27th Annual NRMERA Conference

Bridging Theory & Practice: Educational Research in the 21st Century

Snow King Resort
Jackson, Wyoming
October 8-10, 2009
**Northern Rocky Mountain Educational Research Association**

**Mission**

NRMERA is an educational organization whose purpose is to encourage quality educational research and to promote the application of the results of such research in public schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have the opportunity to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states relative to sharing educational research.

**Historical Review**

NRMERA was established in 1982 to serve as a vehicle for dissemination of research conducted by faculty and graduates students of colleges and universities in the northern Rocky Mountain geographic area. Faculty of the University of Wyoming conceived the idea of an organization that would provide this type of dissemination in a supportive and collegial environment. After contacting individuals from institutions in the constituent states, Wyoming hosted the first organizational conference in Jackson, Wyoming.

From this early beginning, the organization has grown to over 150 members from the constituent states as well as across the United States. In 1986, NRMERA became an area SIG (Special Interest Group) of AERA (American Educational Research Association). In October 1994, the Constitution and Bylaws were approved by the constituent states.

Every fall, NRMERA holds its annual conference. The conference rotates between the constituents state on a bi-annual schedule with Jackson, WY, serving as the conference home base during odd-numbered years. The 2010 conference will be in Montana.

**Objectives**

The objectives of this association shall be:

- To establish a responsive forum for conducting educational research in the northern Rocky Mountain region of the United States as well as other regions with similar rural and/or remote challenges to conducting educational research.
- To promote a trusting atmosphere where graduate students have the opportunity to conduct and disseminate educational research.
- To promote a trusting atmosphere where public school personnel have the opportunity to conduct and disseminate educational research.
- To provide for the equal and collegial interaction of educational researchers among themselves and other interested professionals without regard to formal educational recognition, or attained, rank, title, or any accomplishment.
- To establish an effective communication system for the dissemination of educational research activity and opportunity in the northern Rocky Mountain region.
- To facilitate effective communication among the Rocky Mountain region.
Dear Colleagues,

Welcome to the 27th annual meeting of the Northern Rocky Mountain Educational Research Association (NRMERA). Since we started our organization in 1982, we have accomplished a great deal. In 1984, the first issue of our journal, The Researcher, was published. We became a Special Interest Group of the American Educational Research Association in 1986. We offer a Distinguished Paper Award, with the recipient receiving an acceptance to present at the American Educational Research Association's annual conference along with a monetary travel award. We have 10 constituent states, an executive board of 18 members, and about 150 active members.

Our 2009 conference had over 100 proposals for presentations and about 150 conference registrations. Many graduate students are presenting at our conference and they are supported and mentored by faculty from their colleges. In addition, a number of our presentations include public school personnel, often in collaboration with university faculty. NRMERA is a place where university faculty, graduate students, and public school personnel in the Rocky Mountain region can connect with each other professionally and personally, building their collegial relationships beyond their own universities and school districts.

Our theme for the 2009 NRMERA Annual Conference, Bridging Theory & Practice: Educational Research in the 21st Century, has important implications for education. Our goal for this year’s conference is to showcase and promote connections between theory and practice as well as the role of research in making and clarifying those connections. In the 21st century, accountability in K-12 schools and in higher education is an increasingly apparent reality; this reality takes on more import in our struggling economy. As educational researchers and as educators our responsibility has always been to find approaches that connect theory and practice through research, resulting in increased student learning at all levels. The stakes are high as children and young adults alike will benefit from improved practice, authentic ways of testing, and research that communicates practical and promising strategies grounded in theory.

I want to offer a very special thanks to Leslie Rush and Kate Welsh, the program chairs for our 2009 conference. They have been untrrting and relentless in the pursuit of a “perfect conference.” Thanks also to Rob Spies, Membership Chair, for all the work he has done to ensure that everyone is registered for the conference and to Barbara Schroeder, our webmaster who keeps our website up-to-date and functioning flawlessly. Also thanks to Chad Buckendahl and Richard Vineyard, past presidents of NRMERA, who patiently answered my frequent questions and to Darcy Jack, our Treasurer, who helped me understand how to pay for a conference. Finally, thanks to our sponsors this year: Tim Slater, Endowed Chair in Science Education in the College of Education at the University of Wyoming; Kay Persichitte, Dean of the College of Education, University of Wyoming; and The Buros Center for Testing. Most of all, thanks to all of the members of NRMERA. Please enjoy the conference, your colleagues, the presentations and conversations, Jim Popham, our prestigious keynote speaker, and the magnificent beauty of Jackson Hole, Wyoming.

[Signature]
Keynote Address:
Formative Assessment: Can It Really Be Transformative?
Thursday October 8, 2009 8:30 am Grand Room

W. James Popham
Professor Emeritus, UCLA Graduate School of Education and Information Studies

About our Keynote Speaker

W. James Popham has spent the bulk of his educational career as a teacher. His first teaching assignment was in a small eastern Oregon high school where he taught English and social studies. Most of Dr. Popham's teaching career took place at UCLA where, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students. At UCLA he won several distinguished teaching awards. In January 2000, he was recognized by UCLA Today as one of UCLA’s top 20 professors of the 20th century. In 1992, he took early retirement from UCLA.

Dr. Popham has published 30 books, 200 journal articles, 50 research reports, and 175 papers presented before research societies. In 1978, he was elected to the presidency of the American Educational Research Association (AERA). He was also the founding editor of Educational Evaluation and Policy Analysis, a quarterly journal published by AERA. In 1968, Dr. Popham established IOX Assessment Associates, an R&D group that formerly created statewide student achievement tests for a dozen states. In 2002, the National Council on Measurement in Education presented him with its Award for Career Contributions to Educational Measurement. And in 2006, he was awarded a Certificate of Recognition by the National Association of Test Directors. His newest book, Transformative Assessment 2, will be available in 2010.

Dr. Popham will have an additional session at 9:30 am on Thursday, Oct. 8, in the Grand Room. The talk is titled, “Five Applications of the Formative-Assessment Process.”
# NRMERA 2009 At a Glance

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<th>Time</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>6:30 am – 8:30 am</td>
<td>Breakfast @ Atrium Restaurant</td>
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<tr>
<td>8:30 am – 9:15 am</td>
<td>Opening Session &amp; Keynote Speaker in the Grand Room</td>
<td>Business Meeting &amp; State Caucus in the Teton Room</td>
<td>Executive Board Meeting</td>
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<td>9:30 am – 12:15 pm</td>
<td>Paper Sessions Symposia Workshops</td>
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<td>12:30 pm – 1:45 pm</td>
<td>Lunch &amp; Roundtables in the Grand Room</td>
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<td>Executive Board Meeting</td>
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<td>6:00 pm</td>
<td>President’s Reception @ Snake River Brewery</td>
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# Thursday October 8, 2009
## Session Details

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<tr>
<th>Time/Room</th>
<th>Grand</th>
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<th>Timberline 3</th>
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<tr>
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<tr>
<td>9:30 am – 10:45 am</td>
<td>Discussion with Dr. Popham</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Post 2ndry Programs</td>
<td>Paper Session: Literacy</td>
<td>Paper Session: Technology Distance Education</td>
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<td>Chair: Young</td>
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<tr>
<td>11:00 am – 12:15 pm</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Post 2ndry Programs</td>
<td>Paper Session: Native American</td>
<td>Paper Session: Research Methods</td>
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<td>2:00 pm – 3:15 pm</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Professional Development</td>
<td>Paper Session: Social Studies</td>
<td>Paper Session: Special Education</td>
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<td>3:30 pm – 4:45 pm</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Transitions to College</td>
<td>Paper Session: School Improvement</td>
<td>Paper Session: Classroom Assessment</td>
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<td>Chair: Howell</td>
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## Friday October 9, 2009
### Session Details

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<tr>
<td>9:30 am–10:45 am</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Math Sci Teaching Chair: Vineyard</td>
<td>Paper Session: Instructional Technology Chair: Bangert</td>
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<td>Paper Session: Teacher Education Programs Chair: Welsh</td>
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<td>11:00 am-12:15 pm</td>
<td>Workshop/Symposium</td>
<td>Paper Session: International Programs Chair: Kuch</td>
<td>Paper Session: STEM Chair: Vineyard</td>
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<td>Paper Session: Online Chair: Bangert</td>
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<td>Workshop/Symposium</td>
<td>Workshop/Symposium</td>
<td>Paper Session: Math Science Pre-Service Chair: Bangert</td>
<td>Paper Session: English Choices Chair: Rush</td>
<td>Paper Session Policy and Education Chair: Canfield-Davis</td>
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Thursday, October 8th, 2009

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**KEYNOTE SESSION**

**Welcome and introduction of Keynote Speaker**
Suzanne Young, President of NRMERA
*University of Wyoming*

2009 Keynote Speaker
James Popham, University of California, Los Angeles
Formative Assessment: Can It Really Be Transformative?
Attendees will leave the session understanding:
- What It Is and What It Isn’t
- What It Can Do and What It Can’t
- Why Levels Can Lead to Lucidity
- Why Learning Progressions Must Lurk
- What the Essence of It Is
- Why Right-Size Bites Rule
- Why Dawdling is Dumb

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<th>Thursday October 8</th>
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**WORKSHOP**
CHAIR: BRETT FOLEY, BUROS CENTER FOR TESTING

**Prerequisites for Power Analysis: Questions You Need to Ask Before Deciding the Sample Size for Your Study**
Brett P. Foley, Buros Center for Testing

This workshop teaches researchers to answer simple questions to help conduct a meaningful power analysis to determine the appropriate sample size for their research project.

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**PAPER SESSION: POST SECONDARY STUDIES**
CHAIR: MICHELLE VANDERVELDT, CALIFORNIA STATE UNIVERSITY, FULLERTON

**Identifying Sources of Performance Anxiety**
Eva Gut, University of Idaho
Karen Guilfoyle, University of Idaho

Focus groups were conducted with college students to identify sources of performance anxiety for them, in sport and other settings. Several sources were identified.
Academic Dishonesty: An Analysis of Reported Cases
Lori Olafson, University of Nevada, Las Vegas
Gregg Schraw, University of Nevada, Las Vegas
William Young, University of Nevada, Las Vegas
Nick Kehrwald, University of Nevada, Las Vegas
We examined academic cheating at our large southwestern university using documents as the primary source of data. We collected and analyzed 304 Description of Alleged Academic Misconduct forms completed by instructors when they believed that instances of academic misconduct had occurred.

Perceived Parental Involvement and Support and Undergraduate Students’ Academic Achievements
Lyudmyla Ivanyuk, Northwest Nazarene University
Mike Poe, Northwest Nazarene University
Steve Mountjoy, Northwest Nazarene University
Results of this study indicate that student perception of both parental involvement and support are positively associated with college students’ self-processes and their academic achievement.

Teaching New Dogs Old Tricks: Long Term Impact of a Graduate Teaching Assistants Training Program
Roger Mark Fischer, Montana State University, Bozeman
This study uses qualitative data analysis to explore the effects of a research-based training program on the teaching practice of graduate teaching assistants.

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PAPER SESSION: LITERACY STUDIES
CHAIR: MARLA MASTIN, MINNESOTA STATE UNIVERSITY

Teachers’ Lived Experiences: Understanding the Integration of New Literacies into math and science
Jennifer J. Wimmer, University of Nevada, Las Vegas
The purpose of this phenomenological study was to develop an understanding of teachers’ experiences with technology and content.

The Effects of Content-Area Literacy Instruction on Beginning Biology Teachers' Practice
Nari Carter, Brigham Young University Roni Jo Draper, Brigham Young University
This study evaluated how beginning biology teachers implemented concepts taught in a content-area literacy methods course in their practice.

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PAPER SESSION: DISTANCE EDUCATION TECHNOLOGY
CHAIR: LESLIE RUSH, UNIVERSITY OF WYOMING

Student Perceptions of Electronic Portfolio Integration in Online Courses
Doris U. Bolliger, University of Wyoming
Craig E. Shepherd, University of Wyoming
The purpose of this research was to investigate student perceptions of communication, connectedness, and learning through electronic portfolio integration in online graduate-level courses.
Students' perceptions of community and engagement in online courses
Suzanne Young, University of Wyoming
Mary Alice Bruce, University of Wyoming
Leslie Rush, University of Wyoming
We investigated correlates of classroom community and student engagement in online courses. Active, meaningful learning and effort explained engagement while developing strong relationships predicted community.

Deconstructing Distance Education: A postmodernist analysis of underlying assumptions
Deborah K. Baird, Utah Valley University
This descriptive research critiques the effects of distance education against assumed principles of quality in higher education.

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<td>SESSION WITH DR. JAMES POPHAM</td>
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<td>CHAIR: SUZANNE YOUNG, UNIVERSITY OF WYOMING</td>
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Five Applications of the Formative-Assessment Process

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<td>COORDINATED SYMPOSIUM</td>
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<td>CHAIR: WENDY CHIADO, UNIVERSITY OF COLORADO, DENVER</td>
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Ways that Experiences Beyond the Classroom Inform the Educational Process
Michael P. Marlow, University of Colorado Denver
Brad McLain, University of Colorado Denver
Christine Renda, University of Colorado Denver
David Sprouse, University of Colorado Denver
Karmen Kirtley, University of Colorado Denver
Megan Mistler-Jackson, University of Colorado Denver
Teresa McLain, University of Colorado Denver
Cobina Lartson, University of Colorado Denver
Sharon Unkart, University of Colorado Denver
The UC Denver’s Professional Development Research Laboratory, a cohort of faculty and doctoral students, investigates the impacts of formal/informal activities and experiences on teacher/student efficacy.

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<td>PAPER SESSION: POST SECONDARY STUDIES</td>
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<td>CHAIR: CYNTHIA HOWELL, BLACK HILLS STATE</td>
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Four Critiques Regarding the Social Role of Community Colleges
Clifford P. Harbour, University of Wyoming
This paper examines four critiques regarding the social role of community colleges and a recent reply to them.
Believing You’re Correct vs. Knowing You’re Correct: A Significant Difference?
Randy M. Isaacson, Indiana University South Bend
Christopher A. Was, Kent State University
This session will explore the impact of metacognition on learning and performance including the metacognitive errors students are likely to make in university courses.

A College Admissions Question: What Would We do if the ACT and SAT did not Exist?
Kurt F. Geisinger, Buros Center for Testing
This paper address the hypothetical question of how the college admissions process would change if the SAT and ACT did not exist and considers and evaluates alternatives college admissions testing.

Teaching Effectiveness for Mixed Generation Classrooms: Connecting Perceptions and Practice
Cynthia Howell, Black Hills State University
Sandee Schamber Black Hills State University
Bret Swanson, Black Hills State University
The behaviors and expectations of millennial students entering college are forcing change. Their expectations for teaching and learning are compared with those of faculty.

Thursday October 8 | 11:00 am – 12:15 pm | Rafferty

PAPER SESSION: NATIVE AMERICAN STUDIES
CHAIR: MICHELLE VANDERVELDT, CALIFORNIA STATE UNIVERSITY, FULLERTON

Cultural Tension: Choosing Between Two Rights
Joanne Erickson, Montana State University
William Ruff, Montana State University
The purpose of this study was to explore the tension between a western ethical framework and a Native American context as Native American school leaders walk in two worlds.

An Investigation of Exemplarly Teaching Practices of Teachers of Native American Students
William M. Young, University of Nevada, Las Vegas
Through an investigation of three public school sites serving Native American students the researcher examined characteristics and practice of exemplary teachers.

Hearing all Educators: Working with Native Community Members to Bridge Theory and Practice for Learners
Christine Rogers, University of Wyoming
To connect critical theory to research and classroom practice, this session considers how researchers/teachers can work with community members to set goals and interpret data.

How Do Native American College Freshmen Define Academic Writing?
Barbara Z. Komlos, Montana State University
Definitions and perceived expectations for academic writing are presented through the words of Native American college freshmen. Included are comparisons with high school writing experiences.
Conducting an Alignment Study in the Context of a Performance Assessment with a Single Writing Prompt  
Brett P. Foley, Buros Center for Testing  
Kurt F. Geisinger, Buros Center for Testing  
Pat Roschewski, Nebraska Department of Education  
Edward Foy, Nebraska Department of Education  
This project describes a novel method for evaluating the content alignment of a statewide K-12 writing assessment that consists of a single prompt.

Developing Teacher Scholars: Bridging the Gap Between Theory and Practice  
Susan A. Turner, Utah State University  
Kim Rathke, Central Davis Junior High  
A course study of effective university teaching processes for developing teacher scholars. Includes a teacher scholar presentation of Action Research: On-line Writing Assessment, based on course proposal.

Bridging the Theory-Practice Gap Utilizing an On-Line Research Methods Class at the Masters Level  
James R Crawford, University of Nevada, Las Vegas  
Patrick Carlton, University of Nevada, Las Vegas  
This paper presents the results of a newly developed on-line research methods class that was part of a new masters degree program in Educational Leadership.

Voices of Struggling Elementary Readers: Using Student Self-Reports and Portraiture Methodology to Understand Struggling Readers and Enhance Struggling Reader Research  
Roland K. Schendel, University of Northern Colorado  
The author used student self-reports and portraiture methodology to explore the nature of the experiences and perceptions of three struggling elementary readers.

Table 1: Attitudes of Non-Native English Speaking Students Toward the Role of English Grammar in Writing  
(Jason) Hoi Yuen Chan, University of Wyoming  
Jenny Weatherford, University of Wyoming

Table 2: Learning How to Know When You’re Correct: Classroom Curriculum to Encourage Metacognitive Knowledge Monitoring  
Randy M. Isaacson, Indiana University South Bend  
Christopher A. Was, Kent State University
Table 3: Describing the Meaning Teachers Ascribe to the Value of Standardized Tests: A Phenomenology
Leslie H. Shaw, Buros Center for Testing

Table 4: Emotional Intelligence and the Theatre Artist: Exploring the Connections
Valerie Baugh-Schlossberg, Boise State University

Table 5: Learning to Care: The Processes of Developing Dispositions in K-5 teachers
Deborah A. Obara, University of Nevada, Las Vegas
Lori Olafson, University of Nevada, Las Vegas
Linda Quinn, University of Nevada, Las Vegas

Table 6: An Initial Comparative Analysis of Intermountain West Education Leadership Doctoral Programs: Using Action Research to Develop Research Skills
Toby Melver, University of Nevada, Las Vegas
University of Nevada, Las Vegas Executive Doctorate Cohort students
Rebecca M. Benally, Montezuma Creek Elementary School
Monica Cortez, West Prep School
Tony J. Davis, Judith Steele Elementary School
Traci L. Dyer, Lomie G. Heard Elementary School
Kim K. Friel, Grant Sawyer Middle School
Diane Lewis, A. D. Guy Elementary School
Jerri Mausbach, James B. McMillan Elementary School
Toby A. Melver, Northside Elementary School
Thomas S. Reagan, Great Basin College
Patricia A. Schultz, Helen J. Stewart School
Steven K. Stewart, Westlake High School
Yonatan Yussman, The Dr. Miriam & Sheldon G. Adelson Educational Campus

Table 7: Access and Success for All: An Analysis of Access to Print in Schools of Varying Socioeconomic Status
Alyssa Hesselroth, Washington State University, McNair Achievement Program

Table 8: But Does It Work? Examining Student-Written Behavior Intervention Plans to Determine Possible Effectiveness
Shanon Taylor, University of Nevada, Reno

Table 9: Students’ Perceptions of Classroom Technology: Gender & Nationality
Mary Gatua, University of Wyoming

Table 10: A survey of the Attitudes and Motivations of Chinese English Language Learners.
Rod E. Case, University of Nevada, Reno
Wei Xu, University of Nevada, Reno

Table 11: Understanding Emotional Safety for People Living in Various Geographical Locations
Courtney Haines, University of Nebraska, Lincoln
John Creswell, University of Nebraska, Lincoln
Thursday October 8 2:00-3:15 pm Timberline 1

WORKSHOP

Digital Storytelling to Promote Classroom Curriculum
Talitha Hudgens, Utah Valley University
Participants will learn how to use digital storytelling to conduct research and gain expertise in the use of digital communication and authoring tools.

Thursday October 8 2:00-3:15 pm Timberline 3

PAPER SESSION: PROFESSIONAL DEVELOPMENT
CHAIR: KATE WELSH, UNIVERSITY OF WYOMING

A Multi-Year Study of the Development, Implementation, and Evaluation of Teacher Assistance Teams in Kindergarten to Fifth Grade Classrooms
R. Lee Smith, Indiana University South Bend, School of Education
Tanice Y. Knopp, University of South Florida
Teacher assistance teams provide an effective method to share successful classroom practices. This paper presents results of five years of data collection from participants on multiple teams.

Factors that Facilitate and Hinder Service-Learning Implementation: Perspectives of Novice and Veteran Teachers.
Janet L. Losser, Brigham Young University
Denise Glynn, University of Georgia
Elizabeth Pate, University of Texas at San Antonio
This qualitative study investigates the factors that facilitate and hinder implementation of service learning in novice and veteran teachers’ classrooms.

Inquiry into Project Inquiry: Evaluating Science Professional Development
Kate Welsh, University of Wyoming
Judith Ellsworth, University of Wyoming
Ron Canterna, University of Wyoming
Scott Chamberlin, University of Wyoming
Diana Wiig, University of Wyoming
Project Inquiry is a professional development program for elementary teachers. This study reports the results from the program’s two year implementation. Educational significance will be discussed.

Thursday October 8 2:00-3:15 pm Rafferty

PAPER SESSION: SOCIAL STUDIES EDUCATION
CHAIR: MARLA MASTIN, MINNESOTA STATE UNIVERSITY

Examining Citizenship Education and the Relationship to Teacher Beliefs
Michelle Vander Veldt, California State University, Fullerton
Jennifer Ponder, California State University, Fullerton
Lori Olafson, University of Nevada, Las Vegas
Gregory Schraw, University of Nevada, Las Vegas
The purpose of this research is to examine the relationship between teachers’ beliefs and citizenship education in a methods course that emphasized civics education.
History Alive! in the Classroom
Kathy Hintz, Minot State University and University of North Dakota
This paper examines how the philosophies of two upper elementary teachers guide their use of the History Alive! textbook.

Jesus Garcia, University of Nevada, Las Vegas
Robert Madden, University of Nevada, Las Vegas
A study of National Council of Social Studies annual meeting programs and attention given to African-American and Latino issues, especially as related to textbooks.

Thursday October 8 | 2:00-3:15 pm | Summit 2

PAPER SESSION: SPECIAL EDUCATION
Response to Intervention: Implementation of an Alternative Approach to Specific Learning Disability Determination
Kristen A. DeRaad, University of Nevada, Reno
A mixed methods study that examines district implementation of Response To Intervention as an alternative approach to specific learning disability determination.

Building an Outdoor Classroom and Garden with Teacher Candidates in an Embedded Special Education Service Learning Project through Two Integrated Undergraduate Courses: Educational Psychology and Curriculum, Instruction and Assessment
Cherie Major, University of Idaho and Post Falls Middle School
Mary Strobel, Post Falls Middle School
Special education students build an outdoor classroom and garden with teacher education students in an intensive three-week summer service learning project.

When do Testing Accommodations Give an Unfair Advantage? A Comparison to a Double-Sprinter’s Quest to Compete in the Olympics
Carina M. McCormick, Buros Center for Testing
Kurt F. Geisinger, Buros Center for Testing
The authors will discuss test accommodations decisions and relate those principles to the controversy of an amputee who wanted to compete in the Olympics.

Response to Intervention (RTI): Redefining Roles in Rural Schools
Brenda Koch, Montana State University, Bozeman
Educators find their roles in the school system changing in order to effectively implement Response to Intervention (rti), to meet the needs of students.

Thursday October 8 | 3:30-4:45 pm | Timberline 1

WORKSHOP
Concept and Interdisciplinary Teaching
Alina Jensen, Northstar International Baccalaureate School
Lawrence R. Rogien, Boise State University
Research based workshop to demonstrate how to teach teachers to teach with brain friendly, interdisciplinary and concept based models.
INTERACTIVE SYMPOSIUM

Educational Reform and Teacher Identity Interactive
Lynette Erickson, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Jill Shumway, Brigham Young University
Wendy Workman, Brigham Young University
Joseph Hanks, Brigham Young University
Marjorie Ralph, Brigham Young University

Education has been enmeshed in reform since 1983. This project explores teachers’ conceptions of reform and the relationship between teacher identities and implementation of reform.

PAPER SESSION: TRANSITIONS TO COLLEGE
CHAIR: CYNTHIA HOWELL, BLACK HILLS STATE UNIVERSITY

Creating a College-Going Culture: A Snapshot of the Washington State Achievers Program-Cohort 5
Doreen E. Brown, Montana State University, Bozeman
Carrie B. Myers, Montana State University, Bozeman
Michael Pavel, Washington State University

Data from the Washington State Achievers Program showed that mentoring and academic and financial support positively affects college-going outcomes among at-risk high school students.

Dropping Out: Perspectives of At-Risk Youth
Robert T. Henry, University of Nevada, Las Vegas
James R. Crawford, University of Nevada, Las Vegas

Dropping out of school prior to graduation has been studied, researched, discussed but yet continues. This study examines the issue of dropping out through the lens of at-risk youth.

The Cornell Critical Thinking Skills Test Level Z as a Predictor of High School Seniors’ First Year College Success
H. Mark Krank, The University of Montana-Western
Aaron Richmond, Metropolitan State College of Denver

As a predictor of success, high school counselors may find the Cornell Critical Thinking Skills Test Level Z useful when making college placement recommendations.

PAPER SESSION: SCHOOL IMPROVEMENT
CHAIR: FRED KUCH, UNIVERSITY OF NEVADA, LAS VEGAS

Mentoring School Principals: What are Wyoming Districts Doing and what do Principals Want?
Heather Duncan, University of Wyoming
Mark Stock, University of Wyoming

This study explored what Principal Mentoring programs exist in Wyoming school districts and investigated the specific areas in which principals perceive they require support.
Instructional Facilitators in Wyoming: Who is Mentoring the Mentors?
Mark Stock, University of Wyoming
Heather Duncan, University of Wyoming
This study examined the current status of Instructional Facilitator Mentoring programs in the state of Wyoming, including the perceived incentives and barriers to mentoring programs.

Using Teacher-centered Professional Development to Incite School Improvement
Penny Tenuto, Sandpoint High School
Russ Joki, University of Idaho
Kathy Canfield-Davis, University of Idaho
Sachin Jain, University of Idaho
The purpose of this case study was to describe the experiences and perceptions of secondary teachers as they piloted a program of school centered professional development.

The Empowerment School Study: Principals' Change Facilitator Styles Across Three Years of Implementation.
Fred Kuch, University of Nevada, Las Vegas
Gene E. Hall, University of Nevada, Las Vegas
Teachers’ and Principals’ perceptions about the third year of the implementation of an empowerment innovation will be described using a concerns-based model.

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PAPER SESSION: CLASSROOM ASSESSMENT
CHAIR: ROBERT SPIES, UNIVERSITY OF NEBRASKA, LINCOLN

Predicting Science ISAT Scores: Using Correlations between Science EOC scores and Spring ISAT Test Scores
Jason Gordon, Northwest Nazarene University
Mike Poe, Northwest Nazarene University
Steve Mountjoy, Northwest Nazarene University
By using end of course science grades, teachers can predict who is in danger of failing state standardized exams, thus allowing a remediation plan to be implemented.

The ClassMaps Survey: Assessing Classroom Environments that Guide Direct Interventions
Robert Spies, Buros Center for Testing; University of Nebraska-Lincoln
Kristin Jones, Buros Center for Testing; University of Nebraska-Lincoln
Beth Doll, University of Nebraska
The Classmaps survey is a research instrument that provides teachers with critical information on student attitudes across eight key classroom domains.

Introducing the Use of Science Notebooks for Teaching Elementary Science: Pre-Service Teachers' Responses
Mary Sowder, Utah Valley University
Elaine Tuft, Utah Valley University
This session will present preliminary results of a study that addresses how teacher educators can facilitate pre-service teachers' learning about science notebooks in the elementary classroom.
PRESIDENT’S RECEPTION

Join us this evening for appetizers and drinks at the Snake River Brewing Company. Afterwards, dine at one of Jackson’s fine restaurants. The University of Wyoming College of Education’s Dean Kay Persichitte sponsors the President’s reception.

Snake River Brewing Company
Address: 265 S. Millward
(Cross streets Hansen & Simpson)
Jackson, Wyoming 83001
Phone: 307.739.BEER (2337)
Friday, October 9th

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**BUSINESS MEETING & STATE CAUCUSES**

All NRMERA members are encouraged to attend. The Distinguished Paper Award will be announced, the President-elect will give a preview of the 2010 conference in Montana, and elections for state-reps will be elected for Minnesota, Nebraska, Nevada, South Dakota, and At-Large.

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**WORKSHOP**

*How to Think like Leonardo da Vinci: A Metaphor for Thinking about Research*

Lawrence Rogien, Boise State University

This is a HAND-ON, BRAINS-ON activity session intended to expand your powers of observation, sensitivity, and thinking. Based on the book by Michael Gelb, 1998.

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**PAPER SESSION: MATH SCIENCE TEACHING**

**CHAIR: RICHARD VINEYARD, NEVADA DEPARTMENT OF EDUCATION**

**Teaching Mathematics for Social Justice**

Bongseok Jang, Boise State University

This study used the subject of mathematics to promote social justice to middle school students.

**Enhancing Students’ Mathematical Understanding Through Communication**

Charles Assuah, University of Nevada, Reno

Robert J. Quinn, University of Nevada, Reno

This study examines students’ perceptions of teacher communication behaviors in Algebra and Geometry classes using the Teacher Communication Behavior Questionnaire (She & Fisher, 2000).

**Planning Perspectives of Mathematics Teachers in the United States and China**

Robert J. Quinn, University of Nevada, Reno

Zhixia You, University of Nevada, Reno

Research on the nature of teacher planning practices and perspectives in the United States and China will be presented and discussed.
Trends in Early Childhood Studies: Preschool Teacher’s Beliefs about Science Concepts Versus Science Teaching
Denise L. Winsor, University of Memphis
Sally Blake, University of Memphis
Shannon Audley-Piotrowski, University of Memphis
Amy Gentry, University of Memphis
Grace Kibe, University of Memphis
Barbara Sandlin, University of Memphis
This research investigates 38 preschool teacher beliefs about science concepts versus science teaching. Results indicate preschool teachers lack science concept knowledge and confidence to teach science.

Friday October 9 | 9:30-10:45 am | Rafferty

PAPER SESSION: INSTRUCTIONAL TECHNOLOGY
CHAIR: ART BANGERT, MONTANA STATE UNIVERSITY, BOZEMAN

An Investigation of Teaching Innovation: The Evolution of Culturally Responsive Teaching (CRT) and Enhanced Technology Use in Middle School Classrooms
Catherine A. Kelly, University of Colorado at Colorado Springs
Barbara J. Frye, University of Colorado at Colorado Springs
Leslie Grant, University of Colorado at Colorado Springs
This session will describe changes in teaching practices at a mathematics, science, and technology-based middle school partnership using culturally responsive teaching practices and innovative technology.

The Dissection Dilemma: Real Dissection versus Virtual Dissection in a Middle School Classroom
Casey Boothby, Sage Valley Middle School and Northwest Nazarene University
Steve Mountjoy, Northwest Nazarene University
This study suggests that teaching middle school students with a simulated dissection program yields better achievement at the p = .05 level when compared to actual frog dissection.

A Qualitative Perspective on Preservice Teachers’ Positions Related To the Use of Technology In Schools
Alex Spatariu, Georgetown College
Denise L. Winsor, University of Memphis
This is a qualitative investigation of an on-line discussion about the use of technology in education. Differences between control and treatment groups are reported.

Web Sites and Applications Frequently Used By Teachers: Investigating the Impact of Teacher Beliefs
Kendall Hartley, University of Nevada, Las Vegas
Neal Strudler, University of Nevada, Las Vegas
Loretta Donovan, California State University – Fullerton
Jackie Swallia, University of Nevada, Las Vegas
This study identified what applications and Internet resources teachers and students are frequently using. The study also describes how these choices vary by teacher characteristics such as instructional beliefs.
A Comparison of the General Objectives Defined by Secondary and Elementary Teacher Preparation Programs for their Field-based Component

Carmen Montecinos, University of Wyoming
Sylvia Rittershaussen, Pontificia Universidad Católica de Chile
Cristina Solís, Pontificia Universidad Católica de Chile
Ines Contreras, Pontificia Universidad Católica de Chile
Horacio Walker, Universidad Diego Portales
Claudio Nuñez, Pontificia Universidad Católica de Chile

Field-based component objectives of secondary and elementary teacher preparation curricula were examined as a function of phase: Initial, Intermediate, and Student Teaching. Results show learning expectations differed by phase.

Acculturation into Science Teaching: A Heterogeneous Process

Deborah Morrison, University of Colorado, Boulder, School of Education
Valerie Otero, University of Colorado, Boulder, School of Education

Issues affecting initial science teacher identity development in undergraduate students are explored in this ethnography of an innovative STEM teacher preparation program.

Becoming Evidence-Based Teacher Education Programs: Paradigm Shifts from the Accreditation Process

Lynnette Erickson, Brigham Young University
Nancy Wentworth, Brigham Young University

The paradigm shifts toward accountability can be productive and frustrating. We will explore tensions as teacher education programs experience changes because of accreditation process.

Creating Podcasts to Improve Instruction and Student Learning

Linda F. Quinn, University of Nevada, Las Vegas
Karen Grove, University of Nevada, Las Vegas
Lori Olafson, University of Nevada, Las Vegas
Lisa Bendixen, University of Nevada, Las Vegas

Three teacher educators under the guidance of a tech savvy colleague share the challenges of upgrading teaching practices through the creation of podcasts.
PAPER SESSION: INTERNATIONAL EDUCATION
CHAIR: FRED KUCH, UNIVERSITY OF NEVADA, LAS VEGAS

The Effect of Culture, Caste and Geography on Educational Inequality for Girls in Nepal
Betsy Palmer, Montana State University, Bozeman
Female school attendance rates in Nepal are among the lowest of all developing nations. Culture, caste, and geography all contribute to gender inequality.

Environmental Education and Eco-literacy as Tools to Promote Sustainability and Social Justice in Costa Rican Communities
Steven Locke, University of Wyoming
This study evaluates an environmental education program in Costa Rica that promotes sustainable development and social justice in Costa Rican rural community schools.

Examining the Cross-cultural Negotiation Patterns of International Teaching Assistants
Gwendolyn M. Williams, University of Nevada, Reno
This study explores how international teaching assistants negotiate cross-culturally with their undergraduate students in order to create mutual understanding in their community of learners.

PAPER SESSION: STEM EDUCATION
CHAIR: RICHARD VINEYARD, NEVADA DEPARTMENT OF EDUCATION

Implementing Process Oriented Guided Inquiry Learning (POGIL) in Undergraduate Biomechanics: Lessons Learned by A Novice
Shawn R. Simonson, Boise State University
Susan Shadle, Boise State University
Process Oriented Guided Inquiry (POGIL), a cooperative learning approach, uses inquiry-based activities to teach and actively engage students in learning, analytical thinking, and teamwork.

Exploring Concept Images of College Students in STEM Related Disciplines
Balimuttajjo Sudi, University of Nevada, Reno
Robert J. Quinn, University of Nevada, Reno
The study explores concept images of students enrolled in stem related disciplines to develop means of addressing learning difficulties.

Prospective Elementary and Middle School Teachers’ Knowledge of Linear Functions
Zhixia You, University of Nevada, Reno
Robert J. Quinn, University of Nevada, Reno
Research on prospective elementary and middle school teachers’ knowledge of linear functions with regard to their representation flexibility and procedural skills will be presented.

Facilitating Teachers in Developing and Teaching Science Inquiry Lessons
Pamela Cantrell, Brigham Young University
Leigh Smith, Brigham Young University
Three conceptual tools were developed to facilitate teachers in learning and implementing science inquiry. Tools were improved for year two and teacher impacts are reported.
PAPER SESSION: ONLINE EDUCATION
CHAIR: ART BANGERT, MONTANA STATE UNIVERSITY, BOZEMAN

An Investigation of Thinking Styles in Online Education
Aaron S. Richmond, Metropolitan State College of Denver
Lynn Conrad, Metropolitan State College of Denver
Leping Liu, University of Nevada, Reno
One hundred and eighty seven online distance education students were administered the Thinking Styles Inventory in order to predict college GPA and class GPA. The results and implications will be discussed.

An Investigation of Critical Inquiry Among Online Mathematics Teachers
Art Bangert, Montana State University, Bozeman
Diana Colt, Montana State University, Bozeman
This study reports on results from an investigation of critical inquiry occurring in a graduate level online mathematics course.

ROUNDTABLES AT LUNCH

Table 1: Strategies and Themes to District Improvement: Keys to all Schools Achieving AYP.
Gene Hall, University of Nevada, Las Vegas
Michael S. Robison, University of Nevada, Las Vegas

Table 2: Preservice Elementary Teachers’ Beliefs Regarding the Knowledge Transaction
Jennifer Blair, Montana State University, Bozeman

Table 3: A Narrative Study of Cultural, Social and Religious Obstacles and Opportunities for a Woman in Pakistan
Genevieve Chabot, Montana State University, Bozeman

Table 4: Survivor Graduate School: Don’t Just Survive...Thrive!
Aaron S. Richmond, Metropolitan State College of Denver

Table 5: Teacher-Based Assessment and Art Students’ Motivation
Sarah C. Krank, Laramie County School District #1
Aaron Richmond, Metropolitan State College of Denver
H. Mark Krank, University of Montana-Western

Table 6: Polishing Gems through Concept Learning
Paulette Jackson, Idaho Conference of Seventh Day Adventists
Lawrence R. Rogien, Boise State University

Table 7: Do You See What I See: The Impact of Science Fair Presentation Boards on Judging Results
Tammy Abernathy, University of Nevada, Reno
Noel Vineyard, Coral Academy of Science
Table 8: Can You Hear Me Now? A Study of Sound-field Technology for Children Who Are Deaf or Deaf-blind in Kindergarten and First Grade and Peers  
Lois Furno, University of Nevada, Reno

Table 9: The Importance of Understanding Inconsistencies Between Teachers’ Beliefs and Practice When Planning Professional Development Projects  
Trish Bechtel, University of Idaho

Friday October 9  | 2:00 pm- 3:15 pm  | Teton

**SYMPOSIUM**

Paraeducator to Certified Teacher: A Rural Teacher Education Program  
Laura S Foley, Utah State University  
Virginia Norris Exton, Utah State University
Data will be gathered as paraeducators are recruited into teacher education programs in Utah in order to prepare and maintain teachers in rural schools.

Friday October 9  | 2:00 pm- 4:30 pm  | Timberline 1

**WORKSHOP**

Qualitative Data Software Analysis for Educational Researchers: Introduction to NVivo 8.0  
Ross A. Perkins, Boise State University
Following this workshop, participants will be able to describe the features and capabilities of the well known qualitative data analysis software, nVivo 8.0.

Friday October 9  | 2:00 pm- 3:15 pm  | Timberline 3

**PAPER SESSION: PRE-SERVICE MATH AND SCIENCE EDUCATION**  
**CHAIR: ART BANGERT, MONTANA STATE UNIVERSITY, BOZEMAN**

Innovative Approaches to a Problem Involving the Disjunction of Independent Events  
Balimuttajjo Sudi, University of Nevada, Reno  
Robert J. Quinn, University of Nevada, Reno
The study shares a variety of pedagogical strategies developed as a direct result of analyzing students’ solutions to a complex probability problem.

The Development of Nancy’s Self-Efficacy: A Descriptive Timeline  
Cheryl R. Sangueza, University of Nevada, Las Vegas
Factors influencing science-teaching self-efficacy during elementary student teaching and how efficacy informed teaching practices are examined via a case study. Meet Nancy, my case study.
Preferable Learning Styles of Selected ESL Adults and Teachers at a Public University
Howard R. D. Gordon, University of Nevada, Las Vegas
Kayoko Yamauchi, Marshall University
This research was conducted to investigate how adult ESL students learn effectively according to their learning preferences and their cultural/educational background.

Tenth Graders’ Novel Selections: Exploring What Influences Their Interest in a Book as They Select and Begin Reading a Young Adult Novel
Bonnie M. Warne, University of Idaho; South Fremont High School
This study explores tenth grade students’ reading interests as they select a young adult novel and read its first ten pages.

Factors of Influence on Legislative Decision Making: A Descriptive Study
Kathy Canfield-Davis, University of Idaho, Coeur d’Alene
Sachin Jain, University of Idaho, Coeur d’Alene
Don Wattam, University of Idaho, Coeur d’Alene
Jerry McMurtry, University of Idaho, Coeur d’Alene
Michael Johnson, University of Idaho, Coeur d’Alene
The purpose of this study was to provide knowledge and insight about the factors of influence that shape legislative decision-making as perceived by lawmakers.
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College of Education

Kate Welsh, Associate Professor
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College of Education
## NRMERA 2009 Presenters and Co-authors

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