The Science of Education
NRMERA 2013

31st Annual Conference
October 3rd & 4th
The Snow King Resort Hotel
Jackson, WY
http://nrmera.org
About NRMERA

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 2015 conference is currently scheduled to be held in Jackson.

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 NRMERA Colleagues,

First, I want to welcome you to the 31st annual Northern Rocky Mountain Educational Research Association (NRMERA) conference. I believe this will be another outstanding conference due to the efforts of the educators who year after year dedicate their time, energy, and share their research at the NRMERA conference. Thank you.

Second, when reflecting on my theme for the conference I want to take the opportunity to discuss the importance of the Science of Learning. At the start of this new academic year we have numerous competing cognitive demands such as writing up an article, serving on committees, completing service obligations, reviewing for journals, collecting data, advising students, but most importantly, preparing to teach our courses. With the exception of family, our commitment to learning is our single most important responsibility. I truly believe that this last task must be the focus of educational researchers. As such, we should approach our facilitation of learning with creativity, passion, and from a scientific perspective. Although on the surface these may seem like competing motives, they are not. On the contrary, they are complementing motives. It is critically important to scientifically investigate our effectiveness as teachers to elucidate and validate our craft. Because many of us teach future teachers, our deeds will have a profound trickle-down effect. It is my belief that you share this view and will continue to explore the science of learning and teaching and bring your innovative research ideas to the annual NRMERA conference in the coming years.

Third, I would like to thank H. Mark Krank for his attention to detail, conceptual understanding and ability to synthesize seemingly unrelated research topics in our program. I would also like to thank Chris Was, Randy Isaacson, and Heidi Shukert for always being professional and critical soundboards. I would also like to thank Tammy Vineyard, Richard Vineyard and Shanon Taylor for their support, fundraising abilities, and ultimately for convincing me that I had something to contribute to NRMERA beyond my research. I encourage you to heed their advice and step forward to extend your involvement in NRMERA.

Finally, my wife Amanda is a saint. She has put up with my ranting and raving; stress addled manic personality over the course of the process of organizing the 2013 NRMERA conference. Amanda, I love you and I will return to normal the second week of October. I promise.

Everyone, please have a wonderful conference.

Aaron S. Richmond  
NRMERA President
# NRERA At-A-Glance

## Wednesday, October 2nd

<table>
<thead>
<tr>
<th>Time</th>
<th>Grand Room</th>
<th>Timberline I</th>
<th>Timberline III</th>
<th>Mountain View</th>
<th>Jackson</th>
<th>Teton Room</th>
<th>Summit II</th>
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<tr>
<td>6:00 - 7:30 p.m.</td>
<td>Executive Committee Meeting</td>
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## Thursday, October 3rd

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<th>Time</th>
<th>Grand Room</th>
<th>Timberline I</th>
<th>Timberline III</th>
<th>Mountain View</th>
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<th>Teton Room</th>
<th>Summit II</th>
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<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Breakfast</td>
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<td>8:45 - 9:45 a.m.</td>
<td>Keynote Address</td>
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<tr>
<td>10:00 - 11:00 a.m.</td>
<td>Paper Session: School Improvement</td>
<td>Workshop: Assessing Student Learning</td>
<td>Paper Session: Teacher Education</td>
<td>Paper Session: Diversity</td>
<td>Paper Session: STEM</td>
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<tr>
<td>12:30 - 2:00 p.m.</td>
<td>Learn-at-Lunch</td>
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<td>6:00 - 7:30 p.m.</td>
<td>Banquet</td>
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<td>7:30 - 9:00 p.m.</td>
<td>Grad Student Social</td>
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## Friday, October 4th

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<th>Grand Room</th>
<th>Timberline I</th>
<th>Timberline III</th>
<th>Mountain View</th>
<th>Jackson</th>
<th>Teton Room</th>
<th>Summit II</th>
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<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>9:00 - 10:00 a.m.</td>
<td>Workshop: Educator Evaluation</td>
<td>Symposium: American Indian Education</td>
<td>Paper Session: Learning</td>
<td>Paper Session: Research Methods</td>
<td>Paper Session: Pre-Service Education</td>
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<td>12:00 - 1:30 p.m.</td>
<td>Learn-at-Lunch</td>
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<td>1:45 - 2:45 p.m.</td>
<td>Invited Panel: Common Core</td>
<td>Symposium: Leadership</td>
<td>Paper Session: Math &amp; Science</td>
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<td>3:00 - 4:30 p.m.</td>
<td>Workshop: Mindfulness</td>
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<td>6:00 - 8:00 p.m.</td>
<td>Poster Session &amp; Presidential Reception</td>
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## Saturday, October 5th

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<th>Time</th>
<th>Grand Room</th>
<th>Timberline 1</th>
<th>Timberline 3</th>
<th>Mountain View</th>
<th>Jackson</th>
<th>Teton Room</th>
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<td>Executive Committee Meeting</td>
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KEYNOTE ADDRESS

TRANSLATION MIND, BRAIN AND EDUCATION FROM THE LAB TO THE CLASSROOM AND BACK

BY

DAVID DANIEL, PH.D.

Professor David Daniel (James Madison University) is very involved with forging reciprocal links between cognitive-developmental psychology and teaching practices/pedagogy. He is the managing editor of the journal Mind, Brain, and Education, and past Chair of the Society for the Teaching of Psychology's pedagogical innovations task force. David has published in a diverse range of journals, such as JAMA, Child Development, Educational Leadership, and Teaching of Psychology. He also consults on the delivery and development of effective, evidence-based, classroom, print, and electronic pedagogy.

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Thursday, October 3rd, 2013

Thursday, October 3  7:30 – 8:30 a.m.  Grand Room
Breakfast

Thursday, October 3  8:45 - 9:45 a.m.  Grand Room
Keynote Address

TRANSLATION MIND, BRAIN, AND EDUCATION FROM THE LAB TO THE CLASSROOM AND BACK
David Daniel, James Madison University

Thursday, October 3  10:00 – 11:00 a.m.  Timberline I Room
Workshop

ASSESSING STUDENT LEARNING: ESSENTIALS FOR HIGHER EDUCATION STAFF, FACULTY, AND ADMINISTRATION
In this workshop participants will examine established, effective assessment practices and will obtain the tools to apply them in their own institutions.
Cynthia Howell, Capella University

Thursday, October 3  10:00 – 11:00 a.m.  Grand Room
Paper Session: School Improvement
Moderator: William Young, Oglala Lakota College

MOVING FORWARD WITH THE KIS INDEX OF SCHOOL SUCCESS
The overall purpose of this project is to develop a way to measure, in the broadest sense, the performance of a school and its students.
Fred Kuch, University of Nevada, Las Vegas
LeAnn Putney, University of Nevada, Las Vegas
Connie Malin, IICSN

TEACHER EVALUATION FOR CLASSROOM TEACHERS WHO PRACTICE BRAIN RESEARCH-INFORMED PEDAGOGY
The purpose of this study was the investigation of the development of techniques for teacher evaluation systems that incorporate teachers who successfully address brain research implications, applications, principles, and outcomes were addressed.
Kenneth Peterson, Portland State University

HOW DO I GET IN? A REVIEW OF THE CRITERIA SHAPING THE HIGH SCHOOL COURSE RECOMMENDATION PROCESS
This presentation focuses on findings from a literature review that was part of a study investigating how 9th and 10th grade social studies teachers working in one high school recommended academic placement of students.
Philip Bernhardt, Metropolitan State University Denver
### Paper Session: Teacher Education

**Moderator:** Carrie Myers, *Montana State University*

**ADULT STUDENTS’ ENGAGEMENT WITH CO-TEACHING**
The purpose of the study was to implement a co-teaching model at the graduate university level in order to prepare graduate students to teach educational research courses.

**Mary Wehunt,** *University of Wyoming*

**Jennifer Weatherford,** *University of Wyoming*

**BENEFITS AND SHORTCOMINGS OF AN INTRODUCTORY DOCTORAL COURSE**
This article presents the results of an analysis of an introductory doctoral course conducted by two course participants and the course instructor. Through personal experiential stories, the authors discuss the benefits of the course, suggest improvements, and describe the classroom climate.

**Anna Treacy,** *University of Nevada, Reno*

**Nicole Casillas,** *University of Nevada, Reno*

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### Paper Session: Diversity

**Moderator:** H. Mark Krank, *University of Montana, Western*

**BEYOND RACE, CLASS, AND GENDER: K-12 TEACHERS’ PERSPECTIVES ON ENGLISH LANGUAGE LEARNERS’ LITERATE IDENTITY**
The proposed research presentation will focus on, and present examples of, the complex ways in which teachers recognized the language minority students in their classrooms, consistently making instructional decisions based on their views of who they took the students to be.

**Janet Young,** *Brigham Young University*

**Stefinee Pinnegar,** *Brigham Young University*

**GENDER DIFFERENCES IN ELL TEACHING PRACTICES: A MULTIPLE REGRESSION STUDY OF DEMOGRAPHIC INFLUENCES ON TEACHER BELIEFS AND PRACTICES IN TEACHING ENGLISH LANGUAGE LEARNERS**
A study on teacher beliefs, attitudes, and practices with regards to English Language Learners showing an increased probability that gender influences these practices.

**Holly Allen,** *Brigham Young University*

**Jason Jay,** *Brigham Young University*

**Stefinee Pinnegar,** *Brigham Young University*

**Rasha Qudisat,** *Brigham Young University*

**AN INVESTIGATION INTO THE EDUCATION OF CULTURAL COMPETENCE WITHIN A CURRICULUM: AN ALLIED HEALTHCARE EDUCATIONAL PROGRAM PERSPECTIVE**
Being culturally competent is critical. This study revealed the majority of students were aware of cultural differences, however fewer performed skills related to cultural competency.

**Suzette Nynas,** *Montana State University-Billings*
Thursday, October 3  

**Paper Session: STEM**  
**Moderator: Randy Isaacson, Indiana University South Bend**

**THE PLACE PROGRAM: FINDING YOUR PLACE IN PLACE—BASED EDUCATION**  
The purpose of this study is to investigate the impact of the Math-Science Partnership grant funded Place Learning and Civic Engagement [PLACE] professional development program.  
**Kate Muir Welsh, University of Wyoming**  
**Leslie Cook, Teton Science Schools**

**FIRST LEGO LEAGUE COACHES: PRIOR EXPERIENCES AFFECTING OUTCOMES?**  
The goal of this study is to determine if a coaches’ prior experience affects how they instruct their FLL team.  
**Rick Sanchez, University of Wyoming**  
**Andrea Burrows, University of Wyoming**  
**Tim Slayer, University of Wyoming**

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Thursday, October 3

**Paper Session: School improvement**  
**Moderator: Cynthia Howell, Capella University**

**TRUST AND MAINTAINING ACADEMIC OPTIMISM**  
This phenomenological study examines the teaching pilgrimage of eleven elementary teachers in Montana as they discuss how they have maintained trust/academic optimism despite betrayals.  
**David Henderson, Montana State University**  
**Lori Clyatt, Montana State University**  
**Susan Dickey, Montana State University**  
**Barbra Frank, Montana State University**  
**Justin Helvik, Montana State University**  
**Natalie Miller, Montana State University**

**INTEGRATING THE COMMON CORE STATE STANDARDS INTO CLASSROOM INSTRUCTION**  
This paper presents the results of a Friedman’s paired repeated measures non-parametric research study on K-12 teacher knowledge acquisition from a series of professional development trainings focused on understanding the Common Core state Standards, understanding the Smarter Balanced Assessment Consortium test, and utilization of Understand by Design methodology to create CCSS unit plan for classroom delivery.  
**Chuck Zimmerly, Idaho State University**  
**Jack Agamba, Idaho State University**

**EDUCATIONAL LEADERS AND LEGISLATIVE INTERACTION: A STUDY OF INFLUENCE AND EFFECTIVENESS IN MONTANA**  
The purpose of this study is to describe the political activities that educational leaders are engaged in and at what frequency. Secondly, this study intends to identify what political activities are perceived by legislators to be effective in influencing their opinions and decisions related to educational issues.  
**Kala Lougheed, Montana State University**
**Workshop**

**FINDING AND LANDING A UNIVERSITY FACULTY POSITION: ALL THE THINGS YOU SHOULD KNOW**

This workshop will cover how to find, apply, and land a career in higher education. The workshop will be based on personal experience and the *New Faculty: A Practical Guide for Academic Beginners* book by Christopher Lucas and John Murry.

**Courtney McKim, University of Wyoming**

**Workshop**

**DIGITAL STORYTELLING AS A LEARNING TOOL IN YOUR CLASSROOM**

Workshop participants will engage in hands-on use of digital storytelling tools as well as generate authentic uses for this instructional approach in educational settings.

**Melanie Reaves, University of Wyoming**

**Jessica Ford, University of Wyoming**

**David Des Armier, University of Wyoming**

**Symposium**

**EXPLORING THE RELATIONSHIPS BETWEEN PERSONAL EXPERIENCE AND RESEARCH**

Through the presentation of narrative beginnings and participant discussion, this symposium explores the relationship between the researchers past personal experience and the research questions they choose to study.

**Stefinee Pinnegar, Brigham Young University**

**Jason Jay, Brigham Young University**

**Tammie Harding, Brigham Young University**

**Rachel Neely, Brigham Young University**

**Ramona Cutri, Brigham Young University**

**Bryce Bunting, Brigham Young University**
Thursday, October 3  
11:15 a.m. – 12:15 p.m.  
Teton Room

Paper Session: Diversity
Moderator: Athena Kennedy, University of Wyoming

IDENTITY, HERITAGE AND ACHIEVEMENT: A COMPARATIVE CASE STUDY OF EFFECTIVE EDUCATION IN INDIAN COUNTRY
A comparative case study design was used bounded by the professional practice of two school’s leadership teams and the interventions used to improve student attendance and academic proficiency as measured by the state’s annual achievement test.
William Ruff, Montana State University

A SOUTH KOREAN AND U.S. TEACHER EDUCATION PARTNERSHIP: A THREE-YEAR REPORT
This research reports the outcomes of a three-year partnership with a U.S. University and Gongui National University of Education in South Korea.
Michael Freeman, Utah State University
Susan Turner, Utah State University
Max Longhurst, Utah State University

THE GREAT AMERICAN INDIAN NOVEL
The proposed research session at the conference will be a work in progress and an opportunity for the researcher to glean insight from the attendees of the Session. The researcher has two very important tasks to engage in, the first is a study at a predominantly white high school (75% Caucasian) that, next fall, will begin offering its first ever Native American literature class; and second, the researcher has been asked, by a large south western university to develop its first ever on-line Native American literature course.
William Young, Oglala Lakota College

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Learn-at-Lunch

Table 1: THE POWER OF A WHITE PAPER IN SUPPORT OF EDUCATIONAL RESEARCH
Although taking many forms, a white paper is typically an authoritative report to educate its readers about specific issues, problems, or developments. In support of educational research, white papers can provide new information, build support for research opportunities, and to inform and support new and existing policies and procedures.

Richard Vineyard, Nevada, Department of Education

Table 2: ONLINE COURSE DEVELOPMENT OPTIONS AND TEACHING CONSIDERATIONS
The researcher teaches in two different online masters programs, a Curriculum and Instruction Masters Program and a Reading Masters Program. Both of these programs are totally online programs at her university. The researcher also teaches online courses in the undergraduate teacher education program, which is mainly a face-to-face program. As part of her employment at a previous university, she developed the first online courses in the reading masters program at that university.

Linda Lilienthal, University of Nebraska-Kearney

Table 3: COMBINING OLD AND NEW TECHNOLOGIES
This Session demonstrates a combination of traditional crafts with modern technology. Examples of clothing and textiles combined with computer technology are shown and discussed. This demonstration illustrates an unusual way of making more people connect traditional activities with technology.

Fred Kuch, University of Nevada, Las Vegas

Table 4: DEVELOPING STEM SCHOLARS: COLLABORATIVE OPPORTUNITIES FOR SUCCESS IN MENTORING
This paper discusses collaborative plans between four universities to institutionalize interventions to increase numbers of STEM underrepresented minority graduate students and support faculty advisors.

Catherine Johnson, Montana State University

Table 5: LOOK AT ME! MAKING YOUR SCHOLARSHIP VISIBLE IN A DIGITAL WORLD
Are you LinkedIn? Do you have a Google Scholar profile? Do you upload papers to Academia.edu? Then you’re not digitally visible as you could be!

Shanon Taylor, University of Nevada, Reno

Thursday, October 3 2:15 – 3:15 p.m.  Timberline I Room

Workshop

DEVELOPING AS A SELF-STUDY OF PRACTICE RESEARCHER: A WORKSHOP FOR EDUCATORS
This workshop will support those interested in developing as self-study researchers by providing information and guidance on (a) what self-study of professional practice entails, (b) how its theoretical underpinnings guide this kind of research, and (c) how to proceed in designing and conducting self-studies of their own.

Stefinee Pinnegar, Brigham Young University
Janet Young, Brigham Young University
Lynnette Erickson, Brigham Young University
Thursday, October 3 2:15 – 3:15 p.m.  Timberline III Room

Symposium

COMMUNITY BASED PARTICIPATORY RESEARCH AND INDIGENOUS RESEARCH METHODOLOGY: DEFINING CONNECTIVITY BY EMPLOYING INBRE’S COMBINED KNOWLEDGE
This presentation develops Community Based Participatory Research and Indigenous Research Methodologies, by using structured dialogue to define how research can be improved within indigenous communities.
Sweeney Windchief, Montana State University
Cheryl Polacek, Montana State University
Frederica Lefthand, Montana State University

Thursday, October 3 2:15 p.m. – 3:15 p.m.  Summit II Room

Paper Session: Teacher Development
Moderator: Heidi Shukert, Metropolitan State University of Denver

TEACHING AND LEARNING: EXPERIENCES WITH DUAL-ENROLLMENT
This study reports data generated by a pilot, dual-enrollment, “Teaching and Learning” class offered through a partnership between Montana State University and Bozeman Senior High.
Ann Ellsworth, Montana State University
Virginia Mohr, Montana State University

MENTORING PRE-SERVICE TEACHERS: BUILDING A PROFESSIONAL DEVELOPMENT MODEL
The purpose of this study is to examine the outcomes of a professional development program focused on developing teachers currently working in Denver-Metro area schools to become effective mentors of MSU-Denver pre-service teachers.
Philip Bernhardt, Metropolitan State University Denver

MEETING NCATE DISPOSITION STANDARDS: A STUDY OF PROCESSES USED AND POTENTIAL OUTCOMES ANTICIPATED BY ACCREDITED INSTITUTIONS WHEN ASSESSING TEACHER CANDIDATES
The intent of this study was to determine what processes were used to evaluate the dispositions of teacher candidates in NCATE accredited Teacher Education institutions. Some uniformity was seen to exist between programs, with some notable exceptions.
Loretta Zost, Peru State College
Anthony Citrin, Peru State College
Darolyn Seay, Peru State College
Thursday, October 3 2:15 p.m. – 3:15 p.m.  Mountain View Room

Paper Session: Quantitative Reasoning
Moderator: Shanon Taylor, University of Nevada, Reno

PREDICTING STUDENT PERFORMANCE IN HIGH SCHOOL GEOMETRY
This study evaluates the relationships among measures of teacher quality and student performance in high school geometry.
Brett Foley, Alpine Testing Solutions

PRE-SERVICE TEACHERS’ THINKING ABOUT PROVING AND ARGUING IN MATHEMATICAL PROBLEMS
This paper reports research on pre-service secondary mathematics teachers’ thinking about proof and arguing while engaging in high school and college level mathematical tasks.
Lisa Rice, University of Wyoming

EXPLORING THE MEANING OF THE MATHEMATICAL MOTIVATION OF UNDERGRADUATE STUDENTS
The objective of this Session is to present the foundations of the theories, methods and analysis of a qualitative phenomenological study that explores how undergraduate calculus students’ mathematical motivation is negotiated within their previous knowledge and their sociocultural background.
Marilupe Rodriguez, New Mexico State University

Thursday, October 3 2:15 p.m. – 3:15 p.m.  Jackson Room

Paper Session: Technology
Moderator: Greg Zost, Peru State College

SMARTPHONE USE IN HIGHER EDUCATION CLASSROOMS
This study was conducted to identify how undergraduate education students use their smartphones in the classroom for learning.
Art Bangert, Montana State University
Mohammed Almafhud, Montana State University

COLLEGE STUDENTS’ USE OF MOBILE TECHNOLOGY FOR DISTANCE LEARNING AND ACADEMIC PURPOSES
Students’ use of mobile devices for learning in distance education was examined and implications offered for best practice.
Athena Kennedy, University of Wyoming
Suzanne Young, University of Wyoming
Mary Alice Bruce, University of Wyoming
Christi Boggs, University of Wyoming
THE IMPACT OF THE UTILIZATION OF PODCASTS ON STUDENT MOTIVATION IN AN ONLINE LEARNING ENVIRONMENT

The purpose of the study was to explore instructors’ use of podcasts in online courses at a research university and to investigate the impact of the utilization of podcasts on student motivation in an online learning environment.

Supawan Supanakorn-Davila, University of Wyoming
Doris U. Bolliger, University of Wyoming

Thursday, October 3 2:15 p.m. – 3:15 p.m. Teton Room

Paper Session: Diversity
Moderator: Aaron S. Richmond, Metropolitan State University of Denver

SUCCESS OF NATIVE AMERICAN STUDENTS IN HIGHER EDUCATION

Researchers in this field have identified a variety of factors for Native American students’ success in higher education. The factors and implications will be discussed.

Ahmed Al-Asfour, Oglala Lakota College
William Young, Oglala Lakota College

EFFECT OF FIVE PHASES OF CONSTRUCTIVIST INSTRUCTIONAL MODEL ON JUNIOR SECONDARY SCHOOL TWO STUDENTS’ COGNITIVE ACHIEVEMENT AND INTEREST IN BASIC SCIENCE AND MATHEMATICS IN CROSS RIVER STATE OF NIGERIA.

Quasi-experimental design was used on 268 students assigned to experimental and control groups respectively. Five phases of Constructivist Instructional Model was administered to experimental group.

Esther Ekon, University of Calabar, Nigeria
Cecilia Ekwueme, University of Calabar, Nigeria
Anne Meremikwu, University of Calabar, Nigeria

EVALUATION OF LARGE SCALE TEACHER IN-SERVICE TO ADDRESS STUDENT PSYCHO-SOCIAL NEEDS IN AFGHANISTAN

That the healthy interaction of brain, body, and social and academic learning are essential to school success has been repeatedly demonstrated. Updating an entire country’s teacher practice to take into account the emotional and social life and development of students and their families is unprecedented.

Richard Ponzio, University of California-Davis
Kenneth Peterson, Portland State University

Thursday, October 3 3:30 – 4:30 p.m. Timberline I Room

Workshop

ZENTANGLE-A MINDFULNESS STRATEGY

This workshop will feature the mindfulness strategy of an emerging art form, Zentangle. The methodology of the strategy is that the mind enjoys patterns. A certified Zentangle teacher will demonstrate how to start the patterns; the students will then begin to create.

R. Paul Maddox II, University of Wyoming
Victoria Simpson, University of Wyoming
Mary Alice Bruce, University of Wyoming
Thursday, October 3  

Symposium

SUPERVISION OF DOCTORAL STUDENTS IN PROGRAMS DELIVERED VIA DISTANCE: LIVED EXPERIENCES OF SUPERVISORS AND STUDENTS
When students in doctoral programs complete their degrees primarily in distance learning environments supervision has the potential to become more difficult due to separation of students and faculty in space and time, use of information communication technologies, feelings of isolation and disconnectedness.

Doris U. Bolliger, University of Wyoming
Elizabeth Roumell Erichsen, North Dakota State University
David Des Armier Jr., University of Wyoming
Supawan Supanakorn-Davila, University of Wyoming
Jacquelyn Walker, University of Wyoming
Michelle Wilson, University of Wyoming

Thursday, October 3

Paper Session: Standards, Assessment, and Measurement
Moderator: Brett Foley, Alpine Testing

HOW STUDENT PERSPECTIVES TOWARDS A HIGH SCHOOL EXIT EXAM CHANGE OVER TIME
The purpose of this study is to examine the changes in student perspectives towards the California High School Exit Exam between 2005-2013 for Grade 10 students. In addition, this study will also compare a subset of items for English learners and students with disabilities to the general population to determine how student perspectives towards exposure to academic content have changed over time.

Rebecca Norman Dvorak, Human Resources Research Organization

THE EVALUATION OF FACULTY AND STUDENTS IN HIGHER EDUCATION: ARE THERE DIFFERENCES ACROSS CARNEGIE INSTITUTIONAL TYPES?
Using data from the 2004 National Study of Postsecondary Faculty we found that faculty classroom assessment practices are associated with different methods of institutionally mandated evaluations of teaching. We also found that these associations differ across Carnegie institutional classification.

Tammy Stewart, Montana State University
Carrie Myers, Montana State University
Scott Myers, Montana State University

CRITERION-BASED MATCHING AND THE ESTIMATION OF TEACHER EFFECTS ON STUDENT GAINS
This exploratory study examined the potential for estimating a teacher’s effect on student gains using subjective covariate-specific matching criteria.

Kimberlee Everson, Brigham Young University
Thursday, October 3 3:30 – 4:30 p.m. Jackson Room

**Paper Session: Technology**

**Moderator:** Randy Isaacson, Indiana University South Bend

**EXAMINING THE IMPACT OF TRAINING SAMPLES ON IDENTIFYING OFF-TOPIC RESPONSES IN AUTOMATED ESSAY SCORING**

The purpose of this study is to examine the impact of training samples on the accurate identification of off-topic essays in each of eight writing prompts in an online formative assessment program in one Southern state.

Amy Burkhardt, Pacific Metrics
Susan Lottridge, Pacific Metrics

**THE RUSH TO ONLINE: A SACRIFICE IN LEARNING OUTCOMES?**

This study compared learning outcomes of online and face-to-face accounting students using multiple measures of learning while controlling for prior accounting knowledge and academic ability.

Sara Schmidt, Northern State University

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Thursday, October 3 3:30 – 4:30 p.m. Teton Room

**Paper Session: Diversity**

**Moderator:** Greg Zost, Peru State College

**CLASSROOM ASSESSMENT IN FOUNDATIONS OF MULTICULTURAL EDUCATION: JOURNALING TO ENHANCE COURSE OBJECTIVES**

This study examines student perspectives regarding out-of-class journaling activities as they support or advance course objectives.

Susan Sullivan, Montana State University

**INVOLVING IMMIGRANT PARENTS IN THE MATHEMATICS EDUCATION OF THEIR CHILDREN**

This study explores engaging families of culturally and linguistically diverse students in ways that are most beneficial to students’ growth and success in mathematics.

Vessela Ilieva, Utah Valley University

**THE INTEGRATION OF ENGLISH LANGUAGE ARTS, SCIENCE AND OTHER SUBJECTS: LEARNING FROM ELEMENTARY EDUCATORS’ KNOWLEDGE AND PRACTICE**

The purpose of this study was to explore elementary teachers’ descriptions and practices of subject area integration.

Gustave Nollmeyer, Montana State University
Thursday October 3 3:30 – 4:30 p.m. Summit II Room

**Paper Session: Teacher Education**
**Moderator: Mary Leonard, Montana State University**

*FROM START TO FINISH: WHAT NEW TEACHERS WANT FROM THEIR MENTORS*
The purpose of this research was to investigate how mentors within the Brigham Young University/Public School Partnership applied previously conducted research on mentoring at each of Moir’s identified stages of new teacher development.

**Janet Losser, Brigham Young University**
**Ginger, Hansen, Nebo School District**

*EXPLORING DISPOSITIONS OF AND SUPPORTS FOR PRE-SERVICE TEACHERS: THE TRANSITION FROM STUDENT TO TEACHER IN A DISTANCE TEACHER EDUCATION PROGRAM*
The purpose of this qualitative phenomenological study is to identify the nature of the student teacher or intern role, as well as the dispositions and support systems of transitioning pre-service teachers in the distance elementary education program at the Uintah Basin campus of Utah State University.

**Marianne B. Evans, Utah State University**
**Laura Foley, Utah State University**
**Laura Zemp, Utah State University**

*FACULTY PERSPECTIVES ON INTERDISCIPLINARY SCHOLARSHIP: RESEARCH AND CURRICULAR DIFFERENCES*
The purpose of this phenomenological study is to examine collaboration in two types of interdisciplinary programs and to describe the experience of faculty involved.

**Martha Peters, Montana State University**

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**Thursday, October 3 6:00 – 7:30 p.m. Grand Room**

**Banquet and NRMERA Business Meeting**

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**Thursday, October 3 7:30 – 9:00 p.m. Mountain View Room**

**Graduate Student Social**
Friday, October 4th, 2013

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<tr>
<th>Time</th>
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<tr>
<td>7:30 – 8:30 a.m.</td>
<td>Breakfast</td>
<td>Grand Room</td>
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<td>9:00 – 10:00 a.m.</td>
<td>Workshop: EDUCATOR EVALUATION: IMPROVING INSTRUCTION IN UTAH SCHOOLS</td>
<td>Timberline I Room</td>
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<td>The Utah State Office of Education’s Educator Effectiveness Project goal is to provide high quality instruction and instructional leadership in every classroom and in every school. We will review the project and outcomes to date, along with share our plan for maintaining momentum and sustainability as a non-race to the top state.</td>
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<td>Linda Alder, Utah State Office of Education</td>
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<td>9:00 – 10:00 a.m.</td>
<td>Symposium: STANDING TOGETHER: AMERICAN INDIAN EDUCATION AS CULTURALLY RELEVANT PEDAGOGY</td>
<td>Timberline III Room</td>
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<td>This symposium will present a broad view of the issues impacting the success of Native American students. It will cover a wide range from first contact with non-Natives to the modern era of standardized testing. Copies of the book will be made available for purchase and ALL PROCEEDS will be donated to NRMERA.</td>
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<td>William Young, Oglala Lakota College</td>
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<td>Beverly Klug, Idaho State University</td>
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<td>Jane McCarthy, University of Nevada, Reno</td>
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<td>LeAnn Putney, University of Nevada, Las Vegas</td>
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<td>9:00 – 10:00 a.m.</td>
<td>Paper Session: INVISIBLE STUDENTS: A COMPARATIVE CASE STUDY OF FRIENDLESS STUDENTS DURING THE FIRST YEAR OF JUNIOR HIGH</td>
<td>Mountain View Room</td>
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<td>This descriptive case study will use multiple cases to examine how friendless seventh-grade students across a range of social self-efficacy levels experience their first year of junior high school.</td>
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<td>Rachel Neeley, Brigham Young University</td>
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<td>Erin Whiting, Brigham Young University</td>
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<td>FINDING THE BALANCE BETWEEN ACCESS AND COMPLETION: IMPLEMENTING THE COMPLETION AGENDA AT A HYPOTHETICAL COMMUNITY COLLEGE</td>
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<td>The purpose of our paper and presentation is to critically examine the tension between the community college’s traditional commitment to access and its new responsibility to improve student completion rates.</td>
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<td>Daniel McCoy, University of Wyoming</td>
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<td>Cliff Harbour, University of Wyoming</td>
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Friday, October 4  
9:00 – 10:00 a.m.  
Jackson Room

Paper Session: Research Methods
Moderator: David Des Armier Jr., University of Wyoming

JUST DEDOOSE IT! MAKING MIXED METHODS DATA ANALYSIS MANAGEABLE
This Session will introduce participants to the mixed methods data analysis software program Dedoose. Examples of how the program can be used will be shared utilizing sample results from a university-wide survey that was done examining faculty opinion of recent budget cutting measures.
Shanon Taylor, University of Nevada, Reno
Anna Treacy, University of Nevada, Reno

THE VALUE OF QUANTITATIVE, QUALITATIVE, AND MIXED METHODS: THE VALUE RESEARCHERS REPORT IN THEIR STUDIES
In this study the researcher sought to explain what investigators believed about the value, importance, and/or worth of collecting quantitative, qualitative, or both quantitative and qualitative data. The researcher used these findings to create a survey. The talk will discuss how to use a literature review to create a survey.
Courtney McKim, University of Wyoming

IMPLEMENTATION EVALUATION IN A PRIVATE NONPROFIT SETTING: A MIXED-METHODS APPROACH
The study used a mixed-methods approach to evaluate the lifecycle of a training program within a private nonprofit setting using Rogers’ (2003) innovation process.
Jacquelyn Walker, University of Wyoming
Doris U. Bolliger, University of Wyoming

Friday, October 4  
9:00 – 10:00 a.m.  
Teton Room

Paper Session: Pre-Service Education
Moderator: Heidi Shukert, Metropolitan State University of Denver

BUILDING PROFESSIONALISM IN PRESERVICE CANDIDATES: REACTIONS TO A THREE-SEMESTER SEMINAR IN A TEACHER EDUCATION PROGRAM
The purpose of this presentation is to provide insights into a three-semester series of seminar courses that are designed to promote professional dispositions of teacher candidates in an elementary education program.
Amy Miner, Brigham Young University
Nancy Wentworth, Brigham Young University

PRE-SERVICE TEACHERS’ PERSONAL BELIEFS AND CONCEPTIONS OF TEACHING KNOWLEDGE
We examined the relationship between pre-service teachers’ personal beliefs and conceptions of teaching knowledge in a 15-week course that included written and classroom reflection on teachers’ beliefs. Degree of change was related positively to relativist beliefs and a contextually oriented view of classroom teaching.
Gregory Schraw, University of Nevada Las Vegas
Michelle VanderVeldt, California State University, Fullerton
Lori Olafson, University of Nevada Las Vegas
CREATING A PROFESSIONAL DEVELOPMENT EPORTFOLIO: BUILDING A SCHEMATA FOR FUTURE PRACTICE
The purpose of this study is to consider the learning potential documenting and reflecting on practice through an ePortfolio format has for elementary teacher education candidates.

Cristina Salinas, University of Nevada, Las Vegas
Linda Quinn, University of Nevada, Las Vegas
Lois Paretti, University of Nevada, Las Vegas
Karen Grove, University of Nevada, Las Vegas

Friday, October 4 10:15 – 11:15 a.m. Timberline I Room

Workshop

ENGAGING THE DIGITAL MIND
This workshop will address differences in the minds of today’s adolescents and explore ways to use technology to promote higher order thinking and student engagement.

Suzy Cox, Utah Valley University

Friday, October 4 10:15 – 11:15 a.m. Mountain View Room

Paper Session: Learning and Metacognition
Moderator: David Des Armier Jr., University of Wyoming

LEARNING AND MEMORY FORMATION: STRESS & LTP
In education and the biology of learning and memory, it has been demonstrated that stress can be detrimental to memory formation. Stress can decrease learning and decrease the molecular event of long-term potentiation. The purpose of this presentation is to better understand the need for creating nurturing learning environments that attend to limiting stress and optimizing memory formation.

Paul Wagemann, Brigham Young University
Sterling Sudweeks, Brigham Young University
Steven Baugh, Brigham Young University

THE RELATIONSHIP BETWEEN GOAL ORIENTATIONS AND KNOWLEDGE MONITORING
Relationships between goal orientations, metacognition and academic outcomes were examined using a path analysis. The relationship between goal orientations and academic achievement was mediated by knowledge monitoring.

Christopher Was, Kent State University
Tara Romes Beziat, University of South Carolina-Aiken

KNOWLEDGE MONITORING ACCURACY AND COLLEGE SUCCESS OF UNDERPREPARED
Relationships between knowledge monitoring accuracy, academic progression and graduation were examined. The researchers hypothesize that knowledge monitoring accuracy will predict progression and graduation.

Tara Romes Beziat, University of South Carolina-Aiken
Christopher Was, Kent State University
Randy Isaacson, Indiana University South Bend
**Friday, October 4 10:15 – 11:15 a.m.  Timberline III Room**

**Symposium**  
**Moderator: Linda Quinn, University of Nevada, Reno**

**LEARNING ABOUT PROGRAM EVALUATION BY DOING PROGRAM EVALUATION**  
Design of a graduate course about program evaluation is presented along with three reports of program evaluation studies conducted by doctoral students; followed by two critiques.  
**Gene Hall, University of Nevada, Las Vegas**  
**Dave Nourse, University of Nevada, Las Vegas**  
**Shellie Keller, College of Southern Nevada**  
**Michael Wilder, University of Nevada, Las Vegas**  
**Bill Sparkman, University of Nevada, Reno**

**Friday, October 4 10:15 – 11:15 a.m.  Jackson Room**

**Paper Session: Special Education**  
**Moderator: William Young, Oglala Lakota College**

**INVESTIGATION OF RTI IMPLEMENTATION IN RURAL SCHOOLS**  
The purpose of this study is to begin to fill the existing gap in research about implementation of response to intervention in rural schools as well as identify variables that districts and schools believe supports or inhibits effective implementation.  
**Tessie Bailey, Montana State University, Billings**

**MEASURING THE INFLUENCE OF STUDENT AND TEACHER PERCEPTIONS**  
The first goal of this study is to investigate how student and teacher perceptions of engagement influence academic achievement in a sample of low-income, special education students. We then seek to determine whether parents’ perceptions of school services and quality predict their children’s feelings of belonging in school, engagement, and achievement.  
**Nicholas Nardi, University of Nevada, Las Vegas**  
**Marissa Owens, University of Nevada, Las Vegas**  
**Gwen Marchland, University of Nevada, Las Vegas**

**SCHOOL COUNSELORS’ PERCEPTIONS ABOUT INTERVENTIONS AND GRADE RETENTION FOR AT-RISK STUDENTS: IMPLICATIONS FOR SCHOOL LEADERS**  
The purpose of this descriptive study was to ascertain the perceptions of elementary and secondary school counselors about interventions for at-risk students, including grade retention.  
**Bret Range, University of Wyoming**  
**Mary Alice Bruce, University of Wyoming**  
**Susie Young, University of Wyoming**
Friday, October 4 10:15 – 11:15 a.m.  Teton Room

Paper Session: Pre-Service Education
Moderator: Mary Leonard, Montana State University

TECHNOLOGY-RICH EARLY CHILDHOOD FIELD EXPERIENCES
This qualitative study investigated pre-service teachers’ participation in a technology-rich early field experience in a laboratory preschool environment.
Nicholas Lux, Montana State University
Christine Lux, Montana State University

PARTNERSHIPS WITH ART AND SCIENCE PRE-SERVICE TEACHERS
Twenty pre-service art and science teachers participated in a collaborative project where beliefs about integrated teaching changed. Their future classrooms will include openness for partnerships.
Andrea Burrows, University of Wyoming
Lydia Dambekains, University of Wyoming

FACULTY ASSUMPTIONS, BELIEFS AND TEACHING PRACTICES IN SERVICE LEARNING OVERSEAS
This qualitative study explores assumptions, beliefs, and practices of faculty who implement service-learning pedagogy overseas. Connections between epistemology and teaching and program approach/design are discussed.
Mary Ulrich, Montana State University

Friday, October 4 12:00 – 1:30 p.m.  Grand Room

Learn-At-Lunch

Table 1: NU DATA: BUILDING DATA-USE IN SCHOOLS
NU Data is a professional development intervention preparing special education problem-solving teams to use data effectively to improve the school success of students with disabilities.
Anne Thomas, University of Nebraska
Jonathon Sikorski, University of Nebraska
Brooke Chapla, University of Nebraska
Erika Franta, University of Nebraska

Table 2: ACADEMIC FREEDOM
A recent challenge that emerged this year in our 325T project (EXCEL) is the claim by a small group of faculty that the kinds of changes we are making pose a threat to their academic freedom. EXCEL focuses on undergraduate teacher education in a merged elementary and special education program. At the heart of challenge was the role of evidence-based practices in courses, who decides which evidence-based practices will be included in courses and are faculty required to teach these practices?
Tammy Abernathy, University of Nevada, Reno
Table 3: ADJUSTING THE FOCUS OF THE FACE-NAME MNEMONIC STRATEGY
We examined the effect of focusing on extra details (e.g., a hat, etc.) instead of prominent facial features with the face-name mnemonic. Focusing on details improved associability.
Russell Carney, Missouri State University
Joel Levin, University of Arizona
Jennifer Myers, Missouri State University
Madison Cochran, Missouri State University
Mark Dyn, Missouri State University
Kirani Locke, Missouri State University

Table 4: SELECTING ACTIVE LEARNING STRATEGIES TO FOSTER THE DEVELOPMENT OF METACOGNITIVE SKILLS
The purpose of our session is to provide a rationale for why metacognitive skills are critical for today’s learners. Next we will provide criteria to use to analyze active learning strategies for metacognitive development. Finally, we will model how to use these criteria to evaluate popular active learning strategies and suggest how they can be modified to be more metacognitive.
Clay Rasmussen, Weber State University
Penee Stewart, Weber State University

Table 5: FACTORS CONTRIBUTING TO THE EMERGENCE OF A PUBLIC EDUCATION POLICY COMMUNITY IN MONTANA
The purpose of this study was to identify factors that contributed to the evolution of an education policy community in Montana, addressing two research questions: What factors contributed to the emergence of a public education policy community in Montana? Is this policy community sustainable?
Kala Lougheed, Montana State University

Friday, October 4 1:45 – 2:45 p.m.  Mountain View Room
Paper Session: Elementary Math and Science
Moderator: Clay Rasmussen, Weber State University

PRE-SERVICE ELEMENTARY TEACHERS’ UNDERSTANDINGS OF STEM
New national standards for K-12 science education were released by the National Research Council (NRC) in spring 2013. With the anticipation of changing our program to better prepare majors to teach STEM, this study sought to describe what K-8 pre-service teachers currently know about STEM fields and their relationships.
Mary Leonard, Montana State University
Clinton Colgrove, Montana State University

DESCRIBING CHANGE IN FOUR DOMAINS FOR PARTICIPANTS IN A MATHEMATICS PROFESSIONAL DEVELOPMENT PROGRAM
The purpose of this study is to understand the change teachers experienced while participating in a 2-year professional development program for which they earned an elementary mathematics endorsement.
Joseph Rino, Brigham Young University
Eula Monroe, Brigham Young University
Damon Bahr, Brigham Young University
THE EFFECT OF A TWO-COURSE SEQUENCE OF ELEMENTARY MATHEMATICS METHODS ON ATTITUDES AND BELIEFS

We believe that the findings of this study will help inform the question of how to best prepare prospective elementary school teachers to teach math. Since their attitudes and beliefs related to mathematics and teaching mathematics greatly affect the way they teach mathematics, it will be useful to know whether more coursework preparing these students to teach mathematics will help them improve these attitudes.

Elaine Tuft, Utah Valley University
Vessela Ilieva, Utah Valley University

Friday, October 4 1:45 – 2:45 p.m.  Timberline I Room
Invited Panel: Common Core Standards
Moderator: Brett P. Foley, Alpine Testing

DISCUSSION: EVALUATING THE EFFECTS OF THE COMMON CORE STATE STANDARDS INITIATIVE AND ITS ASSOCIATED ASSESSMENT CONSORTIA TESTING PROGRAMS ON TEACHER TRAINING PROGRAMS
Tammy Abernathy, University of Nevada, Reno
TJ Bliss, Idaho State Department of Education
Richard Vineyard, Nevada, Department of Education
Nancy Wentworth, Brigham Young University

Friday, October 4 1:45 – 2:45 p.m.  Timberline III Room
Symposium

COLLECTIVE EFFICACY AND LEADER SUCCESSION: CONDITIONS THAT CREATE CONTINUITY DURING LEADERSHIP TRANSITION
The purpose of this study was to understand whether or not changes in the collective efficacy of a school occurred with transition to new principal leadership. Teachers perceptions about collective efficacy changes as well as the reasons for change were examined in terms of how new leaders’ behaviors shaped school culture and collective efficacy.

Tena Versland, Montana State University
Elizabeth Quintana, Livingston Public Schools
Jenny Malloy, Livingston Public Schools

Friday, October 4 1:45 – 2:45 p.m.  Jackson Room
Paper Session: Standards/Assessment/Measurement
Moderator: Chris Was, Kent State University

TESTING A MULTI-LEVEL, HIERARCHICAL MODEL OF CALIBRATION ACCURACY
College students completed tests of vocabulary, probabilities, and paper folding. We computed five different measures of calibration accuracy for each test. A confirmatory factor analysis of four different models supported the three-level, hierarchical model as best fitting.

Gregory Schraw, University of Nevada, Las Vegas
Fred Kuch, University of Nevada, Las Vegas
Antonio Gutierrez, University of Nevada, Las Vegas
Aaron S. Richmond, Metropolitan State University of Denver
ORGANIZATIONAL MINDFULNESS IN MONTANA RURAL SCHOOLS: ASSESSING A READINESS FOR CHANGE
There is an educational trend toward combining standards with 21st century skills to improve learning and student achievement. Many of the 21st century skills, such as innovation, creativity, critical thinking, problem solving, initiative and self-direction require an increased degree of mindfulness from both teachers and students.

William Ruff, Montana State University
Janet Hansen, Montana State University
Doreen Warren, Montana State University
Leslie Weber, Montana State University
Maria Pace, Montana State University

CREATING A MORE VALID INSTRUMENT TO MEASURE TEACHER ATTITUDES AND PRACTICES REGARDING ENGLISH LANGUAGE LEARNERS: THE ROLE OF ITEM RESPONSE THEORY IN SURVEY IMPROVEMENT
The purpose of the study is to identify possible category and item issues in an instrument that has been used over the past seven years to measure teacher beliefs and practices in ESL teaching.

Holly Allen, Brigham Young University
Jason Jay, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Rasha Qudisat, Brigham Young University

Friday, October 4 3:00 – 4:30 p.m. Timberline I Room
Workshop

TWENTY-FIRST CENTURY WRITING DEMANDS FOR EDUCATORS: IMPLICATIONS FOR PRE-SERVICE TEACHERS
This study explores the professional writing demands of 21st century educators and examines the opinions and progress of pre-service teachers toward meeting these goals.

Ann Ellsworth, Montana State University
Virginia Mohr, Montana State University

NRMERA Would Like to Thank Alpine Testing Solutions for Sponsoring the Presidential Reception!
Friday, October 4 6:00 – 8:00 p.m. Grand Room

President Reception and Poster Session

Poster 1. WHAT HELPS OR HINDERS COLLEGE STUDENTS’ REASONING: RELATIONSHIPS BETWEEN INDUCTIVE REASONING AND KNOWLEDGE BASED VARIABLES
The purpose of this research is to shed understanding into the complex construct of inductive reasoning to help improve college students’ learning. This study developed an instrument to measure inductive reasoning to examine if there are differences in college students’ inductive reasoning ability based on certain cognitive variables.
Lynn DiLivio, Northern State University

Poster 2. THE FACE-NAME MNEMONIC STRATEGY: LEARNING FACE-NAME PAIRS USING ABSTRACT AND CONCRETE KEYWORDS
We applied the face-name strategy to learning a set of face-name pairs using abstract and concrete keywords. Students remembered significantly more with concrete words.
Morgan Maxwell, Missouri State University
Russell Carney, Missouri State University
Erin Buchanan, Missouri State University
William Deal, Missouri State University
Paul Deal, Missouri State University

Poster 3. CRITICAL THINKING IN THE 21ST CENTURY: PRE-SERVICE ELEMENTARY TEACHERS PERCEPTIONS AND APPLICATION OF CRITICAL THINKING IN A SOCIAL STUDIES METHODS COURSE
This study examines the capacity and readiness of pre-service elementary teachers to design social studies lesson plans which facilitate the development of critical thinking skills.
Dallas Ann Dallman, Montana State University
Jayne Downey, Montana State University

Poster 4. TEACHING RHYTHMS TO EARLY ELEMENTARY STUDENTS USING THREE DIFFERENT APPROACHES
The purpose of this research was to investigate the effect of using different instructional strategies to teach rhythm reading to first graders.
William Weaver, Northwestern Nazarene University

Poster 5. TEACH2LEARN WORKSHOPS: INFUSING THE SCHOLARSHIP OF TEACHING AND LEARNING INTO THE DISCIPLINES AT A RESEARCH UNIVERSITY
The purpose of this study was to determine if graduate students participating in the Teach2Learn workshops will infuse the scholarship of teaching and learning into their respective disciplines.
Kaylee Ranck, Montana State University
Kaye Kaminski, Montana State University
Katelyn Mason, Montana State University
Michelle Tigges, Montana State University
Kathryn Williamson, Montana State University
John Marian, Montana State University
Carrie Myers, Montana State University

Poster 6. THE EFFECTS OF FULLY GUIDED CRITICAL REFLECTIVE WRITING ASSIGNMENTS ON METACOGNITION IN HIGHER EDUCATION
Metacognitive theorists view writing as an implicitly metacognitive activity. Teachers can simultaneously improve students’ writing and metacognitive skills with fully guided critical reflective writing assignments.
David Erickson, University of Montana
Amy Ratto Parks, University of Montana

Poster 7. A GROUP COMPARISON PROJECT: PROGRESSIVE EARLY EDUCATION AND TRANSDISCIPLINARY INTERVENTION
Early Interventionists and Early Educators from Part B and Part C of IDEA from a single agency participated in a group comparison study that examines the civil rights of young children by focusing on student’s role in curricula and instructional design.
Angela Roybal-Lewis, University of Wyoming

Poster 8. UNDERSTANDING THE MISCONCEPTIONS IN ENGINEERING FOSTERED BY TEACHERS
The purpose of this study is to see what, if any, misconceptions teachers have about engineering and to determine if they understand that they may harbor misconceptions.
Donna Hunter, Washakie County School District #1

Poster 9. EFFECTIVE COMMUNICATION: INFORMING AND ENGAGING THE CAMPUS COMMUNITY AND BEYOND
An effective communication plan is the key to involving the campus community and beyond in the self-study process.
Loretta Zost, Peru State College
Greg Zost, Peru State College

Poster 10. MNEMONIC LEARNING OF AUTHORS AND THEIR ARTICLES IN CHILD DEVELOPMENT
A mnemonic strategy was applied to the learning of authors and their articles. Students in our mnemonic condition statistically outperformed an own best method control group.
Mary Beth Mann, Missouri State University
Russell Carney, Missouri State University
Rebecca Allinder, Missouri State University
Rachel Guenther, Missouri State University
Gerard Choinka, Missouri State University
Ashley Maddock, Missouri State University

Poster 11. TECHNOLOGY IN TOILETING: USING THE IPAD TO ENHANCE TOILET TRAINING FOR A STUDENT WITH AUTISM
The study focuses on toilet training a seven-year-old girl with autism using a customized picture schedule on the iPad.
Rachel Kynaston
Poster 12. LEARNING "WHO'S WHO" IN CHILD DEVELOPMENT VIA THE FACE-NAME MNEMONIC STRATEGY

We applied the face-name mnemonic to the learning of names and faces in child development. Students using mnemonic approaches statistically out-performed a control group.

Russell Carney, Missouri State University
Joel Levin, University of Arizona
Madison Cochran, Missouri State University
Jennifer Myers, Missouri State University

NRMERA Would Like to Thank Measured Progress for Sponsoring our Program

NRMERA 2013 Conference Moderators

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Carrie Myers
Mary Leonard
Bill Young
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Athena Kennedy
Randy Isaacson
Heidi Shukert
David Des Armier Jr.
Greg Zost
Cynthia Howell
Aaron S. Richmond

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Wendy Chiado
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<th>NRMEPA Past-Presidents</th>
<th>NRMEPA 2013 Executive Board</th>
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<td>President, Aaron Richmond</td>
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<td>2011 – 2012 Brett Foley</td>
<td>President Elect, William Young</td>
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<td>2010 – 2011 Pam Cantrell</td>
<td>Past President, Brett Foley</td>
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<td>2009 – 2010 Art Bangert</td>
<td>Treasurer, Elaine Tuft</td>
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<td>2008 – 2009 Suzie Young</td>
<td>Membership Coordinator, Vessela Ilieva</td>
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<td>2007 – 2008 Richard Vineyard</td>
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<td>2006 – 2007 Chad Buckendahl</td>
<td>Historian, Wendy Chiado</td>
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