:45	Coffee Break									
3:45 – 5:15	Concurrent Session 5	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9
5:30 – 6:45	Graduate Student Panel									
7:00 – 7:45	Dinner									
7:45 – 8:30	Presidential Address / Awards									
8:30 – 10:30	Presidential Reception in Honor of NERA's 40th									
Friday, October 23										
7:30 – 9:00	Breakfast (Continental)									
8:00 – 9:00	NERA Business Meeting									
9:00 – 10:30	Concurrent Session 6	6.1	6.2	6.3		6.4	6.5	6.6	6.7	6.8
10:30 – 10:45	Coffee Break									
10:45 – 12:15	Concurrent Session 7	7.1	7.2	7.3	7.4	7.5	7.6			7.7
12:15 – 1:15	Lunch & Closing Address									

Note: **Blue** indicates educational sessions; **green** indicates special sessions, meals, or other conference events.