

NRMERA 2014

Courage, Challenge, and Opportunity in Education

32nd

ANNUAL CONFERENCE

October 1st – 3rd, 2014

***Historic Alex Johnson
523 6th St, Rapid City, SD 57701***



Northern Rocky Mountain Educational Research Association



Thank You 2014 NRMERA Sponsors



Northern Rocky Mountain Educational Research Association

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. This year we had over 90 submissions and will host 75 research sessions, workshops and symposiums. We have registrants representing 15 states, and 36 colleges, universities, school districts, and other educational organizations. Our 2015 conference will be held in Boise, Idaho.

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.



Letter from the President

"A gem the rarer because it is out of the beaten track, the Black Hills. They came in prairie schooners and democrat wagons, by ox train and on horseback"

-Paul Bellamy, A Guide to the Black Hills, 1927



Welcome to the 32nd annual conference of the Northern Rocky Mountain Educational Research Association. The 2014 conference will challenge us to put our research and scholarship to the test to better inform business and community members, parents, and policy makers on what is truly meaningful in education.

First I have a confession to make, I love this organization. The NRMERA volunteers that serve on the executive committee, the state representatives, and the membership as a whole invest their time and their expertise willingly, generously, and tirelessly to facilitate an educational research organization with opportunities unlike any other. Whether this is your first NRMERA conference or your 32nd, I guarantee that you will find collegiality, stimulating conversation, and new friends at our conference.

Speaking of first conferences, I went to my first NRMERA as a graduate student in the fall of 2007. It was in Jackson Hole WY, where I was welcomed and mentored by the NRMERA community and it was here where many enduring friendships began. For example, I was a graduate student at UNLV and I did not know long time NRMERA members Gregg Schraw and Lori Olafson well. We struck up a friendship at that conference which eventually led to Lori nominating me for the NRMERA presidency years later. I owe them both a debt of gratitude.

I would also like to thank my mentor Jane McCarthy. She presented at the NRMERA conference last year, she is back again, and she has generously donated to this year's program. I cannot repay her for all of her graciousness and support she has given me over the years, but I try to use her example of grace and caring with my own students. While this space is not meant to be entirely a tribute, I have several people that I must thank publicly.

I could not have made it through the presidency without the mentorship of NRMERA past-presidents Aaron Richmond and Brett Foley. I am grateful for your broad shoulders to stand upon. It is said that the best moment as the President of NRMERA is the Friday night banquet where the proverbial torch is passed and I know that president-elect Chris Was will be a great NRMERA president. I thank Chris for carrying on this incredibly meaningful task. I must thank Vessela Ilieva, membership coordinator and Elaine Tuft, our Secretary Treasurer for their heavy lifting. They were able to assist in a myriad of ways and were always available to point me in the right direction. Finally, Greg Zost and Faye Haggar worked untold hours to put our program together. Any success of this conference is due to their hard work. NRMERA is better for having them involved in our organization and I am richer for their friendship.

We are looking forward to a diverse range of ideas from multiple domains to foster stimulating discourse during the conference. The manifold challenges inherent in education demand the courage to build and maintain relationships, to nurture professional collaboration and community building through educational research and classroom instruction at all levels. As the 2014 conference theme infers, Courage, Challenge, and Opportunity in Education, we have assembled our community of scholars to critically evaluate our various roles in the development and improvement of education and learning opportunities from early childhood through graduate school. We have an opportunity to share our collective experiences from diverse backgrounds and perspectives, and through this work we can impact our students, our profession, and policy makers. What better occasion than this to explore how educators are using rigorous, empirical research to inform their teaching?

I do not know if you came to Rapid City by prairie schooner, democrat wagon, ox train, or horse back as my great grandfather wrote in 1927 in his Guide to the Black Hills. Regardless of conveyance, I am happy that you are here. If you need anything at all during your stay here please feel free to contact me at any time. I welcome you to Rapid City!

Please join us for the President's reception, at the Prairie's Edge Gallery, Thursday for an unforgettable evening.

Pilamaye,

William M. Young, NRMERA President

2013 – 2014 Executive Board

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*Thank You All
for your service
to NRMERA*



2013 – 2014 List of Reviewers

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Gus Nollmeyer	William Young
Janet Hanson	



WEDNESDAY

OCTOBER 1, 2014

6:00 PM – 7:30 PM

Washington Room
Board Meeting

7:30 PM

The Vertex
Social

UNLV | College of
EDUCATION



The
SHOPS
AT MAIN STREET SQUARE



Northern Rocky Mountain Educational Research Association

THURSDAY OVERVIEW

OCTOBER 2, 2014

- 8:45 AM – 9:45 AM **Opening Session – Yesterday’s Ballroom**
Keynote Speaker, *Joan Wink*
The Courage to Share My Pedagogical Principles
- 10:00 AM – 11:00 AM **Break Out Sessions – Meeting Rooms**
Paper Session–*Motivation*, YESTERDAY’S BALLROOM
Workshop, *RUSHMORE ROOM*
Paper Session–*Facing Challenges*, WASHINGTON ROOM
Paper Session–*Student Performance*, SEATTLE’S BEST
- 11:15 AM – 12:15 PM **Break Out Sessions – Meeting Rooms**
Paper Session–*Personal Qualities*, YESTERDAY’S BALLROOM
Workshop, *RUSHMORE ROOM*
Paper Session–*Testing & Prospective Teachers*,
WASHINGTON ROOM
Paper Session–*Diversity*, SEATTLE’S BEST
- 12:30 PM – 1:30 PM **Learn at Lunch – Yesterday’s Ballroom**
With Keynote Speaker, *Joan Wink*
- 1:45 PM – 2:45 PM **Break Out Sessions – Meeting Rooms**
Paper Session–*Organizational Leadership*, YESTERDAY’S
BALLROOM
Workshop, *RUSHMORE ROOM*
Paper Session–*Pre-Service Teachers*, WASHINGTON ROOM
Paper Session–*University Improvement*, SEATTLE’S BEST
- 3:00 PM – 4:00 PM **Break Out Sessions – Meeting Rooms**
Paper Session–*Professional Development*, YESTERDAY’S
BALLROOM
Workshop, *RUSHMORE ROOM*
Paper Session–*STEM*, WASHINGTON ROOM
Paper Session–*Standard-Based Education*, SEATTLE’S BEST
- 5:30 PM – 6:30 PM **Poster Session – Prairie’s Edge Gallery**
- 6:00 PM – 7:30 PM **Presidential Reception – Prairie’s Edge Gallery**
- 8:00 PM – 9:30 PM **Graduate Reception – The Independant
Ale House**



FRIDAY OVERVIEW

OCTOBER 3, 2014

- 8:30 AM – 9:45 AM **NRMERA Business Meeting**
- 10:00 AM – 11:00 AM **Break Out Sessions – Meeting Rooms**
Paper Session–*Secondary*, YESTERDAY'S BALLROOM
Workshop, RUSHMORE ROOM
Paper Session–*Literacy*, WASHINGTON ROOM
Paper Session–*Symposium*, LINCOLN ROOM
- 11:15 AM – 12:15 PM **Break Out Sessions – Meeting Rooms**
Workshop, RUSHMORE ROOM
Paper Session–*Grad./Post Grad. Students*,
WASHINGTON ROOM
Paper Session–*ESL*, LINCOLN ROOM
- 12:30 PM – 1:30 PM **Learn at Lunch – Yesterday's Ballroom**
With Keynote Speaker, *Joan Wink*
- 1:45 PM – 2:45 PM **Break Out Sessions – Meeting Rooms**
Workshop,, RUSHMORE ROOM
Paper Session–*Assessment/Alignment*, WASHINGTON ROOM
Paper Session–*Mixed Method Research* LINCOLN ROOM
- 3:00 PM – 4:00 PM **Break Out Sessions – Meeting Rooms**
Paper Session–*Cultural*, RUSHMORE ROOM
Paper Session–*Qualitative Reaserch*, WASHINGTON ROOM
Paper Session–*Transition to College*, LINCOLN ROOM
- 5:30 PM – 6:30 PM **Social Hour – Yesterday's Ballroom**
- 6:30 PM – 8:00 PM **Banquet – Yesterday's Ballroom**

Saturday Morning

- 9:00 AM – 11:00 AM **Board Meeting**, *Washington Room*



Northern Rocky Mountain Educational Research Association



KEYNOTE SPEAKER

Joan Wink

*“The Courage to Share
My Pedagogical Principles”*

Yesterday’s Ballroom
8:45 AM – 9:45 AM

Joan Wink is a Professor Emerita of California State University (CSU), Stanislaus. Throughout her career, she has focused on languages, literacy, and learning in pluralistic contexts. Dr. Wink did her undergraduate work at Yankton College SD (1966); she completed two masters at the University of Arizona (1982 & 1985); and she finished her Ph. D. at TX A&M (1991). She has taught middle and high school in SD, PA, TX, AZ, CA, and she spent 20 years in the College of Education at CSU in the Central Valley of CA. Now retired, she lives on the family ranch on the prairies of South Dakota.

She divides her time as an adjunct instructor at Black Hills State University while also writing and speaking nationally and internationally. During the summer, Joan teaches for a global education program in Mallorca, Spain. Joan is a mother, wife, and grandmother of five fabulous grandkids.

Joan maintains an active website, newsletter, and blog (www.JoanWink.com). She is the author of *Critical Pedagogy: Notes from the Real World*, *A Vision of Vygotsky with LeAnn Putney*, and *Teaching Passionately: What’s Love Got to Do with It?* with Dawn Wink. She continues to publish.

She will continue her discussion during both Thursday’s and Friday’s Learn at Lunch, and has a featured Workshop Friday at 11:15 AM in the Rushmore Room.



THURSDAY SCHEDULE

YESTERDAY'S BALLROOM 10:00 AM – 11:00 AM

PAPER SESSION—*MOTIVATION*

STUDENT-SELECTED PERFORMANCE RUBRICS: AN OPTION FOR INCREASED ACADEMIC RIGOR

This study examines whether undergraduate and graduate education students will self-select to meet the requirements of a more strenuous rubric when no additional incentives are offered.

- Gregory Zost, Peru State College
- Loretta Zost, Peru State College

MORE THAN THE IDEAS THEMSELVES: INFLUENCE OF STUDENT ATTRIBUTES ON CONCEPTUAL CHANGE

We propose a model for conceptual change that includes instructional strategies and student attributes, and present preliminary results from testing the model in undergraduate biology.

- Mary Leonard, Montana State University
- Steven Kalinowski, Montana State University
- Mark Taper, Montana State University

RUSHMORE ROOM 10:00 AM – 11:00 AM

WORKSHOP

GRADUATE STUDENTS HELPING GRADUATE STUDENTS – MOVING ON OUT: ESSENTIAL TIPS AND RESOURCES FOR CREATING AND MAINTAINING A POSITIVE PATH BEYOND COURSEWORK

This presentation will include advice for enjoying your graduate career, building positive relationships, and successfully transitioning from coursework to dissertation through to graduation.

- Anna Treacy, University of Nevada, Reno
- Athena Kennedy, University of Wyoming
- Amy Ratto-Parks, University of Montana
- Lisa Rice, Arkansas State University
- Mary D. Wehunt, University of Wyoming
- Aaron Richmond, Metro State University, Denver



WASHINGTON ROOM 10:00 AM – 11:00 AM

PAPER SESSION—*FACING CHALLENGES*

IMPROVING ACHIEVEMENT IN SCHOOLS SERVING LOW SES AND MINORITY STUDENTS THROUGH COLLECTIVE EFFICACY

Improving achievement in low SES schools remains a challenge.

This study examined Collective Efficacy (CE) of teachers in parochial, public and BIE schools across three states.

- Loverty Erickson, Montana State University
- Christa Seger, Montana State University
- Theresa Murray, Montana State University
- Ivan Small, Montana State University

A MIXED-METHODS STUDY DETERMINING NEW TEACHERS' PERCEIVED LEVEL OF PREPAREDNESS IN PRIMARY LITERACY INSTRUCTION

This research determined that perceived primary literacy preparation has improved over time. New, practiced, and veteran teachers participated in the reflective literacy preparation experience survey.

- Amanda Eller, Northwest Nazarene University, Idaho State University

SEATTLE'S BEST

10:00 AM – 11:00 AM

PAPER SESSION—*STUDENT PERFORMANCE*

DEVELOPMENTAL DIFFERENCES IN OVERCONFIDENCE: WHEN DO CHILDREN UNDERSTAND THAT ATTEMPTING TO RECALL PREDICTS MEMORY PERFORMANCE?

Two experiments investigated overconfidence in 1st - 6th grade students.

It was found that not until 4th grade did students' overconfidence begin to wane.

- Christopher Was, Kent State University
- Ibrahim Al_Harthy, Sultan Qaboos University



GETTING LUCKY: ADDRESSING GUESSING'S THREAT TO THE VALIDITY OF PERFORMANCE CLASSIFICATION IN THE ASSESSMENT DEVELOPMENT PROCESS

This study addresses test development decisions that can help avoid situations where guessing at random can be an effective strategy for passing the exam.

- Brett Foley, Alpine Testing Solutions

***YESTERDAY'S BALLROOM* 11:15 AM – 12:15 PM**

PAPER SESSION—*PERSONAL QUALITIES*

A CONTENT ANALYSIS OF PUBLIC SCHOOL STUDENT'S CONCEPTIONS OF CITIZENSHIP

In order to better understand citizenship preparation in the public schools this study examines student's current conceptions of what it means to be a citizen.

- Paul Wangemann, Brigham Young University
- Gary Seastrand, Brigham Young University

***RUSHMORE ROOM* 11:15 AM – 12:15 PM**

WORKSHOP

WORKSHOP ON EMPLOYING THE COMPLEMENTARY ANALYSIS RESEARCH MATRIX APPLICATION (CARMA) FOR QUALITATIVE PROGRAM EVALUATION

This workshop unpacks a qualitative research and evaluation tool. CARMA is designed for contrastive analysis of program expectations and effectiveness from stakeholder and client perspectives.

- LeAnn Putney, University of Nevada, Las Vegas
- Joan Wink, California State University, Stanislaus



WASHINGTON ROOM 11:15 AM – 12:15 PM

PAPER SESSION— TESTING & PROSPECTIVE TEACHERS

VISUAL TOOLS IN THE CLASSROOM

This paper describes a study that investigated drawings and diagrams and their relatedness to higher achievement scores within a college level course for prospective teachers.

- Jeffery Jay, Northern State University
- Lindsay Laamann, Northern State University

SUPPORTING TEACHER CANDIDATE FOR SUCCESS WITH THE PRAXIS EXAM

Researchers from an open-enrollment university studied how they might support prospective elementary teacher education students in passing the Praxis test.

- Debora Escalante, Utah Valley University
- Sandy Jay, Utah Valley University
- Marni Sanft, Utah Valley University
- Christopher Goslin, Utah Valley University
- Mary Sowder, Utah Valley University
- Stan Harward, Utah Valley University
- Talitha Hudgins, Utah Valley University
- Shaunna Requilman, Utah Valley University
- Chris Alldredge, Utah Valley University

SEATTLE'S BEST

11:15 AM – 12:15 PM

PAPER SESSION—DIVERSITY

CULTURALLY RESPONSIVE AND SUSTAINING PRACTICES IN MONTANA AND NORTH DAKOTA: FINDINGS FROM CRITICAL CONVERSATIONS

This paper presentation discusses how educational leadership can improve achievement through Indigenous, culturally responsive, and sustaining practices within schools serving Indigenous students in rural areas.

- Michael M. Munson, Sqwelix, Montana State University
- Brad Hall, Amp Ska Pi Piikani, Montana State University
- Kara Four Bear, Montana State University
- Theodora Weatherwax; Amp Ska Pi Piikani, Montana State University



Northern Rocky Mountain Educational Research Association

**UNDERSTANDING THE HISTORY OF TRIBAL COLLEGES
AND UNIVERSITIES, AFFILIATE ORGANIZATIONS, AND
ENVIRONMENTAL SUCCESS FACTORS FOR NATIVE AMERICAN
STUDENTS IN HIGHER EDUCATION**

This study is to provide history of Tribal Colleges and Universities (TCUS) and the successful environment that they were able to create for Native American students in higher education.

- Ahmed Al-Asfour, Oglala Lakota College
- Kim Bettelyoun, Oglala Lakota College

YESTERDAY'S BALLROOM

12:30 PM – 1:30 PM

LEARN AT LUNCH

KEYNOTE SPEAKER, *JOAN WINK*

**COMMON CORE: BARKING UP THE WRONG TREE? AN ASIAN
PERSPECTIVE TO GLOBALIZATION AND AT-RISK STUDENTS WITHIN
THE CONTEXT OF EDUCATIONAL INSTITUTIONS**

This paper will address the distraction that is Common core and explore some solutions in the areas of globalization and underlying problems like at-risk students in educational institutions today.

- Priya Ahlawat, University of Nevada, Reno

THE ROLE OF SPELLING IN ADOLESCENT WRITING

This qualitative study is designed to explore correlations between types of spelling errors and elements of writing.

- Mina Avery, University of Nevada, Reno

“WHY INDIVIDUALS GO INTO TEACHING PROFESSION”

The importance of choosing teaching as a profession cannot be underestimated. It is a career that is very vital in helping others learn.

- Simeon Edosomwan, North Dakota State University



YESTERDAY'S BALLROOM 1:45 PM – 2:45 PM

PAPER SESSION – ORGANIZATIONAL LEADERSHIP

LEADERSHIP TRAITS OF SUCCESSFUL WOMEN UNIVERSITY PRESIDENTS

The purpose of this study was to identify and describe leadership traits of successful women university presidents.

- Tania Reis, University of Nebraska-Lincoln

ESSENTIAL KNOWLEDGE: MONTANA SCHOOL BOARD MEMBERS' PERCEPTIONS ON THEIR PROFESSIONAL DEVELOPMENT NEEDS

This study polled school board members in Montana to determine the training needs. Follow-up interviews were conducted to explore these needs in greater detail.

- Janet Hanson, Montana State University
- William Ruff, Montana State University

RUSHMORE ROOM 1:45 PM – 2:45 PM

WORKSHOP

THE PROFESSORiate 101: *THRIVING IN GRADUATE SCHOOL AND BEYOND!*

In this workshop, an expert panel will provide guidance on how to become published, build mentoring relationships, land your first job, and other strategies to succeed in graduate school and beyond.

- Aaron Richmond, Metropolitan State University of Denver
- Shanon Taylor, University of Nevada, Reno
- Chris Was, Kent State University



WASHINGTON ROOM 1:45 PM – 2:45 PM

PAPER SESSION—*PRE-SERVICE TEACHERS*

CLINICAL EXPERIENCES FOR SECONDARY MATHEMATICS: TWO VERSIONS OF THE TRIAD MODEL

Future secondary teachers of mathematics value changes in clinical experiences that allow an increased focus on secondary school students' learning.

- David Erickson, University of Montana
 - Jami Stone, Black Hills State University
-

COMPONENTS FOR SUCCESS IN OVERCOMING THE CHALLENGES OF LEARNING TO TEACH

Factors that help teacher education candidates meet the challenges of becoming teachers are discussed. Peer and mentor support are identified as essential for success.

- Linda Quinn, University of Nevada, Las Vegas
 - Lois Paretti, University of Nevada, Las Vegas
 - Karen Grove, University of Nevada, Las Vegas
 - Cristina Salinas Grandy, University of Nevada, Las Vegas
 - Jane McCarthy, University of Nevada, Las Vegas
-

SEATTLE'S BEST 1:45 PM – 2:45 PM

PAPER SESSION—*UNIVERSITY IMPROVEMENT*

WHAT UNIVERSITY DATA ARE TRULY MEANINGFUL IN IMPROVING STUDENT LEARNING?

This study will explore the use of university data to assess university improvement and student learning by central administrators, deans, chairs, and faculty.

- Nancy Wentworth, Brigham Young University
-

FACULTY PROFESSIONAL DEVELOPMENT NEEDS & CAREER ADVACEMENT AT TRIBAL COLLEGES AND UNIVERSITIES

Faculty professional development needs and career advancement at Tribal Colleges and Universities.

- Ahmed Al-Asfour, Oglala Lakota College
- Suzanne Young, University of Wyoming



YESTERDAY'S BALLROOM 3:00 PM – 4:00 PM

PAPER SESSION—PROFESSIONAL DEVELOPMENT

IMPROVING PROFESSIONAL DEVELOPMENT: FACULTY'S PERCEPTIONS OF COMMUNITY, ENGAGEMENT, & TRUST IN INTERACTION WITH INSTRUCTIONAL DESIGN TEAM MEMBERS

Online faculty's perceptions of community, engagement, and trust with instructional design team members were examined. Implications for improving faculty professional development are discussed.

- Athena Kennedy, University of Wyoming
- Cody Connor, University of Wyoming
- Suzanne Young, University of Wyoming

THE IMPACT OF PROFESSIONAL DEVELOPMENT IN STUDENT MENTORING SKILLS ON TEACHERS' SELF-EFFICACY

This study examined the impact a student mentoring training program had upon a high school faculty's self-efficacy. The complexity of mentoring roles is examined.

- Katherine Bertolini, South Dakota State University

RUSHMORE ROOM 3:00 PM – 4:00 PM

WORKSHOP

FINDING COLLABORATIVE ONLINE TOOLS DAUNTING?: ESSENTIAL TIPS FOR NAVIGATING THE EVOLVING GOOGLE+ LANDSCAPE

This workshop presents recent innovations and improvements using Google+, circles, communities, pages, handouts, docs and Glass to help instructors design authentic learning activities.

- Mary Wehunt, University of Wyoming
- Lisa Rice, Arkansas State University



WASHINGTON ROOM 3:00 PM – 4:00 PM

PAPER SESSION—STEM

TEACHER EFFICACY, CULTURAL PEDAGOGY, AND STEM PRACTICES IN INFORMAL LEARNING ENVIRONMENTS

This paper examines the cultural efficacy and STEM practices of eight Wyoming middle school teachers. These teachers taught robotics and game design in afterschool programs.

- Jacqueline Leonard, University of Wyoming
- Toks Fashola, MERAssociates
- Joy Johnson, University of Wyoming
- Monica Mitchell, MERAssociates

INCREASING PROSPECTIVE TEACHERS' AND ELEMENTARY STUDENTS' STEM KNOWLEDGE THROUGH AN ENRICHMENT ROBOTICS PROGRAM

This session describes a partnership between a school of education, a robotics learning company, and a school district to offer elementary enrichment robotics.

- Elaine Tuft, Utah Valley University

SEATTLE'S BEST 3:00 PM – 4:00 PM

PAPER SESSION—STANDARDS-BASED EDUCATION

CLASSROOM ASSESSMENT LITERACY: EVALUATING PRE-SERVICE TEACHERS

Classroom assessment literacy is a vital part of pre-service teachers' preparation. This longitudinal study measures participants' knowledge of standards-based classroom assessment strategies during their teacher preparation.

- Tara Romes Beziat, Auburn University, Montgomery
- Bridget Coleman, University of South Carolina, Aiken

ASSESSING K-5 ELEMENTARY TEACHERS UNDERSTANDING AND READINESS TO TEACH THE NEW FRAMEWORK FOR SCIENCE EDUCATION

The purpose of this study was to assess in-service elementary teachers' understanding and readiness to implement key concepts embodied in the Next Generation Science Standards.

- Gustave Nollmeyer, Montana State University
- Art Bangert, Montana State University



POSTER SESSION

(1) INSTRUCTOR PERCEPTIONS OF TEACHING ONLINE

Instructor's perceptions of the usefulness and ease-of-use of online tools were compared to actual online tool usage. Technology was perceived to be more useful than easy-to-use.

- Lisa Brown, Montana State University
 - Art Bangert, Montana State University
-

(2) PARENTAL APOLOGIES: A CATALYST TO OPTIMAL PARENTING

This study's intent is to explore an area unaddressed in research on the catalyst nature of an apology towards the optimal resolution of parent-child conflict

- Eliann Carr, University of South Dakota
-

**(3) HOW ELEMENTARY EDUCATION TEACHER CANDIDATES
CONCEPTUALIZE STEM: WHY DOES IT MATTER?**

This study is an assessment of data from interviews with pre-service teachers in an ELED Program and explores how they conceptualize the STEM fields.

- Jennifer Clark, Montana State University
 - Mary Leonard, Montana State University
 - Clinton Colgrove, Montana State University
-

**(4) WHAT HELPS OR HINDERS COLLEGE STUDENTS'
REASONING: RELATIONSHIPS BETWEEN INDUCTIVE
REASONING AND KNOWLEDGE BASED VARIABLES**

This study developed an instrument to measure inductive reasoning to examine if differences exist in college students' inductive reasoning ability based on certain cognitive variables.

- Lynn DiLivio, Northern State University
-

**(5) ADMINISTRATORS' PROFESSIONAL EXPERIENCE AND
VARIABLES AFFECTING SELF-EFFICACY**

This study explores factors contributing to administrators' self-efficacy. Findings point to variables that may increase sense of control over administrator duties, self-efficacy, and job satisfaction.

- Janet Hanson, Montana State University
 - Jennifer Luebeck, Montana State University
-



(6) JUXTAPOSING PERSPECTIVES ON DATA: A CONTRASTIVE CASE STUDY OF DIALOGIC OPPORTUNITY

In this study we explored the dialogic interplay of co-researchers by collaborating on data interpretation from two classrooms, using sociolinguistic discourse analysis and event mapping.

- Suzanne Jones, Utah State University
 - LeAnn Putney, University of Nevada, Las Vegas
-

(7) PREPARING FOR HIGH SCHOOL WRITING SUCCESS

This study explores the practices of eighth-grade language arts teachers in preparing students for high school writing tasks.

- Denise Malloy, Montana State University
 - Ann Ellsworth, Montana State University
-

(8) DOES METACOGNITION PREDICT SUSCEPTIBILITY TO PSYCHOLOGICAL AND EDUCATIONAL MISCONCEPTIONS?

The purpose of this study was to assess whether metacognitive factors could predict prevalence of psychological and educational misconceptions. Introductory psychology students completed several measures of metacognition and a psychological and educational misconceptions survey. Results will be discussed in the context of past research and implications for classroom instruction.

- Aaron Richmond, Metropolitan State University of Denver
 - Hannah Rauer, Metropolitan State University of Denver
 - Eric Klein, Metro State University of Denver
-

(9) HAS THE PENDULUM SWUNG TOO FAR?: IMPACTS OF COMMON CORE STATE STANDARDS ON SPECIAL EDUCATION STUDENTS

This study examined the various legislative education laws that have been passed in order to ensure that students with disabilities have the opportunity to have a free and appropriate education, as well as two laws (No Child Left Behind and Race to the Top) and their affects.

- Sara Skovgard, Natrona County School District # 1
- D. J. Yocom, University of Wyoming
- Jeasik Cho, University of Wyoming
- Angela Jaime, University of Wyoming



PRAIRIE'S EDGE GALLERY

6:00 PM – 7:30 PM

**PLEASE JOIN US
AT THE PRAIRIE'S EDGE GALLERY
FOR THE
PRESIDENTIAL RECEPTION**



8:00 PM

**GRADUATE STUDENT RECEPTION
THE INDEPENDANT ALE HOUSE**



Northern Rocky Mountain Educational Research Association

FRIDAY SCHEDULE

YESTERDAY'S BALLROOM 8:30 AM – 9:45 AM

NRMERA BUSINESS MEETING

Everyone is invited to attend.

YESTERDAY'S BALLROOM 8:30 AM – 9:45 AM

PAPER SESSION – SECONDARY

**IDIOT BOX OR NOT: TEACHERS' ATTITUDES TOWARDS
TELEVISION**

In a survey of 106 teachers, post-secondary teachers had a significantly ($p=.017$) more positive attitude towards television than secondary teachers.

- Jessie Allen, University of Wyoming and North Platte Community College
- Suzanne Young, University of Wyoming

**PROSPECTIVE SECONDARY MATHEMATICS TEACHERS'
THINKING IN ARGUING: APPLYING TOULMIN'S SCHEME
TO FOUR CASES**

This paper reports research on prospective teachers' thinking in arguing. Toulmin's argumentation scheme was the tool for analyzing data from four prospective secondary mathematics teachers.

- Lisa Rice, Arkansas State University

RUSHMORE ROOM 10:00 AM – 11:00 AM

WORKSHOP

**THE WAY FORWARD IS THE WAY BACK: HOW
METACOGNITION AND REFLECTION HELP STUDENTS
MEET THEIR ACADEMIC CHALLENGES**

This workshop will offer participants a research overview and a chance to learn about, practice, and experiment with the effects of critical reflective writing exercises.

- Amy Ratto-Parks, University of Montana



WASHINGTON ROOM 10:00 AM – 11:00 AM

PAPER SESSION—LITERACY

WHEN READING MAKES ITS WAY INTO WRITING: HOW ASPECTS OF READING INFLUENCE WRITING ABOUT A TEXT

This study investigates how students write responses to texts in different genres and explores how this writing is impacted by strategy use, genre understandings, and comprehension.

- Monica Yoo, University of Colorado, Colorado Springs

“HAIL TO THE QUEEN” : READING DEVELOPMENT WITHIN AN INTEREST-BASED TUTORING PROGRAM

In this presentation, we explore the effects of multimodal, interest-based literacy activities on the motivation, engagement, and strategic reading development of one fourth-grade student.

- Amanda Sanders, University of Wyoming
- Melanie Reaves, Northern Michigan University
- Tia Frahm, University of Wyoming
- George Kamberelis, Colorado State University

LINCOLN ROOM 10:00 AM – 11:00 AM

SYMPOSIUM

FACILITATING INSTRUCTIONAL DIFFERENTIATION VIA FOCUSED TEACHER REFLECTIONS ABOUT DESIRED CONSTRUCTIVIST PRACTICES AND CURRENT REALITIES

The findings of seven different research studies conducted in four states will be analyzed and synthesized into a model designed to facilitate more student-centered learning.

- Walter Polka, Niagara University
- William Young, Oglala Lakota College
- Terrell Peace, Huntington University
- Shirley LeFever-Davis, Wichita State University
- Cathy Pearman, Missouri University
- Freddie Bowles, University of Arkansas



RUSHMORE ROOM 11:15 AM – 12:15 PM

WORKSHOP

EFFECTIVELY MOTIVATING STUDENTS BY ADDRESSING THEIR PERSONAL “HIGH-TOUCH” NEEDS AS WELL AS THEIR “HIGH-TECH” INTERESTS

This presentation facilitates comprehension of key aspects of the contemporary “high-tech” world of students and identifies how educators may use that information to create motivating learning environments.

- Walter Polka, Niagara University

WASHINGTON ROOM 11:15 AM – 12:15 PM

PAPER SESSION—*GRAD./POST-GRAD. STUDENTS*

STUDENT PERCEPTIONS OF EDUCATIONAL DEBT

Students in graduate school were asked their perceptions of student debt in an online survey. A positive relationship between amount of debt and worry was found.

- Jennifer Weatherford, University of Wyoming
- Courtney McKim, University of Wyoming

TO STAY OR TO GO? INTERNATIONAL DOCTORAL STUDENTS EXPLAIN THEIR CAREER PLANS

International doctoral students in a qualitative research project describe their planned career trajectories.

- Katherine Najjar, University of Nebraska – Lincoln

LINCOLN ROOM 11:15 AM – 12:15 PM

PAPER SESSION—*ESL*

CONTEXTUALIZED LITERACY INSTRUCTION: CHANGES IN PRACTICE THAT BENEFIT STUDENTS

This presentation describes how sustained professional development focused on contextualized literacy instruction for English Language Learners resulted in changed instructional practices.

- Leslie Grant, University of Colorado, Colorado Springs
- Barbara Frye, University of Colorado, Colorado Springs
- Angela Bell, University of Colorado, Colorado Springs



PUTTING EFFORT WHERE IT COUNTS: STUDENT MOTIVATION AND EXPECTED GRADES IN COLLEGE ESL COURSES

Despite the array of resources available, ESL students do not in great numbers take advantage of programs offered for gaining fluency and accuracy in English.

- Marian Stordahl, University of Wyoming

***YESTERDAY'S BALLROOM* 12:30 PM – 1:30 PM**

LEARN AT LUNCH

WITH

KEYNOTE SPEAKER, *JOAN WINK*

RESISTANCE, TRANSFORMATION, AND VOICE: DISRUPTING THE HISTORY OF "AT-RISK" PATTERNS THROUGH DYNAMIC CLASSROOM ENGAGEMENT

This presentation presents finding from an ethnographic study of "at-risk" student transformation from Resistance to success via the creative writing workshop.

- Lori Howe, University of Wyoming

FACTORS IMPACTING WRITING PERFORMANCE: AN INVESTIGATION OF WRITING APPREHENSION AND ANTICIPATED EVALUATION

This study examines the interactive effects of Writing Apprehension and writing condition (i.e., evaluative vs. non-evaluative) on the writing performance of middle school students.

- Julia Roehling, University of Nebraska-Lincoln
- Merilee McCurdy, University of Nebraska-Lincoln

DEVELOPING A MIXED METHOD RESEARCH COURSE

This Learn at Lunch session will describe the process the presenter followed in developing a new graduate level mixed methods research course. Research on courses at other universities and texts reviewed will be shared.

- Shanon Taylor, University of Nevada, Reno



THE EFFECT OF THE COHORT MODEL IN ONLINE PROGRAMS

The purpose of this study was to examine the impact of the cohort model in an online higher education program.

- Suzanne Young, University of Wyoming
- Mary Alice Bruce, University of Wyoming
- Athena Kennedy, University of Wyoming

ADMINISTRATORS' PROFESSIONAL EXPERIENCE AND VARIABLES AFFECTING SELF-EFFICACY

This study explores factors contributing to administrators' self-efficacy. Findings point to variables that may increase sense of control over administrator duties, self-efficacy, and job satisfaction.

- Janet Hanson, Montana State University
- Jennifer Luebeck, Montana State University

***RUSHMORE ROOM* 1:45 PM – 2:45 PM**

WORKSHOP

STRATEGICALLY PLANNING THE DEVELOPMENT OF COMPREHENSION SKILLS CAN MAKE A DIFFERENCE FOR THIRD GRADE READERS IN THE CONTENT AREAS

The utilization of a systematic method of helping third grade students to comprehend.

- Crystal Pauli, Dakota State University
- Vicki Sterling, Dakota State University

***WASHINGTON ROOM* 1:45 PM – 2:45 PM**

PAPER SESSION – ASSESSMENT/ALIGNMENT

THE DEVELOPMENT OF AN INSTRUMENT TO MEASURE INDUCTIVE REASONING

This study developed a 20-item Inductive Reasoning Instrument (IRI) which evidenced adequate support for content validity and internal consistency (Cronbach's $\alpha = .74$).

- Lynn DiLivio, Northern State University



DEVELOPING AN ALIGNMENT PLAN FOR THE SMARTER BALANCED ASSESSMENTS

This presentation will discuss the process of developing an alignment study, including the challenges faced, for the Smarter Balanced Assessment System.

- Rebecca Norman Dvorak, HumRRO

LINCOLN ROOM 1:45 PM – 2:45 PM

PAPER SESSION—*MIXED METHOD RESEARCH*

MINDFULNESS AND BUILDING THE CAPACITY FOR CHANGE

This study focused on organizational mindfulness and change facilitation in Montana rural schools through a multiple case study of four Montana schools using mixed methods.

- William Ruff, Montana State University
- Keith Erickson, Montana State University
- Linda Filpula, Montana State University
- Rayna Hartz, Montana State University
- Beverly Mitchell, Montana State University
- Joshua Patterson, Montana State University

THE PERCEPTION OF MIXED METHODS RESEARCH: GRADUATE STUDENTS RESPONSE TO A SURVEY

This study examined graduate students' perceptions of mixed methods research. Findings revealed students feel mixed methods should be required as part of their professional training.

- Courtney McKim, University of Wyoming



RUSHMORE ROOM 3:00 PM – 4:00 PM

PAPER SESSION—*CULTURAL*

HOW INDIGENOUS SCHOOL LEADERS RECONCILE CULTURAL CLASHES IN SCHOOLS

This phenomenological study examined the cultural complexity faced by American Indian principals in K-12 schools located on or near Indian reservations in Montana.

- William Ruff, Montana State University
- Jioanna Carzuaa, Montana State University
- David Henderson, Montana State University

CLONE, CRITIC, OR PEER: MENTORING, DEVELOPMENTAL POSITIONING AND POTENTIAL

This presentation introduces a new graduate student mentoring model and asks audience members to consider the “cultural context” of academic mentoring.

- Sweeney Windchief, Montana State University
- Lindsey Jackson, Montana State University

WASHINGTON ROOM 3:00 PM – 4:00 PM

PAPER SESSION—*QUALITATIVE RESEARCH*

FULBRIGHT FACULTY’S CONCEPTUALIZATION OF THEIR INTERNATIONAL EXPERIENCES

This case study described how four Fulbright recipients conceptualized their international experiences, and, the influence that these experiences have had on their faculty work lives.

- Susan Welker, Montana State University
- Art Bangert, Montana State University

EXPLORING THE COLLABORATIVE DIALOGIC PROCESS APPROACH: CHALLENGING THE SOLITARY ASPECT OF RESEARCH

This qualitative study examines how engaging in a dialogic collaborative process, alongside reflexive journaling, can challenge and/or reinforce epistemological and theoretical frames of reference

- Karen Venture-Kalen, University of Wyoming
- Ann Van Wig, University of Wyoming



LINCOLN ROOM 3:00 PM – 4:00 PM

PAPER SESSION— TRANSITION TO COLLEGE

**FRESHMAN FIRST YEAR EXPERIENCE COURSE: EXPLORING
THE COURAGEOUS, THE CHALLENGING, AND THE
OPPORTUNITIES**

An exploration and analysis of the courageous and challenging aspects of a freshman year experience course taught for seven years.

- Anna Treacy, University of Nevada, Reno
- Nancy Horvath, University of Nevada, Reno

OPPORTUNITIES IN EDUCATION: DUAL-ENROLLMENT

This study reports data generated by a dual-enrollment EDU 101, “Introduction to Teaching” class offered through a partnership between Montana State University and Bozeman Senior High.

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

YESTERDAY’S BALLROOM

5:30 PM – 6:30 PM SOCIAL HOUR

**PLEASE JOIN US
FOR THE
2014
NRMERA AWARDS BANQUET**

6:30 PM – 8:00 PM BANQUET



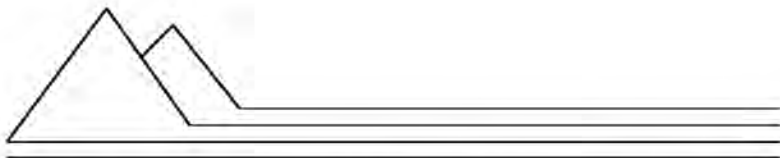
Northern Rocky Mountain Educational Research Association

SATURDAY
WASHINGTON ROOM
9:00 AM – 11:00 AM BOARD MEETING

NRMERA PAST-PRESIDENTS

2012 – 2013 Aaron S. Richmond	1997 – 1998 Shannon Butler
2011 – 2012 Brett Foley	1996 – 1997 Missy Parker
2010 – 2011 Pam Cantrell	1995 – 1996 Mary Lou Fuller
2009 – 2010 Art Bangert	1994 – 1995 Janice Fauske
2008 – 2009 Suzie Young	1993 – 1994 Gene Burns
2007 – 2008 Richard Vineyard	1992 – 1993 Charlotte Farr
2006 – 2007 Chad Buckendahl	1991 – 1992 Steve Dempsey
2005 – 2006 Michael Brunn	1990 – 1991 Hank Slotnik
2004 – 2005 Tammy Abernathy	1989 – 1990 Joe Stepans
2003 – 2004 Gail Ingwalson	1988 – 1989 Mark Clark
2002 – 2003 Nancy Wentworth	1987 – 1988 Carl Edeburn
2001 – 2002 Larry Rogien	1986 – 1987 Diane Peters
2000 – 2001 Ray Wong	1985 – 1986 Gary Render
1999 – 2000 Marian McKenna	1984 – 1985 Amy Driscoll
1998 – 1999 Gary Alexander	1983 – 1984 Wayne Lanning





Northern Rocky Mountain Educational Research Association

Call for Manuscripts:

Conference Proceedings for the 2014 NRMERA Annual Conference

The Northern Rocky Mountain Education Research Association (NRMERA) is seeking manuscripts for an upcoming special edition of *The Researcher*. This issue will be the 2nd annual conference proceedings issue. Last year's issue is available online for reference.

The purpose of the conference proceedings issue is to highlight presentations from our conference and allow dissemination of research and materials from NRMERA members to a larger audience. We are seeking two types of papers for the proceedings issue.

One will be papers from presentations and sessions that were focused on Research Studies. These papers should have sections including the following: 1) a brief introduction, 2) review of the literature, 3) research methodology, 4) results, 5) importance to the field. The second will be from presentations, sessions, workshops, and Learn at Lunch sessions that may have been more practical in nature, and these will be Research to Practice. These papers should have sections including: 1) a brief introduction, 2) review of the literature, 3) methods/practice description, 4) results (of any studies of the practice, if applicable), 5) importance to the field. When submitting, please indicate which category your submission best fits.

For both categories, we ask that papers be no longer than 6 double-spaced pages, excluding tables, figures and references. **These are meant only to be conference proceedings, not full manuscripts.** For full manuscripts, refer to the manuscript guidelines at www.nrm-era.org for regular submissions to *The Researcher*. All papers should be written in APA-format (6th ed.), **blinded**, and should include an abstract of no more than 50 words, and 2-3 keywords. In your cover email, please include author affiliations and primary author contact information. Papers must be received by Nov. 7, 2014 for publication in the Winter 2014 issue.

Submit questions and papers to:

Shanon Taylor, Ed.D.

NRMERA.TheResearcher@gmail.com



NOTES





UNLV College of Education
congratulates our alumnus
Dr. William M. Young
On his presidency of the
Northern Rocky Mountain
Educational Association
2013 - 2014

education.unlv.edu

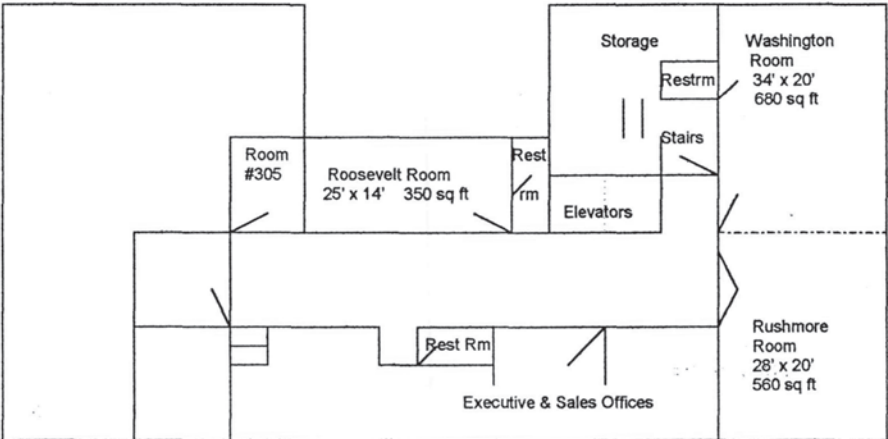
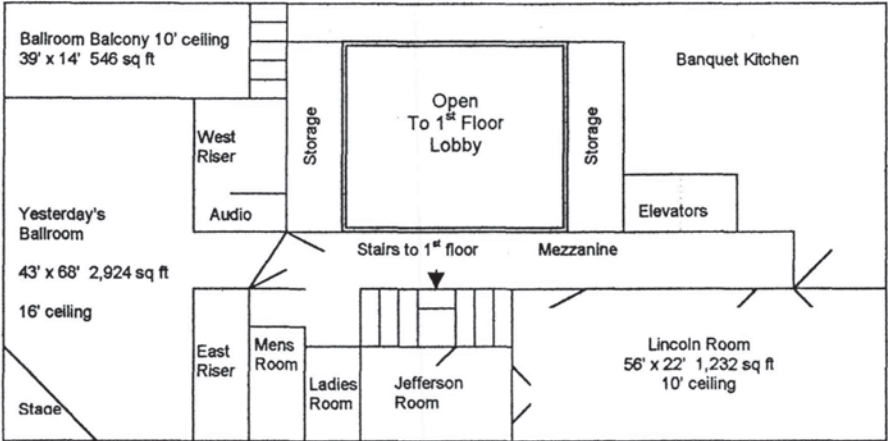


Northern Rocky Mountain Educational Research Association



Alex Johnson Hotel

Meeting Rooms 2nd Floor



Meeting Rooms 3rd Floor



Conference Suite

9th Floor
Hallway

Room 918