

NERA 2012

A Multidisciplinary Approach to Educational Research

43rd Annual Meeting of the
Northeastern Educational
Research Association
Sheraton Hartford South Hotel
Rocky Hill, CT
October 17th-19th, 2012

NERA

Northeastern Educational Research Association



Welcome Message from the 2012 NERA President



Welcome to the 43rd annual meeting of the *Northeastern Educational Research Association*! The program co-chairs, Tia Sukin, Craig Wells, and Gil Andrada have organized an outstanding program that I'm sure you will enjoy. And once again, I guarantee that the quality of the scholarship will be surpassed only by the fellowship and partnership that NERA is so well known for.

Be sure to enjoy the full breadth of events that are part of a NERA conference – attend the world-class workshops, listen to our exceptional keynotes, enjoy the numerous sessions, and of course participate in our shared meals and fun social events! We've always known NERA members were gifted researchers, but last year's production of *NERA's Got Talent*, demonstrated how multitalented our members are (who would've imagined a break dancing robot could beat a scarf dance). We encourage you to participate and enjoy this year's *NERA's Got Talent*.

How does a small regional conference like NERA get such great keynotes year after year? I have no idea! But once again NERA's keynotes are outstanding! We will hear from Dr. John B. King Jr., New York's Commissioner of Education and President of the University of the State of New York, who is known for his impressive record in leading schools in closing the achievement gap, as well as Dr. John Q. Easton, Director of the Institute of Education Science, who recently received a presidential citation from the American Educational Research Association for his work on improving the quality of education in urban schools. Additionally, Dr. Roscoe Brown, former NERA president, World War II Tuskegee Airman, and Congressional Gold Medal Winner, will be awarded *NERA's President's Award* for his outstanding contributions to the field of education.

The supportive environment that NERA has become famous for is due to you, the members. The names of NERA's elected leaders appear in this program, but many other members go above and beyond for NERA– I thank all of you, and especially my program co-chairs! Please enjoy the conference, make new friends, and continue to strengthen our community of scholars to do quality work toward the betterment of our society.

With gratitude,

Lynn Shelley, NERA President

Welcome Message from the 2012 Program Committee

Welcome new and returning NERA members! The Program Committee has planned a variety of opportunities that we think will provide an inspiring and enriching conference for you. Our theme this year is *A Multidisciplinary Approach to Educational Research* because we believe applying theories and research techniques from multiple domains in order to address educational issues is an important way to further our field of research. As the NERA community gathers this year we encourage you to consider and discuss how educational research can reach out to our neighboring disciplines in search of fresh ideas, new approaches, and stronger collaboration.

The goal of the Program Chairs each year is to create a conference program that facilitates the sharing of research, knowledge, and ideas in a supportive and stimulating environment. We believe this year's conference program will deliver all that you expect from NERA. The conference includes 7 pre-conference and in-conference workshops, 9 symposia, 26 research paper presentation sessions, a plenary poster session, and an array of invited panels and special sessions. In addition to these sessions, we have planned evening receptions for both Wednesday and Thursday. Prior to Wednesday's *Welcome Reception* we will honor Dr. Roscoe Brown, former NERA president and World War II Tuskegee Airman, for his contributions to educational research and our nation's history. Come join us Thursday night for a "variety-show" of entertainment at the *Presidential Reception*.

Preparation for NERA's annual conference requires the dedication of many NERA members, especially the NERA Board of Directors, the appointed members of NERA's leadership, those who submitted proposals, and those who volunteered as discussants, reviewers, and chairs. We are especially indebted to the 2012 NERA President, Lynn Shelley, our NERA web-master, Steven Holtzman, and our NERA treasurer, Helen Marx; each of them provided invaluable guidance and support for this conference.

While planning your NERA experience, consider using NERA's searchable conference program located on our web site in Portable Document Format (PDF) in addition to this printed NERA program. In the pages that follow, you'll find more information about NERA sponsors, the conference sessions and schedule, and the hotel meeting space.

Welcome to the 2012 NERA Conference. We hope you have a great conference!

Gil Andrada, Tia Sukin, & Craig Wells
2012 NERA Conference Co-Chairs

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NERA's Mission

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by:

- Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs.
- Promoting the sharing of professional information through publications and other types of communications.
- Encouraging the development of research among junior researchers.

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

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Much appreciation is extended to our very generous corporate and institutional sponsors for their support of NERA's 43rd Annual Conference

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J.W.U. alum **KARIN EDWARDS** has worked at public and private two- and four-year institutions for the majority of her career in education.

Edwards has served in several leadership positions including nine years as senior student affairs administrator and nine years as a senior-level administrator outside of student affairs. She currently serves as the dean of student development at Three Rivers Community College in Norwich, Conn.

“As the landscape of higher education broadens and becomes more complex, individuals need to be educated and prepared to lead a variety of educational institutions. With my doctoral degree from Johnson & Wales, I am ready to provide that leadership.”

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Being without education is being without light.

Somali proverb

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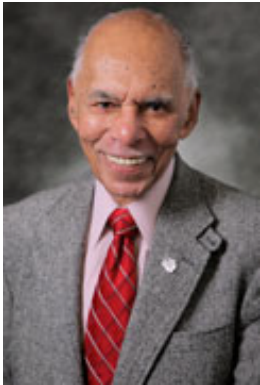
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2012 NERA Presidents' Award



It is NERA's honor to award Dr. Roscoe C. Brown, Jr., the 2012 NERA President's Award. The award acknowledges lifetime contributions to the field of education. Dr. Roscoe C. Brown, Jr., graduated from Springfield College, Springfield, Massachusetts, where he was valedictorian of the Class of 1943. He later attended New York University, earned his Ph.D. in physical education from the School in 1949. He later helped found the American College of Sports Medicine, the largest organization of its kind in the world. Dr. Brown served as a Professor at the School of Culture, Education, and Human Development for 25 years and was the founding director of New York University's Institute for Afro-American Affairs. Dr. Brown is also a past president (1967-1968) of NERA.

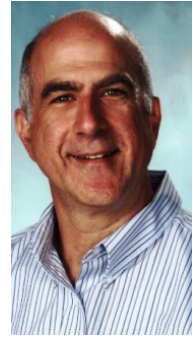
Following a 16-year tenure as president of Bronx Community College, he created the Center for Urban Policy Education at the CUNY Graduate School and University Center. As the center's director since 1993, his work focused on school-based management and parental involvement in school reform. As a recognized specialist in educational measurement, he has served as a consultant to the Educational Testing Service and as a member of the New York State Education Department's College Proficiency Examination Committee and is currently a member of the New York State Education Department's Technical Advisory Committee.

Dr. Brown has published widely on political and social issues in education and has hosted numerous television programs, including the Emmy Award-winning *Black Arts* for WCBS-TV. He has served on New York State's Governor's Advisory Committee for Black Affairs, the Human Rights Advisory Council, and the Attorney General's Ethical Standards Committee, among others.

Dr. Brown's accomplishments are not limited to the field of education. He also has the distinction of being one of the Tuskegee Airmen and former squadron commander of the 100th Fighter Squadron of the 332nd Fighter Group. He graduated from Tuskegee Flight School on March 12th, 1944 and served as a member of the U.S. Army Air Corps in Europe during World War II. During this period, Captain Brown shot down an advanced German Me-262 jet fighter. On March 29, 2007, Brown attended a ceremony in the U.S. Capitol rotunda, where he and other Tuskegee Airmen collectively were awarded the Congressional Gold Medal in recognition of their service.

2012 TEACHER AS RESEARCHER AWARD

Congratulations to Dr. Philip Harak for winning the Teacher-As-Researcher (TAR) 2012 Award. Dr. Harak is a Connecticut-licensed public high school teacher and state certified mentor teacher. Since 1989 he has taught at South Windsor High School, CT, where he has also worked as a teacher-leader in professional development for teachers and staff, focusing on building more inclusive teaching and learning environments in the classroom. Concerned about the challenges of student diversity in the classroom and the growing demands on teachers, he conducted a dissertation study entitled, "Supporting Public High school Teachers in a context of Multiple Mandates: A Social Justice Approach to Professional Learning Communities," which formed the basis for his TAR award. He earned his Ed.D. in Social Justice Education from the University of Massachusetts in September, 2012. He is married to Margaret Savage, and they live in Southamptton, MA.



Dr. Harak will present his research in paper session 8.6 on Friday from 9:00-10:15 AM in Salon II.

2011 LORNE H. WOOLLATT DISTINGUISHED PAPER AWARD

Congratulations to Dr. David J. Alba and Dr. Robert Gable for winning the 2011 Lorne H. Woollatt Distinguished Paper Award for their paper entitled "Crisis preparedness: Do school administrators and first responders feel ready to act?" The Lorne H. Woollatt Distinguished Paper Award is presented annually in recognition of the paper deemed exemplary by the Award Committee. The award is named in honor of Lorne H. Woollatt, a distinguished New York State educator and active member of NERA.



Dr. Alba is a school principal and Chairman of the District Safety Committee for the Central Falls School District in Central Falls, Rhode Island. Additionally, he is a member of the Rhode Island Emergency Management Agency Steering Committee for School Safety and Crisis Preparedness. The paper presented at the 2011 NERA Annual Conference was based upon his mixed methods dissertation research with regards to perceptions of crisis preparedness among Rhode Island public school administrators and first responders. Dr. Robert Gable was co-author of this paper and Dr. Alba's dissertation major advisor.

NERA Conference Features

Below are descriptions of the different types of sessions, events, and experiences offered in the NERA program this year.

Concurrent Sessions

Concurrent sessions are the core of the NERA conference. Each Concurrent session includes several different research presentation sessions as well as at least one Symposium/Themed research session or Invited Panel. This year we have eight concurrent sessions: two on Wednesday afternoon, four on Thursday, and two on Friday morning. The five types of sessions that run currently are:

Paper Presentation Sessions:

Paper sessions include the presentation of completed or nearly-completed research in 10-12 minutes among 3-4 other individual presentations grouped according to research area. A discussant was assigned to read the set of papers in advance and will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion. Session attendees are encouraged to approach presenters after sessions to further exchange ideas.

Symposium Sessions:

Symposium sessions include the presentation of a set of 4-5 research papers organized around a common theme. Similar to paper presentation sessions, a discussant will present a 10-15 minute discussion, overview, critique, or analysis of the set of papers to spur discussion.

Working Group Sessions:

Working group sessions provide a facilitated opportunity to discuss a line of research in-depth with a group of researchers to support and engender collaborative ongoing research in that area of research. The facilitator and presenters will discuss their planned research program or project ideas with session participants and potential collaborators.

Paper Discussion Sessions:

Paper discussion sessions provide authors a chance to present a research in a format designed for feedback and discussion. Research will be presented similar to a Paper Presentation session, except that the Discussant will facilitate feedback and discussion after each presentation. Research discussed in these sessions may be completed or in progress.

Invited Panels:

These sessions are arranged around a theme or topic. The structure of the invited panel session may vary but each session is comprised of leaders in the field who have valuable experience and ideas to share with the membership.

Poster Session	NERA has only one Poster Session and historically it has been an integral part of the NERA experience. The session is scheduled to overlap as little as possible with other sessions to encourage and enable NERA members to attend on Thursday, October 18th from 9:45 am – 10:30 am.
Professional Development Workshops	NERA provides professional development workshops at no additional charge. Pre-conference workshops take place Wednesday morning before conference sessions begin. These sessions require advanced registration (see NERA web page). In-Conference workshops occur throughout the conference and do not require pre-registration. However, workshops may only seat 35 participants; interested members are encouraged to arrive early.
Graduate Student Sessions	Graduate Student Issues Committee (GSIC) has planned a series of events for graduate students. The GSIC Social will be held Wednesday afternoon from 4:15 pm - 5:00 pm in the Lobby Bar. Additionally, there are two GSIC sponsored conference sessions: Obtaining and Maintaining a Career in Educational Research on Thursday, October 18th 5:45 pm -6:45 pm, and Using Simulation in Everyday Research on Friday, October 19th 10:30 am -11:45 am.
Speakers and Awards	NERA hosts two keynote speakers, one on Wednesday evening and another on Thursday morning. In addition, NERA's current president gives an address to the membership on Thursday evening. All speakers occur in tandem to conference meals in the Grand Ballroom. Meals serve as an opportune time for making announcements, including this year's NERA award recipients!
Special Sessions	<p><u>Presidential Special Honor</u>: Join us as we present a special recognition of service award to Dr. Roscoe Brown Wednesday evening</p> <p><u>Yoga Break</u>: A low-key and rejuvenating session on Thursday to help you enjoy a full day of NERA</p> <p><u>NERA business meeting</u>: Everyone is invited to attend this working breakfast meeting Friday morning</p> <p><u>Teacher-as-Researcher</u>: This year's Teacher-as-Researcher Award recipient will present their paper in session 8.6 Friday morning</p>
NERA Social Events	As is the NERA tradition, registered conference attendees are invited to join us at two receptions. The Wednesday night's NERA Welcome Reception is an opportunity encouraging both new and returning members to get acquainted with one another and enjoy a relaxing evening. For this year's Thursday night event, NERA President Lynn Shelley invites conference attendees to come together to enjoy a mixed-bag of entertainment. A limited number of drink tickets will be provided for both social events.

Meeting Information

Location	<p>All Events for the NERA 2012 conference take place at the Sheraton Hartford South Hotel in Rocky Hill, Connecticut. The contact information for the hotel is as follows:</p> <p>100 Capital Boulevard Rocky Hill, Connecticut 06067 USA Phone: 1-860-257-6049 Fax: 1-860-257-6060 Toll-free: 1-888-627-8263</p>
Registration	<p>The NERA 2012 registration desk will be located in the Sheraton conference foyer adjacent to the Rocky Hill and Hartford rooms. Registration will be open the following times:</p> <ul style="list-style-type: none"> • Wednesday, October 17th: 9:00 am – 5:30 pm • Thursday, October 18th: 7:00 am – 11:15 am & 12:30 pm – 5:15 pm • Friday, October 19th: 8:00 am – 12:15 pm
Conference Meals	<p>NERA members typically dine together Wednesday evening through Friday lunch. Meal prices are bundled with room rates. Attendees staying at the hotel Wednesday night will receive a meal sticker that entitles them to Wednesday's dinner, Thursday's breakfast, and Thursday's lunch. Attendees staying at the hotel Thursday night will receive a meal sticker for Thursday's dinner, Friday's breakfast, and Friday's lunch. All included meals are nontransferable and take place in the hotel's conference facilities, not in the hotel restaurant. Conference attendees not staying at the hotel have the option of purchasing meal tickets at the hotel gift shop/front desk.</p>
The NERA Deli	<p>The NERA Deli provides an inexpensive (\$10) buffet lunch option on Wednesday for pre-conference session attendees and early arrivers. Prior to lunch on Wednesday, there are no conference-organized meals.</p>
Cyber Café	<p>As a benefit to conference attendees, the NERA '11 conference will have a cyber café at which conference attendees can check e-mail, print out airline/train tickets, and surf the Internet. Terminals are available on a first-come, first-served basis.</p>

Session Information

Session information is organized by conference day and time with invited sessions presented first within each concurrent time block. Concurrent sessions appear grouped together under black headings. The next two headings provide information regarding the type of session, session number, and session location followed by the title of the session. The session numbers and poster identification codes can be used in conjunction with the *Participant Index*. The session numbers can also be used with the *Conference Schedule: At a Glance*. A *Map of the Meeting Spaces* is located at the end of the program.

Workshop	Session 0.1	Salon A
An Introduction to Diagnostic Measurement		

Instructors
Laine Bradshaw
University of Georgia

Daniel Jurich
James Madison University

Diagnostic classification models (DCMs) are an emerging class of measurement models that hold promise for providing more fine-grained information about students' strengths and weaknesses from a test. In an educational setting, this feedback may be useful for monitoring mastery of multidimensional learning standards. This workshop will provide an introduction to the theory and practice of diagnostic measurement. The workshop will first provide the rationale for DCMs as practical mechanisms for multidimensional feedback. Then, the specifications of a general diagnostic model, the log-linear cognitive diagnosis model (LCDM), will be explained and illustrated using an empirical data set. The workshop will end with a brief demonstration of how to use Mplus to estimate the LCDM for the example data set.



Workshop	Session 0.2	Salon B
Computerized Standard Setting Workshop		

Instructors
Luz Bay
Measured Progress

Susan Cooper Loomis
National Assessment Governing Board



The National Assessment of Educational Progress (NAEP) has long been considered the gold standard for different aspects of large-scale assessment, and this includes standard setting. Recently, NAGB made a breakthrough that substantially advances the field of educational assessment in the area of standard setting. True to its tradition for standard setting innovations, NAGB, with the assistance of Measured Progress, carried-out computerized implementations of the two most popular standard setting methods in K-12 educational assessment – the Bookmark method and the Body of Work (BoW) method. This workshop is a structured demonstration of Computer-Aided Bookmarking (CAB) and Body of Work Technological Integration and Enhancements (BoWTIE). The workshop will begin with an overview of a traditional NAEP standard-setting process to provide context to the development of CAB and BoWTIE. The structured demonstration will have two stages. The first stage will be a more traditional software demonstration where the presenter will show the software and its features. Emphasis will be on functionalities available to the panelists as they go through the different stages of standard setting. Some administrative functionality will also be shown. The more exciting second stage of the structured demonstration involves mock standard setting using both CAB and BoWTIE. A setup similar to the actual panel room setup will be available for use by workshop participants to experience working with one of the standard setting methods. The session will conclude with ample time to use the software and ask questions.

Workshop

Session 1.1


Salon A

Addressing Two Commonly Unrecognized Sources of Score Instability in Annual State Assessments

Instructor

Gary Phillips

American Institutes for Research



This workshop will focus on potential causes of the seemingly random fluctuations seen in many annual state test scores — fluctuations that both the state agency personnel and testing vendors often find difficult to explain. Dr. Phillips has identified and investigated the impact of two underlying sources of error that contribute to the instability of these annual scores: 1) Sampling error variance associated with cluster sampling of students (referred to as design effects) rather than true random sampling; and 2) Error variance associated with equating test forms. The impact of these two sources of error is substantial and is propagated throughout the assessment program statistics, eventually being seen in the unexpected instability or “bounce” of state assessment results that he refers to as “score drift.” He will delineate the steps that can be taken within existing testing programs and within the design of new programs to minimize their impact.

Workshop

Session 1.2


Salon B

Introduction to In-Depth Interviewing as a Method for Qualitative Research

Instructor

Irv Seidman

University of Massachusetts at Amherst



This workshop is a hands-on introduction to in-depth interviewing as a means of doing qualitative research. The workshop will integrate presentation, discussion, and practice interviewing. We will focus on basic assumptions of a phenomenological approach to interviewing, interviewing technique, and through discussion of the practice of interviewing, issues inherent in qualitative research.

Invited Panel	Session 1.3	Salon C
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Blended Learning: Doing Away With the Old, Embracing the New
--

Chair

Antonio Ellis
Howard University

Discussant

Nicholas D. Hartlep
Illinois State University

A blended learning approach combines face to face classroom methods with computer-mediated activities to form an integrated instructional approach. In the past, digital materials have served in a supplementary role, helping to support face to face instruction. The goal of a blended approach is to join the best aspects of both face to face and online instruction. Classroom time can be used to engage students in advanced interactive experiences. Meanwhile, the online portion of the course can provide students with multimedia-rich content at any time of the day, anywhere the student has internet access, from computer labs, the coffee shop, or at home. This session will examine where blended learning is currently; how it is being used; and the possible future of blended teaching and learning.

Panelists

Janeula Burt
Bowie State University

DeMarcus Jenkins
University of Southern California

Lance Pace
Howard University

Nkemjika N. Ofodile
Howard University

Paper Presentations	Session 1.4	Salon D
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Student Meta-Cognitive Engagement and Academic Performance
--

Chair

Jeanne Horst
James Madison University

Discussant

Katharyn Nottis
Bucknell University

I Think, Therefore I Do: Does Student Perception of Learning Predict Final Grade?
--

Gregory P. Mullin
University of Connecticut

How is Academic Integrity Interpreted and Practiced Among High School Sophomores?
--

Alyssa Schlossberg
Caldwell College

Ellina Chernobilsky
Caldwell College

Expanding Middle School Student Freedom of Expression
--

Ann Hassenpflug
University of Akron

Assessing Students' Underlying Thought Processes on Classroom Examinations: Enhancing Feedback for Follow-up Instruction

Eric Magaram
SUNY Rockland Community College

Charles Secolsky
County College of Morris

Paper Presentations	Session 1.5	Salon I
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Methods for Assessing Measurement Invariance
--

Chair

April L Zenisky

*University of Massachusetts Amherst***Discussant**

Robert Keller

Measured Progress

An Investigation of Sample Size Splitting on ATFIND and DIMTEST
--

Alan Socha

James Madison University

Christine E. DeMars

James Madison University

Comparing Two Methods for Evaluating Measurement Invariance
--

Katrina M. Crotts

University of Massachusetts Amherst

Craig S. Wells

University of Massachusetts Amherst

Latent Class Analysis as a Scoring Method for Concept Inventory Instruments
--

Glen Andrew Davenport

University of Connecticut

Helen Jane Rogers

University of Connecticut

A Bayesian Approach for Assessing Differential Item Functioning
--

H. Jane Rogers

University of Connecticut

Pei Hsuan Chiu

University of Connecticut

Hariharan Swaminathan

University of Connecticut

Paper Presentations	Session 1.6	Salon II
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Assessment in Postsecondary Education

Chair

Ross Markle

*Educational Testing Service***Discussant**

Ross Markle

Educational Testing Service

Exploring the Four Core Elements of Formative Assessment in College Classroom Instruction: Faculty Perspectives
--

Paul - Mangino, Jr, Ed.D., R.R.T

New England Institute of Technology

Assessing Diverse Community College Vocabulary Comprehension Through Context Construction
--

Andrea S. Salis

City University of New York, Queensborough Community College

Decks & Desks: Exploration of a Card Game for Post-Secondary Instruction and Assessment
--

Stephen T. Slota

University of Connecticut

Benedict Lai

University of Connecticut

Michael F. Young

University of Connecticut

Rasch Analysis of the Collegiate Diagnosis of Technical Reading and Writing Skills Scale

Avis D. Jackson

Morgan State University

R. Trent Haines

Morgan State University

Paper Presentations Session 1.7 Salon III**Research in Special Education****Chair**

Craig Wells

University of Massachusetts Amherst

Discussant

Jason Travers

University of Massachusetts Amherst

Measuring Evidence-based Pedagogy in Teacher Preparation Programs

Michael Faggella-Luby

University of Connecticut

Mary E. Yakimowski

University of Connecticut

Sally Drew

University of Connecticut

Sarah Newton

University of Connecticut

Middle School Inclusion: Case Studies of Three General Education Teachers

Megan Mackey

University of Hartford

Reading Achievement at the Middle School Years: A Study Investigating Growth Patterns by Disability

Mary Yakimowski

University of Connecticut

Michael Faggella-Luby

University of Connecticut

Yujin Kim

University of Connecticut

An Empirical Pilot Study of Feedback and Revision for Students With and Without Disabilities

Elizabeth Stone

Educational Testing Service

Yigal Attali

Educational Testing Service

Elizabeth Ayad

Lehigh University

Invited Session	Session 2.3	Salon D
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Measuring Teacher Effectiveness in the 21st Century		
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Chair

Steven Holtzman

*Educational Testing Service***Discussant**

Phoebe Winter

Pacific Metrics

Over the past few years, measuring teacher effectiveness has become an important issue in educational research. New legislation has required many states and districts to implement high-quality systems to evaluate teachers. This invited session addresses research that has been done to investigate the validity of the methods being used and presents various issues and concerns that should be considered by districts. Panelists will discuss lessons learned from scoring thousands of classroom videos using multiple observation protocols during a large-scale research project, how districts can balance quality with practical constraints when implementing teacher evaluation systems, how multiple measures can be utilized to create the best composite estimator of effective teaching, and the results of a study showing how the level of quality of teaching a student receives can impact their earnings after graduation.

Lessons Learned through Scoring Thousands of Classroom Videos on the Measures of Effective Teaching Project
--

Steven Holtzman

Educational Testing Service

Balancing Quality with Practical Constraints in Teacher Observation Systems
--

Jilliam Joe

Educational Testing Service

A Composite Estimator of Effective Teaching
--

Kata Mihaly

RAND

Does Your Kindergarten Classroom Affect Your Earnings? Evidence From Project Star
--

Nathaniel Hilger

Harvard University

Symposium	Session 2.4	Salon C
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Generalizability Studies: Methods and Applications		
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Chair

Louise Bahry

*University of Massachusetts at Amherst***Discussant**

Hariharan Swaminathan

University of Connecticut

In this symposium, the purpose is twofold. We focus first on current methodological issues surrounding G Theory, and then move to two applied papers where G Studies were undertaken. The first paper presents findings from a systematic review of the current G Theory literature, focusing on applied studies and methodological trends. The second paper focuses on the issue of variance component estimation in G Studies via a simulation study. The third paper uses real data to investigate the impact of missing data on variance component estimation. The fourth paper investigates the effects of varying item difficulty on the resulting reliability coefficients. Finally, the fifth paper uses a G Study approach to look at standard setting methods for a testing program.

Current Methodological Trends in Generalizability Theory: A Review of the Literature

Joseph A. Rios

University of Massachusetts at Amherst

Xueming Li

University of Massachusetts at Amherst

Molly Faulkner-Bond

University of Massachusetts at Amherst

A Comparison of Computer Programs for Conducting Generalizability Theory Analyses
--

Xueming Li

University of Massachusetts at Amherst

MinJeong Shin

University of Massachusetts at Amherst

Xi Wang

University of Massachusetts at Amherst

Investigating the Impact of Missing Data on Generalizability Studies

Louis M. Bahry
University of Massachusetts at Amherst

Katrina Crotts
University of Massachusetts at Amherst

The Effect of Item Difficulty on Two Consistency Measures in Generalizability Theory

Minji K. Lee
University of Massachusetts at Amherst

Kimberly F. Colvin
University of Massachusetts at Amherst

An Analysis of Massachusetts Adult Proficiency Tests (MAPT) Standard Setting using a Generalizability Theory Approach

MinJeong Shin
University of Massachusetts at Amherst

Paper Presentations Session 2.5 Salon I

Instructional Techniques to Improve Comprehension

Chair
Edith Aurora Graf
Educational Testing Service

Discussant
Edith Aurora Graf
Educational Testing Service

An Investigation of the Impacts of In-Text Citations on Reading Comprehension

Sarah A. Marrs
James Madison University

Krisztina V. Jakobsen
James Madison University

David B. Daniel
James Madison University

Infusing the Teaching of Fiction with Louise Rosenblatt’s Theory of Aesthetic Reading

Kathleen Ryan
Hellenic College

Lorraine Dagostino
University of Massachusetts Lowell

Heat, Temperature, and Energy Concepts: Do Inquiry-Based Activities Make a Difference in Their Understanding?

Katharyn E. K. Nottis
Bucknell University

Michael Prince
Bucknell University

Margot Vigeant
Bucknell University

Multidisciplinary Research: Science and Reading Instruction in Third Grade

Margaret Lally Queenan
University of Bridgeport

Paper Presentations	Session 2.6	Salon II
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Digging Deeper into the Student Experience
--

Chair

Jess Gregory
SCSU

Discussant

Janeula Burt
Bowie State University

Education for Global Citizenship: Exploring Teacher and Student Experiences
--

Ashley Baffour - Addo
University of Connecticut

Ericca Yorgensen
University of Connecticut

Carly Buehler
University of Connecticut

Jonathan Simmons
University of Connecticut

Melissa Levenstein
University of Connecticut

Natalie Curran
University of Connecticut

Rebecca Brooks
University of Connecticut

Jillian Zabrocky
University of Connecticut

Kerri Fenton
University of Connecticut

Tara Stockmon
University of Connecticut

Christina Rheaume
University of Connecticut

Kate Grayeb
University of Connecticut

Emalie Berke
University of Connecticut

Julia Ballek
University of Connecticut

Study Abroad Program Destination Preferences of Hospitality Students: an Analysis Using Typologies

Sahaya H. Josephine
University of Hartford

Pocasting for Change: Observing Changes in Two Student's Behavior and Achievement
--

Ann Heward Garland
Pace University

Francine Falk-Ross
Pace University

Pedaling Poverty through Pennies, Dimes, and Disaster
--

Nicholas Daniel Hartlep
Illinois State University

Paper Presentations	Session 2.8	Connecticut
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Assessment from the School Psychology Perspective

Chair

Marisa Cohen
St. Francis College

Discussant

Jennifer Bausmith
The College Board

The Role of Formative Classroom Assessment in Students' Reading Achievement
--

Hongli Li
Georgia State University

An Investigation of Group Differences in Early Vocabulary Knowledge and Learning Trends using the Dynamic Indicators of Vocabulary Skills
--

Nancy To
University of Massachusetts Amherst

Amanda M. Marcotte
University of Massachusetts Amherst

An Examination of the Validity of the Dynamic Indicators of Vocabulary Skills (DIVS)

William Furey
University of Massachusetts Amherst

Jessica L. Smith
University of Massachusetts Amherst

Amanda M. Marcotte
University of Massachusetts Amherst

Measuring the Growth of Reflective Judgment with Cognitive Developmental Assessments

Theo Dawson
Developmental Testing Service

Zachary Stein
Developmental Testing Service / Harvard University

Keynote	Session 2.81	Grand Ballroom
Higher Ed and the “Right Now” Role in Ed Reform		

Introduction by
Kristen Huff
USNY Regents Research Fund

Speaker
Dr. John B. King, Jr.
Commissioner of Education and President of the University of the State of New York



John B. King, Jr., Commissioner of Education and President of the University of the State of New York, oversees more than 7,000 public and independent elementary and secondary schools (serving 3.1 million students), and hundreds of other educational institutions across New York State including higher education, libraries, and museums. Dr. King is a strong voice for education reform, and he was a driving force in New York’s successful Race to the Top application. A former high school teacher and middle school principal, Dr. King has earned a national reputation for his vision and commitment to education reform. Dr. King earned a B.A from Harvard University, an M.A. from Teachers College, Columbia University, a J.D. from Yale Law School, and an Ed.D. from Teachers College, Columbia University.

Workshop Session 3.1 Salon I**An Introduction to Hierarchical Linear Modeling****Instructor**

Dena A. Pastor

James Madison University

This workshop is intended for participants who have heard about Hierarchical Linear Modeling (HLM), but are unsure about what HLM is or when it should be used. In this brief workshop, participants will learn what is meant by “nested data” and why such a data structure typically results in dependent observations, thus violating the assumption of independent observations underlying many statistical analyses. Participants will also learn about the consequences of violating this assumption and the role the intraclass correlation coefficient (ICC) plays in capturing whether this assumption has been violated. Traditional approaches for handling the assumption violation will be reviewed and compared with HLM. To illustrate how HLM is not just an analytical tool to accommodate data when the independent observations assumption has been violated, a wide range of HLM models will be presented exploring several diverse research questions in education.

Workshop Session 3.2 Salon II**Designing and Moderating Focus Groups****Instructor**

Felice Billups

Johnson & Wales University

Focus groups are structured, facilitated group interviews that capitalize on a group’s synergy and interactions to generate attitudes, opinions and detailed feedback. Designed as a qualitative research strategy, focus group research can be used as an emergent, exploratory approach or as a supplementary approach in a mixed methods design. This workshop is designed for beginning focus group researchers to develop the skills and knowledge necessary to conduct focus groups for dissertation and educational research. A brief overview of focus group purposes and designs, along with techniques for identifying participants and developing the moderator’s guide, will comprise the first half of the workshop; an interactive focus group simulation will comprise the second part of the workshop, allowing participants the opportunity to observe a focus group interview ‘in action’. The benefits and the challenges of focus group research will be included as part of the workshop’s discussion.

Invited Panel	Session 3.3	Salon D
A Critical Examination of the Multi-Tiered Intervention Model: What it Means for Literacy, Mathematics, and Behavior Across the Grade Levels		

Chair

John Hintze

University of Massachusetts at Amherst

This panel is organized to discuss effective school instructional delivery practices and examine how they play a part in a multi-tiered prevention and intervention model. Panelists will describe the evidence supporting the necessary components of the three-tiered model and where evidence is lacking. The discussion will include the applications of this model in response-to-intervention initiatives and critical examinations of this model for the promotion of reading, mathematics and social-behavioral achievement across school settings.

Panelists

Robin S. Coddling

University of Massachusetts Boston

Amanda M. Marcotte

University of Massachusetts at Amherst

Scott Methe

University of Massachusetts Boston

Sara G. Whitcomb

University of Massachusetts at Amherst

Symposium	Session 3.4	Salon C
The Argument-based Approach to Validity Evaluation in Practice		

Chair

Ellen Forte

*edCount, LLC***Discussant**

Stephen G Sireci

University of Massachusetts at Amherst

This session will provide real-world examples of how researchers are applying the argument-based approach to validity evaluation (Kane, 2006) for both general and alternate assessments. Via a set of four papers, presenters will provide an overview to a generalizable approach to planning, documenting, and synthesizing validity evidence; a new method for evaluating alignment in evidence-centered design contexts; methods for establishing comparability evidence for various purposes; and innovative methods for evaluating accessibility and fairness. The session will include ample time for audience interaction.

The Argument-based Approach to Validity Evaluation in Practice: Real World Applications and Examples of Technical Documentatio

Ellen Forte

edCount, LLC

A Comprehensive Approach to Alignment Evaluation in Evidence-Centered Design Contexts
--

Allison Kerbel

edCount, LLC

Defining and Addressing Comparability in Alternate and General Assessments

Christopher Cobitz

edCount, LLC

Defining and Addressing Accessibility and Fairness in Alternate and General Assessments
--

Claudia Flowers

University of North Carolina, Charlotte

Paper Presentations	Session 3.5	Salon A
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Techniques for Improving Student Learning

Chair

Andrea Salis
QCC CUNY

Discussant

Andrea Salis
QCC CUNY

Teachers, Technology, and Digital Natives: Building a Reading Culture in a Secondary School
--

Nina Kositsky
University of Massachusetts Amherst

Comparing the Influence of Virtual and Physical Manipulatives on Students' Learning
--

Rabab Abi-Hanna
Montclair State University

The Impact of One-to-One Netbooks: Student Achievement and Teacher Practice in a Bilingual Fourth-Grade Classroom
--

J. Holly Bukofser
Pace University

Francine Falk-Ross
Pace University

World of Schoolcraft: A Discourse Analysis of Social Learning in the MMORPG Community
--

Stephen T. Slota
University of Connecticut

Paper Presentations	Session 3.6	Salon III
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Research in Postsecondary Education

Chair

Diana J. LaRocco
University of Hartford

Discussant

Diana J. LaRocco
University of Hartford

The Dual Degree Initiative: Perceived Strengths and Limitations from Student and Alumni Perspectives

Shannon Carrigan
University of Connecticut

Marisa delCampo
University of Connecticut

Mary E. Yakimowski
University of Connecticut

Manuela Wagner
University of Connecticut

Lecturer Turnover in Public Universities: A Setback to Socioeconomic Development in Sub-Saharan Africa

Jonah Kindiki
Moi University

Student Self-monitoring and Select Teacher Behaviors: The Impact on College Class Participation
--

Mary B. Schreiner
Alvernia University

Multiple Imputation and Higher Education Research
--

Catherine A. Manly
University of Massachusetts, Amherst

Ryan S. Wells
University of Massachusetts, Amherst

Paper Discussions Session 3.7 Salon B**Training and Evaluating Teachers and Principals****Chair**

M. Leigh DelBuono
Wallingford Public Schools

Discussant

Charles Secolsky
County College of Morris

**An Evaluation of Capitol Region Education Council's
Teacher Evaluation Plan**

Heather Levitt Doucette
Capitol Region Education Council

Sarah Ellsworth
Capitol Region Education Council

**Perceptions of Diversity and Cultural Proficiency:
Pre-service Teachers' Experiences During Student Teaching**

Caryn C. Terwilliger
Bloomsburg University of PA

**Focusing on Problems of Practice in Preparing Doctoral
Students for Educational Leadership**

Peter R (Richard) Madonia
Southern CT State University

Mary Jo Kramer
Southern CT State University

**Reconsidering the Model Minority and Black Mormon
Discourses**

Nicholas Daniel Hartlep
Illinois State University

**Validation of the Secondary School Admission Test Using
Grade 9 GPA, Grade 12 SAT Scores, and Perceptions of
Admission Personnel**

Meghan L. Kiley
The Wheeler School, Johnson & Wales University

Poster: P2 **Salons A-D**

Home and School Connections through the Use of Literacy Bags

Dianna Cherie Roberts
Bloomsburg University of PA

Molly Hupcey Marnella
Bloomsburg University of PA

Poster: P3 **Salons A-D**

Instructional Leadership and Reading Comprehension

Ellen R. D'Amore
Hamden Public Schools

Poster: P4 **Salons A-D**

The Experience of Middle School Girls in Their Science Classroom

Julie R. Robinson
University of Massachusetts Amherst

Poster: P5 **Salons A-D**

Examining the Perceptions of Candidates Graduating from an Administrative Pre-service Preparation Program

Yujin Kim
University of Connecticut

Mary E. Yakimowski
University of Connecticut

Poster: P6 **Salons A-D**

Nothing Will Come of Nothing: The Development of an Instrument to Assess Evidence-based Practice

Michael Faggella-Luby
University of Connecticut

Mary E. Yakimowski
University of Connecticut

Sarah Newton
University of Connecticut

Poster: P7 **Salons A-D**

A Re-examination of the Factor Structure of a Self-Efficacy Instrument for English Language Learners

Marisa delCampo
University of Connecticut

Mary E. Yakimowski
University of Connecticut

Yujin Kim
University of Connecticut

Poster: P8 **Salons A-D**

Classroom Test Construction: The Power of a Table of Specifications

Helenrose Fives
Montclair State University

Nicole DiDonato
Montclair State University

Emily Krause
Montclair State University

Poster: P9 **Salons A-D**

Perspectives of New School Psychology Graduates on NASP Standards and Needs of ELL and Disabilities

David Sax
University of Connecticut

Mary E. Yakimowski
University of Connecticut

Poster: P10 **Salons A-D**

A Review of Vocabulary Assessment Procedures: Examining Existing Measures of Early Vocabulary Acquisition for their Constructs and Uses

Brooke DeWitt
University of Massachusetts Amherst

Kelley O'Connor
University of Massachusetts Amherst

Amanda M. Marcotte
University of Massachusetts Amherst

Poster: P11**Salons A-D**

Revisiting Parten and Piaget: Gender Differences in the Social and Cognitive Play of Young Children

Whitney Alicia Zimmerman
The Pennsylvania State University

Poster: P12**Salons A-D**

Predicting Interest in Science Using Multiple Regression Model

Xueming Li
University of Massachusetts Amherst

H. K. Hsieh
University of Massachusetts Amherst

Keynote	Session 3.82	Grand Ballroom
Funding Educational Research		

Introduction by
Gil Andrada
Connecticut State Department of Education

Speaker
John Q. Easton
Institute of Education Sciences



John Q. Easton, Ph.D., currently serves in a six-year appointment as director of the Institute of Education Sciences (IES). Easton’s former experience includes serving as executive director of the Consortium on Chicago School Research at the University of Chicago. Easton was affiliated with the consortium since its inception in 1990, and became its deputy director in 1997. He had a long association with the Chicago Public Schools (CPS), serving in several research capacities, including as the director of the Department of Research, Analysis, and Assessment. He also served as director of research for the Chicago Panel on School Policy, where he led a study on the effects of decentralization on CPS.

Easton served a term (2003–07) on the National Assessment Governing Board, which sets policies for the National Assessment of Educational Progress (NAEP), also known as the “Nation’s Report Card.” In 2008, he was awarded a presidential citation from the American Educational Research Association for “research leadership and evaluation studies focused on improving the nature and quality of education in a large urban city.”

Easton holds a Ph.D. in measurement, evaluation, and statistical analysis from the University of Chicago; a master’s degree from Western Washington University; and a bachelor’s degree from Hobart College. He is the author or coauthor of numerous reports and articles, and two books: *Charting Chicago School Reform: Democratic Localism as a Lever for Change* and *Organizing Schools for Improvement: Lessons from Chicago*, published by the University of Chicago Press in January 2010.

Invited Session	Session 4.1	Salon B
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Exploring the Future of Innovative Item Types		
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Chair

April L. Zenisky

*University of Massachusetts Amherst***Discussant**

Kristen Huff

USNY Regents Research Fund

This invited session consists of researchers and practitioners from testing industries who together will blend demonstration with research of innovative item types. Multiple elements such as implementing scaffolding, addressing access, diagnosing examinee misconceptions, and comparing online and technology-enhanced item formats will be discussed.

Using Innovative Item Types to Create a Scaffolded Assessment of Language Arts Skills
--

Paul Deane

Educational Testing Service

A Comparison of the Functioning of Online Multiple-Choice and Technology-Enhanced Items in Mathematics

Tom Hughes

Pacific Metrics

Phoebe Winter

Pacific Metrics

Diagnosing and Addressing Misconceptions in Algebra and Geometry

Jessica Masters

Measured Progress

Lisa Famularo

Measured Progress

Nimble Tools: Addressing Access Issues for Items

Mike Russell

Measured Progress

Chloe Torres

Measured Progress

Symposium	Session 4.2	Salon C
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Multiple Methodologies for the Measurement of Motivation		
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Chair

Jessica Kay Flake

*James Madison University***Discussant**

Donna Sundre

James Madison University

The symposium Multiple Methodologies for the Measurement of Motivation will showcase five papers that use diverse methodology to explore questions of student motivation. These studies dig deeper into theory by way of an advanced technique. We present the think-aloud protocol, hierarchical linear modeling, experimental design, longitudinal modeling, and discriminate function analysis. These papers bridge the gap between the substantive and methodological researcher, combining expertise in theory with expertise in technique. These data apply different theories in the classroom and testing environment. They offer a broad look at student motivation and demonstrate how different techniques can provide novel insight. This symposium affirms the necessity of diverse methods in substantive research, imploring the use of advanced techniques to measure student motivation.

Beyond Numbers: Using Think-Alouds to Understand Item Interpretation and Responses

Makayla Grays

James Madison University

Examining Effects of Expectancy, Value, and Cost in an Online Science Curriculum: A Hierarchical Approach
--

Rory Lazowaki

James Madison University

Dena Pastor

James Madison University

Hulleman Hulleman

James Madison University

Kenneth Barron

James Madison University

Steve Getty

NASA

Mediated Motivation: Investigating Expectancy-Value Theory Through Longitudinal and Experimental Design

Jeff Kosovich
James Madison University

Christopher Hulleman
James Madison University

David Daniel
James Madison University

Kenneth Barron
James Madison University

Trajectories of Expectancies and Utility Value in a College Class

Jessica Flake
James Madison University

Christopher Hulleman
James Madison University

Motivated Examinees: Discriminating Students Who Try When it doesn't Count

Donna Sundre
James Madison University

Matthew Swain
James Madison University

Paper Presentations

Session 4.3

Salon A

Research Focused on Teacher Preparation

Chair

Diana J. LaRocco
University of Hartford

Discussant

Barbara J Helms
Independent Consultant

Faculty Curriculum Styles: Do Style Preferences Influence the Preparation of Aspiring Teachers?

Ralph Jaspardo
Johnson & Wales University

Felice D. Billups
Johnson & Wales University

Linking Teacher and Pupil Performance for Enhancing Teacher Effectiveness

Charles Secolsky
County College of Morris

Mary Farrell
Fairleigh Dickinson University

Researching and Reimagining the Teacher Work Sample: Improving Teacher Education and Preparing for APPR

Dolores T. Burton
New York Institute of Technology

Janice Sawyer
New York Institute of Technology

A Long-Term Effects Study on the Effects of Teaching Reflectivity and Dispositions on Pre-Service Candidates

Christine A. Hunt
St. Bonaventure University

Julie Hall
St. Bonaventure University

Richard Lipka
St. Bonaventure University

Paper Presentations Session 4.4 Salon D
Research Methods to Inform Educational Policy and Practice
Chair

Margaret Queenan
University of Bridgeport

Discussant

Lisa Keller
University of Massachusetts Amherst

Funding Action Research: Challenges and Strategies

Thomas W. Christ
University of Bridgeport

Conceptualizing Inquiry While Doing It: Cases of Teachers in a University and School Partnership to Promote Inquiry Learning

Christine Clayton
Pace University

Jim Kilbane
Tulane University

Value-added Teacher Evaluation – A Trojan Horse: Principals Attitudes towards Teacher Empowerment

Kevin J Walsh
William Paterson University

Issues Related to Randomized Control Trials: Alternative Paradigms and Methodologies

Thomas W. Christ
University of Bridgeport

Paper Presentations Session 4.6 Salon II
Advances in Measurement & Validity Research
Chair

Carol Barry
The College Board

Discussant

Tia Sukin
Pacific Metrics

Validity and Fairness of Standards-Based Assessments for Initially Fluent and Redesignated Fluent English Language Learners

Steven Holtzman
Educational Testing Service

Jonathan Steinberg
Educational Testing Service

Elizabeth Stone
Educational Testing Service

The Structural Validity of Standards-Based Assessments for English Language Learners with or without Specific Accommodations

Jonathan Steinberg
Educational Testing Service

Steven Holtzman
Educational Testing Service

Elizabeth Stone
Educational Testing Service

Recovery of Learning Progressions in CBAL English Language Arts and Mathematics

Edith Aurora Graf
Educational Testing Service

Peter W. van Rijn
Educational Testing Service

Advances in Bookmark Standard Setting: Using ATA To Select Items For An Ordered Item Booklet

Siang Chee Chuah
The College Board

Deanna L Morgan
The College Board

Paper Presentations Session 4.7 Salon III**Issues in Mathematics Education****Chair**

Javarro Russell
National Board of Medical Examiners

Discussant

Javarro Russell
National Board of Medical Examiners

Teaching Number Sense: Role of Cognitive and Explicit Instruction

Sheetal Sood
University of Hartford

Megan Mackey
University of Hartford

Student Self-Assessment in Middle School Mathematics: A Pilot Study

Zachary B Warner
University at Albany, SUNY

Fei Chen
University at Albany, SUNY

Heidi L Andrade
University at Albany, SUNY

Problem Solving Abilities and Perceptions in Alternative Certification Mathematics Teachers

Brian R. Evans
Pace University

Paper Discussions Session 4.8 Connecticut**Investigations of Effective Early Educational Programs****Chair**

Kathryn Nottis
Bucknell University

Discussant

Francine Falk-Ross
Pace University

Using Re-Teaching with Adaptations as a Method for Differentiating Mathematics Instruction

Anthony S. Bundy
William Paterson University

Rochelle Goldberg Kaplan
William Paterson University

Lynn Demetrakis
Bogota NJ School District

Stefania Portelli
Passaic NJ School District

Improving Second Grade Basic Skills Students' Performance on Number Fact Recall, Two-Digit Addition and Subtraction Computation, and Problem Solving

Barbara Ann Makela
William Paterson University

Effective Instruction in Head Start Classrooms: The Conflict Over Play in Preschool

Reva M. Fish
SUNY College at Buffalo

Laura Klenk
SUNY College at Buffalo

Can Emergent Literacy Learning Take Place without the Skill and Drill?: A Reggio Emilia Inspired Preschool

Evelyn A. O'Connor
Adelphi University

Sherri L. Horner
Bowling Green University

Andrea T. Caligiuri
Alice Brown Early Learning Center, Adelphi University

Special Session	Session 5.1	Salon III
The 3 R's of YOGA: Reenergize, Refocus, Restore		

Chair
Danette Day
University of Massachusetts

Learn the basics of Iyengar Yoga, a type of Hatha Yoga developed by Indian Yogi Master B. K. S. Iyengar. This 25-minute session will be offered in three consecutive intervals and will include practical physical postures (asanas), breathing techniques (pranayama), and a meditation (dhyana) developed to energize the body to focus the mind, and to create emotional balance. Also, learn some helpful, instructional tips applicable to life in the classroom. Simply come dressed as you are and bring an open heart and mind.

Invited Panel	Session 5.2	Salon A
NERA's Past Presidents Tell Us How NERA has Enhanced Their Careers		

Chair
Lynn Shelley
Westfield State University

This invited panel is comprised of esteemed former presidents of NERA who will share their perspectives and experiences on how NERA has helped further their careers in educational research. The panelists are highly respected and productive researchers in their respective fields and have been long-time members of NERA. In addition to having prepared remarks, the panelists will respond to questions from NERA members in the audience.

Panelists
Steve Sireci
University of Massachusetts at Amherst

Thanos Patelis
The College Board

Kristen Huff
USNY Regents Research Fund

Janet Carlson
Buros Center for Testing

Symposium	Session 5.3	Salon B
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Symposium on Special Education and Rehabilitation Research		
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Chair

Barbara J. Helms

*Independent Consultant***Discussant**

Barbara J. Helms

Independent Consultant

This symposium is an annual session devoted to research relative to both adults and students with disabilities. The first paper presents comprehensive results of a 5-year, mixed methods longitudinal study of attitudes toward individuals with exceptionalities at the university level and inclusive practices. The second investigates the types of information that universities post on their websites with respect to accommodations and serves for students with disabilities. The next paper is a review and analysis of evidence-based studies on collaborating with families of young children with development disabilities in assessing their children. The final paper presents the results of an action-research project faculty members concerns about the use of nine Universal Design for Learning guidelines in their instruction.

Inclusive Attitudes: Mixed Methods Research
--

Barbara Wilson

Bloomsburg University of Pennsylvania

Angela Pang

Bloomsburg University of Pennsylvania

Disseminating Accommodative Services Information on University Websites
--

Darlene Perner

Bloomsburg University of Pennsylvania

Randi Preston

Bloomsburg University of Pennsylvania

Collaborating with Diverse Families in Assessing Their Young Children with Developmental Delays
--

Yanhui Pang

Bloomsburg University of Pennsylvania

Universal Design for Learning: University Faculty Concerns and Level of Use
--

Diana LaRocco

University of Hartford

Danielle Wilken

University of Hartford

Symposium	Session 5.4	Salon C
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Assessing the Quality of Assessment: A Perspective through the Lens of Validity		
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Chair

Donna Sundre

*James Madison University***Discussant**

Carol Barry

The College Board

Dozens of institutions use rubrics to evaluate the quality of assessment reports. This process is called “meta-assessment.” Despite the growing use of this practice, little validity evidence is provided in the literature. This symposium investigates the validity of the meta-assessment ratings of one institution. Using Benson’s (1998) strong program of validation as a framework, these papers provide substantive, structural, and external evidence that meta-assessment scores can indeed reflect programs’ quality of assessment.

Introduction to a Meta-Assessment Rubric

Keston Fulcher

James Madison University

Evidence Using Benson’s Substantive Stage
--

Megan Rodgers

James Madison University

Evidence Using Benson’s Structural Stage

Oksana Naumenko

James Madison University

Evidence Using Benson’s External Stage

Bozhidar Bashkov

James Madison University

Paper Presentations	Session 5.5	Salon D
Educating At-Risk Youth		

Chair

Elizabeth Stone

*Educational Testing Service***Discussant**

Michael Krezmien

University of Massachusetts at Amherst

Characteristics of At-Risk Students: Opinions of Elementary and Secondary School Teachers
--

Michael J. Sollitto

Scituate High School

Robert K. Gable

Johnson & Wales University

Poverty and High School Graduation Rate: Results for 46 Largest School Districts and 50 States

Stuart E. Smith

Alfred University/Retired

Former Juvenile Offenders Re-enrolling Into Mainstream Public Schools
--

Thomas Richardson

Johnson & Wales University

Thomas DiPaola

Johnson & Wales University

Robert K. Gable

Johnson & Wales University

Schooling Disadvantaged Children: Heading Toward Educational Disaster by 2019?

Stuart E. Smith

Alfred University/Retired

Paper Presentations	Session 5.6	Salon I
Issues in Science Education		

Chair

Joanna Badara

*University of Bridgeport***Discussant**

Ashley Pereira

Eastern CT State University

Science Literacy: Exploring Middle-Level Science Curriculum Structure and Student Achievement
--

Sarah Ford Faulkner

University of Hartford

Spatial Reasoning in Organic Chemistry From Novice to Expert: The Missing Links
--

Deborah L Carlisle

University of Massachusetts Amherst

Strengthening Science Vocabulary Through the Use of Imagery Interventions with College Students
--

Marisa Tamar Cohen

St. Francis College

Impact of English Language Learner Status on the Measurement of Science Learning-Related Constructs
--

Whitney Alicia Zimmerman

The Pennsylvania State University

Jonna M. Kulikowich

The Pennsylvania State University

Seth Corrigan

Lawrence Hall of Science, University of California- Berkeley

Marco A. Bravo

Santa Clara University

Paper Presentations	Session 5.7	Salon II
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Educational Technology

Chair

Sousan Arafeh

*Southern Connecticut State University***Discussant**

Sousan Arafeh

Southern Connecticut State University

The Effect of Technology on a Student's Motivation and Knowledge Retention

Mark Granito

East Brunswick Public Schools

Ellina Chernobilsky

Caldwell College

Extending Classroom Discussion with Discussion Boards: Using Technology to Meet the Needs of Diverse Learners

Barbara Rosenfeld

Brooklyn College of the City University of New York

Jess L. Gregory

Southern Connecticut State University

International Students Education and Learning Management System: Analysis Using Technology Acceptance Model

Sahaya Josephine

University of Hartford

Paper Discussions	Session 5.8	Connecticut
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Addressing Issues of Diversity in Secondary Education

Chair

Lance Pace

*Howard University***Discussant**

Philip Harak

University of Massachusetts Amherst

Employing Elder Mothers' Wisdom: Developing a Curriculum of Social Supports for College Bound Teen Mothers

Jennifer Hernandez

University of Hartford

Developing Community College Social Supports for Non-Traditional Nursing Students with Children

Dawn R. Bunting

University of Hartford

Organizational Culture at a Historically Black University: Perceptions of Faculty of Different Racial/Ethnic Groups

Nasrin Fatima

Pennsylvania College of Technology

Implementation of a School-Wide Positive Behavioral Intervention and Supports Program at a Juvenile Correction Facility: Effect on Problem Behavior and Social Skills

Erica Dawn Evans

Johnson & Wales University

Secondary School Teachers' Perceptions of Job-Embedded Professional Development and their Understandings of Adult Learning

Jessica M. Fitzgerald

University of Hartford

Invited Panel	Session 6.1	Salon A
A Change Oriented Plan of Research		

Chair

Ross Markle

*Educational Testing Service***Discussant**

Stephen G. Sireci

University of Massachusetts at Amherst

As researchers, we often specialize in a particular domain, method, or technique that, in order to be impactful, relies upon a great deal of time, commitment, and collaboration. Many research publications and presentations only shed light on a small part of what all research is intended to do: enact change. This session brings together three well established organizations - the College Board, the Center for Assessment & Research Studies at James Madison University, and Educational Testing Service - to discuss their programs of research that integrate theoretical, methodological, and practical work in the hope of influencing educational practice.

Presenters

Donna Sundre

James Madison University

Ross Markle

Educational Testing Service

Thanos Patelis

*The College Board***Rival Hypotheses: Exploring Examinee Motivation**

Donna Sundre

*James Madison University***Increasing College Student Success**

Ross E. Markle

*Educational Testing Service***Measuring and Validating Predictors of College Student Outcomes**

Thanos Patelis

The College Board

Symposium	Session 6.2	Salon B
Predicting Success on and from Advanced Placement®		

Chair

Jennifer Bausmith

*The College Board***Discussant**

Kristen Huff

USNY Regents Research Fund

The Advanced Placement® program enables students to pursue college-level studies while in high school. This theme-based paper symposium includes five papers focused on student performance as it relates to participation and success in Advanced Placement® (AP®). Three of the papers use various methods to predict success on AP exams based on school, student, or course-taking characteristics. The fourth paper examines the impact of a proposed state law to set certain requirements for AP course enrollment on access to and success on AP. The final paper examines college freshman and sophomore students' perceptions of the quality and benefits of AP courses. Taken together, these studies provide evidence on the benefits of AP and factors associated with AP success.

Using Multilevel Modeling to Predict Student Success on AP Exams

Carina McCormick

*University of Nebraska-Lincoln***An Investigation of College Students' Perceptions of Advanced Placement Courses**

Siobhan Cooney

The College Board

Mary McKillip

*The College Board***Doing the Math: High School Mathematics Course Sequencing and Its Relationship to AP Success**

Whitney Smiley

South Carolina University

Bethany Fishbein

Fordham University

Jennifer Bausmith

The College Board

Thanos Patelis

The College Board

Examining the Impact of a Potential AP Policy Change

Carol Barry
The College Board

Sunny Niu
The College Board

The Earlier the Better? Taking AP in 10th Grade

Awilda Rodriguez
The University of Pennsylvania

Mary McKillip
The College Board

Paper Presentations**Session 6.4****Salon C****In-Depth: The Pre-Service Teacher****Chair**

Javarro Russell
National Board of Medical Examiners

Discussant

Brian Evans
Pace University

The Language Knowledge Necessary to Teach Linguistically Diverse Students: Thoughts on Preparing Pre-Service Teachers

Marcy Zipke
Providence College

Laura Hauerwas
Providence College

Laurie Grupp
Providence College

Amanda Murphy
Providence College

Effective Elementary Mathematics Teachers: A Cross-Cultural Perspective

Rochelle Goldberg Kaplan
William Paterson University

Assessing the Clinic Experiences of a Teacher Education Program through Multiple Lenses

Shannon Carrigan
University of Connecticut

Mary E. Yakimowski
University of Connecticut

An Examination of Career Interests for Underrepresented Minorities

Jonathan Steinberg
Educational Testing Service

Jennifer Minsky
Educational Testing Service

"I Was a Bit Ashamed of Myself!": Pre-Service Teachers' Voices on Their Urban Teaching Experience"

Leta Hooper
University of Massachusetts Amherst

Paper Presentations	Session 6.5	Salon D
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Applying Quantitative Research Methods
--

Chair

Elizabeth Stone

*Educational Testing Service***Discussant**

Elizabeth Stone

Educational Testing Service

Using Rasch Residuals to Analyze the Demographics of Respondents with Unexpected Incorrect and Correct Answers: Implications for Construct Validity

Robert K. Gable

Johnson & Wales University

Larry H. Ludlow

Boston College

Stacey L. Kite

Johnson & Wales University

Modeling Testlet Effects within a Diagnostic Classification Framework

Daniel P. Jurich

James Madison University

Laine P. Bradshaw

University of Georgia

Evaluating the Impact of Undetected Shift Errors Using Modern Detection Methods

Robert J. Cook

University of Massachusetts Amherst

Christopher C. Foster

University of Massachusetts Amherst

Ordinal Logistic Regression Modeling for Complex Survey Data
--

Xing Liu

Eastern Connecticut State University

Paper Presentations	Session 6.6	Salon I
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Evaluating an Instrument's Psychometric Properties via Structural Equation Modeling

Chair

Craig Wells

*University of Massachusetts at Amherst***Discussant**

Jennifer Randall

University of Massachusetts at Amherst

Evaluating the Psychometric Properties of the Scale of Ethnocultural Empathy: A Confirmatory Factor Analytic Approach

Jerusha J. Gerstner

James Madison University

Dena A. Pastor

James Madison University

Sara J. Finney

James Madison University

Dimensionality Assessment Using a Bifactor Model
--

MinJeong Shin

University of Massachusetts Amherst

Craig Wells

University of Massachusetts Amherst

Measuring Cognitive Engagement in Low-Stakes Testing: Confirmatory Factor Analyses of the Cognitive Engagement Scale
--

Ashley Brianne Charsha

James Madison University

Whitney Smiley

University of South Carolina

Robin Anderson

James Madison University

A Structural Equation Model Approach for Incorporating Examinee Response Time in IRT Item and Person Calibration
--

Rohini Sen

University of Connecticut

H. Jane Rogers

University of Connecticut

Hariharan Swaminathan

University of Connecticut

Paper Presentations Session 6.7 Salon II**Educational Research around the Globe****Chair**

Barbara J Helms

*Independent Consultant***Discussant**

Mariajose Romero

*CUNY, LaGuardia Community College***Kenya, Free Public Education, and the News: A Content Analysis of News Coverage**

Jacqueline Marie Dauplaise

*Montclair State University***Global Competence as a Student Outcome of Internationalization: College Students' Perspective**

Sahaya H Josephine

*University of Hartford***A New Resource for Educational Researchers: Pruebas Publicadas en Espanol (Spanish)**

Janet F Carlson

*Buros Center for Testing - UNL***Promoting a Humane and Democratic School in Cyprus: Principals' Reflections on Policy and Practice**

Georgina Tsangaridou

Southern Connecticut State University

William Diffley

*Southern Connecticut State University***Paper Presentations Session 6.8 Salon III****Teacher Preparation and Professional Development****Chair**

Jennifer Kobrin

*The College Board***Discussant**

Laura Klenk

*Buffalo State College***Teachers' Beliefs about Learning and Instruction: A Review of the Literature**

Natalie Lacatena

Montclair State University

Laura Gerard

Montclair State University

Helenrose Fives

*Montclair State University***Teaching Philosophy of Education with Concept Maps or Narrative Essays**

Helenrose Fives

Montclair State University

Tammy M. Mills

*Montclair State University***Evaluating Arts Programming in Schools**

Carol L. Barry

The College Board

Siobhan M. Cooney

The College Board

Awilda Rodriguez

*University of Pennsylvania***A Social Justice Approach to Professional Learning Communities for High School Teachers**

Philip J. Harak

University of Massachusetts at Amherst

Symposium Session 6.3 Connecticut**Ethics Cases in Educational and Psychological Research: Part II****Chair**

Scott W. Brown
University of Connecticut

Discussant

Scott W. Brown
University of Connecticut

Recently, there have been a number of ethical violations in educational and psychological research, publicized both nationally and internationally, varying from ignoring IRB protocols, to the fabrication of data, to misappropriations of funds. As part of a professional's preparation for the research community, it is paramount to educate researchers to various ethical challenges involved in academic research, enabling them to conduct safe, appropriate and important research. This symposium on research ethics presents an overview of the issues associated with research ethics and practices in education and psychology using a Problem-Based Learning (PBL) approach discussing topics of: Internet content issues; Conducting research in international settings; Social networking challenges; Deception research; Professional codes of conduct; Prisoner research; and Consumer behavior research.

Internet Content

Ben Lai
University of Connecticut

International Research

Tatiana Rojas
University of Connecticut

Social Networking

Clint Kennedy
University of Connecticut

Deception Research

Charles Dye
University of Connecticut

Professional Codes of Conduct

Elena Forzani
University of Connecticut

Research with Prisoners

Karen P. Skudlarek
University of Connecticut

Consumer Behaviors

Michael Mudrick
University of Connecticut

Special Session Session 7.2 Salon B

GSIC Sponsored - Obtaining and Maintaining a Career in Educational Research

Chair

Jason Kopp

James Madison University

Oksana Naumenko

James Madison University

In this invited panel, leaders in the educational research field from a variety of contexts will provide useful advice on gaining employment and developing a career in different education-related disciplines. Topics discussed will include interviewing, CV's, promotions, and general advice. An audience question-and-answer session will follow.

Presenters

Deborah Bandalos

James Madison University

Kristen Huff

USNY Regents Research Fund

Thanos Patelis

The College Board

Cathy Wendler

Educational Testing Service

Special Session Session 7.3 Salon C

FERPA Consent Rules and Other Allowable Uses of Protected Data

Presenter

Diane Murphy

Connecticut State Department of Education

The intent of the Family Educational Rights and Privacy Act of 1974 (FERPA) was to protect the rights of students and to ensure the privacy and accuracy of education records. The act applies to all institutions that are recipients of federal aid administered by the Secretary of Education. Recent updates to the regulations governing the implementation of FERPA have important implications for researchers who collect and manage confidential data as well as those who wish to use protected data. The process to give and gain access has been regulated more closely with detailed conditions under which data can be shared and used for analyses. Through her position on the USDE General Statistics Task Force, Diane Murphy works closely with the Privacy Technical Assistance Center regarding state's obligations to ensure FERPA compliance. This special session will cover recent changes and describe the exceptions to FERPA consent rules and other allowable uses of protected data.

Invited Panel	Session 8.2	Salon I
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Find Out Where Research is Going Next: What Course of Study Will Give YOU an Edge?

Chair

Katharyn K. Nottis
Bucknell University

Join us for a discussion regarding what esteemed university directors and industry executives see as important research topics in education. During this session, a moderator will ask guided questions of panel members addressing important research questions and helpful tips for finding employment and marketing oneself for a university or industry-based career. Attendees are encouraged to ask their own questions also.

Panelists

Donna Sundre
James Madison University

Thomas DiPaola
Johnson & Wales University

Robert Gable
Johnson & Wales University

Phoebe Winter
Pacific Metrics

Symposium	Session 8.3	Salon C
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Validity Issues in Practice

Chair

Katrina Crotts
University of Massachusetts Amherst

Discussant

Charles DePascale
Center for Assessment

The Standards for Educational and Psychological Testing describes five sources of validity evidence. In this symposium, we discuss validity issues found in practice, and methods used to gather validity evidence. The four papers in this session address evidence based on response processes through the use of response time analysis, evidence based on test content examining the validity of an item format and its instructions, and evidence based on internal structure looking at the distinctiveness and reliability of subscore inferences for a statewide math assessment across three grades. Evidence based on test consequences is also discussed in the final paper, looking at using test subscores to provide diagnostic information. Implications surrounding test construction, accountability, and score reporting will be discussed.

Investigating the Relationship Between Item Response Time and Cognitive Level
--

Xi Wang
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

The Validity of Item Instructions and Multiple-Correct Multiple-Choice Items

Christopher Foster
University of Massachusetts Amherst

Investigating Large Score Declines on a Low-Stakes, Multistage-Adaptive Proficiency Test

Molly Faulkner-Bond
University of Massachusetts Amherst

Stephen Sireci
University of Massachusetts Amherst

Diagnostic Score Reporting when Subscores Provide No Added Value: An Example from One State
--

Joseph Rios
University of Massachusetts Amherst

Paper Presentations Session 8.4 Salon B

Strategies for Making Education Accessible to Special Populations

Chair

Darlene Perner
Bloomsburg University of Pennsylvania

Discussant

Jess Gregory
SCSU

The Impact of Homework on Students with Learning Disabilities at the Secondary School Level

Katherine W. Field
Woodstock Academy

Frequently Used Strategies for Children on the Autism Spectrum and Relationships among Variables

Johan Willem van der Jagt
Bloomsburg University of Pennsylvania

William Michael Hart
Bloomsburg University of Pennsylvania

Dogged Maternal Pedagogies: Canines in the Households of Children with Attention Deficit/Hyperactivity

Karen I. Case
University of Hartford

Parental Involvement and Expectations for Children with an IEP

Ann Marie Licata
Alvernia University

Steven Melnick
Alvernia University

Paper Presentations Session 8.5 Salon D

Issues Related to Post-Secondary Education

Chair

Jeanne Horst
James Madison University

Discussant

Sunny Niu
The College Board

Gearing Up to GearUp: A Multi-Disciplinary/ Multi-Perspectival Case Study of Key Implementation Features in One GearUp Project

Sousan Arafeh
Southern Connecticut State University

Joy Fopiano
Southern Connecticut State University

Deb Risicky
Southern Connecticut State University

Norris Haynes
Southern Connecticut State University

The Adaptive Military Transition Theory: Supporting Military Students in Academic Environments

Aynsley M. Diamond
Johnson & Wales University

International Student Perception of Leadership Studies in MBAs

Sahaya H Josephine
University of Hartford

Paper Presentations Session 8.6 Salon II
Identifying and Developing Effective Teachers
Chair

Jennifer Kobrin
The College Board

Discussant

Vytas Laitusis
The College Board

Supporting Public High School Teachers in a Context of Multiple Mandates: A Social Justice Approach to Professional Learning Communities

Philip L. Harak
University of Massachusetts Amherst
Teacher–As–Researcher Award Recipient

Characteristics and Behaviors of Effective Elementary Mathematics and Reading Teachers in New Jersey and Israel

Rochelle Goldberg Kaplan
William Paterson University

Dorothy Feola
William Paterson University

Geraldine Mongillo
William Paterson University

Vered Vaknin
College of Western Galilee, Israel

Ari Neuman
College of Western Galilee, Israel

Developing Prototype Principal Evaluation Instruments

Rebecca N. Dvorak
Human Resources Research Organization

Thisie P. Schisler Do
Human Resources Research Organization

Sheila R. Schultz
Human Resources Research Organization

Caroline R. H. Wiley
Human Resources Research Organization

School District Regionalization in Rhode Island: Relationship with Spending and Achievement

Jason Richard Masterson
Johnson and Wales University

Frank Pontarelli
Johnson and Wales University

Paper Discussions Session 8.7 Connecticut**The Various Roles of Technology in Education****Chair**

Barbara Rosenfeld
Brooklyn College

Discussant

Catherine A. Manly
University of Massachusetts Amherst

**Evaluating the Impact of an Education Technology
Facilitator's Role in a Technology Integration Grant Project**

Jenny Concetta Sora
Pace University

Francine Falk Ross
Pace University

**Indian Students: Perceptions about Microchip Implants as a
More Secure Technology for ID Cards and Access Control**

Christine Perakslis
Johnson & Wales University

Katina Michael
University of Wollongong

Felice Billups
Johnson & Wales University

Robert Gable
Johnson & Wales University

**The Efficacy of Leadership ePortfolios During the Principal
Internship**

Joseph L. Elder
Alvernia University

Workshop	Session 9.1	Salon A
Qualitative Software: Introducing Nvivo 10		

Instructor

Bjorn H. Nordtveit
University of Massachusetts at Amherst



This hands-on workshop is intended as a basic introduction to NVivo 10 and will give you the background to start coding and analyzing qualitative data. The workshop will introduce NVivo’s workspace and show how to create and organize a project; how to import and classify documents; and how to create memos and annotations. Further, you will create nodes, code some data, and generate basic reports. To prepare the workshop, please download a trial version of NVivo 10 from QSR International to your laptop (note that the trial period is limited to 30 days). Bring your laptop with a working version of NVivo installed, together with a sample of your data (three different documents, which can be interviews, articles in PDF format, or other documents you would like to analyze). During the workshop, you will create your own project in NVivo and work with your data.

Special Session	Session 9.2	Salon B
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GSIC-Sponsored Panel: Using Simulation in Everyday Research		
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Chair

Minji K. Lee

University of Massachusetts Amherst

Katrina Crotts

University of Massachusetts Amherst

The GSIC is honored to host this exciting session on simulation practices in everyday research featuring prominent researchers in the field. Researchers will discuss how they use simulation techniques in everyday research, best practices for conducting realistic, simulations useful programs for simulating data, and simulation skills every graduate student should have upon finishing graduate school. This session will feature three presentations followed by the opportunity for graduate students to ask questions. Ultimately, the goal of this session is to provide graduate students with the opportunity to learn more about useful research skills to use in their future research.

Presenters

Neil Dorans

Educational Testing Service

Samuel Livingston

Educational Testing Service

Michael Walker

Educational Testing Service

Symposium	Session 9.4	Salon II
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Using Standardized Assessments in High School as Components of a Growth Model		
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Chair

Jennifer Bausmith

*The College Board***Discussant**

Henry Braun

Boston College

Growth models are methods to produce information about student performance on assessments over time. The College Board has been reporting on student performance over time for decades (e.g., SAT projected scores from the PSAT/NMSQT, AP Potential projected from the PSAT/NMSQT, college performance projected from the SAT etc.). As states across the nation work to increase the number of students prepared for success in college, college readiness assessments are increasingly viewed as one important component of student growth models. This symposium includes four papers which describe the College Board's efforts to develop, implement, and validate their college readiness assessments (ReadiStep, PSAT, and SAT) for use in growth models.

Understanding Growth Models

Haifa Matos-Elefante

College Board

Kara Smith

College Board

Carol Barry

College Board

Jen Bausmith

College Board

Thanos Patelis

College Board

Considerations in Growth Models and Reporting

Jennifer Bausmith

College Board

Thanos Patelis

College Board

Haifa Matos-Elefante

College Board

Kara Smith

College Board

Gain Score Status Model

Carol Barry
College Board

Haifa Matos-Elefonte
College Board

Kara Smith
College Board

Jennifer Bausmith
College Board

Thanos Patelis
College Board

Validity Evidence for Growth over Time

Kara Smith
College Board

Carol Barry
College Board

Haifa Matos-Elefonte
College Board

Thanos Patelis
College Board

Jennifer Bausmith
College Board

Paper Presentations**Session 9.5****Salon D**

The Impact of Belief Systems on Practice

Chair

Ellina Chernobilsky
Caldwell College

Discussant

Ellina Chernobilsky
Caldwell College

Learner Belief Systems across Cultures and Their Approach to Technology

Srilata Bhattacharyya
Adelphi University

The Effects of Media Framing on Critical Thinking with Implications for Educational Leaders

Anne M. Niccoli
U.S. Coast Guard

School Safety Planning: Barriers to Implementation Perceived by District Leadership and First Responders

David J. Alba
Central Falls School District

Robert K. Gable
Johnson & Wales University

"I Wouldn't Call Myself a Reader" Adolescent Boys' Views on Reader Identity and Motivation

Amanda R. Bozack
University of New Haven

Nancy Niemi
University of New Haven

Paper Presentations Session 9.6 Salon I**A Closer Look at Issues in Educational Measurement****Chair**

Tia Sukin

Pacific Metrics

Discussant

Kristen Huff

USNY Regents Research Fund

**Does Academic Entitlement Change over Time?
A Longitudinal Mean and Covariance Structures (LMACS)
Study**

John Sessoms

James Madison University

Sara Finney

James Madison University

Jason Kopp

James Madison University

**Assessing the Factor Structure of Achievement Goals:
Reconsidering the Trichotomous Model**

Makayla P. Grays

James Madison University

Chris S. Hulleman

James Madison University

**Assessing the Dependability of a Performance Assessment:
Learning from Multiple Approaches**

Wendy M. Young

Center for Assessment and Research Studies at James Madison University

Keston H. Fulcher

Center for Assessment and Research Studies at James Madison University

John C Sessoms

Center for Assessment and Research Studies at James Madison University

Student Growth Percentiles : School Rankings and Student Classifications Across States

Amanda Soto

University of Massachusetts

Lisa Keller

University of Massachusetts

**The Crystal Ball: Linking Assessments from the Start
Kindergarten to Third Grade Proficiency**

Jessica A. Goldstein

University of Connecticut

Peter Behuniak

University of Connecticut

Working Group	Session 9.8	Connecticut
Instructional Differentiation With Problem Solving Style: Collaboration Across Disciplines		

Chair
John C. Houtz
Fordham University

In this session, colleagues from several specialties will discuss differentiation of classroom instruction and adult training for learners with differences in problem solving style, as assessed by VIEW: An Assessment of Problem Solving Style. Important distinctions between problem-solving style and other style constructs will be presented. Supportive and critical views of style research will be offered as well as on-going research and new hypotheses to be tested.

All NERA members are welcome to attend.

John C. Houtz
Fordham University

Eric K. Larsson
Panaveer Quality Partners

Edwin C. Selby
Center for Creative Learning, Inc.

Margaret Maghan
Private Practice

Haifa Matos-Elefante
The College Board

Sandy Vasquez
Public School

Matthew Mandelbaum
Private School

About NERA

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

NERA Mission

The mission of the Northeastern Educational Research Association is to encourage and promote educational research by:

- Sponsoring an annual conference at which formal presentations, feedback, and professional interchange about research occurs.
- Promoting the sharing of professional information through publications and other types of communications.
- Encouraging the development of research among junior researchers.

NERA Leadership

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	NERA Board of Directors: Charles DePascale, <i>National Center for the Improvement of Educational Assessment</i> Samantha Feinman, <i>New Frontiers in Learning</i> Jennifer Kobrin, <i>The College Board</i> Dena Pastor, <i>James Madison University</i> Elizabeth Stone, <i>Educational Testing Service</i> Peter Swerdzewski, <i>Regents' Research Fund</i> Whitney Zimmerman, <i>Penn State</i>
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Conference Co-Chairs	Gil Andrada, <i>Connecticut State Department Bureau of Student Assessment</i> Tia Sukin, <i>Pacific Metrics</i> Craig Wells, <i>University of Massachusetts Amherst</i>
Graduate Student Issues Committee	Chair: Whitney Zimmerman, <i>Penn State</i> Antonio L. Ellis, <i>Howard University</i> Jerusha Gerstner, <i>James Madison University</i> Jason Kopp, <i>James Madison University</i> Minji Lee, <i>University of Massachusetts Amherst</i> K. Becca March, <i>James Madison University</i> Oksana Naumenko, <i>James Madison University</i>
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Thank You!

NERA is a non-profit organization that relies on the commitment and service of its members. Please join us in thanking all of those who participated in this year's conference as session chairs, session discussants, proposal reviewers, panelists, registration desk attendants, and entertainers. Each of them played a role in making the conference productive and enjoyable.

NERA Reviewers

Below you'll find the names of the NERA members who reviewed this year's session proposals.

Andrada, Gilbert
Attali, Meirav, ETS
Barnes, Susan, James Madison University
Bashkov, Bozhidar, James Madison University
Billups, Felice, Johnson & Wales University
Blood, Ian, Educational Testing Service
Carroll, Donna, JFS of Greater Hartford
Clayton, Christine, Pace University
Colvin, Kimberly, UMass Amherst
Cousins, Claudia, University of Hartford
DelBuono, M., Wallingford Public Schools
Dill, Kerrian, University of Massachusetts
Amherst
Ewing, Maureen, College Board
Falk-Ross, Francine, Pace University
Feinman, Samantha, Pace University
Fellows, Scott, Housatonic Valley Regional High
School
Fish, Reva, SUNY College at Buffalo
Fitzgerald, Jessica, University of Hartford
Gowie, Cheryl, Siena College
Hassenpflug, Ann, University of Akron
Heftner-Eisen, Sheera, University of
Massachusetts Amherst
Houtz, John, Fordham University
Ionescu, Marcel, Educational Testing Service
Josephine, Sahaya, University of Hartford
Jurich, Daniel, James Madison University
Kaplan, Rochelle, William Paterson University
King, Teresa, ETS
Kopp, Jason, James Madison University
Larssen, Monica, Springfield Public Schools/
American International College
Leusner, Dawn, ETS
Levine, Thomas, University of CT
Li, Jun, Fordham University
Li, Xueming, UMass Amherst
Licata, AnnMarie, Alvernia University
Madonia, Peter, Southern CT State University
Manly, Catherine, University of Massachusetts,
Amherst
Marsh, Kimberly, James Madison University
Marshall, Susan, Johnson & Wales University
Martin, Adrian, Montclair State University

McCormick, Carina, University of Nebraska-
Lincoln
McDermott, Peter, Pace University
McDermott-Fasy, Cara, Rhode Island College
Melnick, Steven, Alvernia University
Methe, Scott, Eastern Carolina University
Miller, BJ, Eastern Mennonite University
Pang, Yanhui, Bloomsburg University
Pastor, Dena, James Madison University
Regis, Karen, University of Massachusetts
Amherst
Reshetar, Rosemary, The College Board
Rios, Joseph, University of Massachusetts,
Amherst
Rodgers, Megan, James Madison University
Rossi, Catherine, University of Massachusetts
Amherst
Salis, Andrea, City University of New York -
Queensborough Community College
Schlesselman, Lauren, University of Connecticut
School of Pharmacy
Schultz, Sheila, HumRRO
Secolsky, Charles, County College of Morris
Sireci, Stephen, University of Massachusetts
Amherst
Soto, Amanda, University of Massachusetts
Sukin, Tia, Pacific Metrics
Swain, Matthew, James Madison University,
Center for Assessment and Research Studies
MSC 6806
To, Nancy, University of Massachusetts Amherst
Wendler, Cathy, ETS
Wilken, Danielle, Goodwin College
Wilson, Joshua, University of Connecticut
Yakimowski, Mary, Univ of Connecticut
Zimmerman, Whitney, The Pennsylvania State
University
van der Jagt, Johan, Bloomsburg University of
Pennsylvania

Participant Index

All conference participants are listed below, along with corresponding session numbers and poster codes.

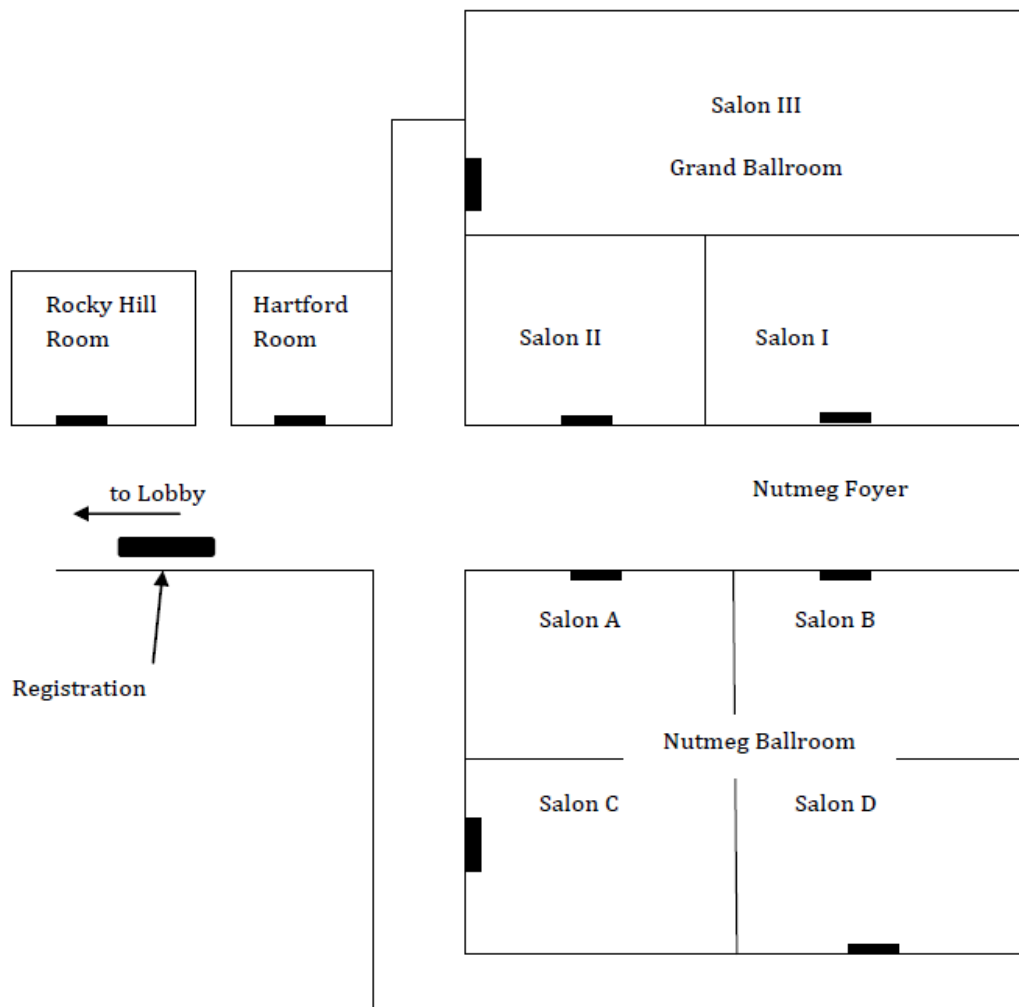
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Map of Meeting Spaces



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

Conference Schedule

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Connecticut
	Wednesday, October 17th, 2012							
	Registration (9:00 am – 5:30 pm) in the Nutmeg Foyer							
10:00 am – 12:00 pm	0.1 Workshop: An Introduction to Diagnostic Measurement (10:00 am – 12:30 pm)	0.2 Workshop: Computerized Standard Setting Workshop (10:00 am – 12:30 pm)						
12:00 pm – 1:30 pm	<i>Lunch on your own. Take advantage of the NERA Deli to pick-up a brown-bag lunch for \$10</i>							
1:30 pm – 2:45 pm	1.1 Workshop: Addressing Two Commonly Unrecognized Sources of Score Instability in Annual State Assessments	1.2 Workshop: Introduction to In-Depth Interviewing as a Method for Qualitative Research	1.3 Invited Panel: Blended Learning: Doing Away With the Old, Embracing the New	1.4 Paper Presentations: Student Meta-Cognitive Engagement and Academic Performance	1.5 Paper Presentations: Methods for Assessing Measurement Invariance	1.6 Paper Presentations: Assessment in Postsecondary Education	1.7 Paper Presentations: Research in Special Education	1.8 NO SESSION SCHEDULED
2:45 pm	<i>Coffee Break</i>							
3:00 pm – 4:15 pm	1.1 Workshop: cont.	1.2 Workshop: cont.	2.4 Symposium: Generalizability Studies: Methods and Applications	2.3 Invited Session Measuring Teacher Effectiveness in the 21st Century	2.5 Paper Presentations: Instructional Techniques to Improve Comprehension	2.6 Paper Presentations: Digging Deeper into the Student Experience	2.7 NO SESSION SCHEDULED	2.8 Paper Presentations: Assessment from the School Psychology Perspective
4:15 pm – 5:00 pm	<i>GSIC Social</i> (Lobby Bar)							
5:00 pm	<i>Welcome</i> (Grand Ballroom)							
5:15 pm – 6:15 pm	Keynote 2.81: Higher Ed and the “Right Now” Role in Ed Reform, Dr. John B. King, Jr. (Grand Ballroom)							
6:15 pm – 7:15 pm	<i>Dinner</i> (Grand Ballroom)							
7:30 pm – 8:00 pm	Special Honor for Dr. Roscoe C. Brown (Nutmeg Ballroom)							
8:00 pm – 10:00 pm	NERA Welcome Reception (Nutmeg Ballroom)							

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Connecticut
	Thursday, October 18th, 2012							
	Registration (7:00 am – 11:15 am & 12:30 pm – 5:15 pm) in the Nutmeg Foyer; Breakfast (6:45 am – 8:15 am)							
8:15 am – 9:30 am	3.5 Paper Presentations: Techniques for Improving Student Learning	3.7 Paper Discussions: Training and Evaluating Teachers and Principals	3.4 Symposium: The Argument-based Approach to Validity Evaluation in Practice	3.3 Invited Panel: A Critical Examination of the Multi-Tiered Intervention Model: What it Means for Literacy, Mathematics and Behavior Across Grade Levels	3.1 Workshop: An Introduction to Hierarchical Linear Modeling	3.2 Workshop: Designing and Moderating Focus Groups	3.6 Paper Presentations: Research in Postsecondary Education	3.8 NO SESSION SCHEDULED
9:30 am	<i>Coffee Break</i>							
9:45 am – 10:45 am	Poster Session (Salons A – D) (9:45 am – 10:30 am)				3.1 Workshop: cont.	3.2 Workshop: cont.		
11:00 am – 12:00 pm	Keynote 3.82: Funding Educational Research, John Q. Easton (Grand Ballroom)							
12:00 pm – 1:00 PM	Lunch & Awards (Grand Ballroom)							
1:15 pm – 2:30 pm	4.3 Paper Presentations: Research Focused on Teacher Preparation	4.1 Invited Session: Exploring the Future of Innovative Item Types	4.2 Symposium: Multiple Methodologies for the Measurement of Motivation	4.4 Paper Presentations: Research Methods to Inform Educational Policy and Practice	4.5 NO SESSION SCHEDULED	4.6 Paper Presentations: Advances in Measurement & Validity Research	4.7 Paper Presentations: Issues in Mathematics Education	4.8 Paper Discussions: Investigations of Effective Early Educational Programs
2:30 pm	<i>Coffee Break</i>							
2:45 pm – 4:00 pm	5.2 Invited Panel NERA's Past Presidents Tell Us How NERA Has Enhanced Their Careers	5.3 Symposium: Special Education and Rehabilitation Research	5.4 Symposium: Assessing the Quality of Assessment: A Perspective through the Lens of Validity	5.5 Paper Presentations: Educating At-Risk Youth	5.6 Paper Presentations: Issues in Science Education	5.7 Paper Presentations: Educational Technology	5.1 Special Session: The 3 R's of YOGA: Reenergize, Refocus, Restore	5.8 Paper Discussions: Addressing Issues of Diversity in Secondary Education
4:15 pm – 5:30 pm	6.1 Invited Panel A Change Oriented Plan of Research	6.2 Symposium: Predicting Success on and from Advanced Placement®	6.4 Paper Presentations: In-Depth: The Pre-Service Teacher	6.5 Paper Presentations: Applying Quantitative Research Methods	6.6 Paper Presentations: Evaluating an Instrument's Psychometric Properties via Structural Equation Modeling	6.7 Paper Presentations: Educational Research around the Globe	6.8 Paper Presentations: Teacher Preparation and Professional Development	6.3 Symposium: Ethics Cases in Educational and Psychological Research: Part II
5:45 pm – 6:45 pm	7.1 NO SESSION SCHEDULED	7.2 Special Session: GSIC Sponsored - Obtaining and Maintaining a Career in Educational Research	7.3 Special Session: FERPA Consent Rules and Other Allowable Uses of Protected Data					6.3 Symposium cont.
7:00 pm – 7:45 pm	<i>Dinner</i> (Grand Ballroom)							
7:45 pm – 8:30 pm	Presidential Address & Awards: Lynn Shelley, Westfield State University (Grand Ballroom)							
8:30 pm – 10:30 pm	Presidential Reception with live entertainment							

	Salon A	Salon B	Salon C	Salon D	Salon I	Salon II	Salon III	Connecticut
	Friday, October 19th, 2012							
	Registration (8:00 am – 12:15 pm) in the Nutmeg Foyer; Breakfast (7:30 am – 9:00 am); & NERA Business Meeting (8:00 am – 9:00 am) <i>All are welcome! This is a working breakfast meeting, so feel free to bring food from the buffet into the meeting.</i>							
9:00 am – 10:15 am	8.1 NO SESSION SCHEDULED	8.4 Paper Presentations: Strategies for Making Education Accessible to Special Populations	8.3 Symposium: Validity Issues in Practice	8.5 Paper Presentations: Issues Related to Post-Secondary Education	8.2 Invited Panel: Find Out Where Research is Going Next: What Course of Study Will Give YOU an Edge?	8.6 Paper Presentations: Identifying and Developing Effective Teachers		8.7 Paper Discussions: The Various Roles of Technology in Education
10:15 am	<i>Coffee Break</i>							
10:30 am – 11:45 am	9.1 Workshop: Qualitative Software: Introducing Nvivo 10 (10:30 am – 12:00 pm)	9.2 GSIC-Sponsored Panel: Using Simulation in Everyday Research	9.3 NO SESSION SCHEDULED	9.5 Paper Presentations: The Impact of Belief Systems on Practice	9.6 Paper Presentations: A Closer Look at Issues in Educational Measurement	9.4 Symposium: Using Standardized Assessments in High School as Components of a Growth Model		9.8 Working Group: Instructional Differentiation with Problem Solving Style: Collaboration across Disciplines
12:00 pm – 1:00 PM	Lunch & Closing Remarks (Grand Ballroom)							

