

The NERA
 Researcher is a
 quarterly
 newsletter for
 members of the
 Northeastern
 Educational
 Research
 Association

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The NERA Researcher

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The President's Message



Thanos Patelis

Dear NERA Members and Friends:

The 2010 and 2011 Conference Committees and 2010-2011 Board of Directors have asked for your feedback and we all have heard you loud and clear. First, we heard the overwhelming praise and satisfaction with the annual meeting in terms of the community of support and welcoming nature of our meeting. Everyone enjoyed the scholarly interactions and friendly conversations. Many received good feedback on their research, a majority of people were inspired and rejuvenated to pursue their research and work with increased enthusiasm, and everyone left with new or renewed friendships and collaborators. From the feedback that you provided, we were successful in continuing the NERA tradition of a community of caring, scholarly researchers and educators, while continuing to grow our organization.

We also heard your suggestions for improvement. I commend the Board of Directors because (while they were pleased to hear all the positive feedback) they took action to respond to the feedback from you, our members. So, in this message, I want to highlight the actions that were taken to respond to your feedback and the significant improvements that you will see. I want to thank each of the Board members for being incredibly responsive, supportive, and action oriented. Without them, none of the activities and improvements would be possible. Below I list some of the improvements that have been set forth by the Board of Directors and the issues that these address:

1. Site selection results unanimously supported. The Site Selection Committee (comprised of Megan France, Barbara Helms, Helen Marx, Thanos Patelis, and Steve Sireci) convened and worked for almost a year. After establishing the evaluation criteria of price – particularly a quad-room rate, distance for members from four corners of the northeast, service, and handling our growing numbers, the committee received five proposals from hotels in Connecticut, New Jersey and New York. In establishing the criteria, the Site Selection Committee utilized the feedback provided by our membership. The feedback about the hotel and hotel staff members were overwhelmingly positive, but continued to reinforce how much they appreciated the low cost of the conference and the tremendous value compared to other regional and national conferences that NERA offered. After weighing all of the criteria, the Site Selection Committee recommended and the Board of Directors unanimously approved the site for the 2011 and 2012 annual conferences to be the Rocky Hill Marriott in Rocky Hill, CT.

2. Online proposal submission and program development system. The Board of Directors has voted to introduce for the first time in NERA's history a truly online

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Message from the Editors

Greetings NERA Members! First, allow me to introduce myself. My name is Maureen Ewing and I, along with Christine Harmes, will serve as the new editors for the *NERA Researcher*. While Christine already has a few *NERA Researchers* under her belt, she is now transitioning to take over the production role. This is my first issue as content editor. Many thanks to both Kevin and Jennifer for their outstanding work as co-editors and for the helpful information they have provided to us during the transition! Christine and I are thrilled to take on our new roles and we look forward to hearing from you about any ideas you have for improving the *NERA Researcher* or articles or news you would like to share with the members. Please email us with your suggestions!

In this issue of the *NERA Researcher*, you will find exciting information about the 42nd annual conference. Please be sure to read the informative conference overview that our program co-chairs, Carol Barry and

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NERA 2010 –2011 Board of Directors

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NERA Diversity Task Force Chair:

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The President's Message
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proposal submission, proposal review and program development system. The Board worked very hard to pursue this in a way to find the most cost efficient mechanism, to ensure the highest likelihood of successful implementation for the 2011 conference, and to identify a system that's easiest for the submitter. As a result of a search, interviews, reference checks, and price analysis, we found a system that we will be implementing this year. The proposal requirements will be the same as previous years, but submitters will go to our web page (www.nera-education.org) and through a link there submit the abstract and proposal and fill-in the contact information indicating the categories of the work. This will permit the 2011 Conference Committee to more quickly and efficiently process the proposals, send emails to submitters, permit reviewers to efficiently record their ratings and comments, assemble the feedback, build the program, and disseminate the results. This past year our membership requested faster turnaround of the results of the reviews and dissemination of the program. With this new system, the conference committee will be able to more efficiently handle all the proposals and reviews permitting us to more quickly produce and disseminate the program. We believe that you all will experience a marked improvement, but to make sure we will evaluate the system and your experience and review the results for next year's planning. We heard your feedback and with support from the Board of Directors, we are introducing a new system to improve the timing and efficiency of reviewing proposals and producing the program.

3. Projectors for each presentation will be provided in 2011. Feedback that we have received for a few years now was dissatisfaction with the fact that each presenter was required to make arrangements for a projector. The cost for NERA to provide projectors has been prohibitive. However, thanks to the generous support from the College Board, James Madison University, and the University of Massachusetts Amherst, NERA will be providing projectors for all the sessions. The support for this particular improvement that is coming from these institutions is not in the contribution of money but from offering the use of their projectors for the entire conference. So, each projector will be managed by our registration desk supervisor, who is supported by the College Board. The projectors will be provided each day with some limited technical assistance. This is an experimental procedure that will be evaluated for next year. We believe that this will enhance the experience for both presenters and participants in 2011.

4. Strategic Planning Committee introduced. In an effort to utilize the wisdom of past presidents and long-time members of NERA, the Board of Directors has approved the formation of a Strategic Planning Committee. This committee is charged with advising the Board of Directors on matters of important, strategic value to NERA with the goal of continuing the vitality of our organization. The Strategic Planning Committee is chaired by Kristen Huff and its members are Barbara Helms, David Moss, and Darlene Perner. They have already contributed by helping the Board of Directors develop the activities and initiatives that I'm outlining here. We look forward to benefiting from their collective wisdom.

5. Infrastructure planning underway. In an effort to more effectively manage the operations associated with our organization that involves hundreds of hours from volunteers, we have established a task force to develop a proposal for consideration by the Board of Directors this spring to enhance the infrastructure needed in supporting the operations of our organization. The infrastructure represents the back-end systems needed to manage information of our membership, volunteers and associates. This includes registration information for the conferences and workshops. The plan will include the integration of the proposal submission system mentioned above. This task force is chaired by Pete Swerdzewski and includes Kristen Huff, Jennifer Kobrin, Helen Marx, David Moss, and Liz Stone. This effort will address the feedback that we've received about inaccurate contact information, mistakes in payment, length of

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membership information, etc. In addition to the potential increase in the accuracy of the information, the improvement in infrastructure will save many hours of time by the Treasurer, Conference and Membership Committees. This will permit us all to focus on more substantive issues that impact NERA (i.e., advocacy efforts associated with the role of educational research, dissemination strategies for research in the form of a journal, etc.).

6. Conference volunteer drive. We heard from graduate students and some new members that they want to become more involved in NERA. One of the ways that folks can become more involved is by helping out during the NERA conference. There are so many different things happening during the conference that there are a variety of opportunities for folks to assist. We have put together a committee to discuss how to actively involve various members in the conference and what kind of structure to put in place to work off some of the costs of the conference and to manage everything. Katrina Crofts, chair of the GSIC and Board of Directors member, is chairing a task force involving the conference co-chairs, Carol Barry and Abby Lau, to develop a process for increasing volunteers for the conference and to establish a mechanism for them to receive a reduction in conference fees.

7. Opportunities for feedback for research-in-progress. We heard the need for substantive feedback for research at two stages: One is at the completion to get feedback on the findings and implications. A second is as the research is being planned or unfolding. The mentoring program has been well received and a fabulous opportunity to receive in-depth feedback. Additionally, the roundtable session for work in progress was well received at the last conference. NERA has developed a reputation of providing substantive, supportive feedback that not only supports seasoned researchers, but also launches careers of entry-level researchers. So, the 2011 conference co-chairs, Carol Barry and Abby Lau, with support from the Board of Directors, will include sessions that involve research at both stages. They are working to introduce this into the proposal submission process and with the support from you all as reviewers and discussants we hope to orchestrate the opportunities for this kind of exchange in both the proposal review process and at the conference.

The above highlight some of the major efforts that are in place in direct response to your feedback. Our Board of Directors has heard your comments and feedback. Thanks to their responsiveness, our Board of Director members have taken action to respond. We are introducing a number of improvements that will continue to keep NERA a great community of caring scholars and educators while improving processes to keep in time with the demand and increased volume.

In order to maintain the high quality of our conferences and accommodate increases in prices, the Board of Directors has also approved an increase in the registration costs of the conference for professional members by \$10 with no increases to retirees or attendees of the special session on Friday mornings for school and district personnel. Additionally, registration for the conference will no longer be free for graduate students. The cost for registering for the conference will be \$30. We have also increased the late registration fees in a similar way. We have not increased the conference registration fees for a couple of years now and when we compared the cost of our registration fees to other conferences and organizations, we are far below those costs. Not only are our conference registration fees lower than meetings held by other organizations, our workshops led by nationally renowned leaders are free – an exceptional value! We project that these increases will cover the costs for the next two years precluding our need to make any near term increases. In making these slight increases to the conference registrations, we are keeping membership dues unchanged for now and the short-term. In all, NERA continues to be a great value!

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**Northeastern Educational Research Association
42nd Annual Conference, October 19-21, 2011
Rocky Hill, CT**

Conference Theme: *Educational Research for the Good of Society*

Conference Overview and Welcome

The call is out! The official 2011 Call for Proposals can be found in this issue of the NERA researcher. In the interest of inspiring you to begin planning your NERA 2011 proposals, we would like to accompany that call with a fresh update on plans for the conference. We say “fresh” because we just finished discussing plans for the conference at the NERA Board of Directors meeting. Needless to say, the group of respected NERA members at the meeting was exceedingly helpful in shaping our plans; as were the comments and evaluations we collected from the membership this past fall. Armed with this information and support, we are optimistic about being able to prepare a first-rate conference for the NERA membership. That being said, we invite you to read on and get a foretaste of what is brewing in the NERA 2011 kettle.

We believe that part of making educational research work for the good of society is facilitating continual honing of the craft. In keeping with NERA tradition, we are organizing a wide-range of professional development workshops for the conference. We love this NERA tradition of offering *free* high-quality workshops! In fact, we are honoring this tradition by scheduling pre-conference workshops and exploring the possibility of hosting post-conference workshops, which we hope will accommodate more NERA members and increase opportunities to learn. Workshops will cover a variety of methods topics such as survey design, qualitative research, educational measurement, and longitudinal modeling.

In addition to great workshops, graduate students have free access to another incredibly valuable professional development opportunity at NERA. Thanks to the continued efforts of Tom Levine, NERA will once again offer formal mentoring experiences to graduate students. Graduate students are encouraged to sign up for this unique opportunity, which is included in the cost of conference registrations. NERA’s collegial setting, well-respected members, and outstanding scholarship create a wonderful forum for these discussions.

Speaking of learning and development, NERA has learned a lot about itself this past year thanks to responses to the membership survey last fall. Although constructive feedback is sometimes tough to hear, we want the membership to know we have heard you! Returning NERA members will notice a number of changes this year, all of which are directly linked to feedback from the members.

Online Proposal Submission

The most significant change and the one we are most excited about is that, with the approval of the NERA board, we are transitioning to an online system for proposal submission, reviewing, and conference scheduling. Undoubtedly, this step into the 21st century, will greatly simplify, expedite, and polish the NERA conference experience, signifying NERA’s commitment to providing the best for its members. Additionally, we will be arranging for LCD projectors to be provided in each of the conference rooms, which we hope will provide for a more seamless conference experience and ease the burden on our presenters, chairs, and discussants. To cover the cost of these enhancements and others, the board approved a registration fee increase for the conference, only after confirming that NERA registration fees are still the lowest around for graduate students and professionals.

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Conference Overview and Welcome

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Keynote Speakers

Just in case you need yet another reason to mark your October calendar for NERA, we must mention our two nationally renowned keynote speakers. Dr. Diana Pullin brings an interdisciplinary perspective as a professor at Boston College's Lynch School of Education who also has a law degree. Several of her research interests relate directly to the theme of the 2011 conference including equity issues in testing, education law and policy, and rights of students with disabilities. Equally engaging will be Governor Roy Romer's keynote address. Governor Romer served three terms as the governor of Colorado, was the superintendent of the Los Angeles Unified School District for six years, and is currently a senior advisor to the president of the College Board. Hearing both of these speakers within the context of a close-knit NERA gathering is an opportunity all NERA members can appreciate.

We hope that after reading all this you share our enthusiasm for the upcoming NERA conference. We strongly encourage you to circulate the Call for Proposals far and wide and personally invite colleagues and classmates to attend NERA. We know this might feel strange at first, but we know your colleagues will thank you in the end! If you have any questions or suggestions for us, or would like to be added to the list of reviewers, discussants, or session chairs, please write to us via programchairs@nera-education.org.

Let us close by again thanking the NERA 2010 program co-chairs, Thanos Patelis, Dolores Burton, and Yanhui Pang, for their service to NERA. The further we get in the program planning process, the more we realize just how much work and care goes into preparing a NERA conference. NERA is so fortunate to have such tireless volunteers!

President's Message

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So, as you can see there has been a tremendous amount of activity by the Board of Directors since our conference this past October. We are very fortunate to have such a committed group of professionals and colleagues working tirelessly for NERA. Thank you one and all.

Please join me in congratulating the winner of the Woolatt Distinguished Paper Award. Please see the details inside the newsletter. This year's winner is *Measuring Goal-Setting Attitudes and Predicting Academic Outcomes Using the Theory of Planned Behavior* by Steven Holtzman, Teresa Jackson, Jeremy Burrus, and Richard D. Roberts of Educational Testing Service. Congratulations! As winner of the Woolatt Distinguished Paper Award, the presenter and co-authors are invited to present at the annual meeting of the American Educational Research Association in New Orleans, LA. Please try to attend this and other sessions involving our NERA members.

Finally, as we all look to AERA, NCME, and annual meetings of other professional organizations, please look to support our NERA friends and family at these meetings by attending their sessions and, equally important, interact socially. This year's annual meeting for AERA and NCME is in New Orleans and there's no shortage of venues for getting together with NERA friends there.

Again, many thanks to the hard work of the Board of Directors and with much appreciation to our NERA members who are continuing to make this one of the top regional organizations in the country! Thank you and looking forward to seeing you in "N'Awlings"!

Northeastern Educational Research Association 42nd Annual Conference, October 19-21, 2011

Call for Proposals

Conference Theme: *Educational Research for the Good of Society*

As a regional affiliate of the American Educational Research Association, NERA invites proposals for our annual meeting spanning all areas of educational research. We welcome proposals from new and experienced researchers and will consider both completed and in-progress research. This year, we especially welcome submissions about multicultural issues, higher education, and school reform/ leadership, areas NERA members indicated are of interest. Below you will find the general requirements for NERA proposals as well as specific guidelines corresponding to our five session formats. For more information about the conference, including FAQs about NERA proposals, visit NERA at www.nera-education.org.

Submission Requirements:

- Complete author information
- Descriptive title of 15 words or less
- Abstract of 120 words or less
- Description of the proposal in **1000 words or less** not including tables and references. Summaries of research should include: Study purpose, theoretical framework, methodology, results, conclusions and educational implications. *Warning:* Full papers will not be accepted as proposals.

Submission Format:

The proposal submission form will be online this year, accessible from the NERA website beginning in May. All required information will be entered into form fields with the exception of the session description which will be uploaded as a PDF or Word file. At the time of submission, authors will be asked to select from a list of descriptive keywords to categorize the proposal.

Submission Review Process:

- Proposals *must* be submitted electronically by **June 5, 2011**
- Proposals will be blindly reviewed by 2-3 NERA members.
- Proposals will be judged according to the following criteria: Educational or scholarly significance, perspective or theoretical framework, appropriateness of methodology, clarity of expression, appeal to NERA membership, and likelihood of proposed work being completed by conference date.
- Proposal decisions will be emailed to first-authors no later than August 1st. Details about session dates and times will follow soon after.

Session-Specific Guidelines:

Individual Poster:

Proposal should describe a research project, either completed or nearly completed, that lends itself to visual display and would benefit from informal individualized discussion and feedback. As with individual paper presentations, each poster will have a discussant. All posters must be free-standing since no bulletin-boards are provided.

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Northeastern Educational Research Association 42nd Annual Conference, October 19-21, 2011 Call for Proposals

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Individual Paper Presentation:

Proposal should describe completed or nearly-completed research to be presented in 10-12 minutes among 4-5 other individual presentations grouped according to research area. A discussant will be assigned to read the set of papers in advance and present a 10-15 minute overview, critique, or analysis of the set of papers to spur discussion. If you are interested in serving as a discussant please contact programchairs@nera-education.org.

Individual Paper Discussion:

Proposal should describe a research project not yet ready for full presentation or publication (perhaps in the early stages of data collection or analysis). The research will be presented briefly (5-10 minutes) at a roundtable discussion with others who have similar research interests. A discussant will offer suggestions and facilitate feedback on these research projects in progress.

Theme-Based Paper Session/Symposia:

Proposal should describe a set of 3-5 paper presentations organized around a common theme. The chair and discussant for the session must be identified in the proposal. The format and procedures for these sessions are identical to the *Individual Paper Presentation* sessions.

Working Group Session:

Proposal should describe 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. Proposals should identify a session facilitator (chair) and set of authors who will discuss their planned research program or project ideas with session participants and potential collaborators. You can request 1 or 2 conference sessions for the proposed working session.

Please email programchairs@nera-education.org if you have not already volunteered to serve as a submission reviewer, session chair, or session discussant.

Call for Nominations

The NERA Executive Committee is seeking nominations for the following open elected positions:



NERA President (3-year term as President-elect, President, Past President)

NERA Board Member (3-year term)

NERA Board Member (3-year term)

Nominations should be sent by March 31st, 2011 to: Dr. Katharyn Nottis, NERA Past-President (knottis@bucknell.edu).

**Northeastern Educational Research Association
42nd Annual Conference, October 19-21, 2011**

**Paper and Session Proposal F.A.Q.
Conference Theme: *Educational Research for the Good of Society***

Does my research project have to be complete to be accepted to NERA?

Not necessarily. Nearly completed research will be considered for the conference, but the research should show potential of being ready for presentation by the date of the conference. If reviewers feel it might not be ready, it may be accepted for Individual Paper Discussion instead.

How are the proposal descriptive keywords used?

These terms are used in several ways. First, they will be used to match the proposal to appropriate reviewers, then to match the proposal to an appropriate session and session discussant in the program. Please select the descriptor that is the best-match to your proposal as your first-choice and the second descriptor as a next-best option.

What is the review process like?

Reviewers are NERA members who have self-identified as being willing to review proposals in the same topic area as the proposal keyword. Final decisions are made by the program committee according to the reviews and availability in the conference program.

When will my research paper need to be ready?

Discussants must be able to review research papers prior to the session in order to properly prepare for discussion. You will be asked to email your research paper to the discussant approximately one month before the conference.

Will a projector and laptop be available in my session?

Institutional sponsors will be supplying LCD projectors for each session. Arrangements only need to be made to have a laptop present at the session. The chair of the session will arrange the laptop and file transfers to the laptop by email before the session. Presenters are expected to cooperate with chair requests.

How do I prepare a free-standing poster?

Posters will need to be able to stand up on a table since no boards or easels are available at the hotel. Tri-fold foam or corrugated display boards are portable and inexpensive. They can be purchased at most office supply stores.

What if I am accepted to NERA but I am unable to attend NERA when the time comes?

Submitting to NERA is a sign that you intend to attend the conference if accepted. If something prevents you from being able to attend, and co-authors or colleagues cannot present in your place, you must withdraw your presentation *before* the session. Please email programchairs@nera-education.org.

What are the conference registration fees?

The conference registration fee for professional members will be \$75 and for students will be \$30; the registration fee for retired members is \$20. All registrants must also be NERA members. Information about membership and dues can be found on the NERA website (www.nera-education.org).

Communications Committee Report

The NERA Communications Committee would like to thank many of you for joining our social networking websites. We encourage others to join the LinkedIn group at <http://www.linkedin.com/groupRegistration?gid=881287> and the Facebook fan page at <http://www.facebook.com/pages/NERA-Northeastern-Educational-Research-Association/173051016042611>. These pages can be used not only to spread NERA news but also for members to share any information that may be of interest to the NERA community. Information could include links to interesting articles, opportunities in educational research or questions that other members could assist in answering. We are hopeful that these web pages will facilitate communication between members outside of the annual conference, helping to build invaluable relationships. The committee is planning on holding a raffle for members that use either website. Watch out for more information on the raffle in the coming weeks.

The committee has also been receiving feedback and making revisions to the NERA Style Guide developed by the committee last year. This document will serve both as a set of editorial guidelines for members when preparing written work, as well as establish graphic standards to streamline NERA branding efforts. Once the revisions process is complete, we will provide both the NERA Style Guide and a one-page abridged version to all NERA members.

Steven Holtzman
Chair, Communications Committee

Call for Nominations for the Thomas F. Donlon Memorial Award for Distinguished Mentoring

The Thomas F. Donlon Award for Distinguished Mentoring was established in 2000 in recognition of Tom's long and valued contributions to NERA, particularly as a mentor to so many colleagues. Since then the award has been presented annually to other NERA members who have demonstrated distinction as mentors of colleagues by guiding them and helping them find productive paths toward developing their careers as educational researchers.

The practice of mentoring in education has been going on for centuries and most of us can name a person who helped us move our careers along by being more than just a friend or colleague. That person may have been an advisor in developing your research agenda or perhaps brought you to NERA for the first time after suggesting that you might be ready for a conference presentation.

At this time nominations are again being sought for this annual award. Nominees must be NERA members and may be nominated by any member(s) of NERA to whom they served as mentors.

If you would like to see a member of NERA who was your mentor be recognized for his/her contributions to your success, send your nomination to **James Carifo, University of Massachusetts Lowell**, at James_Carifo@uml.edu by **August 1, 2011**. All nominations must be accompanied by documentation indicating the ways in which the nominee distinguished him/herself as a mentor. The award will be presented at the annual NERA conference. Please contact James if you have any questions about the Donlon Award or the nomination process.

Call for Nominations for the 2011 Recipient of the Leo D. Doherty Memorial Award

Annually, one of the NERA Board of Director's major delights is to award the Leo D. Doherty Memorial Award for Outstanding Leadership and Service. This is given to a member of long standing who has generously given of self to NERA, to advance its mission and to enable it to thrive. As you will read below, the original statement which was a preface to the nomination statement about the Award's first recipient, Lorne Woollatt, highlights the intention of the award.

In 1981, just prior to our annual convocation, NERA lost a long-time member and supporter, Leo Doherty. He was one of the earlier members of ERANYS, was instrumental in its rejuvenation and growth, and was a guiding and steadying hand behind its expansion to NERA as the 300-member regional association it is today.

In addition to his association with NERA, Leo exhibited professional managerial leadership in his relationships with his staff and superiors. He was well-informed, provoked growth in his staff and associates, promoted qualified personnel, provided service to others needing his expertise, and translated the policy of his superiors into operations and products. Leo was an ethical person. He personally demonstrated how staff should work honestly; he dealt fairly and equitably with his contacts; and he credits those who implemented activities with the achievement results. He was also humane. He encouraged people to commit themselves to goals that were personally meaningful to them, and he defended the individual's right to form appropriate relationships.

In his memory, NERA's Board of Directors, in response to members' requests, voted unanimously to institute the Leo D. Doherty Memorial Presentation.

NERA is now on

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and

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Join our pages at:

<http://www.linkedin.com/groupRegistration?gid=881287>

and

<http://www.facebook.com/pages/NERA-Northeastern-Educational-Research-Association/173051016042611>

Use these to follow NERA updates and post articles, research opportunities, and any questions for the NERA community.

The College Board

Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,200 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Explore information about our membership, history, governance, trustees, and the latest College Board news and reports at <http://www.collegeboard.com/about/index.html>.



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Member News

NERA members **Kristen Huff**, **Rosemary Reshetar**, and **Maureen Ewing**, along with several other colleagues, recently published a series of papers on the use of Evidence-Centered Design (ECD) in large-scale assessment. The papers appeared in a special issue of the *Applied Measurement in Education* (October-December, 2010 issue) with guest editors Kristen Huff and Barbara Plake. Isaac Bejar and Bob Brennan provided reactions to the papers.

Additional recent publications by NERA members include:

Brown, A. R., Finney, S. J. & France, M. K. (2011). Using the Bifactor Model to assess the dimensionality of the Hong Psychological Reactance Scale. *Educational and Psychological Measurement*, 71(1), 170-185.

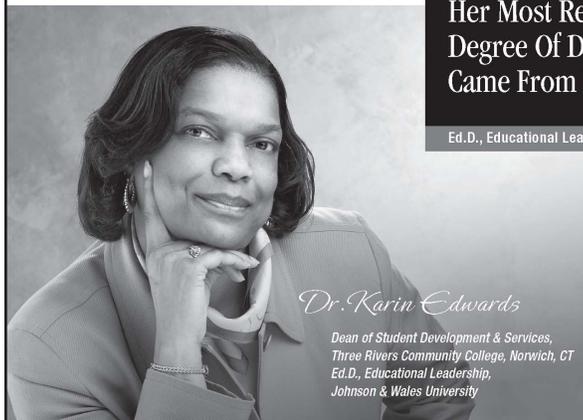
Gable, R. K., Ludlow, L. H., McCoach, D. B., & Kite, S. L. (2011). Development and validation of the Survey of Knowledge of Internet Risk and Internet Behavior. *Educational and Psychological Measurement*, 71(1), 217-230.

Hartlep, N. D. (2011). Teacher's pet projects vs. real social justice teaching. In Conan, A., & Honigsfeld, A. (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students: Innovative and Successful Practices for the 21st Century*. New York: Rowman and Littlefield. [FORTHCOMING]

Kite, S. L., **Gable, R. K.**, & Filippelli, L. P. (2010). Assessing middle school students' knowledge of conduct and their consequences and their behaviors regarding the use of social networking sites. *The Clearing House*, 83, 158-163.

Marx, H. & Moss, D. M. (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. *Journal of Teacher Education*, 62(1), 35-47.

Randall, J., Cheong, Y. F. & Engelhard, George Jr. (2011). Using explanatory item response theory modeling to investigate context effects of differential item functioning for students with disabilities. *Educational and Psychological Measurement*, 71(1), 129-147.



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Call for Nominations Teacher-as-Researcher Award for the 42nd Annual NERA Conference

The Teacher-as-Researcher Award, established by NERA in 1993 to promote educational research and to encourage the development of research among junior researchers, focuses on recognizing teachers for outstanding efforts to conduct action research in their classrooms and to use the outcomes to improve teaching and learning. Action research has been defined by Mills (2003) as, “any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and on educational practices in general), and improving student outcomes and the lives of those involved” (p. 5).

The Teacher-As-Researcher Award is one way NERA can help practicing teachers to become aware of and value the research elements of their daily work and to encourage teachers to assess the impact of teaching strategies and procedures, reflect on the outcomes, and change and reform practice based on the results of their study. Twelve practicing teachers have been recognized for their outstanding contributions and have received the award since its inception.

Any NERA member can contribute to the reform of professional practice by seeking out and recommending a teacher whose work is familiar to you and who you believe is worthy to receive the NERA 2011 Teacher-as-Researcher Award.

Please disseminate the informational flyer and application for the award to colleagues in your institutions and to relevant professional organizations. By disseminating the award information we hope to maximize the number of teachers we can reach and recognize for participating in the research process in their classroom. The runners up to the winner of the award will be invited to present their research at a regularly scheduled paper session or poster session.

If you have any questions about the award please contact:

Dr. Susan Eichenholtz, Chairperson
Adelphi University
Ruth S. Ammon School of Education
130 Harvey Hall South Street
Garden City, New York 11530
Email: eichenho@adelphi.edu
Phone: 516 877-4393 Fax: 516 877-4097

For additional application information please go to the NERA website at:

<http://www.nera-education.org/conference/awardnominations.php>

Mills, G.E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson Education, Inc.

Call for NERA Programs

We are in need of NERA Programs and newsletters from previous years. Once received, we will scan and either post on our website or keep an electronic archive. We need the following years: 2002, 2001, 1999, 1995, 1994, 1992, 1991, and 1983 through 1969. If you're willing to part with the programs and newsletters, please send them to Thanos Patis, The College Board, 45 Columbus Avenue, New York, NY 10023. Please put your name on them and we'll return them if you like. We'll also pay for postage if you like—contact Thanos at tpatis@collegeboard.org. Thank you!!

**NORTHEASTERN EDUCATIONAL RESEARCH ASSOCIATION
TEACHER-AS-RESEARCHER AWARD APPLICATION
42nd ANNUAL CONFERENCE, October 19-21, 2011
Hartford Marriott Rocky Hill, Rocky Hill, CT**

Name of Applicant: _____
(Individuals, when part of a team conducting a study, should send in a separate application for each member of the team)

Affiliation of Applicant: _____

Position of Applicant: _____

Mailing Address of Applicant: _____
(after June 15, 2011)

Phone: (work) _____ (home) _____

Email: _____ Fax: _____

Attach the following information using the guidelines provided:

1. DESCRIPTIVE TITLE OF STUDY
2. STUDY ABSTRACT: (Please summarize the research project in **no more than 250 words** including its purpose, procedure, and outcomes)
3. DESCRIPTION OF STUDY: (**maximum** of 1000 words)
 - a. Rationale for the study, innovation, and/or intervention from the literature.
 - b. Description of project participants, site and procedures.
 - c. Narrative description of the study outcomes including subsequent changes in practice that occurred or will occur as a result of the project.
4. SIGNIFICANCE OF STUDY TO EDUCATORS: (Describe how the results contribute to improved educational practice or professional knowledge of educators — **maximum 100 words**).
5. ACCOMPANYING MATERIALS TO SUPPORT APPLICATION (may include samples of students' work, pertinent background material, and/or references).

Signature of Applicant: _____ Date: _____

Signature of Nominating Person: _____ Date: _____

Name _____ Phone Number _____

Affiliation and Position of Nominating Person: (Please Print)

In an attachment to an email, send the scanned application coversheet and the submission manuscript (in MS Word) to: Dr. Susan Eichenholtz, Adelphi University, Ruth S. Ammon School of Education at: eichenho@adelphi.edu. All proposals must be emailed by 5:00 p.m. on June 15, 2011.



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RECIPIENT OF THE 2010 LORNE H. WOOLLATT DISTINGUISHED PAPER AWARD

In 1990, NERA renamed its distinguished paper award to honor Lorne H. Woollatt, a distinguished New York State educator and an active member of NERA. The award, now known as the Lorne H. Woollatt Distinguished Paper Award, is presented annually to a NERA member whose paper is deemed exemplary by the Award Committee. Committee members this year were: Abigail Lau, Rochelle Michel, Barbara Wert, and Julie Rosenthal.

Congratulations to **Mr. Steven Holtzman, Ms. Teresa Jackson, Dr. Jeremy Burrus, and Dr. Richard D. Roberts** of the Educational Testing Service for winning the 2010 Lorne H. Woollatt Distinguished Paper Award for their paper entitled “**Measuring Goal-Setting Attitudes and Predicting Academic Outcomes Using the Theory of Planned Behavior.**” The award winning paper adapts the Theory of Planned Behavior to measure goal-setting attitudes and uses structural equation modeling to validate the model and investigate whether the newly-developed assessment can be used to predict various academic outcomes. Mr. Holtzman is scheduled to present during the 2011 AERA conference in New Orleans as part of the AERA SIG of Consortium of State and Regional Educational Research Associations Invited Paper Session. The session will take place on **Monday, April 11, 2011 from 8:15 to 10:15 at the Sheraton, Napoleon Ballroom C2.** Mark your calendars!

Steven Holtzman is an Associate Research Data Analyst in the Center for Data Analysis Research at the Educational Testing Service. He graduated from Boston University in 2008, with a master’s degree in Statistics and a bachelor’s Degree in Statistics and Economics. His work at ETS concentrates on the use of a wide variety of data analysis methods, such as structural equation modeling, multivariate analyses and complex sampling design to help foster research in many areas of education. Some of his recent projects include the development of noncognitive assessments, measuring the validity and fairness of examinations for different subpopulations and exploring new methods of measuring teacher effectiveness.

Teresa Jackson is a Senior Research Assistant in the Center for New Constructs at the Educational Testing Service. She graduated from Cabrini College in 2004 with a B.A. in psychology and is currently working toward her master’s degree in Human Development and Family Studies at the University of Delaware. Teresa has worked on various projects including those involving noncognitive assessment in schools, the development of feedback and action plans to enhance personal skills, background questionnaire development and revisions for NAEP and ACES validity studies.

Jeremy Burrus is an Associate Research Scientist in the Center for New Constructs at the Educational Testing Service. He earned a Ph.D. in social psychology from the University of Illinois, Urbana-Champaign, in 2006. Before working at ETS, he worked as a postdoctoral research scholar at Columbia Business School in New York City. His main research interests are in the area of noncognitive assessments, interventions and social judgment. Some of his noncognitive work includes developing an intervention system designed to improve students’ ability to manage their time and demonstrating that the tendency of people to form judgments egocentrically influences their level of optimism about the future and their judgments of fairness.

Richard D. Roberts, Ph.D. is a Principal Research Scientist in the Center for New Constructs at the Educational Testing Service. A former National Research Council Fellow who conducted research at Brooks AFB, TX. He was also a Senior Lecturer at the University of Sydney, Sydney, Australia, from 1998 to 2003, and an Adjunct Professor in The Klingenstein Center for Independent School Leadership, Teachers College, Columbia University, New York in 2009-2010. His main areas of specialization are assessment and human individual differences, and he has conducted research on cognitive abilities, emotional intelligence, personality, health and well-being, motivation, self-confidence, sensory processes, aging, processing speed, situational judgment tests, and human chronotype.

Got Mentoring? Get More through NERA in 2011

By Tom Levine, Brian Evans, and Christine Clayton

NERA provides educational researchers with opportunities to support one another. Welcoming and supporting graduate students is also a longstanding tradition in our organization. Building on this history, over the last three years, NERA has created a more formal arrangement for mentoring graduate students. In 2010, NERA connected four mentors and seven mentees. Mentees submitted up to twenty pages of any work in progress to their mentor in advance, and then enjoyed 30 minutes of uninterrupted attention by a knowledgeable scholar who had read their work. Mentees had the freedom to ask questions of someone not in their institution, and were able to work with mentors who intentionally put them at ease and welcomed any kinds of questions.

NERA thanks the following mentors for their willingness to share expertise related to mentees' research topics and/or methodologies at our 2008-2010 conferences:

- Scott Brown, University of Connecticut
- Sara Finney, James Madison University
- Tom Schram, University of New Hampshire
- Megan Staples, University of Connecticut
- Kerri Ulucci, University of Massachusetts Dartmouth
- Craig Wells, University of Massachusetts Amherst
- Dianne Zager, Pace University

Are you a graduate student who might benefit from a conversation with a more experienced scholar at next year's NERA conference? You already have advisors, classes, and other sources of support within your university; however, an additional perspective on your dissertation proposal, a draft thesis chapter, or other work in progress could affect your growth as a researcher as well as current work. This coming spring, look in the *NERA Researcher* or check our website (www.nera-education.org) for announcements regarding how and when to request mentoring for the 2011 con-

Message from the Editors

(Continued from page 2)

Abby Lau, have put together as well as important information about the call for proposals and the mentoring program. Start thinking now about how you will participate in the 2011 conference!

This issue also provides information on several awards that NERA bestows on deserving individuals each year. Learn more about the awards by reading the information included in this publication, and consider nominating someone for one or more of these special awards. It is a wonderful way to acknowledge deserving NERA members.

Maureen and Christine

The Editors

Maureen Ewing (2011-2014)
The College Board
mewing@collegeboard.org

J. Christine Harmes (2010-2013)
Evaluation & Research Consultant
drjcharmest@gmail.com

The Graduate Lounge

by Katrina Crotts, University of Massachusetts Amherst

The Graduate Student Issues Committee (GSIC) would like to welcome five new members: Antonio Ellis, Jason Kopp, Becca Marsh, Minji Lee, and Whitney Zimmerman!

Antonio L. Ellis (educator1906@yahoo.com) is a doctoral scholar in Urban Educational Administration and Policy at Howard University, with a specialization in Sociology. He earned both a Masters in Religious Studies and a Masters in Educational Policy. His research inter-



ests are Critical Race Theory in Education and Overrepresented Populations in Special Education (SPED). He is an emerging academic and is adding to the body of knowledge in the field of education. Antonio loves children and finds joy in acquiring information that benefits student achievement.

K. Becca Marsh (marshkr@jmu.edu) is a first-year doctoral student in the Assessment and Measurement program at James Madison University. Her current research interests include: the development and validation of psychological/educational instruments, factor analysis, and practical applications of IRT.



Whitney Zimmerman (waz107@psu.edu) is in her third year of the Educational Psychology Program at the Pennsylvania State University. Her research interests include testing, measurement, and online education. She is interested in combining those interests to conduct research that may be used to improve the quality of online courses. She is also interested in the dissemination of educational research to educators working in the field.

Jason Kopp (koppjp@dukes.jmu.edu) is a second-year student in the Psychological Sciences and Quantitative Psychology Masters programs at James Madison University. His research focuses on utilizing structural equation modeling (SEM) techniques to evaluate different theories of student development. He has also researched novel applications of the bifactor model for item selection. His substantive interests include the effects of entitlement on effort in academic settings.



Minji Lee (minjik@educ.umass.edu) is in her second year of the Research and Evaluation Methods Program at the University of Massachusetts Amherst. Her research interests include measurement invariance and test score comparability in the context of test translation and test accommodations. She is also interested in equating, item parameter drift, and the implications of applying a unidimensional item response model to multidimensional data.



Summary of Results from the 2010 Graduate Student Online Survey

Thank you to everyone who participated in the Graduate Student Survey. We had a total of 26 students respond, representing 13 different institutions. Here are some brief highlights:

- Students found the Graduate Student Social to be helpful for meeting other students but recommended better organization of the food and having brief introductions at the start of the social
- Students found both GSIC sponsored sessions to be helpful, informative, and interesting
- Very helpful comments and suggestions were made for next year's conference

NERA RESEARCHER
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