Get Connected!

Northern Rocky Mountain Research Association

2016

34th Annual Conference
October 5th 6th & 7th
The Siena Hotel
Reno, Nevada
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.

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.
Message from President

Welcome to the 34th annual conference of the Northern Rocky Mountain Educational Research Association. During the 2016 conference we want to examine all the ways we connect through our research: how we utilize technology to make connections, how we connect to our students, to other researchers and colleagues, and how we connect with policymakers and our communities at large to share our research in order to ensure our research has an impact beyond academia.

Our keynote speaker, Sara Goldrick-Rab, embodies this theme in multiple ways and I believe you will find her talk enlightening. As your president, I chose this theme (with some suggestion from one of conference co-chairs, Tammy Abernathy) because it speaks so strongly to how I look at much of my professional work. I am continually looking at ways to get more visibility for my professional work and attempt to see that the research we do drives educational policy. I also derive an immense amount of strength from the connections that I have amongst my colleagues, my students, and the relationships that I have built with other members of NRMERA so I felt the theme would be fitting in multiple ways for the conference I would be leading. With that said, I think it is key to speak of the importance of those membership connections to the ongoing strength of NRMERA.

In order for our organization to thrive, we need to remember that what makes any group strong will be the connections and the dedication of its membership. In order for NRMERA to continue to thrive and function as a source of mentorship for future graduate students and junior faculty, we need to have active involvement of all experienced members. Institutional memory and tradition always serve an important role in organizations and we cannot lose that, even as we actively seek to recruit new members. If you look around and see members you know who are missing this year, reach out to them and encourage them to re-engage -- make that connection! Personally speaking, I love seeing new faces at the conference each year, but I am sad when it seems like more and more often we are missing familiar faces.

I want to thank my program co-chairs, Tammy Abernathy and Richard Vineyard. Both are long-time active NRMERA members and past presidents, and Tammy is the reason I first attended NRMERA in 2005. Her encouragement has brought many people into NRMERA, like myself, and both Tammy and Richard are cordial and welcoming to new and returning attendees. They serve as wonderful examples of how personal and professional connections are the backbone of this organization, and both were invaluable resources to me in organizing this conference -- thank you so much!

I can probably speak for all of us in thanking the special education doctoral students from the University of Nevada, Reno; they stepped forward to help put into place a lot of this program you will enjoy and you will likely see many of their faces helping out during the conference. They are already putting into action service to profession and we are so proud to have them as students in our program.

Enjoy the conference!

Shanon Taylor, NRMERA President
## NRMECA AT-A-GLANCE

### Wednesday October 5th

**Time** | **Ballroom-Salon B**
---|---
6:30 pm – 8:00 pm | *Symposium Social*
|  | *Perspectives on the Job Search*

### Thursday October 6th

**Ballroom-Salon B**

8:00am-10:00am | *Breakfast*
|  | *Opening Session/Keynote Speaker*

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<thead>
<tr>
<th>Pre-Function Area</th>
<th>Meeting Room 1</th>
<th>Meeting Room 2</th>
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<tr>
<td>10:00 am – 11:00 am</td>
<td><em>PAPER SESSION: STEM: Alternative Learning Opportunities</em></td>
<td><em>PAPER SESSION: Teacher Education</em></td>
<td><em>WORKSHOP: Are you teaching How to decide what to do and when to do it Knowledge?</em></td>
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<td>11:15 am-12:15 pm</td>
<td><em>PAPER SESSION: Issues in Technology and Online Learning</em></td>
<td><em>PAPER SESSION: Instructional Challenges</em></td>
<td><em>WORKSHOP: Change and Accountability with edTPA</em></td>
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<td>2:15 pm – 3:15 pm</td>
<td><em>PAPER SESSION: Diversity and Language</em></td>
<td><em>PAPER SESSION: Topics in Doctoral Studies</em></td>
<td><em>PAPER SESSION: Teacher Education</em></td>
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<td>3:30 pm – 4:30 pm</td>
<td><em>PAPER SESSION: Topics in Leadership</em></td>
<td><em>PAPER SESSION: Instructional Practice</em></td>
<td><em>WORKSHOP: Graduate Students: Get Connected! Educational and Professional Supports for Using Social Media to Your Advantage</em></td>
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<td>5:00 pm – 8:00 pm</td>
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<td>PAPER SESSION: Connections</td>
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<td>PAPER SESSION: Topics in Undergraduate Education</td>
<td>PAPER SESSION: Instructional Practice</td>
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**Saturday, October 9**

NRMERA Board Meeting TBA
A Special Thanks to Our Sponsors.
*We Couldn’t Do This Without You!*

The College of Education at the University of Nevada, Reno is a recognized leader in guiding, shaping, and mentoring high-performing education professionals who will go forth with a lifelong love of learning and with the skills essential for thriving in a global, knowledge-based economy.

**Graduate Programs**

Peru State College is pleased to offer two Master of Science degree programs: Our Master of Science in Education – Curriculum & Instruction and our Master of Science in Organizational Management – Entrepreneurial & Economic Development, both offered entirely online.

The College of Education is committed to excellence in education. Courses challenge students to think critically, and our teacher residency placements throughout the state of Wyoming for undergraduate students along with research and internship opportunities for graduate students provide the framework for helping students become the educators and professionals of tomorrow.
eMetric develops innovative, web-based platforms for assessment creation, delivery, scoring and reporting. As a leading provider of technology solutions for the K-12 assessment industry, eMetric has a solid track record of providing state education agencies and test publishers with powerful, reliable solutions that empower education stakeholders with rich insight into student performance. Learn more at http://www.emetric.net.

Keynote Addresses

Sara Goldrick-Rab, Ph.D.

Dr. Goldrick-Rab is a Professor of Educational Policy Studies and Sociology at Temple University, and Founding Director at the Wisconsin HOPE Lab. Her research examines the intended and unintended consequences of the college-for-all movement in the United States. She is the recipient of the William T. Grant Foundation’s Faculty Scholars Award and the American Educational Research Association’s Early Career Award. In fall 2016, the University of Chicago will publish her latest book, Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream.

Follow her on Twitter @saragoldrickrab

Julian Vasquez Heilig, Ph.D.

Dr. Vasquez Heilig is a professor of educational leadership and policy studies, and the director of the doctoral program for educational leadership at California State University, Sacramento. He is also an award-winning blogger and the current NAACP Education Chair for California. Dr. Vasquez Heilig has held a variety of practitioner, research, and leadership positions in organizations from Boston to Beijing. Dr. Vasquez Heilig’s research interests also include issues of access, diversity, and equity in higher education. Follow his work at: https://cloakinginequity.com/author/julianvasquezheilig/
Wednesday, October 5th, 2016
6:30 p.m. – 8:00 p.m. Ballroom-Salon B
SYMPOSIUM SOCIAL

Perspectives on the Job Search
Shannon Taylor, University of Nevada, Reno
Eleni Oikonomidoy, University of Nevada, Reno
Ann Bingham, University of Nevada, Reno

This session will focus on issues of hiring new faculty. Presenters will include faculty who have just recently facilitated job searches. The format is open discussion and suitable for faculty and doc students.

Thursday, October 6th, 2016

Thursday, October 6 8:00 a.m. – 10:00 a.m. Ballroom-Salon B
CONTINENTAL BREAKFAST
KEYNOTE ADDRESS: DR. SARA GOLDRICK-RAB
SESSION CHAIR – SHANON TAYLOR

Thursday, October 6 10:00 a.m. – 11:00 a.m. Meeting Room 3
WORKSHOP

Are you teaching How to decide-what-to-do-and-when-to-do-it Knowledge?
Kenneth Plummer, BYU Center for Teaching and Learning
Nancy Wentworth, BYU Center for Teaching and Learning

This workshop will introduce you to Decision-based Learning, a pedagogy that accelerates the journey from novice to expert through the use of “Expert-Decision Models.”

Thursday, October 6 10:00 a.m. – 11:00 a.m. Meeting Room 1
PAPER SESSION, STEM: ALTERNATIVE LEARNING OPPORTUNITIES
SESSION CHAIR – RICHARD VINEYARD

Out-of-School-Time STEM Programming for Females: One Strategy for Addressing Gender-Related Beliefs in Mathematics
Heather Crawford-Ferre, Nevada Department of Education
Lynda Wiest, University of Nevada, Reno

This study investigated middle-grades females’ perceptions about gender in relation to mathematics before and after attending an all-female out-of-school-time STEM program.

STEM Academic and Career Identity Formation among Middle School Students
Heather Williquette, University of Colorado, Colorado Springs
David Khaliliqi, University of Colorado, Colorado Springs

The study examined the impact of STEM education workshops on changes in student’s self-reported academic and professional identity.
Mathematics Learning and Retention through a Summer Program for Underserved Elementary Children
Elaine Tuft, Utah Valley University
Michael Bachler, Alpine School District
This session will describe a summer school program for underserved elementary children—its purpose, organization, and curriculum, specifically highlighting the mathematics learning of the participants.

Thursday, October 6 10:00 a.m. – 11:00 a.m. Meeting Room 2

PAPER SESSION: TEACHER EDUCATION
SESSION CHAIR – LINDA QUINN

Changing Knowledge and Practices for Supporting English Language Learners through Focused Professional Development
Jason Jay, Brigham Young University
Lisa McLachlan, Brigham Young University
Stefinee Pinnegar, Brigham Young University
This research examined teacher change in knowledge and practices after professional development designed according to best practices, which educated them about teaching English language learners.

Evaluating our Teacher Work Sampling Process: Responsive Pedagogies in an Online Environment
Virginia Mohr, Montana State University
Danette Long, Montana State University
Beth Kennedy, Montana State University
Desiring to create a responsive online teacher work sample support and assessment system, we surveyed 48 TWS completers, collected compelling results, and charted future changes.

Professional Development ePortfolio Project: Teacher Candidates Use of Technology in Teaching Practice
Karen Grove, University of Nevada, Las Vegas
Lois Paretti, University of Nevada, Las Vegas
Linda Quinn, University of Nevada, Las Vegas
Jane McCarthy, University of Nevada, Las Vegas
Creating an ePortfolio throughout a program in elementary teacher education supports candidates in reflecting on their knowledge of teaching and integration of technology in their teaching practice.

Thursday, October 6 11:15 a.m. – 12:15 p.m. Meeting Room 3

WORKSHOP

Change And Accountability With Edtpa
Mary Sowder, Utah Valley University
Vessela Ilieva, Utah Valley University
Stan Howard, Utah Valley University
This Workshop Is designed to facilitate a discussion examining Edtpa as a tool for program evaluation and improvement and as an impetus for dialogue around state policy revisions.
Thursday, October 6 11:15 a.m. - 12:15 p.m. Meeting Room 1

PAPER SESSION: ISSUES IN TECHNOLOGY AND ONLINE LEARNING
Session Chair – Athena Kennedy

What are Predictors of Overall Effectiveness for Graduate Level Face-to-Face and Online Courses?
Suzanne Young, University of Wyoming
Mary Alice Bruce, University of Wyoming
Athena Kennedy, Arizona State University

The purpose of the study was to examine graduate student ratings of instruction in order to understand why online ratings are lower than face-to-face ratings.

College Students’ Use of Mobile Technology for Online and Academic Purposes
Athena Kennedy, Arizona State University
Suzanne Young, University of Wyoming
Mary Alice Bruce, University of Wyoming

This study explored the use of mobile devices (MDs) in learning in distance education. Students’ perceptions of MDs were measured.

Technology Free: Choosing Not to Use Mobile Technologies While Outdoors
Trina Kilty, University of Wyoming

Choosing not to use mobile technologies while outdoors involves valuing the outdoor experience, relationships brought to and held with the outdoors, work tensions, and security.

Thursday, October 6 11:15 a.m. – 12:15 p.m. Meeting Room 2

PAPER SESSION: INSTRUCTIONAL CHALLENGES
SESSION CHAIR – ANNA TREACY

Does Poor Spelling Equate to Limited Writing Skills?
Mina Avery, University of Nevada, Reno
Darcie Smith, University of Nevada, Reno

This study explores the influence of spelling on word choice and total number of words written.

Drawing and Reading Comprehension for Students with Learning Disabilities
Melanie Home Gun, Montana State University Bozeman

This study quantitatively explores drawing as an effective tool for reading comprehension through visual learning in reading for students with Learning Disabilities (LD).

Inclusivity within Educational Communities of Practice: Not Giving Up on a Special Needs Student Teacher
Gary Moser, Alpine School District
Ann Sharp, Utah Valley University
Mi Ok Kang, Utah Valley University

Employing situated learning theory (Lave and Wenger, 1991), we examine the process through which a student teacher learned to operate within professional communities of practice.
Thursday, October 6  
12:30 p.m. – 2:00 p.m.  
Ballroom-Salon B

LEARN AT LUNCH
SESSION CHAIR – TAMMY ABERNATHY

Table 1.
Getting a Science Equipment Loan Program up and Running
Gustave Nollmeyer, Eastern Washington University
Kathryn Baldwin, Eastern Washington University

One barrier to successful science teaching is ready access to quality equipment for conducting authentic investigations. Our equipment loan program seeks to mediate this challenge.

Table 2.
Still a White Women’s World? Preparing White American Women to Teach in Diverse U.S. Schools
Suzanne Beasterfield, Idaho State University

White females continue to dominate teaching positions in U.S. K-12 schools. This qualitative study aimed to explore why, how, and even if this matters.

Table 3.
The Complexities of Disciplinary Literacy: Three Secondary Teachers’ Explorations of Literacy in their Disciplines and Classrooms
Julie Begbie, University of Nevada, Reno
Matt Ochs, University of Nevada, Reno
Hannah Carter, University of Nevada, Reno
Dianna Townsend: University of Nevada, Reno

This Learn-at-Lunch Roundtable will focus on the nuances and complexities of disciplinary literacy in the classrooms of three secondary teachers.

Table 4.
Nested Communities of Support: Using edTPA Implementation as an Olive Branch for Building a Shared Space between Traditionally Isolated Teacher Educators
Denise Shaw, Central Washington University
Naomi Peterson, Central Washington University
Susana Flores, Central Washington University

Our successful implementation of edTPA is attributed to the creation of nested support communities. We desire a candid discussions regarding social justice amid corporatized reform.

Table 5.
Changing Practices for Teaching English Learners through Professional Development Partnerships
Lisa McLachlan, Brigham Young University
Jason Jay, Brigham Young University
Stefinee Pinnegar, Brigham Young University

This study examined changes in practices of teachers participating in a professional development program. Video analyses show that teachers made changes in teaching practices.
Thursday, October 6  2:15 p.m. - 3:15 p.m.  Meeting Room 3

PAPER SESSION: TEACHER EDUCATION
SESSION CHAIR – BRIANNA GRUMSTRUP

Wicoicage (the Future): Pre-Service Teacher Education in Indian Country
William Young, Oglala Lakota College
Native American students in the United States experience an undervalued education. This study looks at the historical and modern realities of education in Indian Country.

Students’ Perceptions About & Performance in Linguistic Skills: Connecting Teacher Preparation to the Realities of the K-8 Classroom
Michelle Knickerbocker, Montana State University
Ann Ellsworth, Montana State University
Teacher candidates lack the linguistic base needed to teach literacy skills to K-8 students. This study sought to determine students' perceived and actual language knowledge.

STEM Academic and Career Identity Formation among Middle School Students
Heather Williquette, University of Colorado, Colorado Springs
David Khaliqi, University of Colorado, Colorado Springs
The study examined the impact of STEM education workshops on changes in student's self-reported academic and professional identity.

Thursday, October 6  2:15 p.m. – 3:15 p.m.  Meeting Room 2

PAPER SESSION: TOPICS IN DOCTORAL STUDIES
SESSION CHAIR – AARON RICHMOND

"Trouble with Girls”: Everyday Narratives of Women STEM PhD Candidates
Catherine Johnson, Montana State University
This narrative inquiry will re-present women’s stories and describe the social construction of identities for women PhD candidates in STEM during the dissertation phase.

Connecting Through Student Feedback: Narratives of Six Female Students on their PhD "Life Experiences"
Susan Turner, Utah State University
The self-perceived impact of completing a PhD program was examined through in-depth narrative interviews with six female graduates. Implications may inform PhD program design.

Providing Support in Educational Doctoral Programs for Women who Balance the Roles of Career and Family Responsibilities with Doctoral School Demands
Kellie Pop, University of Nevada, Reno
Lynda Wiest, University of Nevada, Reno
A focus on the importance of connecting women doctoral students with adequate support for successful completion of educational doctoral programs while balancing family responsibilities.
Thursday, October 6 2:15 p.m. – 3:15 p.m.  Meeting Room 1

PAPER SESSION: DIVERSITY AND LANGUAGE
SESSION CHAIR – JED LOQUIAO

Continued Support of Our Students: An Investigation of Culturally Responsive Pedagogy in Rural, White, Early-Career Teachers
Danette Long, Montana State University
This single-case critical study reviews the teaching practices of an early-career teacher for evidence of culturally responsive pedagogy and impact of her multicultural education course.

Comparing Knowledge Monitoring Accuracy in Arabic- and Chinese-speaking ESL Students
Colleen Dragovich, Kent State University
An investigation of Arabic- and Chinese-speaking ESL students’ metacognitive abilities and their judgments about vocabulary words they know (or don’t know) in their second language.

A Cognitive Linguistic Analysis of Preservice Teachers’ Decision Making
Rod Case, University of Nevada, Reno
Gwendolyn M. Williams, Auburn University
Tammy Abernathy, University of Nevada, Reno
This study presents findings from program entrance and exit essays of 46 preservice teachers using cognitive linguistic analysis.

Thursday, October 6 3:30 p.m. – 4:30 p.m.  Meeting Room 3

WORKSHOP

Graduate Students: Get Connected! Educational and Professional Supports for Using Social Media to Your Advantage
Colleen Dragovich, Kent State University
Lisa Baaske, University of Nevada, Las Vegas
Anna C. Treacy, University of Nevada, Reno
Aaron Richmond, Metropolitan State University of Denver
This workshop will provide information and resources from faculty and graduate student mentors on how to improve technology and social media use and outcomes for graduate students.

Thursday, October 6 3:30 p.m. – 4:30 p.m.  Meeting Room 1

PAPER SESSION: TOPICS IN LEADERSHIP
SESSION CHAIR – ELAINE TUFT

Integration of Holonomic Thinking in Leadership Development Courses
Andrea Somoza-Norton, California Polytechnic State University
Contributors, Simon Robinson & Maria Moraes Robinson
Holonomics is a groundbreaking approach to implementing profound transformational change in organizations in which solutions are ones which engage people across the whole organization, develop strong cultures, trust amongst members and effective communication. The Holonomics
approach describes a powerful new way of thinking which teaches educational leaders how to innovate and solve problems creatively by using four ways of knowing.

The Role of the Mentor in the Retention and Academic Success of the At Risk College Student
Liz Kearny, Peru State College
Gina Bittner, Peru State College
Robert Ingram, Peru State College
Kelly Kingsley, Peru State College
This project examines the literature and practices addressing the unique needs of at risk college students in search of the best strategies for promoting student success.

Assessing Empowerment at Hispanic-Serving Institutions: A Reimagined Input-Environment-Output Framework
Marcella Cuellar: University of California, Davis
Vanessa Segundo, University of California, Davis
Yvonne Munoz, University of California, Davis
This scholarly paper synthesizes and critically examines the small, but growing body of literature on Latina/o student experiences and outcomes at HSIs.

Thursday, October 6
3:30 p.m. – 4:30 p.m.
Meeting Room 2

PAPER SESSION: INSTRUCTIONAL PRACTICE
SESSION CHAIR – KENNETH BLEAK

Fostering Grit and the Growth Mindset through High-Impact Practices
Kyle Ryan, Peru State College
Sheri Grotrian-Ryan, Peru State College
This paper examines the potential to foster “grit” and “growth mindset” in an undergraduate curriculum through the use of high-impact practices

Determining the Level of OCB in Secondary Schools Through a Self-Developed Instrument in an Educational Setting: An SEM Approach
Niqab Muhammad, Shaheed Benazir Bhutto University (SBBU)
Janet Hanson, Azusa Pacific University
Arthur Bangert, Montana State University
Sathiamoorthy Kannan, University of Malaya, Kuala Lumpur
Sailesh Sharma, University of Malaya, Kuala Lumpur
Abdul Ghaffar, Abdul Wali Khan University Mardan (KPK), Pakistan
This study investigated teachers’ perceptions of their organizational citizenship behaviour (OCB) and to validated a new instrument for measuring OCB in high schools in Pakistan

Learning Outcomes Evaluation: Do the Sources of Evidence Used to Assess Student Learning Align with the Learning Outcomes?
Nancy Wentworth, BYU Center for Teaching and Learning
This study evaluates the alignment between program learning outcomes at a large Midwestern university and the assessments used to measure student learning.
Thursday, October 6
5:00 p.m. – 7:00 p.m.
Pre-function Area

PRESIDENT’S RECEPTION
SPONSORED BY UNIVERSITY OF NEVADA, COLLEGE OF EDUCATION

POSTER SESSION

1. Understanding Pre-College Support: A Closer Look at Writing Interventions in Pre-College Programming
Terainer Brown, University of Colorado, Colorado Springs
This mixed method study seeks to understand the factors that contribute to writing growth and composition confidence for students concurrently enrolled in a college course.

2. High School GPA and Nevada-FIT Boot Camp at the University Of Nevada, Reno
Priya Ahlawat, University of Nevada, Reno
Janet Usinger, University of Nevada, Reno
This paper examines the relationship between high school GPA of freshmen students and the transition Nevada-FIT boot camp programs in which they are enrolled.

3. Improving Rural Student Outcomes: Enhancing Instructional Strategies for Educators through Peer Coaching
Leslie Molina, University of Nevada, Reno
This session discusses how one learning strategist used weekly peer-coaching sessions to educate rural teaching staff on evidenced-based instructional strategies to increase learner outcomes.

4. Using Self-Monitoring Strategy to Decrease Off-Task Behavior of Students with EBD: A Literature Review
Oluwole Ilesanmi, University of New Mexico
Students with EBD display off-task behaviors that lead to poor academic outcomes. This literature review examined SM as a tool for addressing off-task behavior. Results show SM reduced off-task behaviors. Educational implications for students with EBD are discussed.

5. Two Teachers’ Identity Positioning and Motivating Practices for Emergent Bilinguals
Jung-In Kim, University of Colorado Denver
Mari Ortega, University of Colorado Denver
Shauna DeLong University of Colorado Denver
Larissa Kelly, University of Colorado Denver
Barbara Dray, University of Colorado Denver
The two teachers’ sociocultural and sociopolitical positioning of their students was informative in terms of understanding their motivational and engagement practices for emergent bilinguals.

6. Use of Data-Based Instructional Decisions in K-12 Education
Chevonne Sutter, University of Nevada, Reno
This session will describe findings from a literature review examining use of data-based instructional decisions. Research in and applications of this process are discussed.
7. **Writing Teachers Must Write: Implications for Career-Ready Teacher Candidates**  
Denise Malloy, Montana State University  
Ann Ellsworth, Montana State University  
This study reports findings about teacher candidates' attitudes about their readiness to teach writing to school children and raises questions about current teacher preparation requirements.

8. **How Different Cultures Prepare Secondary Mathematics Teachers: Cases from Germany, Nigeria, Pakistan, Saudi Arabia, Thailand, and the United States**  
Shay Kidd, University of Wyoming  
This study examines six international perspectives of how each author was prepared to become a secondary mathematics teacher.

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**GRADUATE STUDENT RECEPTION**

Reception is hosted by NRMERA and will be held after the President’s Reception at Ole Bridge Pub. All graduate students are invited to attend.
Friday, October 7th, 2016

Friday, October 7  
8:00 a.m. – 9:15 a.m.  
Ballroom-Salon B  
CONTINENTAL BREAKFAST  
Sponsored by University of Wyoming

KEYNOTE ADDRESS: DR. JULIAN VASQUEZ HEILEG  
Business Meeting  
9:15-9:45

Friday, October 7  
10:00 a.m. – 11:00 a.m.  
Salon A  
WORKSHOP

Strategic Observation and Reflection: Building Instructional Capacity with the SOAR Teaching Frames™ for Literacy and Mathematics  
Robert Pritchard, EPF for teaching  
Susan O’Hara, REEd at UC Davis  
Joanne Bookmyer, REEd at UC Davis  
Julie Webb, J. Webb Consulting  

Essential Practice Frames for teaching, associated rubrics, and an online learning and calibration platform establish common language and shared vision of Common Core instructional practices.

Friday, October 7  
10:00 a.m. – 11:00 a.m.  
Meeting Room 1  
PAPER SESSION: ISSUES IN HIGHER EDUCATION  
Session Chair – Sharon Goldrup

Academic Faculty Members' Perceptions of Student-Veterans' Transition  
Howard Gordon, University of Nevada, Las Vegas  
Heidi Schneiter, College of Southern Nevada  
Ross Bryant, University of Nevada, Las Vegas  

This study sought to explore academic faculty members’ perceptions of student-veterans’ transition at a two-year college compared to a four-year institution.

Super Females in the Classroom: School Experiences of Women with Extra X Chromosomes  
Mina Avery, University of Nevada, Reno  
MaryAnn Demchak, University of Nevada, Reno  

In this study, we will present evidence of the need for academic, social, and psychological supports for female students with extra X chromosomes.
Students’ Views of Connectedness in a College of Education With Respect to Climate and Diversity
Jafeth Sanchez, University of Nevada, Reno
Lydia DeFlorio, University of Nevada, Reno
Eleni Oikonomidoy, University of Nevada, Reno
Lynda Wiest, University of Nevada, Reno
This presentation will focus on diverse views of connectedness among students in one college of education with respect to climate and diversity.

Friday, October 7 10:00 a.m. – 11:00 a.m.  Meeting Room 2

PAPER SESSION: UNIQUE USES OF TECHNOLOGY
Session Chair – Lindsay Diamond

Culturally Revitalizing Community-Centered Digital Storywork: Using Technology to Connect Scholars, Educators, and Indigenous Communities
Christine Stanton, Montana State University
Brad Hall, Blackfeet Community College
Lucia Ricciardelli, Montana State University
This paper overviews Digital Storywork, which partners Indigenous community members with students from Predominantly White Institutions to elevate Indigenous epistemologies through production of documentary counter-narratives.

The Role of Badges and Goals in Online and Hybrid Learning Environments
Colleen Dragovich, Kent State University
Rachael Todaro, Kent State University
Bradley Morris, Kent State University
The current research investigated benefits and drawbacks of implementing badges and goals in online and hybrid learning environments and implications for this research in motivation literature.

Informing Early Childhood Stakeholders Using Geospatial Mapping
Lindsay Diamond: University of Nevada, Reno
Geospatial mapping is a strategic data visualization method used to communicate with key stakeholders regarding the current educational landscape of early childhood services.

Friday, October 7 10:00 a.m. – 11:00 a.m.  Meeting Room 3

PAPER SESSION: CONNECTIONS
SESSION CHAIR – ANNA TREACY

A Good Writing Prompt Gone Wrong: A Study of Disconnected Teacher Writers
Virginia Mohr, Montana State University
Ann Ellsworth, Montana State University
Our university’s pre-service teachers are often challenged by Teacher Work Sample projects. This study explores three responses to one writing prompt—with startling results.
Teacher Candidate Disposition: Deficiency or Growth Opportunity?
Darolyn Seay, Peru University
The purpose of this study is to emphasize the connection between three factors relating to teacher dispositions: Evaluating dispositions (assessment), addressing nationally established professional competencies (standards), and providing opportunities for growth.

The Antecedent Variables to Motivating Language Theory: Helping to Get Connected
William Holmes, University of Wyoming
Michelle A. Parker, University of North Carolina Wilmington
MLT is a predictive leadership communication theory focused on the strategic use of leader talk to improve employee connectedness and outcomes with key antecedents required.

Friday October, 7 11:15 a.m. – 12:15 p.m. Meeting Room 1
PAPER SESSION: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
Session Chair – Darolyn Seay

The Impact of a Design-Based Engineering Curriculum on Student Achievement in Engineering, Science, and Mathematics: Results from Year 2
Michael Harwell, University of Minnesota
Selcen Guzey, Purdue University
Mario Moreno, University of Minnesota
Yadira Peralta, University of Minnesota
The impact of teachers participating in engineering design-based professional development for one versus two years was assessed using tests in science, engineering, and mathematics.

How Common is the Common Core? A Global Analysis of Math Teaching and Learning
David Khaliqi, University of Colorado Colorado Springs
This paper examined 8th grade Common Core math standards to TIMSS 2007 data to identify strengths and weaknesses of the standards compared to similar countries.

The Relationship between Reading, Math and Science Achievement: Exploring the Growth Trajectories over Three Time Points
Holly Roof, University of Denver
Lilian Chimuma, University of Denver
Associations between reading, math, and science achievement over time were explored via latent growth curve modeling. Initial scores and growth were significantly but negatively correlated.
Friday October, 7 11:15 a.m. – 12:15 p.m. Meeting Room 2

PAPER SESSION: TOPICS IN UNDERGRADUATE EDUCATION
SESSION CHAIR – TARA BEZIAT

Undergraduate Students Lack Workforce Readiness
Setareh Fabrizi, California State University, Sacramento
To explore undergraduates’ lack of workforce readiness and evaluate three policy alternatives using a criteria analysis matrix (cam) for: equity, cost, time, outcomes and viability.

Metacognitive Awareness and Mindset in Current and Future Instructional Leaders
Tara Beziat, Auburn University at Montgomery
Yvette Bynum, Auburn University at Montgomery
Goldy Brown, Auburn University at Montgomery
This study examined instructional leaders’ metacognitive awareness in leadership and their mindset. Results indicated some awareness of metacognition and a growth mindset.

Seeing the Big Picture: Undergraduate Students’ Help-Seeking Behavior
Ann Medaille, University of Nevada, Reno
Molly Beisler, University of Nevada, Reno
This qualitative study explores how students get help with research assignments and the barriers that exist to their getting help from academic support services.

Friday October, 7 11:15 a.m. – 12:15 p.m. Meeting Room 3

PAPER SESSION: INSTRUCTIONAL PRACTICE
SESSION CHAIR – ART BANGERT

Motivation is Related to Conceptual Change in Introductory Biology
Romola Bernard, Montana State University
Mary Leonard, Montana State University
Steven Kalinowski, Montana State University
Aspects of motivation, namely, intrinsic motivation and grade motivation, are positively correlated with conceptual change for the topic of natural selection in introductory biology courses.

Success in Online Credit Recovery: Factors Influencing Student Academic Performance
David Nourse, University of Nevada, Las Vegas
An examination of the success factors of at-risk K-12 students enrolled in credit recovery courses within a school system located in the U.S. mid-Atlantic region.

Dual Credit Participation in Idaho
Brandi Holten, Education Northwest
This session features Idaho high school dual-credit research and policy-relevant recommendations for dual-credit expansion. Findings explore the relationships between participation and student and school characteristics.
LEARN AT LUNCH

SPONSORED BY EDUCATION 2000
SESSION CHAIR –RICHARD VINEYARD

1. Influencing Factors of Teacher Burnout in Special Education
Andrea Forsyth, University of Nevada, Reno
Sharon Goldrup, University of Nevada, Reno
Attrition rates in education continue to rise. Special Education attrition rates are higher than the average, and are influenced by several factors that lead to teacher burnout.

2. Transculturation Socialization: A Model for AI/AN Graduate Student Experience in STEM
Catherine Johnson, Montana State University
Carrie Myers, Montana State University
Kelly Ward, Washington State University
Dusten Hollist, University of Montana
Nick Sanyal, University of Idaho
The transculturation socialization model describes processes by which Indigenous graduate students in STEM fields interact, develop, and successfully navigate their culture and their academic culture.

3. Literature Synthesis: An Examination of Existing Literature on Obesity, Nutrition, and Physical Activity for People with Intellectual Disability
Brianna Grumstrup, University of Nevada, Reno
The purpose of this literature review is to examine the prevalence of obesity, nutrition, and exercise habits for people with intellectual disability (ID) and multiple impairments.

4. Disconnect and Self-Reflection: Getting Unsocial
Olga Messina, University of Nevada, Reno
Ali Nehrkorn, University of Nevada, Reno
Two doctoral students log time spent, per day, on Facebook. After taking baseline data, Facebook use is abandoned. There is a journal kept for five days. Data during the five days also collected for “on-task” behavior.

5. The Role of Non-Chair Committee Members in a Student’s Doctoral Program
Anna Treacy, University of Nevada, Reno
Lynda Wiest, University of Nevada, Reno
Nicole Casillas, University of Nevada, Reno
This roundtable will provide doctoral students and faculty members with information to “Get Connected” by sharing ideas to create meaningful roles for non-chair committee members.
Friday October, 7 2:15 p.m. – 3:15 p.m.  Meeting Room 1

PAPER SESSION: CONDUCTING RESEARCH
SESSION CHAIR – OLGA MESINA

The Impact of Course Delivery on Graduate Students’ Perceptions of Statistics
Courtney Mckim, University Of Wyoming

The purpose of this study is to understand graduate students’ views of their statistical courses and related anxiety comparing different modes of delivery.

How Phenomenologists Bracket: A Content Analysis
Jennifer Weatherford, University of Wyoming

Using content analysis, I quantitatively and qualitatively analyzed published references to bracketing. Phenomenologists provided insight into bracketing practice through their writings.

Academic Integrity among Romanian and Moldovan University Students
Bob Ives, University of Nevada, Reno

Scholars from 4 countries collaborate to investigate academic integrity in two Eastern European countries.

Friday October, 7 2:15 p.m. – 3:15 p.m.  Meeting Room 2

PAPER SESSION: TOPICS IN HIGHER EDUCATION
SESSION CHAIR – CHRISTOPHER WAS

Paying it Forward with Student Engagement in Business Education
Sheri Grotrian-Ryan, Peru State College
Lisa Parriott, Peru State College
Judy Grotian, Peru State College
Rachael Cole, Peru State College
Lindsay Harlow, Peru State College

This paper investigates new ways in which prospective students are brought to campus for engaging activities offered by faculty and how they are viewed as being successful can provide further application toward student recruitment.

Is Writing a Self-Perception Problem? Self-Efficacy and Student Success in First-Year Composition
Parvati Ryan, Alumni CSU Sacramento Ed.D. Program

This study focused on the factors that affect student perception and their success in a first-year composition course at a community college.
A Simple Mindfulness Induction Reduces Test Anxiety and Increases Exam Scores.
Christopher Was, Kent State University
Michael Baranski, Kent State University
R.Benjamin Hollis, Kent State University

One half of undergraduates in an economics course watch a mindfulness video before an exam. Students who watched the video experienced reduced test anxiety and better scores.

Friday October, 7 2:15 p.m. – 3:15 p.m. Meeting Room 3

PAPER SESSION: TEACHER EDUCATION
SESSION CHAIR – COURTNEY MCKIM

Cooperating Teachers’ Perceptions of their Preservice Teacher’s Ability to Impact Student Learning
Sarah Kaka, University of Colorado, Colorado Springs

This study examined the ways in which preservice teachers’ impacted student learning. Interviews with cooperating teachers were conducted, and five major themes emerged.

Micro-teaching Embedded in Methods of Instruction: A Recursive and Reflective Process that Supports Accomplished Teaching Competencies
Denise Shaw, Central Washington University

Analyzing micro-teaching communication this research gauges 1) how accomplished teaching skills are achieved; and 2) how candidates demonstrate synergistic components of teaching.

Using Cloud Based Technology to Connect Candidates, Teachers and Supervisors to Improve Practice
Linda Quinn, University of Nevada, Las Vegas
Lois Paretti, University of Nevada, Las Vegas
Burkett Eugenie, University of Nevada, Las Vegas
Jane McCarthy, University of Nevada, Las Vegas
Karen Grove, University of Nevada, Las Vegas
Lindsay Diamond, University of Nevada, Reno

Results from a pilot project investigating the benefits of teacher education candidates’ sharing videos of their teaching for interactive review through web-based technology.

Friday, October 7 3:30 p.m. – 4:30 p.m. Meeting Room 1-3

INTERACTIVE LEARNING

1. DOCTORAL STUDIES SESSION  Meeting Room 1
The Real Learning in Doctoral Studies Happens Outside of Class.
Shanon Taylor, University of Nevada, Reno

Securing positions in higher education can be daunting. The applicants with the best vitas and the most experience have an advantage. The purpose of this workshop is the share ideas and strategies for enhancing a doctoral program and improving candidate marketability.
2. **EARLY CAREER SESSION  Meeting Room 2**  
Teaching, Research, and Service, Oh my: Make the Most of Your Writing Time.  
Aaron Richmond, Metropolitan State University of Denver  
Tammy Abernathy, University of Nevada, Reno  
The purpose of this workshop to describe strategies for early career professors and others who have multiple roles in their profession.

3. **LATE CAREER SESSION  Meeting Room 3**  
Planning for What’s “Next”.  
Richard Vineyard, Public Consulting Group/University of Nevada, Reno  
Have you reached senior status in your career? Have you ever wondered what is next in your academic life? This workshop shares strategies for planning your next career moves and ideas for enhancing the work you do.

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<th>Date</th>
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<tr>
<td>Friday, Oct 7</td>
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Congratulations to our 2015 Award Winners.
Distinguished Service Award: Richard Vineyard
Early Career Award: Tara Beziat
Distinguished Paper: David H. Khaliqi & Joseph Taylor
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</table>

NOTES, CONTACTS:
Local Food/Entertainment

Things to see/do
- Eldorado Great Italian Festival: Oct 8-9
- Alice in Chains: Oct 8 at Grand Sierra Resort and Casino
- Machine Gun Kelly: Oct 6 at Cargo
- Common Kings w/Ballyhoo!: Oct 7 at Cargo
- National Automobile Museum
- Truckee River Walk
- Terry Lee Wells Nevada Discovery Museum
- Nevada Museum of Art
- Century Riverside 12 Movie Theater
- Whitney Peak indoor/outdoor climbing gym

Nightlife
- Lincoln Lounge
- Roxy’s Bar and Lounge
- Sierra Tap House
- Cool Irish Pub
- Ole Bridge Pub
- 1864 Tavern
- Chapel Tavern
- Death & Taxes Provisions and Spirits

Restaurants

<table>
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<tr>
<th>Restaurant</th>
<th>Price</th>
<th>Food type</th>
<th>Distance from hotel</th>
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<tr>
<td>Campo</td>
<td>$$</td>
<td>Italian</td>
<td>0.3 mile</td>
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<tr>
<td>Silver Peak</td>
<td>$$</td>
<td>American</td>
<td>0.5 mile</td>
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<tr>
<td>Wild River Grille</td>
<td>$$</td>
<td>American</td>
<td>0.2 mile</td>
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<tr>
<td>Great Full Gardens</td>
<td>$$</td>
<td>American, Vegan, Vegetarian</td>
<td>0.5 mile</td>
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<tr>
<td>Peg’s Glorified Ham N Eggs</td>
<td>$$</td>
<td>Breakfast &amp; Brunch</td>
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<tr>
<td>Wild Garlic</td>
<td>$$</td>
<td>Pizza</td>
<td>0.2 mile</td>
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<tr>
<td>Old Granite Street Eatery</td>
<td>$$</td>
<td>American Contemporary</td>
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<tr>
<td>Centro Bar &amp; Kitchen</td>
<td>$$</td>
<td>Spanish tapas</td>
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<tr>
<td>Laughing Planet</td>
<td>$$</td>
<td>Vegetarian, Vegan</td>
<td>0.6 mile</td>
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<tr>
<td>Midtown Eats</td>
<td>$$</td>
<td>American</td>
<td>0.6 mile</td>
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<tr>
<td>Beaujolais Bistro</td>
<td>$$$</td>
<td>French</td>
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<tr>
<td>Sup</td>
<td>$$</td>
<td>Sandwiches, Soup, Salad</td>
<td>0.7 mile</td>
</tr>
<tr>
<td>Brasserie Saint James</td>
<td>$$</td>
<td>Brew Pub, American</td>
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<tr>
<td>Bertha Miranda’s Mexican</td>
<td>$$</td>
<td>Mexican</td>
<td>0.1 mile</td>
</tr>
<tr>
<td>Nick’s Greek Deli</td>
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<td>Greek</td>
<td>0.5 mile</td>
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<tr>
<td>Mellow Fellow</td>
<td>$$</td>
<td>Gastropubs</td>
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<tr>
<td>The Cheese Board</td>
<td>$$</td>
<td>American Traditional</td>
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</tr>
<tr>
<td>Brickies Tavern</td>
<td>$</td>
<td>Burgers, Sandwiches</td>
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</tr>
<tr>
<td>Thai Corner Café</td>
<td>$$</td>
<td>Asian, Thai</td>
<td>0.4 mile</td>
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<tr>
<td>Pho 777 Vietnamese Restaurant</td>
<td>$$</td>
<td>Asian, Vietnamese</td>
<td>0.2 mile</td>
</tr>
<tr>
<td>Santa FE Hotel</td>
<td>$$</td>
<td>Basque</td>
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